

HAMPSHIRE COLLEGE

1992/1993 CATALOG

& COURSE GUIDE



HAMPSHIRE COLLEGE

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

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

ACCREDITATION

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

NOTICE OF NONDISCRIMINATION/AFFIRMATIVE ACTION

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

Hampshire College supports the efforts of secondary school officials and governing bodies to have their schools achieve regional accredited status to provide reliable assurance of the quality of the educational preparation of its applicants for admission.

Hampshire College does not discriminate on the basis of race, age, sex, sexual preference, religion, national origin, disability or previous military service in the admission of students, administration of its educational policies, scholarships and loan programs, and athletic and other college administered programs.

Hampshire College is an Affirmative Action/Equal Opportunity Employer. All applicable federal and state laws and guidelines are followed, including Title VI and VII of the Civil Rights Act of 1964; Executive Order 11246 of 1965, as amended by Executive Order 11357 of 1967; Title IX of the Education Amendments Act of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended.

PLEASE NOTE:

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

AUXILIARY AID POLICY

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

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

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

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

For information about Hampshire's Auxiliary Aid Policy, contact Anne Downes, associate dean of students, extension 412.



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ACADEMIC YEAR CALENDAR 1992-93

FALL TERM

Student Orientation Period	
New Students Arrive and Matriculate	Monday, September 7
New Students Program	Tuesday, September 8-Wednesday, September 9
Advisor Conferences for New Students	Tuesday, September 8
Returning Students Arrive and Register	Tuesday, September 8
Advisor Conferences for Returning Students	Wednesday, September 9
Classes Begin	Thursday, September 10
Wednesday Class Schedule Followed	Friday, September 11
Course Selection Period (Hampshire & 5 College)	Wednesday, September 9-Wednesday, September 23
Convocation	Thursday, September 17
Yom Kippur Observed (no classes)	Wednesday, October 7
Five College Drop Deadline	Friday, October 9
October Break	Saturday, October 10-Tuesday, October 13
Advising/Exam Day	Wednesday, October 21
Division II and III Contract Filing Deadline (for completion in 5/93)	Friday, October 30
Advising/Exam Day	Tuesday, November 10
Preregistration/Advising	Monday, November 16-Friday, November 20
Leave Deadline	Friday, November 20
Thanksgiving Break	Wednesday, November 25-Sunday, November 29
January Term Registration	Monday, December 1-Friday, December 5
Last Day of Classes	Wednesday, December 9
Hampshire College Examination Period	Thursday, December 10-Wednesday, December 16
Winter Recess	Thursday, December 17-Saturday, January 3

JANUARY TERM

Students Arrive	Sunday, January 3
January Term Classes Begin	Monday, January 4
Martin Luther King Jr. Day (no classes)	Monday, January 18
Last Day of Classes	Thursday, January 21
Recess Between Terms	Friday, January 22-Sunday, January 24

SPRING TERM

New Students Arrive	Monday, January 25
New Students Program	Monday, January 25-Tuesday, January 26
Returning Students Arrive	Monday, January 25
Registration for all Students	Monday, January 25
Advisor Conferences for All Students	Tuesday, January 26
Classes Begin	Wednesday, January 27
Course Selection Period (Hampshire and Five College)	Wednesday, January 27-Tuesday, February 9
Advising/Exam Day	Wednesday, March 3
Five College Drop Deadline	Friday, March 12
Division II & III Contract Filing Deadline (for completion in 12/93)	Friday, March 12
Spring Break	Saturday, March 13-Sunday, March 21
Advising/Exam Day	Thursday, April 8
Leave Deadline	Friday, April 9
Preregistration/Advising	Monday, April 12-Friday, April 16
Last Day of Classes	Friday, April 30
Hampshire College Examination Period	Monday, May 3-Friday, May 7
Commencement	Saturday, May 15

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

A HAMPSHIRE EDUCATION

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

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

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

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

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

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

HISTORY

The idea for Hampshire originated in 1958, when the presidents of four distinguished New England colleges—

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

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

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

Approximately 1,200 men and women make up Hampshire's student body and continue to put the vision of its founders into practice, creating an intellectual community of unusual vitality, imagination, and strength. As they pursue introductory work in each of the four Schools, design and carry out a concentration, and complete a major independent project, Hampshire students acquire habits of mind that will serve them well in a rapidly changing world. They learn to think critically and independently, and to approach new ideas with confidence; to ask good questions and devise creative solutions to complex problems. They take with them the discipline and self-reliance essential to reaching their ideas through a lifetime of decision-making.

THE ACADEMIC PROGRAM

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

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

The average Hampshire student completes Hampshire's degree requirements in four years.

THE ADVISOR

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

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

Students complete Division I in each of the four Schools either by passing an examination or by taking two approved courses. For example, a literature and a filmmaking course might suffice in the School of Humanities and Arts, or a psychology and a history course in the School of Social Science. In the two remaining Schools, students must propose and pass a Hampshire examination. The word "examination" has a special meaning at Hampshire: it is not a test, like a mid-term or final exam,

but an independent research or creative project, proposed and carried out by the student under the close supervision of a faculty member. (Of course, students may satisfy Division I requirements in three or even all four Schools through the examination method.)

Typically, students begin their Hampshire careers by taking a standard program of four courses. No specific courses are required, but students are urged to pursue a program of study that encompasses more than one discipline. In small seminars (most average 20 students) questioning and critical discussion are emphasized. Proseminars, designed especially for first-semester students, develop research, writing, and analytic skills through the close examination of specific problems or issues. These courses prepare students for the independent study that is the core of a Hampshire education. Division I projects may develop from involvement in a specific course, from a personal interest, or from a combination of the two.

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

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

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

and goals and the faculty's concern for breadth and intellectual rigor.

The flexibility of this process—in contrast to that of declaring a “major,” whereby one chooses a single academic subject and is given a list of requirements to fulfill—generates an extraordinary variety of student work. This richness is largely responsible for the intellectual excitement that so characterizes the Hampshire community.

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

THIRD WORLD EXPECTATION

Hampshire College is committed to the principle that a student's education is incomplete without an intellectually substantive understanding of multicultural perspectives. The peoples of Africa, Asia, and Latin America make up more than two-thirds of humanity. Until recently, however, the experiences and interests of these peoples have not been deemed legitimate subjects of academic study. When such experiences and points of view are incorporated into serious scholarship, the terms of that scholarship are profoundly influenced. Entirely new areas of inquiry are frequently created.

In recognition of the intrinsic importance of such knowledge, the college expects each student to present tangible evidence that engagement with issues pertaining to Third World and minority cultures has occurred. For example, one student, concentrating in American literature, fulfilled the Third World Expectation by combining course work and an independent paper on the Harlem Renaissance; another, who planned to attend law school, devoted a portion of required course work to exploring the relationship between the American legal system and minorities; an art history concentrator presented a project entitled “Images of Black Women in French Art.”

Fulfillment of the Third World Expectation normally takes place in Division II; planning takes place in consultation with the Division II committee in the context of designing a concentration.

COMMUNITY SERVICE

In addition to developing a student's individual talents and capabilities, a Hampshire education should foster concern for others. To this end, the college requires students to perform some service to Hampshire or to the

broader community. Community service projects range from participating in college governance to volunteering time to work with developmentally disabled citizens. This requirement must be fulfilled before a student begins Division III work.

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

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

JANUARY TERM

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

Faculty members may use January Term to experiment with new approaches or explore new subject matter, making their students partners in curriculum development. January Term faculty include both regular and visiting professors. There are also course offerings by alumni, staff, parents, and students.

The college strongly encourages participation in January Term, but does not require it. Students may also work, travel, or study elsewhere in January. The other members of the Five College consortium offer courses open to Hampshire students throughout the month.

EVALUATIONS/TRANSCRIPTS

One of the principles of a Hampshire education is that students learn more from a teacher's thoughtful reaction to their work than from a letter or number grade. The college has therefore eliminated the latter in favor of detailed written evaluations. Students receive extensive commentary on course work, independent study projects,

and divisional examinations. These reports highlight each student's strengths, suggest areas for improvement, and serve as a permanent record of the student's work at Hampshire. Far from being a liability, Hampshire graduates have found that this narrative transcript can be a distinct advantage when applying for jobs or admission to graduate or professional schools: unlike a typical list of undergraduate course titles, the Hampshire transcript is a detailed picture of the student's work. It makes clear not only the distinctiveness of the student's academic program, but the independent research skills that have been acquired.

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

FIVE COLLEGE EXCHANGE

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

Hampshire students are not encouraged to take courses at the other colleges during their first semester. After that, they may take up to two courses each semester at one of the other campuses.

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

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

ACADEMIC GOOD STANDING

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

THE CAMPUS

ACADEMIC FACILITIES

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

The library's basic collection of 111,000 volumes supports Hampshire courses and general student interests. Students also have ready access to over 4,000,000 volumes in the Five College Consortium. The Five Colleges employ a consortium-wide computerized catalog system which lists the holdings at all Five College libraries. This system enables students at any of the colleges to locate a book or periodical simply by consulting a computer terminal at the library of their home institution.

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

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

Computing resources at Hampshire include VAX, Sun and Next computers for academic users, along with several microcomputer clusters for student use. The microcomputer facilities in the third floor of the library center include Macintosh and MS-DOS machines, and staff are available to teach the use of popular software for word processing, spreadsheets, publications, and statistics. Computers may be purchased through the college at substantial savings.

THE CHARLES W. COLE SCIENCE CENTER houses natural science laboratories and the main college administration offices. Two floors of open laboratories support teaching and research in microbiology, geology, ecology, physiology, biochemistry, organic and inorganic chemistry and physics. Special equipment includes a scanning electron microscope, a nuclear magnetic resonance spectropho-

tometer, an atomic absorption spectrophotometer, an electromyograph, an ultracentrifuge, and a liquid scintillation counter. Other specialized facilities include an optics laboratory, research microscopes, geology preparation room, laboratory computers, metabolic measurement equipment, bone laboratory, animal rooms, a research dark room and an electronics shop.

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

The Hampshire College Bioshelter, a two-story, 2,600 square-foot integrated greenhouse and aquaculture facility located on the south side of the Cole Science Center, serves as a center for fish and plant aquaculture and energy research. All of Hampshire's science facilities are open to students 16 hours a day.

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

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

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

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

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

The studio arts building provides a large sculpture studio, two large painting/drawing studios, individual

studio space, and critique rooms for Hampshire's visual artists.

ADELE SIMMONS HALL is the newest academic building on campus. Located in the Longworth Arts Village, the building houses faculty offices, offices for the School of Communications and Cognitive Science, classrooms, seminar rooms and an auditorium equipped for large-scale video, film, and slide projection. There is also a computer lab, a child psychology observation room, and facilities for computer animation and video editing. The building is connected via computer cable to the video editing facilities in the library and the computer music studio in the music building.

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

STUDENT LIFE

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

Respect for the individual is the essence of the Hampshire community. Beyond their differences in geographical background, Hampshire students, numbering approximately 1,200, vary significantly in political outlook, intellectual and recreational interests, and career aspirations. There is no "typical" Hampshire student: what unites this diverse and lively community of individuals is a strong commitment to learning and a desire to determine the course of one's own education.

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

As a residential college, Hampshire expects its students to live on campus. Only students 25 years of age or older, students living with their parents within 30 miles of Hampshire, and students with their own families are allowed to live off campus.

THE HOUSES

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

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

THE DORMITORIES

About half of Hampshire's students, including most first-year students, live in Winthrop S. Dakin or Charles E.

Merrill House. First-year students are usually housed in double rooms, though singles far outnumber doubles at Hampshire. Although most hallways are co-ed, some are designated single-sex. Entering students receive housing preference forms that allow them to state their housing preferences before they arrive on campus; students may, for example, request a non-smoking or a quiet hall. A common lounge serves as a gathering place for residents of each hall.

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

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

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

THE APARTMENTS

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

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

The three apartment complexes offer students a broad choice of architectural styles and social atmosphere. Prescott House, the largest of the three, features

three- and four-story buildings linked by a series of stairways and catwalks. Among its buildings are several faculty offices and classrooms; the Prescott Tavern, which serves sandwiches and other entrees on a cash or meal-ticket basis; and the Lebrón-Wiggins-Pran Cultural Center (see description below under "Student Services").

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

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

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

THE FIVE COLLEGE AREA

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

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

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

COLLEGE GOVERNANCE

Hampshire students participate in the governance of the college to a degree unusual in American colleges and universities. They serve on all of Hampshire's governing bodies, including the College Senate, Community and Judicial Councils, and the Hampshire College Board of

Trustees. Student members of each of these boards have a vote equal to that of faculty, administration, and staff. Students also play a central role in the reappointment and promotion of faculty through participation in the College Committee on Faculty Reappointments and Promotions (CCFRAP). As members of each of Hampshire's four Schools, they affect curricular development and academic policy.

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

Community Council is responsible for managing all student activities fees and the distribution of funds. In addition, it is also charged with working directly with the college administration on issues pertaining to the quality of student life, and working with the director of student activities in the planning of campus events. Seventeen students are elected to Community Council, along with two faculty and five members of the administration and staff. The dean of students serves as an *ex officio* member of the council.

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

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

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

STUDENT SERVICES

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

The CORC staff is concerned with helping students learn the "how to's" of planning: how to decide what to do, how to find an internship or summer job, how to prepare an effective resume and write a cover letter, how to research an organization, how to interview well, and how to select and gain admission to graduate school programs. The staff maintains an extensive resource

library, offers life/work exploration courses, runs group information sessions and workshops, and is available for both drop-in and individual counseling. In addition, each student receives a weekly CORC newsletter which lists information about jobs, Five College career events, internship and fellowship opportunities, foreign study, the current job market, and the recent achievements of Hampshire students and graduates. The center also maintains several bulletin boards around campus with Five College career planning newsletters and calendars, job openings, alumni news, local volunteer work positions, graduate school posters, fellowship announcements, summer program information, and work-related news items.

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

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

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

Hampshire participates in a number of educational programs abroad, including Five College exchange programs in Africa, Asia, Australia, Canada, Great Britain, Ireland, and South America. Hampshire is also associated with the Institute of European Studies/Institute of Asian Studies, which has study centers in cities in England, Germany, Spain, Mexico, Italy, Japan, France, Singapore, and Austria. It is a member of the International Student Exchange Program (ISEP), which facilitates one-to-one reciprocal exchanges with institutions in 35 countries. In addition, the college is a member of the Council on

International Educational Exchange (CIEE), which has cooperative study centers in Brazil, China, Costa Rica, Dominican Republic, France, Indonesia, Japan, Spain, Russia, Vietnam, and several countries of Eastern Europe. Close ties are maintained with all study and service programs in Third World countries.

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

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

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

THE WOMEN'S CENTER provides support services for women and resources for students interested in women's studies. Staffed by a professional coordinator and by volunteer and work-study students, the center keeps an up-to-date list of resources for women in the Pioneer Valley, carries a lending library of about 900 books and periodicals, and sponsors support groups for women, educational programming on women's issues, and social and cultural events for the entire campus. The center also serves as a

networking base for many student organizations geared toward women's concerns, such as the Women of Color organization, the Women's Art Collective, the Lesbian/Bisexual Alliance, and *Hail & Rhyme*, a women's literary magazine.

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

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

- *Graft* (literary magazine)
- "Infinity" (student-managed TV program)
- Communications Interest Group (students interested in careers in the media)
- Mixed Nuts Food Co-op
- Hampshire College Chorus
- Emergency Medical Technicians, a 24-hour volunteer service
- *Hail & Rhyme* (women's literary magazine)
- Sports Co-op
- *Permanent Press* (student newspaper)
- Hampshire College Marchin' Band
- Amnesty International
- AIDS Information Group
- Christian Fellowship
- Cross-Country Ski Club
- Grateful Dead Historical Society
- Chess Club
- Nontraditional Student Network
- Second Sight Films
- *Right Alternative* (magazine)
- Alternative Music Collective
- SOURCE (umbrella organization for students of color)
- Spontaneous Combustion (women's *a capella* group)
- Lesbian/Gay/Bisexual Alliance
- Film Collective
- Raíces (Latino student organization)

- Bart's Arm (artists collective)
- Bicycle Racing and Mountain Biking Club
- Multicultural Theatre Collective
- Students for Progressive Judaism
- Contact Improvisation Group
- Math Resource Group
- Screech Video (movie discussion group)
- Umoja (African American student group)
- Equestrian Team
- Tavern Entertainment Committee
- Juggling Club
- Responsible Ecology (campus recycling group)
- Bridge Cafe Collective
- Excalibur (game playing group)
- Women's Art Collective
- Martial Arts

ADMISSION

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

As it evaluates this material, the admissions committee looks for evidence of academic preparation and ability. In addition, the committee evaluates qualities that may not be evident in grades and test scores alone. Such qualities include, but are not limited to: writing ability; creativity; self-discipline; a desire to engage in independent work; and a willingness to assume substantial responsibility for one's own education.

INTERVIEWS

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

ADMISSION PLANS

REGULAR ADMISSION

First-year applicants should apply during their senior year of high school and must complete all application materials by February 1. Regular Admission is also available to candidates who will receive a high school diploma after the junior year. The college will mail its decision to on-time candidates beginning April 1. Accepted applicants must confirm their intention to enroll by submitting a nonrefundable deposit of \$400 by May 1. *NOTE: Foreign students are required to submit a \$1,400 deposit (\$400 of which is nonrefundable) by May 1.*

EARLY DECISION

High School seniors who consider Hampshire College their first and only choice are urged to apply for Early Decision. Complete applications for Early Decision must arrive at the admissions office by November 15, and notification of the college's decision will be mailed beginning December 15. Those accepted under the Early Decision plan must withdraw all applications to other colleges and commit themselves to attend Hampshire the following September. (Early Decision candidates are not eligible for Delayed Admission.) A nonrefundable deposit of \$400, required of all accepted Early Decision candidates, must arrive at the admissions office by February 1.

EARLY ACTION

Seniors in high school who wish to receive an early response to their applications should submit all materials by January 1. The college will mail its decision beginning January 21, and candidates must confirm their intention to enroll by submitting the \$400 deposit no later than May 1. Early Action candidates are free to submit applications to other colleges.

EARLY ENTRANCE

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

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

DELAYED ADMISSION

High school seniors who wish to defer college entrance for a semester or a year in order to work, travel, or pursue other interests may apply for Delayed Admission. Admissions deadlines must be met and applicants should submit a statement outlining their reasons for seeking deferral. If admitted, the \$400 enrollment deposit is due by May 1 of the year of application; this deposit may not be postponed to a later term. (For example, applicants for Delayed Admission who wish to enroll in February or September 1994 must submit the \$400 deposit by May 1, 1993.)

Please note that students accepted for Delayed Admission may not enroll at another college or university during their "time off." If a travel and study program is planned, this must be approved by the director of admissions during the application process. Academic work completed during the period of deferral may not be

used toward fulfillment of Hampshire degree requirements.

FEBRUARY ENTRANCE

Students who plan to graduate early from secondary school, students who have taken time off from school before entering college, transfer students, or adult students may wish to take advantage of the opportunity to apply for February admission. Applications must arrive at the admissions office by November 15; notification will be mailed beginning December 15.

TRANSFER, FOREIGN, AND VISITING STUDENTS

TRANSFER STUDENTS

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

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

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

FOREIGN STUDENTS

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

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

NOTE: Foreign students may only apply as Regular Admission candidates for September entrance. They are ineligible for Early Decision, Early Action, Early Entry, or Visiting Student status.

VISITING STUDENTS

Each year a number of students from other colleges and universities take a semester's or a year's leave of absence from their home institution in order to take advantage of the resources at Hampshire and the Five College Consortium. Visiting students should have completed two to five semesters of college work and must be prepared to pursue Division II-level work at Hampshire. They may not undertake Division I examinations while in residence at Hampshire, and are ineligible for Hampshire financial aid. Students should submit written permission of the host institution to study at Hampshire College, and must apply by the appropriate admission deadlines for September or February entrance. Admission is granted for the visiting term or year only; in order to transfer to Hampshire, formal reapplication must be made through the admissions office.

ADULT STUDENTS

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

OTHER INFORMATION

STUDENTS SEEKING A SECOND BACHELOR'S DEGREE

While Hampshire will consider applications from students seeking a second bachelor's degree, it is important to note that no financial aid is available for such students.

ENGLISH PROFICIENCY

Regardless of citizenship, all applicants whose native language is not English are required to provide evidence of English proficiency by submitting an official TOEFL (Test of English as a Foreign Language) report, even if they have attended schools where English is the language of instruction. A minimum TOEFL score of 577, obtained within the past two years, is necessary in order to be considered for admission to Hampshire. For complete information, students should consult the appropriate Hampshire College application.

COMMON APPLICATIONS

Hampshire College participates in the Common Application Program. Students who use the Common Application will be asked to submit supplementary materials to complete their application. Common Application forms may be obtained from most high school guidance offices.

APPLICATION FEE

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

TUITION AND FEES

Costs for the 1992/93 academic year at Hampshire College are given below. Please contact the Hampshire College business office for the 1992/93 academic year payment due dates. These charges are based on full-time enrollment for the year, and participation in the standard board plan of 15 meals per week. (Other board plans are described in the "Student Life" section.)

Tuition	\$18,385
Room	3,095
<u>Board</u>	<u>1,780</u>
TOTAL	\$23,260

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

REFUND POLICY

Hampshire's refunds of tuition, room, and board are prorated and are based on a distinction between necessary leaves or withdrawals for medical reasons (as certified in writing by the college physician), and leaves or withdrawals for non-medical reasons. The complete refund schedule appears in *Hampshire College Fees 1992/93*, and will be mailed from the business office with the first bill.

Fees listed above are subject to change. For further information, contact the business office.

FINANCIAL AID

Hampshire has a generous financial aid program, which consists of scholarships, grants, loans, and work-study. *Provided all required admission and financial aid materials are submitted by the stated deadlines*, every effort is made to meet the full demonstrated need of admitted students. (See the financial aid application instructions included with the application booklet.) Candidates must complete the Hampshire College financial aid form (HCA), and the standard Financial Aid Form (FAF), available from most high school guidance offices.

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

More complete information on financial aid, including deadlines for application, notification of award dates, etc. may be found in the appropriate application booklet.

FINANCIAL AID FOR FOREIGN STUDENTS

Each year Hampshire provides financial assistance to a very limited number of foreign students who show promise of distinguished academic performance at Hampshire and who demonstrate financial need. Aid packages for partial or full tuition assistance are awarded to qualified candidates upon admission. Foreign students who receive tuition assistance from the college must be able to meet all transportation, living, and other expenses (books, supplies, etc.) from their own resources. No financial aid is available for summer study or living expenses when college is not in session.

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

REGISTRATION INFORMATION

Hampshire students have the option of preregistering for Hampshire classes as well as Five College classes. The preregistration period for Fall 1992 courses is Monday, April 13 through Friday, April 17. For Spring 1993 courses, Monday, November, 16 through Friday, November 20. Forms and details on preregistration will be distributed before the advising day prior to each preregistration period. You may also register for courses in the fall, until Wednesday, September 23; and in the spring, until Tuesday, February 9.

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

NOTE:

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

No Five College courses may be added after Wednesday, September 24, 1992 in the fall semester; or after Tuesday, February 9, 1993 in the spring semester. Familiarize yourself with all the rules, regulations, and penalties associated with Five College Interchange. They are all listed in the Student Handbook, and it is your responsibility to be aware of them. Students who do not abide by these rules may not be permitted to enroll in interchange courses during their next active semester.

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

NOTE FOR FIVE COLLEGE STUDENTS:

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

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

Five College students may not preregister for proseminars, which are designed for new Hampshire College students; or for courses with an enrollment method of a lottery or an essay. For lotteried courses,

bring an interchange form with you to the first class in September. In general, a percentage of spaces will be reserved for Five College students to participate in the lottery. Some instructors may require an essay on or before the first class meeting. The essay will ask you to describe why you want the course and how it fits into your plans, not your knowledge of the subject area.

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

SPECIAL STUDENTS AND AUDITORS

On occasion, individuals from the outside community wish to enroll in Hampshire courses. Special students are permitted to take one course per term. They are officially enrolled in a course but do not matriculate. A fee is paid at the time of registration. A special student who enrolls in a course and fulfills the course requirements will receive a certificate of enrollment, verifying registration in the course, with a copy of the evaluation attached. The certificate will receive the college seal and will be considered an official document. No grades and no credit designations are given for Hampshire courses. Instructors are obligated to provide a written evaluation of students' work if they have fulfilled the course requirements, unless the director of Central Records is notified of a change in enrollment status. Auditors may attend a course, but do not participate in class and do not receive evaluations of any kind. No written documentation of an audit will be provided. There is a fee for auditing. Consult with Central Records for special students' fees.

Some courses, especially those which require use of special college facilities, are restricted and are not available for audit. Courses in great demand, such as film, photography, and video, are not available to special students under any circumstances. Dance courses and Outdoors and Recreational Athletics activities have separate fees. Please consult with the instructor of these courses for availability and fees.

Students who are on leave from the college are not eligible for special student status.

The form for enrolling as a special student or as an auditor is available from the Central Records office; it requires the student's signature, the instructor's signature, and the signature of the director of Central Records. It is due in the Central Records office by the end of the course registration period.

Special students and auditors are eligible to use only those college facilities required in order to complete the course. No additional privileges such as student housing or use of recreational facilities will be granted.

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.

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

See School course listings for full descriptions of the proseminars listed below. These are identified by School initials, number, and the letter "p."

CCS 103p

METAPHYSICS

Meredith Michaels

CCS 105p

INTRODUCTION TO COGNITIVE SCIENCE

Neil Stillings

Steven Weisler

CCS 152p

POLITICAL CULTURE

James Miller

HA 118p

THE USES OF FICTION

Lee Heller

HA 123p

FROM PAGE TO STAGE

Ellen Donkin

Wayne Kramer

HA 126p

WOMEN'S LIVES/WOMEN'S STORIES

Susan Tracy

HA 134p

THE BIG HOUSE IN LITERATURE

Norman Holland

HA 135p

THE BEATS

Robert Coles

NS 122p

HOW PEOPLE MOVE

Ann McNeal

NS 135p

HEALTH IN AMERICA BEFORE COLUMBUS

Alan Goodman

Debra Martin

NS 175p

THE SCIENCE OF DISARMAMENT

Allan Krass

NS 198p

EVER SINCE DARWIN

Lynn Miller

SS 102p

POVERTY AND WEALTH

Laurie Nisonoff

NS 111p

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

Lester Mazor

James Wald

NS 116p

PEASANT REVOLUTION AND VILLAGE SOCIETY IN MODERN CHINA

Kay Johnson

SS 121p

THE AMERICAN CENTURY: WHAT HAPPENED?

Carollee Bengelsdorf

SS 184p

AMERICAN CAPITALISM

Stanley Warner

SCHOOL OF COMMUNICATIONS AND COGNITIVE SCIENCE (CCS)

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

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

The School of Communications and Cognitive Science is also actively involved in the college-wide Computer Studies program, and the computer is the focus of many of our curricular activities. Within cognitive science we are interested in the nature of machine, or artificial intelligence, as well as the light that can be shed on mental activity if we think of the mind as similar to a computer in at least some fundamental ways. Within communications the computer plays a central role in the

social transmission and storage of information. Finally, a number of our faculty are concerned with the formal nature of computer languages, the teaching of programming, and the broader social and intellectual implications of the current revolution in computer usage.

Courses numbered from 100 through 199 are focused explorations of issues, problems, and analytical methods used in the various subject areas of 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
- satisfactorily complete one additional course at any level, unless that course was excluded from this option by being listed with an asterisk in the Course Guide.

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

COURSE LIST

100 LEVEL

CCS/NS 101

ANIMAL BEHAVIOR AND COGNITION

Raymond Coppinger

Mark Feinstein

CCS 103p

METAPHYSICS

Meredith Michaels

CCS 105p

COGNITIVE SCIENCE: EXPLORING THE NATURE OF MIND

Neil Stillings

Steven Weisler

CCS 113

PHILOSOPHY OF LANGUAGE

Lee Bowie

CCS 114

INTRODUCTION TO COMPUTER SCIENCE

TBA

CCS 126

MAKING IMAGES/READING IMAGES: AN INTRODUCTION

Joan Braderman

Stashu Kybartas

CCS 134

DEVELOPMENTAL LANGUAGE AND LEARNING DISORDERS

Christopher Chase

CCS 139

DOCUMENTARY FILM/VIDEO: HISTORIES AND THEORIES

Sherry Millner

CCS 140

VIDEO PRODUCTION I

Joan Braderman

CCS 152p

POLITICAL CULTURE

James Miller

CCS 158

THEORIES OF DEVELOPMENTAL PSYCHOLOGY

Mary Jo Rattemann

Maureen Mahoney

CCS 168

LINGUISTICS

Mark Feinstein

Steven Weisler

CCS 170

TOPICS IN MEDIA CRITICISM

TBA

200 LEVEL

CCS 224

NEUROPHILOSOPHY

Neil Stillings

CCS 229

TOPICS IN MEDIA HISTORY

TBA

CCS 238

SEMINAR IN COMPUTER SCIENCE

TBA

CCS/NS 243

BRAIN AND BEHAVIOR

Christopher Chase

Michelle Murrain

CCS 247

PRODUCING CABLE AND COMMUNITY TELEVISION

Stashu Kybartas

CCS/HA 253

PRINT CULTURE, HIGH AND LOW, IN EARLY AMERICA: 1650-1800

Lee Heller

David Kerr

CCS 257

CULTURE AND HUMAN DEVELOPMENT

Mary Jo Rattemann

CCS 289

MORAL THEORY

Ernest Alleva

CCS 293

DOCUMENTARY VIDEO PRODUCTION WORKSHOP

Sherry Millner

300 LEVEL

CCS 314

CULTURE INDUSTRIES

James Miller

CCS 342

HEGEL'S PHENOMENOLOGY OF SPIRIT: A READING

Tsenay Serequeberhan

COURSE DESCRIPTIONS

CCS/NS 101

ANIMAL BEHAVIOR AND COGNITION

Raymond Coppinger

Mark Feinstein

What is an animal doing when it "behaves"? Can animals be said to "think"? In this course we will explore the lives of animals from the joint perspectives of biology and cognitive science. Animals have a rich and remarkable range of activities: they move, find shelter, feed, defend themselves, interact with other animals, mate, and

reproduce. To do so, they must be able to perceive the world around them, store and process information about it, communicate with one another, and learn. We will look at how scientists observe and analyze these phenomena in nature and learn how experiments can be designed and carried out to study animal behavior and cognition systematically. Along the way we will explore a wide range of issues in evolution, ecology, genetics, and neuroscience.

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

CCS 103p

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 18.

CCS 105p

COGNITIVE SCIENCE: EXPLORING THE NATURE OF MIND

Neil Stillings

Steven Weisler

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

The assignments will emphasize the mastery of methods of inquiry and project development. The course will meet twice a week for one and one-half hours each time. Enrollment is limited to 40.

CCS 113

PHILOSOPHY OF LANGUAGE

Lee Bowie

The study of language has come to occupy a central role in our understanding of what is real. The idea that language constrains, structures, and perhaps even determines our view of the world is hardly new to this century, but it has reached its fullest expression during the last one hundred years. This course will explore the development of contemporary notions of the relation between language, the mind, and our theories about the world. The course begins with key work from the 1890's by Gottlob Frege, who has been called "the first modern philosopher." It explores Frege's contributions to the revolutionary developments in theory of language by Bertrand Russell and Ludwig Wittgenstein (in both his early and his later periods), and continues with the "ordinary language philosophy" of J.L. Austin. Finally a brief look at work by Noam Chomsky and W.V.O. Quine establishes a foundation for current debates in theory of language and in cognitive science. Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 20.

CCS 114

INTRODUCTION TO COMPUTER SCIENCE

TBA

This course introduces the process of converting problem statements ("Draw a triangle" or "Sort these names in order," for example) into more precise formulations called algorithms and finally into working computer programs. Students will begin to achieve facility in using a procedural programming language like C or Pascal. No prior background in computing is required. This is the first in a two-course introductory sequence; the second course is CCS 216, Data Structures and Algorithms, offered in the spring term. Class will meet three times a week for one and one-half hours each time. Enrollment is limited to 25.

CCS 126

MAKING IMAGES/READING IMAGES: AN INTRODUCTION

Joan Braderman

Stashu Kybartas

In consumer society, sounds and images on television and radio, in magazines, on billboards, in movies and in newspapers produce an environment so visually complex as to position all of us as constant spectators. Using a cultural studies approach, this course will consist of lectures and screenings, presentations and discussions. We will study a range of approaches to analyzing visual culture, from semiotics to Frankfurt School media criticism. We will also do concrete visual production exercises in which we directly apply some of these theories. These will include storyboards, slide presentations and performances. Students will be required to do substantial reading and to participate in classroom discussions and critiques. Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 40.

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 and cognitive basis for such developmental disorders.

Weekly reading and writing assignments are required. A final paper or field project also is expected. Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 25.

CCS 139

DOCUMENTARY FILM/VIDEO: HISTORIES AND THEORIES

Sherry Millner

This course will provide a general history of the documentary film and an analytical "deconstruction" of the documentary's use of photographic realism. We will examine contemporary theory and practice of documentary image making through extensive readings and screenings. Topics to be explored include: the historical bases of the main documentary traditions in film, especially Vertov, Eisenstein, Flaherty, Grierson; what constitutes objectivity in documentary; the changed role of the documentary maker from objective recorder to committed participant or interventionist; the limitations and potentials of cinema verité and "talking heads" style documentary; the influence of feminism on the form of documentary; documentary film and photo in the 30's; the newsreel and its supposed commitment to objective truth versus contemporary politicized versions of the newsreel; the documentarian as witness, etc.

Class will meet twice a week, once for two hours and once for three hours. Enrollment is limited to 20.

CCS 140

VIDEO PRODUCTION I

Joan Brademan

This intensive course will introduce students to basic video production techniques for both location and studio work. In conjunction with technical minicourses offered by the library staff, we will look at the production process piece by piece, giving attention to preproduction, fundraising, and distribution, as well as formal elements like color, light, sound, composition, camera movement, and editing techniques. We will look at tapes and films which are particularly relevant to each facet of our work to ground our discussions. No one form or style will be stressed, though much in-field work will be assigned. "Video art," new narrative, "documentary," compilation

tapes, cable shows, and other forms of video practice will be considered. Students will work on projects and exercises in rotation crews throughout the term, as well as on a final project. While several short writing assignments will be given, students will be engaged in consistent practical work.

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

CCS 152p

POLITICAL CULTURE

James Miller

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

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

CCS/SS 158

THEORIES OF DEVELOPMENTAL PSYCHOLOGY

Mary Jo Rattermann

Maureen Mahoney

As human beings we undergo tremendous changes during the course of our development; we begin as infants incapable of speech and develop into adults who engage in complex reasoning and social relationships, both of which are mediated by a wide range of cognitive skills and emotional states. How can this massive change from infancy to adulthood be explained? Some theories emphasize the acquisition of cognitive skills to account for development, while others emphasize social and emotional transformations. In this course we will examine major theoretical paradigms including the works of Piaget, Freud, Vygotsky, social-learning theory, and their derivatives. Students will be responsible for the weekly readings, one class presentation, and several short papers.

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

CCS 168

LINGUISTICS

Mark Feinstein

Steven Weisler

Have you like noticed that language is like majorly changing? This grammatical sentence English language NOT! Fan-f***ing-tastic (but not fant-f***ing-ic). And why do we need those ***, anyway?

[[This Class] [will] [[introduce] [you] [to] [these and] [[many other] [linguistic mysteries.]]]]] Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 40.

CCS 170

TOPICS IN MEDIA CRITICISM
TBA

A course description will be published in the fall supplement.

CCS 177

AFRICAN PHILOSOPHY: DISCOURSE AND HORIZON

Tsenay Serequeberhan

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

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

CCS 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. 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.

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 229

TOPICS IN MEDIA HISTORY

TBA

A course description will be in the fall supplement.

CCS 238

SEMINAR IN COMPUTER SCIENCE

TBA

This seminar will center on an advanced topic in computer science, probably involving artificial intelligence, computer animation, or software engineering. A specific description will be published in the fall supplement.

CCS/NS 243

BRAIN AND BEHAVIOR

Christopher Chase

Michelle Murrain

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

This course will meet twice a week for one and one-half hours each time and once per week for a three-hour laboratory. Enrollment is limited to 25.

CCS 247

PRODUCING CABLE AND COMMUNITY TELEVISION

Stashu Kybartas

This course is for students interested in producing cable or community television shows. The class will learn to produce live television shows by learning to work effectively in the TV studio, doing research, and working together on TV crews. Students will generate ideas for specific shows, research the ideas, and cast the shows when necessary. When the class is ready we will broadcast live on INTRAN.

Examples of community and cable TV shows will be viewed and discussed critically to contextualize the work produced in this class within the larger cable TV community. Shows from Paper Tiger TV, Deep Dish, Out on Tuesdays (Channel 4 in England), as well as other alternative television will be screened. Students completing this course will have a grasp of the issues facing independent producers working in cable and community television.

Students must have previous video production or television experience to enroll in this class. Class will meet once a week for four hours. Enrollment is limited to 12.

CCS/HA 253

PRINT CULTURE, HIGH AND LOW, IN EARLY AMERICA: 1650-1800

Lee Heller
David Kerr

In the beginning, was the word. . .

American culture emerged out of written texts: the Old and New Testaments, whose doctrines were interpreted (and misinterpreted) by the Puritan idealists who settled New England; the contracts conferring land and establishing economic relationships between buyers and sellers, masters and slaves in the South; the Declaration of Independence, the Bill of Rights, and the Constitution, documents written in order to legitimate and perpetuate the social order founded on those earlier documents.

This course will explore the nature and impact of the word in early America: its influence on political, economic, social, and personal life; and the dialogues it made possible between the emerging nation and Europe. In particular, we will trace the emergence of distinctively American voices as the traditions of English belles lettres and political thought were transformed to serve the needs of a rapidly expanding culture. More generally, we will examine the array of texts available to readers at different historical moments, as well as the factors determining who read, what they read, and how they used their reading. We will look at materials from a variety of genres, drawing from both high culture and low: sermons and theological treatises, poetry, periodical essays, political tracts, chapbooks, newspapers, captivity narratives, diaries and letters, and the emerging novel. Our goal will be to construct a picture of the nature of print culture in early America, and its evolution from the earliest settlements up through the revolution and the establishment of the republic.

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

CCS 257

CULTURE AND HUMAN DEVELOPMENT

Mary Jo Rattermann

The role of society in shaping children's development has recently become a focus of developmental psychology. This focus has arisen out of a large body of cross-cultural studies which have revealed the richness and variety of childrearing techniques practiced by different cultures. In this course we will examine both the theories which motivate the study of cross-cultural psychology (e.g., Vygotsky's socio-historical theory) as well as the research performed by Western psychologists and anthropologists examining the cross-cultural aspects of attachment, perception, counting, and other cognitive and social processes. Students should have taken a course in cognitive development, social development or a survey of developmental psychology.

Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 15.

CCS 289

MORAL THEORY

Ernest Allera

This course will address alternative perspectives regarding central issues of moral inquiry, including problems of metaethics (Can there be moral knowledge? If so, what does it involve? Can moral beliefs and theories be justified?); normative theory (What principles, rules and actions are morally justified? What obligations or rights do individuals have?); and moral psychology (How are moral beliefs and attitudes acquired? What roles do reason and the emotions have in moral understanding and action?). We will examine traditional thinkers such as Kant, Mill and Nietzsche, as well as contemporary moral theorists, including feminist and communitarian critics.

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

CCS 293

DOCUMENTARY VIDEO PRODUCTION WORKSHOP

Sherry Miller

This workshop is geared toward students who have a sound background in basic video production and editing and want to explore a variety of documentary practices. There will be a number of short exercises in the field and students will produce a final documentary piece. Some screenings of professional work in the medium to illustrate problems of the visual investigation of social reality will occur; and there will also be some theoretical/practical readings on issues central to student projects. Much of class time will explore and critique students' ongoing work in a collaborative, supportive atmosphere. The class will meet once a week for three and one-half hours. Enrollment is limited to 15.

CCS 314

CULTURE INDUSTRIES

James Miller

This advanced seminar will explore, from a sociological and political economy perspective, those large, usually profit-seeking businesses whose product constitutes crucial aspects of contemporary global culture, such as motion pictures, television drama and news, and recorded music. The course will have three parts. First we will analyze theoretical, historical and some empirical work on the nature of the industrial production of culture. Next we will read selected semi-popular accounts of culture industries, like Boyer's *Who Killed CBS?* and Dannen's *Hitmen: Power Brokers and Fast Money inside the Music Business*. In the final portion of the course students will carry out studies of their own (which may be related to their Division II or III work) and report them to the seminar.

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

CCS 342

HEGEL'S PHENOMENOLOGY OF SPIRIT: A READING

Tsenay Serequeberhan

The main concern of this course is to examine and closely read the central text of Hegel's philosophical perspective. We will begin with a brief preliminary and preparatory discussion of Hegel's predecessors and of the problematic of subjectivity with which he was concerned. Consequent on the above we will engage in a systematic reading of the text which will be periodically supplemented by the examination of some of the most influential interpretations of Hegel's thought. As suggested in the title, this course sees itself as a 'reading,' and as such what it hopes to do is to engage the student in a sustained exploration of *The Phenomenology of Spirit*.

This is an advanced course subject to instructor permission. Each student will be required to attend, participate in class discussions and to do class presentations. In addition to the above reading, notes will be periodically collected and evaluated. Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 20.

SCHOOL OF HUMANITIES AND ARTS (HA)

CURRICULUM STATEMENT

Course offerings in the School of 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 a course in American studies explores 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.

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

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

COURSE LIST

100 LEVEL

HA 104

DRAWING I

Riley Brewster

HA 110

FILM/VIDEO WORKSHOP I

Abraham Ravett

HA 111

STILL PHOTOGRAPHY WORKSHOP I

Bill Brand

HA 113*

MODERN DANCE I

Ed Groff

HA 114*

MODERN DANCE II

Daphne Lowell

HA 118 p

THE USES OF FICTION

Lee Heller

HA/SS 119

LITERATURES OF COLONIALISM

Lynne Hanley

Jill Lewis

Carollee Bengelsdorf

HA 123p

FROM PAGE TO STAGE

Ellen Donkin

Wayne Kramer

HA 126p

WOMEN'S LIVES/WOMEN'S STORIES

Susan Tracy

All 129

WOMEN'S BODIES/WOMEN'S LIVES

Lynne Hanley

Ann McNeal

Margaret Cerullo

HA 130

READING POETRY

Nancy Sherman

HA 133

EXERCISES IN READING: THE DETECTIVE STORY

Jeffrey Wallen

HA 134p
THE BIG HOUSE IN LITERATURE
 Norman Holland

HA 135p
THE BEATS
 Robert Coles

HA 140
LIFE STORIES: READING AND WRITING
AUTOBIOGRAPHIES
 Michael Lesy

HA 165
PLACES AND SPACES: PERCEPTION AND
UNDERSTANDING OF HUMAN ENVIRONMENT
 Earl Pope

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

HA 194
ACTING
 Rhonda Blair

200 LEVEL
 HA/SS 202
SEVENTEENTH CENTURY STUDIES: THE QUESTION
OF AUTHORITY
 L. Brown Kennedy
 Joan Landes
 Miriam Slater

HA 203
INTRODUCTION TO PAINTING
 Riley Brewster

HA 205
SCULPTURE II
 William Brayton

HA 210
FILM/VIDEO WORKSHOP II
 Bill Brand

HA 211
STILL PHOTOGRAPHY WORKSHOP II
 TBA

HA 216*
MODERN DANCE TECHNIQUE IV
 Ed Groff

HA 221
CRITICAL ISSUES IN PHOTOGRAPHY
 TBA

HA 225
SPECTACULAR FICTIONS
 Mary Russo

HA/SS 227
ART AND REVOLUTION
 Sura Levine
 Joan Landes
 James Wald

HA 228*
THEATRE PRACTICUM
 Wayne Kramer

HA 229
WRITING FICTION AND DRAMA
 Ellen Donkin
 Nina Payne

HA 231
POETRY WRITING WORKSHOP
 Andrew Salkey

HA 235
LITERARY NON-FICTION: READING AND WRITING
 Michael Lesy

HA 237
FICTION WRITING WORKSHOP
 Andrew Salkey

HA 238
PAIRED LANDSCAPES: PLACE AS EXPERIENCED BY
NORTH AMERICAN INDIAN AND WHITE CULTURES
 David Smith

HA 239
JAZZ PERFORMANCE SEMINAR
 Yusef A. Lateef

HA 242
LATIN AMERICAN HISTORY THROUGH FICTION
 Norman Holland

HA 243
EXTREMES OF MODERNISM: JOYCE, KAFKA, AND
BECKETT
 Jeffrey Wallen

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

HA 250
INTRODUCTORY POETRY WRITING
 Paul Jenkins

HA 252
INTERMEDIATE DANCE COMPOSITION
 Daphne Lowell

HA/CCS 253
PRINT CULTURE: HIGH AND LOW IN EARLY
AMERICA, 1650-1800
 Lee Heller
 David Kerr

HA 255

CONTACT IMPROVISATION

Ed Groff

HA 257

ANCIENT GREEK DRAMA

Robert Meagher

HA 259

**UNRULING BRITANNIA: CULTURAL PRODUCTION IN
CONTEMPORARY BRITAIN**

Jill Lewis

HA 261

**HISTORY AND PHILOSOPHY OF DANCE IN
EDUCATION**

Peggy Schwartz

HA 270

TECHNIQUES IN 20TH CENTURY ORCHESTRATION

Margo Simmons

HA 281

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

Daniel Warner

HA 290

ELECTRONIC MUSIC COMPOSITION

Daniel Warner

HA 295

SHAKESPEARE

L. Brown Kennedy

300 LEVEL

HA 305

ADVANCED PAINTING

Denzil Hurley

HA 314

FILM/VIDEO WORKSHOP III: THE DOCUMENTARY

Abraham Ravett

HA 316

**DIVISION III STUDIO ARTS CONCENTRATORS
COURSE**

William Brayton

Denzil Hurley

HA 324

**COMPARATIVE LITERATURE SEMINAR: GEOGRAPHY
AND DESIRE**

Mary Russo

HA 330

**STAGINGS: REPRESENTING THE SELF IN LITERATURE
AND ART**

L. Brown Kennedy

Sura Levine

HA 345

ANCIENT EPIC: GILGAMESH, ILIAD, PENTATEUCH

Robert Meagher

HA 399c

ART TUTORIAL

Leonard Baskin

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

COURSE DESCRIPTIONS

NOTE

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

HA 104

INTRODUCTION TO DRAWING

Riley Brewster

This course will require students to gain a familiarity with drawing as a tool in the investigation of form and light. Perceptual skills will be honed through a compounding series of assignments designed to develop critical looking. A wide spectrum of materials will be employed in the representation of subjects to include landscape, still-life, and the figure. A grounding in history and language will be developed through slides, required readings, and critiques. Course materials cost \$50 to \$75. Please note: most high school classes and/or independent work do not involve such extensive amounts of time to develop ideas and competence. It is expected that those interested in studying art here would benefit from an introductory drawing course. Class will meet twice each week for three hours each session. Enrollment is limited to 20.

HA 110

FILM/VIDEO WORKSHOP I

Abraham Ravett

This course teaches the basic skills of film production, including camera work, editing, sound recording, and preparation and completion of a finished work in film or video. Students will have weekly assignments, and

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

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

HA 111
STILL PHOTOGRAPHY WORKSHOP I
 Bill Brand

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
 Ed Groff

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

Class will meet twice weekly for one and one-half hours. Enrollment is limited to 24 on a first-come basis. This course is not suitable for one-half of a Division I.

HA 114*
MODERN DANCE II
 Daphne Lowell

Continuing exploration of the basic principles of dance movement: body alignment, coordination, strength, flexibility, and basic forms of locomotion. Emphasis will

be placed on the development of technical skill in service of dynamic and spatial clarity. This class is for students with some previous dance experience.

The class will meet twice a week for one and one-half hour sessions. Enrollment method is open, space considerations limit enrollment to 24. This course cannot be used as part of the two-course option.

HA 118p
THE USES OF FICTION
 Lee Heller

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

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

Authors to be read include Ursula Le Guin, Daniel Defoe, Susanna Rowson, Harriet Beecher Stowe, Rebecca Harding Davis, Margaret Atwood, Toni Morrison, Ernest Callenbach, among others. Class will meet twice each week for one and one-half hours. Enrollment is limited to 20.

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

This course will look at how the experience of colonialism is framed by writers differently positioned in the contrasting histories of colonial exploitation. It will draw on three different experiences of colonialism: the British in Southern Africa, the French in Northern Africa, and the American in Central America. We will examine contemporary narratives in which writers from countries radically reshaped by colonialism seek to claim a voice and restructure the space in which they live. We will contrast these with the construction of the colonized in narratives from the dominant cultures. Readings will include novels by Chinua Achebe, Joseph Conrad, Sergio Ramirez, Joan Didion, Assia Djébar, Albert Camus, Doris

Lessing and Lewis Thomas, Aime Cesaire, Jan Carew, Franz Fanon, Roberto Retamar and Sander Gilman. Readings will be supplemented by films and videos: *Burn*, *The Other Fansisco*, *The Battle of Algiers*, *Maids and Madams*, and *Black and White and Color*.

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

HA 123p

FROM PAGE TO STAGE

Ellen Donkin
Wayne Kramer

In this course we will explore the process of theatrical production and offer students an introduction to the Hampshire Theatre Program, and to its component parts: producing, playwrighting, dramaturgy, design, acting and directing.

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

HA 126p

WOMEN'S LIVES/WOMEN'S STORIES

Susan Tracy

In this course we will analyze the lives and work of some women writers and will consider the interrelationship between the writer's life, the historical period in which she lives, and the work she produces. We will examine the different paths these women took to become writers, the obstacles they overcame, and the themes which emerge from their work. Among the writers we will consider are Zora Neale Hurston, Tillie Olsen, Maxine Hong Kingston, Adrienne Rich, and Alice Walker.

Students will write several short papers and will have the option to write a research paper suitable for consideration as a Division I exam. Reading, writing, and research skills will be emphasized. Class will meet twice each week for one and one-half hours.

All 129

WOMEN'S BODIES/WOMEN'S LIVES

Lynne Hanley
Ann McNeal
Margaret Cerullo

An introduction to feminist studies, this course will explore the representation of the female body from the perspectives of three schools. Beginning with literary representations of the female body, the course will go on to look at scientific views of female biology, the social history of the female body and struggles around its control, and differences in cultural attitudes towards the bodies of white and Third World women. Readings to be considered in the course will include *Beloved*; selections from *The Alchemy of Race and Rights*; "Ethnicity, Survival, and Delay in Seeking Treatment for Symptoms of Breast Cancer"; *A Restricted Country*; selections from *The*

Women of Brewster Place, *The Pure and the Impure*, *Zami* and *Later the Same Day*; "Plasma Testosterone in Homosexual and Heterosexual Women"; "Sex Hormones in Lesbian and Heterosexual Women"; selections from *The Mismeasurement of Man*; selections from *The Woman in the Body: A Cultural Analysis of Reproduction*; *The Autobiography of Ida B. Wells*; *Meridian*; "Advancing Luna and Ida B. Wells"; "New York: Sentimental Journeys"; "A Rape Case Gone Awry"; "Crime and Punishment"; and "Protection Racket".

The course will be team-taught by faculty members in each of the three schools. Class will meet twice a week, one as a group for one and one-half hours and a second time for one and one-half hours in smaller sections. To receive a written evaluation, students are required to come to class, complete the assigned reading, and submit a portfolio at the end of the semester containing all the assigned writing (four short papers and a ten page final essay) and a self-evaluation.

HA 130

READING POETRY

Nancy Sherman

This course will provide an introduction to the art and craft of poetry. We'll define basic elements of poetry: metaphor, diction, rhythm, meter, rhyme, form, tone, etc.; and examine the uses of these elements in specific poems. Detailed analysis of technical aspects will be complemented by broader discussions of what poetry is, and why and how it moves us. The course will rely on texts by a range of poets in English and in translation, representing a variety of styles and historical periods; some critical essays will be included. There will be frequent writing assignments, and an emphasis on reading aloud. Class will meet twice each week for one and one-half hours. Enrollment is limited to 20.

HA 133

EXERCISES IN READING: THE DETECTIVE STORY

Jeffrey Wallen

The detective is confronted with the problems of interpreting signs, and we will follow several detectives in their interpretive practices. We will also consider the nature of the social reality confronting the detective, and the sets of rules which structure both the world of the detective and the detective story. Beginning with Poe, the inventor of the detective story, we will study the evolution and the dissemination of the genre into new contexts and new continents. Readings will include works by Poe, A. Conan Doyle, Dashiell Hammett, Raymond Chandler, Borges, Cortazar, Chester Himes, Ernest Larsen and Amanda Cross. A few films of detective stories will also be discussed. Class will meet twice each week for one and one-half hours. Enrollment is limited to 25.

HA 134p

THE BIG HOUSE IN LITERATURE

Norman Holland

The big house is a salient feature of marginalized and colonial literatures. This course centers on Latin American narratives that share this common chronotope—the big house. Our inquiry into the nature of this spatial and temporal device will be twofold: How is political culture organized and contested in these narratives? What diverse ends do these acts of transmission, preservation, challenge, serve? Although Spanish texts will be read in translation, students who know the language are encouraged to read the original. Class will meet twice a week for one and one-half hours.

HA 135p

THE BEATS

Robert Coles

This course will examine the genesis and growth of what is now termed "the beat movement," an artistic period that flourished in post-war (World War II) American culture. Our focus, first of all, will attempt to uncover some kind of definition rooted around post-war alienation, rebellion, dissatisfaction among American artists with "established" society. We will also attempt to trace the antecedents to the beats in European decadence and symbolism. We will also look at how African American urban culture and eastern mysticism influenced beatnik philosophy. Readings will include works by Kerouac, Ginsberg, Diprima, Corso, Jones, and others. Class will meet twice each week for one and one-half hours.

HA 140

LIFE STORIES: READING AND WRITING AUTOBIOGRAPHIES

Michael Lesy

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

Note well: This is a writing course. Its intent is to enable students not just to confess but to craft narratives. Structure and nuance will be judged as important as candor and insight.

Works to be read will range from Wideman's *Brothers and Keepers* to Gormick's *Fierce Attachments*. Students will be asked to construct at least 7 short and 3 long autobiographical narratives during the course of the semester. One class per week will be devoted to students reading their work to each other for critique. Well-read mastery of assigned texts will be required. Class will meet twice, weekly, for one and one-half hours. Enrollment is limited to 16 with permission of the instructor required.

HA 165

PLACES AND SPACES: PERCEPTION & UNDERSTANDING OF HUMAN ENVIRONMENT

Earl Pope

This course deals with perception and awareness of the man-made environment and the problems of recording and communicating it. We will be concerned with developing a sensitivity to surroundings, spaces and forms—an understanding of place and the effects of the environment on people. This is primarily a workshop course, using direct investigation, research, and design projects of a non-technical nature to confront and expose environmental problems and to understand the approaches and creative processes through which environment is made.

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

HA 176

MUSIC I: INTRODUCTION TO THE LANGUAGE AND PROCESS OF MUSIC

Margo Simmons

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

HA 194

ACTING

Rhonda Blair

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

Class will meet for two hours twice a week. Students

interested in the course should attend the first class meeting. Enrollment is limited to 16.

HA/SS 202

SEVENTEENTH CENTURY STUDIES: THE QUESTION OF AUTHORITY

L. Brown Kennedy

Joan Landes

Miriam Slater

The modern period, it can be argued, has its roots in the seventeenth century with the challenges to authority—and subsequent attempts at reformulation—which upset the scientific, religious, political, and social assumptions of the late Renaissance. Using an interdisciplinary approach we will address: the emergence of the modern state; the redefinition of private and public life; the crises of certitude posed by the Reformation and the new modes of scientific thinking; the conflicting beliefs in Providence and Progress. Our central case study will be England. Our materials include literary, philosophic, political, and scientific primary texts (among them: Calvin, Shakespeare, Luther, Galileo, Newton, Donne, Hobbes, Milton, Locke, together with tracts from the Leveller and Ranter movements) and a selection of monographs from the current interpretive debates about this period. Class will meet for one and one-half hours twice weekly.

HA 203

INTRODUCTION TO PAINTING

Riley Brewster

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 limited to 20 and Drawing I is a prerequisite. Class will meet twice each week for three hours each session.

HA 205

SCULPTURE II

William Brayton

This course will focus on the dialogue between form and sculptural ideas. Assignments will address the development of representational and non-representational approaches to subject matter. Materials will include wood, plaster, and metal. A research paper and group discussions on contemporary and historical modes of sculptural expression will be integrated within the course structure. A \$30 lab fee will cover some materials.

Prerequisite: a beginning sculpture course at the college level. Class will meet twice each week for two and one-half hours.

HA 210

FILM/VIDEO WORKSHOP II

Bill Brand

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

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

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

HA 211

STILL PHOTOGRAPHY WORKSHOP II

TBA

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

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

HA 216*

MODERN DANCE TECHNIQUE IV

Ed Groff

Intermediate-level class intended for students with two years of training. The focus of the work will be on

refining the kinesiological perception and theoretical understanding of efficient movement in order to increase accuracy, speed, and mobile strength. Attention will also be given to developing an awareness of how one invests oneself in prescribed movement.

Class will meet twice each week for two hours. Enrollment is limited to 24 by audition first day of class.

HA 221

CRITICAL ISSUES IN PHOTOGRAPHY

TBA

The description of this course will appear in the fall supplement.

HA 225

SPECTACULAR FICTIONS

Mary Russo

This course will address the convergence of visual spectacle and narrative in the expansion of cultural tourism in late nineteenth and early twentieth-century. Using the representation of Italy as a case study, the course will explore the ways in which sights—landscapes, bodies, monuments, statuary, and ruins—are reimagined and reframed as memory, nostalgia or souvenirs for foreign and domestic consumption. As a contradictory figure of pastoral innocence and erotic license, of classical art and decadent ruin, of beauty and disease, Italy was obsessively visualized in painting, photography, novels, and, in the twentieth century, film. The course will reflect upon the influence of this overrepresentation within Italy as well as on the status of Italy as "the other country" and seek to identify models of cross-cultural influence and exchange. Authors and filmmakers to be discussed include Nathaniel Hawthorne, Henry James, Edith Wharton, Giuseppe Lampedusa, Thomas Mann, Bernardo Bertolucci, Ettore Scola, and Pier Paolo Pasolini. This course is open to first year students. Class will meet twice each week for one and one-half hours. Enrollment is limited to 20.

HA/SS 227

ART AND REVOLUTION

Sura Levine
Joan Landes

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

HA 228*

THEATRE PRACTICUM

Wayne Kramer

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

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

HA 229

WRITING FICTION AND DRAMA

Ellen Donkin
Nina Payne

Patterns of human behavior, whether they are the direct subject of a piece of writing or the source of its energy, will provide the common ground for this writing workshop. Beginning with the form of the short story, students will learn to dramatize materials from fiction that are not their own. They will also work in the other direction, turning drama into fictional narrative. Although the class will move progressively toward developing original work in fiction and drama, the methods we use will allow students to develop skills associated with dialogue, character development, and plot by borrowing from existing materials in both forms. There will be readings from a variety of sources. Prerequisite: one literature or creative writing class. Enrollment is limited to 25 students.

HA 231

POETRY WRITING WORKSHOP

Andrew Salkey

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

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

The class will meet once a week for one and one-half hours. Enrollment is limited to 16 students selected by interview with the instructor on Wednesday, September 9th. Bring four poems with you to this meeting.

HA 235

LITERARY NON-FICTION, READING AND WRITING

Michael Lesy

A brief survey of the mutant genre known as literary non-fiction. This survey will be conducted by reading four examples of the genre itself: Agee's *Let Us Now Praise Famous Men*, Herr's *Dispatches*, Didion's *Slouching Towards Bethlehem*, and Sacks' *Awakenings*. Students will be required to master the course readings and produce at least seven short and three long non-fiction narratives during the course of the semester. These exercises will include but not be limited to: A day in the life of the writer; a journey outwards as a journey inwards; a portrait/biography of a friend, relative, or stranger.

Students enrolled in this course will form the writing and production staff of the *Reader*, a literary non-fiction tabloid which will be published and distributed college-wide at the end of the semester. Students will work individually and collectively on a single topic to be determined by argument and discussion within the first month of the course. Class will meet twice weekly for one and one-half hours. Enrollment is limited to 16; permission of the instructor is required.

HA 237

FICTION WRITING WORKSHOP

Andrew Salkey

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

The workshop will be a forum for the relaxed reading of short stories produced by its members. We will

introduce and develop the necessary skills with which our writers will learn to regard, examine, and write fiction as a display of the imagination in terms of narrative, characterization, intention, and meaning; and those elements will be studied closely, not so much from approved external models as from the written work of our own class.

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

The class will meet once a week for one and one-half hours. Enrollment is limited to 16 students selected by instructor interview on Wednesday, September 9th. Bring two short stories with you to this meeting.

HA 238

PAIRED LANDSCAPES: PLACE AS EXPERIENCED BY NORTH AMERICAN INDIAN AND WHITE CULTURES

David Smith

Through appropriate literary texts (story, novel, autobiography, personal narrative) and oral literature (myth, legend, oral history) this course will examine a selection of regional landscapes (e.g. the northeast, the plains and Great Lakes, the prairie, the canyon southwest, Alaska). Texts from the white culture will be compared and contrasted with sources from American Indian cultures. To illustrate: readings for the upper midwest might include the ethnographic/oral-history reports of anthropologist Paul Radin (e.g. "Personal Reminiscences of a Winnebago Indian" and the later *Cri:bing Thunder*); the life history of Mountain Wolf Woman; William Jones's *Ojibway Texts*; narrative histories from Gerald Vizenor's *The People Named the Chippewas*; current fiction by Vizenor (e.g. *The Heirs of Columbus*); a comparison of Longfellow's 19th-century best-seller "Hiawatha" with the Indian legends which informed it; stories of Hamlin Garland; Louise Erdrich's *Love Medicine*.

The aim of the course is not "coverage" or "survey" of areas, but rather to highlight comparison and contrast of cultural differences in approach to land, landscape, environment, and place. Because the emphasis is on "texts," we'll look at the issue of the critical difference between story and narrative as understood and used culturally by American Indian societies compared with the uses of narrative in a white literate culture.

The comparative setup and interdisciplinary approach of this course allows for analysis of the two cultures' very different understandings of land, nature, and space, as well as recognition of the (often cruel) impact of history. Journey, spirituality, discovery, conflict, marginalization, displacement, migration, and resettlement will be major themes. Narratives may come from

trickster and coyote, Black Elk, Momaday, Silko, Mary Austin, Erdrich, Vizenor, and others.

Course evaluation will require: leadership of class discussions by small teams of students, papers short and long, good attendance. Class will meet twice each week for one and one-half hours. Enrollment is limited to 35.

HA 239

JAZZ PERFORMANCE SEMINAR

Yusef A. Lateef

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

Class will meet once weekly for three hours. Prerequisite: HA 175 and HA 265 or equivalent Five College music courses. Admission is by instructor permission. Enrollment is limited to 24.

HA 242

LATIN AMERICAN HISTORY THROUGH FICTION

Norman Holland

Through detailed analysis of modern Latin American novels, selected both for their artistic merit and for their documentary relevance, students will become acquainted with major events and trends in a variety of geo-political settings, such as Cuba, Haiti, Colombia, Venezuela, Mexico and Argentina. Emphasis will be placed primarily on each text as artistic creation; secondarily, on its historical and testimonial significance. Texts will include, among others, *Sea of Cortez*, *Kingdom of this World*, *General in His Labyrinth*, *Dona Barbara*, *Death of Artemio Cruz*, and *Kiss of the Spider Woman*. Although Spanish texts will be read in translation, students who know the language are encouraged to read the original. Class will meet twice each week for one and one-half hours. Enrollment is open.

HA 243

EXTREMES OF MODERNISM: JOYCE, KAFKA, AND BECKETT

Jeffrey Wallen

These three writers have radically transformed our notions of the novel, and of literature. In this class we will be exploring how each of these writers challenge our familiarity and comfort in fiction, and attempt to reconceive the possibilities of the literary text. We will read *A Portrait of the Artist as a Young Man*, *Ulysses*, *The Trial*, *The Castle*, *Murphy*, and *The Unnamable*. Enrollment is limited to 25.

HA 245

BLACK EXPATRIATES: A STUDY OF BLACK AMERICAN WRITERS IN EXILE

Robert Coles

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

Enrollment is limited to 20 students by instructor permission. Class will meet twice weekly for one and one-half hours.

HA 250

INTRODUCTORY POETRY WRITING

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. Prerequisite: at least one reading course in literature. Enrollment is limited to 15 participants.

HA 252

INTERMEDIATE DANCE COMPOSITION

Daphne Lowell

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

HA/CCS 253

PRINT CULTURE, HIGH AND LOW IN EARLY AMERICA: 1650-1800Lee Heller
David Kerr*In the beginning, was the word . . .*

American culture emerged out of written texts: the Old and New Testaments, whose doctrines were interpreted (and misinterpreted) by the Puritan idealists who settled New England; the contracts conferring land and establishing economic relationships between buyers and sellers, masters and slaves, in the South; the Declaration of Independence, the Bill of Rights, and the Constitution, documents written in order to legitimate and perpetuate the social order founded on those earlier documents.

This course will explore the nature and impact of the word in early America: its influence on political, economic, social, and personal life; and the dialogues it made possible between the emerging nation and Europe. In particular, we will trace the emergence of distinctively American voices as the traditions of English belles lettres and political thought were transformed to serve the needs of a rapidly expanding culture. More generally, we will examine the array of texts available to readers at different historical moments, as well as the factors determining who read, what they read, and how they used their reading. We will look at materials from a variety of genres, drawing from both high culture and low: sermons and theological treatises, poetry, periodical essays, political tracts, chapbooks, newspapers, captivity narratives, diaries and letters, and the emerging novel. Our goal will be to construct a picture of the nature of print culture in early America, and its evolution from the earliest settlements up through the revolution and the establishment of the republic. Class will meet twice each week for one and one-half hours. Enrollment is limited to 35.

HA 255

CONTACT IMPROVISATION

Ed Groff

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

HA 257

ANCIENT GREEK DRAMA

Robert Meagher

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

depth. Class will meet once each week for three hours. Enrollment is limited to 35.

HA 259

UNRULING BRITANNIA: CULTURAL PRODUCTION IN CONTEMPORARY BRITAIN

Jill Lewis

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

We will be looking at the work of Jeannette Winterson, Julian Barnes, Angela Carter, Salman Rushdie, Buchi Emecheta, Hanif Kureishi, Kazuo Ishiguro, Michelene Wandor, Raymond Williams, Stuart Hall, the Birmingham Center for Cultural Studies, Simon Watney, Derek Jarman, Bebban Kidron, Kobena Mercer, Peter Greenaway, Alan Hollinghurst, Paul Gilroy, Vron Ware. There will be some required evening viewings of films. Enrollment is limited to 25.

HA 261

HISTORY AND PHILOSOPHY OF DANCE IN**EDUCATION**

Peggy Schwartz

Designed to provide students with an opportunity to explore their interest and aptitude in dance education as a profession and to begin formulating a teaching philosophy of their own. Theories and philosophies of dance as an educational activity and the history of dance in education will be studied. Observation of dance and movement programs in school settings. Class will meet twice each week for one and one-half hours.

HA 270

TECHNIQUES IN 20TH-CENTURY ORCHESTRATION

Margo Simmons

In the 20th-century we see dramatic changes in the way composers write for the orchestra. We will investigate these new directions by analyzing scores, orchestration assignments and class presentations. Students should be at the Division II or Division III levels in music before taking this course. Some familiarity with the major orchestral literature from the classical and Romantic periods is essential. Music II or a five-college equivalent, and a course in music history and literature are prerequisites.

HA 281

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

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

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

HA 290

ELECTRONIC MUSIC COMPOSITION
Daniel Warner

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

Enrollment is limited to 15 students and there is sometimes a waiting list for this class. Class will meet twice each week for one and one-half hours.

HA 295

SHAKESPEARE

L. Brown Kennedy

In this lecture-discussion course we will read 8-10 plays (histories, comedies, tragedies, romances) with attention to the texts, and to their social and intellectual contexts. Particular attention will be given to issues of power, gender, and theatricality—the "position" of Prospero, Miranda, and Caliban. Plays of other Elizabethan and Jacobean writers may be used in conjunction with Shakespeare's texts.

This course may be taken as a Division III Advanced Seminar by arrangement. Enrollment is limited to 25. Instructor's permission required.

HA 305

ADVANCED PAINTING

Denzil Hurley

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

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

HA 314

FILM/VIDEO WORKSHOP III: THE DOCUMENTARY
Abraham Ravett

A course designed for Division II and III concentrators who would like to work collaboratively on one or two "documentary" projects.

The intent of the workshop is to combine praxis with a weekly historical/critical component analyzing the evolving documentary traditions. Course enrollment is limited to those students who have completed advanced production courses in film and/or video.

The workshop will meet once a week for three hours plus additional meeting times reserved for screenings, equipment check outs, and production. Enrollment is by instructor's permission and a lab fee is required.

HA 316

DIVISION III STUDIO ARTS CONCENTRATOR'S COURSEWilliam Brayton
Denzil Hurley

The concentrator's course will be structured around weekly group critiques of independent student work at the Division III level. Students will be required to articulate their process of intellectual reasoning, as well as their relationship to historical and contemporary sources in the visual arts. Emphasis will be placed on the development of each student's ideas with regard to form, and the ability to respond critically to the work of others. Prerequisite: Division III filed in visual arts.

HA 324

COMPARATIVE LITERATURE SEMINAR: GEOGRAPHY AND DESIRE

Mary Russo

The seminar is intended for division concentrators in literary studies. Our particular emphasis will be on what may be called 'cultural cross dressing,' the ways in which (ad)dressing matters of Otherness challenge and exacerbates the power relations of identity and social hierarchy in literary texts. We will explore ways to articulate these theoretical concerns in terms of the Third World Expectation. European, American, Caribbean and Latin American texts will be discussed. Students will divide into small groups to lead at least one seminar discussion of the assigned readings. Each student will present work in progress from either Division II portfolio or Division III project. We intend to provide support and guidance in improving critical skills and in developing new readings of the material on which students are working.

Class will be run in a seminar format. Class will meet for three hours once a week; one hour will be devoted to individual conferences. Enrollment is limited to 20 by instructor's permission.

HA 330

**STAGINGS—REPRESENTING THE SELF IN
LITERATURE AND ART**

L. Brown Kennedy
Sura Levine

Designed as a seminar for upper-division students in literature, art history, theatre, cultural history and cultural studies, this course will examine portraiture, the representation of character, and notions of identity in a series of case studies drawn from the literature and visual art of Western Europe between 1400 and 1900. Topics may include: Martin Guerre and medieval donor portraits; *Twelfth Night*, *The Duchess of Malfi* and the Elizabethan portrait; *Othello* and the depiction of the Moor; Walter Pater's *The Renaissance* and Leonardo's *Mona Lisa*; Pre-Raphaelite poetry and painting; and the self as "other" in turn-of-the-century portraiture.

Class will meet once a week for three hours. Preference will be given to Division III and advanced Division II students. Instructor's permission required.

HA 345

ANCIENT EPIC: GILGAMESH, ILIAD, PENTATEUCH

Robert Meagher

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

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

HA 399c

ART TUTORIAL

Leonard Baskin

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

SCHOOL OF NATURAL SCIENCE (NS)

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 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 their own on the topic of the course.

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

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

AGRICULTURAL STUDIES

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

The Program centers around laboratory facilities which include the Hampshire College Farm Center and the Bioshelter as well as field studies. Student projects focus on land, soil, crops, trees, insects, dogs, and/or sheep. Field research on annual and perennial crops is

conducted on Hampshire land and at nearby farms. The Bioshelter is a laboratory for the study of hydroponics, solar aquaculture, nitrogen fixation, plant and fish physiology, and passive solar energy.

Several faculty members lead courses and research projects related to agriculture, often joining with faculty from other Schools to merge social or cognitive science perspectives with natural science. The principal faculty involved with the program are animal behaviorist Ray Coppinger, ecologist Charlene D'Avanzo, animal scientist Benjamin Oke, entomologist Brian Schultz, plant physiologist Lawrence Winship, and geographer Ben Wisner. The Luce Foundation Program in Food, Resources and International Policy complements efforts in the School of Natural Science through courses, workshops, and work/study opportunities. Luce Professor Ben Wisner's main interests involve the use of appropriate technology and social action to meet human needs.

COASTAL AND MARINE STUDIES

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

Two of the key faculty members of this program are at Hampshire College: Charlene D'Avanzo, marine ecologist, and John Reid, geologist. A marine science interest group meets regularly, and 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 (see Five College Programs for additional information).

Please note: Professors Charlene D'Avanzo and John Reid will be on sabbatical Fall 1992.

PHYSICAL SCIENCES

The physical sciences at Hampshire College comprise physics, chemistry and geology. Students may approach these at the 100 level with a variety of introductory courses, including Quantum Mechanics, Holography, Evolution of the Earth and the Science of Disarmament. Students concentrating in the physical sciences, including entering students, begin with 200 level studies such as General Physics, General Chemistry, the Calculus and Evolution of the Earth II. These students' advanced studies are then supported by additional courses at the 200 and 300 levels such as Electricity and Magnetism or

Physics and Chemistry of the Environment as well as by book seminars, reading courses and Five College courses. Upper-level projects are usually undertaken in concert with individual faculty member's research or by exposure to current research programs through summer study and internships. Interdisciplinary studies and those incorporating the philosophical and social implications of physical science are encouraged and supported by both course content and faculty interests.

ASTRONOMY

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

WOMEN AND SCIENCE

Women and Science is an informal program in which faculty, students, and staff are involved. It offers courses and project advising on 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. The Women and Science Program sponsors two separate Days-In-The-Lab for middle school students each year.

COURSE LIST

100 LEVEL

NS/CCS 101

ANIMAL BEHAVIOR AND COGNITION

Raymond Coppinger
Mark Feinstein

NS 102

PHYSICS I

Allan Krass
Frederick Wirth

NS 104

OPTICS AND HOLOGRAPHY

Frederick Wirth

NS 116

BIOLOGY OF POVERTY

Alan Goodman
Michelle Murrain

NS 122p

HOW PEOPLE MOVE

Ann McNeal

All 129

WOMEN'S BODIES/WOMEN'S LIVES

Ann McNeal
Lynne Hanley
Margaret Cerullo

NS 135

HEALTH IN AMERICA BEFORE COLUMBUS

Debra Martin
Alan Goodman

NS 138

WILDLIFE ISSUES IN AGRICULTURAL DEVELOPMENT: A LAST LOOK AT NATURE

Raymond P. Coppinger

NS 141

BUGS AND DRUGS: NATURALLY OCCURRING MEDICINES AND PESTICIDES

Nancy Lowry
Brian Schultz

NS 145

AGROECOLOGICAL II

Lawrence J. Winship

NS/SS 151

WORLD FOOD CRISIS

Lawrence J. Winship
Ben Wisner

NS 153

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

Lynn Miller

NS 157

FOOD, NUTRITION, AND HEALTH

Benjamin Oke

NS 175p

THE SCIENCE OF DISARMAMENT

Allan Krass

NS 195

POLLUTION AND OUR ENVIRONMENT

Dula Amarasiriwardena

NS 198p

EVER SINCE DARWIN

Lynn Miller

200 LEVEL

NS 202

BASIC CHEMISTRY I

Dula Amarasiriwardena

NS 224

CHEMICAL STRATEGIES IN LIVING CELLS

John Foster

NS 241

OPERATING SYSTEMS

Albert S. Woodhull

NS/CCS 243

BRAIN AND BEHAVIOR

Michelle Murrain

Christopher Chase

NS 253

RESEARCH TECHNIQUES IN ANIMAL SCIENCE

Benjamin Oke

NS 260

CALCULUS I

Kenneth Hoffman

NS 265

INTRODUCTION TO STATISTICS AND EXPERIMENTAL DESIGN

Brian Schultz

300 LEVEL

NS 316

LINEAR ALGEBRA AND ITS APPLICATIONS

Kenneth Hoffman

NS 317

MODERN ALGEBRA

Kenneth Hoffman

NS/SS 356

THE PUEBLO INDIANS: CHANGE AND ADAPTATION FROM PREHISTORY TO PRESENT

Debra Martin

Barbara Yngvesson

NS 386i

NEW WAYS OF KNOWING

Herbert Bernstein

COURSE DESCRIPTIONS

NS/CCS 101

ANIMAL BEHAVIOR AND COGNITION

Raymond Coppinger

Mark Feinstein

What is an animal doing when it "behaves"? Can animals be said to "think"? In this course we will explore the lives of animals from the joint perspectives of biology and cognitive science. Animals have a rich and remarkable range of activities: they move, find shelter, feed, defend themselves, interact with other animals, mate, and reproduce. To do so, they must be able to perceive the world around them, store and process information about it, communicate with one another, and learn. We will look at how scientists observe and analyze these phe-

nomena in nature and learn how experiments can be designed and carried out to study animal behavior and cognition systematically. Along the way we will explore a wide range of issues in evolution, ecology, genetics, and neuroscience.

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

NS 102, 103, 204

Physics Sequence

Frederick Wirth

Allan Krass

Herbert Bernstein

The introductory physics sequence consists of three courses: NS 102 Physics I, NS 103 Physics II, and NS 203 Physics III. Physics I and II constitute a two-semester treatment of calculus-based physics. It is anticipated that students concentrating in the physical sciences will undertake the full three semester sequence.

Each course consists of three modules. Individual modules are focused on a particular phenomenon or investigation that allows the natural development of basic physical principles and their applications. Division I exams will be supported in Physics I and II as extensions of work on one of the modules. Typical module components include problem sets, laboratory work, computer modeling and library research. Topics and modules are divided as follows:

NS 102 Physics I: (Fall Semester)

- kinematics and dynamics
- harmonic motion and waves
- thermodynamics and kinetic theory

NS 103 Physics II: (Spring Semester 93)

- thermodynamics and heat transfer
- electricity and magnetism (circuits and electronics)
- relativity and the electromagnetic field

NS 204 Physics III: (Fall Semester 93)

- nuclear structure and radioactivity
- elementary particles
- lasers and modern optics

Class will meet for one and one-half hours two times a week with an additional three-hour session for laboratory and independent work. Enrollment is open. We recommend students take calculus when they begin this sequence, if they have not already done so.

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 116

BIOLOGY OF POVERTYAlan Goodman
Michelle Murrain

Unequal access to power and resource in the US has fostered poverty amidst plenty, with profound effects 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 medical care and an adequate diet. Just one of the many effects of this process is an infant mortality rate which exceeds many Third World nations. In this course we critically evaluate a variety of affects of poverty on human development, nutrition, and health. How does poverty perpetuate cycles of undernutrition, problem pregnancies, and low birth weight infants? Students will learn how to critique research in this field and will complete a major project. While the main focus of this course is on US poverty, comparative studies are welcome. No prior science background is required. Class will meet twice a week for one and one-half hours.

NS 122p

HOW PEOPLE MOVE

Ann McNeal

How do muscles and their actions change with training? How do our muscles work together to keep us standing? What happens to muscles when we are tired? What does it mean to be well-coordinated? We will examine these and other questions by reading the scientific literature and doing experiments using our own bodies.

No previous scientific knowledge is required. The class will work together to get enough background so that individuals and small groups can carry out projects of their own choosing. Class will meet twice a week: once for one and one-half hours, and once for three hours.

All 129

WOMEN'S BODIES/WOMEN'S LIVESAnn McNeal
Lynne Hanley
Margaret Cerullo

An introduction to feminist studies, this course will explore the representation of the female body from the perspectives of three schools. Beginning with literary representations of the female body, the course will go on to look at scientific views of female biology, the social history of the female body and struggles around its control, and differences in cultural attitudes towards the bodies of white and Third World women. Readings to be considered in the course will include *Beloved*; selections from *The Alchemy of Race and Rights*; "Ethnicity, Survival, and Delay in Seeking Treatment for Symptoms of Breast Cancer"; *A Restricted Country*; selections from *The Women of Brewster Place*, *The Pure and the Impure*, *Zami* and *Later the Same Day*; "Plasma Testosterone in Homosexual and Heterosexual Women"; "Sex Hormones in Lesbian and Heterosexual Women"; selections from *The Mismeasurement of Man*; selections from *The Woman in the Body: A Cultural Analysis of Reproduction*; *The Autobiography of Ida B. Wells*, *Meridian*; "Advancing Luna and Ida B. Wells"; "New York: Sentimental Journeys"; "A Rape Case Gone Awry"; "Crime and Punishment"; and "Protection Racket".

The course will be team-taught by faculty members in each of the three schools. Class will meet twice a week, one as a group for one and one-half hours and a second time for one and one-half hours in smaller sections. To receive a written evaluation, students are required to come to class, complete the assigned reading, and submit a portfolio at the end of the semester containing all the assigned writing (four short papers and a ten page final essay) and a self-evaluation.

NS 135p

HEALTH IN AMERICA BEFORE COLUMBUSDebra Martin
Alan Goodman

This course explores patterns of health and disease of American Indians prior to European contact. Information on ancient human biology and health comes from an analysis of archaeological remains—artifacts, settlement patterns, demography and skeletal/dental remains. Anthropologists who reconstruct the health of people living long ago use techniques from archaeology, medicine, nutrition, epidemiology, forensics, skeletal biology, histology and microscopy. This course emphasizes laboratory skills for the analysis of bones and teeth, with a focus on understanding the effects of aging, disease and nutrition on growth and health. This is the first part of a year-long course dedicated to understanding American Indian health in the past and present. Students are encouraged to take both classes. A Natural Science Division I should result. Class will meet twice a week for one and one-half hours. Enrollment limit 30.

NS 138

WILDLIFE ISSUES IN AGRICULTURAL DEVELOPMENT: A LAST LOOK AT NATURE

Raymond P. Coppinger

Human beings have entered into a symbiotic relationship with the domesticated plants and animals. Our alliance with these few organisms has developed into a mutual dependency for the last 10,000 years to the point where our survival depends on their continued success. Unfortunately their success is dependent on the demise of nature. The success of agriculture reflected in our fast growing population has brought the world to its greatest extinction epoch. What will the world look like when the students taking this course are fifty years old and the world's population is tens of millions and the domestic animals and plants are 40% of the world's biomass? Will government have been successful in exterminations of all those competitors to agriculture? Who will share the planet with us? This biology course will explore the effect of agriculture on the natural environment. Class will meet for one and one-half hours twice a week.

NS 141

BUGS AND DRUGS: NATURALLY OCCURRING MEDICINES AND PESTICIDES

Brian Schultz

Nancy Lowry

The widespread use of synthetic chemicals in medicine and agriculture has created many health and environmental problems. Therefore, the search for naturally occurring medicines and agricultural chemicals is a very active field of investigation. This in turn affects debates about the value of environmental preservation, from deserts to rainforests. This course will evaluate the balance between the effectiveness and toxicity of a variety of these compounds. Do these sources really offer better alternatives? Why or why not? Do yew trees fight cancer? Can the environment sustain taxol harvesting? Do butterfly extracts help fight AIDS? Does turmeric kill insects or reduce tumors? Are spice plants trying to kill you (in self defense)? This course will enable students to explore questions like these through readings, discussion, and independent projects. Class will meet twice a week for one and one-half hours, with occasional field trips and labs.

NS 145

AGROECOLOGY II

Lawrence J. Winship

This course is a continuation of Agroecology I (Spring 92). Successful completion of both semesters will constitute a Pass of the NS Division I requirement. Students who have not completed Agroecology I will be admitted by instructor permission. The work in the course will consist of harvesting and analyzing experimental plantings at the Farm Center, learning analysis techniques, and investigating in detail local farming systems and issues. We will read widely in the agricultural literature, exploring the experimental aspects of new crop varieties and new production systems. We will

evaluate technologies which maintain soil fertility, control pests and integrate the human, animal and plant components of agroecosystems (for example, composting as a part of recycling, cover crops, polycultures, premaculture, edible landscaping). Class will meet twice per week for one and one-half hours.

NS/SS 151

WORLD FOOD CRISIS

Ben Wisner

Lawrence Winship

Hunger in the midst of plenty has been called an absurdity and an obscenity. How can we understand it? What can we do about it? Using case studies, readings, and student projects, this course will combine natural science and social science perspectives for understanding and combating world hunger. What are the political, economic, and ecological sources of famine; are they natural disasters or human folly? Is overpopulation really a problem or just a political smokescreen? How is food actually produced and at what cost to the environment? Are pesticides and other chemical inputs really necessary? Class will meet for one and one-half hours twice a week. Enrollment limited to 40 (first come, first served).

NS 153

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

Lynn Miller

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

NS 157

FOOD, NUTRITION, AND HEALTH

Benjamin Oke

In this course we will take a multidisciplinary approach to demonstrate the important role of nutrition in such fields as biochemistry, physiology, epidemiology, food science, and agriculture. Basic information will be provided about nutrients and details of their metabolic functions and at the same time we will link this crucial information to the role of nutrition in long-term health and in the prevention and treatment of disease. Topics to be covered include the sources of nutrition, their consumption, digestion, absorption, distribution, metabolism,

function and excretions. Discussions will also include considerations of food processing and agriculture and how the quality of our food supply is affected.

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

NS 175p

THE SCIENCE OF DISARMAMENT

Allan Krass

After 45 years of nuclear competition the United States and the former Soviet Union are reducing their nuclear arsenals at least as rapidly as they once built them up. But nuclear disarmament raises new and difficult questions: Can nuclear weapons be dismantled safely and verifiably? Can a nuclear test ban be negotiated, verified and enforced? How can the environmental damage done by 50 years of nuclear weapons manufacturing be cleaned up? What have been the effects on worker and public health of long-term exposures to radioactivity?

The course will examine these and other questions from both political and scientific viewpoints, but the emphasis will be on the science. Each student will be asked to propose a Division I project dealing with a specific scientific problem raised by nuclear disarmament. Students unwilling to make such a commitment should not take the course. Class will meet for one and one-half hours twice a week. Enrollment limit is 20.

NS 195

POLLUTION AND OUR ENVIRONMENT

Dula Amarasiwardena

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

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

NS 198p

EVER SINCE DARWIN

Lynn Miller

"Getting tired of being human is a very human habit," wrote R. Dubois. In the last few years a number of authors have attempted to reduce human history to genetic principles or biologically fixed sexual differences in human behavior which keep men and women in separate groups. These simplistic arguments were invented over one hundred years ago by those who

misread or misinterpreted Darwin's ideas. To think about these arguments, we will read and discuss a small sample of the literature of the past 120 years on the explanations of the behavior of *Homo sapiens*. We will read essays by Stephen J. Gould and papers about our close relatives, the primates. Students are expected to write three short essays and to give an oral presentation to the class during the term for an evaluation. Class will meet twice a week for one and one-half hours.

NS 202

BASIC CHEMISTRY I

Dula Amarasiwardena

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

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

NS 224

CHEMICAL STRATEGIES IN LIVING CELLS

John Foster

Anyone seriously interested in biology will eventually have to learn some biochemistry. This course will try to give the student a feeling for the nature of biochemical processes by focusing on the strategies and mechanisms cells use rather than trying to "cover" this continuously expanding field even superficially. The focus will be on laboratory work—a series of extended projects designed to introduce some modern biochemical techniques for studying life processes, followed by discussion of papers from the research literature using those techniques.

Enrollment is open, but Division I students may enroll only with instructor permission. Class will meet for one and one-half hours twice a week plus a lab from 1:30 pm until the work is done (plan on spending some evenings there).

NS 241

OPERATING SYSTEMS

Albert S. Woodhull

Operating systems are the interface between a user's programs and the hardware of a computer. In this course we will study operating system principles and implemen-

tation. The text *Operating Systems* by Andrew Tanenbaum will be used, and we will work with the Unix-like Minix operating system created by Tanenbaum for use in courses such as this.

Ability to program in either C or Pascal is essential for this course, and a background including a data structures course is highly recommended. There may be an enrollment limit, depending upon availability of computers. The course will meet twice a week for one hour. There will also be a third open-ended combination class-laboratory meeting each week.

NS/CCS 243

BRAIN AND BEHAVIOR

Michelle Murrain
Christopher Chase

How do birds learn to sing? Why in some species the song is innate and in others it is learned? In this course we will explore the diverse and complex world of specific structures in the nervous system and how they relate to behavior. We will study in-depth the nervous systems of several different species and specific mammalian perceptual systems or motor structures, such as vision and the cerebellum. In the case of each system, students will learn detailed information about how the neurophysiology at the microscopic level of neurons control and regulate perception and complex behavior. In a once a week afternoon lab students will perform brain dissection and complete neuropsychological and physiological experiments. This course will meet for one and one-half hours twice a week, and once per week for a three hour lab. Enrollment limit 25.

NS 253

RESEARCH TECHNIQUES IN ANIMAL SCIENCE

Benjamin Oke

This course is intended to develop an understanding of various research techniques and procedures used in conducting animal research. Students will gain practical experience in techniques such as animal allotment to experimental treatments, sample collections, proximate analyses and the use of digestive markers in quantitating and partitioning nutrient digestion, in vitro investigations and tissue culture procedures, anaerobic techniques for measuring microbial growth and metabolism, procedures for measuring body composition, improving efficiency of nutrient utilization. We will explore the application of these techniques to a variety of animal nutrition protocols, e.g., studying relationships between chemical composition of feeds, chemical nature of products produced in and/or absorbed from the digestive tract and animal performance.

In addition to textbooks, supplemental readings from appropriate scientific journals will be provided by the instructor. Previous biology and/or chemistry recommended. Students will be expected to attend all laboratory sessions, write lab reports and a project proposal.

Class will meet for one and one-half hours twice a week and additional time will be required for laboratory work and field demonstrations. Enrollment is limited to 25.

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, chemistry 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) dynamical systems, 2) basic concepts of calculus—rate of change, differentiation, limits, 3) differential equations, 4) computer programming, simulation, and approximation, 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 265

INTRODUCTION TO STATISTICS AND EXPERIMENTAL DESIGN

Brian Schultz

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

NS 316

LINEAR ALGEBRA AND ITS APPLICATIONS

Kenneth R. Hoffman

This course develops the basic geometric, algebraic, and computational notions about vector spaces and matrices and applies them to a wide range of problems and models. The material will be accessible to students

who have taken at least a semester of the calculus and is useful to most consumers of mathematics.

Included will be discussions of finite dimensional vector spaces, matrix multiplication, eigenvectors and geometric transformations. Applications will be made to computer graphics, environmental models, and economics, using tools from differential equations, Fourier series, linear programming, and game theory. The computer will be used throughout. Class will meet for one and one-half hours three times a week.

NS 317

MODERN ALGEBRA

Kenneth Hoffman

The language and tools of modern algebra—groups, rings, fields, vector spaces, etc.—have evolved in the 170 years since the death of Galois and Abel to the point where they now pervade nearly all branches of mathematics, as well as other fields as diverse as quantum mechanics, crystallography, coding theory, and some branches of linguistics. We will spend roughly three-fourths of the course developing the basic concepts and theorems, and one-fourth on applications to other areas inside and outside of mathematics.

The course will assume a fairly high level of mathematical sophistication. Those who have completed the Linear Algebra course or who have had some math above the level of introductory calculus should be adequately prepared; all others should check with the instructor. Regular substantial problem sets will be assigned and will constitute the heart of the course work. Class will meet for one and one-half hours three times a week.

NS/SS 356

THE PUEBLO INDIANS: CHANGE AND ADAPTATION FROM PREHISTORY TO PRESENT

Debra Martin

Barbara Yngvesson

This course focuses on the Pueblo Indians of the American Southwest and examines the development of Pueblo society from the prehistoric period into the present. In conjunction with other courses which mark the quincentennial, we pay special attention to the Spanish entrada and the interaction of Indians with missionaries and other agents of European colonization. This course serves as a case study to examine European expansion and the Native American response. We will take up questions of adaptation to the marginal Southwest desert environment, the changing nature of sociopolitical organization through time, and issues of demography, population size, and health.

A key feature of the course is a field trip to the Southwest (October 8-18) during which we will visit archaeological sites and modern pueblos. Students will use this field experience to begin exploring project topics that they will pursue in greater depth during the remainder of the semester.

The course is restricted to 12 advanced students in biological or cultural anthropology. All interested students should come to the first class meeting. Selection will be made based on interviews and a short written essay. All students must participate in the field trip. Class meets one and one-half hours twice a week. Enrollment limit is 12.

NS 386i

NEW WAYS OF KNOWING

Herbert Bernstein

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

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

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

SCHOOL OF SOCIAL SCIENCE (SS)

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 102p

POVERTY AND WEALTH

Laurie Nisonoff

SS 105

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

Aaron Berman

SS 111p

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

Lester Mazor

SS 116p

PEASANT REVOLUTION AND VILLAGE SOCIETY IN MODERN CHINA

Kay Johnson

SS 119

LITERATURES OF COLONIALISM

Carollee Bengelsdorf

Lynne Hanley

Jill Lewis

SS 120

AMERICAN GOVERNMENT

Robert Rakoff

SS 121p

THE AMERICAN CENTURY: WHAT HAPPENED

Carollee Bengelsdorf

SS/WP 125

THE CHILD IN THE CITY

Myrna Breitbart

Ellie Siegel

SS 127

THE STRUGGLE FOR SHELTER

Myrna Breitbart

Flavio Risech-Ozeguera

All 129

WOMEN'S BODIES/WOMEN'S LIVES

Margaret Cerullo

Lynne Hanley

Ann McNeal

SS 138

ATTITUDE CHANGE

Don Poe

SS 141

THIRD WORLD DEVELOPMENT: GRASSROOTS PERSPECTIVES

Frank Holmquist

SS/NS 151

WORLD FOOD CRISIS

Ben Wisner

Larry Winship

SS 155

DIVORCE AND THE FAMILY

Patricia Romney

SS/CCS 158

THEORIES OF DEVELOPMENTAL PSYCHOLOGYMaureen Mahoney
Mary Jo Rattermann

SS 184p

AMERICAN CAPITALISM

Stanley Warner

200 LEVEL

SS/HA 202

SEVENTEENTH CENTURY STUDIES: THE QUESTION OF AUTHORITYMiriam Slater
Joan Landes
Brown Kennedy

SS 208

WELFARE POLICY IN AMERICAN HISTORYAaron Berman
Robert Rakoff

SS 213

THEORIES OF SOCIAL CHANGE AND THE MIDDLE EASTERN SOCIETIESMargaret Cerullo
Ali Mirsepassi

SS 214

UNITED STATES LABOR HISTORY

Laurie Nisonoff

SS 215

POLITICS OF THE ABORTION RIGHTS MOVEMENT

Marlene Fried

SS 217

FREEDOM HAS NEVER BEEN FREE: BLACK POLITICS AND AMERICAN DEMOCRACYMichael Ford
SS/HA 227**ART AND REVOLUTION**Joan Landes
James Wald
Sura Levine

SS 233

RACE IN THE U.S.: IMMIGRANTS AND REFUGEESFlavio Rieseck-Ozeguera
Mitziko Sawada

SS 234

THE COLD WAR: LONG WAR OR LONG PEACE?

Eqbal Ahmad

SS 239

ABNORMAL PSYCHOLOGY

Patricia Romney

SS 244

ECONOMIC THEORY FOR SOCIAL ANALYSIS

Stanley Warner

SS 259

SUPREME COURT, SUPREME LAW

Lester Mazor

SS 282

CULTURE, GENDER, AND SELFMaureen Mahoney
Barbara Yngvesson

SS 283

COGNITION AND HUMAN BEHAVIOR

Don Poe

SS 285

DEMOCRACY IN THE THIRD WORLDFrank Holmquist
Kay Johnson**300 LEVEL**

SS 314

THE HISTORY OF CHILDHOOD: THE CHANGING MEANING OF CHILDREN IN THE 19TH AND 20TH CENTURIESPenina Glazer
Miriam Slater

SS 338

POLITICS AND SOCIETY IN THE MIDDLE EAST AND SOUTH ASIA

Eqbal Ahmad

SS/NS 356

THE PUEBLO INDIANS: CHANGE AND ADAPTATION FROM PREHISTORY TO PRESENTBarbara Yngvesson
Debra Martin**Does not fulfill one-half requirement for a Division I two-course option in the School of Social Science.***COURSE DESCRIPTIONS**

SS 102p

POVERTY AND WEALTH

Laurie Nisonoff

Who gets the money in America and who doesn't? Why is there poverty in the richest country in history? Although often sanctified by economic theorists in oblique formulas, the state of poverty and character of wealth go to the heart of what it is to live in America. This course encourages inquiry into a hard accounting of this contemporary social and economic reality. Thematic units include federal income measurement, facts and fictions; the business elite; taxation; family and sexual inequality; race; health care and aging; education; and the history of social welfare programs and charity. To understand how income inequality is perceived and measured, we will also examine three paradigms in economic inquiry: radical, liberal, and conservative. Evaluation will be based on class participation and assigned problem sets and essays. Class meets for one and one-half hours twice a week; enrollment limited to 20.

SS 105

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

Aaron Berman

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

SS 111p

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

Lester Mazor

Jim Wald

Despite their cultural differences, the peoples of East Central Europe have long been linked by their condition of political dependency. Subjugated by powerful empires, they have fought for their identities and independence, but also have tended to turn on one another. Although we will survey the history of the region, the bulk of the course will deal with the events following 1945, when these nations came under Soviet influence. In particular, we will consider some "watershed" moments: The Berlin crises of 1953 and 1961, the Hungarian "revolution" of 1956, the Prague Spring of 1968, the rise of Solidarity in Poland, and the dramatic changes that began with the Gorbachev reforms and continue to the present day. We will consider such issues as nationalism, Stalinism, the politics of culture, and the possibility of democratic socialism. Readings will include works of history, literature, and journalism. Class will meet for one and one-half hours twice a week; enrollment limited to 35.

SS 116p

PEASANT REVOLUTION AND VILLAGE SOCIETY IN MODERN CHINA

Kay Johnson

This course will study the Chinese revolution, emphasizing the role of the peasantry and the impact of socialist development on peasant village life. The general theme of the course will be to attempt to evaluate the Chinese revolution by tracing the major lines of continuity and change in Chinese peasant society, considering the potential and limits which peasant life and aspirations create for revolutionary change, modernization and democracy. A major focus throughout will be on the relationship between the traditional Confucian family and revolution, and the impact of national crisis, revolution and socialist economic development on peasant women's roles and status.

The course will be organized into informal lectures

(which will present general background, comparisons with other societies and some material gathered in recent visits to a Chinese village) and student-led workshops based on course readings and related topics generated by the particular interests of the participants. Enrollment is limited to 20. The class will meet twice a week for one and one-half hours each time.

SS/HA 119

LITERATURES OF COLONIALISM

Carollee Bengelsdorf

Lynne Hanley

Jill Lewis

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

SS 120

AMERICAN GOVERNMENT

Robert Rakoff

A critical introduction to the institutions and processes of American government. Topics will include the policy making process, obstacles to change, the relationship between government and the corporate economy, and the dubious functions of elections. Students will undertake primary research on specific government agencies, committees, and policies. The class will meet for one and one-half hours twice a week.

SS 121p

THE AMERICAN CENTURY: WHAT HAPPENED?

Carollee Bengelsdorf

This is a course about U.S. foreign policy since the end of World War II, the moment designated by Henry Luce as the beginning of the "American Century." It is organized around the history of the four components of postwar U.S. foreign policy: intervention in the Third World; containment of the Soviet Union/strategic superiority; domination of the postwar "Western" alliance (NATO) and Japan; and domestic consensus around foreign policy values and goals. We will examine these elements of the American Century, their progressive disintegration during the 1960's, the efforts, particularly by the Reagan-Bush administrations, to reconstruct them, and finally, their meaning in a post-Cold War world. After this review of each of the components, we will explore how they played or play themselves out in two case studies: the extended United States involvement in Vietnam and

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

SS/WP 125

THE CHILD IN THE CITY

Myma Breitbart
Ellie Siegel

What is it like to be a child in the city today? How does this compare with the past? In what ways can the city and urban policy serve or fail children? To examine the positive and negative experiences of an urban childhood we will consult autobiographies, fiction, sociological and ethnographic studies and do environmental exploration. Particular attention will be paid to how race, class, gender and age affect neighborhood and school life, and how children respond to, and often resist oppressive conditions. Because the city is itself an environmental education capable of arousing critical thought and action, we will also consult and develop creative methods for using the urban environment as a resource for learning. The course will include a writing component in which extra help will be given on paper planning, writing and revising. Students can meet in tutorial with Ellie Siegel of the writing staff. Class will meet for one and one-half hours twice a week, enrollment limit is 35.

SS 127

THE STRUGGLE FOR SHELTER

Myma Breitbart
Flavio Risch-Ozguera

Using case studies, field visits, films, guest speakers and a broad range of readings, the course will be concerned with exploring the struggles waged by low-income people, women, minorities, nontraditional households, the elderly, and middle class homeowners to secure adequate and affordable housing. Students will develop critical perspectives on the roles played by government, real estate interests, community groups and the legal system in housing design, production, marketing and occupancy. The growing crisis of homelessness, as well as the effects of race, class and gender on housing patterns, will be examined in detail. The course will conclude with a comparative analysis of housing policy in other countries using markedly different approaches to address housing needs.

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

All 129

WOMEN'S BODIES/WOMEN'S LIVES

Margaret Cerullo
Lynne Hanley
Ann McNeal

An introduction to feminist studies; this course will explore the representation of the female body from the perspectives of three schools. Beginning with literary representations of the female body, the course will go on to look at scientific views of female biology, the social his-

tory of the female body and struggles around its control, and differences in cultural attitudes towards the bodies of white and Third World women. Readings to be considered in the course will include *Beloved*; selections from *The Alchemy of Race and Rights*; "Ethnicity, Survival, and Delay in Seeking Treatment for Symptoms of Breast Cancer"; *A Restricted Country*; selections from *The Women of Brewster Place*, *The Pure and the Impure*, *Zami and Later the Same Day*; "Plasma Testosterone in Homosexual and Heterosexual Women"; "Sex Hormones in Lesbian and Heterosexual Women"; selections from *The Mismeasurement of Man*; selections from *The Woman in the Body: A Cultural Analysis of Reproduction*; *The Autobiography of Ida B. Wells*; *Meridian*; "Advancing Luna and Ida B. Wells"; "New York: Sentimental Journeys"; "A Rape Case Gone Awry"; "Crime and Punishment"; and "Protection Racket".

The course will be team-taught by faculty members in each of the three schools. Class will meet twice a week, one as a group for one and one-half hours and a second time for one and one-half hours in smaller sections. To receive a written evaluation, students are required to come to class, complete the assigned reading, and submit a portfolio at the end of the semester containing all the assigned writing (four short papers and a ten page final essay) and a self-evaluation.

SS 138

ATTITUDE CHANGE

Don Poe

This course will use the investigation of social influence as a theme for introducing students to the ways in which social psychologists view the world, approach intellectual problems, and gather information. Students will learn about the assumptions and beliefs that underlie the social psychological approach to obtaining knowledge, as well as gain experience with the design, methodologies, and implementation of social psychological experiments.

The topics in social influence which will be used to illustrate the social psychological approach include advertising, brainwashing, subliminal persuasion, the relationship of language to deception, the formation of political attitudes, some of the techniques of con artists, and the foot-in-the-door and door-in-the-face phenomena. We will also look at how cultures go about deciding which aspects of their cultural past to forget and which to remember. Students will write a series of short papers, read and evaluate original research reports, complete a book critique, and turn in a final course project in order to receive an evaluation. The class will meet twice a week for one and one-half hours each time.

SS 141

THIRD WORLD DEVELOPMENT: GRASSROOTS PERSPECTIVES

Frank Holmquist

Twentieth century trends indicate a profound process of development going on in most of the Third World. But for many individuals in the Third World poverty and inse-

curity is growing. We will look at this very uneven process of development with one eye on general explanations and the other eye on male, female, group, and community strategies for coping with poverty and improving the circumstances of everyday life in cities and in the countryside. Our approach will be historically grounded, situationally specific, and we will deal with material from Africa, Asia and Latin America and all the social science disciplines. We will also use novels and first-person accounts. The course will meet twice a week for one and one-half hours each session.

SS/NS 151

WORLD FOOD CRISIS

Ben Wisner

Larry Winship

Hunger in the midst of plenty has been called an absurdity and an obscenity. How can we understand it? What can we do about it? Using case studies, readings, and student projects, this course will combine natural science and social science perspectives for understanding and combating world hunger. What are the political, economic, and ecological sources of famine? Are they natural disasters or human folly? Is overpopulation really a problem or just a political smokescreen? How is food actually produced and at what cost to the environment? Are pesticides and other chemical inputs really necessary? Class will meet for one and one-half hours twice a week; enrollment limit 40.

SS 155

DIVORCE AND THE FAMILY

Patricia Romney

This course will explore the psychological factors which contribute to successful resolution of conflict after divorce. Emphasis will be placed on the outcomes for children, but the ramifications of divorce on spouses, extended family, and society will also be analyzed. We will begin by placing divorce in historical and cross-cultural contexts, and we will then move to a discussion of the contemporary demographics of divorce in the United States. We will read relevant articles from the literature on the history of the family, family systems theory, family therapy, enemy-making, and interpersonal relations. Students will be expected to complete all readings, participate in class discussions, and complete three short papers and one longer final paper. Class will meet for one and one-half hours twice a week; enrollment limit 35.

SS/CCS 158

THEORIES OF DEVELOPMENTAL PSYCHOLOGY

Maureen Mahoney

Mary Jo Rattermann

As human beings we undergo tremendous changes during the course of our development; we begin as infants incapable of speech and develop into adults who engage in complex reasoning and social relationships, both of which are mediated by a wide range of cognitive skills and emotional states. How can this massive change from infancy to adulthood be explained? Some theories

emphasize the acquisition of cognitive skills to account for development, while others emphasize social and emotional transformations. In this course we will examine major theoretical paradigms including the works of Piaget, Freud, Vygotsky, social-learning theory, and their derivatives. Students will be responsible for the weekly readings, one class presentation, and several short papers. Class will meet for one and one-half hours twice a week; enrollment limit 35.

SS 184p

AMERICAN CAPITALISM

Stanley Warner

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

SS/HA 202

SEVENTEENTH CENTURY STUDIES: THE QUESTION OF AUTHORITY

Miriam Slater

Joan Landes

Brown Kennedy

The modern period, it can be argued, has its roots in the seventeenth century with the challenges to authority—and subsequent attempts at reformulation—which upset the scientific, religious, political, and social assumptions of the late Renaissance. Using an interdisciplinary approach we will address: the emergence of the modern state; the redefinition of private and public life; the crises of certitude posed by the Reformation and the new modes of scientific thinking; the conflicting beliefs in Providence and Progress. Our central case study will be England. Our materials include literary, philosophic, political, and scientific primary texts (among them: Calvin, Shakespeare, Luther, Galileo, Newton, Donne, Hobbes, Milton, and Locke, together with tracts from the Leveller and Ranter movements) and a selection of monographs from the current interpretive debates about this period. Class will meet for one and one-half hours twice weekly.

SS 208

WELFARE POLICY IN AMERICAN HISTORY

Aaron Berman

Robert Rakoff

This course will investigate the historical roots of contemporary welfare policies in the changing relation-

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

SS 213

THEORIES OF SOCIAL CHANGE AND THE MIDDLE EASTERN SOCIETIES

Margaret Cerullo
Ali Mirsepassi

Three broad themes will define this social theory course. First, we will consider classical and more recent works in social theory with an emphasis on their analysis of non-Western societies. (Hegel on the philosophy of history; Max on the Asiatic mode of production; Weber on the sociology of religion and the Islamic city; Durkheim's "Elementary Forms of the Religious Life," Habermas's theory of communicative action). In this section, we will consider critiques of "Orientalism" (e.g., Said) and "Eurocentrism" (e.g., Amin). Next, we will examine the different ways social change is culturally accommodated in Middle Eastern societies, looking specifically at debates around Islam and the position of women. Key texts for the second and third parts of the course will include the following: Geertz, *Islam observed*; Tibi, *Islam and the Cultural Accommodation of Social Change*; Sharabi, *Neopatriarchy*; and Mernissi, *Beyond the Veil*.

SS 214

UNITED STATES LABOR HISTORY

Laurie Nisonoff

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

completion of several papers or projects. Class will meet for one and one-half hours twice a week.

SS 215

POLITICS OF THE ABORTION RIGHTS MOVEMENT

Maïlene Fried

Abortion rights have been continuously challenged since abortion became legal in 1973. There have been significant erosions of the right to choose abortion — legislation at the state and federal level and court decisions have made abortion less accessible to large numbers of women, especially low income women, young women, women of color. Ongoing harassment and violence at abortion clinics by anti-abortionists also threaten abortion rights. And we are now facing the possibility that even the constitutional right will be lost.

This course will focus on ways in which the abortion rights movement has responded to these challenges to abortion rights in particular and to broad attacks on reproductive rights. We will examine competing ideologies within the movement and evaluate their implications for overcoming race and class oppression. We will also view the abortion battle in the U.S. in the context of the larger global struggle for reproductive freedom addressing such issues as: sterilization abuse, population control, and criminalization of pregnant women. Class meets for one and one-half hours twice a week.

SS 217

FREEDOM HAS NEVER BEEN FREE: BLACK POLITICS AND AMERICAN DEMOCRACY

Michael Ford

Race has always been a keystone of American politics. White identity confers on people in America full status as citizens. Those who are not socially defined as white have been continuously engaged in a struggle to secure those same citizenship rights. This course will be about the shape and direction of the Black struggle for freedom and equality in America. We will study the important historical elements which have shaped the lives of Black people in America as background for our concentration on contemporary politics. We will deal with developments in the post-Carter era in some detail.

Students will be expected to participate regularly and actively in this seminar and complete a final research paper. Each student will also be required to complete a class presentation on a selected topic. Class will meet for two and one-half hours once a week.

SS/HA 227

ART AND REVOLUTION

Joan Landes
James Wald
Sura Levine

Surveying French art from the late Old Regime through the revolution and its aftermath, this course will examine how art informs and is informed by political and social reality. We will attend to the shift in representational systems during this age in which history breaks out

of its association with allegory and comes to be associated with "Truth," only to be reinscribed as allegory. Our topics will include art as political propaganda and art as "resistance"; the public sphere; the imaging of women; feminism as a revolutionary movement; caricatures; political allegories; and the hierarchy of subjects. Class will meet for one and one-half hours twice weekly.

SS 233

RACE IN THE UNITED STATES: IMMIGRANTS AND REFUGEES

Mitziko Sawada

Flavio Riese-Ozguera

This course will examine immigrants and refugees who have come to the U.S. from Latin America and Asia since the middle of the nineteenth century. Though Asian and Latino communities have a long history in this country, the contemporary and continuing influx of these populations portends the radical alteration of the demographic, political and cultural topography of the nation. While some view such change as welcome enrichment, for others it inspires fear and mistrust. What are the consequences of the massive immigration of peoples of different races, languages and customs on the American economy, its laws, its politics and ideology, its culture? What will it mean to be "American" as we enter the 21st century? Some prior background in U.S. history is recommended. Requirements for evaluation include active class participation and completion of a brief critical essay and a longer research paper. Class will meet for one and one-half hours twice weekly. Enrollment limit is 35.

SS 234

THE COLD WAR: LONG WAR OR LONG PEACE?

Eqbal Ahmad

Some scholars regard the decades (1945-1990) after World War II as an era of long peace. Others see it as a period of long war. To join the argument, the course inquires into the origins, nature, and costs of the cold war. By examining the past, can we discern the future of world politics? Students shall themselves design a part of the course. Class will meet for one and one-half hours twice a week. Enrollment limited to 30.

SS 239

ABNORMAL PSYCHOLOGY

Patricia Romney

This is an introductory course in abnormal psychology. We will cover the range of psychopathology and achieve a basic understanding of neurotic functioning, mood disorders, personality disorders and psychoses. We will also look briefly at child psychopathology and organic and neurological dysfunctions. Our emphasis in the course will be on understanding human behavior, not on applying diagnostic labels. To that end we will read material which reflects both the views of theorists and clinicians representing various theoretical orientations as well as the views of the patients themselves and other non-professionals who know them well.

Classes will center on lecture and discussion. Students are expected to keep current with the readings and be prepared to discuss them in class. During the semester students will be asked to complete one short essay, three case study formulations and a final paper on a psychological disorder of their choice.

SS 244

ECONOMIC THEORY FOR SOCIAL ANALYSIS

Stanley Warner

We will explore the variety of ways economics reasoning is used to understand social issues and propose public policy actions. Specific case studies will focus upon such topics as criminal behavior, the value of human life, progressive taxation, environmental abuse, corporate mergers and takeovers, and the economics of higher education. We will examine the advantages and limitations of particular economic tools or concepts, such as market failure, externalities, tax burden, "trick's down" arguments, and cost-benefit analysis. That, in turn, will uncover a larger disagreement between free market advocates, who argue for efficiency, productivity, and individual choice, and those who seek more vigorous governmental intervention in the name of equity and social justice. This course is designed to support a range of Division II concentrations in public policy analysis. Class will meet twice weekly for one and one-half hours. Enrollment is open.

SS 259

SUPREME COURT, SUPREME LAW

Lester Mazor

During its two hundred years the Supreme Court of the United States has become a major locus of political power, a site of intense controversy, an arena in which values and interests are advocated and weighed, as well as a highly contested symbol of the legal and political order. This course will explore: the continuities, shifts and ruptures in the Court's activity, role and significance, examine its inner workings, consider the meaning of its pronouncements and the disputes over their interpretation, and assess the importance of particular personalities in these developments. The formal product of the Court's work, the law it announces in its decisions and its silences, will be a central but not the exclusive object of study in this course, which will employ historical, biographical, sociological and philosophical as well as political and jurisprudential perspectives on the Supreme Court. Class will meet twice weekly for one and one-half hours. Enrollment is open.

SS 282

CULTURE, GENDER, AND SELF

Maureen Mahoney

Barbara Yngvesson

Drawing on recent literature in psychology, anthropology, and feminist theory, this advanced seminar will explore the interplay of cultural, social, and developmental processes that affect the conceptualization of self and

personhood. We will attend particularly to the significance of these processes for the understanding of gender. The following questions will be considered: What are some of the ways in which "selves" are seen to become such, cross-culturally and in psychological theory? To what extent are rational and nonrational processes included in different cultural understandings of self and of gender? Have Western notions of cognitive development produced a biased understanding of gender and of self in psychological and anthropological theory?

Class will meet once a week for two and one-half hours. Enrollment is limited to 40; it is open to students who have completed their Division I examination in Social Science. The course is designed for advanced Division II and Division III students.

SS 283

COGNITION AND HUMAN BEHAVIOR

Don Poe

For the past two decades social psychology has taken an increasingly cognitive orientation. Attention has focused largely on how the individual functions in the social world *as she or he sees it*. Social cognitions are central to much of today's social psychological literature, and a little reflection reveals that we often do not respond directly to the behavior of others, but rather to our interpretation of that behavior. We actively read meaning into social situations, and may thus often be reacting to an incorrect interpretation of events.

Topics to be covered in this advanced course include many that are currently hot in the field, but will include human information processing biases, cognitive quirks of consumer choices, collective remembering, the dramaturgical view of our everyday social lives (i.e., life as theatre), psychological reactance, social scripts and the effects of rewards on intrinsic interest in activities. The class will also have the chance to choose from a selection of offered topics what else we will consider, but all topics will fit the general framework of seeing our complex social behaviors from more than a stimulus-response model. Class will meet for one and one-half hours twice a week.

SS 285

DEMOCRACY IN THE THIRD WORLD

Frank Holmquist
Kay Johnson

It is often assumed that democratic forms of rule are not appropriate for the Third World. The reasons given are several: problems of nation-building, external threats, rapid development, the alleged absence of an appropriate political culture, etc. At the same time, it is clear that democratic forms of rule are usually very popular. Issues examined in this course include: the relationship between democracy and capitalism/socialism; why democracy in the Third World has been so rare; why transitions to democratic rule have occurred in many recent instances; and what difference democracy makes for economic development, political stability, social cohesion social

welfare, and civil rights. Case studies will be chosen from Africa, Asia, and Latin America. Students are expected to have some background in the analysis of Third World societies. Division III students may use this as an advanced course with permission of their committees. The class will be conducted in seminar format and will meet for two and one-half hours once a week.

SS 314

THE HISTORY OF CHILDHOOD: THE CHANGING MEANING OF CHILDREN IN THE 19TH AND 20TH CENTURIES

Miriam Slater
Penina Glazer

This course will examine the history of childhood in the United States with a particular focus on the 19th and 20th centuries. We will look at the changing definitions of childhood and the implications for child rearing and emotional development. The debates over educational reform and child labor will also be examined as well as the history of the emotions.

SS 338

POLITICS AND SOCIETY IN THE MIDDLE EAST AND SOUTH ASIA

Eqbal Ahmad

Readings and discussions on political development in the area from Morocco to Pakistan. On the basis of case studies, the emphasis of this seminar shall be on the nature and varieties of state systems, and their relations with civil society. Division II and Division III students only. The class will meet for three hours once a week. Enrollment limited to 20.

SS/NS 356

THE PUEBLO INDIANS: CHANGE AND ADAPTATION FROM PREHISTORY TO PRESENT

Barbara Yngvesson
Debra Martin

In this course we will study the Pueblo Indians of the American Southwest, starting with their origins circa A.D. 600, and tracing their biological and cultural history. We will explore the aesthetic and adaptive aspects of Pueblo society, art, and architecture, and consider how historical tradition, political pressures, and environmental forces shaped their lives. We will also consider the biological dimensions of Pueblo adaptation: how dietary, environmental, and cultural forces influenced health. The course will include (1) a four-week period to discuss Pueblo adaptation and culture; using historical, anthropological, and archaeological materials; (2) a seven-day field trip to major Pueblo sites in the Southwest (during fall break); (3) a seven-week period after the field trip which will be devoted to completing projects based on library research and the field site visits. Class meets for one and one-half hours twice a week; enrollment limit 12. Division II and III students, by instructor permission.

FIVE COLLEGE PROGRAMS

Hampshire students are encouraged to take advantage of the vast curriculum, faculty, and library resources offered by Amherst, Mount Holyoke, and Smith Colleges and the University of Massachusetts. Each year over 5,000 courses are available to students in the Five College system at no extra charge; a convenient free bus system provides transportation among the campuses.

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

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

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

AFRICAN STUDIES

Certificate Program Advisors: Hampshire - Mike Ford, Tsenay Serequeberhan; Amherst - Reinhard Sander; Mount Holyoke - Samba Gagigo; Smith - Elizabeth Hopkins, Louis Wilson; University of Massachusetts - Carlene Edie, Ketu Katrak.

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

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

them ample opportunity to pursue their own interests as they fulfill certificate requirements.

ASTRONOMY

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

The Five College Astronomy course offerings emphasize critical thinking and quantitative analysis, both of which are essential to scientific enquiry of any kind. Furthermore, the interdisciplinary nature of astronomy, which draws on mathematics, physics, computer science and the natural sciences, provides ideal background and training for a range of scientific professions. Five College Astronomy courses are usually offered each year; course locations tend to rotate among the Five College campuses and classes typically meet for two 70 minute sessions per week, plus additional time for laboratories.

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

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

available for interested students.

The course offerings in the Five College Astronomy Department can be found in the Course Guide, under Five College Offerings. Students are encouraged to consult with Fred Wirth in the School of Natural Science to find out how to integrate astronomy courses into the Hampshire curriculum. Registration for Five College astronomy classes should be done directly through Central Records at Hampshire rather than through the school where the course is offered.

BLACK STUDIES

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

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

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

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

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

COASTAL AND MARINE SCIENCES

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

Coastal and Marine Sciences is a growing program at Hampshire and within the five colleges. Students may pursue particular interests in the field through a wide

variety of courses offered on the five campuses, and through participation in field studies, research, and training in oceanographic techniques. The Hampshire College Bioshelter supports students' research in aquaculture, marine ecology, and related topics. The program sponsors January term programs in Belize, C.A. and the Bahamas and summer research opportunities. The Coastal and Marine Science program is a member of the Woods Hole Marine Sciences Consortium which provides laboratory space for students and faculty for selected research projects and educational opportunities at the prestigious Marine Biological Laboratory (MBL) at Woods Hole, Massachusetts. The Woods Hole Consortium offers field trips to the MBL and surrounding coastal environments, seminars, contact with noted marine scientists, and student internships with Hampshire faculty or Woods Hole scientists.

DANCE PROGRAM

Faculty: Hampshire - Ed Groff, Daphne Lowell, Rebecca Nordstrom, Peggy Schwartz (Five College Associate Professor); Amherst - Wendy Woodson; Mount Holyoke - Jerry Bevington, Jim Coleman, Therese Freedman, Debbie Poulsen; Smith - Sharon Arslanian, Yvonne Daniel, Susan Waltner; and the dance faculty at the University of Massachusetts.

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

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

EAST ASIAN STUDIES

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

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

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

INTERNATIONAL RELATIONS

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

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

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

LATIN AMERICAN STUDIES

Certificate Advisor at Hampshire - Norman Holland.

The Five College Certificate in Latin American Studies offers students an area of specialization in Latin American Studies in conjunction with or in addition to their majors. The program provides a disciplined course of study allowing students to draw on the rich resources of more than 50 Latin Americanist faculty members in the Five College area and is designed to enhance their understanding of the complex region that comprises contemporary Latin America.

The program requires eight courses on Latin America and the Caribbean that include the following:

1. A broadly based introductory course providing an overview of the social and political history of Latin America;
2. One course in the humanities, including courses focusing on Latin American culture from the pre-Columbian period to the present (such as art, history, dance, film, folklore, literature, music, religion, and theatre);
3. One course in the social sciences, including anthropology, economics, geography, political science, and sociology, that offers substantial attention to Latin American and/or the Caribbean;
4. An interdisciplinary seminar taught by two or more faculty members representing two or more of the Five Colleges.

Other requirements:

1. Proficiency in Spanish or Portuguese through the level of the fourth semester of college language study. Students must take one of these languages to the intermediate level and/or demonstrate in an interview the ability to conduct a normal conversation and read and interpret a text.
2. Students must receive a grade of B or better in every course that qualifies for the minimum certificate requirement.

At least three of the eight courses must be taken either at another of the Five Colleges or be taught by a faculty member not of the student's own institution.

The certificate advisor on each campus is the director of the Latin American studies program at that campus or another individual designated by that body.

PEACE AND WORLD SECURITY STUDIES

Faculty Steering Committee: Hampshire - Elizabeth Hartmann, Michael Klare, Allan Krass; Amherst - Jan E. Dizard, Pavel Machala, Ronald Tiersky; Mount Holyoke - Asoka Banderage, Vincent Ferraro; Smith - Deborah Lubar, Thomas Riddell; University of Massachusetts - James DerDerian, Eric Einhorn, George Levinger.

The Five College Program in Peace and World Security Studies (PAWSS) was launched in 1984 by a group of Five College faculty and administrators who perceived a

need for expanded curriculum development and cross campus coordination in the study of peace and conflict resolution. Originally funded in part by a three year grant from the Ford Foundation, PAWSS is a multidisciplinary program that seeks to enrich the discussion of issues of war and peace throughout the academic community. By encouraging the exploration of these issues, PAWSS ultimately hopes to enhance the academic community's contribution to the search for peace and world and national security.

In pursuit of these goals, PAWSS sponsors educational events open to the Five College community throughout the academic year. These include public lectures, films, panel discussions, and debates. In addition, PAWSS organizes annual winter and summer workshops for faculty to study and exchange ideas on critical polity and curricular issues.

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

FIVE COLLEGE FACULTY OFFERINGS

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

COURSE LIST

AMHERST HEBREW I

Shlomo Lederman

HAMPSHIRE Social Science 213

THEORIES OF SOCIAL CHANGE AND MIDDLE EASTERN SOCIETIES

Ali Mirsepassi
Margaret Cerullo

MOUNT HOLYOKE History 111f THE MODERN MIDDLE EAST

Ahmet Kuyas

MOUNT HOLYOKE Asian 130f ELEMENTARY ARABIC I

Mohammed Mossa Jiyad

MOUNT HOLYOKE Dance 143f COMPARATIVE CARIBBEAN DANCE I

Yvonne Daniel

MOUNT HOLYOKE International Relations 237f SOCIETIES AND CULTURES OF THE MIDDLE EAST

Ali Mirsepassi

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

Anthony Lake

SMITH Dance 143a COMPARATIVE CARIBBEAN DANCE I

Yvonne Daniel

SMITH Government 251a THE VIETNAM WAR

Anthony Lake

SMITH Dance 272a DANCE AND CULTURE

Yvonne Daniel

SMITH Religion 275a ISLAM

Ahmad Salim Dallal

SMITH Religion ARA 283a INTERMEDIATE ARABIC I

Ahmad Salim Dallal

UNIVERSITY Arabic 226 ELEMENTARY ARABIC II

Mohammed Mossa Jiyad

UNIVERSITY Italian 324 (honors) A SURVEY OF ITALIAN LITERATURE

Elizabeth Mazzocco

Political Science 397C INTERNATIONAL SECURITY POLICY

Michael Klare

UNIVERSITY Arabic 440 ADVANCED ARABIC

Mohammed Mossa Jiyad

UNIVERSITY History 497H HISTORY OF MODERN TURKEY

Ahmet Kuyas

UNIVERSITY Geology 591G ANALYTICAL GEOCHEMISTRY

J. Michael Rhodes

COURSE DESCRIPTIONS

AMHERST

Hebrew I

Shlomo Lederman

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

HAMPSHIRE

Social Science 213

THEORIES OF SOCIAL CHANGE AND MIDDLE EASTERN SOCIETIES

Ali Mirsepassi

Margaret Cerullo

Three broad themes will define this social theory course. First, we will consider classical and more recent works in social theory with an emphasis on their analysis of non-Western societies. (Hegel on the philosophy of history; Max on the Asiatic mode of production; Weber on the sociology of religion and the Islamic city; Durkheim's "Elementary Forms of the Religious Life;" Habermas's theory of communicative action). In this section, we will consider critiques of "Orientalism" (e.g., Said) and "Eurocentrism" (e.g., Amin). Next, we will examine the different ways social change is culturally accommodated in Middle Eastern societies, looking specifically at debates around Islam and the position of women. Key texts for the second and third parts of the course will include the following: Geertz, *Islam observed*; Tibi, *Islam and the Cultural Accommodation of Social Change*; Sharabi, *Neopatriarchy*; and Mernissi, *Beyond the Veil*.

MOUNT HOLYOKE

History 111f

THE MODERN MIDDLE EAST

Ahmet Kuyas

A survey of the modern Middle East, including the Muslims of Russian, from the beginning of the 19th century to the present. The course will study the political and ideological developments under European pressure: the process of imperialist penetration, the soul-search provoked by the challenge of Europe, the various responses developed by Middle Eastern societies, and present-day problems related to those responses.

MOUNT HOLYOKE

Asian 130f

ELEMENTARY ARABIC I

Mohammed Mossa Jiyad

This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills as well as basic reading and writing. Interactive computer instruction will form an integral part of the course. Textbook: *Ablan uia Sablan*, part I, by Mehdi Alish, Ohio State University. Computer Software: Alef Baa, AraSpell Game and Araflash Game by Mohammed Jiyad.

MOUNT HOLYOKE

Dance 143f

COMPARATIVE CARIBBEAN DANCE I

Yvonne Daniel

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

MOUNT HOLYOKE

International Relations 237f

SOCIETIES AND CULTURES OF THE MIDDLE EAST

Ali Mirsepassi

The primary purpose of the course is to facilitate cross-cultural communication and understanding by introducing students to various facets of the modern Middle East: geography, culture, (language, religion, literature, and art), political systems and economic development.

MOUNT HOLYOKE

International Relations 273f

CASE STUDIES IN AMERICAN FOREIGN POLICY

Anthony Lake

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

SMITH

Dance 143a

COMPARATIVE CARIBBEAN DANCE I

Yvonne Daniel

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

SMITH

Government 251a

THE VIETNAM WAR

Anthony Lake

The history of American involvement in Vietnam, including a review of the origins of the war and U.S. intervention; the domestic impulses for deepening involvement and then withdrawal; the negotiations to find a peaceful settlement; and the effects of the war on our foreign policies. Particular attention to lessons about how American society makes its foreign policies. Enrollment limited. TTh 10:30-11:50.

SMITH

Religion 275a

ISLAM

Ahmad Salim Dallal

Sources and development: the Prophet, the Qur'an, theology, philosophy, mysticism, and the nature of political authority. Contemporary Islam in the Middle East, India and Africa. TTh 9-10:20.

SMITH

Religion ARA 283a

INTERMEDIATE ARABIC I

Ahmad Salim Dallal

Emphasis on face-to-face and lengthy conversation in interactive and task-oriented settings. Development of simple reading, comprehension, and writing skills. Prerequisite: Arabic 100d or the equivalent, or permission of the instructor. TTh 1-2:50.

UNIVERSITY

Arabic 226

ELEMENTARY ARABIC II

Mohammed Mossa Jiyad

Emphasis on fact-to-face and lengthy conversation in interactive and task-oriented settings. Development of simple reading, comprehension, and writing skills. Prerequisite: Arabic 130 or the equivalent, or permission of the instructor. Textbook: *Al-Kitaab al-Asaasy*, part I, by Said Badawi, The Arab League Press; Computer Software: AraForm Game, The Tower Game and The Sinbad Game, by Mohammed Jiyad.

SMITH

Dance 272a

DANCE AND CULTURE

Yvonne Daniel

Introduction to dance as a universal behavior of human culture. Through a survey of world dance traditions and an emphasis on dance as celebration, as well as dance as performance, the varied significance of dance is outlined. The course uses readings, video and film analysis and dancing to familiarize students with functional aspects of dance and organizing areas of culture. Through intensive viewing and discussion, and participation in diverse traditional dances, students will have a foundation for the study of dance in society and an overview of the

literature of both non-Euro-American and Euro-American dance. Both the artistic and anthropological perspectives will be considered. For dance majors, this course provides an opportunity for comparison with the history of dance in "western" societies; for non-majors, the course provides an alternative approach to multi-culturalism, the consideration of diverse cultures through dance. Prerequisite for Dance 375, The Anthropology of Dance.

UNIVERSITY

Italian 324 (honors)

A SURVEY OF ITALIAN LITERATURE

Elizabeth Mazzocco

Beginning with the poetry of the "scuola siciliana" and that of the "dolce stil nuovo," we will study Italian literature from Petrarch, Boccaccio, Poliziano, Ariosto, Macchiavelli, Michelangelo, Gaspara Stampa, Goldoni, Alfieri, Foscolo, Leopardi, Verga, Pirandello, Moravia, Buzzati, Sciascia, Ginsberg and Dario Fo. Literary selections will be drawn from poetry, short stories, plays and novels. All works will be studied in their political/social/historical context and students will follow the changing trends and movements in the history of Italian literature. There will be both a mid-term and a final; students will write several short critical papers, one research paper, and make oral presentations. Students taking the Honors Colloquium will meet for an additional hour with the professor and will concentrate on literary criticism. They will be expected to write two additional papers. Students should have completed Italian 110, 120, 230, 240 or equivalent. All readings/written/oral work will be in Italian.

UNIVERSITY

Political Science 397c

INTERNATIONAL SECURITY POLICY

Michael Klare

A survey of the principal threats to international peace and stability in the post-Cold War era, and of the methods devised by the world community to overcome these threats. Will focus on such concerns as: the world security consequences of the breakup of the Soviet Union; North-South tensions, regional conflict in the Third World; nuclear and chemical weapons proliferation, the conventional arms trade; ethnic and religious strife; environmental decline, and resource scarcity. Will also assess the relative effectiveness of such responses as: arms control and disarmament efforts; UN peacemaking and peace-keeping operations; regional security systems. Students will be expected to write a research paper on both the nature and origins of the conflict/problem and the most promising solutions that have been devised to resolve it.

UNIVERSITY

Arabic 440

ADVANCED ARABIC

Mohammed Mossa Jiyad

Students will develop advanced speaking and listening skills including elaborating, complaining, narrating, describing with details, communicating facts and talking

casually about topics of current public and personal interest using general vocabulary. Reading material will include longer prose passages of several paragraphs, and writing assignments will cover social correspondence, taking notes, comprehensive summaries and resumes, as well as narratives and factual descriptions. Texts: selection of authentic materials including passages on various topics, newspaper articles, short stories, short plays, songs, video tapes, and radio broadcasts.

UNIVERSITY
History 497H

HISTORY OF MODERN TURKEY
Ahmet Kuyas

The course will cover the period from the Young Turk revolution of 1908 to the establishment of multi-party democracy. In addition to the study of intellectual movements, emphasis will be placed on the most significant aspects of the Kemalist Revolution: the development of secularism, the building of a national economy, and the attempt at creating a new national identity.

UNIVERSITY
Geology 591G

ANALYTICAL GEOCHEMISTRY
J. Michael Rhodes

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

FIVE COLLEGE ASTRONOMY COURSE LIST

UNIVERSITY
FCAST 13

THE SOLAR SYSTEM
William Dent

AMHERST
FCAST 20

COSMOLOGY
Edward Harrison

AMHERST
FCAST 21

ASTRONOMY II: STARS AND STELLAR EVOLUTION
Thomas Arny

MOUNT HOLYOKE
FCAST 34

HISTORY OF ASTRONOMY
Tom Dennis

SMITH

FCAST 37

OBSERVATIONAL TECHNIQUES IN INFRARED AND OPTICAL ASTRONOMY

Suzan Edwards
Karen Strom

UNIVERSITY
FCAST 43

UNDERGRADUATE ASTROPHYSICS
Eugene Tademaru

COURSE DESCRIPTIONS

UNIVERSITY
FCAST 13

THE SOLAR SYSTEM
William Dent

A complete description of this course will be available in the fall supplement. Class begins on Wednesday, September 9.

UNIVERSITY
FCAST 20

COSMOLOGY
Edward Harrison

Cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and its future as a science. Prerequisites: one semester of calculus and one semester of a physical science. Class begins on Monday, September 14.

AMHERST
FCAST 21

ASTRONOMY II: STARS AND STELLAR EVOLUTION
Thomas Arny

Observational data on stars: masses, radii, and the Hertzsprung-Russell diagram. The basic equations of stellar structure. Nuclear energy generation in stars and the origin of the elements. The three possible ways a star can die; white dwarfs, pulsars, and black holes. Extensive computer labs include introduction to scientific programming, with exercises in numerical integration, n-body simulations, and data manipulation. Prerequisites: one year of calculus, one year of physics. Class begins on Thursday, September 10.

MOUNT HOLYOKE
FCAST 34

HISTORY OF ASTRONOMY
Tom Dennis

A complete description will be available in the fall supplement. Class begins on Monday, September 14.

SMITH

FCAST 37

OBSERVATIONAL TECHNIQUES IN INFRARED AND OPTICAL ASTRONOMY

Suzan Edwards

Karen Strom

An introduction to the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared. Telescope design and optics. Instrumentation for imaging, photometry, and spectroscopy. Astronomical detectors. Computer graphics and image processing. Error analysis and curve fitting. Data analysis and astrophysical interpretation, with an emphasis on globular clusters. Prerequisites: FCAST 21a and b. Class begins on Monday, September 14.

UNIVERSITY

FCAST 43

UNDERGRADUATE ASTROPHYSICS

Eugene Tademaru

A course on the quantitative application of physics to the understanding of astronomical phenomena. Through the study of one or more topics such as the interior structure of a star, the dynamics of a star cluster, the photo-ionized region around a hot star, the phenomenon of extragalactic radio sources, students learn how the principles of physics are applied to derive theoretical relations and results for comparison with astronomical observations. No previous astronomy courses required. Prerequisites: Physics: Mechanics, Thermodynamics. Prerequisites may be taken concurrently or per permission of the instructor. Class begins on Friday, September 11.

WRITING AND 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 also provide assistance in such areas as research skills. Writing help includes classes as well as individual tutorials. (See below for course descriptions.) Appointments for tutorials may be made by calling the Writing Center at X646 or X531 or X577. Classes are offered each semester and are open to all students.

WP 101

BASIC WRITING

Will Ryan

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

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

WP/SS 125

THE CHILD IN THE CITY

Myrna Breitbart
Ellie Siegel

What is it like to be a child in the city today? How does this compare with the past? In what ways can the city and urban policy serve or fail children? To examine the positive and negative experiences of an urban childhood we will consult autobiographies, fiction, sociological and ethnographic studies and do environ-

mental exploration. Particular attention will be paid to how race, class, gender and age affect neighborhood and school life, and how children respond to, and often resist oppressive conditions. Because the city is itself an environmental education capable of arousing critical thought and action, we will also consult and develop creative methods for using the urban environment as a resource for learning. The course will include a writing component in which extra help will be given on paper planning, writing and revising. Students can meet in tutorial with Ellie Siegel of the writing staff. Class will meet for one and one-half hours twice a week; enrollment limit is 35.

CO-CURRICULAR COURSES

FOREIGN LANGUAGES

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

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

FL 101

INTENSIVE FRENCH

FL 102

INTENSIVE SPANISH

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

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

CHORUS

Ann Kearns

The Chorus rehearses Mondays and Wednesdays, 4-6 pm, in the Recital Hall of the Music and Dance Building. Our season for Fall of 1992 includes the Bach Cantata Festival for Parents' Weekend and a concert of music by women composers in December. Admission to the Chorus is by short, painless audition; sign up at Chorus Office in the Music and Dance Building. Faculty and staff are warmly welcomed.

THEATRE BOARD

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

OUTDOOR AND RECREATIONAL ATHLETICS PROGRAM

The Outdoors and Recreational Athletics Program (OPRA) is a voluntary, co-ed 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.

OPRA COURSE LIST

OPRA 101

BEGINNING SHOTOKAN KARATE

Marion Taylor

OPRA 102

INTERMEDIATE SHOTOKAN KARATE

Marion Taylor

OPRA 104

ADVANCED SHOTOKAN KARATE

Marion Taylor

OPRA 107

YOGA

Renee Mendez

OPRA 111

AIKIDO

Paul Sylvain

OPRA 115

BEGINNING KYUDO: ZEN ARCHERY

Marion Taylor

OPRA 116

INTERMEDIATE KYUDO

Marion Taylor

OPRA 118

BEGINNING T'AI CHI

Denise Barry

OPRA 119

CONTINUING T'AI CHI

Denise Barry

OPRA 123

BEGINNING WHITEWATER KAYAKING (X)

Earl Alderson

OPRA 124

BEGINNING WHITEWATER KAYAKING (Y)

Glenna Lee Alderson

OPRA 125

BEYOND BEGINNING WHITEWATER KAYAKING

Earl Alderson

OPRA 141

BEGINNING SWIMMING FOR THE ADULT LEARNER

Glenna Lee Alderson

OPRA 149

OPENWATER SCUBA CERTIFICATION

Project Deep

OPRA 151

TOP ROPE CLIMBING (A)

Kathy Kyker-Snowman

OPRA 152

TOP ROPE CLIMBING (B)

Glenna Lee Alderson

OPRA 173

MAYBE YOU CAN "FEEL" BETTER

Dennis S. Jackson

OPRA 174

WHAT IS WILDERNESS?

Karen Warren

OPRA 179

EXPERIENTIAL EDUCATION: FROM THEORY TO PRACTICE

Karen Warren and

Alison Rheingold

OPRA 185

BEGINNING TENNIS (OUTDOORS)

Madelyn McRae

OPRA 186

BEGINNING TENNIS (INDOORS)

Madelyn McRae

OPRA 187

INTERMEDIATE TENNIS (INDOORS)

Madelyn McRae

OPRA 188

INTERMEDIATE TENNIS (OUTDOORS)

Madelyn McRae

OPRA 188

INTERMEDIATE TENNIS (INDOORS)

Madelyn McRae

OPRA 189

ADVANCED TENNIS

Madelyn McRae

COURSE DESCRIPTIONS

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

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

OPRA 101

BEGINNING SHOTOKAN KARATE

Marion Taylor

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

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

OPRA 102

INTERMEDIATE SHOTOKAN KARATE

Marion Taylor

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

OPRA 104

ADVANCED SHOTOKAN KARATE

Marion Taylor

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

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

OPRA 107

YOGA

Renee Mendez

Class is based on Kripalu Yoga. 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 5:45 p.m.

OPRA 111

AIKIDO

Paul Sylvain

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

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

OPRA 115

KYUDO: ZEN ARCHERY

Marion Taylor

Kyudo, the Way of the Bow, has been practiced in Japan for centuries. The form of the practice is consid-

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

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

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

OPRA 116

INTERMEDIATE KYUDO

Marion Taylor

This course will extend to the Hitote or two arrow form of Zen Archery. The students will continue to perfect their form and learn kneeling techniques of shooting.

The course can only be taken by people who have completed OPRA 116. The class will meet in the South Lounge of the RCC on Monday and Friday from 4:00-5:30 p.m.

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

OPRA 119

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

OPRA 123

BEGINNING WHITEWATER KAYAKING (X)

Earl Alderson

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

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

OPRA 124

BEGINNING WHITEWATER KAYAKING (Y)

Glenna Lee Alderson

This course is the same as OPRA 123.

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

OPRA 126

BEYOND BEGINNING WHITEWATER KAYAKING

Earl Alderson

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

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

OPRA 141

BEGINNING SWIMMING FOR THE ADULT LEARNER

Glenna Lee Alderson

Becoming a competent performer in the water requires learning some basic fundamental skills. If you have the desire to learn to swim, here is the perfect opportunity! This class will focus on helping the adult student better understand and adapt to the water environment. We will work on keeping the 'fun in fundamentals', as we learn floats, glides, propulsive movements, breath control and personal safety techniques. This course is taught by an American Red Cross certified instructor.

Class will meet on Wednesdays from 10:15 to 11:30 a.m.

OPRA 149

OPENWATER SCUBA CERTIFICATION

Project Deep

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

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

OPRA 151

TOP ROPE CLIMBING (A)

Kathy Kyker-Snowman

This course is for beginning and experienced rock climbers to climb once a week. We will cover basic safety techniques, rope work, knots and climbing techniques. Enjoy the opportunity to exercise your body and mind at many local climbing areas as well as the indoor climbing wall. Beginners are especially welcome.

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

OPRA 152

TOP ROPE CLIMBING (B)

Glenna Lee Alderson

This course is the same as OPRA 151. Classes will meet Thursday from 12:30 to 5:30 pm. Enrollment limit, 12.

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 training and the nutritional requirements for good health. The class will clearly explain the physiology, mechanics, and psychology of stretching. Also, the instructor will present practical guidelines for developing your own individual workout program. You'll increase flexibility, tone muscular strength, improve endurance (Versa Climber), and feel ALIVE!

Running shoes and sweats are required. Meets Tuesday and Thursday, 8:00 to 10:00 am in the Robert Crown Center. Enrollment limit, 15.

OPRA 174

WHAT IS WILDERNESS?

Karen Warren

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

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

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

OPRA 179

EXPERIENTIAL EDUCATION: FROM THEORY TO PRACTICE

Karen Warren
Alison Rheingold

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

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

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

The class itself is an exercise in experiential education theory. The initial framework serves as a springboard for students to define the course according to their own needs and interests. This unique educational collaboration requires that students be willing to struggle through the perplexities and frustrations of the responsibility of creating a refined educational endeavor. Enrollment limit, 12. Times TBA.

OPRA 185

BEGINNING TENNIS (OUTDOORS)

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 Monday, Wednesday and Friday 1:00-2:30 on the Outdoor courts until October break. Limit 12. Instructor's permission required.

OPRA 186

BEGINNING TENNIS (INDOORS)

Madelyn McRae

As the weather changes the class will move onto the indoor courts of the Multi-Sport Center for comfort and continued enjoyment.

Class will meet Monday, Wednesday and Friday 1:00-2:30 in the Multi-Sport Center after October Break. Limit 12. Instructor's permission required.

OPRA 187

INTERMEDIATE TENNIS (OUTDOORS)

Madelyn McRae

People who currently play recreationally and would like to improve their game should attend this class. Class will meet Tuesday and Thursday 1:00-2:30 on the Outdoor Courts until October break. Limit 12. Instructor's permission required.

OPRA 188

INTERMEDIATE TENNIS (INDOORS)

Madelyn McRae

As the weather changes OPRA 187 will move into the Multi-Sport Center. Class will meet Tuesday and Thursday 1:00-2:30 after October Break. Limit 12. Instructor's permission required.

OPRA 189

ADVANCED TENNIS

Madelyn McRae

People who have taken the intermediate course are eligible for this class, or by instructor's permission. Class times to be announced.

EMERGENCY MEDICAL TECHNICIANS

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

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

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

SPECIAL PROGRAMS

BUSINESS & SOCIETY

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

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

The better graduate schools of business prefer students without narrowly defined "majors" in business. The need for the early planning of a concentration cannot be overstated. For more information about options, Five College resources, and graduate school expectations, contact Stan Warner, x598.

CIVIL LIBERTIES AND PUBLIC POLICY 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 organizing 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, x645, Franklin Patterson Hall, G5.

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, x493 or Norman Holland, x490.

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. 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 are advised to bring either an Apple Macintosh or an IBM PC-compatible MS-DOS system. Students interested in Computer Studies should contact Rich Muller, x501.

EDUCATION STUDIES

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

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

For those interested in teaching as a career, there are a number of ways in which a student's Hampshire education can facilitate subsequent teacher certification. First-year students need not concern themselves immediately with selecting particular classes to meet such requirements; courses in mathematics, science, literature and writing, the arts, linguistics, philosophy, history, cognitive science, and the social sciences are valuable for their contribution to intrinsically important general education as well as to the satisfaction of certification requirements. During the first year or early in the second year, however, students should get in touch with Laurence Beede (x479) or Fred Weaver (x508) for advice about the Education Studies Program.

FEMINIST STUDIES

The Feminist Studies Program aims to raise critical feminist questions of the established traditions and to

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

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

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

LAW PROGRAM

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

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

Students have designed concentrations which draw

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

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

Michael Ford is interested in the issues of law and education, and racism and the law. Jay Garfield is interested in the philosophy of law, applied ethics, social and political philosophy, affirmative action, and reproductive rights. Lester Mazor examines legal history, philosophy of law, the legal profession, criminal law, labor law, and family law. James Miller's work includes issues in community law, such as First Amendment questions and copyright, and telecommunications regulation and national policies for mass media. Donald Poe investigates the dynamics of jury decision-making and other issues of law and psychology. Flavio Risech-Ozeguera 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, x392.)

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 acquire adequate food supplies. "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 alumns 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 v. international food and resources issues.

Program activities include courses (World Food Crisis, Land Degradation and Society, Integrative Seminar in International Health), 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 Luce Professor, Ben Wisner at Prescott D-2, x 624.

POPULATION AND DEVELOPMENT PROGRAM

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

Program activities include courses, guest lectures, conferences for the larger Five College community, and encouragement of student involvement in the international reproductive rights field. As part of a broader reproductive rights initiative, the program works closely with the Civil Liberties and Public Policy Program to coordinate efforts. The program now sponsors an annual two to three month visit by a Third World reproductive rights activist. Student internship possibilities are available.

The program is linked to Hampshire's Third World Studies, Feminist Studies, and Luce Programs, as well as to programs in the other Five Colleges and international women's health networks. Program Director is Betsy Hartmann, Franklin Patterson Hall, G16, x506.

PUBLIC SERVICE AND SOCIAL CHANGE PROGRAM

The Public Service and Social Change program was created to 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 current trend toward a focus on individual success and materialism make it imperative

that progressive institutions, such as Hampshire, continually re-assess priorities and develop innovative and creative solutions to pressing social issues.

The broad goal of a program in public service and social change at Hampshire is to expose all students to the intellectual and practical aspects of social engagement and the process of social change. While a fixed percentage of students may actually choose to enter public service careers upon graduation, each year the program in public service and social change increases awareness, helps direct intellectual energies, and promotes 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, and opportunities to join with others in developing creative programs in low-income communities. Students interested in the Public Service and Social Change program should contact Ada Sanchez (x395) or Danielle Gordon (x689).

THE THIRD WORLD STUDIES PROGRAM

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

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

**1993 PRELIMINARY COURSES FOR SPRING
SCHOOL OF COMMUNICATIONS AND COGNITIVE SCIENCE**

COURSE LIST

100 LEVEL

CCS 104

ARISTOTLE

Tsenay Serequeberhan

CCS 106

LANGUAGE AND BRAIN

Christopher Chase

Mark Feinstein

CCS 107

GÖDEL, ESCHER, BACH: EXPLORING THE NATURE OF MIND

Jay Garfield

Neil Stillings

CCS 150

THE DEVELOPMENT OF THE INFANT

Mary Jo Rattermann

CCS 157

FREEDOM OF EXPRESSION

Mark Feinstein

James Miller

CCS 160

HISTORY OF WOMEN FILM AND VIDEO MAKERS

Joan Braderman

Sherry Millner

CCS 165

PSYCHOLOGY OF READING

Christopher Chase

CCS 169

LANGUAGE, THOUGHT, AND REALITY

Steven Weisler

CCS 174

COMING OUT: ISSUES IN GAY AND LESBIAN FILM AND VIDEO

Stashu Kybartas

CCS 193

MORAL ISSUES AND THE WORLD OF WORK

Ernest Alleva

CCS 198

TOPICS IN MEDIA CRITICISM

TBA

200 LEVEL

CCS 210

EUROCENTRISM IN PHILOSOPHY

Tsenay Serequeberhan

CCS 216

DATA STRUCTURES AND ALGORITHMS

TBA

CCS 222

INTERMEDIATE VIDEO WORKSHOP

Stashu Kybartas

CCS 227

THEORY OF LANGUAGE

Mark Feinstein

Steven Weisler

CCS/NS 236

TECHNOLOGY: PHILOSOPHY, POLITICS, AND POLICY

Jay Garfield

Allan Krass

CCS 250

JOURNALISM: ITS PRACTICE AND PRACTITIONERS

James Miller

CCS 258

SEMINAR IN COMPUTER SCIENCE

TBA

CCS 263

INTRODUCTION TO ARTIFICIAL INTELLIGENCE

TBA

CCS 270

LABORATORY IN PSYCHOLOGICAL METHODS

Mary Jo Rattermann

CCS 276

VIDEO SKETCHBOOK

Sherry Millner

CCS 279

TOPICS IN MEDIA HISTORY

TBA

300 LEVEL

CCS 305

EPISTEMOLOGY AND DIFFERENCE

Meredith Michaels

CCS 316*

ADVANCED VIDEO PRODUCTION SEMINAR

Joan Braderman

CCS 319

CONNECTIONIST MODELING

Neil Stillings

COURSE DESCRIPTIONS

CCS 104

ARISTOTLE

Tsenay Serequeberhan

This course is a basic introduction to some of the central text of Aristotle. Against the background of the pre-Socratics and Plato, we will closely read and examine Aristotle's metaphysics, his theory of the soul and his ethics. In doing so our concern will be to see how ethical and metaphysical concerns are internally interconnected.

Students are expected to attend and participate in class discussions and be ready for some very difficult texts. Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 25.

CCS 106

LANGUAGE AND BRAIN

Christopher Chase

Mark Feinstein

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

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

CCS 107

GÖDEL, ESCHER, BACH: EXPLORING THE NATURE OF MIND

Jay Garfield

Neil Stillings

In this course we will read Douglas Hofstadter's Gödel, 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 150

THE DEVELOPMENT OF THE INFANT

Mary Jo Rattermann

The rate of a child's development during the first 24 months of life is astounding. During this time infants begin to interact with their environment in increasingly more sophisticated ways; they begin to walk, to talk, and they affect the people around them. In this course we will examine the intellectual development of the child during these crucial months, as well as the infant's emotional and social growth. In addition to providing an overview of the course of infant development, this class will also introduce the student to the basic research questions and techniques used to study infant development.

Students will be expected to read and critique a series of articles from the professional scientific literature. Students will also be asked to give one presentation during the course of the semester. Additionally, they will write a final paper which may be developed into a Division I examination project. Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 30.

CCS 157

FREEDOM OF EXPRESSION

Mark Feinstein

James Miller

Should there be limits to what people can say in speech, writing or other forms of social communication? Libertarians argue that in a truly free society there ought to be none. Some critics argue that permitting any speech equal access to public forums endows the thoughts of, say, a David Duke with the same legitimacy as those of a Nelson Mandela: a kind of "tolerance" that is ultimately "repressive" of the most worthy expression. Yet few would argue that shouting "Fire!" in a crowded theater ought to be prohibited.

This course will investigate a range of linguistic and communications issues relating to free speech. These include how we deal with racial and ethnic "slurs"; legal traditions; policies toward mass media; the relationship among language, thought, and action; and the interaction between linguistic and social meaning.

Students will read literature from linguistics and communications and examine selected case studies. There will be a series of short essays and a larger final project. Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 40.

CCS 160

HISTORY OF WOMEN FILM AND VIDEO MAKERS

Joan Braderman

Sherry Millner

This course examines the role of women in film and videomaking as auteurs, artists, activists, theorists, critics, and entrepreneurs, from the twenties in Hollywood, when there were more women directing films than at any

time since, to the burst of collective creative power in virtually every form engendered by the sixties and seventies women's movement. We will examine the differences in context for work proposed by the dominant cinema and television industries, on the one hand, and the various national political and alternative aesthetic spaces that have brought the "feminine sensibility" behind the camera as well as in front of it. The teens and twenties films of Weber, Shub, Dulac; of Arzner and Deren, Sagan, Riefenstahl in the thirties and forties; then Varda, Chytilova, Duras, Maldoner, Gomez, Riechert, Von Trotta, Sander, Rainer, Ackerman, Citron, and Export in the sixties and seventies. Video artists and producers such as Rosler, Birnbaum, Jonas, and Halleck will be examined in their own specific economic, political, and aesthetic contexts. The major critical and theoretical contributions by feminist writers in the seventies like Rich, Mulvey, Lesage, and deLauretis will be examined in relation to work by women. In a field as capital intensive as media production, power for women has often been hard won. This course serves as an alternative view of the film and video making process as it traces the movement of women into it.

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

CCS 165

PSYCHOLOGY OF READING

Christopher Chase

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

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

CCS 169

LANGUAGE, THOUGHT, AND REALITY

Steven Weisler

Language is often equated to a lens through which our perceptions of the world are filtered—not just as a medium in which information is transferred, but as a determinant of how we interpret information. In this course we will investigate a theory of language in use which takes the position that language helps to create our reality. We will pay special attention to the relationship

between language and thought, and to cultural differences which may be connected to differences among languages. We will also investigate related issues involving such topics as "Black English" and sexism in language.

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

CCS 174

COMING OUT: ISSUES IN GAY AND LESBIAN FILM AND VIDEO

Stashu Kybartas

This course will address three broad areas: the constructions of homosexuality in mainstream film and TV; the challenges to these made by lesbian and gay film and video makers working in independent and avant-garde production contexts; and the different, historically specific ways in which lesbian and gay male audiences have responded to both sets of representational practices.

Class will consist of lectures, screenings and critical discussions of issues raised in the film and video work. Several short papers and a final paper will be required along with reading assignments.

Students who have taken a media criticism or media production class will be given preference. Class will meet twice a week, once for two hours and once for three hours. Enrollment is limited to 25.

CCS 193

MORAL ISSUES AND THE WORLD OF WORK

Ernest Allewa

This course will address a variety of normative topics regarding work: rights and obligations of workers and employers; power and authority in the workplace; distribution of employment opportunities; occupational health and safety regulations; pay and benefits; discrimination and harassment at work; and proposals for workplace reforms. We will also consider related philosophical and empirical issues: historical and cross-cultural perspectives on work; individual and social meanings of work; effects of the division of labor, technological change, and automation; labor/leisure and efficiency/quality of working life trade-offs; and alternative forms of workplace organization.

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

CCS 198

TOPICS IN MEDIA CRITICISM

TBA

A course description will be published after we complete the hiring process for a new faculty member in this area.

CCS 210

EUROCENTRISM IN PHILOSOPHY

Tsenay Serequeberhan

This course is interested in systematically exploring the way in which philosophy and philosophers substantiate and justify the supremacy of the European mode of life. By exploring some central and classic philosophic texts, we will see how Eurocentrism functions in the texts of philosophy. We will also read a number of texts that explore the way thought is implicated in the Eurocentrism of life.

Students are expected to attend and participate in class discussions and be ready for some very difficult texts. Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 30.

CCS 216

DATA STRUCTURES AND ALGORITHMS

TBA

This course is intended as a sequel to CCS 114. Powerful data abstractions like stacks, queues and trees form the basis for advanced work in many fields; learning how to implement these abstractions in a programming language provides students with the opportunity to solidify the skills they began to acquire in earlier work. Recursive algorithms are introduced as natural ways to work with data, and inductive proofs are introduced as a way to reason about the correctness of algorithms. Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 20.

CCS 222

INTERMEDIATE VIDEO WORKSHOP

Shashu Kybartas

This course is a workshop in the tools of video. It offers exercises in video production for students who have some previous experience in video production. The course will emphasize the development of technical skills and knowledge which are necessary for the effective use of video for documentation or personal expression. There will be hands-on assignments concerning camera, lighting, sound recording and mixing, and other aspects of production and post-production. Extensive time will be given to developing ideas into concrete projects. Each student will need to spend a substantial amount of time working with studio, portable and editing facilities outside of class time.

In order to achieve production goals there will be an emphasis on clear writing in project proposals, treatments, and scripts. There will be a short writing assignment in which students will be asked to analyze the structure and design of a film or video viewed outside of class. The class will also explore exhibition possibilities for their work, such as cable access TV and community screenings.

A background in basic video production techniques is expected. The class will meet once a week for four hours. Enrollment is limited to 16.

CCS 227

THEORY OF LANGUAGE

Mark Feinstein

Steven Weisler

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

This course will investigate the sound system, the syntactic structure, and the logical form of natural language within the framework of Chomsky's generative grammar. The class will meet twice a week for two hours each time. Enrollment is limited to 35.

CCS/NS 236

TECHNOLOGY: PHILOSOPHY, POLITICS, AND POLICY

Jay Garfield

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 250

JOURNALISM: ITS PRACTICE AND PRACTITIONERS

James Miller

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

Students will read books and excerpts from books, reports in publications by and for journalists and stories

in the trade and general press. We will screen documentary accounts of news work and we may visit a local news operation. There will probably be a journalistic guest or two. Students will be responsible for short papers and a longer report to be based on field observations or library research. Class will meet twice weekly for one and one-half hours each time. The enrollment limit is 50.

CCS 258

SEMINAR IN COMPUTER SCIENCE
TBA

This seminar will center on an advanced topic in computer science, probably involving artificial intelligence, computer animation, or software engineering. A more specific description will be published after we complete the hiring process for a new faculty member in this area.

CCS 263

INTRODUCTION TO ARTIFICIAL INTELLIGENCE
TBA

Artificial intelligence (AI) is the subfield of computer science which is concerned both with using metaphors of machine processing to better understand human intelligence, and with using what we know about how humans engage in "intelligent" behavior to build more useful computer programs. This course will introduce some of the central issues in artificial intelligence and will also introduce computer languages and algorithms which are frequently used in AI research. Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 20.

CCS 270

LABORATORY IN PSYCHOLOGICAL METHODS
Mary Jo Rattemann

Often in the course of our lives we find ourselves commenting on human behavior and realizing that "somebody should do an experiment on this." However, performing an experiment which accurately examines human behavior is usually quite difficult. In this course the students will be taught the skills necessary to design and perform a valid psychological experiment. This course will present the students with the opportunity to design and perform a variety of psychological experiments, using themselves as subjects. Basic experimental terminology, design, and the pitfalls of psychological research will be covered, along with a comprehensive review of psychological procedures and methods. In addition, each student will design and perform an independent project under the guidance of the instructor. Students will be expected to work in small groups, unless the class size allows individual projects. This course is particularly valuable for those students considering graduate study in any of the social sciences.

Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 15.

CCS 276

VIDEO SKETCHBOOK
Sherry Millner

This course, for students who have already completed at least one video production class, is intended to develop a high level of fluidity, speed, and conceptual grace in the making of videotapes. Students will be expected to bring in some work every week, using the camera as an artist uses a pencil. The aim is less to produce finished, highly edited videotapes than to push for flexibility, spontaneity, and style. A number of short exercises will be given to get the class moving. Much class time will be devoted to workshop-style critiques of each week's production. Class will meet twice a week for one and one-half hours each time. Enrollment is limited to 15.

CCS 279

TOPICS IN MEDIA HISTORY
TBA

A course description will be published after we complete the hiring process for a new faculty member in this area.

CCS 305

EPISTEMOLOGY AND DIFFERENCE
Meredith Michaels

Recent work in feminist theory and cultural criticism argues that the concept of difference deployed in earlier efforts to theorize "categories of identity" (e.g., gender, race, ethnicity, class and nationality) reproduces the universalizing assumptions and tendencies of classical epistemology. In an attempt to understand difference differently, this advanced seminar will examine, on the one hand, the theoretical effects of the fragmented subject on an epistemological tradition that has at its center a unified and metaphysically stable knower. On the other, it will engage current debates about subjectivity and difference that endeavor not to replicate a theoretical field on which difference produces differences that compete endlessly for epistemological authority. We will read, among many others, Descartes, Kant, Foucault, Beauvoir, Irigaray, Stuart Hall, Judith Butler, Edward Said, bell hooks, Richard Rorty.

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

CCS 316*

ADVANCED VIDEO PRODUCTION SEMINAR
Joan Brademan

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

Students must have done substantial work in the field, although both Division II and Division III students are eligible.

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

CCS 319

CONNECTIONIST MODELING

Neil Stillings

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.

SCHOOL OF HUMANITIES AND ARTS

COURSE LIST

100 LEVEL

HA 104

INTRODUCTION TO DRAWING

Denzil Hurley

HA 110

FILM/VIDEO WORKSHOP I

Bill Brand

HA 110b

FILM/VIDEO WORKSHOP I

TBA

HA 111

STILL PHOTOGRAPHY WORKSHOP I

TBA

HA 113*

MODERN DANCE I

TBA

HA 120

TOPICS IN CULTURAL CRITICISM: TECHNOCULTURE

Mary Russo

HA 125

CHICANO NARRATIVES

Norman Holland

HA 127

AMERICAN VOICES, AMERICAN LIVES

Michael Lesy

HA 130

THREE RUSSIAN WRITERS: PUSHKIN, GOGOL, AND DOSTOEVSKY

Joanna Hubbs

HA 139

THE EMERGENCE OF MODERNISM

Sura Levine

HA 159

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**DIVISION III STUDIO ARTS CONCENTRATOR'S
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HA 319

**CRITICAL THEORY SEMINAR: BODY AND SOUL IN
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Mary Russo

HA 320i

**TOPICS IN LITERARY AND CULTURAL STUDIES:
WORKS-IN-PROGRESS SEMINAR**

Lee Heller

HA 399a

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Nina Payne

HA 399c

ART TUTORIAL

Leonard Baskin

**This course can not be used as part of the two-course
option*

COURSE DESCRIPTIONS

NOTE

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

HA 104

INTRODUCTION TO DRAWING

Denzil Hurley

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 a introduction to drawing course. Class will meet twice each week for three hours each session. Enrollment is limited to 24.

HA 110

FILM/VIDEO WORKSHOP I

Bill Brand

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

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

HA 110b

FILM/VIDEO WORKSHOP I

TBA

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

HA 111

STILL PHOTOGRAPHY WORKSHOP I

TBA

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

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

HA 113*

MODERN DANCE I

TBA

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

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

HA 120

TOPICS IN CULTURAL CRITICISM: TECHNOCULTURE

Mary Russo

This course will introduce culture criticism through examining recent writings on contemporary cultural production, social technologies, institutionalized discourses, and practices of everyday life. Topics to be discussed will include sci-fi, biotechnology, ambient music, cyborgs, the weather channel, and other topics and productions developed by students as projects in the class. Some second-year students will be accepted but the completion of a Division I project is a goal of the course. Class will meet once each week for three hours. Enrollment is by instructor permission.

HA 125

CHICANO NARRATIVES

Norman Holland

Positioned between cultures, Chicano writing has always assumed a unique borderland quality. With the beginning of Chicano social activism in the 1960's, these writings have taken on critical, political functions and appropriated the historical space of the southwest as their imaginative universe. Because of its capacity to articulate time and space, autobiography is the form that these recent writings have often taken. Through close readings, the course will provide significant insight into the rhetoric of autobiographical discourse as such and to think of Chicano narrative as a resistance literature. Readings will be supplemented by films and music. The course will meet twice each week for one and one-half hours. Enrollment is limited to 25.

HA 127

AMERICAN VOICES, AMERICAN LIVES

Michael Lesy

Biography and autobiography are primary forms of literary non-fiction. To read and write them is to understand the world hidden in the self and the self entangled in the world. The study of such narratives provides and

provokes a knowledge of history and psychology, sociology and literature. Writing such narratives requires a mastery of prose that is both evocative and analytic.

These are the works that will be read: a biography (*Reagan's America/Innocents at Home* by Garry Wills), two oral histories (*Hard Times* by Studs Terkel and *All God's Dangers/The Life of Nate Shaw*, as told by Theodore Rosengarten), and one autobiography (*Time Bends* by Arthur Miller).

Students will be asked to write short profile/biographies of friends, relatives, intimates, and strangers. They will then be asked to extend one of these profiles into a longer, more insightful and analytic biography/life story. weekly writing exercises and well-read class participation will be required. Class will meet twice weekly for one and one-half hours. Enrollment will be limited to 15 by permission of the instructor.

HA 130

THREE RUSSIAN WRITERS: PUSHKIN, GOGOL, AND DOSTOEVSKY

Joanna Hubbs

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

Books will include: Pushkin, *Eugene Onegin*, *The Captain's Daughter*, *Tales of Belkin*, *The Queen of Spades*; Gogol, *Dead Souls*, "The Overcoat," "The Nose," "Diary of a Mad-Man," other short stories; Dostoevsky, *Notes from Underground*, *The Brothers Karamazov*, *The Pushkin Speech*. The class will meet twice weekly for one and one-half hours. Enrollment is limited to 35.

HA 139

EMERGENCE OF MODERNISM

Sura Levine

This course will focus on several European artistic movements which formed a bridge between the naturalist tendencies of late nineteenth-century art and the development of abstraction in the early twentieth century. Beginning with the Impressionists (Monet, Renoir, Degas) and ending with Cubism (Picasso, Braque, Gris), this course will examine the stylistic, thematic and philosophical bases for each movement as a means of developing a vocabulary and analytical skills for the discussion of visual representation. Documents from the period along with recent criticism will introduce student to various art historical "positions." Students will be expected to give presentations on objects in local museums and to write several papers. Course will meet twice weekly for one and one-half hours. Limited to 25 students.

HA 159

THE MAN-MADE ENVIRONMENT: THE PHYSICAL DETERMINANTS OF FORM

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 163

THE HARLEM RENAISSANCE

Robert Coles

This course will look at the Renaissance Movement of the 1920's. Our focus will be historical, tracing the development of the Renaissance from the effects of the great migration of blacks from the South to the North as well as the social conditions that arose following World War I, including the Garvey Movement and the increased political demands of the "New Negro." Yet, essentially, our focus will be to read the literary works of the period, such texts as: Langston Hughes, *The Weary Blues*; Alain Locke's, *The New Negro*; Joan Toomg's *Cane*; Nella Larsen's *Quicksand* and *Passing*; Countee Cullen's, *Colon*. Class will be limited to 20 students.

HA/SS 167

PSYCHOLOGICAL DYNAMICS IN THEATRE

Ellen Donkin

Patricia Romney

This course is designed both for students of psychology and students of theatre. Psychology students will have an opportunity to examine the ways in which certain psychological phenomena manifests themselves in dramatic character and dramatic structure. Theatre students, including actors, designers and directors, will have an chance to re-think their approaches both to dramatic texts and to theatre as an activity. The course will primarily address Freudian and Jungian notions of the psyche, its structure and dynamics. Some of the plays to be read will include Strindberg's *Dream Play*, Cixous' *Portrait of Dora*, and Baraha's *Dutchman*. Class will meet twice each week for one and one-half hour sessions. Enrollment is 30.

HA/WP 201*

WRITING PROJECT WORKSHOP

Ellie Siegel

This workshop is designed to provide assistance to students who are already engaged in large projects—research papers and exams—and who would like a structured meeting time in which to write and to discuss strategies for research, writing and revision. Special

attention will be paid to the writing process: conceptualization, organization, and pacing oneself through work blocks and writing anxieties.

Brief reading and writing assignments will be given and, in addition to attending class meetings, participants will be expected to meet in tutorial with the instructor. Since this class supplements work already in progress, no formal instructor evaluations will be provided and the completion of this workshop will not count as course credit towards a Division I exam. Most first year students could make good use of this workshop as well as those in the other two divisions.

HA 202

ADVANCED DRAWING

William Brayton

This 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 each week. Enrollment is limited to 20 by instructor permission. Drawing I is a prerequisite.

HA 210

FILM/VIDEO WORKSHOP II

Abraham Ravett

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

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

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

HA 211

STILL PHOTOGRAPHY WORKSHOP II

TBA

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

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

HA 212

THE JAPANESE CINEMA

Abraham Ravett

"I think that to find what is real one must look very closely at one's world, to search for those things which contribute to this reality which one feels under the surface. These are few and one uses them to create. These are the core around which the world moves, the axis around which it turns...To be an artist means to search for, find, and look at these things; to be an artist means never to avert one's eyes."—Akira Kurosawa

"I want to portray a man's character by eliminating all the dramatic devices. I want to make people feel what life is like without delineating all the dramatic ups and downs."—Yasujiro Ozu

"My films do not treat sensational events or, for that matter, contain much drama. Depicted are images of everyday Japan and the daily lives of its people."—Sumiko Hameda

This course will involve a detailed study of the Japanese cinema. It will highlight works in the dramatic narrative, documentary, and experimental traditions. The films screened will use the past to explore the meaning of the present, examine the relationships within families, investigate formal issues in cinematic construction and attempt to articulate broader social issues in the Japanese society. Contributions from Five College East Asian Studies faculty will include lectures on religion, aesthetics, history and literature.

Class will meet once a week for three hours plus additional time on Friday afternoons (3-5 pm) for screenings. Enrollment is limited to 25 students with no prerequisites. Participants will be asked to complete a series of papers plus a final project based on class discussions, film screenings, and assigned readings. A \$10 lab fee will be utilized to help defray the cost of film rentals.

HA 223

AESTHETICISM AND DECADENCE

Jeffrey Wallen

This course will examine the emphasis on the importance and on the autonomy of art in the latter half of the nineteenth century, and will also explore the different conceptions of the role of the artist in society. Beginning with Gautier's demand for "art for art's sake" in the preface to *Mademoiselle de Maupin*, we will follow and compare the development of aestheticism in France and in England, and we will also study the ensuing turn to "decadence" towards the end of the century. Readings will include texts by Gautier, Baudelaire, Huysmans, Villiers de l'Isle Adam, Mallarmé, Ruskin, Pater, Swinburne, Morris, Wilde, Yeats, Nietzsche, and Hofmannsthal. Works from the visual arts will also be discussed. Class will meet twice each week for one and one-half hours. Enrollment is limited to 25.

HA 227*

THEATRE PRACTICUM

Wayne Kramer

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

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

HA 228

THE WORLD OF FEODOR DOSTOEVSKY

Joanna Hubbs

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

The purpose of this seminar will be to determine what those questions are, how Dostoevsky formulated them, and why they tormented him so. Since I am a cultural historian rather than a literary critic, I will tend to focus on ideas—the philosophical and psychological aspects of the works and how they relate to the culture into which Dostoevsky was born—rather than questions of structure or style, which will be considered only in so far as they related to the ideas themselves. I will begin with a series of lectures intended to introduce the author

and to "place" him into the context of Russian mythic, cultural, psychological and historic currents. We will then read and discuss the novels: *Poor Folk*, *The Double*, *Notes from Underground*, *Crime and Punishment*, *The Possessed*, and *Brothers Karamazov*. The class will meet twice each week and enrollment is limited to 20 by instructor permission.

HA 231

POETRY WRITING WORKSHOP

Andrew Salkey

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

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

The class will meet once a week for one and one-half hours. Enrollment is limited to 16 selected by interview with the instructor on Tuesday, January 26, 1993. Bring four poems with you to this meeting.

HA 235

DIRECTING FOR THE THEATRE

Sabrina Hamilton

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

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

HA 236

FICTION TRUTHS: WRITING NON-FICTION PROSE

Michael Lesy

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

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

HA 237

FICTION WRITING WORKSHOP

Andrew Salkey

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

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

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

The class will meet once a week for one and one-half hours. Enrollment is limited to 15 students selected by instructor interview on Tuesday, January 26, 1993. Bring two short stories with you to this meeting.

HA 239

JAZZ PERFORMANCE SEMINAR

Yusef A. Lateef

Professor Lateef will conduct a performance seminar in Jazz improvisation in a small group setting. This course will deal with tonal, atonal, and free-form methods of improvisation. Subjects to be discussed will include the 7th scale and its components, modal improvisation,

nuances, the soul as it relates to musical expression, form emotion (thinking and feeling), and the individual's unique sense of rhythm. Students will be expected to complete weekly assignments.

Class will meet once weekly for three hours. Prerequisite: HA 175 and HA 265 or equivalent Five College music courses. Admission is by instructor permission. Enrollment is limited to 20.

HA 241

MOUNTAIN RIVER DESERT PLAIN

David Smith

Lauret Savoy

Taught jointly by a professor of Geology and a professor of American Studies, this course will introduce students to relationships between earth, human values, and visions of landscape. By examining the cultural, scientific, environmental and artistic implications of "mountain, river, desert, and plain," and by selecting these earthforms as the organizing principle of the course, we hope to emphasize the advantages of an interdisciplinary approach.

At this writing, texts could include readings covering historical and environmental review in the geosciences and in literature and cultural documents, personal narrative of exploration, North American Indian perceptions through story and legend, fiction and non-fiction. A checklist of texts and readings might include John McPhee, John Wesley Powell, David Leveson, Marjorie Hope Nicholson, Scott Momaday, Lewis and Clark, Thoreau, John Muir, Gretel Ehrlich, Mark Twain, Barry Lopez, Ian Frazer, Mountain Wolf Woman, Willa Cather, Ole Rolvaag, women-homesteader's accounts, Mary Austin, Edward Abbey, Leslie Marmon Silko.

Requirements for evaluation: regular attendance, leadership in group presentations of material to class, short essays and a final paper. For further information about this course, contact Prof. David Smith (Humanities and Arts), Hampshire, or Prof. Lauret Savoy (Geology/Geography), Mount Holyoke College. Enrollment is limited to 35.

HA 242

CAMUS

Robert Meagher

Several years after his death, Susan Sontag wrote of Camus "*Kafka arouses pity and terror, Joyce admiration, Proust and Gide respect, but no writer that I can think of, except Camus, has aroused love.*"

This course will address itself to this man and to his work, which offer not only a pitiless indictment of the evil genius of our times, but also a vision of rare compassion and integrity. We will consider the full range of Camus' published writings: fictional, philosophical, and dramatic.

The focus will be upon the philosophy and the art of Camus, drawing upon biographical and historical material

so as to inform and to sharpen our understanding. Particular attention will be given to the Hellenic foundations of Camus' vision. Enrollment is open. Class will meet once each week for three hours.

HA 247

IMPROVISATION

Rhonda Blair

This course focuses on the study and practice of a wide range of improvisation techniques which can be applied to both scripted and non-scripted projects. Besides using the techniques of Keith Johnstone and Viola Spolin, the instructor will also draw on Clive Barker's theatre games and Joseph Chaikin's transformational performance techniques. Course goals are: 1) to help actors expand their range of expressiveness; 2) to provide actors with new ways of seeing dramatic action and character; 3) to provide actors with a new set of tools for approaching improvisation and the performance of material for the stage; 4) to develop and refine actors' ability to work in ensemble and collaborative situations. Class will meet for two hours twice each week. Enrollment is limited to 16 by instructor permission.

HA 260*

FEMINIST CHALLENGES TO ART HISTORY

Sura Levine

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

Class will meet once a week for two and one-half hours. Preference will be given to students who have a strong background in art history, feminist theory, and/or cultural studies. Limited to 15 students.

HA 261

INTERMEDIATE PAINTING

Riley Brewster

This course is a continuation of the fall term's Introduction to Painting. Class is limited to 25 students who have taken Introduction to Painting and completed Drawing HA 104. Class will meet twice each week for three hours.

HA 262

ETHNIC EXPRESSION IN AMERICA

Donald Weber

This course examines the varieties of ethnic imagination in America, from immigrant writers at the turn of the century to the flowering of ethnic novels and autobiographies in our own time. Issues to be considered include the shared literary and cultural conventions of ethnic writers, the processes of Americanization, the role of popular culture, the traditions of ethnic humor. Authors will include Abraham Cahan, Anzia Yezierska, Jerre Mangione, Maxine Hong-Kingston, Mario Puzo, Charles Chestnut, Nella Larsen, Philip Roth, Amy Tan, and Mary Doyle Curran; films include *Hester Street*, Italian American, *The Godfather*, *Dim Sum*. Class will meet twice each week for one and one-half hours. Enrollment is limited to 25.

HA 263

CARIBBEAN CROSSINGS

Norman Holland

The approach of this course will be comparative and pan-Caribbean. We will concentrate on the extension of African culture into the region and explore the historical, political, and social issues that arose from this extension by focusing on twentieth-century writers from Trinidad, Barbados, Dominica, Haiti, Martinique, Guadeloupe, Puerto Rico and Cuba. French and Spanish texts will be read in translation, but students equipped with these languages are encouraged to study the originals. Class will meet twice each week for one and one-half hours. Enrollment is limited to 25 students.

HA 264

BLACK FICTION SINCE THE 1960'S

Robert Coles

An examination of black American fiction writers since the 1960's with a focus toward novelists. Who is primary in this period? What have black writers been saying for the past 30 years? Who are the rising voices to come? We will read novels by Alice Walker, Ishmael Reed, Paule Marshall, Al Young, Gayle Jones, John Williams, John Wideman, Toni Morrison, Ernest Gaines and others. Class enrollment is limited to 20.

HA 265

MUSIC II: LINES AND CHORDS

TBA

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

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

HA 270

FILMMAKING FRAME BY FRAME

Bill Brand

This is an advanced workshop for Division II and Division III students who have completed Film/Video Workshop II. The course will concentrate on image making techniques that involve frame by frame manipulation including animation, optical printing, and computer generated images. While the course will require that students learn specialized technical skills, the course will concentrate on the "why" of frame by frame filmmaking not just the how. Students will be expected to complete a major project as well as complete a series of shorter exercises designed to explore the various image making processes. The course will also involve readings, film viewings and field trips. Class will meet once each week for three hours. There is a \$50 lab fee for the course and students must purchase their own film and pay their own processing fees.

HA 280

**FOUNDATIONS OF CULTURAL CRITICISM:
NIETZSCHE, FREUD, AND LOU ANDREAS-SALOME**

Jeffrey Wallen

Nietzsche and Freud are two of the most influential writers for contemporary thought. In this course, we will read several key texts by each of them, as well as a recent work by several critics who have appropriated and rethought their ideas. Lou Andreas-Salome was close to both Nietzsche and Freud. We will also study her life, less as a bridge between them, than as a means to examine the cultural history of the period, to pose questions concerning the figure of woman in their work, and to explore other topics such as the significance of biography for interpretation. Class will meet once each week for three hours. Enrollment limit is 25.

HA 281

SOURCES OF CREATIVITY

Daphne Lowell

The goals of this course are to deepen and enrich the power and authenticity of one's art work and to increase the fluidity of one's creative process. Using movement as the basic mode, we will explore the act of creating in non-verbal media, and reflect on the process. Some of the issues to be addressed include: the nature and origins of the desire to create; the reasons one creates; the relationships between initial impulse and final forms; themes that emerge; the effect of different materials on the process and product; modes of access to the beginning of the creative process; the roles that perception, experience and values play.

Creative work will be done both in and out of class. There will be assigned readings and a term paper. Class attendance is mandatory. Class size is limited to 12 by interview with the instructor and will meet three times each week for one and one-half hours.

HA 293

THE DESIGN RESPONSE II

Wayne Kramer

In this course, we will explore the techniques of design choices; choices in approach style and execution. We will try to address the process of designer response through a series of practical, collaborative exercises and hopefully gain some insight into such questions as:

1. How can a designer validate his or her response?
2. What criteria should a designer establish during first readings?
3. How is style determined?
4. How is artistic consensus achieved?
5. How are style and approach expressed?
6. What is the importance of medium and technique in presentation/portfolio work?

This course will meet three times each week for one hour each session. Some prior design experience is required for this course.

HA 305

ADVANCED PAINTING

Denzil Hurley

This course will emphasize studio work and dialogue around individual interests. It will be augmented with group discussion and slide presentations. Additional emphasis will be placed on color-painting technique and materials and their relationship to expression. Class will meet once a week for four hours. Enrollment is limited to 15 by instructor permission.

HA 308

ADVANCED SCULPTURE

William Brayton

This course serves as the final preparation for independent work at the Division III level. Extensive independent reading will be combined with conceptually oriented assignments. Students will develop a high level of mastery of one or two materials and complete an ambitious portfolio of work.

Prerequisites: At least two sculpture courses. Enrollment is limited to 15 and entrance to the course is by essay. Class will meet twice each week for three hours each session.

HA 314

SENSE AND SPIRIT

Robert Meagher

In this course, we will examine and explore the shared sources, borders, metaphors, and experience of art, philosophy, and theology so as to come to a more integral idea of the complex unity of sense and spirit. Enrollment is limited to 15 students. The course will meet once each week for three hours.

HA 316

DIVISION III STUDIO ARTS CONCENTRATOR'S COURSE

Riley Brewster
Judith Mann

The concentrator's course will be structured around weekly group critiques of independent student work at the Division III level. Students will be required to articulate their process of intellectual reasoning, as well as their relationship to historical and contemporary sources in the visual arts. Emphasis will be placed on the development of each student's ideas with regard to form, and their ability to respond critically to the work of others. Prerequisite: Division III filed in visual arts.

HA 319

CRITICAL THEORY SEMINAR: BODY AND SOUL IN POSTMODERNIST DISCOURSE

Mary Russo

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 "re-zoning") 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 is limited to 15. Class will meet once each week for three hours.

HA 320i

TOPICS IN LITERARY AND CULTURAL STUDIES: WORKS-IN- PROGRESS SEMINAR

Lee Heller

The purpose of this course is to bring together Division III and advanced Division II students in literary studies, cultural studies (American, European, and Third World), and related fields, to share their work in progress. We will meet weekly to discuss the written work of individual students; every student will be expected to make their work available at least once during the term for class discussion, as well as attending class regularly and offering critical responses to others' work.

The subject matter of this course is three-fold. In addition to student work-in-progress, we will examine the use of advanced research materials, including archival and critical sources, as well as conventions of scholarly

writing. We will also explore questions of theory and method in literary and cultural studies, reading essays on such subjects as the institutionalization of our fields of study, the position of the scholar in relation to his/her subject, and the relationship between politics and methodology; we will read exemplary interdisciplinary scholarship in such areas as the history of the book, gender studies, and the new historicism.

Although the purpose of this seminar is very serious, students should see the course as an opportunity to share concerns and frustrations about their work, and to find a source of support and community. The course will be run informally, and offer a relaxed atmosphere. Instructor permission required. Enrollment is limited to fifteen.

HA/SS 355i

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

Susan Tracy

Laurie Nisonoff

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.

HA 399a

ADVANCED SEMINAR IN WRITING

Paul Jenkins

Nina Payne

This class is designed for Division III students concentrating in fiction writing and poetry. Participants will be expected to present work-in-progress and to exchange intelligent, informed criticism. Class will meet for two and one-half hours weekly. Enrollment is open to all concentrators with instructor permission.

HA 399c

ART TUTORIAL

Leonard Baskin

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

SCHOOL OF NATURAL SCIENCE

COURSE LIST

100 LEVEL

NS 103

PHYSICS II

Frederick Wirth
Herbert Bernstein
Allan Krass

NS 110

ADAPTATION, BIOLOGY AND CULTURE: A FILM COURSE

Debra Martin

NS 140

PLANTS AND PLANET: THE COEVOLUTIONARY SPIRAL OF PEOPLE AND THEIR BOTANICAL CONSPECIFICS

Lawrence J. Winship

NS 148

HUMAN GENE THERAPY: PROCEED WITH CAUTION

Lynn Miller

NS 183

QUANTUM MECHANICS FOR THE MYRIAD

Herbert Bernstein

200 LEVEL

NS 203

CHEMISTRY II

Dula Amarasiriwardena

NS/SS 216

LAND DEGRADATION AND SOCIETY

Ben Wisner

NS/SS 219

INTER-AMERICAN ENVIRONMENTAL ECONOMICS

Raymond P. Coppinger
Stanley Warner

NS 221

PHYSIOLOGY IN EXTREME ENVIRONMENTS

John Foster

NS 223

HEALTH AND FITNESS

Ann McNeal

NS 227

HUMAN POPULATION GENETICS AND EVOLUTION

Lynn Miller

NS 230

THE EVOLUTION AND BEHAVIOR OF DOMESTIC ANIMALS

Raymond P. Coppinger

NS/SS 233

ENERGY AND SOCIETY: HISTORY, GEOGRAPHY AND POLITICAL ENERGY RESOURCES AND TECHNOLOGY

Ben Wisner

NS/CCS 236

TECHNOLOGY: PHILOSOPHY, POLITICS, AND POLICY

Allan Krass
Jay Garfield

NS 254

AGRICULTURAL RESEARCH AND TECHNOLOGY IN DEVELOPING COUNTRIES

Benjamin Oke

NS 294

SUSTAINABLE AGRICULTURE

Lawrence J. Winship
Brian Schultz

NS 297

NUTRITIONAL ANTHROPOLOGY

Alan Goodman

300 LEVEL

NS 315

CALCULUS II

Kenneth Hoffman

NS 316

LINEAR ALGEBRA AND ITS APPLICATIONS

Kenneth Hoffman

NS 348

QUANTUM MECHANICS

Allan Krass

NS 371

ANIMAL SCIENCE PRACTICUM

Benjamin Oke

NS 376

ADVANCED SKELETAL BIOLOGY

Debra Martin

NS 381i

ISSUES IN AGRICULTURE AND THE ENVIRONMENT

Dula Amarasiriwardena
Brian Schultz
Frederick Wirth

NS 391i

SCIENCE AND THE "OTHER"

Ann McNeal

COURSE DESCRIPTIONS

NS 103

PHYSICS II

Allan Krass

Frederick Wirth

Herbert Bernstein

See the description in the Fall, 1992 section.

NS 110

ADAPTATION, BIOLOGY AND CULTURE: A FILM COURSE

Debra Martin

This course explores the biocultural processes by which humans adapt to diverse and challenging environments. Through readings and film, the evolution of humans during the plio-pleistocene will first be examined. Then, the course will track human variation globally with an emphasis on the interaction of environmental constraints, cultural buffers, and human morphology. We will survey a broad range of human groups from the Yanomamo of Amazonia to the Inuit of the arctic. Class will meet for one and one-half hours twice a week.

NS 140

PLANTS AND PLANET: THE COEVOLUTIONARY SPIRAL OF PEOPLE AND THEIR BOTANICAL CONSPECIFICS

Lawrence J Winship

For centuries, people have looked to the botanical world for food, fiber, fuel and medicine. Cultures and their plants have co-evolved. Whole societies have organized their lives around the growth cycles of their staple crops. Plants have been bent to human purposes over centuries of selection and adaptation. In this class we will explore the manifold connections between people and plants, in both historical and present times. We not only cover the basic biology of human/plant interactions, but also the experimental science that has led to our current interdependence with food and other crops. We will consider the search for plant germplasm, herbal medicine, alternative food and fuel crops, plant breeding methods, etc. Students will make presentations and pursue independent literature research projects appropriate for completing the Division I requirement in NS.

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

NS 148

HUMAN GENE THERAPY: PROCEED WITH CAUTION

Lynn Miller

In the past 20 years an explosion of techniques in molecular biology has led to the promise of curing human genetic disease by gene transplantation. In this seminar we will examine the promise and the risks in this

technology; first by reading Holtzman's *Proceed with Caution* and second by learning to read the original literature in this field.

This seminar should be useful and, I hope, provocative to all students thinking about careers in health related fields. All students are expected to write 3 essays from the original literature and to lead one seminar. Students are encouraged to launch Natural Science Division I Exams in this seminar. Class will meet three times a week for one and one-half hours.

NS 183

QUANTUM MECHANICS FOR THE MYRIAD

Herbert Bernstein

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

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

NS 203

CHEMISTRY II

Dula Amarasingwardena

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

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

NS/SS 216

LAND DEGRADATION AND SOCIETY

Ben Wisner

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

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

NS/SS 219

INTER-AMERICAN ENVIRONMENTAL ECONOMICS

Raymond Coppinger

Stanley Warner

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

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

NS 221

PHYSIOLOGY IN EXTREME ENVIRONMENTS

John Foster

Over the years many clues to human physiological functions have been obtained from studies of organisms under stress or by studying animals and plants adapted to living in extreme environments such as desert climates or severe winters. This course will be a series of in-depth explorations of some of these mechanisms and adapta-

tions. It will include 1) laboratory work in which we can make measurements on ourselves, animals at the Farm Center, or laboratory animals as the case may be, 2) weekly seminars for discussion of papers from the research literature.

The course is intended for Division II students for whom biology is a serious part of their concentrations and also for the marathoner, rock climber, or scuba diver who wants to learn more about how his or her own body functions. Class will meet three times a week for one and one-half hours plus one afternoon for laboratory. Division I students with instructor permission only.

NS 223

HEALTH AND FITNESS

Ann McNeal

This course will explore the relationships among health, exercise and fitness, including such topics as: the cardiovascular effects of exercise; the concepts of "risk factor" and "lifestyle factors" that predispose for disease; exercise and cancer; and nutritional factors in health and disease.

Reading will include both texts and primary papers. We will conduct some informal experiments in the lab to become acquainted with measurements of fitness. Class will meet twice a week; once for one and one-half hours and once for a three hour lab.

NS 227

HUMAN POPULATION GENETICS AND EVOLUTION

Lynn Miller

Three different theories for modern human origins are found in the literature: a) we originated in Africa; b) we originated in Asia (China, maybe); c) we originated in three separate groups, survivors of an earlier expansion of *Homo*. We will examine the kinds of genetic evidence used to establish these hypotheses.

We will read and discuss Li and Graur's *Fundamentals of Molecular Evolution* and many papers from the original literature on human origins. Everyone is expected to lead seminars on their own readings of the original literature. This seminar is not the place to work on an Natural Science Division I Exam (See NS 148). Class will meet for one and one-half hours three times a week.

NS 230

THE EVOLUTION AND BEHAVIOR OF DOMESTIC ANIMALS

Raymond Coppinger

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

locally and are available for study in their "natural environment".

We will study in detail the evolution of behavior and will explore the processes of evolutionary change such as neoteny and allometry. Students should have some training in genetics, anatomy, physiology, and basic behavior or must expect to make up any deficiencies during the course. Class will meet twice a week for one and one-half hours.

NS/SS 233

ENERGY AND SOCIETY: HISTORY, GEOGRAPHY AND POLITICAL ENERGY RESOURCES AND TECHNOLOGY

Ben Wisner

This course traces the role of energy in society from earliest times to the present. About half our time is dedicated to present day geographical distribution of energy sources and use. An emphasis is given to the political and economic relations shaping energy use and development of new (especially nuclear, solar, wind power, small hydro) technologies. Oil and nuclear dependency is set within a set of issues including concerns with democracy, sustainable development, and justice. African, Asian, Latin American as well as U.S. (including Native American) and local examples.

NS 235

AMERICAN INDIAN HEALTH, 1492 TO 1992

Debra Martin

Alan Goodman

As a continuation of NS 135, this course begins with an examination of processes and questions surrounding European expansion and colonization and the resulting epidemics, displacement, and demographic instability of indigenous peoples. We then follow changes in health through the historic period, including a comparison of health and health care issues on and off reservations. Finally, contemporary health issues are examined, including underlying causes of high rates of infant mortality, tuberculosis, diabetes, alcoholism, fetal alcohol syndrome, AIDS and homicides. At all times, patterns of health are analyzed with respect to the history of interaction between local cultures, and political-economic processes, such as colonization. Class will meet for one and one-half hours twice a week.

NS/CCS 236

TECHNOLOGY: PHILOSOPHY, POLITICS, AND POLICY

Allan Krass

Jay Garfield

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

technologies, and the appropriate roles of citizens, experts, and political institutions in technological policy making.

Students will read a number of important books and essays on technology and will write a series of short papers and one longer paper. Each student will lead at least one seminar discussion of the assigned readings. Class will meet twice a week for one and one-half hours. Enrollment limit 25.

NS 254

AGRICULTURAL RESEARCH AND TECHNOLOGY IN DEVELOPING COUNTRIES

Benjamin Oke

Modern industrialized societies have developed research and technologies in accordance with their own peculiar characteristics, their natural and human resources endowment, and the interrelationship between their resources, capital and environment. However, a large population in the developing countries still depend on technologies that are incapable of generating levels of agricultural productivity to meet even the most elementary basic needs. These technologies often are also inadequate to transform, without destroying the natural environment. In developing countries, the links between scientific and technological sectors are very weak, while those between research and development activities and the productive systems are almost non-existent.

We will discuss problems of uncritical transfer of technology with emphasis on agriculture, the institutional framework for scientific research and technological policy in developing countries. We will also explore how immediate goals for self-sufficiency in food production cannot be achieved without paying attention to this miserably neglected field. Class will meet for one and one-half hours twice a week.

NS 294

SUSTAINABLE AGRICULTURE

Lawrence Winship

Brian Schultz

Under many different names—organic, regenerative, biodynamic, alternative, ecological—the practice of low-input, synthetic pesticide-free agriculture has gone on for decades. Now, thanks to the failure of many "modern" agricultural technologies and to ever tightening farm budgets, farmers and even the USDA have become very interested in "sustainable" agriculture. In this course, we will examine the practices of low input, sustainable agriculture at a very detailed level, including the role of animals in sustainable agriculture, crop growth and rotations, cover cropping, green manures, composting, insect pest and weed management and permaculture. We will be less concerned with the philosophical side of organic farming and more focused on laboratory and field methods used to test, develop and apply alternative practices. While this course has no prerequisites, prior completion of a biology, ecology or chemistry course,

with lab, would be extremely useful. Class will meet three times per week, twice for seminar and once for lab. Enrollment limit 25.

NS 297

NUTRITIONAL ANTHROPOLOGY

Alan Goodman

Food is the "stuff" of life. We eat for sociocultural reasons, and we eat because goods contain nutrients, which allow us to think, grow and be active. In this course biological and cultural aspects of food and nutrition are integrated in order to provide a comprehensive understanding of the anthropology of eating. Topics covered will include the evolution of the human diet and its significance for contemporary humans, the origins of food taboos, factors determining food selection and avoidance, and the epidemiology of overnutrition and obesity. Special attention will be given to the biological and social consequences of starvation and persistent undernutrition in the US and abroad, along with a critical analysis of the political and economic determinants of these problems. This course will include a laboratory and field work component. Class will meet twice a week; once for one and one-half hour lecture and once for afternoon lab.

NS 315

CALCULUS II

Ken Hoffman

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

NS 316

LINEAR ALGEBRA AND ITS APPLICATIONS

Kenneth Hoffman

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

Included will be discussions of finite dimensional vector spaces, matrix multiplication, eigenvectors and geometric transformations. Applications will be made to computer graphics, environmental models, and economics, using tools from differential equations, Fourier series, linear programming, and game theory. The computer will be used throughout. Class will meet for one and one-half hours three times a week.

NS 348

QUANTUM MECHANICS

Allan Krass

Quantum mechanics is essential to the understanding of atoms, molecules and nuclei, and this course will introduce the theoretical framework for that understanding. The Schrodinger equation and matrix mechanics will be developed and applied to a number of physical systems.

The course is intended for upper division physics and physical science or math concentrators, and a prerequisite is at least one year of college-level, calculus-based physics. Some previous introduction to intermediate mechanics, linear algebra and differential equations would be helpful but not essential. The class will meet three times per week for 1 1/2 hours, twice for lectures and once for problem solving.

NS 371

ANIMAL SCIENCE PRACTICUM

Benjamin Oke

This practicum is designed to introduce students via the laboratory, to the tools, techniques, procedures and principles of organ system physiology; emphasis on comparative study of physiological concepts involved in the function of various body systems in different species of domestic animals. Attention will also be given to humane preparation of animals for physiologic investigation i.e. selection of species, anesthetics, minor surgical procedures, cannulation and catheterization, etc. Class meets once a week for three hours. Enrollment by instructor permission.

NS 376

ADVANCED SKELETAL BIOLOGY

Debra Martin

This course is designed for students to carry out advanced projects in the area of skeletal and dental biology. The first several weeks will involve intensive review of the anatomical, biological, physiological, hormonal and biochemical properties of bone and teeth. The remainder of the semester will be spent developing techniques for the analysis of bone and the completion of a pilot project using human skeletal and dental material. Class will meet twice a week for two hours.

NS 381i

ISSUES IN AGRICULTURE AND THE ENVIRONMENT

Dula Amarasingwardena

Brian Schultz

Frederick Wirth

Agricultural and environmental concerns are closely linked, and too often the interests of farmers and environmentalists seem to be in conflict. In this course we will examine some of the key issues in agriculture and environmental protection, points of conflict, and how these may be reconciled. For example, how can food and fiber best be produced without extensive deforestation, pollution, and poverty. It will be important to consider

the influence of social issues, such as how land ownership affects land use. The class will be a seminar format, with readings, discussion, labs and field trips. We will study pollution monitoring methods, production systems, land use, energy alternatives, among other topics.

Course meets once per week for three hours.

Prerequisites are the prior completion of the NS Div I and at least one course in agricultural, environmental or physical sciences, or equivalent.

NS 391i

SCIENCE AND THE "OTHER"

Ann McNeal

Science as it is now practiced is mainly a product of Western culture, and of the European male elite within that culture. How did this state of affairs arise? What could be done to open up science to input from those who have historically been excluded—women and all people of color? How might science be different if it were practiced by a wider variety of people?

We will examine these questions by reading about the history of science, sociology of science, science fiction, accounts of science in other cultures, and scholarly speculation about the nature of science. This course is intended as an integrative seminar for Division III and other advanced students of the natural, social and cognitive sciences. Class meets once a week for three hours.

SCHOOL OF SOCIAL SCIENCE

COURSE LIST

100 LEVEL

SS 108

A VANISHED SOCIETY: JEWISH LIFE IN EASTERN EUROPE AS PORTRAYED IN FICTION AND MEMOIRS
Leonard Glick

SS 115

POLITICAL JUSTICE
Lester Mazor

SS 122

POWER AND AUTHORITY
Robert Rakoff

SS 131

HOW MIND AFFECTS BODY
Don Poe

SS 139

ZIONISM AND THE STRUGGLE FOR PALESTINE
Aaron Berman

SS 144

AFRICAN DEVELOPMENT
Michael Ford
Frank Holmquist

SS 153

LATINOS IN THE UNITED STATES: LAW, POWER AND COMMUNITY
Flavio Risech-Ozeguera

SS/HA 167

PSYCHOLOGICAL DYNAMICS IN THEATRE
Patricia Romney
Ellen Donkin

SS/CCS 172

ACQUIRING CHILDREN: PERSPECTIVES ON ADOPTION AND SURROGACY
Marlene Fried
Barbara Yngvesson
Meredith Michaels

SS 188

CRITICAL STUDIES IN HISTORY I: RENAISSANCE AND REFORMATION
Miriam Slater
James Wald

200 LEVEL

SS 207*

STATISTICS AND DATA ANALYSIS
Don Poe

SS 210*

INTRODUCTORY ECONOMICS
Laurie Nisonoff

SS 212

THE UNITED STATES IN THE 1890'S
Lester Mazor

SS/NS 216

LAND DEGRADATION AND SOCIETY
Ben Wisner

SS/NS 219

INTER-AMERICAN ENVIRONMENTAL ECONOMICS
Stanley Warner
Raymond Coppinger

SS 230

ANTHROPOLOGICAL THOUGHT: EUROPEAN PERCEPTIONS OF NON-EUROPEAN HUMANITY
Leonard Glick

SS 232

PSYCHOLOGY OF OPPRESSION
Patricia Romney

SS/NS 233

ENERGY AND SOCIETY: HISTORY, GEOGRAPHY AND POLITICAL ENERGY RESOURCES AND TECHNOLOGY
Ben Wisner

SS 242

FORMS OF WRITING IN THE SOCIAL SCIENCES
Will Ryan

SS 248

GENDERED CITIES
Myrna Breitbart
Joan Landes

SS 250

SEXUAL POLITICS/SEXUAL COMMUNITIES
Margaret Cerullo
E. Frances White

SS 251

POLITICS, PROPERTY AND LAND USE
Robert Rakoff
SS 256

CONFLICT RESOLUTION AND HISTORICAL ANALYSIS
Greg Prince

SS 262

THE FAMILY IN CROSS-CULTURAL PERSPECTIVE
Carollee Bengelsdorf
Margaret Cerullo
Kay Johnson

SS 274

REVOLUTIONS IN OUR TIMES: VISIONS AND REALITIES

Carollee Bengelsdorf
Kay Johnson

SS 280

THE POLITICAL ECONOMY OF THIRD WORLD DEVELOPMENT

Frank Holmquist
Frederick Weaver

SS 294

CRITICAL STUDIES IN CULTURE, II: NEW APPROACHES TO HISTORY

Miriam Slater
James Wald

SS 295

RECONSIDERING THE PIAZZA: PUBLIC SPACE AS CONTESTED TERRAIN

Myma Breitbart

SS 297

INTERPRETING CULTURE

Barbara Yngvesson

SS 298

MODERN ISLAMIC THOUGHT

Ahmad Salim Dallal

300 level

WRITING ABOUT THE THIRD WORLD

Frederick Weaver

SS 399a

MAKING SOCIAL CHANGE

Stanley Warner

SS 399c

GENDER AND THE PUBLIC SPHERE

Joan Landes

SS 399d

LAW, POLITICS AND SEXUALITY

Flavio Risch-Ozeguera

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

COURSE DESCRIPTIONS

SS 108

A VANISHED SOCIETY: JEWISH LIFE IN EASTERN EUROPE AS PORTRAYED IN FICTION AND MEMOIRS

Leonard Glick

During the eighteenth and nineteenth centuries the Jews of Poland and Russia developed a unique way of life explainable as an adaptation to their status as a semi-isolated and profoundly insecure minority population. The emergence of Yiddish literature in the nineteenth century meant that Eastern European Jewish life could be

described and interpreted by some of its most perceptive members: creative writers who were born into the society, knew its way of life from personal experience, but had moved into a wider social and cultural environment that provided them with acute perspective on their own vanishing world. We'll study their work as social history and as literature, thinking about what they tell us and how they tell it. Among the topics to be considered are relationships between women and men, attitudes toward children, and the conflict between traditional values and the demands and attractions of modern life.

Students will be expected to participate actively in discussions and to write four short papers (4-5 typed pages each) on particular stories and themes. Alternatively you may submit a longer paper as a Division I examination; if you choose this option you will be expected to submit partial drafts or sections of the paper regularly during the term. Class will meet for one and one-half hours twice a week. Enrollment 20.

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 20.

SS 122

POWER AND AUTHORITY

Robert Rakoff

The aim of this course is to critically analyze the structure of power and authority in American politics, workplaces, and families. We will look at the institutions and practices which characterize the exercise of power, at the ways in which such institutions become legitimate in the eyes of citizens, and at the processes which might delegitimize and radically alter existing structures of power and authority. Power relations to be examined will include rulers and ruled, masters and slaves, men and women, adults and children, bosses and workers, and experts and non-experts. Class will meet for one and one-half hours twice a week; enrollment limit 25.

SS 131

HOW MIND AFFECTS BODY

Don Poe

This course is concerned with mental events and their association with the body and its reactions to the environment. Topics discussed all deal with situations in which things mental determine things physical, and include acupuncture, the placebo effect, Lamaze childbirth, learned helplessness, the structure of emotions, the perception of pain, and the ability of people to perform superhuman feats of strength during times of stress. The basic premise of the course is that in large part we perceive things like pain, emotions, and hunger not by a direct monitoring of our bodies, but rather by external causes, such as social events. Students will do a series of readings designed to demonstrate the incredible malleability of emotional experiences. We will also see how this has led to at least one current theory of mental illness and how the perception of cognitive control over environmental events can lead to the alleviation of stress effects, occasionally with life or death consequences. Class will meet for one and one-half hours twice a week. Enrollment 25.

SS 139

ZIONISM AND THE STRUGGLE FOR PALESTINE

Aaron Berman

We will study the historical background of the current Palestinian-Zionist conflict. We will examine the origins of Zionism within the European Jewish community and study Arab and Palestinian nationalism, British imperial policy, and Zionist-Arab relations. We will examine the centrality of the Holocaust to the success of the Zionist movement, and the intensification of the Arab-Jewish conflict in Palestine. Finally, we will look at the history of Zionism since the establishment of Israel. We will study the Palestinian exile, the relationship between Israel and the American Jewish community, and the effects of the cold war on American Middle-East policy. Several written assignments will be required for an evaluation. Class meets for one and one-half hours twice a week; enrollment limit 25.

SS 144

AFRICAN DEVELOPMENT

Michael Ford

Frank Holmquist

The course addresses four major issues: 1) History: What did pre-colonial African politics and economics look like? How and why was European colonial rule imposed? How did Africans respond? What was the origin and nature of nationalist ideology, organization, and leadership in the struggle for independence? 2) Current Difficulties: How should we understand and explain the gathering crises in African politics and economics? 3) Development Policy, Reform, and Recovery: What are current development policies in different policy arenas (such as agriculture, industry, and education)? How successful are they and what changes may be needed to

put Africa on the road to economic recovery? 4) South Africa: How did white rule and the chronic South African crisis develop historically? What are the roles of external and internal forces in the crisis? What has U.S. foreign policy toward South Africa been and what should it be? Class meets for one and one half hours twice a week; enrollment limit 35.

SS 153

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

Flavio Risché-Ozeguera

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

SS/HA 167

PSYCHOLOGICAL DYNAMICS IN THEATRE

Patricia Romney

Ellen Donkin

This course is designed both for students of psychology and students of drama. Psychology students will have an opportunity to examine the ways in which certain psychological phenomena manifest themselves in dramatic character and dramatic structure. Theatre students, especially directors, designers, and actors, will have a chance to re-think their approach both to dramatic texts and to theatre as an activity. The course will address Freudian and Jungian notions of the psyche, its structure and dynamics. Some of the plays to be read will include Strindberg's *The Dream Play*, Cixous' *Portrait of Dora*, and Baraka's *Dutchman*. There will also be films and one live theatre production, and some dramatic readings in class. No prerequisite. Class meets for one and one half hours twice a week; enrollment limit 30.

SS/CCS 172

ACQUIRING CHILDREN: PERSPECTIVES ON ADOPTION AND SURROGACY

Marlene Fried

Barbara Yngvesson

Meredith Michaels

This course will investigate adoption and surrogacy. We will explore the ways in which these practices—legal, contested, and clandestine—are shaped by ethics, law, and lineage in various cultural contexts. Among the questions to be addressed are the following. What are the conceptions of mother? of father? of children? How does women's status affect their relation to reproductive

alternatives? Are women and children property, owned either by individual men or by the community? Class will meet for one and one-half hours twice weekly. Enrollment is limited to 45.

SS 188

CRITICAL STUDIES IN HISTORY I: RENAISSANCE AND REFORMATION

Miriam Slater
James Wald

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

SS 207*

STATISTICS AND DATA ANALYSIS

Donald Poe

This course is an introduction to data analysis. It is designed primarily to give students the intellectual concepts plus the computing technical skills necessary to make intelligent interpretations of data. We will cover data description, standardized scores, bivariate regression, the binomial expansion, the normal approximation, probability theory, hypothesis testing, correlations, parametric and nonparametric tests of significance. In addition we will be using the popular computer package SPSS-X at all stages of our work. Students need no computer background nor any previous statistics courses, although a working knowledge of elementary algebra is helpful. Class will meet for one and one-half hours twice a week.

SS 210*

INTRODUCTORY ECONOMICS

Laurie Nisonoff

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

SS 212

U.S. IN THE 1890'S

Lester Mazor

In the allegedly 1890's, the United States faced new and ominous problems generated by its drive to urban, industrial, and imperial power. Strikes, riots, depression,

war, corruption in business and government forced a redefinition of issues and re-examination of the national character and purposes.

In order to examine this crucial decade we will focus on certain central events, issues, and personalities: the Oklahoma land-rush and the Klondike gold rush; the closing of the frontier; the Homestead and the Pullman strikes; the Chicago world's fair; Jim Crow; the rise of yellow journalism; agricultural revolt; the Spanish-Cuban-U.S. War. Voices we will try to hear include Henry George, Samuel Gompers, Eugene Debs, Andrew Carnegie, John Altgeld, Grover Cleveland, Teddy Roosevelt, W.E.B. DuBois, Charlotte Perkins Gilman, Thorstein Veblen, William James, Oliver Wendell Holmes, Jr., Jane Addams, Stephen Crane, Mark Twain, Kate Chopin, Ambrose Bierce, Theodore Dreiser, Henry Adams, and Louis Sullivan. The class will meet twice weekly for lectures and discussions. Enrollment is unlimited.

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/NS 219

INTER-AMERICAN ENVIRONMENTAL ECONOMICS

Stanley Warner

Raymond Coppinger

Traditionally, environmental problems have been seen as locally dangerous and nationally expensive. Increasingly, issues of environment, health, and survivability have become global in nature. Ozone holes, acid rain, migratory flyways, forest cutting, and the diversion and damming of rivers raise questions that know no political boundaries. Is Canadian hydroelectricity a clean alternative to Midwest coal-fired power? Should we be funding Canadians to protect wetlands and raise ducks so hunters in the United States can shoot them? Should the

developed North tell Brazil, Costa Rica, and Venezuela not to cut their forests while we cut ours?

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

SS 230

ANTHROPOLOGICAL THOUGHT: EUROPEAN PERCEPTIONS OF NON-EUROPEAN HUMANITY

Leonard Glick

An introduction to anthropological thought as the intellectual heir to several centuries of European travel narratives and interpretive descriptions of the peoples who were encountered in the course of colonial expansion into what is now known as the Third World. Proceeding from the fifteenth to twentieth centuries, we'll try to situate anthropology in intellectual history, and to gain perspective on contemporary discussions of "ethnographic authority."

Students will write two short essays and a final paper. Students who have passed Division I in Social Science and filed a Division II contract; students from other colleges should be juniors or seniors with some background in history or social science. Class will meet for one and one-half hours twice a week. Enrollment limited to 25.

SS 232

PSYCHOLOGY OF OPPRESSION

Patricia Romney

This course will focus on the psychology of racism, sexism, anti-Semitism, heterosexism, ageism, and the oppression of members of the poor and working classes. The aim is to explore the commonalities of these various forms of oppression and to examine the costs and benefits to members of the dominant and subordinate groups. Emphasis will be placed on the concepts of internalized oppression, collusion, denial, benign neglect, and the development of allies. The course will encompass individual as well as group and social systems, perspectives, and dynamics. Class will be both didactic and experiential and students will be expected to participate fully. All students must make at least one presentation (either lecture, group presentation, or experiential exercise) and complete a final paper on an assigned topic. Class will meet for one and one-half hours twice a week. Enrollment is limited to 30.

SS/NS 233

ENERGY AND SOCIETY: HISTORY, GEOGRAPHY AND POLITICAL ENERGY RESOURCES AND TECHNOLOGY

Ben Wisner

This course traces the role of energy in society from earliest times to the present. About half our time is dedicated to present day geographical distribution of energy sources and use. An emphasis is given to the political and economic relations shaping energy use and development of new (especially nuclear, solar, wind power, small hydro) technologies. Oil and nuclear dependency is set within a set of issues including concerns with democracy, sustainable development, and justice. African, Asian, Latin American as well as U.S. (including Native American) and local examples.

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 248

GENDERED CITIES

Myrna Breitbart

Joan Landes

This course examines urban development from the viewpoint of gender. Integrating several disciplines, we consider how ideologies of gender become imbedded in the organization of urban space (e.g. the suburbs) and (along with race and class differences) differentially affect men and women's urban experience. We examine urban struggles around such issues as housing and consider women's often simultaneous experience as prisoners, mediators and shapers of city life. Finally, we consider how feminist planners, architects and activists have creatively reconceptualized alternative patterns of city life and space over time. Class will meet for one and one-half hours twice a week.

SS 250

SEXUAL POLITICS/SEXUAL COMMUNITIES

Margaret Cerullo

E. Frances White

In this course, we will take a historical approach to the understanding of the diversity of contemporary U.S. bisexual, lesbian and gay experiences. We will explore the emergence of diverse and at times antagonistic lesbian and gay subcultures and identities before Stone-

wall, 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 women's existences, 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 251

POLITICS, PROPERTY, AND LAND USE

Robert Rakoff

Struggles over the control and use of land have been central to American politics since 1492. This is an advanced course on politics, political economy, and policy making in America that focuses on the use of land. We will examine the institutions and processes that structure the way we view and use our land. These include private property; local regulation such as planning, zoning, and taxation; the real estate, development, and banking industries; and federal land and resource policies, including recent environmental policies. We will consider land use issues in urban, suburban, rural, and wild areas. Previous work on political economy or public policy analysis is strongly recommended. Class will meet for one and one-half hours twice a week.

SS 256

CONFLICT RESOLUTION AND HISTORICAL ANALYSIS

Greg Prince

Conflict resolution has emerged as a major field in contemporary scholarship, drawing upon disciplines as diverse as psychology, biology, anthropology, economics and political science. The theory has been applied to an equally diverse set of problems and professions including community development, domestic politics, international relations, medicine, law, education and family relations. This course will evaluate contemporary theoretical approaches to conflict resolution by examining their usefulness in understanding specific historical cases drawn from a variety of situations. In the first half of the course, faculty from the Five Colleges will survey the work of major theorists as well as specific historical cases such as the U.S.-Mexican War, the Homestead Strike, the Equal Rights Amendment and the Montgomery Bus Boycott and Little Rock Desegregation Effort. In the second half of the course, students will select, research, and present their own case studies. The class will meet two and one-half hours once a week.

SS 262

FAMILY IN CROSS-CULTURAL PERSPECTIVE

Carollee Bengelsdorf

Margaret Cerullo

Kay Johnson

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

SS 274

REVOLUTIONS IN OUR TIMES: VISIONS AND REALITIES

Carollee Bengelsdorf

Kay Johnson

Radical upheavals, promising total restructuring of societies and of the lives of those who compose those societies, have punctuated and, in many senses, defined this century. The collapse, or isolation, of these revolutions as this century draws to a close, will surely reverberate into the next century. This course will examine three such revolutions in terms of the visions they projected and the realities they created. The Russian revolution marked the first overthrow of an existing order in this century, and, as such, played a major role in charting the parameters—the possibilities and constraints—of actually existing socialism. The Chinese and Cuban revolutions, decades later, challenged established models for development and political organization throughout the Third World. We will explore the origins and evolution of these revolutions within an historical and comparative framework. We will then examine the demise of socialism in the Soviet Union, and contrast it to Chinese and Cuban efforts to survive in a world in which they are increasingly isolated. Class will meet for one and one-half hours twice a week.

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.

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 two and one-half hours once a week.

SS 295

RECONSIDERING THE PIAZZA: PUBLIC SPACE AS CONTESTED TERRAIN

Myrna Breitbart

Tomkins Square Park, an "occupied territory" in New York City from which homeless people were evicted, now sits under 24-hour guard while undergoing redesign. Long a symbol of the battle for decent housing, Tomkins Square reflects the larger efforts of city governments and corporations to "restore public order" and recapture urban public space for a certain class of citizen. Liberal/democratic debates about public life and nostalgic visions of the piazza accompany these efforts. This course examines recent trends toward the privatization of public space, the forces that underlie them, and the struggles that result. New designs for public space are analyzed to reveal their assumptions. Finally, attention is directed to the efforts people are making to use public space to challenge the limitations of their assigned place in

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

SS 297

INTERPRETING CULTURE

Barbara Yngvesson

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

SS 298

MODERN ISLAMIC THOUGHT

Ahmad Salim Dallal

Major themes addressed by Muslim thinkers since the eighteenth century, such as Islamic reform and revival, the encounter with colonialism and imperialism, the attitude toward nationalism and other modern ideologies and Islamic discussions of modernity and liberalism. Reading of primary sources in translation. The class will meet for two and one-half hours once a week.

SS/HA 355i

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

Laurie Nisonoff
Susan Tracy

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

SS 397

WRITING ABOUT THE THIRD WORLD

Frederick Weaver

This seminar is open to Division III students who are writing their independent study projects on some topic on the Third World. The course will center around these projects. After we read one or two articles to help us develop some common vocabulary, the projects themselves, along with what they suggest in the way of additional reading, will constitute the syllabus. The class will meet for two and one-half hours once a week. Enrollment limit is 15; advance permission of the instructor is required.

SS 399a

MAKING SOCIAL CHANGE

Stanley Warner

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

SS 399c

GENDER AND THE PUBLIC SPHERE

Joan Landes

Anita Hill's congressional testimony, controversies over public censorship of the arts, media coverage of the private lives of politicians, nationally televised rape trials, public ordinances against pornography, and grass-roots activism around abortion rights are symptomatic of the centrality of issues of gender and sexuality to public life. Still, women are underrepresented in the corridors of power. This course will focus on the interplay between gender, citizenship and democracy. We will discuss theories of the origins and structural transformation of the modern public sphere. We will compare the political representation of women to the cultural symbolism of femininity in public life, and the relationship between gender and reason in Western philosophy and politics. Specific topics include: feminist counterpublics and the liberal public sphere; the body politic and public sexuality; public and private spaces; critical opinion and public opinion; mediatized publics; censorship; public art; and knowledge.

This seminar will meet once a week for two hours. Division III and advanced Division II students in history, political theory, philosophy, media studies, cultural criticism, feminist theory or literature are especially welcome. Enrollment limited to 16, with the permission of the instructor.

SS 399d

LAW, POLITICS AND SEXUALITY

Flavio Riese-Ozguera

This seminar is for Division III students engaged in writing advanced independent study projects on any of a broad range of social science topics dealing with sexuality, including such issues as privacy, discrimination, morality, identity, cultural and racial differences, AIDS and other sexually transmitted diseases, rape and other sex crimes, gay/lesbian/bisexual political activism, and legal regulation of sexual expression. After reading and discussing some articles or books which touch on the general thematic areas of the students' respective projects, students will present their ongoing writing on a periodic basis, read and critique each other's work and suggest additional readings for class discussion. Class will meet once a week for two and one-half hours. Enrollment limited to 15, with the permission of the instructor.

FIVE COLLEGE FACULTY OFFERINGS

COURSE LIST

AMHERST
Hebrew II

ELEMENTARY MODERN HEBREW
Shlomo Lederman

AMHERST
Political Science 64

SEMINAR ON PROBLEMS IN INTERNATIONAL SECURITY
Michael Klare

HAMPSHIRE
Social Science

MODERN ISLAMIC THOUGHT
Ahmad Salim Dallal

MOUNT HOLYOKE
Asian 131s

ELEMENTARY ARABIC I
Mohammed Mossa Jiyad

MOUNT HOLYOKE
International Relations 300s

THE VIETNAM WAR
Anthony Lake

SMITH
Religion ARA 284b

INTERMEDIATE ARABIC II
Ahmad Salim Dallal

SMITH
Sociology

RELIGION, CULTURE AND SOCIAL CHANGE IN THE MIDDLE EAST
Ali Mirsepassi

UNIVERSITY
Arabic 246

ELEMENTARY ARABIC II
Mohammed Mossa Jiyad

UNIVERSITY
Sociology 331

SOCIOLOGY OF THE THIRD WORLD
Ali Mirsepassi

UNIVERSITY
Arabic 450

ADVANCED ARABIC
Mohammed Mossa Jiyad

UNIVERSITY
Geology 512

X-RAY FLUORESCENCE ANALYSIS
J. Michael Rhodes

UNIVERSITY
Geology 591v

VOLCANOLOGY
J. Michael Rhodes

COURSE DESCRIPTIONS

AMHERST
Hebrew II

ELEMENTARY MODERN HEBREW
Shlomo Lederman
Continuation of Hebrew I.

AMHERST
Political Science 64

SEMINAR ON PROBLEMS IN INTERNATIONAL SECURITY
Michael Klare

A survey of the principal threats to international peace and stability in the post-Cold War era, and of the methods devised by the world community to overcome these threats. Will focus on such concerns as: the world security consequences of the breakup of the Soviet Union; North-South tensions, regional conflict in the Third World; nuclear and chemical weapons proliferation, the conventional arms trade; ethnic and religious strife; environmental decline, and resource scarcity. Will also assess the relative effectiveness of such responses as: arms control and disarmament efforts; UN peacemaking and peacekeeping operations; regional security systems. Students will be expected to write a research paper on both the nature and origins of the conflict/problem and the most promising solutions that have been devised to resolve it.

HAMPSHIRE
Social Science

MODERN ISLAMIC THOUGHT
Ahmad Salim Dallal

Major themes as addressed by Muslim thinkers since the eighteenth century, such as Islamic reform and revival, the encounter with colonialism and imperialism, the attitude toward nationalism and other modern ideologies, and Islamic discussion of modernity and liberalism. Reading of primary sources in translation. Recommended background: introduction to Islamic history and/or religion.

MOUNT HOLYOKE
Asian 131s

ELEMENTARY ARABIC I
Mohammed Mossa Jiyad

Continuation of Asian 130. Students will expand their command of basic communication skills, including asking questions or making statements involving learned mate-

rial. Reading materials (messages, personal notes, and short statements) will contain formulaic greetings, courtesy expressions, queries about personal well-being, age, family, weather and time. Students will also learn to write frequently used memorized material such as names and addresses.

Textbook: Ahlan wa Sahlan, part II, by Mehdi Alosch, Ohio State University. Computer Software: Sentence Game, Sign & Logo Game, Picture Game and The Horse Game, by Mohammed Jiyad. Prerequisite: Asian 130 or permission of instructor.

MOUNT HOLYOKE
International Relations 300s

THE VIETNAM WAR
Anthony Lake

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

SMITH
Religion ARA 284b

INTERMEDIATE ARABIC II
Ahmad Salim Dallal

Continued conversation about matters beyond immediate needs, with increased awareness of time-frames and complex patterns of syntax. Further development of reading and writing skills. Prerequisites: Arabic 283a or the equivalent, or permission of the instructor.

Continuation of Asian 130. Students will expand their command of basic communication skills, including asking questions or making statements involving learned material. Reading materials (messages, personal notes, and short statements) will contain formulaic greetings, courtesy expressions, queries about personal well-being, age, family, weather and time. Students will also learn to write frequently used memorized material such as names and addresses. Textbook: Ahlan wa Sahlan, part II, by Mehdi Alosch. Computer Software: Sentence Game, Sign and Logo Game, Picture Game and The Horse Game, by Mohammed Jiyad. Prerequisite: Asian 130 or permission of instructor.

SMITH
Sociology

RELIGION, CULTURE AND SOCIAL CHANGE IN THE MIDDLE EAST
Ali Mirsepassi

This course will introduce students to sociological analysis of cultural accommodations to social change in the Middle East. The first segment of the course will explore different approaches and theories about the historical origins, social context, and cultural meaning of

the current Islamic movement in the Middle East. Questions such as: the contentions between Islamic ideology and secularism, and Islamic traditions and modernity will be examined. The main segment of the course involves the investigation of the rise of Islamic movements in three countries of the Middle East. Relationships between socio-economic modernization and secularism and the rise of the Islamic politics will be explored through a comparative study of Egypt, Turkey, and Iran. In the final section of the course, we will examine the future social, cultural and political trends in Middle Eastern societies. We will specifically explore the prospects for democratization and development in the region.

UNIVERSITY
Arabic 246

ELEMENTARY ARABIC II
Mohammed Mossa Jiyad

Continuation of Arabic 226. Continued conversation about matters beyond immediate needs, with increased awareness of time-frames and complex patterns of syntax. Further development of reading and writing skills. Prerequisite: Asian 226 or the consent of the instructor.

UNIVERSITY
Sociology 331

SOCIOLOGY OF THE THIRD WORLD
Ali Mirsepassi

A complete description will be available in Fall, 1992.

UNIVERSITY
Arabic 450

ADVANCED ARABIC
Mohammed Mossa Jiyad

Students will build oral skills such as supporting opinions, explaining in detail, and hypothesizing. Focus on the aesthetic properties of language and its literary styles will permit comprehension of a wider variety of texts, including literary. Students will practice writing about a variety of topics in significant detail. Texts: selection of authentic materials including various topic passages, newspaper articles, short stories, short plays, songs, video tapes, and radio broadcast tapes.

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
Geology 591v

VOLCANOLOGY
J Michael Rhodes

A systematic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma,

products of volcanism, volcanoes and man, and the monitoring and prediction of volcanic events. Case studies of individual volcanoes will be presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, ocean-floor, and Cascade volcanism. Prerequisite: Petrology recommended. Enrollment limited. Institutional location of the class will be varied, depending on enrollment.

FIVE COLLEGE ASTRONOMY

A complete listing of Five College Astronomy courses will be available in the fall supplement.

CO-CURRICULAR COURSES

WRITING AND READING PROGRAM

WP/HA 201*

WRITING PROJECT WORKSHOP

Ellie Siegel

This workshop is designed to provide assistance to students who are already engaged in large projects—research papers and exams—and who would like a structured meeting time in which to write and to discuss strategies for research, writing and revision. Special attention will be paid to the writing process: conceptualization, organization, and pacing oneself through work blocks and writing anxieties.

Brief reading and writing assignments will be given and, in addition to attending class meetings, participants will be expected to meet in tutorial with the instructor. Since this class supplements work already in progress, no formal instructor evaluations will be provided and the completion of this workshop will not count as course credit towards a Division I exam. Most first year students could make good use of this workshop as well as those in the other two divisions.

WP/SS 242

FORMS OF WRITING IN THE SOCIAL SCIENCES

Will Ryan

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

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 Marina Wynia/Caroline Gear at Prescott A5, at extension 526.

FL 101 INTENSIVE FRENCH

FL 102 INTENSIVE SPANISH

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

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

CHORUS

Ann Kearns, Director

The Hampshire College Chorus meets Mondays and Wednesdays, 4-6 p.m., in the Recital Hall of the Music and Dance Building. Our season for the Spring of 1993 includes the Five College Choral Festival in February and a joint performance with the Fairfield County Choral in New York City in early May of the *War Requiem* by Benjamin Britten. Faculty and staff are warmly welcomed. Admission to the Chorus is by short, painless audition: sign up at the Chorus Office in the Music and Dance Building.

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.

OUTDOORS AND RECREATION ATHLETICS PROGRAM

COURSE LIST

OPRA 102
INTERMEDIATE SHOTOKAN KARATE
Marion Taylor

OPRA 104
ADVANCED SHOTOKAN KARATE
Marion Taylor

OPRA 107
YOGA
Renee Mendez

OPRA 112
INTERMEDIATE AIKIDO
Paul Sylvain

OPRA 116
INTERMEDIATE KYUDO
Marion Taylor

OPRA 117
ADVANCED 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 141
BEGINNING SWIMMING FOR THE ADULT LEARNER
Glenna Lee 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 189
ADVANCED TENNIS
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, Wednesday, and

Thursday 6:00 to 8:00 p.m. in the Robert Crown Center. Enrollment unlimited, instructor's permission.

OPRA 104

ADVANCED SHOTOKAN KARATE

Marion Taylor

This course is for students who have attained the rank of brown belt or black belt. Classes will meet Tuesday, 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

Renee Mendez

Class is based on Kripalu Yoga. 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 5:45 p.m.

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

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 115.

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

OPRA 117

ADVANCED KYUDO

Marion Taylor

This course will stress the development of more precise technique and the use of breathing to tie all parts of the form together. Kneeling shooting and manner shooting will be covered. Open only to students who have completed OPRA 116.

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

OPRA 118

BEGINNING T'AI CHI

Denise Barry

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

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

OPRA 119

CONTINUING T'AI CHI

Denise Barry

This course is for students who have completed the beginning course. We will develop more standing meditation for power and vitality, proceed through the second sequence of the T'ai Chi form, and consider applications of the movements. 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 141

BEGINNING SWIMMING FOR THE ADULT LEARNER
Glenna Lee Alderson

Becoming a competent performer in the water requires learning some basic fundamental skills. If you have the desire to learn to swim, here is the perfect opportunity! This class will focus on helping the adult student better understand and adapt to the water environment. We will work on keeping the 'fun in fundamentals', as we learn floats, glides, propulsive movements, breath control and personal safety techniques. This course is taught by an American Red Cross certified instructor.

Class will meet on Wednesdays from 10:15 to 11:30 a.m.

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. 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 training, 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 your own individual workout program. You'll increase flexibility, tone, muscular strength, improve endurance (Versa Climber), and feel ALIVE! Running shoes and sweats are required.

Meets Tuesday and Thursday, 8:00 to 10:00 a.m. in the Robert Crown Center. Enrollment limit, 15.

OPRA 181

OPEN NORDIC SKIING
Karen Warren

This open session will allow any skier from beginner to advanced to get some exercise or to enjoy the winter woods.

Each week we travel to a local ski touring area, or a downhill area for an afternoon of Nordic skiing. Instruction in track, backcountry touring, and telemark skiing will be provided. Equipment for all three types of skiing can be obtained for course participants through the

Equipment Room: you should check it out beforehand and be ready to leave at noon.

You may come to any number of sessions but will need to sign up initially with insurance information at the OPRA office and then show up at the open session. Credit not available. Sessions: Friday 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 189

ADVANCED TENNIS

Madelyn McRae

People who have taken the intermediate course are eligible for this class or by instructor's permission. Class times to be announced.

OPRA 218

OUTDOOR LEADERSHIP

Karen Warren

The course addresses outdoor leadership from both a theoretical and practical perspective. Lectures and discussions will focus on such topics as leadership theory, safety and risk management, legal responsibilities, group development theory, gender issues, and the educational use of the wilderness. Practical lab sessions will cover such topics as safety guidelines and emergency procedures, trip planning, navigation, nutrition, hygiene, minimum impact camping, equipment repair, and the instruction of specific wilderness activities.

The course is designed for those who desire to teach in the outdoors. Leadership experience is helpful, and previous outdoor experience is required. This course is strongly recommended for Pre-College Trip leaders and is a prerequisite for co-leading a January term or Spring Break trip.

Enrollment is limited to 12. Class meets Tuesdays from 1:00 to 5:00 p.m. and Thursdays from 1:00 to 3:00 p.m.

FACULTY BIOGRAPHIES

SCHOOL OF COMMUNICATIONS AND COGNITIVE SCIENCE

Ernest Alleva adjunct assistant professor of philosophy, received his BA and PhD from Columbia University. He taught at Carnegie Mellon University for eight years and his areas of specialization are moral and political philosophy.

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.

Susan Douglas professor of media and American studies, took her MA and PhD at Brown University in American civilization, and has a BA in history from Elmira College. Before coming to Hampshire, she was a historian on the staff of the Museum of History and Technology at the Smithsonian Institution, and she is co-producer of a television documentary entitled "Reflections: The Image of Women in Popular Culture." Her interests include the relationships between mass media and American culture, technology and culture, and the literary response to industrialization. She will be on leave through spring 1994.

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

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

David Kerr associate professor of mass communications and Merrill House director of academic life, has a BA from Miami University in Ohio, and an MA from Vanderbilt University. His teaching experience includes courses in communication research and journalism history. His educational interests include the radical press in America, how television affects the public, and communications law. He is currently researching the history of the Liberation News Service. He will be on sabbatical during spring 1993.

Stashu Kybartas assistant professor of television production, has an MFA from The School of the Art Institute of Chicago in time arts/video and a BFA in painting and drawing from Carnegie Mellon University. Before coming to Hampshire he was a visiting artist at The School of the Art Institute of Chicago. He was on the television faculty of Columbia College in Chicago and a teaching assistant in time arts at The School of the Art Institute of Chicago. His video works include "Danny" and "King Anthracite."

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 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 associate professor of television production. She has an MFA from the University of California, San Diego. She has been a visiting assistant professor at Hampshire College and has taught at Rutgers University, California Institute of the Arts, Antioch College, and UCSD. She has been the Associate Editor of *JumpCut* and has written reviews and articles on film, video, feminism, and art. Her own video and film productions have received numerous screenings and critical acclaim. She is interested in the critical and political applications of video art.

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

Mary Jo Rattermann assistant professor of psychology, received her BA from Indiana University, an MA from the University of Illinois, and a PhD from the University of Illinois. Her research interests are in the development of similarity and analogy and of relational concepts. Her teaching interests are in cognitive development and experimental cognitive psychology.

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.

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

SCHOOL OF HUMANITIES AND ARTS

Leonard Baskin is visiting professor of art and a noted sculptor and graphic artist. Professor Baskin is the proprietor of the Gehenna Press and the first art editor and designer of *The Massachusetts Review*.

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

Bill Brand associate professor of film and photography, has a BA in art from Antioch College and an MFA in filmmaking from the School of the Art Institute of Chicago. An independent filmmaker for more than twenty years, his work has been shown throughout the United States and Europe since the mid-1970's. In 1973 he founded Chicago Filmmakers, the showcase and workshop, and has taught at Sarah Lawrence College and Hunter College.

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. He is currently exploring ideas about form in wood, steel, concrete, and clay.

Riley Brewster visiting assistant professor of art, received his BA degree from Bowdoin College and his MFA from Yale University School of Art. Before coming to Hampshire College, he taught at the New York Studio School and the Silvermine School of Art. He has received several awards and grants, among them the Ingram-Merrill

Foundation Grant, Krazner/Pollock Foundation Grant, a Ford Foundation Grant, and two Fellowships to the Provincetown Fine Arts Workcenter. Prof. Brewster's work is in the collections of Gabor Teterdi, Andrew Forge; Yale University Museum of Art; Bowdoin College Museum of Art; Bruce Brown and Graham Nixon. His work has been shown extensively in group and solo exhibitions.

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

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

Ed Groff visiting assistant professor of dance received his BA from Evergreen State College and his MFA from Connecticut College. He 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.

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. Professor Hanley will be on sabbatical in the spring.

Lee Heller assistant professor of American Literature/American Studies, received her BA in English and American Literature from Scripps College, and her MA and PhD in English and American Literature from Brandeis University. She has taught American literature, literary theory and criticism at Mercer University.

Norman Holland assistant professor of Hispano-American literature, has taught Spanish American literature and culture at Columbia University, the University of Maine at Orono and at the College of William and Mary before coming to Hampshire. He holds a PhD from The Johns Hopkins University. Professor Holland's areas of specialization include nineteenth and twentieth century Spanish American prose and poetry, modern critical theory, introduction to Hispanic literature and language instruction.

Joanna Hubbs professor of Russian cultural history, 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. Professor Hubbs will be on sabbatical in the fall.

Denzil Hurley associate professor of art, holds a BFA from the Portland Museum School and an MFA from Yale University. He has taught painting and printmaking at the Yale School of Art, and most recently at Scripps College and Claremont Graduate School. He has received a Guggenheim Fellowship, among other awards. His work has been extensively exhibited and is in the collections of major museums.

Ann Kearns is associate professor of music and 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. Professor Kennedy will be on sabbatical in the spring.

Wayne Kramer associate professor of theatre arts, holds a BFA and an MFA with emphasis in design work for the theatre. He has eleven years' experience in black theatre, children's theatre, and the production of original

scripts, and has directed for the stage and television. His design work has been seen both in this country and in Europe. He has been a guest artist with Smith College Theatre on several occasions, and designed the New York production of "Salford Road," which was later performed in Scotland.

Yusef Lateef Five College professor of music, holds an 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 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 BA in theoretical Sociology at Columbia University, a MA in American Social History at the University of Wisconsin and a PhD in American Cultural History at Rutgers University. He has taught at the School of the Art Institute of Chicago, Emory University and Yale University. He has published several books and articles, including *Wisconsin Death Trip* and *Visible Light*, which received nomination by the National Book Critics Circle as "a distinguished work of biography." His new work, *Rescues*, was published in spring, 1991.

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

Jill Lewis associate professor of humanities, holds a BA from Newham College, Cambridge, England, a PhD at Cambridge University. She has been very active in the Women's Liberation Movement in Britain and France. Professor Lewis teaches courses in literature and cultural history at Hampshire, and will be away during spring term.

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

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

Sandra Matthews associate professor of film and photography, has a BA from Radcliffe and an MFA from SUNY at Buffalo. She has wide professional experience and as a teacher of both filmmaking and photography. She has particular interest in film and photography as a cross-cultural resource. Professor Matthews will be on sabbatical all year.

Robert Meagher professor of humanities, holds an AB 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 and 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 Dancers 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. She will be on sabbatical in the spring.

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 at The Museum of Modern Art and Anthology Film Archives in NYC, Innis Film Society, Toronto, Canada, and Image Forum, Tokyo, Japan.

Mary Russo professor of literature and critical theory, earned a PhD in romance studies from Cornell. She has published widely in the fields of European culture, semiotics, and feminist studies.

Andrew Salkey professor of writing, has published widely in the field of fiction, nonfiction, and poetry. A Jamaican national, he has also worked as a broadcaster, journalist, teacher, and lecturer. He received his education at St. George College and Munro College in Jamaica and graduated from the University of London with a degree in English Literature.

Peggy Schwartz adjunct associate professor of dance and Five College associate professor of dance, holds a BA from the University of Rochester, an MA from the State University of New York at Buffalo, and an MALS from Wesleyan University. She has developed a dance education program for dance certification. Her teaching includes creative studies in dance, dance education, and modern dance technique. She is a member of the Congress on Research in Dance, the American Association for Physical Education, Recreation and Dance, and the National Dance Association.

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

David E. Smith professor of English and American studies, 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.

Susan Tracy associate 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.

Jeffrey Wallen assistant professor of literature, received an AB from Stanford University, an MA from Columbia University, and an MA and a PhD from the Johns Hopkins University. His interests include comparative literature, critical theory, film, and psychoanalysis.

Daniel Warner associate 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*. Professor Warner will be away in the spring of 1993.

SCHOOL OF NATURAL SCIENCE

Dula Amarasinghwardena is an assistant professor of chemistry. He has a PhD from North Carolina State University and his undergraduate work was completed at the University of Ceylon in Sri Lanka. He has an MA in chemistry from the University of Sri Lanka, and a post graduate diploma in international affairs from the Bandaranaike Center for International Studies. His teaching and research interests include basic water quality, trace metal analysis, toxic wastes, radon monitoring, pesticide residues, and soil chemistry. He is interested in the development of new analytical techniques, Third World environmental issues, and in activism in environmental groups through lobbying and education.

Herbert J. Bernstein professor of physics, received his BA from Columbia, his MS and PhD from University of California, San Diego, and did postdoctoral work at the Institute for Advanced Study at Princeton. He has been a Mina Shaughnessy Scholar (Department of Education), a Kellogg National Leadership Fellow, and recipient of the Sigma Xi Science Honor Society "Procter" Prize. He has consulted for numerous organizations including MIT, the World Bank, AAAS, NSF, and Hudson Institute. His teaching and research interests include reconstructive knowledge, neutron interferometry, theoretical physics, and fundamental quantum mechanics. He is the director of ISIS: the Institute for Science and Interdisciplinary Studies.

Merle S. Bruno associate professor of biology, holds a BA from Syracuse University and a MA and PhD from Harvard. She has done research in sensory neurophysiology (especially vision) and elementary school science teaching. Her work in neurophysiology has been supported by grants from NIH and the Grass Foundation, and she is the author of several teachers' guides for elementary science studies. She has taught energy

conservation analyses of homes and recently has been working with students interested in cardiovascular health and disease and with elementary school teachers who want to teach inquiry-based science. Professor Bruno will be away all year.

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

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

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

Alan Goodman associate professor of biological anthropology, teaches and writes on the health and nutritional consequences of political-economic processes. He is currently studying the long-range consequences of early mild-to-moderate undernutrition in Mexico, Guatemala and Egypt. He received his PhD from the University of Massachusetts. Before coming to Hampshire he was a postdoctoral fellow in nutrition and epidemiology at the University of Connecticut Health Center and a research fellow at the WHO Center for Stress Research, Karolinska Institute, Stockholm.

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, and natural history. Ken will be on sabbatical spring term.

David C. Kelly associate professor of mathematics, has taught at New College, Oberlin, and Talladega College. He holds an AB from Princeton, SM from MIT, and 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." Professor Kelly will be on leave fall term.

Allan S. Krass professor of physics and science policy was educated at Cornell and Stanford, where he received his PhD in theoretical physics. He has taught at Princeton University, the University of California at Santa Barbara, and the University of Iowa, as well as the Open University in England. He has been a visiting researcher at the Princeton Center for Energy and Environmental Studies and the Stockholm International Peace Research Institute, and spent five years as senior Arms Analyst for the Union of Concerned Scientists in Cambridge, MA. His interests include physics, and science and public policy, particularly dealing with nuclear weapons and nuclear energy.

Nancy Lowry professor of chemistry, holds a PhD from MIT in organic chemistry. She has taught at Hampshire since 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 the School of Natural Science.

Debra L. Martin associate professor of biological anthropology, received her PhD at the University of Massachusetts at Amherst in biological anthropology. Her research interests include the medical anthropology of women and ethnic groups, prehistoric health, the American Southwest, culture change and bioarchaeology.

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. Professor McNeal is also interested in Third World health issues, especially in Africa.

Lynn Miller professor of biology, is one of the "founding faculty" of Hampshire. His principal interests are genetics (human and microbial), molecular biology, and evolution.

Michelle Murrain assistant professor of neurobiology, received her BA from Bennington College and her PhD from Case Western Reserve University. She has done postdoctoral work in the Program of Neuronal Growth and Development at Colorado State University. Her interests include: the neuronal basis for behavior, the biology of AIDS and AIDS education, and the underrepresentation of women and people of color in science. Michelle will be on sabbatical spring term.

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. Professor Oke'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 research on the 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. Professor Reid will be on sabbatical fall semester.

Brian Schultz assistant professor of ecology and entomology, received a BS in zoology, an MS in biology, and a PhD in ecology from the University of Michigan. He is an agricultural ecologist and entomologist and has spent a number of years in Nicaragua and El Salvador studying methods of biological control of insect pests in annual crops. He is also interested in statistical analysis, world peace, and softball.

Lawrence J. Winship associate professor of botany, received his PhD from Stanford University, where he completed his dissertation on nitrogen fixation and nitrate assimilation by lupines on the coast of California. He continued his research on nitrogen fixation as a research associate at the Harvard Forest of Harvard University, where he investigated the energy cost of nitrogen fixation by nodulated woody plants, particularly alders. His recent research concerns the biophysics of gas diffusion into root nodules and the mechanisms of oxygen protection of nitrogenase. His other interests include the use of nitrogen fixing trees in reforestation and agriculture, particu-

larly 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 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. Professor Wirth 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. Professor Woodhull will be on Fulbright spring term and fall 93 term.

SCHOOL OF SOCIAL SCIENCE

Eqbal Ahmad professor of politics and Middle East studies, received a PhD from Princeton University and is presently a fellow of the Transnational Institute 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. Professor Ahmad will be away spring term.

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

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

ethnic history, American Jewish history, and the history of Zionism and the Arab-Israeli conflict.

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

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 PhD 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. She will be on leave all year.

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 reproduc-

tive rights movements, and her book *From Abortion to Reproductive Rights: Transforming a Movement* was published by South End Press in 1990. Her research and teaching attempt to integrate her experiences as an activist and a philosopher.

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 book about the history of Jews in medieval Western Europe. He will be on sabbatical fall term.

Betsy Hartmann acting director of the Population and Development Program, received her BA from Yale University. She was awarded a Yale University Howland Fellowship for International Study and has been a fellow at the Institute for Food and Development Policy. Ms Hartmann has lectured and written extensively on population and development matters, including a recently published book, *Reproductive Rights and Wrongs: The Global Politics of Population Control and Contraceptive Choice*. She will be on leave in the fall.

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

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

Michael Klare Five College associate professor of peace and world security studies, and director of the Five College program in Peace and World Security Studies (PAWSS), holds a BA and MA from Columbia University and a PhD from the Union Graduate School. He is also an associate fellow of the Institute for Policy Studies in Washington, D.C., and the defense correspondent of *The Nation* magazine. He is the author of several books, and

his articles on international affairs and defense policy have been widely published. He has been a visiting fellow at the Center of International Studies of Princeton University, and has taught at the University of Paris, Tufts University, and Parsons School of Design.

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

Maureen Mahoney associate professor of psychology and associate dean for advising, received her BA from the University of California, Santa Cruz, and her PhD from Cornell University. Her special interests include socialization and personality development, parent-child interaction, motherhood and work, the individual and society, the psychology of women and the history of the family. She recently held a two-year visiting appointment in sex roles and mental health at Wellesley's Stone Center for Developmental Services and Studies. She will be on sabbatical spring term.

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.

Ali Mirsepassi Five College Assistant Professor of Near Eastern Studies, completed his PhD in sociology at The American University in 1985. His interests include Islam and Social Change, Revolution and Social Change in the Middle East, Political Movements, Middle East Society and Culture, Comparative, Historical and Macro Sociology, Sociology of Religion, and Social Theory. He is on the Editorial Board of *Kankash*, a Persian language journal of history and politics and is completing a book on Religion, Secularism and Social Change in Modern Iran. He has taught at Rutgers University, Strayer College and The American University.

Laurie Nisonoff associate professor of economics, holds a BS from MIT, and an MPhil from Yale, where she is a doctoral candidate. She was a Woodrow Wilson Fellow at Yale and is finishing her dissertation with the

aid of a Ford Foundation Fellowship in Women's Studies. Her interests include American economic history, women's studies, labor and public policy issues.

Donald Poe associate professor of psychology, received his BA from Duke and his PhD from Cornell University. His major areas of interest are social psychology, psychology of the law, beliefs in pseudoscience and the paranormal, human aggression, attitude change, environmental psychology, and research design and data analysis.

Gregory Prince Hampshire College president and professor of history, received his BA and PhD in American Studies from Yale University. He has taught modern U.S. history at Dartmouth College and Yale University.

Robert Rakoff associate professor of politics, received his BA from Oberlin College and his MA and PhD from the University of Washington. He taught at the University of Illinois/Chicago and worked for the US Department of Housing and Urban Development before coming to Hampshire. His teaching and research interests include housing policy, environmental politics, and welfare policy.

Flavio Riese-Ozguera 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 associate professor of history, received her undergraduate training at Tokyo Joshidaigaku and Reed College. After two decades as a research and editorial assistant, mother, housewife, teacher, and community activist, she returned to pursue graduate work at New York University and received 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. She will be on sabbatical fall term.

Miriam Slater Harold F. Johnson Professor of History, and master of Dakin House from 1970 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.

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. He will be on sabbatical all year.

James Wald assistant professor of history, holds a BA from the University of Wisconsin and an MA from Princeton University, where he is currently completing his PhD. His teaching and research interests include modern European history with an emphasis on cultural history from the sixteenth through the twentieth centuries; the French Revolution; fascism and Nazism; sixteenth century Europe; Marxism and social democracy. Particular research interests involve the role of literature in society, and literary and publishing history in Germany.

Stanley Warner associate professor of economics, received his BA from Albion College and his PhD from Harvard University. Prior to coming to Hampshire he taught at the University of California at Santa Cruz and Bucknell University. His research and teaching interests include industrial organization, comparative economic systems, environmental economics, and economic theory. He is specifically concerned with the modern corporation as understood by conventional and radical theories, the political economy of capital mobility and deindustrialization, and the social and economic dimensions of workplace democracy. He is also the coordinator of Hampshire's program on Business and Society.

Frederick Weaver professor of economics and history, has a BA from the University of California at Berkeley, and a PhD from Cornell University. He has

done research in Chile as a Foreign Area Fellow and has taught economics at Cornell and the University of California at Santa Cruz. His special interest is the historical study of economic development and underdevelopment. He also works on issues in higher education. He will be on sabbatical fall term.

E. Frances White professor of history and black studies and Dean of the School of Social Science, received her BA from Wheaton College and PhD from Boston University. She has taught at Fourah Bay College in Sierra Leone and at Temple University. Her interests include African, Afro-American, and women's social history.

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

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

ADMINISTRATION AND STAFF

ADMISSIONS OFFICE

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FALL 1992

HAMPSHIRE COLLEGE SCHEDULE OF CLASSES

SCHOOL OF COMMUNICATIONS AND COGNITIVE SCIENCE

Course	Title	Instructor	Method	Limit	Time	Place
CCS/NS 101	Animal Behavior and Cognition	Feinstein/Coppinger	Open	35	TTh 1030-12	FPH ELH
CCS 103p	Metaphysics	Michaels	Prosem	18	TTh 1030-12	ASH 221
CCS 105p	Exploring the Nature of Mind	Stillings/Weisler	Prosem	40	TTh 130-3	ASH 126
CCS 113	Philosophy of Language	Bowie	Open	20	MW 130-3	ASH 221
CCS 114	Intro to Computer Science	TBA	Open	25	MWF 1030-12	ASH Aud
CCS 126	Making Images/Reading Images	Braderman/Kybartas	Open	40	MW 3-430	ASH 111 + Aud
CCS 134	Language/Learning Disorders	Chase	Open	25	TTh 130-3	ASH 111
CCS 139	Documentary Film/Video	Millner	Open	20	T 7-10p/Th 10-12 or 115-315	ASH AUD/B-5
CCS 140	Video Production I	Braderman	InstrPer	16	TTh 115-3/TTh 3-5	Lib B-5
CCS 152p	Political Culture	Miller	Prosem	20	WF 1030-12	ASH 221
CCS/SS 158	Theories of Developmental Psych	Rattermann/Mahoney	Open	35	TTh 1030-12	ASH 126
CCS 168	Linguistics	Feinstein/Weisler	Open	40	TTh 9-1030	ASH 221
CCS 170	Topics in Media Criticism	TBA	Open	20	TBA	TBA
CCS 224	Neurophilosophy	Stillings	Open	25	TTh 9-1030	ASH 222
CCS 229	Topics in Media History	TBA	TBA	TBA	TBA	TBA
CCS 238	Seminar in Computer Science	TBA	TBA	TBA	TBA	TBA
CCS/NS 243	Brain and Behavior	Chase/Murray	Open	25	TTh 1030-12/ M 130-430	ASH 222/CSC 3rd lab
CCS 247	Producing Cable/Community TV	Kybartas	InstrPer	12	T 6-10 pm	Lib B-5
CCS/HA 253	Print Culture in Early America	Kerr/Heller	Open	35	TTh 1030-12	ASH 111
CCS 257	Culture and Human Development	Rattermann	Prereq	15	MW 130-3	ASH 111
CCS 289	Moral Theory	Alleva	InstrPer	25	TTh 1-230	FPH 103
CCS 293	Documentary Video Workshop	Millner	InstrPer	15	W 130-5	Lib B-5
CCS 314	Culture Industries	Miller	InstrPer	15	Th 12-3	ASH 222
CCS 342	Hegel's Phenomenology of Spirit	Serequeberhan	InstrPer	20	MW 130-3	ASH 126

SCHOOL OF HUMANITIES AND ARTS

Course	Title	Instructor	Method	Limit	Time	Place
HA 104	Drawing I	Brewster	Open	20	TTh 930-12	ARB
HA 110	Film/Video Workshop I	Ravett	InstrPer	15	Th 9-12	PFB
HA 111	Still Photography Workshop I	Brand	InstrPer	15	M 1-4	PFB
HA 113*	Modern Dance I	Groff	Open	24	MW 1030-12	MDB Main
HA 114*	Modern Dance II	Lowell	Open	None	MW 9-1030	MDB Main
HA 118p	The Uses of Fiction	Heller	Prosem	20	TTh 9-1030	ASH 111
HA/SS 119	Literatures of Colonialism	Hanley, et al	Open	60	WF 9-1030	FPH ELH
HA 123p	From Page to Stage	Donkin/Kramer	Prosem	30	TTh 1030-12	EDH 1
HA 126p	Women's Lives/Women's Stories	Tracy	Prosem	20	TTh 1030-12	FPH 106
All 129	Women's Bodies/Women's Lives	Hanley, et al	Open	60	WF 1030-12	FPH WLH
HA 130	Reading Poetry	Sherman	Open	20	MW 1030-12	FPH 105
HA 133	The Detective Story	Wallen	Open	25	MW 3-430	EDH 4
HA 134p	The Big House in Literature	Holland	Prosem	25	TTh 9-1030	FPH 103
HA 135p	The Beats	Coles	Prosem	20	WF 1030-12	EDH 1
HA 140	Life Stories: Autobiographies	Lesy	InstrPer	16	MW 9-1030	FPH 105
HA 165	Places and Spaces	Pope	Open	None	WF 10-1230	EDH 3
HA 176	Music I	Simmons	Open	None	MW 1030-12	MDB Recital
HA 194	Acting	Blair	InstrPer	16	TTh 10-12	EDH Theatre
HA/SS 202	17th Century Studies	Kennedy, et al	Open	60	TTh 1030-12	FPH WLH
HA 203	Introduction to Painting	Brewster	Prereq	20	TTh 1-4	ARB
HA 205	Sculpture II	Brayton	Prereq	18	TTh 930-12	ARB
HA 210	Film/Video Workshop II	Brand	InstrPer	15	T 1-4	PFB

HA 211	Still Photography Workshop II	TBA	InstrPer	15	TBA	PFB
HA 216*	Modern Dance IV	Groff	InstrPer	24	TTh 1030-12	MDB Main
HA 221	Critical Issues in Photography	TBA	TBA	TBA	TBA	TBA
HA 225	Spectacular Fictions	Russo	Open	20	TTh 130-3	ASH 221
HA/SS 227	Art and Revolution	Levine, et al	Open	35	TTh 130-3	ASH Aud
HA 228*	Theatre Practicum	Kramer	Prereq	None	F 1-3	EDH 2
HA 229	Writing Fiction and Drama	Donkin/Payne	Prereq	25	MW 1030-12	EDH 4
HA 231	Poetry Writing Workshop	Salkey	InstrPer	16	T 130-3	EDH 4
HA 235	Literary Non-Fiction	Lesy	InstrPer	16	TTh 9-1030	EDH 4
HA 237	Fiction Writing Workshop	Salkey	InstrPer	16	Th 130-3	EDH 4
HA 238	Paired Landscapes	Smith	Open	35	MW 9-1030	FPH 108
HA 239	Jazz Performance Seminar	Lateef	InstrPer	18	M 730-1030 pm	MDB Recital
HA 242	Latin American History in Fiction	Holland	Open	25	MW 1030-12	ASH 222
HA 243	Extremes of Modernism	Wallen	Open	25	MW 1030-12	FPH 106
HA 245	Black Expatriates	Coles	InstrPer	20	M 1-4	EDH 1
HA 250	Introductory Poetry Writing	Jenkins	Prereq	15	Th 130-430	KIVA
HA 252	Intermediate Dance Composition	Lowell	Prereq	24	MW 1-3	MDB Small
HA/CCS 253	Print Culture in Early America	Heller/Kerr	Open	35	TTh 1030-12	ASH 111
HA 255	Contact Improvisation	Groff	Open	24	TTh 1-3	MDB Main
HA 257	Ancient Greek Drama	Meagher	Open	35	W 7-10 pm	FPH 103
HA 259	Unruling Britannia	Lewis	Open	25	MW 1030-12	FPH 104
HA 261	Hist/Phil of Dance in Educ	Schwartz	Open	None	TTh 9-1030	EDH 1
HA 270	20th Century Orchestration	Simmons	Prereq	None	TTh 1030-12	MDB Class
HA 281	Music III	Warner	Prereq	None	TTh 1030-12	MDB Music
HA 290	Electronic Music Composition	Warner	InstrPer	15	MW 130-3	MDB Music
HA 295	Shakespeare	Kennedy	InstrPer	25	TTh 130-3	EDH 1
HA 305	Advanced Painting	Hurley	InstrPer	15	TTh 930-12	ARB
HA 314	Film/Video Workshop III	Ravett	InstrPer	15	F 9-12	PFB
HA 316	Division III Studio Arts	Brayton/Hurley	Prereq	None	W 2-5	ARB
HA 324	Comp Lit Sem: Geography/Desire	Russo	InstrPer	20	M 6-9 pm	EDH 4
HA 330	The Self in Literature and Art	Kennedy/Levine	InstrPer	20	M 130-430	ASH 222
HA 345	Ancient Epic	Meagher	InstrPer	15	W 1-4	FPH 103
HA 399c	Art Tutorial	Baskin	InstrPer	6	Th am/pm	ARB

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

SCHOOL OF NATURAL SCIENCE

Course	Title	Instructor	Method	Limit	Time	Place
NS/CCS 101	Animal Behavior & Cognition	Coppinger/Feinstein	Open	35	TTh 1030-12	FPH ELH
NS 102	Physics I	Krass/Wirth	Open	None	MW 130-3/W 3+	CSC 126/Lab
NS 104	Optics & Holography	Wirth	Open	24	TTh 9-1030/Th 3+	CSC 126/Lab
NS 116	Biology of Poverty	Goodman/Murray	Open	30	TTh 130-3	CSC 114
NS 122p	How People Move	McNeal	Prosem	20	M 130-430/W 130-3	CSC 3rd
Lab						
All 129	Women's Bodies/Women's Lives	McNeal, et al	Open	60	WF 1030-12	FPH WLH
NS 135p	Health in Amer Before Columbus	Goodman/Martin	Prosem	30	MW 130-3	CSC 114
NS 138	Wildlife Issues in Ag Develop	Coppinger	Open	None	MW 1030-12	FPH 107
NS 14 1	Bugs and Drugs	Lowry/Schultz	Open	30	TTh 1030-12	CSC 114
NS 145	Agroecology II	Winship	InstrPer	20	TTh 130-3	CSC 126
NS/SS 151	World Food Crisis	Winship/Wisner	Open	40	TTh 1030-12	FPH 108
NS 153	Natural History/Infectious Disease	Miller	Open	20	MW 1030-12	CSC 126
NS 157	Food, Nutrition and Health	Oke	Open	None	TTh 1030-12	CSC 126
NS 175p	Science of Disarmament	Krass	Prosem	20	MW 1030-12	FPH 102
NS 195	Pollution and Our Environment	Amarasiriwardena	Open	25	WF 1030-12/ W 1:30-4:30	CSC 114/2nd lab
NS 198p	Ever Since Darwin	Miller	Prosem	20	TTh 1030-12	CSC 2nd Open
NS 202	Basic Chemistry I	Amarasiriwardena	Open	None	MWF 9-1030/ M 1:30-4:30	CSC 126/lab

NS 224	Chemical Strategies/Living Cells	Foster	Open	16	MW 9-1030/W 1+	CSC 2nd Floor
NS 241	Operating Systems	Woodhull	Prereq	15	MW 2-3/Th 3-5	CSC 302
NS/CCS 243	Brain and Behavior	Murray/Chase	Open	25	TTh 1030-12/ M 1:30-4:30	ASH 222/CSC 3 lab
NS 253	Research Tech/Animal Science	Oke	Open	None	TTh 130-3/ Th 1:30+	CSC 302/3rd lab
NS 260	Calculus I	Hoffman	Open	None	MWF 9-1030	ASH Aud
NS 265	Intro Statistics/Expmntl Design	Schultz	Open	20	MW 1030-12	CSC 302
NS 316	Linear Algebra	Hoffman	Open	None	MWF 9-1030	CSC 202
NS 317	Modern Algebra	Hoffman	Open	None	MWF 130-3	CSC 202
NS/SS 356	The Pueblo Indians	Martin/Yngvesson	InstrPer	12	TTh 130-3	FPH 102
NS 386i	New Ways of Knowing	Bernstein	InstrPer	15	M 2-5	KIVA

SCHOOL OF SOCIAL SCIENCE

Course	Title	Instructor	Method	Limit	Time	Place
SS 102p	Poverty and Wealth	Nisonoff	Prosem	20	TTh 1030-12	FPH 104
SS 105	From League of Nations to UN	Berman	Open	20	WF 1030-12	FPH 103
SS 111p	From Potsdam to Perestroika	Mazor/Wald	Prosem	35	TTh 9-1030	FPH 107
SS 116p	Peasant Revolution and Society	Johnson	Prosem	20	TTh 9-1030	FPH 106
SS/HA 119	Literatures of Colonialism	Bengelsdorf, et al	Open	60	WF 9-1030	FPH ELH
SS 120	American Government	Rakoff	Open	25	MW 9-1030	FPH 106
SS 121p	The American Century	Bengelsdorf	Prosem	20	WF 1030-12	FPH 101
SS/WP 125	The Child in the City	Breitbart/Siegel	Open	35	TTh 1030-12	FPH 107
SS 127	The Struggle for Shelter	Breitbart/Risech-Ozguera	Open	35	TTh 130-3	FPH ELH
All 129	Women's Bodies/Women's Lives	Cerullo, et al	Open	60	WF 1030-12	FPH WLH
SS 138	Attitude Change	Poe	Open	30	TTh 9-1030	FPH 108
SS 141	Third World Development	Holmquist	Open	25	TTh 130-3	FPH 106
SS/NS 151	World Food Crisis	Wisner/Winship	Open	40	TTh 1030-12	FPH 108
SS 155	Divorce and the Family	Romney	Open	35	WF 9-1030	FPH 107
SS/CCS 158	Theories Developmental Psych	Mahoney/Rattermann	Open	35	TTh 1030-12	ASH 126
SS 184p	American Capitalism	Warner	Prosem	20	TTh 130-3	FPH 105
SS/HA 202	17th Century Studies	Slater, et al	Open	60	TTh 1030-12	FPH WLH
SS 208	Welfare Policy in Amer History	Berman/Rakoff	Open	35	TTh 130-3	FPH 108
SS 213	Social Change in Middle East	Cerullo/Mirsepassi	Open	35	WF 1-230	FPH 107
SS 214	US Labor History	Nisonoff	Open	25	TTh 130-3	FPH 104
SS 215	Abortion Rights Movement	Fried	Open	25	TTh 130-3	FPH 107
SS 217	Black Politics/American Democ	Ford	Open	25	T 6-8:30 pm	FPH 103
SS/HA 227	Art and Revolution	Landes, et al	Open	60	TTh 130-3	ASH Aud
SS 233	Race in the U.S.	Sawada/Risech-Ozguera	Open	35	TTh 1030-12	FPH 101
SS 234	The Cold War	Ahmad	Open	30	TTh 1030-12	FPH 102
SS 239	Abnormal Psychology	Romney	InstrPer	25	WF 130-3	FPH 104
SS 244	Economic Theory/Social Analysis	Warner	Open	25	MW 9-1030	FPH 104
SS 259	Supreme Court/Supreme Law	Mazor	Open	50	MW 130-3	FPH WLH
SS 282	Culture, Gender, and Self	Mahoney/Yngvesson	Prereq	40	W 1-330	FPH 108
SS 283	Cognition and Human Behavior	Poe	Open	25	TTh 130-3	FPH 101
SS 285	Democracy in the 3rd World	Holmquist/Johnson	Open	35	W 130-4	FPH 106
SS 314	History of Childhood	Glazer/Slater	Open	35	TTh 9-1030	FPH 105
SS 338	Politics and Society in Middle East	Ahmad	Prereq	20	W 7-10 pm	FPH 104
SS/NS 356	The Pueblo Indians	Martin/Yngvesson	InstrPer	12	TTh 130-3	FPH 102

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

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	RCC	Robert Crown Center

CO-CURRICULAR COURSES

WRITING/READING PROGRAM

Course	Title	Instructor	Method	Limit	Time	Place
WP 101	Basic Writing	Ryan	See Descr	16	WF 930-1030	PH A-1
SS/WP 125	The Child in the City	Breitbart/Siegel	Open	35	TTh 1030-12	FPH 107

FOREIGN LANGUAGES

FL 101	Intensive French	Wynia	InstrPer	10	TWTh 3-530	PH A-1
FL 102	Intensive Spanish	Gear	InstrPer	10	TWTh 3-530	PH B-1

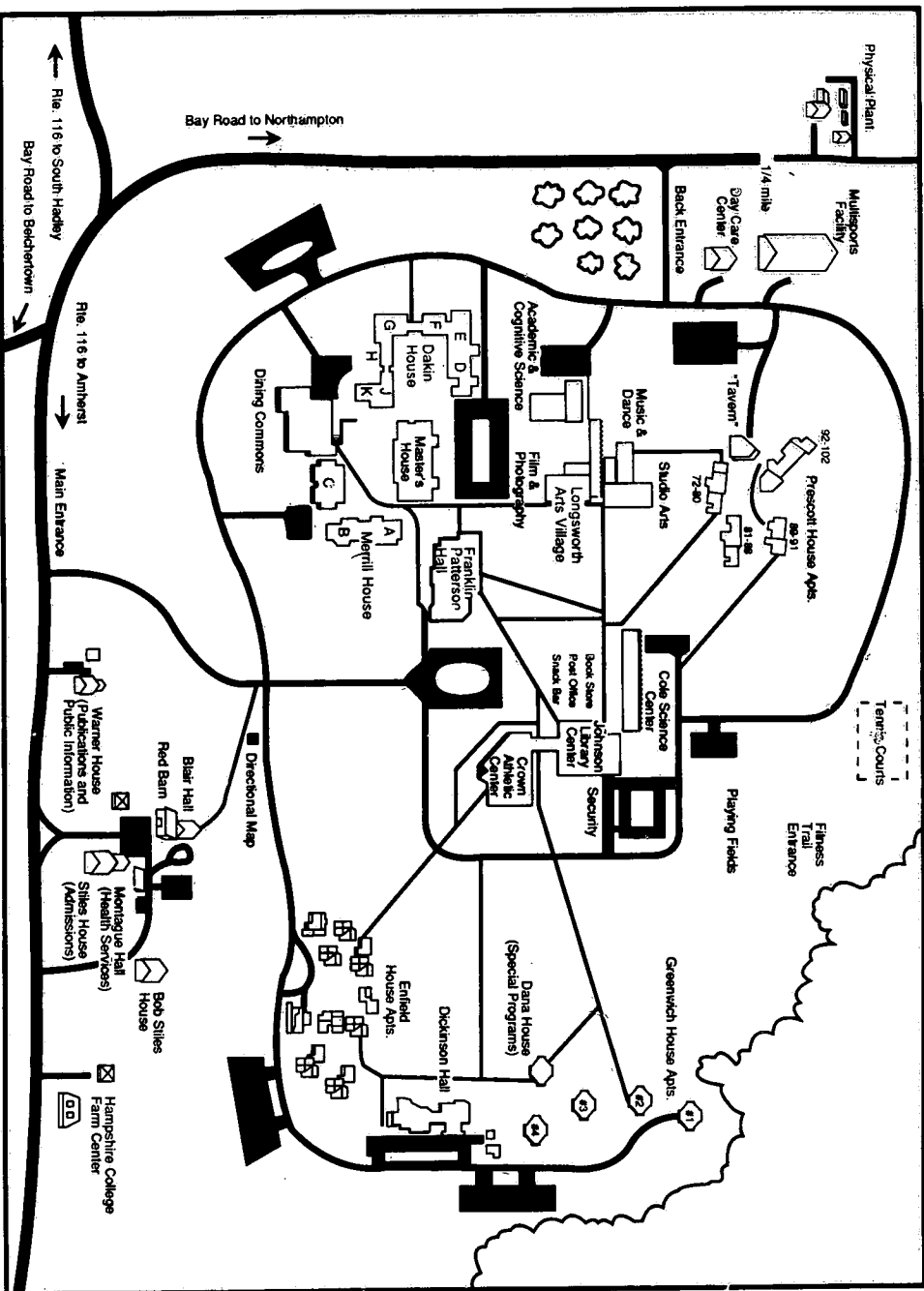
CHORUS

Chorus	Hampshire College Chorus	Kearns	See descr	None	MW 4-6 p	MDB Recital
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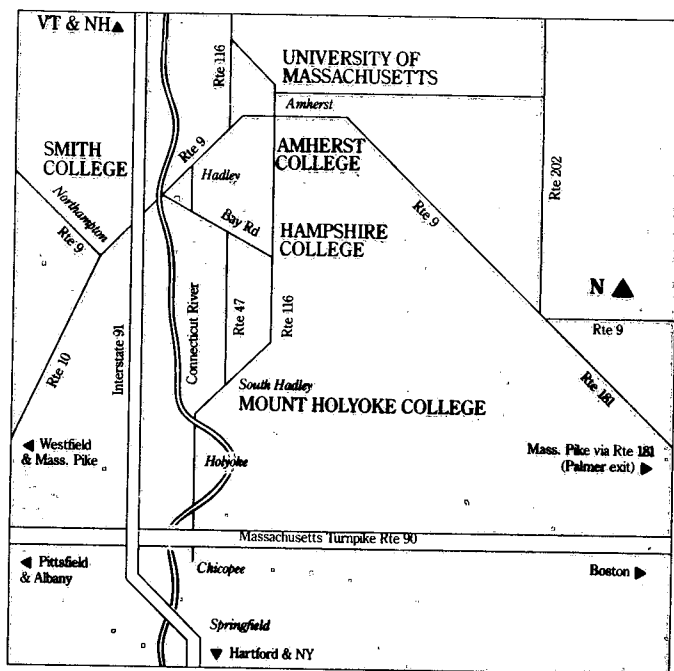
OUTDOOR AND RECREATIONAL ATHLETICS PROGRAM

OPRA 101	Beginning Shotokan Karate	Taylor	Open	None	MW 6-8p	RCC
OPRA 102	Intermediate Shotokan Karate	Taylor	InstrPer	None	TTh 6-8p	RCC
OPRA 104	Advanced Shotokan Karate	Taylor	InstrPer	None	TTh 6-8p/Su 2-4p	RCC
OPRA 107	Yoga	Mendez	Open	None	W 4-545	RCC Lounge
OPRA 111	Aikido	Sylvain	Open	None	WF 1-215	RCC
OPRA 115	Zen Archery	Taylor	InstrPer	None	TTh 4-530	RCC Lounge
OPRA 116	Intermediate Kyudo	Taylor	Prereq	None	MF 4-530	RCC Lounge
OPRA 118	Beginning Tai Chi	Barry	Open	None	W 1230-145	RCC
OPRA 119	Continuing Tai Chi	Barry	Open	None	W 2-315	RCC
OPRA 123	Beginning WW Kayaking (X)	E. Alderson	Open	6	W 130-245/ F 12:30-6	Pool/River
OPRA 124	Beginning WW Kayaking (Y)	G. Alderson	Open	6	W 245-4/F 1230-6	Pool/River
OPRA 126	Beyond Beginning WW Kayaking	E. Alderson	Prereq	None	Th 1230-6	Pool/River
OPRA 141	Beginning Swimming	G. Alderson	Open	None	W 1015-1130	Pool
OPRA 149	Openwater Scuba Certification	Project Deep	See Descr	None	M 6-9p	Pool/RCC
OPRA 151	Top Rope Climbing (A)	Kyker-Snowman	Open	12	T 1230-530	RCC
OPRA 152	Top Rope Climbing (B)	G. Alderson	Open	12	Th 1230-530	RCC
OPRA 173	Maybe You Can "Feel" Better	Jackson	Open	15	TTh 8-10a	RCC
OPRA 174	What is Wilderness?	Warren	Open	12	T 1-5/Th 1-2	
OPRA 179	Experiential Education	Warren/Rheingold	Open	12	TBA	TBA
OPRA 185	Beginning Tennis (Outdoors)	McRae	InstrPer	12	MWF 1-230	Outdoor Courts
OPRA 186	Beginning Tennis (Indoors)	McRae	InstrPer	12	MWF 1-230	MultiSport
OPRA 187	Intermediate Tennis (Outdoors)	McRae	InstrPer	12	TTh 1-230	Outdoor Courts
OPRA 188	Intermediate Tennis (Indoors)	McRae	InstrPer	12	TTh 1-230	MultiSport
OPRA 189	Advanced Tennis	McRae	Prereq	12	TBA	TBA

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



HOW TO GET TO HAMPSHIRE COLLEGE



LOCATION

Distance from Hampshire College to:

Cities

New York—166 miles
 Boston—89 miles
 Albany—105 miles
 Springfield—24 miles
 Hartford—49 miles

Schools

Amherst College—2.8 miles
 Mount Holyoke—6.2 miles
 Smith College—6.5 miles
 University of Mass.—4.2 miles

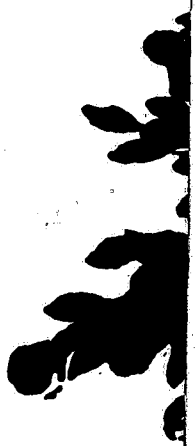
From New York City take Route 95 to New Haven, Connecticut; Route 91 north from New Haven to Northampton, Massachusetts (Exit 19); Route 9 east to the center of Amherst; and then turn right onto Route 116 south. Hampshire College is located three miles south on Route 116.

From Boston take the Massachusetts Turnpike to Exit 4; route 91 north to Northampton (Exit 19); Route 9 east to the center of Amherst; and then turn right onto Route 116 south. Hampshire College is located three miles south on Route 116.

To request an application and prospectus, please write to Director of Admissions, Hampshire College, Amherst, Massachusetts 01002, or call (413) 549-4600, ext. 471.

HAMPSHIRE COLLEGE
Amherst, MA 01002

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