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 11577 of 1970, 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 staffing, 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 its affirmative obligations 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 assuring 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 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 supply 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 determine whether the required aid is reasonable and necessary to provide the disabled student with an equal opportunity to benefit from the college's educational 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 112.

Cover: Professor David F. Smith (Humanities and Arts) and Kenneth R. Hoffman (Natural Science) team-taflh NSHA 243, Naturalist, and Nature Writers. Photo by Jim Gipe.

Printed on recycled paper

TABLE OF CONTENTS

The Hampshire College Mission and Auxiliary Aid Policy  
Calendar for Academic Year 1993-94  
A Hampshire Education  
The Academic Program  
The Campus  
Student Life  
Admission and Fee Information  
Financial Aid  
REGISTRATION INFORMATION  
Five College Students  
The James Baldwin Scholars Program  
Special Students and Auditors  
Courses of Instruction 

FULL CURRICULUM STATEMENTS AND COURSE DESCRIPTIONS
School of Communications and Cognitive Science  
School of Humanities and Arts  
School of Natural Science  
School of Social Science  
Five College Programs  
Five College Faculty Offerings  
Co-Curricular Courses  
Writing and Reading Program  
Quantitative Skills Program  
Foreign Languages  
Chorus  
Theatre Board  
Outdoor & Recreational Athletics Program  
Special Programs  
American Studies  
Business and Society  
Civil Liberties and Public Policy Program  
Computer Studies  
Cultural Studies  
Educational Studies  
Feminist Studies  
Law Program  
Luce Program  
Population and Development Program  
Public Service and Social Change Program  
Third World Studies

SPRING 1994 PRELIMINARY COURSES
School of Communications and Cognitive Science  
School of Humanities and Arts  
School of Natural Science  
School of Social Science  
Five College Faculty Offerings  
Co-Curricular Courses  
Writing and Reading Program  
Quantitative Skills Program  
Foreign Languages  
Chorus  
Theatre Board  
Outdoor & Recreational Athletics Program  
Faculty Biographies  
Administration and Staff  
Board of Trustees  
Fall Schedule of Classes  
Hampshire College Location and Campus Maps

128/inside back cover
**ACADEMIC YEAR CALENDAR 1993-94**

**FALL TERM**

- **Student Orientation Period** .... Monday, September 6 - Wednesday, September 8
- **New Students Arrive and Matriculate** ...... Monday, September 12
- **New Students Program** ...... Monday, September 19
- **Advisor Conferences for New Students** ...... Tuesday, September 20
- **Returning Students Arrive and Register** ...... Tuesday, September 27
- **Advisor Conferences for Returning Students** ...... Wednesday, September 28
- **Classes Begin** ...... Thursday, September 29

**Wednesday Class Schedule Followed** .......... Friday, September 10

**Course Selection (Hampshire & Five College)** .... Wednesday, September 16 - 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, Wednesday, March 9

**Division II & III Contract Filing Deadline (for completion in 5/94)** ...... 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 HAMPSTEAD 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: Communication and Cognitive Science, Humanities, Natural Science, and Social Science. This flexible structure permits a rich mixture of courses 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 critical and creative intellectual exploration, not as rigid frameworks 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 1,000 men and women make up Hampshire's student body and continue to pursue 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, Basic Studies, students pursue substantial work in each of Hampshire’s four Schools: Communication 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 the final year, conduct a major research project that reflects 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 independent study project centered on a specific topic, question, or idea.

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. Students are expected to produce for class discussion a preparatory presentation, 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, a laboratory report, or computer program, for example) are decided among the faculty member, student, and the faculty’s examination committee. In the fall of 1986, a new examination, called the Examination of the Third Year, was added to Division I.

In the final year, students design their own major. Typically, Division III students devote the major part of their time to the independent study project. They must also take part in two Schools’ 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 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 coursework on the Harlem Renaissance, another, who planned to attend law school, designed a course and worked with developmentally disabled citizens of the Five College consortium offer courses open to Hampshire students throughout the month.

DIVISION II (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 from a neighboring college, 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 Schools’ 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 the final year, students design their own major. Typically, Division III students devote the major part of their time to the independent study project. They must also take part in two Schools’ 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 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 coursework on the Harlem Renaissance, another, who planned to attend law school, designed a course and worked with developmentally disabled citizens. This requirement must be fulfilled before a student begins Division III work.

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 civic education to full-time to volunteer time to work 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 from a neighboring college, 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 Schools’ 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 the final year, students design their own major. Typically, Division III students devote the major part of their time to the independent study project. They must also take part in two Schools’ 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 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 coursework on the Harlem Renaissance, another, who planned to attend law school, designed a course and worked with developmentally disabled citizens. This requirement must be fulfilled before a student begins Division III work.

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 civic education to full-time to volunteer time to work 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 from a neighboring college, 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 Schools’ 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 the final year, students design their own major. Typically, Division III students devote the major part of their time to the independent study project. They must also take part in two Schools’ 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 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 coursework on the Harlem Renaissance, another, who planned to attend law school, designed a course and worked with developmentally disabled citizens. This requirement must be fulfilled before a student begins Division III work.

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 civic education to full-time to volunteer time to work 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 from a neighboring college, 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 Schools’ 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 the final year, students design their own major. Typically, Division III students devote the major part of their time to the independent study project. They must also take part in two Schools’ 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 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 coursework on the Harlem Renaissance, another, who planned to attend law school, designed a course and worked with developmentally disabled citizens. This requirement must be fulfilled before a student begins Division III work.

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 civic education to full-time to volunteer time to work 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 from a neighboring college, 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 Schools’ 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 the final year, students design their own major. Typically, Division III students devote the major part of their time to the independent study project. They must also take part in two Schools’ 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 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 coursework on the Harlem Renaissance, another, who planned to attend law school, designed a course and worked with developmentally disabled citizens. This requirement must be fulfilled before a student begins Division III work.

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 civic education to full-time to volunteer time to work developmentally disabled citizens. This requirement must be fulfilled before a student begins Division III work.
According to the Five College cooperative agreement, any student at Amherst, Hampshire, Mount Holyoke, or the University of Massachusetts, may take courses and use the facilities at all five institutions. A colleges and universities as: Harvard, Georgetown, graduate or professional schools: unlike a typical list of institution system can be found in the graduate school admis­sion at Berkeley, Duke, Brandeis, University of Chicago, undergraduate course titles, the Hampshire transcript is a section of this catalog. In addition, the Joint Faculty student's strengths, suggest areas for improvement, and at one of the other campuses. convenient free bus system links the five campuses; 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 the Five College Bulletin, the Five College policy handbook.

THE CAMPUS

ACADEMIC FACILITIES

THE HAROLD J. 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, 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 dormitories. The media services office also maintains a growing collection of documentary and curriculum-related films and films jointly owned by the Five Colleges. 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.

Evidence of the effectiveness of Hampshire's evaluation system can be found in the graduate school admissions records of the college. 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 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.

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 electronmicroscope, a electronmicroscope, and a liquid spectilla­tion counter. Other special 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 Biobshelter, 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 performance space that is 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 collect­ers. 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, classroom space, and a large tea house 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 art studies.

ADELE SIMMONS HALL is the newest academic building on campus. Located in the Longsworth Arts Village, the building houses faculty offices, offices for the School of Communication and Cognitive Science, classrooms, seminar rooms and an auditorium equipped for large-
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 Springfield, Greenfield, and Northampton, Amherst offers a variety of social, 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.

Resident students live in five residence halls (the Dormitories) and three apartment areas, the Dakin and Merrill Faculty Houses on campus, and student apartments in nearby Greenwich, Enfield, and Prescott. The houses and apartments provide a variety of living arrangements that allow students to choose the type of living environment that best suits their needs and interests. Each residence hall is staffed by faculty or students who serve in a variety of positions, including residential assistants, resident advisors, and a house manager. The house staffs work closely with the college's Office of Student Life and the Office of Student Support Services to create a supportive and welcoming environment for all students.

The houses and apartment areas are designed to provide a sense of community and personal space for students. The houses are divided into several smaller units, called dormitories, each of which has its own set of common areas and amenities. The apartments are arranged in larger complexes, with each building having its own set of common areas and amenities. The houses and apartments are equipped with a variety of amenities, including common rooms, kitchens, and laundry facilities. The houses and apartments are located near the college, providing easy access to campus events and activities.

The houses and apartment areas provide a range of services to students, including meals, housing, and academic support. The houses and apartments are staffed by faculty and students who provide a variety of services, including academic advising, counseling, and residential support. The houses and apartment areas also provide a variety of opportunities for students to participate in extracurricular activities, including clubs, sports, and volunteer work.

The houses and apartment areas provide a range of services to students, including meals, housing, and academic support. The houses and apartment areas are staffed by faculty and students who provide a variety of services, including academic advising, counseling, and residential support. The houses and apartment areas also provide a variety of opportunities for students to participate in extracurricular activities, including clubs, sports, and volunteer work.

The houses and apartment areas provide a range of services to students, including meals, housing, and academic support. The houses and apartment areas are staffed by faculty and students who provide a variety of services, including academic advising, counseling, and residential support. The houses and apartment areas also provide a variety of opportunities for students to participate in extracurricular activities, including clubs, sports, and volunteer work.

The houses and apartment areas provide a range of services to students, including meals, housing, and academic support. The houses and apartment areas are staffed by faculty and students who provide a variety of services, including academic advising, counseling, and residential support. The houses and apartment areas also provide a variety of opportunities for students to participate in extracurricular activities, including clubs, sports, and volunteer work.

The houses and apartment areas provide a range of services to students, including meals, housing, and academic support. The houses and apartment areas are staffed by faculty and students who provide a variety of services, including academic advising, counseling, and residential support. The houses and apartment areas also provide a variety of opportunities for students to participate in extracurricular activities, including clubs, sports, and volunteer work.
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 is available for both drop-in and individual counseling. In addition, each student receives a weekly CORC newsletter which lists interview 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 position listings, 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 counselor and several student volunteers, CAASA trains students to peer counseling 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 be a problem drinker. The Interventions service is staffed by a professional coordinator and several student volunteers, who works with students who are concerned about their own alcohol or drug use, or about a friend or faculty member's use. Referral for counseling and alcohol/other drug treatment services will be made through Health Services or directly to other appropriate community resources. All individual appointments are confidential.

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 be a problem drinker. The Interventions service is staffed by a professional coordinator and several student volunteers, who works with students who are concerned about their own alcohol or drug use, or about a friend or faculty member's use. Referral for counseling and alcohol/other drug 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 contains pre-vocational medicine and health education with the treatment of illness, injury, and emotional problems. The staff includes nurse practitioners, 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 study-abroad program, or 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, the 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 reciprocals 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 visits from overseas universities and programs. The office also serves as a liaison between 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 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 study-abroad program, or 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, the 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 reciprocals 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 visits from overseas universities and programs. The office also serves as a liaison between 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 Lebrun Wiggins-Tran 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 Riales, 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 academic planning, clarification of academic policies, academic planning and Five College information. Samples of Division I proposals, Division II counseling statements, 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 Hall & Rhyne, 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 with a variety of writing tasks: 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 shows the variety of groups to which students can belong:

- AIDS Information Group
- Amnesty International
- Bart's Arts (arts collective)
- Box Spring Magazine
- Bridge Collective
- Christic Fellowship
- Communications Interest Group
- Students interested in careers in the media
- Emergency Medical Technicians, a 24-hour volunteer service
- Exequant Team
- Excellibur (game playing group)
- Foreign Student Organization
- Hall & Rhyne (women's literary magazine)
- Hampshire College chorus
- Hampshire College Musicians' Band
- Hampshire Examiners (student newspaper)
- Infinity (student-managed TV program)
- Juggling Club
- Lesbian/Gay/Bisexual Alliance
- Mental Arts
- Men's Resources
- Mixed Nuts Food Co-op
- Multicultural Theatre Collective
- Palestinian Solidarity
- Racles (Latino student organization)
- Responsible Ecology (campus recycling group)
- Second Sight Films
- SOURCE (umbrella organization for students of color)
- Spontaneous Combustion (women's capella group)
- Sports Co-op
- Tavern Entertainment Committee
- Umoja (African-American student group)
- Women's Art Collective
- 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 Riales, 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 academic planning, clarification of academic policies, academic planning and Five College information. Samples of Division I proposals, Division II counseling statements, 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 Hall & Rhyne, 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 with a variety of writing tasks: 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 shows the variety of groups to which students can belong:

- AIDS Information Group
- Amnesty International
- Bart's Arts (arts collective)
- Box Spring Magazine
- Bridge Collective
- Christic Fellowship
- Communications Interest Group
- Students interested in careers in the media
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 admission process 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 video tape. 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 considers a candidate's academic potential 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 admission 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 phone the admissions office at (413) 596-4600 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 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 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 plan to enter college after high school graduation 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 Deferred Admission at the college. 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 postdated to a later term. (For example, applicants for Deferred 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 Deferred Admission may not enroll at another college or university during the period of deferral. 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 college, 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 curriculums, and the wealth of resources offered by the Five College Consortium.

Transfers 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 forms well in advance of deadlines. Because of delays in obtaining visa 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 must complete a separate application, and are required to submit the same supporting materials as applicants who (are) in the United States. In addition, students whose native language is not English require to provide evidence of their English proficiency by submitting 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 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

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 III-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 application 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 must submit proof of English proficiency by submitting 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 more complete information about the application process, foreign students should consult the Hampshire foreign student application booklet.

COMMON APPLICATION

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

Refund Policy: Refunds of tuition, room, and board are prorated and are based on a distinction between necessary leaves or withdrawals for medical reasons (as certified by the Hampshire College business office for the 1993/94 academic year. 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.

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 are awarded based on full-time enrollment at Hampshire. The complete refund schedule appears in the application booklet.

FINANCIAL AID FORM
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
Students who enroll in a course and fulfill the course requirements are permitted to take one course per term. They are officially enrolled in a course if they receive a Hampshire College seal and 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.

THE JAMES BALDWIN SCHOLARS PROGRAM
The James Baldwin Scholars Program, launched in 1992, seeks to inspire and support African-American students to achieve excellence as scholars and citizens. The program is a 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 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 scholars' 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.
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-level 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, engender 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 may be general surveys or introductions-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 Plato 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 in knowledge on the part of the student.

**Proseminars**

Those 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, assess 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 time; how to conduct 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**

- **GCST 105** COGNITIVE SCIENCE: EXPLORING THE NATURE OF MIND
  - Neil Stilling/Steven Weisler
- **GCST 122** DATELINE: WASHINGTON, DC
  - James Miller
- **GCST 159** INTRODUCTION TO MEDIA CRITICISM
  - Kathryn Fulle
  - HA 119p MAKING MEANING: READING IN (AND OUT OF)
  - THE CANON
  - Lee Heller/L. Brown Kennedy
  - HA 123p FROM PAGE TO STAGE
  - Rhonda Blais/Wayne Kramer
  - HA 139p EMERGENCE OF MODERNISM
  - Sara Levine
  - HA 160p WOMEN WRITERS: SENSE OF PLACE?
  - L. Brown Kennedy
  - NS 119p FITNESS, HEALTHY HEARTS, AND HEART DISEASE
  - Merle Bruno
  - NS 121p DRUGS IN THE NERVOUS SYSTEM
  - Ann McNeil
  - NS 159p HEALTH IN AMERICA BEFORE COLUMBUS
  - Dena, Carol
  - NS 141p BUGS AND DRUGS: NATURALLY OCCURRING MEDICINES AND PESTICIDES
  - Nancy Lowry/Brian Schulz
  - SS 121p THE AMERICAN CENTURY: WHAT HAPPENED?
  - Carolee Bengelksdorf
  - 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 Dallington-Ray Johnson
  - SS 184p AMERICAN CAPITALISM
  - Stan Warner

**School of Communications and Cognitive Science (GCST)**

**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 the many multidisciplinary Schools. Rather, GCST 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 sciences 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 computing 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 GCST. Students learn from 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. Courseassignments are given careful review, and students are assisted in revising their work or developing their intellectual conceptions. 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 subject area, at least one of which is a course numbered at the 100 level.

**Course List**

- **100 Level**
  - **GCST 105** COGNITIVE SCIENCE: EXPLORING THE NATURE OF MIND
  - Neil Stilling/Steven Weisler
  - **GCST 114** INTRODUCTION TO COMPUTER SCIENCE: PROGRAMMING CREATIVE PROCESSES
    - Lee Spektor
  - **GCST 122p** DATELINE: WASHINGTON, DC
    - James Miller
### COGNTIVE SCIENCE: EXPLORING THE NATURE OF MIND

Neil Stilling/Steven Wenzer

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 limit is 25.

### DEVELOPMENTAL PSYCHOLOGY

Piaget, Freud, Vygotsky, social-learning theory, and their derivatives.

This course addresses central issues in political philosophy and its subsequent development into public access. Even though 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, often stereotypical, contact with 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 20 short papers. Class will meet three times a week for one-and-one-half hours each time. Enrollment limit is 25.

### VISUAL ART AND DESIGN

Joey Millner

A workshop in print design and media criticism. We will look at tapes and films like Hertsgaard's On the Front Lines of the Media. We will examine the routines of reporters that bring them into regular, often stereotypical, contact with 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 20 short papers. Class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 25.
Cultural and Convention

The basic concern of this course is to examine the 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-discursive nature which has significant, 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 25.

CS/HA 117

History of the Mind and Convention

Christopher Chase

The basic concern of this course is to examine the 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-discursive nature which has significant, 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 25.

CS/HA 217

Film, Video, and the Public Sphere

Norman Cowie

What other forces shape the making of texts, their interpretation, and their audience? We will explore the role of authors, audiences, and society in the construction of meaning. This course will examine the nature of the dominant American press. As television and newspapers have made more of their dedication to objectivity, the mainstream American press has increasingly been the subject of popular cultural analysis. These works are of an exploratory meta-discursive nature which has significant, 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 25.

CS/HA 222

Intermediate Video Workshop

TBA

This course is designed 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 specific topics that further their understanding of the ways in which personal and collective experience are organized and transformed by language, images, and technology. Special emphasis will be placed on developing students' critical writing and research 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 specific topics that further their understanding of the ways in which personal and collective experience are organized and transformed by language, images, and technology. Special emphasis will be placed on developing students' critical writing and research 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 specific topics that further their understanding of the ways in which personal and collective experience are organized and transformed by language, images, and technology. Special emphasis will be placed on developing students' critical writing and research 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 specific topics that further their understanding of the ways in which personal and collective experience are organized and transformed by language, images, and technology. Special emphasis will be placed on developing students' critical writing and research 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 specific topics that further their understanding of the ways in which personal and collective experience are organized and transformed by language, images, and technology. Special emphasis will be placed on developing students' critical writing and research skills.
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 neuropsychology and neuropsychiatry. Students will be expected to conduct independent library research and to read and critique primary research articles. The class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 55, by instructor permission.

CSC 265
BUDDHIST PHILOSOPHY: INDO-TIBETAN MADHYAMIKA
Jay Garfield
This course examines Indian Mahayana Buddhist philosophy and its interpretation and elaboration in the Tibetan commentarial tradition with some attention to its interface with Madhyamika. It has been designed to cover a range of applications 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 CSC 260 (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.

CSC 286
ADVANCED VIDEO PRODUCTION WORKSHOP
Joan Bradner
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 will be held as well as sound, editing, and studio workshops will be held. Students are required to have taken at least one course in video 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.

CSC 313
KANT AND HEIDEGGER
Jay Garfield/Temey Srenequebert
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 his 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.

COURSE UST
100 LEVEL
HA 104
INTRODUCTION TO DRAWING
Edrey Brower

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 these connections. Thus, for example, a course on Euripides will “from the outset develop the critical response to the Kantian program and tradition represented by Heidegger’s response”.

Likewise, our courses often deliberately make connections between the Humanities and the Arts, or between one of the visual or performing Arts and a humanistic faculty. 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 humanistic 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 humans (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 the student’s 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. There are 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
Edrey Brower
THE MAN-MADE ENVIRONMENT: PROCESSES OF DESIGN
Earl Pope

SOUTHERN WRITERS: SENSE OF PLACE?
L. Brown Kennedy

HA 176
MUSIC I: BASIC TONAL THEORY
Margo Simmons

HA/CSS 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
Sanh Hart

HA 216*
MODERN DANCE TECHNIQUE IV
Rebecca Nederhorst

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

HA 227*
THEATRE PRACTICUM
Wayne Kriner

HA 229
IRISH WOMEN WRITERS, EIGHTEENTH CENTURY TO THE PRESENT
Peggy O'Brien

HA 233
POETRY WRITING WORKSHOP
Andrew Salkey

HA 235
TOISTOI
Joanna Habbs

HA 234
SHORT STORY WRITING WORKSHOP
Lynne Hayley

HA 235
LITERARY NON-FICTION, READING AND WRITING
Michael Levy

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 ADVERTISMENT IN NINETEENTH CENTURY FICTION
Jeffrey Walker

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

HA 260
FEMINIST CHALLENGES TO ART HISTORY
Sara 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 are:

HA 139
CREATIVE WRITING WORKSHOP

HA 159
EMERGENCE OF MODERNISM

HA 159P
THE MAN-MADE ENVIRONMENT: PROCESSES OF DESIGN

CSS 159P
INTRODUCTION TO MEDIA CRITICISM

CSS 173
VISUAL ART AND THE CULTURAL STUDIES

(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 HCA 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 portfolio for fall 1998 will be October 9th for students planning to file Division II or III contracts on October 20th. Portfolios will be reviewed and assigned by the creative writing faculty, as a whole, for writing concentrations, and by the theatre faculty, as a whole, for theatre concentrations. 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

INTRODUCTION TO DRAWING
Riley Brewster

FILM/VIDEO WORKSHOP I

THIRD COURSE INTRODUCES STUDENTS TO THE BASIC LANGUAGE, CONVENTIONS, AND MATERIALS OF REPRESENTATIONAL PAINTING. THE EMPHASIS, THROUGH PAINTING ASSIGNMENTS,
A number of Russia’s most prominent artists greeted the Revolution of 1917 as the dawn of unlimited freedom for the arts. Art in Russia began to break with traditions and conventions. The revolution was to play a central role in the transformation of society. We will explore the nature of the artist’s engagement by looking at先锋派, Constructivism, Cubism, neoplasticism, and the revolutionary upheaval.
“Imagining.” Through essays, films, fiction, architecture, and music, the course surveys several paradoxical dimensions of the social and cultural landscapes of L.A. - the “center of the world,” the feminies of sunshine, the sense of exile, the “capital of the Third World,” and the symbol of the future. Through this history will give voice to the embodied contradictions of ethnicity and class that are the represed matter of this deeply envisioned urban territory. 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 196
THE MAN-MADE ENVIRONMENT: PROCESSES OF DESIGN

Ralf 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 his own environment. The particular focus of this course will be on the determination of human needs, meeting functional requirements, the development of programs 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 his own drawing tools. Projects and projects 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 session for special projects (so be mutually determined). Enrollment is open.

HA 160p
SOUTHERN WRITERS: SENSE OF PLACE

I. Bennett Kennedy

This is a working seminar on the fiction of Southern writers which will include reading some of the following: Huston Smith, Wally, O'Connors, McGeheg, Faulkner, Walker, Ellison, and Wright. How does literature define itself? Often, the teacher selects a reading list with some unity of theme and time period and the texts and then are read principally to exemplify this a useful criterion in thinking about literature? If not, in what other ways can one come to 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?

The course will meet W 7-8:30 (lecture) and TH 10:30-12:30 (Section D) or TH 1:00-3:00 (Section ID). 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/hers human culture? Perhaps a culture is composed of individuals who autonomously speak, know, 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

Nancy Armstrong

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, space, and experience. Issues to be discussed include: reading as detection, fiction and truth, the repressed matter of this - what other ways can one talk about the sense of place, of land, of history, and of community they evoke in their work?

Multicultural Makers: New Works in Video/ Film/Photo

Rhonda Blair

An introduction to reading visual images as well as making images, we will look at recent works by such artists as Julie Dash, Danny Gordon, Janice Tanaka, Black Audio Foundation, B. Ruby Rich. Students will present scenes from selected scripts, first in a diagnostic counseling mode and then as the author, directors. Students interested in the course should attend the first class meeting. Enrollment limit 18.

HA 204
INTERMEDIATE DRAWING

William Wray

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 participating 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 REPETORY PROJECT

Daniel Dunn

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 the pro-life, anti-abortion camp. Even the fundamental life event of "when a woman copulates," compartmentalized, avoided, while sexuality is promoted. Moreover, dance—the art of the moving body—is of all the arts, particularly vivid imagery, rooted in this theme, while 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 philosophy of our own and 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
This course emphasizes the development of skills in 16mm filmmaking, including pre-planning (scripting or storyboards) and enrollment, recording, editing, and post-production. Students will have weekly assignments, and will also be expected to bring a film to completion during the semester. Students will also be required to master the course readings and produce at least one film or video critical studies course, and permission of the instructor is required.

HA 211 STILL PHOTOGRAPHY WORKSHOP II
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 skill. Each student will develop 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 $55 covers the student to darkroom facilities, lab supplies, and chemicals. Students must supply their own film and paper. Class will meet for five hours per week, except for one major week of three hours. Enrollment is required for 15 students, and permission of the instructor is required.

HA 210 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 kinesthetic 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 25.

HA 228 IRISH WOMEN WRITERS, EIGHTEENTH CENTURY TO PRESENT
Peggy O'Brien
For political reasons colonial and post colonial literature has been studied in the United States. Nonetheless, in Ireland there are a number of significant female voices, never more than at the present. These women explicitly investigate the tension between the oppression of a culture and of a gender. Many feel at two removes from the canon of English literature.

We will read works of Maria Edgeworth through Lady Gregory up to the current writers: Medbh McGuckin, 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 mature with each passing week.

The workshop will be a forum for the relaxed reading of poems produced by its members. We will pay particular attention to composition and technique, and that ought to be done informally but without loss of tutorial effect. We will emphasize the evidence of talent in their works and attempt to analyze weaknesses, private and in group sessions. We will strive to respect the talents of the poets and resist all inducements to make them write like their instructor (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 far end of contemporary writing in verse.

Class will meet once a week for one-and-one-half hours. Enrollment is limited to 16; permission of the instructor is required.

HA 235 LITERARY NONFICTION, READING AND WRITING
Michael Levy
A brief survey of the mutter genre known as literary non-fiction. This survey will be conducted by reading four examples of the genre itself. Agents Eut Nou Praise Famous Men, labors of Love, Touching Towards Bethlehem, and Sucks. "Animation" students will be required to raster the course readings and produce at least one short story or an equivalent piece of writing 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 onwards as a journey onwards, 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 as a group, discovering what they can do and what they are. They will be determined by argument and discussion within the first month of the course. The group will meet weekly for one-and-one-half hours. Enrollment is limited to 16; permission of the instructor is required.

HA 237 FUM, STUDIO TECHNIQUE
Wayne Kneller
This practicum provides faculty and staff oversight and guidance for Hampshire College Theatre Mainstage and Studio productions. Producing agents, producers, directors, designers (set, lighting, 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 seminar following the closing of each production to enable the student to assess and learn from the strengths and weaknesses of their procedures.

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

HA 238 MUSICAL COMPOSITION WORKSHOP
TBA
This course will be designed to provide an ongoing forum for the creation, performance, and/or critique of musical compositions and/ or performance by Hampshire College students and visitors. The course will meet twice a week for one-and-one-half hours. Enrollment is limited to 20 by instructor permission.

HA 239 SHORT STORY WRITING WORKSHOP
Lynne Hartley
This workshop will explore, through reading, writing, and talking, the student's own voice and how to develop it, 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 shorter 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 or the he or she 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 15 with instructor permission required.
we are our very first audience and group approval is vital, it is important to be both confident and creative in our approach. Our audience will consist of those interested in the topic, and our goal is to provide a comprehensive overview of the cultures' very different understandings of land, nature, and space, as well as recognition of the (often cruel) impact of history. Journey, spirituality, discovery, conflict, marginalisation, displacement, migration, and resistance will be major themes.

Course evaluation will require leadership of class discussions, written 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

Yuval Latef

Professor Latef will conduct a performance seminar in jazz improvisation as a small group setting. This course will deal with tonal, harmonic, and free-form methods of improvisation. Subjects to be discussed will include the 7th scale and its components, modal improvisation, solos, the role of music 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 and beyond the pages of the novel in society. In particular, we will explore forms of excess and desire the revolt of "evil" against "good" and the English novel. We will look at varieties of evil desire against the conventions of bourgeois society. Readings will include works by Emily Bronte, Honoré de Balzac, Charles Dickens, Gustave Flaubert, George Edwardes by Agnes Evans, Emile Zola, and Joseph Conrad. Class will meet twice weekly for one-and-one-half hours. Enrollment is limited to 65 students.

HA 254

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

Ellen Donkin/Nina Payne

We will spend the first six weeks of the semester reading works of literature that will provide access to and instruction in fiction and drama. What are the imaginative and visceral experiences that transform personal experience into material for a short story or a dramatic scene? What does place do to voice, imagery, metaphor, dramatic action and narrative structure? What is the function of a character for the development of events? This class will explore the techniques of literary and dramatic writing. In-class exercises, outside assignments and revisions in response to faculty and student critique will develop the direction of finished work by the end of the term. This class is open to second and third year students through pre-registration. Limit is 35. Class will meet twice each week for one-and-one-half hours.

HA 260

FEMINIST CHALLENGES TO ART HISTORY

Sara Levine

Linda Nochlin's 1971 essay "Why Have There Been No Great Women Artists?" called for the revision of the "canonical works" of art history to include more women artists. The impact of this essay has been monumental. It provided a feminist perspective and helped to transform both the "why" 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 subject 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 rescue lesser-known women artists; the decorative arts movement of the 1970s as "feminist" style; recent discussions of spectatorship, the pravity of race, class, gender, and sexuality as subjects central to art historical discourse.

Class will meet once a week for three hours. Pre-require is to 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

While 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 students who are interested in environmentally responsible and affordable 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 necessary. This workshop 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 Dang

This course will introduce students 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 a general introduction to the two multicultural, 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 21.

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 include non-classical harmony, synthetic scales, twelve tone/serial procedures, basic set theory, layered/generative theories, indeterminate notation, atonal/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. Students will work on analog synthesizers as well as MIDI based digital synthesizers. We shall approach this medium through a variety of compositional approaches. The course will include readings in Classical music, Rock, and Jazz. Topics to be covered are basic acoustics, production skills, synthesis techniques, MIDI workshop, and algorithmic composition. Students will be expected to complete three small-scale composition projects during the first semester. Section B, designed for advanced students, will offer tutorials in software-based sound synthesis and signal processing using the Csound language running on the SPARC system. Students will be expected to complete weekly reading assignments, programming assignments, and composition projects using the CMUSK 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 350

ADVANCED PAINTING

Elyse Brooks

This course will emphasize studio work and dialogue around individual projects. 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.
analysis, we will discuss examples from literature, art, and cinema.

Student projects will be drawn from a list of weeks 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 306 LABOR MOVEMENT ANALYSIS: 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 encouraged 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 and interest to engage in 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.

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

Student projects will be drawn from a list of weeks 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 306 LABOR MOVEMENT ANALYSIS: 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 encouraged 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 and interest to engage in 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.

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

Student projects will be drawn from a list of weeks 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 306 LABOR MOVEMENT ANALYSIS: 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 encouraged 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 and interest to engage in 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.

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

Student projects will be drawn from a list of weeks 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 306 LABOR MOVEMENT ANALYSIS: 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 encouraged 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 and interest to engage in 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.

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

Student projects will be drawn from a list of weeks 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.


**FALL**

**NS 119p**
**FITNESS, HEALTHY HEARTS, AND HEART DISEASE**
Meredith Bruno

**NS/HA/SS 129**
**WOMEN’S BODIES/WOMEN’S LIVES**
Delbra Martin/Lynn Hakstey/Margaret Cerullo

**NS 231p**
**DRUGS IN THE NERVOUS SYSTEM**
Ann McNeal

**NS 135p**
**HEALTH IN AMERICA BEFORE COLUMBUS**
Debra Martin

**NS 137**
**ANIMAL BEHAVIOR**
Raymond P. Coppinger

**NS 136**
**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 Schlueter/Lawrence J. Winship

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

**NS 155**
**ENVIRONMENTAL CONCERNS AND THE THIRD WORLD NATIONS**
Dula Amanaristratarena

**NS 157**
**FOOD, NUTRITION, AND HEALTH**
Benjamin Oke

**NS 159**
**MATHEMATICS AND THE OTHER ARTS**
Kenneth Hoffman

**NS 180**
**AQUATIC ECOLOGY**
Clairene D’Avanzo

**NS 182**
**APPROPRIATE TECHNOLOGY**
Frederick With

**NS 191**
**ENVIRONMENTAL SCIENCE**
Clairene D’Avanzo/John B. Reid

**NS 192**
**TEACHING SCIENCE IN MIDDLE SCHOOL**
Meredith Bruno/Madelyn Engrall

**NS 197**
**BIOPSYCHOSOCIAL ASPECTS OF DISEASE**
Michelle Murrain

**200 LEVEL**

**NS 202**
**BASIC CHEMISTRY I**
Dula Amanaristratarena

**NS 204**
**PHYSICS III**
Herbert Bernstein/Allan Krass/Frederick With

**NS 208**
**PLANT BIOLOGY**
Lawrence J. Winship

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

**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 Kass

**NS 490**
**SECOND WORLD HEALTH**
Ann McNeal

**COURSE DESCRIPTIONS**

**NS 302, 303, 304**
**Physics Sequence**
Frederick With/Allan Kass/Herbert Bernstein

The introductory physics sequence consists of three courses: NS 302 Physics I, NS 303 Physics II, and NS 304 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 done in the modules. Typical module component 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
- waves

**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 Smit) 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 any 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 affect 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. Class meets twice a week, once as a group for one-and-one-half hours and a second time...
As scientists we have used some genetic method 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 economies, soil health and plant nutrition, and alternative agricultural systems such as alley cropping, intercropping, aquaculture, and greenhouse production. We will draw out our examples from diverse agroecosystems around the world, ranging over wet and dry tropical and temperate zones. In this seminar we will read 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 November. It is reasonable to assume that the final class project could become a project-based Division 1 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 Whitney

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. We will consider the Bengali 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 is 25.

NS 155 ENVIRONMENTAL CONCERNS AND THE THIRD WORLD

Dula Amaratunga

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 is 25.

environmental concern in the Third World nations: water resources and safe drinking water; the problems of 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

Cheryl A. Bush

This three-part course is an introduction to marine, fresh water, and aquatic ecosystems. 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 aquatic systems, we will use the lakes at the Hampshire Biostation; students will address a focused topic or question concerning water quality of fish ponds.
ENROLLMENT LIMIT IS 25.

BIOPSYCHOSOCIAL ASPECTS OF DISEASE
Michelle Murray

Molecular and mechanical biogenetic 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 each week. Enrollment limit is 25.

BIOPSYCHOSOCIAL ASPECTS OF DISEASE
Michelle Murray

Molecular and mechanical biogenetic 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 each week. Enrollment limit is 25.

BIOPSYCHOSOCIAL ASPECTS OF DISEASE
Michelle Murray

Molecular and mechanical biogenetic 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 each week. Enrollment limit is 25.

BIOPSYCHOSOCIAL ASPECTS OF DISEASE
Michelle Murray

Molecular and mechanical biogenetic 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 each week. Enrollment limit is 25.

BIOPSYCHOSOCIAL ASPECTS OF DISEASE
Michelle Murray

Molecular and mechanical biogenetic 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 each week. Enrollment limit is 25.

BIOPSYCHOSOCIAL ASPECTS OF DISEASE
Michelle Murray

Molecular and mechanical biogenetic 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 each week. Enrollment limit is 25.
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 Ole

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 398 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.
SS 170
ENVIRONMENTS AND HUMAN BEHAVIOR
Donald Poe

SS 170
DOING HISTORY: JEWS AND CHRISTIANS IN MEDIEVAL EUROPE
Leonard Glick

SS 181p
AMERICAN CAPITALISM
Stanley Warner

200 LEVEL
SS 207
STATISTICS AND DATA ANALYSIS
Donald Poe

SS 208
ISSUES IN EDUCATION
In/Frederick Weaver

SS 221
PROBLEMS IN PHILOSOPHY OF LAW AND JUSTICE
Lester Mazor

SS 235
SOCIETIES AND CULTURES OF THE MIDDLE EAST
All Minneapolis

SS 289
ABNORMAL PSYCHOLOGY
Patrick Romney

SS 255
MULTICULTURAL SEMINAR
Michael Freed/FRances White

SS 270
AMERICAN INDIANS: THEIR HISTORY AND CULTURES
Leonard Glick

SS 281
THE SPIRIT OF CAPITALISM; JAPAN AND THE UNITED STATES
Mitizio Sawada

SS 295
DEMOCRACY IN THE THIRD WORLD
Frank Holmquest/Kay Johnson

SS 298
THE HISTORY OF CHILDHOOD: THE CHANGING MEANING OF CHILDREN IN THE 19TH AND 20TH CENTURIES
Penina Gazer/Miran Slater

SS 293
SOME SI: LIBERALISM, SOCIALISM, NATIONALISM, AND THEIR CONTEMPORARY CRITIQUES
Caroline Bengtshoff/Margearet 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/Francisco Riche-Orozaga

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

SS 399p
PERSPECTIVES ON TIME
Lester Mazor

COURSE DESCRIPTIONS
SS/NS 109
HEALTH ISSUES FOR MINORITY COMMUNITIES
Robert von der Lippe

SS 114
BLACK PSYCHOLOGY
Patrick 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 the strengths of black people that 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 55.

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 ways 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?
Caroline Bengtshoff

This is a course about U.S. foreign policy since the end of World War II, the moment designated by Henry Kissinger 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 1990s, the efforts, particularly by the Bush-Clinton administrations, to reconstruct them, and finally, their meaning in a post-Cold War world. After this review of the various components, we will explore how they played or played out themselves 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, rules, 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 analyses of American society. Students will engage in their own studies of their society here at Alfresco, 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 written by 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/Miran 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 material 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 25.

SS/WP 125
THE CHILD IN THE CITY
Myrna Breitbart/Elie 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 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 Elie Siegel of the writing staff. The class will meet for one-and-one-half hours twice a week. Enrollment limit 25.

SS 126
CENTRAL AMERICA: THE HISTORY AND POLITICAL ECONOMY OF CRISIS
Frederick Weaver

This seminar explores 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 Alice Vergis de Molendyke, Walter LaFeber, Maria Antonieta Araya, Angelita Menchis, and Sergio Ramirez, among others. The class will meet for one-and-one-half hours twice a week. Enrollment limit 25.

HA/NS/NS 120
WOMEN'S BODIES/WOMEN'S LIVES
Lynne Hasley/Margarita Cerullo/Dorina 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...
historical narrative 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 conflict on both. Class meets for one-and-one-half hours twice a week. Enrollment limit 25.

**SS 159 THE DISTRICT COURT**

This course will focus on the Massachusetts District Court as a way of examining the historical and contemporary relationship between religion and the American culture. We will trace the transformation of county courts from institutions of local governance in the colonial period to their present role 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 165 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 found in developing Third World countries, mainly in Africa and Asia. This course will focus on the history and contemporary struggles of a small group of leproy patients on the island of Moloka'i 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 its exclusion for two hundred years). We will then examine the institutional and social policies (in recent history) of twentieth-century civilization. The class will meet twice a week for one-and-one-half hours. Enrollment limit 25.

**SS 169 WOMEN AND THE FAMILY IN CROSS-CULTURAL PERSPECTIVES**

Simone D. Bicard

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 China and India. A variety of disciplinary perspectives will be used, including anthropology, history, political science, and literature. Major themes will include traditional cultural images of women; normal 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 on women's roles; impact of migration and political conflicts and famines, 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 25.

**SS 170 ENVIRONMENTS AND HUMAN BEHAVIOR**

Andrew D. Lees

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 cittiness, housing, fonts, institutions, and the special needs of children, the aged, and the handicapped. This course will focus on exploring the opportunities to research issues in understanding the built environment through naturalistic observation in local settings such as restaurants, bus stops, and other public areas. The class will meet for one-and-one-half hours twice a week. Enrollment limit 25.

**SS 176 DOING HISTORY: JEWS AND CHRISTIANS IN MIDDLE EUROPE**

Leonard Glick

This course has two goals: first, to introduce you to the study of Jewish history by examining the development of Jewish communities 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 the class. The readings will be given out as per the primary sources. You'll then have 12 days to write a short narrative and interpretative essay. On alternate Mondays we'll meet to discuss several papers (all strictly anonymous). During the intervening 12 day period 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. This 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 189 AMERICAN CAPITALISM**

Stanley Warner

This course will examine the major forces of change in the U.S. economy and the way these forces influence the actual concentration of economic power in conflict with the beliefs of the free market system. The course will examine the role of business in the society and the economy, and the ways in which business is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and social changes. The course will also examine the role of government in the economy, and the ways in which government is affected by political, economic, and socia
SS 270  STATISTICS AND DATA ANALYSIS

Dorothy Patinkin

This course is an introduction to data analysis. It is designed primarily to give students the intellectual concepts plus the computational technical skills necessary to make intelligent interpretations of data. We will cover data description, probability theory, hypothesis testing, correlation, parametric and nonparametric tests of significance. In addition we will be using the popular computer package Minitab to support 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 206  ISSUES IN EDUCATION

Frederick Weaver

About classical curricular content, we will continue to debate the value of the traditional 18th-century corps of core curricula, and the continuing struggle by various groups for the right to choose and continue to discuss them in class. During the semester 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 Romero

This is an introductory course in abnormal psychology. We will cover the range of psychopathology and achieve a basic understanding of neuropsychological, mood disorders, personality disorders, and psychoses. We will also look briefly at child psychopathology and organic and neurological definitions. Our emphasis in the course will be on understanding human behavior, not in 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 readings and to participate in discussions. The class will meet for one-and-one-half hours twice a week. Enrollment limit is 25.

SS 255  MULTICULTURAL SEMINAR

Michael Fredrickson

This seminar on multiculturalism will focus on contemporary attempts to theorize about racial identity. Proposers 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 and ideological 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. Class will meet twice a week for one-and-one-half hours; enrollment by permission of the instructors and is limited to 25.

SS 270  AMERICAN INDIGENS AND THEIR HISTORY AND CULTURES

Leonard Cottrell

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 selected research topics in the first several weeks as well as ethnicity, gender, and the history of ideas. Throughout the course, attention will be directed to both the region's specificities—the unique 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 281  THE SPIRIT OF CAPITALISM, JAPAN AND THE UNITED STATES

Mirsepassi

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 whether the virtues required for the essence necessary for the pursuit of wealth in the West. We will also critique the societal assumptions among Westerners regarding the high value placed on Japan's traditional work ethic as the reason for its ascendance as an economic world power. Readings will include works by Max Weber, John G. Roberts, Peter Collier and David Horowitz, Daniel Rodgers, Furutachi Eichi, Edith Wharton, Ezra Vogel, Satachi Kimura and Shizuo Ishimaru. 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 Hidrobo/Jan Johnson

It is often assumed that democratic forms of rule are not appropriate for the Third World. The reasons given are severe 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. The democracies of the Third World has been so rare why transitions to democratic rule have occurred in many recent instances; and what difference democracy makes for political development, political stability, social cohesion, social welfare, and civil rights. Case studies will be the basis for discussion. Attention. Students are expected to have some background in the analysis of Third World societies. Division II 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

Penelope M. 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 the development of the discipline of psychology; the history of early childhood education; and the ways in which history of childhood has been written. The class will meet twice a week for one-and-one-half hours. Enrollment limit is 35.

SS 293  SOME ISSUES IN LIBERALISM, SOCIALISM, NATIONALISM, AND CAPITALISM: A Critique

Carollee Bengsbour/Margot Gerull

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, Marx, and Marx, we will explore the complex relationships between nationalism, liberalism, and socialism. We will also draw on the work of Habermas, 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 assigned readings and texts mentioned, we will read Luxemburg, Gramsci, Weber, Foucault, Guattari, Pareman, Stockel, 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 354  NEW LANDSCAPES OF POWER

Myrna Breetvelt/Sterley Warner

This course investigates new landscapes and political and commercial spectacles to the loss of spontaneous, democratic public space! How do we understand these spectacles of power? How does the content 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 Riech-Oceguera

This seminar will explore the intersections of identity and power in contemporary legal theory and practice. We will focus on the relationship between the evolution of the American nation and the growth of the American state power. 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 meets once a week for 3 hours. Enrollment limit 20.

SS 399D PERSPECTIVES ON TIME
Lester Mazur

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 will consider are: 1. The Treatise on Time and Space; 2. Poulter, Studies in Human Time; 3. Lipps, Ethics and Culture; 4. Thompson, Time, Work-Discipline and Industrial Capitalism; 5. Mann, The Magic Mountain; and Nabokov, Ada. The seminar will meet once a week for a pot-luck dinner and two-and-one-half hours of discussion. Enrollment limit 15.

FIVE COLLEGE PROGRAMS

Hamptons students are encouraged to take advantage of the vast curriculum, faculty, and library resources offered by Amherst, Mount Holyoke, Smith Colleges and the University of Massachusetts. Each year over 5,000 courses are available to students in the Five College system at 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.

SS 599D PERSPECTIVES ON TIME
Lester Mazur

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 will consider are: 1. The Treatise on Time and Space; 2. Poulter, Studies in Human Time; 3. Lipps, Ethics and Culture; 4. Thompson, Time, Work-Discipline and Industrial Capitalism; 5. Mann, The Magic Mountain; and Nabokov, Ada. The seminar will meet once a week for a pot-luck dinner and two-and-one-half hours of discussion. Enrollment limit 15.

AFRICAN STUDIES

Certificate Program Advisors: Hampshire - Frank Holmquist; Mount Holyoke - Samba Gagigo; Smith - Elizabeth Hopkins, Louis Wilson; University of Massachusetts - J.Y.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. African 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


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 10 inch Boller and Chivens reflecting telescope equipped with a chopping secondary mirror for use in the near infrared spectral region 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 imaging processing computers. The opportunity to work on instrumnet development in well equipped laboratories is also available for interested students.

The Five College Offerings. Students are encouraged to consult with the Five College in the School of Natural Science to find out how to integrate astronomy courses into the Hampsthorne curriculum.

BLACK STUDIES

Faculty: Hampshire - Robert Coles, Michael Ford, Denialn Fleury, Margo Simmons, Patricia Romney, Andrew Salky, 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 this requirement into their academic work at Hampshire. Interested students are advised, though not
I; social sciences. The major is designed to equip students with a comprehensive understanding of the black experience.

The Coastal and Marine Science faculty at Amherst, Hampshire, Smith, Mount Holyoke, and the University of Massachusetts coordinates training in oceanographic techniques. The Hampshire College Oceanography program sponsors training cruises aboard oceanographic vessels, and summer research opportunities. Students may pursue particular interests in the field through a wide variety of courses offered at the five campuses, and through participation in field studies, research, and training in oceanographic techniques. The Hampshire College Oceanography program sponsors student research in aquatic and related topics. The program sponsors training cruises aboard oceanographic vessels, and summer research opportunities.

In addition, the Coastal and Marine Science faculty is affiliated with two organizations that provide students and faculty with educational and research opportunities. One is the North East Marine Environmental Institution (NEMEI), which provides marine specimens for laboratory use.

The Five College program is a growing program at Hampshire and with the other five campuses. Students may pursue particular interests in the field through a wide variety of courses offered at the five campuses, and through participation in field studies, research, and training in oceanographic techniques. The Hampshire College Oceanography program sponsors student research in aquatic and related topics. The program sponsors training cruises aboard oceanographic vessels, and summer research opportunities.

The Five College program is also a growing program at Hampshire and with the other five campuses. Students may pursue particular interests in the field through a wide variety of courses offered at the five campuses, and through participation in field studies, research, and training in oceanographic techniques. The Hampshire College Oceanography program sponsors student research in aquatic and related topics. The program sponsors training cruises aboard oceanographic vessels, and summer research opportunities.

The Five College program is also a growing program at Hampshire and with the other five campuses. Students may pursue particular interests in the field through a wide variety of courses offered at the five campuses, and through participation in field studies, research, and training in oceanographic techniques. The Hampshire College Oceanography program sponsors student research in aquatic and related topics. The program sponsors training cruises aboard oceanographic vessels, and summer research opportunities.

In addition, the Five College program is also a growing program at Hampshire and with the other five campuses. Students may pursue particular interests in the field through a wide variety of courses offered at the five campuses, and through participation in field studies, research, and training in oceanographic techniques. The Hampshire College Oceanography program sponsors student research in aquatic and related topics. The program sponsors training cruises aboard oceanographic vessels, and summer research opportunities.

In the Five College program, the study of dance both as a discipline and an art form is a central component of the Five College Dance Department, which provides an opportunity for students to experience numerous performance styles and techniques. Course offerings are coordinated among the five campuses, and arrangements around the Five College bus schedules to make registration, interchange, and travel more effective. Complete course lists and schedules are available to students from the Hampshire dance office and the Five College Dance Department.

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 dance and 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, with a special area of focus in studies such as psychology, theater, human development, anthropology, communications, and the visual arts.

The Five College program in Latin American Studies provides an opportunity to pursue the study of Latin America as a discipline, and an opportunity to enhance their understanding of the complex region. The program provides a multidisciplinary curriculum that comprises contemporary Latin America, which comprises 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 dance and 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, with a special area of focus in studies such as psychology, theater, human development, anthropology, communications, and the visual arts.

The Five College program in Latin American Studies provides an opportunity to pursue the study of Latin America as a discipline, and an opportunity to enhance their understanding of the complex region. The program provides a multidisciplinary curriculum that comprises contemporary Latin America, which comprises 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 dance and 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, with a special area of focus in studies such as psychology, theater, human development, anthropology, communications, and the visual arts.

The Five College program in Latin American Studies provides an opportunity to pursue the study of Latin America as a discipline, and an opportunity to enhance their understanding of the complex region. The program provides a multidisciplinary curriculum that comprises contemporary Latin America, which comprises 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 dance and 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, with a special area of focus in studies such as psychology, theater, human development, anthropology, communications, and the visual arts.

The Five College program in Latin American Studies provides an opportunity to pursue the study of Latin America as a discipline, and an opportunity to enhance their understanding of the complex region. The program provides a multidisciplinary curriculum that comprises contemporary Latin America, which comprises 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 dance and 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, with a special area of focus in studies such as psychology, theater, human development, anthropology, communications, and the visual arts.
Astronomy courses are usually offered each year; courses which are essential to scientific enquiry of any kind. Size critical thinking and quantitative analysis, both of which are important for Five College Astronomy classes. Students are urged to consult with Fred Wirth in the School of Natural Science to find how the Five College Astronomy courses are 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 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, UMSSS, by the Center’s director, Elizabeth H.D. Mazzocco. Direct all inquiries to Professor Mazzocco at 515-3453. Languages available at this time include Hindi, Hungarian, Indonesian, Korean, Modern Greek, Norwegian, Serbo-Croatian, Swahili, Turkish, and Urdu.

**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 courses 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 so 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.

**Course List**

**Amherst**
- **Arabic I**
- **First Year Arabic I** Mohammed Mossa Jiyad

**English**
- **Studies in the Moving Image** Norma Cowie
- **Sociology/Anthropology**
  - **Imagining the Middle East** Ali Mirsepassi

**Hampshire**
- **Gov/Ha. 217**
  - **Film/Video and the Public Sphere** Norma Cowie

**Hampshire**
- **Ha. 272**
  - **Dance and Culture** Yvonne Daniel
  - **SS. 235**
    - **Societies and Cultures of the Middle East** Ali Mirsepassi

**Mount Holyoke**
- **Asien 125f**
  - **Intermediate Japanese (Intensive)** Hiroshi Inoue
  - **Mount Holyoke**
  - **Mount Holyoke**
  - **Elementary Arabic I** Mohammed Mossa Jiyad

**Smith**
- **Dance 134a**
  - **Comparative Caribbean Dance I** Yvonne Daniel

**Smith**
- **Government 251a**
  - **Problems of International Security** Michael Kluger

**University of the Hartford**
- **History 593b**
  - **The First World War and the Middle East** Hitom Koyasu

**University of the Hartford**
- **Italian 274**
  - **Literature of the High Renaissance** Elisabetta Mazzocco

**University of the Hartford**
- **Japanese 326**
  - **Scientific and Technical Japanese** Hitom Koyasu

**University of the Hartford**
- **Japanese 421**
  - **Study in Japanese Culture** Hiroshi Inoue

**Five College Astronomy**

**Amherst**
- **Fcast 34**
  - **Astronomy II: Stars and Stellar Evolution** Thomas Ams

**Mount Holyoke**
- **Fcast 34**
  - **History of Astronomy** Tom Dennis

**Smith**
- **Fcast 37**
  - **Observational Techniques in Infrared and Optical Astronomy** Susan Edwards
  - **Sociology** Karen Strom

**University of the Hartford**
- **Fcast 43**
  - **Undergraduate Astrophysics** Eugene Tademaru

**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: *Abdan au Sabah*, Part 1, by Mehdi Alosh, Ohio State University. Computer Software: Ablan wa Sablan, Arabic Spell Game and AraFlash Game by Mohammed Jiyad, Mount Holyoke College. MW 10:00-11:30, Friday 10:30-11:30.

**Amherst**
- **English 99**
  - **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 critics, and consider the field of the moving image and sound 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**
  - **Imagining 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 cultural difference? This course is designed to sensitize students to issues of orientalism, ethnocentrism, and eurocentrism in academic studies on the Middle East and its popular images. At the same time, as the anthropocentric 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.
I

SOCIETIES

and theoretical conceptions of the media, ideology, and culture (languages and religions as well as artistic and ethnic and gender. Throughout the course, attention will be directed to both the region's specificities—those defined historically and those arising from other parts of the world—and to the region's internal diversity. As the primary purpose of the course is to foster cross-cultural communication and understanding, students will be asked to interrogate their own assumptions and to suggest fruitful ways of encountering the Middle East.

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 vast significance of dance as a cultural form will be outlined. The course uses readings, video and film analysis, and dance to familiarize students with functional aspects of dance and organizing dance traditions and an emphasis on dance as celebration.

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 codes of performance, they are encouraged to display Caribbean dances in studio and concert performance settings. M 7:00-10:00.

PROBLEMS OF INTERNATIONAL SECURITY

Michael Kater

A survey of the 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 10:50-11:50 a.m.

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, Cervantes, Bembo, della Cassa, Machiavelli, 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 texts 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 reread 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 1:25-2:40 p.m.

MOUNT HOLYOKE

ASIA22

INTERMEDIATE JAPANESE (INTENSIVE)

Hiroshi Inoue

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

MOUNT HOLYOKE

Asia 150

ELEMENTARY ARABIC I

Mohammed Mossad Jiyad

This course will be taught at Mount Holyoke in fall 1989 and at Hampshire in spring 1984. 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: Alif Ola Sablal, Part I, by Mehdi Alosh, Ohio State University. Computer Software: Alef Bau, Arab Spell Game, and Arafashame by Mohammed Jiyad, Mount Holyoke College.

MOUNT HOLYOKE

History 1110

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 2:30-4:30 p.m.

SMITH

Dance 143

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 codes 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 Kater

A survey of the 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 953

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 written seminar). Th 1:25-2:40 p.m.

UNIVERSITY

Italian 254

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, Cervantes, Bembo, della Cassa, Machiavelli, 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 texts 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 reread 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

INTERMEDIATE JAPANESE I

Hiroshi Inoue

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.
SMITH
FCAST 57
OBSERVATIONAL TECHNIQUES IN INFRARED AND OPTICAL ASTRONOMY
Susan Edwards/Karen Strom

UNIVERSITY
FCAST 43
UNDERGRADUATE ASTROPHYSICS
Eugene Tadros
A course on the quantitative application of physics to the understanding of astronomical phenomena. Through the study of a number of topics such as the interior structure of a star, the dynamics of a star cluster, the photon-ionized region around a hot star, the phenomenon of extragalactic radio sources, students learn how the principles of physics are applied to derive theoretical understanding. No previous astronomy courses required.

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. 546, 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
Shelley M. DelBildis
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 Breithart
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 LeBr6n-Wiggins-Prao 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.

**INTENSIVE FRENCH**

**FL 102**

These courses provide interested and motivated students an in-depth exploration of language and culture. Courses will meet two-and-one-half hours a day, three days a week, and will cover the skills 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 level used. Speakers and cultural themes are a part of each class.

Courses 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.

**HAMPSTEAD COLLEGE CHORUS**

Ann Korus, 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 Epitalation 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 Hampstead’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 to provide the participant with a knowledge of first aid or basic life support and the skills necessary to render assistance until professional aid arrives. The course is divided into two components: (1) classroom activities focusing on theory and practice of the skills necessary to render first aid or basic life support; (2) and a clinical experience where the student will practice the skills necessary to render first aid or basic life support and thereby become a fully certified Emergency Medical Technician. The course concludes with a comprehensive examination covering all topics discussed. The examination is a written test and may be used to meet requirements in many medical fields.

**OPIRA 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**

TOGA

Beren Mendez

**OPRA 111**

AIKIDO

Paul Sylvia

**OPRA 115**

BEGINNING KYUDO: ZEN ARCHERY

Marion Taylor

**OPRA 116**

INTERMEDIATE KYUDO

Marion Taylor

**OPRA 118**

BEGINNING TAI CHI

Denise Barry

**OPRA 119**

CONTINUING TAI CHI

Denise Barry

**OPRA 123**

BEGINNING WHITWATER KAYAKING (X)

Earl Alderson

**OPRA 124**

BEGINNING WHITWATER KAYAKING (Y)

Glenna Lee Alderson

**OPRA 126**

BEYOND BEGINNING WHITWATER KAYAKING

Earl Alderson

**OPRA 149**

OPENWATER SCUBA CERTIFICATION

Project Deep

**OPRA 151**

TOP ROPE CLIMBING (A)

Kathy Kyler-Snowman

**OPRA 152**

TOP ROPE CLIMBING (B)

Glenna Lee Alderson

**OPRA 174**

WHAT IS WILDERNESS?

Karen Warren

**OPRA 175**

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 charged 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 course will cover basic concepts 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 own 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  AJIKDO  Paul Sylvain
Ajikdo is essentially a modern manifestation of traditional Japanese martial arts (Budo), derived from a synthesis of body, sword, and staff arts. It's primarily characterized as a 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 combat. Beginners will practice ueri (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 Zen or seated Zen. The class will concentrate on learning the Seven Coordinations or step by step shooting form. The target which is only six feet away serves the archer as a mirror in order to reflect the status of the archer's mind and spirit. Since space and equipment are limited, it may be necessary to limit the number of people in this class. Therefore each prospective student should make an appointment for an interview with the instructor before the first week of classes. Five College students will be graded in the South Lounge of the RCC on Tuesday and Thursday from 6:00 to 5:45 p.m.

OPRA 116  INTERMEDIATE KYUDO  Marion Taylor
This course will extend to the Hitoke or two arrow form of Zen Archery. The students will continue to perfect their form and learn kneel shooting techniques of shooting. The course can only be taken by people who have completed OPRA 116. The class will meet in the South Lounge of the RCC on Monday and Friday from 4:00-5:30 p.m.

OPRA 118  BEGINNING TAI CHI  Denise Barry
Tai Chi is the best known Taoist movement and martial art, with a history dating back at least 1,200 years. Created by Taoist priests, it is a "cloud water dance," stimulating energy, and combining movement with fine tuning 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 12:45 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 TAI CHI  Denise Barry
This course is for students who have completed the beginning course. We will develop more standing meditation for power and vitality, proceed through the second sequence of the T’ai Chi form, and consider applications of the movements. Two-person practice of paired techniques will be introduced.

The class meets on Wednesdays 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 WHITETWATER KAYAKING  (A)  Earl Alderson
No experience required except swimming ability. Learn the fundamentals of kayaking and basic whitewater skills including strokes, rescue maneuvering, eddy turns, ferrying, basing, river reading, surf, 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.

OPRA 125  BEYOND BEGINNING WHITETWATER KAYAKING  (B)  Earl Alderson
For students who have completed the beginning kayaking class, or who have had some previous beginning instruction. Class II rivers will be paddled to practice the basic skill and 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 126  BEYOND BEGINNING WHITETWATER KAYAKING  (C)  Earl Alderson
For students who have completed the beginning kayaking class, or who have had some previous beginning instruction. Class II rivers will be paddled to practice the basic skill and 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 127  OPENWATER SCUBA CERTIFICATION  Franklin Deering
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 classroom 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 Kynon-Brownman
This course is for beginners 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 environmentalism, 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 Qualibit reserve, 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 10:00 to 5:00 p.m., and Thursdays from 12:30 to 5:45 p.m. Enrollment limit 12.

OPRA 179  EXPERIMENTAL 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
The class itself is an exercise in experiential education theory. The initial framework serves as a springboard for students to define the course according to their own needs and interests. This unique educational collaboration requires that students be willing to struggle through the perplexities and frustrations of the responsibility of creating a refined educational endeavor. Enrollment limit 12. Times TBA.

OPRA 185 BEGINNING TENNIS (OUTDOORS)  
Madelyn McRae  
Catch the fever for the fuzzy yellow ball! This class is for those who’ve liked the game from afar and are now ready to get into the swing themselves. You’ll leave this class with a thorough knowledge of the basics (stroke production and game rules) to keep you playing one of the best lifetime sports. Emphasis on group interaction and fun. Class will meet Monday, Wednesday, and Friday, 1:00-2:30 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, and 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 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 first 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 coordinate student participation 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 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 some important areas in the sciences of computation, such as the science of computation, and the science of computation. The Science of the University and the Science of the University offers courses and programs in computer science and mathematics, and 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 address issues related to the use of computi-
ing and related technology in this country and in the Third World.

Computing facilities at Hampshire include a variety of centrally located mainframe and minicomputer systems, and widely-distributed 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 and other wide-area network services. The College community have access to international electronic mail and to other campus-wide 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 will be well-advised to consult with an Apple representative or an IBM PC-compatible M-DOS system. Students interested in Computer Studies should contact Rich Miller, ext. 501.

CULTURAL STUDIES

Cultural Studies is an inter-School program focusing on the definition, production and interpretation of culture. Interdisciplinary dichotomies of high and low culture, art and criticism, history and sexuality, technology and culture, theory and practice, Cultural Studies examines the living relationships, 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 read Gonzalo Garcia's COSTHA 180 Introduction to Cultural Studies. Division II concentrators and other interested students should enroll in the Foundations of Cultural Studies courses. Other courses of special interest to Cultural Studies concentrators are indicated in the course guide. Advanced students are encouraged to enroll in GSIS 344 Seminar in Critical 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 main emphases. The first is on childhood 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, professionalization, and women's professions), the changing character of schools' missions and purposes, public policy, the economies of education, social inequality in the Valley through sponsorship seminars, speakers and other events and activities. For more information, contact the Feminist Studies administrative assistant, Mary Sara, ext. 719.

A core group of interested students and faculty sponsor lectures, workshops, and performances by feminist scholars, artists, writers, 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. Many from the five institutions have formed the Five College Women's Studies Research Center, which devotes its energy to developing ways in which we can help one another in our work through sponsoring seminars, speakers and other events and activities. For more information, contact the Feminist Studies administrative assistant, Mary Sara, 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 formal admissory or membership is required for participation in the Law Program. The way to indicate your affiliation and to keep informed is to fill out 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 Farnham 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, process and law and inequality, environmental law, juvenile courts, and relevant portions of concentration programs of philosophy, government, and sociology. The program is strongly interdisciplinary, and it recognizes the social sciences, women's studies, urban studies, and a number of other fields.

The Law Program's information packets, 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 is especially interested in the areas of education and justice. Jay Garfield is interested in the philosophy of law, applied ethics, social and political philosophy, affirmative action, and reproductive rights. Jeff Garrett 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 Sloan investigates the dynamics of law, democracy, and other issues of law and psychology. Flavio Riech-Orozco is concerned with civil rights, immigration and assimilation in any of the Four Schools. Feminist Studies courses are available at all three divisional levels.

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, the program incorporates diverse feminist methodologies into its program of study, and is interested in not only to interpret women's experience but to change 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 read Gonzalo Garcia's COSTHA 180 Introduction to Cultural Studies. Division II concentrators and other interested students should enroll in the Foundations of Cultural Studies courses. Other courses of special interest to Cultural Studies concentrators are indicated in the course guide. Advanced students are encouraged to enroll in GSIS 344 Seminar in Critical 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 main emphases. The first is on childhood 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, professionalization, and women's professions), the changing character of schools' missions and purposes, public policy, the economies of education, social inequality in the Valley through sponsorship seminars, speakers and other events and activities. For more information, contact the Feminist Studies administrative assistant, Mary Sara, ext. 719.

A core group of interested students and faculty sponsor lectures, workshops, and performances by feminist scholars, artists, writers, 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. Many from the five institutions have formed the Five College Women's Studies Research Center, which devotes its energy to developing ways in which we can help one another in our work through sponsoring seminars, speakers and other events and activities. For more information, contact the Feminist Studies administrative assistant, Mary Sara, 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 formal admission or membership is required for participation in the Law Program. The way to indicate your affiliation and to keep informed is to fill out 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 Farnham 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, process and law and inequality, environmental law, juvenile courts, and relevant portions of concentration programs of philosophy, government, and sociology. The program is strongly interdisciplinary, and it recognizes the social sciences, women's studies, urban studies, and a number of other fields.

The Law Program's information packets, 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 is especially interested in the areas of education and justice. Jay Garfield is interested in the philosophy of law, applied ethics, social and political philosophy, affirmative action, and reproductive rights. Jeff Garrett 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 Sloan investigates the dynamics of law, democracy, and other issues of law and psychology. Flavio Riech-Orozco is concerned with civil rights, immigration and assimilation in any of the Four Schools. Feminist Studies courses are available at all three divisional levels.
migration issues are shaped by colonialism, gender inequality, the reorganization 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 programs in the other Five Colleges and international women’s health networks. Program Director is Betsy Hartmann, Franklin Patterson Hall, G 16, ext. 596.

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 makes it imperative that progressive institutions, such as Hampshire, continually reassess 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 develop 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, curricular 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 Marin Hajejer, 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 historically, comparatively, and theoretically. We are engaged in a collaborative effort to explore:

(a) the local and global forces that compel the majority of the world’s population to inhabit a Third World

(b) the links between the configurations of power that operate internationally and dominion (i.e., within the U.S.) to the detriment of Third World peoples,

(c) the changes that currently are reshaping 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.

We will meet at 11:00 a.m. on Tuesdays to engage in discussion and fieldwork in Third World regions and offer 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 Mersereau, ext. 677, or Ann McNeel, ext. 571.

1994 PRELIMINARY COURSES FOR SPRING

SCHOOL OF COMMUNICATIONS AND COGNITIVE SCIENCE

COURSE LIST

100 LEVEL

111 ADVERTISING AND AMERICAN CULTURE

Kathryn Fuller

119 ANALYZING POPULAR CULTURE

James Miller

154 DEVELOPMENTAL LANGUAGE AND LEARNING DISORDERS

Christopher Chase

155 DEVELOPMENT THROUGH THE LIFESPAN

Ann McNeal, ext. 571

162 THE QUESTION OF HUMAN RATIONALITY

Neil Stiggins

171 WHAT COMPUTERS CAN’T DO

Lee Spector

HUMANITIES, TRANSLATION AND CROSS-CULTURAL INTERPRETATION

Jay Garfield/ Jeffrey Wallen

200 LEVEL

302 PROBLEMS IN JOURNALISM

James Miller

11A/SA 544 SEMINAR IN CULTURAL STUDIES

Merriam italiano/ Joan Landes/Mary Russo

307 ADVANCED VIDEO PRODUCTION SEMINAR

Joan Bradner/Sissy Miller

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 cultural studies. Focusing on magazine and print ads and television 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 readings, lectures, class discussion, and written analyses of ad examples. Class will meet twice a week (or one-and-one-half hours each time). Enrollment limit is 25.
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 that 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 degrade their viewers and readers' lives? In this course we will explore 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 Hebden's Subculture: The Meaning of Style, Gans' Popular Culture and High Culture, and Badaway'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 limit is 25.

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. Students will be asked to keep a journal each week. 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.

DEVELOPMENT THROUGH THE LIFESPAN
Mary Jo Rattamann

During 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 navigate our world 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, adolescence and adulthood. We will also discuss the notion of "static" aspects of our intellect, such as intelligence, expertise and creativity. Students will be responsible for weekly readings, class presentations, and several short papers. The class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 25.

WCC 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 accommodate students 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 TH 10:30-12:30 (Section II) or TH 1:30-3:30 (Section I). Students should preregister for either Section I or Section II.

BLOCK ONE

Orientalism
Scott Swidler

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, on colonialist policies. In this module, we will examine how nineteenth-century artists, recent advertising campaigns, and recent videos have presented the Other. Particular attention will be paid to issues of gender and spectatorship.

Concepts of Africa
Tseren Sengtortbat

This module will be focused on the relationship between ideas of Africa, as it has been presented in popular culture, and 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 exhibitions 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 explorations of African identity centered on the notion of Negritude.

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 theologically, but it is interested in and celebrates a great deal of vigorous debate. The canon is open, but is not arbitrary, and is governed by standards of textual authority and interpretation that are both primitive and complex. 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-written 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 Revelations), thinking about what it means to give assent to it to "believe" a text and considering the ways texts function within communities of belief. To this end, we will also examine selected literary 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 Bradman

Eisenstein and Vertov were 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 public culture, and the Futurist avant- garde project extolling modernity, industrialization, and war. We will examine the following: their treatment of the cinema as a weapon, their use of montage, their use of montage as a weapon. We will look at the work of Eisenstein and Vertov, and discuss the relationship between their work and their theoretical ideas.

NOVY MIR

Mary Russo

A project on the Soviet Union right after the 1917 revolution took up the formal challenge of the early modernists and the political challenge of public culture, and the Futurist avant-garde project extolling modernity, industrialization, and war. We will examine the following: their treatment of the cinema as a weapon, their use of montage, their use of montage as a weapon. We will look at the work of Eisenstein and Vertov, and discuss the relationship between their work and their theoretical ideas.
The first half of the course will consist entirely of reading and analyzing the primary material: seventeen years of safari stories. In the second half of the course we will use 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 parts required. Class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 30.

CCS 220

TOPICS IN THE PHILOSOPHY OF EDUCATION

Rene Alcof

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 mythical relationships of educational opportunities and institutions to social and economic structures. We will examine the views of various 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 Seligman

The mental activity and complex behavior of biological organisms arise from brain activity. The study of brain 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 psychology and linguistics.

Recent developments in cognitive science and neuroscience 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 Samuels

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 inexpressible variety of 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 contemporary 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 these 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 Feinman

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 biologically-evolved sounds. Among the special topics to be considered are the relationship of acoustic structure and behavioral function in communicative signals, neurophysiological and neurobehavioral characteristics of biological echolocation systems (as in bats and cetaceans), information-gathering through the acoustic channel in domains such as predators, population assessment, 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

Sherry Miller

Experimental personal narrative, perhaps the major genre in American independent video and film, is largely an attempt to bridge the gap between public and private existence. This class will explore the visual and social problems produced by the assumption of a confessional or testamentary testament. Students 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 understanding natural language interactions, and the use of computers in the arts. This course or its equivalent is 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 once a week for three-and-one-half hours each time. Enrollment is limited to 25.

CCS 270

EXPERIMENTAL PSYCHOLOGY LABORATORY

Christopher Close

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 methodology, 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 Humphrey'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
HISTORICAL METHODS IN THE SOCIAL SCIENCES
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 originate in a distant culture, a distant time, a complex and difficult to understand when the texts we confront, our own and another, are written in 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 legitimacy 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 instructor.

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 544
SEMINAR IN CULTURAL STUDIES
Merredith Michael/Joan Lardas/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 Bluderman
Sherry Miller
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 videoartists will be screened and discussed in class. A design is selected 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 constructs and possibilities. We hope to generate an exciting context for making new work. Prerequisites: Division III students and if there is space, advanced Division II students. Instructor permission required. Class will meet once a week for three hours.
APPLICATION PROCESS FOR CREATIVE WRITING AND THEATER

Students who wish to have a member of the creative writing faculty or theatre faculty on their Division III or Division IV 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 2019 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 concentrations; and by the theatre faculty, as a whole, for theatre concentrations. 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.

FILM/VIDEO WORKSHOP I

This course teaches the basic skills of film production, including camera work, editing, sound recording, and preproduction 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. Some representative texts will include Mary Angelou’s I Know Why the Caged Bird Sings, The Heart of a Woman, Ida B. Wells’ Autobiography of a Small Negress, 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. Enrollment is limited to 15, which will be determined at the first class session.

FILM/VIDEO WORKSHOP II

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, kinesiesthetic 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 14. This course is not suitable for one-half of a Division I.

AMERICAN VOICES, AMERICAN LIVES

Michael Lesy

Biography and autobiography are primary forms of literary reflection. 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 knowl
edge of history and psychology, anthropology and literature. Writing such narratives requires a mastery of three
tauts that is both evocative and analytic.

These are the works that will be read. Susan Cheever's Home Before Dark and Geoffrey Wolff's Duke of Hornets. Ollie Sachs' The Man Who Mistook His Wife
for a Hat, Jonathan 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 biogra-
phies. 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

Joanne Smolak

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
paradoxes of the life of their time. Turgenev challenges the "sanctity" of tradition. Our concern in this
seminar will be to explore an obsession with Russia's cultural past, a preoccupation that continues to the
present.

We will read Pushkin, Eugene Onegin, The Captain's Daughter, Tales of Belkin, The Queen of Spades,
Sculptures 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 environment made by man and the effects of record-
ing and communicating it. We will be concerned with
developing a sensitivity to surroundings, spaces and forms—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 ap-
proaches and creative processes through which environ-
mental change is made.

Most 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 students must provide their own
drawing tools. Projects and papers will be due through-
out the term. This course demands a high degree of
commitment. The class will meet twice a week for two
hours. Enrollment is open.

HA/CSC 100 SIX

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, theories and issues
embraced by Cultural Studies. In intensive three-week
course modules, students will work with individual
faculty members on specific problems that further their
understanding of the ways in which cultural icons
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
two blocks of modular courses. Each block will run for
two weeks. Students should enroll for two blocks (but
may not enroll for two modules from the same block).

There are two seminar modules and a writing module
that will 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 ex-
pected to attend the weekly lectures throughout the
semester. Enrollment in each module is limited to 20.

The course will meet M-7-10, W-7-8:30 (lecture) and
TTh: 10:30-12:30 (Section D) or 1:30-3:30 (Section E).
Students should preregister for either Section 1 or Section 2.

BLOCK ONE

Orientalism

Sara 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 cam-
paigns and music videos have presented the Other.

Particular attention will be paid to issues of gender and
representation.

Conceptions of Africa

Tseray Sereqaebien

Africa's encounter of Europe, and the nature of that
encounter, has provoked profound 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 praeceptive 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

Joy Brown Kennedy

The Buddhist philosophical and religious tradition is
grounded in an extensive corpus of canonical texts, the
contents 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 author-
ity 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

I. Brown Kennedy

Texts are not only read by individuals. They are
written and reproduced 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
focus closely on 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 Islamic and literary
texts that are based on Hebrew and, particularly,
Christian sacred texts.

BLOCK THREE

Futurism and Fascism

Mary Runo

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

Eisenstein, Vertov; Constructivism

Joan Brown

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 pre-
eminent filmmakers of the early 20th century, Sergei
Eisenstein's " kino-pryma" and Dziga Vertov's "kino
manifesto," developed and radicalized the notion of film
with films like the spectacular "Man with a Movie Cam-
era" (1928). In Oriya, 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-
Futurist."

We will examine both kino and written texts by
both these directors as well as related Constructivist work
such as sculptural projects by Tatlin and graphic design
by Rodchensko.

HA 196 CROSS BORDER ROMANCES

Noaman Holland

This course seeks to identify models of cross-cultural
influence and exchange. Beginning around 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 Serata by Ray Harpeyton,
West Side Story, How the West Was Won, and The
Third Ordicts in the Moonlight, Flying Down to Rio, The
Three Caballeros, Port Apache: The Bronc.

This course will meet twice each week for one-and-
one-half hours. Enrollment is open.
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, both as representation and reception? And what role do these representations play in inventing the very experiences they purport to describe?

The subject of this class is the invention and recreation 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 stage characters in 1960s 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. "Facts" will include Little Women (Alcott) and Ragged Dick (Alger); filmgoers autobiographies of the 1950s; 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 I Bill Davis

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 performing 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 creation of a personal vision 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 genres. Additional out-of-class screenings and readings of this history and theory of film/video will also be assigned. There will be six assigned workshops with John Guttman in video editing and the use of the TV studio facilities. There will be a $50 lab fee for this course, which entitles the student to 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 212 THE DIGITAL IMAGE Sarah Hwang

This course will look at the computer's impact on art making with an emphasis on the changing role of the photographic image. As digital 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 de-materializes 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 15 students. A critical 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 rethinking 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 two class meetings without notice will result in failure. Suggested 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. Prior to class, students are expected to read assigned readings. This form will be required to participate in dance outside of class.

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 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, public), and technical directors for these productions will attend planning and production meetings (to be scheduled in conjunction with the instructors and staff technical directors) 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 postproduction meeting following the closing of each production to enable the student to assess and learn from the strengths and weaknesses of their production.

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 Flibb

"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 concerned him so. Since I am a cultural historian rather than a literary critic, I will tend to focus on ideas—the philosophical and psychological assumptions from which 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 "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 for one-and-one-half hours. Enrollment limit is 20.

HA 231 POETRY WRITING WORKSHOP Andrew Saltiel

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 poems should be remembered that being attentive readers and listeners to the works 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 us. 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 (or, rather like the external model of their choice or their instructor or like the outstanding 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. Forty poems produced by 16 students selected by interview with the instructor on Tuesday, January 25, 1994. Bring four poems with you to this meeting.

HA 233 ARTISTICISM AND DECADENCE Sara Levine/Jeffrey Weiss

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 La Maquerette 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, de Maupassant, Maeterlinck, Mallarmé, Rimbaud, Pater, Wilde, Yeats, Nietzsche, Hofmannsthal and works of art by Beardsley, Mucha, Klimt, 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 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 Keneally. These exercises will include but not be limited to nonfiction narratives during the course of the semester. In the life of the writer; a journey outwards as a journey to itself. Reader; Pandora, Helen, and Eve. The class will meet once a week for three hours. Enrollment is limited to 20 students by instructor permission.

HA 237  
Fiction Writing Workshop  
Andrew Sully  
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 listeners to the work of other writers in the group. All our workshop fiction writing should be done primarily for the reception and delight of our workshop listeners to the work of other writers in the group. All our workshop fiction writing should be done primarily for the reception and delight of our workshop listeners to the work of other writers in the group.

HA 238  
The First Woman  
Robert Meagher  
"Only one woman exists in the world," writes Nikkos Kazantzakis. "She is named Eve."

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 woman 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 involve 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—Turunzi, Euphrates, Paris, Adam—whose faces we see still next to us in the mirror. The class will meet twice weekly for one-and-one-half hours. Enrollment is limited to 10 permission of the instructor is required. This course is based on a writing exercise to be assigned during the first class.

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 "4th scale and its components, mood improvisation, the soul as it relates to musical expression, form and emotion (listening 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 245 or equivalent. First class is open to intermediate level students by instructor permission. Enrollment is limited to 15.

HA 242  
Curtis  
Robert Meagher  
Several years after his death, Susan Sontag wrote of Carneas: "Kafka aroused pity and terror, Joyce admiration, Proust and Wilde respect, but no writer that I can think of, except Carneas, has aroused love."

This course will address itself to this man and to his work, which offers not only a pitiless indictment of the evil genius of our times, but also a vision of rare composition and integrity. We will consider the full range of Carneas' published writings—fictional, philosophical, and dramatic. The focus will be upon the philosophy and art of Carneas, his biographical and historical material so as to inform and to sharpen our understanding. Particular attention will be given to the Hellenic foundations of Carneas' 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 course is designed to explore the nature, practice, and history 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 how is it not? Students from the other arts disciplines, such as dance and theatre, are encouraged to join the class.

The class will be presented in two sections. One lab session and 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; it will meet twice a week for one-and-one-half hours. Enrollment is open.

HA 245  
Black Empires: A Study of Black American Writers in Exile  
Robert Meagher  
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. Sometimes 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 J. Douglass' Life and Times, William Wells Brown and Ellen Craft in Great Britain; L. Hughes' Wonder at Wonder and C. McKay's A Long Way From Home. The course will also consider the Soviet Union, James Baldwin's Notes of a Native Son and Richard Wright in Paris. W.E.B. DuBois and Maya Angelou's Dearly Beloved. 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 249  
Body, Culture and Society  
Marnie Holland/Joan Landes  
This course will combine readings in diverse but related literatures (literary, thought, philosophy) 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 material, the ideological, and the cybernetic body. The course serves as the basis of the Cultural Studies concentration. Enrollment is limited to 40 students.

HA 255  
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 forces such as form, motif and movement, ground bass, canon. Students will compose a 3-5 minute final project with music. Element of the course composition: Complete choreography. 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.
HA 258

AMERICA AT MID-CENTURY: LITERATURE AND CULTURE

Lee Hleter

The middle decades of the nineteenth century have long been acknowledged as a period of unprecedented literary creativity in America. "American Renaissance" is the term used to describe the near-simultaneous outpouring 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" culture as well. The first-best-selling novels appeared at this time, written primarily by women and in sentimental or occasional style. Periodical literature broadened its diversity both in subject and audience, from magazines catering to leisured, wealthy women to cheap, weekly 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 Anto 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 288

SHAKESPEARE AND WOOLFE

L. Brown

"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 "high" culture writers is 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/CGS 392

HERMENEUTICS, TRANSLATION AND CROSS-CULTURAL INTERPRETATION

Jeffrey Wallach

Insomuch 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 interpretation. Possible and which determine the degree of its success. Interpretation is at work and is problematic when we confront originate in a distant culture, a distant time, a distant context of, or intent. Here the mediation of translators, historians and cultural critics and of a hermeneutic theory.

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 our reading 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 315

DIVISION III STUDIO ART 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 the larger body of work 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 to the work of others. Prerequisite: Division III filled in visual arts. Class will meet once each week for four hours.
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.

Hampham 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 concentrations, 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.
ENVIROMENTAL SCIENCE SEMINAR
Chaiterie D'Avanzo

WOMEN AND MINORITIES IN SCIENCE
Mere Buono

PRINCIPLES OF PHYSICS I
Richard L. Sharf

PHYSICS I

PRINCIPLES OF PHYSICS II

PHYSICS II

ACOSS-392

SPECIAL TOPICS IN PHYSICS

PHYSICS III

PHYSICS IV

PHYSICS V

PHYSICS VI

PHYSICS VII

PHYSICS VIII

PHYSICS IX

PHYSICS X

PHYSICS XI

PHYSICS XII

PHYSICS XIII

PHYSICS XIV

PHYSICS XV

PHYSICS XVI

PHYSICS XVII

PHYSICS XVIII

PHYSICS XIX

PHYSICS XX

PHYSICS XXI

PHYSICS XXII

PHYSICS XXIII

PHYSICS XXIV

PHYSICS XXV

PHYSICS XXVI

PHYSICS XXVII

PHYSICS XXVIII

PHYSICS XXIX

PHYSICS XXX

PHYSICS XXXI

PHYSICS XXXII

PHYSICS XXXIII

PHYSICS XXXIV

PHYSICS XXXV

PHYSICS XXXVI

PHYSICS XXXVII

PHYSICS XXXVIII

PHYSICS XXXIX

PHYSICS XL

PHYSICS XLI

PHYSICS XLII

PHYSICS XLIII

PHYSICS XLIV

PHYSICS XLV

PHYSICS XLVI

PHYSICS XLVII

PHYSICS XLVIII

PHYSICS XLIX

PHYSICS L

PHYSICS LI

PHYSICS LII

PHYSICS LIII

PHYSICS LIV

PHYSICS LV

PHYSICS LX

PHYSICS LXI

PHYSICS LXII

PHYSICS LXIII

PHYSICS LXIV

PHYSICS LXV

PHYSICS LXVI

PHYSICS LXVII

PHYSICS LXVIII

PHYSICS LXIX

PHYSICS LXX

PHYSICS LXXI

PHYSICS LXXII

PHYSICS LXXIII

PHYSICS LXXIV

PHYSICS LXXV

PHYSICS LXXVI

PHYSICS LXXVII

PHYSICS LXXVIII

PHYSICS LXXIX

PHYSICS LXXX

PHYSICS LXXXI

PHYSICS LXXXII

PHYSICS LXXXIII

PHYSICS LXXXIV

PHYSICS LXXXV

PHYSICS LXXXVI

PHYSICS LXXXVII

PHYSICS LXXXVIII

PHYSICS LXXXIX

PHYSICS XC

PHYSICS XCI

PHYSICS XCII

PHYSICS XCIII

PHYSICS XCIV

PHYSICS XCV

PHYSICS XCVI

PHYSICS XCVII

PHYSICS XCVIII

PHYSICS XCIX

PHYSICS C

PHYSICS CI

PHYSICS CII

PHYSICS CIII

PHYSICS CIV

PHYSICS CV

PHYSICS CVI

PHYSICS CVII

PHYSICS CVIII

PHYSICS CIX

PHYSICS CXC

PHYSICS CX

PHYSICS CXI

PHYSICS CXII

PHYSICS CXIII

PHYSICS CXIV

PHYSICS CXV

PHYSICS CXVI

PHYSICS CXVII

PHYSICS CXVIII

PHYSICS CXIX

PHYSICS CXX

PHYSICS CXXI

PHYSICS CXXII

PHYSICS CXXIII

PHYSICS CXXIV

PHYSICS CXXV

PHYSICS CXXVI

PHYSICS CXXVII

PHYSICS CXXVIII

PHYSICS CXXIX

PHYSICS CXXX

PHYSICS CXXXI

PHYSICS CXXXII

PHYSICS CXXXIII

PHYSICS CXXXIV

PHYSICS CXXXV

PHYSICS CXXXVI

PHYSICS CXXXVII

PHYSICS CXXXVIII

PHYSICS CXXXIX

PHYSICS CXL

PHYSICS CXLI

PHYSICS CXLII

PHYSICS CXLIII

PHYSICS CXLIV

PHYSICS CXLV

PHYSICS CXLVI

PHYSICS CXLVII

PHYSICS CXLVIII

PHYSICS CXLIX

PHYSICS CXL

PHYSICS CXLI

PHYSICS CXLII

PHYSICS CXLIII

PHYSICS CXLIV

PHYSICS CXLV

PHYSICS CXLVI

PHYSICS CXLVII

PHYSICS CXLVIII

PHYSICS CXLIX

PHYSICS CXL

PHYSICS CXLI

PHYSICS CXLII

PHYSICS CXLIII

PHYSICS CXLIV

PHYSICS CXLV

PHYSICS CXLVI

PHYSICS CXLVII

PHYSICS CXLVIII

PHYSICS CXLIX

PHYSICS CXL

PHYSICS CXLI

PHYSICS CXLII

PHYSICS CXLIII

PHYSICS CXLIV

PHYSICS CXLV

PHYSICS CXLVI

PHYSICS CXLVII

PHYSICS CXLVIII

PHYSICS CXLIX

PHYSICS CXL

PHYSICS CXLI

PHYSICS CXLII

PHYSICS CXLIII

PHYSICS CXLIV

PHYSICS CXLV

PHYSICS CXLVI

PHYSICS CXLVII

PHYSICS CXLVIII

PHYSICS CXLIX

PHYSICS CXL

PHYSICS CXLI

PHYSICS CXLII

PHYSICS CXLIII

PHYSICS CXLIV

PHYSICS CXLV

PHYSICS CXLVI

PHYSICS CXLVII

PHYSICS CXLVIII

PHYSICS CXLIX

PHYSICS CXL

PHYSICS CXLI

PHYSICS CXLII

PHYSICS CXLIII

PHYSICS CXLIV

PHYSICS CXLV

PHYSICS CXLVI

PHYSICS CXLVII

PHYSICS CXLVIII

PHYSICS CXLIX

PHYSICS CXL

PHYSICS CXLI

PHYSICS CXLII

PHYSICS CXLIII

PHYSICS CXLIV

PHYSICS CXLV

PHYSICS CXLVI

PHYSICS CXLVII

PHYSICS CXLVIII

PHYSICS CXLIX

PHYSICS CXL

PHYSICS CXLI

PHYSICS CXLII

PHYSICS CXLIII

PHYSICS CXLIV

PHYSICS CXLV

PHYSICS CXLVI

PHYSICS CXLVII

PHYSICS CXLVIII

PHYSICS CXLIX

PHYSICS CXL

PHYSICS CXLI

PHYSICS CXLII

PHYSICS CXLIII

PHYSICS CXLIV

PHYSICS CXLV

PHYSICS CXLVI

PHYSICS CXLVII

PHYSICS CXLVIII

PHYSICS CXLIX

PHYSICS CXL

PHYSICS CXLI

PHYSICS CXLII

PHYSICS CXLIII

PHYSICS CXLIV

PHYSICS CXLV

PHYSICS CXLVI

PHYSICS CXLVII

PHYSICS CXLVIII

PHYSICS CXLIX

PHYSICS CXL

PHYSICS CXLI

PHYSICS CXLII

PHYSICS CXLIII

PHYSICS CXLIV

PHYSICS CXLV

PHYSICS CXLVI

PHYSICS CXLVII

PHYSICS CXLVIII

PHYSICS CXLIX

PHYSICS CXL

PHYSICS CXLI

PHYSICS CXLII

PHYSICS CXLIII

PHYSICS CXLIV

PHYSICS CXLV

PHYSICS CXLVI

PHYSICS CXLVII

PHYSICS CXLVIII

PHYSICS CXLIX

PHYSICS CXL

PHYSICS CXLI

PHYSICS CXLII

PHYSICS CXLIII

PHYSICS CXLIV

PHYSICS CXLV

PHYSICS CXLVI

PHYSICS CXLVII

PHYSICS CXLVIII

PHYSICS CXLIX

PHYSICS CXL

PHYSICS CXLI

PHYSICS CXLII

PHYSICS CXLIII

PHYSICS CXLIV

PHYSICS CXLV

PHYSICS CXLVI

PHYSICS CXLVII

PHYSICS CXLVIII

PHYSICS CXLIX

PHYSICS CXL

PHYSICS CXLI

PHYSICS CXLII

PHYSICS CXLIII

PHYSICS CXLIV

PHYSICS CXLV

PHYSICS CXLVI

PHYSICS CXLVII

PHYSICS CXLVIII

PHYSICS CXLIX

PHYSICS CXL

PHYSICS CXLI

PHYSICS CXLII

PHYSICS CXLIII

PHYSICS CXLIV

PHYSICS CXLV

PHYSICS CXLVI

PHYSICS CXLVII

PHYSICS CXLVIII

PHYSICS CXLIX

PHYSICS CXL

PHYSICS CXLI

PHYSICS CXLII

PHYSICS CXLIII

PHYSICS CXLIV

PHYSICS CXLV

PHYSICS CXLVI

PHYSICS CXLVII

PHYSICS CXLVIII

PHYSICS CXLIX

PHYSICS CXL
transmit information, and how neurons communicate with one another. We will then branch out into more comprehensive questions of sensory and motor function, and throughout the semester we will spend time discussing some of the least extensively investigated questions of neurobiological scale. We will explore previous venous 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 Coppen

week of the horse, 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’s natural selection. Many of these animals’ wild ancestors still exist and have been studied in detail. Their descendents 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 consider the composition 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 isotropic 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 on a topic of their choice. In addition, some of the techniques of interpretation of the geological, hydrological, and chemical significance of processes will be covered. Data analysis will be introduced through a series of project based on new and published data, thin section examination, and the development of new (especially nuclear, solar, wind power, small hydro) technologies. Oil and nuclear dependencies are set within the context of observing concerns with decracy, 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 death 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**
Maria Brusco/Elizabeth Engell

This course will focus on a series 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 the most American children (and particularly girls and children from minority groups) so lost 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 have an opportunity 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 engage in your own studies about movements of the sun (or moon), crayfish behavior, mythic and folk tales, and the environment. You will also be introduced to scientific literature. Students will meet twice a week for one-and-one-half hours plus one afternoon for lab.

**NS 233**

**ENERGY AND SOCIETY: HISTORY, GEOGRAPHY AND POLITICAL ENERGY RESOURCES AND TECHNOLOGY**
Ben Warren/Albert Woodhull

This course traces the role of energy in society from earliest times to the present. About half our time will be devoted to the geography, geopolitical distribution of energy, and uses of energy. Emphasis is given to the political and economic relations shaping energy use and plant and animal biology. The principal focus will be the laboratory, which will consist of a series of project exercises, designed to provide opportunities 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 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 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 230 Linear Algebra or the Calculus II to further 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 design of experiments, replication, randomization, and blocking in experiments, as well as reliable and cost- efficient sampling methods. Analysis of variance and regression are discussed. Data analysis will also include how to cope with errors and unforeseen problems or results. Case studies will be drawn from experiments designed 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/Michele Murkin

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 the social and political forces that shape women’s health (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 Divisions I projects in this course. Class will meet one-and-one-half hours twice a week. Limit 30.

**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 Western powers in their quest to dominate and control other nations. We will focus on such topics as the legacies of the Cold War between and regional conflict in the Third World, revolutionary conflict, arms control and disarmament, U.N. peacekeeping, international terrorism, and the role of the 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 geologic and hydrologic aspects of 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 acidic runoff on the watershed 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 water. 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 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 HMC faculty and guest presentations by Division III students, talks, 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 magnetic statics in both vacuum and non-vacuum situations; 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 380 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 agronomic 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 classroom 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 3822 ENVIRONMENTAL SCIENCE SEMINAR
Claiene D'Avanzo

This seminar 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 will 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 3911 WOMEN AND MINORITIES IN SCIENCE
Melina Berke

Our lives are increasingly influenced by science and technology. Yet when we look at these fields, few women and minorities are filling professional positions. Controversies rage 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: 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 curriculum 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.
This course will examine both well known and less known autobiographies by women. Our approach will be both historico-theoretical and psychological. This will focus on how these authors have been able to express a sense of 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 (An Autobiography) and Anne Moody's (Coming of Age in Mississippi). Assignments will include several short papers and one longer paper.

SS 110
PEASANT REVOLUTION AND VILLAGE SOCIETY IN MODERN CHINA
Ko Elison
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 in the United States, and Asia, and the impact of Chinese revolution in the Third World. We will study the Chinese revolution in the context of its role in the Chinese society, considering the potential and limits which peasant life and aspirations for revolutionary change, modernization and democracy. A major focus will be on the relationship between the traditional Confucian family and revolution, and the impact of national crisis, revolution and socialist economic development on peasant women's roles and status. The course will be organized into formal lectures (which will present general background, comparisons with other societies, and many policies and strategies), and 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 on the nature and character of the Chinese revolution.

SS 122
POWER AND AUTHORITY
Robert Balcer
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 processes 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 de-legitimize and eventually alter existing structures of power and authority. Power relations to be examined will include rulers and ruled, male and female roles, men and women, workers and bosses, and experts and non-experts. Class will meet for one-and-one-half hours twice a week. Enrollment limited to 25.

SS 130
POLITICAL RIGHTS MOVEMENT
Robert J. Spitzer
This course 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, the rise of the Arab-Jewish conflict in Palestine, and the Zionists will continue in the development of the state of Israel and the Arab-Israeli conflict in the Middle East. Class will meet for one-and-one-half hours twice a week. Significant assignments will be required for an evaluation. Class will meet for one-and-one-half hours twice a week.

SS 135
INDIGENOUS PEOPLES: THREATS TO CULTURAL SURVIVAL
Leonard Click
The division of the entire world into autonomous political nations has led to the situation in which indigenous 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 in their origins as the people of the world. The course will study the indigenous peoples ranging from the rain forests of Brazil, Sarawak, Quebec, and the San of southern Africa. The problems and cultural and political debates will be discussed in the context of the course readings, and will be analyzed in terms of their ability to stop the oppression; the implications for over­coming racism, sexism, and in their relationship to women's liberation. Class will meet for one-and-one-half hours twice a week.

SS 175
THE SECOND WORLD WAR: POLITICS, CULTURES, AND SOCIETIES: 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 European, Asian, and African societies, and the processes of warfare which characterized them. We will begin by examining the origins of World War II, and 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 documents which illuminate the political and economic events of the war and the end of the Cold War. Class meets for one-and-one-half hours twice a week. Enrollment limit 35.

SS 206
WELFARE POLICY IN AMERICAN HISTORY
Aaron Berman /Robert J. Spitzer
This course will investigate the historical roots of contemporary welfare policies in the changing relationship of the government to its citizens. The course will cover the evolution of welfare programs since 1917. The focus will be on the development and implementation of welfare programs, including the Outer Aid Programs (OAP), the Food Stamps Program, and the Medicaid program. Class will meet for one-and-one-half hours twice a week. Enrollment limit 35.
era attack on these programs. Particular attention will be
given to the development of the modern American state
through the lens of thecontemporary and the Decl. 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
social, political and the policies 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 299
RACE IN THE UNITED STATES: DYNAMICS OF DIVERSITY
Flavio Risech-Ozeguera/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
cultures has fundamentally altered the demographic,
political and cultural topography of the nation. While some
will see such change as welcome enrichment, for
others it inspires fear and mistrust. What are the
consequences of the massive immigration of peoples
different races, languages and customs on the American
society? How are their experiences represented in the
graphic, political and cultural topography of the nation.

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

SS 222
POVERTY, PATRIARCHY, AND POPULATION CONTROL
Beryl Hathaway
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 social and medical construction of
population's productive and reproductive roles, the political
cultural and social implications underlying the philosophy
of population control: the politics of family planning and
health care; the use and abuse of contraceptive technolo­
gies, both in the Third World and the West, and
alternatives to population control at the national and local
level. 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 Lipp/Larry Beede
What is meant by "public health"? We all know what
"public education" is, and generally recognize it as
needing improvement. 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 medi­
cine and medical institutions have made today's problems worse than they did in the past? Throughout the course, emphasis will be placed upon a critical approach to reading both the
medical and a social science perspective of the
phenomenon of rapid population growth in the Third
World and reproductive issues affecting the domestic
Third World.

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

SS/NS 216
LAND DEGRADATION AND SOCIETY
Beverly J. Young
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
environmental degradation in causing chronic hunger and
food crisis. We will probe for value judgments underlying ways
people respond to such conditions, measured, and attempted
ways to mitigate land degradation. "Dustbowl" have been
created in the former U.S.S.R., U.S.A., Australia, China, India,
Brazil, and Mexico—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 who are interested in following monitoring
environment in our own environment, as well as
hands-on land rehabilitation activities in the

Class meets for
one-and-one-half hours twice a week.
Students should submit in advance to my mailbox (Social
Science 1) a one-page description of what they want to do.

SS/OS 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
anding and value of education to the individual and society;
questions of educational content, curriculum, and
method; the myriad relationships to other academic opportu­
nities and institutions to social and economic structures.
We will examine the views of traditional thinkers, such as
Plato, Rousseau, and Dewey, and how they were reflected by
the contemporary thinkers. Class will meet twice a week for
one-and-one-half hours each time. Enrollment limit 25.

SS 254
THE JEWS IN EUROPEAN HISTORY
Leonard S. Wax
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 shall trace the history of how
Jewish society and culture evolved as an adaptation to
this situation. We shall focus on Ashkenazic Jewry, i.e., those
people who lived 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
though it were a separate subject—hence the title.

Students will write two short papers responding to
taken 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 Rysia
This course will study creative nonfiction, biographies, analytical essays, case studies, etc., used by historians, sociologists, psychologists, and economists to portray specific social realities. These
readings will not only provide models for writing, but
enables the student to develop some criteria for reviewing student work. There will be regular writing assignments and frequent opportunities 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 is restricted to graduate students majoring in
Sociology. Required student work. There will be regular writing assignments and frequent opportunities 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 is restricted to graduate students majoring in
Sociology. Required student work. There will be regular writing assignments and frequent opportunities 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 is restricted to graduate students majoring in
Sociology. Required student work. There will be regular writing assignments and frequent opportunities 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 is restricted to graduate students majoring in
Sociology. Required student work. There will be regular writing assignments and frequent opportunities 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.
company of keepers of that record. In the absence of historical fact about them, women have often chosen fiction as a means of revision into and reconstruction of the past. This course will explore novels by women which undertake an explicit project of rewriting, biographical, sociological, and philosophical as well as personal experience without alienating yourself or the people with whom you worked. We will read various fieldwork experiences, primarily by anthropologists and historians, and the theoretical works on fieldwork and writing. Mostly, however, this will be a workshop in which you will read drafts of each others’ Division III. 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; permission of the instructor is required.

SS 259

SUPREME COURT, SUPREME LAW
Lester Mazor

During its two hundred years the Supreme Court of the United States has had a major focus 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 pronouncements and the disputes over their interpretation of the past. This course will explore novels by women which undertake an explicit project of rewriting, democracy. Both liberal and Marxist traditions of economic and political thought are based on similar conceptions of capitalism; both traditions view it as relentlessly progressive and commodification of gender relations in the Islamic Middle East. 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 on topics of student work.}

SS 280

THE POLITICAL ECONOMY OF THIRD WORLD DEVELOPMENT
Frederick Weaver

Both liberal and Marxist traditions of economic and political thought are based on similar conceptions of capitalism; both traditions view it as relentlessly progressive and commodification of gender relations in the Islamic Middle East. 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 on topics of student work. Class time will continue as in previous years.}

SS 290

READINGS IN EIGHTEENTH AND NINETEENTH CENTURY UNITED STATES HISTORY
Mirakzio Sowade

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 on topics of student work. Class time will continue as in previous years.}

SS 299

EPILOGUE STUDYING PEOPLE
Robert von der Lippe

Participants in this seminar will be responsible for presenting an independent study 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 315

WRITING ABOUT THE FIELD

This course is designed for Division III students who have conducted experimental 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 the theoretical works on fieldwork and writing. Mostly, however, this will be a workshop in which you will read drafts of each others’ Division III. 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; permission of the instructor is required.

SS 327

SOCIAL MOVEMENTS AND SOCIAL CHANGE IN THE MIDDLE EAST
All Milne Plass/Margaret Ceraldi

This course will introduce students to sociological analysis of social movements and examine current social movements (Islamic fundamentalists, democracy, 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 connections between Islamic ideology and secularism, and Islamic traditions and modernity will be examined. The main segment of the course involves the investigation of the role of Islamic movements in four courses 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

SS 299

EPILOGUE STUDYING PEOPLE

This seminar will explore the epistemological tenets of systemic theory and its practical applications from Boston through Mindanao, Kenya, the Milan team, and the post-Milan era. Emphasis will be placed on the ideas of circularity and recursive process in the causation of family dysfunction. The issues of gender and power will be examined as they relate to the question of 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.
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
All Mirepsassi/Margaret Cerullo

HAMPShIRE
SS/NS 289

WAR, REVOLUTION, AND PEACE
Michael Klare

MOUNT HOLYOKE
Asim 126

INTERMEDIATE JAPANESE
Hiroko Inoue

MOUNT HOLYOKE
Asim 93

SEMINAR, JAPANESE STUDIES
Hiroko 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 Mirepsassi

SMITH
Dance 575b

THE ANTHROPOLOGY OF DANCE
Yvonne Daniel

SMITH
Sociology 235b

RELIGION, CULTURE AND SOCIAL CHANGE IN THE MIDDLE EAST
Ali Mirepsassi

UNIVERSITY
Geology 512

X-RAY FLUORESCENCE ANALYSIS
J. Michael Rhodes

UNIVERSITY
Geology 591V

VOLCANOLOGY
J. Michael Rhodes

UNIVERSITY
Japan 327

INTENSIVE INTERMEDIATE JAPANESE II
Hiroyuki Takano

SMITH
Sociology 351

RELIGION AND REVOLUTION IN IRAN
All Mirepsassi

UNIVERSITY
STUDIES IN THE MOVING IMAGE II
TBA

FIVE COLLEGE ASTRONOMY

FCAT 219
ASTRONOMY I: PLANETARY SCIENCE

FCAT 22
ASTRONOMY II: GALACTIC AND EXtragALACTIC ASTRONOMY

FCAT 40
SEMINAR TOPICS IN ASTROPHYSICS

FCAT 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: Abliam wa Sablan, Part II, by Mehdi Alosh, 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

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 connections 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 topics such as: the legacies of the Cold War, war and regional conflict in the Third World, revolutionary conflicts; 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
Asim 126

INTERMEDIATE JAPANESE
Hiroko 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. Time: TBA.

MOUNT HOLYOKE History D111
THE MODERN MIDDLE EAST
Ahmet Kasas
A survey of the modern Middle East, including North Africa and the Islamic countries, from the end of the 19th century to the 1950s. 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 Muslims, and present-day problems related to those responses. MW 2:50-3:45.

SMITH Arabic 100d
ELEMENTARY ARABIC
Mohammed Mossa Jayd
This course focuses on Arabic as a basic communicative tool. Students will expand their command of basic communicative skills, including asking questions and 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 learn to write frequently used messages, including short statements (messages, personal notes, and short statements) about personal well-being, age, family, weather and time. The course will incorporate oral and written tests after each lesson; take home tests during each lesson, mid-term and final examination. Prerequisites: Japanese 210 or permission of instructor. Hours: TBA.

SMITH Sociology 235b
RELIGION AND ISLAMIC SOCIETIES
Ali Mirsepassi
This course of study in the sociology of religion and to make a critical examination of the relevance of the religious ideas to understanding 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 GEOL 512
X-RAY FLUORESCENCE ANALYSIS
Michael Rhodes
Theoretical and practical application of X-ray fluorescence analysis to determine major and trace element abundances in geological materials. Prerequisite: Analytical Geosciences 21 and 22. Enrollment limited. Wed 2:50-3:45.

UNIVERSITY Geology 591V
VOLCANOLOGY
Michael Rhodes
A systematic coverage of volcanic phenomena, types of eruptions, generation and composition of lavas, products of volcanism, volcanoes and their monitoring and prediction of volcanic events. Case studies of individual volcanoes will be presented to illustrate general principles of volcanology, paying particular attention to Hawai`i, ocean-floor, and Cascade volcanoes. Prerequisite: Petroseismic recommended. Enrollment limited.

Institutional location of class will be varied, depending on enrollment. Seminar: Fridays 1:30-2:30 p.m. An additional 2-hour lecture—time and institution depending on enrollment.

SMITH Dance 373a
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 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
SOCIOLGICAL STUDIES
Ali Mirsepassi
This course is designed to introduce students to sociological theories of religion and to make a critical examination of the relevance of these theories to understanding Islam as a social construct. Classical (Comte, Durkheim, Marx, Weber) and contemporary (Paine, Berger, Geertz, Gellner, Bellah, Habermass) 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 GEOL 512
X-RAY FLUORESCENCE ANALYSIS
Michael Rhodes
Theoretical and practical application of X-ray fluorescence analysis to determine major and trace element abundances in geological materials. Prerequisite: Analytical Geosciences 21 and 22. Enrollment limited. Wed 2:50-3:45.

UNIVERSITY Number TBA
STUDIES IN THE MOVING IMAGE II
Norman Cowie
Call for proposal. 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. The course will examine films of point 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.

UNIVERSITY Japanese 52b
INTENSIVE INTERMEDIATE JAPANESE II
Hisako Takano
Course builds reading skills through reading and grammatical analysis of the text. Builds phonetic 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 kana. Requirements include regular class attendance and thorough preparation of assigned material. Weekly quizzes on vocabulary and kana oral and written tests after each lesson; take home tests during each lesson, mid-term and final examination. Prerequisites: Japanese 210 or permission of instructor. Hours: TBA.

MOUNT HOLYOKE History D111
THE MODERN MIDDLE EAST
Ahmet Kasas
A survey of the modern Middle East, including North Africa and the Islamic countries, from the end of the 19th century to the 1950s. 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 Muslims, and present-day problems related to those responses. MW 2:50-3:45.

SMITH Arabic 100d
ELEMENTARY ARABIC
Mohammed Mossa Jayd
This course focuses on Arabic as a basic communicative tool. Students will expand their command of basic communicative skills, including asking questions and 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 learn to write frequently used messages, including short statements (messages, personal notes, and short statements) about personal well-being, age, family, weather and time. The course will incorporate oral and written tests after each lesson; take home tests during each lesson, mid-term and final examination. Prerequisites: Japanese 210 or permission of instructor. Hours: TBA.

SMITH Dance 373a
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 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
SOCIOLGICAL STUDIES
Ali Mirsepassi
This course is designed to introduce students to sociological theories of religion and to make a critical examination of the relevance of these theories to understanding Islam as a social construct. Classical (Comte, Durkheim, Marx, Weber) and contemporary (Paine, Berger, Geertz, Gellner, Bellah, Habermass) 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 GEOL 512
X-RAY FLUORESCENCE ANALYSIS
Michael Rhodes
Theoretical and practical application of X-ray fluorescence analysis to determine major and trace element abundances in geological materials. Prerequisite: Analytical Geosciences 21 and 22. Enrollment limited. Wed 2:50-3:45.

UNIVERSITY Number TBA
STUDIES IN THE MOVING IMAGE II
Norman Cowie
Call for proposal. 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. The course will examine films of point 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 239
ASTRONOMY I: PLANETARY SCIENCE
Introductory course for physics and 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 222
ASTRONOMY B6: 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, including galaxiophobics of the Crab Nebula, pulsars and quasars, black holes, 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. Conferences with a few lectures outlining 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 breadth 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
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 Hailey/Ellice 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 company of keepers of that record. In the absence of historical fact about these 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 tenousness and significance of the distinction between fiction and history and about the politics of historical reconstruction. Authors may include Octavia Butler, Buchi Emecheta, Nadine Gordimer, Frances Harper, Betty Friedan, Gemza Morrison, Gloria Naylor, Jean Rhys, Alice Walker, and Shirley Anne Williams. This course will include a writing component in which extra help will be given on paper planning, writing and revision. Students can meet in tutorial with Ellice 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 Levi/Ingersoll-Pierce 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

PL 103
INTENSIVE FRENCH

PL 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 skills 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 are at the Prescott A5 office.

PL 106
ELEMENTARY ARABIC I
Mohammed Mousa 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 country expressions. Students will concentrate on speaking and listening skills as well as basic reading and writing. Interactive computer instructor will form an integral part of the course. MW 1:00-2:30, Friday 1:30-2:30. Textbooks: Alahas and Sabian. Part 1, by Mehdi Alashe, Ohio State University. Computer Software: Arabic Word and Aniflask Word by Mohammed Jiyad, Mount Holyoke College.

HAMPSTEAD COLLEGE CHOIR
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 pm., 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 will be 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 more information, contact a current Theatre Board member. The board meets weekly at a time to be announced.
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 from 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 seated. Classes meet in the South Lounge of the RCC on Wednesdays from 4:00 to 5:45 p.m.

OPRA 112
INTERMEDIATE AIKIDO
Paul Sylvestor
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 Ukei (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 KAYAKO
Marion Taylor
This course will extend to the Hitoe or two arow 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 KAYAKO
Marion Taylor
This course will stress the development of more precise technique and the use of breathing to relax all parts of the form together. Kneeling shooting and manner shooting will be covered. Open only to students who have completed OPRA 115. 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 TAI CHI
Denise Barry
Tai Chi is the best known T'ai Chi movement and martial art, with a history dating back at least 1,200 years. Created by T'ai Chi 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 meditations, and, of the first sequence 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 TAI CHI
Denise Barry
This course is for students who have completed the beginning course. We will develop more standing meditations 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 WHITWATER 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, surfacing, and the Eskimo roll. The class will meet on Wednesday from 1:30 to 4:30 p.m. in the pool until March 16. After that date, class will meet on Friday from 12:30 to 5:30 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 discretion of the instructor.

OPRA 124
BEGINNING WHITWATER 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 WHITWATER KAYAKING
Earl Alderson
This class is designed for people who have had previous whitewater experience. Students will learn and practice advanced whitewater techniques on class II water. Prerequisites include an Eskimo roll on moving water and solid class I+ 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 the discretion of the instructor.

OPRA 142
BEGINNING ADVANCED SWIMMING
Glenna Lee Alderson
This course is for persons who have completed level swimming skills. We will work on increasing personal endurance, coordinated stroking, reading and understanding swimming. Completion of this course should prepare the individual for an intermediate (pre) 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. 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: $81 plus mask, fins, snorkel, and test. 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 Kyler-Stone
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 leaders 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 techniques covered in Part I and students may start to lead climbs 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 and fine tuning your bicycle? We’ll start with a “Scientific American” look at the efficiency of the bicycle and then see 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
OPENWATER ROCK CLIMBING
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 have at noon. You may come for any number of sessions but will need to sign up initially with 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
REMEMBER SKIING
Earl Alderson
Do you enjoy the peacefulness of cross-country skiing but want to venture off-trail? The telemark turn is the technique used to ski cross-country downhill. 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 McBee
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 strategy) and a good understanding 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.
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.

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 strategies. 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.

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 MW, 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.

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.

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 semi 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 2:00 p.m.

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 Bradner

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, Apparatus, 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 teaching assistant in the Museum of History and Technology at the Smithsonian Institution, and she is co-producer of a television documentary entitled "Reflections: The Image of Women in Popular Culture." Her interests include the relationships between mass media and American culture, technology and culture, and the literary response to industrialization. She will be on leave through spring 1994.

Mark Feinstein

professor of linguistics, holds a PhD in linguistics from the City University of New York and a BA from Queens College, where he has also taught. He is a phonologist whose main research interest is currently in syllable structure. He has done extensive research on the sound system of Sinhala, a language of Sri Lanka. Among his other teaching and research interests are sociolinguistics, neurolinguistics, and animal communication and behavior. 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 social 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 metatheoretical 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 "Rung 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.
Bill Brayton assistant professor of art, received a BA in Studio Art from the New University of Hampshire and an MFA from Claremont Graduate University. 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 an MFA from the Case Western Reserve University, the showcase and work­shop, and to adults at Keene State College and adult workshops at a number of West Coast institutions as well as a visiting lecturer at the University of Washington. Her work has been exhibited widely.

Robert Goodman visiting assistant professor of architecture, received his B Arch from the Massachusetts Institute of Technology. He has held a visiting position at an MFA in architecture, received his B Arch from the Massachusetts Institute of Technology. He has held a visiting position at the University of Washington.

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 doctoral exams in European cultural
Jill Lewis associate professor of humanities, holds a BA from New细化ram College, Cambridge, England, and a PhD from Harvard 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 Sontag School and is especially interested in choreography, creativity, and dance in religion.

Judith Munn 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 Parsons School of Design. She is an advocate for the arts 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, holds a BA from Barnard College and an MFA from SUNY at Buffalo. She has wide experience professionally and in teaching both filmmaking and photography. She has been interested 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 MA 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: "Moral Vision: The Wisdom of Euripides and Helen: A Study in Myth and Misogyny."

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 Collaborative Moon Dance Company. She has co-created with Laura Dean Dance 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 1983 supplement.

Nina Payne associate professor of writing and human development, received her BA from Sarah Lawrence, MA from the New School, and PhD from Columbia University. She has published a variety of essays, a collection of her poetry, all The Day Long, was published by Athenaeum 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 1975. 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 from the Manhattan School of Music and an MFA in filmmaking from the University of California. He has been published in a variety of journals, most recently in The Massachusetts Review and Ploughshares. He has taught writing at Hampshire since 1975. Nina will be on sabbatical spring term.

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. She is on leave Fall term.

Mary Simmons assistant professor of African—American music, taught at the University of Ottawa before coming to Hampshire, and specializes in 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 the rhythmic structure, static and dynamic time conditions in twentieth century works, new and significant relationships between text and music in 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 Duquesne University professor 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 a PhD in dramatics from the University of Massachusetts. He is on leave for the fall term.

Daniel Warner associate professor of music, holds an MA and a PhD in composition from Princeton University. He has been awarded 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.

Margo Simmons assistant professor of African—American music, taught at the University of Ottawa before coming to Hampshire, and specializes in 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 the rhythmic structure, static and dynamic time conditions in twentieth century works, new and significant relationships between text and music in twentieth century works, and the nature and practice of musical improvisation.

SCHOOL OF NATURAL SCIENCE

Dula Amarasinghe assistant professor of chemistry, received his PhD from North Carolina State University, and his undergraduate work was conducted 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 Ryerson University Centre for International Studies. His teaching and research interests include basic water quality, trace metal analysis, toxic wastes, radon monitor-
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 Harvard University in 1970. She has done and continued postdoctoral work at the Institute for Advanced Study at Princeton. He has been a Mina Staudinger Scholar (Department of Education and National Science Foundation 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 reenactment, neurofeedback, theoretical physics, and fundamental quantum mechanics. He is the director of ISB: the Institute for Science and Interdisciplinary Studies.

Merce S. Bruno associate professor of biology, holds a BA from Syracuse University and an MA and PhD from Harvard University. He is a leading neurobiologist and science educator. His research interest leads to numerous technical and popular articles and to the design of curricula. He is also interested in the history of science.

Raymond P. Coppinger professor of biology, has worked at the Woods Hole Oceanographic Institution, the Smithsonian Astrophysical Observatory, the University of Virginia and Wildlife Service, and the Beebe Tropical Research Station in the West Indies. He holds a Four College PhD (Simsbury, Smith, M. Holyoke, University of Massachusetts) and a Visted Professor in Animal Behavior, birds, dogs, monkeys, ecology, evolution, forestry, philosophy, and neoteny theory (book in progress). Ray has been on the New England and dog racing champion, and now works with rare breeds of sheepdogs. His research leads to numerous technical and popular publications in many of these fields.

Charlene D'Avanzo associate professor of ecology, received her BA from Smith College, 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 biology 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 anthropology, he has a deep interest in ecology and field biology, amateur electron and, perhaps most of all in the natural world. He is a committed and experienced practitioner of meditation and has spent a number of years in the study of meditation science. He is also interested in statistical analysis, world peace, and his favorite hobby is making sailboats.

Debn L. Martin associate professor of biological anthropology, received her PhD at the University of Michigan and has continued her research in biochemistry and in anthropology. Her research interests include the medical anthropology of women and men, and the social change of birth and intercourse. She is known for her writings on revolutionary warfare and counterinsurgency. His writings have appeared in popular journals and in the field of anthropology.

Lawrence J. Winship associate professor of botany, received his PhD from Stanford University, where he completed his dissertation on nitrogen fixation and nitrate assimilation in bacteria. He then 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. He is interested in the use of nitrogen gases in reforestation and agriculture, particularly in tropical Asia and developing countries, and the potential for sustainable agriculture worldwide. He has taught courses and supervised projects in organic farming, plant physiology, geological and environmental science, 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 chief goals is to create low-cost laser technology programs in the physical sciences and an Appropriate Technology center to help all students, regardless of their socio-economic background, to avoid collision with technological obstacles. Fred is also a committed and experienced practitioner of meditation who periodically offers meditation courses. Professor Wirth will be on sabbatical spring 1994.

Albert S. Woodhall 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 Woodhall will be on sabbatical fall 1995.

SCHOOL OF SOCIAL SCIENCE

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

Carollee Bengelsdorf professor of politics, holds an AB from Cornell, studied Austrian 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 countries. She conducted research in Algeria, Cuba, and Peru, and has been a school teacher in Kenya and Honduras.

Aaron Berman associate professor of history and Green Window 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.

Myrta M. Brethart associate professor of geography and urban studies, has an AB from Clark University, an MA from Rutgers, and a PhD in urban studies from the University of Chicago. She is interested in the political economy of women and communities; and the role of the built environment in social change.

Margaret Cerrullo associate professor of sociology and Erfield House co-director of academic life, has a BA from Oberlin College, and a BPhil from Oxford University, and is presently a PhD candidate at Brandeis University. Her particular areas of interest are the sociology of culture in America, American political sociology, stratification, sociology of work and family in America, American political sociology, stratification, sociology of science and leisure, and the role of the built environment in social change.

Sophia Darlington assistant professor of anthropology and Asian studies, received her BA in anthropology and history from Wellesley College and MA and PhD in international studies 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 social and economic development.

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 politics, black politics, and neocolonialism and underdevelopment.

Marcene Gerber Fried visiting associate professor of philosophy and political science, has 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 scholar.

Pernia 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 SD 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 politics, 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 Holland Fellowship for International Study and a Ford Foundation Fellowship. She is currently a fellow at the Institute for Food and Development Policy. Hartmann has lectured and written extensively on population and development issues. She is a recently published book, Reproductive Rights and Wrongs: The Global Politics of Population Control and Reproductive Choice. She is interested in policy and politics, and in topical issues in feminist theory, contemporary and historical, comparative women's history and sociology, and research design and data analysis.

Betsy Hartmann acting director of the Population and Development Program, received her BA from Yale University. She was awarded a Yale University Holland Fellowship for International Study and a Ford Foundation Fellowship. She is currently a fellow at the Institute for Food and Development Policy. Hartmann has lectured and written extensively on population and development issues. She is a recently published book, Reproductive Rights and Wrongs: The Global Politics of Population Control and Reproductive Choice. She is interested in policy and politics, and in topical issues in feminist theory, contemporary and historical, comparative women's history and sociology, and research design and data analysis.

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 California, Santa Cruz, and her JD from Cornell University. Her special interests include socialization and personality development, parent-child interaction, and the individual and the group. She 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 Holland Fellowship for International Study and a Ford Foundation Fellowship. She is currently a fellow at the Institute for Food and Development Policy. Hartmann has lectured and written extensively on population and development issues. She is a recently published book, Reproductive Rights and Wrongs: The Global Politics of Population Control and Reproductive Choice. She is interested in policy and politics, and in topical issues in feminist theory, contemporary and historical, comparative women's history and sociology, and research design and data analysis.

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 California, Santa Cruz, and her JD from Cornell University. Her special interests include socialization and personality development, parent-child interaction, and the individual and the group. She is working on a history of Jews in medieval Western Europe.

All Mirsalehani Five College assistant professor of Near Eastern studies, completed his PhD in sociology at the University of Chicago. His interests include Iranian society and social change, revolution and social change in the Middle East, political movements, Middle East society and culture, comparative, historical and cultural 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, socialism and social change in modern Iran. He has taught at Rutgers University, Stayer College, and American University.

Laurie Nisenson 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 sabatical 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 sabatical 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 director of the Stone Center of International Studies at the University of Chicago. He 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 policies, and welfare policy.

Flavio Richez-Orzeguera assistant professor of law, holds a BA from the University of South Florida and a JD from Boston University, and was a Community Fellow in urban studies and planning at MIT. He practiced poverty law for eight years in Boston and is a political activist in the Latino community. He has taught legal process, housing and immigration law at Northeastern Law schools and at the University of Massachusetts/Boston. His interests include immigration and refugees 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.

Mitziiko Sawada visiting assistant professor of history, received her undergraduate training at Tokyo Joshi Daigaku 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 1984, 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, humanism, 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 her 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 Marxian 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 Harvard 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 company 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 Winser 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 centered on 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 Youngman 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.
<table>
<thead>
<tr>
<th>Course Title</th>
<th>Instructor</th>
<th>Method</th>
<th>Prereq</th>
<th>Time</th>
<th>Place</th>
<th>Limit</th>
<th>Time Limit</th>
<th>Place</th>
<th>Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCS 105p Writing the Nature of Mind</td>
<td>Stilling/Weisser</td>
<td>Present</td>
<td></td>
<td>TTh 10-12</td>
<td>HA 125</td>
<td>20</td>
<td>TTh 10-12</td>
<td>HA 125</td>
<td>20</td>
</tr>
<tr>
<td>CCS 114 Intermediate Video Production I</td>
<td>Milliner</td>
<td>InterP</td>
<td>16</td>
<td>TTh 11-5</td>
<td>LDB 0-5</td>
<td>25</td>
<td>TTh 11-5</td>
<td>LDB 0-5</td>
<td>25</td>
</tr>
<tr>
<td>CCS 152p Theories of Developmental Psych</td>
<td>Rattlmann</td>
<td>Open</td>
<td>20</td>
<td>MW 10-12</td>
<td>ASH 120</td>
<td>25</td>
<td>MW 10-12</td>
<td>ASH 120</td>
<td>25</td>
</tr>
<tr>
<td>CCS 159p Media to Culture Criticism</td>
<td>Fuller</td>
<td>Open</td>
<td>25</td>
<td>TTh 6-7pm</td>
<td>ASH 222</td>
<td>25</td>
<td>TTh 6-7pm</td>
<td>ASH 222</td>
<td>25</td>
</tr>
<tr>
<td>CCS 173 Video Art and Politics</td>
<td>Millior</td>
<td>Open</td>
<td>25</td>
<td>W 130-5T</td>
<td>ASH Aud</td>
<td>25</td>
<td>W 130-5T</td>
<td>ASH Aud</td>
<td>25</td>
</tr>
<tr>
<td>CCS 177 Statistics and Experimental Design Chasse</td>
<td>Percroft</td>
<td>Open</td>
<td>25</td>
<td>MWF 10:30</td>
<td>ASH 111</td>
<td>120</td>
<td>MWF 10:30</td>
<td>ASH 111</td>
<td>120</td>
</tr>
<tr>
<td>CCS/HA180f Intro to Cultural Studies</td>
<td>Landes, et al</td>
<td>Open</td>
<td>120</td>
<td>7-830pm</td>
<td>FFH MLH</td>
<td>120</td>
<td>7-830pm</td>
<td>FFH MLH</td>
<td>120</td>
</tr>
<tr>
<td>CCS/HA217 Film, Video and the Public Sphere</td>
<td>Cowie</td>
<td>InterP</td>
<td>25</td>
<td>T 6-16pm</td>
<td>ASH Aud</td>
<td>111</td>
<td>T 6-16pm</td>
<td>ASH Aud</td>
<td>111</td>
</tr>
<tr>
<td>CCS 222 Intermediate Video Table</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
<td>120</td>
<td>TBA</td>
<td>TBA</td>
<td>120</td>
</tr>
<tr>
<td>CCS 227 Theory of Language</td>
<td>Welsch</td>
<td>None</td>
<td>TTh 9-10</td>
<td>ASH 126</td>
<td>105</td>
<td>105</td>
<td>TTh 9-10</td>
<td>ASH 126</td>
<td>105</td>
</tr>
<tr>
<td>CCS 241 African Philosophy</td>
<td>Serequeberhan</td>
<td>Open</td>
<td>20</td>
<td>TTh 13-0</td>
<td>FPH 102</td>
<td>20</td>
<td>TTh 13-0</td>
<td>FPH 102</td>
<td>20</td>
</tr>
<tr>
<td>CCS 252 The Construction of Knowledge</td>
<td>Stilling</td>
<td>Open</td>
<td>25</td>
<td>TTh 9-10</td>
<td>ASH 111</td>
<td>161</td>
<td>TTh 9-10</td>
<td>ASH 111</td>
<td>161</td>
</tr>
<tr>
<td>CCS 254 New Media</td>
<td>Millier</td>
<td>Open</td>
<td>25</td>
<td>10-12</td>
<td>ASH 111</td>
<td>107</td>
<td>10-12</td>
<td>ASH 111</td>
<td>107</td>
</tr>
<tr>
<td>CCS 256 Developmental Neuropsychology</td>
<td>Chase/Rattlmann</td>
<td>Open</td>
<td>25</td>
<td>TTh 13-0</td>
<td>ASH 111</td>
<td>102</td>
<td>TTh 13-0</td>
<td>ASH 111</td>
<td>102</td>
</tr>
<tr>
<td>CCS 265 Buddhist Philosophy</td>
<td>Garfield</td>
<td>Freq 2</td>
<td>TTh 9-10</td>
<td>ASH 222</td>
<td>120</td>
<td>120</td>
<td>TTh 9-10</td>
<td>ASH 222</td>
<td>120</td>
</tr>
<tr>
<td>CCS 266 Film/Media History/Criticism</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
<td>115</td>
<td>TBA</td>
<td>TBA</td>
<td>115</td>
</tr>
<tr>
<td>CCS 278 Program: Graphical User Interface Muller</td>
<td>Preq 18</td>
<td>MW 10-12</td>
<td>ASH 221</td>
<td>18</td>
<td>MW 10-12</td>
<td>30</td>
<td>MW 10-12</td>
<td>ASH 221</td>
<td>30</td>
</tr>
<tr>
<td>CCS 282 Advanced Topics in Artificial Intell</td>
<td>Garfield/Serequeberhan</td>
<td>Freq 5</td>
<td>MW 130-5</td>
<td>ASH 126</td>
<td>120</td>
<td>120</td>
<td>MW 130-5</td>
<td>ASH 126</td>
<td>120</td>
</tr>
<tr>
<td>CCS 286 Advanced Video Prod Workshop</td>
<td>Braderman</td>
<td>InterP</td>
<td>None</td>
<td>W 130-45</td>
<td>Lib B 5-TVD</td>
<td>120</td>
<td>W 130-45</td>
<td>Lib B 5-TVD</td>
<td>120</td>
</tr>
<tr>
<td>CCS 313 Kast and Holodegg</td>
<td>Garfield/Serequeberhan</td>
<td>Preq 25</td>
<td>M 1-4</td>
<td>ASH 222</td>
<td>25</td>
<td>25</td>
<td>M 1-4</td>
<td>ASH 222</td>
<td>25</td>
</tr>
</tbody>
</table>

**SCHOOL OF COMMUNICATIONS AND COGNITIVE SCIENCE**

**Fall 1993**

**Hampshire College Schedule of Classes**

**School of Communications and Cognitive Science**

**Course**

<table>
<thead>
<tr>
<th>Title</th>
<th>Instructor</th>
<th>Method</th>
<th>Prereq</th>
<th>Time</th>
<th>Place</th>
<th>Limit</th>
<th>Time Limit</th>
<th>Place</th>
<th>Limit</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCS 105p Writing the Nature of Mind</td>
<td>Stilling/Weisser</td>
<td>Present</td>
<td></td>
<td>TTh 10-12</td>
<td>ASH 125</td>
<td>20</td>
<td>TTh 10-12</td>
<td>ASH 125</td>
<td>20</td>
</tr>
<tr>
<td>CCS 114 Intermediate Video Production I</td>
<td>Milliner</td>
<td>InterP</td>
<td>16</td>
<td>TTh 11-5</td>
<td>LDB 0-5</td>
<td>25</td>
<td>TTh 11-5</td>
<td>LDB 0-5</td>
<td>25</td>
</tr>
<tr>
<td>CCS 152p Theories of Developmental Psych</td>
<td>Rattlmann</td>
<td>Open</td>
<td>20</td>
<td>MW 10-12</td>
<td>ASH 120</td>
<td>25</td>
<td>MW 10-12</td>
<td>ASH 120</td>
<td>25</td>
</tr>
<tr>
<td>CCS 159p Media to Culture Criticism</td>
<td>Fuller</td>
<td>Open</td>
<td>25</td>
<td>TTh 6-7pm</td>
<td>ASH 222</td>
<td>25</td>
<td>TTh 6-7pm</td>
<td>ASH 222</td>
<td>25</td>
</tr>
<tr>
<td>CCS 173 Video Art and Politics</td>
<td>Millior</td>
<td>Open</td>
<td>25</td>
<td>W 130-5T</td>
<td>ASH Aud</td>
<td>25</td>
<td>W 130-5T</td>
<td>ASH Aud</td>
<td>25</td>
</tr>
<tr>
<td>CCS 177 Statistics and Experimental Design Chasse</td>
<td>Percroft</td>
<td>Open</td>
<td>25</td>
<td>MWF 10:30</td>
<td>ASH 111</td>
<td>120</td>
<td>MWF 10:30</td>
<td>ASH 111</td>
<td>120</td>
</tr>
<tr>
<td>CCS/HA180f Intro to Cultural Studies</td>
<td>Landes, et al</td>
<td>Open</td>
<td>120</td>
<td>7-830pm</td>
<td>FFH MLH</td>
<td>120</td>
<td>7-830pm</td>
<td>FFH MLH</td>
<td>120</td>
</tr>
<tr>
<td>CCS/HA217 Film, Video and the Public Sphere</td>
<td>Cowie</td>
<td>InterP</td>
<td>25</td>
<td>T 6-16pm</td>
<td>ASH Aud</td>
<td>111</td>
<td>T 6-16pm</td>
<td>ASH Aud</td>
<td>111</td>
</tr>
<tr>
<td>CCS 222 Intermediate Video Table</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
<td>120</td>
<td>TBA</td>
<td>TBA</td>
<td>120</td>
</tr>
<tr>
<td>CCS 227 Theory of Language</td>
<td>Welsch</td>
<td>None</td>
<td>TTh 9-10</td>
<td>ASH 126</td>
<td>105</td>
<td>105</td>
<td>TTh 9-10</td>
<td>ASH 126</td>
<td>105</td>
</tr>
<tr>
<td>CCS 241 African Philosophy</td>
<td>Serequeberhan</td>
<td>Open</td>
<td>20</td>
<td>TTh 13-0</td>
<td>FPH 102</td>
<td>20</td>
<td>TTh 13-0</td>
<td>FPH 102</td>
<td>20</td>
</tr>
<tr>
<td>CCS 252 The Construction of Knowledge</td>
<td>Stilling</td>
<td>Open</td>
<td>25</td>
<td>TTh 9-10</td>
<td>ASH 111</td>
<td>161</td>
<td>TTh 9-10</td>
<td>ASH 111</td>
<td>161</td>
</tr>
<tr>
<td>CCS 254 New Media</td>
<td>Millier</td>
<td>Open</td>
<td>25</td>
<td>10-12</td>
<td>ASH 111</td>
<td>107</td>
<td>10-12</td>
<td>ASH 111</td>
<td>107</td>
</tr>
<tr>
<td>CCS 256 Developmental Neuropsychology</td>
<td>Chase/Rattlmann</td>
<td>Open</td>
<td>25</td>
<td>TTh 13-0</td>
<td>ASH 111</td>
<td>102</td>
<td>TTh 13-0</td>
<td>ASH 111</td>
<td>102</td>
</tr>
<tr>
<td>CCS 265 Buddhist Philosophy</td>
<td>Garfield</td>
<td>Freq 2</td>
<td>TTh 9-10</td>
<td>ASH 222</td>
<td>120</td>
<td>120</td>
<td>TTh 9-10</td>
<td>ASH 222</td>
<td>120</td>
</tr>
<tr>
<td>CCS 266 Film/Media History/Criticism</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
<td>TBA</td>
<td>115</td>
<td>TBA</td>
<td>TBA</td>
<td>115</td>
</tr>
<tr>
<td>CCS 278 Program: Graphical User Interface Muller</td>
<td>Preq 18</td>
<td>MW 10-12</td>
<td>ASH 221</td>
<td>18</td>
<td>MW 10-12</td>
<td>30</td>
<td>MW 10-12</td>
<td>ASH 221</td>
<td>30</td>
</tr>
<tr>
<td>CCS 282 Advanced Topics in Artificial Intell</td>
<td>Garfield/Serequeberhan</td>
<td>Freq 5</td>
<td>MW 130-5</td>
<td>ASH 126</td>
<td>120</td>
<td>120</td>
<td>MW 130-5</td>
<td>ASH 126</td>
<td>120</td>
</tr>
<tr>
<td>CCS 286 Advanced Video Prod Workshop</td>
<td>Braderman</td>
<td>InterP</td>
<td>None</td>
<td>W 130-45</td>
<td>Lib B 5-TVD</td>
<td>120</td>
<td>W 130-45</td>
<td>Lib B 5-TVD</td>
<td>120</td>
</tr>
<tr>
<td>CCS 313 Kast and Holodegg</td>
<td>Garfield/Serequeberhan</td>
<td>Preq 25</td>
<td>M 1-4</td>
<td>ASH 222</td>
<td>25</td>
<td>25</td>
<td>M 1-4</td>
<td>ASH 222</td>
<td>25</td>
</tr>
</tbody>
</table>

*Course does not fulfill the requirements for the two-course option*
### Course Title | Instructor Method | Limit Time | Place |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NS 518 Complex Function Theory</td>
<td>Kelly</td>
<td>Open 15</td>
<td>MW 3-430</td>
</tr>
<tr>
<td>NS 520 Bioorganic Chemistry</td>
<td>Lowery</td>
<td>Open 15</td>
<td>MF 1030-12</td>
</tr>
<tr>
<td>NS 379 Intermedical Electronics/Electromagnetism</td>
<td>Krass</td>
<td>InstrPer 15</td>
<td>W 130-450</td>
</tr>
<tr>
<td>NS 396 Third World Health</td>
<td>McNeil</td>
<td>Open 20</td>
<td></td>
</tr>
</tbody>
</table>

### Course Title | Instructor Method | Limit Time | Place |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SS 121 American Psychology</td>
<td>Romney</td>
<td>Open 25</td>
<td>WF 1:10</td>
</tr>
<tr>
<td>SS 120 American Government</td>
<td>Rakoff</td>
<td>Open 25</td>
<td>TTh 9-1030</td>
</tr>
<tr>
<td>SS 121p The American Century</td>
<td>Bengelstorf</td>
<td>Prosem 14</td>
<td>WF 1030-12</td>
</tr>
<tr>
<td>SS 125p Social Order/Social Disorder</td>
<td>von der Lippe</td>
<td>Prosem 20</td>
<td>MW 130-5</td>
</tr>
<tr>
<td>SS 124 Motherhood and Work</td>
<td>Mahoney/Slater</td>
<td>Open 35</td>
<td>TTh 1030-12</td>
</tr>
<tr>
<td>SS/WP 125 The Child in the City</td>
<td>Breitbart/Siegel</td>
<td>Open 25</td>
<td>TTh 1030-12</td>
</tr>
<tr>
<td>SS 128 Central America</td>
<td>Weaver</td>
<td>Open 25</td>
<td>MW 130-12</td>
</tr>
</tbody>
</table>

### Course Title | Instructor Method | Limit Time | Place |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>SS/N 119 Health Issues/Minority Comm</td>
<td>Zinman</td>
<td>Open 20</td>
<td>WF 9-1030</td>
</tr>
<tr>
<td>SS 114 Black Psychology</td>
<td>Roman</td>
<td>Open 25</td>
<td>WF 1030-12</td>
</tr>
<tr>
<td>SS 121p The American Century</td>
<td>Bengelstorf</td>
<td>Prosem 20</td>
<td>WF 1030-12</td>
</tr>
<tr>
<td>SS 125p Social Order/Social Disorder</td>
<td>von der Lippe</td>
<td>Prosem 20</td>
<td>MW 130-5</td>
</tr>
</tbody>
</table>

### Course Title | Method | Limit Time | Place |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>115w American Psychology</td>
<td>Prosem 15</td>
<td>TTh 9-1030</td>
<td>PH 108</td>
</tr>
<tr>
<td>125 American History</td>
<td>InstrPer 20</td>
<td>TTh 9-1030</td>
<td>PH 108</td>
</tr>
<tr>
<td>163 Latinos in the U.S.</td>
<td>InstrPer 20</td>
<td>TTh 9-1030</td>
<td>PH 108</td>
</tr>
<tr>
<td>243 Third World Developments</td>
<td>InstrPer 20</td>
<td>TTh 1030-12</td>
<td>PH 105</td>
</tr>
<tr>
<td>245 American Indians: History/Culture</td>
<td>InstrPer 20</td>
<td>TTh 1030-12</td>
<td>PH 105</td>
</tr>
<tr>
<td>251 Urban Environments</td>
<td>InstrPer 20</td>
<td>TTh 1030-12</td>
<td>PH 105</td>
</tr>
</tbody>
</table>

### Codes

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARB</td>
<td>Arts Building</td>
</tr>
<tr>
<td>ARF</td>
<td>Animal Research Building</td>
</tr>
<tr>
<td>ASC</td>
<td>Cole Science Center</td>
</tr>
<tr>
<td>PFB</td>
<td>Photography and Film Building</td>
</tr>
<tr>
<td>EHB</td>
<td>Emily Dickinson Hall</td>
</tr>
</tbody>
</table>

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.
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.