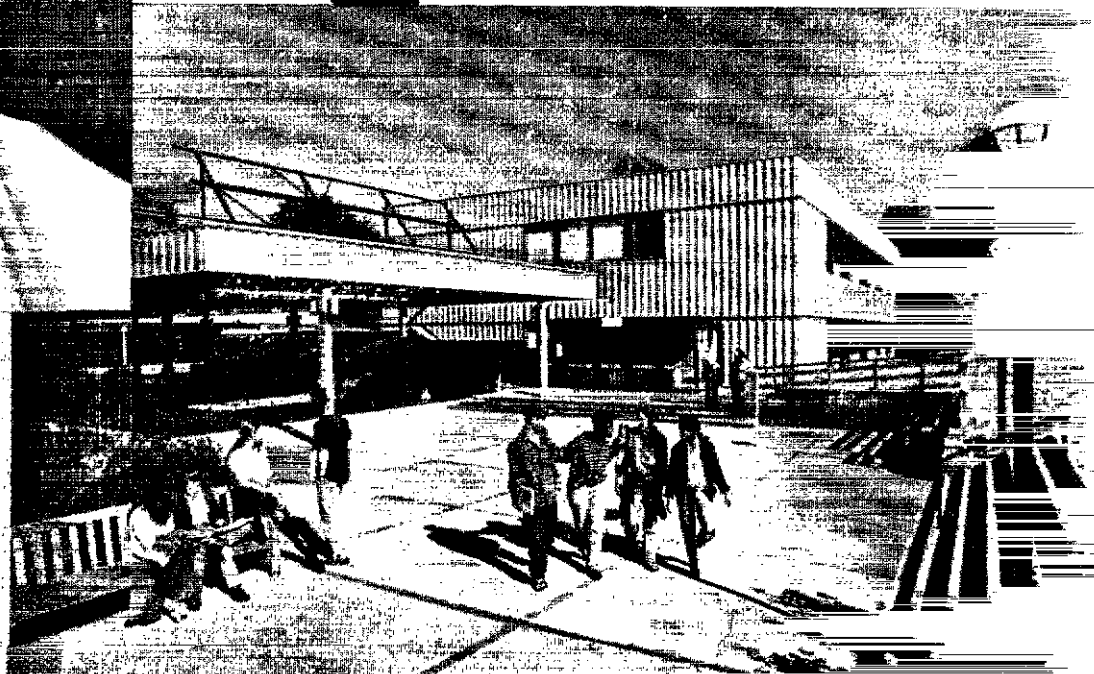




HAMPSHIRE COLLEGE

*Courses
Fall 1994*



ACADEMIC YEAR CALENDAR 1994/95

FALL TERM

Student Orientation Period	Wednesday September 7 - Sunday September 11
New Students Arrive and Matriculate	Wednesday September 7
New Students Program	Wednesday September 7 - Sunday September 11
Advisor Conferences for New Students	Thursday September 8
Returning Students Arrive and Register	Sunday September 11
Advisor Conferences for Returning Students	Monday September 12 - Tuesday September 13
Classes Begin	Monday September 12
Course Selection (Hampshire & Five College)	Monday September 12 - Wednesday September 21
Yom Kippur Observed - No Classes	Thursday September 15
October Break	Saturday October 8 - Tuesday October 11
Advising/Exam Day	Wednesday October 19
Division II & III Contract Filing Deadline (for completion in 5/95)	Friday October 21
Family and Friends Weekend	Friday October 21 - Sunday October 23
Advising/Exam Day	Tuesday November 15
Preregistration/Advising	Tuesday November 15 - Friday November 18
Leave Deadline	Friday November 18
Thanksgiving Break	Wednesday November 23 - Sunday November 27
January Term Registration	Monday November 28 - Friday December 2
Wednesday Class Schedule followed	Monday December 12
Last Day of Classes	Tuesday December 13
Hampshire College Divisional Examination Period*	Wednesday December 14 - Monday December 19*
Winter Recess	Tuesday December 20 - Sunday January 1

JANUARY TERM

Students Arrive	Monday January 2
January Term Classes Begin	Tuesday January 3
Martin Luther King, Jr. Day (no classes)	Monday January 16
Last Day of Classes	Thursday January 26
Recess Between Terms	Friday January 27 - Sunday January 29

SPRING TERM

New Students Arrive	Monday January 30
New Students Program	Monday January 30 - Tuesday January 31
Returning Students Arrive	Monday January 30
Registration for all Students	Monday January 30
Advisor Conferences for All Students	Tuesday January 31
Classes Begin	Wednesday February 1
Course Selection Period (Hampshire & Five College)	Friday February 10
Advising/Exam Day	Wednesday March 8
Division II & III Contract Filing Deadline (for completion in 12/95)	Friday March 10
Spring Break	Saturday March 18 - Sunday March 26
Advising/Exam Day	Thursday April 6
Leave Deadline	Friday April 7
Preregistration/Advising	Monday April 10 - Friday April 14
Last Day of Classes	Friday May 5
Hampshire College Divisional Examination Period	Monday May 8 - Friday May 12
Commencement	Saturday May 20

* Monday, December 19: Houses close at 4:30 p.m. Only students enrolled in Five College courses with exams scheduled after December 19 will be allowed to remain in their rooms.

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Please note: Substantial changes may occur in 100 level courses for Fall 1994.

The Hampshire College 1994/95 Catalog and Course Guide will be issued in September listing all additions and deletions of courses, changes in class schedules, and course revisions for Fall 1994 as well as preliminary course information for Spring 1995.

Please confirm your initial Fall course selections using this catalog.

Registration Information

Hampshire students have the option of preregistering for Hampshire classes as well as Five College classes. The preregistration period for Fall 1994 courses is Monday, April 11 through Friday, April 15, 1994. Forms and details on preregistration will be distributed before the advising day prior to the preregistration period. You may also register for courses in the fall, until Wednesday, September 21.

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

Note:

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

No Five College courses may be added after Wednesday, September 21, 1994 in the fall semester. Familiarize yourself with all the rules, regulations, and penalties associated with Five College Interchange. They are all listed in the Student Handbook, and it is your responsibility to be aware of them. Students who do not abide by these rules may not be permitted to enroll in interchange courses during their next active semester.

IF YOU HAVE ANY QUESTIONS REGARDING THIS PROCEDURE, PLEASE CONTACT CENTRAL RECORDS, EXTENSION 5430.

Note for Five College Students:

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

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

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

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

Special Students and Auditors

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

Some courses, especially those which require use of special college facilities, are restricted and are not available for audit. Courses in great demand such as film, photography, and video are not available to special students.

under any circumstances. Dance courses and Outdoors and Recreational Athletics activities have separate fees. Consult with the instructor of these courses for availability and fees.

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

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

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

Proseminars

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

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

Course List

CCS 105p
**COGNITIVE SCIENCE:
EXPLORING THE NATURE OF
MIND**
Christopher Chase

CCS 122p
**DATELINE:
WASHINGTON, D.C.**
James Miller

HA/WP 120p
**READING, WRITING AND
REVISION: AN
INTRODUCTION TO
WRITING**
Deborah Gorlin
Nina Payne

HA 126p
**WOMEN'S LIVES/
WOMEN'S STORIES**
Susan Tracy

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

NS 153p
**NEW GUINEA TAPEWORMS &
JEWISH GRANDMOTHERS:
NATURAL HISTORY OF
INFECTIOUS DISEASE**
Lynn Miller

NS 198p
EVER SINCE DARWIN
Lynn Miller

SS 116p
**REVOLUTION AND
MODERNIZATION IN CHINA**
Kay Johnson

SS 121p
**THE AMERICAN CENTURY:
WHAT HAPPENED?**
Carollee Bengelsdorf

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

SS 184p
AMERICAN CAPITALISM
Stanley Warner

SCHOOL OF COMMUNICATIONS AND COGNITIVE SCIENCE

CURRICULUM STATEMENT

The faculty in the School of Communications and Cognitive Science represent a wide range of perspectives and methodologies, including those of scientists, artists, historians, and philosophers. This diversity of intellectual focus and style is brought to bear on a common theme: the nature of knowledge, information, and representation—whether in individual human minds, in other animals, in computers and robots, in the mass media, or in the culture at large.

There are five main curricular areas in the School that address these questions in different ways: cognitive science; computer studies; communications and mass media studies; cultural studies and philosophy. Many of our faculty have teaching and research interests that cut across two or more of these areas.

Cognitive science incorporates faculty in psychology, neuroscience, animal behavior and cognition, linguistics, artificial intelligence and robotics, and philosophy. The goal of this collaboration is the systematic study of knowledge and information as they are represented in the minds of biological organisms and computing machines, and ultimately put to the service of behavior. Cognitive scientists focus on questions concerning language and communication, memory, vision, planning, problem solving, the nature of belief and emotion, and the relationship between minds and brains as well as between minds and machines.

Computer studies encompasses specialists in computer science—the formal study of computing machines, computer languages, the information they can represent, and the programs they can run—as well as in the use of computers in art and music and communication. Faculty are also concerned with the insights that can be derived from using computers to model intelligent activity and with the social impact of new information technologies.

Mass communications and media studies brings together faculty whose interest is in the production, transmission, and control of knowledge and information on a social level. Some of them are active creators of media materials—documentaries and artistic productions in the video medium. Others are concerned with the public regulation of mass media, issues surrounding freedom of expression, and the history of media technologies such as radio.

Cultural studies is an emerging intellectual enterprise whose broad focus is on the ways in which human cultures represent themselves and the world, and on the ways in which culture is constituted and reproduced. It challenges conventional assumptions about the division of academic labor into disciplines and brings together faculty from a wide range of such disciplines within CCS and other schools in the college—including art history, philosophy, video making, literary criticism, social theory, and music. Where "culture" is often traditionally viewed as an elite activity, the stance of cultural studies is to critically explore the nature of popular culture in everyday life.

Philosophy is the field that is traditionally concerned with the foundational character of knowledge, language and the mind, with the nature of moral beliefs and of aesthetic experience. Philosophers are instrumental in posing hard questions about the fundamental nature of intellectual disciplines and activity, and play a major role in defining the scope of new and emerging fields such as cognitive science and cultural studies.

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

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

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

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

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

Course List

CCS 105p
**COGNITIVE SCIENCE:
EXPLORING THE NATURE OF
MIND**
Christopher Chase

CCS 114
**INTRODUCTION TO
COMPUTER SCIENCE:
PROGRAMMING CREATIVE
PROCESSES**
Lee Spector

CCS 117
**INTRODUCTION TO
ANCIENT PHILOSOPHY**
Tsenay Serequeberhan

CCS 122p
**DATELINE:
WASHINGTON, D.C.**
James Miller

CCS 131
**IMAGES OF WOMEN IN
POPULAR CULTURE**
Susan Douglas

CCS 132
**EXPERIMENTS IN
JOURNALISM**
David Kerr

CCS 133
**SYSTEMATIC STUDY OF ONE
PHILOSOPHER'S WORK:
DESCARTES**
Meredith Michaels

CCS 137
ANIMAL BEHAVIOR
Raymond Coppinger

CCS 139
**DOCUMENTARY FILM
VIDEO: HISTORIES AND
THEORIES**
Sherry Millner

CCS 140
VIDEO PRODUCTION I
Ellen Spiro

CCS 151
**CONVENTION, KNOWLEDGE
AND EXISTENCE: EUROPEAN
AND TIBETAN PERSPECTIVES**
Jay Garfield

CCS 158
**THEORIES OF
DEVELOPMENTAL
PSYCHOLOGY**
Mary Jo Rattermann

CCS 161
PAINTING WITH VIDEO
Brian Hoey

CCS 213
**EXPLORATIONS IN
LANDSCAPE AND VIDEO**
Brian Hoey

CCS 223
IDEALISM AND REALISM
Jay Garfield

CCS 239
**NEWS REPORTING: TOOLS
OF THE TRADE**
Janet Kaye

CCS 241
**AFRICAN PHILOSOPHY:
DISCOURSE AND HORIZON**
Tsenay Serequeberhan

CCS/NS 243
BRAIN AND BEHAVIOR
Christopher Chase
Michelle Murrain

CCS 250
**JOURNALISM: ITS PRACTICE
AND PRACTITIONERS**
James Miller

CCS 266
QUEER VISIONS
Ellen Spiro

CCS 282
**ADVANCED TOPICS IN
ARTIFICIAL INTELLIGENCE**
Lee Spector

CCS 303
**SEMINAR IN VIDEO
PRODUCTION AND
CRITICISM**
Sherry Millner

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

CCS 333
**SKULLS AND BRAINS IN THE
CANIDS**
Raymond Coppinger
Mark Feinstein

CCS/SS 344
**CULTURAL STUDIES
SEMINAR: FEMINIST
THEORY**
Meredith Michaels
Joan Landes

Course Descriptions

CCS 105p

COGNITIVE SCIENCE: EXPLORING THE NATURE OF MIND

Christopher Chase

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 20.

CCS 114

INTRODUCTION TO COMPUTER SCIENCE: PROGRAMMING CREATIVE PROCESSES

Lee Spector

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

This course, together with CCS 216 Data structures and Algorithms, is part of a basic sequence in computer science for those who may want to concentrate in computer science. It is also intended for students who would like to add a computational component to their studies in other disciplines. Although the course will concentrate on problems of creative production, the principles that will be covered can be easily extended to other problem domains. No previous experience with computers or with programming is required.

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

CCS 117

INTRODUCTION TO ANCIENT PHILOSOPHY

Tsenay Serequeberhan

The origins of Western philosophy in the thinking of the Presocratics, Socrates and/or Plato is the basic concern of this course. We will begin by looking at and examining the relation of the first philosophers (the Presocratics) to the pre-philosophical literature of the time. Following on this question we will then read and examine eleven Platonic dialogues (seven early, three middle and one late dialogue). In doing so, our concern will be to see how, in the context of the 'Socrates story,' Plato develops and institutes the basic and foundational structure of the Western philosophical tradition.

The basic task this course sets itself is that of introducing the beginner to a critical exploration of some of the founding texts of the Western philosophical tradition. The course is intended for beginners and does not presuppose any previous knowledge of the subject matter. Class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 25.

CCS 122p

DATELINE: WASHINGTON, D.C.

James Miller

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

visit with a guest. Students will write several short papers. Class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 20.

CCS 131

IMAGES OF WOMEN IN POPULAR CULTURE

Susan Douglas

This course will examine the representations of women in magazine ads, films, television, popular music and the news media from World War II to the present. Readings and class discussions will consider a variety of analytical approaches to studying the representation of gender, and introduce students to feminist film criticism and cultural studies approaches to the mass media.

Regular class participation and a series of short, analytical papers will be required. Class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 25.

CCS 132

EXPERIMENTS IN JOURNALISM

David Kerr

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

The course will emphasize the writing, editing, rewriting, and polishing of journalistic pieces in the 100-300 word range. The student should anticipate a level of work that will have him or her writing and rewriting constantly. Readings will be chosen to provide models for writing and analysis. The class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 25.

CCS 133

SYSTEMATIC STUDY OF ONE PHILOSOPHER'S WORK: DESCARTES

Meredith Michaels

This course will focus on what has been referred to as Descartes' "invention of the mind." During the first half of the semester, we will engage in a close reading of Descartes' *Meditations on First Philosophy* in order to understand what it is that Descartes invented. What is the "I" that allegedly exists just because it thinks? What sort of relation do the things "inside" the mind have to the things "outside" of it? Does each Cartesian mind have a unique relation to its own contents? What sort of body accompanies the Cartesian mind? During the second part of the semester, we will explore various critiques of and challenges to Cartesian epistemology made by contemporary philosophers and critical theorists. Class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 25.

CCS 137

ANIMAL BEHAVIOR

Raymond Coppinger

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

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

CCS 139

DOCUMENTARY FILM/VIDEO: HISTORIES AND THEORIES

Sherry Millner

This course will provide a general history of the documentary film and an analytical "deconstruction" of the documentary's use of photographic realism. We will examine contemporary theory and practice of documentary image making through extensive readings and screenings. Topics to be explored include: the historical bases of the main documentary traditions in film, especially Vertov, Eisenstein, Flaherty, Grierson; what constitutes objectivity in documentary; the changed role of the documentary maker from objective recorder to committed participant or interventionist; the limitations and potentials of cinema verité and talking heads style documentary; the influence of feminism on the form of documentary; documentary film and photo in the 30's; the newsreel and its supposed commitment to objective truth versus contemporary politicized versions of the newsreel; the documentarian as witness, etc. Class will meet twice a week, once for two hours and once for three hours. Enrollment is limited to 20.

CCS 140

VIDEO PRODUCTION I

Ellen Spiro

This intensive course will introduce students to basic video production techniques for both location and studio work. In conjunction with technical mini courses offered by the Library staff, we will look at the production process piece by piece, giving attention to preproduction, fundraising, and distribution, as well as formal elements like color, light, sound, composition, camera movement, and editing techniques. We will look at tapes and films which are particularly relevant to each facet of our work to ground our discussions. No one form or style will be stressed, though much in-field work will be assigned. "Video art," new narrative, "documentary," compilation tapes, cable shows, and other forms of video practice will be considered. Students will work on projects and exercises in rotation crews throughout the term, as well as a final project. While several short writing assignments will be made, students will be engaged in consistent practical work. A background in film/video theory, history, or criticism is preferred for entry into the course. The class will meet twice a week for one and three-quarters hours each time followed by a two-hour workshop. Enrollment is limited to 16, by instructor permission.

CCS 151

CONVENTION, KNOWLEDGE AND EXISTENCE: EUROPEAN AND TIBETAN PERSPECTIVES

Jay Garfield

Skepticism—and the appeal to social conventions concerning language and the practices of justifying both behavior and reasoning as a strategy for responding to it—has been the subject of intense philosophical study by philosophers in both the Western tradition and the Prasangika-Mahdyamika tradition of Tibetan Buddhism. There are remarkable similarities as well as striking differences in the questions asked and answers offered concerning the degree to which what we can know, how we can legitimately act, and the ultimate nature of reality are determined in part by such social conventions. This seminar will compare these two traditions in a historical perspective. In the Western tradition we will examine the work of Sextus Empiricus, Berkeley, Hume, and Wittgenstein. In the Indo-Tibetan tradition we will read from Mahayana Sutras and from the work of Nagarjuna, and Tsong-Khapa. The class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 25.

CCS 158

THEORIES OF DEVELOPMENTAL PSYCHOLOGY

Mary Jo Rattermann

As human beings we undergo tremendous changes during the course of our development; we begin as infants incapable of speech and develop into adults who engage in complex reasoning and social relationships, both of which are mediated by a wide range of cognitive skills and emotional states. How can this massive change from infancy to adulthood be explained? Some theories emphasize the acquisition of cognitive skills to account for development, while others emphasize social and emotional transformations. In this course we will examine major theoretical paradigms including the works of Piaget, Freud, Vygotsky, social-learning theory, and their derivatives. Students will be responsible for the weekly readings, one class presentation, and several short papers. Class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 25.

CCS 161

PAINTING WITH VIDEO

Brian Hoey

This course will explore the use of video as a tool for producing abstract art. It will be centered around the use of the television studio as a laboratory for the creation and manipulation of innovative imagery. The use of color, form and sound will be explored as integral elements of the creative process. Students will work as a group on short projects throughout the semester, sharing crewing roles and assisting each other in the production process. In this way students will gain an understanding of the relationship between television crew members as well as the function of each technical element in the studio. A longer final project will also be undertaken as the course progresses.

The practical element of the course will be augmented by screenings and discussion of related work. Previous experience of video production is not a prerequisite of this course. Class will meet once a week for three-and-one-half hours. Enrollment limit is 16.

CCS 213

EXPLORATIONS IN LANDSCAPE AND VIDEO

Brian Hoey

This largely practical course is for intermediate and advanced students in video production. The course will utilize location video shooting and post-production work. Students will engage in the production of video art, concerned with images gleaned from, and inspired by, the regional landscape and interpreted through manipulation by the video process. Students will explore the processes of image combination and editing in order to evoke a "sense of place" and create an atmospheric impression greater than that which would be conveyed by a basic documentation. Options exist for the finished work to be either installation or screen based.

There will be screenings of related film and video which will help to contextualize the project work. Students should have some previous video experience and a technical competence which includes two-machine video editing as a minimum. Class will meet once a week for three-and-one-half hours. Enrollment limit is 12.

CCS 223

IDEALISM AND REALISM

Jay Garfield

This is a seminar on the history of the concept of mental representation from early modern philosophy to the present, with special attention to the epistemological and metaphysical problems arising from the view that our knowledge of the external world and of ourselves is always mediated by mental representations. We will trace the development of this view and its associated puzzles both with a view to understanding its historical development and its importance for contemporary philosophy of mind and cognitive science. We will read Berkeley's Dialogues, Descartes' Meditations, much of Kant's The Critique of Pure Reason, Schopenhauer's The Fourfold Root of the Principle of Sufficient Reason, Wittgenstein's Tractatus, and Rorty's Philosophy and the Mirror of Nature. Prerequisite is at least one course in philosophy or a strong background in cognitive science. Class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 25, by instructor permission.

CCS 239

NEWS REPORTING: TOOLS OF THE TRADE

Janet Kaye

Journalists have a significant responsibility in modern society: to delineate and demystify the events and issues that shape our lives. To do this, they need to know the questions to ask and of whom they must ask them. They also need to know what it means to research and report accurately, fairly, clearly and concisely--and how to do so on deadline.

Through reporting assignments and examining the work of other journalists, as well as through critical analyses of the news media, students in this class will begin to develop the important tools that will enable them to help decipher, chronicle and sometimes affect ongoing history. Class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 16, by instructor permission.

CCS 241

AFRICAN PHILOSOPHY: DISCOURSE AND HORIZON

Tsenay Serequeberhan

The central discussion thus far in African philosophy has been of an exploratory meta-philosophical nature, which simultaneously harbors and arises from substantive philosophic issues and concerns around which various tendencies and orientations have been grouped. As presently constituted, contemporary African philosophy is a body of texts produced by Africans (and non-Africans) directed at philosophically engaging African problems and/or documenting the traditional philosophies and world views of ethnic Africans. The hesitation expressed by the conjunction/disjunction in the previous sentence is the center of contention around which the debate in and on African philosophy has developed thus far. The task the course sets itself is the interpretative exploration of this debate in view of the present situation of the Continent.

Broadly speaking, contemporary Africa is constituted by the hybrid and contradictory actuality of neocolonialism and the continuing struggle to overcome this predicament. Thus, in terms of Africa's post-colonial horizon, we will engage and explore the contemporary discourse of African philosophic thought. Class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 25, by instructor permission.

CCS/NS 243

BRAIN AND BEHAVIOR

Christopher Chase/Michelle Murrain

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

Class will meet twice a week for one-and-one-half hours each time and again for a three-hour lab session. Enrollment limit is 35, by instructor permission.

CCS 250

JOURNALISM: ITS PRACTICE AND PRACTITIONERS

James Miller

This course offers an introductory, critical overview of contemporary journalism, mostly as we know it in the United States but also with some references abroad. Emphasis is on exploring several sets of issues that determine the nature of "the news." These include the social background and training of journalists, racism and sexism in the news business, changing technologies of news production and dissemination, professional norms and ethics in journalism, routines of "objective" reporting, and the concentrated pattern of news media ownership. Students will read books and excerpts from books, reports in publications by and for journalists and stories in the trade and general press. We will screen documentary accounts of news work and we may visit a local news operation. There will probably be a journalistic guest or two. Students will be responsible for short papers and a longer report to be based on field observations or library research. Class will meet twice weekly for one-and-one-half hours each time. Enrollment limit is 25.

CCS 266

QUEER VISIONS

Ellen Spiro

This course will explore representations of queer identity in film and video, including lesbian, gay male, bisexual and transgender perspectives. We will examine, in a historical context, the construction of queer identity in mainstream media as well as the challenges posed by independent queer filmmakers and video artists. The course will consist of critical discussions of readings and films, several short papers and a final paper. Class participation is expected. Students who have taken a media production or media criticism course will be given preference.

Class will meet twice a week for one two-hour session and one three-hour session. Enrollment limit is 20, by instructor permission.

CCS 282

ADVANCED TOPICS IN ARTIFICIAL INTELLIGENCE

Lee Spector

This course will cover advanced concepts in artificial intelligence (AI) research, focusing on Lisp programming techniques for the construction of large AI systems. We will read papers on current directions in AI research, and we will design and construct AI programs in an exploration of computational cognitive science.

The course will be organized around problems of dynamic reasoning in complex environments, an important new area of AI research. Students will be expected to complete several small programming assignments and to collaborate on a group final project. The final project will focus on the question of how a dynamic AI system can be "creative" in producing reasoned responses. We will collectively design a system that implements a theory of creative response, and each student will implement part of the system.

The Lisp programming concepts to be covered include Common Lisp data structures, the package system, and object-oriented programming techniques using the Common Lisp Object System (CLOS). The AI systems concepts to be covered include non-linear planners, reactive planning systems, and genetic programming.

The prerequisite for this course is CCS 263 (Introduction to Artificial Intelligence) or an equivalent Lisp-based AI course. The class will meet twice a week for one-and-one-half hours each time. Enrollment limit is 20. This course is sponsored in part by the Lemelson National Program in Invention, Innovation and Creativity.

CCS 303

SEMINAR IN VIDEO PRODUCTION AND CRITICISM

Sherry Millner

This is an advanced seminar for students completing Division II and III projects. Students are expected to have passed most television production mini-courses and done substantial work in film/television theory and criticism. Students will be expected to propose or be completing an independent project or take a leading role in a production by a fellow student in the class. Some reading and screening of work by major artists and theorists will be combined with intensive production work, discussion, critique sessions, and some lectures by visiting film/video artists. Class will meet once a week for three-and-one-half hours. Enrollment is limited to 15 by instructor permission.

CCS 326

MEDIA CRITICISM: THEORY AND PRACTICE

Susan Douglas

This is an advanced seminar for media/film studies concentrators seeking to put their theoretical work into practice. We will read a range of work in neo-Marxist, post-structuralist, and feminist criticism and use these as a basis for producing our own written and visual analyses of contemporary media. Students will produce critical writing and/or video pieces central to their Division II/III projects. Prerequisites: at least two courses in the area. Class will meet once a week for two-and-one-half hours. Enrollment limit is 20, by instructor permission.

CCS 333

SKULLS AND BRAINS IN THE CANIDS

Raymond Coppinger/Mark Feinstein

In this course we will examine the morphology and evolution of the skull in animals of the genus *Canis*—including the domestic dog, the wolf and the coyote—and also the neuroanatomy, physiology and evolution of the brain within the skull. We will pay special attention to skull and brain differences among domestic dog breeds—and between wolves and domestic dogs—with an eye to understanding how (or whether) these differences relate to behavioral differences, differences in sensory and motor capacities and variation in learning ability.

Students are expected to have some background in zoology, neuroscience or animal behavior. Class will meet once a week for a three hour class/lab session. Enrollment limit is 35, by instructor permission.

CCS/SS 344

CULTURAL STUDIES SEMINAR: FEMINIST THEORY

Meredith Michaels/Joan Landes

This advanced seminar will focus on some of the significant challenges posed by and to feminism in the 1990s. Many of the philosophical divides and differences that characterized an earlier era of feminism have intensified or re-emerged in new contexts and in new configurations. Recent debates about identity establish an unsettled but productive terrain on which to explore the crisis of feminism in relation to contemporary culture. A major purpose of this course is to assess the usefulness of certain categorical frames in the interest of moving feminism and its allied fields and projects forward. In particular, we will be concerned to interrogate the founding concept of gender itself. Students are expected to have a significant background in feminist and/or critical theory. Class will meet once a week for two-and-one-half hours. Enrollment limit is 35, by instructor permission.

SCHOOL OF HUMANITIES AND ARTS

CURRICULUM STATEMENT

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

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

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

Successful completion of two 100-level or one 100-level and one 200-level course, with certain exceptions, may fulfill the Division I requirement. 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

HA 104
**INTRODUCTION TO
DRAWING**
Bill Brayton

HA 110
FILM/VIDEO WORKSHOP I
Abraham Ravett

HA 111
**STILL PHOTOGRAPHY
WORKSHOP I**
Jacqueline Hayden

HA 115
**DANCE TECHNIQUE AND
THEORY I**
Daphne Lowell

HA/WP 120p
**READING, WRITING AND
REVISION: AN
INTRODUCTION TO
WRITING**
Nina Payne
Deborah Gorlin

HA 123
FROM FROM PAGE TO STAGE
Rhonda Blair
Ellen Donkin
Wayne Kramer

HA 126p
**WOMEN'S LIVES/WOMEN'S
STORIES**
Susan Tracy

HA/SS/NS 129
**WOMEN'S BODIES/WOMEN'S
LIVES**
Lynne Hanley
Margaret Cerullo
Laura Ramos

HA 132
READING POETRY
Nancy Sherman

HA 138
**RUSSIA: FILM/LITERATURE
OF REVOLUTION**
Joanna Hubbs

HA 139
**EMERGENCE OF
MODERNISM**
Sura Levine

HA 140
LIFE STORIES: READING AND WRITING AUTOBIOGRAPHIES
Michael Lesy

HA 151
ELEMENTARY DANCE COMPOSITION
Rebecca Nordstrom

HA/WP 158
CHARACTER AND LANDSCAPE IN MIDWESTERN LITERATURE
David Smith
Ellie Siegel

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

HA 193
CHICANO NARRATIVES
Norman Holland

HA 194
ACTING
Rhonda Blair

HA 202
ADVANCED DRAWING
Denzil Hurley

HA 207
INTRODUCTION TO COMPARATIVE LITERATURE: GEOGRAPHY AND DESIRE
Norman Holland
Mary Russo

HA 210
FILM/VIDEO WORKSHOP II
Abraham Ravett

HA 211
STILL PHOTOGRAPHY WORKSHOP II
Sandra Matthews

HA 212
THE DIGITALIZED IMAGE
Sarah Hart

HA/SS 213
CONTROVERSIES IN UNITED STATES ECONOMIC AND SOCIAL HISTORY
Susan Tracy
Laurie Nisonoff

*HA 215
MODERN DANCE TECHNIQUE III
Rebecca Nordstrom

HA 217
STAGING GENDER
Ellen Donkin
Jill Lewis

HA 218
CRITICAL ISSUES IN PHOTOGRAPHY: IMAGES OF THE BODY
Sandra Matthews

HA 219
ANCIENT GREEK DRAMA
Robert Meagher

HA 231
POETRY WRITING WORKSHOP
Andrew Salkey

HA 233
TOLSTOI
Joanna Hubbs

HA 234
INTRODUCTION TO SHORT STORY WRITING
Lynne Hanley

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

HA 237
FICTION WRITING WORKSHOP
Andrew Salkey

HA 238
THE FIRST WOMAN
Robert Meagher

HA 239
JAZZ PERFORMANCE SEMINAR
Yusef Lateef

HA 240
AFRICAN AMERICAN POETRY
Robert Coles

HA 242
CAMUS
Robert Meagher

HA 250
INTERMEDIATE POETRY WRITING
Paul Jenkins

HA 254
MILTON
L. Brown Kennedy

HA 258
COLONIALISM AND THE VISUAL ARTS
Sura Levine

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

HA 261
ARCHITECTURAL DESIGN FOR DIVERSITY AND ENVIRONMENTAL BALANCE
Robert Goodman

HA 272
DANCE IN HUMAN SOCIETY
Daphne Lowell

HA 275
THE HARLEM RENAISSANCE
Robert Coles

*HA 281
MUSIC III: POST-TONAL MUSIC SYSTEMS
Daniel Warner

HA 290A/B
COMPUTER MUSIC
Daniel Warner

HA 295
NON-SILVER PHOTOGRAPHY
Kane Stewart

HA 305
ADVANCED PAINTING
Denzil Hurley

HA 308
ADVANCED SCULPTURE
Bill Brayton

HA 312
**FILMMAKERS AS
PHOTOGRAPHERS/
PHOTOGRAPHERS AS
FILMMAKERS**
Jacqueline Hayden

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

HA 330
**ADVANCED SHAKESPEARE
SEMINAR**
L. Brown Kennedy

Course Descriptions

NOTE:

The Film/Photography faculty would like students to engage in ONE COLLEGE LEVEL critical issues course (film, photography, video, art history, or visual literacy oriented*) prior to taking Film/Video Workshop I or Still Photography Workshop I.

*Hampshire College courses meeting this criteria this fall term are:

- HA 139 Emergence of Modernism
- HA 159 The Man-Made Environment: Physical Determinants of Design
- HA 161 Painting with Video
- HA 218 Critical Issues in Photography

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

Enrollment method for introductory film and photography courses will be by means of a modified lottery system. Students will be asked to fill out an information sheet at the first class. They will list their academic level, previous history of H&A courses, future academic plans, and reason for wanting to take the course. There will be space provided for indicating the number of times as student has tried to take the course and whether or not the student is a transfer. The list of students enrolled in the course will be posted in the Humanities and Arts office the morning following the first class.

APPLICATION PROCESS FOR CREATIVE WRITING AND THEATRE: Students who wish to have a member of the creative writing faculty or theatre faculty on their Division II or Division III committees must participate in an application process which will occur at the beginning of each semester. Instructions and application forms are available in the Humanities and Arts office. The deadlines for submission of portfolios for Fall 1994 will be October 7th and February 17th for students planning to file contracts in mid-March 1995. Portfolios will be reviewed and assigned by the creative writing faculty, as a whole, for writing concentrators and the theatre faculty, as a whole, for theatre concentrators. Assignments for creative writing committees will be posted on the bulletin board next to EDH 16 within one week. Assignments for theatre committees will be posted on the door of the theatre offices within one week.

APPLICATION PROCESS FOR FILM AND PHOTOGRAPHY: All Division II and III students wishing to work with Film/Photography faculty during the 1994-95 academic year must file their proposals (available from the film and photography technical director Kane Stewart) with the faculty by October 7 1994.

COURSE DESCRIPTIONS

HA 104
INTRODUCTION TO DRAWING
Bill Brayton

This course will require that students gain a familiarity with drawing as a tool in the investigation of form and light. Perceptual skills will be honed through a compounding series of assignments designed to develop critical looking. A wide spectrum of materials will be employed in the representation of subjects to include landscape, still-life, and the figure. A grounding in art history and language will be developed through critiques and independent research. Course materials cost \$50 to \$75. Please note: most high school classes and/or

independent work do not involve such extensive amounts of time to develop ideas and competence. It is expected that those interested in studying art here would benefit from an introductory drawing course.

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

HA 110

FILM/VIDEO WORKSHOP I

Abraham Ravett

This course teaches the basic skills of film production, including camera work, editing, sound recording, and preparation for completion of a finished work in film or video. Students will have bi-weekly assignments and are required to produce a finished film or tape as their final project. Weekly sessions will include screening of student work, as well as screening of contemporary films and tapes which represent a variety of aesthetic approaches constructing the moving image. The bulk of the work in the class will be produced in Super-8 format. 16mm film, Hi-8 and 3/4" video formats plus our new image processing work station will also be introduced.

A \$50 lab fee provides access to equipment and editing facilities. Students are responsible for providing their own film, tape, processing and supplies.

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

HA 111

STILL PHOTOGRAPHY WORKSHOP I

Jacqueline Hayden

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

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

HA 115

DANCE TECHNIQUE AND THEORY I

Daphne Lowell

This is a studio course in which students will study about dance by dancing, augmented by outside reading and viewing. It will introduce students to dance's kinesthetic, aesthetic and cultural aspects. Class activities will be designed for students to: cultivate a dialogue with the body's innate intelligence and native imaginal life; increase awareness of the range of possibilities for movement and expression; learn basic principles of bio-mechanically sound exercise and movement; practice making movement into dance; work with interpretation and performance; learn how to "read" dances, and place them in a cultural context. No previous experience is required but full class participation is.

Class will meet three times each week for one hour each session. Enrollment is open.

HA/WP 120p

READING, WRITING AND REVISION: AN INTRODUCTION TO WRITING

Nina Payne/Deborah Gorlin

We will spend the first weeks of the semester reading stories and essays that will provide access to an instruction in different forms of writing. What are the ways in which personal experience or response is transformed into material for a short story or an essay? What happens between the reading and absorption of a work of fiction or non-fiction and the writing of a critical or analytical essay about it? What place do voice,

description, dialogue and structure have in the writing of a story? In what ways do the elements of craft differ or overlap from one form to another? A variety of exercises, assignments and revisions will develop in the direction of finished work by the end of the term.

Class is open only to first year students. Enrollment is limited to 25 students. Class will meet twice each week for one and one-half hours.

HA 123

FROM FROM PAGE TO STAGE

Rhonda Blair/Ellen Donkin/Wayne Kramer

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

Class will meet twice each week for one and one-half hours. Enrollment is limited to 45.

HA 126p

WOMEN'S LIVES/WOMEN'S STORIES

Susan Tracy

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

Students will write several short papers and will have the option to write a research paper suitable for consideration as a Division I exam. Reading, writing, and research skills will be emphasized. Class will meet twice each week for one and one-half hours. Enrollment is limited to 20.

HA/SS/NS 129

WOMEN'S BODIES/WOMEN'S LIVES

Lynne Hanley/Margaret Cerullo/Laura Ramos

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

The course is team-taught by faculty members from each of the three schools. Class meets twice a week, once as a group for one and one-half hours and a second time for one and one-half hours in smaller sections. To receive a written evaluation, students are required to come to class, complete the assigned reading, and submit a portfolio at the end of the semester containing all the assigned writing (four short papers and a ten-page final essay) and a self-evaluation. Enrollment is limited to 60.

HA 132

READING POETRY

Nancy Sherman

This course will provide an introduction to the art and craft of poetry. We'll define basic elements of poetry: metaphor, diction, rhythm, meter, rhyme, form, tone, etc. and examine the uses of these elements in specific

poems. Detailed analysis of technical aspects will be complemented by broader discussions of what poetry is, and why and how it moves us. The course will rely on texts by a range of poets in English and in translation, representing a variety of styles and historical periods; some critical essays will be included. There will be frequent writing assignments.

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

HA 138

RUSSIA: FILM/LITERATURE OF REVOLUTION

Joanna Hubbs

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

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

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

HA 139

EMERGENCE OF MODERNISM

Sura Levine

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

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

HA 140

LIFE STORIES: READING AND WRITING AUTOBIOGRAPHIES

Michael Lesy

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

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

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

HA 151

ELEMENTARY DANCE COMPOSITION

Rebecca Nordstrom

Dance improvisation and movement exploration experiences aim to free the beginning composition student to discover for him or herself underlying principles of successful dance composition. Space, time, force, shape and

motion are studied as basic elements of choreography. Focus on study of the structure and functions of the body as the expressive instrument of dance will be included. Students are guided toward developing awareness and appreciation of their personal movement style and helped to increase their range of movement choices. Group dance improvisation will be part of the focus of this course. Students are encouraged to take a technique class concurrently.

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

HA/WP 158

CHARACTER AND LANDSCAPE IN MIDWESTERN LITERATURE

David Smith/Elle Siegel

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

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

HA 159

THE MAN-MADE ENVIRONMENT: PHYSICAL DETERMINANTS OF DESIGN

Earl Pope

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

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

HA 193

CHICANO NARRATIVES

Norman Holland

Positioned between cultures, Chicano writing has always assumed a unique borderland quality. The historical space of the southwest constitutes its imaginary landscape. With the beginning of Chicano social activism in the 1960's, these writings have taken on critical political functions. Because of its capacity to articulate time and space, autobiography is the form that these recent writings have often taken. Through close readings, the course will provide significant insight into the rhetoric of autobiographical discourse as such and to think of Chicano narrative as a resistance literature. Readings will be supplemented by films and music.

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

HA 194

ACTING

Rhonda Blair

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

Because this is a studio course, attendance and participation are central to a student's work. Class will meet for two hours twice a week. Students interested in the course should attend the first class meeting. Enrollment is limited to 18.

HA 202

ADVANCED DRAWING

Denzil Hurley

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

Class will meet once each week for five hours. Enrollment is limited to 20 by instructor permission. Drawing I is a prerequisite.

HA 207

INTRODUCTION TO COMPARATIVE LITERATURE: GEOGRAPHY AND DESIRE

Norman Holland/Mary Russo

This course introduces comparative literature as a field of study through the examination of literature and critical essays from different national and geographical contexts. Students will be exposed to various critical approaches to literature and to interdisciplinary models of literary and cultural studies.

This semester we will examine the ways in which imaginary spatial relations shape a culture's sense of the "world" as a geo-political and a psychic reality. Topics will include the divide between the country and the city, literature as travel and as cultural tourism, and the function of "natural" and man-made architectures in the formation of individual and collective identities.

Authors to be discussed include the fictional works of Thomas Mann, Garcia Marquez, Sandra Cisneros, Maxine Hong-Kingston, Italo Calvino, Toni Morrison, Bessie Head and Paul Bowles and a selection of autobiographical texts.

This course is recommended for all students intending to do upper-division work in literature and cultural studies, and will meet twice weekly for one and one-half hours. Enrollment is limited to 35.

HA 210

FILM/VIDEO WORKSHOP II

Abraham Ravett

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 bi-weekly assignments, and will be expected to bring a film to completion by conforming their original and developing a final sound track. Hi-8 and 3/4" video production plus our image processing work station will also be an integral part of this semester's course.

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

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

HA 211

STILL PHOTOGRAPHY WORKSHOP II

Sandra Matthews

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

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

HA 212

THE DIGITALIZED IMAGE

Sarah Hart

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

This class will consist of readings, presentations, screenings, and lectures looking at a wide range of computer based work. Students will produce their own images using Photoshop, do substantial readings, and are expected to participate in class discussions and critiques.

Enrollment is limited to 10 students by instructor permission. A critical issues, visual literacy course is a prerequisite. This course is sponsored in part by the Lemelson National Program in Invention, Innovation and Creativity.

HA/SS 213

CONTROVERSIES IN UNITED STATES ECONOMIC AND SOCIAL HISTORY

Susan Tracy/Laurie Nisonoff

This course addresses the development of the United States economy and society from the colonial period to the present. Focusing on the development of capitalism, it provides students with an introduction to economic and historical analysis. We will study the interrelationship among society, economy and the state, the transformation of agriculture, and the response of workers to capitalism. Issues of gender, race, class, and ethnicity will figure prominently in this course. This is designed to be a core course for students concentrating in economics, politics, and history. We will work on developing research skills in economics and historical methodologies. Classes will have a lecture/discussion format. Students will be expected to attend class regularly, lead occasional discussions, and write several papers. Class will meet for one and one-half hours twice a week. Enrollment is limited to 35.

HA 215*

MODERN DANCE TECHNIQUE III

Rebecca Nordstrom

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

Class will meet twice each week for one and one-half hours. Enrollment is open. Course does not fulfill the requirements for the two-course option.

HA 217

STAGING GENDER

Ellen Donkin/Jill Lewis

This course takes as its premise that gender gets "scripted"; in other words, that we are coached into patterns of the "feminine" and the "masculine" in a multitude of ways, especially through the representations of gender and the prevailing terms of heterosexuality which are staged around us in the culture we inhabit. In this course we want to use the framework and concepts of theatrical performance to explore the ways gender is staged--looking at both the workings of theatre itself and also using feminist theory and criticism to understand how literary assumptions and conventions construct the "givens" of gender and sexual identity. In this course we are interested in exploring how, in theatrical and literary terms a live audience/a diverse readership have meant that gender has not been a monolith but a set of assumptions that were open to negotiation by that audience/readership, and are to a greater or lesser degree vulnerable to change. How may we position our audiences, or ourselves as readers/viewers as active critics of gender construction rather than as passive witnesses to an ideological impasse?

Readings from Tracy Davis' Actresses as Working Women, Gay Gibson Cima's Performing Women, Joan Nestle's The Persistent Desire, Bell Hooks' Talking Back, Chapman and Rutherford's Male Order: Unwrapping Masculinity, Judith Butler's Gender Trouble and Bodies that Matter, Donkin and Clement's Upstaging Big Daddy, Epstein and Straub's Body Guards: The Cultural Politics of Gender Ambiguity, V. Ware's Beyond the Pale and texts by Jeanette Winterson, Caryl Churchill, Neil Bartlett. Films and videos will include Orlando, Vera, Pumping Iron II, The Women and Split Britches' remake of A Streetcar Named Desire entitled Belle Reprieve. The course will also include a modest performance component.

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

HA 218

CRITICAL ISSUES IN PHOTOGRAPHY: IMAGES OF THE BODY

Sandra Matthews

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

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

HA 219

ANCIENT GREEK DRAMA

Robert Meagher

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

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

HA 231

POETRY WRITING WORKSHOP

Andrew Salkey

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

The workshop will be a forum for the relaxed reading of poems produced by its members. We will pay the closest possible attention to composition and technique, and that ought to be done informally but without loss

of tutorial effect. We will emphasize the evidence of latent strengths in the work of poets and attempt to analyze weaknesses, privately and in group sessions. We will strive to respect the talents of the poets and resist all inducements to make them write like their mentor (that is, either like the external model of their choice or like their instructor or like the outstanding class poet.) Suggested parallel readings will come from the full range of contemporary writing in verse.

Class will meet once a week for one and one-half hours. Enrollment is limited to 16 students selected by interview with the instructor on Monday, September 12, 1994. Bring four poems with you to this meeting.

HA 233

TOLSTOI

Joanna Hubbs

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

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

The class will meet twice a week for one and one-half hours. Enrollment is limited to 25 by instructor permission.

HA 234

INTRODUCTION TO SHORT STORY WRITING

Lynne Hanley

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

Students will write every week in and out of class, and writing assignments will be accompanied by reading assignments in which the specific aspect of fiction we are exploring is handled particularly imaginatively. 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. Enrollment is limited to 15. Preference will be given to second year students who have not yet had the opportunity to take a fiction writing workshop. Instructor permission required.

HA 235

LITERARY NON-FICTION, READING AND WRITING

Michael Lesy

A brief survey of the mutant genre known as literary non-fiction. The survey will be conducted by reading examples of the genre itself: John McPhee's essays, Melissa Fay Greene's Praying For Sheetrock, Bruce Chatwin's Songlines, and Wade Davis' The Serpent and the Rainbow. An inspired work of historical fiction, Schindler's List by Thomas Keneally, concludes the course. Students will be required to master the course readings and produce at least seven short and three long non-fiction narratives during the course of the semester. These exercises will include but not be limited to: A day in the life of the writer; a journey outwards as a journey inwards; a portrait/biography of a friend, relative, or stranger.

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

HA 237

FICTION WRITING WORKSHOP

Andrew Salkey

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

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

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

The class will meet once a week for one and one-half hours. Enrollment is limited to 16 students selected by instructor interview on Monday, September 12, 1994. Bring two short stories with you to this meeting.

HA 238

THE FIRST WOMAN

Robert Meagher

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

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

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

HA 239

JAZZ PERFORMANCE SEMINAR

Yusef Lateef

Professor Lateef will conduct a performance seminar in Jazz improvisation in a small group setting. This course will deal with tonal, atonal, and free-form methods of improvisation. Subjects to be discussed will include the 7th scale and its components, modal improvisation, nuances, the soul as it relates to musical expression, form 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 240

AFRICAN-AMERICAN POETRY

Robert Coles

This course is an examination of African-American poets from the eighteenth to the twentieth centuries. We will begin by looking at Phyllis Wheatly (and other formalist poets), and then the Orator School of poets (e.g. George Moses Horton), tracing major threads of individual poet's works as well as those who are part of a movement (e.g. Harlem Renaissance, Black Arts Movement.) Although we will focus explicitly on well-known poets such as P.L. Dunbar, L. Hughes, and Gwendolyn Brooks, special attention will be given to those poets who are important but less well-known (e.g., Fenton Johnson, Georgia Douglass Johnson, Melvin Tolson.) We will also look at the influences and intellectual currents that have affected black American poetry. As such, we will look at the Beat Movement, The Negritude movement in France as well as Latin American and Caribbean Poets, that is Nicolas Guillen and Jacques Roumain--writers who have affected black American poetics.

Class will meet twice each week for one and one-half hours. Enrollment is limited to 24.

HA 242

CAMUS

Robert Meagher

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

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

The focus will be upon the philosophy and art of Camus, drawing upon biographical and historical material so as to inform and to sharpen our understanding. Particular attention will be given to the Hellenic foundations of Camus' vision. Enrollment is open. Class will meet once each week for three hours.

HA 250

INTERMEDIATE POETRY WRITING

Paul Jenkins

Intended for Division II-level students who have begun writing poetry on their own or have some familiarity with contemporary poetry, this course will be conducted as a workshop in which students' own writing will be the subject of discussion. Over the course's first half students will do assigned writing and reading designed to sharpen alertness to language, sound and line, and imagery. Over the last half of the semester students will be free to bring on a regular basis new work of their own choosing, with emphasis on the revision process. At the course's end, workshop participants will be expected to submit a group of poems in a state of near-completion for comment and evaluation. Prerequisite: at least one reading course in literature. Class will meet once a week for three hours. Enrollment is limited to 15 participants.

HA 254

MILTON

L. Brown Kennedy

Paradise Lost is an epic designed to create an emotional as well as an intellectual impact on its readers. We'll spend the first half of the term reading this poem and talking about questions intrinsic to it as a poem -- its language, its major themes, the characters. But these will not be our only interests. A diverse and amazingly learned man, Milton was an important public figure whose active life spans the period from the earliest rumblings of civil war in the 1620s to his death in 1674, fourteen years after the restoration of the monarchy. His writings reflect changing and conflicting beliefs in political theory, science, and theology. In the second half of the seminar, then, we'll explore specific problems in Paradise Lost in the light of the political and social history of the period, reading other works by Milton and by his contemporaries.

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

HA 258

COLONIALISM AND THE VISUAL ARTS

Sura Levine

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

To receive an evaluation, students must do the assigned readings, attend film screenings and special lectures, complete written assignments, and a class presentation. Class will meet once each week for three hours. Background in art history is essential. Admission to this course is by permission of the instructor and enrollment is limited to 25 students.

HA 259

UNRULING BRITANNIA: CULTURAL PRODUCTION IN CONTEMPORARY BRITAIN

Jill Lewis

There are certain ways that British culture is romanticized from abroad--often in terms of its "high culture," its mainstream traditions and its heritage of "greatness". This course will explore a range of reassessments of British culture and its heritage which recent work in fiction, film, theatre and cultural criticism has focussed on. Work by E.M. Forester and Virginia Woolf will open up discussions of gender and colonialism. By then examining a selection of texts produced creatively and critically over recent decades, we will examine some of the configurations of contemporary British "identity"--looking at how traditions of the family, sexual identity and narratives of desire, post-colonial reassessments, black culture, nationalism, militarism and creative and critical forms themselves are placed in new perspectives by contemporary writers, artists and critics. The aim is to initiate familiarity with recent key British cultural interventions, with an emphasis on black, feminist and gay perspectives which are central to them.

We will be looking at work by Jeanette Winterson, Angela Carter, Salman Rushdie, Buchi Emecheta, Andrew Salkey, Caryl Phillips, Kazuo Ishiguro, Hanif Kureishi, Alan Hollinghurst, Neil Bartlett; Fay Weldon, Pat Barker, criticism from the Birmingham Center for Cultural Studies and the ICA, work by Simon Watney; Derek Jaman, Kobena Mercer.

There will be some required evening viewing of films. Enrollment is limited to 25. Selection is on the basis of statements submitted after first class meets.

HA 261

ARCHITECTURAL DESIGN FOR DIVERSITY AND ENVIRONMENTAL BALANCE

Robert Goodman

Although only a minority of Americans still live in nuclear families, housing design approaches remain biased towards traditional architectural models. These environments are characterized by suburban tract housing, the separation of work, shopping, and residential areas, and other forms of low density, automobile-dependent development.

We will develop housing design approaches which consider new environmental approaches to urban development as well as accommodate the changing diversity of family structures. Design considerations will include handicapped accessibility, energy conservation and low environmental impacts. The class will use an existing local site to develop their proposals.

While drawing and model building skills may be helpful, they are not essential. This workshop course will emphasize both innovative analysis and design ideas. Enrollment is open. This course is sponsored in part by the Lemelson National Program in Invention, Innovation and Creativity.

HA 272

DANCE IN HUMAN SOCIETY

Daphne Lowell

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

Class will meet three times each week for one hour. Enrollment is open.

HA 275

THE HARLEM RENAISSANCE

Robert Coles

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

Class will meet twice each week for one and one-half hour and enrollment is limited to 25 with instructor permission required.

HA 281*

MUSIC III: POST-TONAL MUSIC SYSTEMS

Daniel Warner

This course will involve the study of a wide range of twentieth-century compositional styles and techniques. Topics to be covered will include non-tertian harmony, synthetic scales, twelve tone/serial procedures, basic set theory, layered/generative theories, indeterminate notation, *avant-garde* jazz, experimental pop music, and minimalist techniques. Students will be expected to complete weekly reading, listening, and composition assignments as well as one analytical paper. This course cannot be used as one-half of a Division I.

Class will meet twice weekly for one and one-half hours. Prerequisite: HA 265 or equivalent theory course. Enrollment is limited to 15 students. Course does not fulfill the requirements for the two-course option.

HA 290A/B

COMPUTER MUSIC

Daniel Warner

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

Class will meet twice a week for one and one-half hours. Enrollment in section A is limited to 12 students. Enrollment in section B is limited to 5 students by instructor permission. This course is sponsored in part by the Lemelson National Program in Invention, Innovation and Creativity.

HA 295

NON-SILVER PHOTOGRAPHY

Kane Stewart

This course is intended to offer students alternative methods and practices of photo printmaking. We will leave the familiar and traditional "silver-gelatin" process to explore the less known territories of gum-printing, platinum, palladium, cyanotype, Kallitype, vandyke brown, Polaroid transfer process, as well as four-color monoprinting.

This course is designed for experienced photo students with reasonable technical skills. Students will be required to use large format cameras to produce the large negatives suitable for contact printing.

Although there will be a great deal of technical skill learned in this course, the overall objective is directed at the photo student looking for alternative methods of printing to further develop his or her personal vision.

A \$50 lab fee is charged for this course. The lab fee provides access to darkroom facilities, some laboratory supplies and chemicals, and special equipment and materials. Students must provide their own film and some additional supplies as needed. The class will meet once a week for three hours. Enrollment is limited to 15 by permission of the instructor.

HA 305

ADVANCED PAINTING

Denzil Hurley

This course will emphasize studio work and dialogue around individual interests. It will be augmented with group discussion and slide presentations. Additional emphasis will be placed on color-painting 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 308

ADVANCED SCULPTURE

Bill Brayton

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

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

HA 312

FILMMAKERS AS PHOTOGRAPHERS/PHOTOGRAPHERS AS FILMMAKERS

Jacqueline Hayden

This course is a production class centered around the viewing of films made by artists whose primary medium is photography and looking at photographs made by filmmakers. Our main objective will be to study the photographic image, its permutations and centrality to both mediums. Concurrently, we will seek to define the nature of style in relation to a lifetime's body of work. Works viewed will include early 20th century artists such as Ralph Steiner and Man Ray to mid-century Helen Levitt and Leni Riefenstahl, to modernist Robert Frank.

Students will be expected to present their ongoing Division III and advanced Division II work to the class for a critique. Additionally, photographers will shoot a film or video and filmmakers will create photographs made in the same context as their Division III or II project. The course will meet for three hours once each week. Class size is limited to 15 with instructor permission required.

HA 315

CRITICAL THEORY SEMINAR: BODY AND SOUL IN POSTMODERNIST DISCOURSE

Mary Russo

This advanced seminar is intended for students of contemporary culture with an interest in postmodernist theory. Beginning with a general discussion of postmodernism in relation to art, philosophy, and political economy we will explore two areas of important debate: the body as it has been reconceptualized and rezoned in what Jean-Francois Lyotard has called "the aesthetic in which modern art (including literature) finds its impetus." Although the focus of the seminar will be on the critical discourses which have come to define postmodernism and critiques of postmodernism, students of fiction, film, video, architecture and cultural studies will be encouraged to pursue particular examples of postmodernism in practice. Readings for the course will include selections from the work of Frederic Jameson, David Harvey, Donna Haraway, Iain Chambers and Chantal Mouffe with an emphasis upon the recent work of J.F. Lyotard and Judith Butler.

Students are expected to have a background in philosophy, critical theory, literature or cultural studies.

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

HA 330

ADVANCED SHAKESPEARE SEMINAR

L. Brown Kennedy

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

Enrollment is limited to 18. Instructor's permission required.

SCHOOL OF NATURAL SCIENCE

CURRICULUM STATEMENT

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

Students working in the natural sciences at Hampshire College engage in a variety of activities: field and laboratory projects, seminars, interest groups, and lectures. There are courses for students who are excited by science and ready to plunge into their subject and courses for students who are skeptical about the value of science. At all levels a strong effort is made to view the scientific concepts being explored in broader historical, social, and philosophical contexts.

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

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

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

AGRICULTURAL STUDIES/FARM CENTER

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

The program centers around laboratory facilities which include the laboratories in the science building, Hampshire College Farm Center, and the Bioshelter. Student projects focus on the land, soil, crops, trees, insects, dogs, and sheep. Field research on annual and perennial crops is conducted on Hampshire land and at nearby farms. The Bioshelter is a laboratory for the study of hydroponics, solar aquaculture, nitrogen fixation, plant and fish physiology, and passive solar energy.

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

A complete description of the **FIVE COLLEGE ASTRONOMY PROGRAM** can be found in the Five College Program section of this guide.

SCIENCE, TECHNOLOGY & SOCIETY PROGRAM

The School of Natural Science cooperates extensively in an exciting collaborative program on science, technology, and society with the Institute for Science and Interdisciplinary Studies (ISIS). ISIS is a non-profit science research/action organization whose office is at Prescott C-5. ISIS involves itself in democratizing science and technology via community outreach, education, and research and writing on social, ethico-political and conceptual

foundations of technologies and sciences. Ongoing projects which welcome student participation include: developing practices and social networks for sustainable agriculture in the Pioneer Valley; citizen-driven clean up and monitoring of military nuclear and toxic waste; quantum mechanics and the creation of physical reality; science for survival; comparative scientific traditions; the body in the regime of postmodern biopower. ISIS will also help support and advise student work in most areas of the anthropology, philosophy, sociology, history, feminist or cultural studies of science and technology.

WOMEN AND SCIENCE

Women and Science is an informal program in which faculty, students, and staff are involved in seminars, courses, and projects examining issues important to women: scientific theories about women and the impact of these theories on women's lives, women's biology, nutrition, women's health, women's role in human evolution, and biological issues concerning gender. We are also concerned with the participation of women in the sciences, and encouraging women to study science at all levels of their education. The Women and Science Program sponsors two separate Days-In-The-Lab for middle-school students each year.

Course List

NS 102

PHYSICS I

Frederick Wirth
Herbert Bernstein

NS 107

EVOLUTION OF THE EARTH

John Reid

NS 112

THE AMAZING SIX-WEEK MATHEMATICAL DEVELOPMENT COURSE

Amelia Haviland

NS 120

SPACE PHYSIOLOGY AND EDUCATION

Merle Bruno

NS/SS/HA 129

WOMEN'S BODIES/WOMEN'S LIVES

Laura Ramos
Margaret Cerullo
Lynne Hanley

NS 131

DRUGS IN THE NERVOUS SYSTEM

Ann McNeal
Michelle Murrain

NS135p

HEALTH IN AMERICA BEFORE COLUMBUS

Debra Martin

NS 143

ECOLOGY AND AGRICULTURE

Brian Schultz

NS/SS 151

WORLD FOOD CRISIS

Benjamin Oke
Benjamin Wisner

NS 153p

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

Lynn Miller

NS 168

COLLEGE COUNTING

David Kelly

NS/SS 178

ECOLOGY AND POLITICS OF LAND USE IN NEW ENGLAND

Lawrence J. Winship
Robert Rakoff

NS 180

AQUATIC ECOLOGY

Charlene D'Avanzo

NS 191

ENVIRONMENTAL SCIENCE

Charlene D'Avanzo
John Reid

NS 192

TEACHING SCIENCE IN MIDDLE SCHOOL

Merle Bruno

NS 195

POLLUTION AND OUR ENVIRONMENT

Dula Amarasiriwardena

NS 198p

EVER SINCE DARWIN

Lynn Miller

NS 202

CHEMISTRY I

Dula Amarasiriwardena

NS 204

PHYSICS III

Frederick Wirth
Herbert Bernstein

NS 220

PHYSIOLOGY AND ANATOMY

Ann McNeal

NS/CCS 243

BRAIN AND BEHAVIOR

Michell Murrain
Christopher Chase

NS 260

CALCULUS I

Kenneth Hoffman

NS 265

INTRODUCTION TO STATISTICS AND EXPERIMENTAL DESIGN

Brian Schultz

NS 282

BIOCHEMISTRY

Benjamin Oke

NS 312

PHYSIOLOGICAL PLANT ECOLOGY

Lawrence Winship

NS 316
LINEAR ALGEBRA AND ITS APPLICATIONS
David Kelly

NS 317
MODERN ALGEBRA
Kenneth Hoffman

NS 348
QUANTUM MECHANICS
Frederick Wirth

NS/SS 356
**THE PUEBLO INDIANS:
CHANGE AND ADAPTATION
FROM PREHISTORY TO
PRESENT**
Debra Martin
Barbara Yngvesson

NS 386i
NEW WAYS OF KNOWING
Herbert Bernstein

NS 388i
**CREATIVE SEXUAL HEALTH
SEMINAR**
Laura Ramos

Course Descriptions

NS 102, 103, 204
PHYSICS SEQUENCE
Frederick Wirth/Herbert Bernstein

The introductory physics sequence consists of three courses: NS 102 Physics I, NS 103 Physics II, and NS 204 Physics III. Physics I and II constitute a two semester treatment of calculus based physics. It is anticipated that students concentrating in the physical sciences will undertake the full three semester sequence.

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

NS 102 **Physics I:** (Fall Semester)
-kinematics and dynamics
-harmonic motion and waves
-thermodynamics and kinetic theory

NS 103 **Physics II:** (Spring Semester)
-thermodynamics and heat transfer
-electromagnetic fields
-wave motion

NS 204 **Physics III:** (Fall Semester)
-nuclear structure and radioactivity
-relativity
-lasers and modern optics

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

NS 107
EVOLUTION OF THE EARTH
John Reid

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

NS 112

THE AMAZING SIX-WEEK MATHEMATICAL DEVELOPMENT COURSE

Amelia Haviland and Guest Lecturers

Many students suffer through years of high school math and, understandably, decide to never take it again. However, mathematical reasoning can act as a critical filter--in school, on the GRE's, on the job, in determining career direction, or just in being a well-informed citizen. This course provides an opportunity for students to radically improve their mathematical skills and reasoning. By placing math in context and focusing on problem solving, students can begin to put the power of mathematics to use in their lives.

This intensive, six-week course is designed to exercise students' mathematical thinking and skills at a college level. Guest lecturers will provide a context for our topic of the week by discussing the relevance of math in their own work. They will speak on the first meeting of every week, and the following meeting will consist of intensive problem solving in a guided, supportive atmosphere. We will cover the following topics: estimation and powers of ten; graphing, reading graphs, and presentation of data; algebra and ratios; trigonometry; probability; and descriptive statistics. Students attending the course must commit to attending all classes ready to work. Minimal amounts of work will be required outside of class. Class will meet twice a week for one and one-half hours. Instructor permission is required and enrollment is limited to 30.

NS 120

SPACE PHYSIOLOGY AND EDUCATION

Merle Bruno

Even on fairly short orbital trips, astronauts lose bone mass, their cardiovascular fitness decreases, their muscles shrink, and many get "space sick" -- plants don't all behave "normally" in space either. Physiological research on space flights has provided some surprises and great challenges for those contemplating a future in which humans will undertake long term space travel. The adaptations made by plants and animals to the environment of space are of great interest to physiologists because they give us clues about how those biological systems are designed to work on earth.

In this course we'll look at the results of studies of biological systems in space and will review the basic biology necessary to understand that research. Those students interested in education will also have a chance to work with materials designed to involve middle school students in simple projects which build on their curiosity about space and space travel.

The course will meet twice a week for one and one-half hours. Enrollment limit is 25, first come, first served.

NS/HA/SS 129

WOMEN'S BODIES/WOMEN'S LIVES

Laura Ramos/Lynne Hanley/Margaret Cerullo

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

The course is team-taught by faculty members from each of the three schools. Class meets twice a week, once as a group for one and one-half hours and a second time for one and one-half hours in smaller sections. To receive a written evaluation, students are required to come to class, complete the assigned reading, and submit a portfolio at the end of the semester containing all the assigned writing (four short papers and a ten-page final essay) and a self-evaluation. Enrollment is limited to 60.

NS 131

DRUGS IN THE NERVOUS SYSTEM

Ann McNeal/Michelle Murrain

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

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

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

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

NS 135p

HEALTH IN AMERICA BEFORE COLUMBUS

Debra Martin

This course explores patterns of health and disease of American Indians prior to European contact. Information on ancient human biology and health comes from an analysis of archaeological remains—artifacts, settlement patterns, demography and skeletal/dental remains. Anthropologists who reconstruct the health of people living long ago use techniques from archaeology, medicine, nutrition, epidemiology, forensics, skeletal biology, histology, and microscopy. This course emphasizes laboratory skills for the analysis of bones and teeth, with a focus on understanding the effects of aging, disease, and nutrition on growth and health.

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

NS 143

ECOLOGY AND AGRICULTURE

Brian Schultz

The interests of food production and ecological preservation often seem to be in conflict. As population pressures increase, the need to develop agricultural methods that do not destroy our planet's ecological fabric becomes ever more pressing. We will take the position that agriculture is a form of applied ecology and examine food production as an integrated system including not just farms, but also the forests, cities, rivers, and lakes surrounding farms. We will explore topics such as pesticide and nutrient pollution, food justice and economics, soil health and plant nutrition, and alternative agricultural systems such as alley cropping, intercropping, aquaculture, and green houses. We will draw our examples from diverse agroecosystems around the world, ranging over wet and dry tropical and temperate zones.

Requirements for evaluation include active class participation, short papers, and reports and a final class project involving lab or field research, written up as a research paper and presented to the class in an end-of-semester symposium. It is reasonable to assume that the final class project could become a project-based Division I examination in Natural Science. Class will meet for one and one-half hours twice per week. Enrollment is limited to 30. This course is sponsored in part by the Lemelson National Program in Invention, Innovation and Creativity.

SS/NS 151

WORLD FOOD CRISIS

Ben Wisner/Ben Oke

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

Are pesticides and other chemical inputs really necessary? Class will meet for one and one-half hours twice a week; enrollment limit 40.

NS 153p

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

Lynn Miller

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

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

NS 168

COLLEGE COUNTING

David Kelly

The search for efficient computer algorithms and for ways to measure their complexity has focussed attention on several branches of mathematics which are accessible to the novice, useful, and fun. Starting with puzzles, paradoxes, proofs, programs, and pretty patterns, we'll explore problems in combinatorics (fancy counting), elementary number theory (primes), and graph theory (maps, networks, and trees). Topics will include permutations, derangements, Pascal's triangle, Fibonacci numbers, binary arithmetic, mathematical induction, recursion, the pigeonhole principle, and logic, but the emphasis will be on developing approaches to solving problems rather than on the mere accumulation of results. Applications will include searches, sorts, knapack stuffing, and unbreakable codes. Students will be expected to work on regularly assigned problems and there will be many opportunities for projects. We'll make some use of the computer, but prior experience is not needed.

Class will meet three times a week for one hour. Enrollment limit is 25.

NS/SS 178

ECOLOGY AND POLITICS OF LAND USE IN NEW ENGLAND

Lawrence J. Winship/Robert Rakoff

A farmer sells his land to a suburban developer. A town looks for a site for a new landfill. Wal-Mart seeks to build a new store in an open field on the outskirts of a small town. A state agency manages its forested watershed by promoting logging and allowing an annual deer hunt. A builder wants to fill in a wetland area in order to develop a new home.

These kinds of events are the normal stuff of local and state politics in New England and they are usually accompanied by intense political conflict and competing claims about environmental impact and social or economic benefits. In this course, we will analyze land use conflicts like these in order to see why they take the forms they do, who has the power to shape the outcomes, and what are the ecological and economic consequences of change in land uses. We will consider the importance of private property, the role of government in taxing and regulating, the real estate and construction industries, waste management, and the impact of land use on water resources. We will try to assess for ourselves the magnitude of land use impacts on forest, field and wildlife ecology. We will measure water pollution caused by agricultural run-off and by land fills and we will explore the changes in vegetation patterns caused by human activity. Students will work in small groups on local or regional land use issues, utilizing scientific field work and lab analysis along with direct observation of local government agencies.

Successful completion of this course, followed by successful completion of NS 289 Ecology and Agriculture, will constitute completion of the division I requirement in Natural Science.

Class will meet twice a week. Several field trips will be scheduled and students will be expected to attend occasional evening meetings of local government boards and committees. Enrollment limit is 35.

NS 180

AQUATIC ECOLOGY

Charlene D'Avanzo

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

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

NS 191

ENVIRONMENTAL SCIENCE

Charlene D'Avanzo/John Reid

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

NS 192

TEACHING SCIENCE IN MIDDLE SCHOOL

Merle Bruno

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

In this class, we will work with curricular materials in science designed to stimulate students' interest in science and to develop thinking and writing skills; students will carry out small group experiments and activities that may be adapted for schools and will work with middle school students and teachers from Holyoke and Springfield. College and middle school students will also learn to use computers so they can become electronic "pen pals."

Class will meet for two hours twice a week, and additional time will be required at the end of the semester for working with middle school students in their schools. Enrollment limit is 25.

NS 195

POLLUTION AND OUR ENVIRONMENT

Dula Amarasiriwardena

This course will explore environmental pollution problems covering four major areas: the atmosphere, the hydrosphere, the biosphere, and energy issues. Several controversial topics, including acid rain, automobile emission, ozone layer depletion, mercury, lead and cadmium poisoning, pesticides, solid waste disposal, problems of noise and thermal pollution will be addressed. We will put emphasis on some of the environmental issues affecting our immediate community as well as those in the Third World nations. We will also do several project-based labs, understand the scientific methodology, and learn how to write scientific research reports.

Class participation and satisfactory work on the required problem sets, literature critiques, and class projects are required for evaluation. Class will meet one and one-half hours twice a week and one afternoon for lab or field trip. Enrollment limit is 25.

NS 198p

EVER SINCE DARWIN

Lynn Miller

"Getting tired of being human is a very human habit." R. Dubois. In the last few years a number of authors have attempted to reduce human history to genetic principles or biologically fixed sexual differences in human behavior which keeps men and women in separate groups. These simplistic arguments were invented over one hundred years ago by those who misread or misinterpreted Darwin's ideas. To think about these arguments, we will read and discuss a small sample of the literature of the past 120 years on the explanations of the behavior of Homo sapiens. Most of our readings will be essays by Stephen J. Gould. Students are expected to write three short essays or one extended essay during the term for an evaluation.

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

NS 202

CHEMISTRY I

Dula Amarasiriwardena

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

In the laboratory basic skills and techniques of qualitative and quantitative analysis will be emphasized. We will also do several project-based labs, learn to understand the scientific methodology and how to write scientific research reports.

Class will meet for one and one-half hours three times a week, and laboratory will meet for two and one-half hours one afternoon per week. Enrollment limit is 25. Five College students will be graded on a pass-fail basis.

NS 204

Physics III

Frederick Wirth/Herbert Bernstein

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

- nuclear structure and radioactivity
- relativity
- lasers and modern optics

Class will meet for one-and-one-half hours two times a week with an additional three-hour session for laboratory and independent work. Enrollment is open. Previous completion of either or both Physics I and II or their equivalent is strongly advised.

NS 220

PHYSIOLOGY AND ANATOMY

Ann McNeal

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

In order to understand physiology, it is necessary to know some anatomy--i.e. the names of structures of the body. In this course we will focus on the working of the body (physiology) but students will also learn basic anatomy, either of the human body or of another vertebrate animal. Students are expected to have completed a

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

Class will meet twice a week for one and one-half hours, plus a full afternoon of lab per week. Enrollment limit is 20.

NS/CCS 243

BRAIN AND BEHAVIOR

Michelle Murrain/Christopher Chase

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

This course will meet for one and one-half hours twice a week. Enrollment is limited to 25.

NS 260

CALCULUS I

Kenneth Hoffman

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

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

Class will meet three times a week for one and one-half hours. Optional evening problem sessions will be available. Regular substantial problem sets will be assigned and will constitute the heart of the student's course work.

NS 265

INTRODUCTION TO STATISTICS AND EXPERIMENTAL DESIGN

Brian Schultz

This course will develop the basic skills needed to design sound experiments and sampling programs and to analyze the results. Fundamental concepts will include the use of controls, replication, randomization, and blocking in experiments, as well as reliable sampling methods. Analysis of variance, regression and other basic significance tests will be covered. Case studies will be drawn from experiments in class and from the scientific literature. There will be some discussion of the philosophy of science and the politics of scientific research, but this will primarily be a skills course emphasizing the practice of choosing designs, and interpreting data.

Class will meet for one and one-half hours twice a week. Enrollment limit is 30.

NS 282

BIOCHEMISTRY

Benjamin Oke

An introductory course in biochemistry emphasizing the biochemical bases of some central processes and principles that underlie the diverse expressions of life. The course is designed to enrich students understanding of biological processes at all levels of organization stressing the central metabolic pathways. Topics will include absorption and metabolism, cellular respiration, blood function, kidney function and endocrine control.

Class will meet for one and one-half hours twice a week and one afternoon per week for lab projects. Enrollment limit is 15, by instructor permission.

NS 312

PHYSIOLOGICAL PLANT ECOLOGY

Lawrence J. Winship

Plants use many kinds of morphological and physiological adaptations to survive and reproduce in the face of physical and biotic stress. For example, desert plants often have felt layers of "hairs" on leaves to reduce heat load. Some plants are able to make changes in leaf shape and biochemistry to grow in the low light of the forest understory. In this class we will use field and lab projects to explore a wide range of plant adaptations, in a diverse array of habitats, including deciduous and coniferous forests (old growth and recent regeneration), river and lake edges, coastal dunes and roadsides. We will consider topics such as microclimate, plant nutrition (including nitrogen fixation and mycorrhizal phosphate uptake), allelopathy, and photosynthetic adaptations. Work for the class will consist of readings for background and context, as well as several field and lab projects involving data collection, analysis and the use of standard lab and field instruments. A prior course in biology or chemistry involving significant project-based work is required, along with instructor permission. Experience with computers is strongly recommended.

This course will meet twice per week, once for seminar/discussion and once for field and lab work. Enrollment limit is 15, by instructor permission.

NS 316

LINEAR ALGEBRA AND ITS APPLICATIONS

David Kelly

This course develops the basic geometric, algebraic, and computational notions about vector spaces and matrices and applies them to a wide range of problems and models. The material will be accessible to students who have taken at least a semester of calculus and is useful to most consumers of mathematics.

Included will be discussions of finite dimensional vector spaces, matrix multiplication, eigenvectors and geometric transformations. Applications will be made to computer graphics, environmental models, and economics, using tools from differential equations, Fourier series, linear programming, and game theory. Computers will be used throughout.

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

NS 317

MODERN ALGEBRA

Kenneth Hoffman

The language and tools of modern algebra--groups, rings, fields, vector spaces, etc.--have evolved in the 150 years since the death of Galois and Abel to the point where they now pervade nearly all branches of mathematics, as well as other fields as diverse as quantum mechanics, crystallography, coding theory, and some branches of linguistics. We will spend roughly three-fourths of the course developing the basic concepts and theorems, and one-fourth on applications to other areas inside and outside of mathematics.

The course will assume a fairly high level of mathematical sophistication. Those who have completed the Linear Algebra course or who have had a year of math above the level of introductory calculus should be adequately prepared; all others should check with the instructor. Regular substantial problem sets will be assigned and will constitute the heart of the course work.

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

NS 348

QUANTUM MECHANICS

Frederick Wirth

Quantum mechanics is essential to the understanding of atoms, molecules and nuclei, and this course will introduce the theoretical framework for that understanding, the Schroedinger equation and matrix mechanics

will be developed and applied to a number of physical systems. Computer applications will allow visualization of the wave function and probability fields.

The course is intended for upper division physics and physical science or math concentrators, and a prerequisite is at least one year of college-level, calculus-based physics. Some previous introduction to intermediate mechanics, linear algebra and differential equations would be helpful but not essential.

The class will meet three times per week for 1 1/2 hours, twice for lectures and once for problem solving. Enrollment limit is 15, by instructor permission.

NS/SS 356

THE PUEBLO INDIANS: CHANGE AND ADAPTATION FROM PREHISTORY TO PRESENT

Debra Martin/Barbara Yngvesson

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

A key feature of the course is a field trip to the Southwest (October 8-18) during which we will visit archaeological sites and modern pueblos. Students will use this field experience to begin exploring project topics that they will pursue in greater depth during the remainder of the semester. The course is restricted to 12 advanced students in biological or cultural anthropology. All interested students should come to the first class meeting. Selection will be made based on interviews and a short written essay. All students must participate in the field trip. Class will meet for one and one-half hours twice a week; enrollment limit is 12.

NS 386i

NEW WAYS OF KNOWING

Herbert Bernstein

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

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

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

NS 388i

CREATIVE SEXUAL HEALTH SEMINAR

Laura Ramos

Have you ever wondered how condoms are manufactured? Considered AIDS education boring? Thought that prophylactic instructions were impossible to read? Found safer sex to be too expensive? This course will cover sexual health with an emphasis on studying the physiology, biology, and public health consequences of sexual activity and developing creative, applied solutions to these problems. **Advanced students from all disciplines** (artists, video, photography, education, social sciences, chemistry, anthropology, engineering and computer science) are sought who can use their imagination and skills to invent or rethink methods of prevention and health education. Development of AIDS computer games, health education videos, are all possibilities. Previous study of sexual health, AIDS, sexually transmitted diseases, and/or family planning is recommended. Enrollment limit is 10, by instructor permission. Class meets once a week for 3 hours.

SCHOOL OF SOCIAL SCIENCE

CURRICULUM STATEMENT

The faculty of the School of Social Science have worked to create a curriculum based on critical inquiry in a variety of problem areas that reflect their interest in social institutions and social change. The aim of such inquiry is not simply to describe society, but to understand its various historic and philosophic bases as well as current its values and structures. Accordingly, we have focused on overlapping interdisciplinary areas such as politics and history; psychology and sociology; social institutions; Third World studies; and women's studies. Although we also provide much of what is considered a traditional disciplinary curriculum, the School reaches beyond conventional departmental divisions to a concept of social science that is a broader analytic approach to understanding societies and social change than any one discipline can offer.

Our faculty come from a variety of disciplinary backgrounds--anthropology, education, economics, geography, history, law, political science, psychology, and sociology. Most of us teach with faculty of different disciplinary backgrounds within the School of Social Science, from other Schools in the college and from outside the college. As a result, faculty and students can bring a variety of perspectives to bear on issues that go unnoticed in academic structures that are limited by the disciplinary allegiance of their members. We have begun to understand the limits of the single discipline, and can claim success in interdisciplinary teaching. We are not yet able to present all the various disciplines in a meaningful synthesis, but that is an ideal that is reflected in our efforts to develop a broad and stimulating range of courses and programs.

Successful completion of two courses at the 100 level will fulfill the course-based Division I examination in Social Science. Some students may wish to use one 100-level and one 200-level course and may do so with consent of their advisors.

Course List

SS 108
A VANISHED SOCIETY
Leonard Glick

SS 110
CONFLICTS IN 19TH CENTURY UNITED STATES HISTORY
Mitziko Sawada

SS 115
POLITICAL JUSTICE
Lester Mazon

SS 116p
REVOLUTION AND MODERNIZATION IN CHINA
Kay Johnson

SS 120
AMERICAN GOVERNMENT
Robert Rakoff

SS 121p
THE AMERICAN CENTURY: WHAT HAPPENED?
Carollee Bengelsdorf

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

SS/NS/HA 129
WOMEN'S BODIES/WOMEN'S LIVES
Margaret Cerullo
Laura Ramos
Lynne Hanley

SS 136
MYSTERIES, SCIENCE AND PSEUDOSCIENCE
Donald Poe

SS/NS 151
WORLD FOOD CRISIS
Ben Wisner
Ben Oke

SS 153
LATINOS IN THE U.S.: LAW, POWER AND COMMUNITY
Flavio Risech-Ozguera

SS 166
LEPROSY, RACISM AND LAW
Barbara Yngvesson

SS/NS 178
ECOLOGY AND POLITICS OF LAND USE IN NEW ENGLAND
Robert Rakoff
Larry Winship

SS 184p
AMERICAN CAPITALISM
Stanley Warner

SS 188
CRITICAL STUDIES IN HISTORY I: RENAISSANCE AND REFORMATION
James Wald

SS 205
AMERICAN SOCIETY AND POLITICS DURING THE GREAT DEPRESSION AND WORLD WAR II
Aaron Berman

SS 208
ISSUES IN EDUCATION
Frederick Weaver

SS/HA 213
CONTROVERSIES IN UNITED STATES ECONOMIC AND SOCIAL HISTORY
 Laurie Nisonoff
 Susan Tracy

SS 235
SOCIETIES AND CULTURES OF THE MIDDLE EAST
 Ali Mirsepassi

SS 236
THE WORLD AFTER THE COLD WAR
 Eqbal Ahmad

SS 239
ABNORMAL PSYCHOLOGY
 Patricia Romney

SS 245
NEW CRITICAL LEGAL THEORY
 Marlene Fried
 Flavio Risech-Ozguera

SS 246
ADOLESCENT MOTHERHOOD: MYTHS AND REALITIES
 Stephanie Schamess

SS 248
GENDERED CITIES
 Myrna Breitbart
 Joan Landes

SS 249
CULTURAL ANTHROPOLOGY OF THE AMERICAS
 Leonard Glick

SS 253
BUDDHISM AND SOCIETY IN SOUTH AND SOUTHEAST ASIA
 Susan Darlington

SS 257
LAW AND LITERATURE
 Lester Mazor

SS 263
DEMOCRACY, WORKPLACE, AND COMMUNITY
 Stanley Warner

SS 265
THE SOCIOLOGY OF MEDICINE
 Robert von der Lippe

SS 271
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Course Descriptions

SS 108
A VANISHED SOCIETY
 Leonard Glick

During the eighteenth and nineteenth centuries the Jews of Poland and Russia developed a unique way of life explainable as an adaptation to their status as a semi-isolated and profoundly insecure minority population. The emergence of Yiddish literature in the nineteenth century meant that Eastern European Jewish life could be described and interpreted by some of its most perceptive members: creative writers who were born into the society and knew its way of life from personal experience, but had moved into a wider social and cultural environment that provided them with acute perspective on their own vanishing world. We'll study their work as social history and as literature, thinking about what they tell us and how they tell it. Among the topics to be

considered are relationships between women and men, attitudes toward children, and the conflict between traditional values and the demands and attractions of modern life. Enrollment is limited to 16.

SS 110

CONFLICTS IN 19TH CENTURY UNITED STATES HISTORY

Mitziko Sawada

Ideological constructs which describes American life have tended to veil the many contradictions replete in its history. We will examine the nineteenth century, a time when the country achieved political and economic power and emerged in the twentieth century as a major world nation. We will place particular emphasis on how women and men lived, related to each other, and worked in the context of conceptual change which informed race, gender and class. Readings will include primary and secondary sources as tools to understand historical change.

Requirements for evaluation: Reading assigned material, active participation in class discussions, and submission of two short essays and a comprehensive research paper. Class will meet for one and one-half hours twice a week, enrollment limit 25.

SS 115

POLITICAL JUSTICE

Lester Mazor

This seminar will examine the ways politics, law, and justice intersect in dramatic political trials. Our goals are to establish some familiarity with the characteristics of a trial in a court of law, to examine the functions and limits of the trial process, and to explore theories of the relation of law to politics and of both to justice. The bulk of the course will consist of close study of notable political trials, such as the Sacco and Vanzetti case, the Angela Davis case, the Hiss case, or the Eichmann case. What political ends were sought and obtained and whether justice was done will be persistent questions. Readings will include trial transcripts and news accounts; Kafka, *The Trial*; and Kirchheimer, *Political Justice*. Students will work in small groups to develop presentations on particular cases. Class will meet for one and one-half hours twice a week; enrollment limit 25.

SS 116p

REVOLUTION AND MODERNIZATION IN CHINA

Kay Johnson

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

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

SS 120

AMERICAN GOVERNMENT

Robert Rakoff

A critical introduction to the institutions and processes of American government. We will study the policy making process in depth and will analyze the way in which capitalism and our liberal political culture shape the operations and outcomes of government. We will examine why political change is so difficult to achieve and will look critically at the role of voting and elections. We will compare contemporary conservative, liberal, and radical critiques of government. 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 is 25.

SS 121p

THE AMERICAN CENTURY: WHAT HAPPENED?

Carollee Bengelsdorf

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

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

SS/HA/NS 129

WOMEN'S BODIES/WOMEN'S LIVES

Margaret Cerullo/Lynne Hanley/Laura Ramos

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

The course is team-taught by faculty members from each of the three schools. Class meets twice a week, once as a group for one and one-half hours and a second time for one and one-half hours in smaller sections. To receive a written evaluation, students are required to come to class, complete the assigned reading, and submit a portfolio at the end of the semester containing all the assigned writing (four short papers and a ten-page final essay) and a self-evaluation. Enrollment limit is 60.

SS 136

MYSTERIES, SCIENCE AND PSEUDOSCIENCE

Donald Poe

This course will explore a number of phenomena currently on the fringes of scientific investigation, as approached by social scientists. We will read scientific and popular literature on astrology and ESP, stating the case of both believers and skeptics. Possibilities for additional discussion topics include astral projection, Kirlian photography, pyramid power, pyramidology, dowsing, psychokinesis, perceptual ability of plants, telepathy, scientology, medical fads, dietary fads, earthly visits by extraterrestrial beings, acupuncture,

biorhythms, the Bermuda Triangle, and numerous psychotherapies. The emphasis is on "modes of inquiry," not on debunking myths. If one wanted to investigate these phenomena in a scientific fashion, how would one go about it? What standards of proof are required? The class is open to believers and skeptics. Class meets for one and one-half hours twice weekly; enrollment limit 25.

SS/NS 151

WORLD FOOD CRISIS

Ben Wisner/Ben Oke

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

SS 153

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

Flavio Risech-Ozguera

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

SS 166

LEPROSY, RACISM AND LAW

Barbara Yngvesson

Leprosy has been described as "the ultimate disease" and the leper as "the ultimate pariah." This course focuses on the history and contemporary struggles of a small settlement of former leprosy patients on the island of Molokai in Hawaii, as a way of examining how culture, politics, and law shape the definition and control of illnesses such as leprosy, tuberculosis, and AIDS. The course will provide a focused introduction to interpretive work in anthropology, through the use of first-hand accounts by Hansen's disease patients, missionaries, and others who were involved in the construction of leprosy as "horror" and who sought to challenge the stigma associated with this disease. Students will carry out projects that explore parallels in the management of leprosy and other epidemics. Class will meet for one and one-half hours twice a week; enrollment limit 25.

SS/NS 178

ECOLOGY AND POLITICS OF LAND USE IN NEW ENGLAND

Robert Rakoff/Larry Winship

A farmer sells his land to a suburban developer. A town looks for a site for a new landfill. Wal-Mart seeks to build a new store in an open field on the outskirts of a small town. A state agency manages its forested watershed by promoting logging and allowing an annual deer hunt. A builder wants to fill in a wetland area in order to develop a new home.

These kinds of events are the normal stuff of local and state politics in New England and they are usually accompanied by intense political conflict and competing claims about environmental impact and social or economic benefits. In this course, we will analyze land use conflicts like these in order to see why they take the forms they do, who has the power to shape the outcomes, and what are the ecological and economic consequences of change in land uses. We will consider the importance of private property, the role of government in taxing and regulating, the real estate and construction industries, waste management, and the

impact of land use on water resources. We will try to assess for ourselves the magnitude of land use impacts on forest, field and wildlife ecology. We will measure water pollution caused by agricultural run-off and by landfills and we will explore the changes in vegetation patterns caused by human activity. Students will work in small groups on local or regional land use issues, utilizing scientific fieldwork and lab analysis along with direct observation of local government agencies.

Successful completion of this course, followed by successful completion of NS 289, Ecology and Agriculture, will constitute completion of the Division I requirement in Natural Science.

Class will meet twice a week. Several field trips will be scheduled and students will be expected to attend occasional evening meetings of local government boards and committees. Enrollment limit is 35.

SS 184p

AMERICAN CAPITALISM

Stanley Warner

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

SS 188

CRITICAL STUDIES IN HISTORY I: RENAISSANCE AND REFORMATION

James Wald

This course will introduce students to the major cultural transformations of the fourteenth through the sixteenth centuries. We will critically examine major socioeconomic and political changes and their relation to cultural production. Some of the problems we will engage include: Catholic predominance vs. the development of the Protestant challenge; elevation of the notion of the self vs. emergence of the nation state; shifts in communication and the circulation of knowledge vs. social control; elite culture vs. popular culture. The class will meet for one and one-half hours twice a week. Enrollment limit is 25.

SS 205

AMERICAN SOCIETY AND POLITICS DURING THE GREAT DEPRESSION AND WORLD WAR II

Aaron Berman

In the years between 1929 and 1952 Americans experienced a great depression, a world war, and a cold war. Massive unemployment led to the creation of the American welfare state. A militant labor movement formed in the thirties was destroyed by conservative forces in the postwar years. The Soviet Union was hailed as a great ally in the battle against fascism and then became this country's greatest adversary at the end of that conflict. We will examine the political, social, and intellectual history of the 1929-1952 period. Subjects to be examined are the New Deal, World War II, the labor movement, McCarthyism, and the diplomacy of the cold war. Readings will include scholarly works, fiction, and primary source materials. At least one independent research project and several short essays will be required. Class will meet for one and one-half hours twice a week. Enrollment limit is 25.

SS 208

ISSUES IN EDUCATION

Frederick Weaver

This course is designed for those with little or no background in the study of the history and politics of education. In addressing some of the pressing issues and debates about schooling in the United States, we will draw from analyses of the beginning of public education, the influence of immigration on the development of schooling, and the continuing struggle by various groups to influence (or "reform") the structure and content of U.S. education. While looking at economic rationales for schooling, the vicissitudes of racial integration, claims about classical curricular content, we will continue to argue about the meaning of democratic education in the

late twentieth century. We will use Asian Americans' experience with schooling as a case study. Readings will include Spring, Ravitch,Sizer, Steinberg, Kozol, and others. Class will meet for one and one-half hours twice a week; open enrollment.

SS/HA 213

CONTROVERSIES IN UNITED STATES ECONOMIC AND SOCIAL HISTORY

Laurie Nisonoff/Susan Tracy

This course addresses the development of the United States economy and society from the colonial period to the present. Focusing on the development of capitalism, it provides students with an introduction to economic and historical analysis. We will study the interrelationship among society, economy and the state, the transformation of agriculture, and the response of workers to capitalism. Issues of gender, race, class, and ethnicity will figure prominently in this course. This is designed to be a core course for students concentrating in economics, politics, and history. We will work on developing research skills in economics and historical methodologies. Classes will have a lecture discussion format. Students will be expected to attend class regularly, lead occasional discussions, and write several papers. Class will meet for one and one-half hours twice a week. Enrollment limit is 35.

SS 235

SOCIETIES AND CULTURES OF THE MIDDLE EAST

Ali Mirsepassi

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

SS 236

THE WORLD AFTER THE COLD WAR

Eqbal Ahmad

This lecture-discussion course will entail first a brief review of cold war premises and politics and a recapitulation of basic concepts in international relations. Thereafter, we engage in readings and discussions on the issues, events, and challenges in world politics following the collapse of communist governments in Eastern Europe and the former Soviet Union. Class will meet twice a week for one and one-half hours; enrollment limit 30.

SS 239

ABNORMAL PSYCHOLOGY

Patricia Romney

This is an introductory course in abnormal psychology. We will cover the range of psychopathology and achieve a basic understanding of neurotic functioning, mood disorders, personality disorders, and psychoses. We will also look briefly at child psychopathology and organic and neurological dysfunctions. Our emphasis in the course will be on understanding human behavior, not on applying diagnostic labels. To that end we will read material which reflects both the views of theorists and clinicians representing various theoretical orientations as well as the views of the patients themselves and other non-professionals who know them well. Classes will center on lecture and discussion. Students are expected to keep current with the readings and be prepared to discuss them in class. During the semester students will be asked to complete one short essay, three case study formulations, and a final paper on a psychological disorder of their choice. Class will meet for one and one-half hours twice a week; enrollment limit is 25.

SS 245

NEW CRITICAL LEGAL THEORY

Marlene Fried/Flavio Risch-Ozguera

During the past decade, critical legal theorists of race, gender, and sexuality have challenged prevailing jurisprudential paradigms and presented new models for legal thought. They have raised such fundamental questions as, how is oppression best conceptualized within the law? What is the potential and what are the limits of the role of law in addressing oppression? What is appropriate legal discourse? They have defined or reconceptualized areas of law such as sexual harassment, hate speech, and sexual orientation. In this reading and discussion seminar, we will examine these questions through the writings of such key authors as Derrick Bell, Mari Matsuda, Kimberle Crenshaw Richard Delgado, Patricia Williams, Catherine MacKinnon, Janet Halley, and others. The course will presuppose familiarity with basic legal texts and reasoning and with feminist theory. Class will meet for one and one-half hours twice a week; enrollment limit to 35.

SS 246

ADOLESCENT MOTHERHOOD: MYTHS AND REALITIES

Stephanie Schamess

Teenage motherhood has been identified as a major problem in this country. There is considerable evidence that early childbearing results in long-term poor economic and social consequences for mother and child. Is the mother's age the critical variable in these poor outcomes or are there other factors which play an important role? Through readings in demography, sociology, and psychology this course will explore and analyze adolescent childbearing from many perspectives.

Prior course work in one of the following is strongly recommended: adolescent development, sociology of parenthood, human sexuality, and or child development.

Class will meet for one and one half hours twice a week; enrollment limited to 25.

SS 248

GENDERED CITIES

Myrna Breitbart/Joan Landes

This course examines urban development from the viewpoint of gender. Integrating several disciplines, we consider how ideologies of gender have become historically imbedded in the organization of urban space (e.g. the suburbs) and (along with race and class differences) differentially affect men and women's urban experience. We examine urban struggles around such issues as housing and consider women's often simultaneous experience as prisoners, mediators and shapers of city life. Finally, we consider how feminist planners, architects and activists have creatively reconceptualized alternative patterns of city life and space over time. Class will meet for one and one-half hours twice a week. Enrollment limit is 35.

SS 249

CULTURAL ANTHROPOLOGY OF THE AMERICAS

Leonard Glick

An introduction to cultural anthropology, beginning with its historical roots in European accounts of recently encountered New World peoples and tracing its development to contemporary ethnographic studies. The course will focus on interpretations of American Indian life but will include studies of peoples of the Caribbean and Latin America. We'll view ethnographic videos for comparison with written ethnographies, asking what each medium conveys best. Students will write several short papers responding to open-ended questions and one research paper. Class will meet one and one-half hours twice a week; enrollment limited to 25.

SS 253

BUDDHISM AND SOCIETY IN SOUTH AND SOUTHEAST ASIA

Susan Darlington

This course will explore the social aspects of Buddhism as they are manifested in South and Southeast Asian cultures. We will examine the interrelationship between culture and religion and think about the role of religion in changing societies--how religion responds to and/or influences change. We will study the basic principles of Buddhism, the history of India at the time of the Buddha, and the beginning and spread of Buddhism

throughout the region. Such issues as Buddhism and political action, rural development and ecology will be discussed. Case studies of the development and contemporary forms of Buddhism will include Tibet, Sri Lanka, Thailand and Cambodia. The class will meet for one and one-half hours twice a week; enrollment limit 25.

SS 257

LAW AND LITERATURE

Lester Mazor

This course will explore three major themes: 1) the trial as metaphor 2) the idea of property and 3) the nature of justice.

Works to be examined include Alice in Wonderland, Arthur Miller's The Crucible, Kafka's The Trial, John Locke on the subject of property, Defoe's Robinson Crusoe, Melville's Billy Budd, the Oresteia of Aeschylus, Marge Piercy's Woman on the Edge of Time, as well as excerpts from writings in legal theory.

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

SS 263

DEMOCRACY, WORKPLACE, AND COMMUNITY

Stanley Warner

Why isn't work more democratic? Is it possible to increase democratic participation, reduce hierarchy, and recognize differing abilities without losing efficiency? We will explore a range of experiments, from corporate "Quality-of-Worklife" programs to worker managed enterprises, from Polaroid, Avis, and Honda, to Wierton Steel, the Oregon plywood cooperatives, and local collectives.

As a second quest, are small democratic communities possible or are they essentially utopian and countercultural? We will consider efforts to restructure life and work within new, alternative communities. Can the needs for private space and individual development be brought into balance with some measure of common space and property and mutual determination? Throughout the course we will look beyond democracy as simply the political act of voting to develop a stronger theoretical understanding of democracy as a more fundamental principle for organizing both work and community.

Field trips, pot luck suppers, and guest speakers from experimental communities and workplaces will keep reality in touch with theory. Class will meet for one and one-half hours twice a week; enrollment limit 25.

SS 265

THE SOCIOLOGY OF MEDICINE

Robert von der Lippe

This course will focus on a social science view of American medicine. Topics covered will include the history and organizational development of medicine from the eighteenth century to the present. We will also review the development of medical education in the United States and pay particular attention to the economic, social, cultural, and political factors that led to medical education and practice taking the shape and form that we see today. The development of other health personnel and their organization and training will also be considered. Finally, we will look at the patient/professional interface to attempt to better understand how our health care system began, developed, and might change in the future. Class will meet for one and one-half hours twice a week. Enrollment limit is 25.

SS 271

STREETWORK: RECLAIMING SPACE AND DESIGNING CHANGE WITH URBAN YOUTH

Myrna Breitbart

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

This course examines the premise that cities and neighborhoods are themselves environmental educations capable of arousing children's critical thought and action. Creative methods will be developed to engage with children in "streetwork": the use of the urban environment as a resource for exploration and intervention to

express children's unofficial cultures and produce positive change in their lives. Planning and discussion sessions will take place at Hampshire; fieldwork, with children, in Holyoke or Springfield. Class will meet for half a day once a week, plus informal meeting time outside of class.

Prerequisite: SS 127 (The Child in the City) or equivalent background in urban studies or work (and play) with children. Instructor permission required; enrollment limit 10.

SS 279

IMAGES: EAST ASIA AND THE WEST

Mitziko Sawada/Kay Johnson

This course will investigate the images people in East Asia (China and Japan) and the West (Europe and the U.S.) have had of each other and how these have changed. We will begin with the period of early sustained contact around the 16th century and trace the changes and possible continuities of these perceptions through the 20th century. In addition to scholarly secondary analysis, we will use literature, art, photography and films as sources to analyze these images. Enrollment limit is 35.

SS 286

PSYCHOTHERAPY

Patricia Romney

This course will serve as an introduction to various models of psychotherapy. We will examine psychodynamic, spiritual, existential and behavioral therapies in particular and discover how ideas about etiology, treatment and goals differ in these approaches. Students will write three short papers and one longer final paper. Students may also do a practicum in conjunction with the course. Abnormal psychology is a prerequisite. Class will meet for one and one-half hours twice a week; enrollment 25.

SS 288

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

Penina Glazer/Maureen Mahoney

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

This course will examine the history of childhood in the United States with a particular focus on the 19th and 20th centuries. We will look at the changing definitions of childhood and the implications for child rearing. We will also examine new ideas concerning the development of personality by utilizing recent histories of the emotions. Students will be required to write two papers comparing the childhoods of a range of subcultures. The class will meet twice a week for one and one-half hours. Enrollment limit is 35.

SS 290

POSTMODERNITY AND POLITICS

Carollee Bengelsdorf/Margaret Cerullo

In this course we will examine and problematize "politics" and "postmodernity" together. It is our assumption that postmodernism is defined in part by the collapse or exhaustion of the political project of the Left (including various "New Lefts"). One key line of exploration in the course will be the affinities between postmodernism and the revival or renovation of the political imagination of the Left. On the further assumption that a key characteristic of postmodernism is the breakdown of the center/periphery model of the world system, and the different (instantaneous) dynamics of interaction between local and global culture, we will examine the debates about the politics of postmodernism in both the contemporary US and Latin America. Feminist political theory and critical race theory, as well as the theories of "new social movements" will be at the center of our inquiry. Questions of "identity politics," the relationship between collectivity and difference; democracy; "free speech"; the role of the intellectual in radical politics; globalization; the relationships between postmodernity, postcoloniality and the end of Western hegemony; sexual politics; and media culture will engage us. We will ground recent discussions in "classic" texts, concentrating particularly on Foucault and Weber. In addition to these theorists, we will read, among others: Habermas, Arendt, Benhabib, Frederic Jameson, Judith Butler,

Deborah McDowell, Stanley Fish, Jorge Casteneda, Arturo Escobar, Mike Davis, Néstor García Canclísni, Kimberle Crenshaw and Patricia Williams.

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

SS 294

CRITICAL STUDIES IN CULTURE, II: NEW APPROACHES TO HISTORY

James Wald

Formerly concerned with the deeds of "great men," the nation-state, and "great ideas," historical scholarship has now become a wide-open field. Emphasis has shifted away from the elites toward the common people, from "politics" toward social structures, from "high" toward popular culture, from consensus toward conflict, and from change toward continuity. "Total histories" have integrated formerly compartmentalized areas of study. Social, economic, political, religious, and sexual "outgroups" have entered the mainstream of historical study. New insights from philosophy and literary criticism have challenged simplistic assumptions concerning the possibility of an "objective" reconstruction of the past. Drawing upon the history of Europe in the early modern era, we offer a critical consideration of historical study as a whole. Class will meet for two and one-half hours once a week. Enrollment limit is 25.

SS 311

WOMEN AND WORK

Laurie Nisonoff

This research workshop examines case studies of the interrelationships of gender and capital, some located in specific practice, time and place, others directed toward theoretical critique and construction. We examine issues such as: the work lives of women in the home and workplace; the relationships between "paid" and "unpaid" work; the "feminization of poverty" and of policy; the growth of new professions, the service sector, and the global assembly line. This course is organized as a seminar with students assuming substantial responsibility for discussion. Some background in feminist studies, political economy, history, or politics is expected. This course is designed for advanced Division II students and Division III students. Class will meet once a week for two and a half hours; enrollment limited to 15, by instructor permission.

SS 337

THE CRISIS OF UNDERDEVELOPMENT

Eqbal Ahmad

This seminar course will consist of readings and discussions on post-colonial states and societies. In trying to comprehend the complex relationships of history, power and culture in what is commonly identified as the Third World, we turn to theory, literature, and case studies. While its concerns are global, this course is biased toward the Middle East and South Asia. Class will meet one day a week for three hours; Instructor's permission required. Enrollment limited to 15.

SS/CCS 344

CRITICAL THEORY SEMINAR: CONTEMPORARY FEMINIST THEORY

Joan Landes/Meredith Michaels

This advanced seminar will focus on some of the significant challenges posed by and to feminism in the 1990s. Many of the philosophical divides and differences that characterized an earlier era of feminism have intensified or re-emerged in new contexts and in new configurations. Recent debates about identity establish an unsettled but productive terrain on which to explore the crisis of feminism in relation to contemporary culture. A major purpose of this course is to assess the usefulness of certain categorical frames in the interest of moving feminism and its allied fields and projects forward. In particular, we will be concerned to interrogate the founding concept of gender itself. Students are expected to have a significant background in feminist and/or critical theory. Enrollment is limited to 35 by instructor permission.

SS/NS 356

THE PUEBLO INDIANS: CHANGE AND ADAPTATION FROM PREHISTORY TO PRESENT

Barbara Yngvesson/Debra Martin

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

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

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

FIVE COLLEGE FACULTY OFFERINGS

FIVE COLLEGE ASTRONOMY DEPARTMENT

The Five College Astronomy course offerings emphasize critical thinking and quantitative analysis, both of which are essential to scientific enquiry of any kind. Furthermore, the interdisciplinary nature of astronomy, which draws on mathematics, physics, computer science and the natural sciences, provides ideal background and training for a range of scientific professions. Five College Astronomy courses are usually offered each year; course locations tend to rotate among the Five College campuses and classes typically meet for two 70 minute sessions per week, plus additional time for laboratories. Registration for Five College Astronomy classes should be done directly through Central Records at Hampshire rather than through the school where the course is offered. Students are urged to consult with Fred Wirth in the School of Natural Science to find how the Five College Astronomy offerings fit into the Hampshire curriculum. Additional introductory courses are offered on the other campuses and may be found in the appropriate catalog.

FIVE COLLEGE SELF-INSTRUCTIONAL LANGUAGE PROGRAM

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

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

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

JOINT FIVE COLLEGE FACULTY

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

Course List

Amherst
Political Science 40f
**CASE STUDIES IN AMERICAN
FOREIGN POLICY**
John Garofano

Amherst
Sociology 42f
**RELIGION, CULTURE, AND
SOCIAL CHANGE IN THE
MIDDLE EAST**
Ali Mirsepassi

Amherst
History 75s
**RESEARCH SEMINAR:
NATIONALISM IN THE
MIDDLE EAST**
Ahmet Kuyas

Amherst
English 90f
**STUDIES IN THE MOVING
IMAGE: QUESTIONS OF
DOCUMENTARY**
Norman Cowie

Hampshire
FL 105
ELEMENTARY ARABIC I
Mohammed Mossa Jiyad

Hampshire
SS 235
**SOCIETIES AND CULTURES
OF THE MIDDLE EAST**
Ali Mirsepassi

Smith
Arabic 100d
ELEMENTARY ARABIC I
Mohammed Mossa Jiyad

Mount Holyoke
Asian 132
INTERMEDIATE ARABIC I
Mohammed Mossa Jiyad

Mount Holyoke
Interdepartmental 203f
**STUDIES IN THE MOVING
IMAGE: VIDEO
SKETCHBOOK**
Norman Cowie

Mount Holyoke
Asian 222f
**INTERMEDIATE JAPANESE
(INTENSIVE)**
Hiroshi Inoue

Mount Holyoke
International Relations 300
VIETNAM WAR SEMINAR
John Garofano

Mount Holyoke
R 311f
**PROBLEMS OF
INTERNATIONAL PEACE AND
SECURITY**
Michael Klare

Mount Holyoke
History 300 level—number TBA
(Research Seminar)
**THE MIDDLE EAST AND
WORLD WAR I**
Ahmet Kuyas

Mount Holyoke:
Asian 351
**SEMINAR: JAPANESE
STUDIES**
Hiroshi Inoue

Mount Holyoke
Asian 361
**ANTHROPOLOGY AND
JAPAN**
Hiroshi Inoue

University
Geology 100
DYNAMIC EARTH
J. Michael Rhodes

University
Arabic 126
ELEMENTARY ARABIC I
Ahmad Salim Dallal

University
Arabic 326
**INTERMEDIATE ARABIC
(THIRD YEAR)**
Ahmad Salim Dallal

University
Japan 326
**INTENSIVE INTERMEDIATE
JAPANESE I**
Yoshnori Sasaki

University
Italian 514
THE EARLY RENAISSANCE
Elizabeth Mazzocco

University
Geology 591M.
**GEOCHEMISTRY OF
MAGMATIC PROCESSES**
J. Michael Rhodes

University
Japan 597A
**MATERIAL EVALUATION
AND DEVELOPMENT**
Yoshnori Sasaki

University
ASTFC 13
THE SOLAR SYSTEM
Mike Skrutskie

Amherst
ASTFC 14
STARS AND GALAXIES
William Dent

Tba
ASTFC 24
STELLAR ASTRONOMY
George Greenstein

University
ASTFC 26
COSMOLOGY
Ed Harrison

Smith
ASTFC 37
**TECHNIQUES OF OPTICAL
AND INFRARED ASTRONOMY**
F. Edwards
S. Strom

University
ASTFC 51
**ASTROPHYSICS I: STARS
AND STELLAR EVOLUTION**
Martin Weinberg

Course Descriptions

Amherst
Political Science 40f
CASE STUDIES IN AMERICAN FOREIGN POLICY
John Garofano

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

Amherst
Sociology 42f

RELIGION, CULTURE, AND SOCIAL CHANGE IN THE MIDDLE EAST

Ali Mirsepassi

This course will introduce students to sociological analysis of cultural accommodations to social change in the Middle East. Questions such as, the contentions between Islamic ideology and secularism, and Islamic traditions and modernity will be examined. We will explore different approaches and theories about the historical origins, social context, and cultural meaning of the current Islamic movement in the Middle East. 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 the 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 and development in the region. TTh 10:30-12:00

Amherst
History 75s

RESEARCH SEMINAR: NATIONALISM IN THE MIDDLE EAST

Ahmet Kuyas

Covering the nineteenth and twentieth centuries, the course will examine the rise and development of nationalist ideology in the Middle East. As forerunners of Turkish nationalism, the Turkic speaking peoples of Russia will be under scrutiny as well. Special attention will be paid to the relationship between socio-political developments and the rise of nationalism, to the problems created by the advent of the new ideology, and to the role of nationalism in the conflict between secularism and political Islam. T 2:00-4:00

Amherst
English 90f

STUDIES IN THE MOVING IMAGE: QUESTIONS OF DOCUMENTARY

Norman Cowie

The aim of this class is to examine the dominant questions and controversies confronting documentary today, through readings, screenings, and the production of a documentary project in film or video, or in special cases, another medium. Although the class will be structured around film and video documentary, we will also discuss the problems and questions of documentary and its relationship to the real as it arises in photography, print journalism, and radio. This course is an entry level course, however advanced students may participate. Instructor's permission is required. Times TBA.

Hampshire
FL 105

ELEMENTARY ARABIC I

Mohammed Mossa Jiyad

This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills as well as basic reading and writing. Interactive computer instruction will form an integral part of the course. MW 10:00-11:30, Friday 10:00-11:00. Textbook: Ahlan wa Sahlan, Part I, by Mehdi Alish, Ohio State University. Computer Software: Alef Baa, AraSpell Game and AraFlash Game by Mohammed Jiyad,

MW 12:00-1:30, F 12:00-1:00.

Hampshire
SS 235

SOCIETIES AND CULTURES OF THE MIDDLE EAST

Ali Mirsepassi

This course is designed to introduce students to the historical, social, political and cultural dynamics of contemporary Middle East. We will look at the historical and geographical contours of the region. We explore the culture (languages and religions as well as artistic and literary forms), political systems and economic development, secularism and Islamic politics, and issues such as ethnicity and gender. Throughout the course,

attention will be directed to both the region's specificities—those defining characteristics that distinguish the Middle East from other parts of the world—and to the region's internal diversity. As the primary purpose of the course is to facilitate cross-cultural communication and understanding, students will be asked to interrogate their own assumptions and to suggest fruitful ways of encountering the Middle East.

Smith
Arabic 100d
ELEMENTARY ARABIC I
Mohammed Mossa Jiyad

This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills as well as basic reading and writing. Interactive computer instruction will form an integral part of the course. MW 10:00-11:30, Friday 10:00-11:00. Textbook: Ahlan wa Sahlan, Part I, by Mehdi Alish, Ohio State University. Computer Software: Alef Baa, AraSpell Game and AraFlash Game by Mohammed Jiyad,

Mount Holyoke
Asian 132
INTERMEDIATE ARABIC I
Mohammed Mossa Jiyad

Covers oral skills related to interactive and task-oriented social situations, including discourse on a number of topics and public announcements. Students will also read and write short passages and personal notes containing an expanded vocabulary on everyday objects and common verbs and adjectives. Prerequisite: Asian 130 & 131, or permission of instructor. MW 2:00-3:30, F 2:00-3:00. Textbook: Al-Kitaab al-Asaasy, Part 1, by Said Badawi, The Arab League Press. Computer Software: AraCon Game, AraForm Game The Tower Game and The Sinbad Game, by Mohammed Jiyad, Mount Holyoke College.

Mount Holyoke
Interdepartmental 203f
STUDIES IN THE MOVING IMAGE: VIDEO SKETCHBOOK
Norman Cowie

Since its introduction in the 1960s as a consumer technology, portable video production has increasingly diversified. Today it is a hybrid technology; a site where the effects of its marketing and globalization meet the democratizing demands of its users; where the traditions of film and television meet the strategies of postmodernism. In this course we will explore these (and other) relationships in order to situate contemporary video's narrative, documentary and experimental forms. We will also produce short video "sketches" throughout the semester. Permission of the instructor is required. Times TBA.

Mount Holyoke
Asian 222f
INTERMEDIATE JAPANESE (INTENSIVE)
Hiroshi Inoue

A continuation of Elementary Japanese. Equal emphasis on speaking, listening, reading and writing modern Japanese. Approximately 350 kanji. Classwork is supplemented by tapes, videos, and computer programs. MWF 8:35-9:50 Students must choose one of two labs: LAB: T 10:50 and LAB: TT 1:00

Mount Holyoke
International Relations 300
VIETNAM WAR SEMINAR
John Garofano

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

Mount Holyoke

R 311f

PROBLEMS OF INTERNATIONAL PEACE AND SECURITY

Michael Klare

A research-oriented seminar on critical problems of international peace and security in the 1990s, intended for students who seek to enhance both their research skills and their understanding of current world security affairs. In 1992, the course focused on problems of regional conflict in the Third World, and on problems arising from the flow of advanced military technologies (nuclear, chemical, and conventional) from the industrial powers of the "North" to the emerging regional powers of the developing world. The course begins with presentations on particular themes by the instructor, along with a discussion of research principles and methods. Each student selects a particular problem for intensive study, which results in a research paper and oral report. Times TBA.

Mount Holyoke

History 300 level--number TBA (Research Seminar)

THE MIDDLE EAST AND WORLD WAR I

Ahmet Kuyas

A detailed study of the most significant event in the making 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. Th 1:00-4:00.

Mount Holyoke:

Asian 351

SEMINAR: JAPANESE STUDIES

Hiroshi Inoue

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

Mount Holyoke

Asian 361

ANTHROPOLOGY AND JAPAN

Hiroshi Inoue

A specific topic relating anthropology and Japanese Culture will be chosen each semester. All reading in English. T 1:00-3:50.

University

Geology 100

DYNAMIC EARTH

J. Michael Rhodes

The earth is a dynamic planet constantly creating oceans and mountain ranges, and accompanied by earthquakes and volcanic activity. This course explores the relationship between earthquakes, volcanoes and plate tectonics, the hazards that they produce, and their impact on humans. MWF

University

Arabic 126

ELEMENTARY ARABIC I

Ahmad Salim Dallal

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. TTh 1:00-2:45.

University

Arabic 326

INTERMEDIATE ARABIC (THIRD YEAR)

Ahmad Salim Dallal

Covers conversational and argumentative speaking skills using a wider vocabulary and more complex grammatical elements. Students will read authentic reading materials from journalism and literature and develop writing skills through paraphrasing, composing letters and biographies and other exercises. Prerequisites: Arabic 126 and 146, Arabic 226 and 246, or permission of the instructor. Texts: Selection of authentic materials including various topic passages, newspaper articles, short stories, short plays, songs, video tapes and radio broadcasts. TTh 11:15-12:30.

University

Japan 326

INTENSIVE INTERMEDIATE JAPANESE I

Yoshnori Sasaki

Course will concentrate on the reading and analysis of literary texts. A large amount of time is devoted to the understanding of Japanese grammar and oral practice. Format includes recitation and discussion. Requirements include daily quizzes and mid-term exam. Prerequisites: Japan 246 or equivalent. Lec: TTh 9:05; Disc: MTWTh 10:10, 11:15, 12:20.

University

Italian 514

THE EARLY RENAISSANCE

Elizabeth Mazzocco

This course will focus on the early Italian epic and the world of Quattrocento Italian chivalric myth. Works studied will include Pulci's Morgante and Boiardo's Orlando Innamorato as well as other minor literary works. Topics for discussion will include: the female warrior, magic and incantations, the birth of an Italian self, historical vs. literary chivalric practices, the ideal knight, the destruction/creation of chivalric myth, the joust as game and war, as well as a class. Students will write several papers and deliver oral presentations. All work (oral and written) will be in Italian.

University

Geology 591M.

GEOCHEMISTRY OF MAGMATIC PROCESSES

J. Michael Rhodes

Geochemical, aspects of the formation and evolution of the earth's mantle, and the generation of crustal rocks through magmatic processes. Topics will include cosmic abundance and nebula condensation, chemistry of meteorites, planetary accretion, geochronology, chemical and isotopic evolution of the mantle, composition and evolution of the earth's crust, trace element and isotopic constraints on magma genesis. Prerequisite: Petrology and/or Introductory Geochemistry. Three credits. Times TBA

University

Japan 597A

MATERIAL EVALUATION AND DEVELOPMENT

Yoshnori Sasaki

Students will learn various evaluation criteria and development techniques of teaching materials. This course will familiarize students with: Pertinent pedagogical and language learning theories; Criteria for evaluating and selecting courseware; Logistics of material development. Students are expected to conduct projects on material evaluation and/or development. TTh 2:30-3:45.

FIVE COLLEGE ASTRONOMY

Course Descriptions

University

ASTFC 13

THE SOLAR SYSTEM

Mike Skrutskie

Introductory course for science, engineering and astronomy majors. Topics include: physical characteristics of the earth, moon, planets, asteroids, and comets -- their motions and gravitational interactions. Recent discoveries of space probes relative to formation of the solar system and origin of life. Prerequisite: high school algebra.

Amherst

ASTFC 14

STARS AND GALAXIES

William Dent

Continuation of ASTFC 13; may be taken independently. Introductory course for science, engineering and astronomy majors. Topics include stellar evolution, pulsars, black holes, galactic structure, and cosmology. Prerequisite: high school algebra.

Tba

ASTFC 24

STELLAR ASTRONOMY

George Greenstein

Computer and observational lab based course. The basic observational properties of stars will be explored in an experimental format relying on both telescopic observations and computer programming exercises. No previous computer programming experience is required. Prerequisites: 1 semester of calculus, 1 semester of physics and 1 introductory astronomy class.

University

ASTFC 26

COSMOLOGY

Ed Harrison

Cosmological models; relationship between models and observable parameters. topics concerning cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of mean density of the universe; the Hubble constant; tests of gravitational theories. The foundations of cosmology, and its future as a science. Prerequisites: 1 semester calculus and 1 semester of a physical science.

Smith

ASTFC 37

TECHNIQUES OF OPTICAL AND INFARED ASTRONOMY

F. Edwards

S. Strom

With lab. Introduces the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared. Telescope design and optics. Instrumentation for imaging, photometry, and spectroscopy. Astronomical detectors. Computer graphics and image processing. Error analysis and curve fitting. Data analysis and astrophysical interpretation, with an emphasis on globular clusters. Prerequisites: 2 semesters of physics, 2 semesters of calculus, and ASTFC 24 or 25.

University

ASTFC 51

ASTROPHYSICS I: STARS AND STELLAR EVOLUTION

Martin Weinberg

The application of physics to the understanding of astronomical phenomena. Physical principles governing the properties of stars, their formation and evolution. Radiation laws and the determination of stellar temperatures and luminosities; Newton's laws and the determination of stellar masses; hydrostatic equation and the thermodynamics of gas and radiation; nuclear fusion and stellar energy generation; physics and degenerate matter and the evolution of stars to white dwarfs, neutron stars or black holes; nucleosynthesis in supernova explosions; dynamics of mass transfer in binary systems; viscous accretion disks in star formation and x-ray binaries. No previous astronomy courses required. Prerequisites: 4 semesters of physics.

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 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 X5646, X5531 or X5577. 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.

HA/WP 120p

READING, WRITING AND REVISION: AN INTRODUCTION TO WRITING

Nina Payne/Deborah Gorlin

We will spend the first weeks of the semester reading stories and essays that will provide access to an instruction in different forms of writing. What are the ways in which personal experience or response is transformed into material for a short story or an essay? What happens between the reading and absorption of a work of fiction or non-fiction and the writing of a critical or analytical essay about it? What place do voice, description, dialogue and structure have in the writing of a story? In what ways do the elements of craft differ or overlap from one form to another? A variety of exercises, assignments and revisions will develop in the direction of finished work by the end of the term.

Class is open only to first year students. Enrollment is limited to 25 students. Class will meet twice each week for one and one-half hours.

HA/WP 158

CHARACTER AND LANDSCAPE IN MIDWESTERN LITERATURE

David Smith/Ellie Siegel

Designed both for students new to Hampshire and for those who have been here and are beginning to focus their interests in American literature and culture, this course will encourage you to try out your own writing against a background of readings chosen both for locale and for the ways in which setting influences character. Typical readings could include stories and novels of prairie and small-town life (Cather, Anderson, Lewis, Hughes, Morris, Keillor), urban migration (Hughes, Olsen, Bonner) and the new Native American fiction (Vizenor, Brant, Erdrich). There will be an examination of the idea of "regionalism" in literature and the place of "place" in fiction. There will be regular opportunities for your own original writing--e.g. fiction, personal narrative--and for critical writing about the works you are reading. Class will meet twice a week for one and one-half hours. Enrollment is limited to 25.

QUANTITATIVE SKILLS PROGRAM

The Quantitative Skills Program provides assistance to all students interested in improving their mathematics, statistics, or computer skills. Students at all levels are encouraged to drop by or make an appointment to work with tutors on homework, divisional exams, GRE preparation, independent studies, etc. In addition to the tutoring available during office hours, there are weekly evening workshops focusing on math or math-related topics. These workshops are held in either the LeBrón-Wiggins-Prán Center, the Quantitative Skills Office, or the 3rd floor 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 x5591.

FOREIGN LANGUAGES

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

For further information on French and Spanish, contact the International Language Institute, 586-7569, or Caroline Gear at Prescott A5, at extension 5228.

FL 101

INTENSIVE FRENCH

FL 102

INTENSIVE SPANISH

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

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

HAMPSHIRE COLLEGE CHORUS

Ann Kearns, Director

The Chorus season will include Bach Cantatas 79 and 140 with professional orchestra and soloists for Family and Friends Weekend in October. In December we'll perform two contrasting Mass settings, one by Stravinsky and the other, GOSPEL MASS by Robert Ray. In the Spring we'll present JOURNEYS III, a program of music from several cultures, to be performed in New York City and Amherst. The Chorus rehearses Mondays and Wednesdays, 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 alternatives) who are elected to facilitate Hampshire's theatre program. Responsibilities include representing the theatre community in questions of curriculum, monitoring the performance spaces and equipment, and scheduling the 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.

OPRA 126
**BEYOND BEGINNING
 WHITEWATER KAYAKING**
 Glenna Lee Alderson

OPRA 141
**BEGINNING SWIMMING AND
 STROKE IMPROVEMENT**
 Glenna Lee Alderson

OPRA 149
**OPENWATER SCUBA
 CERTIFICATION**
 Project Deep

OPRA 151
**TOP ROPE
 CLIMBING (A)**
 Kathy Kyker-Snowman

OPRA 152
**TOP ROPE
 CLIMBING (B)**
 Earl Alderson

OPRA 175
BACKYARD WILDERNESS
 Karen Warren

OPRA 185
BEGINNING TENNIS
 Madelyn McRae

OPRA 187
INTERMEDIATE TENNIS
 Madelyn McRae

OPRA 208
**EXPERIENTIAL EDUCATION:
 FROM THEORY TO
 PRACTICE**
 Karen Warren

Course Descriptions

All non-Hampshire participants will be charged a Lab/Equipment Fee for attending any of the following courses. Students must bring a current/valid ID card to the first class. Five College students will be graded on a pass/fail basis and must negotiate credits with their own registrars.

OPRA 101
BEGINNING SHOTOKAN KARATE
 Marion Taylor

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

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

OPRA 102
INTERMEDIATE SHOTOKAN KARATE
 Marion Taylor

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

OPRA 104
ADVANCED SHOTOKAN KARATE
 Marion Taylor

This course is for students who have attained the rank of brown belt or black belt. Classes will meet Tuesday and Thursday, 6:00 to 8:00 pm, and Sunday 1:00 to 3:00 pm, in the Robert Crown Center. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars. Enrollment unlimited by instructor's permission.

OPRA 107

YOGA

Ruth Anne Lundeborg

An introduction to Hatha Yoga practice. Class will include breath control, stretching, toning, and stress reduction. A wide range of classical yoga asanas (postures) will be covered—including forward bends, backward bends, standing poses, inverted poses, balancing, and twists. Each session will be an invigorating full-body workout. Students will gain sufficient practical knowledge to sustain independent yoga practice.

Class meets in the South Lounge of the RCC on Tuesday 3:00-4:30 or Thursday 4:30-6:00 or Friday 4:00-5:30.

OPRA 111

AIKIDO

Paul Sylvain

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

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

OPRA 115

BEGINNING KYUDO: ZEN ARCHERY

Marion Taylor

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

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

The class will meet in the South Lounge of the RCC on Tuesday 4:30-6:00 and Thursday from 3:15 to 4:30 pm.

OPRA 116

INTERMEDIATE KYUDO

Marion Taylor

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

The course can only be taken by people who have completed OPRA 116. The class will meet in the South Lounge of the RCC on Monday and Friday from 2:30-4:00 pm.

OPRA 118

BEGINNING T'AI CHI

Denise Barry

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

The class meets on Thursday from 12:30 to 1:45 pm in the Robert Crown Center. Enrollment is open. Register

by attending the first class. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

OPRA 119

CONTINUING T'AI CHI

Denise Barry

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

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

OPRA 123

BEGINNING WHITEWATER KAYAKING (X)

Earl Alderson

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

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

OPRA 124

BEGINNING WHITEWATER KAYAKING (Y)

Glenna Lee Alderson

This course is the same as OPRA 123.

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

OPRA 126

BEYOND BEGINNING WHITEWATER KAYAKING

Glenna Lee Alderson

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

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

OPRA 141

BEGINNING SWIMMING AND STROKE IMPROVEMENT

Glenna Lee Alderson

Becoming a competent performer in the water requires learning some basic fundamental skills. If you have the desire to learn to swim or improve your existing stroke work, here is the perfect opportunity! This class will focus on helping the adult student better understand and adapt to the water environment. We will work on keeping the 'fun in fundamentals', as we learn floats, glides, propulsive movements, breath control and personal safety techniques. This course is taught by an American Red Cross certified instructor. Class will meet on Wednesdays from 10:30 to 11:30 am.

OPRA 149

OPENWATER SCUBA CERTIFICATION

Project Deep

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

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

OPRA 151

TOP ROPE CLIMBING (A)

Kathy Kyker-Snowman

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

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

OPRA 152

TOP ROPE CLIMBING (B)

Earl Alderson

This course is the same as OPRA 151.

Classes will meet Thursday from 12:30 to 5:30 pm. Enrollment limit, 12.

OPRA 175

BACKYARD WILDERNESS

Karen Warren

The Connecticut River Valley is a bioregion rich in natural variety and beauty. This course will be an opportunity to explore the natural places in our own backyard. The focus will be on different ways of experiencing the mountains, streams and valleys of the area. By foot, canoe and bike we will attempt to develop a sense of place with some truly magical local sites.

Activities may include a swamp walk, canoeing on the Connecticut River, an overnight solo, a Holyoke Range hike, a night hike and practicing skills used by native cultures. A weekend camping trip early in the course will provide a chance to explore what it means to "be a native to a place." Readings and projects will further develop this concept.

The class will meet Thursdays 1:00-5:00 pm. Enrollment limit, 12.

OPRA 185

BEGINNING TENNIS

Madelyn McRae

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 and Wednesday 1:00-2:00 in the Multi-Sport Center. Limit 12. Instructor's permission required.

OPRA 187

INTERMEDIATE TENNIS

Madelyn McRae

People who currently play recreationally and would like to improve their game should attend this class. Class will meet Monday and Wednesday 2:00-3:00 in the Multi-Sport Center. Limit 12. Instructor's permission required.

OPRA 208

EXPERIENTIAL EDUCATION: FROM THEORY TO PRACTICE

Karen Warren

This course will offer an overview of the theoretical tenets of experiential education and how it can be applied in a variety of settings, including the outdoors and alternative and traditional classrooms.

Topics to be addressed include current issues in experiential education, oppression and empowerment in education, teaching experientially, creative expression and the historical and philosophical basis of experiential education.

The course format will include readings, discussion, guest speakers, field experiences, and individual research and presentations on experiential education. An emphasis of the course will be for students to develop and work with curriculums based on experiential learning by creating student facilitated workshops and gaining exposure to experiential education methodology currently employed in the local area.

This course is designed for Division II and III level students. Class will meet one afternoon a week for a four hour session. An additional hour per week will be arranged.

SPECIAL PROGRAMS

AMERICAN STUDIES

American Studies is the study of American culture through its many manifestations: the creative arts, sociology and social structure, history, and material artifacts. American Studies thrives at Hampshire because it shares with the College a challenge to artificial, limiting boundaries between subjects and modes of inquiry. As a result of Hampshire's commitment to multidisciplinary ways of knowing, American Studies faculty and courses in all four Schools to 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 twenty five 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, contact Susan Tracy (x5518).

BUSINESS & SOCIETY

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

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

The better graduate schools of business prefer students without narrowly defined "majors" in business. The need for the early planning of a concentration cannot be overstated. For more information about options, Five College resources, and graduate school expectations, contact Stan Warner (x5598).

CIVIL LIBERTIES AND PUBLIC POLICIES PROGRAM

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

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

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

Students interested in the Civil Liberties and Public Policy Program should contact the director, Marlene Gerber Fried (x5645), Franklin Patterson Hall, G5.

COMPUTER STUDIES

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

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

Computing facilities at Hampshire include a variety of centrally-located timesharing systems and widely-dispersed workstations and personal computers. Three public computing laboratories are located in Cole Science Center, the Library, and Simmons Hall. These are linked by data networks to each other, to the timesharing systems, and to other campuses in the area. Campus systems are accessible by modem from student rooms and off-campus locations. Members of the Hampshire community have access to international electronic mail and other wide-area network services. The College uses equipment from a variety of manufacturers, including Digital Equipment Corporation, Apple, IBM and Zenith.

Students at Hampshire can purchase personal computers through the College at deeply discounted prices; for compatibility with existing College facilities, those bringing their own machines to campus would be well advised to bring either an Apple Macintosh or an IBM PC-compatible MS-DOS system. Students interested in Computer Studies should contact Rich Muller (x5687).

CULTURAL STUDIES

Cultural Studies is an inter-School program focusing on the definition, production and interpretation of culture. Breaking with the traditional dichotomies of high and low culture, art and criticism, history and textuality, technology and culture, theory and practice, Cultural Studies takes cultural processes, practices and artifacts as its objects of study. This program is committed to an understanding of culture as a broad and radically diverse process, a constitutive human activity involving the various modes or representations within which meaning is constructed and historically transformed. By attending to variable dimensions of culture, Cultural Studies emphasizes the increasingly international and cross-cultural character of knowledge and cultural production.

Faculty members of the program from the disciplines of art history, theatre, philosophy, history, video, music, literature, media studies and politics offer core courses, seminars and public colloquia. Courses of special interest to Cultural Studies concentrators are indicated in the course guide. Advanced students are encouraged to enroll in CCS/HA/SS 344 Seminar in Cultural Studies. For more information contact Meredith Michaels (x5629) or Joan Landes (x5507).

EDUCATION STUDIES

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

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

For those interested in teaching as a career, there are a number of ways in which a student's Hampshire education can facilitate subsequent teacher certification. First-year students need not concern themselves immediately with selecting particular classes to meet such requirements; courses in mathematics, science, literature and writing, the arts, linguistics, philosophy, history, cognitive science, and the social sciences are valuable for their contribution to intrinsically important general education as well as to the satisfaction of certification requirements. During the first year or early in the second year, however, students should get in touch with Laurence Beede (x5479) or Fred Weaver (x5502) for more information about the Education Studies Program.

FEMINIST STUDIES

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

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

A core group of interested students and faculty sponsor lectures, workshops, and performances by feminist scholars, writers, artists, and musicians throughout the year. There is also a Women in Science Program and a Reproductive Rights Program on campus. The Five College community supports a broad range of other activities and resources. Faculty women from the five institutions have formed the Five College Women's Studies Research Center, which devotes its energy to developing a feminist intellectual community in the Valley through sponsoring seminars, speakers and other events and activities. For more information, contact the Feminist Studies administrative assistant, Mary Sera (x5719).

LAW PROGRAM

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

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

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

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

Michael Ford is interested in the issues of law and education, and racism and the law. Jay Garfield is interested in the philosophy of law, applied ethics, social and political philosophy, affirmative action, and reproductive rights. Lester Mazor examines legal history, philosophy of law, the legal profession, criminal law, labor law, and family law. James Miller's work includes issues in community law, such as First Amendment questions and

copyright, and telecommunications regulation and national policies for mass media. Donald Poe investigates the dynamics of jury decision-making and other issues of law and psychology. Flavio Risech-Ozeguera is concerned with civil rights, immigration and housing issues and with the intersections of race, gender and sexuality and the law. Barbara Yngvesson is interested in dispute resolution and legal aspects of social control in cross-cultural contexts.

The Law Program is not designed as preparation for law school. Although there is some overlap between the interests of students who want eventually to go to law school and those who want only to include the study of law in their undergraduate education, the Law Program as such is concerned only with the latter. (Pre-law counseling is offered by Lester Mazor, x5392 and Flavio Risech-Ozeguera, x5504.)

THE LEMELSON NATIONAL PROGRAM IN INVENTION, INNOVATION, AND CREATIVITY

The goal of the Lemelson Program is to expose students to the independent reasoning and creative thinking that is essential to the process of inventing. The curriculum will emphasize cooperative problem solving through the use of student teams that are guided by faculty members. The program will support students from the initial concept of an invention through its development and possible introduction to the market. Students will work together in teams to solve problems or create new approaches and processes in a given field. Student teams can work on a project for a semester, or for their entire stay at Hampshire. Lemelson projects can be easily incorporated into divisional requirements. Projects which proceed to an advanced stage will be eligible for funding to purchase equipment or other resources that may be needed.

There are two ways to participate in the program: 1) You may take a course offered by a faculty member that will focus on group problem solving in a particular field; Lemelson courses are noted in the course guide. 2) You may work with a group of students on an independent project. You will need to select a faculty advisor and submit a detailed proposal to the Program Director, Brenda Philips (x5613), Cole Science Center Room 104.

THE LUCE PROGRAM IN FOOD, RESOURCES AND INTERNATIONAL POLICY

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

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

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

Students who are interested in the Luce Program in Food Resources and International Policy should contact the Director, Ben Wisner at Prescott D-2 (x 5624).

POPULATION AND DEVELOPMENT PROGRAM

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

the impact of international population control policies and new contraceptive technologies on women and children's health and lives.

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

The Program is also linked to Hampshire's Third World Studies, Feminist Studies, and Luce Programs, as well as to programs in the other Five Colleges and international women's health networks. Program Director is Betsy Hartmann, Franklin Patterson Hall, G16 (x5506).

PUBLIC SERVICE AND SOCIAL CHANGE PROGRAM

The Public Service and Social Change program was created to and help Hampshire students develop model programs both on campus and in surrounding communities to promote public service and social change involvement. The increasing complexity of social/political problems combined with the current trend toward a focus on individual success and materialism make it imperative that progressive institutions, such as Hampshire, continually re-assess priorities and develop innovative and creative solutions to pressing social issues.

The broad goal of a program in public service and social change at Hampshire is to expose all students to the intellectual and practical aspects of social engagement and the process of social change. While a fixed percentage of students may actually choose to enter public service careers upon graduation, each year the program in public service and social change increases awareness, helps direct intellectual energies, and promotes responsible and concerned citizenship among Hampshire College students.

The program will provide students with viable opportunities and incentives at various points in their undergraduate careers to increase social awareness and action, including paid and volunteer internships, curriculum development, career counseling, 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 (x5395).

SCIENCE TECHNOLOGY & SOCIETY PROGRAM

The School of Natural Science cooperates extensively in a collaborative program on science, technology, and society with (ISIS) The Institute for Science and Interdisciplinary Studies. ISIS is a non-profit science research/action organization whose office is at Prescott C-5. ISIS helps to democratize science and technology via community outreach and involvement, education, research, writing and dialogue on social, ethical-political and conceptual implications of technologies and sciences. Ongoing projects that students can participate in include, among others: developing practices and social networks for sustainable agriculture in the Connecticut River Valley; citizen-driven clean up and monitoring of military nuclear and toxic waste; quantum mechanics and the creation of physical reality; science for survival including working with indigenous tribes in the Amazon and US minority populations to develop and implement culturally appropriate actions for the remediation of environmental and social devastation; and comparative scientific traditions; the body in the regime of postmodern biopower. Courses which relate to this program include: "New Ways of Knowing," "The Science of AIDS," "World Food Crisis," Seminars on "Sustainable Agriculture and the Environment," "Women and AIDS," "Land Use Policy," "Deconstructing AIDS," "Biology of Poverty," "Elementary School Science Workshop," "Teaching Science in Middle School," "Environmental Concerns and the Third World," and "Women and Minorities in Science." ISIS and the Science, Technology and Society Program also help support and advise student work in most areas of the anthropology, philosophy, sociology, history, feminist or cultural studies of science and technology. Contact Herbert Bernstein or Mike Fortun (x5582) for information about ISIS.

THE THIRD WORLD STUDIES PROGRAM

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

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

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

- (a) the local and global forces that compel the majority of the world's population to inhabit a Third World,
- b) the links between the configurations of power that operate internationally and domestically (i.e., within the U.S.) to the detriment of Third World peoples, and
- (c) the changes that currently are putting the industrialized nations and dominant groups within those nations on the defensive. Although we frequently employ such categories as state, class, race, gender and caste, we continually evaluate the implications of these categories in order to extend our analyses beyond Eurocentric conceptions; and we share a commitment to the aspirations of Third World peoples to achieve new social orders, greater freedom, material prosperity, and cultural autonomy.

Students in Third World Studies typically formulate a concentration while enrolled in one of the core courses, and they are expected to have a working knowledge of at least one foreign language germane to their studies. As Program faculty, we encourage students to draw upon the rich variety of course offerings and other activities in the five college community, and we strongly recommend that the concentration include direct personal experience through study and fieldwork in Third World regions and among Third World peoples. For more information contact Ali Mirsepassi (x5677) or Ann McNeal (x5571).

FACULTY BIOGRAPHIES

School of Communications and Cognitive Science

Joan Braderman, associate professor of television production, has a BA from Radcliffe College and an MA and MPhil from New York University. Her award-winning documentaries and art videos have been shown on PBS, in many galleries, festivals, cable stations, and universities internationally and are in the permanent collections of such museums as the Stedelijk in Amsterdam, the Centre Pompidou in Paris, and the Institute of Contemporary Art in London. She has written and spoken widely on the politics of representation in video and film and was a founding member of *Heresies, A Feminist Journal on Art and Politics*. Writing about her work has appeared in such places as *The Village Voice*, *The Independent*, *Afterimage*, *Contemporanea*, and *The Guardian* (London). She has received grants from the Jerome Foundation, New York State Council on the Arts, Massachusetts Council on the Arts, New York Foundation on the Arts, and others. She has taught at the School of Visual Arts, N.Y.U., etc., and her teaching interests continue in video production in a variety of genres and in film, video, art, and media history and theory. She is participating in an academic exchange with the London Institute during the fall term 1994 and will be on sabbatical in spring 1995.

Christopher Chase, associate 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.

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

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

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

Jay Garfield, professor of philosophy, received his AB from Oberlin College in psychology and philosophy and his PhD in philosophy from the University of Pittsburgh. He teaches and pursues research in the foundations of cognitive science, the philosophy of mind, philosophy of language, metaphysics, epistemology, the philosophy of technology and Buddhist philosophy, particularly Indo-Tibetan Mahayana philosophy. His recent research and publications include books on the history of Western idealism, a translation of and commentary on an Indian Buddhist text, and articles on topics in the philosophy of mind, metaphysics, and philosophy of science in both Western and Buddhist traditions. Professor Garfield initiated and directs Hampshire's academic exchange program with the Tibetan universities in exile in India, a program that takes Hampshire students and faculty to the Tibetan universities, and which brings Tibetan faculty and students to Hampshire.

Brian Hoey studied fine art in the United Kingdom and received his BA from Exeter College of Art and his MA from the Slade School, University College London. He was formerly 'Artist in Residence' to Washington, England where he curated Britain's first annual festival of international video art. His own video art tapes and installations have been exhibited widely and are in the permanent collections of Galleria Del Cavallino, Milan; The Pennsylvania State University and the Museum of the Moving Image, London. He has taught video production for the past eleven years at the London College of Printing and Distributive Trades, which is a

constituent college of the London Institute, Europe's largest art education institution. He is participating in an academic exchange with Hampshire College during the fall term 1994.

Janet Kaye, adjunct associate professor of journalism, received her BA in sociology from Brandeis University and her JD from the American University Washington College of Law. She practiced law in Washington, D.C. for several years before becoming an editorial writer, newspaper reporter, free-lance writer, and reviewer. She has taught journalism courses at UCLA Extension and at California State University, Northridge. She writes and lectures extensively on the legal and ethical issues surrounding the "right to die."

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 The School of the Art Institute of Chicago. His video works include "Danny" and "King Anthracite." He will be on leave of absence during academic year 1994-95.

Meredith Michaels, associate professor of philosophy, taught philosophy and women's studies at Mount Holyoke College before coming to Hampshire. She has a BA from the University of California, Santa Barbara, and an MA and a PhD from the University of Massachusetts. She teaches courses in metaphysics, epistemology, and ethics, and has worked extensively on a variety of issues in feminist theory and pedagogy.

James Miller, professor of communications, took his PhD at the Annenberg School of Communications at the University of Pennsylvania. His interests span theoretical issues and practical problems in several areas of the social control of public communication. They include corporate and state policies toward communication technologies and the occupational, organizational, and industrial structure of communication production. He is also involved in cultural studies especially those that explore the political and ideological aspects of popular entertainment and news. He has a growing interest in the media cultures of France, Canada, and Cuba.

Sherry Millner is associate professor of television production. She has an MFA from the University of California, San Diego. She has been a visiting assistant professor at Hampshire College and has taught at Rutgers University, California Institute of the Arts, Antioch College, and UCSD. She has been the Associate Editor of JumpCut and has written reviews and articles on film, video, feminism, and art. Her own video and film productions have received numerous screenings and critical acclaim. She is interested in the critical and political applications of video art.

Richard Muller, associate professor of communication and computer studies, holds a BA from Amherst College and a PhD from Syracuse University. He has been director of Instructional Communications at the SUNY Upstate Medical Center in Syracuse and associate director of the Hampshire College Library Center. He is interested in the use of personal computers in education and in the home, the social and cultural consequences of the dissemination of information technology, computer programming languages and techniques, and outdoor education. He will be on sabbatical in fall 1994.

Mary Jo Rattermann, assistant professor of psychology, received her BA from Indiana University, an MA from the University of Illinois, and received her PhD from the University of Illinois. Her research interests are in development of similarity and analogy and of relational concepts. Her teaching interests are in cognitive development and experimental cognitive psychology.

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

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

Ellen Spiro, visiting assistant professor of television production, received her BA in Women's and Media Studies and MAH in Media Studies from SUNY Buffalo. She is recognized internationally for her documentaries which explore challenging issues in innovative forms. Her first documentary, *Diana's Hair Ego*, received over a dozen awards, including the National Black Programming Consortium's Prized Pieces award, a Black Maria Festival Juror's award, and a Golden Gate Competition award. Her newest work, *Greetings from Out Here*, explores southern gay life in a road documentary. *Greetings* was funded by the independent television service and shown on PBS.

Neil Stillings, professor of psychology, has a BA from Amherst College and a PhD in psychology from Stanford University. Much of his research and teaching concerns the psychology of language. He also has a substantial interest in other areas of cognition, such as memory, attention, visual and auditory perception, intelligence, and mental representation. He will be on sabbatical during academic year 1994-95.

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

School of Humanities and Arts

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

Bill Brand, associate professor of film and photography, has a BA in art from Antioch College and an MFA in filmmaking from the School of the Art Institute of Chicago. An independent filmmaker for more than twenty years, his work has been shown throughout the United States and Europe since the mid-1970s. In 1973 he founded Chicago Filmmakers, the showcase and workshop, and has taught at Sarah Lawrence College and Hunter College. He will be on leave this academic year.

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

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

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

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

research for Columbia Studios and has served as art department coordinator at Universal Studios. He recently produced-designed independent film work in Los Angeles and was art director for a series of corporate videos.

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

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

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

Jill Lewis, associate professor of humanities, holds a BA from Newham College, Cambridge, England, and a PhD at Cambridge University. She has been very active in the Women's Liberation Movement in Britain and France. Ms. Lewis teaches courses in literature and cultural history at Hampshire.

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

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

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

Robert Meagher, professor of humanities, holds and AB from the University of Notre Dame and an AM from the University of Chicago. In addition to his teaching and research in philosophy, religious studies, and classics, he has worked extensively in theatre, as a translator, playwright, and director, in the United States and abroad. His most recent publications are Mortal Vision: The Wisdom of Euripides and Helen: A Study in Myth and Misogyny. He has taught at Indiana University, the University of Notre Dame, the University of Dublin, and Yale University. He will be on leave Spring term.

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

Nina Payne, associate professor of writing and human development, received her BA from Sarah Lawrence College. A collection of her poems, All the Day Long, was published by Atheneum in 1973. Her current work has appeared in a variety of journals, most recently in the Massachusetts Review and Ploughshares. She has taught writing at Hampshire since 1976.

Earl Pope, professor of design, holds a BArch degree from North Carolina State College and has been design and construction critic for the Pratt Institute in New York City. He has been engaged in private practice since 1962.

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

Mary Russo, professor of literature and critical theory, earned a PhD in romance studies from Cornell. She has published widely in the fields of European culture, semiotics, and feminist studies.

Andrew Salkey, professor of writing, has published widely in the field of fiction, nonfiction, and poetry. A Jamaican national, he has also worked as a broadcaster, journalist, teacher, and lecturer. He received his education at St. George College and Munro College in Jamaica and graduated from the University of London with a degree in English Literature.

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, received a BA in English and an MA in history from the University of Massachusetts at Amherst, and a PhD in history from Rutgers. Her primary interests are in American social and intellectual history, particularly labor history; Afro-American history; and women's history. She has taught United States history and women's studies courses at the University of Massachusetts/Amherst.

Jeffrey Wallen, assistant professor of literature, received an AB from Stanford University, an MA from Columbia University, and an MA and a PhD from the Johns Hopkins University. His interests include comparative literature, critical theory, film, and psychoanalysis. He will be on leave all year.

Daniel Warner, associate professor of music, holds an MFA and a PhD in composition from Princeton University. He has received awards and fellowships from the American Academy and Institute of Arts and Letters, the MacDowell Colony, and the New Jersey State Council on the Arts. Since 1984, he has been an associate editor of Perspectives of New Music.

School of Natural Science

Dula Amarasiriwardena, associate professor of chemistry, has a PhD in Analytical Chemistry from North Carolina State University and his undergraduate work was completed at the University of Ceylon in Sri Lanka. He has a MPhil in chemistry from the University of Sri Lanka, and a post graduate diploma in international affairs from the Bandaranaike Center for International Studies. His teaching and research interests include water quality, studies of trace metal analysis, toxic wastes, radon monitoring, pesticide residues, and soil chemistry. He is interested in the development of new analytical techniques, chemical education, Third World environmental issues, and in activism in environmental groups through lobbying and education. Professor Amarasiriwardena will be on sabbatical Spring 1995.

Herbert J. Bernstein, professor of physics, received his BA from Columbia, his MS and PhD from University of California, San Diego, and did postdoctoral work at the Institute for Advanced Study at Princeton. He has been a Mina Shaughnessy Scholar (Department of Education), a Kellogg National Leadership Fellow, and recipient of the Sigma Xi Science Honor Society "Procter" Prize. He has consulted for numerous organizations including MIT, the World Bank, AAAS, NSF, and Hudson Institute. His teaching and research interests include reconstructive knowledge, neutron interferometry, theoretical physics, and fundamental quantum mechanics. He is the director of ISIS, the Institute for Science and Interdisciplinary Studies.

Merle S. Bruno, associate professor of biology, holds a BA from Syracuse University and a MA and PhD from Harvard. She has done research in sensory neurophysiology (especially vision) and elementary school science teaching. Her work in neurophysiology has been supported by grants from NIH and the Grass Foundation, and she is the author of several teacher's guides for elementary science studies. She has taught energy conservation analyses of homes and recently has been working with students interested in cardiovascular health and disease and with elementary school teachers who want to teach inquiry-based science.

Charlene D'Avanzo, professor of ecology, received her BA from Skidmore and her PhD from Boston University Marine Program, Marine Biology Lab Woods Hole. She is particularly interested in marine ecology and returns to the Marine Biological Laboratory in Woods Hole each summer to continue her research on coastal pollution. 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.

Alan Goodman, Dean of Natural Science and associate professor of biological anthropology, teaches and writes on the health and nutritional consequences of political-economic processes. He is currently studying the long-range effects of early mild-to-moderate undernutrition in Mexico, Guatemala and Egypt. He received his PhD from the University of Massachusetts. Before coming to Hampshire he was a postdoctoral fellow in nutrition and epidemiology at the University of Connecticut Health Center and a research fellow at the WHO Center for Stress Research, Karolinska Institute, Stockholm.

Kenneth R. Hoffman, professor of mathematics, has an MA from Harvard, where he also served as a teaching fellow. He taught mathematics at Talladega College during 1965-70. In addition to population biology and mathematical modeling, Ken's interests include education, American Indians, and natural history.

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

Allan S. Krass, professor of physics and science policy was educated at Cornell and Stanford, where he received his PhD in theoretical physics. He has taught at Princeton University, the University of California at Santa Barbara, and the University of Iowa, as well as the Open University in England. He has been a visiting researcher at the Princeton Center for Energy and Environmental Studies and the Stockholm International Peace Research Institute, and spent five years as senior Arms Analyst for the Union of Concerned Scientists in Cambridge, MA. His interests include physics, and science and public policy, particularly dealing with nuclear weapons and nuclear energy. Professor Krass will be on sabbatical Fall 1994.

Nancy Lowry, professor of chemistry, holds a PhD from MIT in organic chemistry. She has taught at Hampshire since the Fall of 1970. She has coordinated women and science events at Hampshire and has published articles concerning the scientific education of women. Her interests include organic molecules, stereochemistry, science for non-scientists, cartooning, the bassoon, and toxic substances. She was Dean of Natural Science 1989-1993. Professor Lowry will be on sabbatical Fall 95.

Debra L. Martn, associate professor of biological anthropology, received her PhD at the University of Massachusetts at Amherst in biological anthropology. Her research interests include health in ancient societies, paleopathology, skeletal biology, bioarchaeology, The American South West and the Near East/SW Asia.

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

Lynn Miller, professor of biology, is one of the "founding faculty" of Hampshire. His principal interests are genetics (human and microbial), molecular biology and evolution.

Michelle Murrain, assistant professor of neurobiology, received her BA from Bennington College and her PhD from Case Western Reserve University. Her interests include: differential health studies by race and class, the biology of AIDS and AIDS epidemiology, and the under-representation of women and people of color in science. She was trained as a neurophysiologist, and has done graduate work in Public Health.

Benjamin Oke, assistant professor of animal science, received a PhD in Ruminant Nutrition from Ohio State University. He has worked at both the International Institute of Tropical Agriculture and International Livestock Center for Africa. He has done research in nutritional physiology and biochemistry at Ohio Agricultural Research and Development Center. Ben's teaching and research interests include food production and malnutrition in the Third World, sustainable agriculture and improvement of efficiency of nutrient utilization.

Laura Ramos, assistant professor of Public Health in Natural Science and Minority Student Advisor received an MPH from UCLA and shortly anticipates a DrPH. Her interest and research centers on the education of minority women (especially Latina women), STDs and the AIDS virus.

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

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

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

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

School of Social Science

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

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

Aaron Berman, associate professor of history, received his BA from Hampshire College, and MA and PhD in United States history from Columbia University. He is particularly interested in the dynamics of ideology and politics, the development of the American welfare state, American ethnic history, American Jewish history, and the history of Zionism and the Arab-Israeli conflict. He will be on sabbatical fall term.

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

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

Susan Darlington, assistant professor of anthropology and Asian studies and Dakin House director of academic life, received her BA in anthropology and history from Wellesley College and MA and Ph.D. in anthropology from the University of Michigan. She lived in Thailand as a Fulbright Scholar from 1986 to 1988, conducting research on the role of Buddhism in rural development. Her special interests include social anthropology, cross-cultural perspectives of religion, Buddhism, social change, rural and economic development, and Southeast Asian culture. She is away in the spring.

Michael Ford, associate professor of politics and education studies and dean of multicultural affairs, earned a BA from Knox College and an MA in political science from Northwestern University, where he is completing his doctoral work. He has taught at the University of Massachusetts, Brown University, and Chicago City College in the areas of politics of East Africa, Sub-Saharan African governments, black politics, and neocolonialism and underdevelopment. He will be on sabbatical fall term.

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

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

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

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

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

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

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

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

Maureen Mahoney, associate professor of psychology and dean of social science, received her BA from the University of California, Santa Cruz, and her PhD from Cornell University. Her special interests include socialization and personality development, parent-child interaction, motherhood and work, the individual and society, the psychology of women and the history of the family. She recently held a two-year visiting appointment in sex roles and mental health at Wellesley's Stone Center for Developmental Services and Studies.

Lester Mazor, professor of law, has a BA and JD from Stanford, served as law clerk to the Hon. Warren E. Burger, and taught criminal law, legal philosophy and other subjects at the University of Virginia and the University of Utah, and as a visitor at SUNY Buffalo, Connecticut, and Stanford. He has published books and articles about the legal profession, and on topics in legal philosophy, legal history, and sociology of law. He was a Fulbright Research Scholar in Great Britain and West Germany and taught in American Studies at the Free University of Berlin. His special concerns include the limits of law, utopian and anarchist thought, and other subjects in political, social, and legal theory. He will be on sabbatical fall term and leave of absence spring term.

Ali Mirsepassi, Five College Assistant Professor of Near Eastern Studies, completed his Ph.D. in sociology at The American University in 1985. His interests include Islam and Social Change, Revolution and Social Change in the Middle East, Political Movements, Middle East Society and Culture, Comparative, Historical and Macro Sociology, Sociology of Religion, and Social Theory. He is on the Editorial Board of *Kankash*, a Persian language journal of history and politics and is completing a book on Religion, Secularism and Social Change in Modern Iran. He has taught at Rutgers University, Strayer College and The American University.

Laurie Nisonoff, associate professor of economics, holds a BS from MIT, and an MPhil from Yale, where she is a doctoral candidate. She was a Woodrow Wilson Fellow at Yale and is finishing her dissertation with the aid of a Ford Foundation Fellowship in Women's Studies. Her interests include American economic history, women's studies, labor and public policy issues.

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

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

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

Flavio Risech-Ozeguera, associate professor of law, holds a BA from the University of South Florida and a JD from Boston University, and was a Community Fellow in urban studies and planning at MIT. He practiced poverty law for eight years in Boston and is a political activist in the Latino community. He has taught legal process, housing and immigration law and policy at Harvard and Northeastern law schools and at UMass/Boston. His interests include immigration and refugee issues, urban housing policy, civil and human rights, history and politics of communities of color in the United States, and the Cuban Revolution.

Patricia Romney, associate professor of psychology, did her graduate work at the City University of New York, where she received the Bernard Ackerman award for outstanding scholarship in clinical psychology. She completed her internship at the Yale University School of Medicine. She came to Hampshire after five years of clinical work at the Mount Holyoke Health Service. Her interests include systems of family therapy, organizational diagnosis and development, and the psychology of oppression. She is currently involved in research on the environmental correlates of eating disorders in college settings. She will be on sabbatical spring term.

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

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

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

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

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

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

Benjamin Wisner, Henry Luce Professor of Food, Resources, and International Policy, received his BA from the University of California/Davis, his MA from the University of Chicago, and his PhD from Clark University. He has worked for twenty-one years, mostly in Africa, but also in South Asia, Brazil, and the Caribbean, in solidarity with popular struggles to satisfy basic needs for food, water and sanitation, health care, shelter, and education. More recently he has been working on the growing problem of hunger and homelessness in the United States. Trained originally in political philosophy, geography, and nutrition, he addresses food and other basic needs from both a natural and social science perspective. His recent research has concerned socially appropriate technology for co-production of food and biomass energy (Brazil, Kenya, India), land reform (Lesotho, USA), refugee settlements (Somalia), and Africa's economic reconstruction (Mozambique, Tanzania). He has taught in a number of US, European, and African universities including Rutgers, The New School,

University of Wisconsin/Madison, University of California/Los Angeles, Sheffield University, ETH-Zurich, University of Dar es Salaam, and Eduardo Mondlane University in the People's Republic of Mozambique.

Barbara Yngvesson, professor of anthropology, received her BA from Barnard and her PhD from the University of California at Berkeley. She has carried out research in Peru and Sweden on the maintenance of order in egalitarian communities. She has also studied conflict management in urban American communities and the role of legal and informal processes in maintaining order in these settings. Her areas of teaching include cultural and social anthropology (problems of observation and interpretation, kinship and family organization, the social organization of gender, ritual and symbolism), social theory, and the anthropology and sociology of law.

CO-CURRICULAR COURSES

WRITING/READING PROGRAM

Course	Title	Enrollment Instructor	Method	Limit	Time	Location
WP 101	Basic Writing	Ryan	See Descr	16	WF 930-1030	PH B-1
WP/HA 120p	Reading, Writing, and Revision	Gorlin/Payne	Prosem	25	TTh 1030-12	EDH 1
WP/HA 158	Charac/Landscape in MW Lit	Siegel/Smith	Open	25	TTh 1030-12	FPH 107

FOREIGN LANGUAGES

Course	Title	Enrollment Instructor	Method	Limit	Time	Location
FL 101	Intensive French	Roesch	InstrPer	10	TWTh 3-530	PH A-1
FL 102	Intensive Spanish	Gear	InstrPer	10	TWTh 3-530	PH B-1

CHORUS

Course	Title	Enrollment Instructor	Method	Limit	Time	Location
Chorus	Hampshire College Chorus	Kearns	See descr	None	MW 4-6 pm	MDB Recital

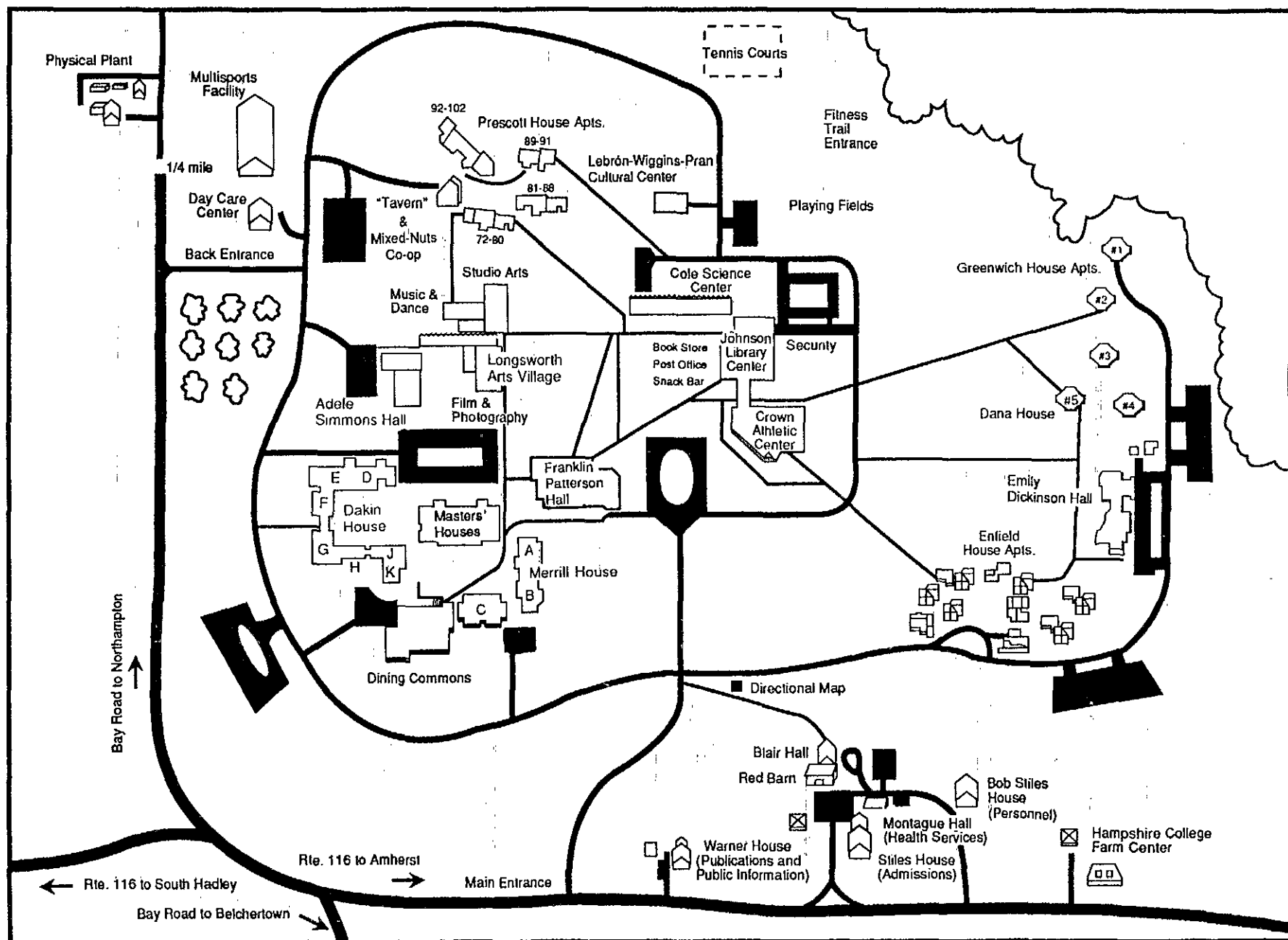
OUTDOOR AND RECREATIONAL ATHLETICS PROGRAM

Course	Title	Enrollment Instructor	Method	Limit	Time	Location
OPRA 101	Beginning Shotokan Karate	Taylor	Open	None	MW 6-8pm	RCC
OPRA 102	Intermediate Shotokan Karate	Taylor	InstrPer	None	TTh 6-8pm	RCC
OPRA 104	Advanced Shotokan Karate	Taylor	InstrPer	None	TTh 6-8pm/Su 1-3pm	RCC
OPRA 107	Yoga	Mendez	Open	None	T 3-430/Th 430-6/F 4-530	RCC Lounge
OPRA 111	Aikido	Sylvain	Open	None	WF 1-215	RCC
OPRA 115	Zen Archery	Taylor	InstrPer	None	T 430-6/Th 315-430	RCC Lounge
OPRA 116	Intermediate Kyudo	Taylor	Prereq	None	MF 230-400	RCC Lounge
OPRA 118	Beginning Tai Chi	Barry	Open	None	Th 1230-145	RCC
OPRA 119	Continuing Tai Chi	Barry	Open	None	Th 2-315	RCC
OPRA 123	Beginning WW Kayaking (X)	E. Alderson	Open	6	W 130-245/F 1230-6	Pool/River
OPRA 124	Beginning WW Kayaking (Y)	G. Alderson	Open	6	W 245-4/F 1230-6	Pool/River
OPRA 126	Beyond Beginn WW Kayaking	E. Alderson	Prereq	None	Th 1230-6	Pool/River
OPRA 141	Beginning Swimming	G. Alderson	Open	None	W 1030-1130	Pool
OPRA 149	Openwater Scuba Certification	Project Deep	See Descr	None	M 6-9pm	Pool/RCC
OPRA 151	Top Rope Climbing (A)	Kyker-Snowman	Open	12	T 1230-530 pm	RCC
OPRA 152	Top Rope Climbing (B)	G. Alderson	Open	12	Th 1230-530 pm	RCC
OPRA 175	Backyard Wilderness	Warren	Open	12	Th 1-5 pm	KIVA
OPRA 185	Beginning Tennis (Outdoors)	McRae	InstrPer	12	MW 1-2	Outdoor Courts
OPRA 187	Intermed Tennis (Outdoors)	McRae	InstrPer	12	MW 2-3	Outdoor Courts
OPRA 208	Experiential Education	Warren	InstrPer	Open	W 1-5	FPH 101

CODES

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

HAMPSHIRE COLLEGE CAMPUS



Enrollment Course	Title	Instructor	Method	Limit	Time	Location
HA 234	Intro to Short Story Writing	Hanley	InstrPer	15	Th 9-12	EDH 2
HA 235	Literary Non-Fiction	Lesy	InstrPer	16	TTh 9-1030	EDH 1
HA 237	Fiction Writing Workshop	Salkey	InstrPer	16	Th 130-3	EDH 4
HA 238	The First Woman	Meagher	Open	25	MW 9-1030	EDH 1
HA 239	Jazz Performance Seminar	Lateef	Open	24	M 730-1030pm	MDB Recital
HA 240	African American Poetry	Coles	Open	24	TTh 1030-12	FPH 103
HA 242	Camus	Meagher	Open	25	MW 130-3	EDH 1
HA 250	Intermediate Poetry Writing	Jenkins	Prereq	15	Th 930-1230	KIVA
HA 254	Milton	Kennedy	Open	25	TTh 1030-12	FPH 104
HA 258	Colonialism and the Visual Arts	Levine	InstrPer	25	W 130-430	ASH 111
HA 259	Unruling Britannia	Lewis	InstrPer	25	MW 1030-12	EDH 1
HA 261	Architectural Design	R. Goodman	Open	25	MW 2-4	EDH 3
HA 272	Dance in Human Society	Lowell	Open	24	MW 3-5	MDB Small
HA 275	Harlem Renaissance	Coles	InstrPer	25	TTh 130-3	FPH 103
*HA 281	Music III	Warner	Open	15	TTh 130-3	MDB Class
HA 290A/B	Computer Music	Warner	Open/InstrPer	12/5	MW 1030-12	MDB EMS
HA 295	Non-Silver Photography	Stewart	InstrPer	15	Th 1-430	PFB
HA 305	Advanced Painting	Hurley	InstrPer	15	T 1-6	ARB
HA 308	Advanced Sculpture	Brayton	InstrPer	15	W 1-6	ARB
HA 312	Filmmakers as Photographers	Hayden	InstrPer	15	W 1-4	PFB
HA 315	Critical Theory Seminar	Russo	InstrPer	20	M 3-6	EDH 1
HA 330	Advanced Shakespeare Seminar	Kennedy	InstrPer	18	W 1-4	EDH 4

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

School of Natural Science

Course	Title	Instructor	Enrollment Method	Limit	Time	Location
NS 102	Physics I	Wirth/Bernstein	Open	25	TTh 130-3/Th 3-5	CSC 302/3rd Lab
NS 107	Evolution of the Earth	Reid	Open	25	TTh 9-1030	CSC 114
NS 112	Six-Week Math Develop Course	Haviland	InstrPer	30	TBA	CSC 202
NS 120	Space, Physiology & Education	Bruno	Open	25	TTh 9-1030	CSC 302
NS+ 129	Women's Bodies/Women's Lives	Ramos, et al	Open	60	WF 1030-12	FPH WLH
NS 131	Drugs in the Nervous System	McNeal/Murray	Open	35	MW 1030-12	CSC 114
NS 135p	Health in America pre Columbus	Martin	Prosem	20	MW 9-1030	CSC 114
NS 143	Ecology and Agriculture	Schultz	Open	30	MW 130-3	CSC 114
NS/SS 151	World Food Crisis	Wisner/Oke	Open	40	TTh 1030-12	FPH ELH
NS 153p	Nat History/Infectious Disease	L. Miller	Prosem	20	MW 1030-12	CSC 2nd Open
NS 168	College Counting	Kelly	Open	25	MWF 130-230	CSC 2nd Open
NS/SS 178	Ecology/Politics/Land Use N Eng	Winship/Rakoff	Open	35	MW 1030-12	FPH 108
NS 180	Aquatic Ecology	D'Avanzo	InstrPer	15	TTh 9-1030/Th pm	CSC 126/2nd lab
NS 191	Environmental Science	D'Avanzo/Reid	Open	25	MW 9-1030/M pm	ASH 111/CSC 2nd lab
NS 192	Teaching Sci in Middle School	Bruno	Open	25	TTh 130-330	CSC 3rd Open
NS 195	Pollution & our Environment	Amarasiriwardena	Open	25	WF 9-1030/W 130-430	CSC 126/2nd floor
NS 198p	Ever Since Darwin	L. Miller	Prosem	20	TTh 1030-12	CSC 114
NS 202	Chemistry	Amarasiriwardena	Open	25	MWF 1030-12/M 130-430	CSC 126/2nd lab
NS 204	Physics III	Wirth/Bernstein	InstrPer	None	MW 130-3/M 3-5	CSC 302/Elec Lab
NS 220	Physiology and Anatomy	McNeal	Open	20	TTh 1030-12/Th 130-430	CSC 126/3rd lab
NS/CCS 243	Brain & Behavior	Murray/Chase	InstrPer	25	TTh 9-1030/M 130-430	ASH 222/CSC 3rd
NS 260	Calculus I	Hoffman	Open	None	MWF 9-1030	ASH Aud
NS 265	Intro Statistics/Experimntl Design	Schultz	Open	30	TTh 1030-12	CSC 3rd Open
NS 282	Biochemistry	Oke	InstrPer	15	MW 130-3/Th 130-4	CSC 126/2nd floor
NS 312	Physiological Plant Ecology	Winship	InstrPer	15	WF 130-430	CSC 3rd open
NS 316	Linear Algebra and Applications	Kelly	Open	25	MWF 930-1030	CSC 302
NS 317	Modern Algebra	Hoffman	Open	None	MWF 3-430	CSC 126
NS 348	Quantum Mechanics	Wirth	InstrPer	15	MWF 1045-12	CSC 302
NS/SS 356	Pueblo Indians	Martin/Yngvesson	Prereq	12	MW 1030-12	ASH 126
NS 386i	New Ways of Knowing	Bernstein	InstrPer	15	F 130-430	KIVA
NS 388i	Creative Sexual Health Seminar	Ramos	InstrPer	10	M 9-12	ASH 221

School of Social Science

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
SS 108	A Vanished Society	Glick	Open	16	MW 3-430	FPH 103
SS 110	Conflicts in 19th c US History	Sawada	Open	25	TTh 130-3	FPH 104
SS 115	Political Justice	Mazor	Open	20	TTh 130-3	FPH 105
SS 116p	Revolution/Modernization China	Johnson	Prosem	20	TTh 9-1030	FPH 105
SS 120	American Government	Rakoff	Open	25	TTh 9-1030	FPH 104
SS 121p	The American Century	Bengelsdorf	Prosem	20	WF 1030-12	FPH 105
SS 123p	Social Order/Social Disorder	von der Lippe	Open	20	MW 1030-12	PH A-1
SS+ 129	Women's Bodies/Women's Lives	Cerullo, et al	Open	60	WF 1030-12	FPH WLH
SS 136	Mysteries/Science /Pseudosci	Poe	Open	25	TTh 9-1030	FPH 108
SS/NS 151	World Food Crisis	Wisner/Oke	Open	40	TTh 1030-12	FPH ELH
SS 153	Latinos in the U.S.	Risech-Ozguera	Open	25	MW 130-3	FPH 104
SS 166	Leprosy, Racism and Law	Yngvesson	Open	25	TTh 1030-12	FPH 105
SS/NS 178	Ecology/Politics/Land Use N.Eng	Rakoff/Winship	Open	35	MW 1030-12	FPH 108
SS 184p	American Capitalism	S. Warner	Prosem	20	TTh 9-1030	FPH 106
SS 188	Critical Studies in History I	Wald	Open	25	MW 9-1030	FPH 102
SS 205	US Society & Politics 1929-1952	Berman	Open	25	MW 1030-12	FPH 106
SS 208	Issues in Education	Weaver	Open	25	MW 130-3	FPH 107
SS/HA 213	US Economic/Social History	Nisonoff/Tracy	Open	35	TTh 130-3	FPH 107
SS 235	Societies/Cultures of the MidEast	Mirsepasi	Open	25	TTh 130-3	FPH 102
SS 236	The World after the Cold War	Ahmad	Open	30	TTh 1030-12	FPH 102
SS 239	Abnormal Psychology	Romney	Open	25	TTh 9-1030	FPH 103
SS 245	New Critical Legal Theory	Fried/ Risech-Ozguera	Open	35	TTh 130-3	FPH 101
SS 246	Adolescent Motherhood	Schamess	Open	25	MW 1030-12	FPH 102
SS 248	Gendered Cities	Breitbart/Landes	Open	35	TTh 130-3	FPH 108
SS 249	Cultural Anthro of the Americas	Glick	Open	25	MW 1030-12	FPH 107
SS 253	Buddhism/Soc South/SE Asia	Darlington	Open	25	MW 1030-12	FPH 101
SS 257	Law and Literature	Mazor	Open	25	MW 9-1030	FPH 103
SS 263	Democracy, Workplace/Com	S. Warner	Open	25	MW 1030-12	FPH 103
SS 265	The Sociology of Medicine	von der Lippe	Open	25	TTh 1030-12	PH A-1
SS 271	Design Change w/ Urban Youth	Breitbart	InstrPer	10	M 3-4/F 230-5	FPH 105
SS 279	Images: East Asia & the West	Sawada/Johnson	Open	35	TTh 1030-12	ASH Aud
SS 286	Psychotherapy	Romney	Prereq	25	WF 9-1030	FPH 106
SS 288	History of Childhood	Glazer/Mahoney	Open	35	TTh 9-1030	FPH 107
SS 290	Postmodernity and Politics	Bengelsdorf/ Cerullo	Open	35	WF 130-3	FPH ELH
SS 294	Critical Studies in Culture II	Wald	Open	25	W 1-330	FPH 105
SS 311	Women and Work	Nisonoff	InstrPer	15	W 1-330	FPH 106
SS 337	Crisis of Underdevelopment	Ahmad	InstrPer	15	W 7-10p	FPH 107
SS/CCS 344	Critical Theory Seminar	Landes/Michaels	Open	35	W 3-530	ASH 221
SS/NS 356	Pueblo Indians	Yngvesson/Martin	Prereq	12	MW 1030-12	ASH 126

HAMPSHIRE COLLEGE
CHANGES TO THE FALL 1994 CATALOG/COURSE GUIDE
as of August 30, 1994

School of Communications and Cognitive Science

CCS 113

MEDIEVAL PHILOSOPHY: FROM ATHENS TO ROME BY WAY OF BAGDAD

Nina Belmonte

New Course

What happened to philosophy between the fall of ancient Greece and the rise of modern Europe? Just how did those medieval Christian thinkers come to know the texts of Plato and Aristotle? Western Europe's "dark ages" were illuminated from the East and South with the light of culture from an immense and flourishing Islamic Empire whose influence is today little acknowledged but was intensely felt by the Christian medievals themselves.

This course is designed to give an overview of the major texts of medieval philosophy, while focusing on the works of Islamic thinkers, their understanding of Greek thought and their role in transferring it to medieval Christendom. In general, we will be exploring the ways in which Muslim, Jewish and Christian philosophers confronted the tension between secular and religious wisdom that underlies their discussion of such topics as human freedom, the existence of God, the relation of the political state to the institutions of faith and the question of the role of faith in human knowledge.

Readings will include selections from Plato, Aristotle, Augustine, Alfarabi, Avicenna, Averroes, Anselm and Aquinas. We will keep ourselves occupied with a series of short papers, along with regular class discussion, and of course, all the fascinating medieval intrigue we can find. Class will meet Mondays and Wednesdays from 1:30 to 3:00 in ASH 222. Enrollment limit is 25.

CCS 117

INTRODUCTION TO ANCIENT PHILOSOPHY

Weihsang Chen

Course reinstated, instructor and description changed

Our basic concerns are the origins of Western philosophy in the thinking of the Presocratics, Socrates and especially Plato. We will begin by looking at the general feature of ancient Greek culture and examining several kinds of the Natural Philosophy of the Presocratics. Then we will turn to Socrates, focusing on his change of the question and method. The third section of our study will be concentrated on Plato's moral philosophy presented in his masterpiece *Republic*. Class will meet Mondays and Wednesdays from 10:30 to 12:00 in FPH 101. Enrollment limit is 25.

CCS 123

COGNITIVE PSYCHOLOGY: THINKING ABOUT THINKING?

Slavoljub Milekic

New Course

Cognitive psychology is a branch of science with the goal of explaining the processes and faculties associated with mental activities such as thinking, remembering and problem solving. In this course the students will be encouraged to generate questions and possible explanations in regard to various cognitive psychology topics (like attention, memory, problem solving, knowledge representation, etc.). Thereafter, they will be guided in researching the reported experimental findings relevant to these topics. This should provide enough material to postulate one's own hypothesis (question) in the area of interest and design and run the experiment(s) necessary to provide relevant empirical data. The students will have the opportunity to present their projects in progress for a ten-minute peer review. The emphasis will be on demonstrated ability to clearly isolate a particular research

question with the understanding of adequate methodological treatment. The course will meet Mondays and Wednesdays from 9:00 to 10:30 in ASH 126. Enrollment is limited to 25.

CCS 127

INTRODUCTION TO COGNITIVE DEVELOPMENT

Jill Chafetz

New Course

Introduction to Cognitive Development explores the development of infants and children. Topics include social cognition, language, understanding of number, concept-formation, and memory. We will explore topics from different approaches, including Piaget and Information Processing. The course will meet Tuesdays and Thursdays from 9:00 to 10:30 in ASH 126. Enrollment limit is 25.

CCS 137

ANIMAL BEHAVIOR

Ray Coppinger

Room changed

Class will now be taught Mondays and Wednesdays from 9:00 to 10:30 in FPH ELH.

CCS 161

PAINTING WITH VIDEO

Brian Hoey

Course Cancelled

Note to all students who have pre-registered for Brian Hoey's video classes: Brian will not be here until spring semester; Joan Braderman will be covering his courses in the fall. Beginning students with no video experience should go to the first class of CCS 140 Video Production I. Students with some modest experience should come to the first class of CCS 274 Intermediate Video Production, and talk with Joan.

CCS 185

NEUROLINGUISTICS: ISSUES AND APPROACHES

Slavoljub Milekic

New Course

Neurolinguistics is one of the quickly growing interdisciplinary fields trying to bridge the gap between areas as different as psychology, linguistics and clinical neurology. Its main focus is the study of language-brain relationships. In this course the students will survey the development of the field from the late nineteenth century with the main focus on brain lesions to modern brain imaging techniques and computer models. The central questions of how language breaks down, and how it is represented and processed in the brain will be illustrated by fascinating examples of individuals who can write but not read what they have written; those who can hear but not understand; those who have knowledge of grammar but cannot use it. A variety of different approaches in explaining these phenomena will be contrasted using the actual findings of experimental studies. Throughout the course the students will practice pinpointing the main research questions and relevant arguments from the presented materials. The course will meet Tuesdays and Thursdays from 1:30 to 3:00 in ASH 221. Enrollment is limited to 25.

CCS 213

EXPLORATIONS IN LANDSCAPE AND VIDEO

Brian Hoey

Course Cancelled

Note to all students who have pre-registered for Brian Hoey's video classes: Brian will not be here until spring semester; Joan Braderman will be covering his courses in the fall. Beginning students with no video experience should go to the first class of CCS 140 Video Production I. Students with some modest experience should come to the first class of CCS 274 Intermediate Video Production, and talk with Joan.

CCS 251
LABORATORY IN SENTENCE COMPREHENSION
Jill Chafetz
New Course

Laboratory in Sentence Comprehension is an examination of how we understand spoken and written sentences. The focus will be on normal processing, although there will be some discussion of atypical comprehension, such as aphasic adults, as well. Student research will rely most heavily on sentence samples gathered by students as well as some provided in class. The course will meet Tuesdays and Thursdays from 1:30 to 3:00 in ASH 126. Enrollment limit is 15.

CCS 274
INTERMEDIATE VIDEO PRODUCTION: FIELD, STUDIO AND SKETCHBOOK
Joan Braderman
New Course

This will be an intensive workshop for all students who have had some experience in video and want to build their skills and their body of work. We will work on skill building in preproduction planning, postproduction in all editing suites, studio skills, camera and switcher, and location shooting. There will be some readings, some screenings, but primarily project-based work. All interested students please come to the first class in the TV studio in the Library; I will try to accommodate as many students as possible. The course will meet Wednesdays from 1:30 to 4:30 in LIB TV Studio and B-5. Enrollment limit is 18 by instructor permission.

CCS 312
A STUDY OF THE I CHING (BOOK OF CHANGES)
Weihsang Chen
New Course

The I Ching is the most wonderful book of Ancient China, the first of the thirteen Confucian classics. A more than 3,000-year-old text of divination, it has been an inexhaustible resource for the development of Confucianism, Taoism and Chinese Medicine. This course will focus on a thorough study of the text and the original commentaries (Ten Wings), using Wilhelm/Baynes' classical translation. Lectures will include topics of historical and cultural background, the development of I Ching scholarship, as well as philosophical and methodological interpretations of the text.

Priority will be given to students with some background in Chinese history, philosophy or culture. Class will meet Mondays and Wednesdays from 6:30 to 8:00 p.m. in ASH 222. Enrollment is open.

CCS 344
CULTURAL STUDIES SEMINAR: FEMINIST THEORY
Joan Landes
Instructor dropped; enrollment limit changed

Enrollment is limited to 15, by instructor permission.

School of Humanities and Arts

HA 239
JAZZ PERFORMANCE SEMINAR
Yusef Lateef
Time changed

The course will meet Monday morning 8:00 a.m. to 10:30 a.m. in the Music Recital Hall.

HA 315

CRITICAL THEORY SEMINAR: PSYCHOANALYTIC THEORY AND CRITICISM

Eva Rueschmann

New Description; Instructor Changed

Psychoanalysis is one of the most influential--controversial--critical approaches to literature, aesthetics and culture to emerge in the twentieth century. Beginning with Sigmund Freud's theories of dreams, unconscious fantasy, sexuality and gender, this advanced seminar will consider the foundations of Freudian thought and some of the important revisions and challenges to classic psychoanalytic theory by Erik Erikson, Jacques Lacan, Melanie Klein, D.W. Winnicott, and contemporary feminist psychoanalytic critics. The seminar will focus on major topic areas in psychoanalysis (for example, dream language and the unconscious, the case history as narrative, hysteria, narcissism loss and mourning, transference, the mother/child relationship and female identity). Central theoretical readings will be discussed in relation to each topic area, with an emphasis on the ways in which psychoanalytic theories can illuminate literary and cinematic texts. We will also examine how contemporary (post modern) critics have used and recast psychoanalytic theory for their own inquiries into art, history and culture. Readings will be selected from the theorist mentioned above, as well as work by Mary Ann Doane, Susan Rubin Suleiman, Julia Kristeva, Elizabeth Abel, Nancy Chodorow, Peter Gay, Peter Loewenberg and others.

This course is geared towards students with a background or strong interest in psychology, literary and film criticism, history, and/or cultural studies. Course enrollment is limited to 20. The class, which will meet once a week for three hours, emphasizes lively discussion and critical writing.

School of Natural Science

NS 112

THE AMAZING SIX-WEEK MATHEMATICAL DEVELOPMENT COURSE

Kenneth Hoffman

Time added

Class will meet Mondays and Wednesdays from 3:00 to 4:30 p.m. starting September 19th.

School of Social Science

SS 271

STREETWORK: RECLAIMING SPACE AND DESIGNING CHANGE WITH URBAN YOUTH

Myrna Breitbart

Course cancelled

SS 279

IMAGES: EAST ASIA AND THE WEST

Mitziko Sawada/Kay Johnson

Course cancelled

Faculty biographies:

Nina Belmonte, adjunct assistant professor of philosophy, received an MA in philosophy from Boston College and is currently working on her PhD in philosophy at the State University of New York at Stony Brook. Her areas of specialization are political philosophy, critical theory, and nineteenth- and twentieth-century continental philosophy.

Jill Chafetz, visiting assistant professor of cognitive development, received her PhD in psychology from the University of Pittsburgh. Her research interests include language acquisition, psycholinguistics, and cognitive development.

Weihang Chen, visiting scholar in philosophy, took his degrees in theoretical physics, scientific methodology and philosophy at Beijing, Fudan, and Wuhan Universities, China. He was an associate professor of philosophy at Wuhan University before he came to the United States. He was a senior researcher at the Queen's College, Oxford University, and a visiting professor at the British Academy and at the University of Missouri at Kansas City. His research interest is in comparative study of Chinese Classics.

Slavoljub Milekic, visiting assistant professor of psychology of language, received his medical degree from the University of Belgrade Medical School, followed by an MA degree in neuropsychology. He received his PhD in psycholinguistics from the University of Connecticut. His interests include, but are not limited to, studies of language processing in individuals with brain lesions, modeling of cognitive functions and psychophysiological aspects of touch.

Theodore M. Norton is an educator and political theorist who is interested in the relation of computer technology to theories and strategies of education and learning and to changes in contemporary culture. He holds a PhD in politics from New York University and is a candidate for a doctorate in education from the University of Massachusetts. He has taught at Vassar College, Hampshire College, New York University, and other institutions in political theory, history, and multidisciplinary studies in science, technology, and society.

Lori Scarlatos, assistant professor of computer science and visual media, has a BFA in painting from Pratt Institute and a PhD in computer science from the State University of New York at Stony Brook. Lori has designed and developed commercial animated games and animation software for personal computers at Lecht Sciences, Inc., where she was a vice president. As a technical specialist in Grumman Data Systems' research department, she developed cartographic applications, geographic spatio-temporal databases, and visualization software. She has taught computer graphics at Pratt Institute and SUNY Stony Brook, and her research on efficient surface models has been widely published. Her primary interests are computer graphics, visual communications, animation, computer-human interfaces, spatio-temporal databases, virtual reality, and multimedia computer-based training.

FACULTY LIST - FALL 1994

V/Visiting A/Adjunct F/Five College +/School Office leave message
W/Writing Program L/Language Program */Faculty Associate

Faculty Member	Phone	Mail	Office	Faculty Member	Phone	Mail	Office
Ahmad, Eqbal	5515	SS	EPH 214	Lewis, Jill	5671	DB	Dance 3
Amarasiriwardena, Dula	5561	NS	CSC 211	Lowell, Daphne	5674	DB	Dance 8
* Beede, Larry	5479	DO	CSC 117	Lowry, Nancy, SbFT	5373+	NS	CSC 304
A Belmonte, Nina	5501+	CCS	ASH 204	Mahoney, Maureen	5391	SS	FPH 216
Bengelsdorf, Carol	5402	SS	FPH 213	Mann, Judith, SbFT	5362+	HA	
Berman, Aaron	5498/5644	SS	FPH 201	Martin, Debra	5576	NS	CSC 305
Bernstein, Herb	5573	NS	CSC 208	Matthews, Sandra	5447	PF	PF 207
Blair, Rhonda	5748/5498	HA	EDH 27	Mazor, Lester, LvFT	5719+	SS	
Braderman, Joan	5550+	CCS	ASH 209	McNeal, Ann	5358	NS	CSC 309
Brand, Bill, SbFT	5361+	PF		Meagher, Bob	5417	HA	GR D
Brayton, Bill	5637	MB	Art Barn	Michaels, Meredith	5629	CCS	ASH 206
Breitbart, Myrna	5457	SS	FPH 206	V Milekic, Slavoljub	5513	CCS	ASH 203
Bruno, Merle	5414	NS	CSC 308b	Miller, James	5510	CCS	ASH 202
Cerullo, Margaret	5514	SS	FPH 215	Miller, Lynn	5360	NS	CSC 204
V Chafetz, Jill	5476	CCS	ASH 105	Millner, Sherry	5686	CCS	ASH 102
Chase, Christopher	5619	CCS	ASH 205	F Mirsepassi, Ali	5677	SS	FPH G-11
V Chen, Weihang	5821	CCS	ASH 201	Muller, Richard, SbFT	5501+	CCS	
Coles, Robert	5363	HA	FPH G-14	Murrian, Michelle	5688	NS	CSC 307
Coppinger, Ray	5487	FC	ARE	Nisonoff, Laurie	5397	SS	FPH 209
Darlington, Susan, SbFT	5501+	SS		Nordstrom, Rebecca	5546	DB	MB 203
D'Avanzo, Charlene	5569	NS	CSC 206	A Norton, Ted	5501+	CCS	ASH 206
A DeShields, Shirley	5589	WP	GR G	Oke, Benjamin	5775/5670	NS	CSC 315/FC
Donkin, Ellen	5511	HA	EDH 26	V Osman, Cathy	5793	MB	Art Barn
Douglas, Susan	5559	CCS	ASH 208	Payne, Nina	5308	HA	EDH 14
Edwards, Margo, SbFT	5622+	MB		Poe, Donald	5356	SS	FPH G-7
Feinstein, Mark	5551	CCS	ASH 101	Pope, Earl	5376	HA	EDH 29
A Foster, John	5580	NS	CSC 210	Rakoff, Bob	5396	SS	FPH 207
Ford, Michael, SbFT	5719+	SS		Ramos, Laura	5571/5781	NS/MC	CSC 209
V Fortun, Michael	5565	SS	FPH 212	Rattermann, Mary Jo, LvAY	5501+	CCS	
Fried, Marlene	5645	SS	FPH G-5	Ravett, Abraham	5492	PF	PF 205
Garfield, Jay	5390	CCS	ASH 207	A Reck, David	5643	MB	MB 104
L Gear, Caroline	5228	PH	PH A5	Reid, John	5568	NS	CSC 205
Gittleman, Hannah	5794	MB	Art Barn	Risech-Ozeguera, Flavio	5504	SS	FPH G-10
Glazer, Penina	5708	SS	FPH G-8	L Roesch, Karinne	5228	PH	PH A-5
Glick, Leonard	5388	SS	FPH 202	Romney, Patricia	5394	SS	FPH 205
V Gloman, David	5321	MB	Art Barn	V Rueschmann, Eva	5672	DB	Dance 2
Goodman, Alan	5372	NS	CSC 312	Russo, Mary	5429	CCS	ASH 107
Goodman, Robert	5359	HA	EDH 29	W Ryan, Will	5646	WP	GR-B
W Gorlin, Deborah	5531	WP	GR-A	Salkey, Andrew	5552	HA	EDH 15
Hanley, Lynne	5407	HA	EDH 16	V Sawada, Mitziko	5357	SS	FPH 210
V Hart, Sarah	5570	PF	PF 206	Scarlatos, Lori	5433	CCS	ASH 103
Hartmann, Betsy	5506	SS	FPH G-16	V Schamess, Stephanie	5355	SS	FPH G-6
Hayden, Jacqueline	5617	PF	PF 204	A Schneider, Rebecca	5748	HA	EDH 27
Heller, Lee, SbFT	5361+	DB		F Schwartz, Peggy	5499	DB	Dance 7
V Hodder, Alan	5428	HA	EDH 10	Schultz, Brian	5486	NS	CSC 308A
Hoffman, Ken	5401	NS	CSC 207	A Shapiro, Julie	5793	MB	Art Barn
Holland, Norman	5490	HA	ASH 211	* Sherman, Nancy	5683	CM	Warner Hse
Holmquist, Frank, SbFT	5719+	SS		W Siegel, Ellie	5577	WP	GR-C
Hubbs, Joanna	5354	HA	EDH 11	Spector, Lee	5352	CCS	ASH 104
V Jarvis, Chris	5580	NS	CSC 210	Smith, David	5604	HA	EDH 8
Jenkins, Paul	5308	HA	EDH 14	V Spiro, Ellen	5353	CCS	ASH 106
Johnson, Kay	5400	SS	FPH 211	* Stewart, Kane	5575	PH	PF 101
V Jones, Ellen	5480	HA	EDH 28	Stillings, Neil, SbFT	5501+	CCS	
Kammerer, Nina	5494	SS	FPH G-9	Tracy, Susan	5518	SS	FPH G-4
A Kaye, Janet	5618	CCS	ASH 204	A Turano, Paul	5570	PF	PF 206
Kearns, Ann	5545	MB	MB 105	von der Lippe, Robert	5588	SS	PH A-2
Kelly, David	5375	NS	CSC 212	Wald, James	5592	SS	FPH G-15
Kennedy, Brown	5509	HA	FPH G-12	Wallen, Jeffrey, SbFT	5361+	HA	
Kerr, David	5452	MH	MH Masters	Warner, Daniel	5586	MB	MB 103
F Klare, Michael	5563	SS	PH D-2	Warner, Stanley	5598	SS	FPH G-3
Kramer, Wayne	5747	HA	EDH 7	Weaver, Fred	5102	SS	PH B-2
Krass, Allan, SbFT	5373+	NS		Weisler, Steven, SbFT	5501+	CCS	
Kybartas, Stashu, LvAY	5501+	CCS		White, E. Frances	5378+	DO	CSC 117
Landes, Joan	5507	SS	FPH G-2	Winship, Larry	5387	NS	CSC 310
V Lateef, Yusef	5673	DB	Dance 1	Wirth, Fred	5572	NS	CSC 306
Lesy, Michael	5399	CCS	ASH 210	Wisner, Ben	5624	SS	PH D-1
Levine, Sura	5493	CCS	ASH 200	Yngvesson, Barbara	5578	SS	FPH 208

HAMPSHIRE COLLEGE
ADDITIONAL CHANGES TO THE FALL 1994 CATALOG/COURSE GUIDE as
of Sept 5, 1994

NS 388i

CREATIVE SEXUAL HEALTH SEMINAR

Laura Ramos

Course cancelled

This course will be offered in Spring 1995.

SS 136A

MYSTERIES, SCIENCE AND PSEUDOSCIENCE

Donald Poe

Additional section offered

There will be an additional section of this course offered Tuesdays and Thursdays from 1:30 to 3:00 p.m. in FPH 105. See SS 136 for description.

SS 228

ADVANCED TOPICS IN SOCIAL PSYCHOLOGY

Donald Poe

Course cancelled

SEE OTHER SIDE FOR ADDITIONAL CHANGES

HAMPSHIRE COLLEGE
ADDITIONAL CHANGES TO THE FALL 1994 CATALOG/COURSE GUIDE
as of September 5, 1994

School of Humanities and Arts

HA 290 A/B

COMPUTER MUSIC

Daniel Warner

Time changed

Course will meet Mondays and Wednesdays from 3:30 to 5:00 in MDB Electronic Music Studio

Outdoors Program and Recreational Athletics

OPRA 175

BACKYARD WILDERNESS

Course cancelled

OPRA 208

EXPERIENTIAL EDUCATION

Karen Warren

Time changed

Course will meet Tuesdays from 1:00 to 5:00 p.m. in CSC 126.

OPRA 229

WOMEN AND GIRLS IN THE OUTDOORS

Karen Warren/Tara Flippo

New Course

The new scholarship on female development has spawned new outdoor programs that have applied this research in creating outdoor experiences for women and girls. This course will examine that trend as well as serve as an academic and experiential exploration of topics pertaining to women and girls in the outdoors. We'll look at gender sensitive outdoor leadership, ecofeminisms, outdoor challenges for women in a physical, spiritual, emotional and social context, all women/girls outdoor programming, and the myths and models surrounding the female experience of the wilderness. And overnight camping practicum with a local girls group would be part of the course.

This course is for women who are Division II or III students with prior knowledge, experience of studies in women's outdoor issues. The course content will involve and reflect the interests of women in the class. Class will meet on Fridays from 9:00 a.m. to noon in FPH 101.

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