

1995-96  
Catalog and  
Course Guide

H A M P S H I R E



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# HAMPSHIRE COLLEGE

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## THE HAMPSHIRE MISSION

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

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

## ACCREDITATION

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

## NOTICE OF NONDISCRIMINATION/ AFFIRMATIVE ACTION

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

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

Hampshire College is an Affirmative Action/Equal Opportunity Employer. All applicable federal and state laws and guidelines are followed, including Title VI and VII of the Civil Rights Act of 1964; Executive Order 11246 of 1965, as amended by Executive Order 11357 of 1967; Title IX of the Education Amendments Act of 1972; and Section 504 of the Rehabilitation Act of 1973, as amended; and the Americans with Disabilities Act of 1990.

Affirmative Action Officer: Barbara Orr-Wise, Special Assistant to the President, (413) 582-5603.

ADA Coordinator and Section 504 Coordinator: John Falkowski, Director of Human Resources, (413) 582-5411.

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

*Cover: The Div Free Bell will ring this April for Tara Butler (91F). After completing a pre-med sequence and concentration in women's health, including two internships, she is wrapping up her final project "Private Screening: A Study of the Acceptance Rates of Prenatal Genetic Testing Among Women with High-Risk Pregnancies." Photo by Jennifer Bishop.*



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# ACADEMIC YEAR CALENDAR 1995-96

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## FALL TERM

New Faculty Orientation .....	Thursday, August 31-Friday, September 1
Student Orientation Period .....	Thursday, August 31 - Wednesday, September 6
New Students Arrive .....	Thursday, August 31
New Students Program .....	Thursday, August 3 -Tuesday, September 5
Returning Students Arrive and Register .....	Tuesday, September 5
Advisor Conferences for Returning Students .....	Wednesday, September 6
Classes Begin .....	Thursday, September 7
Wednesday Class Schedule Followed .....	Friday, September 8
Course Selection (Hampshire and Five College) .....	Thursday, September 7-Wednesday, September 20
January Term Proposal Deadline .....	Friday, September 22
Division I Plan Filing Deadline .....	Friday, September 29*
Yom Kippur Observed—No Classes .....	Wednesday, October 4
October Break .....	Saturday, October 7-Tuesday, October 10
Advising/Exam Day .....	Wednesday, October 18
Division II & III Contract Filing Deadline (for completion in 5/96) .....	Friday, October 20**
Advising/Exam Day .....	Tuesday, November 14
Preregistration/Advising .....	Tuesday, November 14-Friday, November 17
Leave Deadline .....	Friday, November 17
Thanksgiving Break .....	Wednesday, November 22-Sunday, November 26
January Term Registration .....	Monday, November 27- Friday, December 1
Last Day of Classes .....	Friday, December 8
Hampshire College Divisional Examination Period .....	Monday, December 11-Friday, December 15***
Winter Recess .....	Saturday, December 16-Monday, January 1

## JANUARY TERM

Students Arrive .....	Tuesday, January 2
January Term Classes Begin .....	Wednesday, January 3
Martin Luther King, Jr. Day —No Classes .....	Monday, January 15
Last Day of Classes .....	Thursday, January 25
Recess Between Terms .....	Friday, January 26-Sunday, January 28

## SPRING TERM

New Students Arrive .....	Sunday, January 28
New Students Program .....	Sunday, January 28-Tuesday, January 30
Returning Students Arrive .....	Monday, January 29
Registration for All Students .....	Monday, January 29
Advisor Conferences for All Students .....	Tuesday, January 30
Classes Begin .....	Wednesday, January 31
Course Selection Period (Hampshire and Five College) .....	Wednesday, January 31-Friday, February 9
Division I Plan Filing Deadline .....	Friday, February 16*
Advising/Exam Day .....	Wednesday, March 6
Division II & III Contract Filing Deadline (for completion in 12/96) .....	Friday, March 8**
Spring Break .....	Saturday, March 16-Sunday, March 24
Advising/Exam Day .....	Tuesday, April 9
Preregistration/Advising .....	Tuesday, April 9-Friday, April 12
Leave Deadline .....	Friday, April 12
Last Day of Classes .....	Friday, May 3
Hampshire College Divisional Examination Period .....	Monday, May 6-Friday, May 10
Commencement .....	Saturday, May 18

\* For students who entered Fall 1994 and after.

\*\* For students who entered prior to Fall 1994.

\*\*\* Friday, December 15: Houses close at 4:30 p.m. Only students enrolled in Five College courses with exams scheduled after December 15 will be allowed to remain in their rooms.

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## A HAMPSHIRE EDUCATION

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

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

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

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

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

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

### HISTORY

The idea for Hampshire originated in 1958, when the presidents of four distinguished New England colleges—Amherst, Mount Holyoke, and Smith Colleges, and the University of Massachusetts—appointed a committee of faculty to reexamine the assumptions and practices of liberal arts education. Their report, "The New College Plan," advocated many of the features that have since been realized in the Hampshire curriculum: emphasis on each student's

curiosity and motivation, on broad, multidisciplinary learning, and on the teacher-student relationship.

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

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

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

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# THE ACADEMIC PROGRAM

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

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

## THE ADVISOR

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

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

Students complete Division I in each of the four Schools either by passing an examination or by taking two approved courses. For example, a literature and a filmmaking course might suffice in the School of Humanities and Arts, or a psychology and a history course in the School of Social Science. In the two remaining Schools, students must propose and pass a Hampshire examination. The word "examination" has a special meaning at Hampshire: it is not a test, like a mid-term or final exam, but an independent research or creative project, proposed and carried out by the student under the close supervision of a faculty member. (Of course, students may satisfy Division I requirements in three or even all four Schools through the examination method.)

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

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

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

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

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

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

### **THIRD WORLD EXPECTATION**

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

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

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

### **COMMUNITY SERVICE**

In addition to developing a student's individual talents and capabilities, a Hampshire education should foster concern for others. To this end, the college requires students to perform some service to Hampshire or to the broader community. Community service projects range from participating in college governance to volunteering time to work with developmentally disabled citizens. This requirement must be fulfilled before a student begins Division III work.

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

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

### **JANUARY TERM**

January term at Hampshire offers a unique opportunity to pursue a variety of interests. Students may study a specific subject in depth, take practical courses or workshops, participate in seminars, or work independently on divisional examinations. January term can also be a time to study something that doesn't quite fit into the regular program of study. Important features of January term are an intensive foreign language program, an emphasis on the arts, and study trips abroad. The language program gives students an opportunity to immerse themselves in a language for 12 to 14 hours a day, providing an opportunity to actually be able to use a language by the end of the term. Art courses have included painting, drawing, sculpture, dance, theatre, and creative writing. Recent study trips include three weeks in India with the Tibetan community in exile, and a three-week trip to Berlin.

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

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

### **EVALUATIONS/TRANSCRIPTS**

One of the principles of a Hampshire education is that students learn more from a teacher's thoughtful reaction to their work than from a letter or number grade. The college has therefore eliminated the latter in favor of detailed written evaluations. Students receive extensive commentary on course work, independent study projects, and divisional examinations. These reports highlight each student's strengths, suggest areas for improvement, and serve as a permanent record of the student's work at Hampshire. Hampshire graduates have found that this narrative transcript, far from being a liability, can be a distinct advantage when applying for jobs or admission to graduate or professional schools. Unlike a typical list of undergraduate course titles, the Hampshire transcript is a detailed picture of the student's work. It makes clear not only the distinctiveness of the student's academic program, but the independent research skills that have been acquired.

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

### **FIVE COLLEGE EXCHANGE**

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

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

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

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

### **ACADEMIC GOOD STANDING**

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



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# THE CAMPUS

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## ACADEMIC FACILITIES

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

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

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

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

Computing resources at Hampshire include several file servers along with microcomputer clusters. These are fully networked and support access to campus, Five Colleges, and worldwide information resources, including the Internet and World Wide Web. The microcomputer facilities on the third floor of the library center include Macintosh and MS-DOS machines, and staff are available to teach the use of popular software for word processing, spreadsheets, publications, and statistics. Computers may be purchased through the college at substantial savings.

**THE CHARLES W. COLE SCIENCE CENTER** houses natural science laboratories and the main college administration offices. Two floors of open laboratories support teaching and research in microbiology, geology, ecology, physiology, biochemistry, organic and inorganic chemistry, and physics. Special equipment includes a scanning electron microscope, a nuclear magnetic resonance spectrophotometer, an atomic absorption spectrophotometer, an electromyograph, ultracentrifuges, and a liquid scintillation counter. Other specialized facilities include an optics laboratory, research microscopes,

geology preparation room, laboratory computers, metabolic measurement equipment, osteology laboratory, animal rooms, a research darkroom and an electronics shop.

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

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

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

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

**THE LONGSWORTH ARTS VILLAGE** is composed of four buildings providing facilities for the study, production, exhibition, and performance of music, dance, photography, film, painting, drawing and sculpture, as well as computer science, psychology, and animation.

Within the film and photography building are several darkrooms equipped for black-and-white and color processing; an animation studio; film editing facilities; a gallery; classrooms; and laboratories for digital image work.

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

The studio arts building provides a large sculpture studio, two large painting/drawing studios, individual studio space, and critique rooms for Hampshire's visual artists.

**ADELE SIMMONS HALL** is the newest academic building on campus. Located in the Longworth Arts Village, the building houses faculty offices, offices for the School of Cognitive Science and Cultural Studies, classrooms, seminar rooms and

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an auditorium equipped for large-scale video, film, and slide projection. There is also a computer lab, a child psychology observation room, and facilities for computer animation and video editing. The building is connected via computer cable to the video editing facilities in the library and the computer music studio in the music building.

**THE HAMPSHIRE COLLEGE FARM CENTER** is a working farm and an agricultural research station. Located on 300 acres of land adjacent to campus, it includes pastures, barns, animal handling facilities, a canid research and observation facility, and a farmhouse containing faculty offices and a small agricultural studies library. The farm center is recognized for its extensive research on the behavior of livestock-guarding dogs imported from Europe and Asia Minor, and for new projects in sustainable agriculture.

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## STUDENT LIFE

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

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

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

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

### THE HOUSES

Much of the variety of life at Hampshire begins in the five residential "houses." The houses are more than residences—they are the locus of a great range of student activity. House-sponsored courses, films, lectures, and recreational activities are open to the entire Hampshire community while lending a distinctive "personality" to each residence. The residential staff in each house is responsible for organizing academic and recreational activities, and providing counseling and referral services on matters affecting student life.

There are two dormitories and three apartment areas on campus.

### THE DORMITORIES

About half of Hampshire's students, including most first-year students, live in Winthrop S. Dakin House or Charles E. Merrill House. First-year students are usually housed in double rooms, though most continuing students live in singles. Although most hallways are coed, some are designated single-sex. Entering students receive housing preference forms that allow them to state their housing preferences before they arrive on campus; students may, for example, request a non-smoking or a quiet hall. A common lounge serves as a gathering place for residents of each hall.

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

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

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

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

### THE APARTMENTS

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

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

The three apartment complexes offer students a broad choice of architectural styles and social atmosphere. Prescott House, the largest of the three, features three- and four-story buildings linked by a series of stairways and catwalks. Among its buildings are several faculty offices and classrooms; the student-run Mixed Nuts Food Co-op; and the Lebrón-Wiggins-Pran Cultural Center (see description below under "Student Services").

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

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

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

### THE FIVE COLLEGE AREA

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

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

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

### COLLEGE GOVERNANCE

Hampshire students participate in the governance of the college to a degree unusual in American colleges and universities. They serve on all of Hampshire's governing bodies, including the College Senate, Community and Judicial Councils, and the Hampshire College Board of Trustees. Student members of each of these boards have a vote equal to that of faculty, administration, and staff. Students also play a central role in the reappointment and promotion of faculty through participation in the College Committee on Faculty Reappointments and Promotions (CCFRAP). As members of each of Hampshire's four Schools, they affect curricular development and academic policy.

The College Senate is made up of 12 faculty, seven students, three members of the administration and/or staff, and three (*ex officio*) members: the president, the dean of faculty, and the dean of students. The Senate approves the curriculum, academic calendar, degree requirements, and academic standards.

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

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

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

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

### STUDENT SERVICES

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

The CORC staff is concerned with helping students learn the "how to's" of planning: how to decide what to do, how to find an internship or summer job, how to prepare an effective resume and write a cover letter, how to research an organization, how to interview well, and how to select and gain admission to graduate school programs. The staff maintains an extensive resource library, offers life/work exploration courses, runs group information sessions and workshops, and is available for both drop-in and individual counseling. In addition, each student receives a weekly CORC newsletter which lists information about jobs, Five College career events, internship and fellowship opportunities, foreign study, the current job market, and the recent achievements of Hampshire students and graduates. The Center also maintains several bulletin boards around campus with Five College career planning newsletters and calendars, job openings, alumni news, local volunteer work positions, graduate school posters, fellowship announcements, summer program information, and work-related news items.

### COUNSELOR-ADVOCATES AGAINST SEXUAL ABUSE

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

**DISABILITIES SUPPORT SERVICES**, Hampshire College is strongly committed to providing services to assure an accessible, supportive environment for students with disabilities. The college provides a variety of support services on an individual basis to students with special needs; three staff members share responsibility for the provision of services. Students with physical disabilities should contact Andy Korenewsky, assistant to the dean of students, 582-5412; students with learning disabilities should contact Karyl Lynch, associate dean of advising, 582-5498; students with psychiatric disabilities should contact Anne Downes, associate dean of students, 582-5412.

To ensure the availability of necessary aids at the start of any particular semester, a disabled student who believes he or she will need an auxiliary aid must notify the appropriate staff member of their request for assistance several weeks before the beginning of the term.

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

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

Hampshire participates in a number of educational programs abroad, including Five College exchange programs in Africa, Asia, Australia, Canada, Great Britain, Ireland, and South America. Hampshire is also associated with the Institute of European Studies/Institute of Asian Studies, which has study centers in cities in England, Germany, Spain, Mexico, Italy, Japan, France, Singapore, and Austria. It is a member of the International Student Exchange Program (ISEP), which facilitates one-to-one reciprocal exchanges with institutions in 35 countries. The college is a member of the Council on International Educational Exchange (CIEE), which has cooperative study centers in Brazil, China, Costa Rica, Dominican Republic, France, Indonesia, Japan, Spain, Russia, Vietnam, and several countries of Eastern Europe. In addition, Hampshire has its own programs in Central America and India. In Central America students spend four weeks at the beginning of the spring or fall term studying intensive Spanish while they plan independent study and a structured internship in Costa Rica, Belize, or Nicaragua. In India students pursue work in Asian studies and Buddhist Studies at the Central Institute of Buddhist Dialectics in Dharmasala

and the Central Institute of Higher Tibetan Studies in Sarnath in the only exchange program with the Tibetan exile community. Close ties are maintained with all study and service programs in Third World countries.

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

**THE OFFICE OF MULTICULTURAL AFFAIRS** serves as an academic and advisory office whose primary function is to promote the development of curriculum, programs, and scholarly and intellectual goals that address Hampshire's commitment to a multicultural campus community. The office was established in March 1988 in response to concerns of domestic and international students of African, Asian, Latin American, and Native American heritage.

To this end, the office of multicultural affairs works in an advisory capacity with faculty of the four schools, students, and the offices of the president, dean of faculty, student affairs, admissions, and other administrative offices. The office is dedicated to an awareness of contemporary issues and is conscious of its responsibility for creating a productive and effective community for all students.

The office is staffed by the dean of multicultural affairs, the assistant to the dean, and African-American, Latino/a, and Asian-American faculty advisors, and is located in Franklin Patterson Hall.

**THE STUDENT ADVISING CENTER (STAR)** is staffed by experienced students and supervised by the associate dean of advising. Open regularly on a drop-in basis, the center is an excellent source for information and advice about the academic interests of faculty and staff, ideas and approaches to divisional examinations, clarification of academic policies, academic planning, and Five College information. Samples of Division I proposals, Division II concentration statements, Division II portfolios, and Division III project abstracts are available, as is information on Five College area studies. The Center is located in Prescott House B4 and B5. Telephone extension 5460.

**THE WOMEN'S CENTER** provides support services for women and resources for students interested in women's studies. The center keeps an up-to-date list of resources for women in the Pioneer Valley, has a lending library of about 900 books and periodicals, and sponsors support groups for women, educational programming on women's issues, and social and cultural events for the entire campus. The center also serves as a networking base for many student organizations geared toward women's concerns, such as the Women of Color organization, the Women's Art Collective, the Lesbian/Bisexual Alliance, and *Hail & Rhyme*, a women's literary magazine.

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

- AIDS Action Collective
- Alternative Music Collective
- Amnesty International
- Asian-Pacific Students Organization
- Bart's Arm (artists collective)
- *Box Spring Magazine*
- Christian Fellowship
- Contra Dance Collective
- Counselor Advocates Against Sexual Abuse
- Emergency Medical Technicians (a 24-hour volunteer service)
- Excalibur (game playing group)
- Foreign Student Organization
- *Hail & Rhyme* (women's literary magazine)
- Hampshire College Chorus
- Hampshire Independent Production (supports student theater productions)
- Infinity Video Collective
- Jewish Student Group
- Latina/o Student Organization
- Martial Arts
- Men's Resource Center
- Mixed Nuts Food Co-op
- *The Phoenix* (student newspaper)
- Photo Collective
- Queer Community Alliance
- Responsible Ecology
- Second Sight Films
- SOURCE (umbrella organization for students of color)
- Spontaneous Combustion (women's a cappella group)
- Sports Co-op
- Swing Dance
- Umoja (African-American student group)
- Women's Art Collective

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# ADMISSION

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

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

## INTERVIEWS

Interviews are an important part of Hampshire's admissions process. Candidates are encouraged to visit the college for an admissions interview and tour of the campus. To schedule an appointment, students should contact the admissions office at (413) 582-5471, two weeks in advance. Interviews take place from 9:00 a.m. to 3:00 p.m. each weekday (except Wednesday morning) year-round, and on Saturday from 9:00 a.m. to noon, September to March. Applicants who cannot visit the campus should contact the admissions office to schedule an interview with a Hampshire graduate, if one is available nearby.

## VISITING CAMPUS

Students and their families can choose from different activities when visiting campus according to their schedule and needs. Information sessions are held weekdays at 10:00 a.m. and 2:00 p.m. except Wednesdays from June through late August and during March vacations.

Student-led tours are available on weekdays all year. Students are also invited to attend spring and fall term classes. During the fall, there are a number of open house and campus visit day programs. Call the admissions office for further information: telephone (413) 582-5471; fax (413) 582-5631; e-mail [admissions@hamp.hampshire.edu](mailto:admissions@hamp.hampshire.edu).

## ADMISSION PLANS

### REGULAR ADMISSION

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

*NOTE: International students are required to submit a \$1,400 deposit (\$400 of which is nonrefundable) by May 1.*

### EARLY DECISION

High school seniors who consider Hampshire College their first and only choice are invited to apply for Early Decision. Complete applications for Early Decision must arrive at the admissions office by November 15, and notification of the college's decision will be mailed beginning December 15. Those accepted under the Early Decision plan must withdraw all applications to other colleges and commit themselves to attend Hampshire the following September. A nonrefundable deposit of \$400, required of all accepted Early Decision candidates, must arrive at the admissions office by February 1.

### EARLY ACTION

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

### EARLY ENTRANCE

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

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

### FEBRUARY ENTRANCE

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

## **TRANSFER, INTERNATIONAL, AND VISITING STUDENTS**

### **TRANSFER STUDENTS**

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

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

*NOTE: Transfer students may not apply under the Early Decision or Early Action plans.*

### **INTERNATIONAL STUDENTS**

Hampshire is pleased to enroll a number of students from outside the United States. International students interested in applying for admission should request application materials well in advance of deadline dates.

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

### **VISITING STUDENTS**

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

### **LEMELSON FELLOWSHIP STUDENTS**

Students applying for admission to Hampshire as Lemelson Fellows (a special category of visiting student) follow visiting student procedures above, with the following exceptions: they will automatically be considered for stipends ranging from \$5,000 to full tuition. No need-based financial aid will be available beyond any stipend. Applicants should request a special Lemelson Fellowship Application from the admissions office.

### **THE JAMES BALDWIN SCHOLARS PROGRAM**

The James Baldwin Scholars Program is designed to encourage students whose high school experience has not adequately prepared them for the rigors of a liberal arts education. The program is designed specifically to offer an educational opportunity to students from urban areas. An explicit goal of the program is to encourage urban Latino and African-American youth from Springfield and Holyoke, Massachusetts to enroll and succeed in a baccalaureate program, although applicants from other urban areas are encouraged to apply.

Apply to the James Baldwin Scholars Program through the Hampshire College Office of Admissions, which will review all applications in consultation with an advisory committee. Admission to the program is based on an applicant's academic and intellectual potential and interest in completion of a baccalaureate program. James Baldwin Scholars, while not admissible to the college under its stated admissions criteria, must nevertheless demonstrate sufficient potential so that a year of intensive skills work will enable them to compete successfully in a rigorous collegiate environment.

### **ADULT STUDENTS**

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

## **OTHER INFORMATION**

### **STUDENTS SEEKING A SECOND BACHELOR'S DEGREE**

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

### **COMMON APPLICATION**

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

### **APPLICATION ON DISK**

Macintosh users may purchase the Hampshire application on disk. Call Apply Software Systems, Inc., at (800) 932-7759 for more information. (This is an independent commercial service; Hampshire College is not affiliated with Apply Software Systems.)

A similar service for IBM/DOS systems is available through College Link at (800) 394-0404.



## TUITION AND FEES

### APPLICATION FEE

Applications must be accompanied by a non-refundable \$45 check or money order payable to Trustees of Hampshire College.

Costs for the 1995/96 academic year at Hampshire College are given below. Please contact the Hampshire College business office for the 1995/96 academic year payment due dates. These charges are based on full-time enrollment for the year, and participation in the standard board plan of 15 meals per week. Other board plans are described in the "Student Life" section.

Tuition	\$21,645
Room	3,645
Board	<u>2,095</u>
TOTAL	\$27,385

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

### REFUND POLICY

Hampshire's refunds of tuition, room, and board are prorated and are based on a distinction between necessary leaves or withdrawals for medical reasons (as certified in writing by the Hampshire College Health Services), and leaves or withdrawals for non-medical reasons. The complete refund schedule appears in Hampshire College Fees 1995/96 and will be mailed from the business office with the first bill.

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

## FINANCIAL AID

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

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

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

### FINANCIAL AID FOR INTERNATIONAL STUDENTS

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

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

## REGISTRATION INFORMATION

Hampshire students have the option of preregistering for Hampshire classes as well as Five College classes. You may register for Fall 1995 classes until Wednesday, September 20. The preregistration period for spring 1996 classes is Tuesday, November 14 through Friday, November 17. You may also register for spring courses until Friday, February 9.

If you have arranged an independent study with a Hampshire faculty member, pick up a form at the office of 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 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 20, 1995, in the fall semester, or Friday, February 9, 1996, in the spring semester. Familiarize yourself with all the rules, regulations, and penalties associated with Five College Interchange. They are listed in the Student Handbook, and it is your responsibility to be aware of them. Students who do not abide by these rules may not be permitted to enroll in interchange courses during their next active semester. If you have any questions regarding this procedure, contact central records, ext. 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.

Interchange students will receive grades for Hampshire courses, 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 the office of 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 Program activities have separate fees. Consult with the instructor of these courses for availability and fees.

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.

Students who are on leave from the college are not eligible for special student status. Special students and auditors are eligible to use only those college facilities required in order to complete the course. No additional privileges such as student housing or use of recreational facilities will be granted.

### COURSES OF INSTRUCTION

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

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

**200 FOUNDATIONAL COURSES** explore subject matter needed by students in any division. These can be "skills courses" (statistics, computer programming, or dance techniques); they can be general surveys or introduction-to-the-field courses, designed to convey a large body of information

fairly quickly (e.g., introduction to economics); they can be "foundational" in that they present the combination of skills and concepts which are literally prerequisite to any further work in the area (e.g., Film or Photo I); or they can be designed to cover a body of central theories or methodologies.

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

## PROSEMINARS

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

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

## PROSEMINAR COURSE LIST

CCS 126p

**CRUISING THE NET: INTERCHANGES, REST STOPS, AND TRAFFIC COPS ON THE INFOBAHN**  
Richard Muller

CCS 131p

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

CCS 185p

**NEUROLINGUISTICS: ISSUES AND APPROACHES**  
Slavoljub Milekic

HA 123p

**PAGE TO STAGE**  
Ellen Donkin  
Ellen Jones

HA 135p

**THE BEATS**  
Robert Coles

HA 160p

**SOUTHERN WRITERS: SENSE OF PLACE?**  
L. Brown Kennedy

NS 121p

**HUMAN BIOLOGY: SELECTED TOPICS IN MEDICINE**  
Merle Bruno/Christopher Jarvis

NS 122p

**HOW PEOPLE MOVE**  
Ann McNeal

NS 135p

**THE HUMAN SKELETON: BONES, BODIES AND DISEASE**  
Debra Martin

NS 153p

**NEW GUINEA TAPEWORMS AND JEWISH GRANDMOTHERS: NATURAL HISTORY OF INFECTIOUS DISEASE**  
Lynn Miller

SS 107p

**RACE, ETHNICITY AND NATIONALISM**  
Michael Ford

SS 115p

**POLITICAL JUSTICE**  
Lester Mazor

SS 119p

**THIRD WORLD, SECOND SEX: DOES ECONOMIC DEVELOPMENT ENRICH OR IMPOVERISH WOMEN'S LIVES?**  
Laurie Nisonoff

SS 121p

**THE AMERICAN CENTURY: WHAT HAPPENED?**  
Carollee Bengelsdorf

SS 122p

**POWER AND AUTHORITY**  
Robert Rakoff

SS 128p

**CENTRAL AMERICA: HISTORY AND POLITICAL ECONOMY OF CRISIS**  
Frederick Weaver

SS 133p

**PEOPLES OF THE AMERICAS**  
Leonard Glick

SS 184p

**AMERICAN CAPITALISM**  
Stanley Warner

## SCHOOL OF COGNITIVE SCIENCE & CULTURAL STUDIES

### CURRICULUM STATEMENT

The School of Cognitive Science and Cultural Studies (CCS) brings together a diverse group of faculty—including scientists, social critics, humanists and artists—who share a common concern with the nature of *representation*. Cognitive scientists seek to understand how knowledge and information are represented and used by minds and brains in humans and other animals, and by machines such as computers. Faculty in cultural studies are concerned with the ways in which cultural systems and cultural products represent and shape human experience and social life.

Hampshire's program in Cognitive Science—the first of its kind in the country—brings together faculty in psychology, computer science, neuroscience, linguistics, animal behavior and philosophy in the multidisciplinary study of mind, brain and behavior. Their teaching and research interests include vision, memory, learning, planning, human language, communication, developmental disorders, the evolution of behavior and cognition, and computational models of mind and creativity. Cognitive scientists employ a mode of inquiry that combines experimental, empirical and computational methods; computers and information technology serve both as tools and as metaphors to explore areas of interdisciplinary interest.

The Cultural Studies component of the school—reflecting an intellectual movement gaining momentum both nationally and internationally—includes faculty in social history, media history and criticism, video production, philosophy and journalism. Their broad concern is with the ways in which human culture is constructed and reproduced, focusing particularly on the nature of the popular culture of everyday life. Cultural studies challenges conventional assumptions about the division of academic labor into disciplines; its adherents employ a range of methodologies, from criticism to history to art-making itself.

Many of the School's faculty members, in both curricular areas, are intrigued by the roles that computers play in contemporary life and the contributions they can make to intellectual and artistic activity. Some are concerned with the nature of "artificial intelligence" and its relationship to human cognition and behavior. Others focus on the formal nature of computer languages and programming, and the use of computers in graphical design, music, animation, video art and new multimedia technology. Finally, faculty are concerned with the broader social and intellectual implications of the "new information age."

### COURSE LIST

CCS 105  
COGNITIVE SCIENCE: EXPLORING THE NATURE  
OF MIND  
Neil Stillings/Steven Weisler

CCS 115  
INTRODUCTION TO COMPUTER SCIENCE: SEEING  
IS BELIEVING  
Lori Scarlatos

CCS 126p  
CRUISING THE NET: INTERCHANGES, REST STOPS,  
AND TRAFFIC COPS ON THE INFOBAHN  
Richard Muller

CCS 131p  
IMAGES OF WOMEN IN POPULAR CULTURE  
Susan Douglas

CCS 137  
ANIMAL BEHAVIOR  
Raymond Coppinger

CCS 140  
VIDEO PRODUCTION I  
TBA

CCS 143  
CONSTRUCTIONISM AND CULTURAL DESIGN  
Theodore M. Norton

CCS 145  
INTRODUCTION TO NEUROPSYCHOLOGY  
Christopher Chase

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

CCS 158  
THEORIES OF DEVELOPMENTAL PSYCHOLOGY  
Mary Jo Rattermann

CCS 168  
INTRODUCTION TO LINGUISTICS  
Steven Weisler

CCS 185p  
NEUROLINGUISTICS: ISSUES AND APPROACHES  
Slavoljub Milekic

CCS/HIA 189  
CANON FODDER: ESSENTIAL MYTHS OF WESTERN  
LITERATURE  
David Kerr/Susan Tracy

CCS 199  
RESEARCH PRACTICUM  
Christopher Chase

CCS 233  
DESIGNING COMPUTER APPLICATIONS FOR  
PEOPLE

Lori Scarlatos

CCS 244  
AUTOBIOGRAPHY/BIOGRAPHY/  
MEMOIR IN FILM AND VIDEO

Sherry Millner

CCS 246  
COGNITIVE PSYCHOLOGY

Neil Stillings

CCS 263  
INTRODUCTION TO ARTIFICIAL INTELLIGENCE  
TBA

CCS 265  
BUDDHIST PHILOSOPHY: MADHYAMIKA AND  
YOGACARA

Jay Garfield

CCS 265T  
BUDDHIST PHILOSOPHY IN TIBETAN

The Ven. Geshe Lobzang Tsetan

CCS 270  
LABORATORY IN PSYCHOLOGICAL METHODS

Mary Jo Rattermann

CCS 274  
INTERMEDIATE VIDEO PRODUCTION: FIELD,  
STUDIO AND SKETCHBOOK

Sherry Millner

CCS 279  
THE ORIGINS OF MASS CULTURE

Susan Douglas

CCS 291  
THE MULTIMEDIA LAB

Richard Muller

CCS 333  
SKULLS AND BRAINS IN THE CANIDS

Raymond Coppinger

## COURSE DESCRIPTIONS

Note: See forthcoming supplement for a 100-level course in Ancient Philosophy and a 300-level philosophy course to be announced.

CCS 105  
COGNITIVE SCIENCE: EXPLORING THE NATURE  
OF MIND

Neil Stillings, Steven Weisler

Cognitive Science explores the nature of mind using tools developed in psychology, computer science, linguistics, neuroscience, and philosophy. During the course we will read

and discuss a cognitive science text written by the course instructors and other members of the Hampshire faculty. Classroom lecture and discussion will be based on a series of critical essay assignments due throughout the term. As the course proceeds, each student will also become acquainted with a particular research issue in cognitive science, developing a term project that involves the review of primary literature or the collection of original data. Projects may be done by teams of students. The course will meet twice a week for one hour and twenty minutes each time. Enrollment is limited to 40.

CCS 115  
INTRODUCTION TO COMPUTER SCIENCE: SEEING  
IS BELIEVING

Lori Scarlatos

Computer science truly is a science, built on a foundation of mathematical concepts and problem-solving techniques. Computer graphics, on the other hand, is a discipline that enhances understanding through visualization. This course brings the two together, using computer graphics to visualize fundamental computer concepts while touching on broader computer science issues. In a series of homework assignments and projects, students will learn to write "C" programs that use graphics to let them "see" key ideas in more ways than one.

This course, together with CCS 216, is part of a basic sequence in computer science for those who may want to concentrate in computer science or use computers in their studies of other disciplines. No previous experience with computers or programming is required. Class will meet three times a week for one hour and twenty minutes each time (one of them a lab session). Enrollment is limited to 25.

CCS 126p  
CRUISING THE NET: INTERCHANGES, REST STOPS,  
AND TRAFFIC COPS ON THE INFOBAHN

Richard Muller

The use of computer networks like the Internet is increasing at a very rapid pace; what was once a tool built for and by engineers and physical scientists is now available at modest cost to anyone with a personal computer and a modem.

This course will combine two approaches to understanding what the Internet is, what it might become, and what questions we might want to ask along the way. One approach is practical and applied: students will learn how to locate resources on the Internet: data files, sounds and pictures, names and addresses, bibliographic citations, the text of bills introduced in Congress, and on and on.

The second approach is reflective and critical. What issues are raised by the existence of such a network? Problems of privacy, ownership of ideas, control of access to information, and harassment, just for starters. Who gets to say what's on the Internet? Who gave them that authority? Who pays the costs and reaps the benefits? How is the Internet different from other public communications systems? Do the regulatory theories developed for telecommunications and broadcasting apply to the Net? Does this technology offer to narrow or widen the gap between people who know how to use it and those who don't? Is the Internet an unalloyed Good Thing?

Students will be expected to write a series of short research and critical papers, and to use the Internet along with more familiar information resources to gather the information on which those papers are based. Class will meet twice a week for one hour & twenty minutes each time. Enrollment limit is 20.

CCS 131p

**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 hour and twenty minutes each time. Enrollment limit is 20.

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 hour and twenty minutes each time. Enrollment limit is 25.

CCS 140

**VIDEO PRODUCTION I**

TRA

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 143

**CONSTRUCTIONISM AND CULTURAL DESIGN**

Theodore M. Norton

America's dominant consumerism, while it has its attractions, unnecessarily limits our experiences of "interaction" with today's cultural products. The germs of an alternative "constructionist" program have been nourished over the past three decades by MIT's Seymour Papert and his collaborators, first at the Institute's Artificial Intelligence (AI) Lab and, since 1985, at its Media Lab. There, Papert's Epistemology and Learning Research Group has supported the efforts of young people to design their learning by learning to design. The Group's project also has more general implications for the redirection of cultural agency in our society. In this course we will first review the emergence of constructionism from the Cambridge AI community's famous Logo project. We will then reconsider the Papert group's threefold function as a graduate studies program, a research laboratory, and a center of activism, all in the context of the Media Lab and its affiliation with such corporate sponsors as LEGO and Nintendo. We will study constructionist theory and examples of the Group's work in massively parallel computing, "concrete epistemology," Artificial Life, and computer game design. Finally, we will experiment with constructionist software in order to assess its potential for allowing young students, educators, and adult members of nontechnical publics to gain access to software design skills, computer arts, and powerful scientific ideas. Class will meet twice a week for one hour and twenty minutes each time. Enrollment limit is 25.

CCS 145

**INTRODUCTION TO NEUROPSYCHOLOGY**

Christopher Chase

Can a college professor, who has suffered a stroke, really mistake his wife for a hat? In this course, the complex relationship between the brain and cognitive functions will be introduced. Students will learn about what parts of the brain are involved in different aspects of psychological functions, such as facial recognition, language, emotions, or memory. Clinical cases of patients who suffered different types of brain damage will be discussed along with the study of neuroanatomy and neurophysiology. A study of hemispheric specialization will be conducted by the class at the end of the semester. The class will meet twice a week for one hour and twenty minutes each time. Enrollment is limited to 25.

CCS 151

**CONVENTION, KNOWLEDGE AND EXISTENCE: EUROPEAN AND TIBETAN PERSPECTIVES**

Jay Garfield

Scepticism— 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 hour and twenty minutes 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 hour and twenty minutes each time. Enrollment limit is 25.

CCS 168

### INTRODUCTION TO LINGUISTICS

Steven Weisler

Have you like noticed that language is like majorly changing? This grammatical sentence English language ... NOT! Fan-f\*\*\*ing-tastic (but not fantast-f\*\*\*ing-ic). And why do we need those \*\*\*, anyway? [[This Class] [will] [(introduce) [you] [to] [these and [(many other] [linguistic mysteries.]]]]] Class will meet twice a week for one hour and twenty minutes each time. Enrollment limit is 25.

CCS 185p

### NEUROLINGUISTICS: ISSUES AND APPROACHES

Slavoljub Milekic

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 twice a week for one hour and twenty minutes each time. Enrollment is limited to 20.

CCS/HA 189

### CANON FODDER: ESSENTIAL MYTHS OF WESTERN LITERATURE

David Kerr/Susan Tracy

If you have ever been tantalized, seized the day, tilted at windmills, or heard a siren's song, you have wittingly or unwittingly drawn on the body of literature that has indelibly marked Western literary expression. This course is designed to introduce beginning students to some of the fundamental myths of Western culture. We will read such "classics" as *The Odyssey*, *The Bible*, Greek plays and mythology, selected works of Ovid, Chaucer, Cervantes, Voltaire, Swift and others. Students planning to pursue concentrations in literature, history, or cultural studies may find this course provides a useful background for these pursuits. The class will meet twice a week for one hour and twenty minutes each time. Enrollment is limited to 40.

CCS 199

### RESEARCH PRACTICUM

Christopher Chase

Students with some background in cognitive science will work in research teams with faculty and advanced students, participating in on-going projects as research assistants. Each student will design an individual program of study with the instructor in charge of the research team. Students are required to work in the research labs a minimum of five hours each week. Prerequisites: Completed one cognitive science course that qualified for a CCS two-course Division I option or instructor permission. This course is sponsored in part by the Lemelson National Program in Invention, Innovation and Creativity.

### READING RESEARCH LABORATORY (CHRISTOPHER CHASE)

In this section students will work on our dyslexia research program, involving either (1) a visual perceptual study of school-aged children or (2) a study of reading and memory skills of dyslexic college students. More advanced students also may have the opportunity to work in the Lemelson EP laboratory, learning techniques for recording scalp electrical potentials that correspond to thought processes. Class will meet twice a week for one hour and twenty minutes each time. Enrollment is limited to 8.

CCS 233

### DESIGNING COMPUTER APPLICATIONS FOR PEOPLE

Lori Scarlatos

Have you ever struggled with a computer product, and thought you could design something better? Perhaps you've noticed a need for a particular computer tool, or even invented a game or application that you think would be popular. If you've ever wondered what it's like to develop a computer product from the ground-up, then here is a chance to find out.

In this course we will develop prototypes for actual computer products. Students will identify needs in the marketplace, then form E-teams to design, develop, and test their prototypes. These prototypes will then be used for

testing, demonstration, and marketing. The most promising prototypes may lead to Div III projects, finished products in the marketplace, or even the start of your own company!

This course will cover principles of human factors, computer interface design, and software engineering. Other topics covered will include group dynamics, marketing, and the nature of innovation, invention, and creativity. Although this is an inter-disciplinary course, requiring participants with a broad variety of skills and talents, students are expected to already be proficient computer users. Class will meet twice a week for one hour and twenty minutes each time. Enrollment is limited to 24. This course is sponsored in part by the Lemelson National Program in Invention, Innovation and Creativity.

**CCS 244**  
**AUTOBIOGRAPHY/BIOGRAPHY/MEMOIR IN FILM AND VIDEO**  
 Sherry Millner

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

**CCS 246**  
**COGNITIVE PSYCHOLOGY**  
 Neil Stillings

Cognitive psychology is the study of the fundamental capacities of the human mind. It is one of the main disciplines of cognitive science, and it provides intellectual foundations for the entire field of contemporary psychology. Familiarity with the field is essential for students who plan to do advanced undergraduate or graduate work in psychology or cognitive science. This course will consider memory, attention, learning, reasoning, problem solving, concept formation, and other topics. Research methods and statistics will also be a major focus of the course. Students will learn to understand the research designs and data analyses in the primary psychological literature at an advanced level. A term paper or laboratory project will be required. The course will meet twice a week for one hour and twenty minutes each time. Enrollment is limited to 20.

**CCS 263**  
**INTRODUCTION TO ARTIFICIAL INTELLIGENCE**  
 TBA

Artificial Intelligence (AI) is a branch of computer science concerned with the construction of computer systems that "think." This course is an introduction to the core ideas of AI through concrete, hands-on activity. We will learn the Lisp programming language (the language of choice in AI research) and we will use Lisp to build working AI systems. We will cover techniques for representing and manipulating knowledge in application areas such as the construction of action

plans, the understanding of natural language interactions, and the use of computers in the arts. This course or its equivalent is a prerequisite for Advanced Topics in Artificial Intelligence; it may also be a prerequisite for other advanced courses on computational topics in the cognitive sciences.

Students will be evaluated on the basis of several small programming assignments and a final project. Prerequisite: any college-level course involving the significant use of any programming language. The class will meet three times a week for one hour and twenty minutes each time. Enrollment is limited to 25. This course is sponsored in part by the Lemelson National Program in Invention, Innovation and Creativity.

**CCS 265**  
**BUDDHIST PHILOSOPHY: MADHYAMIKA AND YOGACARA**  
 Jay Garfield

This course examines the relation between the two principal schools of Mahayana Buddhism, focusing primarily on the early Indian texts of Nagarjuna, Vasubandhu and Candrakirti, but with attention to the Tibetan hermeneutical literature and to recent scholarship on Madhyamika and Yogacara. Particular attention will be devoted to the ways in which the highly sceptical Madhyamika school motivates and then responds to the idealism of Yogacara. Through close reading of some of the most important primary texts of these traditions along with relevant commentaries and secondary literature, students will learn to read and interpret Buddhist philosophy and will gain familiarity with the philosophical outlook, central arguments and tenets of these philosophical schools and with the outlines of the complex debates between them. Students will also gain some familiarity with the theoretical and philosophical problems raised in developing interpretations of these often contested and cryptic texts. Prerequisite: at least one course in metaphysics or epistemology or in Buddhist studies. Class will meet twice a week for one hour and twenty minutes each time. Enrollment is limited to 25.

**NOTE:** that this is a "Languages Across the Curriculum" course, coordinated with Amherst College Rel 72 Issues in Buddhist Philosophy. Students in either course who have prior knowledge of Tibetan language should also enroll in CCS 265T Buddhist Philosophy in Tibetan, taught by the Ven. Geshe Lobsang Tsetan. In this section students will read the same primary texts in Tibetan, along with additional Tibetan language commentaries.

**CCS 265T**  
**BUDDHIST PHILOSOPHY IN TIBETAN**  
 The Ven. Geshe Lobsang Tsetan

This course is an additional section to CCS 265 Buddhist Philosophy: Madhyamika and Yogacara and Amherst College Rel 72 Issues in Buddhist Philosophy (taught by Prof. Janet Gyatso) as part of the Five College Languages across the Curriculum program. It is open only to students enrolled in one of those two courses who have basic reading or speaking knowledge of Tibetan language. In it students will read the texts under discussion in CCS 265 and Rel 72 in Tibetan, as well as additional commentarial literature in Tibetan. Class will meet once a week for one hour and twenty minutes. Instructor permission required.



## CCS 270

**LABORATORY IN PSYCHOLOGICAL METHODS**

Mary Jo Rattermann

Often in the course of our lives we find ourselves commenting on human behavior and realizing that "somebody should do an experiment on this." However, performing an experiment which accurately examines human behavior is usually quite difficult. In this course the students will be taught the skills necessary to design and perform a valid psychological experiment. This course will present the students with the opportunity to design and perform a variety of psychological experiments, using themselves as subjects. Basic experimental terminology, design, and the pitfalls of psychological research will be covered, along with a comprehensive review of psychological procedures and methods. In addition, each student will design and perform an independent project under the guidance of the instructor. Students will be expected to work in small groups, unless the class size allows individual projects. This course is particularly valuable for those students considering graduate study in any of the social sciences. Class will meet twice a week for one hour and twenty minutes each time. Enrollment limit is 15.

## CCS 274

**INTERMEDIATE VIDEO PRODUCTION: FIELD, STUDIO AND SKETCHBOOK**

Sherry Millner

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 once a week for two hours and fifty minutes. Enrollment limit is 18 by instructor permission.

## CCS 279

**THE ORIGINS OF MASS CULTURE**

Susan Douglas

The purpose of this course is to analyze the economic, political, and cultural forces that interacted between 1870 and 1930 to produce America's mass media systems. The course will examine the rise of various popular culture genres such as dime novels, comics, magazines, movies, and radio, and study the consolidation and centralization of mass media production and distribution. The rise of popular culture will be placed within the broader historical context of rapid urbanization, immigration, industrialization, and declining political participation. We will pay special attention to the cultural values and aspirations which the mass media of this era reinforced, exaggerated, or ignored. We will also look at the intellectual and elite response to the rise of what came to be called "mass culture" and consider the criticisms of popular culture content. Reading will be extensive. The course is most appropriate for upper-level Division II students with a background in either media studies, American history, sociology, women's studies, or politics. The course will meet once a week for two and one-half hours. Enrollment limit is 20 by instructor permission.

## CCS 291

**THE MULTIMEDIA LAB**

Richard Muller

This is an ongoing activity which is offered in both terms of the 1995-96 academic year. The focus of activity will be work on a small number of multimedia production projects. These projects will usually involve working with and for a client who is not a member of the lab group to produce either a prototype or finished interactive multimedia product.

Students in this course should have competency in at least one area of multimedia production: still image production and manipulation, computer animation, video editing, sound and music production and editing, or interface programming.

Along with our production work we will read from the current literature in the many overlapping fields which relate to interactive multimedia, and will attempt to arrange visits and presentations from people outside the campus who are active in the field. The class will meet twice a week for one hour and twenty minutes each time. Enrollment limit is 16 by instructor permission. This course is sponsored in part by the Lemelson National Program in Invention, Innovation and Creativity.

## CCS 333

**SKULLS AND BRAINS IN THE CANIDS**

Raymond Coppinger

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 two hour and fifty minute class/lab session. Enrollment limit is 35, by instructor permission.

## SCHOOL OF HUMANITIES AND ARTS

### CURRICULUM STATEMENT

Course offerings in the Humanities and Arts (HA) 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 fifth century Athens and late twentieth 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 twentieth-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  
TBA

HA 108  
SCULPTURE IN CLAY  
William Brayton

HA 109  
INTRODUCTION TO WOODWORKING  
Hannah Gittleman

HA 110  
FILM/VIDEO WORKSHOP I  
Abraham Ravett

HA 111  
STILL PHOTOGRAPHY WORKSHOP I  
Sandra Matthews

HA 120  
INTRODUCTION TO CRITICAL ISSUES IN  
PHOTOGRAPHY, FILM, AND VIDEO  
Sandra Matthews

HA 123p  
PAGE TO STAGE  
Ellen Donkin/Ellen Jones

HA/SS/NS/WP 129  
WOMEN'S BODIES/WOMEN'S LIVES  
Lynne Hanley/Margaret Cerullo  
Michelle Murrain/Ellic Siegel

HA 132  
ADVENTURES ACROSS THE SEAS: EXPLORATION,  
EMPIRE, AND GEOGRAPHY  
Jeffrey Wallen

HA 135p  
THE BEATS  
Robert Coles

HA 138  
RUSSIA: FILM/LITERATURE OF REVOLUTION  
Joanna Hubbs

HA 140  
LIFE STORIES: READING AND WRITING  
AUTOBIOGRAPHIES  
Michael Lesy

HA/SS 155  
THE AMERICAN WEST  
Robert Rakoff/Susan Tracy

HA 157  
THE LITERATURE OF RELIGIOUS AWAKENING  
Alan Hodder/Robert Meagher

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

HA 165  
**THE MAN-MADE ENVIRONMENT: PERCEPTION  
 AND UNDERSTANDING OF HUMAN  
 ENVIRONMENT**  
 Earl Pope

HA 176  
**MUSIC I: INTRODUCTION TO THE LANGUAGE  
 AND PRACTICE OF MUSIC**  
 Margo Simmons Edwards

HA/CCS 189  
**CANON FODDER: ESSENTIAL MYTHS OF WESTERN  
 LITERATURE**  
 David Kerr/Susan Tracy

HA 201  
**HISTORICAL ISSUES IN DESIGN**  
 Ellen Jones

HA 202  
**ADVANCED DRAWING**  
 William Brayton

HA 208  
**INTRODUCTION TO PAINTING**  
 Judith Mann

HA 210  
**FILM/VIDEO WORKSHOP II**  
 Abraham Ravett

HA 211  
**STILL PHOTOGRAPHY WORKSHOP II**  
 TBA

HA 215\*  
**MODERN DANCE TECHNIQUE III**  
 Rebecca Nordstrom

HA 219  
**ANCIENT GREEK DRAMA**  
 Robert Meagher

HA 229  
**CONTEMPORARY AFRICAN AMERICAN WRITING:  
 BLACK LITERATURE SINCE THE 1960S**  
 Robert Coles

HA 233  
**TOLSTOI**  
 Joanna Hubbs

HA 234  
**INTRODUCTION TO SHORT STORY WRITING**  
 Lynne Hanley

HA 235  
**LITERARY NONFICTION, READING AND WRITING**  
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HA 281  
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HA 285  
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HA 287  
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HA 290A/B\*  
**COMPUTER MUSIC**  
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HA 305  
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HA 313  
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HA 314  
**FILM/VIDEO WORKSHOP III: SOUND, IMAGE, AND MUSIC**  
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HA 321  
**NIETZSCHE, FREUD, AND CONTEMPORARY CRITICISM**  
 Jeffrey Wallen

**NOTE:**

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

\*Hampshire College courses meeting this criterion this fall term are:

HA 120 Introduction to Critical Issues in Photography, Film, and Video

HA 165 The Man-Made Environment: Perception and Understanding of Human Environment

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

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

All Division II and III students wishing to work with Film/Photography faculty during the 1995-96 academic year must file their proposals (available from the film and photography facilities director, Kane Stewart) with the faculty by Friday, October 6, 1995 and February 16, 1996.

**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 1995 will be October 6 and February 16 for students planning to file contracts in mid-March 1996. 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.

**COURSE DESCRIPTIONS**

HA 104  
**INTRODUCTION TO DRAWING**  
 TBA

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 hours and fifty minutes each session. Enrollment is limited to 20.

HA 108  
**SCULPTURE IN CLAY**  
 William Brayton

This course will introduce students to earthenware clay as a sculptural medium. A variety of hand building techniques will be linked to a compounding series of assignments designed to introduce fundamental sculptural concepts. Students will be required to research contemporary and historical sources to inform their own approach. Group critiques will be used to track the development of each individual's work. Drawing I is a prerequisite.

Enrollment is limited to 15. Class will meet twice each week for two hours and twenty minutes.

HA 109  
**INTRODUCTION TO WOODWORKING**  
 Hannah Gittleman

Over the course of the semester students will learn about wood as a material, how to use and sharpen hand tools, and how to safely use woodshop machinery. Basic joinery techniques will also be covered, as well as the necessary steps involved in designing and building a piece of furniture. Each student will be expected to produce several short-term pieces, and to do a research project on a contemporary furniture maker. Through in-class discussions and critiques, students should become comfortable discussing their own work, as well

as the work of others. Students should expect to work several hours each week outside of class time in order to complete their assignments. No previous experience in the visual arts is necessary.

Enrollment is limited to 12. The class will meet in the Art Barn twice each week for two hours and twenty minutes each session. There is a \$75 lab fee to cover the cost of materials used in the course. This course is sponsored in part by the Lemelson National Program in Invention, Innovation and Creativity.

#### 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 two hours and fifty minutes. Enrollment is limited to 15, which is determined at the FIRST class meeting.

#### HA 111 STILL PHOTOGRAPHY WORKSHOP I

Sandra Matthews

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

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

#### HA 120 INTRODUCTION TO CRITICAL ISSUES IN PHOTOGRAPHY, FILM AND VIDEO

Sandra Matthews

In this course we will attempt to come to grips with the layers of meaning camera-made images hold in our society. By combining key foundation readings with a wide range of visual materials (emphasizing still photographs, but including also films and videotapes), we will identify modes of analysis

and apply them. Students will complete several written assignments. Class will meet two hours and fifty minutes once a week. Enrollment is limited to 20.

#### HA 123p PAGE TO STAGE

Ellen Donkin/Ellen Jones

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 hour and twenty minutes. Enrollment is limited to 35.

#### HA/SS/NS/WP 129 WOMEN'S BODIES/WOMEN'S LIVES

Lynne Hanley/Margaret Cerullo/Michelle Murrain/  
Ellie Siegel

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," "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 hour and twenty minutes and a second time for one hour and twenty minutes in smaller sections. To receive a written evaluation, students are required to come to class, complete the assigned reading, and submit a portfolio at the end of the semester containing all the assigned writing (four short papers and a ten-page final essay) and a self-evaluation.

#### HA 132 ADVENTURES ACROSS THE SEAS: EXPLORATION, EMPIRE, AND GEOGRAPHY

Jeffrey Wallen

In this class, we will read works that explore and map new spaces (such as Daniel Defoe's *Robinson Crusoe*), that focus on the adventure and mystery of sailing the high seas (such as Edgar Allan Poe's *The Narrative of Arthur Gordon Pym*), or on what happens once one arrives somewhere else (Rudyard Kipling's *Kim*)--or that emphasize all of the above (Joseph Conrad's *Heart of Darkness*). In particular, we will examine the centrality of travel and empire for the European novel, and consider the importance of the seagoing journey, and the social space of the works by Homer, Melville, and

Robert Louis Stevenson, and additional texts by Poe, Kipling, and Conrad.

Class will meet twice each week for one hour and twenty minutes. Enrollment is limited to 25.

HA 135p

**THE BEATS**

Robert Coles

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

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 hour and twenty minutes. Enrollment is limited to 25.

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 Kaysen's *Girl Interrupted*. Students will be asked to construct at least seven short and three 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 hour and twenty minutes. Enrollment is limited to 16 with permission of the instructor required.

HA/SS 155

**THE AMERICAN WEST**

Robert Rakoff/Susan Tracy

This course will explore contrasting interpretations of the history and culture of the American West. We will compare the West as an historical process (the Anglo frontier) with the West as a region defined by its environment and by human interaction with its natural features. In the process, we will examine the West's multi-cultural distinctiveness as well as its continuities with Eastern culture. We will contrast the myth of Western rugged individualism with its history of colonial dependence on Eastern capitalism and federal subsidies. We will explore the role of the West in American culture and myth as well as the self-expressions of Westerners in story and film. We will read widely in historical and cultural interpretations and in the popular literature of the West. An evening film series of Western movies from Hollywood and elsewhere will supplement the regular class meetings.

Class will meet twice a week for one hour and twenty minutes and one evening each week for two hours. Enrollment is open.

HA 157

**THE LITERATURE OF RELIGIOUS AWAKENING**

Robert Meagher/Alan Hodder

Enlightenment, salvation, ecstasy, divine union, *moksha* (liberation), *nirvana*—these are some of the words that religious people across the centuries and around the world have used to speak of their respective conceptions of the highest purpose of human life. What do these conceptions tell us about the theologies and world views of these peoples? What understandings of human being and human psychology are they based upon? The purpose of this course is to introduce students to the comparative study of religion and literature through a thorough-going study of an array of exemplary texts representing several traditions of the world: ancient and classical Greece, patristic Christianity, nineteenth-century America, classical Hinduism, early Buddhism, and modern Japan. Texts to be considered include Homer's *Iliad*, Sophocles' *Philoctetes*, Augustine's *Confessions*, Thoreau's *Walden*, the *Bhagavad Gita*, the *Buddhacarita* ("Legend of the Buddha"), and Endo's contemporary novel, *Silence*.

Class will meet twice each week for one hour and twenty minutes. Enrollment is open.

HA 160p

**SOUTHERN WRITERS: SENSE OF PLACE?**

L. Brown Kennedy

This seminar on the fiction of the southern U.S. will include texts by now well known writers from the 30s through the 60s (Hurstun, Welty, O'Connor, McCullers, Faulkner, Ellison, Wright) together with works by more recent authors such as Lee Smith, Ellen Gilchrist, Randall Kenan.

How does a literature seminar define itself: Often, the teacher selects a reading list with some unity of historical period, genre, or theme in mind and the texts then are read

principally to exemplify this assumption. Obviously, the act of selecting a group of authors as I have done, implies a point of view. But the goal of the seminar will not be to test whether my conclusions about these writers are accurate, but rather to learn how an approach to a body of literary work can be evolved inductively.

As for my point of view—the possible questions I had in mind in choosing these particular writers—How do gender or race shape the segment of human experience they choose to depict? Of what importance is it that they are all Southern? Is regionalism a useful criterion in thinking about literature? If not, in what other ways can one talk about the sense of place—of land, of history, of community and family they evoke in their writing? What can one make of the insistence one finds in many of their works on isolation, loneliness or violence and on the physically and psychologically grotesque?

While the focus of this course will be on learning to read literary text critically, periodic lectures and group presentations will let us explore the political and social contexts and the cultural myths that these texts represent. Short biweekly papers, active class participation and a longer paper involving research will be expected. Class meets twice weekly for one hour and twenty minutes. Enrollment is limited to 20.

#### HA 165

#### THE MAN-MADE ENVIRONMENT: PERCEPTION AND UNDERSTANDING OF HUMAN ENVIRONMENT

Earl Pope

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

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

#### HA 176

#### MUSIC I: INTRODUCTION TO THE LANGUAGE AND PRACTICE OF MUSIC

Margo Simmons Edwards

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

music. Class will meet twice each week for one hour and twenty minutes. Enrollment is open.

#### HA/CCS 189

#### CANON FODDER: ESSENTIAL MYTHS OF WESTERN LITERATURE

David Kerr/Susan Tracy

If you have ever been tantalized, seized the day, tilted at windmills, or heard a siren's song, you have wittingly or unwittingly drawn on the body of literature that has indelibly marked Western literary expression. This course is designed to introduce beginning students to some of the fundamental myths of Western culture. We will read such "classics" as *The Odyssey*, the *Bible*, Greek plays and mythology, selected works of Ovid, Chaucer, Cervantes, Voltaire, Swift and others. Students planning to pursue concentrations in literature, history, or cultural studies may find this course provides a useful background for these pursuits.

Class will meet twice each week for one hour and twenty minutes. Enrollment is limited to 40 students.

#### HA 201

#### HISTORICAL ISSUES IN DESIGN

Ellen Jones

This class will examine the design process for period shows ranging from classical Greek tragedy and comedy to later period works up to World War II by focusing on selected scripts. Students will be engaged in play analysis and visual research pertaining to both the history of decor and theatrical architecture. The class will have a lecture and laboratory format. Student projects will include a model of one period theatre as well as renderings for either a period scenic or costume design (as well as drafting where appropriate) and at least one practical application of a period lighting technique.

Class will meet twice a week for one hour and twenty minutes. Enrollment is open.

#### HA 202

#### ADVANCED DRAWING

William Brayton

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

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

#### HA 208

#### INTRODUCTION TO PAINTING

Judith Mann

This course introduces students to the basic language, conventions and materials of representational painting. The emphasis, through painting assignments, slide discussions, and demonstrations, will be on accurate color mixing and attention to paint handling. Drawing will play an important role, and oil paint is the preferred medium. Students need not have any experience with paint, but the course will demand a great deal of time and effort. We meet six hours a week, and there will be regular out-of-class assignments. This course, or the

equivalent, is necessary for those wishing to do more advanced work in painting. Materials for the course will cost between \$150 and \$200. Enrollment is limited to 18 and Introduction to Drawing is a prerequisite. Class will meet twice each week for two hours and fifty minutes each session.

**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 two hours and fifty minutes. 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**  
TBA

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

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

**HA 215\***  
**MODERN DANCE III**  
Rebecca Nordstrom

This course will be a laboratory exploring the movement capacities of the human body as selected for aesthetic and expressive purposes. Class work will be geared to refining the perception of movement, learning how to move safely, developing the ability to move with more ease, range, specifically and individually. Students will be required to participate in dance outside of class (by attending dance concerts, working as crew for a production, perhaps rehearsing for performance) and submit written evidence of that participation. Absence from more than 2 or 3 classes is considered

unsatisfactory. This is considered a half course, geared to the low intermediate level, and cannot be used as one-half of a Division I.

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

**HA 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. Particular consideration will be given to the production, ancient and modern, of classical Greek plays.

Class will meet twice each week for one hour and twenty minutes. Enrollment is open.

**HA 229  
CONTEMPORARY AFRICAN AMERICAN WRITING:  
BLACK LITERATURE SINCE THE 1960S**

Robert Coles

We will examine the major texts, trends and developments of African American literature since the Black Arts Movement of the 1960's. Who are the major writers? What are the major works? What distinguishes contemporary black expression from black literature of the past? As such we will focus on Toni Morrison (*Jazz*), Terry McMillan (*Waiting to Exhale*) and John Wideman (*Philadelphia Fire*). We will also look at writings by Paula Marshall, Donald Goines, Louise Meriwether, Cornell West, Ronal Fair, Barbara Chase-Riboud, Alice Walker, James Emanuel, Ishmael Reed, Audre Lorde, Cyrus Colter, Carlene Polite and others.

Class will meet twice each week for one hour and twenty minutes. Enrollment is open.

**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 hour and twenty minutes. Enrollment is limited to 25.

**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 two hours and fifty minutes. 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 NONFICTION, READING AND WRITING

Michael Lesy

Literary nonfiction encompasses a variety of genres, including portrait/biography, memoir, and investigation of the social landscape. At its best, literary nonfiction uses such dramatic devices as plot, characterization and dialogue to extend and elaborate the who/what/where/when and why of traditional journalism. By combining evocation with analysis, immersion with investigation, literary journalism tries to reproduce the complex surface and depths of the real world.

Students enrolled in this course will read a variety of examples of the genre, John McPhee's essays, Bruce Chatwin's *Songlines*, and Rian Malan's *My Traitor's Heart*. Students will be required to master the course readings and produce at least seven short and three long nonfiction narratives during the course of the semester.

Students enrolled in the course will form the writing and editorial staff of the *Reader*, a narrative-nonfiction tabloid that 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 assigned within the first month of the course. Class will meet twice weekly for one hour and twenty minutes. Enrollment is limited to 16; permission of the instructor is required.

HA 238

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

David Smith

Through appropriate literary texts (story, novel, autobiography, personal narrative) and oral literature (myth, legend, oral history), this course will examine a selection of regional landscapes, concentrating on the woodlands/lakes, prairies, Great Plains, the pueblo/canyon southwest, and the California desert country. Texts from the white culture will be compared and contrasted with sources from American Indian cultures. Possible authors include Erdrich, Momaday, Silko, Cather, Vizenor, Austin, Harjo.

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

Course evaluation will require: leadership of class discussions by small teams of students, papers short and long, good attendance. Class will meet twice each week for one hour and twenty minutes. Enrollment is limited to 25.

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 241

### THE FIRST WOMAN

Robert Meagher

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

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

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

HA 245

### THE AMERICAN TRANSCENDENTALISTS

Alan Hodder

Even in its heyday in the 1830's and 40's, the Transcendentalist Movement never included more than a few dozen vocal supporters, but it fostered several significant cultural precedents, including a couple of America's first utopian communities (Brook Farm and Fruitlands), an early women's rights manifesto (Fuller's *Woman in the Nineteenth Century*), the first enthusiastic appropriation of Asian religious ideas, and, in the travel writings of Thoreau, the nation's earliest influential environmentalism. The Transcendentalists also produced some of the richest and most original literature of the nineteenth century. The purpose of this course is twofold: to explore in depth the principal writings of the Tran-

scendentalists in their distinctive literary, religious, and historical settings; and to examine these texts reflexively for what they may say to us today. While sampling other writings of the period, we will read extensively in the work of three premier literary and cultural figures: Ralph Waldo Emerson, Margaret Fuller, and Henry David Thoreau.

Class will meet twice each week for one hour and twenty minutes. Enrollment is limited to 25.

HA 248

### WORKSHOP IN FICTION AND DRAMA

Ellen Donkin/Nina Payne

This course is designed for students of fiction and playwrighting who are in their second or third year of college study. In the beginning our work will focus on the available resources for developing character, setting and event. We will then proceed to issues of form and structure as they relate to the development of voice and point of view. Finally stories, scenes and monologues will be read aloud or performed, both as a routine component of the revision process and as a way of determining dramatic and narrative vitality. The reading list will include plays, short stories, essays and poetry.

Class will meet twice each week for one hour and twenty minutes.

HA 249

### DEVELOPING TOYS AND GAMES

Hannah Gittleman

In this course, students will be developing prototypes for toys and games. Students will respond to assignments designed to challenge both their creative problem-solving abilities and their design skills. Requirements of the course include readings on play, research into the history of toys and games, and detailed analyses of currently popular toys and games. Students will be expected to gather information necessary for the successful fabrication of their products, including research into appropriate materials, relevant physical phenomena, and manufacturing.

Enrollment is limited to 15. The class will meet in the Art Barn twice each week for two and one-half hours. There will be a \$70 lab fee for this course to cover the cost of tools and materials used during the semester. This course is sponsored in part by the Lemelson National Program in Invention, Innovation and Creativity.

Prerequisites: College-level drawing, and college-level design or sculpture.

HA 251

### READING AND WRITING POETRY

Nancy Sherman

This course will explore the art of poetry by reading, writing, and discussing poems in a workshop setting. It is designed for students who have not yet had the opportunity to take a poetry writing workshop. Emphasis will be on specific elements that form the backbone of poetry: metaphor, diction, sound, form, and tone. Explication and analysis of assigned poems will alternate with writing assignments. Students should be willing to share their work with the class and to undertake revisions. At the end of the course, workshop members will be expected to submit a group of poems which reflect the semester's process of reading,

discussion, and revision. Class will meet once each week for two hours and fifty minutes. Enrollment is limited to 15. Prerequisite: at least one reading course in literature.

HA 252

### MAKING THEATRE, RIGHT NOW: IMPROVISATION

Rhonda Blair

In this experiential course, the students/actors will form an improvisation company that will give public performances, beginning in mid-to-late semester. The course will engage students with a wide range of improvisation techniques which can be used for non-scripted and scripted theatre performances. We will be using techniques and approaches of Keith Johnstone, Clive Barker, Joseph Chaikin, Augusto Boal, Viola Solin and Paul Sills. The focus will be on expanding spontaneity, focus, range of expressiveness, and imagination, and on developing a deeper and more complex understanding of dramatic action and character. Central to the acquisition of an effective repertoire of improvisational tools and strategies is also the development and refinement of the actor's ability to become an integrated, energetic member of an ensemble. Prior performance experience is strongly recommended. Class will meet twice each week for two and one-half hours. Enrollment is limited to 12, by instructor permission.

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. Forster 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. Class will meet twice a week for one hour and twenty minutes.

HA 261

### ARCHITECTURAL AND URBAN DESIGN INNOVATIONS

Robert Goodman

This design workshop will emphasize new design approaches to small and large-scale urban environments—ranging from small houses and children's play structures to

city scale environments which draw upon the physical design implications of the information superhighway, smart cars, and high-speed rail and water transportation systems.

We will examine problems associated with traditional approaches to small- and large-scale design, including the lack of choice for those with non-traditional lifestyles and the physically handicapped as well as the need to create low-impact, sustainable environments. The course will include a series of short design exercises and a final project of the student's choice.

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. Class will meet twice each week for two hours. This course is sponsored in part by the Lemelson National Program in Invention, Innovation and Creativity.

HA 281

### MUSIC III: ADVANCED TONAL AND POST-TONAL MUSIC SYSTEMS

Margo Simmons Edwards

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

Class will meet twice weekly for one hour and twenty minutes.

Prerequisite: HA 265 or equivalent theory course.  
Enrollment is limited to 15 students.

HA 285

### LABAN MOVEMENT ANALYSIS

Rebecca Nordstrom

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

The course is open to students from varied disciplines and there will be opportunity for exploration and application of IMA concepts and principles to individual movement education, movement therapy, and nonverbal communication.

Class will meet twice each week for two hours.

HA 287

### SEVENTEENTH CENTURY STUDIES

L. Brown Kennedy

This course is designed as an introduction to the early modern period for students in literature, cultural studies and history. It will use an interdisciplinary approach and will address selected political and philosophical, as well as literary texts.

In the challenges which it posed to religious, intellectual and political authority the seventeenth century has often been thought of as a century of revolution—the beginning of the modern era. The three writers we will take as case studies for our interdisciplinary work on the literature and history of seventeenth century England all deal with a world they see as sometimes painfully and sometimes excitingly new; they all challenge, even as they reuse, artistic conventions and intellectual and social tradition.

The course will be divided into unequal thirds: the first focused on Shakespeare's *Tempest* and the encounter of Europe and the "new" world; the second on the poetry of John Donne and its shifting representation of the relation of body and soul; the third on Milton's *Paradise Lost* as a complex picture of family structure, gender relations, and the problem of human knowledge. Each section will center on a close reading of the central literary text, supplemented by historical and theoretical readings; and for each unit a short essay will be required, one of which is to be revised and developed.

Class will meet for one hour and twenty minutes, twice weekly. Enrollment is limited to 25 students.

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. This course is sponsored in part by the Lemelson National Program in Invention, Innovation and Creativity.

Class will meet twice a week for one hour and twenty minutes. Enrollment in section A is limited to 15 students. Enrollment in section B is limited to 5 students by instructor permission.

HA 305

### ADVANCED PAINTING

Judith Mann

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 twice each week for three hours. Enrollment is limited to 15 with instructor permission required.

### HA 313 PHOTOGRAPHY III

Kane Stewart

This class is directed toward the continuing study and creative practice of photography. Students wishing to be in this course should have completed at least one semester (preferably two semesters) of Photography II or have equivalent experience.

The chief focus of this class will concern the origination and destination of the photographic process (from idea to print) as practiced by individuals. With this view point set as the steering component of the class, we will be dissecting, discussing, shaping, and reshaping how inspiration forms the basis for making photographic images and how best to use the materials common to photography in the pursuit of image making.

Students are expected to work on current images and be willing to listen to and offer feedback within the class setting. There will be readings in addition to weekly assignments and/or agreed upon working arrangements for Division III students.

Class will meet once each week for two hours and fifty minutes. Enrollment is limited to 15. Students wishing to take this course should show up at its first meeting.

### HA 314 FILM/VIDEO WORKSHOP III: SOUND, IMAGE AND MUSIC

Bill Brand/Daniel Warner

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

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

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

The workshop will meet once a week for three hours plus additional meeting times reserved for film screenings and music listening. Enrollment is by instructor permission and a lab fee is required. This course is sponsored in part by the Lemelson National Program in Invention, Innovation and Creativity.

### HA 321 NIETZSCHE, FREUD, AND CONTEMPORARY CRITICISM

Jeffrey Wallen

Nietzsche and Freud are two of the most influential writers for contemporary thought. In this course, we will read several of their key texts, as well as recent work by critics who

have appropriated and rethought their ideas (Foucault, Deleuze, Derrida, and many others). We will focus on Nietzsche's critique of truth and on his radical rethinking of morality. And we will discuss Freud's explorations of the unconscious and sexuality. In addition, we will examine how their writings underlie so many contemporary strategies of interpretation.

Class will meet once each week for two hours and fifty minutes. Enrollment is limited to 25.

### HAMPSHIRE COLLEGE CHORUS

Ann Kearns, Director

In fall 1995 the Hampshire College Chorus will present two concerts: on October 23, for Family and Friends Weekend, we'll sing the premiere of *The Rain Coming After The Dew* by Ann Kearns and *The Outermost House* by Ron Perera, with Robert J. Lurtsema narrating. The Kearns piece uses texts by Hildegard von Bingen, an Ojibway prayer, and an African canticle; the Perera piece uses Henry Beston's text about his year of solitude on Cape Cod. On December 1 we'll sing the premiere of a piece by Daniel Warner, a Mozart *Missa Brevis*, and *Misa Criolla* by Ariel Ramirez. Admission to the Chorus is by short, painless audition; sign up at the Chorus Office in the Music and Dance Building. Faculty and staff are welcome. Rehearsals are Mondays and Wednesdays, 4:00-6:00 p.m., in the Recital Hall of the Music and Dance Building.

### THEATRE BOARD

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

# SCHOOL OF NATURAL SCIENCE

## CURRICULUM STATEMENT

The School of Natural Science (NS) 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. Most science courses provide materials for working toward the college's Third World expectation.

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 in their first few semesters as this is the most effective way to develop the intellectual skills necessary to successfully pursue a Division I project. Note that all Natural Science Division I's are completed via a project.

Courses at the 200-level are usually intensive surveys designed to introduce students to the traditional scientific disciplines. Courses such as cell biology, biochemistry, ecology, 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.

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.

## COURSE LIST

NS 102  
PHYSICS SEQUENCE  
Frederick Wirth/Herbert Bernstein

NS 107  
EVOLUTION OF THE EARTH  
John Reid

NS 108  
CRAFTING SCIENCE  
Michael Fortun

NS 121p  
HUMAN BIOLOGY: SELECTED TOPICS IN  
MEDICINE  
Merle Bruno/Christopher Jarvis

NS 122p  
HOW PEOPLE MOVE  
Ann McNeal

NS/HIA/SS/WP 129  
WOMEN'S BODIES/WOMEN'S LIVES  
Michelle Murrain/Lynne Hanley  
Margaret Cerullo/Ellic Siegel

NS 135p  
THE HUMAN SKELETON: BONES, BODIES AND  
DISEASE  
Debra Martin

NS 141  
BUGS AND DRUGS: NATURALLY OCCURRING  
MEDICINES AND PESTICIDES  
Nancy Lowry/Brian Schultz

NS 150  
AGRICULTURE, ECOLOGY AND SOCIETY  
Alan Goodman, et al.

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

NS 180  
AQUATIC ECOLOGY  
Charlene D'Avanzo

NS 184  
APPROPRIATE TECHNOLOGY  
Frederick Wirth

NS 191  
ENVIRONMENTAL SCIENCE  
Charlene D'Avanzo/John Reid

NS 195  
POLLUTION AND OUR ENVIRONMENT  
Dula Amarasiriwardena

NS 198  
EVER SINCE DARWIN  
Lynn Miller

- NS 202  
**CHEMISTRY I**  
Dula Amarasiriwardena
- NS 204  
**PHYSICS III**  
Frederick Wirth/Herbert Bernstein
- NS 214  
**ORGANIC CHEMISTRY II**  
Nancy Lowry
- NS 223  
**EXERCISE PHYSIOLOGY**  
Ann McNeal
- NS 239  
**ELEMENTARY SCHOOL SCIENCE WORKSHOP**  
Merle Bruno
- NS 247  
**CELL BIOLOGY**  
Christopher Jarvis
- NS 260  
**CALCULUS I**  
Kenneth Hoffman
- NS 265  
**INTRODUCTION TO STATISTICS AND  
EXPERIMENTAL DESIGN**  
Michael Sutherland
- NS 282  
**BIOCHEMISTRY**  
Benjamin Oke
- NS 285  
**SCIENCE OF AIDS**  
Michelle Murrain
- NS 287  
**GLACIAL GEOLOGY**  
Steve Roof
- NS 316  
**LINEAR ALGEBRA AND ITS APPLICATIONS**  
Kenneth Hoffman
- NS 318  
**COMPLEX FUNCTION THEORY**  
Kenneth Hoffman
- NS/SS 356  
**IMAGINING PUEBLO INDIANS: THE EFFECTS OF  
COLONIALISM AND TOURISM IN THE AMERICAN  
SOUTHWEST**  
Debra Martin/Barbara Yngvesson
- NS 381  
**ADVANCED TOPICS IN TERRESTRIAL ECOLOGY**  
Brian Schultz

## 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 hour and twenty minutes 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 for one hour and twenty minutes twice a week plus a four hour field/lab session. Enrollment limit is 25.

NS 108

**CRAFTING SCIENCE**

Michael Fortun

What does it mean to "do science"? Is the truth about the real world a discovery or an accomplishment? What is there to be learned from studying the practice of science—seeing, counting, purifying reagents for experiments and texts for publication, creating and selecting visual representations, chatting with colleagues and legislators, teaching, refuting, persuading—in addition to its theoretical content? This course centers around recent work in the anthropology, sociology, and history of science which take these varieties of scientific practice as their object of study. The first half of the course will introduce students to some approaches used in the study of scientific practice and experiment: historical, ethnographic, participant observation, studies of scientific controversy, and rhetorical analysis. The second half will continue to develop these analytical frameworks through a series of more focused case studies that include particle physics, primatology, molecular biology, mathematics, and other fields in the physical and life sciences; other NS faculty members will be invited, when appropriate, to discuss their own work and disciplines. Students will carry out their own study of some aspect of scientific practice using the perspectives and methodologies developed in the course.

Class will meet once weekly for three hours. Enrollment is limited to 20 students.

NS 121p

**HUMAN BIOLOGY: SELECTED TOPICS IN MEDICINE**

Merle Bruno/Christopher Jarvis

The practice of medicine requires a combination of keen observation, information from laboratory analysis, and knowledge of physiology and biochemistry as well as of human behavior. Its object is to treat malfunctions of the human body and prevent the spread of disease. This course will explore the scientific basis of medicine through the study of several model diseases such as cystic fibrosis, diabetes, AIDS, and heart disease. Topics will include how diseases are transmitted, physiological effects of disease, the immune response to disease-causing microorganisms, and the consequences of immune system failure. We will also examine the role of modern DNA technology in treating and diagnosing disease; our ability to locate and clone genes has revolutionized our ability to diagnose and in some cases treat these disorders.

Students will choose particular diseases or treatments to investigate in more detail and will present their findings to the class and in papers which could form the basis for Division I exams in Natural Science.

Class will meet twice a week for one hour and twenty minute periods.

NS 122p

**HOW PEOPLE MOVE**

Ann McNeal

This seminar is for anyone interested in how people move their bodies—for dancers, for athletes, and for those who are just curious. We will investigate how muscles are used to achieve movement, using a little anatomy, reading scientific

studies, and mostly doing our own experiments. By the end of the semester, each student will design and carry out an experiment on human movement.

One focus of this course, sponsored in part by the Lemelson Foundation, will be the invention and construction of devices to aid people who suffer from Carpal Tunnel Syndrome. This course is sponsored in part by the Lemelson National Program in Invention, Innovation and Creativity.

This course is an experiment in a new type of seminar for beginning students. It takes nearly as much time as two regular courses, allowing students the time to finish a Division I project (with project design, research, writing and revision) by the end of the semester. **IF YOU COMPLETE THE COURSE WORK ON SCHEDULE, YOU WILL COMPLETE YOUR NATURAL SCIENCE DIVISION I.**

NS/IIA/SS/WP 129

**WOMEN'S BODIES/WOMEN'S LIVES**Michelle Murrain/Lynne Hanley/Margaret Cerullo/  
Ellie Siegel

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 hour and twenty minutes and a second time for one hour and twenty minutes in smaller sections. To receive a written evaluation, students are required to come to class, complete the assigned reading, and submit a portfolio at the end of the semester containing all the assigned writing (four short papers and a ten-page final essay) and a self-evaluation.

NS 135p

**THE HUMAN SKELETON: BONES, BODIES AND DISEASE**

Debra Martin

This proseminar for first year students explores patterns of health and disease in ancient societies through an intensive examination of human skeletal remains. The study of ancient bone and teeth is a meeting ground for many disciplines within the natural sciences, such as biology, physiology, nutrition, medicine, and forensics. By studying the form and function, growth and development, and pathology of bone,

students will learn a variety of techniques for using ancient remains as a window to understanding the diet, health and disease of past civilizations. Further information on ancient human biology and health comes from an integrated study of the human skeletal remains, along with archaeological information on settlement patterns, artifacts and floral and faunal remains. This course is sponsored in part by the Lemelson National Program in Invention, Innovation and Creativity.

This course is an experiment in a new type of seminar for beginning students. It takes nearly as much time as two regular courses, allowing students the time to complete a Division I project in the course by the end of the semester. Students will conduct hands-on experiments and projects in the lab using skeletal and dental specimens, with an emphasis on research design, data collection and analysis, writing and revision.

Class will meet 2:30-3:50 p.m. on Monday, Wednesday and Friday. Attendance at an additional weekly three-hour open lab period is required, but this can be arranged to fit students' schedules.

NS 141

### BUGS AND DRUGS: NATURALLY OCCURRING MEDICINES AND PESTICIDES

Nancy Lowry/Brian Schultz

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

Class will meet twice a week for one hour and twenty minutes, with occasional field trips and labs. Enrollment limit is 35.

NS 150

### AGRICULTURE, ECOLOGY AND SOCIETY

Alan Goodman (and other faculty)

Modern U.S. agriculture appears to be a technological miracle, allowing a small fraction of our people to feed millions. Yet each day the news brings us more contradictions: hunger and malnutrition amidst plenty; foods that carry lethal bacteria or insidious toxins; whole towns washed away in one state while crops dry up and blow away in others; family farms lost to banks, corporations, and housing developments. Is agriculture the most wonderful human invention ever, or is it the greatest ecological and social catastrophe? Are we headed in the right direction, and, if not, how can we find another path? In this course Hampshire faculty from the natural sciences and other disciplines will examine from many perspectives the continuing agricultural revolution and the dynamic interrelationships among agriculture, ecology and

society. We will draw on both global and local resources, including the Hampshire College Farm, and innovative programs linking local farmers to the Five Colleges.

Class will meet twice a week for one hour and twenty minute sessions.

NS 153p

### NEW GUINEA TAPEWORMS AND 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 hour and twenty minutes twice a week.

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 salt marsh 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 hour and twenty minutes twice a week plus one afternoon lab. There will be a small travel fee. Enrollment is limited to 15.

NS 184

### APPROPRIATE TECHNOLOGY

Fred Wirth

This year we will look at the Hampshire Farm Center. We will analyze energy flow and utilization on the farm, propose various strategies of conservation, and evaluate alternative energy sources as well as novel agricultural technologies. The farm offers a rich and diverse system for analysis and the possibility of implementing practical programs that we develop. This course is sponsored in part by the Lemelson National Program in Invention, Innovation and Creativity.

Class will meet for one hour and twenty minutes twice weekly. Enrollment limit is 25.



NS 191

**ENVIRONMENTAL SCIENCE**

Charlene D'Avanzo/John Reid

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

Class meets twice a week for one hour and twenty minutes and one afternoon a week for lab. 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, and 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 Third World nations. We will also do several project-based labs, gain understanding of scientific methodology, and learn how to write scientific research reports.

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

NS 198

**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 keep men and women in separate groups. These simplistic arguments were invented over one hundred years ago by those who misread or misinterpreted Darwin's ideas. To think about these arguments, we will read and discuss a small sample of the literature of the past 120 years on the explanations of the behavior of *Homo sapiens*. 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 hour and twenty minutes.

NS 202

**CHEMISTRY I**

Dula Amarasiriwardena

In this course we will learn the fundamental chemical concepts of composition and stoichiometry, properties of matter, atomic structure, bonding and molecular structure, chemical reactions and energy changes in chemical reactions. Considerable time will be devoted to learning the use of the periodic table as a way of predicting the chemical properties of elements. We will also put emphasis on application of chemical principles to environmental, biological, industrial and day-to-day life situations. No previous background in chemistry is necessary, but a working knowledge of algebra is essential to understand some of the subject matter and to enable students to develop skill in solving a variety of numerical problems.

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

Class will meet for one hour and twenty minutes three times a week, with one afternoon lab per week. Chemistry I is the first term of a two-term course in general chemistry. Enrollment limit is 25.

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 hour and twenty minutes 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 214

**ORGANIC CHEMISTRY II**

Nancy Lowry

This course is a continuation of the first semester of organic chemistry; emphasis is on the functional groups and spectroscopic identification of organic compounds.

Class will meet three times a week for one hour and twenty minutes, plus one afternoon lab.

NS 223

**EXERCISE PHYSIOLOGY**

Ann McNeal

Exercise stresses the human body in interesting ways. Acute changes occur during exercise, including not only cardiovascular changes but also changes in hormone levels and other parameters. Long-term changes due to training are equally extensive. Clearly, training affects the heart, muscles, and many other aspects of function.

This course is a survey of physiological responses both to acute exercise and to training. We will alternate between reading a text and reading primary papers. Students are expected to be familiar with the process of reading primary literature.

An optional lab will be held in conjunction with NS 122p, the inquiry seminar on How People Move, with students from Exercise Physiology serving as guides and mentors for the seminar students.

Class will meet twice-weekly for one hour and twenty minutes each time, with an optional three-hour lab.

NS 239

**ELEMENTARY SCHOOL SCIENCE WORKSHOP**

Merle Bruno

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

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

Class will meet for two hours twice a week, and considerable additional time will be required when you begin teaching in the schools.

NS 247

**CELL BIOLOGY**

Christopher Jarvis

If each of us begins as a single cell, how do we end up as such a complex multicellular organism, and how do our cellular communities talk to one another? The study of a single cell will bring us many insights, although equally as many mysteries will arise. Twenty years ago we thought the understanding of the genetic material would reveal many of the answers to life. We now realize that even a single cell is more ingenious and complex than the most powerful computers. We will explore the mystery of replication and natural selection, as well as the importance of cellular communication. The breakdown of the controlled state which results in cancer will also be considered.

Class will meet for one hour and twenty minutes twice a week, with an afternoon lab once a week.

NS 260

**CALCULUS I**

Kenneth Hoffman

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

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

Class will meet three times a week for one hour and twenty minutes. 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**

Michael Sutherland

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 hour and twenty minutes twice a week.

NS 282

**BIOCHEMISTRY**

Ben Oke

This is 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 hour and twenty minutes twice a week, and one afternoon a week for lab projects. Enrollment limit is 15; instructor permission is required.

NS 285

**SCIENCE OF AIDS**

Michelle Murrain

This course will be a detailed overview of the scientific aspects of the AIDS epidemic within the context of a specific set of controversial issues surrounding scientific aspects of AIDS. In addition, we will use AIDS as a model to understand new, emerging diseases and their origins. We will discuss the epidemiology of AIDS and look at mathematical and geographic models of epidemic spread. We will deal with the question of why the pandemic is different in diverse geographic regions. We will closely examine the immune system and the particular way HIV affects it. We will look at HIV itself and examine how it is structured and how it is transmitted. We will examine the following questions: Does HIV cause AIDS, and how do you prove it? Are there co-factors involved in HIV transmission or HIV disease progression? In addition, students will get an overview of the medical manifestations of the disease with special attention focused on the fact it affects individuals differently, and will look at what factors may influence that. We will look at the problems and promise of vaccine development. This will be a fairly intensive course, with readings from texts and from primary scientific articles as well. Previous coursework either in Natural Science or AIDS is strongly recommended.

This class will meet for one hour and twenty minutes twice weekly. Enrollment limit is 25.

NS 287

**GLACIAL GEOLOGY**

Steve Roof

Only about 18,000 years ago, glaciers over 2 kilometers thick covered the Connecticut River valley here in Massachusetts, and large sheets of ice covered much of North America and Europe. These ice sheets came and went nearly 20 times in the last 2.5 million years and extensively modified ecosystems and the physical landscape.

In this course, we will investigate how ice sheets and glaciers form and their influence on the landscape. We will first learn about the behavior of glacier ice by studying modern glaciers and polar ice caps. Next, we will examine the wide range of glacial features present in the local area to learn more about the vast ice sheets of the past. We will complete the course by studying past glacial-interglacial cycles and assessing the likelihood of future climatic changes. Students will be evaluated on written reports and maps based on field projects, class presentations, and a written research paper.

This class will meet for one hour and twenty minutes twice per week, with a three-hour afternoon lab. Enrollment is limited to 15. Instructor permission is required.

NS 316

**LINEAR ALGEBRA AND ITS APPLICATIONS**

Kenneth Hoffman

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

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

Class will meet for one hour and twenty minutes twice a week. Enrollment limit is 25.

NS 318

**COMPLEX FUNCTION THEORY**

Ken Hoffman

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

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

Class will meet for one hour and twenty minutes twice a week. Enrollment limit is 15.

NS/SS 356

**IMAGINING PUEBLO INDIANS: THE EFFECTS OF COLONIALISM AND TOURISM IN THE AMERICAN SOUTHWEST**

Debra Martin/Barbara Yngvesson

This course focuses on the Pueblo Indians of the American Southwest and examines the development of Pueblo society from the precolonial period into the present. We take up questions of adaptation to the marginal Southwest desert environment, the changing nature of political economic organization through time, and issues of identity and community viability. Using these variables as a backdrop, we critically examine the imposition and construction of Pueblo identity during the colonization period, and the production, reinvention and presentation of identity through tourism in contemporary times. A key feature of the course is an eight-day group field trip to New Mexico and Colorado, where archeological sites and contemporary occupied Pueblo villages are visited. Upon our return, students draw on this field experience to complete a series of papers on the construction of Pueblo identity through tourism. This course is restricted to 12 advanced students concentrating in anthropology. Students need to purchase a roundtrip ticket to Albuquerque, New Mexico in the second week of class, and need to have an additional \$350 for the field trip (October 6-15, 1995).

Class will meet 10:30-11:50 a.m. on Mondays and Wednesdays.

NS 381

## ADVANCED TOPICS IN TERRESTRIAL ECOLOGY

Brian Schultz

This course is intended for a relatively small group of experienced students to design and complete a series of field problems or short-term research projects in natural and agricultural ecosystems. Examples of topics include: the distribution of insects, herbivory, migrating birds, and small animals in the forest canopy, using the Hampshire College walkway; patterns of gypsy moth egg oviposition and predation; distribution of invertebrates and small reptiles and amphibians on the forest floor; pest population dynamics in fall crops at the Hampshire College farm. Some topics will be selected by the instructor to get us started, while others will be determined by the group. Field trips will also visit sites in the surrounding area of particular ecological or agricultural interest, such as centers of bird migration, larger animal habitats, ecological agriculture sites, or unusual environments such as bogs and mountaintops. Students should be prepared to work a few longer trips (all day or overnight) into their schedules. There will also be attention later on to more theoretical work related to population dynamics and to tropical ecology. Readings will be drawn from major texts and from the recent primary literature.

Class will meet twice a week for one hour and twenty minutes. Instructor permission is required.

## SCHOOL OF SOCIAL SCIENCE

### CURRICULUM STATEMENT

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

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

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

### COURSE LIST

SS 107p  
RACE, ETHNICITY AND NATIONALISM  
Michael Ford

SS 113  
SOCIETIES AND CULTURES OF THE MIDDLE EAST  
Ali Mirsepassi

SS 115p  
POLITICAL JUSTICE  
Lester Mazor

SS 119p  
THIRD WORLD, SECOND SEX: DOES ECONOMIC DEVELOPMENT ENRICH OR IMPOVERISH WOMEN'S LIVES?  
Laurie Nisonoff

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

SS 122p  
POWER AND AUTHORITY  
Robert Rakoff

SS 127  
CHILD DEVELOPMENT IN A SOCIAL CONTEXT  
Stephanie Schamess

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

SS/HA/NS/WP 129  
WOMEN'S BODIES/WOMEN'S LIVES  
Margaret Cerullo/Lynn Hanley  
Michelle Murrain/Ellic Siegel

SS 133p  
PEOPLES OF THE AMERICAS  
Leonard Glick

SS 138  
ATTITUDE CHANGE  
Donald Poc

SS 141  
THIRD WORLD DEVELOPMENT: GRASSROOTS PERSPECTIVES  
Frank Holmquist

SS 142  
THE ANTHROPOLOGY OF HUMAN RIGHTS  
Susan Darlington

SS 146  
UNSAFE COMMUNITIES: CITIZEN ACTIVIST AND THE SEARCH FOR A SAFE ENVIRONMENT  
Penina Glazer

SS/HA 155  
THE AMERICAN WEST  
Robert Rakoff/Susan Tracy

SS 172  
CREATING FAMILIES: LAW, CULTURE AND TECHNOLOGY  
Barbara Yngvesson

SS 184p  
AMERICAN CAPITALISM  
Stanley Warner

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

SS 203  
**WORLD POLITICS**  
 Eqbal Ahmad

SS 208  
**ISSUES IN EDUCATION**  
 Frederick Weaver

SS 214  
**UNITED STATES LABOR HISTORY**  
 Laurie Nisonoff

SS 217  
**BLACK POLITICS**  
 Michael Ford

SS 223  
**THE POLITICS OF THIRD WORLD DEVELOPMENT**  
 Frank Holmquist/Yogush Chandrani

SS 226  
**SOCIOLOGY OF RELIGION: ISLAM AND  
 MODERNITY**  
 Ali Mirsepassi

SS 259  
**SUPREME COURT, SUPREME LAW**  
 Lester Mazor

SS 263  
**DEMOCRACY, WORKPLACE AND COMMUNITY**  
 Stanley Warner

SS 265  
**THE SOCIOLOGY OF MEDICINE**  
 Robert von der Lippe

SS 267  
**GERMANY IN THE MODERN ERA, CIRCA 1789 TO  
 THE PRESENT**  
 James Wald

SS 268  
**RESEARCH METHODS FOR THE SOCIAL SCIENTIST**  
 Donald Poe

SS 290  
**POSTMODERNITY AND POLITICS**  
 Carolee Bengelsdorf/Margaret Cerullo

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

SS 325  
**COLONIAL ENCOUNTERS IN WORDS AND IMAGES**  
 Eqbal Ahmad

SS/NS 356  
**PUEBLO INDIANS**  
 Barbara Yngvesson/Debra Martin

SS 399b  
**PEOPLE STUDYING PEOPLE**  
 Robert von der Lippe

**COURSE DESCRIPTIONS**

SS 107p  
**RACE, ETHNICITY AND NATIONALISM**  
 Michael Ford

The numbing images of murder, rape, and torture in Rwanda, Bosnia and Chechnya provide an utterly chilling reminder that "race" and "ethnicity" still function as poles of individual and group identity that are of life or death significance. Some have long argued that the bigotry and hatred which characterize some people and social groups stem from a pre-modern disposition, a view of the world that is unnaturally divided between us and them. Expanding education and a rapidly multiplying network of interconnections were posited as trends which would mitigate or eliminate xenophobia and racism among nations as well as individuals.

This course will focus on varying conceptions of race, ethnicity and class using historical and case study material from the United States as well as abroad. We will examine racism and xenophobia as varieties of social relationships tied to social structures of power, both within and among nations. Class will meet for one hour and twenty minutes twice a week.

SS 113  
**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 the contemporary Middle East. We will look at the historical and geographical contours of the region. We will 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. Class will meet for one hour and twenty minutes twice a week.

SS 115p  
**POLITICAL JUSTICE**  
 Lester Mazor

This seminar will examine the ways politics, law, and justice intersect in dramatic political trials. Our goals are to become familiar 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 Alger Hiss case, the Angela Davis case, the Oliver North 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 hour and twenty minutes twice a week; enrollment limit 20.

SS 119p

**THIRD WORLD, SECOND SEX: DOES ECONOMIC DEVELOPMENT ENRICH OR IMPOVERISH WOMEN'S LIVES?**

Laurie Nisonoff

What happens to women when societies "modernize" and industrialize their economies? Is capitalist economic development a step forward or a step backwards for women in industrialized and developing countries? In this seminar we look at debates about how some trends in worldwide capitalist development affect women's status, roles and access to resources, and locate the debates in historical context.

In the "global assembly line" debate we look at women's changing work roles. We ask whether women workers in textile and electronics factories gain valuable skills, power and resources through these jobs, or whether they are super-exploited by multinational corporations. In the population control debate, we ask whether population policies improve the health and living standards of women and their families or whether the main effect of these policies is to control women, reinforcing their subordinate positions in society. Other topics include the effects of economic change on family forms, the nature of women's work in the so-called "informal sector," and what's happening to women in the current worldwide economic crisis. Class meets for one hour and twenty minutes twice a week; enrollment limit 20.

SS 121p

**THE AMERICAN CENTURY: WHAT HAPPENED?**

Carolee 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 projected components of postwar U.S. supremacy: the right to intervene at will in the Third World; strategic superiority; domination of the postwar "Western" alliance (NATO and Japan); and a domestic consensus around foreign policy values and goals. We will examine these elements of the American Century, their disintegration by the 1960s, the efforts, particularly by the Reagan-Bush administrations, to reconstruct them, and finally, their meaning in a post-Cold War world. After a 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 schizophrenia about involvement in crises in the former Yugoslavia, Haiti, Cuba and elsewhere. The class will meet for one hour and twenty minutes twice a week.

SS 122p

**POWER AND AUTHORITY**

Robert Rakoff

This course is an introduction to political analysis focusing on power and authority as concepts in political thinking and as structures of political life. We will seek to answer the following questions: Who has political power? Where does political authority come from? What does it mean to have power over someone? How do the powerful stay powerful? Who ought to have power? Can the powerful be challenged successfully? We will read classic and modern theorists of power and will examine power relations in several historical and institutional settings in America. Class will meet for one hour and twenty minutes twice a week.

SS 127

**CHILD DEVELOPMENT IN A SOCIAL CONTEXT**

Stephanie Schamess

There is a vast range of conditions—psychological and ecological/environmental—under which children are reared. Some conditions are just barely adequate enough to ensure the child's survival to adulthood, whereas others can be regarded as promoting optimal social and cognitive development. Using a psychobiological approach as our general frame of reference, in the first half of the course we will examine some theories of children's socioemotional development. We will then look at studies of children reared in a wide variety of conditions (such as extreme poverty in Brazil, violent neighborhoods in the U.S., and a concentration camp in Germany, as well as the American "mainstream" middle class), to explore the interaction between child development and the social context in which it occurs.

**NOTE:** This is a Cluster Course for the Community Service Scholars Project. Class will meet for one hour and twenty minutes twice a week.

SS 128p

**CENTRAL AMERICA: HISTORY AND POLITICAL ECONOMY OF CRISIS**

Frederick Weaver

This seminar inquires into the historical roots of modern Central America, especially questioning the way in which divergent patterns of economic and political change in the five Central American nations have resulted in each nation's experiencing severe, and often repeated, convulsions since World War II. Along the way, we grapple with some principles of economics, political economy, and international relations, and the readings are somewhat leavened by the inclusion of fiction and autobiography. Readings include books by Alicia Vargas de Melendez, Walter LaFeber, Manlio Argueta, Rigoberta Menchu, and Sergio Ramirez, among others. The class will meet for one hour and twenty minutes twice a week; enrollment limit 20.

SS/HA/NS/WP 129

**WOMEN'S BODIES/WOMEN'S LIVES**

Margaret Cerullo/Lynne Hanley/Michelle Murain/Ellic Siegel

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 L. una 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 hour and twenty minutes and a second time for one hour and twenty minutes in smaller sections. To receive a written evaluation, students are required to come to class, complete the assigned reading, and submit a portfolio at the end of the semester containing all the assigned writing (four short papers and a ten-page final essay) and a self-evaluation.

SS 133p

**PEOPLES OF THE AMERICAS**

Leonard Glick

The term "ethnography" refers to a description of a way of life, usually by an anthropologist who has lived in a community and studied its culture. But in a broader sense the term can mean any portrait of a people or a community, including ethnographically styled journalism, fiction, and autobiography. In this course we'll read and discuss ethnographic portraits of various kinds, all describing people living in the Americas. We'll devote particular attention to people outside the mainstream: for example, Native Americans, young people in urban gangs, Asian immigrants, migratory Caribbean people, desperately poor people in Brazil.

Students will be expected to attend steadily, and to lead and participate regularly in discussions. Class will meet one hour and twenty minutes twice a week. Enrollment limit 18.

SS 138

**ATTITUDE CHANGE**

Donald Poe

This course will investigate general topics in social influence. The topics in attitude change which will be used to illustrate the social psychological approach include advertising, brainwashing, subliminal persuasion, the relationship of language to deception, the formation of political attitudes, some of the techniques of con artists, and the foot-in-the-door and door-in-the-face phenomena. Students will write a series of short papers, read and evaluate original research reports, complete a book critique, and turn in a final course project in order to receive an evaluation. Class will meet for one hour and twenty minutes twice a week.

SS 141

**THIRD WORLD DEVELOPMENT: GRASSROOTS PERSPECTIVES**

Frank Holmquist

Twentieth-century trends indicate a profound process of development going on in most of the Third World. But for many individuals in the world poverty and insecurity are growing. We will look at this very uneven process of development with one eye on general explanations and the other eye on male, female, group, and community strategies of coping with poverty and improving the circumstances of everyday life in cities and in the countryside. Our approach will be historically grounded, situationally specific, and we will deal with material from Africa, Asia and Latin America, and all the social science disciplines. We will also use novels and first-person accounts. The class will meet for one hour and twenty minutes twice a week. Enrollment limit 25.

SS 142

**THE ANTHROPOLOGY OF HUMAN RIGHTS**

Susan Darlington

People throughout the world face tragic situations of human rights abuse. Focusing on the rights of indigenous and minority peoples, this course will explore questions such as: What is the role (and history) of anthropology in human rights work? What are cross-cultural ideas of human rights? The theoretical concept of human rights will be explored, with emphasis on the importance and process of understanding the cultures and histories of specific peoples whose rights are being violated. Case studies from Burma, Tibet, and Guatemala will provide insight into the theoretical, methodological and ethical issues involved in human rights work. Each student will write a series of essays on the culture and history of a case study and present a situation of another case study. The course will culminate in a class-designed public human rights forum for the Hampshire community. Class will meet for one hour and twenty minutes twice a week. Enrollment open, limit 25.

SS 146

**UNSAFE COMMUNITIES: CITIZEN ACTIVIST AND THE SEARCH FOR A SAFE ENVIRONMENT**

Penina Glazer

This course will begin with an examination of the idea of community in United States history. It will then focus on contemporary communities at risk from environmental, health, or other threats and the response of residents, activists and local civic groups.

The class will meet for one hour and twenty minutes twice a week. There will be several short essays and one research paper.

SS/HA 155

**THE AMERICAN WEST**

Robert Rakoff/Susan Tracy

This course will explore contrasting interpretations of the history and culture of the American West. We will compare the West as an historical process (the Anglo frontier) with the West as a region defined by its environment and by human interaction with its natural features. In the process, we will



examine the West's multicultural distinctiveness as well as its continuities with Eastern culture. We will contrast the myth of Western rugged individualism with its history of colonial dependence on Eastern capitalism and federal subsidies. We will explore the role of the West in American culture and myth as well as the self-expressions of Westerners in story and film. We will read widely in historical and cultural interpretations and in the popular literature of the West. Class will meet for one hour and twenty minutes twice a week. An evening film series (Tuesday, 7:00-9:00 p.m.) of Western movies from Hollywood and elsewhere will supplement the regular class meetings.

Class will meet for one hour and twenty minutes twice a week and two hours once a week.

SS 172

### CREATING FAMILIES: LAW, CULTURE AND TECHNOLOGY

Marlene Fried/Barbara Yngyesson

This course will investigate strategies for acquiring children including adoption, surrogacy and new reproductive technologies. We will explore the ways in which these practices—legal, contested, and clandestine—are shaped by ethics, law, and lineage in various cultural contexts. Among the questions to be addressed are the following. What are the conceptions of mother? of father? of children? of families? How does women's status affect their relation to reproductive alternatives? Are women and children property, owned either by individual men or by the community? Class will meet for one hour and twenty minutes twice weekly. Enrollment limit 35.

SS 184p

### AMERICAN CAPITALISM

Stanley Warner

This proseminar addresses the current structure and performance of capitalism in the United States. We will begin with basic definitions of capitalism and the general theory of competitive markets. Because the actual concentration of economic power is in conflict with the belief in free markets, new theories have emerged which attempt to rationalize—even make a virtue of—the dominance of a few hundred multinational firms. We will critically evaluate these theories. But a wider analysis of capitalism must confront issues of class structure and consciousness, relationships of economic power to political power, and interventions by state authority to reallocate resources and incomes. Sweden and Japan will be used as points of comparison for the variety of forms capitalism may take. Class meets for one hour and twenty minutes 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 hour and twenty minutes twice a week; enrollment limit 25.

SS 203

### WORLD POLITICS

Eqbal Ahmad

This lecture/discussion course aims at providing students with a historical background and frame of analysis for further studies in international relations and comparative politics. It surveys the nature and interplay of the ideologies, institutions, and issues which largely define world politics in our time. Class will meet for one hour and twenty minutes twice a week.

SS 208

### ISSUES IN EDUCATION

Frederick Weaver

This course is designed for those with little or no background in the history and politics of schools and schooling. We will explore the beginnings of public education and the Progressive Education movement, the impact of immigration and ethnic diversity, and the continuing struggle of various groups to influence (or "reform") the structure and contents of U.S. education. Throughout the course, we will continue to argue about the meaning of democratic education. Readings include Cremin, Ravitch,Sizer, Kozol, and others. Asian Americans' experience is a case study. Class will meet for one hour and twenty minutes twice a week; enrollment open.

SS 214

### UNITED STATES LABOR HISTORY

Laurie Nisonoff

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

SS 217

### BLACK POLITICS

Michael Ford

Race has always been a keystone of American politics. White identity confers on people in America full status as citizens. Those who are not socially defined as white have been continuously engaged in a struggle to secure those same citizenship rights. This course will be about the shape and direction of the Black struggle for freedom and equality in America. We will study the important historical elements

which have shaped the lives of Black people in America as background for our concentration on contemporary politics. We will deal with developments in the post-Carter era in some detail.

Students will be expected to participate regularly and actively in this seminar and complete a final research paper. Each student will also be required to complete a class presentation on a selected topic. Class will meet for one hour and twenty minutes twice a week.

SS 223

**THE POLITICS OF THIRD WORLD DEVELOPMENT**  
Frank Holmquist/Yogash Chandrani

A West African political scientist recently noted that "...the most urgent issues facing the Third World today are political in nature." He contrasts this view with what he believes is the mistaken idea that development is a technical or narrowly economic problem. The course will examine the multiple ways that the problem of development is deeply "political." We will review the theories that purport to explain development, and note the varied roles they posit for a creative politics. We will also read recent work that questions the whole notion of development and speaks of a post-development world. We will study the national and international politics surrounding the creation of development policy in the Third World and reactions to those policies in the form of politics, organizations and movements that have historically demanded everything from reform to revolution, feminism, environmentalism, community-based self-help, ethnic autonomy and separatism and, more recently, multi-party democracy. Class will meet for one hour and twenty minutes twice a week.

SS 226

**SOCIOLOGY OF RELIGION: ISLAM AND MODERNITY**

Ali Mirsepassi

This course will look at current debate on resurgence of religion as a political and spiritual phenomenon. We will study sociological theories of religion and look at their relevance to understanding of religion in our time. Classical (Comte, Durkheim, Marx, Weber, Simmel) and contemporary (Parsons, Berger, Geertz) sociological theories will be considered. The relationship between Islam and modernity and secular ideologies and the evolution of civil society in the Middle East will be examined. Class will meet for one hour and twenty minutes twice a week.

SS 259

**SUPREME COURT, SUPREME LAW**

Lester Mazor

During its 200 years the Supreme Court of the United States has become a major locus of political power, a site of intense controversy, an arena in which values and interests are advocated and weighed, as well as a highly contested symbol of the legal and political order. This course will explore the continuities, shifts and ruptures in the Court's activity, role, and significance, examine its inner workings, consider the meaning of its pronouncements and the disputes over the interpretation of the Constitution, and assess the importance of particular personalities in these developments. The formal

product of the Court's work, the law it announces in its decisions and its silences, will be a central, but not exclusive, object of study in this course, which will employ historical, biographical, sociological, and philosophical as well as political and jurisprudential perspectives. Class will meet for one hour and twenty minutes twice a week; 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, potluck suppers, and guest speakers from experimental communities and workplaces will keep reality in touch with theory. Class will meet for one hour and twenty minutes 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 hour and twenty minutes twice a week; enrollment limit 25.

SS 267

**GERMANY IN THE MODERN ERA, CIRCA 1789 TO THE PRESENT**

James Wald

The grim events of the World Wars prompted both Germans and non-Germans to ponder the course and meaning of German history. Were the tragedies inevitable? Was the German path of development markedly different from those of other European states? Although the confrontation with the recent past has brought forth a wealth of historical scholarship

and moral reflection, it can also lead to a narrowing of focus. This course offers a broad view of German history, from the eve of the French Revolution, when there were some 300 German states; through the period of unification, when Germany reached for world power; to the Cold-War division of Germany; and down to the present, as a reunified nation struggles to define its identity and place in a united Europe. Topics include: literature and artistic life; economic and scientific change; nationhood and nationalism; working-class culture and revolutionary movements; women's experience; militarism, fascism, and genocide. Class will meet for one hour and twenty minutes twice a week.

SS 268

### RESEARCH METHODS FOR THE SOCIAL SCIENCES

Donald Poe

This course is designed to introduce students to doing research in the social sciences and is intended to illustrate the ways in which the various disciplines within it deal with data. Practitioners in political science, anthropology, sociology, psychology, economics, law, and history gather empirical information to shed light on important questions, whether this is done in one's research via such approaches as interviewing, polling and questionnaires, observations in the field, the use of demographics and census tract information, or full-blown behavioral experiments, and they must know how to gather and analyze these data accurately. In this course students will read original research in each of the above areas in order to see how such studies are done, and will design and carry out research in their own area and present it to the class.

Class will meet twice a week for one hour and twenty minutes.

SS 290

### POSTMODERNITY AND POLITICS

Carollee Bengelsdorf/Margaret Cerullo

In this course we will examine and problematize "politics" and "postmodernity" together. We assume 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, we will examine the debates about the politics of postmodernism in both the contemporary U.S. and Latin America. We will read works by the following authors: Marshall Berman, Zygmunt Bauman, Arturo Escobar, Jean Franco, Nestor Garcia Canclini, Lyotard, Habermas, Nietzsche, Foucault, Judith Butler, Walter Benjamin, Stuart Hall, Baudrillard, Tricia Rose, and Kimberly Crenshaw. Class will meet for one hour and twenty minutes twice a week.

SS 299

### READINGS IN EIGHTEENTH AND NINETEENTH CENTURY UNITED STATES HISTORY

Mitziko Sawada

The course will focus on interpretations of history, examining works which have informed how people view the United States' past. Is history objective? How do Americans

learn about their history? What do they learn about their history? The early part of the semester will focus on historiographic literature. This will be followed by in-depth presentations and group critiques of student work. Class meets for two to three hours once a week. Enrollment limit 15; preference given to students working on Division III projects in U.S. history.

SS 325

### COLONIAL ENCOUNTERS IN WORDS AND IMAGES

Eqbal Ahmad

Studies in the varieties of interaction between imperialism and nationalism. This course will focus on India, Egypt, Algeria, and Palestine. Class will meet once a week for two hours and twenty minutes; enrollment limit 20. Instructor's permission required.

SS/NS 356

### PUEBLO INDIANS

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 hour and twenty minutes twice a week; enrollment limit 12.

SS 399b

### PEOPLE STUDYING PEOPLE

Robert von der Lippe

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

## FIVE COLLEGE PROGRAMS

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

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

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

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

### AFRICAN STUDIES

Certificate Program Advisors: Hampshire—Frank Holmquist; Mount Holyoke—Samba Gagigo; Smith—Elizabeth Hopkins, Louis Wilson; University of Massachusetts—J.V.O. Richards, Ralph Faulkingham.

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

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

### ASTRONOMY

Faculty: Amherst—George Greenstein; Mount Holyoke—Tom Dennis; Smith—Suzan Edwards, Richard White; University of Massachusetts—Thomas Army, William Dent,

Lynne Deutsch, Neal Erickson, Andrew Harris, Edward Harrison, Mark Heyer, William Irvine, Susan Kleinmann, John Kwan, Read Predmore, F. Peter Schloerb, Stephen Schneider, Michael Skrutskie, Ronald Snell, Stephen Strom, Eugene Tademaru, David Van Blerkom, Martin Weinberg, Judith Young; Lecturer—Karen Strom.

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

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

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

### BLACK STUDIES

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

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

The black studies major is structured so as to provide, in addition to a general introduction to various aspects of the

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

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

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

## COASTAL AND MARINE SCIENCES

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

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

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

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

## DANCE PROGRAM

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

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

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

## EAST ASIAN STUDIES

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

The Five College East Asian Studies program and the associated program in East Asian languages provide a coordinated curriculum and shared resources to students at all five campuses. The program's major purpose is to provide undergraduate instruction in Chinese, Japanese, and related disciplines. Over 100 courses are offered each year in language, literature, history, art history, religious thought and philosophy, geography, political science, and music. Through long-established ties between the Five Colleges and academic and cultural institutions in China and Japan, students enjoy a variety of opportunities for study and travel in both countries. Each year the program also brings Chinese and Japanese students and faculty to study and teach in the Five College area.

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

## INTERNATIONAL RELATIONS

Certificate Program Advisors: Hampshire—Kay Johnson; Amherst—William Taubman, Pavel Machala; Mount Holyoke—Vincent Ferraro; Smith—Peter Rowe, Elizabeth Doherty; University of Massachusetts—Stephen Pelz, Eric Einhorn, James DerDerian, Peter Haas.

The certificate program in International Relations was established in 1985 for students who wish to pursue an interest in international affairs as a complement to a major or concentration in another discipline, as well as for those intending a career in the field. To qualify for a certificate, students must take an introductory course in world politics; at

least one course on global institutions or problems; a course on the international economic order; one on the history of modern international relations; and one on contemporary American foreign policy. They must also complete at least two years of study in a foreign language, and take two courses on the politics, economy, or culture of an area other than the United States. One of the latter courses must involve study of a Third World country or region.

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

## LATIN AMERICAN STUDIES

Certificate Advisor at Hampshire—Norman Holland.

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

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

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

Other requirements:

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

At least three of the eight courses must be taken either at another of the Five Colleges or be taught by a faculty member not of the student's own institution. The certificate advisor on each campus is the director of the Latin American studies program at that campus or another individual designated by that body.

## PEACE AND WORLD SECURITY STUDIES

Faculty Steering Committee: Hampshire—Elizabeth Hartmann, Michael Klare, Allan Krass; Amherst—Jan E. Dizard, Pavel Machala, Ronald Tiersky; Mount Holyoke—Asoka Banderage; Smith—Thomas Riddell; University of Massachusetts—Eric Einhorn, Mary Wilson.

The Five College Program in Peace and World Security Studies (PAWSS) was launched in 1984 by a group of Five College faculty and administrators who perceived a need for expanded curriculum development and cross-campus coordination in the study of peace and conflict resolution. Originally funded in part by a three-year grant from the Ford Foundation, PAWSS is a multidisciplinary program that seeks to enrich the discussion of issues of war and peace throughout the academic community. By encouraging the exploration of these issues, PAWSS ultimately hopes to enhance the academic community's contribution to the search for peace and world and national security.

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

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

## FIVE COLLEGE FACULTY OFFERINGS

### FIVE COLLEGE ASTRONOMY DEPARTMENT

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

### FIVE COLLEGE SELF-INSTRUCTIONAL LANGUAGE PROGRAM

The Five College Self-Instructional Language Program affords students the opportunity to study languages that are not currently being offered through traditional classroom instruction. At the beginning of the semester the student is given a goal to be reached by the semester's end. The student works independently on his/her home campus throughout the semester using a textbook, workbook, audiotapes, videotapes, 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, University of Massachusetts, by the center's director, Elizabeth H.D. Mazzocco. Direct all inquiries to Professor Mazzocco at 413/545-3453. Languages available at this time include Hindi, Hungarian, Indonesian, Korean, Modern Greek, Norwegian, Serbo-Croatian, Swahili, Turkish, and Urdu.

### JOINT FIVE COLLEGE FACULTY OFFERINGS

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

### COURSE LIST

AMHERST COLLEGE  
International Relations PS 55  
U.S. RELATIONS WITH ASIA  
John Garofano

MOUNT HOLYOKE  
International Relations IR 314  
CONFLICT AND COOPERATION IN WORLD POLITICS  
John Garofano

MOUNT HOLYOKE  
Asian 130f  
ELEMENTARY ARABIC I  
Mohammed Mossa Jiyad

SMITH  
Dance SC 143a  
COMPARATIVE CARIBBEAN DANCE I  
Yvonne Daniel

SMITH  
Dance CS 272a  
DANCE AND CULTURE  
Yvonne Daniel

SMITH  
Religion ARA 283a  
INTERMEDIATE ARABIC I  
Tayeb El-Hibri

UNIVERSITY  
Dance 232  
JAZZ III: ROOTS OF JAZZ IN THE AFRICAN DIASPORA  
Yvonne Daniel

UNIVERSITY  
Dance 334  
JAZZ V: ROOTS OF JAZZ IN THE AFRICAN DIASPORA  
Yvonne Daniel

UNIVERSITY  
Arabic 226  
**ELEMENTARY ARABIC II**  
Tayeb El-Hibri

UNIVERSITY  
Arabic 126  
**ELEMENTARY ARABIC I**  
Mohammed Mossa Jiyad

UNIVERSITY  
Arabic 326  
**ADVANCED ARABIC**  
Mohammed Mossa Jiyad

UNIVERSITY  
Italian 590a  
**ITALIAN RENAISSANCE THEATER**  
Elizabeth Mazzocco

UNIVERSITY  
Geology 591G  
**ANALYTICAL GEOCHEMISTRY**  
J. Michael Rhodes

UNIVERSITY  
Geology 100  
**DYNAMIC EARTH**  
J. Michael Rhodes

**FIVE COLLEGE ASTRONOMY**  
UNIVERSITY  
ASTFC 13  
**THE SOLAR SYSTEM**  
William Dent

AMHERST  
ASTFC 14  
**STARS AND GALAXIES**  
TBA

SMITH  
ASTFC 24  
**STELLAR ASTRONOMY**  
Stephen Strom/Lynne Deutsch

UNIVERSITY  
ASTFC 26  
**COSMOLOGY**  
Stephen Schneider

UNIVERSITY  
ASTFC 30  
**SEMINAR: TOPICS IN ASTROPHYSICS**  
Andrew Harris

UNIVERSITY  
ASTFC 51  
**STARS AND STELLAR EVOLUTION**  
Martin Weinberg

**COURSE DESCRIPTIONS**

AMHERST COLLEGE  
International Relations PS 55  
**U.S. RELATIONS WITH ASIA**  
John Garofano

In this course we apply Realist, cultural, and perceptual lenses to the major security issues in Asia in the twentieth century. We begin by studying the rise of Japan and the U.S.-Japanese rivalry, the Pacific War, and the occupation and reconstruction of Japan. Next we examine the origins and course of the cold war in Asia, including the communists' victory in China, U.S.-Chinese clashes in Korea and Vietnam, and normalization of relations with China. We conclude with contemporary issues such as the emergence of dynamic economies in Asia, U.S.-Japanese economic competition, normalization with Vietnam, the current clashes of economic and human rights systems, and the future of security in the region. Enrollment limit 16. Permission of instructor required. Th 2:00-4:00 p.m.

MOUNT HOLYOKE  
International Relations IR 314  
**CONFLICT AND COOPERATION IN WORLD POLITICS**  
John Garofano

In the first part of this course we will examine theories of the causes of war. The conflicts covered will include this century's world wars as well as cases of limited interventions by large powers into conflicts of a nationalist or revolutionary nature. In part two we examine the conditions under which nations cooperate to avoid conflict or to form international regimes. Finally we will conduct case studies of contemporary issues, including the prospects for peace in Europe and Asia, and the threats posed by the proliferation of weapons of mass destruction and terrorism. Class meets T 2:00-4:00 p.m.

MOUNT HOLYOKE  
Asian 130f  
**ELEMENTARY ARABIC I**  
Mohammed Mossa Jiyad

This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expression. 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 a.m., F 10:00-11:00 a.m.

SMITH  
Dance SC 143a  
**COMPARATIVE CARIBBEAN DANCE I**  
Yvonne Daniel

This course is designed to give flexibility, strength and endurance training within Caribbean dance styles. It focuses on Katherine Dunham (African-Haitian) and Teresa Gonzalez (Cuban) techniques and includes Haitian, Cuban, and Brazilian traditional dances. The cultural contexts of secular and religious dance forms are emphasized. Students are involved in physical training, perfection of style, integration of music and dance, and an appreciation of diverse values that are embodied in movement. As students develop skill and



respond to traditional Caribbean rules of performance, they are encouraged to display Caribbean dances in studio and concert performance settings. M 7:00-10:00 p.m.

SMITH

Dance SC 272A

**DANCE AND CULTURE**

Yvonne Daniel

This course is an introduction to dance as a universal behavior of human culture. Through a survey of world dance traditions and an emphasis on dance as celebration, as well as dance as performance, the varied significance of dance is outlined. The course uses readings, video and film analysis, and dancing to familiarize students with functional aspects of dance and organizing areas of culture. Students will gain a foundation for the study of dance in society and an overview of the literature of both non-Euro-American and Euro-American dance. For dance majors, this course provides an opportunity for comparison with the history of dance in "western" societies; for non-majors, the course provides an alternative approach to multiculturalism, the consideration of diverse cultures through dance. (A prerequisite for Dance 375, The Anthropology of Dance.) Time TBA.

SMITH

Religion ARA 283a

**INTERMEDIATE ARABIC I**

Tayeb El-Hibri

Emphasis on face-to-face and lengthy conversation in interactive and task-oriented settings. Development of reading comprehension and writing skills. Prerequisite: ARA 100d or the equivalent, or permission of the instructor. Class meets MW 10:00-10:50 a.m.

UNIVERSITY

Dance 232

**JAZZ III: ROOTS OF JAZZ IN THE AFRICAN DIASPORA**

Yvonne Daniel

This course is designed to give an experience in the evolution of jazz dance style from the perspective of its antecedents in Africa and the Caribbean. The course provides a different mode of flexibility, strength, and endurance training for experienced modern and ballet dancers as well as developmental training for indigenous, community-trained performers. The course focuses on Haitian, Cuban, and Brazilian traditional dances and includes Katherine Durham technique (African-Haitian). Students are involved with perfection of ensemble style, integration of music and dance, and the cultural context of jazz dance/music as an indigenous creolized, American art. As students develop skill and respond to African and Caribbean rules of performance, they will be encouraged to display solo performance trends in studio performance settings. Required attendance at one professional performance of African or Caribbean traditional dance with a one-page written critique, turned in on or before the last day of class. Th 4:30-6:00 p.m.

UNIVERSITY

Dance 334

**JAZZ V: ROOTS OF JAZZ IN THE AFRICAN DIASPORA**

Yvonne Daniel

Same description as Jazz III above.

UNIVERSITY

Arabic 226

**ELEMENTARY ARABIC II**

Tayeb El-Hibri

Emphasis on face-to-face and lengthy conversation in interactive and task-oriented settings. Development of simple reading, comprehension and writing skills. Prerequisite: ARA 126 or the equivalent, or permission of the instructor. Class meets MW 1:25-3:20 p.m., F 1:25-2:15 p.m.

UNIVERSITY

Arabic 126

**ELEMENTARY ARABIC I**

Mohammed Mossa Jiyad

This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expression. Students will concentrate on speaking and listening skills as well as basic reading and writing. Interactive computer instruction will form an integral part of the course. MW 1:30-3:00 p.m., F 1:30-2:30 p.m.

UNIVERSITY

Arabic 326

**ADVANCED ARABIC**

Mohammed Mossa Jiyad

Students will develop advanced speaking and listening skills including elaborating, complaining, narrating, describing with details, communicating facts and talking casually about topics of current public and personal interest using general vocabulary. Students will read authentic materials from journalism and literature and develop writing skills through paraphrasing, composing letters and biographies, taking notes, comprehensive summaries and resumes, as well as narratives and factual descriptions and other writing assignments. Prerequisite: 126, 146, 226, 246 or consent of instructor. MW 3:30-5:00 p.m.

UNIVERSITY

Italian 590a

**ITALIAN RENAISSANCE THEATER**

Elizabeth Mazzocco

This course will focus on the great masters of Italian Renaissance theater (Ariosto, Aretino, Bibbiena, Caro, Machiavelli, Ruzante, etc.). We will study their plays in relation to the cultural/historical/social ambiance of their day. We will also delve into the roots of Italian comedy, paying special attention to Boccaccio's *Decameron*. The course will conclude with a study of the commedia dell'arte. Students will read plays and sources, make oral presentations, write critiques and several papers. All work will be done in Italian. TBA.

UNIVERSITY  
Geology 591G  
**ANALYTICAL GEOCHEMISTRY**  
J. Michael Rhodes

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

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 12:20 p.m.

**FIVE COLLEGE ASTRONOMY**

UNIVERSITY  
ASTFC 13  
**THE SOLAR SYSTEM**  
William Dent

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. MWF 1:25 p.m.

AMHERST  
ASTFC 14  
**STARS AND GALAXIES**  
TBA

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. TTh 2:30 p.m.

SMITH  
ASTFC 24  
**STELLAR ASTRONOMY**  
Stephen Strom/Lynne Deutsch

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: one semester of calculus, one semester of physics, and one introductory astronomy class. MW 2:30 p.m.

UNIVERSITY  
ASTFC 26  
**COSMOLOGY**  
Stephen Schneider

Cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and its future as science. Prerequisites: one semester of calculus and one semester of a physical science. TTh 2:30 p.m. ASTFC 25 GALACTIC AND EXTRAGALACTIC ASTRONOMY will be taught in alternate years with ASTFC 26.

UNIVERSITY  
ASTFC 30  
**SEMINAR: TOPICS IN ASTROPHYSICS**  
Andrew Harris

Devoted each year to a particular topic or current research interest, this course will commence with a few lectures in which an observational and a theoretical problem is laid out, but then quickly move to a seminar format. In class discussions a set of problems will be formulated, each designed to illuminate a significant aspect of the topic at hand. The problems will be significant in difficulty and broad in scope: their solution, worked out individually and in class discussions, will constitute the real work of the course. Students will gain experience in both oral and written presentation.

Topics vary from year to year. Prerequisites: one of 224, 351 or 352. TTh 2:30 p.m.

UNIVERSITY  
ASTFC 51  
**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: four semesters of physics. MWF 1:25-2:45 p.m.

## CO-CURRICULAR COURSES AT HAMPSHIRE

### WRITING AND READING PROGRAM

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

Individual tutorials comprise a major part of the program. In brief, our strategy is to use the work in which the student is presently engaged. Generally, this means course work, divisional exams, proposals, Division II and III papers. From this writing we address the issues of organization, effective analysis, clarity, voice, and development of an effective composing process. Our concern also is to help students to understand their problems with starting and/or finishing work, and to develop strategies for overcoming writing anxiety and procrastination. Further, we regard reading and writing as inseparable from each other, and thus, also provide assistance in such areas as research skills. Writing help includes classes as well as individual tutorials. (See below for class descriptions.) Appointment for tutorials may be made by calling the Writing Center at ext. 5646 or ext. 5531 or ext. 5577. Classes are run each semester and are open to all students.

#### WP 101 BASIC WRITING Will Ryan

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

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

#### WP 129 WRITING FOR INTERNATIONAL STUDENTS Deborah Gorlin

This course will not only focus on the basic rhetorical skills for writing college-level analytical papers but also will address the particular cultural needs of international students in developing fluency in English. For some international students, writing in a second language further complicates the difficult process of expressing and organizing ideas clearly. Others need help in grasping idiomatic expressions and various lingual constructions, such as prepositions, articles, and verb tenses. Texts and materials used in this course will have a multicultural emphasis.

Whatever the issues, the ultimate aim of this course is to help students, no matter what their native language, articulate their ideas by learning the principles behind sound critical thinking and writing. To that end, the instructor will cover the fundamentals of writing analytical essays, such as defining a thesis, developing an argument, finding a logical plan or organization, and employing proper methods of documentation. Tutorials will be held with individual students to ameliorate particular writing problems. For these sessions, students may bring in for discussion and revision drafts of their division exams or papers for courses. The instructor will provide exercises for students when necessary. Students will be expected to write one or two short essays and complete assigned readings.

Class will meet for one hour twice per week. Enrollment is open and limited to 16.

### 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. There will be workshops at various times which will be advertised through mailings and posters. For information call the Quantitative Skills office at ext. 5591.

### FOREIGN LANGUAGES

Hampshire College has no foreign language departments as such, although instruction in French and Spanish is offered (by contract with the International Language Institute, Inc. of Northampton, MA) through intensive courses. Proficiency in a foreign language alone cannot be presented to fulfill a divisional requirement in any of the Schools. 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.

During January term intensive language courses are offered. For further information on French and Spanish, contact the International Language Institute, 586-7569, or Caroline Gear at Prescott A5, ext. 5228.

FL 101  
INTENSIVE FRENCH  
AND  
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, cultural readings, current events, songs, movies and guest speakers are part of the curriculum.

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

## OUTDOOR & RECREATIONAL ATHLETICS PROGRAM

### CURRICULUM STATEMENT

The Outdoors and Recreational Athletics Program (OPRA) offers students extensive opportunities to learn outdoor and sport skills such as rock climbing, kayaking, martial arts, and aquatics. We also provide the opportunity for student- and staff-initiated expeditions and trips.

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

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

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

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

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

### COURSE LIST

OPRA 101  
BEGINNING SHOTOKAN KARATE  
Marion Taylor

OPRA 102  
INTERMEDIATE SHOTOKAN  
KARATE  
Marion Taylor

OPRA 104  
ADVANCED SHOTOKAN KARATE  
Marion Taylor

OPRA 107  
YOGA  
Arden Pierce

OPRA 111  
AIKIDO  
Paul Sylvain

OPRA 115  
BEGINNING KYUDO:  
JAPANESE ARCHERY  
Marion Taylor

OPRA 116  
INTERMEDIATE  
KYUDO  
Marion Taylor

OPRA 118  
BEGINNING T'AI CHI  
Denise Barry

OPRA 119  
CONTINUING T'AI CHI  
Denise Barry

OPRA 123  
BEGINNING WHITEWATER KAYAKING (X)  
Earl Alderson

OPRA 124  
BEGINNING WHITEWATER KAYAKING (Y)  
Glenna Lee Alderson

OPRA 126  
BEYOND BEGINNING  
WHITEWATER KAYAKING  
Glenna Lee Alderson

OPRA 141  
POLLYWOG\*FROG  
\*FISH!—A SWIMMING EVOLUTION  
Glenna Lee Alderson

OPRA 145  
LIFEGUARD TRAINING  
Stephanie Flinker

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 as an effective means of counterattack to be used only if necessary. The beginning course will cover basic methods of blocking, punching, kicking, and combinations thereof; basic sparring; and basic kata, prearranged sequences of techniques simulating defense against multiple opponents.

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

OPRA 102  
INTERMEDIATE SHOTOKAN KARATE  
Marion Taylor

This course is for students who have completed OPRA 101.

Classes will meet Tuesday and Thursday, 6:00 to 8:00 p.m. in the Robert Crown Center. Five College students will

be graded on a pass/fail basis and must negotiate credits with their registrars. Enrollment unlimited; instructor's permission.

OPRA 104  
ADVANCED SHOTOKAN KARATE  
Marion Taylor

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

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

OPRA 107  
YOGA  
Arden Pierce

This class is taught in the Sivananda technique. Students will receive detailed instruction in the three basic elements of hatha yoga: proper breathing (pranayama), proper exercise (asanas) and proper relaxation (savasana). Students will learn how to control vital energy (prana), strengthen the immune system, take care of the spine, release physical and emotional stress and much more.

Class meets in the South Lounge of the RCC on Tuesday and Thursday 4:30-6:00 p.m..

OPRA 111  
AIKIDO  
Paul Sylvain

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

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

OPRA 115  
BEGINNING KYUDO: JAPANESE 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 meditation. The class will concentrate on learning the Seven Co-ordinations or step by step shooting form. The target, which is only six feet away, serves the archer as a mirror in order to reflect the status of the archer's mind and spirit.

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

The class will meet in the South Lounge of the RCC on Tuesday and Thursday from 3:00-4:30 p.m.

**OPRA 116  
INTERMEDIATE KYUDO**

Marion Taylor

This course will extend to the Hitote or two arrow form of Zen Archery. The students will continue to perfect their form and learn kneeling techniques of shooting. The course can only be taken by people who have completed OPRA 116.

The class will meet in the South Lounge of the RCC on Monday, Wednesday, and Friday from 4:00-6:00 p.m.

**OPRA 118  
BEGINNING T'AI CHI**

Denise Barry

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

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

**OPRA 119  
CONTINUING T'AI CHI**

Denise Barry

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

The class meets on Tuesday and Thursday from 1:45 to 2:45 p.m. in the Robert Crown Center. Enrollment is open. Register by attending the first class. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars.

**OPRA 123  
BEGINNING WHITEWATER KAYAKING (X)**

Earl Alderson

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

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

**OPRA 124  
BEGINNING WHITEWATER KAYAKING (Y)**

Glenna Lee Alderson

This course is the same as OPRA 123.

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

**OPRA 126  
BEYOND BEGINNING WHITEWATER KAYAKING**

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 p.m. Strong swimming ability is required. (Swim test will be given at the first class.) To register, attend the first class.

**OPRA 141  
POLLYWOG\*FROG\*FISH—A SWIMMING  
EVOLUTION**

Glenna Lee Alderson

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

Class will meet on Wednesdays from 10:30-11:30 a.m. in the RCC pool.

**OPRA 145  
LIFEGUARD TRAINING**

Stephanie Plinker

This course will prepare and qualify you to become a Red Cross certified Lifeguard. Bearers of this card are eligible to obtain work at water sites nationwide. Successful completion of this course will involve the practicing and testing of timed drills, swimming carries, stroke work, endurance, water entries and spinal management.

Additional I.G.T. certificate exit requirements are standard First Aid and Professional CPR, which may be taken from RCC staff at scheduled times during the spring semester. They will not be included in the above class format.

The class will meet every Thursday in the RCC pool from 6-10 p.m. Enrollment limit 10. Materials fee \$20.

**OPRA 149  
OPENWATER SCUBA CERTIFICATION**

Project Deep

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

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

**OPRA 151  
TOP ROPE CLIMBING (A)**

Kathy Kyker-Snowman

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

Classes will meet Tuesday from 12:30 to 5:30 p.m.  
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 6:00 p.m.  
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 p.m. 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 p.m. 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 p.m. 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.

The course is designed for I 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.

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## INTER-SCHOOL PROGRAMS

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### 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, nutrition, ecology, pest management, and soil science by means of topics in agriculture; 2) we support several 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 facilities that include 300 acres of croplands, pastures, and orchards that form part of the Hampshire College Farm Center, and the laboratories in the Cole Science Center. Students, faculty, and staff conduct field research on crops and livestock on Hampshire land and at nearby commercial farms. Examples of research topics include pest and disease management in several vegetable crops, rotational grazing, nitrogen fixation, composting methods, and livestock guarding and herding dogs, among many others. The farm also provides a Community Supported Agriculture operation that supplies produce for the Hampshire campus. The Hampshire College Bioshelter is a greenhouse laboratory for the study of plant and fish biology, including such topics as aquaculture, hydroponics, and nitrogen fixation. There is also a student-run greenhouse and a three-season hoophouse. A wetlands nursery is located across from the Farm Center.

Several faculty members lead courses and research projects related to agriculture, often joining with those from other disciplines. The principal faculty involved with the program are animal behaviorist Ray Coppinger, animal scientist Benjamin Oke, entomologist Brian Schultz, and plant physiologist Lawrence Winship. We also collaborate with neighboring colleges, government agencies, and agricultural or environmental institutes.

### AMERICAN STUDIES

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

connection with Hampshire's programs in Third World Studies, Feminist Studies, and Cultural Studies.

Hampshire currently has 25 faculty, from all four Schools, affiliated with American Studies, and offers numerous courses at all levels, with emphasis on team-taught, cross-School courses. For more information, contact Susan Tracy at ext. 5518.

### CIVIL LIBERTIES AND PUBLIC POLICY PROGRAM

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

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

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

Students interested in the Civil Liberties and Public Policy Program should contact the director, Marlene Gerber Fried, ext. 5645, Franklin Patterson Hall, G5.

### THE COMMUNITY SERVICE SCHOLARS PROJECT

The Community Service Scholars Project (CSSP) is a program developed in conjunction with the Public Service and Social Change Program. Funded by the Corporation for National Service: Learn and Serve America, the CSSP is designed for students who wish to combine their academic studies and their Divisional projects with work in the community. CSSP participants progress through three levels of coordinated academic and service work, from gaining an introduction to issues and problems faced by local communities to involvement in a sustained internship or special project to meet community needs. In the CSSP curriculum, students include as part of their overall course work, courses that have been designated as CSSP CORE or Cluster courses which are available in all of Hampshire's four Schools. These courses have been especially designed to focus on and integrate community issues with the course content. CORE courses provide background on specific issues, familiarize students with local institutions dealing with these issues, invite speakers from community organizations, and include assignments germane to specific community needs. While Commu-



nity Scholars are not limited to CSSP courses in their curricular choices, all CSSP participants must take at least one CORE course. In addition, they can choose among other courses, known as Cluster courses, to gain knowledge about the larger social contexts of the issues they are dealing with in the community and/or to enhance skills they can utilize in their community service work (such as teaching/tutoring, projects involving use of video or computers, preventive health care approaches, etc.). Throughout their progression in the CSSP, students are encouraged to increase their time commitment and level of responsibility in choosing community internship placement. These placements can range from work in settings such as a literacy program, a child care center, a battered women's shelter, or a preventive health project to assisting a youth group with a drama or video project, or designing a computer program to meet the needs of a community organization. Students who have completed all three levels of the CSSP receive a certificate of completion which can be included in their transcript.

## **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 Lee Spector, ext. 5352.

## **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. For more information contact Norman Holland at ext. 5490

## **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, Michelle Murrain at ext. 5688.

## **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 regularly offer courses that address questions pertaining to law.

The Law Program is not designed as preparation for law school. Although there is some overlap between the interests of students who want eventually to go to law school and those who want only to include the study of law in their undergraduate education, the Law Program as such is concerned only with the latter. (Pre-law counseling is done by Flavio Risech-Ozeguera, ext. 5504.)

## **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. First, 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. Second, you may work with a group of students on an independent project assisted by a faculty advisor. For more information about the Lemelson Program, contact the director, Brenda Philips, ext. 5613.

## **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 and Feminist Studies Programs, as well as to programs in the other Five Colleges and international women's health networks. Program director is Betsy Hartmann, Franklin Patterson Hall, G16, ext. 5506.

## **PUBLIC SERVICE AND SOCIAL CHANGE PROGRAM**

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

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

The program provides 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 and Social Change Program should contact Ada Sanchez at ext. 5395.

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## **SCIENCE, TECHNOLOGY, AND SOCIETY PROGRAM**

The Science, Technology and Society Program is an exciting collaboration between Hampshire College and the Institute for Science and Interdisciplinary Studies (ISIS). ISIS is a nonprofit 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 would 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 would also help support and advise student work in most areas of the anthropology, philosophy, sociology, history, feminist or cultural studies of science and technology.

## **THE THIRD WORLD STUDIES PROGRAM**

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

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

For more information contact Ali Mirsepassi at ext. 5677. An additional resource for students in Third World Studies is the office of Multicultural Affairs at ext. 5485.

## **WOMEN AND SCIENCE PROGRAM**

The Women and Science Program involves faculty, students, and staff 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.

# SCHOOL OF COGNITIVE SCIENCE AND CULTURAL STUDIES

## COURSE LIST

- CCS 132  
EXPERIMENTS IN JOURNALISM  
David Kerr
- CCS 144  
COGNITION, HEREDITY, AND EVOLUTION  
Raymond Coppinger/Neil Stillings/  
Steven Weisler
- CCS 150  
THE DEVELOPMENT OF THE INFANT  
Mary Jo Rattermann
- CCS 171  
INTERACTIVE MEDIA PRODUCTION  
Richard Muller/Lori Scarlatos
- CCS 199  
RESEARCH PRACTICUM  
Christopher Chase
- CCS 206  
THE PUBLIC SPHERE: POLITICS AND CULTURE  
Theodore Norton
- CCS 214  
NEUROPSYCHOLOGICAL RESEARCH LABORATORY:  
EVOKED POTENTIALS  
Christopher Chase
- CCS 216  
MULTIMEDIA DATA STRUCTURES AND  
ALGORITHMS  
Lori Scarlatos
- CCS 219  
THE EVOLUTION AND BEHAVIOR OF DOMESTIC  
ANIMALS  
Raymond Coppinger
- CCS 221  
SOUND, MUSIC, AND MIND  
Neil Stillings
- CCS 226  
THEORY OF LANGUAGE: SYNTAX  
Steven Weisler
- CCS 236  
TECHNOLOGY: PHILOSOPHY, HISTORY AND  
IDEOLOGY  
Susan Douglas/Jay Garfield

- CCS 242  
BIOACOUSTICS  
Mark Feinstein
- CCS 259  
CONSCIOUSNESS, THOUGHT AND BRAIN: THE  
SOUL OF THE MATTER  
Slavoljub Milekic
- CCS 267  
EUROMEDIA  
James Miller
- CCS 291  
THE MULTIMEDIA LAB  
Richard Muller
- CCS 302  
PROBLEMS IN JOURNALISM  
James Miller
- CCS 326  
MEDIA CRITICISM: THEORY AND PRACTICE  
Susan Douglas
- CCS/HA 392  
HERMENEUTICS, TRANSLATION AND CROSS-  
CULTURAL  
INTERPRETATION  
Jay Garfield/Jeffrey Wallen

## COURSE DESCRIPTIONS

**Note:** See forthcoming supplement for a 100-level philosophy course to be announced and a 200-level course in Ancient Philosophy.

- 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 hour and twenty minutes each time. Enrollment limit 20.

#### CCS 144

##### COGNITION, HEREDITY, AND EVOLUTION

Raymond Coppinger/Neil Stillings/Steven Weisler

This course will examine the ways in which various manifestations of human cognitive capacity, for example intelligence, talent, language, and behavior, may be genetically predetermined—consequences of human nature rather than nurture. We will critique arguments in the recent popular literature in psychology, linguistics, and biology which purport to show that important features of an individual's development (which are normally attributed to social or environmental factors) may be directed by a biological template that is passed down by evolution. We will investigate how such evolutionary mechanisms actually function and attempt to clarify the intricate relationships between organisms, species-specific properties (properties unique to a given organism), heredity, and behavior. Class will meet twice a week for one hour and twenty minutes each time. Enrollment limit 60.

#### CCS 150

##### THE DEVELOPMENT OF THE INFANT

Mary Jo Rattermann

The rate of a child's development during the first twenty-four months of life is astounding. During this time infants begin to interact with their environment in increasingly more sophisticated ways; they begin to walk, to talk, and they affect the people around them. In this course we will examine the intellectual development of the child during these crucial months, as well as the infant's emotional and social growth. In addition to providing an overview of the course of infant development, this class will also introduce the student to the basic research questions and techniques used to study infant development. Students will be expected to read and critique a series of articles from the professional scientific literature. Students will also be asked to give one presentation during the course of the semester. Additionally, they will write a final paper which may be developed into a Division I examination project. Class will meet twice a week for one hour and twenty minutes each time. Enrollment limit 30.

#### CCS 171

##### INTERACTIVE MEDIA PRODUCTION

Richard Muller and Lori Scarlatos

This is an introduction to the process of developing interactive multimedia computer products. The last few years have seen an explosion of interest in the use of these techniques for various applications ranging from computer games to computer-based training to a hybrid enterprise currently dubbed "edutainment." Relying on high-capacity storage devices such as CD-ROM drives and/or on high-speed network links, an interactive media application creates an environment full of sight, sound, and meaning which the user can control in various ways.

In this course students will learn the basics of planning, design, and production of interactive multimedia. We will work as a production team to make a prototype application for a real-world client while students engage the software and techniques necessary for interactive multimedia production.

Some of the techniques we will cover include interface design, computer graphics and animation, computer video production, image processing, computer-based sound editing, and scripting techniques to support user interactions. The skills acquired in this course may be applied to larger projects in future courses or independent work. The class will meet twice a week for one hour and twenty minutes each time. Enrollment limit 25.

#### CCS 199

##### RESEARCH PRACTICUM

Christopher Chase

Students with some background in cognitive science will work in research teams with faculty and advanced students, participating in on-going projects as research assistants. Each student will design an individual program of study with the instructor in charge of the research team. Students are required to work in the research labs a minimum of five hours each week. Prerequisites: Completed one cognitive science course that qualified for a CCS two-course Division I option or instructor permission.

##### Section A: Reading Research Laboratory (Christopher Chase)

In this section students will work on our dyslexia research program, involving either (1) a visual perceptual study of school-aged children or (2) a study of reading and memory skills of dyslexic college students. More advanced students also may have the opportunity to work in the Lemelson EP laboratory, learning techniques for recording scalp electrical potentials that correspond to thought processes. Class will meet twice a week for one hour and twenty minutes each time. Enrollment limit 8.

#### CCS 206

##### THE PUBLIC SPHERE: POLITICS AND CULTURE

Theodore Norton

For over three decades the concept of the modern public sphere has fascinated some of our foremost political theorists and cultural critics. In particular, the relationship between political and cultural public spheres that were neither wholly of the market nor of the state has interested students of literature and the arts, education, and film and electronic media, as well as of gender, revolution, public opinion, and regimes of surveillance. Their work has contributed importantly to the emergence of the field of cultural studies. This course examines the contemporary tradition of reflection and research on the public sphere, from the initial publication of Jurgen Habermas' *Structural Transformation of the Public Sphere* (1962) down through Howard Rheingold's *The Virtual Community* (1993). Class will meet twice a week for one hour and twenty minutes each time. Enrollment limit 25.

#### CCS 214

##### NEUROPSYCHOLOGICAL RESEARCH LABORATORY: EVOKED POTENTIALS

Christopher Chase

Evoked potentials (EP) record patterns of neural activity associated with cognitive functions. EPs are produced from scalp electrode recordings that monitor minute changes in electrical activity created by neurons. These techniques allow researchers to build a bridge between the physiology of the brain and human behavior. Students will learn how to use the EP equipment and with the instructor's help design and conduct a research project. Come explore the frontiers of

neuroscience in this brand new, state-of-the-art lab. Class will meet twice a week for one hour and twenty minutes each time. Enrollment limit 12; instructor permission required.

**CCS 216  
MULTIMEDIA DATA STRUCTURES AND ALGORITHMS**

Lori Scarlatos

Data structures and algorithms play a key role in computer science, affecting the performance, robustness, and efficacy of computer programs. Multimedia applications tend to amplify these issues, for they require both the management of multiple data representations and real-time response to user actions. In this course we will study data structures and algorithms that are applicable to all areas of computer science, and supplement this study by exploring their application to multimedia, computational geometry, and computer graphics.

Participants must have completed Introduction to Computer Science (CCS 114 or 115) or its equivalent. Substantial programming projects will be a major part of the course work. The class will meet twice a week for one hour and twenty minutes each time. Enrollment limit 25.

**CCS 219  
THE EVOLUTION AND BEHAVIOR OF DOMESTIC ANIMALS**

Raymond Coppinger

Domestic cattle, swine and fowl continue to have a major impact on human culture and the ecology of the earth. These animals are also fascinating to study from a behavior and evolutionary point of view. Selections for growth rate, reproductive rate, and docile behavior gave us a practical understanding of the evolutionary process and were major factors in tipping Darwin off to natural selection. Many of these animals' ancestors still exist and have been studied in detail. Their descendants exist locally and are available for study in their "natural environment."

We will study in detail the evolution of behavior and will explore the processes of evolutionary change such as neoteny and allometry. Students should have some training in genetics, anatomy, physiology, and basic behavior or must expect to make up any deficiencies during the course. The class will meet twice a week for one hour and twenty minutes each time. Enrollment limit 25.

**CCS 221  
SOUND, MUSIC, AND MIND**

Neil Stillings

This course is an introduction to the cognitive science of sound and music. We will study the physical nature of sound, the biology of the auditory system, and the cognitive psychology of auditory perception, beginning with the perception of basic acoustic qualities, such as pitch and loudness, and moving on to the perception of complex auditory events, which can involve memory and learning. We will also look at the human production of vocal and instrumental sounds. A main goal of the course is to illuminate the perception and production of music through a basic scientific understanding of sound, hearing, and human skill acquisition. We will conduct at least one laboratory experiment during the term. A term paper or project is required. Musical knowledge is not a prerequisite for the course, although it is welcome. The course

will meet twice a week for one hour and twenty minutes each time. Enrollment limit 20.

**CCS 226  
THEORY OF LANGUAGE: SYNTAX**

Steven Weisler

Given the ease with which we put our thoughts into language and are understood by others, the connection between sound and meaning must be mediated by a powerful systematic set of principles, shared by all of the speakers of a language, that can accommodate the inexhaustible variety and novelty of the messages required in human life. Contemporary linguists believe these principles of language constitute a biological capacity whose properties must be uncovered by careful scientific investigation. This course will investigate the sound system, the syntactic structure, and the logical form of natural language within the framework of Chomsky's generative grammar. Class will meet twice a week for one hour and twenty minutes each time. Enrollment limit 25.

**CCS 236  
TECHNOLOGY: PHILOSOPHY, HISTORY AND IDEOLOGY**

Susan Douglas/Jay Garfield

This seminar is an introduction to the connections between the history of technology, the philosophy of technology, and problems concerning the assessment, control and management of technology. Special attention will be paid to the impact of technology on everyday life, the workplace, and on conceptions of the self and society. We will consider contrasting views of the evolution of technology and of the relations of humans to machines, and consider the extent to which machines make history. Case studies of particular inventions from the nineteenth and twentieth centuries will serve as the focus for our analysis. We will also examine questions concerning the assessment of the identifiable risks, benefits, and other consequences of new and existing technologies, and the appropriate roles of citizens, experts and political institutions in technology policy making. Class will meet twice a week for one hour and twenty minutes each time. Enrollment limit 35.

**CCS 242  
BIOACOUSTICS**

Mark Feinstein

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

## CCS 259

**CONSCIOUSNESS, THOUGHT AND BRAIN: THE SOUL OF THE MATTER**

Slavoljub Milekic

In Cognitive Science questions about consciousness and mental states have recently become a major focus of attention. Among the many unanswered questions are: What is the relationship between mental states and the brain? How is thought represented in the brain? Is there a connection between language and knowledge? Is mental capacity related to brain size? What is consciousness? Who has it? Do we need it? Is it just an artifact of our brain states or does it have a selective advantage? Are we conscious when we dream? Are there different kinds of consciousness? These are the kinds of questions that will be addressed during the course. In order to promote the interactive instruction environment students will be expected to complete all readings assigned for each class. In addition each student will be responsible for a class presentation of a topic related to the course. The course materials will include contemporary writings from the areas of psychology, philosophy and neuroscience. The class will meet once a week for two hours and fifty minutes. Enrollment limit 20; instructor's permission required.

## CCS 267

**EUROMEDIA**

James Miller

This course will survey critically recent developments in Western European mass media, with special emphasis on the move away from state monopoly in broadcasting, the introduction of new services like cable and satellite, the increasing reliance on advertising, and the problematic role of local and regional media. The growing significance of such supranational bodies as the Council of Europe and the European Union in the attempt to "integrate" Europe while facing pressures from various nationalisms will also be highlighted. Class will meet twice a week for one hour and twenty minutes each time. Enrollment limit 25.

## CCS 291

**THE MULTIMEDIA LAB**

Richard Muller

This is an ongoing activity which is offered in both terms of the 1995-96 academic year. The focus of activity will be work on a small number of multimedia production projects. These projects will usually involve working with and for a client who is not a member of the lab group to produce either a prototype or finished interactive multimedia product.

Students in this course should have competency in at least one area of multimedia production: still image production and manipulation, computer animation, video editing, sound and music production and editing, or interface programming.

Along with our production work we will read from the current literature in the many overlapping fields which relate to interactive multimedia, and will attempt to arrange visits and presentations from people outside the campus who are active in the field. The class will meet twice a week for one hour and twenty minutes each time. Enrollment limit 16; instructor permission required.

## CCS 302

**PROBLEMS IN JOURNALISM**

James Miller

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

## 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 hours and fifty minutes. Enrollment limit 20; instructor permission required.

## CCS/HA 392

**HERMENEUTICS, TRANSLATION AND CROSS-CULTURAL INTERPRETATION**

Jay Garfield/Jeffrey Wallen

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

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**SCHOOL OF HUMANITIES AND ARTS**

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**COURSE LIST**

HA 104  
INTRODUCTION TO DRAWING  
TBA

HA 106  
SCULPTURE FOUNDATION  
Hannah Gittleman

HA 110  
FILM/VIDEO WORKSHOP I  
Bill Brand

HA 110b  
FILM/VIDEO WORKSHOP I  
Kane Stewart

HA 111  
STILL PHOTOGRAPHY WORKSHOP I  
Sandra Matthews

HA 117  
THE FICTIONAL CHILD  
L. Brown Kennedy

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HA 247  
**UNGRATEFUL DEAD: DESIGNING THE 21ST CENTURY MARKETPLACE**  
 Robert Goodman

HA 253  
**PRINT CULTURE IN EARLY AMERICA**  
 Lee Heller/Donald Weber

HA 257  
**MUSIC IV: SEMINAR IN COMPOSITION**  
 Daniel Warner

HA 262  
**CREATIVE PROBLEM-SOLVING AND OBJECT-MAKING**  
 Hannah Gittleman

HA 264  
**INNOVATIONS IN DESIGN & TECHNOLOGY**  
 Ellen Jones

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

HA 273  
**DRAMA IN THE ENGLISH RENAISSANCE: THE NAME OF ACTION**  
 L. Brown Kennedy

HA 287  
**TOPICS IN LITERARY AND CULTURAL STUDIES: THE GROTESQUE**  
 Mary Russo

HA 305  
**ADVANCED PAINTING**  
 TBA

HA 310  
**SEMINAR FOR ADVANCED PROJECTS IN THEATRE**  
 Ellen Donkin

HA 316  
**DIVISION III STUDIO ARTS CONCENTRATORS**  
 Judith Mann  
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HA 319  
**CRITICAL THEORY SEMINAR: BODY AND SOUL IN POSTMODERNIST DISCOURSE**  
 Mary Russo

HA 344  
**MUSIC AND MUSICAL DISCOURSE SINCE 1960**  
 Daniel Warner

HA/SS 355i  
**GENDER, RACE AND CLASS IN U.S. HISTORY AND SOCIETY**  
 Laurie Nisonoff/Susan Tracy

HA/WP 356  
**TOPICS IN AMERICAN STUDIES**  
 Ellie Siegel/David Smith

HA/CCS 392  
**HERMENEUTICS, TRANSLATION AND CROSS-CULTURAL INTERPRETATION**  
 Jay Garfield/Jeffrey Wallen

HA 399a  
**ADVANCED SEMINAR IN WRITING**  
 Paul Jenkins/Nina Payne

HA 399b  
**FILM/PHOTOGRAPHY/VIDEO STUDIES: INDIVIDUAL PROBLEMS IN FILMMAKING, PHOTOGRAPHY, VIDEO AND RELATED MEDIA**  
 Sura Levine/Abraham Ravett

## COURSE DESCRIPTIONS

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

\*Hampshire College courses meeting this criterion this spring term are:

- HA 139 The Emergence of Modernism
- HA 159 Man-Made Environment: Physical Determinants of Design
- HA 217 Critical Studies in Photography and Film: Representing History

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

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

All Division II and III students wishing to work with Film/Photography faculty during the 1995-96 academic year must file their proposals (available from the film and photography facilities director, Kane Stewart) with the faculty by Friday, February 16, 1996.

### 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 deadline for submission of portfolios for Spring 1996 will be February 16 for students planning to file contracts in mid-March. Portfolios will be reviewed and assigned by the creative writing faculty, as a whole, for writing concentrators and the theatre faculty, as a whole, for theatre concentrators. Assignments for creative writing committees will be posted on the bulletin board next to EDH 16 within one week. Assignments for theatre committees will be posted on the door of the theatre offices within one week.

### HA 104 INTRODUCTION TO DRAWING TBA

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 hours and twenty minutes each session. Enrollment limit 20.

### HA 106 SCULPTURE FOUNDATION Hannah Gittleman

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

Class will meet twice each week for two hours and twenty minutes each session. Enrollment limit 18.

### HA 110 FILM/VIDEO WORKSHOP I Bill Brand

This course teaches the basic skills of film production, including camera work, editing, sound recording, and preparation and completion of a finished work in film or video. Students will have weekly assignments, and will also produce a finished film for the class. There will be weekly screenings of student work, as well as screening of films and video tapes which represent a variety of aesthetic approaches to the moving image. Finally, the development of personal vision will be stressed. The bulk of the work in the class will be produced in Super-8 format. 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 two hours and fifty minutes. Enrollment limit 15, which will be determined at the FIRST class meeting.

### HA 110b FILM/VIDEO WORKSHOP I Kane Stewart

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

### HA 111 STILL PHOTOGRAPHY WORKSHOP I Sandra Matthews

This course emphasizes three objectives: first, the acquisition of basic photographic skills, including composi-

tion, 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 limit 15, which is determined at the FIRST class session by modified lottery.

#### HA 117 THE FICTIONAL CHILD

L. Brown Kennedy

We will use the methods of two fields, literary criticism and cultural history, to look at the imaging of childhood in literature written both for and about children. The way a culture sees its children and what it says implicitly and explicitly about them in the art which it produces for their consumption tells us important things about the culture; at the same time, a close, critical look at tales told or "stories" written to be read to or by children may tell us things about the structure and function of narrative. We will begin with texts traditionally considered important in European and American "adult" literature and then look at a group of nineteenth, twentieth century "classic" Anglo-American children's books (from Alcott, Barrie, Zane Grey, Nancy Drew and the Hardy boys to Wilder, Fitzgerald and Cleary). Interwoven with this, what might be called, children's "canon," we will examine another thread—Native American and black traditional tales and the increasing body of literature which depicts childhood and/or speaks to children from the black and Native American points of view (Jacobs, Brown, Petry, Taylor, Gaines, Salkey)—in order to think about such questions as: the definition of innocence and experience, of heroism and adventure; the imaging of violence, nature, sexuality; the differentiation of "boys" books and "girls" books; exoticism, racism and racial images; the depiction of friendship and the definition of community or family; the child as insider or outsider.

Class will meet twice each week for one hour and twenty minutes. Enrollment limit 25.

#### HA 127 AMERICAN VOICES, AMERICAN LIVES

Michael Lesy

Biography and autobiography are primary forms of literary nonfiction. To read and write them is to understand the world in the self and the self in the world. The study of such narratives provides and provokes a knowledge of history and psychology, anthropology and literature. Writing such narratives requires a mastery of prose that is both evocative and analytic.

These are the works that will be read: Susan Cheever's *Home Before Dark*, Oliver Sacks' *The Man Who Mistook His Wife for a Hat*, Melissa Fay Greene's *Praying for Sheetrock*, Tracy Kidder's *Soul of a New Machine*, and Joan Didion's *Slouching Towards Bethlehem*.

Students will be asked to write short portrait/biographies of friends, relatives, acquaintances and strangers. They will

then be asked to extend these portraits into longer, more insightful and analytic biographies. Weekly writing exercises and well-read class participation will be required.

Class will meet twice weekly for one hour and twenty minutes. Enrollment limit 16, by permission of the instructor. This permission will be based on a writing exercise to be assigned during the first class.

#### HA 138 THREE RUSSIAN WRITERS: PUSHKIN, GOGOL AND TURGENEV

Joanna Hubbs

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

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

The class will meet twice weekly for one hour and twenty minutes.

#### 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 hour and twenty minutes. Enrollment limit 25.

#### HA 149 LITTLE WOMEN AND SELF-MADE MEN: GENDER IN THE VICTORIAN ERA

Lee Heller

The nineteenth century was obsessed with gender and sex—and their obsession is ours, as we struggle today with the legacy of their definitions of women's proper place and men's rightful role. This course examines the formation of those concepts in Victorian England and America, focussing on their expression, and their contestation, in literary texts for both children and adults. Thus we will read Louisa May Alcott's *Little Women* and Horatio Alger's *Ragged Dick*, stories which told girls and boys how to think and behave, according to their gender; novels such as Charlotte Brontë's *Jane Eyre*

and Mark Twain's *Huckleberry Finn*, which took issue with the rules of gender and dramatized their destructive consequences for men and women alike; Harriet Jacobs' slave narrative, *Incidents in the Life of a Slave Girl*, which complicated concepts of gender by attaching issues of race; and nonfiction prose by such writers as John Stuart Mill and Margaret Fuller, participants in the debates over women's rights and the legitimacy of the "separate spheres" that kept women at home and men at work. Our focus will be equally on men and women, as we explore the construction of that binary opposition in Victorian culture, and its effect at every level of experience.

Enrollment limit 25. Class will meet twice each week for one hour and twenty minutes.

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 one hour and fifty minutes.

HA 164

**TEXT, CANON, TRADITION: SCRIPTURES AND THEIR EMERGENCE IN WORLD RELIGIONS**

Alan Hodder

This course is designed to introduce students to several religious traditions of the world through a selective study of their chief canonical texts. In part our concern will be with fundamental thematic issues: what do these records seek to reveal about the nature of life and death, sin and suffering, the transcendent and the mundane, morality and liberation? In addition, we will address wider questions of meaning, authority, and context. Why do human communities privilege particular expressions as "sacred" or "classic"? How do these traditions understand the origin, nature, and inspiration of these writings? Were these "texts" meant to be written down and seen, or recited and heard? How are scriptural canons formed and by whom interpreted? To help us grapple with these questions we will examine some traditional and scholarly commentaries, but our principal reading in this course will be drawn from the Veda, Bhagavad Gita, Buddhacarita, Lotus Sutra, Confucian Analects, Chuang Tzu, Torah, New Testament, and Qur'an.

Class will meet twice each week for one hour and twenty minutes. Enrollment limit 25.

HA 190

**MEMORY/LITERATURE/POWER IN LATIN AMERICA**

Norman Holland

This course explores the intersection of memory, and the institutions of literature and power in reference to Latin

American history and culture. Latin American writings are an especially good terrain to probe this configuration given that literature has been both a main site for the accumulation of middle-class cultural capital and at the same time a strategic place for transculturative actions, where subordinate cultures have had a transforming effect upon dominant ones. The course aims to develop a framework for understanding how recent Latin American writing negotiates its relationship with national cultural institutions. The order we will study the works is thematic, beginning with rural and ethnic practices, before turning to the urban sphere and the experience of women.

Class will meet twice each week for one hour and twenty minutes. Enrollment is open.

HA 192

**DESIGN RESPONSE**

Ellen Jones

Design Response is an introductory stage design course. The class is primarily an interactive discussion course with some lecture. We will start at a basic level by examining the elements of design, the specifics of color theory, and the idea of visual research. The class will also discuss the role of all design areas in the public performance process and how the designer communicates with the audience. Students will be asked to see several productions on and off campus as a part of this class. No prerequisites or art training required for this class. Class will meet twice each week for one hour and twenty minutes. Enrollment is open.

HA 203

**INTRODUCTION TO PAINTING**

Judith Mann

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

HA 204

**THE FEMALE PLAYMAKERS: WOMEN PLAYWRIGHTS IN EIGHTEENTH CENTURY LONDON**

Ellen Donkin

This course will use the plays and correspondence of a small group of women playwrights in the late eighteenth century as its primary source of evidence for both theatrical practice and expectations around gender. Students in the class will participate in informal staged readings of both plays and letters as a way to extrapolate the technologies of staging and the social contract between actors and audience. Readings will include the commentary of eighteenth-century critics and

selected twentieth century critical theorists. As part of the final project, students will collaborate on the writing and performance of a one-act play based on their own creative efforts, their research, and surviving fragments from the period.

Class will meet twice each week for one hour and twenty minutes. Enrollment limit 25.

**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 two hours and fifty minutes. Enrollment limit 15, by permission of the instructor. In general, Film/Video Workshop I will be considered a prerequisite.

**HA 211**  
**STILL PHOTOGRAPHY WORKSHOP II**  
TBA

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

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

**HA 216\***  
**MODERN DANCE IV**  
Daphne Lowell

Intermediate-level class intended for students with two years of training. The focus of the work will be on refining the kinesiological perception and theoretical understanding of efficient movement in order to increase accuracy, speed, and mobile strength. Attention will also be given to developing an awareness of how one invests oneself in prescribed movement.

Class will meet twice each week for one hour and twenty minutes. Enrollment limit 24.

\*This course cannot be counted towards one-half of a Division I.

**HA 217**  
**CRITICAL STUDIES IN PHOTOGRAPHY AND FILM:  
REPRESENTING HISTORY**  
Sandra Matthews

In this seminar we will take two historical periods and look closely at how they are represented in photography and film. Each student will complete an original research paper dealing with specific visual materials and the representational issues they raise.

Enrollment limit 15. Class will meet once each week for two hours and fifty minutes.

**HA 228**  
**THE WORLD OF FEODOR DOSTOEVSKY**  
Joanna Hubbs

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

The purpose of this seminar will be to determine what those questions are, how Dostoevsky formulated them, and why they tormented him so. Since I am a cultural historian rather than a literary critic, I will tend to focus on ideas—the philosophical and psychological aspects of the works and how they relate to the culture into which Dostoevsky was born—rather than questions of structure or style, which will be considered only insofar as they relate to the ideas themselves. I will begin with a series of lectures intended to introduce the author and to "place" him into the context of Russian mythic, cultural, psychological and historic currents. We will then read and discuss the novels: *Poor Folk*, *The Double*, *Notes from Underground*, *Crime and Punishment*, *The Possessed*, and *Brothers Karamazov*. The class will meet twice each week for one hour and twenty minutes; enrollment limit 20.

**HA 231**  
**POETRY WRITING WORKSHOP**  
Andrew Salkey

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

The workshop will be a forum for the relaxed reading of poems produced by its members. We will pay the closest possible attention to composition and technique, and that ought to be done informally but without loss of tutorial effect. We will emphasize the evidence of latent strengths in the work of poets and attempt to analyze weaknesses, privately and in group sessions. We will strive to respect the talents of the poets and resist all inducements to make them write like their mentor (that is, either like the external model of their

choice or like their instructor or like the outstanding class poet). Suggested parallel readings will come from the full range of contemporary writing in verse.

Class will meet once a week for one and one-half hours. Enrollment limit is 16 students selected by interview with the instructor on Tuesday, January 30, 1996. Bring four poems with you to this meeting.

**HA 232  
LATINO/A BORDER NARRATIVES**  
Norman Holland

While the course posits borders to be geographical as well as metaphorical spaces, we will explore configurations by Latino/a writers. Despite geographical differences that over determine the narratives' specificity, these writers weave together such strands as the law, gender, race and sexuality to interrogate and rethink American culture. Among writers to be discussed are Gloria Anzaldúa, Rolando Hinojosa, Arturo Islas, Ana Castillo, Julia Alvarez, and Giannina Braschi.

Class will meet twice each week for one hour and twenty minutes. Enrollment is open.

**HA 236  
LITERARY NONFICTION, CONTINUED**  
Michael Lesy

Literary nonfiction encompasses a variety of genres, including portrait/biography, memoir, and investigation of the social landscape. At its best, literary nonfiction uses such dramatic devices as plot, characterization and dialogue to extend and elaborate the who/what/where/when and why of traditional journalism. By combining evocation with analysis, immersion with investigation, literary journalism tries to reproduce the complex surface and depths of the real world.

Students enrolled in this course will read a variety of examples of the genre, James Agee's *Let Us Now Praise Famous Men*, Mohoney's *Whoredom in Kummage*, and Cohn's *The Heart of the World*. Students will be required to master the course readings and produce at least seven short and three long nonfiction narratives during the course of the semester.

Students enrolled in the course will form the writing and editorial staff of the *Reader*, a narrative-nonfiction tabloid that 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 assigned within the first month of the course. Class will meet twice weekly for one hour and twenty minutes. Enrollment limit 16; permission of the instructor 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 hour and twenty minutes. Enrollment limit is 16 students selected by instructor interview on Tuesday, January 30, 1996. Bring two short stories with you to this meeting.

**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 limit 24.

**HA 241  
MYTH AND MYTH THEORY**  
Alan Hodder

In the fourth century BCE, Plato already anticipated the popular derogatory conception of myth as an imaginative fabrication— *pseudos*, "a lie." Throughout Western history, however, and particularly since the rise of Romanticism, thinkers from various disciplines have viewed the stories of antiquity in more constructive terms. What is "myth": deliberate falsehood or a veiled truth? Is it a term applicable to or recognizable in non-Western cultures also? What is the relationship between myth and history, myth and literature, myth and ideology? These are some of the questions this course is designed to address. Its purpose is to introduce students to three rich bodies of mythology— classical Greek, Norse, and Hindu— and to investigate an array of theoretical approaches to the study of myth, from the fields of anthropology, sociology, the history of religions, philosophy, psychology, and literary theory. Theorists to be considered include: Frazer, Durkheim, Malinowski, Levi-Strauss, Freud, Jung, Campbell, Eliade, Langer, Frye, Doniger, and Barthes.

Enrollment limit 20. Class will meet twice each week for one hour and twenty minutes.

HA 243

**THE NATURE AND PRACTICE OF IMPROVISATION**

Margo Simmons Edwards

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

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

This course is designed for Division II and Division III level students. Class will meet twice a week for one hour and twenty minutes.

HA 244

**FROM POST-RECONSTRUCTION TO PRE-RENAISSANCE: BLACK AMERICAN LITERATURE FROM 1875-1915**

Robert Coles

In most critical studies and courses, African American literature is heavily weighted toward key movements and periods—e.g., the slave narrative period, the Harlem Renaissance, the 1960s, the feminist movement (1980s-'90s), etc. This course will make an attempt to study black literature during a period that is little known. Accordingly, we will first study the historical background. What was the Gilded Age? What was the Progressive Era? How did black American writers interact in these years? Second, we will examine black writers and their works of this period. Readings will include Mary Terrell, Paul Laurence Dunbar, Ida B. Wells, W.E.B. DuBois, Francis W. Harper, James W. Johnson, Angelina Grimké, Charles Chesnut, Anna J. Cooper, et al. We will also read some of the so-called white, plantation school of writers, such as Thomas Dixon and Joel Chandler Harris.

Class will meet twice each week for one hour and twenty minutes.

HA 246

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

Jeffrey Wallen

In the nineteenth century, the novel became the dominant literary form. In this class, we will look at forms of power within the novel, and also examine the power of the novel in society. In particular, we will explore forms of excess and desire: the revolt of "evil" against "good" amidst the seemingly tranquil English moors, the mania of speculation in the modern metropolis, and the transgressive violence of erotic desire against the conventions of bourgeois society. Readings will include works by Emily Brontë, Honoré de Balzac,

Charles Dickens, Gustave Flaubert, George Eliot (Mary Anne Evans), Emile Zola, and Joseph Conrad.

Class will meet twice each week for one hour and twenty minutes. Enrollment limit 25.

HA 247

**UNGRATEFUL DEAD: DESIGNING THE 21ST CENTURY MARKETPLACE**

Robert Goodman

In this class, we will develop innovative architectural approaches to the 21st century marketplace. "Marketplace" is taken to be very broadly defined as a setting for the exchange of consumer products, ideas, and information, as well as the production and consumption of entertainment, art and learning. Students will propose designs for such dying marketplaces as city downtowns, suburban malls, and educational institutions. Our goal will be to expand conventional concepts of the marketplace in order to meet current and future needs.

The class will consist of a series of short design exercises and a final project of the student's own choosing. While some design and drawing background will be helpful, this is not essential. The focus of the class is on ideas. This course is sponsored in part by the Lemelson National Program in Invention, Innovation and Creativity. We will meet twice each week for one hour and fifty minutes. Enrollment is open.

HA 253

**PRINT CULTURE IN EARLY AMERICA**

Lee Heller/Donald Weber

"Print Culture in Early America" explores the nature and impact of the printed word in early America, charting its evolution from the earliest settlements up through the revolution, and exploring the changes it both reflected and created in people's lives. We will examine the array of texts available to readers—sermons, political tracts, chapbooks, newspapers, captivity narratives, poetry, and the emerging novel—as well as the factors determining who read, what they read, and how they used their reading. In addition, we will look at the different accounts of America offered by Native Americans, European colonists, and African Americans—how did they use print to assert their versions of reality? How did access to print culture confer power, of various kinds?

Class will meet twice each week for one hour and twenty minutes. Enrollment limit 25.

HA 257

**MUSIC IV: SEMINAR IN COMPOSITION**

Daniel Warner

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

Class will meet once a week for two hours and fifty minutes. Prerequisite: HA 281 or equivalent theory course. Enrollment limit 10.

**HA 262  
CREATIVE PROBLEM-SOLVING AND OBJECT-  
MAKING**

Hannah Gittleman

In this class, students will be introduced to a number of different theories on creativity. Alternative methods of problem-solving will also be introduced and will be implemented by students in approaching the course's assignments. These assignments will challenge students to think creatively in designing and building objects which will address aesthetic, structural, and mechanical problems.

An example of the type of problem that might be assigned is the well-known "egg drop" problem, in which students have access to limited materials and are asked to design and build a structure which will hold an egg and protect it as it is dropped to the ground from five stories up. Some assignments will be more Rube Goldberg-like and may require the use of mechanical parts to be used in constructions to perform certain functions.

Enrollment limit 15. The class will meet in the Art Barn twice each week for two hours and twenty minutes. There will be a \$75 lab fee for this course to cover the cost of tools and materials used during the semester. This course is sponsored in part by the Lemelson National Program in Invention, Innovation and Creativity.

Prerequisites: College-level drawing, and college-level design or sculpture.

**HA 264  
INNOVATIONS IN DESIGN & TECHNOLOGY**

Ellen Jones

This course will be a project-oriented class designed to introduce students to the most recent innovations in scenic and lighting design. Projects will include a segment on projections, intelligent fixtures, and scenic painting techniques.

Class will meet twice each week for one hour and twenty minutes. Enrollment is open.

**HA 265  
MUSIC II: LINES AND CHORDS**

Margo Simmons Edwards

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

Class will meet twice weekly for one hour and twenty minutes. Prerequisite: HA 176 or equivalent theory course. Enrollment limit 15.

**HA 273  
DRAMA IN THE ENGLISH RENAISSANCE: THE  
NAME OF ACTION**

I. Brown Kennedy

A reading of nine plays of sixteenth and seventeenth century England in the context of the social, intellectual and theatrical history of the period. Questions will include: the

relation of language and power; acting and action; the interaction of theatrical representation and social ideology and practice; the gendering of honor; the body as sign—on stage and in society. Three plays of Shakespeare will be read in the context of texts by Marlow, Jonson, Beaumont and Fletcher, Marston, Webster, and Elizabeth Carey.

Class will meet twice each week for one hour and twenty minutes. Enrollment is open.

**HA 287  
TOPICS IN LITERARY AND CULTURAL STUDIES:  
THE GROTESQUE**

Mary Russo

This course introduces students to models of the grotesque in literature and cultural studies. The concept of the grotesque has moved from aesthetics to psychology in the modern era where it becomes associated with emotions and identity formation. In this course, therefore, we will be reading and analyzing texts from various disciplines, including philosophy and psychoanalysis, but concentrating on the grotesque in the nineteenth and twentieth centuries. Texts will include: Rabelais, Swift, Poe, Angela Carter, Salman Rushdie, Katherine Dunn, Toni Morrison, Clarise Inspector, Kafka, and other examples from visual sources, including film.

The course meets twice a week for one hour and twenty minutes.

**HA 305  
ADVANCED PAINTING  
TBA**

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 limited 15; instructor permission required.

**HA 310  
SEMINAR FOR ADVANCED PROJECTS IN THEATRE**  
Ellen Donkin

This course is offered to students who are working on Division III projects in theatre. It is open to students who are just about to file, as well as to students who are in their final semester. It also welcomes students from other areas of study if some aspect of theatre—be it production, playwriting, design, history, theory, or performance—constitutes any part of their work. Meetings will be twice a week; students will present their plans, their designs and their projects to other members of the class for enabling critique and concrete suggestions for development. There will be a modest amount of eclectic outside reading in order to develop a common vocabulary and some collective internal momentum. The instructor is also available for individual meetings where needed and for viewing work in rehearsal. Students will be evaluated in part on their ability to contribute constructively and articulately to the work of other students, and on their timely and thoughtful presentations of their own work.

Class will meet twice each week for one hour and twenty minutes. Enrollment limit 24.



**HA 316**  
**DIVISION III STUDIO ARTS CONCENTRATORS**  
 Judith Mann  
 TBA

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

Class will meet once each week for three hours and fifty minutes.

**HA 319**  
**CRITICAL THEORY SEMINAR: BODY AND SOUL IN POSTMODERNIST DISCOURSE**  
 Mary Russo

This advanced seminar is intended for students of contemporary culture with an interest in postmodernist theory. Beginning with a general discussion of postmodernism drawn from several key essays on postmodernism, we will explore: 1) the reemergence of the Kantian sublime in what Jean-Francois Lyotard has called the aesthetic in which "modern art (including literature) finds its impetus," and 2) the reorganization (or "rezoning") of the body in the discourses of cybernetics and the new biotechnologies. Each of these areas is the focus of crucial cultural and political debates around such issues as cultural production, epistemology, reproductive technologies, "gender skepticism," and representation. Some of the figures to be discussed include Lyotard, Jameson, Haraway, Rorty, Fraser, Huyssen, Kroker, and Butler. A study of two films by Cronenberg will conclude the seminar.

Students are expected to have a background in philosophy, critical theory, or art history.

Enrollment limit 15. Class will meet once a week for two hours and fifty minutes.

**HA 344**  
**MUSIC AND MUSICAL DISCOURSE SINCE 1960**  
 Daniel Warner

This course will survey a cross-section of music and writing about music since 1960 including John Cage, Karlheinz Stockhausen, Cornelius Cardew, Marion Brown, Simon Frith, and Jacques Attali. We will approach music as a discursive activity, a phenomenon that cuts across cultural and subcultural boundaries. Topics to be discussed will include minimalism, free jazz, indeterminate composition, serial music, and experimental pop music.

Class will meet twice each week for one hour and twenty minutes. Enrollment is open.

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

This course will examine the social structures and ideologies of gender, race, class. For instance, when we

consider the situation of battered women, we see that all women confront gendered social structures and prejudice. Yet, the experiences of those women and their options vary depending on their race and class. Through the use of examples as the one above, drawn from both history and public policy, we will work to hone our critical skills in analyzing gender, race, and class in American society.

This course is designed for advanced Division II and Division III students. Students will have the opportunity to develop comprehensive research projects and to present their own work for class discussion. Class will meet once each week for two hours and fifty minutes.

**HA/WP 356**  
**TOPICS IN AMERICAN STUDIES**  
 Ellie Siegel/David Smith

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

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

Admission to the seminar is by permission of the instructor, through personal interview. Class will meet twice each week for one hour and twenty minutes. Enrollment limit 12.

**HA/CCS 392**  
**HERMENEUTICS, TRANSLATION AND CROSS-CULTURAL INTERPRETATION**  
 Jay Garfield/Jeffrey Wallen

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

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

HA 399a

### **ADVANCED SEMINAR IN WRITING**

Paul Jenkins/Nina Payne

This course is designed for Division III students concentrating in fiction writing and poetry. Participants will be expected to present work-in-progress and to exchange intelligent, informed criticism.

Class will meet once each week for two and one-half hours. Enrollment limit 15; instructor permission required.

HA 399b

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

Sura Levine/Abraham Ravett

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

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

## **THEATRE BOARD**

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

## SCHOOL OF NATURAL SCIENCE

### COURSE LIST

- NS 103  
PHYSICS II  
Frederick Wirth/Herbert Bernstein
- NS 104  
OPTICS AND HOLOGRAPHY  
Frederick Wirth
- NS 119  
CARDIOVASCULAR FITNESS AND DISEASE  
Merle Bruno
- NS 123  
HUMAN BIOLOGICAL VARIATION  
Alan Goodman
- NS 128  
WOMEN AND AIDS  
Laura Ramos
- NS 133  
ECOLOGY AND AGRICULTURE: IN CONFLICT OR NOT?  
Brian Schultz
- NS 136  
BIOARCHAEOLOGY OF ARID AREAS  
Debra Martin
- NS 148  
HUMAN GENE THERAPY: PROCEED WITH CAUTION  
Lynn Miller
- NS 152  
EDUCATION OF THE IMMUNE SYSTEM AND CELL SUICIDE  
Christopher Jarvis
- NS 157  
FOOD, NUTRITION, AND HEALTH  
Benjamin Oke
- NS 158  
THE BIOLOGY AND CHEMISTRY OF FAT  
Merle Bruno/Nancy Lowry
- NS 167  
THE STRUCTURE OF RANDOMNESS  
David Kelly
- NS 169  
MATHEMATICS AND THE OTHER ARTS  
Kenneth Hoffman
- NS 183  
QUANTUM MECHANICS FOR THE MYRIAD  
Herbert Bernstein
- NS 194  
GEOLOGICAL CONTROVERSIES  
Steve Roof
- NS 197  
BIOPSYCHOSOCIAL ASPECTS OF DISEASE  
Michelle Murrain
- NS 203  
CHEMISTRY II  
Dula Amarasiriwardena
- NS 227  
POPULATION GENETICS AND EVOLUTION  
Lynn Miller
- NS 231  
ENVIRONMENTAL GEOLOGY  
Steve Roof
- NS 233  
SUSTAINABLE AGRICULTURE: THEORY AND PRACTICE  
Brian Schultz
- NS 234  
MOLECULAR BIOLOGY: HOW GENES EXPRESS THEMSELVES  
Christopher Jarvis
- NS 244  
COMPUTERS AND SCIENCE EDUCATION  
Merle Bruno/Michelle Murrain
- NS 248  
WOMEN'S HEALTH IN CROSS-CULTURAL PERSPECTIVE  
Debra Martin
- NS 260  
CALCULUS I  
David Kelly
- NS 274  
MEDICAL ANTHROPOLOGY: QUALITATIVE METHODS IN HEALTH RESEARCH  
Laura Ramos
- NS 315  
CALCULUS II  
Kenneth Hoffman

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

NS 330  
**BIOORGANIC CHEMISTRY**  
 Nancy Lowry

NS 333  
**SEPARATION AND INSTRUMENTATION:  
 ANALYTICAL CHEMISTRY TECHNIQUES FOR  
 SCIENTISTS**  
 Dula Amarasiriwardena

NS 370  
**COMPARATIVE PHYSIOLOGY**  
 Benjamin Oke

**COURSE DESCRIPTIONS**

NS 103  
**PHYSICS II**  
 Frederick Wirth/Herbert Bernstein  
 SEE THE DESCRIPTION IN THE FALL 1995  
 SECTION.

NS 104  
**OPTICS AND HOLOGRAPHY**  
 Frederick Wirth

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

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

NS 119  
**CARDIOVASCULAR FITNESS AND DISEASE**  
 Merle Bruno

Fitness and cardiovascular health are of concern to everyone, and heart disease is still the major cause of death in the United States. Every day newspapers tell you what to eat or not eat, how often or how hard to exercise, or what new technology is being used to improve the functioning of diseased hearts.

In this class, students will learn how to measure and improve fitness, how the cardiovascular system works, and what heart disease is and how it might be prevented or treated. They will learn to find and intelligently read research literature to help answer their own questions and will pursue a topic that is of particular interest to them. Some issues to be addressed include the training effects of exercise, heart disease in women, "good" and "bad" cholesterol, causes and treat-

ments of hypertension, medical treatments of heart disease through medication, by-pass surgery, and angioplasty.

Class will meet for one hour and twenty minutes twice a week. Enrollment limit 20.

NS 123  
**HUMAN BIOLOGICAL VARIATION**  
 Alan Goodman

This course focuses on the science of human variation. We typically address questions about the degree of biological variability in humans, how it is apportioned, and what significance it has. This semester we will focus on the "idea" of race. How did this idea arise, and how, despite widespread evidence of its fundamental flaws, does it persist as the most widespread means of thinking about human biological difference? Students will be engaged in small, class-based research projects and will also work on independent projects on the scientific validity of models and theories of human variation, and how theories and questions asked relate to wider social and political currents.

Class will meet twice a week for one hour and twenty minutes. Enrollment limit 20.

NS 128  
**WOMEN AND AIDS**  
 Laura Ramos

The purpose of this course is to review the impact HIV infection and AIDS have had on women in the United States. The seminar is designed to cover the major areas of public health concern which have affected women over the course of the epidemic. The needs of specific groups of women which have been hard hit will be examined (African American women, Latinas, injection drug using women, and prostitutes). Other populations of women with special concerns will be studied as well (lesbian and bisexual women, pregnant women, adolescent women, low or non-literate women, etc.). Practical discussion on the planning of prevention programs, medical and social service programs, and policy about women and HIV/AIDS will be included. An emphasis will be placed on how one can use information, scientific research methods, and safer sex skills to benefit prevention efforts in local communities. In addition, there will be a critical analysis of how science has developed (or not developed) a complete body of knowledge regarding women and HIV/AIDS and the interrelationship of science and society. This course is designed for students with limited knowledge of HIV/AIDS. Students will be required to work on individual and group projects during the course of the semester.

Class will meet for one hour and twenty minutes twice a week.

NS 133  
**ECOLOGY AND AGRICULTURE: IN CONFLICT OR NOT?**  
 Brian Schultz

Can we produce enough food to feed ourselves without destroying the resources which sustain us all, e.g., clean air, clean water, fertile soil? We will take a project-based, systems perspective on local and global food production. We will explore questions such as: How much food does our bioregion produce? import? How much energy do we use to produce,

transport and prepare our food? Are there ways to connect parts of our food and resource network that would produce significant synergies in nutrient availability and energy cost? One goal would be to outline as completely as possible the flows of energy and materials that go into supplying our bioregion with food, then to break into research teams to analyze the connections between system parts and to explore alternatives. We might try to assess the relative "green-ness" of various activities and to describe and analyze the points of tension between wildlife, farming and ex-urban housing and development. The scale and quality of the work will be a function of the interests, energies, and skills of the class participants and could well result in a published planning document or pamphlet.

Class will meet twice per week for planning and action reports, but anticipate a *serious* commitment of time outside class to gather data and prepare reports. Instructor permission required.

#### NS 136 BIOARCHAEOLOGY OF ARID AREAS

Debra Martin

Arid areas in both the Old and New World have, at times, produced remarkably similar archeological remains. Both the American Southwest and the Near East have similar climates and were occupied in ancient times by farmers who lived in small, closely packed villages made of mud or stone. The similarities in buildings, tools, and subsistence practices between the two areas are striking. Important differences, however, exist in patterns of health, diet, and disease. Also, Near Eastern villages persisted for millennia in the same location, while Southwestern villages were abandoned as often as every generation.

This class will address major questions of culture process through comparison of archeological data from arid areas of the ancient Near East and the American Southwest. Why was agriculture adopted? Why did it become the primary form of subsistence? What were the effects of this on diet and health? How and why did complex societies develop? How are cultural processes affected by environment, animal domestication practices and long-established social patterns? What are the health implications of cultural processes?

Course will meet twice weekly. Enrollment is open.

#### NS 148 HUMAN GENE THERAPY: PROCEED WITH CAUTION

Lynn Miller

This seminar should be useful and, I hope, provocative to all students thinking about careers in health related fields. In the past 20 years an explosion of techniques in molecular biology has led to the promise of curing human genetic disease by gene transplantation. We will examine this promise and the risks in this technology; first by reading Holtzman's *Proceed with Caution*, and second by learning to read the original literature in this field.

All students are expected to write three essays from the original literature and to lead one seminar. Students are encouraged to launch Natural Science Division I Exams in this seminar. Class will meet twice a week for one hour and twenty minutes.

#### NS 152 EDUCATION OF THE IMMUNE SYSTEM AND CELL SUICIDE

Christopher Jarvis

Why don't we die when we get an infection or a cold? Our body has a remarkable defense mechanism which defends us from various assaults. How does this system "learn" to tell the difference between a friend (our own cells) and an enemy (virus infected cell, tumor, etc.)? We will examine in detail this complex selection process whereby cells which fail to become "educated" appear to kill themselves. When this system breaks down, the body attacks itself. We will focus on a few crucial experiments and their interpretations, emphasizing use of the primary literature.

Class will meet for one hour and twenty minutes twice a week.

#### NS 157 FOOD, NUTRITION, AND HEALTH

Benjamin Oke

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

Class will meet twice each week for one hour and twenty minutes. Enrollment is open.

#### NS 158 THE BIOLOGY AND CHEMISTRY OF FAT

Merle Bruno/Nancy Lowry

Athletes, dancers, nutritionists, middle-aged parents, roommates, fitness freaks, dieters, vegetarians, carnivores, cooks—everyone talks about fat. What is my percent body fat? Should I buy partially hydrogenated polyunsaturated margarine or should I stick to butter? Are there any good fats? What's the difference between peanut oil and olive oil? Why are some fats hard and some runny? Where are the fats in my body—how can I get rid of some of them? How much fat is in my favorite foods? Does cooking change fats?

In this class we'll see what biologists and chemists have to say about fat in and out of the body and will study some fats (including our own) in the lab. The class will read and discuss primary and secondary literature from a booklet prepared for the course. Students will choose their favorite fat questions to work on and present their findings to the class and in papers. The class will also collect data for a long-term study of percent body fat of people at Hampshire.

The class will meet twice a week for one hour and twenty minute periods. Enrollment limit 35; first come.

NS 167

**THE STRUCTURE OF RANDOMNESS**

David Kelly

Many events, like developing cancer or winning the lottery, are apparently random when considered individually, but often possess a great deal of predictability when studied collectively. The elaboration of this insight is one of the most far-reaching developments of this century, an understanding of which is arguably essential for anyone trying to make sense of the data and choices thrown at us daily. In this course we will develop the idea of stochastic (i.e., random) models for thinking about a wide range of phenomena. We will then use this idea to look at questions of risk assessment and decision making with incomplete information. What does it mean to probably know something? How can we assess the relative risk of being in a traffic accident vs. developing cancer from pesticide-tainted food? While a sophisticated understanding of the concepts of this course is essential to the statistical view of the world, this is not primarily a statistics course. It is designed for all students, regardless of field of interest.

Computers will be used throughout the course, but no prior experience is assumed. Class will meet for one hour and twenty minutes three times a week.

NS 169

**MATHEMATICS AND THE OTHER ARTS**

Kenneth Hoffman

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

Class will meet for one hour and twenty minutes three times a week. Enrollment limit 25.

NS 183

**QUANTUM MECHANICS FOR THE MYRIAD**

Herbert Bernstein

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

The course has three themes: quantitative approximations to interesting phenomena; formal use of mathematics to describe observations; the philosophical and cultural significance of interpretations of physical theory. Students contact course material in ways parallel to physicians approaching

nature. How to formulate questions, including how to make them into solvable puzzles, how to work cooperatively—utilizing both learned and created concepts, and how to master formal reasoning are all learned by experience.

Class will meet for one hour and twenty minutes three times a week.

NS 194

**GEOLOGICAL CONTROVERSIES**

Steve Roof

Did a meteorite wipe out the dinosaurs? Will increases in "greenhouse" gases cause global warming? Do continents really drift across the face of Earth? How do scientists come up with these theories anyway?

In this course we will read primary literature about past and present geological controversies to learn how scientists develop, test, and modify scientific hypotheses. We will see how scientific ideas are shaped by academic debates at meetings and in scientific journals and the influence of social and political values of the times. We will also gain an appreciation of the analytical and creative skills exemplified by past and present successful scientists from different cultures. Students will research in depth two controversies of their choice and share written and oral presentations with the class.

Class will meet twice per week for one hour and twenty minutes per session. Enrollment limit 25.

NS 197

**BIOPSYCHOSOCIAL ASPECTS OF DISEASE**

Michelle Murrain

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

Class will meet for one hour and twenty minutes twice a week, and will have a three-hour lab session each week. Enrollment limit 30.

NS 203

**CHEMISTRY II**

Dula Amarasingwardena

This is a continuation of Chemistry I. The principles and concepts examined during the previous term will be expanded upon and applied to more sophisticated systems. Topics will include chemical thermodynamics, nuclear chemistry, chemical equilibrium, acid-base equilibria and their applications, complex ion equilibria, and solubility, oxidation-reduction reactions, electrochemistry, and reaction rates. We will also emphasize application of those chemical principles to environmental, biological, industrial and day-to-day life situations. Problem sets will be assigned throughout the semester. The laboratory will consist of two project-based labs

and some laboratory exercises. Basic laboratory skills, some chemical instrumentation techniques, and the use of computers in the chemistry laboratory will be emphasized.

Class will meet for one hour and twenty minutes three times a week, and one afternoon a week for lab. Prerequisite: successful completion of Chemistry I and its lab or permission of the instructor. Enrollment limit 25.

NS 227

### POPULATION GENETICS AND EVOLUTION

Lynn Miller

Molecular techniques have led to a rapid change in the study of population genetics. These techniques are useful for the study of any population of organisms—plant, animal or bacterial. We will concentrate on the evolution of the primates and humans, but students are encouraged to study the literature on an organism of their choice.

We will read and discuss Li and Graur's *Fundamentals of Molecular Evolution* and many papers from the original literature. Everyone is expected to lead seminars on their own readings of the original literature. This seminar is not the place to work on a Natural Science Division I Exam.

Class will meet for one hour and twenty minutes three times a week.

NS 231

### ENVIRONMENTAL GEOLOGY

Steve Roof

Environmental geology is the study of the interrelationships between the Earth's environment and human activity. This field includes natural geological processes such as earthquakes and floods, as well as conditions resulting from human mismanagement, such as groundwater contamination and acid rain. With our ever increasing awareness of the complexity of Earth, there is a greater need to recognize environmental problems and develop solutions for them. This course will examine past and present environmental problems of both local and global concern with the goal of seeking a better understanding of geological processes and their impact on humans. Students will be expected to design and carry out several projects combining field and laboratory research, write reports, and give oral presentations.

This class will meet twice per week for one hour and twenty minutes, and one afternoon per week for a three-hour lab. Enrollment limit 15; instructor permission required.

NS 233

### SUSTAINABLE AGRICULTURE: THEORY AND PRACTICE

Brian Schultz

In recent years, the move toward farming that uses reduced inputs of synthetic pesticides and fertilizers has been growing. Yet all the while "organic, regenerative, ecological and/or sustainable" farming is being celebrated, several underlying questions remain. Is any form of agriculture really sustainable or not? Are there critical factors, such as cropping intensity, that alter resource use, productivity and land degradation? The purpose of this course is to focus on the on-farm aspects of sustainability. We will explore the foundations of farm productivity: soil fertility, water supply, crop and animal management, and waste recycling in a hands-on way,

learning to use the analytical tools of agricultural science to define and refine our notions of sustainability. While we will use readings and field trips to provide a real-world context for our work, we will focus on lab methods that get at the basic biology and chemistry of plant and animal growth, of crop ecology and of soil health.

There are no prerequisites for this course, but some background in biology, chemistry or physics is strongly recommended. Class will meet twice per week for seminar, discussion, lab, and field work. Instructor permission required.

NS 234

### MOLECULAR BIOLOGY: HOW GENES EXPRESS THEMSELVES

Christopher Jarvis

If a brain cell and a liver cell have the same DNA, why are they different? What do genes have to do with DNA and what role does duplication and expression of genes play in determining what a cell chooses to be? We will examine the cellular machinery involved in gene activation, look at how information is stored in the genes and how this information is utilized by the cell. We will also look at the global regulators of development which give rise to such complex structures as eyeballs and fingers.

Class will meet twice a week for one hour and twenty minutes, plus several three-hour laboratory periods during the semester.

NS 244

### COMPUTERS AND SCIENCE EDUCATION

Merle Bruno/Michelle Murrain

Computers and the so-called "information superhighway" are becoming ubiquitous in our environment. It is increasingly important, then, to address the uses of these technologies in the service of education. An increasing number of secondary schools are obtaining computers for students and teachers to use. Few students actually have access to these computers, and few teachers have experience using computers for anything other than rote drill. In addition, many schools are becoming connected to the internet, but this does not guarantee that this resource is being used well. It is possible for students to use computers and the internet as active learning tools.

In this class, we will read some of the literature on the use of computers in education, as well as some critical literature on the role and utility of networks, and will learn to use and assess the educational potential of a variety of software and the internet itself.

Students in this course need not be especially computer literate or knowledgeable about the internet, because one of the goals of the course is to introduce students who are interested in education to these technologies. Students will get a lot of practice using computers and software and "surfing the net." One of the goals of this course will be that groups of students will work on projects consisting of designing the structure and implementation of resources for educators.

Class will meet once a week for three and a half hours.

NS 248

**WOMEN'S HEALTH IN CROSS-CULTURAL PERSPECTIVE**

Debra Martin

This course focuses on the health of women in a broadly anthropological context by tracking health from ancient to modern times in global perspective. Using a comparative and cross-cultural approach, we will examine how biology and culture intersect to either buffer women from ill-health and early death, or link them directly to disease and premature mortality. Two perspectives in biological and medical anthropology will form the basis for discussions. First, we will focus on the multi-dimensional and biocultural nature of women's health in a variety of cultural settings from ancient to contemporary times. Secondly, we will utilize material which provides analytical frameworks for understanding health within a political economic framework.

Course will meet twice weekly. Enrollment is open.

NS 260

**CALCULUS I**

David Kelly

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

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

Class will meet three times a week for one hour and twenty minutes. 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 274

**MEDICAL ANTHROPOLOGY: QUALITATIVE METHODS IN HEALTH RESEARCH**

Laura Ramos

Have you ever wondered what methods anthropologists use in the field to get information about health beliefs and practices in diverse cultures? And what do they do with all those field notes? How is it possible to analyze data not collected on a survey form which can be entered directly into the computer? Come find out in an advanced practicum on the use of qualitative methods in field settings dealing with health issues. The Qualitative Methods are: Observation, Participant Observation, Conversation, Informal Interviewing, Ethnography and Formal Interviewing. We will compare qualitative vs. quantitative methods and analysis, as well as strategies for combining quantitative measures within qualitative research. Students will go into the field using qualitative methods to develop their skills and analyze their

fieldwork with qualitative analysis. Students must have taken some classes, fieldwork, and/or community service work in the field of health, medicine, and/or medical anthropology to be admitted to this course. Practical applications of qualitative methods within health research will be examined and encouraged. Class will meet for three hours per week for discussion and field experience.

NS 315

**CALCULUS II**

Kenneth Hoffman

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

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

NS 322

**MATH CONCENTRATORS' SEMINAR**

David Kelly

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

NS 330

**BIOORGANIC CHEMISTRY**

Nancy Lowry

In bioorganic chemistry we will study many interesting chemical reactions and phenomena only hinted at or passed over in organic chemistry. Topics will include secondary plant compounds (alkaloids and terpenes), poisons lurking among the flora and fauna, pheromone chemistry, color and light in biological systems, chemistry and food, and more.

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

NS 333

**SEPARATION AND INSTRUMENTATION: ANALYTICAL CHEMISTRY TECHNIQUES FOR SCIENTISTS**

Dula Amarasinghwardena

The recent advances in analytical and separation chemistry and instrumentation play a major role in many interdisciplinary sciences including environmental science, biology, agriculture, geology, and in many health science fields. This course will cover those advances in analytical atomic spectros-



copy (atomic absorption spectroscopy, inductively coupled plasma atomic emission spectroscopy), electrochemistry, and chromatographic and other separation techniques, including capillary electrophoresis and associated instrumental methodologies. We will also look at sampling and preservation methods, sample preparation, and elemental and speciation techniques used in environmental and biological sample analysis.

We will complete three issue-oriented, project-based field/lab projects that will introduce the participants to hands-on experience in modern analytical instrumentation and development of novel analytical techniques to solve analytical problems encountered in diverse scientific fields. We will also read primary literature papers on current directions in analytical chemistry and recent developments in instrumentation. Evaluation is based on class and laboratory participation, successful completion of project reports, problem sets, and the final project report and class presentation.

Class will meet for one hour and twenty minutes twice per week, and for an afternoon lab or field project. Some of these projects can be expanded into Division III projects. Prior working knowledge of chemistry or physics is extremely helpful in understanding the concepts discussed in class. Enrollment limit 15.

NS 370

#### COMPARATIVE PHYSIOLOGY

Benjamin Oke

This practicum is designed to introduce students, via the laboratory, to the tools, techniques, procedures and principles of organ system physiology. Emphasis will be on comparative study of physiological concepts involved in the function of various body systems in different species of domestic animals. Attention will also be given to humane preparation of animals for physiologic investigation, i.e., selection of species, anesthetics, minor surgical procedures, cannulation and catheterization, etc.

Class meets twice a week for one hour and twenty minutes. Enrollment by instructor permission. Enrollment limit 10.

**SCHOOL OF SOCIAL SCIENCE**

**COURSE LIST**

SS 102  
**POVERTY AND WEALTH**  
 Laurie Nisonoff

SS 111  
**FROM POTSDAM TO PERESTROJKA: EAST  
 CENTRAL EUROPE SINCE  
 WORLD WAR II**  
 James Wald/Lester Mazor

SS 134  
**LAW AND DIFFERENCE**  
 Flavio Risch-Ozeguera

SS 144  
**AFRICAN DEVELOPMENT**  
 Frank Holmquist/Michael Ford

SS 145  
**HUMAN AGGRESSION**  
 Donald Poe

SS 166  
**LEPROSY, RACE AND SOCIETY**  
 Barbara Yngvesson

SS 167  
**IMAGINING THE MIDDLE EAST**  
 Ali Mirsepassi

SS 204  
**WELFARE POLICY IN AMERICAN HISTORY**  
 Robert Rakoff/Aaron Berman

SS 207  
**STATISTICS AND DATA ANALYSIS**  
 Donald Poe

SS 210  
**INTRODUCTORY ECONOMICS**  
 Stanley Warner

SS 221  
**PROBLEMS OF PHILOSOPHY OF LAW AND JUSTICE**  
 Lester Mazor

SS 225  
**THE JEWS IN MODERN EUROPE**  
 Leonard Glick

SS 232  
**COMPARATIVE STUDIES IN POLITICAL AND  
 ECONOMIC CHANGE: AFRICA AND LATIN  
 AMERICA**  
 Frank Holmquist/Frederick Weaver

SS 240  
**REPRODUCTIVE RIGHTS: DOMESTIC AND  
 INTERNATIONAL PERSPECTIVES**  
 Betsy Hartmann/Marlene Fried

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

SS 246  
**ADOLESCENT MOTHERHOOD: MYTHS AND  
 REALITIES**  
 Stephanie Schamess

SS 250  
**AFRICAN AMERICAN HISTORY AND MEMORY:  
 18TH AND 19TH CENTURIES**  
 E. Frances White

SS 253  
**BUDDHISM AND SOCIETY IN SOUTH AND  
 SOUTHEAST ASIA**  
 Sue Darlington

SS 256  
**CONFLICT RESOLUTION AND HISTORICAL  
 ANALYSIS**  
 Gregory Prince, Jr.

SS 261  
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 Robert Rakoff

SS 266  
**AN INTRODUCTION TO THE HISTORY OF THE  
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 Frederick Weaver

SS 273  
**THE INVENTIONS OF AMERICA**  
 Carollee Bengelsdorf

SS 275  
**PERSONALITY, MORAL DEVELOPMENT AND  
 SOCIAL CHANGE**  
 Maureen Mahoney/ Margaret Cerullo

SS 282  
**CONTEMPORARY CRITICAL SOCIAL THEORY**  
 Ali Mirsepassi

SS 294  
**CRITICAL STUDIES II: NEW APPROACHES TO  
 HISTORY**  
 James Wald

SS 297  
**INTERPRETING CULTURE**  
 Barbara Yngvesson

SS 345

**HISTORICAL AND CULTURAL MOVEMENTS: A DIVISION III SEMINAR**

Susan Darlington/Div III Students

SS/HA 355i

**GENDER, RACE AND CLASS IN U.S. HISTORY AND SOCIETY**

Laurie Nisonoff/Susan Tracy

SS 361

**RACE AND PLACE: RESTRUCTURING AMERICAN CITIES**

Michael Ford

SS 397i

**WRITING ABOUT THE THIRD WORLD IN A WORLD WITHOUT THE ALTERNATIVE**

Carollee Bengelsdorf

SS 399a

**MAKING SOCIAL CHANGE**

Stanley Warner

SS 399b

**LAW, POLITICS AND SEXUALITY**

Flavio Risech-Ozguera

**COURSE DESCRIPTIONS**

SS 102

**POVERTY AND WEALTH**

Laurie Nisonoff

Who gets the money in America and who doesn't? Why is there poverty in the richest country in history? Although often sanctified by economic theorists in oblique formulas, the state of poverty and character of wealth go to the heart of what it is to live in America. This course encourages inquiry into a hard accounting of this contemporary social and economic reality. Thematic units include federal income measurement, facts and fictions; the business elite; taxation; family and sexual inequality; race; health care and aging; education; and the history of social welfare programs and charity. To understand how income inequality is perceived and measured, we will also examine three paradigms in economic inquiry; radical, liberal, and conservative. Students will be encouraged to engage in field observations in local settings where the poverty and policy issues we study are likely to be raised. Students with an interest in the community service scholars project are encouraged to enroll. Evaluation will be based on class participation and assigned problem sets and essays. Class meets for one hour and twenty minutes twice a week; enrollment limit 25.

SS 111

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

James Wald/Lester Mazor

Despite their cultural differences, the peoples of East Central Europe have long been linked by their condition of political dependency. Subjugated by powerful empires, they have fought for their identities and independence, but also

have tended to turn on one another. Although we will survey the history of the region, the bulk of the course will deal with the events following 1945, when these nations came under Soviet influence. In particular, we will consider some "watershed" moments: the Berlin crises of 1953 and 1961, the Hungarian "revolution" of 1956, the Prague Spring of 1968, the rise of Solidarity in Poland, and the dramatic changes that began with the Gorbachev reforms and continue to the present day. We will consider such issues as nationalism, Stalinism, the politics of culture, and the possibility of democratic socialism. Readings will include works of history, literature, and journalism. Class will meet for one hour and twenty minutes twice a week; enrollment limit 35.

SS 134

**LAW AND DIFFERENCE**

Flavio Risech-Ozguera

This course will examine the law and legal institutions as sites of production, definition and mediation of social difference. Using landmark court decisions and laws such as *Brown v. Board of Education*, *Roe v. Wade*, *Bowers v. Hardwick* and California's Proposition 187, and popular legal spectacles such as the Bobbitts, Rodney King's beating and the gay military cases, we will develop skills of critical analysis of legal questions bearing on race, ethnicity, gender and sexual orientation. The history of the legal treatment of racial difference in the U.S. will be a particular focus of the course. Students will be encouraged to engage in field observations in local settings where the legal issues we study are likely to be raised. This course is intended for students with little or no prior exposure to legal studies. Class will meet for one hour and twenty minutes twice a week; enrollment limit 20.

SS 144

**AFRICAN DEVELOPMENT**

Frank Holmquist/Michael Ford

The course addresses four major issues: 1) History: What did pre-colonial African politics and economics look like? How and why was European colonial rule imposed? How did Africans respond? What was the origin and nature of nationalist ideology, organization, and leadership in the struggle for independence? 2) Current difficulties: How should we understand and explain the gathering crises in African politics and economics? 3) Development policy, reform, and recovery: What are current development policies in different policy arenas (such as agriculture, industry, and education)? How successful are they and what changes may be needed to put Africa on the road to economic recovery? 4) South Africa: How did white rule and the chronic South African crisis develop historically? What are the roles of external and internal forces in the crisis? What are the chances for democracy in the future? Class meets for one hour and twenty minutes twice a week; enrollment limit 35.

SS 145

**HUMAN AGGRESSION**

Donald Poe

This course will examine the ways in which social psychologists view aggression. Course topics will include innate theories of aggressive instincts, learning theories, and cross-cultural approaches. Special topics will include the effects of television on aggression and crowd/mob behavior.

Students will be expected to write a number of short critiques of assigned readings and an individual project which in most cases will take the form of a research paper on a pertinent topic of interest. The class will meet twice a week for one hour and twenty minutes; enrollment limit 25.

**SS 166**

**LEPROSY, RACE AND SOCIETY**

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 firsthand 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 hour and twenty minutes twice a week; enrollment limit 25.

**SS 167**

**IMAGINING THE MIDDLE EAST**

Ali Mirsepassi

In recent times, no other region of the post-colonial world has stirred such strong emotions in American society as the Middle East. Historically, how have Americans come to hold their attitudes and images of the Middle East? As case studies, we will examine shifting representations of the Middle East in U.S. popular culture, including visual (films, advertising, etc.) and literary texts (thrillers, spy novels, romance fiction). We will consider the interrelationship between popular cultural representations and the manner in which the Middle East is conceptualized in the academy and in "high culture" in general (for instance, theorized, e.g., as orientalism). Class will meet for one hour and twenty minutes twice a week.

**SS 204**

**WELFARE POLICY IN AMERICAN HISTORY**

Robert Rakoff/Aaron Berman

This course will investigate the historical roots of contemporary welfare policies in the changing relationship of state and economy during the era of monopoly capitalism. Our substantive focus will be on the development and impact of (1) New Deal programs such as Social Security, AFDC, and unemployment insurance; (2) poverty programs of the 1960s; and (3) the Reagan-era attack on these programs. Particular attention will be given to the development of the modern American state during the Progressive and New Deal periods. Our analytical efforts will focus on: relationship between welfare programs and maintenance of the labor market; role of welfare programs in reinforcing racial, class, and gender-based stratification, with special attention to the so-called "crisis of black family"; and the politics of policy making in the welfare area, including governmental processes and the power of popular protest. The class will meet for one hour and twenty minutes twice a week; enrollment limit 35.

**SS 207**

**STATISTICS AND DATA ANALYSIS**

Donald Poe

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

**SS 210**

**INTRODUCTORY ECONOMICS**

Stanley Warner

An introduction to economic analysis, covering the principles of both major areas of conventional economy theory (i.e., micro and macro); serves as the needed prerequisite to virtually all advanced economics courses and itself contributes to a wide variety of concentrations. We will work to set this material within the larger social and international contexts. Five College students will be graded pass/fail only. This course cannot count as one half of a Division I. Class will meet for one hour and twenty minutes twice a week; enrollment limit 25.

**SS 221**

**PROBLEMS OF PHILOSOPHY OF LAW AND JUSTICE**

Lester Mazor

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

**SS 225**

**THE JEWS IN MODERN EUROPE**

Leonard Glick

The "emancipation" of the Jews of France, and later other parts of Western Europe, following the French Revolution meant that for the first time Jews received the status of individual citizens. With "emancipation" came "enlightenment" in the form of diminished religious observance, secular education, entry into professions, and eagerness to participate in civil society. Although they met with some acceptance, they also had to contend with much rejection and hostility. In Eastern Europe, where Jewish populations were larger and more distinctive culturally, entry into modern life took place more slowly and against greater obstacles.

This course will trace European Jewish history during the past two centuries in Western and Eastern Europe. In addition to the work of historians we'll read and discuss primary sources of various kinds—documents, memoirs, works of fiction—to provide a comprehensive perspective. Class will meet for one hour and twenty minutes twice a week. Enrollment is open.

**SS 232  
COMPARATIVE STUDIES IN POLITICAL AND  
ECONOMIC CHANGE: AFRICA AND LATIN  
AMERICA**

Frank Holmquist/Frederick Weaver

This course is a comparative investigation of African and Latin American development processes in the post-World War II years. We will focus especially on the last two decades, which have seen the rise of structural adjustment ("free market") policies in the economic realm and democratization in the political. The interaction of these two processes has initiated profound changes in the character of Third World political economies and societies—changes that this course will both describe and debate.

We will examine four case studies in depth—two in Sub-Saharan Africa and two in South America—which each student will address in her/his research paper and which will afford us the opportunity to assess both the impact of structural adjustment and democratization and the utility of various types of development theory for understanding these outcomes. The class will meet for one hour and twenty minutes twice a week; enrollment is open.

**SS 240  
REPRODUCTIVE RIGHTS: DOMESTIC AND  
INTERNATIONAL PERSPECTIVES**

Betsy Hartmann/Marlene Fried

This course will provide students with a critical framework with which to analyze contemporary reproductive rights issues. Topics include the struggle for abortion rights; the ideology and practice of population control, from welfare "reform" and immigration control in the U.S. to case studies of family planning programs in the Third World; the population and environment lobby; reproductive technologies; and the impact of the international women's health movement in developing alternatives to conventional population policies. Class will meet for one hour and twenty minutes twice a week.

**SS/WP 242  
FORMS OF WRITING IN THE SOCIAL SCIENCES**

Will Ryan

This writing course will study creative nonfiction, biographies, analytical essays, case studies, etc., used by historians, ethnographers, sociologists, psychologists, and economists to portray specific social realities. These readings will not only provide models for writing, but permit the class to develop some criteria for reviewing student work. There will be regular writing assignments and frequent opportunity for peer review, although this is not a course for students interested in short story writing and poetry. Class will meet for one hour and twenty minutes twice a week. Enrollment limit 16; instructor permission required. Sign up at the Writing Center before the first class.

**SS 246  
ADOLESCENT MOTHERHOOD: MYTHS AND  
REALITIES**

Stephanie Schamess

Teen pregnancy and parenthood has been regarded as a public concern for many years. Why is teen parenthood a problem, and who is defining it as such? In this course, we will examine how different groups, ranging from the religious right to feminists to traditional and "revisionist" researchers, have characterized teen parenthood as representing everything from a "lack of morality" to a "rational cultural adaptation to poverty." Related topics of adolescent sexuality, contraceptive use, attitudes toward motherhood, and the correlation of poor socioeconomic conditions with teen motherhood will also be explored.

Note: This is a CORE course of the Community Service Scholars Project. Representatives from community agencies working with teen parents will be invited to speak, and course assignments will include surveys of services for pregnant or parenting adolescents. Community service work in conjunction with the course may be possible. Class will meet for one hour and twenty minutes twice a week. Enrollment limit 25.

**SS 250  
AFRICAN AMERICAN HISTORY AND MEMORY:  
18TH AND 19TH CENTURIES**

F. Frances White

This course explores African American history of the eighteenth and nineteenth centuries. The course combines a survey of this history with an exploration of the ways this history lives in the political and social memories of African Americans at different historical periods. Thus we will study slavery to learn the current historiographic views of the era, and to explore the use of African American memories of slavery in political discourses. Class will meet for one hour and twenty minutes twice a week; enrollment is open.

**SS 253  
BUDDHISM AND SOCIETY IN SOUTH AND  
SOUTHEAST ASIA**

Sue Darlington

This course will explore the social aspects of Buddhism as it is manifested in South and Southeast Asian cultures. We will look at the teachings of the Buddha in cultural perspective, the history of Buddhism, and how it has been adapted to different cultural, social, and religious settings in the region. The cultures of South and Southeast Asia will be studied as necessary to understand the form Buddhism takes in different areas. Since this course will focus on the social aspects of the religion, its philosophy and doctrine will be discussed as they relate to everyday practice. Buddhism's role as both a conservative force maintaining the status quo and a force for social change and justice will also be discussed. Enrollment limit 25; selection, if necessary, will be based on a one-page essay about your academic plans and interest in the course. Class will meet for one hour and twenty minutes twice a week.

SS 256

**CONFLICT RESOLUTION AND HISTORICAL ANALYSIS**

Gregory Prince, Jr.

Conflict resolution has emerged as a major field in contemporary scholarship, drawing upon disciplines as diverse as psychology, biology, anthropology, economics and political science. The theory has been applied to an equally diverse set of problems and professions including community development, domestic politics, international relations, medicine, law, education and family relations. This course will evaluate contemporary theoretical approaches to conflict resolution by examining their usefulness in understanding specific historical cases drawn from a variety of situations. In the first half of the course, faculty from the Five Colleges will survey the work of major theorists as well as specific historical cases such as the U.S.-Mexican War, the Homestead Strike, the Equal Rights Amendment, the Montgomery Bus Boycott and the Little Rock desegregation effort. In the second half of the course, students will select, research, and present their own case studies. Class will meet for two hours and twenty minutes once a week.

SS 261

**ENVIRONMENTAL HISTORY**

Robert Rakoff

One of the fundamental aspects of history is the conversation people have carried on with the earth over time: with its climates and geographies, its natural resources and ecosystems. This course examines that conversation on the North American continent from Indian prehistory to modern industrial civilization. We will examine the impact of European settlement, westward expansion, agricultural and industrial capitalism, urbanization, racism, and sexism on our uses of nature and our ideas of and narratives about the natural world. We will pay special attention to the rise of the conservation and environmental movements and their impact on wilderness, economic production, public policy, and everyday life and culture. Students will undertake research on specific topics in American environmental history. Class will meet for one hour and twenty minutes twice a week.

SS 266

**AN INTRODUCTION TO THE HISTORY OF THE WORLD: THE ULTIMATE SURVEY COURSE**

Frederick Weaver

This ambitious course will briefly regard the ancient and medieval worlds but emphasize the world after 1500, when something like a "global history" emerged. Combining seriousness and humor, our exploration will have two principal themes: the political economy of social change; and the nature of historical interpretation. Although students will not be asked to list English (or any other) monarchs in order of appearance, they should come out of the course with a sense for historical sequence and periodization and with an appreciation for the importance of historical understandings and interpretative issues. We will use a textbook in order to give consistency and order to the narrative, but we will supplement it with a variety of other readings to help us sustain a critical stance during our whirlwind tour through the millennia. Given the nature of the course, most of the assigned writing will be short critical essays responding to the

readings. The class will meet for one hour and twenty minutes twice a week; enrollment is open.

SS 273

**THE INVENTIONS OF AMERICA**

Carolee Bengelsdorf

This course concerns itself with colonial and postcolonial discourse, focusing specifically upon Latin America. It will examine the encounter between Latin America and its Others at three moments: the moment of "discovery" and conquest, the moment of independence, and the present. In the first of these moments of encounter, we will examine the various controversies that swirl around the accounts of the first half century of contact between the amerindians and the conquistadores and their various entourages. In the moment of independence, we will look at a dual process of (re)construction, on the part of the external west on the one hand, and of the criollo elites on the other, whose self assigned task was to imagine nations which excluded, or placed in clearly inferior status the majority of their populations. In the current moment, we will examine discourses around tourism, immigration and violence. We will draw upon travel literature (beginning with the journals and letters of Columbus), historical accounts, visual images, novels and films in the course of our exploration. The course will meet for one hour and twenty minutes twice a week.

SS 275

**PERSONALITY, MORAL DEVELOPMENT AND SOCIAL CHANGE**

Maureen Mahoney/Margaret Cerullo

This course examines social theory and personality theory for their assumptions about the relationship between the individual and society. Using theorists such as Freud, Durkheim, Rousseau, Piaget, Winnicott, Lacan, Jessica Benjamin and Judith Butler, we compare assumptions about the nature of motivation in relation to developing social behavior and the emergence of morality. We explore the assumptions each theorist makes about the nature of the individual and, in turn, the implications of such assumptions for understanding social order and social change. We also consider often implicit social assumptions made by psychological theorists and how these influence their understanding of individual development. Issues of race, gender and sexuality are considered as these are either addressed or bypassed by the theorist. Reading emphasizes classical theory as well as recent feminist work which underlines the importance of gender in the process of socialization. Class will meet for one hour and twenty minutes twice a week.

SS 282

**CONTEMPORARY CRITICAL SOCIAL THEORY**

Ali Mirsepassi

This social theory course examines the classical social theory (Marx, Durkheim, and Weber), and will more specifically focus on works of contemporary European intellectuals (Michel Foucault, Jurgen Habermas, and Pierre Bourdieu). In the last part of the course, we will study the post-colonial social thought (Frantz Fanon, Aime Cesaire, and Edward Said), and its critical contribution to contemporary social theory. Class will meet for one hour and twenty minutes twice a week.

SS 294

**CRITICAL STUDIES 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 one hour and twenty minutes twice a week. Enrollment limit 25.

SS 297

**INTERPRETING CULTURE**

Barbara Yngvesson

This course will examine some of the premises, challenges, and problems of anthropology as a vehicle for representing and interpreting cultural forms and social relationships. It will examine epistemological and methodological issues involved in "participant observation" as a concept and practice central to anthropological research, focusing on questions of power and of ethnographic authority in the construction of ethnographic texts. Explicitly "fictional" work (such as novels) and historical studies will be used to discuss the ways that ethnography continually moves across disciplinary boundaries that suggest a world divided between the "imagined" and the "real." An aim of the course is both the critical examination of ethnography as a form of knowledge, and engagement with a number of recent texts that suggest the potential for ethnography as cultural critique. The course is intended for advanced students in anthropology and related fields. The class will meet for one hour and twenty minutes twice a week. Enrollment limit 25.

SS 345

**HISTORICAL AND CULTURAL MOVEMENTS: A DIVISION III SEMINAR**

Susan Darlington/Austin Becker/Tess Bresnan/James Elmendorf/Daniel Digia

This course is designed to provide a working environment for Division III students to present and discuss their work-in-progress. Students will examine the social history of people and places previously overlooked and rendered invisible. As such, they will be using information gathered from interviews, organizations, archives, unpublished sources, and other nontraditional material. The course will provide a forum for discussion of ways to use such sources. Students will determine readings as a group and will offer direction and support for each other's work. Critiques of works-in-progress will be held weekly.

The class will meet once a week on Tuesday from 4:00 to 7:00 p.m.

SS/HA 355i

**GENDER, RACE AND CLASS IN U.S. HISTORY AND SOCIETY**

Laurie Nisonoff/Susan Tracy

This course will examine the social structures and ideologies of gender, race, and class. For instance, when we consider the situation of battered women, we see that all women confront gendered social structures and prejudice. Yet, the experiences of those women and their options vary depending on their race and class. Through the use of examples as the one above, drawn from both history and public policy, we will work to hone our critical skills in analyzing gender, race, and class in American society. This course is designed for advanced Division II and Division III students. Students will have the opportunity to develop comprehensive research projects and to present their own work for class discussion. Class will meet for two hours and twenty minutes once a week. Enrollment limit 25.

SS 361

**RACE AND PLACE: RESTRUCTURING AMERICAN CITIES**

Michael Ford

The ancient view of cities as a meeting ground of citizens where public life was constructed bears little resemblance to contemporary images of America's urban places. Cities are far too frequently portrayed as places where disorder and turmoil lurk just below the surface of everyday life. The re-imagining of American cities has occurred simultaneously with changes in their demographic make-up and major shifts in the domestic and international political economy.

This course will focus on life in contemporary urban America. We will use a variety of ethnographic materials to learn something about the ways and by-ways of urban social life. Our special focus will be on groups and settings which have been constructed principally by race. We will also consider macro-sociological analyses of contemporary cities, looking at the transformation and movement of capital as well as the constitution of sub-urban areas as havens from the tax and revenue requirements of American cities.

Class will meet for one hour and twenty minutes twice a week.

SS 397i

**WRITING ABOUT THE THIRD WORLD IN A WORLD WITHOUT THE ALTERNATIVE**

Carollee Bengelsdorf

This seminar is designed for Division III students who are writing their independent study projects on some aspect of theory and/or the Third World. The course will center around colonial and post-colonial discourse and modernism/postmodernism in the Third World context. Within these broad frameworks, it is intended to facilitate interchange between students working on aspects of the various paradigms for Third World development/underdevelopment, in a range of disciplines. The course will focus upon this interchange. After we read key texts to help us develop a common vocabulary, the projects themselves, along with what students suggest in the way of additional reading, will constitute the syllabus. The class will meet for two hours and twenty minutes once a week. Enrollment limit 15; permission of the instructor is required.

SS 399a

**MAKING SOCIAL CHANGE**

Stanley Warner

We will form a collective of sixteen Division III students working for social change, who will be responsible for (1) presenting one's own current research, and (2) engaging a common core of theoretical readings. Consider the following words: Apartheid, Gandhi, Greenpeace, Black Panthers, Vietnam, Harvey Milk, Abortion, Free Schools, Terrorism. Within specific arenas and behind particular tactics and strategies lie explicit or implicit theories of social change. Caught in the middle are questions of violence or nonviolence, incrementalism or revolution, centralism or decentralism, cooptation or boring from within. In this seminar we will work backward from the individual experience of participants and the discussion of specific historical cases to uncover another level of thinking about defining morally defensible and politically effective strategies for social change. Class will meet for two hours and twenty minutes once a week; enrollment limit 16.

SS 399d

**LAW, POLITICS AND SEXUALITY**

Flavio Risech-Ozguera

This seminar is for Division III students engaged in writing advanced independent study projects on any of a broad range of social science topics dealing with sexuality, including such issues as privacy, discrimination, morality, identity, cultural and racial differences, AIDS and other sexually transmitted diseases, rape and other sex crimes, gay/lesbian/bisexual political activism, and legal regulation of sexual expression. The central thematic focus of the seminar will be on HIV/AIDS exploring the ways in which social constructions of the pandemic generate a range of narrative and interpretive controversies in law. Students will present their ongoing work on a periodic basis, read and critique each other's work and suggest additional readings for class discussion. Class will meet for two hours and 20 minutes once a week. Enrollment limit 15; permission of the instructor required.



# FIVE COLLEGE FACULTY OFFERINGS

## COURSE LIST

### MOUNT HOLYOKE

Dance 143s  
**COMPARATIVE CARIBBEAN DANCE I**  
 Yvonne Daniel

### MOUNT HOLYOKE

International Relations IR 355  
**MILITARY INTERVENTION IN COMPARATIVE PERSPECTIVE**  
 John Garofano

### MOUNT HOLYOKE

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

### SMITH

Dance 375b  
**THE ANTHROPOLOGY OF DANCE**  
 Yvonne Daniel

### SMITH

Dance 144b  
**COMPARATIVE CARIBBEAN DANCE II**  
 Yvonne Daniel

### SMITH

Religion ARA 284b  
**INTERMEDIATE ARABIC II**  
 Tayeb El-Hibri

### UNIVERSITY

Arabic 246  
**ELEMENTARY ARABIC II**  
 Tayeb El-Hibri

### UNIVERSITY

Arabic 346  
**INTERMEDIATE ARABIC II**  
 Tayeb El-Hibri

### UNIVERSITY

Political Science 255  
**AMERICAN FOREIGN POLICY IN THE TWENTIETH CENTURY**  
 John Garofano

### UNIVERSITY

Arabic 146  
**ELEMENTARY ARABIC II**  
 Mohammed Mossa Jiyad

### UNIVERSITY

Political Science 351  
**INTERNATIONAL SECURITY POLICY**  
 Michael T. Klare

### UNIVERSITY

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

### UNIVERSITY

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

### FIVE COLLEGE ASTRONOMY

HAMPSHIRE COLLEGE  
 ASTFC 23  
**PLANETARY SCIENCE**  
 TBA

### AMHERST

ASTFC 24  
**STELLAR ASTRONOMY**  
 TBA

### SMITH

ASTFC 37  
**OBSERVATIONAL TECHNIQUES OF OPTICAL AND INFRARED ASTRONOMY**  
 Suzan Edwards

### UNIVERSITY

ASTFC 52  
**ASTROPHYSICS II: GALAXIES**  
 Eugene Tademaru

## COURSE DESCRIPTIONS

### MOUNT HOLYOKE

Dance 143s  
**COMPARATIVE CARIBBEAN DANCE I**  
 Yvonne Daniel

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

**MOUNT HOLYOKE**

International Relations JR 355

**MILITARY INTERVENTION IN COMPARATIVE PERSPECTIVE**

John Garofano

This course examines the conditions under which the U.S. has decided to go to war, how it has fought these wars, and how it has disengaged. Cases include the war with Mexico in 1848, WWI, interventions in Latin America in the 1920s and 1930, the Korean and Vietnam wars, the Gulf war of 1990-91, and recent attempts at humanitarian and collective military intervention. W 2:00-4:00 p.m.

**MOUNT HOLYOKE**

Asian 131s

**ELEMENTARY ARABIC I**

Mohammed Mossa Jiyad

Continuation of Asian 130. Students will expand their command of basic communication skills, including asking questions or making statements involving learned material. Reading materials (messages, personal notes and short statements) will contain formulaic greetings, courtesy expressions, queries about personal well-being, age, family, weather and time. Students will also learn to write frequently used memorized material such as names and addresses. Prerequisite: 130 or permission of the instructor.

**SMITH**

Dance 375b

**THE ANTHROPOLOGY OF DANCE**

Yvonne Daniel

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

**SMITH**

Dance 144b

**COMPARATIVE CARIBBEAN DANCE II**

Yvonne Daniel

This course is designed to increase proficiency in Caribbean dance styles. It continues Dunham and Gonzalez technical training, contextual investigation and focuses on performance of traditional forms. Prerequisite: 143. Enrollment limit 35. M 7:00-10:00 p.m.

**SMITH**

Religion ARA 284b

**INTERMEDIATE ARABIC II**

Tayeb El-Hibri

Continued conversation about matters beyond immediate needs, with increased awareness of time-frames and complex patterns of syntax. Further development of reading and practical writing skills. Prerequisite: ARA 283a or the equivalent, or permission of the instructor. MWF 10:00-10:50 a.m.

**UNIVERSITY**

Arabic 246

**ELEMENTARY ARABIC II**

Tayeb El-Hibri

Continuation of Arabic 226. Continued conversation about matters beyond immediate needs, with increased awareness of time-frames and complex patterns of syntax. Further development of reading and writing skills. Prerequisite: Arabic Asian 230 or the equivalent, or permission of the instructor. MW 1:25-3:20 p.m., F 1:25-2:15 p.m.

**UNIVERSITY**

Arabic 346

**INTERMEDIATE ARABIC II**

Tayeb El-Hibri

A continuation of Arabic 326. MW 3:30-5:00 p.m.

**UNIVERSITY**

Political Science 255

**AMERICAN FOREIGN POLICY IN THE TWENTIETH CENTURY**

John Garofano

This course examines the sources and conduct of American foreign relations from 1900 to the present. We begin with a theoretical treatment of the ways in which the international system and domestic institutions influence the making of foreign policy. Next we examine the main diplomatic themes of the century, including: Wilsonianism, isolationism, FDR's forging of an internationalist consent, the origins of the cold war and American commitments around the globe; Korea, Vietnam, detente and the Reagan era; and we conclude with an assessment of current issues facing American foreign policy makers. Th 11:15 a.m..

**UNIVERSITY**

Arabic 146

**ELEMENTARY ARABIC II**

Mohammed Mossa Jiyad

Continuation of Arabic 126

**UNIVERSITY**

Political Science 351

**INTERNATIONAL SECURITY POLICY**

Michael T. Klare

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

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

A systematic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanoes and man, the monitoring and prediction of volcanic events. Case studies of individual volcanoes will be presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, oceanfloor, and Cascade volcanism. Prerequisite: Petrology recommended. Enrollment limited. \*Institutional location of class will be varied, depending on enrollment. Seminar: Friday 1:30-3:30 p.m. An additional two-hour lecture--time and institution depending on enrollment.

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

Theoretical and practical application of X-ray fluorescence analysis in determining major and trace element abundances in geological materials. Prerequisite: Analytical Geochemistry recommended. Enrollment limited.

## FIVE COLLEGE ASTRONOMY

HAMPSHIRE COLLEGE  
ASTFC 23  
**PLANETARY SCIENCE**  
TBA

Introductory course for physical science majors. Topics include planetary orbits, rotation and precession, gravitational and tidal interactions, interiors and atmospheres of the Jovian and terrestrial planets, surfaces of the terrestrial planets and satellites, asteroids, comets, planetary rings, origin and evolution of the planets. Prerequisites: one semester of calculus and one semester of physical science. TTh 2:30 p.m.

AMHERST  
ASTFC 24  
**STELLAR ASTRONOMY**  
TBA

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: one semester of calculus, one semester of physics, and one introductory astronomy class. TTh 2:30 p.m.

SMITH  
ASTFC 37  
**OBSERVATIONAL TECHNIQUES OF OPTICAL AND INFRARED ASTRONOMY**  
Suzan Edwards

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 cluster. Prerequisites: two semesters of physics, two semesters of calculus, and ASTFC 24 or 25. MW 2:30 p.m. ASTFC 38 **TECHNIQUES OF RADIO ASTRONOMY** will be taught at the University in alternate years with ASTFC 37.

UNIVERSITY  
ASTFC 52  
**ASTROPHYSICS II: GALAXIES**  
Eugene Tademaru

The application of physics to the understanding of astronomical phenomena. Physical processes in the gaseous interstellar medium: photoionization in HII regions and planetary nebulae; shocks in supernova remnants and stellar jets; energy balance in molecular clouds. Dynamics of stellar systems; star clusters and the virial theorem; galaxy rotation and the presence of dark matter in the universe; spiral density waves. Quasars and active galactic nuclei: Synchrotron radiation; accretion disks; supermassive black holes. Prerequisites: four semesters of physics. TTh 2:30-3:45 p.m.

## CO-CURRICULAR COURSES

See description of programs in Fall 1995 section.

WP 130

### WRITING STRATEGIES

Debra Gorlin

This course will offer students composition strategies for the writing process tailoring these methods to individual needs and learning styles. You will find this class helpful if you can answer "yes" to some of the following questions. In generating ideas for a paper, do you find that you have too many ideas or not enough? Do you prefer to visualize your ideas on paper, or do you feel more comfortable verbally, talking with someone about your plans? Do you have a hard time narrowing ideas, distinguishing the main ideas from the details? Do outlines make you break out in a cold sweat? Do you catch mistakes only after you have read your paper aloud?

We will also cover study skills, including managing assignments and time, methods of notetaking, summarizing, and analyzing, as well as employing writing aids, such as free writing, journal keeping, and editing procedures. Weekly tutorials are an important part of the course. For these sessions, students may bring in for discussion and revision drafts of their Division exams or papers for courses. Students will be expected to write one or two short essays and complete short reading assignments.

WP/SS 242

### FORMS OF WRITING IN THE SOCIAL SCIENCES

Will Ryan

This writing course will study creative nonfiction, biographies, analytical essays, case studies, etc., used by historians, ethnographers, sociologists, psychologists, and economists to portray specific social realities. These readings will not only provide models for writing, but permit the class to develop some criteria for reviewing student work. There will be regular writing assignments and frequent opportunity for peer review, although this is not a course for students interested in short story writing and poetry. Class will meet for one hour and twenty minutes twice a week; enrollment limit 16; instructor permission required. Sign up at the Writing Center before the first class.

WP/HA 356

### TOPICS IN AMERICAN STUDIES

Ellie Stegel/David Smith

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

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

Admission to the seminar is by permission of the instructor, through personal interview. Class will meet twice each week for one hour and twenty minutes. Enrollment limit 12.

FL 103

### INTENSIVE FRENCH

AND

FL 104

### INTENSIVE SPANISH

These courses provide interested and motivated students an in-depth exploration of language and culture. Classes will meet two and one-half hours a day, three days a week, and will cover the skill areas of listening, speaking, reading and writing with an emphasis on oral communication skills. Literature, cultural readings, current events, songs, movies and guest speakers are part of the curriculum.

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

## OUTDOORS AND RECREATIONAL ATHLETICS PROGRAM

### COURSE LIST

OPRA 101

#### BEGINNING SHOTOKAN KARATE

Marion Taylor

OPRA 102

#### INTERMEDIATE SHOTOKAN KARATE

Marion Taylor

OPRA 104

#### ADVANCED SHOTOKAN KARATE

Marion Taylor

OPRA 107

#### YOGA

Arden Pierce

OPRA 112

#### INTERMEDIATE AIKIDO

Paul Sylvain

OPRA 115

#### BEGINNING KYUDO: JAPANESE ARCHERY

Marion Taylor

OPRA 116  
INTERMEDIATE KYUDO  
Marion Taylor

OPRA 118  
BEGINNING T'AI CHI  
Denise Barry

OPRA 119  
CONTINUING T'AI CHI  
Denise Barry

OPRA 123  
BEGINNING WHITEWATER KAYAKING (X)  
Earl Alderson

OPRA 124  
BEGINNING WHITEWATER  
KAYAKING (Y)  
Glenna Lee Alderson

OPRA 126  
BEYOND BEGINNING  
WHITEWATER KAYAKING  
Glenna Lee Alderson

OPRA 141  
POLLYWOG  
\*FROG\*FISH!-A SWIMMING EVOLUTION  
Glenna Lee Alderson

OPRA 145  
LIFEGUARD TRAINING  
Stephanie Flinker

OPRA 149  
OPENWATER SCUBA  
CERTIFICATION  
Project Deep

OPRA 151  
BEGINNING TOP  
ROPE CLIMBING  
Earl Alderson

OPRA 156  
LEAD ROCK  
CLIMBING  
Kathy Kyker-Snowman

OPRA 161  
BICYCLE MAINTENANCE  
Earl Alderson

OPRA 181  
OPEN NORDIC SKIING  
Karen Warren

OPRA 182  
TELEMARK SKIING  
Earl Alderson

OPRA 185  
BEGINNING TENNIS  
Madelyn McRae

OPRA 187  
INTERMEDIATE TENNIS  
Madelyn McRae

OPRA 218  
OUTDOOR LEADERSHIP  
Karen Warren

**COURSE DESCRIPTIONS**

*All non-Hampshire participants will be charged a Lab/ Equipment Fee for attending any of the following courses. 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 as an 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 on Monday and Wednesday, 6:00 to 8:00 p.m. in the Robert Crown Center. Five College students will be graded on a pass/fail basis and must negotiate credits with their registrars. Enrollment unlimited.

OPRA 102  
INTERMEDIATE SHOTOKAN KARATE  
Marion Taylor

This course is for all white belts who have completed OPRA 101. The class will meet Tuesday and Thursday 6:00 to 8:00 p.m. in the Robert Crown Center.

Enrollment unlimited, instructor's permission required.

OPRA 104  
ADVANCED SHOTOKAN KARATE  
Marion Taylor

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

Classes will meet Tuesday, Thursday, and Sunday from 6:00 to 8:00 p.m., in the Robert Crown Center. Enrollment unlimited; instructor's permission required.

OPRA 107  
YOGA  
Arden Pierce

This class is taught in the Sivananda technique. Students will receive detailed instruction in the three basic elements of hatha yoga: proper breathing (pranayama), proper exercise

(asanas) and proper relaxation (savasan). Students will learn how to control vital energy (prana), strengthen the immune system, take care of the spine, release physical and emotional stress and much more.

Course will meet Tuesday and Thursday 4:30-6:00 p.m. in the South Lounge of the RCC.

**OPRA 112  
INTERMEDIATE AIKIDO**

Paul Sylvain

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

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

**OPRA 115  
BEGINNING KYUDO: JAPANESE 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 meditation. It is often practiced in monasteries as an active meditation and contrast to Zazen or seated Zen. The class will concentrate on learning the Seven Co-ordinations or step by step shooting form. The target, which is only six feet away, serves the archer as a mirror in order to reflect the status of the archer's mind and spirit.

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

The class will meet in the South Lounge of the RCC on Tuesday and Thursday from 3:00-4:30 p.m.

**OPRA 116  
INTERMEDIATE KYUDO**

Marion Taylor

This course will extend to the Hitote or two arrow form of Zen Archery. The students will be able to shoot outdoors after Spring Break and try longer range shooting. The course can only be taken by people who have completed OPRA 115.

The class will meet in the South Lounge of the RCC on Monday, Wednesday and Friday 4:00-6:00 p.m.

**OPRA 118  
BEGINNING T'AI CHI**

Denise Barry

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

The class meets on Tuesday and Thursday from 12:30 to 1:30 p.m. in the Robert Crown Center. Enrollment is open. Register by attending the first class.

**OPRA 119  
CONTINUING T'AI CHI**

Denise Barry

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

The class meets on Tuesday and Thursday from 1:45 to 2:45 p.m. in the Robert Crown Center. Enrollment is open. Register by attending the first class.

**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 the Eskimo roll.

The class will meet on Wednesday from 1:30 to 2:45 p.m. in the pool until March 16. After that date, class will meet on Friday from 12:30 to 6:00 p.m. for a river trip. To register, sign up at the first class in the Robert Crown Center. Enrollment limit 6, taken at the instructor's discretion.

**OPRA 124  
BEGINNING WHITEWATER KAYAKING (Y)**

Glenna Lee Alderson

Same description as above except the class will meet on Wednesday from 2:45 to 4:00 p.m. in the pool.

**OPRA 126  
BEYOND BEGINNING WHITEWATER KAYAKING**

Glenna Lee Alderson

This class is designed for people who have had previous whitewater experience. Students will learn and perfect advanced whitewater techniques on class III water. Prerequisites include an Eskimo roll on moving water and solid class II+ skills.

The class will meet on Thursday from 1:30 to 3:00 p.m. in the RCC pool through March 16. After that date, river trips will meet Thursday from 12:30 to 6:00 p.m. To register, sign up at the first class in the Robert Crown Center. Enrollment limit 6; taken at instructor's discretion.

**OPRA 141  
POLLYWOG\*FROG\*FISH—A SWIMMING  
EVOLUTION**

Glenna Lee Alderson

Becoming a competent performer in the water requires learning some basic fundamental skills. If you have the desire to learn to swim, here is the perfect opportunity! This class will focus on helping the adult student better understand and adapt to the water environment. We will work on keeping the

"fun in fundamentals", as we learn floats, glides, propulsive movements, breath control and personal safety techniques. This course is taught by an American Red Cross certified instructor, and is otherwise known as Beginning Swimming—Level 1.

Class will meet on Wednesdays from 10:30-11:30 a.m. in the RCC pool.

**OPRA 145  
LIFEGUARD TRAINING**

Stephanie Flinker

This course will prepare and qualify you to become a Red Cross certified Lifeguard. Bearers of this card are eligible to obtain work at water sites nationwide. Successful completion of this course will involve the practicing and testing of timed drills, swimming carries, stroke work, endurance, water entries and spinal management.

Additional IGT certificate exit requirements are standard First Aid and Professional CPR, which may be taken from RCC staff at scheduled times during the spring semester. They will not be included in the above class format.

The class will meet every Thursday in the RCC pool from 6:00-10:00 p.m. Enrollment limit 10. Materials fee \$20.

**OPRA 149  
OPENWATER SCUBA CERTIFICATION**

Project Deep

This is an N.A.U.I.-sanctioned course leading to open water SCUBA certification. One and one-half hours of pool time and one and one-half hours of classroom instruction per week. Classes will meet at the Robert Crown Center pool on Monday from 6:00 to 7:30 p.m., and elsewhere in the RCC from 7:30 to 9:00 p.m. for classroom instruction. Fee: \$184 plus mask, fins, snorkel, and text. All other equipment provided. Prerequisite: adequate swimming skills. Enrollment is open.

**OPRA 151  
BEGINNING TOP ROPE CLIMBING**

Earl Alderson

This class begins after Spring Break. It is for people with little or no climbing experience. It will cover basic safety techniques, rope work, knots, and climbing techniques. Enjoy the opportunity to exercise your body and mind through such media as an indoor climbing wall and local climbing areas. The climbing wall will open the first Thursday after January Term ends from 3:30 to 5:30 p.m. All persons interested in taking Beginning Climbing are encouraged to attend these sessions.

Enrollment limit 12. Class meets Thursday from 12:30 to 6:00 p.m. starting after Spring Break.

**OPRA 156  
LEAD ROCK CLIMBING**

Kathy Kyker-Snowman

Part I is open to people who have a background in top rope climbing but who lack a complete understanding of the aspects of climbing. Part II is open to anyone who has a thorough understanding (including firsthand experience of the areas covered in Part I). Anyone successfully completing

Part I may take Part II. The goal of this course is to prepare people to be competent seconds for multipitch climbs and to provide instruction in lead climbing.

**PART I. TECHNICAL INTRODUCTION**

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

**PART II. TECHNICAL CLIMBING**

We will actuate the theories covered in Part I and students may start to lead climb as part of the course.

The class meets Tuesday 1:00-3:30 p.m. until Spring Break. After Spring Break, the class meets from 12:30 to 5:30 p.m.

**OPRA 161  
BICYCLE MAINTENANCE**

Earl Alderson

While the weather is still too bad to ride, why not put a few hours a week into fixing up and fine-tuning your bicycle? We'll start with a "Scientific American" look at the efficiency of the bicycle as a machine and then tear our bikes all the way down and build them back up clean, greased, tuned, and ready for the fair weather.

Enrollment limit 10. No previous mechanical experience is assumed. The class meets in the RCC on Wednesdays from 3:30 to 6:00 p.m. until Spring Break.

**OPRA 181  
OPEN NORDIC SKIING**

Karen Warren

This open session will allow any skier from beginner to advanced to get some exercise or to enjoy the winter woods.

Each week we travel to a local ski touring area or a downhill area for an afternoon of Nordic skiing. Instruction in track, backcountry touring, and telemark skiing will be provided. Equipment for all three types of skiing can be obtained for course participants through the Equipment Room: you should check it out beforehand and be ready to leave at noon.

You may come to any number of sessions but will need to sign up initially with insurance information at the OPRA office and then show up at the open session.

Credit not available. Sessions: Friday 12:00 noon to 6:00 p.m. Limit: 12 people each session.

**OPRA 182  
TELEMARK SKIING**

Earl Alderson

Do you enjoy the peacefulness of cross-country skiing but also want the excitement of downhill? The telemark turn is the technique used to ski cross-country downhill. This course will focus on teaching people to "link tele-turns." There is no prior skiing experience necessary.

There will be a fee for the use of the ski area.

Class will meet at the RCC from 12:00 noon to 6:00 p.m. on Tuesdays. Register at the first class.

**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 p.m. in the Multi-Sport Center. Limit 12. Instructor's permission required.

**OPRA 187  
INTERMEDIATE TENNIS**  
Madelyn McRae

For the occasional but avid player who's eager to improve. This class provides a solid review of basics, introduces spin, and looks at singles and doubles strategy. Meet other "court rats" and learn to evaluate your own play. A great lead-in for HC Club Tennis.

Class will meet in the Multi-Sport Center on Monday and Wednesday 2:00-3:00 p.m. Limit 12. Instructor's permission required.

**OPRA 218  
OUTDOOR LEADERSHIP**  
Karen Warren

The course addresses outdoor leadership from both a theoretical and practical perspective. Lectures and discussions will focus on such topics as leadership theory, safety and risk management, legal responsibilities, group development theory, gender issues, and the educational use of the wilderness. Practical lab sessions will cover such topics as safety guidelines and emergency procedures, trip planning, navigation, nutrition, minimum impact camping, equipment repair, and the instruction of specific wilderness activities.

The course is designed for those who desire to teach in the outdoors. Leadership experience is helpful, and previous outdoor experience is required. This course is strongly recommended for Pre-College Trip leaders and is a prerequisite for co-leading a January term or Spring Break trip.

Enrollment is limited to 12. Class meets Tuesdays from 1:00 to 5:00 p.m. and Thursdays from 1:00 to 3:00 p.m.



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## FACULTY BIOGRAPHIES

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### SCHOOL OF COGNITIVE SCIENCE AND CULTURAL STUDIES

Joan Braderman, associate professor of television production, has a B.A. from Radcliffe College and an M.A. 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. Joan will be on sabbatical fall term 1995.

Christopher Chase, associate professor of cognitive science, received his B.A. from St. John's College and his Ph.D. in neuroscience from the University of California at San Diego (UCSD). Before coming to Hampshire, he was a research associate at the UCSD medical center in the division of pediatric neurology where he studied developmental neuropathology in children with disorders such as Cystinosis, Williams Syndrome, Focal Brain Damage, Language and Reading Disabilities, and AIDS. He teaches courses in the field of cognitive neuroscience that explore the biological foundations of mental functions. He directs the Reading Research Laboratory and co-directs the Lemelson Evoked Potential Lab. His research interests include cognitive neuropsychology, reading development, learning disabilities, and connectionist modeling. He currently is studying visual processing deficits that interfere with letter and word recognition in developmentally dyslexic readers.

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 Ph.D. (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). His research leads to numerous technical

and popular publications in most of these fields. Ray has been a past New England sled dog racing champion and now works with rare breeds of sheepdogs.

Susan Douglas, professor of media and American studies, holds a B.A. in history from Elmira College and her M.A. and Ph.D. in American studies from Brown University. She is the author of *Where the Girls Are: Growing Up Female with the Mass Media* (Times Books, 1994) and *Inventing American Broadcasting, 1899-1922* (Johns Hopkins, 1987). Her journalistic articles have appeared in *The Nation*, *The Village Voice*, *In These Times*, *The Washington Post* and *TV Guide*, and she is the media critic for *The Progressive*. Her teaching interests focus on the history of the mass media, the representation of women in the media, and media theory and criticism. Her next projects include a book about the history of radio listening in America commissioned by the Alfred P. Sloan Foundation, and an examination of how motherhood has been portrayed in the mass media from the late 1960s to the present, which she will co-author with Meredith Michaels.

Mark Feinstein is professor of linguistics and dean of the School of Cognitive Science and Cultural Studies. He holds a Ph.D. from the City University of New York, and has been at Hampshire since 1976. His teaching and research interests—originally focused on the phonetics and phonology (sound patterns) of human language—are now more broadly concerned with general bioacoustics, animal cognition and communication, mammalian vocalization and behavior, and the evolution of cognition and behavior. He is a co-author of *Cognitive Science: An Introduction* (MIT Press) and has published papers on phonological structure, communication in the canids, and the evolution of vocal behavior.

Jay Garfield, professor of philosophy, received his A.B. from Oberlin College in psychology and philosophy and his Ph.D. 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.

**David Kerr**, associate professor of mass communications and Merrill House Director of Academic Life, has a B.A. from Miami University in Oxford, Ohio, and M.A.s from Vanderbilt University and Indiana University. He has worked as a reporter and editor and teaches courses in journalism and history of the American press. His educational interests include the role of the press in the debate over imperialism, travel and safari writings, issues in popular culture, and cultural studies.

**Joan Landes**, professor of politics and women's studies, received her B.A. from Cornell University and her M.A. and Ph.D. from New York University, and has taught at Bucknell University and the University of Connecticut-Storrs. She was a Visiting Teaching Fellow at the Humanities Research Centre of The Australian National University. She also has received grants from the National Endowment for the Humanities and the Mary Ingraham Bunting Institute of Radcliffe College. She served as an editor of *Eighteenth-Century Studies*, and is currently on the editorial board of *French Historical Studies*. She is interested in the integration of visual and textual approaches to cultural studies. She has published and lectured widely on the gendered organization of the modern public sphere, issues of gender and family in Western political and critical theory, feminism and democratic theory. Her current research focuses on the print culture of revolutionary France, and concepts of freedom and representation. She teaches courses in feminist theory, modern political philosophy, women's history, and European cultural history, with a special focus on eighteenth-century France. Joan will be on leave of absence fall term 1995 and on sabbatical spring term 1996.

**Meredith Michaels**, associate professor of philosophy, taught philosophy and women's studies at Mount Holyoke College before coming to Hampshire. She has a B.A. from the University of California, Santa Barbara, and an M.A. and a Ph.D. 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. Meredith will be on sabbatical fall term 1995 and leave of absence spring term 1996.

**Slavoljub Milekic**, visiting assistant professor of psychology of language, received his medical degree from the University of Belgrade Medical School, followed by an M.A. degree in neuropsychology. He received his Ph.D. 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.

**James Miller**, professor of communications, has teaching and research interests in new media technology and policy and the critical study of journalistic practice. He also teaches on political culture and propaganda. Convener of the Five College Faculty Seminar in Journalism, he is a long-time member of the Five College Canadian Studies steering

committee. He has been a Fulbright researcher based in Paris. His current work includes study of newspapers of the future. His Ph.D. is from the Annenberg School of Communications at the University of Pennsylvania. Jim will be on sabbatical fall term 1995.

**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. Sherry will be on sabbatical spring term 1996.

**Richard Muller**, associate professor of communication and computer studies, holds a B.A. from Amherst College and a Ph.D. 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.

**Theodore M. Norton**, adjunct associate professor of philosophy, 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 Ph.D. 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.

**Mary Jo Rattermann**, assistant professor of psychology, received her B.A. from Indiana University, an M.A. from the University of Illinois, and her Ph.D. 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.

**Lori Scarlatos**, Lemelson assistant professor of computer science and visual media, has a BFA in painting from Pratt Institute and a Ph.D. 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 Licht Sciences, Inc., where she was a vice president. As a technical specialist in Grumman Data Systems' research department, she developed carto-

graphic 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.

**Lee Spector**, assistant professor of computer science, received his B.A. from Oberlin College and his Ph.D. 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. Lee will be on sabbatical fall term 1995.

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

**Steven Weisler**, associate professor of linguistics, has his main interests in semantics, syntax, language acquisition, and the philosophy of language. He has a Ph.D. in linguistics from Stanford University and an M.A. in communication from Case Western Reserve University. For the two years before coming to Hampshire he held a postdoctoral fellowship in cognitive science at the University of Massachusetts.

## SCHOOL OF HUMANITIES AND ARTS

**Rhonda Blair**, associate professor of theatre and dean of advising for special projects, holds a B.A. in theatre from the University of Nevada at Las Vegas, and M.A.s in theatre (acting/directing) and in Slavic studies and a Ph.D. in theatre (directing and Russian theatre) from the University of Kansas. She performs, directs and writes regularly, and has produced major theatre conferences (for the Women and Theatre Program, of which she was president, and for the Association for Theatre in Higher Education). Her most recent works include the original solo performance *Ramonalogues* and the book *Teaching Theatre as if Our Future Depended On It*, which she co-edited. Her primary areas are acting, directing, performance practice and theory, and performance pedagogy.

**Bill Brand**, associate professor of film and photography, has a B.A. in art from Antioch College and an M.F.A. in filmmaking from the School of the Art Institute of Chicago. An independent filmmaker for more than 20 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. Professor Brand holds the MacArthur chair for 1994-97 at Hampshire College.

**Bill Brayton**, associate professor of art, received a B.A. in studio art from the University of New Hampshire and an M.F.A. from Claremont Graduate School. He has taught ceramics at the University of New Hampshire, and drawing at Scripps College. His work has been exhibited in New York, Dallas, Los Angeles, and New England. Bill received the Pollock-Krasner Grant in 1990. He will be on sabbatical leave spring 1996.

**Robert Coles**, assistant professor of African-American literature, received a B.A. from Lincoln University, an M.A. from Arizona State University and his Ph.D. from the State University of New York, Buffalo. He taught at Fordham University, Howard University, and Berea College before coming to Hampshire College. His areas of interest include creative writing as well as American and African-American literature.

**Ellen Donkin**, associate professor of theatre, holds a B.A. in drama from Middlebury College, an M.A. in English from the Bread Loaf School, Middlebury College, and a Ph.D. 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 and gender issues in theatre history and theatre practice. She has recently co-edited *Upstaging Big Daddy: Directing Theatre as if Race and Gender Matter*.

**Margo Simmons Edwards**, associate professor of African-American music, has taught at the University of Ottawa in Ottawa, Ontario, Canada and at the United States International University in San Diego, California before coming to Hampshire. She holds a B.A. in music from Antioch College in Yellow Springs, Ohio, and an M.A. and Ph.D. in music composition from the University of California, San Diego. Ms. Edwards is a flutist as well as a composer and has performed contemporary, Jazz and other improvisational styles of music in the U.S.A., Europe and Africa. Her areas of research include music composition, twentieth century orchestration techniques, the nature and practice of musical improvisation, African-American composers and their influences and Asian-American music and composers.

**Hannah Gittleman**, Lemelson assistant professor of design, received an A.B. in visual and environmental studies from Harvard and an M.F.A. in artisanry/wood from the University of Massachusetts, Dartmouth. She has been involved in teaching courses such as sculpture, three-dimensional design, and furniture-making, both at Harvard and at the University of Massachusetts, Dartmouth. Her furniture has been exhibited in a variety of shows on the East coast. Hannah's current work is best described as "conceptual

furniture" and falls somewhere between the realm of furniture and that of sculpture.

**Robert Goodman**, Lemelson assistant professor of architecture, received his B.Arch. from the Massachusetts Institute of Technology and holds certification as a Registered Architect of the Commonwealth of Massachusetts. He has taught at M.I.T., the University of Massachusetts, and the Columbia University Graduate School of Architecture and Planning. He has published three books and numerous articles.

**Lynne Hanley**, professor of literature and writing, received a B.A. from Cornell, an M.A. in English from Columbia, and a Ph.D. in English from the University of California, Berkeley. She has taught at Princeton, Douglass, and Mount Holyoke. At Hampshire, she offers courses in women writers and short story writing. She publishes both short stories and literary criticism. Most recently, she has published a collection of short stories and critical articles on women and war entitled *Writing War: Fiction, Gender and Memory*. She will be on sabbatical leave spring 1996.

**Jacqueline Hayden**, associate professor of photography and film, has an M.F.A. from Yale University School of Art. She has been on the faculty of The Hartford Art School, Ohio State University, Chautauqua Institution School of Art and a visiting artist at New York University, Parsons School of Design, School of the Visual Arts. Her work is in many museum collections and has appeared in numerous exhibitions around the country. She is the recent recipient of a John Simon Guggenheim Fellowship, a Northeast Regional and National Individual Artist Fellowship from the National Endowment for the Arts. Jacqueline will be on leave fall 1995.

**Lee Heller**, assistant professor of American literature/ American studies, received her M.A. and Ph.D. in English and American literature from Brandeis University. She has published articles on Herman Melville, Henry James, Mary Shelley, and *Star Trek: The Next Generation*, and is currently working on a book about novel reading in nineteenth century America. She teaches courses in American literary and cultural history, pop culture, and cultural studies. She will be on leave all year.

**Alan Hodder**, visiting assistant professor of comparative religion, holds a B.A. from Harvard College in folklore and mythology, the M.T.S. from Harvard Divinity School in the history of religion, and an M.A. and Ph.D. in the study of religion from Harvard University. Before coming to Hampshire, he served as associate professor of the study of religion and English literature at Harvard University and, for three years, as director of undergraduate education in the comparative study of religion. His publications include studies of Puritan pulpit rhetoric, orientalism, American transcendentalism, and the Bengal renaissance.

**Norman Holland**, assistant professor of Hispano-American literatures, received his Ph.D. in Spanish from Johns Hopkins. He teaches and writes on Latin American and Latino/a literature and culture. Norman will be on sabbatical leave fall 1995.

**Joanna Hubbs**, professor of Russian cultural history, has written on topics ranging from alchemy to Russian folklore and literature. Her book *Mother Russia: The Feminine Myth in Russian Culture* is an interpretive study of Russian history from the prehistoric to the present era. She has supervised divisional exams in European cultural history, literature, film and art history, and in approaches to the study of mythology.

**Paul Jenkins**, associate professor of poetry, holds an M.A. and a Ph.D. from the University of Washington, Seattle. He has taught at Elms College and the University of Massachusetts and has been a Fulbright Lecturer in American Literature at Federal University of Santa Catarina, Florianopolis, Brazil. His work has been widely published and he is an editor of *The Massachusetts Review*. He will be on sabbatical fall term 1995.

**Ellen Jones**, visiting assistant professor of theatre, has a B.A. in political science and philosophy and a B.A. in speech and theatre, both from the University of Tennessee at Knoxville. She holds an M.F.A. in lighting and scenic design from Indiana University in Bloomington. Over the last decade Ms. Jones has been an active member of the Chicago professional theatre scene, designing for major regional theatre companies there and painting scenery for industrial, commercial, and television shows. She is a member of United Scenic Artists Local #829 with union credentials as a lighting designer, scenic designer, and scenic artist. She has taught at Lake Forest College and Loyola University of Chicago. Her particular areas of interest are the development of a collaborative process model for theatrical production and the use of drama to nurture philosophical, political, and social change. In March she will become vice commissioner for education for the Lighting Design Commission of the United States' Institute for Theatre Technology.

**Ann Kearns**, professor of music, is director of the Hampshire College Chorus. She holds an MM in music history from the University of Wisconsin-Madison and studied choral conducting at Juilliard. Her original choral compositions are published by Broude Brothers, E.C. Schirmer, Thomas House, Santa Barbara Music Publishing, and Hildegard Publishing Company, and her Renaissance and Baroque performing editions by Lawson-Gould. Her commissions include *A Wild Civility: Three English Lyrics*, written for the Blanche Moyse Chorale. Her work is performed throughout the United States and in England. She has received awards from Melodious Accord, Chautauqua Chamber Singers, Denver Women's Chorus, and the Roger Wagner Center for Choral Studies. Ann will be on sabbatical leave spring 1996.

**L. Brown Kennedy**, associate professor of literature, is interested mainly in the Renaissance and the seventeenth century with particular emphasis on Elizabethan and Jacobean drama, Shakespeare, the metaphysical poets, and Milton. She received a B.A. from Duke University and an M.A. from Cornell University.

**Wayne Kramer**, professor of theatre and dean of the School of Humanities and Arts, holds the B.F.A. and M.F.A. degrees in design for the theatre. He has 11 years' experience in black theatre, children's theatre and the production of original scripts. He has directed for stage and television. His designs have been seen in New York, regionally, and Europe and he designed the New York production of "Salford Road." He has done design research for Columbia Studios and has served as art department coordinator at Universal Studios. He did production design work with independent films in Los Angeles and was art director for a series of corporate videos.

**Yusef Lateef**, Five College professor of music, holds an M.A. in music from the Manhattan School of Music and a Ph.D. in education from the University of Massachusetts. He has concertized internationally, authored more than 15 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, an 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 seven books of history, biography, and narrative nonfiction, including *Wisconsin Death Trip* (1973), *The Forbidden Zone* (1989) and *Rescues* (1990). *Visible Light* (1985) was nominated by the National Book Critics Circle as "a distinguished work of biography." Presently, he is at work on *A Whole World*, a history, based on archival photographs, of the United States at the very beginning of the twentieth century.

**Sura Levine**, associate professor of art history, holds a B.A. from the University of Michigan, an M.A. from the University of Chicago, and is currently completing a Ph.D. in art history. She is a specialist in the social history of nineteenth and twentieth century European and American art with particular interest in representations of class and gender. She has published essays and catalogue entries for museum exhibitions and scholarly journals both in the United States and Europe. These include "Politics and the Graphic Art of the Belgian Avant-Garde," "Belgian Art Nouveau Sculpture," "Print Culture in the Age of the French Revolution" and "Stuart Davis: Art and Art Theory." Sura will be on sabbatical leave fall 1995.

**Jill Lewis**, associate professor of literature and feminist studies, holds a B.A. and a Ph.D. in French literature from Newham College, Cambridge, England. She teaches courses exploring the connections between culture and politics—with specific focus on questions of gender and sexual identity, post colonialism and cultural difference. At Hampshire one semester a year for twenty years, recently she has worked on two national AIDS projects for youth in Britain in 1994. Her interests in cultural representation, theatre performance, educational processes and the politics of gender have linked importantly for her with AIDS education in recent years.

**Daphne A. Lowell**, associate professor of dance, holds a B.A. in cultural anthropology from Tufts University and an M.F.A. 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 studied "authentic movement" at the Mary Whitehouse Institute, and is especially interested in choreography, creativity, and dance in religion. She is co-founder of Hampshire's summer program in Contemplative Dance. She will be on sabbatical fall term 1995.

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

**Sandra Matthews**, associate professor of film and photography, has a B.A. from Radcliffe and an M.F.A. from SUNY at Buffalo. She has exhibited her photo-collages nationally and internationally, and writes on issues of photography and culture. In addition to her photography and writing, she has prior experience in film animation, and has edited a photography magazine. The exhibition she curated, entitled *Visits to the Homeland: Photographs of China*, continues to travel around the U.S.

**Robert Meagher**, professor of humanities, holds an A.B. 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. Bob will be on leave spring 1996.

**Rebecca Nordstrom**, professor of dance/movement, holds a B.A. in art from Antioch College and an M.F.A. in dance from Smith College. She was co-founder of Collaborations Dance-Works in Brattleboro, VT and has performed with Laura Dean Dancers and Musicians in NYC. She has taught at Windham College and the University of Delaware. Areas of special interest are choreography, improvisation, and Laban Movement Analysis. Rebecca will be on sabbatical spring 1996.

**Nina Payne**, associate professor of writing, received her B.A. from Sarah Lawrence College. She is a poet and fiber artist and has been teaching writing at Hampshire since 1976. *All the Day Long*, her first collection of poems, was published by Atheneum in 1973 and *Four In All*, a children's book, is scheduled to come out next year. Since 1987, she has worked primarily in the medium of fiber, and a one-woman show of her sculptures is scheduled to open in 1996 at the University Gallery in Amherst. In addition to her work with students, Ms. Payne regularly teaches seminars in writing to faculty at Hampshire and in the Five College community.

**Earl Pope**, professor of design, holds a B.Arch. 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 B.A. in psychology from Brooklyn College, a B.F.A. in filmmaking and photography from the Massachusetts College of Art, and an M.F.A. 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, The Japan Foundation and the Artists Foundation, among other awards. His films have been screened internationally at sites including The Museum of Modern Art and Anthology Film Archives in New York City, Innis Film Society, Canada, and Image Forum, Japan. Professor Ravett is a recipient of a 1994 John Simon Guggenheim fellowship in filmmaking.

**Eva Rueschmann**, visiting assistant professor of comparative literature, received her B.A. in English and French literatures and linguistics from the University of Heidelberg in Germany and her Ph.D. in comparative literature from the University of Massachusetts at Amherst. She has taught courses on modern literature and film and has served as the assistant to the director of the Film Studies Program at the University of Massachusetts. Her teaching and research interests include European and American modernism in literature and the arts, psychoanalytic theory and criticism, cinema studies, international women writers and filmmakers, and the representation of sibling relations in literature and film. She has published articles on Senegalese novelist Mariama Ba, filmmaker Alan Rudolph, psychoanalytic theory,

and on the representation of sisters in the novels of Jessie Fauset and Dorothy West.

**Mary Russo**, professor of literature and critical theory, earned a Ph.D. in romance studies from Cornell. She has published widely in the fields of European culture, semiotics, cultural studies and feminist studies. Her book, *Female Grotesque: Risk, Excess and Modernity*, was published by Routledge. She has co-edited *Nationalism and Sexualities*, also published by Routledge, and another book, *Design in Italy: Italy in Europe, Africa, Asia and the Americas*, published by the University of Minnesota Press. Mary will be on sabbatical leave fall 1995.

**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, 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. Andrew will be on sabbatical leave fall 1995.

**David E. Smith**, professor of English and American studies, holds a B.A. from Middlebury College and an M.A. and Ph.D. 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 B.A. in English and an M.A. in history from the University of Massachusetts, Amherst, and a Ph.D. 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 A.B. from Stanford University, an M.A. from Columbia University, and an M.A. and a Ph.D. from Johns Hopkins University. His interests include comparative literature, critical theory, film, and psychoanalysis.

**Daniel Warner**, associate professor of music, holds an M.F.A. and a Ph.D. 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 Amarasiwardena**, associate professor of chemistry, has a Ph.D. in analytical chemistry from North Carolina State University and his undergraduate work was completed at the University of Ceylon in Sri Lanka. He has an M.Phil. in chemistry from the University of Sri Lanka, and a postgraduate 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.

**Herbert J. Bernstein**, professor of physics, received his B.A. from Columbia, his M.S. and Ph.D. 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 president of the Institute for Science and Interdisciplinary Studies (ISIS).

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

**Charlene D'Avanzo**, professor of ecology, received her B.A. from Skidmore and her Ph.D. 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. Professor D'Avanzo will be on sabbatical spring semester, 1996.

**Alan Goodman**, dean of the School 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 Ph.D. 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 M.A. 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 Holm**, farm manager, received his M.S. in resource economics in 1991 and his B.S. in plant and soil science and agricultural and resource economics in 1985, both from the University of Massachusetts. He is a Ph.D. candidate in plant and soil science, with work in plant breeding. His special areas of interest include alternative technologies for small-scale intensive and diversified farm production, improved plant varieties for organic farms, direct marketing strategies, and farm business planning.

**Christopher D. Jarvis**, visiting assistant professor of cell biology, received his B.S. in microbiology from the University of Massachusetts at Amherst and his Ph.D. in medical sciences from the University of Massachusetts Medical School. He did his post-doctoral work in immunology at the National Cancer Institute at the NIH. His research and teaching interests include T-cell development and cellular signal transduction. Other interests include astronomy, mythology, skydiving and zymurgy.

**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. Professor Kelly will be on sabbatical fall semester, 1995.

**Allan S. Krass**, professor of physics and science policy, was educated at Cornell and Stanford, where he received his Ph.D. 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 leave 1995-96.

**Nancy Lowry**, professor of chemistry, holds a Ph.D. 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 from 1989 to 1993.

**Debra L. Martin**, associate professor of biological anthropology, received her Ph.D. 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/Southwest Asia.

**Ann P. McNeal**, professor of physiology, received her B.A. from Swarthmore and her Ph.D. 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. Professor McNeal will be on sabbatical spring semester, 1996.

**Lynn Miller**, professor of biology, is one of the "founding faculty" of Hampshire. His Ph.D. (biology) is from Stanford. He has taught or studied at the University of Washington, the American University of Beirut, and the University of Massachusetts (Amherst). His principal interests are genetics (human and microbial), molecular biology and evolution.

**Michelle Murrain**, associate professor of neurobiology, received her B.A. from Bennington College and her Ph.D. 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 Ph.D. 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 security and malnutrition in the developing world, sustainable agriculture, and improvement of efficiency of nutrient utilization.

**Laura Ramos**, assistant professor of public health and Latina/o student advisor in the Office of Multicultural Affairs, received her M.P.H. from UCLA School of Public Health and anticipates finishing a Dr.P.H. in 1995. Her main priorities for teaching and research are designing HIV/STD prevention programs for various groups: low and non-literate Latinas,

women of diverse ethnic/sexual behavior/sexual orientation backgrounds, Spanish speaking populations, and adolescents. She encourages work across disciplines and is working directly with community members to develop culturally appropriate HIV/AIDS prevention programs. As a faculty member on the Public Service and Social Change advisory committee and on the Community Service Scholars Program, she believes in combining students' academic requirements with activities related to community service and social change needs. Thus, her classes all involve a service component which stresses the development and utilization of one's academic skills for the benefit of the larger community.

**John B. Reid, Jr.**, professor of geology, has pursued his research on 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 Ph.D. 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. He will be on sabbatical spring semester, 1996.

**Steve Roof**, visiting assistant professor of geology, received his B.S. from the University of California at Santa Cruz, his M.S. from Syracuse University, and his Ph.D. from the University of Massachusetts at Amherst. His research focuses on the nature of global climate change, especially glacial-interglacial cycles. He is also interested in environmental concerns and their solutions, sedimentary processes, and the influence of glaciers and rivers on the landscape.

**Brian Schultz**, associate professor of ecology and entomology, received a B.S. in zoology, an M.S. in biology, and a Ph.D. 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 Ph.D. 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 worldwide. 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. He will be on sabbatical and leave 1995-96.

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

## SCHOOL OF SOCIAL SCIENCE

**Iqbal Ahmad**, professor of politics and Middle East studies, received a Ph.D. 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.

**Carolee Bengelsdorf**, professor of politics, holds an A.B. from Cornell, studied Russian history at Harvard, and received a Ph.D. 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**, professor of history and dean of advising, received his B.A. from Hampshire College and M.A. and Ph.D. in United States history from Columbia University. He is particularly interested in the dynamics of ideology and politics, the development of the American welfare state, American ethnic history, American Jewish history, and the history of Zionism and the Arab-Israeli conflict.

**Myrna M. Breitbart**, associate professor of geography and urban studies, has an A.B. from Clark University, an M.A. from Rutgers, and a Ph.D. in geography from Clark University. Her teaching and research interests include the ways in which built and social environments affect gender, race, and class relations; historical and contemporary issues of gender and environmental design; urban social struggles and the implications of alternative strategies for community

development; urban environmental education as a resource for critical learning; the impact of plant closing and industrial restructuring on women and communities; and the role of the built environment in social change. She will be on sabbatical fall 1995.

**Margaret Cerullo**, associate professor of sociology and Enfield House co-director of academic life, has a B.A. from the University of Pennsylvania, a B.Phil from Oxford University, and is presently a Ph.D. 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; sociology of work and leisure; and European social theory.

**Susan Darlington**, assistant professor of anthropology and Asian studies, and director of academic life for Dakin House, received her B.A. in anthropology and history from Wellesley College and M.A. 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, and again in 1992-93, looking at the environmental activism of Buddhist monks. She is actively involved in the struggle for human rights in Burma. Her special interests include social anthropology, cross-cultural perspectives of religion, social change and human rights, rural development, environmentalism, and Southeast Asian cultures.

**Michael Ford**, associate professor of politics and education studies, earned a B.A. from Knox College and an M.A. in political science from Northwestern University, where he is completing his doctoral work. He has taught at the University of Massachusetts, Brown University, and Chicago City College in the areas of politics of East Africa, Sub-Saharan African governments, black politics, and neocolonialism and underdevelopment.

**Marlene Gerber Fried**, associate professor of philosophy and director of the Civil Liberties and Public Policy Program, has a B.A. and an M.A. from the University of Cincinnati and a Ph.D. from Brown University. She previously taught at Dartmouth College and the University of Missouri, St. Louis. 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 editor of *From Abortion to Reproductive Freedom: Transforming a Movement*, South End Press, 1990. Her research and teaching attempt to integrate her experiences as an activist and a philosopher.

**Penina Glazer**, professor of history and vice president of the college, has a B.A. from Douglass College and a Ph.D. from Rutgers University, where she held the Louis Bevier Fellowship. Her special interests include American social

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history with emphasis on history of reform, women's history, and history of professionalism. She will be on sabbatical spring term.

**Leonard Glick**, professor of anthropology, received an M.D. from the University of Maryland and a Ph.D. 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. He will teach one course fall and spring.

**Betsy Hartmann**, director of the Population and Development Program, received her B.A. from Yale University. She is a long-standing member of the international women's health movement and presently helps coordinate the Committee on Women, Population and the Environment. She writes and lectures frequently on population and development issues, both within the United States and overseas. She is the author of *Reproductive Rights and Wrongs: The Global Politics of Population Control*, a newly revised edition published by South End Press in 1995. She is the co-author of *A Quiet Violence: View from a Bangladesh Village* and two studies of family planning and health policy in Bangladesh. Her articles have appeared in both scholarly and popular publications.

**Frank Holmquist**, professor of politics, received his B.A. from Lawrence University, and his M.A. and Ph.D. from Indiana University. His interests are in the areas of comparative politics, peasant political economy, African and Third World development, and socialist systems.

**Kay Johnson**, professor of Asian studies and politics, has her B.A., M.A., and Ph.D. from the University of Wisconsin. Her teaching and research interests are Chinese society and politics; women and development; comparative family studies; comparative politics of the Third World; international relations, including American foreign policy, Chinese foreign policy, and policy-making processes. She will be away all year.

**Michael Klare**, Five College associate professor of peace and world security studies, and director of the Five College program in Peace and World Security Studies (PAWSS), holds a B.A. and M.A. from Columbia University and a Ph.D. from the Graduate School of the Union Institute. He is the author or co-author of several books, including *American Arms Supermarket* (1984), *Low-Intensity Warfare* (1988), *Peace and World Security Studies: A Curriculum Guide* (1994), and *Rogue States and Nuclear Outlaws* (1995). His articles on international relations and military affairs have appeared in many journals, including *Arms Control Today*, *Bulletin of the Atomic Scientists*, *Current History*, *Foreign Affairs*, *Harper's*, *The Nation*, and *Technology Review*. He serves on the board of

the Arms Control Association and the Educational Foundation for Nuclear Science, and is a member of the Committee on International Security Studies of the American Academy of Arts and Sciences. He will not teach at Hampshire this year.

**Maureen Mahoney**, associate professor of psychology and dean of the school of Social Science, received her B.A. from the University of California, Santa Cruz, and her Ph.D. 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 B.A. and J.D. from Stanford, served as law clerk to the Hon. Warren E. Burger, and taught criminal law, legal philosophy and other subjects at the University of Virginia and the University of Utah, and as a visitor at SUNY Buffalo, Connecticut, and Stanford. He has published books and articles about the legal profession, and on topics in legal philosophy, legal history, and sociology of law. He was a Fulbright Research Scholar in Great Britain and West Germany and taught in American Studies at the Free University of Berlin. His special concerns include the limits of law, utopian and anarchist thought, and other subjects in political, social, and legal theory.

**Ali Mirsepassi** associate 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 B.S. from MIT and an M.Phil from Yale, where she is a doctoral candidate. She was a Woodrow Wilson Fellow recipient of a Ford Foundation Fellowship in women's studies, and in 1993-94 a fellow of the Five Colleges Women's Studies Research Center. She is an editor of the review of *Radical Political Economics*, recently editing a special issue on "Women in the International Economy." Her teaching and research interests include women and economic development, U.S. labor and economic history, women's studies, labor and community studies, and public policy issues.

**Donald Poe**, associate professor of psychology, received his B.A. from Duke and his Ph.D. 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 S. Prince, Jr.**, is president of Hampshire College and professor of history. He received his B.A. and Ph.D. in American studies from Yale University. He has taught modern U.S. history at Dartmouth College and Yale.

**Robert Rakoff**, associate professor of politics, received his B.A. from Oberlin College and his M.A. and Ph.D. from the University of Washington. He taught at the University of Illinois/Chicago and worked for the U.S. Department of Housing and Urban Development before coming to Hampshire. His teaching and research interests include environmental and western U.S. history, politics of land use, and the history and politics of welfare policy.

**Flavio Risech-Ozguera**, assistant professor of law, holds a B.A. from the University of South Florida and a J.D. 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 civil and human rights, immigration policy, history and politics of communities of color in the U.S., gay and lesbian studies and the Cuban Revolution. He will be on sabbatical fall term.

**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 leave all year.

**Mitziko Sawada**, visiting associate professor of history and dean of multicultural affairs, received her undergraduate training at Tokyo Jishidaigaku and Reed College. After two decades as a research and editorial assistant, mother, housewife, teacher, and community activist, she received her Ph.D. in U.S. social history and modern Japan. Her courses in U.S. history address politics, culture and ideology, drawing on issues of race, gender and immigration, including the history of Asian Americans. She also offers courses on comparative historical Americans and on comparative historical understandings of nineteenth and twentieth century U.S.-Japan/East Asia. She will be on sabbatical spring term.

**Stephanie Schamess**, visiting assistant professor of psychology and co-director of the Community Service Scholars Project, holds a B.A. from Sarah Lawrence College, M.S. Ed. from the Bank Street College of Education, and Ed.D. from the University of Massachusetts. In addition to teaching college students, she has had extensive experience in teaching, training, administration and child advocacy in early childhood education and in day care. Major areas of interest include children's social development, play and its role in human development, and adolescent parenthood.

**Robert von der Lippe**, associate professor of sociology, received his B.A., M.A. and Ph.D. 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 B.A. from the University of Wisconsin and an M.A. from Princeton University, where he is currently completing his Ph.D. His teaching and research interests include modern European history with an emphasis on cultural history from the eighteenth through the twentieth centuries; the French Revolution; Central Europe; fascism and Nazism; early modern Europe. Particular research interests involve the history of intellectuals and literary life.

**Stanley Warner** is 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. His most recent research examines the environmental and social impact of hydroelectric development in northern Quebec.

**Frederick Weaver**, professor of economics and history, has a B.A. from the University of California at Berkeley and a Ph.D. from Cornell University. He has lived and worked in Mexico, Chile, and most recently, Ecuador and has taught economics and history at Cornell and the University of California, Santa Cruz. His special interest is the historical study of economic and political changes in Latin America, although his work is broadly comparative. He also has written on issues of higher education.

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**E. Frances White** is dean of the faculty and professor of history and black studies. She received her B.A. from Wheaton College and Ph.D. 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.

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

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## ADMINISTRATION AND STAFF

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Estelle Janisieski, *Preschool Teacher*  
Paula Harris, *Preschool Teacher*  
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Christie Reardon, *Toddler Teacher*  
Sophie Smolinski, *Infant Teacher*  
Jennifer Merrick, *Infant Teacher*

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Nancy Dobosz, *Assistant Director*  
Katherine Dutton, *Assistant Director*  
Robin Kopec, *Administrative Secretary*

### **FARM CENTER**

David Holm, *Farm Manager*

### **FINANCIAL AID OFFICE**

Kathleen Methot, *Director*  
Christine McHugh, *Administrative Assistant*  
Marianna McCue, *Secretary*  
Mona Koenig-Kroner, *Student Employment Coordinator*

### **FOOD SERVICE/MARRIOTT**

Kevin Moquin, *Director*  
Donald Weickum, *Food Service Manager*  
Margaret Weickum, *Food Service Manager*

### **HEALTH SERVICES**

Virginia Brewer, *Director/Health Services*  
Stephen Klein, *Director/Mental Health*  
Constance Gillen, *Mental Health Counselor*  
Jane Demers, *RN Nurse Practitioner*  
Gretchen Krull, *Health Educator*  
Wendy Kosloski, *Office Manager*

### **HOUSES**

#### **DAKIN HOUSE**

Cynthia Beal, *House Supervisor*  
Joanne Land, *Assistant House Supervisor*

#### **GREENWICH/ENFIELD HOUSES**

Renee Freedman, *House Supervisor*  
Susan Mahoney, *Acting House Supervisor/Assistant House Supervisor*  
Isaac Bromberg, *Acting Assistant House Supervisor*

#### **MERRILL HOUSE**

Joan Anderson, *House Supervisor*  
Amanda Abbott, *Assistant House Supervisor*

#### **PRESCOTT HOUSE**

Jennifer Gallant, *Acting House Supervisor*  
Patricia Mistark, *House Coordinator*

### **HUMAN RESOURCES**

John Falkowski, *Director of Human Resources*  
Barbara Meehan, *Benefits Coordinator*  
Mary Fusia, *Human Resources Specialist*  
Gail McGowan, *Human Resources Assistant*

### **INTERNATIONAL STUDIES OFFICE**

Clayton Hubbs, *International Advisor*  
Jane McGowan, *Administrative Assistant*

### **LIBRARY**

Gai Carpenter, *Director of Library and Information Services*  
Susan Dayall, *Assistant Director*  
Bonnie Vigeland, *Librarian - CCS*  
Serena Weaver, *Librarian - HA*  
Helaine Selin, *Librarian - NS*  
Dan Schnurr, *Librarian - SS*  
Debra Whitney, *Administrative Secretary*  
Tom Hart, *Circulation Specialist*  
Dale LaBonte, *Evening Circulation Assistant*  
Laura Johnson, *Circulation Assistant, Reserves*  
Ruth Rae, *Film Office Specialist*  
Robert Crowley, *Media Services Coordinator*  
Andrew Plummer, *Media Services Assistant*  
Carolyn Arnold, *Gallery Specialist*  
Anita Weigel, *Cataloger*  
Michael Kurrier, *Technical Services Specialist*  
Peggy Reber, *Serials Specialist*  
John Gunther, *Media Production Specialist*  
Ed Socha, *Senior Electronics Technician*  
Tom Pappas, *Electronics Technician*  
Kenneth Gallant, *Electronics Technician*  
Jim Mileski, *Network Engineer*  
Peter Tomb, *Vax Systems Coordinator*  
Lacey Johnston, *Assistant Systems Administrator*  
Harriet Boyden, *Micro-Computer Systems Coordinator*  
Dot Recos, *Computing Information Services*

### **OFFICE OF MULTICULTURAL AFFAIRS**

Mitziko Sawada, *Dean*  
Ynez Wilkins, *Assistant to the Dean*  
Laura Ramos, *Faculty Advisor to Latinola Students*  
Robert Coles, *Faculty Advisor to African-American Students*  
(vacant), *Faculty Advisor to Asian Students*

### **OUTDOORS PROGRAM AND RECREATIONAL ATHLETICS**

Robert Garmirian, *Director*  
Earl Alderson, *Instructor*  
Glenna Alderson, *Instructor*  
Kathy Kyker-Snowman, *Instructor*  
Madelyn McRae, *Instructor*  
Karen Warren, *Instructor*  
Troy Hill, *Instructor*  
Marion Taylor, *Director, Martial Arts Program*  
Denise Conti, *Administrative Secretary*  
Florence Wilk, *Coordinator, Robert Crown Center*

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## **P.A.W.S.S. (PEACE & WORLD SECURITY STUDIES)**

Michael Klare, *Director*  
Adi Bemak, *Assistant Director of Five College Programming*  
Yogesh Chandrani, *Assistant Director for Outreach to Faculty*

## **PHYSICAL PLANT**

Larry Archey, *Director of Faculties and Services*  
William Doherty, *Associate Director*  
Charles Ekdahl, *Associate Director*  
Frank Niemic, *Service Desk Coordinator*  
David Clevenger, *Night Custodian*  
David Hallock, *Night Custodian*  
Chard Houn, *Night Custodian*  
Gene Nguyen, *Night Custodian*  
Kong Ben, *Custodian*  
Thomas Carroll, *Custodian*  
Charlie Kopinto, *Custodian*  
Hong Iy, *Custodian*  
Robert McCain, *Custodian*  
Cheryl Miner, *Custodian*  
Sokha Nhong, *Custodian*  
Angel Oliveras, *Custodian*  
Stephen Orsillo, *Custodian*  
Mark Reardon, *Custodian*  
Salvatore Volpe, *Custodian*  
Betty Mongcon, *Housekeeper/Middle Street*  
Victor Kudrikow, *Grounds Foreman*  
David Brunelle, *Grounds/Maintenance*  
Ken Drake, *Grounds/Maintenance*  
Mark Drapeau, *Grounds/Maintenance*  
Bruce Fay, *Carpenter*  
Thomas Pelissier, *Carpenter*  
Martin Rule, *Carpenter*  
Robert Wood, *Head Painter*  
Christopher Robertson, *Painter*  
Richard Ittner, *Painter*  
Scott Smith, *Mechanical Specialist*  
(vacant), *Mechanical Specialist*  
Chad Fink, *Head Electrician*  
Jeffrey Neumann, *Electrician*  
Joseph Langlois, *Electrician's Helper*  
Craig Davis, *Plumber*

## **POST OFFICE**

Barbara Hendricks, *Supervisor*  
Luis Guillen, *Technical Assistant*

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Gregory S. Prince, Jr., *President*  
Nancy Kelly, *Executive Assistant*  
Penina M Glazer, *Vice President*  
Barbara Orr-Wise, *Affirmative Action Officer*  
Yaniris Fernandez, *Assistant to the President*  
Mary Costello, *Administrative Assistant*  
Susan Torrey, *Administrative Secretary*

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Kathleen Candy, *Director*  
Joanne Dilorenzo, *Assistant Director*

## **PUBLIC SAFETY**

Derrick Elmes, *Director of Public Safety and Environmental Health*  
William York, *Sergeant*  
Karen Couture, *Officer*  
Millard Crump, *Officer*  
Scott Ingram, *Officer*  
Alan Lambert, *Officer*

## **PUBLIC SERVICE/SOCIAL CHANGE PROGRAM**

Ada Sanchez, *Director*  
(vacant), *Project Coordinator, Holyoke Community Education Program*

## **PUBLICATIONS**

Melissa Stephen, *Director*  
Becky Castro, *Graphic Designer*

## **READING AND WRITING PROGRAM**

Deborah Gorlin, *Co-Director*  
Ellie Siegel, *Co-Director*  
Will Ryan, *Instructor*

## **SCHOOLS**

### **COGNITIVE SCIENCE AND CULTURAL STUDIES**

Mark Feinstein, *Dean*  
Leni Bowen, *Administrative Assistant*

### **HUMANITIES AND ARTS**

Wayne Kramer, *Dean*  
Linda McDaniel, *Assistant to the Dean*  
Regina Whitcomb, *Administrative Secretary*  
Carolyn Arnold, *Arts Coordinator*  
Kane Stewart, *Technical Specialist*  
Peter Kallok, *Theatre/Dance Technical Director*

### **NATURAL SCIENCE**

Alan Goodman, *Dean*  
Joan Barrett, *Administrative Assistant*  
Laurie Smith, *Secretary*  
Stephen Hathaway, *Laboratory Manager*  
Patricia Young, *Assistant Lab Manager/Greenhouse Supervisor*

### **SOCIAL SCIENCE**

Maureen Mahoney, *Dean*  
Chyrell George, *Administrative Assistant*  
Yen Chun Mao, *Administrative Secretary*  
Mary Sera, *Administrative Secretary*

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**SECRETARY OF THE COLLEGE**

Nancy Sherman, *Secretary of the College*  
Louise Lee, *Administrative Assistant*

**SWITCHBOARD**

Janice Nielsen, *Supervisor*  
Karen Dougherty, *Operator*  
Joyce Culver, *Operator*  
Kathy Monahan, *Operator*  
Charles Zerby, *Operator*  
Richard Heath, *Relief Operator*

**TREASURER'S OFFICE**

John Fortier, *Treasurer*  
Kathleen Bowler, *Assistant to the Treasurer*



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## **BOARD OF TRUSTEES (1995-1996)**

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**Diane Bell**, Henry R. Luce Professor of Religion, Economic Development, and Social Justice, College of the Holy Cross, Worcester, Massachusetts

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**Judith Berry Griffin**, president, A Better Chance, Inc., Boston, Massachusetts

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**John G. Heimann** (parent), chairman, Global Financial Institutions, Merrill Lynch, New York, New York

**Amy Hines** (alumna), Payne, Forrester, & Olsson, New York, New York

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**Manavie Menon** (student trustee), Hampshire College, Amherst, Massachusetts

**Florence Cawthorne Ladd** (parent), director, The Bunting Institute, Cambridge, Massachusetts (effective July 1995)

**Michael Mann** (alumnus), director, Office of International Affairs, Securities & Exchange Commission, Washington, D.C.

**Christopher Milne** (alumnus), president/CEO, Gage-Wiley Co., Northampton, Massachusetts

**J. Ernest Nunnally**, assistant vice president and director of development, California Institute of Technology, Pasadena, California

**Olara Otunnu**, president, International Peace Academy, New York, New York

**Gregory S. Prince, Jr.**, president, Hampshire College, Amherst, Massachusetts

**Jacqueline Slater** (alumna), managing director, Real Estate Finance, Chemical Bank, New York, New York

**Eve B. Wildrick** (alumna), president, Executive Interiors, Inc., Philadelphia, Pennsylvania

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**HAMPSHIRE COLLEGE SCHEDULE OF CLASSES****FALL 1995**

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**SCHOOL OF COGNITIVE SCIENCE AND CULTURAL STUDIES**

Course	Title	Instructor	Enrollment Method	Limit	Time	Location
CCS 105	Explor Nature of Mind	Stillings/Weisler	Open	40	TTh 1030-1150	ASH 126
CCS 115	Intro Computer Science	Scarlatos	Open	25	MWF 1-220	ASH AUD
CCS 126p	Cruising the Net	Muller	Prosem	20	TTh 1030-1150	ASH AUD
CCS 131p	Women in Popular Culture	Douglas	Prosem	20	TTh 1230-150	ASH 222
CCS 137	Animal Behavior	Coppinger	Open	25	MW 9-1020	ASH 222
CCS 140	Video Production I	TBA	TBA	TBA	TBA	TBA
CCS 143	Construct/Cult. Design	Norton	Open	25	MW 230-350	ASH AUD
CCS 145	Intro Neuropsychology	Chase	Open	25	MW 9-1020	ASH 111
CCS 151	Convention/Knowledge/Exist	Garfield	Open	25	TTh 9-1020	ASH 111
CCS 158	Theories Dev. Psychology	Ratterman	Open	25	MW 1-220	ASH 111
CCS 168	Intro to Linguistics	Weisler	Open	25	TTh 9-1020	ASH 222
CCS 185p	Neurolinguistics	Milekic	Open	20	TTh 2-320	ASH 111
CCS/HA189	Myths of Western Literature	Kerr/Tracy	Open	40	TTh 9-1020	ASH 126
CCS 199	Research Practicum	Chase	Prereq	8	MW 1030-1150	ASH 222
CCS 233	Design/CompApplications	Scarlatos	Prereq	24	MW 4-520	ASH AUD
CCS 244	Autobio/Bio in Film/Video	Millner	InstPer	25	MT 630-930PM	ASH AUD
CCS 246	Cognitive Psychology	Stillings	Open	20	TTh 2-320	ASH 222
CCS 263	Intro Artificial Intelligence	TBA	TBA		TBA	TBA
CCS 265	Buddhist Philosophy	Garfield	Prereq	25	MW 9-1020	ASH 126
CCS 265T	Buddhist Philosophy Tibetan	Lobzang	Prereq	25	F 9-1020	ASH 126
CCS 270	Lab Psychological Methods	Rattermann	InstPer	15	TTh 1230-150	ASH 221
CCS 274	Intermed Video Production	Millner	InstPer	18	W 230-520	1JB B-5/Studio
CCS 279	Origins of Mass Culture	Douglas	InstPer	20	M 630-930pm	ASH 222
CCS 291	Multimedia Lab	Muller	InstPer	16	TTh 2-320	ASH 126
CCS 333	Skulls/Brains in Canids	Coppinger	InstPer	35	W 230-520	ASH 111

## SCHOOL OF HUMANITIES AND ARTS

Course	Title	Instructor	Enrollment Method	Limit	Time	Location
HA 104	Introduction to Drawing	TBA	TBA	TBA	TBA	TBA
HA 108	Sculpture in Clay	Brayton	Prereq	15	TTh 930-1150	ARB Sculpture
HA 109	Intro to Woodworking	Gittleman	Open	12	MW 930-1150	ARB
HA 110	Film/Video Workshop I	Ravett	InstrPer	15	Th 9-1150	PFB
HA 111	Still Photo Workshop I	Matthews	InstrPer	15	W 9-1150	PFB
HA 120	Crit. Issues Phot/Film/Video	Matthews	Open	20	T 9-1150	PFB
HA 123p	Page to Stage	Donkin/Jones	Prosem	35	TTh 1030-1150	FPH 108
All 129	Women's Bodies/Lives	Hanley et al.	Open	60	WF 1030-1150	FPH WLLI
HA 132	Exploration/Empire/Geog	Wallen	Open	25	TTh 1030-1150	EDH 4
HA 135p	The Beats	Coles	Prosem	20	TTh 2-320	FPH 103
HA 138	Russia/Film/Lit Revolution	Hubbs	Open	25	TTh 1230-150	EDH 4
HA 140	Read/Write Autobiographies	Lesy	InstrPer	16	MW 9-1020	FPH 105
HA/SS 155	The American West	Tracy/Rakoff	Open	35	MW 1-220/T 7-9pm	FPH 108/ELH
HA 157	Lit Religious Awakening	Hodder/Meagher	Open	35	MW 230-350	FPH 108
HA 160p	Southern Writers	Kennedy	Prosem	20	MW 1-220	EDH 4
HA 165	Perception Human Environ.	Pope	Open	25	WF 1030-1150	EDH 3
HA 176	Intro Language/Prac Music	Edwards	Open	25	MW 1-220	MDB Recital
HA/CCS 189	Myths of Western Literature	Tracy/Kerr	Open	40	TTh 9-1020	ASH 126
HA 201	Historical Issues in Design	Jones	Open	25	MW 1-220	EDH 3
HA 202	Advanced Drawing	Brayton	InstrPer	20	W 1-6	ARB
HA 208	Introduction to Painting	Mann	Prereq	18	MW 9-1150	ARB
HA 210	Film/video Workshop II	Ravett	InstrPer	15	F 9-1150	PFB
HA 211	Still Photo Workshop II	TBA	TBA	TBA	TBA	TBA
HA 215*	Modern Dance Technique III	Nordstrom	Open	25	MW 1030-1150	MDB Main
HA 219	Ancient Greek Drama	Meagher	Open	25	TTh 1230-150	FPH 103
HA 229	Black Lit Since 1960's	Coles	Open	25	TTh 9-1020	FPH 103
HA 233	Tolstoi	Hubbs	Open	25	TTh 9-1020	EDH 4
HA 234	Intro Short Story Writing	Hanley	InstrPer	15	Th 9-1150	KIVA
HA 235	Non-fiction Reading/Writing	Lesy	InstrPer	16	TTh 9-1020	EDH 1
HA 238	Paired Landscapes	Smith	Open	25	MW 1030-1150	ASH 126
HA 239	Jazz Performance Seminar	Lateef	InstrPer	24	M 8-11am	MDB Recital
HA 241	The First Woman	Meagher	Open	25	MW 9-1020	EDH 4
HA 245	American Transcendentalists	Hodder	Open	25	TTh 1030-1150	EDH 1
HA 248	Workshop Fiction/Drama	Donkin/Payne	Prereq	25	TTh 9-1020	FPH 108
HA 249	Developing Toys/Games	Gittleman	Prereq	15	MW 230-5	ARB

## SCHOOL OF HUMANITIES AND ARTS *(continued)*

Course	Title	Instructor	Enrollment Method	Limit	Time	Location
HA 251	Reading/Writing Poetry	Sherman	Prereq	15	Th 1230-320	FPH 104
HA 252	Theatre/Improvisation	Blair	InstrPer	12	MW 230-5	EDH Main Stage
HA 259	Unruling Britannia	Lewis	Open	25	MW 9-1020	EDH 1
HA 261	Architectural/Urban Design	Goodman	Open	25	MW 230-430	EDH 1
HA 281	Music III	Edwards	Prereq	15	MW 4-520	MDB Class
HA 285	Laban Movement Analysis	Nordstrom	Open	25	MW 3-5	MDB Main
HA 287	Seventeenth Century Studies	Kennedy	Open	25	TTh 1230-150	EDH 1
HA 290A/B	Computer Music	Warner	Open/InstrPer	15/5	MW 1030-1150	MDB EMS
HA 305	Advanced Painting	Mann	InstrPer	15	MW 1-4	ARB
HA 313	Photography III	Stewart	InstrPer	15	M 230-520	PFB
HA 314	Film/Video Workshop III	Brand/Warner	InstrPer	20	W 230-530	PFB
HA 321	Contemporary Criticism	Wallen	Open	25	M 230-520	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	35	TTh 2-320/Th320-520	CSC 114/3 Lab
NS 107	Evolution of the Earth	Reid	Open	25	TTh 9-1020/Th1-5	CSC 114/2 Lab
NS 108	Crafting Science	Fortun	Open	20	T 630-930pm	FPH 102
NS 121p-	Human Biology	Bruno/Jarvis	Prosem	35	TTh1030-1150	CSC 2nd O
NS 122p	How People Move	McNeal	Prosem	20	MWF9-1020/W230-520	CSC 3rd Lab
All 129	Women's Bodies/Lives	Murrain et al.	Open	60	WF1030-1150	FPH WI.H
NS 135p	Bones/Bodies/Disease	Martin	Prosem	20	MWF230-350/TBA	CSC osteo lab
NS 141	Bugs and Drugs	Lowry/Schultz	Open	35	TTh1230-150	CSC 114
NS 150	Agriculture/Ecology/Society	Goodman, et al.	Open	60	MW1030-1150	ASH AUD
NS 153p	Natural History Infect Disease	Miller	Prosem	20	TTh1030-1150	CSC 114
NS 180	Aquatic Ecology	D'Avanzo	Open	15	TTh1030-1150/Th1-5	CSC126/2 Lab
NS 184	Appropriate Technology	Wirth	Open	25	MWF 9-1020	CSC 114
NS 191	Environmental Science	D'Avanzo/Reid	Open	25	MW1030-1150/M130-5	ASH111/CSC2lab
NS195	Pollution and Our Environ	Amarasiriwardena	Open	25	WF9-1020/Th1-350	CSC126/2 lab
NS 198	Ever Since Darwin	Miller	Open	25	MW1030-1150	CSC 114
NS 202	Chemistry I	Amarasiriwardena	Open	25	MWF1030-1150/M1-350	CSC 126/2 lab
NS 204	Physics III	Wirth/Bernstein	Prereq	25	MW230-350/M4-6	CSC 302/3 lab
NS 214	Organic Chemistry II	Lowry	Prereq	25	MW9-1020/W1-350	CSC 202/2 lab
NS 223	Exercise Physiology	McNeal	Open	25	MW 1030-1150/+	CSC 3 lab
NS 239	Ele Sch Science Workshop	Bruno	Open	25	MW 130-330/+	CSC 3rd O/lab
NS 247	Cell Biology	Jarvis	Open	25	MW 9-1020/F 1-5	CSC 2 O/2 lab
NS 260	Calculus I	Hoffman	Open	25	MWF 9-1020	ASH AUD
NS265	Intro Statistics/Exp Design	Sunderland	Open	25	MW 2-350	CSC 114
NS 282	Biochemistry	Oke	InstrPer	15	MW 230-350/W4-530	CSC 202/2 lab
NS 285	Science of AIDS	Murrain	Prereq	25	MW 230-350	CSC 126
NS 287	Glacial Geology	Roof	InstrPer	15	TTh1030-1150/W1230-330	CSC 202/2 lab
NS 316	Linear Algebra	Hoffman	Prereq	25	TTh 9-1020	CSC 2 O
NS 318	Complex Function Theory	Hoffman	Prereq	15	MW 4-520	CSC 202
NS/SS 356	Pueblo Indians	Martin/Yngvesson	InstrPer	12	MW 1030-1150	FPH 107
NS 381	Terrestrial Ecology	Schultz	InstrPer	12	MW 4-520+	CSC 126

## SCHOOL OF SOCIAL SCIENCE

Course	Title	Instructor	Enrollment Method	Limit	Time	Location
SS 107p	Race/Ethnicity/Nationalism	Ford	Prosem	20	TTh 9-1020	FPH 105
SS 113	Societies/Cult Middle East	Mirsepassi	Open	20	TTh 1030-1150	FPH 104
SS 115p	Political Justice	Mazor	Prosem	20	MW 9-1020	FPH 104
SS 119p	Econ Dev/Women's Lives	Nisonoff	Prosem	20	TTh 9-1020	FPH 101
SS 121p	American Century	Bengelsdorf	Prosem	20	WF 1030-1150	FPH 105
SS 122p	Power/Authority	Rakoff	Prosem	20	TTh 1030-1150	FPH 105
SS 127	Child Dev Social Context	Schamess	Open	30	MW 1030-1150	FPH 103
SS 128p	Central America	Weaver	Prosem	20	TTh 1030-1150	PH B-1
All 129	Women's Bodies/Lives	Cerullo et al.	Open	60	WF1030-1150	FPH W1.H
SS 133p	Peoples of the Americas	Glick	Prosem	18	MF 1030-1150	FPH 104
SS 138	Attitude Change	Poe	Open	25	TTh 9-1020	FPH 107
SS 141	Third World Development	Holmquist	Open	25	TTh 9-1020	FPH 102
SS 142	Anthropology Human Rights	Darlington	Open	25	TTh 9-1020	FPH 104
SS 146	Unsafe Communities	Glazer	Open	25	TTh 9-1020	FPH 106
SS/HA 155	The American West	Rakoff/Tracy	Open	35	MW 1-220/T 7-9pm	FPH 108/EL.H
SS 172	Families:Law/Culture/Tech	Fried/Yngvesson	Open	35	TTh 1030-1150	FPH 102
SS 184p	American Capitalism	Warner	Prosem	20	TTh 9-1020	ASH 221
SS 188	History/Reformation	Wald	Open	25	MW 9-1020	FPH 106
SS 203	World Politics	Ahmad	Open	25	MW 1030-1150	FPH 108
SS 208	Issues in Education	Weaver	Open	25	MW 230-350	FPH 102
SS 214	U.S. Labor History	Nisonoff	Open	25	TTh 1230-150	FPH 105
SS 217	Black Politics	Ford	Open	25	TTh 2-320	FPH 105
SS 223	Politics 3rd World Devel	Holmquist/Chandrani	Open	25	TTh 2-320	FPH 106
SS 226	Sociology of Religion	Mirsepassi	Open	25	MW 1-220	FPH 104
SS 259	Supreme Court/Law	Mazor	Open	25	MW1-220	FPH W1.H
SS 263	Democracy/Workplace/Com	Warner	Open	25	MF 1030-1150	FPH 106
SS 265	Sociology of Medicine	von der Lippe	Open	25	MW 1030-1150	PH A-1
SS 267	Germany 1789 to Present	Wald	Open	25	MW 230-350	FPH 105
SS 268	Res Methods/Soc Scientists	Poe	Open	25	TTh 2-320	FPH 102
SS 290	Postmodernity/Politics	Bengelsdorf/Cerullo	Open	35	WF 4-520	FPH 107
SS 299	18/19th Century US History	Sawada	Prereq	15	W 230-520	FPH 104
SS 325	Colonial Encounters	Ahmad	Open	20	W230-520/W 7-9pm	FPH EL.H
SS/NS 356	Pueblo Indians	Yngvesson/Martin	InstrPer	12	MW 1030-1150	FPH 107
SS 399b	People Studying People	von der Lippe	InstrPer	15	T 9-1150	PH A-1

# CO-CURRICULAR COURSES

## WRITING/READING PROGRAM

Course	Title	Instructor	Enrollment Method	Limit	Time	Location
WP 101	Basic Writing	Ryan	See Descr	16	WF 920-1020	PH A-1
WP 129	Writing/Internat Students	Gorlin	Open	16	TTh 9-10	EDH 2

## FOREIGN LANGUAGES

Course	Title	Instructor	Enrollment Method	Limit	Time	Location
FL 101	Intensive French	Roesch	InstrPer	10	TWTh 330-6pm	PH A-1
FL 102	Intensive Spanish	Gear	InstrPer	10	TWTh 330-6pm	PH B-1

## CHORUS

Course	Title	Instructor	Enrollment 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	Instructor	Enrollment Method	Limit	Time	Location
OPRA 101	Beginning Shotokan Karate	Taylor	Open	None	MW 6-8 pm	RCC
OPRA 102	Inter Shotokan Karate	Taylor	InstrPer	None	TTh 6-8 pm	RCC
OPRA 104	Advanced Shotokan Karate	Taylor	InstrPer	None	TThSu 6-8 pm	RCC
OPRA 107	Beginning Yoga	Pierce	Open	None	TTh 430-6pm	RCC
OPRA 111	Aikido	Sylvain	Open	None	WF 1-215	RCC
OPRA 115	Beginning Kyudo	Taylor	InstrPer	None	TTh 3-430	RCC Lounge
OPRA 116	Intermediate Kyudo	Taylor	Prereq	None	MWF 4-6pm	RCC Lounge
OPRA 118	Beginning T'ai Chi	Barry	Open	None	TTh 1230-130	RCC
OPRA 119	Continuing T'ai Chi	Barry	Open	None	TTh 145-245	RCC
OPRA 123	Begin WW Kayaking (X)	E. Alderson	Open	6	W 130-245/F 1230-6pm	Pool/River
OPRA 124	Begin WW Kayaking (Y)	G. Alderson	Open	6	W 245-4/F 1230-6pm	Pool/River
OPRA 126	Beyond Begin WW Kayaking	G. Alderson	Prereq	None	Th 1230-6	Pool/River
OPRA 141	A Swimming Evolution	G. Alderson	Open	None	W 1030-1130am	Pool
OPRA 145	Lifeguard Training	S. Flinker	Open	10	Th 6-10pm	Pool
OPRA 149	Openwater Scuba Certif	Project Deep	See Descr	None	M 6-9 pm	Pool/RCC

## OUTDOOR AND RECREATIONAL ATHLETICS PROGRAM *(continued)*

Course	Title	Instructor	Enrollment Method	Limit	Time	Location
OPRA 151	Top Rope Climbing (A)	Kyker-Snowman	Open	12	T 1230-530 pm	RCC
OPRA 152	Top Rope Climbing (B)	E. Alderson	Open	12	Th 1230-6 pm	RCC
OPRA 175	Backyard Wilderness	Warren	Open	12	Th 1-5pm	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+	ASH 221

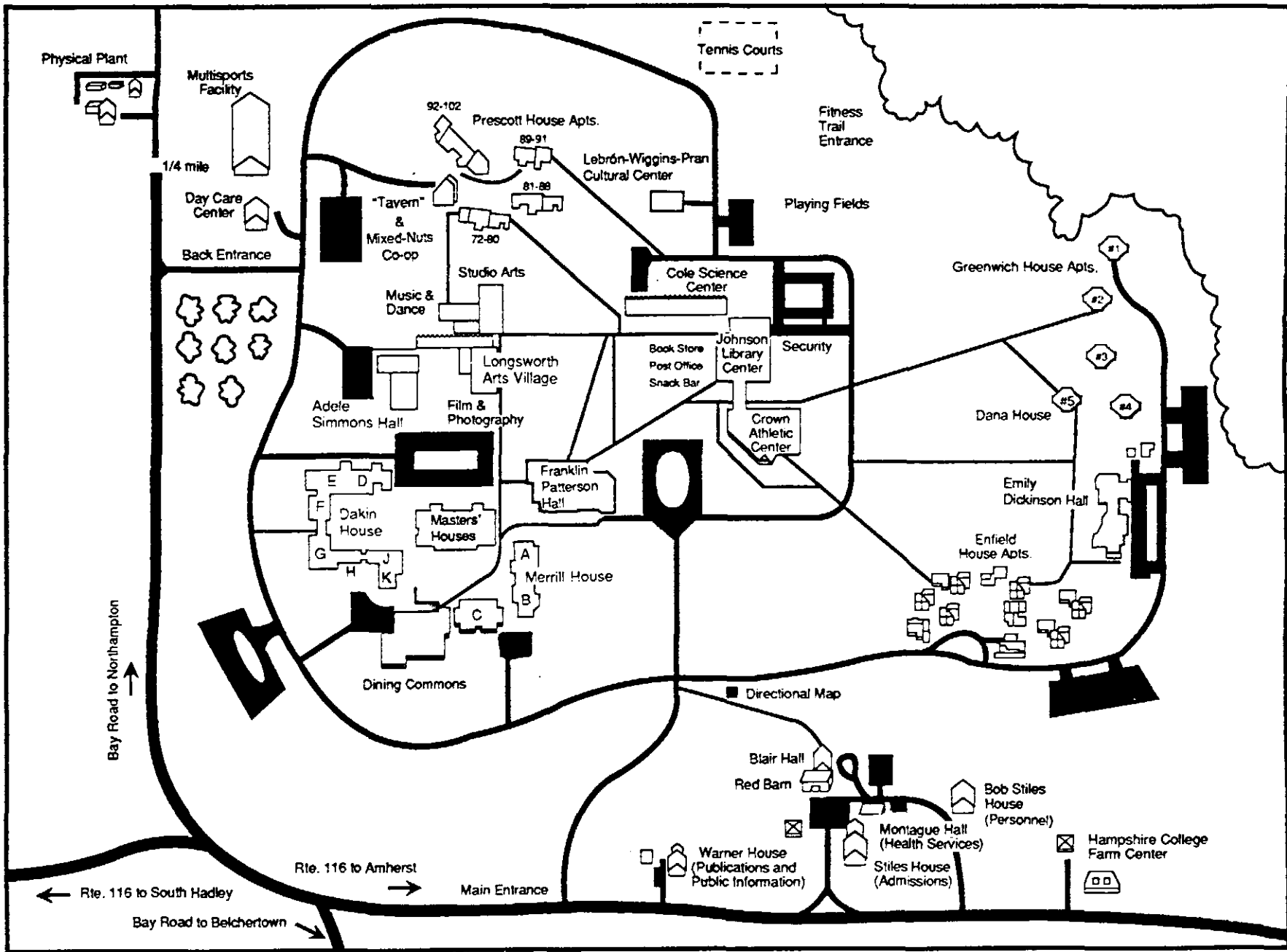
### CODES

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

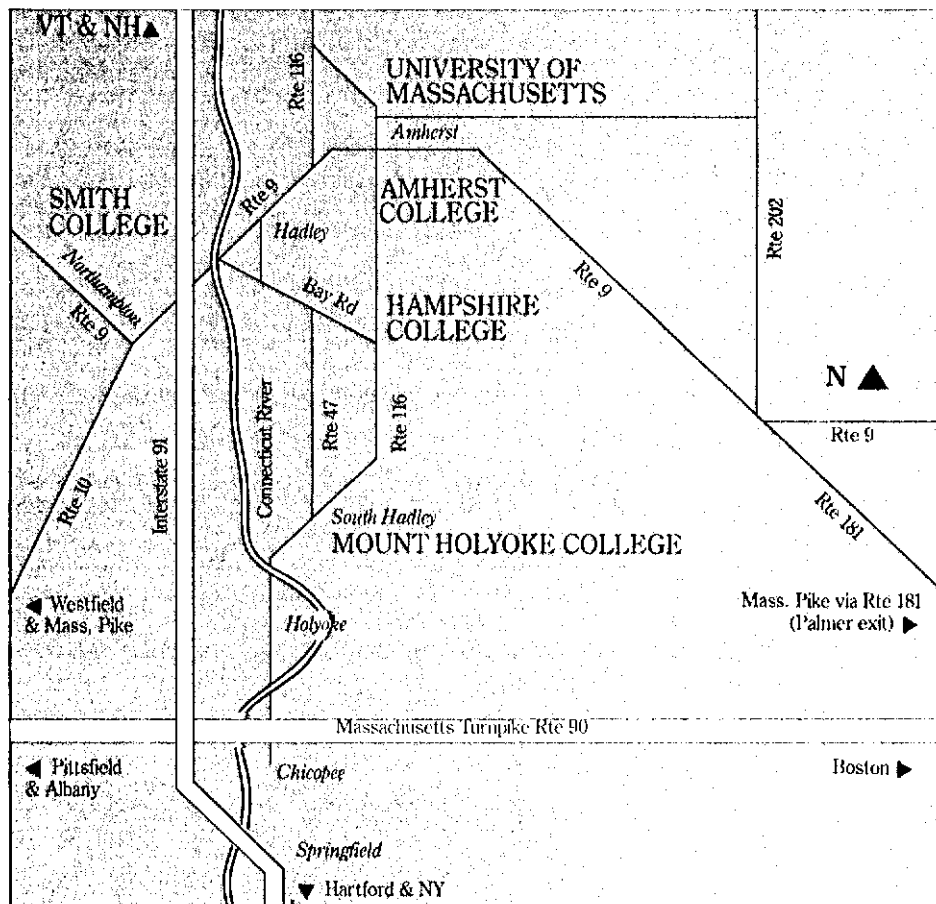
*Please note: A supplement to this Course Guide will be issued in September, listing all additions and deletions of courses, changes in class schedules, and course revisions. Please confirm your initial selections using this supplement.*



HAMPSHIRE COLLEGE CAMPUS



# HOW TO GET TO HAMPSHIRE COLLEGE



## LOCATION

Distance from Hampshire College to:

### Cities

- New York—166 miles
- Boston—89 miles
- Albany—105 miles
- Springfield—24 miles
- Hartford—49 miles

### Schools

- Amherst College—2.8 miles
- Mount Holyoke—6.2 miles
- Smith College—6.5 miles
- University of Mass—4.2 miles

From New York City take Route 95 to New Haven, Connecticut; Route 91 north from New Haven to Northampton, Massachusetts (Exit 19); Route 9 east to the center of Amherst; and then turn right onto Route 116 south. Hampshire College is located three miles south on Route 116.

From Boston take the Massachusetts Turnpike to Exit 4; route 91 north to Northampton (Exit 19); Route 9 east to the center of Amherst; and then turn right onto Route 116 south. Hampshire College is located three miles south on Route 116.

*To request an application and prospectus, please write to Director of Admissions, Hampshire College, Amherst, Massachusetts 01002, or call (413) 582-5471.*

*Do not remove - CR*

**FALL  
1995  
SUPPLEMENT**

TO THE

**HAMPSHIRE COLLEGE**

1995/1996 CATALOG  
AND COURSE GUIDE

AUGUST 30, 1995

# ACADEMIC YEAR CALENDAR 1995-96

## FALL TERM

New Faculty Orientation.....	Thursday, August 31-Friday, September 1
Student Orientation Period	
New Students Arrive .....	Thursday, August 31
New Students Program .....	Thursday, August 3 - Tuesday, September 5
Returning Students Arrive and Register.....	Tuesday, September 5
Advisor Conferences for Returning Student.....	Wednesday, September 6
Classes Begin.....	Thursday, September 7
Wednesday Class Schedule Followed.....	Friday, September 8
Course Selection (Hampshire and Five College).....	Thursday, September 7-Wednesday, September 20
January Term Proposal Deadline .....	Friday, September 22
Division I Plan Filing Deadline.....	Friday, September 29*
Yom Kippur Observed-- No Classes.....	Wednesday, October 4
October Break.....	Saturday, October 7-Tuesday, October 10
Advising/Exam Day.....	Wednesday, October 18
Division II & III Contract Filing Deadline (for completion in 5/96).....	Friday, October 20**
Family and Friends Week-End .....	Friday, October 20 - Sunday, October 22
Advising/Exam Day .....	Tuesday, November 14
Preregistration/Advising.....	Tuesday, November 14-Friday, November 17
Leave Deadline.....	Friday, November 17
Thanksgiving Break .....	Wednesday, November 22-Sunday, November 26
January Term Registration.....	Monday, November 27- Friday, December 1
Last Day of Classes .....	Friday, December 8
Hampshire College Divisional Exam Period.....	Monday, December 11-Friday, December 15***
Winter Recess.....	Saturday, December 16-Monday, January 1

## JANUARY TERM

Students Arrive.....	Tuesday, January 2
January Term Classes Begin.....	Wednesday, January 3
Martin Luther King, Jr. Day - No Classes.....	Monday, January 15
Last Day of Classes.....	Thursday, January 25
Recess Between Terms.....	Friday, January 26-Sunday, January 28

## SPRING TERM

New Students Arrive.....	Sunday, January 28
New Students Program.....	Sunday, January 28-Tuesday, January 30
Returning Students Arrive .....	Monday, January 29
Registration for All Students.....	Monday, January 29
Advisor Conferences for All Students.....	Tuesday, January 30
Classes Begin.....	Wednesday, January 31
Course Selection Period (Hampshire and Five College).....	Wednesday, January 31-Friday, February 9
Division I Plan Filing Deadline.....	Friday, February 16*
Advising/Exam Day.....	Wednesday, March 6
Division II & III Contract Filing Deadline (for completion in 12/96).....	Friday, March 8**
Spring Break.....	Saturday, March 16-Sunday, March 24
Advising/Exam Day.....	Tuesday, April 9
Preregistration/Advising.....	Tuesday, April 9-Friday, April 12
Leave Deadline.....	Friday, April 12
Last Day of Classes .....	Friday, May 3
Hampshire College Divisional Examination Period.....	Monday, May 6-Friday, May 10
Commencement.....	Saturday, May 18

\* For students who entered Fall 1994 and after

\*\* For students who entered prior to Fall 1994

\*\*\* Friday, December 15: Houses close at 4:30 p.m. Only students enrolled in Five College courses with exams scheduled after December 15 will be allowed to remain in their rooms.

REVISED May 30, 1995

**Hampshire College Schedule of Classes**

**Fall 1995**

**School of Cognitive Science and Cultural Studies**

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
CCS 105p	<i>Explor Nature of Mind</i>	Stillings/Weisler	Open	40	TTh 1030-1150	ASH 126
CCS 112p	<i>Newworks/Computer/Stories</i>	Muller	Open	16	TTh 1030-1150	ASH AUD
CCS 118	<i>Ethics and Society</i>	Hahn	Open	25	MW 1-220	ASH 222
CCS 126p	<i>Cruising the Net</i>	Muller	C A N C E L E D			
CCS 131p	Women in Popular Culture	Douglas	Prosem	20	TTh 1230-150	ASH 222
CCS 137	Animal Behavior	Coppinger	Open	25	MW 9-1020	ASH 222
CCS 140	<i>Video Production I</i>	Ra'ad	InstrPer	16	TTh 2-320	IJB B-5
CCS 143	<i>Construct/Cult. Design</i>	Norton	C A N C E L E D			
CCS 145	Intro Neuropsychology	Chase	Open	25	MW 9-1020	ASH 111
CCS 151	Convention/Knowledge/Exist	Garfield	Open	25	TTh 9-1020	ASH 111
CCS 158	Theories Dev. Psychology	Ratterman	Open	25	MW 1-220	ASH 111
CCS 168	<i>Intro to Linguistics</i>	Weisler/Milekic	Open	25	TTh 9-1020	ASH 222
CCS 170	<i>Aristotle and The Arabs</i>	Belmonte	Open	25	MW 230-350	ASH 126
CCS/HA 180	<i>Intro to Cultural Studies</i>	Rueschmann	Open	25	TTh 2-320	EDH 4
CCS 185p	Neurolinguistics	Milekic	Open	20	TTh 2-320	ASH 111
CCS/HA189	Myths of Western Literature	Kerr/Tracy	Open	40	TTh 9-1020	ASH 126
CCS 199	Research Practicum	Chase	Prereq	8	MW 1030-1150	ASH 222
CCS 212	<i>19th C Continental Philo.</i>	Hahn	Open	25	MW 1030-1150	ASH 221
CCS 233	<i>Design/CompApplications</i>	Scarlatos	Prereq	24	F 230-520	ASH AUD
CCS 244	Autobio/Bio in Film/Video	Millner	InstPer	25	MT 630-930PM	ASH AUD
CCS 246	Cognitive Psychology	Stillings	Open	20	TTh 2-320	ASH 222
CCS 247	<i>Document in Media Arts</i>	Ra'ad	Open	20	W 630-9pm	ASH AUD
CCS 265	Buddhist Philosophy	Garfield	Prereq	25	MW 9-1020	ASH 126
CCS 265T	Buddhist Philosophy Tibetan	Lobzang	Prereq	25	F 9-1020	ASH 126
CCS 270	<i>Lab Psychological Methods</i>	Ratterman	InstrPer	15	MW 230-350	ASH 222
CCS 274	Intermed Video Production	Millner	InstrPer	18	W 230-520	IJB B-5/Studio
CCS 279	<i>Origins of Mass Culture</i>	Douglas	InstrPer	20	M 230-520	ASH 111
CCS 291	Multimedia Lab	Muller	InstrPer	16	TTh 2-320	ASH 126
CCS 333	Skulls/Brains in Canids	Coppinger	InstrPer	35	W 230-520	ASH 111

**School of Humanities and Arts**

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
HA 104	<i>Introduction to Drawing</i>	Osman	Open	20	TTh 9-12	ARB
HA 108	Sculpture in Clay	Brayton	Prereq	15	TTh 930-1150	ARB Sculpture
HA 109	Intro to Woodworking	Gittleman	Open	12	MW 930-1150	ARB
HA 110	Film/Video Workshop I	Ravett	InstrPer	15	Th 9-1150	PIB
HA 111	Still Photo Workshop I	Matthews	InstrPer	15	W 9-1150	PIB
HA 113*	<i>Modern Dance I</i>	TBA	Open	24	TTh 9-1020	MDB
HA 119*	<i>Contemp Tech/Mod Dance</i>	Nordstrom	Open	24	TTh 1030-1120	MDB
HA 120	Crit. Issues Phot/Film/Video	Matthews	Open	20	T 9-1150	PIB
HA 123p	Page to Stage	Donkin/Jones	Prosem	35	TTh 1030-1150	1PH 108
All 129	Women's Bodies/Lives	Hanley et al.	Open	60	W 1030-1150	1PH 108
HA 132	Exploration/Empire/Geog	Wallen	Open	25	TTh 1030-1150	EDH 4
HA 135p	The Beats	Coles	Prosem	20	TTh 2-320	1PH 103

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

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
HA 138	Russia/Film/Lit Revolution	Hubbs	Open	25	TTh 1230-150	EDH 4
HA 140	Read/Write Autobiographies	Lesy	InstrPer	16	MW 9-1020	FPII 105
HA 142	Acting I	Lee	InstrPer	15	MW 1-220	EDH Theatre
HA/SS 155	The American West	Tracy/Rakoff	Open	35	MW 1-220/17-9pm	FPII 108/ELH
HA 157	Lit Religious Awakening	Hodder/Meagher	Open	35	MW 230-350	FPII 108
HA 160p	Southern Writers	Kennedy	Prosem	20	MW 1-220	EDH 4
HA 165	Perception Human Environ.	Pope	Open	25	WF 1030-1150	EDH 3
HA 176	Intro Language/Prac Music	Edwards	Open	25	MW 1-220	MDB Recital
HA/CCS 180	Intro to Cultural Studies	Rueschmann	Open	25	TTh 2-320	EDH 4
HA 183	Pre-Columbia Art/Architect	Couch	Open	25	TTh 9-1020	ASH AUD
HA/CCS 189	Myths of Western Literature	Tracy/Kerr	Open	40	TTh 9-1020	ASH 126
HA 197	Cross-Cultural Readings	Rueschmann	Open	25	TTh 1030-1150	FPII 103
HA 201	Historical Issues in Design	Jones	Open	25	MW 1-220	EDH 3
HA 202	Advanced Drawing	Brayton	InstrPer	20	W 1-6	ARB
HA 205	Figure Workshop	Mann	InstrPer	15	MW 1-4	ARB
HA 208	Introduction to Painting	Mann	Prereq	18	MW 9-1150	ARB
HA 210	Film/video Workshop II	Ravett	InstrPer	15	F 9-1150	PFB
HA 211	Still Photo Workshop II	TBA	TBA	TBA	TBA	TBA
HA 215*	Modern Dance Technique III	Nordstrom	Open	25	MW 1030-1150	MDB Main
HA 219	Ancient Greek Drama	Meagher	Open	25	TTh 1230-150	FPII 103
HA 227	Composing the Poem	Manrique	InstrPer	15	WF 1030-1150	EDH 4
HA 229	Black Lit Since 1960's	Coles	Open	25	TTh 9-1020	FPII 103
HA 233	Tolstoi	Hubbs	Open	25	TTh 9-1020	EDH 4
HA 234	Intro Short Story Writing	Hanley	InstrPer	15	Th 9-1150	KIVA
HA 235	Non-fiction Reading/Writing	Lesy	InstrPer	16	TTh 9-1020	EDH 1
HA 238	Paired Landscapes	Smith	Open	25	MW 1030-1150	ASH 126
HA 239	Jazz Performance Seminar	Lateef	InstrPer	24	M 8-11am	MDB Recital
HA 241	The First Woman	Meagher	Open	25	MW 9-1020	EDH 4
HA 245	American Transcendentalists	Hodder	Open	25	TTh 1030-1150	EDH 1
HA 248	Workshop Fiction/Drama	Donkin/Payne	Prereq	25	TTh 9-1020	FPII 108
HA 249	Developing Toys/Games	Gittleman	Prereq	15	MW 230-5	ARB
HA 251	Reading/Writing Poetry	Sherman	Prereq	15	Th 1230-320	FPII 104
HA 252	Theatre/Improvisation	Blair	<i>C A N C E L E D</i>			
HA 259	Unruling Britannia	Lewis	Open	25	MW 9-1020	EDH 1
HA 261	Architectural/Urban Design	Goodman	Open	25	MW 230-430	EDH 1
HA 281	Music III	Edwards	Prereq	15	MW 4-520	MDB Class
HA 285	Laban Movement Analysis	Nordstrom	Open	25	MW 3-5	MDB Main
HA 287	Seventeenth Century Studies	Kennedy	Open	25	TTh 1230-150	EDH 1
HA 290A/B	Computer Music	Warner	Open/InstrPer	15/5	MW 1030-1150	MDB EMS
HA 305	Advanced Painting	Shapiro	InstrPer	15	Th 1-5	ARB
HA 313	Photography III	Stewart	InstrPer	15	M 230-520	PFB
HA 314	Film/Video Workshop III	Brand/Warner	InstrPer	20	W 230-530	PFB
HA 321	Contemporary Criticism	Wallen	Open	25	M 230-520	EDH 4

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

### School of Natural Science

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
NS 102	Physics I	Wirth/Bernstein	Open	35	TTh 2-320/Th 320-520	CSC 114/3 Lab
NS 107	Evolution of the Earth	Reid	Open	25	TTh 9-1020/Th 1-5	CSC 114/2 Lab
NS 108	Crafting Science	Fortun	Open	20	T 630-930pm	FPII 102

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
NS 121p	Human Biology	Bruno/Jarvis	Prosem	35	TTh 1030-1150	CSC 2nd O
NS 122p	How People Move	McNeal	Prosem	20	MW 9-1020/W230-520	CSC 3rd Lab
NS 128	<i>Women and AIDS</i>	Ramos	Open	25	TTh 2-320/F9-1150	CSC 126/lab
All 129	Women's Bodies/Lives	Murrain et al.	Open	60	WF 1030-1150	FPH WLH
NS 135p	<i>Bones/Bodies/Disease</i>	Martin	<i>CANCELLED</i>			
NS 137p	<i>Teeth: Tales They Tell</i>	Goodman	Open	20	MW 230-520	CSC 114
NS 141	Bugs and Drugs	Lowry/Schultz	Open	35	TTh 1230-150	CSC 114
NS 150	<i>Agriculture/Ecology/Society</i>	Winship, et al.	Open	60	MW 1030-1150	ASH AUD
NS 153p	Natural History Infect Disease	Miller	Prosem	20	TTh 1030-1150	CSC 114
NS 180	Aquatic Ecology	D'Avanzo	Open	15	TTh 1030-1150/TTh 1-5	CSC 126/2 lab
NS 184	Appropriate Technology	Wirth	Open	25	MW 9-1020	CSC 114
NS 191	Environmental Science	D'Avanzo/Reid	Open	25	MW 1030-1150/M130-5	ASH 111/CSC 2 lab
NS 195	Pollution and Our Environ	Amarasiriwardena	Open	25	WF 9-1020/TTh 1-350	CSC 126/2 lab
NS 198	Ever Since Darwin	Miller	Open	25	MW 1030-1150	CSC 114
NS 202	Chemistry I	Amarasiriwardena	Open	25	MW 1030-1150/M1-350	CSC 126/2 lab
NS 204	Physics III	Wirth/Bernstein	Prereq	25	MW 230-350/M4-6	CSC 302/3 lab
NS 214	<i>Organic Chemistry II</i>	Lowry	Prereq	25	TTh 9-1020/W1-350	CSC 126/2 lab
NS 223	Exercise Physiology	McNeal	Open	25	MW 1030-1150/+	CSC 3 lab
NS 239	Ele Sch Science Workshop	Bruno	Open	25	MW 130-330/+	CSC 3rd O/lab
NS 247	Cell Biology	Jarvis	Open	25	MW 9-1020/F 1-5	CSC 2 O/2 lab
NS 260	Calculus I	Hoffman	Open	25	MW 9-1020	ASH AUD
NS 265	<i>Intro Statistics/Exp Design</i>	Sunderland	Open	25	MW 230-350	ASH AUD
NS 282	Biochemistry	Oke	InstrPer	15	MW 230-350/W4-530	CSC 202/2 lab
NS 285	Science of AIDS	Murrain	Prereq	25	MW 230-350	CSC 126
NS 287	Glacial Geology	Roof	InstrPer	15	TTh 1030-1150/W1230-330	CSC 202/2 lab
NS 316	Linear Algebra	Hoffman	Prereq	25	TTh 9-1020	CSC 2 O
NS 318	Complex Function Theory	Hoffman	Prereq	15	MW 4-520	CSC 202
NS/SS 356	Pueblo Indians	Martin/Yngvesson	InstrPer	12	MW 1030-1150	FPH 107
NS 381	Terrestrial Ecology	Schultz	InstrPer	12	MW 4-520 <sup>+</sup>	CSC 126

## School of Social Science

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
SS 107p	Race/Ethnicity/Nationalism	Ford	Prosem	20	TTh 9-1020	FPH 105
SS 113	<i>Societies/Cult Middle East</i>	Mirsepassi	<i>CANCELLED</i>			
SS 115p	Political Justice	Mazor	Prosem	20	MW 9-1020	FPH 104
SS 119p	Icon Dev/Women's Lives	Nisonoff	Prosem	20	TTh 9-1020	FPH 101
SS 121p	American Century	Bengelsdorf	Prosem	20	WF 1030-1150	FPH 105
SS 122p	Power/Authority	Rakoff	Prosem	20	TTh 1030-1150	FPH 105
SS 127	Child Dev Social Context	Schamess	Open	30	MW 1030-1150	FPH 103
SS 128p	Central America	Weaver	Prosem	20	TTh 1030-1150	PH B-1
All 129	Women's Bodies/Lives	Cerullo et al.	Open	60	WF 1030-1150	FPH WLH
SS 131	<i>Women/Gender Renaissance</i>	Sperling	Open	25	MW 1-220	FPH 103
SS 133p	Peoples of the Americas	Glick	Prosem	18	MF 1030-1150	FPH 104
SS 138	Attitude Change	Poe	Open	25	TTh 9-1020	FPH 107
SS 141	Third World Development	Holmquist	Open	25	TTh 9-1020	FPH 102
SS 142	<i>Anthropology Human Rights</i>	Darlington	Open	25	TTh 9-1020	FPH 104
SS 143	<i>Perspectives on Emotion</i>	Conrad	Open	25	MW 1-220	FPH 105
SS 146	Unsafe Communities	Glazer	Open	25	TTh 9-1020	FPH 106
SS/HA 155	The American West	Rakoff/Tracy	Open	35	MW 1-220/T 7-9pm	FPH 108/ELH
SS 172	Families: Law/Culture/Tech	Fried/Yngvesson	Open	35	TTh 1030-1150	FPH 102

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
SS 184p	American Capitalism	Warner	Prosem	20	TTh 9-1020	ASH 221
SS 188	History/Reformation	Wald	Open	25	MW 9-1020	FPH 106
SS 203	World Politics	Ahmad	C A N C E L E D Will be taught Spring '96			
SS 208	Issues in Education	Weaver	Open	25	MW 230-350	FPH 102
SS 214	U.S. Labor History	Nisonoff	Open	25	TTh 1230-150	FPH 105
SS 217	Black Politics	Ford	Open	25	TTh 2-320	FPH 105
SS 219	Body Religion/Society	Sperling	Open	25	TTh 1230-150	FPH 106
SS 223	Politics 3rd World Devel	Holmquist/Chandrani	Open	25	TTh 2-320	FPH 106
SS 226	Sociology of Religion	Mirsepassi	C A N C E L E D			
SS 259	Supreme Court/Law	Mazor	Open	25	MW 1-220	FPH 111
SS 263	Democracy/Workplace/Com	Warner	Open	25	MW 1030-1150	FPH 106
SS 265	Sociology of Medicine	von der Lippe	Open	25	MW 1030-1150	PH A-1
SS 267	Germany 1789 to Present	Wald	Open	25	MW 230-350	FPH 105
SS 268	Res Methods/Soc Scientists	Poe	Open	25	TTh 2-320	FPH 102
SS 290	Postmodernity/Politics	Bengelsdorf/Cerullo	Open	35	WF 4-520	FPH 107
SS 299	18/19th Century US History	Sawada	Prereq	15	W 230-520	FPH 104
SS 325	Colonial Encounters	Ahmad	C A N C E L E D Will be taught Spring '96			
SS/NS 356	Pueblo Indians	Yngvesson/Martin	InstrPer	12	MW 1030-1150	FPH 107
SS 399b	People Studying People	von der Lippe	InstrPer	15	T 9-1150	PH A-1

## CO-CURRICULAR COURSES

## WRITING/READING PROGRAM

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
WP 101	Basic Writing	Ryan	See Descr		16	WF 920-1020
WP 139	Writing/Internat Students	Gorlin	Open	16	TTh 9-10	EDH 2

## FOREIGN LANGUAGES

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
FL 101	Intensive French	Roesch	InstrPer	10	TWTh 330-6pm	PH A-1
FL 102	Intensive Spanish	Gear	InstrPer	10	TWTh 330-6pm	PH B-1

## CHORUS

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

## OUTDOOR AND RECREATIONAL ATHLETICS PROGRAM

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
OPRA 101	Beginning Shotokan Karate	Taylor	Open	None	MW 6-8 pm	RCC
OPRA 102	Inter Shotokan Karate	Taylor	InstrPer	None	TTh 6-8 pm	RCC
OPRA 104	Advanced Shotokan Karate	Taylor	InstrPer	None	TThSu 6-8 pm	RCC
OPRA 107	Beginning Yoga	Pierce	Open	None	TTh 430-6pm	RCC
OPRA 111	Aikido	Sylvain	Open	None	WF 1-215	RCC
OPRA 115	Beginning Kyudo	Taylor	InstrPer	None	TTh 3-430	RCC Lounge
OPRA 116	Intermediate Kyudo	Taylor	Prereq	None	MWF 4-6pm	RCC Lounge
OPRA 118	Beginning Tai Chi	Barry	Open	None	TTh 1230-130	RCC
OPRA 119	Continuing Tai Chi	Barry	Open	None	TTh 145-245	RCC
OPRA 123	Begin WW Kayaking (X)	E. Alderson	Open	6	W 130-245/F 1230-6pm	Pool/River



Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
OPRA 124	Begin WW Kayaking (Y)	G. Alderson	Open	6	W 245-4/F 1230-6pm	Pool/River
OPRA 126	Beyond Begin WW Kayaking	G. Alderson	Prereq	None	Th 1230-6	Pool/River
OPRA 141	A Swimming Evolution	G. Alderson	Open	None	W 1030-1130am	Pool
OPRA 145	Lifeguard Training	S. Flinker	Open	10	Th 6-10pm	Pool
OPRA 149	Openwater Scuba Certif	Project Deep	See Desc	None	M 6-9 pm	Pool/RCC
OPRA 151	Top Rope Climbing (A)	Kyker-Snowman	Open	12	T 1230-530 pm	RCC
OPRA 152	Top Rope Climbing (B)	E. Alderson	Open	12	Th 1230-6 pm	RCC
OPRA 175	Backyard Wilderness	Warren	Open	12	Th 1-5pm	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+	ASH 221

*Please note: Italics Denote Either a New Course or Changes From the Fall Catalog. A supplement to this Course Guide will be issued in September, listing all additions and deletions of courses, changes in class schedules, and course revisions. Please confirm your initial selections using this supplement.*

## CODES

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

**HAMPSHIRE COLLEGE  
CHANGES TO THE COURSE CATALOG**

**May 30, 1995**

**SCHOOL OF COGNITIVE SCIENCE & CULTURAL STUDIES**

**CCS 105p COGNITIVE SCIENCE; EXPLORING THE NATURE OF MIND**  
Stillings/Weisler will become a proseminar. See course catalog page 19 for description.

**CCS112p NETWORKS, COMPUTERS, AND TELLING STORIES**  
Richard Muller  
*New Course*

This course involves learning how to use computers to tell stories on the Internet. We will first explore the use of World-Wide Web browsers to locate information which others have made available on the net, and will then ourselves become "information providers." Each student will create a "home page" -- a computer file which introduces the student and his/her interests, readable by anyone in the world. Then we will learn how to add pictures, sound, and even movies to that page, enriching its content beyond its original textual form. This will involve learning the basics of computer image-making and manipulation and of digital sound recording and editing. Along the way, students will learn how to navigate the intricacies of the UNIX operating system (on which the materials will be "published") and the Macintosh personal computer (on which the graphic and audio materials will be created and edited). The continuing project for each student will be to expand his/her personal story by using photographs and audio recordings from family "archives" and by creating new materials in the form of pictures and sounds.

By the end of the course, everyone will know what it means to say, "Check out my home page; it's at <http://hamp.hampshire.edu/~rlmCCS/Home.html>" Class will meet twice a week for one hour and twenty minutes each time. Enrollment is limited to 16. TTh 1030-1150 in ASH AUD.

**CCS 118 ETHICS AND SOCIETY**  
Susan Hahn  
*New Course*

This introductory course is intended to give students an overview of four major approaches to ethics: (1) Ethics of Virtue: We will begin by addressing two philosophical theories presented in Plato's *Republic* and Aristotle's *Nicomachean Ethics*, which were addressed to questions such as, "Is human motivation always self-interested?" "What is a person's own good?" "Is there a conflict between one's personal good and what morality demands?" "Are there conflicts between values in certain circumstances?" If so, how should they be resolved?" (2) Ethics of Duty: We'll study the notions of prescriptivism and universality in Kant's *Groundwork of the Metaphysics of Morals*. (3) Ethics of Self-Realization/Self-Expression: In contrast to Kant's ethics of duty, we'll examine Schiller's critique of Kant in his *Letters on the Aesthetic Education of Mankind*. Then we'll look at the theory of self-realization/self-expression that developed out of his critique. (4) Postmoralism: Finally, we'll study the role the "extra-moral" period of history which, in *Beyond Good and Evil*, Nietzsche claims may now be beginning.

Course requirements include several short papers and one long final paper. Participation in class discussions is emphasized. Class will meet twice a week for one hour and twenty minutes each time. Enrollment is limited to 25. MW 1-220. AS11 222

**CCS 126p CRUISING THE NET: INTERCHANGES, REST STOPS, AND TRAFFIC COPS ON THE INFOBAHN**  
Richard Muller  
*Course Canceled*

**CCS 140 VIDEO PRODUCTION I**  
Walid Ra'ad  
*Instructor, Time and Place Added*

This course will be taught TTh 2:00-3:20 in the Library B-5.

**CCS 143 CONSTRUCTIONISM AND CULTURAL DESIGN**

Ted Norton  
*Course Canceled*

**CCS 168 INTRODUCTION TO LINGUISTICS**

Slavoljub Milekic and Steven Weisler  
*Instructor Added*

**CCS 170 ARISTOTLE AND THE ARABS**

Nina Belmonte  
*New Course*

Aristotle was the tutor of Alexander the Great: you know that. But did you know that he was also "tutor" to generations of philosophers living in the vast medieval Islamic Empire? Philosophers who, while making sense of their newborn religion and its conquests--which far exceeded those of Alexander--also prepared and aided the renaissance of western European culture.

This course will give an introduction to the basic elements of Aristotelian philosophy and its interpretation (and misinterpretation) in the works of the major Islamic thinkers of the early middle ages. Emphasis will be on the relationship between philosophy, cosmology and politics--with an eye to the significant though little recognized influence which the work of the Islamic thinkers had on the medieval Christian west and, thus, continues to have on modern western culture and thought.

Readings will include selections from Aristotle, Al-farabi, Avicenna, Averroes, Al-Ghazali and Aquinas. We will keep ourselves occupied with a series of short papers and class presentations, in addition to regular class discussion, and of course, lots of very juicy tidbits of medieval history and gossip. Class will meet twice a week for one hour and twenty minutes each time. Enrollment is limited to 25. MW 230-350.

**CCS/HA 180 INTRODUCTION TO CULTURAL STUDIES**

Eva Rueschmann  
*New Course*

This course presents a critical introduction to the theory and practice of cultural studies, an interdisciplinary field of inquiry which analyzes the complex intersections between culture, identity, ideology, media, art and industry. Focusing on culture as "signifying practices," we will examine the ways in which various cultural "texts" (e.g., popular fiction and film, television, advertising, photography) are produced, circulated and received within and across cultures. After a three-week introduction to the history, methodologies and debates of cultural studies through key essays by Stuart Hall, John Fiske, Tony Bennett, Roland Barthes, Homi Bhabha, Janice Radway and others, we will focus on several case studies and in-depth readings of cultural criticism in order to map the range of the field. Possible case studies as illustrations of the uses of cultural theory include: the World War II thriller/espionage tale as popular genre in literature and film (the construction of history, nationhood, national identity, and gender); the representation of race and ethnicity in the media; travel and tourism literature and cross-cultural encounter; cultural readings of fashion; television/video and the youth culture.

Students are expected to give in-class presentations and write short response papers on the readings. A final presentation and analytic paper require students to apply a cultural studies approach to a topic of their choice. The class will meet twice a week for one hour and twenty minutes each time. Some additional film screenings will be scheduled outside of class. The course is geared towards students with an interest in cultural studies, literary theory, film studies, feminist studies, Marxist criticism, semiotics, anthropology, and/or communication studies. Enrollment limit 25. TH 2-320. EDH - 4.

**CCS 212 NINETEENTH-CENTURY CONTINENTAL PHILOSOPHY**

Susan Hahn  
*New Course*

This course will introduce students to post-Kantian German Idealism. We will begin by looking at some of the background in the work of Fichte, as preliminary to concentrating on selections of Hegel's *Phenomenology of Spirit*. Finally, we will study responses to German Idealism by the Young Hegelians, Feuerbach, Marx, and Kierkegaard. (continued)

Readings for the topics we will investigate are Nietzsche's first and second introductions in the *Science of Knowledge*, Hegel's essays, "Philosophy as Theodicy" and "The Rational and the Actual," selections from *The Phenomenology of Spirit*, Marx's "Theses on Feuerbach" and "Critique of Hegel's Dialectic and General Philosophy" in *Economic and Philosophical Manuscripts*, and selections from Kierkegaard's *Philosophical Fragments*.

Two essays are required. Class will meet twice a week for one hour and twenty minutes each time. Enrollment is limited to 25. MW 1030-1150. ASII 221

**CCS 233      DESIGNING COMPUTER APPLICATIONS FOR PEOPLE**

Lori Scarlatos

*Time Change*

This course will be taught on Friday 230-520. ASII AUD.

**CCS 247      THE QUESTION OF THE DOCUMENT IN MEDIA ARTS**

Walid Ra'ad

*New Course*

This course is designed for students who have had at least the basic experience with media production and criticism and are interested in extending the development of their media practice/theory abilities. While students are encouraged to work independently on media projects, the major emphasis of the course will be on the theoretical questions surrounding the production of documentaries.

This course will examine the histories, philosophies, and ideologies of documentary film, photography, and video. The course will also examine how the document has been defined in various disciplines as anthropology, archeology, history, and the media arts. We will examine the various conventions and strategies made use of by producers and thinkers as Dziga Vertov, Georg Lukacs, Johannes Fabian, Trinh T. Minh-Ha, and Lisa Steel. Students' responsibilities are to keep up with the assigned readings and writing assignments and to attend all screenings. The class will meet once a week for two and one-half hours. Enrollment is limited to 20. W 630-9 in ASII AUD.

**CCS 270      LABORATORY IN PSYCHOLOGICAL METHODS**

Mary Jo Rattermann

*Time and Place Changed*

This course will be taught on MW 230-350 in ASII 222.

**CCS 279      THE ORIGINS OF MASS CULTURE**

Susan Douglas

*Time Changed*

This course will be taught on Monday 2:30-5:20.

**SCHOOL OF HUMANITIES AND ARTS**

**HIA 104      INTRODUCTION TO DRAWING**

Cathy Osman

*Instructor Added and Time Scheduled*

Class will meet Tuesday and Thursday 9 to 12 in ARB

**HIA 113\*      MODERN DANCE I      TBA**

*New Course*

Introduction to basic modern dance technique. Students will learn exercises and movement sequences designed to help develop physical strength, flexibility, coordination, kinesthetic awareness, and an understanding of the possibilities and potential for expressive communication through a disciplined movement form. Particular attention will be paid to postural alignment and techniques for increasing ease and efficiency of movement. Movement exploration and improvisation will be included. Class will meet twice each week for one-and-one half hours. Enrollment is limited to 24. This course is not suitable for one-half of a Division I.

Class will meet Tuesdays and Thursdays 9-10:20 a.m. in the Main Dance Studio.

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

HA 119\* **CONTEMPORARY TECHNIQUES: MODERN DANCE**

Rebecca Nordstrom, Karinne Keithley\*\*

*New Course*

This course will explore modern dance "technique". Working from an intermediate/advanced technical base, we will look for ways in which we can further our understandings and practices of "technique". Finding new conceptual models for framing the act of dancing (i.e. beyond phrasing, quality, etc.) will be our focus. The goal will be not so much to decide specifically how dancing is to be approached, but rather to enable ourselves to continually create new models for exploration. We will attempt to locate these models within the traditional structure of a technique class--in other words, through the fundamental work of dancing rather than through theoretical discussion. Restated: how do we make the act of translation from the information we take into our dancing body? (Continued)

Our exploration will be supplemented by written material and our own writings. The teaching of Gwen Welliver and Doug Varone will be drawn upon as starting point material. Eventually we will bring each other ideas and models for dancing. Also emphasized will be anatomical safety and the anatomical model as a source for abstracted movement models.

Class will meet Tuesdays and Thursdays 10:30 to 11:50 a.m. in the Main Dance Studio. This course is not suitable for a half of a Division I. \*\*Karinne Keithley is Division III student.

HA 142 **ACTING I: A JOURNEY TO SACRED TIME AND SPACE**

Dong-il Lee

*New Course*

An introductory course in acting focusing on the physical, vocal and interpretive aspects of performance with emphasis on balance, dilation, energy, montage, omission, opposition, and rhythm. We will use the performance techniques developed in Eugenio Barba's *The Secret Art of the Performer* and Augusto Boal's *The Theatre of the Oppressed*. The work of this course will also focus on Korean traditional performance technique, particularly transformational acting techniques from shamanistic ritual, masked dance, and contemporary political theatre.

Enrollment is limited to 15 by instructor permission. Class will meet Mondays and Wednesdays 1:00-2:20 p.m. in the Main Stage Theatre.

HIA/CCS 180 **INTRODUCTION TO CULTURAL STUDIES**

Eva Rueschmann

*New Course* See Description in CCS/HIA 180 this handout

HIA 183 **PRE-COLUMBIAN ART AND ARCHITECTURE**

Christopher Couch

*New Course*

An introductory survey of the arts and architecture of Native Americans, concentrating on MesoAmerica, Andean South America, and Central America prior to the European conquest, from the second millennium B.C.E. to the sixteenth century A.C.C.

Class will meet Tuesdays and Thursdays 9-10:20 a.m. in ASH auditorium Enrollment is limited to 25.

HIA 197 **CROSS-CULTURAL READINGS of the SHORT STORY**

Eva Rueschmann

*New Course*

This introductory comparative seminar treats the international modern and contemporary short story as a distinctive literary genre. Beginning with influential 19th-century examples of the American and European short story, represented by Poe, Chekhov, Maupassant and others, we will devote most of the course to a discussion of the forms, techniques and themes of contemporary short fiction from around the globe, Africa, Asia, contemporary ethnic America, Latin America, and Europe. Beyond the specific focus on the various narrative forms of the story (parable, allegory, surprise ending, fantasy, ghost story, metafiction etc.), this course also offers an introduction to various approaches of "reading" literature cross-culturally, within and across national boundaries. Our method of comparison will take many forms--historical, thematic, (continued)

stylistic, and national. We will also look at three films in this course, two adaptations of short stories and an example of "magic realism" in cinema, in order to examine the relationship between short fiction and narrative film.

Class will meet Tuesdays and Thursdays, 10:30 a.m.-11:50 a.m. in FPH 103.  
Enrollment is limited to 25.

**HA 205      FIGURE WORKSHOP      Judith Mann**  
*New Course*

Through drawing, painting, and collage we will explore the figure, focusing on scale, space, and color. In both long-and short-term projects, representational accuracy will be strengthened and developed towards incorporating expressive means.

Enrollment is limited to 15 students and requires instructor's permission. Come to the first class. Class will meet Monday and Wednesday 1-4pm in ARB.

**HA 227      COMPOSING THE POEM**  
Jaime Manrique  
*Changed Title and Description*

Young poets often learn by finding voices that speak to them so intimately that they wish to emulate them. We will start by reading and analyzing great poems from different cultures and aesthetics. Then the students will be asked to respond to the work of the poets we've studied, borrowing the structures of the already existing models. This should help the students to free themselves from the tyranny of the critic in all of us. As they cut loose, and let go without fear, the students should become aware that poetry is as much a language of the heart and the product of inspiration, as it is the result of dedication and discipline and crafts.

Class will meet Wednesdays and Fridays, 10:30-11:50 a.m. in EDH 4.  
Enrollment is limited to 15 students and requires instructor's permission.

**HA 252      THEATRE/IMPROVISATION**  
*Course Canceled*  
Rhonda Blair

**HA 305      ADVANCED PAINTING**  
Julie Shapiro  
*Instructor Changed and Time Changed*  
Class will meet on Thursday from 1 to 5 in ARB

**SCHOOL OF NATURAL SCIENCE**

**NS 128      Women & AIDS**  
Laura Ramos  
*New Course Description*

NS 128 is an introductory course for first year Hampshire students to familiarize them with the epidemic of AIDS in women in the United States. The course is designed to allow students to make significant progress towards completing a project for a NS Division I. Topics to be addressed include HIV/STDs, epidemiology, sexual and reproductive anatomy, safer sex practices and strategies, HIV testing, treatments, sexually transmitted diseases, sociocultural & public health ramifications of AIDS in different groups of women in the United States. In addition to guest speakers from Western Massachusetts, there will be field trips to local community based organizations.

Students will be encouraged to ask scientific questions and seek answers through literature search, experiments, and/or field work. Student projects and papers will focus on applied research and practical application. Possible project topics involve issues relevant to public health (testing materials used for safer sex, designing educational brochures, learning about clinical or community based organizations that rely on up-to-date scientific information in their community work, etc.) or medical anthropology (comparing how different groups of women are at risk, examining various cultural beliefs about HIV/STDs, etc.).

This course will meet Tuesday and Thursday afternoons from 2:00 to 3:20 pm in CSC 126 with a lab Friday mornings from 9 until 11:50 am. This much class time is needed so that  
(continued)

computer labs, experiments, in-class assignments, and field trips may be built into the course. This course is also part of the Community Service Scholar Project focusing on how science in general and women & AIDS in particular affect the community and our lives. Some students may decide to participate in student internships in the community. This course is limited to 15 students.

NS 135p      **THE HUMAN SKELETON: BONES, BODIES, and DISEASE**  
Debra Martin  
*Canceled*

NS 137p      **TEETH: THE TALES THEY TELL**  
Alan Goodman  
*New Course*

Teeth are fascinating. They are an excellent example of patterned variation. Both the repeating pattern and the variations provide insights into evolution and development. Teeth are formed from dentum, cementum, and enamel, calcified tissues that differ in embryological origin and respond differently to diet and stress. Enamel is especially interesting because it is a sort of fossil of early development. (continued)

In this hands-on course, students will learn about tooth structure, the control of tooth development (what happens when and why) and consider questions such as how enamel structure and elemental composition reflect stresses and diet in early development (much like tree rings). Students will work mostly in the Hampshire Osteology Laboratory, on individual and group projects with sections of teeth, casts of teeth, data from teeth, and real teeth from various archeological and contemporary groups.

This proseminar is particularly recommended for students with interests in human development, evolution, medical science, and anthropology. Class will meet Mondays and Wednesdays from 2:30 to 5:20 in CSC 114 and the Osteology Lab. Enrollment is open and limited to 20 students.

NS 214      **ORGANIC CHEMISTRY II**  
Nancy Lowry  
*Course time Changed*

Class will meet Tuesday and Thursday 9:00 to 10:20 in CSC 126. Lab will remain the same Wednesday 1 to 3:50 CSC 2nd floor lab.

NS 265      **INTRODUCTION to STATISTICS and EXPERIMENTAL DESIGN**  
Michael Sutherland  
*Time and Location Changed*

Class will be held Mondays and Wednesdays from 2:30 to 3:50 p.m. in ASH AUD.

### **SCHOOL OF SOCIAL SCIENCE**

**SS 113 SOCIETIES AND CULTURES OF THE MIDDLE EAST**

Ali Mirsepassi  
*Canceled*

SS 131      **WOMEN & GENDER IN RENAISSANCE ITALY**  
Jutta Sperling  
*New Course*

This course will be an introduction to the social history of women and the cultural construction of gender in the Italian Renaissance. Among the topics we will discuss are the role of women in court society; domesticity in a mercantile economy; marriage and the dowry-system; women's work; female body-metaphors in Republican political thought; sex and gender in medical discourse; women writers and prostitutes; the construction of masculinity; male and female homosexuality. Methodologically, the course will examine the development of different gender "styles" in their social context, and emphasize the extent to which ancient and medieval traditions were reworked and appropriated in Renaissance discourse. Students will write book reviews, give oral presentations, and write short research papers on the basis of secondary literature, primary texts, and/or visual source material. The class will meet for one hour and twenty minutes.  
MW 1-2:20

**SS 142 THE ANTHROPOLOGY OF HUMAN RIGHTS**

Susan Darlington

*Description changed*

People throughout the world face tragic situations of human rights abuse. Focusing on the rights of indigenous and minority peoples, this course will explore questions such as: What is the role (and history) of anthropology in human rights work? What are cross-cultural ideas of human rights? The theoretical concept of human rights will be explored, with emphasis on the importance and process of understanding the cultures and histories of specific peoples whose rights are being violated. Case studies from Burma, Tibet, and Guatemala will provide insight into the theoretical, methodological and ethical issues involved in human rights work. *Each student will write a series of essays on the culture, history and current situation of another case study.* The course will culminate in a class-designed public human rights forum for the Hampshire community. Class will meet for one hour and twenty minutes twice a week. Enrollment open, limit 25.

**SS 143 PERSPECTIVES ON EMOTION**

Rachel Conrad

*New Course*

This course considers the study of emotion from different perspectives from the late nineteenth through the twentieth century. We will begin with Charles Darwin's 1872 book, *The Expression of the Emotions in Man and Animals*, which laid the groundwork for twentieth-century approaches to the scientific study of the emotion. We will also consider the views of emotion outlined in William James' *Principles of Psychology*. Twentieth-century perspectives on emotion include anthropological (Lutz and Abu-Lughad, Eds., *Language and the Politics of Emotion*); philosophical (Langer, *Mind: An Essay on Human Feeling*); sociological (Hochschild, *The Managed Heart: Commercialization of Human Feeling*), and contemporary psychological perspectives.

Class will meet for one hour and twenty minutes twice a week. MW 1-2:20

**SS 203 WORLD POLITICS**

**CANCELED for Fall 1995; this course will be taught by Iqbal Ahmad in Spring of 1996.**

**SS 219 THE BODY IN RELIGION AND SOCIETY**

Jutta Sperling

*New Course*

This course will examine the role of the body in Christianity, scientific discourse, and political imagery from late antiquity to early modern Europe. We will discuss topics as varied as the cult of the saints, female spirituality and mysticism, anti-Semitic pogroms, witchcraft, death and disease, theories of kingship, the development of table manners, and humoral pathology. The course will introduce anthropological approaches as well as recent and "classic" literature in the field of cultural history. Readings will also include contemporary texts on sainthood, demonology, and astrology. Particular emphasis will be on the role of gender, the body as metaphor, and the problems of historicizing bodily experiences. Students will give oral presentations, write book reviews, and analyze primary source material. Enrollment is open and limit is 25. Class will Tuesday and Thursday 12:30-1:50.

**SS 226 SOCIOLOGY OF RELIGION: ISLAM AND MODERNITY**

Ali Mirsepassi

*Canceled*

**SS 263 DEMOCRACY, WORKPLACE & COMMUNITY**

Stan Warner

*Correction*

Class will meet Monday and Wednesday 10:30-11:50 in FPH 106.

**WP129 WRITING FOR INTERNATIONAL STUDENTS**

Debra Gorlin

*Number Changed to WP 139*



## HAMPSHIRE COLLEGE COURSE GUIDE SUPPLEMENT - SEPT. 1, 1995

NS 128 **WOMEN AND AIDS** Ramos Canceled

NS 136 **INTRODUCTORY DNAOLOGY** Alan Zwart

We will have 2 labs each week learning to grow organisms, to isolate DNA, to digest DNA with enzymes, identify fragments on gels, put those fragments into plasmids, and to put the plasmids back into various bacterial cells. We will make (amplify) small pieces of DNA in tubes (outside the cell); then we will use these little pieces with a polymerase that survives very high temperatures to copy and make long pieces of DNA [the "famous" Polymerase Chain Reaction]. In other words, this will be an intensive laboratory experience for those interested in this neat little bit of modern biology. We will work in the lab for the entire course. Competency with laboratory techniques and skills will be stressed and practiced. We will develop observation skills and data analysis. Each student will be responsible for keeping a detailed laboratory notebook. Towards the end of the semester, students will work in research groups on small projects.

For those who wish to volunteer, you can use your new skills by teaching them to High School students as part of the Science Education Partnership Award Program.

This course is primarily offered for those students unable to take the intensive laboratory-based course **Gene Cloning** offered over January Term.

Class will meet Thursday 1-5, and Friday 9-12 in the CSC 2nd Floor lab.

Alan Zwart is a Hampshire College graduate who has taught DNAology to high school students, high school science teachers and Hampshire College students. While at Hampshire he studied molecular biology and science education. Cameo appearances by Professors Lynn Miller and Chris Jarvis.

NS 137p **SEX, DEATH AND TEETH** Alan Goodman

In this hands-on course we will do research pertaining to how tooth quality might provide clues to health and diet. Teeth develop before adulthood and then are inert. Because teeth grow somewhat like trees (teeth also have growth rings, but growth stops before maturity) one can use teeth as a mirror back in time.

In this course we will work on the fundamental question of what causes poor teeth growth, and thus how well teeth reflect general health, specific disease and dietary "insults." One project will examine prenatal nutrition as reflected in teeth, and another will examine the association between tooth quality during infancy and subsequent risk of dying. Students will work with sections and whole teeth from various archaeological and contemporary groups. Division I examination work is highly encouraged.

This proseminar is particularly recommended for students with interests in anthropology, archaeology, public health, and nutrition. Class/labs will meet Mondays and Wednesday, 2:30-5:20 in the CSC 2nd Floor Laboratory. Enrollment is open and limited to 20 students.

NS 191 **ENVIRONMENTAL SCIENCE** Pratigya Polissar

This will be a hands-on environmental science course. We will examine both a local environmental problem (lake pollution) that is a global issue, and a global problem (greenhouse warming) which has local ramifications. During the first part of the course we will concentrate on the physical and biological processes that go on in lakes, emphasizing how nutrients are important to the "health" of a lake. Field work will be conducted at several local lakes to understand their biological state and "health." We will look at how the physical aspects and the surrounding population can change the ecology of the lake. The second part of the course will be devoted to understanding global warming and climate change. We will look at records of global climate from ice-cores, tree rings, and ocean and lake sediments to understand how the climate has changed in the past. From these records we will try to understand how the present climate is changing and if global warming is a cause for worry.

Class will meet Monday and Wednesday from 10:30-11:50 in CSC 202, and laboratory on Tuesday from 1:30-4:30. Enrollment limit 15.

Pratigya Polissar is a Hampshire College graduate who worked for 3 summers with the Math-Science Fellows of the Coalition for Essential Schools. While at Hampshire College he studied environmental science and paleoclimatology. His research interests include Northeast and Antarctic recent paleoclimatology.

NS 588i **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. Instructor permission required.

Time and place to be announced.

Please note that this course will continue through the spring semester.

NS 380i            **ALTERNATIVE AGRICULTURE SEMINAR**      Benjamin Oke

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

SS 142    **ANTHROPOLOGY OF HUMAN RIGHTS**            Sue Darlington  
          Canceled

WP 105            **POWER READING**            Shirley DeShields  
          Class will begin 8/13/95

**OPRA CO-CURRICULAR COURSES WILL BEGIN WEEK OF SEPTEMBER 11TH**

OPRA 208 EXPERIMENTAL EDUCATION – Karen Warren –  
          Will meet on **Tuesdays** 1-5+ in ASH 221

OPRA 107 YOGA – Arden Pierce  
          *Beginners* will meet on *Tuesday* 4:30/6pm and *Intermediates* on *Thursday* 4:30-6pm

#### LIFE-WORK EXPLORATION

This workshop is sponsored by the Career Options Resource Center and taught by its director Andrea Wright. It meets twice a week all semester: Mondays and Wednesdays from 3:00 - 5:00. (This year it will only be offered Fall Term.)

LWE is designed to help you to explore your personal preferences with regard to both career and lifestyle. There will be many self-disc exercises to enable you to specify your interests, analyse your skills and knowledge, and define and apply your personal values so that you can apply them to future life choices. It basically helps you to answer the questions, "Who am I? What do I really want".

LWE teaches new, effective decision-making techniques and concrete ways to topics the workshop covers are: life goals, values, where live, leisure time, relationships, personality traits, salary and benefits, budgeting, working conditions, and the world of work.

The emphasis is on what you enjoy doing most. The class sessions themselves are designed to be useful and fun. To sign up call Andrea at 5385.

**Just in case you're confused about Fall NS courses, we've listed what's really happening, when, and where. See the COURSE GUIDE and its SUPPLEMENT for course descriptions. If you have questions, call the NS Office at 5373 or 5371.**  
***FINAL REVISION: this supercedes all previous editions of NS course information for Fall 1995.***

**Fall 1995**  
**SCHOOL OF NATURAL SCIENCE**

Course	Title	Instructor	Method	Limit	Time	Place
NS 102	Physics I	Wirth/Bernstein	Open	30	TTh2-3:20/Th3:20-5:20	CSC114/Lab
NS 107	Evolution of Earth	Reid	Open	25	TTh9-10:20/Th1-5	CSC114/Lab
NS 121p	Human Biology: Selected Topics in Med.	Bruno/Jarvis	Prosem	20	TTh10:30-11:50	CSC 2nd O
NS 122p	How People Move	McNeal	Prosem	15	MWF9-10:20/W2:30-5:20	CSC3rd Lab
NS/HA/ SS 129	Women's Bodies/ Women's Lives	Murrain, et al.	Open	35	WF10:30-11:50	FPH/WI.H
NS 136	Intro DNAology	Zwart	Open	25	Th1-5, F9-noon	CSC 2nd flr Lab
NS 137p	Sex, Death, Teeth	Goodman	Open	20	MW2:30-5:20	CSC114/Bone Lab
NS 141	Bugs and Drugs	Lowry/Schultz	Open	35	TTh12:30-1:50	CSC 114
NS 150	Ag./Ecol./Society	Winship, et al.	Open	None	MW10:30-11:50	ASH Aud
NS 153p	Nat.Hist.Inf. Dis.	Miller	Prosem	20	TTh10:30-11:50	CSC 114
NS 180	Aquatic Ecology	D'Avanzo	Open	15	TTh10:30-11:50/Th1-5	CSC126/Lab
NS 184	Appropriate Tech	Wirth	Open	25	MWF9-10:20	CSC 114
NS 191	Environ.Science	Polissar	Open	25	MW10-30-11:50/T1:30-4:30	CSC202/Lab
NS 195	Pollution/Envir.	Amarasiriwardena	Open	25	WF9-10:20/Th 1-3:50	CSC126/Lab
NS 198	Ever Since Darwin	Miller	Open	25	MW 10:30-11:50	CSC 114
NS 202	Chemistry I	Amarasiriwardena	Open	25	MWF10:30-11:50/M1:30-4:30	CSC126/Lab
NS 204	Physics III	Wirth/Bernstein	Prereq	25	MW2:30-3:50/M4-6	CSC302/Lab
NS 214	Organic Chem II	Lowry	Prereq	25	TTh9-10:20/W 1-3:50	CSC126/Lab
NS 223	Exercise Physiology	McNeal	Open	25	MW10:30-11:50	CSC3rd Lab
NS 239	Elem. Sch. Science Workshop	Bruno	Open	25	MW 1:30-3:30	CSC 3rd O & Lab
NS 244	Climatology	Reid	Open	20	MW9-10:20/F1:30-5	CSC202/Lab
NS 247	Cell Biology	Jarvis	Open	25	MW9-10:20/F 1-5	CSC2ndO/Lab
NS 260	Calculus I	Hoffman	Open	25	MWF9-10:20	ASH Aud
NS 265	Intro to Statistics	Sutherland	Open	25	MW2:30-3:50	ASH Aud
NS 285	Science of AIDS	Murrain	Prereq	25	MW2:30-3:50	CSC 126
NS 282	Biochemistry	Oke	Instr'Per	15	M2:30-3:50,W2:30-5:30	CSC 202
NS 287	Glacial Geology	Roof	Instr'Per	15	TTh10:30-11:50/W12:30-3:30	CSC202/Lab
NS 316	Linear Algebra	Hoffman	Prereq	25	TTh 9-10:20	CSC 2nd O
NS 318	Complex Function Theory	Hoffman	Prereq	15	MW 4-5:20	CSC 202
NS/SS 356	Pueblo Indians	Martin/ Yngvesson	Instr'Per	12	MW10:30-11:50	FPH 105
NS 380i	Alt. Ag. Seminar	Oke	Instr'Per	25	M 6:30-9:30	CSC 126
NS 381	Adv.Topics/ Terrestrial Ecology	Schultz	Instr'Per	12	MW 4-5:20	CSC 126
NS 382	Env. Science Sem.	D'Avanzo	Open	25	TBA(first mtg. Th, 9/7 @ 4pm, CSC206)	
NS 388i	Creative Sex Health Sem.	Ramos	Instr'Per	20	TBA	TBA

Please note: NS 128, Women and AIDS, has been cancelled.

**HAMPSHIRE COLLEGE**  
**CHANGES TO THE COURSE GUIDE SUPPLEMENT FOR FALL 1995**  
**August 30, 1995**

**COMMUNITY SERVICE SCHOLARS PROJECT COURSES FOR FALL, 1995**

The following courses are designated as CSSP courses because they incorporate a community service learning component. Students who are already engaged in, or want to become involved with community service related to the course content area (child care, education, environment, reproductive and family planning issues, health, etc.), or develop skills (such as film-making or gathering data about environmental issues) that can be used in community work, will have the opportunity to combine their community service interests with their academic work as these courses introduce or focus on community responses to the content issues. Most of these courses will have speakers from relevant community agencies; field trip to community sites; opportunities to meet and/or interview community activists; and similar elements that promote the integration of community service with academic pursuits. (Actual internships or placements in community service are NOT, for the most part, arranged by the course professors; students who are looking or related internship possibilities should contact Stephanie Schames or Myrna Breitbart, co-directors of CSSP)

Courses:

SS 127: Child Development in Social Context (Stephanie Schames)

SS 146: Unsafe Communities (Penina Glazer)

NS 150: Agriculture, Ecology and Society (Lawrence Winship/Brian Schultz)

SS 172: Creating Families: Law, Culture and Technology (Marlene Fried/Barbara Yngvesson)

HA 263: Film/Video Projects in The Community (Bill Brand)

NS 128: Women and AIDS (Laura Ramos)

**LEMELSON FABRICATION SHOP**

The primary purpose of this facility is to provide students involved in Lemelson Program courses and projects with the ability to construct prototypes of inventions or other equipment useful to their program of study. Although the shop is being supported by the Lemelson Program, it is available for use by the entire campus community (students, faculty & staff) independent of direct involvement with the program.

Training sessions are required for anyone interested in using the shop and are based on which equipment you need to use. Training session schedules will be available at the beginning of each semester and during January term. Additional classes will be offered to teach basic mechanical drafting, a prerequisite for anyone serious about designing.

With our current equipment we can produce a wide range of custom machined parts from metal and plastic, as well as perform modifications to existing parts and equipment. Some basic plastic fabrication can also be done such as sheet plastic bending and welding.

**SCHOOL OF COGNITIVE SCIENCE & CULTURAL STUDIES**

*Proseminar*

CCS 105p **COGNITIVE SCIENCE: EXPLORING THE NATURE OF MIND**  
Stillings/Weisler will become a proseminar. See course catalog page 19 for description.

*New Course*

CCS112p **NETWORKS, COMPUTERS, AND TELLING STORIES**  
Richard Muller

This course involves learning how to use computers to tell stories on the Internet. We will first explore the use of World-Wide Web browsers to locate information which others have made available on the net, and will then ourselves become "information providers." Each student will create a "home page" -- a computer file which introduces the student and his/her interests, readable by anyone in the world. Then we will learn how to add pictures, sound, and even movies to that page, enriching its content beyond its original textual form. This will involve learning the basics of computer image-making and manipulation and of digital sound recording and editing. Along the way, students will learn how to navigate the intricacies of the UNIX operating system (on which the materials will be "published") and the Macintosh personal computer (on which the graphic and audio materials will be created and edited). The continuing project for each student will be to expand his/her personal story by using photographs and audio recordings from family "archives" and by creating new materials in the form of pictures and sounds.

By the end of the course, everyone will know what it means to say, "Check out my home page; it's at <http://hamp.hampshire.edu/~rlmCCS/Home.html>" Class will meet twice a week for one hour and twenty minutes each time. Enrollment is limited to 16. TTh 1030-1150 ASH AUD.

*Description, Instructor and Time Changed*  
CCS 115      **INTRODUCTION TO COMPUTER SCIENCE: INTERACTING WITH THE NET**  
Alan Garvey

This course introduces computer science using programming projects that interact with the Internet, primarily through the creation and modification of documents accessible through the World Wide Web. The web is a way of using the Internet to make information available to anyone else on the net who wants to access it. Connections to issues in advanced computer science, including networks, programming language design, complexity theory and artificial intelligence will be drawn throughout the course. Projects will be written in the 'C' programming language in the Unix environment.

This course, together with CCS 216 Data Structures and Algorithms, is a 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 producing documents for the web, the principles that will be covered can be easily extended to other problem domains. No previous experience with computers or programming is required.

The class will meet twice a week for one hour and twenty minutes each time in a classroom format and once a week for one hour in a lab setting. Enrollment is limited to 25. TTh 1230-150 in ASH AUD.

*New Course*  
CCS 118      **ETHICS AND SOCIETY**  
Susan Hahn

This introductory course is intended to give students an overview of four major approaches to ethics: (1) Ethics of Virtue: We will begin by addressing two philosophical theories presented in Plato's *Republic* and Aristotle's *Nicomachean Ethics*, which were addressed to questions such as, "Is human motivation always self-interested?" "What is a person's own good?" "Is there a conflict between one's personal good and what morality demands?" "Are there conflicts between values in certain circumstances?" If so, how should they be resolved?" (2) Ethics of Duty: We'll study the notions of prescriptivism and universality in Kant's *Groundwork of the Metaphysics of Morals*. (3) Ethics of Self-Realization/Self-Expression: In contrast to Kant's ethics of duty, we'll examine Schiller's critique of Kant in his *Letters on the Aesthetic Education of Mankind*. Then we'll look at the theory of self-realization/self-expression that developed out of his critique. (4) Postmoralism: Finally, we'll study the role the "extra-moral" period of history which, in *Beyond Good and Evil*, Nietzsche claims may now be beginning.

Course requirements include several short papers and one long final paper. Participation in class discussions is emphasized. Class will meet twice a week for one hour and twenty minutes each time. Enrollment is limited to 25. MW 1-220. ASH 222

*Course Canceled*  
CCS 126p      **CRUISING THE NET: INTERCHANGES, REST STOPS, AND TRAFFIC COPS ON THE INFOBAHN**  
Richard Muller

*Instructor, Time and Place Added*  
CCS 140      **VIDEO PRODUCTION I**  
Walid Ra'ad

This course will be taught TTh 2:00-3:20 in the Library B-5. See p20 course catalog for description.

*New Course*  
CCS 143      **CHINESE MYSTICISM AND CLASSICAL TAOISM**  
Weilang Chen

The basic ideas of Classical Taoism came from the earliest Chinese cosmological beliefs and were inseparable from the earliest Chinese mysticism and divination. It was decisively influential in the forming of ancient Chinese ideas and theories of nature and of life. This course will focus on the traditional Chinese interpretations of the texts of *The Lao Tzu*, *The I Ching*, and *The Chuang Tzu*. Comparisons will be made between Confucianism and Taoism and between Chinese and Greek views toward nature and toward life. Interpretations will also be pursued by comparing different versions of English translations of the Chinese texts. Class topics will include ancient Chinese history, ancient Chinese divination, the legend and mysteries about Lao Tzu the sage, and later developments of Chinese religions. There are no prerequisites. Enrollment is limited to 20. TTh 1030-1150 in ASH 222.

*Instructor Added*  
CCS 168      **INTRODUCTION TO LINGUISTICS**  
Slavoljub Milekic and Steven Weisler

See p21 course catalog for description

*New Course*  
CCS 170 **ARISTOTLE AND THE ARABS**  
Nina Belmonte

Aristotle was the tutor of Alexander the Great: you know that. But did you know that he was also “tutor” to generations of philosophers living in the vast medieval Islamic Empire? Philosophers who, while making sense of their newborn religion and its conquests--which far exceeded those of Alexander--also prepared and aided the renaissance of western European culture.

This course will give an introduction to the basic elements of Aristotelian philosophy and its interpretation (and misinterpretation) in the works of the major Islamic thinkers of the early middle ages. Emphasis will be on the relationship between philosophy, cosmology and politics--with an eye to the significant though little recognized influence which the work of the Islamic thinkers had on the medieval Christian west and, thus, continues to have on modern western culture and thought.

Readings will include selections from Aristotle, Al-farabi, Avicenna, Averroes, Al-Ghazali and Aquinas. We will keep ourselves occupied with a series of short papers and class presentations, in addition to regular class discussion, and of course, lots of very juicy tidbits of medieval history and gossip. Class will meet twice a week for one hour and twenty minutes each time. Enrollment is limited to 25. MW 230-350.

*New Course*  
CCS/HIA 180 **INTRODUCTION TO CULTURAL STUDIES**  
Eva Rueschmann

This course presents a critical introduction to the theory and practice of cultural studies, an interdisciplinary field of inquiry which analyzes the complex intersections between culture, identity, ideology, media, art and industry. Focusing on culture as “signifying practices,” we will examine the ways in which various cultural “texts” (e.g., popular fiction and film, television, advertising, photography) are produced, circulated and received within and across cultures. After a three-week introduction to the history, methodologies and debates of cultural studies through key essays by Stuart Hall, John Fiske, Tony Bennett, Roland Barthes, Homi Bhabha, Janice Radway and others, we will focus on several case studies and in-depth readings of cultural criticism in order to map the range of the field. Possible case studies as illustrations of the uses of cultural theory include: the World War II thriller/espionage tale as popular genre in literature and film (the construction of history, nationhood, national identity, and gender); the representation of race and ethnicity in the media; travel and tourism literature and cross-cultural encounter; cultural readings of fashion; television/video and the youth culture.

Students are expected to give in-class presentations and write short response papers on the readings. A final presentation and analytic paper require students to apply a cultural studies approach to a topic of their choice. The class will meet twice a week for one hour and twenty minutes each time. Some additional film screenings will be scheduled outside of class. The course is geared towards students with an interest in cultural studies, literary theory, film studies, feminist studies, Marxist criticism, semiotics, anthropology, and/or communication studies. Enrollment limit 25. TTh 2-320. EDII - 4.

*New Course*  
CCS 209 **CHINESE NATURAL PHILOSOPHY AND HEALTH CARE PRACTICE:  
T'ai Chi, Ch'i Kung, and Acupuncture**  
Weihang Chen

This course is a general, introductory study of the philosophy and practical knowledge of ancient Chinese health care techniques. Readings are chosen from Chinese medical classics, Taoist classics, and historical accounts. Class topics will cover basic concepts, theories and knowledge about practices of *T'ai Chi (Taiji)*, *Ch'i Kung (Qigong)*, and acupuncture. Regular sessions on the practice of *T'ai Chi* and *Ch'i Kung* will be provided after class if there is enough interests among students. There are no prerequisites. Students are encouraged to take CCS 143 at the same time. Enrollment is open. TTh 1230-150 in ASH 111.

*New Course*  
CCS 212 **NINETEENTH-CENTURY CONTINENTAL PHILOSOPHY**  
Susan Hahn

This course will introduce students to post-Kantian German Idealism. We will begin by looking at some of the background in the work of Fichte, as preliminary to concentrating on selections of Hegel's *Phenomenology of Spirit*. Finally, we will study responses to German Idealism by the Young Hegelians, Feuerbach, Marx, and Kierkegaard.

Readings for the topics we will investigate are Fichte's first and second introductions in the *Science of Knowledge*, Hegel's essays, “Philosophy as Theodicy” and “The Rational and the Actual,” selections from *The Phenomenology of Spirit*, Marx's “Theses on Feuerbach” and “Critique of Hegel's Dialectic and General Philosophy” in *Economic and Philosophical Manuscripts*, and selections from Kierkegaard's *Philosophical Fragments*.

Two essays are required. Class will meet twice a week for one hour and twenty minutes each time. Enrollment is limited to 25. MW 1030-1150. ASH 221

*Time Change*  
CCS 233 **DESIGNING COMPUTER APPLICATIONS FOR PEOPLE**  
Lori Scarlatos

This course will be taught on Friday 2:30-5:20. ASH AUD.

CCS 239 **NEWS REPORTING: TOOLS OF THE TRADE**  
B. J. Roche

The course introduces students to the concepts and practices of journalistic writing. Students will report and write multiple-source news stories in several different "beats," and in the process, learn about research, interviewing, story structure, working with editors, and journalistic issues like libel and ethics.

Course work will involve: •in-class lecture and weekly writing exercises, •drilling in spelling, usage, tight writing, current events, •the researching, reporting and writing of four 1,500 word, multiple-source stories in four different areas of reporting.

Class will meet twice a week for one hour and twenty minutes. Tuesday and Thursday 10:30-11:50 in ASH 221.

*New Course*  
CCS 247 **THE QUESTION OF THE DOCUMENT IN MEDIA ARTS**  
Walid Ra'ad

This course is designed for students who have had at least the basic experience with media production and criticism and are interested in extending the development of their media practice/theory abilities. While students are encouraged to work independently on media projects, the major emphasis of the course will be on the theoretical questions surrounding the production of documentaries.

This course will examine the histories, philosophies, and ideologies of documentary film, photography, and video. The course will also examine how the document has been defined in various disciplines as anthropology, archeology, history, and the media arts. We will examine the various conventions and strategies made use of by producers and thinkers as Dziga Vertov, Georg Lukacs, Johannes Fabian, Trinh T. Minh-Ha, and Lisa Steel. Students' responsibilities are to keep up with the assigned readings and writing assignments and to attend all screenings. The class will meet once a week for two and one-half hours. Enrollment is limited to 20. W 630-9 in ASH AUD.

*Description Changed, Instructor and Time Added*  
CCS 263 **ARTIFICIAL INTELLIGENCE: BUILDING INTELLIGENT AGENTS**  
Alan Garvey

Artificial Intelligence (AI) is a branch of computer science concerned with the construction of computer programs that "think." This course is an introduction to the core ideas of AI through concrete, hands-on activity. We will learn the Lisp programming language and we will use Lisp to build and modify intelligent agents. Intelligent agents are computer programs that interact with their environment to solve problems. We will cover topics such as search, knowledge representation, planning, learning and natural language processing. This course or its equivalent is a prerequisite for Advanced Topics in Artificial Intelligence; it may also be a prerequisite for other advanced courses on computational topics in the cognitive sciences.

Students will be evaluated on the basis of several small programming assignments and a final project. Prerequisite: any college-level course involving the significant use of any programming language. The class will meet twice a week for one hour and twenty minutes each time in a classroom format and once a week for one in a lab setting. Enrollment is limited to 25. TTh 2-320 in ASH AUD.

*Time and Place Changed*  
CCS 270 **LABORATORY IN PSYCHOLOGICAL METHODS**  
Mary Jo Rattermann

This course will be taught on MW 230-350 in ASH 222.

*Time Changed*  
CCS 279 **THE ORIGINS OF MASS CULTURE**  
Susan Douglas

This course will be taught on Monday 2:30-5:20.

~~SCHOOL OF HUMANITIES AND ARTS~~

*Instructor Added and Time Scheduled*  
HA 104 **INTRODUCTION TO DRAWING**  
Cathy Osman

Class will meet Tuesday and Thursday 9 to 12 in ARB

HA 113\* *New Course*  
**MODERN DANCE I**  
Joyce Lim\*\*

Introduction to basic modern dance technique. Students will learn exercises and movement sequences designed to help develop physical strength, flexibility, coordination, kinesthetic awareness, and an understanding of the possibilities and potential for expressive communication through a disciplined movement form. Particular attention will be paid to postural alignment and techniques for increasing ease and efficiency of movement. Movement exploration and improvisation will be included. Class will meet twice each week for one-and-one half hours. Enrollment is limited to 24. \*This course is not suitable for one-half of a Division I. \*\*Joyce Lim is a graduate student in the Smith Dance Department.

Class will meet Tuesdays and Thursdays 9-10:20 a.m. in the Main Dance Studio.

HA 119\* *New Course*  
**CONTEMPORARY TECHNIQUES: MODERN DANCE**  
Rebecca Nordstrom, Karinne Keithley\*

This course will explore modern dance "technique". Working from an intermediate/advanced technical base, we will look for ways in which we can further our understandings and practices of "technique". Finding new conceptual models for framing the act of dancing (i.e. beyond phrasing, quality, etc.) will be our focus. The goal will be not so much to decide specifically how dancing is to be approached, but rather to enable ourselves to continually create new models for exploration. We will attempt to locate these models within the traditional structure of a technique class--in other words, through the fundamental work of dancing rather than through theoretical discussion. Restated: how do we make the act of translation from the information we take into our dancing body?

Our exploration will be supplemented by written material and our own writings. The teaching of Gwen Welliver and Doug Varone will be drawn upon as starting point material. Eventually we will bring each other ideas and models for dancing. Also emphasized will be anatomical safety and the anatomical model as a source for abstracted movement models.

Class will meet Tuesdays and Thursdays 10:30 to 11:20 a.m. in the Main Dance Studio. This course is not suitable for a half of a Division I.

\*Karinne Keithley is Division III student.

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

HA 123p *Instructor Added*  
**PAGE TO STAGE**  
Ellen Donkin/Ellen Jones/Kym Moore  
See course guide p27 for description.

HA 142 *New Course*  
**ACTING I: A JOURNEY TO SACRED TIME AND SPACE**  
Dong-il Lee

An introductory course in acting focusing on the physical, vocal and interpretive aspects of performance with emphasis on balance, dilation, energy, montage, omission, opposition, and rhythm. We will use the performance techniques developed in Eugenio Barba's *The Secret Art of the Performer* and Augusto Boal's *The Theatre of the Oppressed*. The work of this course will also focus on Korean traditional performance technique, particularly transformational acting techniques from shamanistic ritual, masked dance, and contemporary political theatre.

Enrollment is limited to 15 by instructor permission. Class will meet Mondays and Wednesdays 1:00-2:20 p.m. in the Main Stage Theatre.

HA/CCS 180 *New Course See Description in CCS/HA 180 this handout*  
**INTRODUCTION TO CULTURAL STUDIES**  
Eva Rueschmann

HA 183 *New Course*  
**PRE-COLUMBIAN ART AND ARCHITECTURE**  
Christopher Couch

An introductory survey of the arts and architecture of Native Americans, concentrating on MesoAmerica, Andean South America, and Central America prior to the European conquest, from the second millennium B.C.E. to the sixteenth century A.C.C.

Class will meet Tuesdays and Thursdays 9-10:20 a.m. in ASH auditorium Enrollment is limited to 25.



HA 193 *New Course*  
**LIMINAL STAGES IN DIRECTING**  
Kym Moore

The director's craft requires an understanding of the complex structures involved in shaping drama into performance. In this course students will examine and explore mainstream and non-traditional approaches to this work. Play analysis for production, Dramaturgy, character/actor development, conceptualization, listening and communication for directors, blocking/composition, rehearsal processes, and performance are fundamental aspects of directing. Nevertheless, the approaches used to obtain these skills are numerous. My objective here is to provide students with more than one way to approach their work. Using the classroom as a laboratory for experimentation and discovery will allow students to experience which theories best address their interests. Texts for the course include a reader: *Liminal Stages in Directing*, Susan Cole's *Directors in Rehearsal* and Toby Cole/Helen Chinoy's *Directors on Directing*.

Class will meet Monday, Wednesday and Friday from 10:30-11:50 a.m. in the Main Stage Theatre, Emily Dickinson Hall. Friday's class will be a lab session. Enrollment is limited to 15.

HA 197 *Changed Description-New Course*  
**CROSS-CULTURAL READINGS of the SHORT STORY**  
Eva Rueschmann

This introductory comparative seminar treats the international modern and contemporary short story as a distinctive literary genre. Beginning with influential 19th-century examples of the American and European short story, represented by Poe, Chekhov, Maupassant and others, we will devote most of the course to a discussion of the forms, techniques and themes of contemporary short fiction from around the globe, Africa, Asia, contemporary ethnic America, Latin America, and Europe. Beyond the specific focus on the various narrative forms of the story (parable, allegory, fantasy, metafiction, fantasy and realist narrative), this course offers an introduction to critical approaches of reading literature cross-culturally, within and across national boundaries. Occasional video screenings of film adaptations will supplement our discussions. We will read and compare stories by Edgar Allan Poe, Julio Cortazar, Jamaica Kincaid, Jorge Luis Borges, Gabriel Garcia Marquez, Clarice Lispector, Nadine Gordimer, Es'Kia Mphahlele, Bessie Head, Joyce Carol Oates, Margaret Atwood, Christa Wolf, James Baldwin, Cynthia Ozick, Tadeusz Borowski, Leslie Marmon Silko, Hisaye Yamamoto, Amy Tan and many others.

Texts: Ann Charters, ed. *The Story and Its Writer* (4th edition, 1995) and Elizabeth Young-Bruehl, ed. *Global Cultures: A Transnational Short Fiction Reader* (1994). Two short oral presentations, two shorter papers and a final comparative essay or creative writing project are required. Class will meet Tuesdays and Thursdays, 10:30 a.m.-11:50 a.m. in FPH 103. Enrollment is limited to 25.

HA 202 *Changed Description*  
**ADVANCED DRAWING**  
William Brayton

This course is designed to combine advanced level drawing exercises with the development of each student's concerns in visual media. Readings, class discussions, critiques, and independent research will be integrated to support studio work. Materials generally run in excess of \$75.00. Extensive out of class work is required.

Class will meet once each week for five hours. Enrollment is limited to 20 by instructor permission. Drawing I is a prerequisite. Priority will be given to students with at least two drawing classes at the college level.

HA 205 *New Course*  
**FIGURE WORKSHOP**  
Judith Mann

Through drawing, painting, and collage we will explore the figure, focusing on scale, space, and color. In both long-and short-term projects, representational accuracy will be strengthened and developed towards incorporating expressive means.

Enrollment is limited to 15 students and requires instructor's permission. Come to the first class. Class will meet Monday and Wednesday 1-4pm in ARB.

HA 211 *Instructor Added, Time Added*  
**STILL PHOTOGRAPHY WORKSHOP II**  
Justin Kimball

This course will meet Mondays 9-11:50 a.m.. Enrollment is limited to 15 by instructor permission. The course will meet in the Film/Photo Building classroom.

HA 227 *Changed Title and Description*  
**COMPOSING THE POEM**  
Jaime Manrique

Young poets often learn by finding voices that speak to them so intimately that they wish to emulate them. We will start by reading and analyzing great poems from different cultures and aesthetics. Then the students will be

asked to respond to the work of the poets we've studied, borrowing the structures of the already existing models. This should help the students to free themselves from the tyranny of the critic in all of us. As they cut loose, and let go without fear, the students should become aware that poetry is as much a language of the heart and the product of inspiration, as it is the result of dedication and discipline and crafts.

Class will meet Wednesdays and Fridays, 10:30-11:50 a.m. in EDH 4.

Enrollment is limited to 15 students and requires instructor's permission.

*Course Canceled*

HA 252 **THEATRE/IMPROVISATION**  
Rhonda Blair

*Changed Description*

HA 261 **ARCHITECTURAL AND URBAN DESIGN INNOVATIONS**  
Robert Goodman

This design workshop will emphasize new approaches to urban environments. We will examine problems associated with traditional approaches to small-and large-scale design, including the lack of choice for those with non-traditional lifestyles and the physically handicapped as well as the need to create low-impact, sustainable environments. The course will include a series of short design exercises and a final project.

A focus of this class will be the creation of design alternatives to assist the Stavros Center in redesigning their Amherst building. The Center is a renowned facility for training physically handicapped people to lead independent lives. The center's director will participate with us in developing this project.

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. Class will meet twice each week for two hours. This course is sponsored in part by the Lemelson National Program in Invention, Innovation and Creativity.

*New Course*

HA 263 **FILM/VIDEO PROJECTS IN THE COMMUNITY**  
Bill Brand

This is the first semester of an ongoing activity which will be offered in both terms of the 1995-96 academic year. The focus will be the production of a small number of film/video productions working with or for a client from outside the Hampshire community. Students collectively and individually will be involved in all aspects of the production process including project development, fund raising, proposal and treatment writing, production scheduling, budgeting, shooting, editing and post-production finishing. All members of the group will meet together weekly for three hours, but a much higher and more flexible commitment of time is required. These are real world productions with firm deadlines and client expectations.

The course is open to students with either an intermediate level of Film/Video experience (Film/Video II) or significant background in another field and a concrete interest in applying these skills to film/video productions. These fields might include non-fiction writing, political science research, history, anthropology, economics, business and marketing.

Community Service Scholars Project (CSSP) students will find an opportunity to integrate their community service experience with academic studies by participating in this project. They can help the group develop contacts in the community while they learn about the film/video making process. This course will give them a chance to develop specific skills and to write reflective essays about their community service experience.

Individual assignments will be given to accomplish productions and the group will depend on timely completion of specialized tasks. For short periods these assignments will have students assuming the role of executive producer, preproduction researcher, location scout, line producer, production manager, cinematographer, sound mixer, director, editor, assistant editor, sound editor and post-production manager.

Along with the production work, we will read and discuss current literature related to the problematic of representation, questions related to personal and social meaning and other issues raised by the subject of the productions. All students will be expected to read, discuss and write about these issues.

This is a project of the MacArthur Chair. Enrollment is limited to 8 students with instructor permission.

*Interested students must meet with the instructor during registration week prior to the first class meeting.*

Class will meet Tuesdays and Thursdays 1:00 - 2:20 Film/Photo Bldg.

*Instructor Changed and Time Changed*

HA 305 **ADVANCED PAINTING**  
Julie Shapiro

Class will meet on Thursday from 1 to 5 in ARB

*Instructor Removed*

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

HA 322 *New Course*  
**GENDER ON THE SOFA: OF IDEAS AND AGENCY**  
Jill Lewis and Bahati Bonner\*

"Most early civil rights and feminist organising was done in living rooms. We have to go back to that model"" - bell hooks

This seminar aims to bring together students who are working on projects exploring, from contrasting disciplinary perspectives, different questions regarding gender and sexuality. It will provide a context for students to present their ongoing work and discuss with others both the critical implications of that work as well as the ways the work connects for them to their own concerns and informs their sense of commitment to working with gender issues. We are interested in discussing: ways of questioning the social and personal formations and consequences of gender and cultural identity; issues related to the embodiment of gender and sexual conventions-with a particular attention to contemporary AIDS context; new cultural political questions emerging in late 1990's gender debates, and the ways these, critically and practically, affect political vision and practical intervention; questions of agency and responsibility.

The seminar will develop its syllabus collectively, over the first two meetings, shaped by the students who are in it. Initial suggestions for readings are: Lynne Segal *Straight Sex: the Politics of Pleasure*, Judith Butler *Gender Trouble*, bell hooks *Yearning: Race, Gender and Cultural Politics*, Cindy Patton *Last Served? The Gendering of the AIDS Epidemic*, Jonathan Dollimore *Sexual Dissidence*, Mac an Ghaill *The Making of Men*; writings by Adrienne Kennedy, Carolyn Stedman, Nela Larsen, Michele Roberts, Caryll Phillips.

The seminar will meet on Wednesdays from 4pm-6pm in the living room of Infield House Women's Center. It is of course open to men, women and everyone. Enrollment limit: 15. Please contact instructors to signal interest, then turn up at the first meeting.

\*Bahati Bonner is a Division III student.

*Changed Description* **CHORUS** Ann Kearns, Director

The Hampshire College Chorus fall season: October 22, for Family and Friends Weekend and the 25th Anniversary of the college, we'll perform a new piece by Ann Kearns, *The Rain Coming From the Dew* (on texts by Hildegard of Bingen, and Ojibway prayer, and an African canticle), along with the majestic Purcell ode, *Hail, Bright Cecilia*, with professional orchestra and soloists; December 1, we'll perform Mozart's *Missa Brevis*, K. 192 with professional orchestra and student soloists; Kirke Mechem's *Songs of the Slave* (on texts relating to Frederick Douglass); and the premiere of a new piece by Daniel Warner. Rehearsals are Mondays and Wednesdays, 4-6 pm, in the Recital Hall of the Music and Dance Building. Entrance is by short, painless audition--sign up at the Chorus Office in the Music and Dance Building. Faculty and staff are welcome. Ann Kearns is on leave in spring 96, and there will be no chorus.

**SCHOOL OF NATURAL SCIENCE**

*Course Canceled*  
NS 108 **Crafting Science**  
Michael Fortun

*New Course Description*  
NS 128 **Women & AIDS**  
Laura Ramos

NS 128 is an introductory course for first year Hampshire students to familiarize them with the epidemic of AIDS in women in the United States. This will be an intensive inquiry seminar designed to allow students to make significant progress towards completing a project for a NS Division I. Topics to be addressed include HIV/STDs, epidemiology, sexual and reproductive anatomy, safer sex practices and strategies, HIV testing, treatments, sexually transmitted diseases, sociocultural & public health ramifications of AIDS in different groups of women in the United States. In addition to guest speakers from Western Massachusetts, there will be field trips to local community based organizations.

Students will be encouraged to ask scientific questions and seek answers through literature search, experiments, and/or field work. Student projects and papers will focus on applied research and practical application. Possible project topics involve issues relevant to public health (testing materials used for safer sex, designing educational brochures, learning about clinical or community based organizations that rely on up-to-date scientific information in their community work, etc.) or medical anthropology (comparing how different groups of women are at risk, examining various cultural beliefs about HIV/STDs; etc.).

This course will meet Tuesday and Thursday afternoons from 2:00 to 3:20 p.m. in CSC 126 and Friday mornings from 9 until 11:50 a.m. in CSC 302. This much class time is needed so that computer labs, experiments, in-class assignments, and field trips may be built into the course. This course is also part of the Community Service Scholar Project focusing on how science in general and women & AIDS in particular affect the community and our lives. Some students may decide to participate in student internships in the community. This course is limited to 15 students.

NS 135p *Canceled*  
**THE HUMAN SKELETON: BONES, BODIES, and DISEASE**  
Debra Martin

NS 137p *New Course*  
**TEETH: THE TALES THEY TELL**  
Alan Goodman

Teeth are fascinating. They are an excellent example of patterned variation. Both the repeating pattern and the variations provide insights into evolution and development. Teeth are formed from dentum, cementum, and enamel, calcified tissues that differ in embryological origin and respond differently to diet and stress. Enamel is especially interesting because it is a sort of fossil of early development.

In this hands-on course, students will learn about tooth structure, the control of tooth development (what happens when and why) and consider questions such as how enamel structure and elemental composition reflect stresses and diet in early development (much like tree rings). Students will work mostly in the Hampshire Osteology Laboratory, on individual and group projects with sections of teeth, casts of teeth, data from teeth, and real teeth from various archeological and contemporary groups.

This proseminar is particularly recommended for students with interests in human development, evolution, medical science, and anthropology. Class will meet Mondays and Wednesdays from 2:30 to 5:20 in CSC 114 and the Osteology Lab. Enrollment is open and limited to 20 students.

NS 150 *Instructor Changed*  
**AGRICULTURE, ECOLOGY, and SOCIETY**  
Lawrence Winship (and other faculty)

NS 214 *Course time Changed*  
**ORGANIC CHEMISTRY II**  
Nancy Lowry

Class will meet Tuesday and Thursday 9:00 to 10:20 in CSC 126. Lab will remain the same Wednesday 1 to 3:50 CSC 2nd floor lab.

NS 244 *New Course Added*  
**Climatology**  
John Reid

In this course we will investigate the climate on several different scales of space and time. The laboratory part of the class will be devoted to studies of microclimatology in which we will each design and carry out an investigation of a small piece of landscape over the course of the Fall. In the theoretical portion we will examine the atmosphere on a larger scale, developing an understanding of weather patterns on a worldwide scale and over longer periods of time. In particular, we will investigate the record of past climate changes using a variety of methods with the hope of better understanding the sorts of changes that may occur in the future due to human modification of the climate.

Class will meet for one hour and twenty minutes twice a week and for lab once a week. 100 and 200-level students are welcome. The enrollment limit is 20. Class will meet Monday and Wednesday from 9 to 10:20 in CSC 202. Labs are on Friday from 1:30 to 5 p.m.

NS 265 *Time and Location Changed*  
**INTRODUCTION to STATISTICS and EXPERIMENTAL DESIGN**  
Michael Sutherland

Class will be held Mondays and Wednesdays from 2:30 to 3:50 p.m. in ASH AUD.

NS 382 *New Course Description/Instructor Changed*  
**Environmental Science Seminar**  
Charlene D'Avanzo

This course will give students the opportunity to conduct a semester-long research project of their choice in the field of environmental science. The theme of the course is nutrient cycling and ecosystem processes. Possible projects include eutrophication and nutrient loading from watersheds to waterbodies, alternatives to traditional sewage treatment, and nutrient dynamics in agricultural systems. In addition to designing and carrying out their projects, students will discuss primary literature in a seminar setting.

Regular class meeting time and location will be decided at the initial group meeting scheduled for Thursday, 9-7-95, at 4 p.m. in CSC 206.

#### SCHOOL OF SOCIAL SCIENCE

SS 113 *Canceled*  
**SOCIETIES AND CULTURES OF THE MIDDLE EAST**  
Ali Mirsepassi

*Instructor Added*  
SS119p **THIRD WORLD, SECOND SEX: DOES ECONOMIC DEVELOPMENT ENRICH OR IMPOVERISH WOMEN'S LIVES?**  
Laurie Nisonoff and Sumeeya Chishty-Mujahid, student co-teacher  
*Description Changed*

SS 127 **CHILD DEVELOPMENT IN A SOCIAL CONTEXT**  
Stephanie Schamess

There is a vast array of conditions--psychological, ecological/environmental, and sociocultural--in which children are reared. In this course, we will use Bowlby's attachment theory as well as more recently formulated interpretive models of child socialization as the conceptual bases from which we will explore both the impact of these conditions on parenting strategies and the processes by which children acquire and absorb the "messages" of their social and cultural milieu. Through studies of children in settings ranging from extreme poverty in Brazil, a concentration camp in Germany, and poor neighborhoods in the U.S., as well as "mainstream" middle class America, we will examine the interaction between child development and the sociocultural context in which it occurs. Class will meet for one hour and twenty minutes twice a week.

NOTE: This is a CSSP course. Representatives from community agencies dealing with at-risk populations (homeless families, for example) will be invited to class as guest speakers. Students who are doing internships in relevant settings will be given assignments related to their service learning; students interested in future community service opportunities will be able to familiarize themselves with local agencies serving children and families.

*New Course*  
SS 131 **WOMEN & GENDER IN RENAISSANCE ITALY**  
Jutta Sperling

This course will be an introduction to the social history of women and the cultural construction of gender in the Italian Renaissance. Among the topics we will discuss are the role of women in court society; domesticity in a mercantile economy; marriage and the dowry-system; women's work; female body-metaphors in Republican political thought; sex and gender in medical discourse; women writers and prostitutes; the construction of masculinity; male and female homosexuality. Methodologically, the course will examine the development of different gender "styles" in their social context, and emphasize the extent to which ancient and medieval traditions were reworked and appropriated in Renaissance discourse. Students will write book reviews, give oral presentations, and write short research papers on the basis of secondary literature, primary texts, and/or visual source material. The class will meet for one hour and twenty minutes.

MW 1-2:20

*Description Changed*  
SS 142 **THE ANTHROPOLOGY OF HUMAN RIGHTS**  
Susan Darlington

People throughout the world face tragic situations of human rights abuse. Focusing on the rights of indigenous and minority peoples, this course will explore questions such as: What is the role (and history) of anthropology in human rights work? What are cross-cultural ideas of human rights? The theoretical concept of human rights will be explored, with emphasis on the importance and process of understanding the cultures and histories of specific peoples whose rights are being violated. Case studies from Burma, Tibet, and Guatemala will provide insight into the theoretical, methodological and ethical issues involved in human rights work. *Each student will write a series of essays on the culture, history and current situation of another case study.* The course will culminate in a class-designed public human rights forum for the Hampshire community. Class will meet for one hour and twenty minutes twice a week. Enrollment open, limit 25.

*New Course*  
SS 143 **PERSPECTIVES ON EMOTION**  
Rachel Conrad

This course considers the study of emotion from different perspectives from the late nineteenth through the twentieth century. We will begin with Charles Darwin's 1872 book, *The Expression of the Emotions in Man and Animals*, which laid the groundwork for twentieth-century approaches to the scientific study of the emotion. We will also consider the views of emotion outlined in William James' *Principles of Psychology*. Twentieth-century perspectives on emotion include anthropological (Lutz and Abu-Lughad, Eds. *Language and the Politics of Emotion*); philosophical (Langer, *Mind: An Essay on Human Feeling*); sociological (Hochschild, *The Managed Heart: Commercialization of Human Feeling*), and contemporary psychological perspectives.

Class will meet for one hour and twenty minutes twice a week. MW 1-2:20

SS 203 **WORLD POLITICS**  
CANCELED for F95: This course will be taught by Eqbal Ahmad in Spring 1996.

*Instructor Added*  
SS 208 **ISSUES IN EDUCATION**  
Fred Weaver and Gina Giuliani, student co-teacher

*New Course*  
SS 219 **THE BODY IN RELIGION AND SOCIETY**  
Jutta Sperling

This course will examine the role of the body in Christianity, scientific discourse, and political imagery from late antiquity to early modern Europe. We will discuss topics as varied as the cult of the saints, female spirituality and mysticism, anti-Semitic pogroms, witchcraft, death and disease, theories of kingship, the development of table manners, and humoral pathology. The course will introduce anthropological approaches as well as recent and "classic" literature in the field of cultural history. Readings will also include contemporary texts on sainthood, demonology, and astrology. Particular emphasis will be on the role of gender, the body as metaphor, and the problems of historicizing bodily experiences. Students will give oral presentations, write book reviews, and analyze primary source material. Enrollment is open and limit is 25. Class will Tuesday and Thursday 12:30-1:50.

*Canceled*  
SS 226 **SOCIOLOGY OF RELIGION: ISLAM AND MODERNITY**  
Ali Mirsepassi

SS 325 **COLONIAL ENCOUNTERS**  
CANCELED for F95: This course will be taught by Eqbal Ahmad in Spring 1996.

*Number Changed to WP 139*  
WP129 **WRITING FOR INTERNATIONAL STUDENTS**  
Debra Gorlin

*Course Added*  
WP 105 **POWER READING**  
Shirley M. DeShields

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

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

#### **New Faculty Biographies:**

**Weihang Chen**, visiting scholar in philosophy, received his Ph.D. from Wuhan University. He has taught at Wuhan University and the University of Missouri-Kansas City. He has lectured internationally and at Hampshire College. His areas of interest are Chinese philosophy and comparative study between traditional Chinese and Western philosophy, and Chinese and Western history and the philosophy of science.

**Rachel Conrad** visiting assistant professor of psychology, received an A.B. from Harvard and a Ph.D. from the University of California at Berkeley. She completed fellowships in clinical psychology at Harvard Medical School and the University of California, San Francisco. Her interests include emotional development, developmental psychopathology, and trauma.

**Alan Garvey** received his B.S. from Pacific Lutheran University, his M.S. in computer science: artificial intelligence from Stanford University and is completing his Ph.D. at the University of Massachusetts. His research has been in the area of scheduling artificial intelligence tasks in time-constrained situations. He is generally interested in building intelligent agents that can interact with other agents and solve interesting problems.

**Kym Moore**, visiting assistant professor of theatre received her BA in theatre arts from the State University of New York at New Paltz and her MFA in Directing from the University of Massachusetts. She has taught in the theatre department of Indiana State University and in the theatre department of the University of Massachusetts before coming to Hampshire College. She has directed performances nationally. Her specialty in theatre education and practice covers a broad range of areas including directing, playwrighting, dramaturgy, and stage management. In her professional and academic work she has been focused on issues of race, class, and gender.

**Barbara J. Roche** adjunct associate professor of journalism received her BA degree from the University of Massachusetts, Amherst. She is a correspondent for The Boston Globe and an adjunct faculty member in the Department of Journalism at the University of Massachusetts, Amherst.

**Jutta Sperling** assistant professor of history, received her M.A. from the Universitat Gottingen in Germany and recently completed her Ph.D. at Stanford University. Her teaching interests include the social and cultural history of early modern Europe, with a special emphasis on women and gender. Her research interests include convents and the aristocracy in late Renaissance Venice; gender and political theory in early modern Italy and France; and comparative issues of women's history in the Mediterranean

REVISED AUGUST 30, 1995

PLEASE NOTE: Confirm your initial selections using this supplement.

**Hampshire College Schedule of Classes Fall 1995**

**School of Cognitive Science and Cultural Studies**

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
CCS 105p	Explor Nature of Mind	Stillings/Weisler	Prosem	40	TTh 1030-1150	ASH 126
CCS 112p	Networks/Computer/Stories	Muller	Open	16	TTh 1030-1150	ASH AUD
CCS 115	Intro Computer Science	Garvey	Open	25	TTh 1230-150	ASH AUD
CCS 118	Ethics and Society	Hahn	Open	25	MW 1-220	ASH 222
CCS 126p	Cruising the Net	Muller	C A N C E L E D			
CCS 131p	Women in Popular Culture	Douglas	Prosem	20	TTh 1230-150	ASH 222
CCS 137	Animal Behavior	Coppinger	Open	25	MW 9-1020	ASH 222
CCS 140	Video Production I	Ra'ad	InstrPer	16	TTh 2-320	LJB B-5
CCS 143	Chinese Mysticism	Chen	Open	20	TTh 1030-1150	ASH 222
CCS 145	Intro Neuropsychology	Chase	Open	25	MW 9-1020	ASH 111
CCS 151	Convention/Knowledge/Exist	Garfield	Open	25	TTh 9-1020	ASH 111
CCS 158	Theories Dev. Psychology	Ratterman	Open	25	MW 1-220	ASH 111
CCS 168	Intro to Linguistics	Weisler/Milekic	Open	25	TTh 9-1020	ASH 222
CCS 170	Aristotle and The Arabs	Belmonte	Open	25	MW 230-350	ASH 126
CCS/HA 180	Intro to Cultural Studies	Rueschmann	Open	25	TTh 2-320	EDH 4
CCS 185p	Neurolinguistics	Milekic	Open	20	TTh 2-320	ASH 111
CCS/HA189	Myths of Western Literature	Kerr/Tracy	Open	40	TTh 9-1020	ASH 126
CCS 199	Research Practicum	Chase	Prereq	8	MW 1030-1150	ASH 222
CCS 209	Chinese Philos/Health Care	Chen	Open	25	TTh 1230-150	ASH 111
CCS 212	19th C Continental Philo.	Hahn	Open	25	MW 1030-1150	ASH 221
CCS 233	Design/Computer Applic	Scarlatos	Prereq	24	F 230-520	ASH AUD
CCS 239	News Reporting	Roche	Open	25	TTh 1030-1150	ASH 221
CCS 244	Autobio/Bio in Film/Video	Millner	InstPer	25	MT 630-930PM	ASH AUD
CCS 246	Cognitive Psychology	Stillings	Open	20	TTh 2-320	ASH 222
CCS 247	Document in Media Arts	Ra'ad	Open	20	W 630-9pm	ASH AUD
CCS 265	Buddhist Philosophy	Garfield	Prereq	25	MW 9-1020	ASH 126
CCS 263	Artificial Intelligence	Garvey	Open	25	TTh 2-320	ASH AUD
CCS 265T	Buddhist Philosophy Tibetan	Lobzang	Prereq	25	F 9-1020	ASH 126
CCS 270	Lab Psychological Methods	Rattermann	InstrPer	15	MW 230-350	ASH 222
CCS 274	Intermed Video Production	Millner	InstrPer	18	W 230-520	LJB B-5/Studio
CCS 279	Origins of Mass Culture	Douglas	InstrPer	20	M 230-520	ASH 111
CCS 291	Multimedia Lab	Muller	InstrPer	16	TTh 2-320	ASH 126
CCS 333	Skulls/Brains in Canids	Coppinger	InstrPer	35	W 230-520	ASH 111

**School of Humanities and Arts**

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
HA 104	Introduction to Drawing	Osman	Open	20	TTh 9-12	ARB
HA 108	Sculpture in Clay	Brayton	Prereq	15	TTh 930-1150	ARB Sculpture
HA 109	Intro to Woodworking	Gitelman	Open	12	MW 930-1150	ARB
HA 110	Film/Video Workshop I	Ravett	InstrPer	15	Th 9-1150	PFB
HA 111	Still Photo Workshop I	Matthews	InstrPer	15	W 9-1150	PFB
HA 113*	Modern Dance I	Lim	Open	24	TTh 9-1020	MDB
HA 119*	Contemp Tech/Mod Dance	Nordstrom/Keithley	Open	24	TTh 1030-1120	MDB
HA 120	Crit. Issues Phot/Film/Video	Matthews	Open	20	T 9-1150	PFB



Course	Title	Instructor	Method	Limit	Time	Location	
HA 123p	Page to Stage	Donkin/Jones/Moore	Prosem	35	TTh 1030-1150	FPH 108	
All 129	Women's Bodies/Lives	Hanley et al.	Open	60	WF 1030-1150	FPH WLH	
HA 132	Exploration/Empire/Geog	Wallen	Open	25	TTh 1030-1150	EDH 4	
HA 135p	The Beats	Coles	Prosem	20	TTh 2-320	FPH 103	
<i>*Course does not fulfill the requirements for the two-course option.</i>							
HA 138	Russia/Film/Lit Revolution	Hubbs	Open	25	TTh 1230-150	EDH 4	
HA 140	Read/Write Autobiographies	Lesy	InstrPer	16	MW 9-1020	FPH 105	
HA 142	Acting I	Lee	InstrPer	15	MW 1-220	EDH Theatre	
HA/SS 155	The American West	Tracy/Rakoff	Open	35	MW 1-220/17-9pm	FPH 108/ELH	
HA 157	Lit Religious Awakening	Hodder/Meagher	Open	35	MW 230-350	FPH 108	
HA 160p	Southern Writers	Kennedy	Prosem	20	MW 1-220	EDH 4	
HA 165	Perception Human Environ.	Pope	Open	25	WF 1030-1150	EDH 3	
HA 176	Intro Language/Prac Music	Edwards	Open	25	MW 1-220	MDB Recital	
HA/CCS 180	Intro to Cultural Studies	Rueschmann	Open	25	TTh 2-320	EDH 4	
HA 183	Pre-Columbia Art/Architect	Couch	Open	25	TTh 9-1020	ASH AUD	
HA/CCS 189	Myths of Western Literature	Tracy/Kerr	Open	40	TTh 9-1020	ASH 126	
HA 193	Liminal Stages Directing	Moore	Open	15	MWF 1030-1150	EDH Theatre	
HA 197	Cross-Cultural Readings	Rueschmann	Open	25	TTh 1030-1150	FPH 103	
HA 201	Historical Issues in Design	Jones	Open	25	MW 1-220	EDH 3	
HA 202	Advanced Drawing	Brayton	InstrPer	20	W 1-6	ARB	
HA 205	Figure Workshop	Mann	InstrPer	15	MW 1-4	ARB	
HA 208	Introduction to Painting	Mann	Prereq	18	MW 9-1150	ARB	
HA 210	Film/video Workshop II	Ravett	InstrPer	15	F 9-1150	PFB	
HA 211	Still Photo Workshop II	Kimball	InstrPer	15	M 9-1150	PFB	
HA 215*	Modern Dance Technique III	Nordstrom	Open	25	MW 1030-1150	MDB Main	
HA 219	Ancient Greek Drama	Meagher	Open	25	TTh 1230-150	FPH 103	
HA 227	Composing the Poem	Manrique	InstrPer	15	WF 1030-1150	EDH 4	
HA 229	Black Lit Since 1960's	Coles	Open	25	TTh 9-1020	FPH 103	
HA 233	Tolstoi	Hubbs	Open	25	TTh 9-1020	EDH 4	
HA 234	Intro Short Story Writing	Hanley	InstrPer	15	Th 9-1150	KIVA	
HA 235	Non-fiction Reading/Writing	Lesy	InstrPer	16	TTh 9-1020	EDH 1	
HA 238	Paired Landscapes	Smith	Open	25	MW 1030-1150	ASH 126	
HA 239	Jazz Performance Seminar	Lateef	InstrPer	24	M 8-11am	MDB Recital	
HA 241	The First Woman	Meagher	Open	25	MW 9-1020	EDH 4	
HA 245	American Transcendentalists	Hodder	Open	25	TTh 1030-1150	EDH 1	
HA 248	Workshop Fiction/Drama	Donkin/Payne	Prereq	25	TTh 9-1020	FPH 108	
HA 249	Developing Toys/Games	Gittleman	Prereq	15	MW 230-5	ARB	
HA 251	Reading/Writing Poetry	Sherman	Prereq	15	Th 1230-320	FPH 104	
HA 252	Theatre/Improvisation	Blair	<i>C A N C E L E D</i>				
HA 259	Unruling Britannia	Lewis	Open	25	MW 9-1020	EDH 1	
HA 261	Architectural/Urban Design	Goodman	Open	25	MW 230-430	EDH 1	
HA 263	Film/Video: Projects Comm	Brand	InstPer	8	TTh 1-220	PFB	
HA 281	Music III	Edwards	Prereq	15	MW 4-520	MDB Class	
HA 285	Laban Movement Analysis	Nordstrom	Open	25	MW 3-5	MDB Main	
HA 287	Seventeenth Century Studies	Kennedy	Open	25	TTh 1230-150	EDH 1	
HA 290A/B	Computer Music	Warner	Open/InstrPer	15/5	MW 1030-1150	MDB EMS	
HA 305	Advanced Painting	Shapiro	InstrPer	15	Th 1-5	ARB	
HA 313	Photography III	Stewart	InstrPer	15	M 230-520	PFB	
HA 314	Film/Video Workshop III	Brand	InstrPer	20	W 230-530	PFB	
HA 321	Contemporary Criticism	Wallen	Open	25	M 230-520	EDH 4	
HA 332	Ideas and Agency	Lewis/Bonner	Open	15	W 4-6pm	EH Women's Center	
<i>*Course does not fulfill the requirements for the two-course option</i>							

## School of Natural Science

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
NS 102	Physics I	Wirth/Bernstein	Open	35	TTh 2-320/Th320-520	CSC 114/3 Lab
NS 107	Evolution of the Earth	Reid	Open	25	TTh 9-1020/Th1-5	CSC 114/2 Lab
NS 108	<i>Crafting Science</i>	Fortun	C A N C E L E D			
NS 121p	Human Biology	Bruno/Jarvis	Prosem	35	TTh 1030-1150	CSC 2nd O
NS 122p	How People Move	McNeal	Prosem	20	MWF9-1020/W230-520	CSC 3rd Lab
NS 128	<i>Women and AIDS</i>	Ramos	Open	15	TTh 200-320/F9-1150	CSC 126/302
All 129	Women's Bodies/Lives	Murrain et al.	Open	60	WF1030-1150	FPH WL11
NS 135p	<i>Bones/Bodies/Disease</i>	Martin	C A N C E L E D			
NS 137p	<i>Teeth: Tales They Tell</i>	Goodman	Open	20	MW 230-520	CSC 114
NS 141	Bugs and Drugs	Lowry/Schultz	Open	35	TTh1230-150	CSC 114
NS 150	<i>Agriculture/Ecology/Society</i>	Winship, et al.	Open	60	MW1030-1150	ASH AUD
NS 153p	Natural History Infect Disease	Miller	Prosem	20	TTh1030-1150	CSC 114
NS 180	Aquatic Ecology	D'Avanzo	Open	15	TTh1030-1150/Th1-5	CSC126/2 lab
NS 184	Appropriate Technology	Wirth	Open	25	MWF 9-1020	CSC 114
NS 191	Environmental Science	D'Avanzo/Reid	Open	25	MW1030-1150/M130-5	ASH111/CSC2lab
NS195	Pollution and Our Environ	Amarasiriwardena	Open	25	WF9-1020/Th1-350	CSC126/2 lab
NS 198	Ever Since Darwin	Miller	Open	25	MW1030-1150	CSC 114
NS 202	Chemistry I	Amarasiriwardena	Open	25	MWF1030-1150/M1-350	CSC 126/2 lab
NS 204	Physics III	Wirth/Bernstein	Prereq	25	MW230-350/M4-6	CSC 302/3 lab
NS 214	<i>Organic Chemistry II</i>	Lowry	Prereq	25	TTh9-1020/W1-350	CSC 126/2 lab
NS 223	Exercise Physiology	McNeal	Open	25	MW 1030-1150/+	CSC 3 lab
NS 239	Ele Sch Science Workshop	Bruno	Open	25	MW 130-330/+	CSC 3rd O/lab
NS 244	<i>Climatology</i>	Reid	Open	20	MW 9-10:20/F 1:30-5	CSC 202/2 lab
NS 247	Cell Biology	Jarvis	Open	25	MW 9-1020/F 1-5	CSC 2 O/2 lab
NS 260	Calculus I	Hoffman	Open	25	MWF 9-1020	ASH AUD
NS265	<i>Intro Statistics/Exp Design</i>	Sunderland	Open	25	MW 230-350	ASH AUD
NS 282	Biochemistry	Oke	InstrPer	15	MW 230-350/W4-530	CSC 202/2 lab
NS 285	Science of AIDS	Murrain	Prereq	25	MW 230-350	CSC 126
NS 287	Glacial Geology	Roof	InstrPer	15	TTh1030-1150/W1230-330	CSC 202/2 lab
NS 316	Linear Algebra	Hoffman	Prereq	25	TTh 9-1020	CSC 2 O
NS 318	Complex Function Theory	Hoffman	Prereq	15	MW 4-520	CSC 202
NS/SS 356	Pueblo Indians	Martin/Yngvesson	InstrPer	12	MW 1030-1150	FPH 107
NS 381	Terrestrial Ecology	Schultz	InstrPer	12	MW 4-520 <sup>†</sup>	CSC 126
NS 382	Environ Science Seminar	D'Avanzo			first meeting 9/7	CSC 206

## School of Social Science

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
SS 107p	Race/Ethnicity/Nationalism	Ford	Prosem	20	TTh 9-1020	FPH 105
SS 113	<i>Societies/Cult Middle East</i>	Mirsepassi	C A N C E L E D			
SS 115p	Political Justice	Mazor	Prosem	20	MW 9-1020	FPH 104
SS 119p	<i>Econ Dev/Women's Lives</i>	Nisonoff/Chishty-Mujahid	Prosem	20	TTh 9-1020	FPH 101
SS 121p	American Century	Bengelsdorf	Prosem	20	WF 1030-1150	FPH 105
SS 122p	Power/Authority	Rakoff	Prosem	20	TTh 1030-1150	FPH 105
SS 127	<i>Child Dev Social Context</i>	Schamess	Open	30	MW 1030-1150	FPH 103
SS 128p	Central America	Weaver	Prosem	20	TTh 1030-1150	PH B-1
All 129	Women's Bodies/Lives	Cerullo et al.	Open	60	WF1030-1150	FPH WL11
SS 131	<i>Women/Gender Renaissance</i>	Sperling	Open	25	MW 1-220	FPH 103
SS 133p	Peoples of the Americas	Glick	Prosem	18	MF 1030-1150	FPH 104
SS 138	Attitude Change	Poe	Open	25	TTh 9-1020	FPH 107

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
SS 141	Third World Development	Holmquist	Open	25	TTh 9-1020	FPH 102
SS 142	Anthropology Human Rights	Darlington	Open	25	TTh 9-1020	FPH 104
SS 143	Perspectives on Emotion	Conrad	Open	25	MW 1-220	FPH 105
SS 146	Unsafe Communities	Glazer	Open	25	TTh 9-1020	FPH 106
SS/HA 155	The American West	Rakoff/Tracy	Open	35	MW 1-220/T 7-9pm	FPH 108/BLH
SS 172	Families: Law/Culture/Tech	Fried/Yngvesson	Open	35	TTh 1030-1150	FPH 102
SS 184p	American Capitalism	Warner	Prosem	20	TTh 9-1020	ASH 221
SS 188	History/Reformation	Wald	Open	25	MW 9-1020	FPH 106
SS 203	World Politics	Ahmad	C A N C E L E D Will be taught Spring '96			
SS 208	Issues in Education	Weaver/Giuliano	Open	25	MW 230-350	FPH 102
SS 214	U.S. Labor History	Nisonoff	Open	25	TTh 1230-150	FPH 105
SS 217	Black Politics	Ford	Open	25	TTh 2-320	FPH 105
SS 219	Body Religion/Society	Sperling	Open	25	TTh 1230-150	FPH 106
SS 223	Politics 3rd World Devel	Holmquist/Chandrani	Open	25	TTh 2-320	FPH 106
SS 226	Sociology of Religion	Mirsepasi	C A N C E L E D			
SS 259	Supreme Court/Law	Mazor	Open	25	MW1-220	FPH WL11
SS 263	Democracy/Workplace/Com	Warner	Open	25	MW 1030-1150	FPH 106
SS 265	Sociology of Medicine	von der Lippe	Open	25	MW 1030-1150	PH A-1
SS 267	Germany 1789 to Present	Wald	Open	25	MW 230-350	FPH 105
SS 268	Res Methods/Soc Scientists	Poe	Open	25	TTh 2-320	FPH 102
SS 290	Postmodernity/Politics	Bengelsdorf/Cerullo	Open	35	W 4-520	FPH 107
SS 299	18/19th Century US History	Sawada	Prereq	15	W 230-520	FPH 104
SS 325	Colonial Encounters	Ahmad	C A N C E L E D Will be taught Spring '96			
SS/NS 356	Pueblo Indians	Yngvesson/Martin	InstPer	12	MW 1030-1150	FPH 107
SS 399b	People Studying People	von der Lippe	InstPer	15	T 9-1150	PH A-1

## CO-CURRICULAR COURSES

## WRITING/READING PROGRAM

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
WP 101	Basic Writing	Ryan	See Descr	16	WF 920-1020	PH A-1
WP 105	Power Reading	DeShields	InstPer	15	W 6-9pm	TBA
WP 139	Writing/Internat. Students	Gorlin	Open	16	TTh 9-10	EDH 2

## FOREIGN LANGUAGES

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
FL 101	Intensive French	Roesch	InstPer	10	TWTh 330-6pm	PH A-1
FL 102	Intensive Spanish	Gear	InstPer	10	TWTh 330-6pm	PH B-1

## CHORUS

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

## OUTDOOR AND RECREATIONAL ATHLETICS PROGRAM

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
OPRA 101	Beginning Shotokan Karate	Taylor	Open	None	MW 6-8 pm	RCC
OPRA 102	Inter Shotokan Karate	Taylor	InstPer	None	TTh 6-8 pm	RCC
OPRA 104	Advanced Shotokan Karate	Taylor	InstPer	None	TThSu 6-8 pm	RCC

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
OPRA 107	Beginning Yoga	Pierce	Open	None	TTh 430-6pm	RCC
OPRA 111	Aikido	Sylvain	Open	None	WF 1-215	RCC
OPRA 115	Beginning Kyudo	Taylor	InstrPer	None	TTh 3-430	RCC Lounge
OPRA 116	Intermediate Kyudo	Taylor	Prereq	None	MWF 4-6pm	RCC Lounge
OPRA 118	Beginning T'ai Chi	Barry	Open	None	TTh 1230-130	RCC
OPRA 119	Continuing T'ai Chi	Barry	Open	None	TTh 145-245	RCC
OPRA 123	Begin WW Kayaking (X)	E. Alderson	Open	6	W 130-245/F 1230-6pm	Pool/River
OPRA 124	Begin WW Kayaking (Y)	G. Alderson	Open	6	W 245-4/F 1230-6pm	Pool/River
OPRA 126	Beyond Begin WW Kayaking	G. Alderson	Prereq	None	Th 1230-6	Pool/River
OPRA 141	A Swimming Evolution	G. Alderson	Open	None	W 1030-1130am	Pool
OPRA 145	Lifeguard Training	S. Flinker	Open	10	Th 6-10pm	Pool
OPRA 149	Openwater Scuba Certif	Project Deep	See Desc	None	M 6-9 pm	Pool/RCC
OPRA 151	Top Rope Climbing (A)	Kyker-Snowman	Open	12	T 1230-530 pm	RCC
OPRA 152	Top Rope Climbing (B)	E. Alderson	Open	12	Th 1230-6 pm	RCC
OPRA 175	Backyard Wilderness	Warren	Open	12	Th 1-5pm	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+	ASH 221

## CODES

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