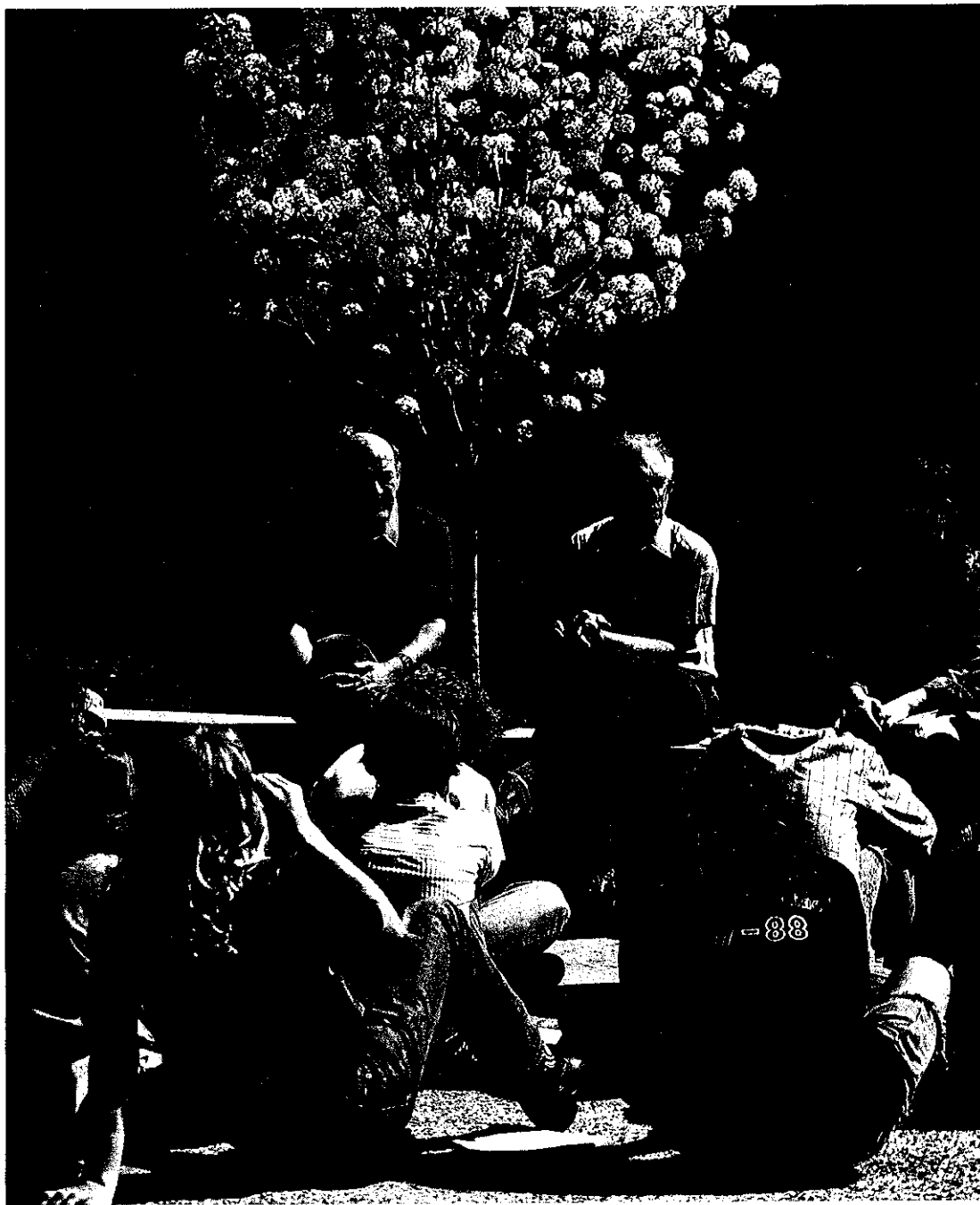


HAMPSHIRE COLLEGE



1993/1994

CATALOG AND

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 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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COVER: Professors David E. Smith (Humanities and Arts) and Kenneth R. Hoffman (Natural Science) team-teach NS/HA 245, *Nature, Naturalists, and Nature Writers*. Photo by Jim Gipe.



ACADEMIC YEAR CALENDAR 1993-94

FALL TERM

Student Orientation Period	Monday, September 6-Wednesday, September 8
New Students Arrive and Matriculate	Monday, September 8
New Students Program	Monday, September 6-Wednesday, September 8
Advisor Conferences for New Students	Tuesday, September 7
Returning Students Arrive and Register	Tuesday, September 7
Advisor Conferences for Returning Students	Wednesday, September 8
Classes Begin	Thursday, September 9
Wednesday Class Schedule Followed	Friday, September 10
Course Selection (Hampshire & Five College)	Wednesday, September 8-Wednesday, September 22
October Break	Saturday, October 9-Tuesday, October 12
Family and Friends Weekend	Friday, October 15-Sunday, October 17
Advising/Exam Day	Wednesday, October 27
Division II and III Contract Filing Deadline (for completion in 5/94)	Friday, October 29
Advising/Exam Day	Thursday, November 11
Five College Preregistration/Advising	Monday, November 15-Friday, November 19
Leave Deadline	Friday, November 19
Thanksgiving Break	Wednesday, November 24-Sunday, November 28
January Term Registration	Monday, November 29-Friday, December 3
Last Day of Classes	Wednesday, December 8
Hampshire College Divisional Examination Period	Thursday, December 9-Wednesday, December 15
Winter Recess	Thursday, December 16-Saturday, January 1

JANUARY TERM

Students Arrive	Sunday, January 2
January Term Classes Begin	Monday, January 3
Martin Luther King Jr. Day (no classes)	Monday, January 17
Last Day of Classes	Thursday, January 20
Recess Between Terms	Friday, January 21-Sunday, January 23

SPRING TERM

New Students Arrive	Monday, January 24
New Students Program	Monday, January 24-Tuesday, January 25
Returning Students Arrive	Monday, January 24
Registration for all Students	Monday, January 24
Advisor Conferences for All Students	Tuesday, January 25
Classes Begin	Wednesday, January 26
Course Selection Period (Hampshire & Five College)	Tuesday, January 25-Tuesday, February 8
Advising/Exam Day	Wednesday, March 9
Division II & III Contract Filing Deadline (for completion in 12/94)	Friday, March 11
Spring Break	Saturday, March 19-Sunday, March 27
Advising/Exam Day	Thursday, April 7
Leave Deadline	Friday, April 8
Preregistration/Advising	Monday, April 11-Friday, April 15
Last Day of Classes	Friday, May 6
Hampshire College Divisional Examination Period	Monday, May 9-Friday, May 13
Commencement	Saturday, May 21

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 goals 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.

On average, Hampshire students complete Hampshire's degree requirements in four years. Of all students who entered in September 1986, 60 percent received a bachelor of arts degree from Hampshire College by May 1992. Sixty-eight percent of students who transferred to Hampshire College in the fall of 1986 received a bachelor of arts degree by 1992, and 55 percent of first-year students who entered in 1986 have graduated. A small number of those students took a leave of absence and are still pursuing a degree.

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. Important features of January Term are an intensive foreign language program, an emphasis on the arts, and study trips abroad. The language program gives students an opportunity to immerse themselves in a language for 12 to 14 hours a day, providing an opportunity to actually be able to use a language by the end of the term. Art courses have included painting, drawing, sculpture, dance, theatre and creative writing. Recent study trips include three weeks in India with the Tibetan community-in-exile, and a three-week trip to Berlin.

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, University of California at 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 Colleges, 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 print 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 spectrophotometer, an atomic absorption spectrophotometer, an electromyograph, an ultracentrifuge, and a liquid scintilla-

tion 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 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 is responsible for organizing academic and recreational activities, and providing counseling and referral services on matters affecting student life.

There are two dormitories and three apartment areas on campus.

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 most continuing students live in singles. 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.

Hampshire College recognizes that certain students, regardless of legal age, want or need a living situation wherein residents and guests agree to adhere to strictly defined standards of behavior regarding the decision not to use alcohol or other drugs. "Substance-free" (or chemical-free) housing is a dorm corridor where all residents and their guests agree to keep their hallway free from substances at all times. Substances are defined to include alcohol, tobacco, and other drugs. This housing option is available in Merrill House and Dakin House dormitories.

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. (A few spaces in double rooms in the mods are available for entering students by application.) 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, open at night during the week, 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, cafés, 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 12 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.

DRUG AND ALCOHOL EDUCATION PROGRAM encourages students to live chemically healthy lifestyles. The program offers education, training, consultation, intervention, and referral services.

The *educational* component includes the dissemination of accurate and current information regarding alcohol and other drugs. There is a resource library available to the community, containing a broad array of materials concerning drugs, alcohol, and related issues. *Consultation* is available to students, faculty, and staff seeking ways to approach an individual who may have an alcohol or drug problem. The *intervention* service is for students who are concerned about their own alcohol or drug use, or about a friend or faculty member's use. *Referrals* for drug and alcohol treatment services will be made through Health Services or directly to other appropriate community resources. All individual appointments are confidential.

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 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 individualized assistance in writing, reading, and study skills. The staff works with students on a short- or long-term basis, depending on the needs of the individual. 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:

- AIDS Information Group
- Amnesty International
- Bart's Arm (artists collective)
- Box Spring Magazine
- Bridge Café Collective
- Christian Fellowship
- Communications Interest Group (students interested in careers in the media)

- Emergency Medical Technicians, a 24-hour volunteer service
- Equestrian Team
- Excalibur (game playing group)
- Foreign Student Organization
- Hail & Rhyme (women's literary magazine)
- Hampshire College Chorus
- Hampshire College Marchin' Band
- Hampshire Examiner (student newspaper)
- "Infinity" (student-managed TV program)
- Juggling Club
- Lesbian/Gay/Bisexual Alliance
- Martial Arts
- Men's Resources
- Mixed Nuts Food Co-op
- Multicultural Theatre Collective
- Palestinian Solidarity
- Raíces (Latino student organization)
- Responsible Ecology (campus recycling group)
- Second Sight Films
- SOURCE (umbrella organization for students of color)
- Spontaneous Combustion (women's a capella group)
- Sports Co-op
- Tavern Entertainment Committee
- Umoja (African-American student group)
- Women's Art Collective

ADMISSION

Hampshire's admission process, like its academic program, reflects the college's concern for the intellectual and personal development of each individual student. The admissions committee considers a broad range of factors as it 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 February. Applicants who cannot visit the campus should contact the admissions office to schedule an interview with a Hampshire graduate, 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 delayed admission. 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 1995 must submit the \$400 deposit by May 1, 1994.)

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 March 1; notification letters will be sent on a rolling basis from April 1 to May 15. 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.

TUITION AND FEES

APPLICATION FEE

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

Costs for the 1993/94 academic year at Hampshire College are given below. Please contact the Hampshire College business office for the 1993/94 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	\$19,490
Room	3,280
Board	<u>1,880</u>
TOTAL	\$24,650

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 Hampshire College Health Services), and leaves or withdrawals for non-medical reasons. The complete refund schedule appears in *Hampshire College Fees 1993/94* 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 application deadlines, award notification 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 1993 courses is Monday, April 12 through Friday, April 16 and for spring 1994 courses, Monday, November 15 through Friday, November 19. Forms and details on preregistration will be distributed before the advising day prior to the preregistration period. You may also register for courses in the fall, until Wednesday, September 22 and in the spring, until Tuesday, February 8.

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

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

No Five College courses may be added after Wednesday, September 22, 1993 in the fall semester, or Tuesday, February 8, 1994 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, contact Central Records, ext. 430.

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

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

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

A grade option will be offered to interchange

students unless otherwise noted in the course description. Interchange students should discuss this with the instructor during the first week of class.

THE JAMES BALDWIN SCHOLARS PROGRAM

The James Baldwin Scholars Program, launched in 1992, seeks to inspire and support African-American students to achieve their full potential as scholars and citizens. The program is part of a larger urban initiative undertaken jointly by Hampshire and the nearby city of Springfield, Massachusetts. Under the auspices of the program, the college recruits to campus college-age African-American and Latino students for a year of study opportunities and preparation for matriculation. Financial aid is provided for the students as needed. Guided by faculty and academic advisors, Baldwin Scholars develop study skills, audit college classes, and participate fully in college life. At the end of the first semester, an academic assessment committee determines each Scholar's eligibility to continue for a second semester. At the close of the year, the Baldwin Scholars are encouraged to apply to Hampshire or to a college of their choice, and are assisted in the application process.

Students interested in the James Baldwin Scholars Program should contact Sayif Sanyika, special assistant to the president for community relations, at ext. 613.

SPECIAL STUDENTS AND AUDITORS

On occasion, someone from the outside community wishes to enroll in a Hampshire course. 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 and having a copy of the evaluation attached. The certificate will receive the college seal and be an official document. No grades and no credit designations are given. 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. 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) courses are open to all students. The 300 (Advanced) 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

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

See School listing for course descriptions. Course is indicated by School initials, number and letter "p."

PROSEMINAR COURSE LIST

CCS 105p

COGNITIVE SCIENCE: EXPLORING THE NATURE OF MIND

Neil Stillings/Steven Weisler

CCS 122p

DATELINE: WASHINGTON, DC

James Miller

CCS 159p

INTRODUCTION TO MEDIA CRITICISM

Kathryn Fuller

HA 119p

MAKING MEANING: READING IN (AND OUT OF) THE CANON

Lee Heller/L. Brown Kennedy

HA 123p

FROM PAGE TO STAGE

Rhonda Blair/Wayne Kramer

HA 139p

EMERGENCE OF MODERNISM

Sura Levine

HA 160p

SOUTHERN WRITERS: SENSE OF PLACE?

L. Brown Kennedy

NS 119p

FITNESS, HEALTHY HEARTS, AND HEART DISEASE

Merle Bruno

NS 131p

DRUGS IN THE NERVOUS SYSTEM

Ann McNeal

NS 135p

HEALTH IN AMERICA BEFORE COLUMBUS

Debra Martin

NS 141p

BUGS AND DRUGS: NATURALLY OCCURRING MEDICINES AND PESTICIDES

Nancy Lowry/Brian Schultz

SS 121p

THE AMERICAN CENTURY: WHAT HAPPENED?

Carollee Bengelsdorf

SS 123p

SOCIAL ORDER/SOCIAL DISORDER

Robert von der Lippe

SS 169p

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

Susan Darlington/Kay Johnson

SS 184p

AMERICAN CAPITALISM

Stan 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 and media arts. 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 approach to the intellectual enterprise: we are especially concerned with the nature of knowledge and information in general.

Cognitive science is the systematic study of knowledge and information as it is represented and used in the mind. Cognitive scientists are therefore deeply interested in language, memory, the nature of belief and emotion, the relationship between minds and brains, and minds and machines. Learning and education are of central concern: How do we acquire knowledge, both as children and as adults? Cognitive scientists believe that there is much to be learned about the mind by examining the general nature of information processing, especially as it is found in contemporary computing machines. But the overall goal is the attempt to understand 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 some fundamental ways. Within communications the computer plays a central role in the social transmission and storage of information. Finally, a number of our faculty are concerned with the formal

nature of computer languages, the teaching of programming, and the broader social and intellectual implications of the current revolution in computer usage.

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

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

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

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

In order to satisfy the requirements of Division I under the two-course option, a student must complete two courses in a satisfactory manner, at least one of which is a course numbered at the 100 level.

COURSE LIST

100 LEVEL

CCS 105p

COGNITIVE SCIENCE: EXPLORING THE NATURE OF MIND

Neil Stillings/Steven Weisler

CCS 114

INTRODUCTION TO COMPUTER SCIENCE: PROGRAMMING CREATIVE PROCESSES

Lee Spector

CCS 122p

DATELINE: WASHINGTON, DC

James Miller

CCS 140
VIDEO PRODUCTION I
Sherry Millner

CCS 158
THEORIES OF DEVELOPMENTAL PSYCHOLOGY
Mary Jo Rattermann

CCS 159p
INTRODUCTION TO MEDIA CRITICISM
Kathryn Fuller

CCS 161
PROBLEMS IN POLITICAL PHILOSOPHY
Ernest Alleva

CCS 173
VIDEO ART AND POLITICS
Sherry Millner

CCS 177
STATISTICS AND EXPERIMENTAL DESIGN
Christopher Chase

CCS/HA180F
CULTURE AND REPRESENTATION: AN INTRODUCTION TO CULTURAL STUDIES
Joan Landes, et al

200 LEVEL
CCS/HA 217
FILM, VIDEO, AND THE PUBLIC SPHERE
Norman Cowie

CCS 222
INTERMEDIATE VIDEO WORKSHOP
TBA

CCS 227
THEORY OF LANGUAGE: SEMANTICS
Steven Weisler

CCS 241
AFRICAN PHILOSOPHY: DISCOURSE AND HORIZON
Tsenay Serequeberhan

CCS 252
THE CONSTRUCTION OF KNOWLEDGE
Neil Stillings

CCS 254
NEW MEDIA: POLICIES AND TECHNOLOGIES
James Miller

CCS 256
DEVELOPMENTAL NEUROPSYCHOLOGY
Christopher Chase/Mary Jo Rattermann

CCS 265
BUDDHIST PHILOSOPHY: INDO-TIBETAN MADHYAMIKA
Jay Garfield

CCS 266
FILM/MEDIA HISTORY/CRITICISM
TBA

CCS 278
PROGRAMMING FOR A GRAPHICAL USER INTERFACE
Richard Muller

CCS 282
ADVANCED TOPICS IN ARTIFICIAL INTELLIGENCE
Lee Spector

CCS 286
ADVANCED VIDEO PRODUCTION WORKSHOP
Joan Braderman

300 LEVEL
CCS 313
KANT AND HEIDEGGER
Jay Garfield/Tsenay Serequeberhan

COURSE DESCRIPTIONS

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 114
INTRODUCTION TO COMPUTER SCIENCE: PROGRAMMING CREATIVE PROCESSES
Lee Spector

We will explore the role of the computer as a tool for creative production, and as a tool for simulating and studying creative processes themselves. The role of programming as a communicative activity will be emphasized, and students will collaborate on projects by sharing program fragments. Connections to issues in advanced computer science, including programming language design, complexity theory, and artificial intelligence, will be drawn throughout the course. Projects will be written in the "C" programming language on Macintosh computers and may involve poetry, music, drawing, animation, and other arts.

This course, together with CCS 216 Data Structures and Algorithms, is part of a basic sequence in computer science for those who may want to concentrate in computer science. It is also intended for students who would like to add a computational component to their studies in other disciplines. Although the course will concentrate on problems of creative production, the principles that will be covered can be easily extended to other problem domains. No previous experience with computers or with programming is required. The class will meet three times a week for one-and-one-half hours each time. Enrollment is limited to 25.

CCS 122p
DATELINE: WASHINGTON, DC
James Miller

Much of the daily newspaper's front page and many of the big stories on television's evening news are devoted to events datelined Washington. This course will explore relations between the Washington press corps and federal officials. We will examine the routines of reporters that bring them into regular, even ritualized, contact with White House staff, members of Congress, executive officers, and others. We will also investigate the elaborate public-relations machinery maintained by political figures that helps to ensure nearly continuous and, whenever possible, friendly news coverage. Our readings will include "insiders" articles from current periodicals and books like Hertsgaard's *On Bended Knee* and Hess's *The Washington Reporters*. We will analyze Washington news on television and in newspapers, and view films and tapes on related issues. Students will write several short papers. Class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 20.

CCS 140
VIDEO PRODUCTION I
Sherry Millner

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 short projects and exercises in rotation crews throughout the term as well, and will complete a longer final project. The course will include several short writing assignments in addition to practical work. The class will meet twice a week: once for two hours, a second time for four hours. Enrollment is limited to 16.

CCS 158
THEORIES OF DEVELOPMENTAL PSYCHOLOGY
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 twice a week for one-and-one-half hours each time. Enrollment limit is 25.

CCS 159p
INTRODUCTION TO MEDIA CRITICISM
Kathryn Fuller

This course will introduce students to critical skills which will enable them to describe, interpret and evaluate the ways in which television and film represent the world around us. Approaches drawn from history, semiotics, genre studies, feminist criticism and cultural studies will be used to analyze how the media create and perpetuate ideological frameworks that influence our perceptions of ourselves, our personal relationships, and our larger society. Students will write and revise numerous critiques using the different methodologies, and there will be extensive class discussion and reading assignments. Class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 20.

CCS 161
PROBLEMS IN POLITICAL PHILOSOPHY
Ernest Alleva

This course will address central issues in political philosophy, such as political authority, distributive justice, and individual rights, through a critical examination of historical and contemporary texts. Class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 25.

CCS 173
VIDEO ART AND POLITICS
Sherry Millner

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

Considerable critical readings, a journal, and several papers will be required. Optional projects will also be encouraged. Class will meet twice a week, once for three-and-one-half hours and once for two hours. Enrollment is limited to 25.

CCS 177

STATISTICS AND EXPERIMENTAL DESIGN
Christopher Chase

How do we know that smoking is hazardous to your health? How good is the evidence to suggest that women have better verbal skills than men but men have better visual-spatial abilities? How do you decide what makes such evidence "good?" How do you design a study to answer such questions? These topics and more are introduced to teach students how to evaluate and design research. In particular students will learn how to read and understand the "Results" section of primary research articles. Math skills are not a prerequisite for this course. Class will meet three times a week for one-and-one-half hours each time. Enrollment limit is 25.

CCS/HA 180F

CULTURE AND REPRESENTATION: AN INTRODUCTION TO CULTURAL STUDIES

Joan Landes, et al.

This course introduces students to the complex interrelationship between cultural representations and social formations. In weekly lectures by Cultural Studies faculty and visiting artists and scholars, students will gain a comprehensive overview of the constellation of texts, works of art and popular culture, theorists, and artists encompassed by Cultural Studies. In intensive three-week course modules, students will work with individual faculty members on specific topics that further their understanding of the ways in which personal and collective experience are organized and transformed by language, image, and technology. Special emphasis will be placed on developing students' critical writing and interpretive skills.

The course format consists of weekly lectures and three blocks of modular courses. Each block will run for three weeks. There are two sections of each module in order to provide flexibility in student scheduling. Students will participate in two modules (but not two modules from the same block). During the block when a student is not participating in a module, he/she will attend weekly discussion sessions and work with individual faculty members on papers and/or projects. Students are expected to attend the weekly lectures throughout the semester. Enrollment in each module is limited to 20.

The course will meet W 7-8:30 (lecture) and TTh 10:30-12:30 (Section I) or TTh 1:30-3:30 (Section II). Students should preregister for either Section I or Section II.

BLOCK ONE (SEPTEMBER - OCTOBER 8)

Mind and Convention

Jay Garfield

What is the relationship between an individual thinker, speaker, knower or actor and his/her home culture? Perhaps a culture is composed of individuals

who autonomously think, speak, know and act, and as a consequence of their cooperation in these ventures produce culture. Perhaps, on the other hand, a culture comprises individuals whose very ability to engage in these activities depends upon their participation in the conventions and collective activity that culture constitutes. This course module introduces and explores this possibility through both Western and Asian philosophical texts.

The Myth of Objectivity

David Kerr

Few institutions have made more of their dedication to objectivity than the mainstream American press. As journalism became more homogeneous, claims that objectivity was the primary principle of reporting increased. Using philosophical, critical, and historical sources, we will study the growth of the cult of objectivity in American journalism and speculate about its impact on other American institutions as well as on the reading public.

BLOCK TWO (OCTOBER 14 - NOVEMBER 2)

Fictional Challenges: The Case of Borges

Norman Holland

Through an intense reading of the Argentine writer Jorge Luis Borges, this module seeks to understand the discursive mechanisms of culture. In his writings, Borges manipulates Western literary spaces long associated with high culture. His work challenges stock assumptions about language, writing, reading and experience. Issues to be discussed include reading as detection, fiction and theory, the death of the author, disembodied truths, nationalism, and the politics of intelligence.

Multicultural Makers: New Works in Video/Film/Photo

Joan Braderman

An introduction to reading visual images as well as making images, we will look at recent works by such artists as Julie Dash, Marlon Riggs, Janice Tanaka, Black Audio Collective, Isaac Julian, Zeinabu Davis and Lourdes Portillo. Screenings and analysis of works screened will be augmented by readings of such writers as Kobena Mercer, Coco Fusco, Henry Lewis Gates, and B. Ruby Rich. Slides of photo and installation work by artists like Carrie Mae Weems and Jimmie Durham will be counterposed with images of people of color in the mass media. Students will be required to attend all screenings and discussions (including one evening screening) and to produce a collage and a storyboard.

BLOCK THREE (NOVEMBER 4 - NOVEMBER 30)

Producers and Consumers of Texts

Lee Heller

This module focuses on the meaning that we find in texts and explores the multiple locations out of which that meaning emerges. What do we mean when we speak of producers of texts—do we mean authors only? What other forces shape the making of texts, their distribution and reception? To the extent that meaning is contested terrain, how is it the result of a complex combination of economic, social, and technological factors, rather than a simple transmission from creator to

audience? We will explore the role of authors, audiences, and communication networks in constructing meaning.

Gender and Film Spectatorship

Kathryn Fuller

This module will examine viewers' search for identity and desire in visual media. We will draw from feminist thought, film studies, psychoanalytic theory and social and cultural history to explore the gendered relationships among movies, meaning, pleasure, and spectatorial position. We will read authors such as Metz, Mulvey, Doane, Staiger, Kaplan, and Dyer on the positioning of film viewers (especially women and gays) and study specific examples drawn from classical Hollywood cinema to current broadcast media.

CCS/HA 217

FILM, VIDEO, AND THE PUBLIC SPHERE

Norman Cowie

Film, Video, and the Public Sphere is a critical studies course examining the ways in which social experience in late capitalism is culturally organized through the dominant media, particularly film and broadcast television. We will contrast different historical and theoretical conceptions of the media, ideology, and the public sphere and consider the work of independent filmmakers, artists and activists that seek to challenge and intervene in the representational systems of contemporary society. Prerequisites: either one film or video production course, or one film or video critical studies course, and permission of instructor. Class will meet once a week for four hours. Enrollment limit is 25.

CCS 222

INTERMEDIATE VIDEO WORKSHOP

TBA

CCS 227

THEORY OF LANGUAGE: SEMANTICS

Steven Weisler

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

CCS 241

AFRICAN PHILOSOPHY: DISCOURSE AND HORIZON

Tsenay Serequeberhan

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

Africans whose concern is to articulate an African philosophical perspective or examine the possibility of such an undertaking. These works are of an exploratory meta-philosophical nature which harbors and articulates substantive philosophical issues around which various tendencies and orientations have been formed. Class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 20.

CCS 252

THE CONSTRUCTION OF KNOWLEDGE

Neil Stillings

By what processes do people arrive at their beliefs and knowledge about the world? This course is concerned with ideas about the nature of human knowing that have emerged from recent work in cognitive psychology, linguistics, biology, and the philosophy of science. We will explore the following topics: To what degree has evolution fitted us to acquire certain kinds of knowledge? In what ways do language and culture influence the formation of beliefs and knowledge? In what cases do learning and thinking violate the criteria of logic and statistical validity, and why do such situations arise? What cognitive processes are characteristic of scientific inquiry, and do these processes shed any light on debates about the objectivity of scientific knowledge? Class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 25.

CCS 254

NEW MEDIA: POLICIES AND TECHNOLOGIES

James Miller

Mass communication is being transformed by a revolution in electronic hardware, especially the convergence of video, the computer, and the telephone. In addition, countries are fundamentally revising long established relationships between state authorities and mass media. This course will explore both intertwined developments in North America and Western Europe. Our goal will be to gain basic knowledge about an array of new technologies and services and to appreciate the complex political-economic factors that surround them. Our focus will be chiefly on the U.S., Canada, France, and Britain. Readings will include primary policy documents and recent academic and industry analyses. Students will write two or three essays and a longer research paper. Class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 25.

CCS 256

DEVELOPMENTAL NEUROPSYCHOLOGY

Christopher Chase/Mary Jo Rattermann

The human brain performs tasks of such complexity that no computer has ever been able to match its performance: it controls your thoughts, memories and emotions, as well as reflexes and basic bodily functions which are necessary for life. Because of its marvelous complexity, the human brain is one of the last organs in our body to fully develop. During its lengthy development, the brain undergoes many radical changes and is also susceptible to many different types of damage. In this course students will learn about what parts of the brain

are involved in different aspects of psychological functions, such as facial recognition, language, emotions and memory, and how these functions develop. Clinical cases of patients who have suffered different types of brain damage as children or as adults will be discussed, along with the study of neuroanatomy and neuropsychology. Students will be expected to conduct independent library research and to read and critique primary research articles. Class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 35, by instructor permission.

CCS 265

**BUDDHIST PHILOSOPHY: INDO-TIBETAN
MADHYAMIKA**

Jay Garfield

This course examines Indian Madhyamika Buddhist philosophy and its interpretation and elaboration in the Tibetan commentarial tradition with some attention to its interaction with Yogacara philosophy. We will read the principal works of Nagarjuna and Candrakirti, and some work of Vasubandhu and Dharmakirti, as well as relevant Tibetan primary texts and contemporary commentaries on the Indian and Tibetan literature and the philosophical problems it raises. Prerequisite: at least one course in either Buddhism or Western metaphysics or epistemology. The class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 25.

CCS 266

FILM/MEDIA HISTORY/CRITICISM
TBA

CCS 278

**PROGRAMMING FOR A GRAPHICAL USER
INTERFACE**

Richard Muller

Graphical user interfaces have become almost ubiquitous for users of personal computers and work stations. The Macintosh Finder, Windows 3.1, and X Windows-based environments like Open Look and Motif all present the computer user with a visual representation of computer resources and allow input from a device like a mouse or trackball as well as a keyboard.

Writing programs for such an environment presents an interesting set of problems at the technical and conceptual level. This course will focus first on the techniques necessary for writing programs for the Macintosh, and then will examine one of the X Windows Unix work station environments. We will also read and discuss some of the critical literature on interface design.

The course will be taught in the C language. Students should be confident C programmers and should have completed both an introduction to computer science and a course in data structures. Class will meet twice a week for one-and-one-half hours. Enrollment limit is 18.

CCS 282

ADVANCED TOPICS IN ARTIFICIAL INTELLIGENCE
Lee Spector

This course will cover advanced concepts in artificial intelligence (AI) research, focusing on Lisp programming

techniques for the construction of complex AI systems. We will read papers on current directions in AI research, and we will design and construct AI programs in an exploration of computational cognitive science. We will cover a range of application areas including knowledge representation, natural language processing, computational approaches to creativity, AI simulation models, and additional areas according to the interests of the students in the class. We will also cover object-oriented programming techniques using the Common Lisp Object System (CLOS).

The prerequisite for this course is CCS 263 (Introduction to Artificial Intelligence) or an equivalent Lisp-based AI course. Students will be expected to complete several small programming assignments and a final project that will include both a paper and a significant Lisp program. The class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 20.

CCS 286

ADVANCED VIDEO PRODUCTION WORKSHOP
Joan Braderman

This is a workshop course for intermediate and advanced students in video production. The course is project based and will include both field and studio production, narrative, performance, and installation. Lighting workshops with a lighting designer/cinematographer, budget workshops with a film/video producer, grant writing workshops with a professional media funder, and a distribution workshop as well as sound, editing, and studio workshops will be included. Students are required to have taken *at least* one course in video or film production. Readings and screenings will augment works-in-progress critiques and workshops with invited guests. Class will meet once a week for three hours. Enrollment is open, with instructor permission.

CCS 313

KANT AND HEIDEGGER

Jay Garfield/Tsenay Serequeberhan

This advanced seminar will be devoted to a close reading of much of Kant's *Critique of Pure Reason* and Heidegger's *Kant and the Problem of Metaphysics*. We will work first to understand Kant's text on its own terms. We will then read it through Heidegger's interpretation and consider the critical response to the Kantian program and tradition represented by Heidegger's response. Prerequisites: at least one course in metaphysics, epistemology, or modern philosophy. The course will meet once a week for three hours. Enrollment limit is 25.

SCHOOL OF HUMANITIES AND ARTS (HA)

CURRICULUM STATEMENT

Course offerings in the Humanities and Arts may appear to differ markedly from those arranged at other colleges through departments, and so they do. Each of the great, traditional disciplines of inquiry (English, History, Philosophy, Music, etc.), rather than being the province of one department and 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 study of American writing considers 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 an artist and a humanities faculty, 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, offer more comprehensive study of the humanities and arts and reflect the interplay between these two areas of study. Courses at the 300-level are advanced seminars and presume some background of experience and knowledge on the part of the student. Students who are building their Division II concentrations should look at both the 200-level and the 300-level courses.

Successful completion of two 100-level or one 100-level and one 200-level course, with certain exceptions, may fulfill the Division I requirement. Particular courses which essentially stress technical skill acquisition cannot be used to fulfill Division I requirements. Such courses are noted with an asterisk (*) after the course number.

COURSE LIST

100 LEVEL

HA 104

INTRODUCTION TO DRAWING
Riley Brewster

HA 106

SCULPTURE FOUNDATION
William Brayton

HA 107

INTRODUCTION TO FILM ANIMATION
Amy Stechler Burns/Pam Baucom

HA 108

INTRODUCTION TO PAINTING
Judith Mann

HA 110

FILM/VIDEO WORKSHOP I
Bill Brand

HA 111

STILL PHOTOGRAPHY WORKSHOP I
Sandra Matthews

HA 113*

MODERN DANCE I
TBA

HA 114*

MODERN DANCE II
Daphne Lowell

HA 119p/HA 119

**MAKING MEANING: READING IN (AND OUT)
OF THE CANON**
Lee Heller/L. Brown Kennedy

HA 123p

FROM PAGE TO STAGE
Rhonda Blair/Wayne Kramer

HA/SS/NS 129

WOMEN'S BODIES/WOMEN'S LIVES
Lynne Hanley/Debra Martin/Margaret Cerullo

HA 130

READING POETRY
Nancy Sherman

HA 138

RUSSIA: FILM/LITERATURE OF REVOLUTION
Joanna Hubbs

HA 139p

EMERGENCE OF MODERNISM
Sura Levine

HA 140

**LIFE STORIES: READING AND WRITING
AUTOBIOGRAPHIES**
Michael Lesy

HA 150

PUBLIC CULTURE: THE CASE OF LOS ANGELES
Norman Holland/Mary Russo/Jeffrey Wallen

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

HA 160p
SOUTHERN WRITERS: SENSE OF PLACE?
L. Brown Kennedy

HA 176
MUSIC I: BASIC TONAL THEORY
Margo Simmons

HA/CCS 180F
CULTURE AND REPRESENTATION: AN INTRODUCTION TO CULTURAL STUDIES
Joan Landes, et al

HA 194
ACTING
Rhonda Blair

200 LEVEL
HA 204
INTERMEDIATE DRAWING
William Brayton

HA 209
INCARNATION: A DANCE REPERTORY PROJECT
Daphne Lowell

HA 210
FILM/VIDEO WORKSHOP II
TBA

HA 211
STILL PHOTOGRAPHY WORKSHOP II
Sarah Hart

HA 216*
MODERN DANCE TECHNIQUE IV
Rebecca Nordstrom

HA/CCS 217
FILM, VIDEO AND THE PUBLIC SPHERE
Norman Cowie

HA 227*
THEATRE PRACTICUM
Wayne Kramer

HA 228
IRISH WOMEN WRITERS, EIGHTEENTH CENTURY TO THE PRESENT
Peggy O'Brien

HA 231
POETRY WRITING WORKSHOP
Andrew Salkey

HA 233
TOLSTOI
Joanna Hubbs

HA 234
SHORT STORY WRITING WORKSHOP
Lynne Hanley

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 Lateef/Robert Coles

HA 246
THE POWER OF THE NOVEL: EVIL, SPECULATION, AND ADULTERY IN NINETEENTH CENTURY FICTION
Jeffrey Wallen

HA 254
READING, WRITING, AND REVISION: AN INTRODUCTION TO FICTION AND DRAMA
Ellen Donkin/Nina Payne

HA 260
FEMINIST CHALLENGES TO ART HISTORY
Sura Levine

HA 266
DESIGNING THE POST-SUBURBAN CITY
Robert Goodman

HA 272
DANCE AND CULTURE
Yvonne Daniel

HA 281
MUSIC III: POST-TONAL MUSIC SYSTEMS
Margo Simmons

HA 290A/B
ELECTRO-ACOUSTIC MUSIC
Daniel Warner

300 LEVEL
HA 305
ADVANCED PAINTING
Riley Brewster

HA 313
STILL PHOTOGRAPHY WORKSHOP III
Sandra Matthews

HA 314
FILM/VIDEO WORKSHOP III: SOUND, IMAGE, AND MUSIC
Bill Brand/Daniel Warner

HA 323
COMPARATIVE LITERATURE SEMINAR: ON THE GROTESQUE
Mary Russo

HA 386
LABAN MOVEMENT ANALYSIS II: EXPLORING CREATIVE PROCESS
Rebecca Nordstrom

NOTE:

The Film/Photography faculty would like students to engage in one college-level critical issues course (film, photography, video, art history, or visual literacy oriented) prior to taking Film/Video Workshop I or Still Photography Workshop I. Hampshire College courses meeting this criterion this fall term are:

HA 139p	Emergence of Modernism
HA 159	The Man-Made Environment: Processes of Design
CCS 159p	Introduction to Media Criticism
CCS 173	Video Art and Politics

(Similar courses giving a grounding in visual theory and practice at the other colleges are suitable as well.)

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 courses, 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. The list of students enrolled in the course will be posted in the Humanities and Arts office the morning following the first class.

APPLICATION PROCESS FOR CREATIVE WRITING AND THEATRE:

Students who wish to have a member of the creative writing faculty or theatre faculty on their Division II or Division III committees must participate in an application process which will occur at the beginning of each semester. Instructions and application forms are available in the Humanities and Arts office. The deadlines for submission of portfolios for fall 1993 will be October 8th for students planning to file Division II or III contracts on October 29th. Portfolios will be reviewed and assigned by the creative writing faculty, as a whole, for writing concentrators; and by the theatre faculty, as a whole, for theatre concentrators. Assignments for creative writing committees will be posted on the bulletin board next to EDH 16 within one week. Assignments for theatre committees will be posted on the door of the theatre offices within one week.

COURSE DESCRIPTIONS

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 at Hampshire would benefit from an introductory drawing course. Class will meet for three hours twice each week. Enrollment limit 20.

HA 106
SCULPTURE FOUNDATION
William Brayton

This course is constructed to help students establish a basis for thinking and working in three dimensions. Assignments will be structured to develop greater perceptual and technical skills in a wide range of materials. Within their associated techniques, students will work through representational and non representational approaches to form. Critiques will be designed to expand each student's ability to verbally articulate their concerns. Historical and contemporary sculptors will be discussed to enrich students' understanding of the most significant issues pertaining to this field. Class will meet for two-and-one-half hours twice a week. Enrollment limit is 15.

HA 107
INTRODUCTION TO FILM ANIMATION
Amy Stechler Burns/Pam Baucom

This is a studio course in which students will complete exercises in a wide range of techniques including cameraless, cut-out, line, clay, and puppet animation. The course will emphasize creativity in the conception, and care in the execution of each short film. We will screen and discuss all kinds of animation and critique our own work in light of the lessons and inspiration taken from professional animators. Students without rudimentary film experience will learn how to use 16mm cameras, stands, lights and light meters. A film or art background is useful but not required.

Enrollment is limited to 12 students. There will be a \$50 lab fee and students will be expected to pay for their own film stock and processing. The class will meet for three hours once each week.

HA 108
INTRODUCTION TO PAINTING
Judith Mann

This course introduces students to the basic language, conventions, and materials of representational painting. The emphasis, through painting assignments,

slide discussions, and demonstrations, will be on accurate color mixing and attention to paint handling. Drawing will play an important role, and oil paint is the preferred medium. Students need not have any experience with paint, but the course will demand a great deal of time and effort. We meet six hours a week, and there will be regular out-of-class assignments. This course, or the equivalent, is necessary for those wishing to do more advanced work in painting. Materials for the course will cost between \$150 and \$200. Enrollment is limited to 18 and Introduction to Drawing is a prerequisite. Class will meet twice each week for three hours each session.

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 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, which 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 meeting.

HA 111

STILL PHOTOGRAPHY WORKSHOP I

Sandra Matthews

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

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 understand-

ing 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 each week for one-and-one-half hours. Enrollment is limited to 24. 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 is open, space considerations limit enrollment to 24. This course cannot be used as one-half of a Division I.

HA 119p/HA 119

MAKING MEANING: READING IN (AND OUT) OF THE CANON

Lee Heller/L. Brown Kennedy

This course is about the power of texts and readers to make meaning, and about the relationship between meaning and power. Our goal in the course is to explore how and why people read; the power of certain works over their readers; the uses readers put texts to in making meaning; and the relationship between individual and collective acts of reading. How do powerful works help us make sense—of ourselves, of our experiences, of the world?

Our readings for this course will focus on, and also break away from, canonical materials, as we look both at how a variety of texts take on questions of power and meaning, and at the potency of a text to do so. Thus authors to be read will include Homer, Shakespeare, and Jane Austen—"great" writers in the Western literary tradition—along with Toni Morrison and Chinua Achebe. How does the notion of a canon shape our reading, both in and out of it?

This course will meet in a variety of formats: in two separate discussion sections (with one section functioning as a proseminar for new students); as one large discussion group; and for occasional lectures. The course itself meets twice a week for one-and-one-half hours. Enrollment will consist of 18 new students and 17 returning students.

HA 123p

FROM PAGE TO STAGE

Rhonda Blair/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, playwriting, dramaturgy, design, acting, and directing. Class will meet twice each week for one-and-one-half hours. Enrollment is limited to 30.

HA/SS/NS 129

WOMEN'S BODIES/WOMEN'S LIVES

Lynne Hanley/Margaret Cerullo/Debra Martin

An introduction to feminist studies, this course explores the representation of the female body from the perspectives of three schools. Beginning with literary representations of the female body, the course goes 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 women and women of color. Readings considered in the course include "Debbie and Julie," "Monster Stories: Women Charged with Perinatal Endangerment," *Beloved*, selections from *The Alchemy of Race and Rights*, "Grady's Gift," "Nurturing the Master's Child," "Science, Facts, and Feminism," "Detecting Changes in Functional Ability in Women With Premenstrual Syndrome," *A Restricted Country*, selections from *Zami* and *Later the Same Day*, *Passing*, "Plasma Testosterone in Homosexual and Heterosexual Women," "Sex Hormones in Lesbian and Heterosexual Women," "Ethnicity, Survival, and Delay in Seeking Treatment for Symptoms of Breast Cancer," "Breast Cancer: the Environmental Connection," selections from *The Autobiography of Ida B. Wells*, *Meridian*, "Advancing Luna and Ida B. Wells," and "Friday on the Potomac."

The course is team-taught by faculty members from each of the three schools. Class meets twice a week, once 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. Enrollment is limited to 60 students.

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

HA 138

RUSSIA: FILM/LITERATURE OF REVOLUTION

Joanna Hubbs

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

Readings include: Chekov, "The Cherry Orchard"; Bielyi, *St. Petersburg*; Blok, "The Twelve"; Mayakovsky, "Lenin"; Zamiatin, *We*; Bulgakov, *The Master and Marguerita*; and Trotsky's *Literature and Revolution*. Films: Pudovkin, *Mother*; Dovzhenko, *Earth*; Vestov, *The Man With a Camera*; Eisenstein, *The Battleship Potemkin*. Class will meet twice each week for one-and-one-half hours. Enrollment is limited to 35.

HA 139p

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 of 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 students to various art historical "positions." Students will be expected to give presentations on objects in local museums and to write several papers. Class will meet twice weekly for one-and-one-half hours. Enrollment is limited to 20 students.

HA 140

LIFE STORIES: READING AND WRITING AUTOBIOGRAPHIES

Michael Lesy

Autobiographies are literary nonfiction 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.

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 Gornick'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. 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 150

PUBLIC CULTURE: THE CASE OF LOS ANGELES

Norman Holland/Mary Russo/Jeffrey Wallen

This course will explore the horizons of public culture by using Los Angeles as a case study. No city in the twentieth century is more deeply rooted in the imagination than Los Angeles. As westward destination, as heart of the culture industry, and now as world metropolis, Los Angeles is the product of fierce

"imagineering." Through essays, films, fiction, architecture, and music, the course surveys several paradoxical dimensions of the social and cultural landscapes of L.A.: the home of *noir* amidst the fantasies of sunshine, the site of exile, the "capital of the Third World," and the symbol of the future. Mapping this history will give voice to the embedded contradictions of ethnicity and class that are the repressed matter of this deeply envisioned urban terrain. Students will have the opportunity to develop their own projects on L.A. for both class discussions and Division I exams. This course is a component of the Cultural Studies Program curriculum.

Class will meet twice each week for one-and-one-half hours with occasional additional film screenings required. Enrollment is limited to 60.

HA 159

THE MAN-MADE ENVIRONMENT: PROCESSES OF DESIGN

Earl Pope

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

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

HA 160p

SOUTHERN WRITERS: SENSE OF PLACE?

L. Brown Kennedy

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

As for my point of view—the possible questions or kinds of unity I had in mind in choosing these particular writers—How do sex or race shape the segment of

human experience they choose to depict? Of what importance is it that they are all Southern? Is regionalism a useful criterion in thinking about literature? If not, in what other ways can one talk about the sense of place—of land, of history, and of community they evoke in their writing? What can one make of the insistence one finds in many of their works on isolation, loneliness or violence and on the physically and psychologically grotesque?

Short bi-weekly essays and a longer research paper will be expected. Class meets twice weekly for one-and-one-half hours. Enrollment limit 20.

HA 176

MUSIC I: BASIC TONAL THEORY

Margo Simmons

This course provides an introduction to the nature, language, and practice of tonal music. Topics to be covered include musical notation, intervals, scales, keys, chords, melody, rhythm, and rudiments of musical form. The course will cover diatonic chord progressions with a strong emphasis on the principles of voice leading. Examples will be drawn from classical music, popular music, and Jazz. Comparative examples from World music will also be discussed. Students will be expected to complete weekly reading, listening, and composition assignments, aural-training sessions, as well as writing three concert reviews during the course of the semester.

Class will meet twice weekly for one-and-one-half hours. Prerequisite: ability to read music. Enrollment is limited to 25 students.

HA/CCS 180F

CULTURE AND REPRESENTATION: AN INTRODUCTION TO CULTURAL STUDIES

Joan Landes, et al

This course introduces students to the complex interrelationship between cultural representations and social formations. In weekly lectures by Cultural Studies faculty and visiting artists and scholars, students will gain a comprehensive overview of the constellation of texts, works of art and popular culture, theorists and artists encompassed by Cultural Studies. In intensive three-week course modules, students will work with individual faculty members on specific topics that further their understanding of the ways in which personal and collective experience are organized and transformed by language, image, and technology. Special emphasis will be placed on developing students' critical writing/interpretive skills.

The course format consists of weekly lectures and three blocks of modular courses. Each block will run for three weeks. Students should enroll for two modules (but may not enroll for two modules from the same block). There are two sections of each module in order to provide flexibility in student scheduling. Students will participate in two modules (but not two modules from the same block). During the block when a student is not participating in a module, he/she will attend weekly discussion sessions and work with individual faculty members on papers and/or projects. Students are expected to attend the weekly lectures throughout the semester. Enrollment in each module is limited to 20.

The course will meet W 7-8:30 (lecture) and TTh 10:30-12:30 (Section I) or TTh 1:30-3:30 (Section II). Students should preregister for either Section I or Section II.

BLOCK ONE (SEPTEMBER 21 - OCTOBER 8)

Mind and Convention

Jay Garfield

What is the relationship between an individual thinker, speaker, knower or actor and his/her home culture? Perhaps a culture is composed of individuals who autonomously think, speak, know and act, and as a consequence of their cooperations in these ventures produce culture. Perhaps, on the other hand, a culture comprises individuals whose very ability to engage in these activities depends upon their participation in the conventions and collective activity that culture constitutes. This course module introduces and explores this possibility through both Western and Asian philosophical texts.

The Myth of Objectivity

David Kerr

Few institutions have made more of their dedication to objectivity than the mainstream American press. As journalism became more homogeneous, claims that objectivity was the primary principle of reporting increased. Using philosophical, critical, and historical sources, we will study the growth of the cult of objectivity in American journalism and speculate about its impact on other American institutions as well as on the reading public.

BLOCK TWO (OCTOBER 14 - NOVEMBER 2)

Fictional Challenges: The Case of Borges

Norman Holland

Through an intense reading of the Argentine writer Jorge Luis Borges, this module seeks to understand the discursive mechanisms of culture. In his writings, Borges manipulates Western literary spaces long associated with high culture. His work challenges stock assumptions about language, writing, reading and experience. Issues to be discussed include reading as detection, fiction and theory, the death of the author, disembodied truths, nationalism, and the politics of intelligence.

Multicultural Makers: New Works in Video/Film/Photo

Joan Braderman

An introduction to reading visual images as well as making images, we will look at recent works by such artists as Julie Dash, Marlon Riggs, Janice Tanaka, Black Audio Collective, Isaac Julian, Zeinabu Davis, and Lourdes Portillo. Screenings and analysis of works screened will be augmented by readings by such writers as Kobena Mercer, Coco Fusco, Henry Lewis Gates, and B. Ruby Rich. Slides of photo and installation work by artists like Carrie Mae Weems and Jimmie Durham will be counterposed with images of people of color in the mass media. Students will be required to attend all screenings and discussions (including one evening screening) and to produce a collage and a storyboard.

BLOCK THREE (NOVEMBER 4 - NOVEMBER 30)

Producers and Consumers of Texts

Lee Heller

This module focuses on the meaning that we find in texts and explores the multiple locations out of which that meaning emerges. What do we mean when we speak of producers of texts—do we mean authors only? What other forces shape the making of texts, their distribution and reception? To the extent that meaning is contested terrain, how is it the result of a complex combination of economic, social, and technological factors, rather than a simple transmission from creator to audience? We will explore the role of authors, audiences, and communication networks in constructing meaning.

Gender and Film Spectatorship

Kathryn Fuller

This module will examine viewers' search for identity and desire in visual media. We will draw from feminist thought, film studies, psychoanalytic theory, and social and cultural history to explore the gendered relationships among movies, meaning, pleasure, and spectatorial position. We will read authors such as Metz, Mulvey, Doane, Staiger, Kaplan, and Dyer on the positioning of film viewers (especially women and gays) and study specific examples drawn from classical Hollywood cinema to current broadcast media.

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 limit 18.

HA 204

INTERMEDIATE DRAWING

William Brayton

This course is a continuation of Introduction to Drawing. 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 four hours once each week. Enrollment is limited to 20 students.

HA 209

INCARNATION: A DANCE REPERTORY PROJECT

Daphne Lowell

For a society which produces abundant images of

sexual activity, we rarely make images of pregnancy, and those we create tend to be sentimental or designed for shock appeal. This fundamental life event is cloaked, compartmentalized, avoided, while sexuality is promoted. Moreover, dance—the art of the moving body—is of all the arts particularly void of such imagery, mute on this theme, while it endlessly portrays women as young, appealing, and childless. This course will be a laboratory for the creation of a new dance-theatre piece exploring the issues and images of pregnancy (and sexuality) from a variety of angles. Students will participate as dancers, and also as co-creators, in this faculty choreographed work. We will collectively research the topic in the art, literature, and mythology of our own and of other cultures, and together produce a performance.

Previous performing experience is preferred, but varying levels of technical ability will be welcome. Rehearsals will be conducted during class time, but additional rehearsal time will also be required. Artists of other media are invited to participate in the project. Class will meet three times a week for two hours each session. Enrollment is open.

HA 210

FILM/VIDEO WORKSHOP II

TBA

This course emphasizes the development of skills in 16mm filmmaking, including pre-planning (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. Three-quarter-inch 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.

HA 211

STILL PHOTOGRAPHY WORKSHOP II

Sarah Hart

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. 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. Class will meet for three hours once a week. Enrollment will be limited to 15 students and determined by permission of the instructor.

HA 216*

MODERN DANCE TECHNIQUE IV

Rebecca Nordstrom

This is an 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 one-and-one-half hours. Enrollment is limited to 24.

HA/CCS 217

FILM, VIDEO AND THE PUBLIC SPHERE

Norman Cowie

Film, Video and the Public Sphere is a critical studies course examining the ways in which social experience in late-capitalism is culturally organized through the dominant media, particularly film and broadcast television. We will contrast different historical and theoretical conceptions of the media, ideology, and the public sphere, and consider the work of independent filmmakers, artists and activists that seek to challenge and intervene in the representational systems of contemporary society. Prerequisites: either one film or video production course, or one film or video critical studies course, and permission of instructor. Class will meet once a week for four hours. Enrollment limit is 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 a postmortem following the closing of each production to enable the student to assess and learn from the strengths and weaknesses of their procedures.

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

meetings to be announced. This course cannot be used as one-half of a Division I.

HA 228

IRISH WOMEN WRITERS, EIGHTEENTH CENTURY TO THE PRESENT

Peggy O'Brien

For political reasons colonial and post colonial literatures must often feature male voices. Nonetheless, in Ireland there are a number of significant female voices, never more than at the present. These women explicitly investigate the relationship between the oppression of a culture and of a gender. Many feel at two removes from the canon of English literature.

We will read authors from Maria Edgeworth through Lady Gregory up to the crop of current writers: Medbh McGuckian, Eavan Boland, Edna O'Brien, and others. Class will meet twice a week for one-and-one-half hours. Enrollment is limited to 25.

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 composition and technique, 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 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.

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 8, 1993. Bring four poems with you to this meeting.

HA 233

TOLSTOI

Joanna Hubbs

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

This seminar on Tolstoi will trace his development as a writer in the context of the cultural and social upheaval

in nineteenth-century Russia. Students will be asked to research topics relating to Tolstoi's attitude to the church, the state, political parties, and the "woman question." However, our reading of Tolstoi's novels and short stories will focus on his theories about art, specifically about its "infective" nature. The class will meet twice a week for one-and-one-half hours. Enrollment is limited to 20 by instructor permission.

HA 234

SHORT STORY WRITING WORKSHOP

Lynne Hanley

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

Students will write every week for the first six weeks and writing assignments will be accompanied by reading assignments in which the specific aspect of fiction we are exploring is handled particularly imaginatively or forcefully. Each student will also be asked to select a short story she or he likes, and to present it to the class. Students should be prepared to share their work with the class and to respond constructively to the work of their classmates. Class will meet once each week for three hours and enrollment is limited to 16 with instructor permission required.

HA 235

LITERARY NONFICTION, 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 nonfiction 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 on-the-spot oral critical analysis, 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 8, 1993. 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, concentrating on the woodlands, lakes, prairies, great plains, the pueblo/canyon southwest, and the California desert country. Texts from the white culture will be compared and contrasted with sources from American Indian cultures.

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. For example, we'll examine autobiography as a genre, providing instances of the different uses of personal narrative and "life histories" by storytellers in the two cultures. We'll examine the "trickster"-coyote theme and its implications in traditional and modern guise. In connection with this, we will look at issues that emerge when the teller is of mixed parentage (e.g. Momaday, Silko, Erdrich, Vizenor). I am also especially interested in drawing out implications of gender in narrative constructions.

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.

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 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 and 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 246

THE POWER OF THE NOVEL: EVIL, SPECULATION, AND ADULTERY IN NINETEENTH-CENTURY FICTION
Jeffrey Wallen

In the nineteenth century, the novel became the dominant literary form. In this class, we will look at forms of power within the novel, and also examine the power of the novel in society. In particular, we will explore forms of excess and desire: the revolt of "evil" against "good" amidst the seemingly tranquil English moors, the mania of speculation in the modern metropolis, and the transgressive violence of erotic desire against the conventions of bourgeois society. Readings will include works by Emily Brönte, Honore de Balzac, Charles Dickens, Gustave Flaubert, George Eliot (Mary Anne Evans), Emile Zola, and Joseph Conrad. Class will meet twice each week for one-and-one-half hours. Enrollment is limited to 25 students.

HA 254

READING, WRITING AND REVISION: AN INTRODUCTION TO FICTION AND DRAMA

Ellen Donkin/Nina Payne

We will spend the first weeks of the semester reading works of literature that will provide access to and instruction in fiction and drama. What are the imaginative devices that transform personal experience into material for a short story or a dramatic scene? What place do voice, imagery, metaphor, dramatic action and narrative structure have in the writing of fiction and drama? In what ways do the elements of craft differ or overlap from one form to another? Having responded to readings from the standpoint of a writer, we will proceed slowly into writing itself. In-class exercises, outside assignments and revisions in response to faculty and student critique will develop in the direction of finished work by the end of

the term. This class is open to second and third year students through preregistration. Limit is 35. Class will meet twice each week for one-and-one-half hours.

HA 260

FEMINIST CHALLENGES TO ART HISTORY

Sura Levine

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

Class will meet once a week for three hours. Preference will be given to students who have a strong background in art history, feminist theory, and/or cultural studies. Limited to 20.

HA 266

DESIGNING THE POST-SUBURBAN CITY

Robert Goodman

Although social and economic conditions have changed dramatically over the past 20 years, our architecture and urban planning approaches are still defined by the suburban model of tract housing, shopping malls, the separation of work and residential areas, and other forms of auto-dependent development. Our communities are also characterized by ethnic, racial, family-type, and income segregation.

In this course we will prepare architecture and planning approaches which are environmentally responsible and allow for diverse family and cultural arrangements. We will examine different design and cultural approaches to shopping, housing, learning, and work. A local site will be used as the setting for student designs.

While drawing skills will be helpful, they are not essential. This workshop course will emphasize a rigorous approach to new design ideas. Class will meet twice each week for two hours. Enrollment is open.

HA 272

DANCE AND CULTURE

Yvonne Daniel

This class is an 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. For dance majors/concentrators, 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 multiculturalism, the consideration of diverse cultures through dance. This course is a prerequisite for Dance 375 (Anthropology of Dance). Class will meet twice each week for two hours each session. Enrollment limit is 24.

HA 281

MUSIC III: POST-TONAL MUSIC SYSTEMS

Margo Simmons

This course will involve the study of a wide range of twentieth-century compositional styles and techniques. Topics to be covered will include non-tertian harmony, synthetic scales, twelve tone/serial procedures, basic set theory, layered/generative theories, indeterminate notation, avant-garde Jazz, experimental pop music, and minimalist techniques. Students will be expected to complete weekly reading, listening, and composition assignments as well as one analytical paper.

Class will meet twice weekly for one-and-one-half hours. Prerequisite: HA 265 or equivalent theory course. Enrollment is limited to 20 students.

HA 290A/B

ELECTRO-ACOUSTIC MUSIC

Daniel Warner

This course will be taught in two sections. Section A, open to all students, will explore the basic techniques of analog and digital electronic music synthesis. Students will work on analog synthesizers as well as MIDI based digital synthesizers. We shall approach this medium through a variety of compositional worlds including Classical music, Rock, and Jazz. Topics to be covered are basic acoustics, production skills, synthesis techniques, MIDI programming, and algorithmic composition. Students will be expected to complete three small-scale composition projects during the course of the semester. Section B, designed for advanced students, will offer tutorials in software-based sound synthesis and signal processing using the CMUSIC language running on a Sun SPARC system. Students will be expected to complete weekly reading assignments, programming assignments, and composition projects using the CMUSIC software. This course may be repeated.

Class will meet once a week for three hours. Enrollment in section A is limited to 12 students. Enrollment in section B is limited to 8 students by instructor permission.

HA 305

ADVANCED PAINTING

Riley Brewster

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 techniques and materials and their relationship to expression. Class will meet once each week for five hours. Enrollment by instructor permission.

HA 313

STILL PHOTOGRAPHY WORKSHOP III

Sandra Matthews

Work from Photography Workshop II, Photography II or equivalent experience is a necessary prerequisite for this course. Assignments in contemporary practices in photography, and readings in history and criticism will be made. Expectations are to further develop students' competence in practice and criticism in preparation for the concentration. Class will meet once each week for three hours. Enrollment by instructor permission.

HA 314

FILM/VIDEO WORKSHOP III: SOUND, IMAGE AND MUSIC

Bill Brand/Daniel Warner

This course is designed for Division III and advanced Division II film/video and music students who are interested in working in pairs to create a sound film. The class will conduct a series of exercises exploring sound recording, sound/image relationships, and scoring for sound and image. The course is an advanced seminar emphasizing group critiques and explorations rather than standard industrial practices.

The course will contain a significant critical component involving theoretical and historical readings as well as film viewing and music listening. Students will be expected to submit weekly detailed summaries and responses to this material.

The course is limited to students who have completed advanced production courses in film and/or video or students who have completed at least one music composition course. Film students will be expected to acquire a basic working knowledge of sound studio while music students are expected to learn the basic procedures of film production.

The workshop will meet once a week for three hours plus additional meeting times reserved for film screenings and music listening. Enrollment is by instructor permission and a lab fee of \$50 is required.

HA 323

COMPARATIVE LITERATURE SEMINAR: ON THE GROTESQUE

Mary Russo

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

analysis, we will discuss examples from literature, art, and cinema.

Student projects will be drawn from a list of works by Rabelais, Swift, Dickens, Hoffman, Poe, Kafka, Gogol, Angela Carter, and Doctorow. Class will meet once a week for three hours. Enrollment is limited to 20 students with instructor permission required.

HA 386

LABAN MOVEMENT ANALYSIS II: EXPLORING CREATIVE PROCESS

Rebecca Nordstrom

This course is designed for upper level artists working in a variety of disciplines such as dance, theatre, film, and sculpture. Using concepts from Rudolph Laban's system of movement analysis (LMA), we'll explore three dimensional movement and form with an eye towards discovering new creative possibilities within and among various art mediums. Through reading, problem solving, improvisation and games we will investigate Laban's principles of space harmony, effort, shape modes/design and look for ways in which these investigations influence our creative process. A range of stylistic approaches to art making will be embraced as students develop projects using the media of their choice. This is not a dance class though students will engage in physical exploration of concepts. No previous movement training is required, just a willingness to invest one's entire body/mind in the pursuit of discovery and creativity. Previous study of LMA is desirable but not required. Class will meet twice a week for two hours each session. Enrollment is open.

SCHOOL OF NATURAL SCIENCE (NS)**CURRICULUM STATEMENT**

The School of Natural Science plans its curriculum around three major areas of urgent interest to scientists and society alike: biomedical science, agricultural studies, and environmental science/alternative technology. These themes are most apparent in the introductory courses and advanced seminars; basic science courses such as biology, chemistry, physics, mathematics, and geology provide the foundation for all advanced work in science.

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 develop 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 the topic of the course on their own.

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

AGRICULTURAL STUDIES/FARM CENTER

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 laboratories in the science building,

Hampshire College Farm Center, and the Bioshelter. Student projects focus on the land, soil, crops, trees, insects, dogs, and 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, animal scientist Benjamin Oke, entomologist Brian Schultz, plant physiologist Lawrence Winship. 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.

WOMEN AND SCIENCE

Women and Science is an informal program in which faculty, students, and staff are involved in seminars, courses, and projects examining 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, and biological issues concerning gender. We are also concerned with the participation of women in the sciences, and encouraging women to study science at all levels of their education. The Women and Science Program sponsors two separate Days-In-The-Lab for middle school students each year.

A complete description of the FIVE COLLEGE ASTRONOMY and COASTAL AND MARINE STUDIES PROGRAMS can be found in the Five College Program section of this guide.

COURSE LIST**100 LEVEL**

NS 102

PHYSICS I

Frederick Wirth/Allan Krass/Herbert Bernstein

NS 107

EVOLUTION OF THE EARTH

John B. Reid

NS/SS 109

HEALTH CARE AND MINORITY COMMUNITIES

John Foster/Robert von der Lippe

- NS 119p
FITNESS, HEALTHY HEARTS, AND HEART DISEASE
Merle Bruno
- NS/HA/SS 129
WOMEN'S BODIES/WOMEN'S LIVES
Debra Martin/Lynn Hanley/Margaret Cerullo
- NS 131p
DRUGS IN THE NERVOUS SYSTEM
Ann McNeal
- NS 135p
HEALTH IN AMERICA BEFORE COLUMBUS
Debra Martin
- NS 137
ANIMAL BEHAVIOR
Raymond P. Coppinger
- NS 138
**WILDLIFE ISSUES IN AGRICULTURAL DEVELOPMENT:
A LAST LOOK AT NATURE**
Raymond P. Coppinger
- NS 141p
**BUGS AND DRUGS: NATURALLY OCCURRING
MEDICINES AND PESTICIDES**
Nancy Lowry/Brian Schultz
- NS 143
ECOLOGY AND AGRICULTURE
Brian Schultz/Lawrence J. Winship
- NS/SS 154
THE HISTORY AND GEOGRAPHY OF FAMINES
Ben Wisner
- NS 155
**ENVIRONMENTAL CONCERNS AND THE THIRD
WORLD NATIONS**
Dula Amarasiwardena
- NS 157
FOOD, NUTRITION, AND HEALTH
Benjamin Oke
- NS 169
MATHEMATICS AND THE OTHER ARTS
Kenneth Hoffman
- NS 180
AQUATIC ECOLOGY
Charlene D'Avanzo
- NS 182
APPROPRIATE TECHNOLOGY
Frederick Wirth
- NS 191
ENVIRONMENTAL SCIENCE
Charlene D'Avanzo/John B. Reid
- NS 192
TEACHING SCIENCE IN MIDDLE SCHOOL
Merle Bruno/Madilyn Engvall

- NS 197
BIOPSYCHOSOCIAL ASPECTS OF DISEASE
Michelle Murrain

200 LEVEL

- NS 202
BASIC CHEMISTRY I
Dula Amarasiwardena
- NS 204
PHYSICS III
Herbert Bernstein/Allan Krass/Frederick Wirth

- NS 208
PLANT BIOLOGY
Lawrence J. Winship

- NS 260
CALCULUS I
David Kelly

- NS 285
THE SCIENCE OF AIDS
Michelle Murrain

300 LEVEL

- NS 316
LINEAR ALGEBRA AND ITS APPLICATIONS
Kenneth Hoffman

- NS 318
COMPLEX FUNCTION THEORY
David Kelly

- NS 330
BIOORGANIC CHEMISTRY
Nancy Lowry

- NS 370
COMPARATIVE PHYSIOLOGY
Benjamin Oke

- NS 379
INTERMEDIATE ELECTRICITY AND MAGNETISM
Allan Krass

- NS 398i
THIRD WORLD HEALTH
Ann McNeal

COURSE DESCRIPTIONS

- 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 204 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)
- thermodynamics and heat transfer
 - electromagnetic fields
 - wave motion

- NS 204 Physics III:** (Fall Semester)
- 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 107
EVOLUTION OF THE EARTH
John Reid

The central goal in this course is to develop confidence in a student's ability to look at a landscape and "see" the processes that have produced it. Using the Connecticut Valley and Cape Cod coast as field areas, we will investigate the effects of rivers, of glacial ice and its melt waters, of wave action, and of volcanic activity in creating the present shape of the land. In addition, we will consider the larger scale processes by which the earth's crust has formed and continues to evolve by plate tectonic motion and the drifting of continents. Readings will be taken from a text (*Earth, Press and Seiver*) and from primary literature. Evaluation will be based on class/field participation, and on three research papers based on investigations we carry out as a class in the field. Class will meet one-and-one-half hours twice a week plus a four-hour field/lab session. Enrollment limit is 25.

- NS/SS 109
HEALTH CARE AND MINORITY COMMUNITIES
John Foster/Robert von der Lippe

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

care? From the perspectives of social and natural science, we will try to address these and other questions in this course. The class will meet one-and-one-half hours twice a week. Enrollment limit is 35.

- NS 119p
FITNESS, HEALTHY HEARTS, AND HEART DISEASE
Merle Bruno

Fitness and cardiovascular health are of concern to everyone, and heart disease is still the major cause of death in the United States. Everyone you know has questions about his or her fitness: How much exercise will keep me fit? Should I be eating lots of oat bran or fish oil? My uncle has heart problems; what does that mean? How much does it matter that I smoke? I'm African American; does that mean I'll have hypertension?

In this class, students will learn how to measure and improve fitness, how the cardiovascular system works, and what heart disease is and ways it might be prevented or treated. They will learn to find and intelligently read research literature to help answer their questions and will pursue a topic in either fitness or disease that is of particular interest to them.

Some issues to be addressed through lectures, readings, and laboratory or library projects include the training effects of exercise, heart disease in women, "good" and "bad" cholesterol, and medical treatments of heart disease through medication, by-pass surgery, and laser angioplasty. Class will meet three times a week for one-and-one-half hours. Enrollment limit is 20.

- NS/HA/SS 129
WOMEN'S BODIES/WOMEN'S LIVES
Debra Martin/Lynne Hanley/Margaret Cerullo

An introduction to feminist studies, this course explores the representation of the female body from the perspectives of three schools. Beginning with literary representations of the female body, the course goes 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 women and women of color. Readings considered in the course include "Debbie and Julie," "Monster Stories: Women Charged with Perinatal Endangerment," *Beloved*, selections from *The Alchemy of Race and Rights*, "Grady's Gift," "Nurturing the Master's Child," "Science, Facts, and Feminism," "Detecting Changes in Functional Ability in Women With Premenstrual Syndrome," *A Restricted Country*, selections from *Zami* and *Later the Same Day, Passing*, "Plasma Testosterone in Homosexual and Heterosexual Women," "Sex Hormones in Lesbian and Heterosexual Women," "Ethnicity, Survival, and Delay in Seeking Treatment for Symptoms of Breast Cancer," "Breast Cancer: the Environmental Connection," selections from *The Autobiography of Ida B. Wells*, *Meridian*, "Advancing Luna and Ida B. Wells," and "Friday on the Potomac."

The course is team-taught by faculty members from each of the three schools. Class meets twice a week, once 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. Enrollment is limited to 60 students.

NS 131p

DRUGS IN THE NERVOUS SYSTEM

Ann McNeal

For many years scientists have used drugs to explore the functions of the nervous system. Others have tried to understand what makes addictive drugs addictive and recreational drugs attractive. We will explore both of these perspectives on the interaction of drugs and the nervous system. In order to understand drug actions we need to explore how nerve cells work. It is especially useful to know how nerves communicate with one another through synapses since many mood-altering drugs act at synapses.

No scientific background is required. Readings will consist of introductory materials and scientific papers. Each student will complete a research paper on a topic of her/his choice, and this paper can be the draft for a Natural Science Division I exam. Class will meet for one-and-one-half hours twice a week. Enrollment limit 20.

NS 135p

HEALTH IN AMERICA BEFORE COLUMBUS

Debra Martin

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. Class will meet for one-and-one-half hours twice a week. Enrollment limit 20.

NS 137

ANIMAL BEHAVIOR

Raymond P. Coppinger

What is an animal doing when it "behaves"? What motivates it to move? In this course we will explore the lives of animals as a biologist. Animals have a range of activities: they feed, they reproduce, and they spend much of their time protecting themselves from the environment. Did they evolve these behaviors through some genetic method as Darwin suggested or have they learned the techniques of living successful lives from their mother or perhaps careful observations of other animals? As scientists we will look in some detail at animal behavior and explore the methods that other scientists have used to try to answer these questions.

Students are expected to read and critique a series of articles from the professional scientific literature. In addition, they will write a final paper which may develop into a Division I examination project in NS. Class will meet twice a week for one-and-one-half hours. Enrollment is limited to 25.

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 50 years old and the world's population is ten billion and the domestic animals and plants are 40% of the world's biomass? Will government have been successful in extermination 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. Enrollment limit is 25.

NS 141p

BUGS AND DRUGS: NATURALLY OCCURRING MEDICINES AND PESTICIDES

Nancy Lowry/Brian Schultz

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? Does taxol fight cancer? Can the environment sustain yew tree harvesting? 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. Enrollment limit is 35.

NS 143

ECOLOGY AND AGRICULTURE

Brian Schultz/Lawrence J. Winship

The interests of food production and ecological preservation often seem to be in conflict. As population pressures increase, the need to develop agricultural methods that do not destroy our planet's ecological fabric becomes ever more pressing. We will take the position

that agriculture is a form of applied ecology and examine food production as an integrated system including not just farms, but also the forests, cities, rivers, and lakes surrounding farms. We will explore topics such as pesticide and nutrient pollution, food justice and economics, soil health and plant nutrition, and alternative agricultural systems such as alley cropping, intercropping, aquaculture, and greenhouses. We will draw our examples from diverse agroecosystems around the world, ranging over wet and dry tropical and temperate zones. In the seminar we will read and discuss research reports and monographs. We will use the lab period for trips to local farms (including the Hampshire Farm Center), to take samples, interview farmers and environmentalists, and to return to analyze samples in our lab.

Requirements for evaluation include active class and lab participation, one or two short papers and trip reports and a final class project involving lab or field research, written up as a research paper and presented to the class in an end-of-semester symposium. It is reasonable to assume that the final class project could become a project-based Division I Examination in Natural Science. Class will meet for one-and-one-half hours twice per week for seminar/discussion and one afternoon per week for lab and field projects. Enrollment limit is 35.

NS/SS 154

THE HISTORY AND GEOGRAPHY OF FAMINES

Benjamin Wisner

Hunger in the midst of plenty has been called an absurdity and an obscenity. How can we understand it? What can we do about it? Using case studies, readings in primary literature, and student projects, this course will introduce natural and social science tools for understanding and combating hunger. We will emphasize cases of catastrophic breakdown in food systems leading to mass starvation, social disruption, and migration. We will examine the political, economic, and ecological causes and effects of famines such as the Irish Potato Famine, the Bengal Famine in India, and the Great African Famines of the last two decades. Can people prevent famines? Are they even predictable or only "an act of God"? Class meets for one-and-one-half hours twice a week; enrollment limit 25.

NS 155

ENVIRONMENTAL CONCERNS AND THE THIRD WORLD NATIONS

Dula Amarasingiwardena

External and internal pressures on the economic, social and environmental systems of many Third World countries have led to serious environmental problems. This course will address a number of issues of current environmental concern in the Third World nations: water resources and safe drinking water for the people of the developing nations, toxic wastes, deforestation, use of nitrogen fertilizers and pesticides in agriculture, effects of technology transfer, and energy issues. We will also discuss some global environmental issues including

ozone layer depletion, the greenhouse effect, and acid rain. Class will meet twice a week for one-and-one-half hours. Class participation, and satisfactory work on papers, literature critiques and class projects are required for evaluation. Enrollment limit is 25.

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 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 169

MATHEMATICS AND THE OTHER ARTS

Kenneth Hoffman

This course will explore two aspects of math: 1) the way mathematics is used to describe and explore some of the structures of the other arts, such as music (the different kinds of scales and temperaments, some of the contemporary work of Xenakis), art (perspectivity, golden sections), architecture (tensegrities, geodesic structures); and 2) the aesthetic side of math itself, using topics growing out of the previous ideas as a foundation to develop new structures such as fractals and stochastic models which are beautiful in their own right. This course is designed for students who want to see some new aspects of the arts and/or who want to develop their mathematical sophistication by working on some different problems. This course does not presuppose a strong mathematical background, and there will be ample resources for working with students who have difficulties with any of the mathematical material. Weekly problem sets will be assigned. Class will meet for one-and-one-half hours three times a week. Enrollment limit is 25.

NS 180

AQUATIC ECOLOGY

Charlene D'Avanzo

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

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

NS 182

APPROPRIATE TECHNOLOGY

Frederick Wirth

This year we will look at the Hampshire College Farm Center. We will analyze energy flow and utilization on the farm, propose various strategies of conservation and evaluate alternative energy sources as well as novel agricultural technologies. The farm offers a rich and diverse system for analysis and the possibility of implementing practical programs that we develop. Class will meet for one-and-one-half hours twice a week. Enrollment limit is 25.

NS 191

ENVIRONMENTAL SCIENCE

Charlene D'Avanzo/John Reid

In this course students will learn first hand about the challenges of doing environmental research. We will focus on three areas of concern in the field of aquatic environmental sciences: 1) eutrophication of several local lakes, 2) possible effects of electrical power generation on erosion rates of Connecticut River banks, and 3) role of bedrock and soil chemistry on acid rain neutralization. In each project students will be actively involved in designing field and laboratory experiments, data collection, and writing scientific research projects. Through these research projects we hope that the students in this class will both appreciate the fun of science and, from the scientific perspective, why environmental problems are so difficult to "solve." Class meets twice a week for one-and-one-half hours and one afternoon a week for lab. Enrollment limit is 25.

NS 192

TEACHING SCIENCE IN MIDDLE SCHOOL

Merle Bruno/Madilyn Engvall

Many students lose interest in science and mathematics in their early adolescent years. The numbers of women and minority students who drop out of mathematics and science courses or start doing poorly in them is particularly striking. Hampshire College is involved in several programs designed to stimulate and encourage middle school students' enthusiasm and interest in science and mathematics.

In this class, we will work with curricular materials in science designed to stimulate students' interest in science and to develop thinking and writing skills; students will carry out small group experiments and activities that may be adapted for schools and will work with middle school students and teachers from Holyoke and Springfield. College and middle school students will also learn to use computers so they can become electronic "pen pals." Class will meet for two hours twice a week, and additional time will be required at the end of the semester for working with middle school students in their schools. Enrollment limit is 25.

NS 197

BIOPSYCHOSOCIAL ASPECTS OF DISEASE

Michelle Murrain

Microorganisms and biological mechanisms are often cast in the role of the sole "causes" for disease. The major question this course will ask is how do other factors, such as social context, oppression, stress, and our minds influence the susceptibility and course of disease. This is a difficult question to ask, and we will investigate closely the extent to which we have the frameworks to answer it. One of the major new frameworks that we will discuss is "Psychoneuroimmunology," the new science which looks closely at the relationship between the brain and the immune system, and may have important things to say vis à vis our question.

This class will meet for one-and-one-half hours twice a week, and will have an extra two-hour lab session each week. Enrollment limit is 30.

NS 202

BASIC CHEMISTRY I

Dula Amarasiriwardena

In this course we will learn the fundamental chemical concepts of composition and stoichiometry, atomic structure, bonding and molecular structure, chemical reactions, properties of matter including gasses, solids, and liquids. No previous background in chemistry is necessary but 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 204

PHYSICS III

Herbert Bernstein/Allan Krass/Frederick Wirth

This is the final semester of a three semester sequence in Introductory Physics. There will be three modules on the following topics:

- 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. Previous completion of either or both Physics I and II or their equivalent is strongly advised.

NS 208

PLANT BIOLOGY

Lawrence J. Winship

Plants are part of virtually every modern environmental controversy. Whether our concern is rain-forest destruction, irreversible loss of the old growth timber

biome, re-establishing perennial grass prairie, desertification, or the design of sustainable agriculture systems, our understanding of the problems at hand can always be enhanced by a grasp of plant biology. In this course, we will explore the mechanisms plants use to adapt to their environment, to grow, to obtain nutrients and energy, to reproduce, and to defend themselves. While we will use a modern plant biology text as the basis for class discussions, lab period will be devoted to a more experimental approach.

Written work for this course will include several research-paper lab reports and a few reviews of papers from the research literature. Active class participation in class discussion and in all laboratory work is expected. While there are no prerequisites for this course and extensive math or chemistry skills are NOT assumed, prior experience in biology, chemistry and/or physics will certainly be helpful. Class will meet for one-and-one-half hours twice a week for seminar/discussion and one afternoon per week for laboratory projects. Enrollment limit is 15.

NS 260

CALCULUS I

David Kelly

The calculus provides the language and some powerful tools for the study of change. As such it is an essential subject for those interested in growth and decay processes, motion, and the determination of functional relationships in general. We will investigate dynamical systems from economics, ecology, epidemiology, 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 course work. Enrollment limit is 40.

NS 285

THE SCIENCE OF AIDS

Michelle Murrain

This course will be a detailed overview of the scientific aspects of the AIDS epidemic. We will discuss the epidemiology of AIDS, and look at models of epidemic spread. We will closely examine the immune system, and the particular way that HIV affects it. We will look at HIV itself, and examine how it is structured and how it is transmitted. We will also examine the perennial question: Does HIV cause AIDS? In addition, students will

get an overview of the medical manifestations of the disease, with special attention to the fact that it affects different individuals differently, and look at what factors may influence that. We will look at the problems and promise of vaccine development. This will be a fairly intensive course, and very focused. Previous course work either in Natural Science or on the topic of AIDS is strongly recommended. This class will meet one-and-one-half hours twice a week. Limit 25.

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 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. Computers will be used throughout. Class will meet for one-and-one-half hours three times a week. Enrollment limit is 25.

NS 318

COMPLEX FUNCTION THEORY

David Kelly

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

This course will concentrate on the differentiation and integration of complex function, the representation by power series of complex functions, and their mapping properties. We will see application of our theory to geometry, dynamics (including the Mandelbrot set), and physics. A working knowledge of elementary calculus is assumed. There will be a weekly problem session attached to the course and regular written assignments. Class will meet for one-and-one-half hours twice a week. Enrollment limit 15.

NS 330

BIOORGANIC CHEMISTRY

Nancy Lowry

In bioorganic chemistry we will study many interesting chemical reactions and phenomena only hinted at or passed over in organic chemistry. Topics will include

secondary plant compounds (alkaloids and terpenes), poisons lurking among the flora and fauna, pheromone chemistry, color and light in biological systems, chemistry and food, and more.

The class will meet twice a week for one-and-one-half hours. There will be weekly assignments. Prerequisite: two semesters of organic chemistry. Enrollment is open.

NS 370

COMPARATIVE PHYSIOLOGY

Benjamin Oke

This practicum is designed to introduce students via the laboratory, to the tools, techniques, procedures and principles of organ system physiology; emphasis will be 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 twice a week for one-and-one-half hours. Enrollment by instructor permission. Enrollment limit 10.

NS 379

INTERMEDIATE ELECTRICITY AND MAGNETISM

Allan Krass

This course is intended for intermediate and advanced concentrators in the physical sciences and mathematics. It is an important foundation for further studies in atomic, molecular, and solid state physics, as well as engineering and applied math. It will cover electro and magneto statics in both vacuum and materials, and electrodynamics and wave phenomena based on Maxwell's equations. Essential prerequisites are at least one year of general physics and calculus. Vector calculus will be developed within the course, but some previous exposure to vector analysis and multidimensional calculus would be very helpful. The class will meet three times per week for one hour, twice for lectures and once for problem solving. Enrollment limit is 15, by instructor permission.

NS 398i

THIRD WORLD HEALTH

Ann McNeal

This advanced seminar will look at issues in world health in a multidisciplinary, multilevel way. We will begin with case studies to inform ourselves on specific issues. We will then look at other issues such as the global vaccination campaign, malnutrition, and malaria from points of view ranging from the biological to the policy level. The role of women in each of these areas will be addressed.

Students at the advanced Division II and Division III level in any area related to this topic are welcome. The seminar meets once per week for three hours. Enrollment limit is 20.

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 that reflect their interest in social institutions and social change. The aim of such inquiry is not simply to describe society, but to understand its various historic and philosophic bases as well as its current values and structures. Accordingly, we have focused on overlapping interdisciplinary areas such as politics and history; psychology and sociology; social institutions; Third World studies; and women's studies. Although we also provide much of what is considered a traditional disciplinary curriculum, the School reaches beyond conventional departmental divisions 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. 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 a result, faculty and students can bring a variety of perspectives to bear on issues that go unnoticed 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/NS 109

HEALTH ISSUES FOR MINORITY COMMUNITIES

Robert von der Lippe/John Foster

SS 114

BLACK PSYCHOLOGY

Patricia Romney

SS 120

AMERICAN GOVERNMENT

Robert Rakoff

SS 121p

THE AMERICAN CENTURY: WHAT HAPPENED?

Carollee Bengelsdorf

SS 123p

SOCIAL ORDER/SOCIAL DISORDER

Robert von der Lippe

SS 124

MOTHERHOOD AND WORK

Maureen Mahoney/Miriam Slater

SS/WP 125

THE CHILD IN THE CITY

Myrna Breitbart/Ellie Siegel

SS 128

CENTRAL AMERICA: THE HISTORY AND POLITICAL ECONOMY OF CRISIS

Frederick Weaver

SS/HA/NS 129

WOMEN'S BODIES/WOMEN'S LIVES

Margaret Cerullo/Lynne Hanley/Debra Martin

SS 132

RELIGIOUS MOVEMENTS AND SOCIAL CHANGE

Susan Darlington

SS 139

ZIONISM AND THE STRUGGLE FOR PALESTINE

Aaron Berman

SS 141

THIRD WORLD DEVELOPMENT: GRASSROOTS PERSPECTIVES

Frank Holmquist

SS 153

LATINOS IN THE U.S.: LAW, POWER, AND COMMUNITY

Flavio Risech-Ozeguera

SS/NS 154

THE HISTORY AND GEOGRAPHY OF FAMINES

Ben Wisner

SS 159

THE DISTRICT COURT

Barbara Yngvesson

SS 166

LEPROSY, RACISM, AND THE LAW

Barbara Yngvesson

SS 169p

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

Susan Darlington/Kay Johnson

SS 170
ENVIRONMENTS AND HUMAN BEHAVIOR
Donald Poe

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

SS 184p
AMERICAN CAPITALISM
Stanley Warner

200 LEVEL
SS 207
STATISTICS AND DATA ANALYSIS
Donald Poe

SS 208
ISSUES IN EDUCATION
Frederick Weaver

SS 221
PROBLEMS IN PHILOSOPHY OF LAW AND JUSTICE
Lester Mazor

SS 235
SOCIETIES AND CULTURES OF THE MIDDLE EAST
Ali Mirsepassi

SS 239
ABNORMAL PSYCHOLOGY
Patricia Romney

SS 255
MULTICULTURAL SEMINAR
Michael Ford/E. Frances White

SS 270
AMERICAN INDIANS: THEIR HISTORY AND CULTURES
Leonard Glick

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

SS 285
DEMOCRACY IN THE THIRD WORLD
Frank Holmquist/Kay Johnson

SS 288
THE HISTORY OF CHILDHOOD: THE CHANGING MEANING OF CHILDREN IN THE 19TH AND 20TH CENTURIES
Penina Glazer/Miriam Slater

SS 293
SOME ISMS: LIBERALISM, SOCIALISM, NATIONALISM, AND THEIR CONTEMPORARY CRITIQUES
Carollee Bengelsdorf/Margaret Cerullo

300 LEVEL
SS 304
NEW LANDSCAPES OF POWER
Myrna Breitbart/Stanley Warner

SS 317
SEMINAR IN NEW CRITICAL LEGAL THEORY IN RACE, GENDER, AND SEXUALITY
Marlene Fried/Flavio Risech-Ozegueta

SS 321
THE AMERICAN NATION STATE: TOPICS IN POLITICAL HISTORY
Aaron Berman/Robert Rakoff

SS 399d
PERSPECTIVES ON TIME
Lester Mazor

COURSE DESCRIPTIONS

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

Are there different health issues for different sectors of American society? If high blood pressure is common among African-Americans, is that a matter of genetics or a result of stress and socioeconomic factors? Could the same questions be asked about infant mortality, low birth weight, and diabetes? Some other diseases such as AIDS, sickle-cell anemia, and osteoporosis have been said to afflict different sectors differentially. What are the "facts" as they are known? What are the decisions being made about health care in light of this knowledge? What impact does such knowledge have on decisions about health care? From the perspectives of social and natural science, we will try to address these and other questions in this course. The class will meet for one-and-one-half hours twice a week. Enrollment limit 35.

SS 114
BLACK PSYCHOLOGY
Patricia Romney

This course will begin with an examination of different perspectives on black psychology as a discipline. We will then cover various topics in black psychology including intelligence testing, personality and identity development, family dynamics, mental illness, and counseling. Throughout the course we will contrast the deficit-based orientation of much of the mainstream psychological literature on black Americans with Africentric models of human behavior and psychological growth. Students will look at the impact of racism on the psychology of black Americans and will also become familiar with the strengths of black people which have allowed them to survive within a climate of economic and social oppression. Several short papers and a longer final paper will be required. The class will meet for one-and-one-half hours twice a week. Enrollment limit 25.

SS 120
AMERICAN GOVERNMENT
Robert Rakoff

This course will be a critical introduction to the institutions and processes of American government. We will study the policy making process in depth and will analyze the way in which capitalism and our liberal political culture shape the operations and outcomes of government. We will examine why political change is so difficult to achieve and will look critically at the role of voting and 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. Enrollment limit 25.

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 1960s, 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 limit 20.

SS 123p
SOCIAL ORDER/SOCIAL DISORDER
Robert von der Lippe

Is it "normal" for societies to be ordered? Are societies ever disordered? In this seminar we will concentrate on American society and try to understand how the concepts of norms, roles, status, class, authority, power, and social organization and structure play a part in the maintenance of order and the occurrence of disorder. Readings will run from classic to current analysis of American society. Students will engage in their own studies of their society here at Hampshire, first to find examples of either order or disorder, and then to develop plans for an analysis of those findings. A final paper will be expected of each participant as well as a number of shorter works which will lead up to the final project. The class will meet for one-and-one-half hours twice a week. Enrollment limit 20.

SS 124
MOTHERHOOD AND WORK
Maureen Mahoney/Miriam Slater

Using psychological and historical studies, we will examine Western attitudes toward working mothers and the impact of work on women's public and private lives. Psychologists emphasize the importance of maternal

nurturing for healthy personality development and worry about "maternal deprivation." Feminist scholars stress the importance of work for women's lives. Sociologists warn that combining roles of motherhood and work will create "role strain." All of the experts have changed their positions over time about appropriate gender roles for women and men. We will examine the shift in ideas about the family, gender, and child development in the United States from the nineteenth century to the present, paying particular attention to issues of class and race, including the debate on the black family and recent work on the feminization of poverty. Class will meet for one-and-one-half hours twice a week. Enrollment limit 35.

SS/WP 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 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. The class will meet for one-and-one-half hours twice a week. Enrollment limit 25.

SS 128
CENTRAL AMERICA: THE HISTORY AND POLITICAL ECONOMY OF CRISIS
Frederick Weaver

This seminar inquires into the historical roots of modern Central America, especially questioning the way in which divergent patterns of economic and political change in the five Central American nations have resulted in each nation's experiencing severe, and often repeated convulsions since World War II. Along the way, we grapple with some principles of economics, political economy, and international relations, and the readings are somewhat leavened by the inclusion of fiction and autobiography. Readings include books by Alicia Vargas de Melendez, Walter LaFeber, Manlio Argueta, Rigoberta Menchu, and Sergio Ramirez, among others. The class will meet for one-and-one-half hours twice a week. Enrollment limit 25.

HA/SS/NS 129
WOMEN'S BODIES/WOMEN'S LIVES
Lynne Hanley/Margaret Cerullo/Debra Martin

An introduction to feminist studies, this course explores the representation of the female body from the perspectives of three schools. Beginning with literary representations of the female body, the course goes 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 women and women of color. Readings considered in the course include "Debbie and Julie," "Monster Stories: Women Charged with Perinatal Endangerment," *Beloved*, selections from *The Alchemy of Race and Rights*, "Grady's Gift," "Nurturing the Master's Child," "Science, Facts, and Feminism," "Detecting Changes in Functional Ability in Women With Premenstrual Syndrome," *A Restricted Country*, selections from *Zami* and *Later the Same Day*, *Passing*, "Plasma Testosterone in Homosexual and Heterosexual Women," "Sex Hormones in Lesbian and Heterosexual Women," "Ethnicity, Survival, and Delay in Seeking Treatment for Symptoms of Breast Cancer," "Breast Cancer: the Environmental Connection," selections from *The Autobiography of Ida B. Wells, Meridian*, "Advancing Luna and Ida B. Wells," and "Friday on the Potomac."

The course is team-taught by faculty members from each of the three schools. Class meets twice a week, once 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. Enrollment is limited to 60 students.

SS 132

RELIGIOUS MOVEMENTS AND SOCIAL CHANGE

Susan Darlington

Religion is a powerful social force and is often the basis of, or a coping mechanism for, social change. We will explore why people use religion along with politics and/or economics to guide their behavior in situations of social change and how religion responds to and influences change. Through case studies we will examine various religious perspectives and anthropological theories of religion and how these approaches give us insight into current issues. Discussion will focus on the importance of cultural values and understanding in the process of change. Case studies will include early Christianity, the Protestant Reformation, cargo cults in Melanesia, the Rastafarians, the civil rights movement in the U.S., liberation theology in Latin America, and Buddhism and rural development in Thailand. The class will meet for one-and-one-half hours twice a week. Enrollment limit 25.

SS 139

ZIONISM AND THE STRUGGLE FOR PALESTINE

Aaron Berman

We will study the historical background of the current Palestinian-Zionist conflict. We will examine the origins of Zionism within the European Jewish community and study Arab and Palestinian nationalism, British imperial policy, and Zionist-Arab relations. We will examine the centrality of the Holocaust to the success of the Zionist movement, and the intensification of the Arab-Jewish conflict in Palestine. Finally, we will look at the history of Zionism since the establishment of Israel. We

will study the Palestinian exile, the relationship between Israel and the American Jewish community, and the effects of the cold war on American Middle East policy. Several written assignments will be required. The class will meet for one-and-one-half hours twice a week. Enrollment limit 25.

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 world poverty and insecurity 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 of coping with poverty and improving the circumstances of everyday life in cities and in the countryside. Our approach will be historically grounded, situationally specific, and we will deal with material from Africa, Asia and Latin America, and all the social science disciplines. We will also use novels and first-person accounts. The class will meet for one-and-one-half hours twice a week. Enrollment limit 25.

SS 153

LATINOS IN THE U.S.: LAW, POWER, AND COMMUNITY

Flavio Risch-Ozguera

Demographers predict that "Hispanics" will comprise the United States' largest population of people of color by early next century, challenging traditional assumptions about assimilation and complicating the old black/white racial paradigm. Will they learn to speak English and eat cheeseburgers, or will they soon have Anglos dancing the mambo at the taco stand? This course will first examine the ways in which the construction of the term "Hispanic" serves to blur the distinct experiences of Mexicans, Puerto Ricans, Cubans, and Central Americans in the U.S., and then will emphasize the role of the legal system in structuring the interactions between these 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 literatures and utilizing works by Latinos and Latinas wherever possible. Class will meet for one-and-one-half hours twice a week. Enrollment limit 25.

SS/NS 154

THE HISTORY AND GEOGRAPHY OF FAMINES

Ben Wisner

Hunger in the midst of plenty has been called an absurdity and an obscenity. How can we understand it? What can we do about it? Using case studies, readings in primary literature, and student projects, this course will introduce natural and social science tools for understanding and combating hunger. We will emphasize cases of catastrophic breakdown in food systems leading to mass starvation, social disruption, and migration. We will examine the political, economic, and ecological causes and effects of famines such as the Irish Potato Famine,

the Bengal Famine in India, and the Great African Famines of the last two decades. Can people prevent famines? Are they even predictable or only "an act of God"? Class meets for one-and-one-half hours twice a week. Enrollment limit 25.

SS 159

THE DISTRICT COURT

Barbara Yngvesson

This course will focus on the Massachusetts District Court as a way of examining the historical and contemporary connection of courts and the law to American culture. We will trace the transformation of county courts from institutions of local governance in the colonial period to their place in a more centralized administration of justice today, and will consider the implications of this transformation in the context of debates about the need for more responsive forms of "community" justice in the U.S. Students will be expected to carry out field work in local courts, and to engage in research projects that connect the court to other institutions (police, community boards, mediation programs, women's shelters, etc.). The course will meet twice a week for one-and-one-half hours. Enrollment limit 25.

SS 166

LEPROSY, RACISM, AND THE LAW

Barbara Yngvesson

Leprosy has been described as "the ultimate disease" and the leper as "the ultimate pariah." Today, it is predominantly a disease of impoverished Third World countries, mainly in Africa and Asia. This course will focus on the history and contemporary struggles of a small population of former leprosy patients on the island of Molokai in Hawaii, in order to examine the cultural, political, economic, and legal dimensions of leprosy both historically and in the contemporary world. We will consider how stereotypes about this disease have played a crucial role in the formulation of social policies for its management and control, and will examine its connections (in recent history) to nineteenth- and twentieth-century imperialism. The class will meet twice a week for one-and-one-half hours. Enrollment limit 25.

SS 169p

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

Susan Darlington/Kay Johnson

This course will explore major cross-cultural theories explaining gender roles, gender hierarchy and the cultural construction of gender. We will then examine specific cases from Southeast Asia and China. A variety of disciplinary perspectives will be used, including anthropology, history, political science, and literature. Major themes will include traditional cultural images of women; traditional forms of male dominance and the role of the state; sources of female power and influence: women's roles in religion; women's organizations; impact of socialist vs. capitalist economic development of women's roles; impact of government policies on women and families, and the effect of social change and continuity on women's power and status. Class will meet for one-and-one-half hours twice a week. Enrollment limit 35.

SS 170

ENVIRONMENTS AND HUMAN BEHAVIOR

Donald Poe

This course is designed to introduce students to environmental psychology, a relatively new, but growing area of applied social psychology. Basically it is the study of the effects of the built environment on human behavior. Topics to be discussed include crowding, privacy, territoriality, cognitive mapping, city living, housing, institutions, and the special needs of children, the aged, and the handicapped. Students will have several opportunities to get experience in collecting data through naturalistic observation in local settings such as restaurants, bowling alleys and shopping malls. The class will meet for one-and-one-half hours twice a week. Enrollment limit 25.

SS 176

DOING HISTORY: JEWS AND CHRISTIANS IN MEDIEVAL EUROPE

Leonard Glick

This course has two goals: first, to introduce you to the study of how Christians and Jews interacted in western Europe during the medieval period; second, and equally important, to enable you to do history on your own. The medieval centuries were formative for European Jewish culture, and understanding Christian-Jewish interaction during this period is essential to the study of all that followed. Your research and writing will enable you to gain considerable mastery of the subject.

On alternate Wednesdays I'll discuss a phase of the story with you and provide explicit guidance to primary sources. You'll then have 12 days to write a short narrative and interpretive paper (5-7 pages). On alternate Mondays we'll meet to read and discuss several papers (all strictly anonymous). During the intervening 12 day periods I'll meet with each student to read and discuss your work-in-progress. The course requires firm commitment and steady work; please enroll only if you intend to participate fully. The class will meet for two hours twice a week. Enrollment limited to 25; if more apply, you'll be asked to write a brief statement explaining your interest in the course, and I'll have to choose.

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 207

STATISTICS AND DATA ANALYSIS

Donald Poe

This course is an introduction to data analysis. It is designed primarily to give students the intellectual concepts plus the computing technical skills necessary to make intelligent interpretations of data. We will cover data description, probability theory, hypothesis testing, correlations, parametric and nonparametric tests of significance. In addition we will be using the popular computer package SPSS-X at all stages of our work. Students need neither any computer background nor any previous statistics courses, although a working knowledge of elementary algebra is helpful. Class will meet for one-and-one-half hours twice a week. Enrollment limit is 25.

SS 208

ISSUES IN EDUCATION

Frederick Weaver

This course is designed for those with little or no background in the study of the history and politics of education. In addressing some of the pressing issues and debates about schooling in the United States, we will draw from analyses of the beginning of public education, the influence of immigration on the development of schooling, and the continuing struggle by various groups to influence (or "reform") the structure and content of U.S. education. While looking at economic rationales for schooling, the vicissitudes of racial integration, claims about classical curricular content, we will continue to argue about the meaning of democratic education in the late twentieth century. Readings will include Cremin, Ravitch, Apple, Rose, and others. Class will meet for one-and-one-half hours twice a week. Enrollment limit 25.

SS 221

PROBLEMS IN PHILOSOPHY OF LAW AND JUSTICE

Lester Mazor

What is the nature of law and the meaning of justice? This course will explore the responses to these two questions in the works of major philosophers and the writings of legal scholars. A principal object of the course will be to examine the difference one's philosophic position makes to the resolution of practical problems. After a brief introduction to the history of legal philosophy, members of the class will be asked to select the work of a particular modern philosopher for intensive study and representation in class debates on such issues as civil disobedience, equality, the sanctity of life, the capacities of international law, relationship of law and language, impact of science and technology upon law, and limits of the legal order. Previous work in philosophy or law is advantageous. Class will meet for one-and-one-half hours twice a week. Enrollment limit 25.

SS 235

SOCIETIES AND CULTURES OF THE MIDDLE EAST

Ali Mirsepassi

This course is designed to introduce students to the historical, social, political, and cultural dynamics of contemporary Middle East. We will look at the historical and geographical contours of the region. We explore the

culture (languages and religions as well as artistic and literary forms), political systems and economic development, secularism and Islamic politics, and issues such as ethnicity, and gender. Throughout the course, attention will be directed to both the region's specificities—those defining characteristics that distinguish the Middle East from other parts of the world—and to the region's internal diversity. As the primary purpose of the course is to facilitate cross-cultural communication and understanding, students will be asked to interrogate their own assumptions and to suggest fruitful ways of encountering the Middle East. Class will meet for one-and-one-half hours twice a week. Enrollment limit is 25.

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

SS 255

MULTICULTURAL SEMINAR

Michael Ford/E. Frances White

This seminar on multiculturalism will focus on contemporary attempts to theorize about racial identity. Proponents of the notion of multiculturalism argue for a focus on the crucial ways social groups distinguish themselves from others. How and under what historical circumstances are definitions and understandings created which establish boundaries between "us" and "others"? What relationships of power and domination determine how those differences will be represented? We will address important general issues in the debate on multiculturalism, and as well as the more specific contemporary writing on critical race and ethnicity theory. Class will meet twice a week for one-and-one-half hours; enrollment is by permission of the instructors and is limited to 35.

SS 270

AMERICAN INDIANS: THEIR HISTORY AND CULTURES

Leonard Glick

An introduction to the native peoples of what is now the United States, including their traditional ways of life,

the history of their encounter with Euro-Americans, and their contemporary situation. The course will emphasize student research. During the first several weeks we'll discuss the diversity and complexity of aboriginal and contemporary Native American cultures. Then we'll proceed to regional studies, each led by a student research group of three or four persons. Each student will have expert knowledge of one Indian nation in your region. Groups will do two class presentations: one on traditional culture and European/Native American contact history, another (later in the semester) on contemporary social and political topics.

The course requires steady research and willingness to engage actively in teaching and learning. Please enroll only if you intend to participate fully. The class will meet for one-and-one-half hours twice a week. Enrollment limited to 25; if more apply, you'll be asked to write a brief statement explaining your interest in the course, and I'll have to choose.

SS 281

THE SPIRIT OF CAPITALISM: JAPAN AND THE UNITED STATES

Mitziko Sawada

This course examines the development of the capitalist spirit—the ethos which moves people to engage in acquisitive enterprises—by focusing on the United States and Japan. By tracing the growth and power of the Rockefeller and Mitsui dynasties, we will evaluate Weber's interpretation of the spiritual essence necessary for the pursuit of wealth in the West. We also will critique the popular understanding among Westerners regarding the high value placed on Japan's traditional work ethic as the reason for its ascendancy as an economic world power. Readings will include works by Max Weber, John G. Roberts, Peter Collier and David Horowitz, Daniel Rodgers, Fumiko Enchi, Edith Wharton, Ezra Vogel, Satoshi Kamata and Shotaro Ishinomori. The class will meet for two-and-one-half hours once a week and enrollment is limited to 25.

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, limited development, 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, capitalism, and 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 commit-

tees. The class will be conducted in seminar format and will meet for two-and-one-half hours once a week. Enrollment is limited to 35.

SS 288

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

Penina Glazer/Miriam Slater

In the last several years the history of childhood has developed as a new, exciting, and contested field. Drawing on the work of social historians, sociologists, and other behavioral scientists, this new scholarship brings childhood to center stage in the fields of family history, demography, and the study of child rearing practices.

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. We will also examine new ideas concerning the development of personality by utilizing recent histories of the emotions. Students will be required to write two papers comparing the childhoods of a range of subcultures. The class will meet twice a week for one-and-one-half hours. Enrollment limit is 35.

SS 293

SOME ISMS: LIBERALISM, SOCIALISM, NATIONALISM, AND THEIR CONTEMPORARY CRITIQUES

Carollee Bengelsdorf/Margaret Cerullo

This course will examine selected political ideologies of the modern state. We will look at how these ideologies locate, contest, and uphold different configurations of power. After reading Locke, Rousseau, Mill, and Marx, we will explore the complex relationships between nationalism, liberalism and socialism. We will also draw on the work of Hobsbawm, Benedict Anderson, and their critics. We will integrate into these discussions feminist and Third World critiques of power in the modern state. In addition to the authors and texts mentioned, we will read Luxemburg, Gramsci, Weber, Foucault, Guevara, Pateman, Skocpol, Linda Gordon, Patricia Williams, and Kimberlé Crenshaw. The class will meet twice a week for one-and-one-half hours, and enrollment limit is 35.

SS 304

NEW LANDSCAPES OF POWER

Myrna Breitbart/Stamley Warner

Megamalls, corporate headquarters, gentrified neighborhoods and privatized public spaces characterize the new urban landscape. What architectures of power connect the militarization of inner cities to the fortressing of suburban communities; what architectural intentions link the construction of new corporate megastructures and commercial spectacles to the loss of spontaneous, democratic public space? How do we understand these spatial transformations and their social impacts in the context of global economic restructuring, new social divisions of labor and hierarchies of gender, race, and class?

This advanced seminar is organized around the reading of several recently published and provocative books that examine the new geographies of urban life. Students will be asked to write short critical assessments of the readings and to participate actively in discussion. Priority will be given to Division III students who are working in urban studies, political economy, social theory, design or a related field. Class meets once a week for two-and-one-half hours. Enrollment limit 20.

SS 317

SEMINAR IN NEW CRITICAL LEGAL THEORY IN RACE, GENDER, AND SEXUALITY

Marlene Fried/Flavio Risech-Ozeguera

During the past decade, critical legal theorists of race, gender, and sexuality have challenged prevailing jurisprudential paradigms and presented new models for legal thought. They have raised such fundamental questions as, how is oppression best conceptualized within the law? What is the potential and what are the limits of the role of law in addressing oppression? What is appropriate legal discourse? They have defined or reconceptualized areas of law such as sexual harassment, hate speech, and sexual orientation. In this reading and discussion seminar, we will examine these questions through the writings of such key authors as Derrick Bell, Mari Matsuda, Kimberle Crenshaw, Richard Delgado, Patricia Williams, Catharine MacKinnon, Janet Halley, and others. The course will presuppose familiarity with basic legal texts and reasoning and with feminist theory. Class will meet once a week for two-and-one-half hours. Enrollment limit is 20; by instructor permission.

SS 321

THE AMERICAN NATION STATE: TOPICS IN POLITICAL HISTORY

Aaron Berman/Robert Rakoff

This is an advanced seminar on the development of the American nation state and the national government. We will focus on the relationship between the evolution of the American nation and the growth of the American state during periods of war, industrialization, urbanization, depression, and social unrest. We will evaluate contrasting interpretations of the American state, seeking to account for its peculiarities compared to other nations. In particular, we will consider the impact of race, empire, and property in the historical definition of American nationhood and in the growth of state power. Previous work in American history and politics is a prerequisite. Class will meet once a week for 3 hours. The enrollment limit is 20.

SS 399d

PERSPECTIVES ON TIME

Lester Mazor

The elusiveness, mystery and significance of time have fascinated novelists and philosophers, physicists and historians, musicians and psychologists, to name only a few. This semester we will explore time from the different angles of vision brought to it by its participants, whatever the field in which they have been working, and through the exploration of central "texts" which in some cases may be films, or pieces of music or dance. Among those we may consider are Lucas, *A Treatise on Time and Space*; Poulet, *Studies in Human Time*; Cipolla, *Clocks and Culture*; Thompson, *Time, Work-Discipline and Industrial Capitalism*; Mann, *The Magic Mountain*; and Nabokov, *Invitation of a Beethoven*. The seminar will meet once a week for a pot-luck dinner and two-and-one-half hours of discussion. Enrollment limit 16.

FIVE COLLEGE PROGRAMS

Hampshire students are encouraged to take advantage of the vast curriculum, faculty, and library resources offered by Amherst, Mount Holyoke, and Smith Colleges and the University of Massachusetts. Each year over 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 lecturers, 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 - Frank Holmquist; Mount Holyoke - Samba Gagigo; Smith - Elizabeth Hopkins, Louis Wilson; University of Massachusetts - J.V.O. Richards, Ralph Faulkingham.

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 Army, William Dent, Edward Harrison, William Irvine, Susan Kleinmann, John Kwan, Read Predmore, F. Peter Schloerb, Stephen Schneider, Michael Skrutskie, Ronald Snell, Stephen Strom, Eugene Tademaru, David Van Blerkom, Martin Weinberg, Judith Young; Lecturer: Karen Strom.

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

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

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

BLACK STUDIES

Faculty: Hampshire - Robert Coles, Michael Ford, Denzil Hurley, Margo Simmons, Patricia Romney, Andrew Salkey, E. 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 so as to provide, in addition to a general introduction to various aspects of the field, specializations or concentrations in the areas of education, history, the humanities, and the social sciences. The major is designed to equip students with the normal competencies of a major in one of the traditional fields, in addition to an understanding free of the distortions that have affected the perception of the roles and capabilities of blacks in the world.

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

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

COASTAL AND MARINE SCIENCES

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

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

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

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

DANCE PROGRAM

Faculty: Hampshire - Daphne Lowell, Rebecca Nordstrom; Amherst - Wendy Woodson; Mount Holyoke - Jerry Bevington, Jim Coleman, Therese Freedman, Debbie Poulsen; Smith - Yvonne Daniel, Ed Verso, Susan Waltner; University of Massachusetts - Peggy Schwartz, Andrea Watkins

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

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

EAST ASIAN STUDIES

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

The Five College East Asian Studies program and the associated program in East Asian languages provides a coordinated curriculum and shared resources to students at all five campuses. The program's major purpose is to provide undergraduate instruction in Chinese, Japanese, and related disciplines. Over 100 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 - Michael Klare; Amherst - William Taubman, Pavel Machala; Mount Holyoke - Vincent Ferraro; Smith - Peter Rowe, Elizabeth Doherty; University of Massachusetts - Stephen Pelz, Eric Einhorn, James DerDerian, Peter Haas.

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 the opportunity to show 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, 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 students' 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; Smith - Thomas Riddell; University of Massachusetts - Eric Einhorn, Mary Wilson.

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 discussion, and debates. In addition, PAWSS organizes annual winter and summer workshops for faculty to study and exchange ideas on critical political 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

FIVE COLLEGE ASTRONOMY DEPARTMENT

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. 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. Students are urged to consult with Fred Wirth in the School of Natural Science to find how the Five College Astronomy offerings fit into the Hampshire curriculum. Additional introductory courses are offered on the other campuses and may be found in the appropriate catalog.

FIVE COLLEGE SELF-INSTRUCTIONAL LANGUAGE PROGRAM

The Five College Self-Instructional Language Program affords students the opportunity to study languages that are not currently being offered through traditional classroom instruction. At the beginning of the semester the student is given a goal to be reached by the semester's end. The student works independently on his/her home campus throughout the semester using a textbook, workbook, audio tapes, video tapes, and computer programs (various components are available for different languages). The student is assigned a native-speaker (usually an international student from the home campus) who serves as a conversation partner for one hour of conversation per week. At the end of the semester, a professor of the target language is brought to campus to administer a 20-30 minute oral exam; from that exam, the professor determines a grade for the course.

Clearly this program is designed for students who are extremely self-motivated and secure in foreign language study. Students must have a personal interview with the program director; those with limited knowledge of a language must schedule a placement exam the semester before language study begins.

The self-instructional language program is being administered in the Five College Foreign Language Resource Center, 102 Bartlett Hall, UMASS, by the Center's director, Elizabeth H.D. Mazzocco. Direct all inquiries to Professor Mazzocco at 545-3453. Languages available at this time include Hindi, Hungarian, Indonesian, Korean, Modern Greek, Norwegian, Serbo-Croatian, Swahili, Turkish, and Urdu.

JOINT 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
Arabic I
FIRST YEAR ARABIC I
Mohammed Mossa Jiyad

AMHERST
English 89
STUDIES IN THE MOVING IMAGE
Norman Cowie

AMHERST
Sociology/Anthropology
IMAGING THE MIDDLE EAST
Ali Mirsepassi

HAMPSHIRE
CCS/HA 217
FILM/VIDEO AND THE PUBLIC SPHERE
Norman Cowie

HAMPSHIRE
HA 272
DANCE AND CULTURE
Yvonne Daniel

HAMPSHIRE
SS 235
SOCIETIES AND CULTURES OF THE MIDDLE EAST
Ali Mirsepassi

MOUNT HOLYOKE
Asian 122f
INTERMEDIATE JAPANESE (INTENSIVE)
Hiroshi Inoue

MOUNT HOLYOKE
Asian 130f
ELEMENTARY ARABIC I
Mohammed Mossa Jiyad

MOUNT HOLYOKE
History D110f
THE RISE AND DECLINE OF THE OTTOMAN EMPIRE
Ahmet Kuyas

SMITH
Dance 143a
COMPARATIVE CARIBBEAN DANCE I
Yvonne Daniel

SMITH
Government 251a
PROBLEMS OF INTERNATIONAL SECURITY
Michael Klare

UNIVERSITY
History 593b
THE FIRST WORLD WAR AND THE MIDDLE EAST
Ahmet Kuyas

UNIVERSITY
Italian 524
LITERATURE OF THE HIGH RENAISSANCE
Elizabeth Mazzocco

UNIVERSITY
Japanese 326
INTENSIVE INTERMEDIATE JAPANESE I
Hisako Takano

UNIVERSITY
Japanese 430
SCIENTIFIC AND TECHNICAL JAPANESE
Hisako Takano

UNIVERSITY
Japanese 497l
STUDY IN JAPANESE CULTURE
Hiroshi Inoue

FIVE COLLEGE ASTRONOMY

AMHERST
FCAST 21
ASTRONOMY II: STARS AND STELLAR EVOLUTION
Thomas Army

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 Tadamaru

COURSE DESCRIPTIONS

AMHERST
Arabic I
FIRST YEAR 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: *Ahlan wa Sablan*, Part I, by Mehdi Alish, Ohio State University. Computer Software: Alef Baa, AraSpell Game and AraFlash Game by Mohammed Jiyad, Mount Holyoke College. MW 10:00-11:30, Friday 10:30-11:30.

AMHERST
English 89
STUDIES IN THE MOVING IMAGE
Norman Cowie

An introductory course in the theory and practice of film and video production. During the semester we will explore the historical, theoretical, and critical contexts that inform independent film and video production today, and produce individual and collaborative projects, primarily in video. We will pay particular attention to the work of independent producers and to the contributions of contemporary criticism, and consider the field of the moving sound and image as a representational system influenced by (among other things) the art world, Hollywood cinema, broadcast television and community activism. Permission of instructor required. Maximum enrollment: 15; Hours: TBA; Screening period: TBA.

AMHERST
Sociology/Anthropology
IMAGING THE MIDDLE EAST
Ali Mirsepassi

In recent times, no other region of the post-colonial world has stirred such strong emotions in American society as the Middle East. Historically, how have Americans come to hold their attitudes and images of the Middle East? To what extent have these images distorted their understanding of the region? What are some of the social and cultural processes that have shaped the way in which American society has approached the problem of social difference? This course is designed to sensitize students to issues of orientalism, ethnocentrism, and eurocentrism in academic studies on the Middle East and in popular images. At the same time, as the ethnocentric images of the Middle East are not confined to those of "Western Ideologies," the second part of the course will examine nationalistic and religious reactions to the Western portrait of the Middle East. This course is intended to make a contribution to a non-distorted human understanding of the Middle East in the U.S., by critical study of the region and its people and by offering discursive space to literature from the region and the West.

HAMPSHIRE
CCS/HA 217

FILM, VIDEO AND THE PUBLIC SPHERE

Norman Cowie

A critical studies course examining the ways in which social experience in late-capitalism is culturally organized through the dominant media, particularly film and broadcast television. We will contrast different historical and theoretical conceptions of the media, ideology, and the public sphere, and consider the work of independent filmmakers, artists and activists that seek to challenge and intervene in the representational systems of contemporary society. Prerequisites: Either one film or video production course, or one film or video critical studies course, and permission of instructor. Maximum enrollment: 25. T 6:00-10:00 p.m.

HAMPSHIRE
SS 235

SOCIETIES AND CULTURES OF THE MIDDLE EAST

Ali Mirsepassi

This course is designed to introduce students to the historical, social, political, and cultural dynamics of contemporary Middle East. We will look at the historical and geographical contours of the region. We explore the culture (languages and religions as well as artistic and literary forms), political systems and economic development, secularism and Islamic politics, and issues such as ethnicity and gender. Throughout the course, attention will be directed to both the region's specificities—those defining characteristics that distinguish the Middle East from other parts of the world—and to the region's internal diversity. As the primary purpose of the course is to facilitate cross-cultural communication and understanding, students will be asked to interrogate their own assumptions and to suggest fruitful ways of encountering the Middle East.

HAMPSHIRE
HA 272

DANCE AND CULTURE

Yvonne Daniel

This course is an 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. 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 multiculturalism, the consideration of diverse cultures through dance. Prerequisite for Dance 375 is The Anthropology of Dance. MW 1:00-3:00 p.m.

MOUNT HOLYOKE
Asian 122f

INTERMEDIATE JAPANESE (INTENSIVE)

Hiroshi Inoue

A continuation of Elementary Japanese. Equal emphasis on speaking, listening, reading and writing modern Japanese. Approximately 350 kanji. Classwork is supplemented by tapes, videos, and computer programs. Times TBA.

MOUNT HOLYOKE
Asian 130f

ELEMENTARY ARABIC I

Mohammed Mossa Jiyad

This course will be taught at Mount Holyoke in fall 1993 and at Hampshire in spring 1994. It 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. MW 1:00-2:30 p.m., Friday 1:30-2:30 p.m. Textbook: *Ahlan wa Sablan*, Part I, by Mehdi Alish, Ohio State University. Computer Software: Alef Baa, AraSpell Game and AraFlash Game by Mohammed Jiyad, Mount Holyoke College.

MOUNT HOLYOKE
History D110f

THE RISE AND DECLINE OF THE OTTOMAN EMPIRE

Ahmet Kuyas

The course will be a survey of 600 years of Southeast European and Middle Eastern history. It will consist of a study of the last Middle Eastern empire with reference to pre-Islamic Turkish, Islamic, and Byzantine traditions and will focus on the development of various Ottoman institutions which constituted the pillars of a world power. MW 2:30-3:45 p.m.

SMITH
Dance 143a

COMPARATIVE CARIBBEAN DANCE

Yvonne Daniel

This course is designed to give flexibility, strength and endurance training within Caribbean dance styles. It focuses on Katherine Dunham (African-Haitian) technique and includes Haitian, Cuban, and Brazilian traditional dances. The cultural contexts of secular and religious dance forms are explored. Students are involved in physical training, perfection of style, integration of music and dance, and an appreciation of diverse values that are embodied in movement. As students develop skill and respond to Caribbean rules of performance, they are encouraged to display Caribbean dances in studio and concert performance settings. M 7:00-10:00.

SMITH
Government 251a

PROBLEMS OF INTERNATIONAL SECURITY

Michael Klare

A survey of the emerging threats to international

peace and security in the post-Cold War era, and of the methods devised by the world community to overcome these threats. Designed to increase students' awareness of global problems, to enhance their capacity to conduct research on such problems, and to stimulate them to think creatively about possible solutions. Will focus on such issues as: ethnic and regional conflict in the Third World; nuclear and chemical proliferation; conventional arms trafficking; arms control and disarmament; U.N. peacekeeping; global environmental degradation; population growth; and resource scarcities. Will entail lectures by the instructor and by guest speakers. Students will be expected to conduct intensive research on a particular world security problem of their choice and to write up their results in a term paper; they may also be asked to give an oral report on their findings in class. TTh 10:30-11:50 a.m.

UNIVERSITY
History 593b

THE FIRST WORLD WAR AND THE MIDDLE EAST

Ahmet Kuyas

A detailed study of the most significant event in the shaping of the modern Middle East, the course will focus on: (1) the local tensions on the eve of the War, (2) the developments during the hostilities, and (3) the reshaping of the Middle East, with special reference to imperialist designs and the claims of various nationalisms in the region. (500 level writing seminar). Th 1:25-4:20 p.m.

UNIVERSITY
Italian 524

LITERATURE OF THE HIGH RENAISSANCE

Elizabeth Mazzocco

This course as a whole will explore masterpieces of prose, poetry, and theater from the Italian High Renaissance. We will read selections from the works of Ariosto, Castiglione, Bembo, della Casa, Machiavelli, Ruzante, Aretino, Michelangelo, Vittoria Colonna, and Gaspara Stampa. Students will compose critical essays, prepare oral presentations, and write a solid research paper on a topic chosen by the student and approved by the professor. The students enrolled in the enriched honors colloquium will read additional selections dealing with the Renaissance linguistic theories and treatises associated with the intensely charged debate surrounding the questione della lingua as well as selections from Renaissance Italian political thought. They will relate these theoretical studies to the literary works already under discussion and write an additional critical/analytical paper treating a work not studied previously. All work will be done in Italian. TTh 1:00-2:15 p.m.

UNIVERSITY
Japanese 326

INTENSIVE INTERMEDIATE JAPANESE I

Hisako Takano

Course will concentrate on the reading and analysis of literary texts. A large amount of time is devoted to the understanding of Japanese grammar and oral practice.

Format includes recitation and discussion. Requirements include daily quizzes and mid-term exam. Prerequisites: Japanese 246 or equivalent. Hours: TBA.

UNIVERSITY
Japanese 430

SCIENTIFIC AND TECHNICAL JAPANESE

Hisako Takano

Introduction to the reading, comprehension, discussion and translation of scientific and technical materials using as a text: *Comprehending Technical Japanese* (Daub, Bird, & Inoue), and materials from other sources selected on the basis of need and interest of the class members. Requirements include class participation, written translations, regular quizzes. Prerequisites: Japanese 327 or permission of the instructor. Hours: TBA.

UNIVERSITY
Japanese 497I

STUDY IN JAPANESE CULTURE

Hiroshi Inoue

A specific topic relating to Japanese Culture will be chosen each semester. Most reading is in English. Times: TBA.

FIVE COLLEGE ASTRONOMY

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 9.

MOUNT HOLYOKE
FCAST 34

HISTORY OF ASTRONOMY

Tom Dennis

Astronomy and cosmology from earliest times, Egyptian, Babylonian, Grecian, Islamic; the medieval universe; Middle Ages; Copernican revolution, the infinite universe; Newtonian universe; mechanistic universe of the 18th and 19th centuries. Gravitational theory; origin, structure, and evolution of stars and galaxies; developments in modern astronomy. Nontechnical; emphasis on history and cosmology. Class begins on Monday, September 13.

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 13.

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 Friday, September 10.

CO-CURRICULAR COURSES

WRITING AND READING PROGRAM

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

Individual tutorials comprise a major part of the program. In brief, our strategy is to use the work in which the student is presently engaged. Generally, this means course work, divisional exams, proposals, Division II and III papers. From this writing we address the issues of organization, effective analysis, clarity, voice, and development of an effective composing process. Our concern also is to help students to understand their problems with starting and/or finishing work, and to develop strategies for overcoming writing anxiety and procrastination. Further, we regard reading and writing as inseparable from each other, and thus, also provide assistance in such areas as research skills. Writing help includes classes as well as individual tutorials. (See below for class descriptions.) Appointment for tutorials may be made by calling the Writing Center at ext. 646, ext. 531, or ext. 577. Classes are run each semester and are open to all students.

WP 101

BASIC WRITING

Will Ryan

In this class students will work to improve their expository writing skills; understand writing as a process; and develop effective writing strategies for different disciplines. The class will also emphasize the importance of critical thinking as a first step in effective analytical writing. 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 105

POWER READING

Shirley M. DeShields

This semester-long reading course is designed to provide students a dynamic, skill-development experience, with an emphasis on critical thinking and comprehension of expository prose. Using a POWER MODEL, the reading exercises will be applied to students' own texts and reading assignments.

The intent of this approach is to present a more efficient, independent, flexible system of acquiring

knowledge from print. Because this POWER MODEL relates also to study techniques and time management, students will learn to read assignments with more precision, and transfer this new approach to their own writing. Class will meet once a week for three hours, one day being a lab. Enrollment limited to 15, with instructor permission after the first class.

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 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.

QUANTITATIVE SKILLS PROGRAM

The Quantitative Skills Program provides assistance to all students interested in improving their mathematics, statistics, or computer skills. Students at all levels are encouraged to drop by or make an appointment to work with tutors on homework, divisional exams, GRE preparation, independent studies, etc. In addition to the tutoring available during office hours, there are weekly evening workshops focusing on math or math-related topics. These workshops are held in either the LeBrón-Wiggins-Pran Center, the Quantitative Skills Office, or on the 3rd floor of Cole Science Center and are advertised through mailings and posters. Office hours are Monday through Friday afternoons and appointments may be made by calling the Quantitative Skills office at extension 591.

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 at Prescott A5, at ext. 526.

FL 101 INTENSIVE FRENCH

FL 102 INTENSIVE SPANISH

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

Classes are enrolled to 10. Students must sign up for an interview before classes begin to assess language level, after which time class level will be determined. Sign-up sheets at the Prescott A5 office.

HAMPSHIRE COLLEGE CHORUS

Ann Kearns, Director

Our fall season includes the Requiem by Russia's leading composer, Alfred Schnittke, for mixed chorus and chamber orchestra (for Family and Friends Weekend) and Epithalamion by Ralph Vaughan Williams, for baritone solo, flute, and chamber orchestra (for our December concert). In the spring we will travel to Boston with Journeys II, a program of music from throughout the world. The chorus rehearses Monday and Wednesday, 4-6 p.m., in the Recital Hall of the Music and Dance Building. Admission is by short, painless audition (sign up at the Chorus Office). Faculty and staff are welcome.

THEATRE BOARD

The Theatre Board is a committee of seven students (five voting members and two alternates) who are elected to facilitate Hampshire's theatre program. Responsibilities include representing the theatre community in questions of curriculum, monitoring the performance spaces and equipment, and scheduling the productions 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 meetings. For further information, contact a current Theatre Board member. The board meets weekly at a time to be announced.

EMERGENCY MEDICAL TECHNICIANS

The course is open to Five College students as well as to the surrounding communities, and while not under the auspices of Hampshire College, will take place on the Hampshire campus. The focus of this course is pre-hospital care. 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.

OUTDOOR AND RECREATIONAL ATHLETICS PROGRAM

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

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

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

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

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

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

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 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
TOP ROPE CLIMBING (A)
Kathy Kyker-Snowman

OPRA 152
TOP ROPE CLIMBING (B)
Glenna Lee Alderson

OPRA 174
WHAT IS WILDERNESS?
Karen Warren

OPRA 179
EXPERIENTIAL EDUCATION: FROM THEORY TO PRACTICE
Karen Warren

OPRA 185
BEGINNING TENNIS (OUTDOORS)
Madelyn McRae

OPRA 186
BEGINNING TENNIS (INDOORS)
Madelyn McRae

OPRA 187
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 p.m. in the Robert Crown Center. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars. Enrollment unlimited.

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 p.m. in the Robert Crown Center. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars. Enrollment unlimited; instructor's permission.

OPRA 104

ADVANCED SHOTOKAN KARATE

Marion Taylor

This course is for students who have attained the rank of brown belt or black belt. Classes will meet Tuesday and Thursday, 6:00 to 8:00 p.m., and Sunday 2:00 to 4:00 p.m., in the Robert Crown Center. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars. Enrollment unlimited; instructor's permission.

OPRA 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 p.m. in the Robert Crown Center. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

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 considered a type of Ritsuzen or standing Zen. It is often practiced in monasteries as an active meditation and contrast to Zazen or seated Zen. The class will concentrate on learning the Seven Co-ordinations or step by step shooting form. The target which is only six feet away

serves the archer as a mirror in order to reflect the status of the archer's mind and spirit.

Since space and equipment are limited, it may be necessary to limit the number of people in this class. Therefore each prospective student should make an appointment for an interview with the instructor before the first week of classes. The class will meet in the South Lounge of the RCC on Tuesday and Thursday from 4:00 to 5:30 p.m.

OPRA 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 T'AI CHI

Denise Barry

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

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

OPRA 119

CONTINUING T'AI CHI

Denise Barry

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

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

OPRA 123

BEGINNING WHITEWATER KAYAKING (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 p.m. for pool sessions and on Friday from 12:30 to 6:00 p.m. for river trips. To register, attend the first class. Enrollment limit 6. Five College students will be graded on a pass/fail basis.

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

OPRA 124

BEGINNING WHITEWATER KAYAKING (Y)

Glenna Lee Alderson

This course is the same as OPRA 123.

Class will meet Wednesdays from 2:45 to 4:00 p.m. for pool sessions and on Fridays from 12:30 to 6:00 p.m. for river trips. To register, attend the first class. Enrollment limit 6. 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 p.m. 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 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

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 1:00 to 6:00 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 p.m. Enrollment limit 12.

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 p.m., and Thursdays from 1:00 to 2:00 p.m. Enrollment limit 12.

OPRA 179

EXPERIENTIAL EDUCATION: FROM THEORY TO PRACTICE

Karen Warren

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, Friday 1:00-2:30 p.m. 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, Friday 1:00-2:30 p.m. 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 p.m. 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 p.m. 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.

SPECIAL PROGRAMS

AMERICAN STUDIES

American Studies is the study of American culture through its many manifestations: the creative arts, sociology and social structure, history, and material artifacts. American Studies thrives at Hampshire because it shares with the College a challenge to artificial, limiting boundaries between subjects and modes of inquiry. As a result of Hampshire's commitment to multidisciplinary ways of knowing, American Studies faculty and courses in all four Schools offer students unusually rich and diverse opportunities to make connections across fields, in combinations as diverse as literature and urban studies, scientific method and economic history, anthropology and the history of technology—and many more. This inclusivity extends to the definition of what constitutes "America" as well. Hampshire students are encouraged to look beyond the traditional focus on the white, eurocentric culture of the United States, to explore the many cultures coexisting within one nation's boundaries. They are also encouraged to extend their definition of America beyond the boundaries of the U.S., in the study of the cultures of the Americas, via connection with Hampshire's programs in Third World Studies, Feminist Studies, and Cultural Studies.

Hampshire currently has 25 faculty, from all four Schools, affiliated with American Studies, and offers numerous courses at all levels, with emphasis on team-taught, cross-School courses; concentrators may also take an advanced integrative seminar on Topics in American Studies. For more information, please contact Lee Heller, ext. 672.

BUSINESS AND 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, ext. 598.

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 working on behalf of reproductive rights.

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

Students interested in the Civil Liberties and Public Policy Program should contact the director, Marlene Gerber Fried, ext. 645, Franklin Patterson Hall, G5.

COMPUTER STUDIES

Computer systems are now important parts of most of our lives. From machines which keep records and do calculations to machines 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 comput-

ing 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 would be well advised to bring either an Apple Macintosh or an IBM PC-compatible MS-DOS system. Students interested in Computer Studies should contact Rich Muller, ext. 501.

CULTURAL STUDIES

Cultural Studies is an inter-School program focusing on the definition, production and interpretation of culture. Breaking with the traditional dichotomies of high and low culture, art and criticism, history and textuality, technology and culture, theory and practice, Cultural Studies takes cultural processes, practices and artifacts as its objects of study. 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 representations within which meaning is constructed and historically transformed. By attending to variable dimensions of culture, Cultural Studies emphasizes the increasingly international and cross-cultural character of knowledge and cultural production.

Faculty members of the program from the disciplines of art history, theatre, philosophy, history, video, music, literature, media studies, and politics offer core courses, seminars, and public colloquia. Beginning students are encouraged to pursue CCS/HA 180 Introduction to Cultural Studies. Division II concentrators and other interested students should enroll in the Foundations of Cultural Criticism courses. Other courses of special interest to Cultural Studies concentrators are indicated in the course guide. Advanced students are encouraged to enroll in CCS/HA/SS 344 Seminar in Cultural Studies. For more information contact Meredith Michaels, ext. 629, or Joan Landes, ext. 507.

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), postsecondary 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, ext. 479, or Fred Weaver, ext. 508, for more information about the Education Studies Program.

FEMINIST STUDIES

The Feminist Studies Program aims to raise critical feminist questions about 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 arts, 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 Research Center, which devotes its energy to developing a feminist intellectual community in the Valley through sponsoring seminars, speakers and other events and activities. For more information, contact the Feminist Studies administrative assistant, Mary Sera, ext. 719.

LAW PROGRAM

The Law Program examines issues in law and society from a variety of perspectives. The Law Program explores law, legal processes, legal ideas, and events. The activity of the program includes courses, independent studies, concentrations, Division III projects, public events, field study support and supervision, and development of library and other resources.

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

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

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

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

ested 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, ext. 392, and Flavio Risech-Ozeguera, ext. 504.)

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

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

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

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

POPULATION AND DEVELOPMENT PROGRAM

The Population and Development Program was created in 1986 to provide students with a multi-disciplinary framework within which to comprehend population dynamics and reproductive rights issues internationally. It examines the ways in which fertility, mortality and

migration issues are shaped by colonialism, gender inequality, the organization of economic production, and the international division of labor. The program also explores the relationship between population growth and the environment and offers a critical assessment of the impact of international population control policies and new contraceptive technologies on women and children's health and lives.

Program activities include teaching, guest lectures, conferences for the larger Five College community, and encouragement of student involvement in the international reproductive rights field. As part of a broader reproductive rights initiative, the Program works closely with the Civil Liberties and Public Policy Program to coordinate efforts. The Program sponsors extended visits by Third World reproductive rights activists. Student internship possibilities are available.

The Program is also linked to Hampshire's Third World Studies, Feminist Studies, and Luce Programs, as well as to programs in the other Five Colleges and international women's health networks. Program Director is Betsy Hartmann, Franklin Patterson Hall, G16, ext. 506.

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 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, power structure analysis, and opportunities to join with others in developing creative programs in low-income neighborhoods. Students interested in the Public Service/Social Change program should contact Ada Sanchez, ext. 395, or Ariff Hajee, ext. 689.

THE THIRD WORLD STUDIES PROGRAM

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

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

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

- (a) the local and global forces that compel the majority of the world's population to inhabit a Third World nation
- (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. For more information contact Ali Mirsepassi, ext. 677, or Ann McNeal, ext. 571.

1994 PRELIMINARY COURSES FOR SPRING

SCHOOL OF COMMUNICATIONS AND COGNITIVE SCIENCE

COURSE LIST

100 LEVEL

CCS 112

ADVERTISING AND AMERICAN CULTURE
Kathryn Fuller

CCS 119

ANALYZING POPULAR CULTURE
James Miller

CCS 134

DEVELOPMENTAL LANGUAGE AND LEARNING DISORDERS
Christopher Chase

CCS 153

DEVELOPMENT THROUGH THE LIFESPAN
Mary Jo Rattermann

CCS 162

THE QUESTION OF HUMAN RATIONALITY
Neil Stillings

CCS 175

WHAT COMPUTERS CAN'T DO
Lee Spector

CCS/HA 180S

CULTURE AND REPRESENTATION: AN INTRODUCTION TO CULTURAL STUDIES
Joan Braderman, et al

200 LEVEL

CCS 209

LITTLE WOMEN AND SELF-MADE MEN: GENDER AND POPULAR CULTURE IN AMERICA
Kathryn Fuller/Lee Heller

CCS 218

ARMCHAIR IMPERIALISM: THE SAFARI IN THE AMERICAN IMAGINATION
David Kerr

CCS/SS 220

TOPICS IN THE PHILOSOPHY OF EDUCATION
Ernest Alleva

CCS 224

NEUROPHILOSOPHY
Neil Stillings

CCS 226

THEORY OF LANGUAGE I: PHONOLOGY
Mark Feinstein

CCS 242

BIOACOUSTICS
Mark Feinstein

CCS 244

AUTOBIOGRAPHY/BIOGRAPHY/MEMOIR IN FILM AND VIDEO
Sherry Millner

CCS 257

CULTURE AND COGNITION: DEVELOPMENT FROM A SOCIOCULTURAL PERSPECTIVE
Mary Jo Rattermann

CCS 263

INTRODUCTION TO ARTIFICIAL INTELLIGENCE
Lee Spector

CCS 270

EXPERIMENTAL PSYCHOLOGY LABORATORY
Christopher Chase

CCS 292

HERMENEUTICS, TRANSLATION AND CROSS-CULTURAL INTERPRETATION
Jay Garfield/Jeffrey Wallen

300 LEVEL

CCS 302

PROBLEMS IN JOURNALISM
James Miller

CCS/HA/SS 344

SEMINAR IN CULTURAL STUDIES
Meredith Michaels/Joan Landes/Mary Russo

CCS 399

ADVANCED VIDEO PRODUCTION SEMINAR
Joan Braderman/Sherry Millner

COURSE DESCRIPTIONS

CCS 112

ADVERTISING AND AMERICAN CULTURE
Kathryn Fuller

This course will introduce students to the critical analysis of the images and rhetoric of advertising, using a variety of methodologies drawn from history and cultural studies. Focusing on magazine and print ads and television and radio commercials, we will examine how advertisers construct and reinforce images of our bodies, gender relationships, and our roles in the ever-expanding consumer society. We will also study representations of minorities, women and children in advertising throughout the century. There will be extensive reading, class discussion, and written analyses of ad examples. Class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 25.

CCS 119

ANALYZING POPULAR CULTURE

James Miller

The industrial production, mass marketing and widespread consumption of cultural commodities are a social characteristic typical of our age. Most analysts agree with this observation; beyond that there is much dispute. What exactly is the nature of contemporary culture? Can, say, the punk subculture be considered an act of symbolic rebellion? Do soap operas and romance novels enhance or debase their viewers and readers' lives? In this course we will begin to address these and related questions from a critical perspective. We will review a variety of approaches to popular-culture phenomena, showing how each brings with it implicit assumptions about the subject. In addition to pieces from periodicals, we may read such books as Hebdige's *Subculture: The Meaning of Style*, Gans' *Popular Culture and High Culture*, and Radway's *Reading the Romance*. Students will write short papers on theoretical issues and carry out a couple of small empirical projects that draw on familiar examples of popular culture. Class will meet twice a week for one-and-one-half hours each time. Enrollment is limited to 20.

CCS 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 while 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 be the study of the biological and cognitive basis for such developmental disorders. Class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 25.

CCS 153

DEVELOPMENT THROUGH THE LIFESPAN

Mary Jo Rattermann

During the course of an average day we use a myriad of cognitive and intellectual skills, such as memory, reasoning, and language, to help us communicate with others and function with the environment around us. We often take these skills for granted, assuming that they have always been available and always will. Yet there are fundamental questions regarding how our cognitive abilities develop, and, further, whether once developed they are static and will not change throughout the lifespan. In this course we will examine the acquisition of skills such as language, memory and problem solving, and how these skills change as we progress through childhood, into adulthood and beyond. We will also discuss the notion of "static" aspects of our intellect, such

as intelligence, expertise and creativity. Students will be responsible for the weekly readings, one class presentation, and several short papers. The class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 25.

CCS 162

THE QUESTION OF HUMAN RATIONALITY

Neil Stillings

A central topic in contemporary cognitive science is the study of our rational capacities, which has been a prominent theme in Western philosophy for over two thousand years. Recent scientific research on rationality has led to some startling and seemingly paradoxical results. On the one hand people's thought often fails to conform to ideal models of rational information processing that have been developed by logicians, decision theorists, and philosophers of science. On the other hand people possess a common-sense ability to respond adaptively to their surroundings that has stumped researchers attempting to design intelligent robots and computer systems. This course is an introduction to the wealth of results on human rationality and irrationality that has emerged in recent cognitive science and to the mysteries those results have revealed. Class will meet twice a week for one-and-one-half hours. Enrollment limit is 25.

CCS 175

WHAT COMPUTERS CAN'T DO

Lee Spector

Computers are commonly (and inconsistently) regarded as both omnipotent and as "stupid machines." In this course we will explore the real limits of computation from philosophical, logical, mathematical and public-policy perspectives. We begin with a discussion of the possibility of "artificial intelligence" (AI), covering the claims that have been made by AI scientists and the critiques of such claims that have arisen from the philosophical community. We then focus on the fundamental logic and mathematics of computation, including techniques for proving that certain problems are "intractable" or "unsolvable." In the third part of the course we turn to social and political questions on which an enlightened view of the limits of computation can have an impact. Such questions range from privacy and security issues in phone systems, bank networks, and computer conference systems to the use of computers in science, the space program, and the military.

Students will be evaluated through a combination of short papers and problem sets, along with a final project. The class will meet twice a week for one-and-one-half hours each time. Enrollment is limited to 25.

CCS/HA 180S

CULTURE AND REPRESENTATION: AN INTRODUCTION TO CULTURAL STUDIES

Meredith Michaels

This course introduces students to the complex interrelationship between cultural representations and social formations. In weekly lectures by Cultural Studies faculty and visiting artists and scholars, students will gain a comprehensive overview of the constellation of texts, works of art and popular culture, theorists and artists encompassed by Cultural Studies. In intensive three-week course modules, students will work with individual faculty members on specific topics that further their understanding of the ways in which personal and collective experience are organized and transformed by language, image and technology. Special emphasis will be placed on developing students' critical writing/interpretive skills.

The course format consists of weekly lectures and three blocks of modular courses. Each block will run for three weeks. There are two sections of each module in order to provide flexibility in student scheduling. Students will participate in two modules (but not two modules from the same block). During the block when a student is not participating in a module, he/she will attend weekly discussion sessions and work with individual faculty members on papers and/or projects. Students are expected to attend the weekly lectures throughout the semester. Enrollment in each module is limited to 20.

The course will meet W 7-8:30 (lecture) and TTh 10:30-12:30 (Section I) or TTh 1:30-3:30 (Section II). Students should preregister for either Section I or Section II.

BLOCK ONE**Orientalism**

Sura Levine

Orientalism in the visual arts has been identified as a Western fascination with and depiction of Near Eastern and North African cultures that was based, at least in part, in colonialist policies. In this module, we will examine how nineteenth-century artists, recent advertising campaigns and music videos have presented the Other. Particular attention will be paid to issues of gender and spectatorship.

Conceptions of Africa

Tsenay Serequeberhan

Africa's encounter of Europe, and the nature of that encounter, has provoked problems of identity and self-conception among African intellectuals. Our concern in this module will be to look at expositions and critiques of African identity which, of necessity, have been framed within the context of and against a pejorative European conception of Africa. Using Hegel as a benchmark of such negative conceptions, we will examine critiques and expositions of African identity centered on the notion of *Negritude*.

BLOCK TWO**Text and Authority: Buddhism**

Jay Garfield

The Buddhist philosophical and religious tradition is grounded in an extensive corpus of canonical texts, the earliest of which date from approximately 500 B.C.E., and represent the probable word of the historical Buddha, and the most recent of which are being composed today. This body of texts is internally quite diverse, stylistically, philosophically, and doctrinally, and incorporates a great deal of vigorous debate. The canon is open, but is not arbitrary, and is governed by standards of textual authority and interpretative convention. In this module we will examine the ways in which a diverse canon such as this functions as a basis for a broad cultural, philosophical and religious tradition.

Sacred Texts: Communities of Assent

Brown Kennedy

Texts are not only read by individuals. They are written for and read by communities—forming the community and being re-read and re-interpreted in the light of its experience over time. In this module we will look closely at selections from the *Bible* (the *Exodus* narrative, portions of the *Psalms*, *The Gospel of John*, *The Book of Revelation*), thinking about what it means to give assent to or to "believe" a text and considering the ways texts function within communities of belief. To this end, we will also examine selected liturgical and literary material that are based on Hebrew and, particularly, Christian sacred texts.

BLOCK THREE**Futurism and Fascism**

Mary Russo

An exploration of the relationship between art and politics. Focusing on the convergence of Fascist imperialist rhetoric and public culture, and the Futurist avant-garde project extolling modernity, industrialization, and war, we will consider the historical and cultural dynamics which produced such "revolutionary" figures as F. M. Marinetti and Antonio Gramsci.

Eisenstein, Vertov; Constructivism

Joan Braderman

Artists associated with the Constructivist movement in the Soviet Union right after the 1917 revolution took up the formal challenge of the early modernists and the political challenge of the utopian revolutionaries. This is an intensive introduction to the works of two of the premier filmmakers of this "heroic" era of Soviet filmmaking—the 1920s. For Sergei Mikhailovich Eisenstein, this was a highly productive period for making films and laying out his montagist theory of film language. While Eisenstein made fiction films, his colleague and sometime verbal sparring partner, Dziga Vertov (with his fellow "Kinoks"), developed and radicalized the nonfiction form with films like the spectacular "Man with a Movie Camera" (1928). In *Novy Lef*, a cultural journal of the period, Eisenstein wrote, in response to Vertov's Kino (Film) Eye

Manifesto, "I don't believe in 'Kino-Eye,' I believe in Kino fist!" We will examine both filmic and written texts by both these directors as well as related Constructivist work such as sculptural projects by Tatlin and graphic design by Rodchenko.

CCS 209

LITTLE WOMEN AND SELF-MADE MEN: GENDER AND POPULAR CULTURE IN AMERICA

Kathryn Fuller /Lee Heller

Whether or not we consider ourselves to be good little women and aspiring self-made men, we live in a culture that has gendered identity, often in terms of the ideal roles embodied in Louisa May Alcott's girls' story and Horatio Alger's novels of boyhood success. What made America, in the nineteenth century, imagine gender as so essential and so definable a category of public and private being? What kinds of gender identities have appeared, since then, in pop-culture representations? And what role do these representations play in inventing the very experiences they purport to describe?

The subject of this course is the invention and redefinition of gender in American popular culture over the past 150 years. We will explore the kinds of gender identity that have been available—from prostitutes in early New York to aliens in 1980s television science fiction—in a variety of media: children's literature; crime pamphlets; autobiographies; fashion; film, and TV. We will look in particular at questions of representation and reception, exploring the legitimacy behind the presumption of a dichotomy between the production and consumption of culture. "Texts" will include *Little Women* (Alcott) and *Ragged Dick* (Alger), filmgoer autobiographies of the 1930s, crime pamphlets and advice manuals of the early nineteenth century, Clara Bow films, zoot suits, and episodes of "Star Trek" and "Star Trek: The Next Generation."

This course is particularly suitable for American Studies and Cultural Studies concentrators. Class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 35.

CCS 218

ARMCHAIR IMPERIALISM: THE SAFARI IN THE AMERICAN IMAGINATION

David Kerr

From the 1890s to the late 1960s, manly accounts of safaris written by the participating hunters were published in popular American magazines. These articles consisting of first-person observations by nonprofessional writers offer us candid and unselfconscious evidence of Americans' evolving attitudes and prejudices toward the indigenous peoples of Africa and Asia. Following these generally upper-middle-class white men and women as they encounter "the other" should give us some insight into how racial stereotypes were reinforced and perpetuated in the popular media and how these beliefs may reflect national attitudes toward expansionism and imperialism.

The first half of the course will consist entirely of reading and analyzing the primary material: seventy years of safari stories. In the second half of the course we will use secondary sources—social, critical, political, and historical to shed light on the observations and hypotheses that arise from our critical analysis of the safari accounts. There will be two papers required. Class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 30.

CCS/SS 220

TOPICS IN THE PHILOSOPHY OF EDUCATION

Ernest Alleva

This course will address alternative perspectives on central issues in the philosophy of education: the meaning and value of education to the individual and society; questions of educational content, curriculum, and method; the myriad relationships of educational opportunities and institutions to social and economic structures. We will examine the views of traditional thinkers, such as Plato, Rousseau, and Dewey, as well as recent work by contemporary thinkers. Class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 25.

CCS 224

NEUROPHILOSOPHY

Neil Stillings

The mental activity and complex behavior of biological organisms arise 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 226

THEORY OF LANGUAGE I: PHONOLOGY

Mark Feinstein

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 of novelty of the messages required in human life. We are no more aware of these principles than we are of the mechanisms that underlie the digestion and metabolism of the food we eat. Many contempo-

rary linguists believe that language, like metabolism, is a biological capacity whose properties must be uncovered by careful scientific investigation. Linguistics is the science whose task it is to understand and explain those properties of language.

This class is part of a multi-course core sequence in linguistics which investigates syntax, semantics, and phonology in alternate semesters. The class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 25.

CCS 242

BIOACOUSTICS

Mark Feinstein

Sound plays a critical role in the life of many biological organisms. In this course we will examine the physical nature of acoustic events, the anatomy and physiology of sound production and perception in a variety of species, and the functional and evolutionary significance of bioacoustic behavior. Among the special topics to be considered are the relationship of acoustic structure and behavioral function in communicative signals; neurophysiological and behavioral characteristics of ultrasonic echolocation systems (as in bats and cetaceans); information-gathering through the acoustic channel in domains such as predation, predator-avoidance, population assessment, mate selection, and social interaction. Class will meet once a week for a classroom session of one-and-one-half hours; there will also be a lab session of three hours. Students will be expected to carry out an experiment and/or instrumental analysis bearing on issues raised in the course. Enrollment limit is 20.

CCS 244

AUTOBIOGRAPHY/BIOGRAPHY/MEMOIR IN FILM AND VIDEO

Sherry Millner

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

CCS 257

CULTURE AND COGNITION: DEVELOPMENT FROM A SOCIOCULTURAL PERSPECTIVE

Mary Jo Rattermann

The work of the Russian psychologist L. S. Vygotsky (1896-1934) has contributed to modern psychologists' interest in the effects culture and society have on children's cognitive development. Based largely on the Marxist philosophy of his time, his theory proposes that children's cognitive functioning is grounded in the cultural traditions and language of the society in which they develop. In this course we will study Vygotsky's theory of sociocultural development, examining its roots in Marxist philosophy, semiotics and psychology. We will also examine cross-cultural research of attachment, perception, counting, and other cognitive and social processes which support Vygotsky's emphasis on culture in development. Finally, we will address the role of culture in the American educational system, examining issues such as multiculturalism and bilingualism in the schools. Students will be expected to read and critique primary research and write several short papers.

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

CCS 263

INTRODUCTION TO ARTIFICIAL INTELLIGENCE

Lee Spector

Artificial Intelligence (AI) is a branch of computer science concerned with the construction of computer systems that "think." This course is an introduction to the core ideas of AI through concrete, hands-on activity. We will learn the Lisp programming language (the language of choice in AI research) and we will use Lisp to build working AI systems. We will cover techniques for representing and manipulating knowledge in application areas such as the construction of action plans, the understanding of natural language interactions, and the use of computers in the arts. This course or its equivalent is a prerequisite for Advanced Topics in Artificial Intelligence; it may also be a prerequisite for other advanced courses on computational topics in the cognitive sciences.

Students will be evaluated on the basis of several small programming assignments and a final project. Prerequisite: any college-level course involving the significant use of any programming language. The class will meet three times a week for one-and-one-half hours each time. Enrollment is limited to 25.

CCS 270

EXPERIMENTAL PSYCHOLOGY LABORATORY

Christopher Chase

Collecting new data is one of the great pleasures and challenges in psychology. Reading about psychological research conveys very little of the excitement or the craft involved in doing experiments. This course will present students with a variety of psychological experiments which they will conduct, using themselves as subjects. Basic experimental terminology, design, and the pitfalls

will be covered along with in-depth discussion of procedural methodology. In addition each student in this course does an original experiment with the help and support of the instructor. Students will be expected to work together in small groups on their experiments. This course will make use of Hampshire's psychology and cognitive science laboratories located in Simmons Hall. The class will rely on the use of MEL, an experimental software environment for programming studies on DOS/PC computers.

If you are thinking about graduate school in psychology, cognitive science, or any field that utilizes experimental method to study human behavior, you should take this course. Class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 15.

CCS 292

HERMENEUTICS, TRANSLATION AND CROSS-CULTURAL INTERPRETATION

Jay Garfield/Jeffrey Wallen

Insofar as our understanding of a culture—whether our own or another—is mediated by our understanding of its texts—written, oral, or implicit—any attempt at understanding must be grounded in a theory of the act of interpretation, and of the relations between author, reader, text and meaning that make interpretation possible and which determine the degree of its success. Interpretation is at work and is problematic when we confront our own texts and those of our immediate colleagues and friends. But it becomes even more complex and difficult to understand when the texts we confront originate in a distant culture, a distant time, a different language, or in a different hermeneutic tradition. Here the mediation of translators, historians and cultural critics and of a theory of the cultural context of, or intent of the author of the text complicate the hermeneutical situation. Questions concerning the indeterminacy of meaning that are always present ramify into worries about the very possibility of translation and questions about the identity of a text or its author approach intractability. But these are the situations that must be faced in multicultural scholarship. Moreover, they may be present, albeit in a more subtle form, even in intracultural scholarship. This cultural studies concentrators' seminar will address the nature of textual interpretation, translation and understanding through readings of important foundational work in hermeneutic theory, and through case studies in the translation and interpretation of philosophical and poetic works culturally and temporally distant from ourselves. The course will meet once weekly for three hours. Enrollment limit 30. Prerequisites: At least one course in epistemology, philosophy of language, literary theory or cultural studies and consent of instructors.

CCS 302

PROBLEMS IN JOURNALISM

James Miller

This advanced seminar will be an opportunity to examine critically and in some depth selected issues in the contemporary practice of journalism. Our discussions will include such issues as the development and application of professional ethics among reporters and editors, the nature of the crucial reporter-news source relationship, the use of "facts" in constructing narrative accounts of the "news" and the adoption of new technologies of news production and dissemination. We will read widely and spend some time in the field observing journalists at work. Class will meet once a week for three hours. Enrollment limit is 15.

CCS/HA/SS 344

SEMINAR IN CULTURAL STUDIES

Meredith Michaels/Joan Landes/Mary Russo

This seminar is for advanced cultural studies concentrators and Division III students. Topic to be announced.

CCS 399

ADVANCED VIDEO PRODUCTION SEMINAR

Joan Braderman

Sherry Millner

For video concentrators, this seminar is an advanced class in production and criticism. The top priority of the course is screening works-in-progress for critique. Students will produce their own work, crew for other class members, and do advanced critical reading in the field. Contemporary work by other videomakers will be screened and discussed in class. The class is designed so that students will benefit from the varied insights, ideas, images and sounds from video, film and photography as artistic practices which share the same historical context and moment but offer different aesthetic constraints and possibilities. We hope to generate an exciting context for making new work. Prerequisite: Division III students and if there is space, advanced Division II students. Instructor permission required. Class will meet once a week for three hours.

SCHOOL OF HUMANITIES AND ARTS

COURSE LIST

100 LEVEL

HA 108

INTRODUCTION TO PAINTING

Riley Brewster

HA 110

FILM/VIDEO WORKSHOP I

TBA

HA 111

STILL PHOTOGRAPHY WORKSHOP I

Jacqueline Hayden

HA/SS 112

BLACK WOMEN'S AUTOBIOGRAPHY

Robert Coles/Patricia Romney

HA 113*

MODERN DANCE I

Daphne Lowell

HA 127

AMERICAN VOICES, AMERICAN LIVES

Michael Lesy

HA 130

THREE RUSSIAN WRITERS: PUSHKIN, GOGOL AND TURGENEV

Joanna Hubbs

HA 165

PLACES AND SPACES: PERCEPTION AND UNDERSTANDING OF HUMAN ENVIRONMENT

Earl Pope

HA/CCS 180S

CULTURE AND REPRESENTATION: AN INTRODUCTION TO CULTURAL STUDIES

Meredith Michaels, et al

HA 196

CROSS-BORDER ROMANCES

Norman Holland

200 LEVEL

HA 205

SCULPTURE II

William Brayton

HA/CCS 209

LITTLE WOMEN AND SELF-MADE MEN: GENDER AND POPULAR CULTURE IN AMERICA

Lee Heller/Kathy Fuller

HA 210

FILM/VIDEO WORKSHOP II

Bill Brand

HA 211

STILL PHOTOGRAPHY WORKSHOP II

Jacqueline Hayden

HA 212

THE DIGITIZED IMAGE

Sarah Hart

HA 215*

MODERN DANCE III

Rebecca Nordstrom

HA 223

CRITICAL ISSUES IN PHOTOGRAPHY: IMAGES OF THE BODY

Sandra Matthews

HA 227*

THEATRE PRACTICUM

Wayne Kramer

HA 228

THE WORLD OF FEODOR DOSTOEVSKY

Joanna Hubbs

HA 231

POETRY WRITING WORKSHOP

Andrew Salkey

HA 233

AESTHETICISM AND DECADENCE

Sura Levine/Jeffrey Wallen

HA 235

PRINCIPLES OF DIRECTING

Rhonda Blair

HA 236

LITERARY NONFICTION CONTINUED

Michael Lesy

HA 237

FICTION WRITING WORKSHOP

Andrew Salkey

HA 238

THE FIRST WOMAN

Robert Meagher

HA 239

JAZZ PERFORMANCE SEMINAR

Yusef Lateef

- HA 242
CAMUS
Robert Meagher
- HA 243
THE NATURE AND PRACTICE OF IMPROVISATION
Margo Simmons
- HA 245
BLACK EXPATRIATES: A STUDY OF BLACK AMERICAN WRITERS IN EXILE
Robert Coles
- HA/SS 249
BODIES, CULTURE, AND SOCIETY
Norman Holland/Joan Landes
- HA 252
INTERMEDIATE DANCE COMPOSITION
Daphne Lowell
- HA 257
MUSIC IV: COMPOSITION
Daniel Warner
- HA/SS/WP 258
HISTORY, WOMEN, RACE AND THE NOVEL
Lynne Hanley/E. Frances White/Ellie Siegel
- HA 265
MUSIC II: INTERMEDIATE TONAL THEORY
Daniel Warner
- HA 269
DESIGNING THE ARCHITECTURE OF MEMORY
Robert Goodman
- HA 284
AMERICA AT MID-CENTURY: LITERATURE AND CULTURE
Lee Heller
- HA 285
LABAN MOVEMENT ANALYSIS
Rebecca Nordstrom
- HA 288
SHAKESPEARE AND WOOLF
L. Brown Kennedy
- HA/CCS 292
HERMENEUTICS, TRANSLATION AND CROSS-CULTURAL INTERPRETATION
Jeffery Wallen/Jay L. Garfield
- HA 298
PRODUCTION SEMINAR
Rhonda Blair/Wayne Kramer
- HA 305
ADVANCED PAINTING
Riley Brewster

- HA 316
DIVISION III STUDIO ARTS CONCENTRATORS
William Brayton/Judith Mann
- HA 317
MODERN DANCE V
Daphne Lowell
- HA/SS/CCS 344
SEMINAR IN CULTURAL STUDIES
Mary Russo/Joan Landes/Meredith Michaels
- HA 356
TOPICS IN AMERICAN STUDIES: SEMINAR/WORKSHOP
David Smith
- HA 399a
ADVANCED SEMINAR IN WRITING
Lynne Hanley
- HA/CCS 399b
FILM/PHOTOGRAPHY STUDIES: INDIVIDUAL PROBLEMS IN FILMMAKING, PHOTOGRAPHY, AND RELATED MEDIA
Bill Brand/Sandra Matthews

COURSE DESCRIPTIONS

NOTE:

The film/photography faculty would like students to engage in one college level critical issues course (film, photography, video, art history, or visual literacy-oriented) prior to taking Film/Video Workshop I or Still Photography Workshop I. Hampshire College courses meeting this criterion this spring term are:

- | | |
|--------|--|
| HA 165 | Places and Spaces: Perception and Understanding of the Human Environment |
| HA 223 | Critical Issues in Photography: Images of the Body |

(Similar courses giving a grounding in visual theory and practice at the other colleges are suitable as well.)

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 courses, 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. The list of students enrolled in the course will be posted in the Humanities and Arts office the morning following the first class.

APPLICATION PROCESS FOR CREATIVE WRITING AND THEATRE:

Students who wish to have a member of the creative writing faculty or theatre faculty on their Division II or Division III committees must participate in an application process which will occur at the beginning of each semester. Instructions and application forms are available in the Humanities and Arts office. The deadlines for submission of portfolios for spring 1994 will be February 16 for students planning to file contracts in mid-March. Portfolios will be reviewed and assigned by the creative writing faculty, as a whole, for writing concentrators; and by the theatre faculty, as a whole, for theatre concentrators. Assignments for creative writing committees will be posted on the bulletin board next to EDH 16 within one week. Assignments for theatre committees will be posted on the door of the theatre offices within one week.

- HA 108
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 18 and Introduction to Drawing is a prerequisite. Class will meet twice each week for three hours each session.

- HA 110
FILM/VIDEO WORKSHOP I
TBA

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

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

- HA 111
STILL PHOTOGRAPHY WORKSHOP I
Jacqueline Hayden

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/SS 112
AFRICAN-AMERICAN AUTOBIOGRAPHY
Robert Coles/Patricia Romney

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

- HA 113*
MODERN DANCE I
Daphne Lowell

This course provides an 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.

The class will meet twice each week for one-and-one-half hours. Enrollment is limited to 24. This course is not suitable for one-half of a Division I.

- HA 127
AMERICAN VOICES, AMERICAN LIVES
Michael Lesy

Biography and autobiography are primary forms of literary nonfiction. To read and write them is to under-

stand the world in the self and the self in the world. The study of such narratives provides and provokes a knowledge of history and psychology, anthropology and literature. Writing such narratives requires a mastery of prose that is both evocative and analytic.

These are the works that will be read: Susan Cheever's *Home Before Dark* and Geoffrey Wolfe's *Duke of Deception*, Oliver Sacks' *The Man Who Mistook His Wife for a Hat*, Johnathan Kozol's *Rachel and Her Children* and Garry Wills' *Reagan's America*.

Students will be asked to write short portrait/biographies of friends, relatives, acquaintances and strangers. They will then be asked to extend these portraits into longer, more insightful and analytic biographies. Weekly writing exercises and well-read class participation will be required.

The class will meet twice weekly for one-and-one-half hours. Enrollment will be limited to 16 by permission of the instructor. This permission will be based on a writing exercise to be assigned during the first class.

HA 130

THREE RUSSIAN WRITERS: PUSHKIN, GOGOL AND TURGENEV

Joanna Hubbs

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

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

HA 165

PLACES AND SPACES: PERCEPTION AND 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 own drawing tools. Projects and papers will be due throughout the term. This course demands significant time and commitment. The class will meet twice a week for two hours. Enrollment is open.

HA/CCS 180S

CULTURE AND REPRESENTATION: AN INTRODUCTION TO CULTURAL STUDIES

Meredith Michaels, et al

This course introduces students to the complex interrelationship between cultural representations and social formations. In weekly lectures by Cultural Studies faculty and visiting artists and scholars, students will gain a comprehensive overview of the constellation of texts, works of art and popular culture, theorists and artists encompassed by Cultural Studies. In intensive three-week course modules, students will work with individual faculty members on specific topics that further their understanding of the ways in which personal and collective experience are organized and transformed by language, image and technology. Special emphasis will be placed on developing students' critical writing/interpretive skills.

The course format consists of weekly lectures and three blocks of modular courses. Each block will run for three weeks. Students should enroll for two modules (but may not enroll for two modules from the same block). There are two sections of each module in order to provide flexibility in student scheduling. Students will participate in two modules (but not two modules from the same block). During the block when a student is not participating in a module, he/she will attend weekly discussion sessions and work with individual faculty members on papers and/or projects. Students are expected to attend the weekly lectures throughout the semester. Enrollment in each module is limited to 20.

The course will meet W-7-8:30 (lecture) and TTh 10:30-12:30 (Section I) or TTh 1:30-3:30 (Section II). Students should preregister for either Section I or Section II.

BLOCK ONE

Orientalism

Sura Levine

Orientalism in the visual arts has been identified as a Western fascination with and depiction of Near Eastern and North African cultures that was based, at least in part, in colonialist policies. In this module, we will examine how nineteenth-century artists, recent advertising campaigns and music videos have presented the Other. Particular attention will be paid to issues of gender and spectatorship.

Conceptions of Africa

Tsenay Serequeberhan

Africa's encounter of Europe, and the nature of that encounter, has provoked problems of identity and self-conception among African intellectuals. Our concern in

this module will be to look at expositions and critiques of African identity which, of necessity, have been framed within the context of and against a pejorative European conception of Africa. Using Hegel as a benchmark of such negative conceptions, we will examine critiques and expositions of African identity centered on the notion of *Negritude*.

BLOCK TWO

Text and Authority: Buddhism

Jay Garfield

The Buddhist philosophical and religious tradition is grounded in an extensive corpus of canonical texts, the earliest of which date from approximately 500 B.C.E., and represent the probable word of the historical Buddha, the most recent of which are being composed today. This body of texts is internally quite diverse, stylistically, philosophically, and doctrinally, and incorporates a great deal of vigorous debate. The canon is open, but is not arbitrary, and is governed by standards of textual authority and interpretative convention. In this module we will examine the ways in which a diverse canon such as this functions as a basis for a broad cultural, philosophical and religious tradition.

Sacred Texts: Communities of Assent

L. Brown Kennedy

Texts are not only read by individuals. They are written for and read by communities—forming the community and being re-read and re-interpreted in the light of its experience over time. In this module we will look closely at selections from the *Bible* (the *Exodus* narrative, portions of the *Psalms*, *The Gospel of John*, *The Book of Revelation*) thinking about what it means to give assent to or to "believe" a text and considering the ways texts function within communities of belief. To this end, we will also examine selected liturgical and literary materials that are based on Hebrew and, particularly, Christian sacred texts.

BLOCK THREE

Futurism and Fascism

Mary Russo

We will explore the relationship between art and politics. Focusing on the convergence of Fascist imperialist rhetoric and public culture, and the Futurist avant-garde project extolling modernity, industrialization, and war, we will consider the historical and cultural dynamics which produced such "revolutionary" figures as F. M. Marinetti and Antonio Gramsci.

Eisenstein, Vertov; Constructivism

Joan Braderman

Artists associated with the Constructivist movement in the Soviet Union right after the 1917 revolution took up the formal challenge of the early modernists and the political challenge of the utopian revolutionaries. This is an intensive introduction to the works of two of the premier filmmakers of this "heroic" era of Soviet filmmaking—the 1920s. For Sergei Mikhailovitch Eisenstein, this

was a highly productive period for making films and laying out his montagist theory of film language. While Eisenstein made fiction films, his colleague and sometime verbal sparring partner, Dziga Vertov (with his fellow "Kinoks"), developed and radicalized the nonfiction form with films like the spectacular "Man with a Movie Camera" (1928). In *Novy Lef*, a cultural journal of the period, Eisenstein wrote, in response to Vertov's Kino (Film) Eye Manifesto, "I don't believe in 'Kino-Eye,' I believe in Kino fist!" We will examine both filmic and written texts by both these directors as well as related Constructivist work such as sculptural projects by Tatlin and graphic design by Rodchenko.

HA 196

CROSS-BORDER ROMANCES

Norman Holland

The course seeks to identify models of cross-cultural influence and exchange. Beginning about 1900, the expanded international role of the United States brought increased attention to the cultures of Latin America. Focusing on the cross-border romance, the course explores the ways in which the cultural relations between the United States and Latin America from 1930 to the present are imagined and framed in film and literature. The course will also reflect upon the imaging of gender: the Latin lover/the beautiful "senorita." Readings and films to be discussed include *Betrayed by Rita Hayworth*, *West Side Story*, *How the Garcia Girls Lost Their Accent*, *Orchids in the Moonlight*, *Flying Down to Rio*, *The Three Caballeros*, *Fort Apache: The Bronx*.

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

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. There is a \$30 lab fee to cover the cost of materials.

Prerequisite: a beginning sculpture course at the college level. The class will meet twice each week for two-and-one-half hours. Enrollment is limited to 15.

HA/CCS 209

LITTLE WOMEN AND SELF-MADE MEN: GENDER AND POPULAR CULTURE IN AMERICA

Lee Heller/Kathy Fuller

Whether or not we consider ourselves to be good little women and aspiring self-made men, we live in a culture that has gendered identity, often in terms of the ideal roles embodied in Louisa May Alcott's girls' story and Horatio Alger's novels of boyhood success. What

made America, in the nineteenth century, imagine gender as so essential and so definable a category of public and private being? What kinds of gender identities have appeared, since then, in pop-culture representations? And what role do these representations play in inventing the very experiences they purport to describe?

The subject of this course is the invention and redefinition of gender in American popular culture over the past 150 years. We will explore the kinds of gender identity that have been available—from prostitutes in early New York to aliens in 1980s television science fiction—in a variety of media: children's literature; crime pamphlets; autobiographies; fashion; film and TV. We will look in particular at questions of representation and reception, exploring the legitimacy behind the presumption of a dichotomy between the production and consumption of culture. "Texts" will include *Little Women* (Alcott) and *Ragged Dick* (Alger); filmgoer autobiographies of the 1930s; crime pamphlets and advice manuals of the early nineteenth century; Clara Bow films; zoot suits; and episodes of "Star Trek" and "Star Trek: The Next Generation." This course is particularly suitable for American Studies and Cultural Studies concentrators. The class will meet twice each week for one-and-one-half hours. Enrollment is open.

HA 210

FILM/VIDEO WORKSHOP II

Bill Brand

This course emphasizes the development of skills in 16mm filmmaking, including pre-planning (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. Three-quarter-inch 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.

HA 211

STILL PHOTOGRAPHY WORKSHOP II

Jacqueline Hayden

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 212

THE DIGITIZED IMAGE

Sarah Hart

This course will look at the computer's impact on art making with an emphasis on the changing role of the photographic image. As digitized images become material for a new type of long distance collaboration between artists and of audience interaction, the boundaries between artist, audience and the work of art are questioned. Both artists and audience face new conceptual challenges as the computer dematerializes the image, as art becomes virtual and is no longer located in one place.

This class will consist of readings, presentations, screenings, and lectures looking at a wide range of computer based work. Students will produce their own images using Photoshop, do substantial readings, and are expected to participate in class discussions and critiques. Enrollment is limited to 10 students. A critical issues or visual literacy course is a prerequisite.

HA 215*

MODERN DANCE III

Rebecca Nordstrom

This course will be a laboratory exploring the movement capacities of the human body as selected for aesthetic and expressive purposes. Class work will be geared to refining the perception of movement, learning how to move safely, developing the ability to move with more ease, range, specifically and individually. Students will be required to participate in dance outside of class (by attending dance concerts, working as crew for a production, perhaps rehearsing for performance) and submit written evidence of that participation. Absence from more than 2 or 3 classes is considered unsatisfactory. This is considered a half course, geared to the low intermediate level and cannot be used as one-half of a Division I. Class will meet twice each week for one-and-one-half hours. Enrollment is open.

HA 223

CRITICAL ISSUES IN PHOTOGRAPHY: IMAGES OF THE BODY

Sandra Matthews

This course will examine the cultural function of nineteenth-century and twentieth-century photographs, with special emphasis on images of the human body. We will address issues of voyeurism, and of the viewing hierarchy within which a body is pictured and seen. Issues of race, class, and gender will be taken up as well. Class sessions will consist primarily of slide lecture/discussions, informed by assigned readings. Students will complete several critical papers and a photographic project. The class will meet twice each week for one-and-one-half hours. Enrollment is limited to 20.

HA 227*

THEATRE PRACTICUM

Wayne Kramer

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

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

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 relate 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.

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 composition and technique, 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 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 students selected by interview with the instructor on Tuesday, January 25, 1994. Bring four poems with you to this meeting.

HA 233

AESTHETICISM AND DECADENCE

Sura Levine/Jeffrey Wallen

This course will examine the autonomy of art and different conceptions of the role of the artist in society during the latter half of the nineteenth century. 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 and the ensuing turn to "decadence" towards the end of the century. Readings may include texts by Gautier, Baudelaire, Huysmans, Villiers de L'Isle Adam, Mallarme, Ruskin, Pater, Swinburne, Morris, Wilde, Yeats, Nietzsche, and Hofmannstahl and works of art by Beardsley, Whistler, Rops, Moreau, Redon, Khnopff, von Stuck, Klinger, along with discussions of *The Yellow Book* and other period journals. The class will meet twice each week for one-and-one-half hours. Enrollment limit is 40.

HA 235

PRINCIPLES OF DIRECTING

Rhonda Blair

This course introduces basic skills needed to organize and direct a theatrical production. Primary consideration is given to script analysis for the director and to the practical application of theatrical principles to staging, i.e., meanings of texts (both dramatic and non-dramatic) are studied and then ways of translating those meanings into physical theatrical terms are explored. Along with this, relationships among the different artists involved in theatrical production will be considered. Assignments will include preparation of a promptbook, staging of brief projects, and attendance at selected theatrical events.

The course meets twice a week for two hours, and may require some evening attendance at performances at regional theatres. Enrollment is limited to 15 by instructor permission.

HA 236

LITERARY NONFICTION CONTINUED

Michael Lesy

A continuing survey of the mutant genre known as literary nonfiction. This survey will proceed by reading examples of the genre itself: the essays of John McPhee; the anthropological and travel narratives of Bruce Chatwin and Wade Davis; the portrait/biographies of Melissa Fay Green; and the historical fiction of Thomas Keneally.

Students will be required to master the course readings and produce at least seven short and three long nonfiction 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 nonfiction tabloid which will be published and distributed college-wide at the end of the semester. Student will work individually and collectively on a single topic to be determined 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. This permission will be based on a writing exercise to be assigned during the first class.

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 on-the-spot oral critical analysis, 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 Tuesday, January 25, 1994. Bring two short stories with you to this meeting.

HA 238

THE FIRST WOMAN

Robert Meagher

"Only one woman exists in the world," writes Nikos Kazantzakis, "one woman with countless faces."

One woman, we might add, with many names, among them Gaia, Inanna, Pandora, Helen, and Eve. Their stories tell the story of woman as first imagined in ancient literature and art and as handed down, more or less intact and in force, to the present day. The truth about the past is that it is not past. It lives in the present. So too, the oldest myths of women continue to tell familiar stories, lived out daily in our homes and hearts. To know the past is to recognize the present.

This course will inquire into, consider, and compare several of the earliest images and ideas of woman, as found in ancient texts and artifacts. The aim will be to follow the story of woman in the ancient Mediterranean and Near East from its prehistoric roots to its fateful fruition in Greek myth and the Hebrew Bible. Needless to say, the story of woman is inseparable from the story of man, one man with many names—Dumuzi, Epimetheus, Paris, Adam—whose faces we see still next to us or in the mirror. The class will meet twice each week for one-and-one-half hours. Enrollment is open.

HA 239

JAZZ PERFORMANCE SEMINAR

Yusef Lateef

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

unique sense of rhythm. Students will be expected to complete weekly assignments.

The 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

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 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. The class will meet once each week for three hours.

HA 243

THE NATURE AND PRACTICE OF IMPROVISATION

Margo Simmons

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

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

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

HA 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 F. Douglass' *Life and Times*; William Wells Brown and Ellen Craft in Great Britain; L. Hughes' *I Wonder as I Wander* and C. McKay's *A Long Way From Home* in Europe and the Soviet Union; James Baldwin's *Notes of A Native Son* and Richard Wright in Paris; W.E.B. DuBois and Maya Angelou's *Singin' and Swingin'...Like Christmas in Africa*.

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

HA/SS 249

BODIES, CULTURE AND SOCIETY

Norman Holland/Joan Landes

This course will combine readings in diverse but related fields (literature, political thought, psychology) to explore both the concept of the body as it has emerged at different historical junctures and the way in which these concepts of the body inform and reflect notions of social organization and of personal identity. Starting with the classical body in the Renaissance, we will proceed to investigate the mechanical, the organic, the fraternal, the hysterical, and the cybernetic body. The course serves as the basis of the Cultural Studies concentration. Enrollment is limited to 40 students.

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

HA 257

MUSIC IV: COMPOSITION

Daniel Warner

This course will provide a hands-on exploration of the basic concepts and techniques of instrumental and vocal composition. We shall study twentieth-century compositional procedures, influences of World music, experimental pop music, and avant-garde Jazz. Elements of orchestration, form, and notation will be discussed. Emphasis will be on the development of individual creative work through tutorials and group lessons. Students will be expected to complete four brief compositions which will be performed and recorded.

The class will meet once a week for three hours.

Prerequisite: HA 281 or equivalent theory course. Enrollment is limited to 10 students.

HA/SS/WP 258

HISTORY, WOMEN, RACE AND THE NOVEL

Lynne Hanley/E. Frances White/Ellie Siegel

History, the record a culture keeps of its past, tends to follow the powerful. It draws our attention to a few, consigns the many to oblivion. Women, and particularly women of color, have long recognized their erasure from the historical record and their banishment from the elect company of keepers of the record. In the absence of historical fact about them, women have often chosen fiction as their means of intervention into and reconstruction of the past. This course will explore novels by women which undertake an explicit project of rewriting, recovering, or imagining history. We will raise questions about the tenuousness and significance of the distinction between fiction and history and about the politics of historical recreation. Authors may include Octavia Butler, Buchi Emecheta, Nadine Gordimer, Frances Harper, Bessie Head, Gayl Jones, Toni Morrison, Gloria Naylor, Jean Rhys, Alice Walker, and Sherley Anne Williams.

This course will include a writing component in which extra help will be given on paper planning, writing and revising. Students may meet in tutorial with Ellie Siegel of the writing staff. The class will meet for one-and-one-half hours twice a week. Enrollment is 35.

HA 265

MUSIC II: INTERMEDIATE TONAL THEORY

Daniel Warner

A continuation of Basic Tonal Theory (HA 176), this course will move outward from diatonic harmony to study chromatic and extended harmony. Topics covered will include modulation, diminished-seventh chords, secondary-dominant structures, neapolitan sixth chords, augmented-sixth chords, modal interchange, tonal regions, third-relation, binary/ternary form, and sonata form. Students will be expected to complete weekly reading, listening, and composition assignments as well as one analytical paper.

The class will meet twice weekly for one-and-one-half hours. Prerequisite: HA 176 or equivalent theory course. Enrollment is limited to 15 students.

HA 269

DESIGNING THE ARCHITECTURE OF MEMORY

Robert Goodman

One important way to understand different cultures and governments is to study how they memorialize their histories and accomplishments through public buildings, monuments and urban spaces. These forms of architectural and urban designs identify political values and attitudes towards dominant and minority groups.

Students will prepare their own designs for commemorating particular events, people, and/or ideas of their own choosing. The class will also analyze designs of the Nazi regime, imperial architecture in colonial settings and contemporary Iraq, and examples of the architecture

of memory in mainstream and Third World communities, both locally in the Pioneer Valley and Boston, and in other American communities.

While drawing skills will be helpful, they are not essential. This workshop course will emphasize design concepts. The class will meet twice each week and enrollment is open.

HA 284

AMERICA AT MID-CENTURY: LITERATURE AND CULTURE

Lee Heller

The middle decades of the nineteenth century have long been acknowledged to be a period of unprecedented literary creativity in America; "American Renaissance" is the term used to describe the near-simultaneous rise of writers like Emerson, Thoreau, Melville, Hawthorne, Whitman, and Dickinson. But the flowering of cultural productivity in this period extended beyond these "high culture" writers to include "middle" and "low-brow" culture as well. The first best-selling novels appeared at this time, written primarily by women and in sentimental or sensational style; periodical literature broadened its diversity both in subject and audience, from magazines catering to leisured, wealthy women to cheap, weekly "storypapers" aimed at a broadest possible readership; and in 1860 there arrived the dime novel, herald of an emerging mass culture.

What, this course asks, lay behind the incredible creative surge of mid-century America? How did the array of texts produced represent, and help to shape, dominant cultural ideologies and conflicts? How did these materials fit within nineteenth-century hierarchies of literary value, and to what extent do those hierarchies shape our own current categories and standards? To answer these questions, we will read within both traditional American "Renaissance" authors, and from those other renaissances as well. Texts will include *Walden*, *The Scarlet Letter*, *The Wide Wide World*, and *Uncle Tom's Cabin*, as well as works by writers such as William Wells Brown, N.P. Willis, and Ann Stephens.

This course is particularly appropriate for concentrators in American literature, American Studies, cultural history, and cultural studies. The class will meet once a week for three hours. Enrollment is open.

HA 285

LABAN MOVEMENT ANALYSIS

Rebecca Nordstrom

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

The course is open to students from varied disciplines and there will be opportunity for exploration and

application of LMA concepts and principles to individual movement education, movement therapy, and nonverbal communication. The class will meet twice each week for two hours. Enrollment is open.

HA 288

SHAKESPEARE AND WOOLF

L. Brown Kennedy

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

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

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

The method of the course will include directed close reading, discussion, and periodic lectures. Three to four pieces of student writing are expected; the course is open to second semester students by permission. The class will meet twice each week for one-and-one-half hours. Enrollment is limited to 24.

HA/CCS 292

HERMENEUTICS, TRANSLATION AND CROSS-CULTURAL INTERPRETATION

Jeffrey Wallen/Jay Garfield

Insofar as our understanding of a culture—whether our own or another—is mediated by our understanding of its texts—written, oral, or implicit—any attempt at understanding must be grounded in a theory of the act of interpretation, and of the relations between author, reader, text and meaning that make interpretation possible and which determine the degree of its success. Interpretation is at work and is problematic when we confront our own texts and those of our immediate colleagues and friends. But it becomes even more complex and difficult to understand when the texts we confront originate in a distant culture, a distant time, a different language, or in a different hermeneutic tradition. Here the mediation of translators, historians and cultural critics and of a theory of the cultural context of, or intent of the author of the text complicate the hermeneutical situation. Questions concerning the indeterminacy of meaning that are always present ramify into worries about the very possibility of translation, and questions about the identity of a text or its author approach intractability. But these are the situations that must be faced in multicultural scholarship. This cultural studies concentrators' seminar will address the nature of textual interpretation, translation and understanding through readings of important foundational work in hermeneutic theory, and

through case studies in the translation and interpretation of philosophical and poetic works culturally and temporally distant from ourselves.

The course will meet once weekly for three hours. Enrollment limit 30. Prerequisites: At least one course in epistemology, philosophy of language, literary theory or cultural studies, and consent of instructors.

HA 298

PRODUCTION SEMINAR

Rhonda Blair/Wayne Kramer

This course focuses on the theatre student's engagement with advanced problems in theatre production, e.g., specific style issues in performance, design, and technical execution. It will provide the student with an opportunity to expand her or his range, and will particularly support the development of a more sophisticated mastery of production and performance. This will be done through the mounting of a script, under the direction of Professor Blair and the design supervision of Professor Kramer. The production will occur in April. Besides the listed meeting times, there will be additional times scheduled for rehearsal and production work.

Admission is by interview and audition. Theatre concentrators are particularly encouraged to participate. Class will meet two times a week for two-and-one-half hours each class session and for a three-hour lab session once a week.

HA 305

ADVANCED PAINTING

Riley Brewster

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 techniques and materials and their relationship to expression. Class will meet once each week for five hours. Enrollment is limited to 15 with instructor permission required.

HA 316

DIVISION III STUDIO ARTS CONCENTRATORS

William Brayton/Judith Mann

The concentrators' 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 his or her ability to respond critically to the work of others. Prerequisite: Division III filed in visual arts. Class will meet once each week for four hours.

HA 317

MODERN DANCE V

Daphne Lowell

High-intermediate dance technique: working to incorporate the self with the full body in articulate motion, using the attention of the mind to establish a

clear background field. Intended for students who have studied with me previously. Class will meet twice each week for one-and-one-half hours. Enrollment is open.

HA/SS/CCS 344

SEMINAR IN CULTURAL STUDIES

Mary Russo/Joan Landes/Meredith Michaels

This seminar is for advanced Cultural Studies concentrators and Division III students. Topic to be announced.

HA 356

TOPICS IN AMERICAN STUDIES: SEMINAR/WORKSHOP

David Smith

"Topics in American Studies" is a seminar/workshop designed to bring Division II and Division III concentrators in American Studies into a setting where they can discuss and share their own projects and courses of study. Additionally, we schedule visitors, professionals in the field, to talk to us, and to place their own work as teachers and writers in the context of "studying American culture." Students are also provided with ample opportunities to schedule one-on-one sessions with the instructor, who, in many instances, is a member of the Division III or Division II committee.

Hampshire seeks to provide opportunities to bring concentrators together in an environment where they can share and learn about each other's work, and benefit from that exchange. This is the primary educational aim of the seminar.

Admission to the seminar is by permission of the instructor, through personal interview. For those qualified, this course may serve as the "Advanced Educational Activity" expectation of Division III. The class will meet twice a week for one-and-one-half hours.

HA 399a

ADVANCED SEMINAR IN WRITING

Lynne Hanley

This course is designed for Division III students concentrating in fiction writing. Participants will be expected to present work-in-progress and to exchange intelligent, informed criticism. The class will meet once each week for three hours.

HA 399b

FILM/PHOTOGRAPHY STUDIES: INDIVIDUAL PROBLEMS IN FILMMAKING, PHOTOGRAPHY, AND RELATED MEDIA

Bill Brand/Sandra Matthews

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

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

SCHOOL OF NATURAL SCIENCE

COURSE LIST

100 LEVEL

NS 103

PHYSICS II

Allan Krass/Herbert Bernstein

NS 114

ATOMS, IONS AND MOLECULES IN THE ENVIRONMENT

Dula Amarasiriwardena

NS 122

HOW PEOPLE MOVE

Ann McNeal

NS167

THE STRUCTURE OF RANDOMNESS

Kenneth Hoffman/David Kelly

NS 170

TECHNOLOGY AND THE THIRD WORLD

Albert Woodhull

200 LEVEL

NS 203

BASIC CHEMISTRY II

Dula Amarasiriwardena

NS 207

ECOLOGY

Charlene D'Avanzo

SS/NS 216

LAND DEGRADATION AND SOCIETY

Ben Wisner

NS/SS 219

INTER-AMERICAN ENVIRONMENTAL ECONOMICS

Raymond Coppinger/Stamley Warner

NS 220

PHYSIOLOGY AND ANATOMY

Ann McNeal

NS 225

THE BIOLOGY OF THE NERVOUS SYSTEM

Michelle Murrain

NS 230

THE EVOLUTION AND BEHAVIOR OF DOMESTIC ANIMALS

Raymond P. Coppinger

NS 232

VOLCANIC AND PLUTONIC ROCKS

John Reid

SS/NS 233

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

Ben Wisner/Albert Woodhull

NS 235

AMERICAN INDIAN HEALTH, 1492-1994

Debra Martin

NS 239

ELEMENTARY SCHOOL SCIENCE WORKSHOP

Merle Bruno/Madilyn Engvall

NS 247

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MATH CONCENTRATORS' SEMINAR

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NS 380i

ALTERNATIVE AGRICULTURE SEMINAR

Brian Schultz/Benjamin Oke

NS 382i

ENVIRONMENTAL SCIENCE SEMINAR

Charlene D'Avanzo

NS 391i

WOMEN AND MINORITIES IN SCIENCE

Merle Bruno

COURSE DESCRIPTIONS

NS 103

Physics Sequence

Allan Krass/Herbert Bernstein

The introductory physics sequence consists of three courses: NS 102 Physics I, NS 103 Physics II, and NS 204 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)

- thermodynamics and heat transfer
- electromagnetic fields
- wave motion

NS 204 Physics III: (Fall Semester)

- 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 114

ATOMS, IONS AND MOLECULES IN THE ENVIRONMENT

Dula Amarasiriwardena

Atoms, ions, and molecules are everywhere. Some molecules and ions have fascinating shapes, and their bonding and structure make a pivotal role in chemical reactivity. We will look at how these properties play an important role in our lives as well as in the environment using atomic and molecular models. We will take examples of structural properties from biological and pharmaceutical materials and ask questions about how animals and plants use them in their communications and disease control. We will also inquire about structural properties of food, fibers and other novel materials.

No previous background in chemistry is required, but

you will learn how the scientists look at these atoms and molecules in a rational fashion. We will read some introductory material about interesting molecules and atoms, and related articles from the primary scientific literature. Class participation, and satisfactory work on papers and class projects are required for evaluation. Each student will complete a major research paper, and this paper can be developed into a Natural Science Division I examination. Class will meet one-and-one-half hours twice a week in lecture, discussion and occasional laboratories. Enrollment 25.

NS 122

HOW PEOPLE MOVE

Ann McNeal

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

The course work will culminate in individual and group projects on topics such as measuring muscle use in certain movements, measuring changes due to fatigue, and so forth. Class will meet twice a week—once for one-and-one-half hours and once for three hours.

NS 167

THE STRUCTURE OF RANDOMNESS

Kenneth Hoffman/David Kelly

Many events, like developing cancer or winning the lottery, are apparently random when considered individually, but often possess a great deal of predictability when studied collectively. The elaboration of this insight is one of the most far-reaching developments of this century, an understanding of which is arguably essential for anyone trying to make sense of the data and choices thrown at us daily. In this course we will develop the idea of stochastic (i.e., random) models for thinking about a wide range of phenomena. We will then use this idea to look at questions of risk assessment and decision making with incomplete information. What does it mean to probably know something? How can we assess the relative risk of being in a traffic accident vs. developing cancer from pesticide-tainted food? While a sophisticated understanding of the concepts of this course is essential to the statistical view of the world, this is not primarily a statistics course. It is designed for all students, regardless of field of interest. Computers will be used throughout the course, but no prior experience is assumed. The course meets for three one-and-one-half hour sessions a week.

NS 170

TECHNOLOGY AND THE THIRD WORLD

Albert Woodhull

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

their uses are being restricted in the countries where they originated.

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

NS 203

BASIC CHEMISTRY II

Dula Amarasiriwardena

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

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

NS 207

ECOLOGY

Charlene D'Avanzo

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

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. "Dustbowls" have been created in the former 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/Stamley Warner

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

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

NS 220

PHYSIOLOGY AND ANATOMY

Ann McNeal

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

Students of human biology need this knowledge to understand disease and health. Students interested in animal biology need physiological concepts to understand animal nutrition, temperature regulation, and adaptation. Students are expected to have completed a Natural Science Division I exam and to have background in chemistry and mathematics at least at a high school level. Class will meet twice a week for one-and-one-half hours, plus a full afternoon of lab per week.

NS 225

THE BIOLOGY OF THE NERVOUS SYSTEM

Michelle Murrain

This course is a basic overview of how nervous systems work. We will primarily focus on the level of single neurons and small assemblies of neurons. We will begin by exploring in depth how neurons function to

transmit information, and how neurons communicate with one another. We will then branch out into more complex issues of sensory and motor function, and throughout the semester we will spend time discussing some of the most intensely investigated questions of neurobiology today. We will explore nervous system function in a laboratory setting as well. Class will meet one-and-one-half hours twice a week.

NS 230

THE EVOLUTION AND BEHAVIOR OF DOMESTIC ANIMALS

Raymond Coppinger

Domestic cattle, swine and fowl continue to have a major impact on human culture and the ecology of the earth. These animals are also fascinating to study from a behavioral and evolutionary point of view. Selections for growth rate, reproductive rate, and docile behavior gave us a practical understanding of the evolutionary process and were a major factor in tipping Darwin off to natural selection. Many of these animals' wild 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 animal behavior and will explore the processes of evolutionary change. 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. Students will be expected to write a scholarly paper. Enrollment is limited to 12.

NS 232

VOLCANIC AND PLUTONIC ROCKS

John Reid

This course is an introduction to the study of the earth's chemical evolution, and the volcanic processes which have created the continents and the ocean floors. We will begin with the stellar origin of the chemical elements and then develop the theoretical basis for understanding the geochemical behavior of those elements. These ideas will be applied to the study of oceanic and continental volcanic processes through a combined investigation of microscopic textures, chemical and isotopic data. We will make considerable use of MacIntosh and IBM-based spread sheets and specialty software. Students will choose and carry out a research project based on new and published data, thin section information, and computer-based modelling. Class meets twice a week for one-and-one-half hours plus one afternoon for lab.

NS/SS 233

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

Ben Wisner/Albert Woodhull

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

NS 235

AMERICAN INDIAN HEALTH, 1492 TO 1994

Debra Martin

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 239

ELEMENTARY SCHOOL SCIENCE WORKSHOP

Merle Bruno/Madilyn Engvall

Young children are full of questions about the natural world. They ask, watch, listen, learn, and are open to new interpretations of what they see. They are, in fact, good little scientists. Why is it that most American children (and particularly girls and children from minority groups) lose interest in science as they reach upper elementary grades? What approaches to teaching science can maintain and build on children's natural curiosity and energy?

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

NS 247

CELL BIOLOGY

John Foster

In this course we will study modern ideas about the structure and function of living cells. The course will serve as a foundation for courses in molecular biology

and plant and animal biology. The principal focus will be the laboratory, which will consist of a series of project exercises designed to introduce techniques for observing cellular functions such as respiration or photosynthesis, together with the analytical tools (spectrophotometry, ultracentrifugation, electrophoresis, etc.) necessary for making quantitative measurements on these processes. In addition we will read a series of primary papers on a topic of current interest in cell biology, together with appropriate background material. Class will meet for one-and-one-half hours three times a week plus an extended afternoon laboratory.

NS 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, epidemiology 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 275

GROUPS AT RISK: POLITICAL ECONOMY OF WOMEN'S HEALTH

Debra Martin/Michelle Murrain

This course takes a critical look at health care resources for women, and examines the health status outcome, particularly those with limited access to these resources. By examining a set of "case studies" we will determine how women are located in the broader biomedical terrain. These focus areas include osteoporosis, breast cancer, AIDS, and maternal health, among others. Students should be acquainted with reading and writing on biomedical literature. We will not work with students on Division I projects in this course. Class will meet one-and-one-half hours twice a week. Limit 30.

NS/SS 289

WAR, REVOLUTION, AND PEACE

Michael Klare

This class will study the causes and nature of armed conflict in the contemporary world, and methods devised by the world community to prevent and terminate such conflict. This course is designed to increase students' awareness of contemporary conflict issues, to enhance their ability to study such conflicts, and to stimulate their interest in the search for effective peacemaking strategies. We will focus on such topics as: the legacies of the Cold War; ethnic and regional conflict in the Third World; revolutionary conflict; arms control and disarmament; U.N. peacekeeping; international mediation and conflict resolution; and the role of peace movements. Students will be required to write one short and one long paper during the course of the semester.

NS 291

ENVIRONMENTAL GEOCHEMISTRY

John Reid

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

NS 293

FUNDAMENTAL PRINCIPLES OF NUTRITION

Alan Goodman/Benjamin Oke

In this course we emphasize the basic principles of human and animal nutrition, as well as current issues in international nutrition. Topics to be covered include the relationship between nutrition and function, nutrient balance and interactions, field and laboratory methods, and the application of nutrient requirements and food

technology to the provision of adequate nutrition without large fossil fuel expenditure. Students should gain an understanding of the significance of the main essential nutrients including their digestive breakdown and physiological roles. This course is recommended for students interested in either human or animal biology. Class will meet twice a week with hands-on projects approximately every other week.

NS 315

CALCULUS II

David Kelly

This course will extend the concepts, techniques, and applications of the introductory calculus course. In particular, we'll consider the differentiation and integration of the periodic circular functions and functions of several variables; we'll continue the analysis of dynamical systems; and we'll work on approximating functions by polynomials. This course will also provide an introduction to the rich and rewarding world of Fourier analysis. The computer will play a critical role in this course.

Class will meet three times a week for one hour. 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 322

MATH CONCENTRATORS' SEMINAR

David Kelly

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

NS 379

INTERMEDIATE ELECTRICITY AND MAGNETISM

Allan Krass

This course is intended for intermediate and advanced concentrators in the physical sciences and mathematics. It is an important foundation for further studies in atomic, molecular and solid state physics as well as engineering and applied math. It will cover electro and magneto statics in both vacuum and materials, and electrodynamics and wave phenomena based on Maxwell's equations. Essential prerequisites are at least one year of general physics and calculus. Vector calculus will be developed within the course, but some previous exposure to vector analysis and multidimensional calculus would be very helpful. The class will meet three times per week for one-and-one-half hours, twice for lectures and once for problem solving.

NS 380i

ALTERNATIVE AGRICULTURE SEMINAR

Brian Schultz/Benjamin Oke

Interest in low input, sustainable agriculture continues to increase, with the publication of several new

books and new journals. In this course, we will take a close look at the practice and promise of alternative forms of agriculture. We will evaluate new (and re-emerging) technologies scientifically and in terms of the specific social context in which they will be applied. We will investigate the potential for agroecological principles as a solution in rural development and the interrelationship between poverty, development, and the environment. We will read and discuss several of the new publications on alternative agriculture and each student will prepare a class presentation. We will use case studies from around the world to focus our considerations. We hope that membership in this class will represent all aspects of the food/politics/economics/environment/agrotechnology nexus. Class will meet once per week for three hours. Enrollment is open, with all ecology, agriculture and development concentrators encouraged to join.

NS 382i

ENVIRONMENTAL SCIENCE SEMINAR

Charlene D'Avanzo

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

NS 391i

WOMEN AND MINORITIES IN SCIENCE

Merle Bruno

Our lives are increasingly influenced by science and technology. Yet when we look at these fields, few women and minorities are filling professional positions. Controversy rages over whether the reasons are psychological, sociological, historical, or even evolutionary.

We will address some of these issues by examining our own experiences and by reading about the experiences of others through recent historical texts, biographies written for adults (including *Black Apollo of Science* and *A Feeling for the Organism*), and biographies written for children. We will also examine educational barriers to full participation of all students in science and will evaluate and perhaps design some curricular and classroom strategies to overcome them. Finally we will discuss career paths and choices for women and minorities in science and strategies for coping with obstacles.

This seminar is intended for Division III and advanced Division II students interested in science or education and may be of interest to writers of biography. Students will take part in shaping the course and will give several presentations and will submit a final paper. The course will meet once a week for three hours.

SCHOOL OF SOCIAL SCIENCE

COURSE LIST

100 LEVEL

SS 103

DECENTRALISM

Myrna Breitbart/Lester Mazor

SS 104

FUNERALS AND LIFE IN SOUTHEAST ASIA

Susan Darlington

SS/HA 112

AFRICAN-AMERICAN AUTOBIOGRAPHY

Patricia Romney/Robert Coles

SS 116

PEASANT REVOLUTION AND VILLAGE SOCIETY IN MODERN CHINA

Kay Johnson

SS 122

POWER AND AUTHORITY

Robert Rakoff

SS 139

ZIONISM AND THE STRUGGLE FOR PALESTINE

Aaron Berman

SS 147

INDIGENOUS PEOPLES: THREATS TO CULTURAL SURVIVAL

Leonard Glick

SS 157

CUBA: REVOLUTION AND ITS DISCONTENTS

Carolee Bengelsdorf/Flavio Risech-Ozeguera

SS 177

POLITICS OF THE ABORTION RIGHTS MOVEMENT

Marlene Fried

SS 185

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

Aaron Berman/James Wald

200 LEVEL

SS 208

WELFARE POLICY IN AMERICAN HISTORY

Aaron Berman/Robert Rakoff

SS 209

RACE IN THE UNITED STATES: DYNAMICS OF DIVERSITY

Flavio Risech-Ozeguera/Mitziko Sawada

SS/NS 216

LAND DEGRADATION AND SOCIETY

Ben Wisner

SS/CCS 220

TOPICS IN THE PHILOSOPHY OF EDUCATION

Ernest Alleva

SS 222

POVERTY, PATRIARCHY, AND POPULATION CONTROL

Betsy Hartmann

SS 224

PUBLIC HEALTH AND SOCIAL CHANGE

Larry Beede/Robert von der Lippe

SS/NS 233

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

Ben Wisner/Albert Woodhull

SS 234

THE JEWS IN EUROPEAN HISTORY

Leonard Glick

SS/WP 242

FORMS OF WRITING IN THE SOCIAL SCIENCES

Will Ryan

SS 246

CULTURE, GENDER AND ADOPTION

Kay Johnson/Barbara Yngvesson

SS 249

BODIES, CULTURE, AND SOCIETY

Joan Landes/Norman Holland

SS 254

CULTURE, SELF, AND SOCIETY

Margaret Cerullo/Maureen Mahoney/Barbara Yngvesson

SS 256

CONFLICT RESOLUTION AND HISTORICAL ANALYSIS

Greg Prince

SS/HA/WP 258

WOMEN, RACE, AND THE NOVEL

E. Frances White/Lynne Hanley/Ellie Siegel

SS 259

SUPREME COURT, SUPREME LAW

Lester Mazor

SS 271

STREETWORK: EXPLORING AND CHANGING THE URBAN ENVIRONMENT WITH CHILDREN

Myrna Breitbart

SS 272

SOCIAL MOVEMENTS AND SOCIAL CHANGE IN THE MIDDLE EAST

Margaret Cerullo/Ali Mirsepassi

SS 280
THE POLITICAL ECONOMY OF THIRD WORLD DEVELOPMENT
 Michael Ford/Frederick Weaver

SS 287
MASS MAN, MASS MOVEMENTS, MASS CULTURE: EUROPE, 1890-1956
 James Wald

SS/NS 289
WAR, REVOLUTION AND PEACE
 Michael Klare

SS 299
READINGS IN EIGHTEENTH AND NINETEENTH CENTURY UNITED STATES HISTORY
 Mitziko Sawada

300 LEVEL
 SS 314
SYSTEMIC THEORY AND PRACTICE
 Patricia Romney

SS 315
WRITING ABOUT THE FIELD
 Susan Darlington

SS 336
SEMINAR IN CULTURAL STUDIES
 Joan Landes

SS 397i
WRITING ABOUT THE THIRD WORLD
 Frederick Weaver

SS 399b
PEOPLE STUDYING PEOPLE
 Robert von der Lippe

COURSE DESCRIPTIONS

SS 103
DECENTRALISM
 Myrna Breitbart/Lester Mazor

How much local control is possible, desirable or necessary? Over what sorts of issues, areas of life, and parts of the environment ought people to exercise control? In what circumstances do decentralist movements flourish? What does participation in such struggles do to and for people? What theoretical positions support or oppose decentralization?

This course examines the debate about the advantages and disadvantages of centralization and decentralization and explores efforts to implement decentralist alternatives through neighborhood and workplace organizing and other movements for social change. Both theory and history will be emphasized. Topics will include such diverse examples as the 20th century Spanish anarchist movement, the recent dissolution of some European countries, and organizing efforts in U.S. inner city neighborhoods. The class will meet twice a week for one-and-one-half hours; enrollment 35.

SS 104
FUNERALS AND LIFE IN SOUTHEAST ASIA
 Susan Darlington

This course is an introduction to Southeast Asian cultures through the study of rituals and concepts of death. Reactions to death are culturally diverse, but always meaningful and expressive. In coping with death, people are brought together and celebrate life, reenacting and reaffirming the most important cultural values by which they live and evaluate their experiences. By studying and analyzing funeral rites in various areas of Southeast Asia, students will gain insight into such issues as religion and ritual, concepts of life after death, social organization, social status, economic and political relations, performing arts, and social change. Class will meet for one-and-one-half hours twice a week. Enrollment limit 25.

SS/HA 112
AFRICAN-AMERICAN AUTOBIOGRAPHY
 Patricia Romney/Robert Coles

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

SS 116
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 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 formal lectures (which will present general background, comparisons with other societies, and 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. The class will meet for one-and-one-half hours twice a week. Enrollment limited is 25.

SS 122
POWER AND AUTHORITY
 Robert Rakoff

The aim of this course is to critically analyze the

structure of power and authority in American politics, workplaces, and families. We will look at the institutions and practices which characterize the exercise of power, at the ways in which such institutions become legitimate in the eyes of citizens, and at the processes which might 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 139
ZIONISM AND THE STRUGGLE FOR PALESTINE
 Aaron Berman

We will study the historical background of the current Palestinian-Zionist conflict. We will examine the origins of Zionism within the European Jewish community and study Arab and Palestinian nationalism, British imperial policy, and Zionist-Arab relations. We will examine the centrality of the Holocaust to the success of the Zionist movement, and the intensification of the Arab-Jewish conflict in Palestine. Finally, we will look at the history of Zionism since the establishment of Israel. We will study the Palestinian exile, the relationship between Israel and the American Jewish community, and the effects of the cold war on American Middle East policy. Several written assignments will be required for an evaluation. Class will meet for one-and-one-half hours twice a week. Enrollment 25.

SS 147
INDIGENOUS PEOPLES: THREATS TO CULTURAL SURVIVAL
 Leonard Glick

The division of the entire world into autonomous political nations has reduced many indigenous (or "native") peoples to the status of ethnic minorities, often at the mercy of governments which are indifferent or hostile to them. More than 200 million people, some 4% of the world's population, are in this category, and many are endangered culturally, even physically. They are as diverse as the Maya of Guatemala, the Chakma of Bangladesh, and the San of southern Africa. The problem intersects with environmental concerns when people living in forested or otherwise desirable regions (e.g., in Brazil, Sarawak, Quebec) are threatened because they and their ways of life are obstacles to "development."

Each student will conduct concentrated research into the history, culture and present status of one people, to be reported in a class presentation and a paper. The subject will be introduced during the first few weeks with representative examples, but students will take increasing responsibility for presentations as the course proceeds. Class will meet twice a week for one-and-one-half hours. Enrollment limit 20. Selection, if necessary, will be based on a brief statement about your interest in the course.

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

To some, the Cuban Revolution in 1959 made the island the "First Free Territory in the Americas," leading to dramatic improvements in quality of life for the bulk of

the population. To others, its betrayal by Fidel Castro's turn toward Marxism-Leninism put Cuba behind the Iron Curtain, causing over one million to "flee to freedom" in the United States. This course proposes to explore the nature of Cuba's revolutionary process, the importance of the relationship between the United States and Cuba, and the development of the Cuban community in the United States in an effort to gain a critical perspective on this highly polarized and often acrimonious debate. We will develop an analysis of Cuba's political and economic crises with the collapse of the U.S.S.R. and the end of the Cold War. Class meets for one-and-one-half hours twice a week. Enrollment limit 35.

SS 177
POLITICS OF THE ABORTION RIGHTS MOVEMENT
 Marlene Fried

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

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

The Second World War radically altered the societies and cultures of all of the belligerents. In this course, we will explore the effects of the Second World War upon Europe, the United States, and Asia. We will begin by examining the origins of World War II, and will then proceed to focus on the ways in which different societies responded to and adapted during the war. Finally, we will consider how World War II gave way to the Cold War. We will read histories of the war and primary sources, and will view a number of popular and propaganda films produced at the time. Students will be expected to complete several written assignments. Class will meet for one-and-one-half hours twice a week. Enrollment limit 35.

SS 208
WELFARE POLICY IN AMERICAN HISTORY
 Aaron Berman/Robert Rakoff

This course will investigate the historical roots of contemporary welfare policies in the changing relationship of state and economy during the era of monopoly capitalism. Our substantive focus will be on the development and impact 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. Enrollment limit 35.

SS 209

RACE IN THE UNITED STATES: DYNAMICS OF DIVERSITY

Flavio Risech-Ozguera/Mitziko Sawada

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

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. "Dustbowls" have been created in the former U.S.S.R., U.S.A., Australia, China, India, Brazil, and Mexico—to mention a few cases. People's control over land is influenced by what happens at national, regional, and global centers of economic and political power. Students will be involved in measuring and monitoring erosion in our own environment, as well as hands-on land reclamation.

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

SS/CCS 220

TOPICS IN THE PHILOSOPHY OF EDUCATION

Ernest Alleva

This course will address alternative perspectives on central issues in the philosophy of education: the mean-

ing and value of education to the individual and society; questions of educational content, curriculum, and method; the myriad relationships of educational opportunities and institutions to social and economic structures. We will examine the views of traditional thinkers, such as Plato, Rousseau, and Dewey, as well as recent work by contemporary thinkers. Class will meet twice a week for one-and-one-half hours each time. Enrollment limit 25.

SS 222

POVERTY, PATRIARCHY, AND POPULATION CONTROL

Betsy Hartmann

Is the population problem really about a surplus of human numbers or a lack of basic rights? Is population control, as practiced by governments and international institutions, an effective or ethical response? This course will provide a critical framework for analyzing the phenomenon of rapid population growth in the Third World and reproductive issues affecting the domestic Third World. It will cover basic demographic concepts: the causes and effects of high birth rates; women's productive and reproductive roles; the political and cultural assumptions underlying the philosophy of population control; the politics of family planning and health care; the use and abuse of contraceptive technologies, both in the Third World and the West; and alternatives to population control at the national and local levels. Class will meet for one-and-one-half hours twice a week. Enrollment limit 25.

SS 224

PUBLIC HEALTH AND SOCIAL CHANGE

Robert von der Lippe /Larry Beede

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

SS/NS 233

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

Ben Wisner/Albert Woodhull

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. We will use African, Asian, Latin American as well as U.S. (including Native American) and local examples. Class will meet for one-and-one-half hours twice a week.

SS 234

THE JEWS IN EUROPEAN HISTORY

Leonard Glick

For more than fifteen hundred years Jews lived in Europe as the one people who could never be fully integrated into society, for they were considered to be bound to a fossilized creed fundamentally opposed to the Christian way of life. We'll trace the history of how Jewish society and culture evolved as an adaptation to this situation. We'll focus on Ashkenazic Jewry, i.e., those people who lived mainly in Germany and France until about the fourteenth century, then migrated in large numbers to Eastern Europe. Important representative communities (e.g., late nineteenth century Vienna) will be studied in some depth. The course will encourage study of Jewish experience as part of European history, not as though it were a separate subject—hence the title.

Students will write two short papers responding to questions, then a final research paper on a topic in nineteenth century history (because, as you'll learn, that was a pivotal century). Class will meet for one-and-one-half hours twice a week. Enrollment limit 25; selection, if necessary, will be based on a brief statement about your interest in the course.

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 246

CULTURE, GENDER AND ADOPTION

Kay Johnson/Barbara Yngvesson

This course will use adoption as a window on gender, kinship, and family in China, Sweden, and the United States. We will consider how adoption practices reflect and produce historically shaped inequalities that have particular consequences for women and children; and we will connect adoption in each country to a global market in children in which each country is implicated in different ways. In this way the course will place cultural practices in a broader political and economic context, suggesting how the "local" and the "translocal" are mutually produced. The course is limited to students who have completed their Division I examination in social science. It will meet twice a week for one-and-one-half hours. Enrollment limit 40.

SS 249

BODIES, CULTURE AND SOCIETY

Joan Landes/Norman Holland

This course will combine readings in diverse but related fields (literature, political thought, psychology) to

explore both the concept of the body as it has emerged at different historical junctures and the way in which these concepts of the body inform and reflect notions of social organization and of personal identity. Starting with the classical body in the Renaissance, we will proceed to investigate the mechanical, the organic, the fraternal, the hysterical, and the cybernetic body. The course serves as the basis of the Cultural Studies concentration. Enrollment limit 40.

SS 254

CULTURE, SELF AND SOCIETY

Margaret Cerullo/Maureen Mahoney/Barbara Yngvesson

This advanced course combines the disciplines of anthropology, psychology and sociology to explore the relationship between psyche, social structure and culture. We will examine theories of society and of personality for their implications about the relationship of individual to society and the mechanisms by which infants and children grow up to be compliant or resistant members of their social groups. At the same time, we will use cross-cultural research on the meaning and construction of identity to challenge Western theories. Because gender is a universal category for the construction of self, we will focus particularly on cultural, social and psychological understandings of gender identifications. Readings will probably include Freud, Marx, Durkheim, Bourdieu, Piaget, Rosaldo, Steedman, and others. Students should have a strong background in at least one of the disciplines to be considered; at a minimum, the Division I examination in Social Science must be completed. 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, the Montgomery Bus Boycott and the 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/HA/WP 258

WOMEN, RACE AND THE NOVEL

E. Frances White/Lynne Hanley/Elie Siegel

History, the record a culture keeps of its past, tends to follow the powerful. It draws our attention to a few, consigns the many to oblivion. Women, and particularly women of color, have long recognized their erasure from the historical record and their banishment from the elect

company of keepers of that record. In the absence of historical fact about them, women have often chosen fiction as their means of intervention into and reconstruction of the past. This course will explore novels by women which undertake an explicit project of rewriting, recovering, or imagining history. We will raise questions about the tenuousness and significance of the distinction between fiction and history and about the politics of historical recreation. Authors may include Octavia Butler, Buchi Emecheta, Nadine Gordimer, Frances Harper, Bessie Head, Gayl Jones, Toni Morrison, Gloria Naylor, Jean Rhys, Alice Walker, and Sherley Anne Williams.

This 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 35.

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

SS 271

STREETWORK: EXPLORING AND CHANGING THE URBAN ENVIRONMENT WITH CHILDREN

Myrna Breitbart

Contemporary cities present children with a range of challenges that vary tremendously depending on their race, gender, class, age and physical location. Yet children do not figure prominently in urban policy making or have any opportunity to influence policies or alter environments that directly affect their lives.

This course examines the premise that cities and neighborhoods are themselves environmental educations capable of arousing children's critical thought and action. Creative methods will be developed to engage with children in "streetwork": the use of the urban environment as a resource for exploration and intervention to express children's unofficial cultures and produce positive change in their lives. Planning and discussion sessions will take place at Hampshire; fieldwork, with children, in Holyoke or Springfield. Class will meet for half a day once a week.

Prerequisite: SS 127 (The Child in the City) or equivalent background in urban studies or work (and

play) with children. Instructor permission required; enrollment limit 10.

SS 272

SOCIAL MOVEMENTS AND SOCIAL CHANGE IN THE MIDDLE EAST

Ali Mirsepassi /Margaret Cerullo

This course will introduce students to sociological analysis of social movements and examine current social movements (Islamic fundamentalist, democratic, women's) in the Middle East as responses to the failure of secular modernism. 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 four countries of the Middle East. Relationships between socio-economic modernization and secularism and the rise of Islamic politics will be explored through a comparative study of Egypt, Turkey, Algeria, 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 (including democratization of gender relations) in the Islamic Middle East.

SS 280

THE POLITICAL ECONOMY OF THIRD WORLD DEVELOPMENT

Frederick Weaver /Michael Ford

Both liberal and Marxist traditions of economic and political thought are based on similar conceptions of capitalism; both traditions view it 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 287

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

James Wald

In the late nineteenth century, a handful of European nations dominated the world, ruling over vast empires. By mid-twentieth century, however, millions of European soldiers and civilians had been killed in wars of unprecedented destructiveness, much of Europe was physically devastated, its colonial empires were on the verge of

breaking up, and two new superpowers, the United States and the Soviet Union, were coming to assume a leading role in world affairs. Above all, the experience of the modern age had severely weakened, if not altogether shattered facile notions concerning the inevitability of "progress" and the benevolent nature of the human species. Organized around the relationship between social and intellectual change, our enquiry will include such topics as the World Wars, irrationalism, communism, the avant-garde, and particularly, the rise of fascism. Class meets for one-and-one-half hours twice a week. Enrollment limit 25.

SS/NS 289

WAR, REVOLUTION AND PEACE

Michael Klare

This class will study the causes and nature of armed conflict in the contemporary world, and methods devised by the world community to prevent and terminate such conflict. This course is designed to increase students' awareness of contemporary conflict issues, to enhance their ability to study such conflicts, and to stimulate their interest in the search for effective peacemaking strategies. We will focus on such topics as: the legacies of the Cold War; ethnic and regional conflict in the Third World; revolutionary conflict; arms control and disarmament; U.N. peacekeeping; international mediation and conflict resolution; and the role of peace movements. Students will be required to write one short and one long paper during the course of the semester.

SS 299

READINGS IN EIGHTEENTH AND NINETEENTH CENTURY UNITED STATES HISTORY

Mitziko Sawada

The course will focus on interpretations of history, examining works which have informed how people view the United States' past. Is history objective? How do Americans learn about their history? What do they learn about their history? The early part of the semester will focus on historiographic literature. This will be followed by in-depth presentations and group critiques of student work. Class meets for two-and-one-half hours to three hours once a week. Enrollment limit 15; preference given to students working on Division III projects in U.S. history.

SS 314

SYSTEMIC THEORY AND PRACTICE

Patricia Romney

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

SS 315

WRITING ABOUT THE FIELD

Susan Darlington

This course is designed for Division III students who have conducted experiential fieldwork research. The challenge is writing about and analyzing information which was collected through contact with people and personal experience without alienating yourself or the people with whom you worked. We will read various fieldwork experiences, primarily by anthropologists and historians, and theoretical works on fieldwork and writing. Mostly, however, this will be a workshop in which you will read drafts of each others' Division IIIs. Each student will present work to the class at least twice during the semester. This course will meet once a week for three hours. Enrollment limit 10 students; permission of the instructor is required.

SS 336

SEMINAR IN CULTURAL STUDIES

Joan Landes

This seminar is for advanced cultural studies concentrators and Division III students. Topic to be announced.

SS 397i

WRITING ABOUT THE THIRD WORLD

Frederick Weaver

This seminar is open to Division III students who are writing their independent study projects on some social science question about the Third World. The course will center around these projects. After we read one or two articles to help us develop some common vocabulary, the projects themselves, along with what they suggest in the way of additional reading, will constitute the syllabus. The class will meet for two-and-one-half hours once a week. Enrollment limit 15; permission of the instructor is required.

SS 399b

PEOPLE STUDYING PEOPLE

Robert von der Lippe

Participants in this seminar will be responsible for presenting an extensive and detailed summary of their Division III work in progress. A particular emphasis in our seminar meetings will be on the topic/problem/value of people studying, observing, making generalizations and conclusions about their fellow human beings. We will try to provide support and guidance to better inform the process of "people studying people." All participants will be expected to familiarize themselves with the other students' work and with the necessary theoretical and empirical background for critical commentary following the presentations. Class will meet for three hours once a week. Enrollment limit 15 Division III students who have begun to write their theses; prior permission of the instructor required.

FIVE COLLEGE FACULTY OFFERINGS

COURSE LIST

AMHERST
Arabic 2
FIRST YEAR ARABIC II
Mohammed Mossa Jiyad

AMHERST
History (number TBA)
NATIONALISM IN THE MIDDLE EAST
Ahmet Kuyas

AMHERST
T&D H19
CONTEMPORARY TECHNIQUES: COMPARATIVE CARIBBEAN DANCE I
Yvonne Daniel

HAMPSHIRE
FL 106
ELEMENTARY ARABIC I
Mohammed Mossa Jiyad

HAMPSHIRE
SS 272
SOCIAL MOVEMENTS AND SOCIAL CHANGE IN THE MIDDLE EAST
Ali Mirsepassi /Margaret Cerullo

HAMPSHIRE
SS/NS 289
WAR, REVOLUTION, AND PEACE
Michael Klare

MOUNT HOLYOKE
Asian 123s
INTERMEDIATE JAPANESE
Hiroshi Inoue

MOUNT HOLYOKE
Asian 351
SEMINAR: JAPANESE STUDIES
Hiroshi Inoue

MOUNT HOLYOKE
History D111
THE MODERN MIDDLE EAST
Ahmet Kuyas

SMITH
Arabic 100d
ELEMENTARY ARABIC
Mohammed Mossa Jiyad

SMITH
Dance 145b
CUBAN DANCE TRADITIONS
Yvonne Daniel

SMITH
Sociology 235b
SOCIOLOGY AND ISLAMIC SOCIETIES
Ali Mirsepassi

SMITH
Dance 375b
THE ANTHROPOLOGY OF DANCE
Yvonne Daniel

SMITH
Sociology 233b
RELIGION, CULTURE AND SOCIAL CHANGE IN THE MIDDLE EAST
Ali Mirsepassi

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

UNIVERSITY
Geology 591V
VOLCANOLOGY
J. Michael Rhodes

UNIVERSITY
Japan 327
INTENSIVE INTERMEDIATE JAPANESE II
HisakoTakano

UNIVERSITY
Sociology 331
RELIGION AND REVOLUTION IN IRAN
Ali Mirsepassi

UNIVERSITY
STUDIES IN THE MOVING IMAGE II
TBA

FIVE COLLEGE ASTRONOMY

FCAST 219
ASTRONOMY I: PLANETARY SCIENCE

FCAST 22
ASTRONOMY III: GALACTIC AND EXTRAGALACTIC ASTRONOMY

FCAST 40
SEMINAR: TOPICS IN ASTROPHYSICS

FCAST 38
TECHNIQUES OF RADIO ASTRONOMY

COURSE DESCRIPTIONS

AMHERST
Arabic 2
FIRST YEAR ARABIC II
Mohammed Mossa Jiyad
Continuation of Asian I first semester.

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. MW 10:00-11:30, Friday 10:30-11:30. Textbook: *Ahlan wa Sablan*, Part II, by Mehdi Alish, Ohio State University. Computer Software: Sentence Game, Sign & Logo Game, Picture Game and The Horse Game, by Mohammed Jiyad, Mount Holyoke College. Prerequisite: Asian I, or consent of instructor.

AMHERST
History (number TBA)
NATIONALISM IN THE MIDDLE EAST
Ahmet Kuyas

Covering the nineteenth and twentieth centuries, the course will examine the rise and development of nationalist ideology in the Middle East. As forerunners of Turkish nationalism, the Turkic speaking peoples of Russia will be under scrutiny as well. Special attention will be paid to the relationship between socio-political developments and the rise of nationalism, to the problems created by the advent of the new ideology, and to the role of nationalism in the conflict between secularism and political Islam. Hours: TBA

AMHERST
T&D H19
CONTEMPORARY TECHNIQUES: 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) technique and includes Haitian, Cuban, and Brazilian traditional dances. The cultural contexts of secular and religious dance forms are explored. Students are involved in physical training, perfection of style, integration of music and dance, and an appreciation of diverse values that are embodied in movement. As students develop skill and respond to Caribbean rules of performance, they are encouraged to display Caribbean dances in studio and concert performance settings. Time: TBA.

HAMPSHIRE
FL 106
ELEMENTARY ARABIC I
Mohammed Mossa Jiyad

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. MW 10:00-11:30, Friday 10:30-11:30. Textbook: *Ahlan wa Sablan*, Part II, by Mehdi Alish, Ohio State University. Computer Software: Sentence Game, Sign & Logo Game, Picture Game and The Horse Game, by Mohammed Jiyad, Mount Holyoke College. Prerequisite: Asian I, or consent of instructor. MW 1:00-2:30, and Friday 1:30-2:30.

HAMPSHIRE
SS 272
SOCIAL MOVEMENTS AND SOCIAL CHANGE IN THE MIDDLE EAST
Ali Mirsepassi /Margaret Cerullo

This course will introduce students to sociological analysis of social movements and examine current social movements (Islamic fundamentalist, democratic, women's) in the Middle East as responses to the failure of secular modernism. 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 four countries of the Middle East. Relationships between socio-economic modernization and secularism and the rise of Islamic politics will be explored through a comparative study of Egypt, Turkey, Algeria, 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 (including democratization of gender relations) in the Islamic Middle East.

HAMPSHIRE
SS/NS 289
WAR, REVOLUTION, AND PEACE
Michael Klare

This class will study the causes and nature of armed conflict in the contemporary world, and methods devised by the world community to prevent and terminate such conflict. This course is designed to increase students' awareness of contemporary conflict issues, to enhance their ability to study such conflicts, and to stimulate their interest in the search for effective peacemaking strategies. We will focus on such topics as: the legacies of the Cold War; ethnic and regional conflict in the Third World; revolutionary conflict; arms control and disarmament; U.N. peacekeeping; international mediation and conflict resolution; and the role of peace movements. Students will be required to write one short and one long paper during the course of the semester.

MOUNT HOLYOKE
Asian 123s
INTERMEDIATE JAPANESE
Hiroshi Inoue

A continuation of Elementary Japanese. Equal emphasis on speaking, listening, reading and writing

modern Japanese. Approximately 350 *kanji*. Classwork is supplemented by tapes, videos, and computer programs. Times TBA.

MOUNT HOLYOKE
Asian 351

SEMINAR: JAPANESE STUDIES
Hiroshi Inoue

A specific topic relating to Japanese Society or Literature will be chosen each semester the course is offered. All reading in Japanese. Times: TBA.

MOUNT HOLYOKE
History D111

THE MODERN MIDDLE EAST
Ahmet Kuyas

A survey of the modern Middle East, including North Africa and the Russian Muslims, from the end of the 18th century to the 1960s. The course will study the political and ideological developments under European pressure: the process of imperialist penetration, the soul-searching provoked by the challenge of Europe, the various responses developed by Middle Eastern societies, and present-day problems related to those responses. MW 2:30-3:45.

SMITH
Arabic 100d
ELEMENTARY ARABIC
Mohammed Mossa Jiyad

Students will expand their command of basic communications 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. MW 10:00-11:30, Friday 10:30-11:30. Textbook: *Ablan wa Sablan*, Part II, by Mehdi Alish, Ohio State University. Computer Software: Sentence Game, Sign & Logo Game, Picture Game and The Horse Game, by Mohammed Jiyad, Mount Holyoke College. Prerequisite: Asian I, or consent of instructor.

SMITH
Dance 145b
CUBAN DANCE TRADITION
Yvonne Daniel

This course focuses on African/Cuban dance traditions. It surveys sacred choreographs of the Orishas, traditional rumba forms and other sacred and popular forms that originated in Cuba. While increasing strength, flexibility and endurance generally, the course includes video presentations, mini-lectures, discussions, singing, drumming and dancing. Times and location TBA. Prerequisite: permission of instructor.

SMITH
Dance 375b
THE ANTHROPOLOGY OF DANCE
Yvonne Daniel

This course is a study of the history and development of dance from ritual to performance. It is designed to investigate dance as a cultural expression of varied aspects of social life. Through lectures, readings and films, the literature of dance anthropology is revealed. The importance of myth, religion, secular ritual, and social organization in the development of dance is emphasized. Comparative studies from Australia, Africa, Indonesia, Europe, the circumpolar regions, and the Americas are used as examples of the importance of dance in societies, past and present. Through dancing also, students are exposed to values embodied in dance. Time: TBA.

SMITH
Sociology 235b
SOCIOLOGY AND ISLAMIC SOCIETIES
Ali Mirsepassi

This course is designed to introduce students to social theories of religion and to make a critical examination of the relevance of these theories to understanding of Islam as a social construct. Classical (Comte, Durkheim, Marx, Weber) and contemporary (Parsons, Berger, Geertz, Gellner, Bellah, Habermas) sociological theories will be considered. The relationship between Islam and modernity, the link between modern class formation and secular ideologies, and the evolution of civil society in the Middle East will be examined.

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. Two credits. Enrollment limited. Wed 2:30-3:45.

*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 class will be varied, depending on enrollment. Seminar: Friday 1:30-3:30 p.m. An additional 2-hour lecture—time and institution depending on enrollment.

UNIVERSITY
Japanese 327
INTENSIVE INTERMEDIATE JAPANESE II
Hisako Takano

Course builds reading skills through reading and grammatical analysis of the text; builds spoken fluency by discussion of the text, through oral drills on new vocabulary and grammar, and through occasional use of video material. Emphasis is placed on building vocabulary by learning *kanji*. Requirements include regular class attendance and thorough preparation of assigned materials; weekly quizzes on vocabulary and *kanji*; oral and written tests after each lesson; take home tests during each lesson; mid-term and final examination. Prerequisites: Japan 326 or permission of instructor. Hours TBA.

UNIVERSITY
Sociology 331
RELIGION AND REVOLUTION IN IRAN
Ali Mirsepassi

This course will examine the Iranian revolution of 1978-79 as a case study in the sociology of revolutionary change in the Third World. We will survey the social, political and cultural setting of the Iranian society from the late nineteenth century to the present. Particular emphasis will be placed on five areas: 1) the social and cultural aspects of social change in modern Iran; 2) the historical roots and cultural context of religious experiences and modes of religious expressions in the Shi'i Islam; 3) the relationship between state, the civil society, and the Shi'i ulama in modern Islam; 4) the origin, interpretations, and consequences of the Iranian revolution; 5) the impact of the Iranian revolution on the Islamic societies, the Third World countries and in the west.

UNIVERSITY
Number TBA
STUDIES IN THE MOVING IMAGE II
Norman Cowie

This course will seek to integrate the theory and practice of low budget community and public access television production. The participants in the course will study the history and theory of community television, and its relationship to corporate television, here and abroad. We will examine their points of coincidence and contradiction in the contexts of production, distribution and reception. We will also look at the rhetorical strategies of their programming, and consider the influence of video art and community video on mass cultural forms, and vice versa. The course will be based at the University and will accept up to nine students from each of the Five Colleges. Participants in the course will work together to research, develop, and produce work for programming on public access TV in Amherst and Northampton, and for the campus networks at UMass, Amherst and Hampshire. Students will work on production teams and as segment producers, under the instructor's supervision, using the equipment and facilities of their home campus. All participants will meet formally once a week at the University, with sections meeting regularly at each of the Five Colleges. Hours TBA.

FIVE COLLEGE ASTRONOMY

FCAST 219
ASTRONOMY I: PLANETARY SCIENCE

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

FCAST 22
ASTRONOMY III: GALACTIC AND EXTRAGALACTIC ASTRONOMY

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

FCAST 40
SEMINAR: TOPICS IN ASTROPHYSICS

Each year, a particular topic of current research interest. Commences with a few lectures laying out an observational and a theoretical problem, then moving quickly to seminar format. A set of problems is formulated, each illuminating a significant aspect of the topic. Problems significant in difficulty and broad in scope: their solution, worked out individually and in class discussions, constitute the core of the course work. Oral and written presentations. Topics vary from year to year. Prerequisites: FCAST 21 and 22.

FCAST 38
TECHNIQUES OF RADIO ASTRONOMY

May be taken independently. Introduction. Equipment, techniques, nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness, temperature and the transfer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth, and antenna efficiency. Techniques of beam switching, interferometry, and aperture synthesis. Basic sources. With lab. Prerequisite: Physics: Electricity and Magnetism.

CO-CURRICULAR COURSES

WRITING AND READING PROGRAM

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/HA/WP 258

WOMEN, RACE AND THE NOVEL

E. Frances White/Lynne Hanley/Ellie Siegel

History, the record a culture keeps of its past, tends to follow the powerful. It draws our attention to a few, consigns the many to oblivion. Women, and particularly women of color, have long recognized their erasure from the historical record and their banishment from the elect company of keepers of that record. In the absence of historical fact about them, women have often chosen fiction as their means of intervention into and reconstruction of the past. This course will explore novels by women which undertake an explicit project of rewriting, recovering, or imagining history. We will raise questions about the tenuousness and significance of the distinction between fiction and history and about the politics of historical recreation. Authors may include Octavia Butler, Buchi Emecheta, Nadine Gordimer, Frances Harper, Bessie Head, Gayl Jones, Toni Morrison, Gloria Naylor, Jean Rhys, Alice Walker, and Sherley Anne Williams.

This 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 35.

QUANTITATIVE SKILLS PROGRAM

The Quantitative Skills Program provides assistance to all students interested in improving their mathematics, statistics, or computer skills. Students at all levels are encouraged to drop by or make an appointment to work with tutors on homework, divisional exams, GRE preparation, independent studies, etc. In addition to the tutoring available during office hours, there are weekly evening workshops focusing on math or math-related topics. These workshops are held in either the LeBrón-Wiggins-Pran Center, the quantitative skills office, or on the 3rd

floor of Cole Science Center and are advertised through mailings and posters. Office hours are Monday through Friday afternoons and appointments may be made by calling the quantitative skills office at extension 591.

FOREIGN LANGUAGE PROGRAM

FL 103 INTENSIVE FRENCH

FL 104 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. Students must sign up for an interview before classes begin to assess language level, after which time class level will be determined. Sign-up sheets at the Prescott A5 office.

FL 106

ELEMENTARY ARABIC I

Mohammed Mossa Jiyad

This course is a continuation of Asian 130f, which was taught at Mount Holyoke in Fall, 1993. It 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. MW 1:00-2:30, Friday 1:30-2:30. Textbook: *Ahlan wa Sablan*, Part I, by Mehdi Alish, Ohio State University. Computer Software: Alef Baa, AraSpell Game and AraFlash Game by Mohammed Jiyad, Mount Holyoke College.

HAMPSHIRE COLLEGE CHORUS

Ann Keams, Director

Our Spring season includes travel to Boston, where we will present JOURNEYS II, a concert of music from throughout the world. The Chorus rehearses Mondays and Wednesdays from 4-6 p.m., in the Recital Hall of the Music and Dance Building. Admission is by short, painless audition. (Sign up at the Chorus Office.) Faculty and staff are welcome.

THEATRE BOARD

The Theatre Board is a committee of seven students (five voting members and two alternates) who are elected to facilitate Hampshire's theatre program. Responsibilities

include representing the theatre community in questions of curriculum, monitoring the performance spaces and equipment, and scheduling the productions 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 meetings. For further information, contact a current Theatre Board member. The board meets weekly at a time to be announced.

OUTDOOR AND RECREATIONAL 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 142

ADVANCED BEGINNING SWIMMING

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 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 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 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 p.m. 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 142

ADVANCED BEGINNING SWIMMING

Glenna Lee Alderson

This course is designed for persons who possess beginning level swimming skills. We will work on increasing personal endurance, coordinated stroking, treading water, diving and underwater swimming. Completion of this course should prepare the individual for an intermediate level swimming course. 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 class begins after Spring Break. It is for people with little or no climbing experience. It will cover basic safety techniques, rope work, knots, and climbing techniques. Enjoy the opportunity to exercise your body and mind through such media as an indoor climbing wall and local climbing areas. The climbing wall will open the first Thursday after January Term ends from 3:30 to 5:30 p.m. All persons interested in taking Beginning Climbing are encouraged to attend these sessions. Enrollment limit, 12. Class meets Thursday from 1:00 to 6:00 p.m. starting after Spring Break.

OPRA 156

LEAD ROCK CLIMBING

Kathy Kyker-Snowman

Part I is open to people who have a background in top rope climbing but who lack a complete understanding of the aspects of climbing. Part II is open to anyone who has a thorough understanding (including firsthand experience of the areas covered in Part I). Anyone successfully completing Part I may take Part II. The goal of this course is to prepare people to be competent seconds for multipitch climbs and to provide instruction in lead climbing.

PART I. TECHNICAL INTRODUCTION

This section covers rope management, anchors, belaying the leader, and chockcraft.

PART II. TECHNICAL CLIMBING

We will actuate the theories covered in Part I and students may start to lead climb as part of the course. The class meets Tuesday 1:00-3:30 p.m. until Spring Break. After Spring Break, the class meets from 12:30 to 5:30 p.m.

OPRA 161

BICYCLE MAINTENANCE

Earl Alderson

While the weather is still too bad to ride, why not put a few hours a week into fixing up and fine tuning your bicycle? We'll start with a "Scientific American" look at the efficiency of the bicycle as a machine and then tear our bikes all the way down and build them back up clean, greased, tuned, and ready for the fair weather. Enrollment limit, 10. No previous mechanical experience is assumed. The class meets in the RCC on Wednesdays from 3:30 to 6:00 p.m. until Spring Break.

OPRA 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 MWF 1:00 to 2:30 p.m. 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 MW, 1:00 to 2:00 p.m. 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 TTh 1:00 to 2:30 p.m. 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 W, 2:00 to 3:00 p.m. 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., and elsewhere, 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 socio-linguistics, neurolinguistics, and animal communication and behavior. He will be on sabbatical during fall 1993.

Kathryn Fuller visiting assistant professor of media and American studies, received her BA from Agnes Scott College and her MA and PhD from Johns Hopkins University, where she was an instructor and a teaching assistant. Her teaching interests lie in film, broadcasting, and advertising history; class, gender, ethnicity, and racial studies, 1800 to the present; and the history of American business and technology.

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

David Kerr associate professor of mass communications and Merrill House director of academic life, has a BA from Miami University in Ohio, and an MA from Vanderbilt University. His teaching experience includes courses in communication research and journalism history. His educational interests include the radical press in America, how television affects the public, and communications law. He is currently researching the history of the Liberation News Service.

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 School of the Art Institute of Chicago. His video works include "Danny" and "King Anthracite." He will be on leave during academic year 1993-94.

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 received her PhD from the University of Illinois. Her research interests are in 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.

Lee Spector assistant professor of computer science, received his BA from Oberlin College and his PhD from the University of Maryland. He has taught at the University of Maryland and George Washington University. His interests are in artificial intelligence, knowledge representation, planning, computer music, computational theories of creativity, and interactive sound installations.

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

Steven Weisler associate professor of linguistics, has his main interests in semantics, syntax, language acquisition, and the philosophy of language. He has a PhD in linguistics from Stanford University and an MA in communication from Case Western Reserve University. For the two years before coming to Hampshire he held a postdoctoral fellowship in cognitive science at the University of Massachusetts. He will be on sabbatical during spring 1994.

SCHOOL OF HUMANITIES AND ARTS

Pam Baucom adjunct assistant professor in film, holds a BA in history from Niagara University. She has also studied at Montserrat School of Visual Art and taught art in public and private schools for a number of years. For the past five years she has been teaching film animation to children in public schools and private workshops, and to adults at Keene State College in New Hampshire. She is presently working at Florentine Films in Walpole, New Hampshire.

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-1970s. 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 from Bowdoin College and his MFA from Yale University School of Art. Before coming to Hampshire, Brewster 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 Work Center. His 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.

Amy Stechler Burns adjunct assistant professor, received a BA from Hampshire College. She has written and edited numerous documentary films, including "Brooklyn Bridge" and "The Shakers," and published a book on the Shakers with Aperture. For the past five years she has been teaching film animation to children in public schools and private workshops, and to adults at Keene State College in New Hampshire.

Robert Coles assistant professor of African-American literature, received a BA from Lincoln University, an MA from Arizona State University and a PhD from the State University of New York at Buffalo. He has taught at Fordham University, Howard University and Berea College before coming to Hampshire. His areas of interest include creative writing and American and African-American literature. He will be on sabbatical fall term.

Norman Cowie Five College visiting assistant professor of film and video, holds an MFA in Visual Arts from Rutgers University and has studied at the Whitney Museum Independent Study Program and the California Institute of the Arts. He has taught video production, criticism and media studies at the School of the Art Institute of Chicago and the School of Visual Arts in New York.

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. She will be on sabbatical spring term.

Robert Goodman visiting assistant professor of architecture, received his BArch from the Massachusetts Institute of Technology and holds certification as a registered architect of the Commonwealth of Massachusetts. He has taught at M.I.T., the University of Massachusetts, and the Columbia University Graduate School of Architecture and Planning. He has published three books and many articles.

Lynne Hanley 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's literature, and short story writing. She publishes both short stories and literary criticism. Most recently she has published a series of articles on women writers who have written works on twentieth century war.

Sarah Hart visiting assistant professor of photography, received her BFA from the University of Washington and her MFA from the California Institute of the Arts. She has been a visiting artist at a number of West Coast institutions as well as a visiting lecturer at the University of Washington. Her work has been exhibited widely.

Jacqueline Hayden assistant professor of photography and film, has an MFA from Yale University School of Art. She has been on the faculty of the Chautauqua Institution School of Art, School of the Visual Arts, and Parsons School of Design and was Artist in Residence at the Art Barn in Washington, DC. Her work has appeared in numerous exhibitions around the country and she is a recent recipient of a Guggenheim fellowship. Professor Hayden will be on leave fall term.

Lee Heller assistant professor of American literature/American studies, received her BA in English and American literature from Scripps College, Claremont, 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, taught Spanish American literature and culture at Columbia University, the University of Maine at Orono, and the College of William and Mary before coming to Hampshire. He holds a PhD from John Hopkins University. Professor Holland's areas of specialization include nineteenth and twentieth century Spanish American prose and poetry, modern critical theory, introduction to Hispanic literature, and language instruction.

Joanna Hubbs professor of Russian cultural history, 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 approaches to the study of mythology.

Denzil Hurley 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. He will be on sabbatical fall term.

Ann Kearns associate professor of music, is director of the Hampshire College Chorus. She holds an MM in music history from the University of Wisconsin and studied choral conducting at Juilliard. She composes choral music and edits performing editions of Renaissance choral music. At Hampshire she serves as liaison to the Five College Early Music Program and to the Five College Orchestra.

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

Wayne Kramer professor of theatre, holds the BFA and MFA degrees in design for the theatre. He has eleven years' experience in black theatre, children's theatre, and the production of original scripts. He has directed for both stage and television. His designs have been seen in New York, regionally, and Europe and he designed the New York production of "Salford Road." He has done design research for Columbia Studios and has served as art department coordinator at Universal Studios. He recently produced and designed independent film work in Los Angeles and was art director for a series of corporate videos.

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

Michael Lesy associate professor of literary journalism received a BA in theoretical sociology at Columbia University, an 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, and an MA from the University of Chicago, and is currently completing a PhD at that institution. She has expertise in nineteenth and twentieth 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 the David and Alfred Smart Gallery, University of Chicago, and the Joslyn Art Museum, Omaha, Nebraska, and has co-authored *Stuart Davis Art and Art Theory: An Introduction* for the Brooklyn Museum.

Jill Lewis associate professor of humanities, holds a BA from Newham College, Cambridge, England, and a PhD from Cambridge University. She has been very active in the women's liberation movement in Britain and France. Lewis teaches courses in literature and cultural history at Hampshire, and will be on leave all year.

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

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

Sandra Matthews associate professor of film/photography, has a BA from Radcliffe and an MFA from SUNY at Buffalo. She has wide experience professionally and in teaching both filmmaking and photography. She has particular interest in film and photography as a cross-cultural resource.

Robert Meagher professor of humanities, holds an AB from the University of Notre Dame and 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. He will be on leave fall term.

Rebecca Nordstrom associate professor of dance/movement, holds a BA in art from Antioch College and an MFA in dance from Smith College. She was co-founder of Collaborations Dance-Works in Brattleboro, VT and has performed with Laura Dean Dancer and Musicians in New York City. She has taught at Windham College and the University of Delaware. Areas of special interest are choreography, improvisation, and Laban Movement Analysis.

Peggy O'Brien—a biography will be available in the fall 1993 supplement.

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. Nina will be on sabbatical spring term.

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 professor of film and photography, holds a BA in psychology from Brooklyn College, a BFA in filmmaking and photography from the Massachusetts College of Art, and an MFA in filmmaking from Syracuse University. Complementing a career in filmmaking and photography, he has also worked as a videomaker and media consultant. He has received fellowships from the National Endowment for the Arts, Massachusetts Council on the Arts and Humanities, and the Artists Foundation, among other awards. His films have been screened internationally, including the Museum of Modern Art and Anthology Film Archives in New York City; Innis Film Society, Toronto, Canada; and Image Forum, Tokyo, Japan. He will be on leave all year.

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.

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. She will be on leave all year.

Jeffrey Wallen assistant professor of literature, received an AB from Stanford University, an MA from Columbia University, and an MA and a PhD from 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*.

SCHOOL OF NATURAL SCIENCE

Dula Amarasinghwardena assistant professor of chemistry, received his PhD from North Carolina State University, and his undergraduate work was completed at the University of Ceylon in Sri Lanka. He has an MPhil 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, and 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 an 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.

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

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

John M. Foster professor of biology, previously taught biochemistry at the Boston University School of Medicine and was a director of the Science Curriculum

Improvement Program at NSF. He holds a PhD in biochemistry from Harvard. In addition to his involvement in biochemistry and in human biology, he is interested in ecology and field biology, amateur electronics, baroque music, and white-water canoeing.

Alan Goodman associate professor of biological anthropology and Dean of Natural Science, 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 from 1965-1970. In addition to population biology and mathematical modeling, Ken's interests include education, American Indians, and natural history.

David C. Kelly associate professor of mathematics, has taught at New College, Oberlin College, and Talladega College. He holds an AB from Princeton, an SM from MIT, and an AM from Dartmouth. Since 1971 he has directed the well-respected Hampshire College Summer Studies in Mathematics for high-ability high school students. His interests include analysis, probability, the history of mathematics, recreational mathematics, and "17."

Allan S. Krass professor of physics and science policy, was educated at Cornell and Stanford, where he received his PhD in theoretical physics. He has taught at Princeton University, the University of California at Santa Barbara, and the University of Iowa, as well as the Open University in England. He has been a visiting researcher at the Princeton Center for Energy and Environmental Studies and the Stockholm International Peace Research Institute, and spent five years as senior arms analyst for the Union of Concerned Scientists in Cambridge, MA. His interests include physics and science and public policy, particularly dealing with nuclear weapons and nuclear energy.

Nancy Lowry professor of chemistry, holds a PhD from MIT in organic chemistry. She has taught at Hampshire since the fall of 1970. She has coordinated women and science events at Hampshire and has published articles concerning the scientific education of women. Her interests include organic molecules, stereochemistry, science for non-scientists, cartooning, the bassoon, and toxic substances. She will be on sabbatical spring 1994 and fall 1995.

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 adapts to movement. She 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. He will be away all year.

Michelle Murrain assistant professor of neurobiology, received her BA from Bennington College and her PhD from Case Western Reserve University. She has done postdoctoral work in the Program of Neuronal Growth and Development at Colorado State University. Her interests include the neuronal basis for behavior, the biology of AIDS and AIDS education, and the underrepresentation of women and people of color in science.

Benjamin Oke visiting assistant professor of animal science, received a diploma in agriculture from the University of Ife, a BS in animal science from Alabama A & M University, and an MS and PhD in ruminant nutrition from Ohio State University. He has worked at both the International Institute of Tropical Agriculture and the International Livestock Center for Africa. He has done research in nutritional physiology and biochemistry at Ohio Agricultural Research and Development Center. His teaching and research interests include food production and undernutrition in the Third World, sustainable agriculture, and improvement of efficiency of nutrient utilization in ruminants.

John B. Reid, Jr. professor of geology, has pursued his research with lunar surface and earth's interior at the Smithsonian Astrophysical Observatory, the Geochronology Laboratory at MIT, Rensselaer Polytechnic Institute, and the Los Alamos Scientific Laboratory. He received his PhD from MIT. His professional interests involve the study of granitic and volcanic rocks as a means of understanding the chemical evolution of the earth's crust; the evolution of the flood-plains of rivers, particularly that of the Connecticut River in the evolution of coastal salt marshes; and acid rain impacts on the New England landscape.

Brian Schultz assistant professor of ecology and entomology, received a BS in zoology, an MS in biology,

and a PhD in ecology from the University of Michigan. He is an agricultural ecologist and entomologist and has spent a number of years in Nicaragua and El Salvador studying methods of biological control of insect pests in annual crops. He is also interested in statistical analysis, world peace, and softball.

Lawrence J. Winship associate professor of botany, received his PhD from Stanford University, where he completed his dissertation on nitrogen fixation and nitrate assimilation by lupines on the coast of California. He continued his research on nitrogen fixation as a research associate at the Harvard Forest of Harvard University, where he investigated the energy cost of nitrogen fixation by nodulated woody plants, particularly alders. His recent research concerns the biophysics of gas diffusion into root nodules and the mechanisms of oxygen protection of nitrogenase. His other interests include the use of nitrogen-fixing trees in reforestation and agriculture, particularly in tropical Asia and developing countries, and the potential for sustainable agriculture world-wide. He has taught courses and supervised projects in organic farming, plant poisons, plant physiology, physiological ecology, soils, and land-use planning, and he enjoys mountaineering, hiking, gardening, Bonsai, and computers. Professor Winship will be on leave spring 1994.

Frederick H. Wirth assistant professor of physics, holds a BA from Queens College of CUNY and a PhD from Stonybrook University of SUNY. His research interests center around laser physics, and holography. One of his main goals at Hampshire is to create laboratory programs in the physical sciences and an Appropriate Technology center to help all students, regardless of their course of study, with their increasingly probable collision with technological obstacles. Fred is also a committed and experienced practitioner of meditation who periodically offers instruction in this discipline. Professor Wirth will be on sabbatical spring 1994.

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 sabbatical fall 1993.

SCHOOL OF SOCIAL SCIENCE

Eqbal Ahmad professor of politics and Middle East studies, received a PhD from Princeton University and is presently a fellow of the Transnational Institute/Institute for Policy Studies. A specialist on the Third World, particularly the Middle East and North Africa, he is well known for his writings on revolutionary warfare and counterinsurgency. His writings have appeared in popular

as well as scholarly journals. He has taught at the University of Illinois, Cornell University, and the Adlai Stevenson Institute in Chicago.

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

Aaron Berman associate professor of history and Greenwich House director of academic life, received his BA from Hampshire College, and an 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, and 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.

Michael Ford assistant professor of politics and education studies and Dean of Multicultural Affairs, earned a BA from Knox College and an MA in political

science from Northwestern University, where he is completing his doctoral work. He has taught at the University of Massachusetts, Brown University, and Chicago City College in the areas of politics of East Africa, Sub-Saharan African governments, black politics, and neocolonialism and underdevelopment.

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

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

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

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

Frank Holmquist professor of politics, received his BA from Lawrence University, and his MA and PhD from Indiana University. His interests are in the areas of comparative politics, peasant political economy, African and Third World development, and socialist systems. He will be on sabbatical spring term.

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, and 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, DC 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.

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 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 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. She will be on sabbatical fall term.

Donald Poe associate professor of psychology, received his BA from Duke and his PhD from Cornell University. His major areas of interest are social psychology, psychology of the law, beliefs in pseudoscience and the paranormal, human aggression, attitude change, environmental psychology, and research design and data analysis. He will be on sabbatical spring term.

Gregory Prince Hampshire College President and professor of history, received his BA and PhD in American studies from Yale University. He has taught modern United States history at Dartmouth College and Yale University.

Robert Rakoff associate professor of politics and Dean of the School of Social Science, received his BA from Oberlin College and his MA and PhD from the University of Washington. He taught at the University of Illinois/Chicago and worked for the US Department of Housing and Urban Development before coming to Hampshire. His teaching and research interests include housing policy, environmental politics, and welfare policy.

Flavio Risech-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, and housing and immigration law and policy at Harvard and Northeastern Law schools and at the University of Massachusetts/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 correlations of eating disorders in college settings.

Mitziko Sawada visiting assistant professor of history, received her undergraduate training at Tokyo Joshidaigaku and Reed College. After two decades as a research and editorial assistant, mother, housewife, teacher, and community activist, she returned to pursue graduate work at New York University and received a PhD in American social history and modern Japan. Her research focuses on a comparative historical understanding of nineteenth and twentieth century United States and Japan. She is interested particularly in people's responses to economic and social change and how their attitudes, behavior, and view of the world were formulated. She has engaged in extensive research in Japan.

Miriam Slater Harold F. Johnson professor of history and master of Dakin House until 1974, received her AB from Douglass College and her MA and PhD from Princeton University, where she held the first Woodrow Wilson Fellowship designed to allow a woman with children to attend graduate school half-time. Her research interests include history of higher education, history of the family, early modern Europe, Puritanism, feminism, and history of professionalism. She will be on sabbatical spring term.

Susan Tracy visiting assistant professor of American studies and Dakin House director of academic life, received a BA in English and an MA in history from the University of Massachusetts at Amherst, and a PhD in history from Rutgers. Her primary interests are in American social and intellectual history, particularly labor history; Afro-American history; and women's history. She has taught United States history and women's studies courses at the University of Massachusetts, Amherst.

Robert von der Lippe associate professor of sociology, received his BA, MA and PhD degrees from Stanford University. He was director of the National Institute of Mental Health Graduate Training Program in the Sociology of Medicine and Mental Health at Brown University and also taught at Columbia University, New York University, and Amherst College. His interests include medical sociology and issues of health care organization and delivery, both in this country and elsewhere.

James Wald assistant professor of history, holds a BA from the University of Wisconsin and an MA from Princeton University, where he is currently completing his PhD. His teaching and research interests include modern European history, with an emphasis on cultural history from the sixteenth through the twentieth centuries; the French Revolution; fascism and Nazism; sixteenth century Europe; and Marxism and social democracy. Particular research interests involve the role of literature in society, and literary and publishing history in Germany. He will be on sabbatical fall term.

Stanley Warner associate professor of economics. Prior to coming to Hampshire he taught at the University of California at Santa Cruz and Bucknell University. His research and teaching interests include industrial organization, comparative economic systems, environmental economics, and economic theory. He is specifically concerned with the modern corporation as understood by conventional and radical theories, the political economy of capital mobility and deindustrialization, and the social and economic dimensions of workplace democracy. He has participated in a joint research project, funded by the Annenberg Foundation, to design a computer and role-simulation course that addresses the issue of plant closings and their regional impact. He is the coordinator of Hampshire's program on Business and Society.

Frederick Weaver professor of economics and history, has a BA from the University of California at Berkeley, and a PhD from Cornell University. He has done research in Chile as a Foreign Area Fellow and has taught economics at Cornell and the University of California at Santa Cruz. His special interest is the historical study of economic development and underdevelopment. He also works on issues in higher education.

E. Frances White professor of history and black studies, received her BA from Wheaton College and PhD from Boston University. She has taught at Fourah Bay College in Sierra Leone and at Temple University. Her interests include African, Afro-American, and women's social history.

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, US), 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.

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FALL 1993

HAMPSHIRE COLLEGE SCHEDULE OF CLASSES

SCHOOL OF COMMUNICATIONS AND COGNITIVE SCIENCE

Course	Title	Instructor	Method	Limit	Time	Place
CCS 105p	Exploring the Nature of Mind	Stillings/Weisler	Prosem	40	TTh 130-3	ASH 126
CCS 114	Intro to Computer Science	Spector	Open	25	MWF 1030-12	ASH Aud
CCS 122p	Dateline: Washington, DC	J. Miller	Prosem	20	WF 1030-12	ASH 126
CCS 140	Video Production I	Millner	InterPer	16	TTh 115-5	Lib B-5
CCS 158	Theories of Developmental Psych	Rattermann	Open	25	TTh 1030-12	ASH 126
CCS 159p	Intro to Media Criticism	Fuller	Prosem	20	MW 1030-12	ASH 222
CCS 161	Problems in Political Philosophy	Alleva	Open	25	TTh 6-730pm	ASH 222
CCS 173	Video Art and Politics	Millner	Open	25	W 130-5/Th 7-9pm	ASH Aud
CCS 177	Statistics and Experimental Design	Chase	Open	25	MWF 1030-12	ASH 111
CCS/HA180F	Intro to Cultural Studies	Landes, et al	Open	120 W	7-830pm/TTh 1030-1230 or 130-330	FPH MLH TBA
CCS/HA217	Film, Video and the Public Sphere	Cowie	InstrPer	25	T 6-10pm	ASH Aud 111
CCS 222	Intermediate Video Workshop	TBA	TBA	TBA	TBA	TBA
CCS 227	Theory of Language	Weisler	Open	None	TTh 9-1030	ASH 126
CCS 241	African Philosophy	Serequeberhan	Open	20	TTh 130-3	FPH 102
CCS 252	The Construction of Knowledge	Stillings	Open	25	TTh 9-1030	ASH 111
CCS 254	New Media	J. Miller	Open	25	1030-12	ASH 111
CCS 256	Developmental Neuropsychology	Chase/Rattermann	InstrPer	20	TTh 130-3	ASH 111
CCS 265	Buddhist Philosophy	Garfield	Prereq	25	TF 9-1030	ASH 222
CCS 266	Film/Media History/Criticism	TBA	TBA	TBA	TBA	TBA
CCS 278	Program. Graphical User Interface	Muller	Prereq	18	MW 1030-12	ASH 221
CCS 282	Advanced Topics in Artificial Intell	Spector	Prereq	20	MW130-3	ASH 126
CCS 286	Advanced Video Prod Workshop	Braderman	InstrPer	None	W 130-445	Lib B-5/TV Studio
CCS 313	Kant and Heidegger	Garfield/Serequeberhan	Prereq	25	M 1-4	ASH 222

SCHOOL OF HUMANITIES AND ARTS

Course	Title	Instructor	Method	Limit	Time	Place
HA 104	Introduction to Drawing	Brewster	Open	20	TTh 9-12	ARB
HA 106	Sculpture Foundation	Brayton	Open	15	TTh 930-12	ARB
HA 107	Introduction to Film Animation	Burns/Baucom	Open	12	F 9-12	PFB
HA 108	Introduction to Painting	Mann	Prereq	18	MW 1-4	ARB
HA 110	Film/Video Workshop I	Brand	InstrPer	15	T 9-12	PFB
HA 111	Still Photography Workshop I	Matthews	InstrPer	15	M 9-12	PFB
HA 113*	Modern Dance I	TBA	Open	24	MW 3-430	MDB Main
HA 114*	Modern Dance II	Lowell	Open	24	MW 9-1030	MDB Main
HA 119p	Reading In (and out) of the Canon	Heller/Kennedy	See Desc	18/17	MW 130-3	FPH 108
HA 123p	From Page to Stage	Blair/Kramer	Prosem	30	TTh 130-3	EDH 1
HA/SS/NS129	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 138	Russia: Film/Literature of Revolution	Hubbs	Prereq	35	TTh 1030-12	FPH 107
HA 139p	Emergence of Modernism	Levine	Prosem	20	TTh 1030-12	ASH Aud
HA 140	Reading/Writing Autobiographies	Lesy	InstrPer	16	MW 9-1030	FPH 105
HA 150	Public Culture: The Case of LA	Holland, et al	Open	60	MW 3-430	FPH WLH
HA 159	The Man-Made Environment	Pope	Open	25	WF 1030-1230	EDH 3
HA 160p	Southern Writers: Sense of Place	Kennedy	Prosem	20	TTh 9-1030	EDH 4
HA 176	Music I	Simmons	Prereq	25	MW1030-12	MDB Recital
HA/CCS 180F	Intro to Cultural Studies	Landes, et al	Open	120 W	7-830pm/TTh 1030-1230 or 130-330	FPH MLH TBA
HA 194	Acting	Blair	InstrPer	18	MW 10-12	EDH Main Stage
HA 204	Intermediate Drawing	Brayton	Open	20	W 2-6	ARB

Course	Title	Instructor	Method	Limit	Time	Place
HA 209	Dance Repertory Project	Lowell	Open	None	MWF 1030-1230	MDB Main
HA 210	Film/Video Workshop II	TBA	InstrPer	15	TBA	TBA
HA 211	Still Photography I	Hart	InstrPer	15	T 130-430	PFB
HA 216*	Modern Dance Technique IV	Nordstrom	Open	24	TTh 1030-12	MDB Main
HA/CCS 217	Film/Video and the Public Sphere	Cowie	InstrPer	25	T 6-10pm	ASH Aud/111
HA 227*	Theatre Practicum	Kramer	Prereq	None	F 130-3+	EDH 1
HA 228	Irish Women Writers	O'Brien	Open	25	MW 130-3	EDH 4
HA 231	Poetry Writing Workshop	Salkey	InstrPer	16	T 130-3	EDH 4
HA 233	Tolstoi	Hubbs	InstrPer	20	TTh 130-3	EDH 2
HA 234	Short Story Writing Workshop	Hanley	InstrPer	16	T 1-4	FPH 103
HA 235	Literary Nonfiction	Lesy	InstrPer	16	TTh 9-1030	EDH 1
HA 237	Fiction Writing Workshop	Sailey	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	24	M 730-1030pm	MDB Recital
HA 246	The Power of the Novel	Wallen	Open	25	MW 1030-12	EDH 1
HA 254	Reading/Writing/Revision	Donkin/Payne	Prereq	35	TTh 1030-12	FPH ELH
HA 260	Feminist Challenges to Art History	Levine	Open	20	W 130-430	ASH 111
HA 266	Designing the Post-Suburban City	R. Goodman	Open	None	MW 2-4	EDH 3
HA 272	Dance and Culture	Daniel	Open	24	MW 1-3	MDB Small Studio
HA 281	Music III	Simmons	Prereq	20	TTh 130-3	MDB Class
HA 290A/B	Electro-Acoustic Music	D. Warner	InstrPer	12/8	M 9-12	MDB Class
HA 305	Advanced Painting	Brewster	InstrPer	None	Th 1-6	ARB
HA 313	Still Photography Workshop III	Matthews	InstrPer	None	Th 9-12	PFB
HA 314	Film/Video Workshop III	Brand/D. Warner	InstrPer	20	W 9-12/7-9pm	PFB
HA 323	Comparative Literature Seminar	Russo	InstrPer	20	M 6-9pm	EDH 4
HA 386	Laban Movement Analysis II	Nordstrom	Open	None	TTh 1-3	MDB Main

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

SCHOOL OF NATURAL SCIENCE

Course	Title	Instructor	Method	Limit	Time	Place
NS 102	Physics I	Wirth, et al	Open	None	MW 130-3/W3-5	CSC 302/Lab
NS 107	Evolution of the Earth	Reid	Open	25	TTh 9-1030/T 1-5	CSC 114/Lab
NS/SS 109	Health Care/Minority Communities	Foster/vd Lippe	Open	35	TTh 9-1030	FPH 108
NS 119p	Fitness/Healthy Hearts/H. Disease	Bruno	Prosem	20	MWF 9-1030	CSC 3rd Fl
NS/HA/SS 129	Women's Bodies/Women's Lives	Martin, et al	Open	60	WF 1030-12	FPH WLH
NS 131p	Drugs in the Nervous System	McNeal	Prosem	20	MW 1030-12	CSC 114
NS 135p	Health in Amer Before Columbus	Martin	Prosem	20	MW 9-1030	CSC 114
NS 137	Animal Behavior	Coppinger	Open	25	TTh 1030-12	FPH 102
NS 138	Wildlife Issues in Agric Dev	Coppinger	Open	25	MW 1030-12	FPH 102
NS 141p	Bugs and Drugs	Lowry/Schultz	Prosem	35	TTh 1030-12	CSC 114
NS 143	Ecology and Agriculture	Schultz/Winship	Open	35	MW 1030-12/M 130-430	CSC 3rd Fl
NS/SS 154	History/Geography of Famines	Wisner	Open	25	TTh 1030-12	FPH 105
NS 155	Env Concerns/3rd World Nations	Amarasiriwardena	Open	25	WF 130-3	CSC 126
NS 157	Food, Nutrition, and Health	Oke	Open	25	TTh 1030-12	CSC 126
NS 169	Mathematics and the Other Arts	Hoffman	Open	25	MWF 130-3	CSC 114
NS 180	Aquatic Ecology	D'Avanzo	InstrPer	15	TTh 9-1030/Th 1-5	CSC 126/Lab
NS 182	Appropriate Technology	Wirth	Open	25	TTh 1030-12	CSC 302
NS 191	Environmental Science	D'Avanzo/Reid	Open	25	MW 9-1030/M 130-5	ASH 111
NS 192	Teaching Science in Middle School	Bruno/Engvall	InstrPer	25	TTh 130-330	CSC 3rd Fl
NS 197	Biopsychosocial Aspects of Disease	Murray	Open	30	T 130-3/Th 130-5	CSC 2nd Open
NS 202	Basic Chemistry I	Amarasiriwardena	Open	None	MWF 9-1030/M 130-4	CSC 126/2nd Lab
NS 204	Physics III	Bernstein, et al	InstrPer	None	TTh 130-3/Th 3-5	CSC 302 Lab
NS 208	Plant Biology	Winship	Open	15	MW 9-1030/W 130-5	ASH 222/CSC 3rd Fl
NS 260	Calculus I	Kelly	Open	40	MWF 9-1030	ASH Aud
NS 285	The Science of Aids	Murray	Open	25	TTh 1030-12	CSC 2nd Open
NS 316	Linear Algebra/Applications	Hoffman	Open	25	MWF 9-1030	CSC 2nd Open

Course	Title	Instructor	Method	Limit	Time	Place
NS 318	Complex Function Theory	Kelly	Open	15	MW 3-430	CSC 2nd Open
NS 330	Bioorganic Chemistry	Lowry	Prereq	Open	MF 1030-12	CSC 126
NS 370	Comparative Physiology	Oke	InstrPer	10	T 130-3/Th 130-4+	CSC 126/Lab
NS 379	Intermed Electricity/Magnetism	Krass	InstrPer	15	MWF 11-12	CSC 302
NS 398i	Third World Health	McNeal	Open	20	W 130-430	ASH 221

SCHOOL OF SOCIAL SCIENCE

Course	Title	Instructor	Method	Limit	Time	Place
SS/NS 109	Health Issues/Minority Com	vd Lippe/Foster	Open	35	TTh 9-1030	FPH 108
SS 114	Black Psychology	Romney	Open	25	WF 9-1030	FPH 106
SS 120	American Government	Rakoff	Open	25	TTh 9-1030	FPH 103
SS 121p	The American Century	Bengelsdorf	Prosem	20	WF 1030-12	FPH 104
SS 123p	Social Order/Social Disorder	von der Lippe	Prosem	20	MW 130-3	PH A-1
SS 124	Motherhood and Work	Mahoney/Slater	Open	35	TTh 1030-12	FPH 108
SS/WP 125	The Child in the City	Breitbart/Siegel	Open	25	TTh 1030-12	FPH 106
SS 128	Central America	Weaver	Open	25	MW 1030-12	PH B-1
SS/HA/NS 129	Women's Bodies/Women's Lives	Cerullo, et al	Open	60	WF 1030-12	FPH WLH
SS 132	Religious Movements/Social Change	Darlington	Open	25	MW 9-1030	FPH 104
SS 139	Zionism/Struggle for Palestine	Berman	Open	25	WF 1030-12	FPH 106
SS 141	Third World Dev/Grassroots Per	Holmquist	Open	25	TTh 130-3	FPH 105
SS 153	Latinos in the U.S.	Risech-Ozeguera	Open	25	MW 130-3	FPH 104
SS/NS 154	History/Geography of Famines	Wisner	Open	25	TTh 1030-12	FPH 105
SS 159	The District Court	Yngvesson	Open	25	MW 1030-12	FPH 103
SS 166	Leprosy, Racism, and the Law	Yngvesson	Open	25	TTh 1030-12	FPH 103
SS 169p	Women Cross-Cultural Perspectives	Darlington/Johnson	Prosem	35	TTh 9-1030	FPH 101
SS 170	Environments & Human Behavior	Poe	Open	25	TTh 130-3	FPH 108
SS 176	Jews/Christians Med. Europe	Glick	Open	25	MW 3-5	FPH 106
SS 184p	American Capitalism	S. Warner	Prosem	20	TTh 130-3	FPH 104
SS 207	Statistics and Data Analysis	Poe	Open	25	TTh 9-1030	FPH 102
SS 208	Issues in Education	Weaver	Open	25	MW 130-3	FPH 107
SS 221	Problems in Phil. Law/Justice	Mazor	Open	25	TTh 130-3	FPH WLH
SS 235	Societies/Cultures of Middle East	Mirsepassi	Open	25	TTh 1030-12	EDH 4
SS 239	Abnormal Psychology	Romney	Open	25	WF 130-3	FPH WLH
SS 255	Multicultural Seminar	Ford/White	InstrPer	35	MW 330-5	FPH 107
SS 270	American Indians: History/Culture	Glick	Open	25	MW 1030-12	FPH 107
SS 281	Capitalism in Japan and the U.S.	Sawada	Open	25	M 130-4	FPH 103
SS 285	Democracy in the Third World	Holmquist/Johnson	Open	35	W 1-330	FPH 103
SS 288	The History of Childhood	Glazer/Slater	Open	35	TTh 9-1030	FPH 105
SS 293	Liberalism, Socialism, Nationalism	Bengelsdorf/Cerullo	Open	35	WF 1-230	FPH 106
SS 304	New Landscapes of Power	Breitbart/S. Warner	Prereq	20	W 930-12	FPH 101
SS 317	New Critical Legal Theory	Fried/Risech-Ozeguera	InstrPer	20	T 930-12	FPH 104
SS 321	The American Nation State	Berman/Rakoff	Prereq	20	W 130-430	FPH 101
SS 399d	Perspectives on Time	Mazor	Open	16	W 6-10pm	TBA

* 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 Hal
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
WP 105	Power Reading	DeShields	InstrPer	15	TTh 130-3	PH A-1
SS/WP 125	The Child in the City	Breitbart/Siegel	Open	25	TTh 1030-12	FPH 106

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

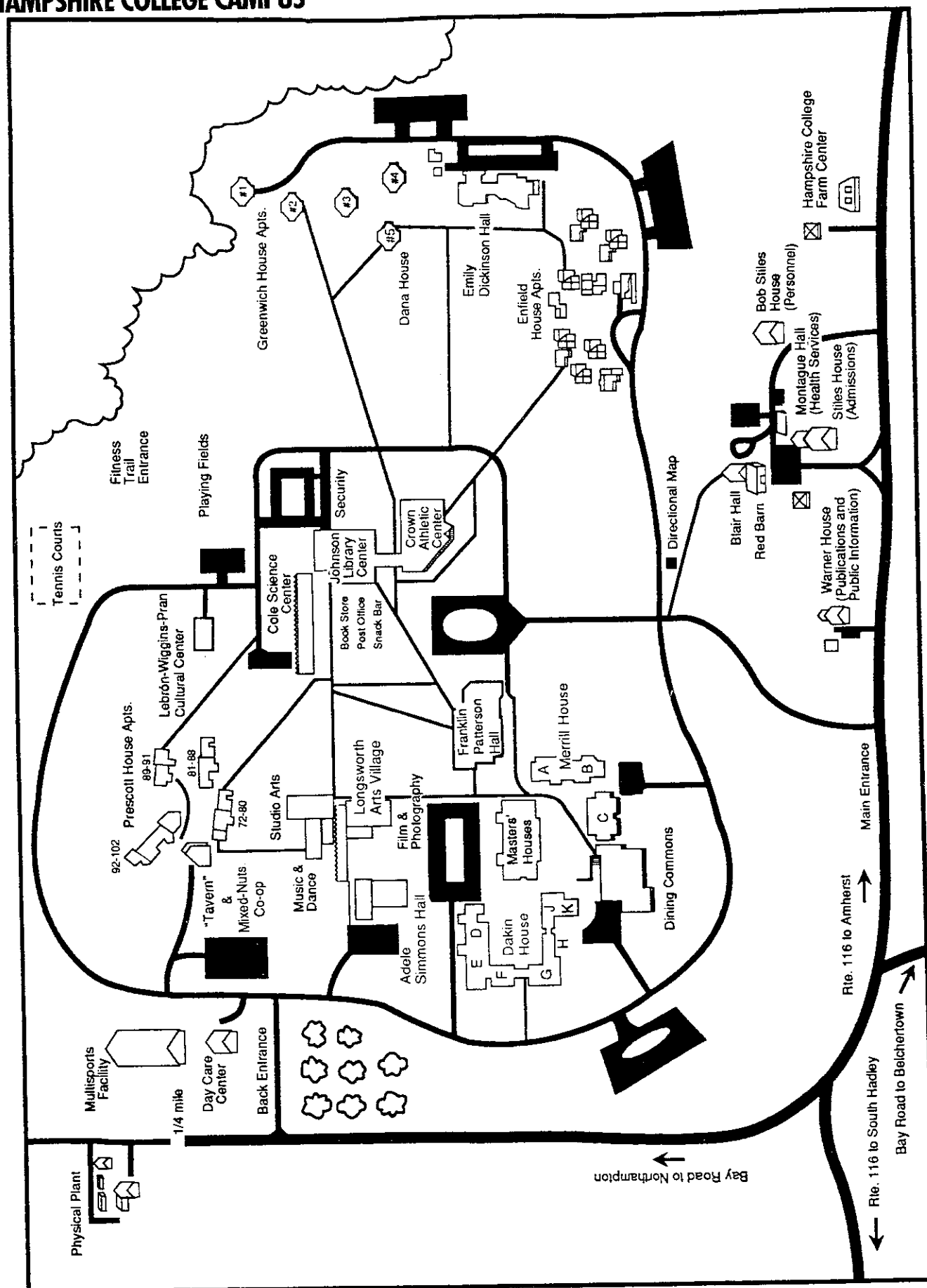
Chorus	Hampshire College Chorus	Kearns	SeeDescr	None	MW 4-6pm	MDB Recital
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OUTDOOR AND RECREATIONAL ATHLETICS PROGRAM

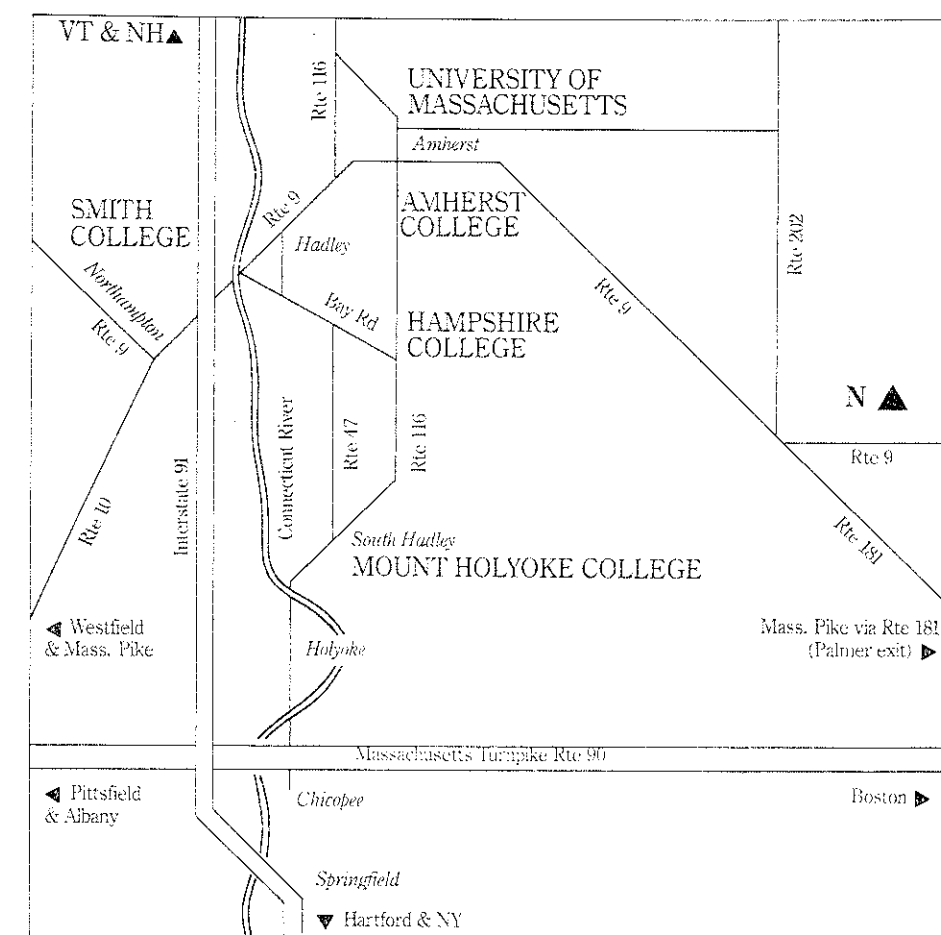
OPRA 101	Beginning Shotokan Karate	Taylor	Open	None	MW 6-8pm	RCC
OPRA 102	Intermediate Shotokan Karate	Taylor	InstrPer	None	TTh 6-8pm	RCC
OPRA 104	Advanced Shotokan Karate	Taylor	InstrPer	None	TTh 6-8pm/Su 2-4 pm	RCC
OPRA 107	Yoga	Mendez	Open	None	W 4-545	RCC Lounge
OPRA 111	Aikido	Sylvain	Open	None	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 T'ai Chi	Barry	Open	None	W 1230-145	RCC
OPRA 119	Continuing T'ai Chi	Barry	Open	None	W 2-315	RCC
OPRA 123	Beginning WW Kayaking (X)	E. Alderson	Open	6	W 130-245/ F 1230-6	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	SeeDescr	None	M 6-9pm	Pool/RCC
OPRA 151	Top Rope Climbing (A)	Kyker-Snowman	Open	12	T 1-6	RCC
OPRA 152	Top Rope Climbing (B)	G. Alderson	Open	12	Th 1-6	RCC
OPRA 174	What is Wilderness?	Warren	Open	12	T 1-5/Th 1-2	EDH 2
OPRA 179	Experiential Education	Warren	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.

HAMPSHIRE COLLEGE CAMPUS



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.

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Amherst, MA 01002

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