

1997-98
Catalog and
Course Guide

H A M P S H I R E



HAMPSHIRE COLLEGE 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. Questions on accreditation should be directed to the Office of the President, (413) 582-5521.

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:
TBA

ADA Coordinator and Section 504 Coordinator:
Laurence I. Beede,
Associate Dean of Faculty

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.



TABLE OF CONTENTS

The Hampshire College Mission	inside front cover
Academic Year Calendar 1997-98	2
A Hampshire Education	3
The Academic Program	4
The Campus	7
Student Life	9
Admission	13
Tuition and Fees/Financial Aid	16

REGISTRATION INFORMATION	17
Special Students and Auditors	17
Courses of Instruction	17
Proseminars	18

FALL CURRICULUM STATEMENTS AND COURSE DESCRIPTIONS

School of Cognitive Science and Cultural Studies	19
School of Humanities and Arts	26
School of Natural Science	39
School of Social Science	46
Five College Programs	54
Five College Faculty Offerings	57
Co-Curricular Courses	61
Writing and Reading	61
Quantitative Skills	61
Foreign Language	61
Outdoor Program/Recreational Athletics	62
Inter-School Programs	66
Agricultural Studies/Farm Center	66
American Studies	66
Civil Liberties and Public Policy Program	66
Community Service Scholars Project	66
Computer Studies	67
Cultural Studies	67
Environmental Studies Program	67
Feminist Studies	67
Law Program	68
Lemelson Program in Invention, Innovation, and Creativity	68
Population and Development Program	68
Public Service and Social Change Program	68
Science Education Program	69
Science, Technology and Society Program	69
Third World Studies Program	69
Women and Science	69

SPRING 1998 PRELIMINARY COURSES

<i>School of Cognitive Science and Cultural Studies</i>	<i>70</i>
<i>School of Humanities and Arts</i>	<i>76</i>
<i>School of Natural Science</i>	<i>85</i>
<i>School of Social Science</i>	<i>91</i>
<i>Five College Faculty Offerings</i>	<i>98</i>
<i>Co-Curricular Courses</i>	<i>100</i>
<i>Writing and Reading</i>	<i>100</i>
<i>Quantitative Skills</i>	<i>100</i>
<i>Foreign Languages</i>	<i>100</i>
<i>Outdoor Program/Recreational Athletics</i>	<i>101</i>
Faculty Biographies	105
Administration and Staff	116
Board of Trustees	121
Fall Schedule of Classes	122
Hampshire College Location and Campus Maps	127,128

ACADEMIC YEAR CALENDAR 1997-98

FALL TERM

New Faculty Orientation	Wednesday, August 27 – Thursday, August 28
Student Orientation Period	Wednesday, August 27 – Tuesday, September 2
New Students Arrive and Enroll	Wednesday, August 27
New Students Program	Wednesday, August 27 – Tuesday, September 2
Advisor Conferences for New Students	Tuesday, September 2
Returning Students Arrive and Enroll	Monday, September 1
Advisor Conferences for Returning Students	Tuesday, September 2
Classes Begin	Wednesday, September 3
Course Selection Period (Hampshire and Five College)	Wednesday, Sept 3 – Tuesday, September 16
January Term Proposal Deadline	Friday, September 19
Division I Plan Filing Deadline	Friday, September 26
October Break	Saturday, October 11 – Tuesday, October 14
Advising/Exam Day	Wednesday, October 22
Division II Contract Filing Deadline (entry prior to 94F, completion in 5/98)	Friday, October 24
Division III Contract Filing Deadline (all students, completion in 5/98)	Friday, October 24
**Family and Friends Weekend	Friday, October 24 – Sunday, October 26
Advising/Exam Day	Tuesday, November 18
Preregistration/Advising	Tuesday, November 18 – Friday, November 21
Field Study, Leave Deadline	Friday, November 21
Thanksgiving Break	Wednesday, November 26 – Sunday, November 30
January Term Registration	Monday, December 1 – Friday, December 5
Last Day of Classes	Wednesday, December 10
Hampshire College Divisional Examination Period	Thursday, December 11 – Tuesday, December 16*
Winter Recess	Wednesday, December 17 – Saturday, January 3

JANUARY TERM

Students Arrive	Sunday, January 4
January Term Classes Begin	Monday, January 5
Martin Luther King, Jr. Day (no classes)	Monday, January 19
Last Day of Classes	Thursday, January 22
Recess Between Terms	Friday, January 23 – Saturday, January 24

SPRING TERM

New Students Program	Sunday, January 25 – Tuesday, January 27
New Students Arrive and Enroll	Sunday, January 25
Returning Students Arrive	Sunday, January 25
Enrollment for Returning Students	Monday, January 26
Advisor Conferences for New Students	Monday, January 26
Advisor Conferences for Continuing Students	Tuesday, January 27
Classes Begin	Wednesday, January 28
Course Selection Period (Hampshire and Five College)	Wednesday, Jan. 28 – Tuesday, February 10
Advising/Exam Day	Wednesday, March 4
Division II Contract Filing Deadline (entry prior to 94F, completion in 12/98)	Friday, March 6
Division III Contract Filing Deadline (all students, completion in 12/98)	Friday, March 6
Spring Break	Saturday, March 14 – Sunday, March 22
Advising/Exam Day	Tuesday, April 14
Preregistration/Advising	Tuesday, April 14 – Friday, April 17
Field Study, Leave Deadline	Friday, April 17
Last Day of Classes	Friday, May 1
Hampshire College Divisional Examination Period	Monday, May 4 – Friday, May 8
Commencement	Saturday, May 16

* Tuesday, December 16: Houses close at 4:30 p.m. Only students enrolled in Five College courses with exams scheduled after December 16 will be allowed to remain in their rooms.

A HAMPSHIRE EDUCATION

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

This idea holds profound implications for the practice of higher education. As Hampshire's founders realized, student interests can seldom be adequately explored through course work alone—the traditional mode of learning in liberal arts colleges. For this reason, students at Hampshire engage in substantial independent research and creative work in addition to taking courses, and they 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, and of 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 800 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 1,100 men and women make up Hampshire's student body and continue to put the vision of its founders into practice, creating an intellectual community of unusual vitality, imagination, and strength. As they pursue introductory work in each of the four Schools, design and carry out a concentration, and complete a major independent project, Hampshire students acquire habits of mind that will serve them well in a rapidly changing world. They learn to think critically and independently, and to approach new ideas with confidence; to ask good questions and devise creative solutions to complex problems. They take with them the discipline and self-reliance essential to reaching their goals through a lifetime of decision making.

THE ACADEMIC PROGRAM

Hampshire students qualify for the bachelor of arts degree by completing a full-time program composed of three levels, or divisions, of study. In Division I, or Basic Studies, students pursue substantial work in each of Hampshire's four Schools: 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 faculty also expect all students to consider some aspect of their Hampshire work from a non-Western perspective. A complete description of Division I, II and III, which comprises the Colleges academic program, may be found in *Non Satis Non Scire*, the Hampshire College policy handbook.

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 midterm 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 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 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. Students with strong interests in community service may participate in the Community Service Scholars Project (see page 65) and the Public Service and Social Change Program (see page 67).

DIVISION III (ADVANCED STUDIES): In the final year, students undertake a major independent study project with the guidance of a committee. The committee must include two Hampshire faculty members, one of whom shall be the chairperson. Many committees consist of only these two members, but it is possible to include an additional member,

who 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, and they are actually 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.

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, the University of California, Santa Cruz, the University of California, Berkeley, Duke, Brandeis, the 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 any 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. Faculty certify good standing through determining a student's timely completion of the divisional examination requirements. The complete policy on standards may be found in *Non Satis Non Scire*, the Hampshire College policy handbook.

MULTICULTURAL AFFAIRS

This 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 CAMPUS

ACADEMIC FACILITIES

THE HAROLD F. JOHNSON LIBRARY CENTER houses the college's print and media collections as well as a computer laboratory, television production facilities, a student lounge, a bookstore, a post office, an 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 more than 4,000,000 volumes in the Five College consortium. The Five Colleges employ a consortium-wide computerized catalog system that 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. The library also provides access to a number of bibliographic and other databases for student use.

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 videos as well as 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 the World Wide Web. The microcomputer facilities on the third floor of the library center include Macintosh and MS-DOS/Windows 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 classrooms and laboratories for the School of Natural Science, as well as the main college administrative offices. The two floors of laboratories used for teaching and research are open to encourage students to interact with other students and faculty. These lab areas are used for interdisciplinary studies including microbiology, geology, environmental sciences,

ecology, entomology, physiology, organic chemistry, analytical chemistry, inorganic chemistry, biochemistry, cell biology, plant biology, and physics. In addition, there is a Macintosh computer classroom with 15 PowerMac computers and a PC computer classroom with 10 Pentium-based computers.

Science students at Hampshire College have the unique opportunity of combining the benefits of a small liberal arts institution with unusually well-equipped laboratory facilities which provide state-of-the-art scientific equipment. Instrumentation used for chemistry-related research includes a nuclear magnetic resonance spectrophotometer (NMR), an inductively coupled plasma-mass spectrometer (ICP-MS), an atomic absorption spectrophotometer, a Fourier transform infra-red spectrophotometer (FTIR), a gas chromatograph-mass spectrometer (GC-MS), two diode array UV-visible spectrophotometers, a high performance liquid chromatograph (HPLC), and sample preparation equipment.

Equipment for human health, microbiology, and immunology-related research includes a gamma spectrometer, an electromyograph, ultracentrifuges, a gel analysis and documentation system, and, a polymerase chain reaction (PCR) machine.

Other specialized facilities include an optics laboratory, research microscopes, a geology preparation room, an osteology laboratory, an animal room, and a research dark-room.

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 scientific 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; 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 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.

STUDENT LIFE

Located in the Pioneer Valley of western Massachusetts, Hampshire's 800-acre campus of former orchards, farmland, and forest combines pastoral beauty with the liveliness that derives from its location 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.

Balancing respect for the individual with responsibility to the community is the essence of student life at Hampshire. 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. At the same time, Hampshire students shape life outside the classroom through extensive participation in college governance committees and responsibility to each other in their residential areas.

Living cannot easily be separated from learning at Hampshire. The house system is designed to encourage participation by residents in a variety of social and intellectual activities. 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 community 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 nonsmoking 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 both 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. The dining commons has continuous service hours with meals served from 7:30 a.m. to 7:00 p.m., Monday through Friday. Brunch and dinner are served on Saturday and Sunday.

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 and the student-run Mixed Nuts Food Co-op.

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 meal plan for the dining commons. Declining balance accounts and partial meal plans are also 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 institutions 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. Student members of each of the 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.

STUDENT SERVICES

THE CAREER OPTIONS RESOURCE CENTER, located on the third floor of the Johnson Library, helps Hampshire students and alumnae make connections between their academic and personal interests and potential work opportunities as well as assisting them in making decisions about what to do after graduation. Its main function is to provide the resources and counseling necessary 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 visits and scheduled individual counseling. In addition, each student receives a weekly CORC newsletter which lists information about jobs, Five College events and employer recruiting schedules, internship and fellowship opportunities, and the recent activities and achievements of Hampshire students and graduates. The Center also maintains 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. It has a great deal of information on how to use the Internet for career exploration and the job search. The CORE home page features information on services, resources, and events.

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, Counselor/Advocates train 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 toward 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 40 countries. 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 he 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 LEBRON-WIGGINS-PRAN CULTURAL CENTER serves as both a meeting place for students of color organizations and as a resource center with books, articles, artwork and information on cultural events in the area. The umbrella organization known as SOURCE includes: African American

students (UMOJA), Latino students (RAICES), and Asian Pacific student association (APSA). The center is also shared by the foreign student organization (FSO), Sisters (the women of color organization), and the James Baldwin Scholars Program.

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 resource 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; the telephone extension is 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 1,500 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 Sisters (the women of color organization), the Women's Art Collective, a women's literary magazine, and Students for a Fair Ballot.

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 Productions
(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

ADMISSION

Hampshire's admission process, like its academic program, reflects the college's concern for the intellectual and personal development of each individual student. The admissions committee takes into account 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 also on Saturday from 9:00 a.m. to 1:00 p.m., September to March. Applicants who cannot visit the campus should contact the admissions office to schedule an interview with a Hampshire graduate in their area.

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) during March, April, June, July and August, and on Saturdays at 11:00 a.m. from late September through February.

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.

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 the same application and 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 from other colleges and universities may apply to enroll at Hampshire for a semester or an academic year as Lemelson Fellows. Lemelson Fellowships provide tuition stipends to undergraduates interested in pursuing projects in invention, innovation, and entrepreneurship. As participants in Hampshire's Lemelson Program (see p. 67), Fellows are required to take one Lemelson course and work on an independent project in applied innovation during their time at Hampshire; otherwise they may enroll in any courses offered by the Five College consortium. Credits for their work at Hampshire can be transferred back to their home institutions.

Students in all academic fields of study entering their sophomore, junior, or senior years are encouraged to apply. Admission is competitive. Selection criteria include a strong academic record, intellectual curiosity, a willingness to explore new ideas, and an interest in innovation and entrepreneurship.

Students applying for admission to Hampshire as Lemelson Fellows should follow visiting student procedures above, with the following exceptions: they will automatically be considered for stipends ranging from \$5,500 to full tuition for a semester or 75 percent of tuition for a full academic year. No need-based financial aid will be available beyond the Lemelson stipend. Applicants should request further information and Lemelson Fellowship application materials from the admissions office.

JEREMIAH KAPLAN FELLOWSHIPS

The Jeremiah Kaplan Fellowships in Modern Jewish Culture are offered jointly by Hampshire College and the National Yiddish Book Center. Division II Hampshire students selected to be Kaplan fellows receive a \$2,000 research and/or travel stipend to fund research and/or study undertaken in January or the summer. In addition, four to six visiting fellowships are available each year to students from other colleges interested in pursuing studies in modern Jewish culture. These grants provide 70 percent tuition for a full academic year. Kaplan Fellows take courses at Hampshire and the other four colleges and participate in an independent research project and specially designed seminars that bring an interdisciplinary approach to the study of modern Jewish culture. Each Kaplan Fellow will also undertake a weekly ten-hour internship at the nearby National Yiddish Book Center, a worldwide resource for the preservation and revitalization of Yiddish language, literature, and culture.

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.

Students apply to the James Baldwin Scholars Program through the Hampshire College admissions office, which reviews 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 second bachelor's degrees, 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 and Windows 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 nonrefundable \$45 check or money order payable to Trustees of Hampshire College.

Costs for the 1997-98 academic year at Hampshire College are given below. Please contact the Hampshire College business office for the 1997/98 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	\$23,480
Room	3,955
Board	2,270
TOTAL	\$29,705

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 Hampshire College Health Services), and leaves or withdrawals for non-medical reasons. The complete refund schedule appears in Hampshire College Fees 1997/98 and will be mailed from the business office with the first bill.*

REFUND POLICY FOR FINANCIAL AID RECIPIENTS

Students who receive financial aid and who go on leave or withdraw before the end of the semester may have a part of their aid refunded to the programs that assisted them.

The amount to be refunded to federal student aid programs is based on a formula that reviews the amount of aid received, the amount that can be retained by the college, and the amount of time the student was enrolled in the semester. Refunds are applied in the following order: federal loans, federal grants, college and outside grants and scholarships, and the student.

More complete information on the financial aid refund policy may be found in the booklet entitled "Meeting the Costs of a Hampshire Education."

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

FINANCIAL AID

Hampshire has a generous financial aid program that consists of scholarships, grants, loans, and work study for students who demonstrate financial need. Financial need is the difference between the cost of education and the expected family contribution.

Applicants should provide all of the financial aid application materials on a timely basis to be considered for assistance. (See the financial aid application instructions included in the admissions application booklet.) Candidates must complete the Hampshire College aid application (HCA) as well as the standard College Scholarship Service's PROFILE application. Students can obtain a PROFILE registration booklet from most high school guidance offices.

In calculating the contribution that each family can reasonably be expected to make, consideration is given to the cost of private education for siblings and other circumstances that may affect the family's ability to finance a college education.

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

FINANCIAL AID FOR INTERNATIONAL STUDENTS

Each year Hampshire provides financial assistance to a 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 prohibits 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. The preregistration period for fall 1997 classes is Tuesday, April 15 through Friday, April 18. The final registration deadline for fall 1997 classes is Tuesday, September 16. The preregistration period for spring 1998 classes is Tuesday, November 18 through Friday, November 21. The final registration deadline for spring 1998 classes is Tuesday, February 10.

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

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

No Five College courses may be added after Tuesday, September 16, 1997, in the fall semester, or Tuesday, February 10, 1998, in the spring semester. Students should familiarize themselves with all the rules, regulations, and penalties associated with Five College Interchange. They are listed in the student handbook, and it is each student's 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. Questions regarding this procedure may be directed to 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. Students having problems reaching an instructor should 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, an interchange form must be brought 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 focus on why the course is desired and how it fits into academic plans, not on 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. An explanation of course levels 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 (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.

PROSEMINAR COURSE LIST

CCS 132p
EXPERIMENTS IN JOURNALISM
David Kerr

CCS 179p
THE COMPUTER REVOLUTION IN JOURNALISM
James Miller

CCS 185p
NEUROLINGUISTICS: ISSUES AND APPROACHES
Slavoljub Milekic

CCS 193p
THE KNOWER AND THE KNOWN
Meredith Michaels

HA 119p
MAKING MEANING
Norman Holland/L. Brown Kennedy

HA 123p
PAGE TO STAGE
Wayne Kramer/Kym Moore

HA 124p
THE AMERICAN CANON IN CONTEXT: AN INVESTIGATION OF LITERARY VALUE
Eric Schocket

HA 127p
READING WITH GENDER IN MIND
Jill Lewis

HA 132p
FEMINIST FICTION
Lynne Hanley

HA 135p
THE BEATS
Robert Coles

NS 105p
HOW THINGS WORK
Herbert Bernstein

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

NS 122p
HOW PEOPLE MOVE
Ann McNeal

NS 138p
HEALTH IN AMERICA BEFORE COLUMBUS
Debra Martin

NS 139p
PLANTS AND HUMAN HEALTH
Nancy Lowry

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

NS 179p
GLOBAL CLIMATE CHANGE
Steve Roof

SS114p
RENAISSANCE ITALY: CULTURE, POLITICS, AND SOCIETY
Jutta Sperling

SS 115p
POLITICAL JUSTICE
Lester Mazor

SS 116p
REVOLUTION AND MODERNIZATION IN CHINA
Kay Johnson

SS 117p
FACT AND FICTION OF SOUTHEAST ASIA
Sue Darlington

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

SS 122p
POWER AND AUTHORITY
Robert Rakoff

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

SCHOOL OF COGNITIVE SCIENCE AND 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."

In order to satisfy the requirements of Division I under the two-course option, a student must complete two 100-level or one 100-level and one 200-level course, with certain exceptions, in a satisfactory manner.

COURSE LIST

CCS 101
ANIMAL BEHAVIOR
Raymond Coppinger

CCS 109
COMPUTING CONCEPTS: CREATIVE MACHINES?
Lee Spector

CCS 110
MIND MATTERS
Mark Feinstein/Cognitive Science Faculty

CCS 117
AN INTRODUCTION TO CONFUCIANIST PHILOSOPHY
Zhaolu Lu

CCS 132p
EXPERIMENTS IN JOURNALISM
David Kerr

CCS 140
VIDEO PRODUCTION I
Walid Ra'ad

CCS 146
NOAM CHOMSKY ON LANGUAGE AND HUMAN NATURE
Steven Weisler

CCS 158
THEORIES OF DEVELOPMENTAL PSYCHOLOGY
Mary Jo Rattermann

CCS 159
DESIGNING COMPUTER APPLICATIONS
Lori Scarlatos

CCS 161
FILM/VIDEO HISTORY, THEORY, AND PRACTICE
Joan Braderman

CCS 163
LANGUAGE, THOUGHT, AND REALITY
Neil Stillings/Steven Weisler

CCS 179p
THE COMPUTER REVOLUTION IN JOURNALISM
James Miller

CCS/HA 180
INTRODUCTION TO CULTURAL STUDIES
Eva Rueschmann

CCS 185p
NEUROLINGUISTICS: ISSUES AND APPROACHES
Slavoljub Milekic

CCS 193p
THE KNOWER AND THE KNOWN
 Meredith Michaels

CCS 199A
RESEARCH PRACTICUM
 Christopher Chase

CCS 213
TRANSGRESSION, INVERSION, AND THE GROTESQUE: THE SUBVERSION OF HIERARCHY IN CONTEMPORARY FILM AND VIDEO
 Sherry Millner

CCS 215
CREATIVE PROGRAMMING WORKSHOP
 Lee Spector

CCS 241
CONSTRUCTIVIST THEORIES OF CHILD DEVELOPMENT
 Mary Jo Rattermann

CCS/NS 243
BRAIN AND BEHAVIOR
 Christopher Chase/Michelle Murrain

CCS 268
NET NEWS WORKSHOP
 James Miller

CCS 289
IS THE MOUSE DEAD? THE PSYCHOLOGY OF HUMAN-COMPUTER INTERFACE
 Slavoljub Milekic

CCS 298
INSTALLATION, PERFORMANCE AND VIDEO
 Joan Braderman/Sherry Millner

CCS 323
THEORIES OF HUMAN NATURE: A COMPARATIVE STUDY IN PHILOSOPHY
 Zhaolu Lu

CCS 350
COMPANION ANIMAL BEHAVIOR
 Raymond Coppinger

CCS 355
TOPICS IN CULTURAL STUDIES: MARXISM IN IDEOLOGY
 Walid Ra'ad

CCS 357
SEMINAR IN COGNITIVE SCIENCE
 Neil Stillings

COURSE DESCRIPTIONS

APPLICATION PROCESS FOR COMMUNICATIONS STUDENTS

All Division II and III students wishing to work with communications faculty during the 1997-98 academic year must file their proposals (available in the School Office) with the faculty by November 25, 1997, and April 22, 1998.

CCS 101 ANIMAL BEHAVIOR

Raymond Coppinger

What is an animal doing when it "behaves?" Can animals be said to "think" or have "minds"? In this class we will focus on behavioral questions from the standpoint of the evolutionary biologist as well as the cognitive scientist. Animals feed, reproduce, and spend much of their time protecting themselves from the environment. To accomplish these ends, they must be able to perceive the world around them and gather and use a wide range of types of information. Did they evolve these abilities through natural selection, as Darwin suggested? Are animals' abilities "genetic" or have they learned the technique of living a (reproductively) successful life? Is that a good way to pose the question? We will look in some detail at the behavior of many animal species and explore the methods that scientists have used in trying to answer such questions. Students will be expected to read and critique a series of articles from the professional scientific literature. In addition, they will write a final paper, which may develop into a Division I examination in CCS or NS.

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

CCS 109 COMPUTING CONCEPTS: CREATIVE MACHINES?

Lee Spector

This course is an introduction to computer science framed by the question, "Is it possible for a computer to be creative?" The core areas of computer science will be introduced, including algorithms, complexity, computability, programming languages, data structures, systems, and artificial intelligence with an eye toward the insights that it can provide about issues of computational creativity.

Students will complete several projects, the topics and forms of which will be chosen by students in consultation with the professor. Projects may be philosophical papers, technical papers, computer programs, artworks, etc., as long as they clearly address the material covered in the course. Students will be encouraged to write programs for some of their projects. The Lisp programming language will be taught both as a tool to be used for projects and as a framework within which topics in computer science will be presented. Knowledge of Lisp is a prerequisite for CCS 263: Artificial Intelligence, so students interested in artificial intelligence may want to take this course first. This course will also cover features of the C programming language.

No previous experience with computers or with programming is required. Class will meet twice a week for one hour and twenty minutes each time. Enrollment limit is 25.

CCS 110

MIND MATTERS

Mark Feinstein and Cognitive Science Faculty

Can people repress memories and only recover them years later? Are eyewitnesses trustworthy? Does aging inevitably deteriorate memory and thought processes? How does nutrition, or an environmental problem like lead pollution, affect brain and mind? If we understood more about learning, could we radically improve our schools? Is "Ebonics" (or African American Vernacular English) really a distinct language? What are its implications for education? Are there significant cognitive differences between men and women, or different ethnic groups? What about the "left brain/right brain" story? Is ESP possible? What are "near-death experiences"? How real can "virtual reality" get—is "Star Trek"'s "holodeck" possible? Can computers or robots think or attain consciousness? Do animals reason, feel pain, and have rights? What about plants? If we ever meet intelligent extraterrestrials, how will we communicate with them? Is "mind" a fundamental property of the whole universe?

Some of these questions are matters of deep social and political importance. Others are tantalizing puzzles and mysteries that are just plain intriguing—or infuriating. All of them are much in the public eye—in mainstream news, in the tabloids, in popular culture at large. Cognitive science—the working collaboration of psychologists, linguists, neuroscientists, computer scientists, biologists, philosophers—can help to shed some light on all these matters. In this course we'll take up one issue in each class—hearing a guest lecturer or a lively debate, reading sensationalist newspaper stories as well as the scientific literature, watching an occasional movie, and generally getting a handle on how cognitive scientists see things and do their work. Students are expected to participate in class discussion and debate, write a series of position papers on controversial topics, and write one substantial paper that engages with the professional scientific literature (and that may well lead to a Division I examination project in cognitive science).

Class will meet twice a week for one hour and twenty minutes each time. Enrollment limit is 30.

CCS 117

AN INTRODUCTION TO CONFUCIANIST PHILOSOPHY

Zhaolu Lu

This is an introductory course in Chinese philosophy. It is designed to serve the needs of students from all sectors of a college or university and does not presuppose previous knowledge of Chinese language, culture, or philosophy. It provides students with a systematic introduction to the basic works and theories of Confucianism, one of the major philosophical schools which shape the foundations of Chinese civilization and culture. We begin with a brief survey of the rise and fall of Confucianism. We then go through the Confucianist classics *Analects*, *Mencius*, *Great Learning* and the *Mean*, these being known as "the Four Books." Finally, we shall systematically examine twelve Confucianist basic categories—*Ren*, *Yi*, *Li*, *Zhi*, *Xin*, *Cheng*, *Xiao*, *Shu*, *Lian*, *Zhong*, *Zhong Yong*, *Zhi Xing*.

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

CCS 132p

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 is 16.

CCS 140

VIDEO PRODUCTION I

Walid Ra'ad

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, fund-raising, and distribution, as well as formal elements like color, light, sound, composition, camera movement, and editing techniques. We will look at tapes and films that 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.

Class will meet once a week for three hours. Enrollment is limited to 16, by instructor permission.

CCS 146

NOAM CHOMSKY ON LANGUAGE AND HUMAN NATURE

Steven Weisler

Noam Chomsky has, since the early '60s, been a leading intellectual figure whose pioneering work in linguistics, philosophy, psychology, and political theory is one of the most impressive attempts in modern times to understand the psychological, biological and social capacities that make us human. The study of language from the Chomskyan point of view has brought into focus many fundamental questions at the intersection of the humanities and the sciences, among them: How can the "mind" be studied? Which aspects of human knowledge are learned? Which are part of our biological endowment? How much are humans limited (or liberated) by our biology?

In this course we will concentrate on Chomsky's views on children and language, the role of the (social) environment in learning, the question of innateness (what human abilities are inborn?), and the nature of empirical studies of our cognitive capacities. There will be frequent comparisons of Chomsky's work with that of psychologists B. F. Skinner and J. Piaget and the philosopher W. V. O. Quine.

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 159
DESIGNING COMPUTER APPLICATIONS

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 goes into the design of a computer application, then here is a chance to find out.

In this course we will develop prototypes for computer products designed by the students. Students will form E-teams to design, develop, and test their prototypes, which may then be used for testing, demonstration, and marketing. The most promising prototypes may lead to Division I or Division III projects, finished products in the marketplace, or even the start of your own company.

The focus of this course will be computer-human interface design. Other topics covered will include software engineering, group dynamics, marketing, and the nature of innovation, invention, and creativity. Although this is an interdisciplinary course, requiring participants with a broad variety of skills and talents, students are expected to be sufficiently comfortable with computers to learn applications on their own.

Class will meet twice weekly for one hour and twenty minutes. Enrollment is limited to 24.

CCS 161
FILM/VIDEO HISTORY, THEORY, AND PRACTICE

Joan Braderman

This course will offer an overview of the area through examination of some key issues and historical moments in the theorizing of filmic (and later TV/video) representation. Various critical-theoretical approaches will be examined in close relation to the works to which they are addressed or helped bring into being. We will study Eisenstein's developing notions of film as a language while looking at key works from the "heroic" period of Soviet filmmaking, then link his work to contemporary writing and avant-garde film practice where linguistic aspects of the medium are stressed (such as semiotics and structural film). Our work on *mise-en-scène* style as well as realist ideology will center on the work of Andre Bazin, Renoir, and the Italian Neo-Realists and continue into the '60s European New Wave, especially as we examine more current theories of film narrative. Economic contexts for production will be considered as elements of the film process, as will cultural and psychoanalytic aspects of spectatorship. Each class will consist of lecture, screening, and discussion. Students will be expected to view each film or tape twice (once inside and once outside class). In order to cover the large range of material in the course, interested students should be prepared to work with a wide range of often difficult readings.

Class will meet once a week for four hours. There will be an additional two-hour screening time. Enrollment is limited to 32.

CCS 163
LANGUAGE, THOUGHT, AND REALITY

Neil Stillings/Steven Weisler

Language is often equated to a lens through which we filter our perceptions of and thoughts about reality. These exciting areas are currently being explored in ways that promise to shed light on key questions in cognitive science: How does the human mind work? How can we account for the remarkable skills that people evince in their capacity for speech, vision, reasoning, memory, etc.? We will investigate the relationships among language, thought, and reality by surveying current research in linguistics and philosophy. We will investigate English and other languages in an attempt to develop a grasp of what the universal properties of language are. We will concentrate on both structure and meaning with particular attention to the relationship between language and thought.

Class will meet twice a week for one hour and twenty minutes each time. Enrollment limit is 40.

CCS 179p
THE COMPUTER REVOLUTION IN JOURNALISM

James Miller

Today's reporters and editors rely on computer technologies in every sort of newsroom, whether at a newspaper, TV or radio outlet, or Internet service. It may be that the use of this new means of production and distribution, coupled with other developments, is changing the very nature of both the practice of journalism and the news itself. This course will critically explore this proposition, examining news-making routines, "computer-assisted journalism," ethics issues and

new media operations. We may have a journalistic guest or two, and visit a news room where computers are in regular use.

Class will meet twice a week for one hour and twenty minutes each time. Enrollment limit is 16.

**CCS/HA 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 an introduction to the history and methodologies of cultural studies as well as a discussion of issues of representation in the media, we will focus on three case studies and in-depth readings of cultural criticism in order to map the range of the field. Possible areas of inquiry include: travel and tourism literature and cross-cultural encounter; cultural readings of fashion; and the thriller as popular film genre. Requirements: active participation in class discussions, three papers and two oral presentations.

Note: HA/CCS 180 is particularly designed for first-year and Division I or beginning Division II students, who have an interest in popular culture, literary and semiotics, psychoanalysis, and/or Marxist criticism.

Class meets twice a week for one hour and twenty minutes. Enrollment is limited to 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 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.

Class will meet twice a week for one hour and twenty minutes each time. Enrollment is limited to 16.

**CCS 193p
THE KNOWER AND THE KNOWN**

Meredith Michaels

This course will introduce students to philosophy by a systematic study of three philosophers—Descartes, Locke and Hume—whose work has had a lasting impact on subsequent theorizing about knowledge. Taken together, these philosophers provide interesting and conflicting answers to the following questions: What is knowledge? What is a knower? What is the relation between the knower and the known?

Class will meet twice a week for one hour and twenty minutes each time. Enrollment is limited to 16.

**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 ongoing 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 is limited to 15.

**CCS 213
TRANSGRESSION, INVERSION, AND THE GROTESQUE: THE SUBVERSION OF HIERARCHY IN CONTEMPORARY FILM AND VIDEO**

Sherry Millner

Much contemporary film and video is concerned with redefining or challenging the customary social and cultural codes, examining the usual separations between the high and the low, between private life and the public sphere, between the human body and geographical space. In such films and videos, the rules of hierarchy and order are deliberately violated, transgressed, or inverted, often by focusing upon the extremes of the exalted and the base. The primary site of contradiction, the site of conflicting desires, consciousness, and historical oppression is undoubtedly the 'low,' which is so often constructed in classical discourse and representation as the Other, feared, despised, and yet secretly desired.

In this class we will examine ideas of the world turned upside down (hierarchy inversion), of masquerade, drag, the female grotesque, the boundaryless body, of festivity and carnival, demonstration and protest as they appear in and structure a variety of contemporary films and videotapes. The class will consist of weekly screenings, readings, and discussion. Class will meet once a week for three and one-half hours. Enrollment limit is 25.

CCS 215

CREATIVE PROGRAMMING WORKSHOP

Lee Spector

In this course we will study the process of computer programming, programs in the "code literature," and our own code while engaging in intensive programming projects. Students will program continuously and read, run, and criticize one another's programs. These programs may be written for any application area and may include utilities, games, artworks, cognitive models, and environmental or social simulations. We will develop the ability to critique programs from a variety of perspectives, including complexity theory, software engineering, and aesthetics. The course will include class analysis of student work and exercises in specific computational techniques and programming paradigms (for example, functional, declarative, and object-oriented programming). Students may work in a range of programming environments including both "scripting environments" (such as Director and HyperCard) and more traditional programming languages (C/C++, Lisp, Java, etc.). Prerequisite: fluency in any programming or scripting language

Class will meet once a week for two hours and fifty minutes. Enrollment limit is 20.

CCS 241

CONSTRUCTIVIST THEORIES OF CHILD DEVELOPMENT

Mary Jo Rattermann

The constructivist view of child development, developed most fully by Jean Piaget, proposes that children "construct" their own reality. Recent advances in computer science, philosophy, and neuroscience have driven developmental psychologists to reconsider Piaget's constructivist views. In this seminar we will examine Piaget's seminal work, as well as more recent constructivist and sociocultural views of child development. Class requirements are attendance, participation in class discussion, and two research papers. Prerequisites are either Introduction to Cognitive Science, Theories of Developmental Psychology, or any other psychology course

Class will meet twice a week for one hour and twenty minutes each time. Enrollment limit is 12.

CCS/NS 243

BRAIN AND BEHAVIOR

Christopher Chase/Michelle Murrain

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

Class will meet twice a week for one hour and twenty minutes each time and again for a three-hour lab session. Enrollment limit is 25, by instructor permission. This is a Hughes advanced research course.

CCS 268

NET NEWS WORKSHOP

James Miller

The Internet is transforming journalism. In this course we will both critically examine these changes, their causes and consequences, and, in a practicum setting, engage in the actual practice of journalism on the net. The course will involve exploration of such matters as the move towards "computer-assisted journalism," the increasing presence of virtual newspapers on the Internet and the emergence of multimedia informational web sites. We will likely visit organizations where on-line journalism is practiced, and we will be joined occasionally by expert guests. Students may also carry out projects that create journalistic content for the net, including elements of web site design and construction in addition to developing writing tailored to the special demands of the Internet.

Admission to the course presumes that students have some familiarity with the Internet, possess basic html skills or journalistic competence, or both. Class will meet once a week for two hours and fifty minutes. Enrollment limit is 10, by instructor permission.

CCS 289

IS THE MOUSE DEAD? THE PSYCHOLOGY OF HUMAN-COMPUTER INTERFACE

Slavoljub Milekic

Computer technology is changing on almost a daily basis. However, the methods of interacting with computers are still in their "medieval" stage. For most of the population interacting with computers is a source of frustration. Can we use the insights from psychology about the mechanisms of human perception and cognition to build a better human-computer interface? What makes some programs 'user friendly' and intuitive and some not? Can one communicate with a computer just by thoughts? These are some of the questions we will investigate during this course.

Students will be expected to do a fair amount of reading from primary sources, give a class demonstration of their own interface ideas, and complete a final project/paper. Class will meet once a week for two hours and fifty minutes. Five hours of lab will be scheduled during the course. Prerequisite: if you don't have previous experience with computers and programming, you will need the instructor's permission to take the course. Enrollment is limited to 15.

CCS 298

INSTALLATION, PERFORMANCE, AND VIDEO

Joan Braderman/Sherry Millner

In this course we will explore the ways in which video is deployed in spaces created by artists. Some single-channel video will be produced but largely in the context of performance and installation work. The class will engage in a series of workshops to develop performative skills and to learn to create new spaces by using sound, objects, bodies, walls, light, and darkness expressively. Students will learn to make work in video which is non-narrative and nonlinear as part of these performative and installation spaces. We will look at and discuss slides and tapes made by a variety of artists who have worked in these mediums; we will have several visiting artists do workshops with the class. Students will be expected to do extensive reading, screening, looking at work by other artists,

and production of their own pieces. Probably the class will need to go on one or two field trips to see work.

This is an intermediate- to advanced-level course in video production. Prerequisites: All students in the class must have taken a film or video introduction class as well as a class in art/film and/or video history, theory, or criticism and have experience with another artistic medium such as music, theater, painting, sculpture, or creative writing.

Instructor permission is required. Class will meet once a week for two hours and fifty minutes. Enrollment limit is 20.

CCS 323

THEORIES OF HUMAN NATURE: A COMPARATIVE STUDY IN PHILOSOPHY

Zhaolu Lu

This seminar is an advanced study in philosophy and humanity. It deals with the problem of explaining human nature from wide perspectives. We shall begin with a general survey of traditional Chinese theories of human nature, including Confucianist and Daoist ones. The emphasis of this part of the study will be placed on recent developments in the study of Confucianist theories of human nature in Northern America in general and on the issues involved in the debate about the Mencian conception in particular. We shall discuss these issues by putting them in the larger historical background of classic Confucianism, this including reading Mencius in connection with Confucius and in contrast to Xun Zi (HsAn Tzu). The second part of the seminar will be devoted to comparisons between these Chinese views and various Western views such as the Platonic, Aristotelian, the Christian, the Marxist, the Freudian, the Sartrean, Darwinian, etc. Throughout the seminar, our discussion of these received views of human nature will emphasize philosophical approaches and conceptions. Prerequisites include one course in Chinese philosophy, one course in Western philosophy, and one humanity or social science course.

Class will meet once a week for two hours and fifty minutes. Enrollment is limited to 15.

CCS 350

COMPANION ANIMAL BEHAVIOR

Raymond Coppinger

This is an advanced animal behavior course that will explore the recent literature on companion animals. Companion animals are a large portion of our domestic economies and the laws regarding their care and treatment are changing rapidly. Many claim that companion animals add greatly to our well-being but ways of measuring the benefits are difficult. Some have suggested that in modern times many of these animals have become parasites and compete with our children for available resources. Whatever the outcome of these discussions, it has to be agreed that companion animals have behaviors that are unique in nature, and it is worth exploring how such behavior evolved.

Class will meet once a week for two hours and fifty minutes. Enrollment is limited to 10 by instructor permission.

CCS 355

TOPICS IN CULTURAL STUDIES: MARXISM IN IDEOLOGY

Walid Ra'ad

This course will investigate the concept of ideology and, more specifically, the Marxist conception of ideology. We will examine the following questions: Is there a single Marxist conception of ideology? What are the intellectual, historical, and political threads from which the concept emerges? How do we account for the uneven distribution of references to the term of ideology in Marx's texts? We will read portions of Hegel's *Introduction to the Philosophy of History*, and some of Marx's writings such as his "On the Jewish Question," *The German Ideology*, *The Eighteenth Brumaire of Louis Bonaparte*, *Grundrisse*, and sections from *Capital*. We will also look into Engels's contributions as well as those of Lenin, Kautsky, Lukr.

Class will meet once a week for two hours and fifty minutes. Enrollment limit is 20 by instructor permission.

CCS 357

SEMINAR IN COGNITIVE SCIENCE

Neil Stillings

This course is a seminar for students concentrating in cognitive science or related fields, such as computer science, psychology, philosophy, or neuroscience. The primary purpose of the course is to read and discuss current primary literature on several topics in cognitive science of interest to the class. Examples might be the nature of consciousness, the representation and learning of concepts, the reliability of memory, or vision and the brain. Each topic will be introduced with a brief review of background knowledge. Students will be required to write a brief essay on each topic and to produce a longer term paper or project on one of the topics.

Class will meet twice a week for one hour and twenty minutes each time. Enrollment limit is 12.

SCHOOL OF HUMANITIES AND ARTS

CURRICULUM STATEMENT

Course offerings in the School of Humanities and Arts may appear to differ markedly from those arranged at other colleges through departments, and so they do. Each of the great, traditional disciplines of inquiry (English, history, philosophy, music, etc.), rather than being the province of one department and being treated as a closed system of knowledge in itself, is treated as a perspective on the disciplines of inquiry, discovery, and creation. Often the study of a topic in one discipline is illuminated by its connection with another. Courses reflect an interest in making those connections. 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 a course in American Studies explores American writing and American cultural attitudes towards land, landscape, and environment.

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

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

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

HA 106
INTRODUCTION TO SCULPTURE
William Brayton

HA 110
FILM/VIDEO WORKSHOP I
Bill Brand

HA 111
STILL PHOTOGRAPHY WORKSHOP I
TBA

HA 113*
MODERN DANCE I
Rebecca Nordstrom

HA 119p
MAKING MEANING
Norman Holland/L. Brown Kennedy

HA 123p
PAGE TO STAGE
Wayne Kramer/Kym Moore

HA 124p
THE AMERICAN CANON IN CONTEXT: AN INVESTIGATION OF LITERARY VALUE
Eric Schocket

HA 127p
READING WITH GENDER IN MIND
Jill Lewis

HA 132p
FEMINIST FICTION
Lynne Hanley

HA 135p
THE BEATS
Robert Coles

HA 137
THREE RUSSIAN WRITERS: PUSHKIN, GOGOL, AND TURGENEV
Joanna Hubbs

HA 139
EMERGENCE OF MODERNISM
Sura Levine

HA 153
DANCE AS AN ART FORM
Rebecca Nordstrom

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

HA 173
AN INTRODUCTION TO WORLD MUSIC
TBA

HA 176
MUSIC I: BASIC TONAL THEORY
 TBA

HA/CCS 180
INTRODUCTION TO CULTURAL STUDIES
 Eva Rueschmann

HA 187
CAMUS
 Robert Meagher

HA 195
QUEER LIVES
 Susan Tracy

HA 208
INTRODUCTION TO PAINTING
 Judith Mann

HA 210
FILM/VIDEO WORKSHOP II
 Abraham Ravett

HA 211
STILL PHOTOGRAPHY WORKSHOP II
 Jacqueline Hayden

HA 221
CRITICAL ISSUES IN PHOTOGRAPHY, FILM, AND VIDEO: REPRESENTING THE FAMILY
 Sandra Matthews

HA 222
HISTORY OF WOMEN/FEMINISM
 Susan Tracy

HA 223
FILM AND LITERATURE: NARRATIVES/CULTURES/ IDENTITIES
 Eva Rueschmann

HA 225
BEFORE THE HARLEM RENAISSANCE
 Robert Coles

HA 228
THE WORLD OF FEODOR DOSTOEVSKY
 Joanna Hubbs

HA/SS 233A
ELEMENTARY YIDDISH
 Henia Lewin

HA 234
INTRODUCTION TO SHORT STORY WRITING
 Lynne Hanley

HA/SS 235
ART AND REVOLUTION
 Sura Levine/Jim Wald

HA 239
JAZZ PERFORMANCE SEMINAR
 Yusef Lateef

HA 241
CULTURE CLASH: MODERNIZATION, GLOBALIZATION, AND LATIN AMERICA
 Norman Holland

HA 242
COLD WAR CULTURE
 Eric Schocket

HA 243
THE MIND'S EYE
 Wayne Kramer/Kym Moore

HA 246
ARCHITECTURAL DESIGN FOR STUDENT ACTIVITIES
 Robert Goodman

HA 247
THE DOCUMENTARY TRADITION
 Abraham Ravett

HA 248
FORMS OF AUTOBIOGRAPHY
 Jeffrey Wallen

HA 249
POEMS OF LOVE AND WAR
 Robert Meagher

HA 250
INTERMEDIATE POETRY WRITING
 Paul Jenkins

HA 253
INTERMEDIATE PAINTING
 Judith Mann

HA 257
SEVENTEENTH-CENTURY STUDIES
 L. Brown Kennedy

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

HA 260
INTERMEDIATE STUDIO
 David Diao

HA 270
AFRICAN AMERICAN COMPOSERS AND THEIR INFLUENCE
 Margo Edwards

HA 271
TWENTIETH-CENTURY WORLD POETRY IN TRANSLATION
 Paul Jenkins

HA 272
DANCE IN HUMAN SOCIETY
 Daphne Lowell

HA/SS 280
**DIMENSIONS OF CONTEMPORARY JEWISH
 SPIRITUALITY AND THE MYSTICAL TRADITION**
 Lawrence Fine

HA 281
**MUSIC III: ADVANCED TONAL AND POSTTONAL
 MUSIC SYSTEMS**
 Margo Edwards

HA 287
**CHAOS AND CATHARSIS: WAR AND THEATRE IN
 ANCIENT ATHENS**
 Robert Meagher

HA 290 A/B
COMPUTER MUSIC
 Daniel Warner

HA 292
**NINETEENTH-CENTURY WRITERS: ROMANTICISM
 AND THE GOTHIC TRADITION**
 Mary Russo

HA307
PAINTING IN THE EXPANDED FIELD
 David Diao

HA 310
FILM/VIDEO WORKSHOP III: FRAME BY FRAME
 Bill Brand

HA 313
PHOTOGRAPHY III
 Jacqueline Hayden

HA 324
LITERARY THEORY SEMINAR
 Jeffrey Wallen

HA 344
MUSIC AND MUSICAL DISCOURSE SINCE 1960
 Daniel Warner

NOTE for 1997 fall courses: 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 or concurrent with* taking Film/Video Workshop I or Still Photography Workshop I.

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

Enrollment 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 Humanities and Arts 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. Students must attend the first class meeting and fill out the information sheet. This is the only time that lottery information can be accepted.

APPLICATION PROCESS FOR FILM AND PHOTOGRAPHY

All Division II and III students wishing to work with Film/Photography faculty during the 1997-98 academic year must file their proposals (available from the film and photography facilities director, Kane Stewart) with the faculty by November 25, 1997, and April 22, 1998.

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 that 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 are November 25, 1997, and April 22, 1998. Portfolios will be reviewed and assigned by the creative writing faculty, as a whole, for writing concentrators and by the theatre faculty, as a whole, for theatre concentrators. Assignments for creative writing committees will be posted on the bulletin board next to EDH 16 within one week. Assignments for theatre committees will be posted on the door of the theatre offices within one week.

COURSE DESCRIPTIONS

HA 104
INTRODUCTION TO DRAWING
 William Brayton

This course is designed to develop each student's ability to perceive and depict form, light, and space within a two-dimensional picture plane. A wide range of media are employed in the exploration of subject matter, including landscape, still life, the figure/body, and abstraction. A grounding in the history of drawing and the critical vocabulary particular to its discussion is established through group critiques, readings, and independent research. Considerable work is required outside of class. This course acts as a mandatory prerequisite for all studio art classes at Hampshire.

Class will meet twice each week for two hours and twenty minutes each session. Enrollment is limited to 20.

HA 106
INTRODUCTION TO SCULPTURE
 William Brayton

Introduction to Sculpture is designed to introduce a conceptual framework for the exploration of three-dimensional form. Basic sculptural principles are linked to the development of skills within a range of materials including cardboard, clay, wood, plaster, and concrete. Subject matter will include the figure/body, organic forms in nature, abstraction, and the relationship between sculpture and architecture. Readings, research projects, and group critiques will be scheduled in conjunction with studio work. A lab fee of sixty dollars will cover most materials. Introduction to Drawing is a prerequisite.

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

HA 110
FILM/VIDEO WORKSHOP I
 Bill Brand

This course teaches the basic skills of film production, including camera work, editing, sound recording, and completion of a finished work in film or video. Students will have weekly assignments and will also produce a finished film. There will be weekly screening of student work, as well as films and videotapes that represent a variety of aesthetic approaches to the moving image. Finally, the development of a personal vision will be stressed. The bulk of the work in the class will be produced in 16 mm format. Super-8 film, Hi-8 and 3/4" video formats plus digital image processing 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.

Class will meet once each week for three hours. In addition, there are weekly evening screenings and video-editing workshops. Enrollment, which is determined at the FIRST class meeting, is limited to 15.

HA 111
STILL PHOTOGRAPHY WORKSHOP I
 TBA

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

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

HA 113*
MODERN DANCE I
 Rebecca Nordstrom

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 hour and twenty minutes. Enrollment is limited to 25. This course is not suitable for one-half of a Division I.

HA 119p
MAKING MEANING
 Norman Holland/L. Brown Kennedy

This course is designed to introduce students to the process of interpretation, the ways texts take on meaning

through different individuals and within different cultural communities. We will read an epic (Homer's *Odyssey*), a play (Shakespeare's *The Tempest*), and a novel (Bronte's *Jane Eyre*) that are considered masterpieces of the so-termed European canon and parallel them with texts by Caribbean writers (Wolcott's *Homeros*, Carpentier's *Kingdom of this World*, and Rhys' *Wide Sargasso Sea*) that contest and rewrite them. In the process we will consider, with the help of selected theoretical readings, such questions as What is the canon? What is the connection between a text and the time/place where it is written? Our choices of fiction are themselves concerned thematically with voyages, islands, encounters between strangers and natives, men and women, and masters and slaves. These themes will help frame our most basic question: Who controls the story? Who gets to say what the text means?

This course will meet in a variety of formats: in two separate discussion sections; as one large discussion group, and for occasional lectures. The course itself meets twice a week for one hour and twenty minutes. Enrollment limit 30.

HA 123p
PAGE TO STAGE
 Wayne Kramer/Kym Moore

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, play writing, dramaturgy, design, acting, and directing.

Class will meet twice each week for one hour and twenty minutes. Enrollment is limited to 30.

HA 124p
THE AMERICAN CANON IN CONTEXT: AN INVESTIGATION OF LITERARY VALUE
 Eric Schocket

Those who nostalgically long for a return to the literary canon of the 1950s often fail to understand the transitory nature of so-called timeless literature. What we think of as classic American literature has changed in the last 40 years and will change again as aesthetic values shift with the political and social climate. But what determines the value of a literary text? Who decides? And what is the rationale? In this introductory proseminar, we will look behind the scenes at the making of literary greatness. While examining a number of classic American texts, we will attempt to appreciate their imaginative power while understanding the ways in which they have come to support certain cultural norms. Readings will include works by many of the usual suspects: Hawthorne, Melville, Whitman, Dickinson, James, Twain, Cather, Wharton, Hemingway, Fitzgerald, Faulkner, and Hurston.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 16.

HA 127p
READING WITH GENDER IN MIND
 Jill Lewis

This course will look at some of the different ways gender is represented and gendered power is organized. Centered around the discussion of novels that stage gender in thought provoking ways, we will examine how gender systems work in the texts; what the consequences are of the polarizations of masculine and feminine; how gender norms are challenged;

how hierarchies of power and control, shaped by their historical and cultural contexts, affect conventions of gender. And we will discuss issues that arise from assumptions about gender and the social and cultural organization of sexuality—both heterosexual and queer—issues that have particular urgency in this era of HIV and AIDS.

The course welcomes Division I students interested in beginning to explore why the politics of gender are so important, academically, personally and politically for both men and women in today's world.

Class will meet twice each week for one hour and twenty minutes. Enrollment is limited to 16.

HA 132p
FEMINIST FICTION
Lynne Hanley

This course will explore works of fiction by pre- and post-women's liberation writers. Discussion will focus on the representation of gender, sexuality, race and culture, the use of language and structure, and the relation of the acts of writing and reading to feminist theory and practice. Readings may include *To the Lighthouse*, *The Fifth Child*, *Bastard Out of Carolina*, *Passing*, *Sula*, *Written on the Body*, *Wide Sargasso Sea*, *Linden Hills*, *I, Tituba*, and *Red Azalea*. We will also read *A Room of One's Own* and selected feminist critical essays, and students should expect to attend a series of films on Wednesday evenings. Students will write in a variety of forms: literary criticism, personal essay, short fiction, autobiography. Ellie Siegel, a faculty member in the writing program, will assist in teaching the course and will be available to help students with their writing.

Class will meet for one hour and twenty minutes twice a week. Enrollment is limited to 16.

HA 135p
THE BEATS
Robert Coles

In this course we will study what is now called the Beat generation (1950–1960). We will locate precisely when and why the movement began. Why was official culture threatened by the Beat Movement? How did the Beats change American culture? Reading in the course will include Di Prima, Jones, Levertov, Ginsberg, Kerouac, Kaufman, Burroughs, et al.

Class will meet twice each week for one hour and twenty minutes. Enrollment is limited to 16.

HA 137
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 that 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*.

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

HA 139
EMERGENCE OF MODERNISM
Sura Levine

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

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

HA 153
DANCE AS AN ART FORM
Rebecca Nordstrom

This course will be an intensive introduction to the ways a dancer works and creates, intended for students with real interest, curiosity, and willingness to work, whether or not they have a dance background. Classwork will include technique (studying principles of efficient movement and expressive motion), creative studies, and lectures/discussion on dance events. Outside of class students will maintain a discipline of body work and creative work, rehearse their compositions, read, write, and attend dance concerts and films. Class attendance is required. The emphasis will be on the firsthand experience of working as a dancer supported by reading and viewing the work of other dancers. Students interested in doing their Division I in dance are encouraged to take this class, as well as students exploring possibilities.

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

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

This course will be concerned with structures and form—that is, the external determinants that 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 25. Class will meet twice each week for one hour and twenty minutes.

HA 173
AN INTRODUCTION TO WORLD MUSIC
 TBA

Music is universal but its meanings are not. Informed by the culture from which it emerges, music constantly negotiates and contests its place and meaning in local society and global humanity. Whether the music expressed is from a salsa band, a sacred Ashanti drum in Ghana, a flute made from a bamboo stalk along the Ganges River, or steel pans created from abandoned oil drums in Trinidad, the process is similar—human culture responds to its world in creatively meaningful ways, attempting to answer fundamental questions that plague the human condition. We will examine a few music cultures, considering issues such as race, ethnicity, identity, gender, and insider/outsider perspectives. This is a reading, listening, and viewing course, though we will perform Southern and West African songs, Navajo dances, and Indian and Latin American rhythms, among other exercises, to deepen our understanding of music in the world. No prerequisite.

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

HA 176
MUSIC I: BASIC TONAL THEORY
 TBA

This course provides an introduction to the nature, language, and practice of tonal music. Topics to be covered include musical notation, intervals, scales, keys, chords, melody, rhythm, and rudiments of musical form. The course will cover diatonic chord progressions with a strong emphasis on the principles of voice leading. Examples will be drawn from classical music, pop, jazz, and various world musics. Students will be expected to complete weekly reading, listening, and composition assignments, participate in aural-training sessions, and write three concert reviews during the course of the semester.

Class will meet twice a week for one hour and twenty minutes. Prerequisite: ability to read music. Enrollment is limited to 30 students.

HA/CCS 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 that 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 an introduction to the history and methodologies of cultural studies as well as a discussion of issues of representation in the media, we will focus on three case studies and in-depth readings of cultural criticism in order to map the range of the field. Possible areas of inquiry include travel and tourism literature and cross-cultural encounter; cultural readings of fashion; and the thriller as popular film genre. Requirements: active participation in class discussions, three papers, and two oral presentations.

Note: HA/CCS 180 is particularly designed for first-year and Division I or beginning Division II students, who have an interest in popular culture, literary and semiotics, psychoanalysis, and/or Marxist criticism.

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

HA 187
CAMUS
 Robert Meagher

Several years after his death, Susan Sontag wrote of Camus: "Kafka arouses pity and terror, Joyce admiration, Proust and Gide respect, but no writer that I can think of, except Camus, has aroused love." This course will address itself not to this remarkable man but to his works, which offer not only a pitiless perception of the evil genius of our times but a vision of rare compassion and integrity. We will read and consider all of Camus's major works, ranging from philosophy to fiction to drama.

Class will meet once each week for two hours and fifty minutes. Enrollment is open.

HA 195
QUEER LIVES
 Susan Tracy

This course is envisioned as an introduction to thinking about the lives and work of lesbians, gay men, transsexuals, and transgendered people (groups currently allied politically under the term "queer") mainly through their autobiographies and their work as artists and political activists. The course will trace the social and cultural history of queer people from the end of the nineteenth century, when sexologists coined the term "homosexual" to the queer liberation movement of the present day, stressing issues of race and class as well as gender. Because this is a new field, we will be trying to discern where the holes are in our knowledge of the history and will try to generate research projects that address those absences. Students should be prepared to make oral presentations on the reading and their research.

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

HA 208
INTRODUCTION TO PAINTING
 Judith Mann

This course introduces students to the basic language, conventions, and material concerns of representational painting. The emphasis, through weekly painting assignments and frequent slide lectures, is on drawing, accurate color mixing, and attention to surface. In the out-of-class assignments, personal approaches to specific problems are encouraged. We work with oil paint. Problems include still life, self portraits, and a copy problem. Students need not have any experience with paint, but the course demands a real commitment in time and materials. We meet six hours a week and a minimum of six hours is required for outside work. This course is required for those arts concentrators wishing to do advanced work in painting.

Prerequisite: College Level Drawing I (already completed or concurrent—no exceptions). Enrollment is limited to 16. Class will meet twice each week for two hours and fifty minutes.

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 postproduction. Students will have biweekly 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, and video production equipment. Students must purchase their own film and pay their own processing fees.

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

Jacqueline Hayden

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

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

HA 221 CRITICAL ISSUES IN PHOTOGRAPHY, FILM AND VIDEO: REPRESENTING THE FAMILY

Sandra Matthews

The word "family" currently has a variety of social agendas attached to it, and photographic images play a role in this process. Photographic representations of families mediate between public and private life in important ways. This seminar will center on the history of family photography—including professional studio portraits, amateur snapshots, representations of traditional and nontraditional families, and cross-cultural visual materials. In addition, we will view and analyze films, video tapes and CD-ROMs which represent families. The cultural rituals of making and using images of the family will be explored, and their political dimensions questioned. Readings will be drawn from theories of visual representation, family theory, and more personal accounts. Students will write several short papers, make a visual collage, and complete a research project on a collection of photographs, films, or tapes of their own choice.

Class will meet once each week for two hours and fifty minutes. Enrollment limit is 25 with instructor permission required.

HA 222 HISTORY OF WOMEN/FEMINISM

Susan Tracy

This course is designed to introduce students to U.S. women's history from the American Revolution to the World War I. We will consider women's lives in their economic, social, and political dimensions, paying equal attention to the intersection of gender, race, and class. We will discuss the rise of feminism in organized women's organizations in this period and the ways in which feminism affected and was affected by the politics in each era. Students will be expected to produce either a major historiography paper or a major research paper based on primary sources.

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

HA 223 FILM AND LITERATURE: NARRATIVE/CULTURE/IDENTITY

Eva Rueschmann

This course explores the intersection between psychological and national identity in different national cinemas and literatures, including post-World War Two Italy, Germany, Ireland, Australia, China, Argentina, Senegal, and South Africa. We will examine the ways in which film and fiction narrate traumatic historical moments in the twentieth century and the relationship of the individual to culture and history. Beyond discussing the particular thematic focus of each work, we will also learn how to "read" film cinematically, and we will probe the aesthetic relationship between literature and film as distinct but related art forms (the nature of literary and cinematic language; issues of adaptation; and the intersection of narrative, cultural analysis and psychology). Requirements: active participation in class discussions, two papers, and a journal. Weekly film and video screenings.

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

HA 225 BEFORE THE HARLEM RENAISSANCE

Robert Coles

Contemporary students tend to know little about African American Literature between the period of the slave narratives (1760-1865) and the Harlem Renaissance, although this era is very rich in literary and historical significance. In this course, we will begin by tracing the history of the Harlem Renaissance through the writings of W. E. B. DuBois and Booker T. Washington. We will examine the poetry of Dunbar as a forerunner of twentieth-century black consciousness. We also will study the rise of the black woman's voice in such writers as Ida B. Wells and Pauline Hopkins.

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

HA 228
THE WORLD OF FEODOR DOSTOEVSKY

Joanna Hubbs

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

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

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

SS/HA 233A
ELEMENTARY YIDDISH

Henia Lewin

Yiddish, the native language of generations of Eastern European Jews, embodies all that is signified by the term Yiddishkeit, the Jewish way of life. In this course you'll learn to read, write, and speak Yiddish as a step toward understanding the entire Eastern European Jewish cultural legacy, from fiction and poetry to songs and folk expressions. The course is for beginning students and requires no prior knowledge.

Class will meet for one hour and twenty minutes twice a week at the National Yiddish Book Center. Enrollment is limited to 18.

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/SS 235
ART AND REVOLUTION

Sura Levine/Jim Wald

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

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

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 two and one-half hours. Prerequisite: HA 175 and HA 265 or equivalent Five College music courses. Admission is by instructor permission. Enrollment is limited to 25.

HA 241
CULTURE CLASH: MODERNIZATION, GLOBALIZATION, AND LATIN AMERICA

Norman Holland

Over the past few decades sweeping political, economic, and technological changes have resulted in Latin American communities being increasingly defined in global terms. Although these changes remain largely uncharted, literature is our best map. We will explore how Latin American writers depict the forces behind the modernization and globalization of their societies, and the ensuing culture clash being produced by the interface between particular regional or national settings and the global system. Among writers to be read are Borges, Carpentier, Ferre, Lispector, Garcia Marquez, Puig, Sanchez, and Vargas Llosa.

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

HA 242
COLD WAR CULTURE

Eric Schocket

Between the violence of World War II and Vietnam lies the relative calm of the 1950s. Typically derided for its focus on isolationism, individualism, and consumerism or lauded for its sense of family values and economic growth, this period is usually examined in simplistic terms, viewed through the tinted lens of "Leave It to Beaver" reruns. Using novels, films, and nonfiction, this course will try to complicate this picture, attending to the ways in which midcentury culture was shaped by and resisted such forces as cold war ideology, post-Fordist

consumerism and the burgeoning civil rights movement. Through the eyes of Sylvia Plath, Norman Mailer, J.D. Salinger, James Baldwin, Jack Kerouac, James Dean and others, we will try to understand how the Beav went bad, and how we might understand the incipient forces of unrest that led to the explosive culture of the 1960s.

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

HA 243

THE MIND'S EYE

Wayne Kramer/Kym Moore

Hamlet: My father—methinks I see my father!

Horatio: Where, my lord?

Hamlet: In my mind's eye, Horatio.

Hamlet, Act I, Scene II

As theatre makers, how do we "read" the text as a road map for production? This course will explore the differences between virtual perception (imagination) and realized perception (production). All people who make theatre start with some responses to the text as, finally, a visual, three-dimensional event that exists in time. Why does the actor need images? Why does the director need spatial analysis? Why does the designer need to understand textual rhythm? What clues does the playwright give us in deciding on these qualities and elements? Can we develop a common strategy that informs each participant in the same way? How can we develop a "language" for collaboratively exploring these issues? This course, structured for those interested in acting, directing, and designing, will explore this process through exercises, scene work, and group laboratories. All persons doing Division II production work in theatre are encouraged to take this course.

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

HA 246

ARCHITECTURAL DESIGN FOR STUDENT ACTIVITIES

Robert Goodman

This class will examine the relationship between architecture and human behavior by developing alternative designs for a student center at Hampshire College. Our goal will be to provide the campus with a focal space for a variety of student activities. Class analysis will include the particular needs here, as well as approaches to student center architecture in other parts of the country. We will also examine methods of progressing from space planning to site selection to building design. As part of our work, we will visit and analyze student centers are various local colleges.

Requirements include participation in class discussion, design critiques, short design exercises, and preparation of a final design project. Background in design is helpful, but not required. Emphasis is on developing conceptual ideas rather than professional presentations. Enrollment is limited to 25. Class will meet for one hour and twenty minutes, twice weekly.

HA 247

THE DOCUMENTARY TRADITION

Abraham Ravett

Documentary films/tapes portray people and events as interpreted by film/video makers whose goal is to present a specific perspective on human experience. In an important sense, then, documentaries or nonfiction films/tapes do not simply present "facts"; they present a particular individual's (or group of individuals') creative interpretation of an aspect of human life.

This course will introduce you to documentary films and video tapes, tracing their development historically, analyzing the emergence of new forms, and aiming to build critical viewing competence. Beginning with some of the earliest documentaries, we'll proceed to work of Robert Flaherty, and John Grierson, and the pioneering work of the Soviet filmmakers. We'll continue tracing the evolution of the tradition, devoting the later part of the semester to seeing as many outstanding recent films as possible. The course will address the ways fictional and nonfictional categories share key conceptual and discursive characteristics and what Michael Renov calls "the key questions which arise in the study of nonfiction film and video—the ontological status of the image, the epistemological stakes of representation, the potentialities of historical discourse on film."

Class will meet twice a week, once for three hours and once for two hours (second screening). Enrollment is limited to 25.

HA 248

FORMS OF AUTOBIOGRAPHY

Jeffrey Wallen

Autobiography is not one literary genre among others—autobiographical writing cuts across distinctions of genre, and engages some basic assumptions of literary categorization, such as the opposition between fact and fiction. In this course we will investigate the problems and consequences of self-portrayal, and explore questions of identity and memory. In addition we will examine the ways in which autobiographical writing challenges our conceptions of literature. Readings may include Leiris's *Manhood*, Cardenal's *The Words to Say It*, Rousseau's *Confessions*, St. Augustine's *Confessions*, Genet's *The Thief's Journal*, Kingston's *The Woman Warrior*, and Wordsworth's *Prelude*.

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

HA 249

POEMS OF LOVE AND WAR

Robert Meagher

A comparative study of the relationship between *eros* and *eris*, eroticism and violence, in ancient Indian, Near Eastern, and Greek poetry.

In the mythologies and literatures of a wide consortium of ancient cultures reaching from the Indus Valley to the East Mediterranean, the image of woman was progressively eroticized and maligned until she became both the object of erotic desire and the source of organized conflict. In the divine order, the goddess of love was made at the same time the goddess of war, while, in the human sphere, the most beautiful of women were made the cause of the deadliest wars. Eventually, from the Bronze Age, there emerged a series of

epics in which a great war was fought over a woman. In these and other poems of love and war it is possible to explore an ancient Eurasian literary tradition that served to inform and to shape later understandings of women, sexuality, and violence. The core readings for this course are: *The Mahabharata*, the *Ramayana*, *Kirta*, and the *Iliad*.

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

HA 250 INTERMEDIATE POETRY WRITING

Paul Jenkins

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

Class will meet once a week for two hours and fifty minutes. Enrollment is limited to 15.

HA 253 INTERMEDIATE PAINTING

Judith Mann

This class will begin with large scale paintings. We will then go on to examine various aspects of contemporary and historical art, and learn more about how the color, space, and surface of a painting contributes to an understanding of its meaning. Reading and slide lectures play an important role, and students will be required to present a slide lecture on a topic they have researched. The emphasis is on the development of a more comprehensive and informed process. There are frequent critiques and the problems take many weeks to resolve, requiring self-discipline and a simultaneous willingness to allow ideas to take shape and develop over time. Success will be measured by the development of material, conceptual, and historical tools.

The course is intended for arts concentrators who have completed two studio courses beyond introductory drawing and painting. Enrollment is limited to 12, by instructor permission. Class will meet twice each week for two hours and fifty minutes.

HA 257 SEVENTEENTH-CENTURY STUDIES

L. Brown Kennedy

An interdisciplinary, comparative study of seventeenth-century England and New England, this seminar will use literary and historical sources to examine the shifting understandings of authority and power in the period—the form of political rule, the bases for religious and scientific belief, the structure of family and community. Readings of Milton's *Paradise Lost*, plays by Shakespeare, and poetry by John Donne, Anne Bradstreet, and Edward Taylor will provide a context and focus for case studies of specific topics: Puritan-

ism and the impact of the Puritan idea of history; the encounter of European, Black and Native American peoples; relations between men and women, the representation of nature as cultivated garden and as wilderness; witches and witchcraft anxiety. Other primary texts will include works by Bacon, Hobbes, Amelia Lanier, Thomas Hooker, John and Eleanor Davies, Edward Johnson, William Bradford, John Winthrop.

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

HA 259 UNRULING BRITANNIA: CONTEMPORARY CULTURAL PRODUCTION IN 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 that recent work in fiction, film, theatre and cultural criticism has focused 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 that 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, and Pat Barker; criticism from the Birmingham Center for Cultural Studies and the ICA; and work by Simon Watney; Derek Jaman, and Kobena Mercer.

There will be some required evening viewing of films.

HA 260 INTERMEDIATE STUDIO

David Diao

We aim to move past an art-for-art sake aesthetic and toward an art practice that underscores its history and function as a system of signs and meaning. While concentrating on producing work, both individual and assigned, we will also read relevant texts pertaining to cultural production in the postmodern condition.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 15 by instructor permission. Prerequisite: Beginning Drawing and 1 or 2 of the following: Video, Photography, painting, sculpture, design.

HA 270 AFRICAN AMERICAN COMPOSERS AND THEIR INFLUENCE

Margo Edwards

This course will explore the written concert music of African American composers during the late nineteenth and twentieth centuries. A few composers will be selected for concentration, especially African American women composers Florence Price, Julia Perry, Margaret Bond, and Mary Lou

Williams. The musical, extra-musical, and socio-economic issues that have influenced their work will be investigated. There will be analysis of musical scores, listening and reading assignments and research projects required.

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

HA 271
20TH-CENTURY WORLD POETRY IN TRANSLATION
Paul Jenkins

An intensive reading/critical inquiry course built around individual volumes of poems by Tomas Tranströmer (Sweden), Zbigniew Herbert (Poland), Adelia Prado (Brazil), Yehuda Amichai (Israel), Osip Mandelstam (Russia), Pablo Neruda (Chile), Cesar Vallejo (Peru), and R. M. Rilke (Germany).

Prerequisite: A previous reading course in poetry or instructor's permission. Enrollment is limited to 20.

HA 272
DANCE IN HUMAN SOCIETY
Daphne Lowell

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

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

SS/HA 280
DIMENSIONS OF CONTEMPORARY JEWISH SPIRITUALITY AND THE MYSTICAL TRADITION
Lawrence Fine

This course will explore aspects of contemporary Jewish spirituality with a special focus on the renaissance of interest in mystical traditions by pursuing these questions: How did the classical traditions of Jewish mysticism—Kabbalah and Hasidism—nurture earlier modern thinkers such as Martin Buber, Rav Kook, A. D. Gordon, and Abraham Joshua Heschel? In what ways do these traditions continue to shape the contemporary religious imagination of American Jews, theologically and ritually? What role do issues having to do with gender, the body, and nature play in connection with contemporary spirituality? What do we mean by "spirituality" in the first place, and why has it become such an object of fascination?

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

HA 281
MUSIC III: ADVANCED TONAL AND POST TONAL MUSIC SYSTEMS
Margo 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 limit is 25.

HA 287
CHAOS AND CATHARSIS: WAR AND THEATRE IN ANCIENT ATHENS
Robert Meagher

The century in which Greek drama was developed—twenty—five centuries ago—was for Athens a century of war so like our own that General George C. Marshall, as Secretary of State, once said "I doubt seriously whether a man(*sic*) can think with full wisdom and with deep convictions regarding certain of the basic international issues today who has not at least reviewed in his mind the period of the Peloponnesian War and the Fall of Athens." The same may be said of a less international issue: not how and where best to wage war, but how and where best to recover from it. For the ancient Athenians, the answer lay in the theatre.

Jonathan Shay, author of *Achilles in Vietnam*, puts it quite simply when he argues that "Athenian theatre was created and performed by combat veterans; they did this to enable returning soldiers to function together in a 'democratic' polity."

The core texts of this class will be the *Peloponnesian War* of Thucydides and the anti-war dramas of Euripides and Aristophanes.

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

HA 290A/B†
COMPUTER MUSIC
Daniel Warner

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

Class will meet twice a week for one 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 292
NINETEENTH-CENTURY WOMEN WRITERS:
ROMANTICISM AND THE GOTHIC TRADITION
 Mary Russo

This course will explore the literary traditions of Romanticism and the Gothic in the works of nineteenth-century women writers. Works like Mary Shelley's *Frankenstein* have emerged in contemporary criticism as models of struggle and conflict over authority, gender relations, family structure, social reproduction, and the creative act. Many other women writers throughout the century continued to draw upon Romantic imagery and aesthetic models for their fiction and the conventions of the Gothic continue to dominate popular fiction and film into the twentieth century. Even writers like Jane Austen whose work is not strictly associated with the Gothic or romance engaged with these traditions.

This course is also intended to introduce feminist literary theory and cultural criticism. Works to be discussed include those of Shelley, Emily and Charlotte Bronte, Jane Austen, Mme de Stael, Dorothy Wordsworth, Ann Radcliffe and a selection of male poets and essayists.

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

HA 307
PAINTING IN THE EXPANDED FIELD
 David Diao

Painting as cultural form and signifying practice is subject to constant mediation in the world. In a decentered aesthetic field that is no longer demarcated by medium, painting has the opportunity to question and renew its role in culture. This course is for those who have already spent considerable effort developing their work—which doesn't mean painting per se. Each participant will be offered dialogue geared to their interests and needs. Issues of common interest will be fostered by group discussions of work and text.

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

HA 310
FILM/VIDEO WORKSHOP III: FRAME BY FRAME
 Bill Brand

This is an advanced workshop for students working on their Division III or completing their Division II exams. The course will center on the use of the optical printer and the animation stand and will provide detailed instruction on planning and executing projects using these tools. While the film industry uses optical printing to create special effects and animation to make cartoons, this course will instead emphasize work that uses these tools for expressive or exploratory purposes. Films will be viewed in class, presenting a variety of approaches to optical printing and animation as a medium for artists. Students will be expected to complete weekly exercises as well as present ongoing Divisional projects to the class. Division II students will be expected to complete a final project. Reading and writing about critical issues is an important part of the course and students will be expected to

submit written responses to films and essays presented in the course.

A \$50 lab fee entitles students to use camera and recording equipment, transfer and editing facilities, and video and computer production and postproduction equipment. Students must purchase their own film and animation supplies and pay their own processing fees.

Class will meet once a week for two hours and fifty minutes. Screenings and workshops will often occur in the evening. Enrollment is limited to 15 by permission of the instructor and will be determined at the FIRST class meeting. In general, Film/Video Workshop II will be considered a prerequisite.

HA 313
PHOTOGRAPHY III
 Jacqueline Hayden

This class is directed toward the continuing study and creative practice of photography. Students wishing to be in this course should have completed 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 viewpoint 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.

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

HA 324
LITERARY THEORY SEMINAR
 Jeffrey Wallen

In this course we will examine some of the major attempts to provide a theoretical understanding of literature. We will begin with Romantic efforts to move from criticism of literary works to a theory of criticism (principally Friedrich Schlegel), and then move on to more recent texts, especially those of Benjamin, Barthes, Derrida, Kristeva, de Man, and Agamben. The focus will be primarily on texts that also explore how we read literary works (such as Barthes's *S/Z*).

Class will meet once each week for two hours and fifty minutes. Instructor permission required and enrollment is limited to 20.

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.

HAMPSHIRE COLLEGE CHORUS

Ann Kearns, Director

The Hampshire College Chorus rehearses Mondays and Wednesdays, 4-6 p.m., in the Recital Hall of the Music and Dance Building. Admission is by short, painless audition; sign up at the Chorus Office in MDB. Faculty and staff are welcome! Our fall repertory includes the Fauré *Requiem* with full orchestra for Family and Friends Weekend; and in December, a Mozart *Missa Brevis*, and a *Mass* by the San Francisco-based composer Lou Harrison, both for chorus and chamber orchestra.

THEATRE BOARD

The Theatre Board is a committee of seven students (five voting members and two alternatives) who are elected to facilitate Hampshire's theatre program. Responsibilities include representing the theatre community in questions of curriculum, monitoring the performance spaces and equipment, and scheduling the productions for each season, among others. It is a wonderful way for students with an interest in theatre to gain valuable hands-on experience and have a voice in decision making. Elections are held at the beginning of each semester. Nonvoting 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 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 exam. A Natural Science Division I may be completed via a project, or by the combination of two Natural Science courses approved after careful discussion with the faculty teaching both courses. The instructors of the first course, the natural science office, or any Natural science faculty member can provide more details.

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 101p
HOW THINGS WORK
Herbert Bernstein

NS 102
PHYSICS I
John Reid

NS 107
EVOLUTION OF THE EARTH
John Reid

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

NS 122p
HOW PEOPLE MOVE
Ann McNeal

NS 138p
HEALTH IN AMERICA BEFORE COLUMBUS
Debra Martin

NS 139p
PLANTS AND HUMAN HEALTH
Nancy Lowry

NS 142/342
FOOD, MEDICINE, POISON: THE SCIENCE OF HUMAN BOTANICAL CULTURE
Lawrence Winship

NS 150
AGRICULTURE, ECOLOGY, AND SOCIETY
Lawrence Winship (and other faculty)

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

NS 157
FOOD, NUTRITION, AND HEALTH
Benjamin Oke

NS 168
COLLEGE COUNTING
David Kelly

NS 179p
GLOBAL CLIMATE CHANGE
Steve Roof

NS 180
AQUATIC ECOLOGY
Charlene D'Avanzo

NS 195
POLLUTION AND OUR ENVIRONMENT
Dula Amarasiriwardena

NS 198
EVER SINCE DARWIN
Lynn Miller

NS 202
CHEMISTRY I
Dula Amarasiwardena

NS 240
ELEMENTARY SCHOOL SCIENCE WORKSHOP
Merle Bruno

CCS/NS 243
BRAIN AND BEHAVIOR
Michelle Murrain/Christopher Chase

NS 247
CELL BIOLOGY
Christopher Jarvis

NS 260
CALCULUS I
Kenneth Hoffman

NS 295
ETHNOARCHAEOLOGY AND GEOLOGY IN THE ANCIENT SOUTHWEST
Debra Martin/Lauret Savoy

NS 316
LINEAR ALGEBRA AND ITS APPLICATIONS
Kenneth Hoffman

NS 318
COMPLEX FUNCTION THEORY
David Kelly

NS 330
BIOORGANIC CHEMISTRY
Nancy Lowry/Susan Keydel

NS 342/142
FOOD, MEDICINE, POISON; THE SCIENCE OF HUMAN BOTANICAL CULTURE
Lawrence Winship

NS 354
DESIGNING INTERNET RESOURCES FOR HEALTH
Michelle Murrain

NS 370
COMPARATIVE PHYSIOLOGY
Benjamin Oke

COURSE DESCRIPTIONS

NS 101p
HOW THINGS WORK
Herbert Bernstein

This course introduces its participants to college physics, science, and the workings of Hampshire College. In conjunction with Physics I, students will investigate basic mechanics, some everyday applications, and a few intriguing geophysical phenomena. The mathematics level of the textbook is "calculus-based" physics, which means algebra is necessary; the rest is taught as part of the course. The experimental portion of this course should emphasize the geophysical focus of this year's Physics I.

Class will meet twice per week for one hour and twenty minutes and once per week for lab. Enrollment is open.

NS 102
PHYSICS I
John Reid

This is an introductory calculus-based course in physics with emphasis on elements of classical mechanics (the study of motion and the forces that produce it), heat and optics. The laboratory work in the course will include direct measurements of the orbital and rotational motion of the earth, the moon, and the near planets. The study of optics will include optical phenomena in the atmosphere (rainbows, halos, and aurorae), and heat flow studies will involve direct measurements of microclimate changes as autumn progresses. Evaluation will be based on the quality of problem sets, class participation, and papers based on the laboratory research projects.

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

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 is limited to 25.

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 actual medical cases. Students will work in teams to develop diagnoses for medical cases presented through descriptions of patient histories, physical exams, and laboratory findings. Students will use a human biology text as well as several medical texts, and will also learn to find and read primary research literature and to use internet resources. Not all human systems will be covered in this course, but students will gain a good understanding of how diseases are transmitted, physiological effects of disease, and the immune response to disease-causing microorganisms. They will also examine the role of modern DNA technology in treating and diagnosing disease.

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

Class will meet twice a week for one hour and twenty minutes. Enrollment is open and limited to 30.

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 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.

Enrollment is open and limited to 15.

NS 138p
HEALTH IN AMERICA BEFORE COLUMBUS

Debra Martin

This course explores the scientific, archaeological, and historical information on conditions of health for indigenous people in North America prior to the thirteenth century and colonization. Topics will include how biological anthropologists reconstruct health for past peoples and a wide range of life cycle events will be explored. For example, what was it like to give birth in AD 1000? What was it like growing up? Growing old? This course involves hands-on lab work and data collection, presentations and discussions, guest lecturers, films, field trips, and independent research.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 16.

NS 139p
PLANTS AND HUMAN HEALTH

Nancy Lowry

Plants and Human Health is a proseminar that will study the medical uses of plants through time and across cultures. Many of these plants and their compounds are well known for their healing properties; for example, aspirin is a derivative of a plant chemical found in willow bark. The emphasis in the course will be to review current scientific studies that examine plant extracts and their chemical constituents for effectiveness in healing (and incidentally toxic) uses.

Students will be expected to prepare and lead class discussions, write several short papers, argue a side in a semiformal class debate on a controversial topic, and research

and write a longer paper evaluating a medicinal herb of their choice. We will occasionally join NS 142 for common projects and discussions.

Class will meet twice a week for one hour and twenty minute sessions. Enrollment is open and limited to 16.

NS 142/342
FOOD, MEDICINE, POISON: THE SCIENCE OF HUMAN BOTANICAL CULTURE

Lawrence Winship

Not very long ago, people didn't go to the supermarket for food and to the pharmacist for medicine, and then rely on the FDA to keep them from harm. Plants were understood to simultaneously be sources of nutrition, remedies, and potential harm. We've begun to come full circle now that medical and chemical research has started to document the interactions between diet, disease, medication, and environment in our health. In this course, we will explore the botanical world asking, "Food, medicines, poison, or all three?" This will NOT be a training course in how to use herbs as remedies. We will, however, have talks from herbal practitioners and learn about the kinds of chemicals in plants that affect human physiology. We will use lab time to forage for wild edibles, learn how to identify plants, learn how the environment affects plant growth, and develop lab and field projects. Students taking the course as NS 342 should have prior experience in (or be taking simultaneously) a course in chemistry of plant biology. 300-level students will act as research mentors. 100-level students are expected to develop a Division I project during the course.

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

NS 150
AGRICULTURE, ECOLOGY, AND SOCIETY

Lawrence Winship (and other faculty)

Modern US 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. 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, plus an afternoon lab.

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 parasit-

ized, 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*. We will read Desowitz's book (given as course title) and articles from the primary medical literature.

Each student, for an evaluation, must write three essays and give one seminar on the social and medical aspects of one of these diseases (malaria, schistosomiasis, trypanosomiasis, kala-azar, Guinea worm, etc.) focusing on the disease in one particular tropical or subtropical country. Students who finish their essays and class presentation on time usually can complete an NS Division I exam by the end of the term or early in the next term.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 16.

NS 157

FOOD, NUTRITION, AND HEALTH

Benjamin Oke

Given the central importance of food to human life, food and nutrition-related issues are often controversial. In developing societies, the major public concern is whether enough food is available. Over the past thirty years, most of sub-Saharan Africa has seen poor agricultural performance, rapid decline in nutritional status, and increased incidences of health problems. Why do these problems seem so intractable? Are they connected? Do they reinforce each other? If so, what are the critical links? In more developed societies, people are concerned about how to ensure the best possible food supply for health. Hunger, malnutrition, and illness are multifaceted phenomena. Their causes are nearly always complex, resisting simple explanation, and their biological effects are intimately enveloped in sociocultural, political, and economic processes.

In this course, we will examine the interrelationships between food systems, nutrition, and health. The objective of the course is not to compile and address all of the agricultural, nutritional, and health problems or simply to juxtapose these three sets of problems. It is to provide opportunities for students to gain a better understanding of the underlying causes and to test the hypothesis that these three phenomena are interlinked in a strongly synergistic and mutually reinforcing manner. Basic information will be provided about nutrients and details of their metabolic functions. We will also examine the role of nutrition in long-term health and in the prevention and treatment of disease. Since the food-related problems of the more affluent Western world are quite different than those of the developing countries, where hunger and malnutrition are a common part of everyday life, the first part of this course will deal with nutrition, diet, health, disease, and food supply in the United States, and the second part will focus on Africa. Comparisons will be made between developed and developing countries where applicable.

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

NS 168

COLLEGE COUNTING

David Kelly

The search for efficient computer algorithms and for ways to measure their complexity has focused attention on

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

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

NS 179p

GLOBAL CLIMATE CHANGE

Steve Roof

Is Earth threatened by environmental pollution and global climate change? Or is it only human civilization that is threatened? If the climate of Amherst warms by a few degrees, will that be bad? While we have all heard of various threats to the well-being of planet Earth, how can we evaluate competing claims from scientists, economists, industrialists, and politicians? In this course, we will explore the scientific basis of global climate change. Our primary strategy will be to use Earth's geological history to gain a better sense of how the climate system of our planet operates over hundreds and thousands of years. We will examine the scientific basis for global climate warming and evaluate for ourselves the potential prospects of greenhouse warming and the environmental impact of a warmer world. The central goal of this course is for students to develop the ability to rationally evaluate competing claims on environmental issues.

We will do several project-based labs, gain an understanding of scientific methodologies, and learn to read and analyze scientific literature. Students will search out and analyze recent climate-change data, read and evaluate contrasting predictions of global climate change, and lead class discussions and debates. Division I projects will be encouraged. Class meets twice weekly for one hour and twenty minutes.

NS 180

AQUATIC ECOLOGY

Charlene D'Avanzo

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

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

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 emphasize 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.

Students are expected to engage in scientific inquiry and to view their investigations in broader context, gain a clear sense of the scientific process, and develop quantitative and oral and written communication skills. Class participation, satisfactory work on the required problem sets, literature critiques, and class projects are required for evaluation. Class will meet for one hour and twenty minutes twice a week and one afternoon per week for lab or field trips. Enrollment is limited to 20.

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 that keep men and women in separate groups. These simplistic arguments were invented more than one hundred years ago by those who misread or misinterpreted Darwin's ideas. To think about these arguments, we will read and discuss a small sample of the literature of the past 120 years on the explanations of the behavior of *Homo sapiens*. We will read essays by Stephen J. Gould and papers about our close relatives, the primates.

For an evaluation, students are expected to write three short essays and to give an oral presentation to the class during the term. Students who finish the three essays and class presentation on time usually can finish an Natural Science Division I exam by the end of the term or early in the next term. 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 emphasize application of those 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 both because students will be expected to develop skill in solving a variety of numerical problems and because it is essential for understanding some of the subject matter.

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

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

NS 240

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/CCS 243

BRAIN AND BEHAVIOR

Michelle Murrain/Christopher Chase

See description CCS/NS 243

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 that results in cancer will also be considered.

Class will meet for one hour and twenty minutes twice a week and for a weekly four-hour lab. Enrollment is limited to 20.

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 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 each student's course work.

NS 295 ETHNOARCHAEOLOGY AND GEOLOGY IN THE ANCIENT SOUTHWEST

Debra Martin/Lauret Savoy

The American Southwest is a geologically and culturally striking landscape that has been continuously inhabited by indigenous peoples for thousands of years. In this semi-arid to arid region, ancestral Pueblo Indians flourished as agriculturalists in spite of variable climate, periodic droughts, and unpredictable water resources. Co-taught by a bioarchaeologist and earth scientist, this interdisciplinary science course examines the complex interrelationships between the environment and the culture and biology of the ancestral Pueblo people in the Southwest. Specifically, we focus on the links between geological and ecological processes and human culture and biology over time.

A key feature of the course is a group field trip (October 12-20) to the Southwest, where we visit geological and archaeological sites, museums, heritage centers, and contemporary villages. Field observations and study focus on questions on the nature of changing landscapes, environmental constraints, and biocultural processes for both ancient and modern Pueblo people. For the remainder of the semester, students draw on experiences and data from the field to complete a series of small reports on the interplay between geology and ethnoarchaeology. Students also choose a topic for independent research resulting in a final project and paper.

In order to receive an evaluation, students are expected to participate actively in class and on the field trip, engage in discussions, and complete a major research project and shorter papers. Class will meet twice a week for one hour and twenty minutes, with one afternoon lab session per week.

Enrollment is limited to 15 students who have a solid background in either geology or archaeology; 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 three times a week. Enrollment is limited to 25.

NS 318 COMPLEX FUNCTION THEORY

David Kelly

The complex numbers, described by Leibniz as amphibious between existence and non-existence, are now an important tool for both pure and applied mathematics. They have a fruitful geometric interpretation, provide algebraic closure to the reals (in the sense that all polynomials with coefficient 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 three times a week for one hour and twenty minutes. Enrollment is limited to 15.

NS 330 BIOORGANIC CHEMISTRY

Nancy Lowry/Susan Keydel

This course is intended to develop research and laboratory skills of students interested in pursuing research projects (e.g., Division III and internship positions) in chemistry-related fields such as pharmaceuticals, forensics, and toxicology.

We will focus on the chemistry of various natural products and their active ingredients, such as naturally occurring toxicants, pesticides, food dyes and flavorings, and pharmaceutical drugs and remedies. Laboratories will focus on developing analytical methods for extraction, separation, quantitation, and identification of the natural products being considered that week. Lab work will involve using analytical instrumentation currently used in commercial and research pharmaceuticals, forensics, and toxicology labs, such as: microwave extractor/digestor, gas chromatography-mass spectrometry (GC-MS), Fourier-transform infrared spectrometry (FTIR), nuclear magnetic resonance spectrometry (NMR), and high performance liquid chromatography (HPLC).

Class time will focus on five classes of natural products, (e.g., terpenes, alkaloids, poisons, food additives, and medicines). Students will be expected to prepare and lead class discussions, write five short papers (one per class of natural products), and prepare reports on laboratory projects.

Two semesters of Organic Chemistry with lab or instructor permission is required for enrollment. Enrollment is limited to 10. This is a Hughes Advanced Research course.

NS 342/142

FOOD, MEDICINE, POISON: THE SCIENCE OF HUMAN BOTANICAL CULTURE

Lawrence Winship

See description NS 142/342.

NS 354

DESIGNING INTERNET RESOURCES FOR HEALTH

Michelle Murrain

As the Internet grows into a global library, designing useful and accurate resources available to a variety of audiences such as health-care providers, students, and health-care consumers is important. In this class, we will focus on health information for a variety of audiences and look carefully at a set of examples that serve as case studies. Students will choose a specific topic and spend a large part of the semester designing Internet resources to disseminate information about this topic broadly. Students will learn about and apply the wide variety of newer Internet technologies, such as delivering multimedia over the web, streaming technologies, "hot sauce," hyper-g/hyper-wave, and java. We will also approach some of the larger issues inherent in disseminating health information, such as accuracy, accountability, and timeliness. The prerequisite for this course is either previous course work in computer science or previous course work in health studies. The enrollment limit is 15. All students need to be at least familiar with e-mail, USENET, and the web.

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

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 will meet twice a week for one hour and twenty minute sessions. Prerequisites include previous course work in biology and chemistry. Instructor permission is required for enrollment, and class size is limited to 10.

SCHOOL OF SOCIAL SCIENCE

CURRICULUM STATEMENT

The School of Social Science seeks to understand human lives and social institutions in relation to their social and historical context. We see all human behavior as culturally situated, and emphasize changes over time—that is, we take a historical perspective in almost all our work. Whereas other Schools and programs look for the universal and unchanging in human experience (e.g., cognitive science or the natural sciences), we want to understand difference and change. We especially seek to incorporate understanding of domestic minority and non-Western experiences, politics, social structures, and cultures. We also see that understanding individuals and groups necessarily involves interdisciplinary approaches, so a great deal of our teaching, research, and student work crosses disciplinary and School boundaries. Critical inquiry is central to our mission: we emphasize comparative and historical studies so that students may develop analytical insight into the values and philosophical assumptions that underlie political and social institutions and the theories that attempt to explain them.

We have two strong emphases in the school—one on comparative theoretical approaches in sociology, politics, economics, psychology, anthropology, and history, and one on the integration of scholarly work with hands-on field experiences and community service. Our Community Service Scholars Program is the latest major effort along these lines, but this intent is shared with programs in Public Service and Social Change, Civil Liberties and Public Policy, and Population and Development.

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. Certain course(s) noted with an asterisk (*) cannot be used to fulfill half of the Division I requirement.

COURSE LIST

SS 114p
RENAISSANCE ITALY: CULTURE, POLITICS, AND SOCIETY
Jutta Sperling

SS 115p
POLITICAL JUSTICE
Lester Mazor

SS 116p
REVOLUTION AND MODERNIZATION IN CHINA
Kay Johnson

SS 117p
FACT AND FICTION OF SOUTHEAST ASIA
Sue Darlington

SS 118
PLAY, CULTURE AND HUMAN DEVELOPMENT
Stephanie Schamess

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

SS 122p
POWER AND AUTHORITY
Robert Rakoff

SS 125
THIS LAND IS YOUR LAND: LAND AND PROPERTY IN AMERICA
Robert Rakoff

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

SS 136
MYSTERIES, SCIENCE, AND PSEUDOSCIENCE
Donald Poe

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

SS 148
SOCIETIES AND CULTURES OF THE MIDDLE EAST
Ali Mirsepassi

SS 153
LATINOS IN THE UNITED STATES: LAW, POWER, AND COMMUNITY
Flavio Risech-Ozeguera

SS 154
PATHS TO THE PAST
James Wald

SS 184
AMERICAN CAPITALISM
Stan Warner

SS 202
AN INTRODUCTION TO THE HISTORY OF THE WORLD: THE ULTIMATE SURVEY COURSE
Frederick Weaver

SS 210*
INTRODUCTORY ECONOMICS
Stanley Warner

SS 214
UNITED STATES LABOR HISTORY
Laurie Nisonoff

SS 215
POLITICS OF ABORTION RIGHTS
Marlene Fried

SS 228
INTRODUCTION TO SOCIAL PSYCHOLOGY
Donald Poe

SS/HA 233
ELEMENTARY YIDDISH
Henia Lewin

SS 234
THE JEWS IN EUROPEAN HISTORY
Leonard Glick

SS/HA 235
ART AND REVOLUTION
James Wald/Sura Levine

SS 244
CULTURAL HISTORY OF CHRISTIANITY 1400-1700
Jutta Sperling

SS 248
GENDERED CITIES
Myrna Breitbart

SS 259
SUPREME COURT, SUPREME LAW
Lester Mazor

SS 270
RACE IN THE UNITED STATES: UNDER COLOR OF LAW
Flavio Risech-Ozeguera/Mitziko Sawada

SS 272
CRITICAL RACE THEORY
Michael Ford/e. frances White

SS 274
THE REVOLUTIONS THAT WERE(N'T): TRANSITIONS IN CONTEMPORARY CHINA AND CUBA
Carollee Bengelsdorf/Kay Johnson

SS/HA 280
DIMENSIONS OF CONTEMPORARY JEWISH SPIRITUALITY AND THE MYSTICAL TRADITION
Lawrence Fine

SS 288
THE HISTORY OF CHILDHOOD: THE CHANGING MEANING OF CHILDREN IN THE NINETEENTH AND TWENTIETH CENTURIES
Penina Glazer

SS 290
POSTMODERNITY AND POLITICS
Carollee Bengelsdorf/Margaret Cerullo

SS 305
HISTORIANS WRITE HISTORY: READINGS ON THE UNITED STATES
Mitziko Sawada

COURSE DESCRIPTIONS

SS114p
RENAISSANCE ITALY: CULTURE, POLITICS, AND SOCIETY
Jutta Sperling

As historians of Renaissance Italy have emphasized over and over again, the concept of the modern state was "born" in fifteenth-century Florence. Others claim that the revival of ancient philosophy—starting with Petrarch's ascent of Mount Ventoux—gradually replaced medieval theology; that Florentine wool manufacturing marked the onset of capitalism; that the invention of perspective revolutionized painting; that for the first time, individualism, domesticity, and the nuclear family were conceptualized. In short: it is generally assumed that the profound innovations, transformations, and revolutions occurring in Renaissance Italy inaugurated the "modern" age. In the course of this proseminar, we will investigate these developments and problematize their traditional interpretations through the study of primary texts, secondary literature, and visual material.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 16.

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 twice a week for one hour and twenty minutes. Enrollment is limited to 16.

SS 116p
REVOLUTION AND MODERNIZATION IN CHINA
Kay Johnson

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

The course will be organized into informal lectures (which will present general background, comparisons with other societies and some material gathered in recent visits to a

Chinese village) and student-led workshops based on course readings and related topics generated by the particular interests of the participants.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 16.

SS 117p

FACT AND FICTION OF SOUTHEAST ASIA

Sue Darlington

What is Southeast Asia? What are the stories that create and sustain its "modern" identity? This course will explore the histories and cultures of twentieth-century Southeast Asia through the critical examination of native literatures (in translation), ethnographies, histories and films—all as sources of "facts" of Southeast Asian life and as constructed "fiction" created from each author's point of view. The impact of European and American colonialism and cultural and economic influences will be considered along side the traditions and cultures of the region. We will also look at the relationship between the colonial and postcolonial periods and how the latter was influenced by the former. The cases of Thailand, Indonesia, and Vietnam will be given particular emphasis.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 16.

SS 118

PLAY, CULTURE, AND HUMAN DEVELOPMENT

Stephanie Schamess

What is play, and why do children, adolescents, adults, and even animals do it? In this course we will look at the phenomenon of play through many lenses as we examine definitions of play, historical and cross-cultural views, the developmental purposes of play, and research on the fantasy play of young children. Students should expect to spend time at various child-care facilities doing observations of children, and in public areas observing adults at play. The semester will culminate in students' presentations of group projects on topics such as play in cyberspace or the commercialization of play. Being playful is a plus, but serious reading and lots of writing are required!

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

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 backward 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 twice a week for one hour and twenty minutes. Enrollment is limited to 16.

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 twice a week for one hour and twenty minutes. Enrollment is limited to 16.

SS 125

THIS LAND IS YOUR LAND: LAND AND PROPERTY IN AMERICA

Robert Rakoff

Americans attach many conflicting meanings to land. We see land as something we can own, as a commodity or resource, as real estate, as a source of government revenue, as a garden, as sacred, as wild, as feminine, as a bunch of chemicals, as habitat, and as the locus of nationalism, among others. These contested meanings reflect the political conflicts among classes and between individuals over who should control the uses of land. They also reflect the unsettled boundaries between what we think is natural and what we think is humanly created. Indeed, land is one of the main arenas where we continually redefine the boundary between nature and culture. In this course, we will examine the politics and meanings of land in America, with special attention to the role of private property. Students will undertake their own research on the meanings and control of land and will try their hand at different approaches to writing about our relation to the land.

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

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.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 16.

SS 136
MYSTERIES, SCIENCE, AND PSEUDOSCIENCE
 Donald Poe

This course will explore a number of phenomena currently on the fringes of scientific investigation, as approached by social scientists. We will read scientific and popular literature on astrology and ESP, stating the case of both believers and skeptics. Possibilities for additional discussion topics include astral projection, Kirilian photography, pyramid power, pyramidology, dowsing, psychokinesis, perceptual ability of plants, telepathy, scientology, medical fads, dietary fads, earthly visits by extraterrestrial beings, acupuncture, biorhythms, the Bermuda Triangle, and numerous psychotherapies. The emphasis is on "modes of inquiry," not on debunking myths. If one wanted to investigate these phenomena in a scientific fashion, how would one go about it? What standards of proof are required? The class is open to believers and skeptics.

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

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

This course will begin with an examination of the idea of community and communities at risk in the United States. 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. This course will serve as an introduction for those interested in the community service project. There will be several short essays and one research paper.

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

SS 148
SOCIETIES AND CULTURES OF THE MIDDLE EAST
 Ali Mirsepassi

This course is designed to introduce students to the historical, social, political, and cultural dynamics of contemporary Middle East. We will look at the historical and geographical contours of the region. We 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. The primary purpose of the course is to facilitate cross-cultural communication and understanding. Students will be asked to interrogate their own assumptions and to suggest fruitful ways of encountering the Middle East.

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

SS153
LATINOS IN THE UNITED STATES: LAW, POWER, AND COMMUNITY
 Flavio Risech-Ozguera

This course examines some aspects of the distinct experiences of Mexicans, Puerto Ricans, Cubans and Central Americans in the U.S. Though all are transformed by negotiating the border between their cultures of origin and that of the U.S., the manner and extent to which this occurs, and the politics that emerge from these transformations, differ markedly across these nationality-based groups. The roles of U.S. social institutions like courts, legislatures, and schools in structuring the interactions between Latino communities and other Americans (Anglo, African and Asian) are explored, examining issues such as immigration, education, language, and cultural production. Texts include a variety of social science and legal literature, fiction, autobiography, and film. Students are required to keep pace with a challenging reading list, attend class, and participate actively.

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

SS 154
PATHS TO THE PAST
 James Wald

"Why should anyone bother learning about things that happened far away and long ago?" asks the eminent historian William McNeill. Eighty years ago, Henry Ford declared: "History is more or less bunk." Americans today seem to show an unprecedented interest in history. Political speeches are full of references to history. Nonetheless, most of us have very little concrete knowledge of the subject. Above all, Americans encounter difficulty in reasoning historically and making distinctions between historical situations. This course will introduce students to some of the ways that we can think and write about the past, drawing upon examples from early modern and modern European history. Readings include primary sources and classic and recent historical scholarship. Why study history? As the Roman orator Cicero said more than two thousand years ago, "To be ignorant of what occurred before you were born is to remain always a child."

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

SS 184
AMERICAN CAPITALISM
 Stanley Warner

With the collapse of much of the Second World, capitalism has become the dominant economic and political system on earth. We will use the contemporary structure of American capitalism to explore several theories or paradigms of capitalist development. The transition from a competitive to a monopoly structure and the dramatic increase in the scale of government raise a fundamental debate over the relationship between economic power and political control of the state. The rise of multinational firms and the global division of labor challenge the autonomy of individual nation states.

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

SS 202

AN INTRODUCTION TO THE HISTORY OF THE WORLD: THE ULTIMATE SURVEY COURSE

Frederick Weaver

Something like a "global history" began around 1500, and this course, after a brief look at earlier times, traces the changing character of economic and political expansion that continues to forge a more integrated world. Although students will not be asked to list English (or any other) monarchs in order of appearance, they should come out of this tour of the centuries with a sense of historical sequence and periodization as well as with an appreciation for the importance of critical historical understandings and of geography. This course develops students' abilities to think historically about current issues in the spirit of general education, contributes directly to a wide variety of Concentrations, and is a good background for more specialized spring term courses in European history, social theory, and Third World Studies.

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

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 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 and essential component of concentrations in labor studies, political economy, American studies, and feminist studies. Required: participation in class discussion and completion of several papers or projects.

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

SS 215

POLITICS OF ABORTION RIGHTS

Marlene Fried

In the United States and worldwide abortion rights have been at the forefront of battles for women's rights and

reproductive freedom. Challenges have taken many forms—legislation and judicial decisions and extralegal harassment and violence directed at abortion clinics and providers have all contributed to an erosion in access to abortion. This course examines the abortion issue, the political movements for and against legal abortion, and the competing ideologies within the abortion rights movement itself. We will also view the abortion battle in the context of the larger global struggles for reproductive freedom and human rights. Other issues to be examined include coercive contraception, population control, sex education, and criminalization of pregnant women.

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

SS 228

INTRODUCTION TO SOCIAL PSYCHOLOGY

Donald Poe

Social psychology is the study of normal, everyday, adult social relationships, and this is an advanced course in social psychology that will look at the current literature on a number of social psychological phenomena that have been well established through research. One theme that runs through the various topics that we will examine is the idea that perceptions and cognitions control much of human social behavior, and if we wish to come to any real understanding of why people do the things that they do, we must first look at these perceptions and cognitions. The possible topics that we will discuss include social comparison (how do you decide that you are good at something?), cognitive dissonance (why does maximum persuasion occur with minimal pressure?), self-fulfilling prophecy (how does an initial belief about another person become confirmed, even if it is false?), perceived control (why does having a panic button available ameliorate the negative effects of stressors, even if it is never used?), the social dimensions of emotions (when you are afraid, how do you know that is what you are really feeling?), attribution theory (how do you decide why someone else did something?), and equity theory (how do you go about deciding what is fair?). While we will read a large number of psychological experiments, we will emphasize practical, real-life applications and examples of our topics.

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

SS/HA 233A

ELEMENTARY YIDDISH

Henia Lewin

Yiddish, the native language of generations of Eastern European Jews, embodies all that is signified by the term Yiddishkeit, the Jewish way of life. In this course you'll learn to read, write, and speak Yiddish as a step toward understanding the entire Eastern European Jewish cultural legacy, from fiction and poetry to songs and folk expressions. The course is for beginning students and requires no prior knowledge.

Class will meet for one hour and twenty minutes twice a week at the National Yiddish Book Center. Enrollment is limited to 18.

SS 234

THE JEWS IN EUROPEAN HISTORY

Leonard Glick

For more than 1,500 years Jews lived in Europe as the one people who could never be fully integrated into society, for they were considered to be bound to a fossilized creed fundamentally opposed to the Christian way of life. We'll trace the history of how Jewish society and culture evolved as an adaptation to this situation. We'll focus on Ashkenazic Jewry, i.e., those people who lived mainly in Germany and France until about the fourteenth century, then migrated in large numbers to Eastern Europe. Important representative communities (e.g., late-nineteenth century Vienna) will be studied in some depth. The course will encourage study of Jewish experience as part of European history, not as though it were a separate subject—hence the title.

Students will write two short papers responding to questions, then a final research paper on a topic in nineteenth-century history (because, as you'll learn, that was a pivotal century).

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25; selection, if necessary, will be based on a brief statement about your interest in the course.

SS/HA 235

ART AND REVOLUTION

James Wald/Sura Levine

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

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

SS 244

CULTURAL HISTORY OF CHRISTIANITY 1400-1700

Jutta Sperling

The fifteenth and sixteenth centuries were periods of great religious unrest. Anti-clerical movements grew everywhere. In parts of Northern and Central Europe, "Protestant" reform movements seceded from the Catholic Church. In Italy, France, and Spain, Catholicism itself underwent a major transformation. While Protestants dissolved monasteries, suppressed the cult of the saints, destroyed church art, and instituted major doctrinal and liturgical changes, Catholics founded new monastic orders, strengthened the papacy and clerical hierarchies, and reaffirmed ancient cults. Other important developments, however, cut across the great divide: witch-hunts, the persecution of Jews, and the surveillance of nonbelievers, but also the new emphasis on education, the privatization of devotion, and missionary activities occurred in both Protestant and Catholic countries. We will investigate these and other issues by reading primary as well as secondary texts. (Previous enrollment in "Cultural History of Christianity: Late Antiquity to the Middle Ages," taught in the fall 1996, is helpful, but not required.)

Class will meet for one hour and twenty minutes twice a week; enrollment limit 25.

SS 248

GENDERED CITIES

Myrna Breitbart

This course examines urban development from the viewpoint of gender. Integrating several disciplines, we consider how ideologies of gender become imbedded in the organization of urban (and suburban) space and (along with race and class differences) differentially affect men and women's urban experience. We consider the historical emergence and contemporary consequences of the gendered organization of space. We examine urban struggles around such issues as housing and consider women's often simultaneous experience as prisoners, mediators, and shapers of city life. Finally, we consider how feminist planners, architects, and activists have creatively reconceptualized alternative patterns of city life and space over time.

Class will meet twice a week for one hour and twenty minutes. Students interested in doing Division I projects or Division II research papers are encouraged to enroll.

SS 259

SUPREME COURT, SUPREME LAW

Lester Mazor

During its two hundred years the Supreme Court of the United States has become a major locus of political power, a site of intense controversy, an arena in which values and interests are advocated and weighed, as well as a highly contested symbol of the legal and political order. This course will explore the continuities, shifts, and ruptures in the Court's activity, role, and significance, examine its inner workings, consider the meaning of its pronouncements and the disputes over 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 the 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 twice a week for one hour and twenty minutes. Enrollment is open and limited to 25.

SS 270

RACE IN THE UNITED STATES: UNDER COLOR OF LAW

Flavio Risech-Ozeguera/Mitziko Sawada

This course will examine values, behavior, and attitudes regarding race in the context of U.S. history and law, using major Supreme Court decisions as a vehicle for developing a critical perspective on race relations as well as on the politics of historical and juridical interpretation. We will focus on cases involving slavery, naturalization and citizenship rights, interracial sex and marriage, public education, fair employment, and other fundamental rights.

Evaluations will be written for students who have kept pace with the extensive readings, actively participated in class discussions, and completed two short essays and one comprehensive research paper in a timely fashion. A prior course in U.S. history of legal studies is highly recommended.

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

SS 272

CRITICAL RACE THEORY

Michael Ford/e. frances White

There has never been a shortage of theories about the nature and significance of racial differences. Many people have argued that there are essential qualities or experiences that distinguish racial groups. These presumed innate differences have been the basis of both systems of racial subordination and oppositional political movements aimed at undermining racially structured social hierarchies. "Identity" politics has almost always been the enemy of a segregated social order, but this form of collective action also emphasizes difference as a primary basis of affinity and political action.

Recent examinations of race have focused on the complex and multifaceted character of social identities. Critical race theory reflects the views of those scholars who are interested in explaining the many ways race is articulated through other identities and statuses. They ask how it is possible to both affirm and transcend our racial identities; to recognize the power of cultural identities while challenging the proposition that they are fixed in time and place.

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

SS 274

THE REVOLUTIONS THAT WERE(N'T): TRANSITIONS IN CONTEMPORARY CHINA AND CUBA

Carolle Bengelsdorf/Kay Johnson

Radical upheavals of societies and of the lives of those who compose those societies have punctuated and, in many senses, defined this century. The collapse, or isolation, of these revolutions as this century draws to a close will surely reverberate into the next century.

This course will examine two such revolutions in terms of the visions they projected and the realities they created. The Chinese and Cuban revolutions, at the moment of their occurrence, challenged established models for development and political organization throughout the Third World. After a brief exploration of the origins and evolution of these revolutions within an historical and comparative framework, we will focus upon the current situation(s) in each of these countries in the wake of the 1980s-1990s upheaval in and collapse of the Soviet Union. In so doing, we will use three key lenses, in an effort to come to grips with a process of transition which has proven thus far, in both countries, chaotic and at moments violent. Specifically, we will examine the economic reforms—often partial and contradictory—both governments have undertaken, and the (disparate) efforts of both, at the highest levels, to promulgate these reforms while maintaining their political control unchanged; the opening and closing of spaces for free discussion and debate among both intellectuals and the populace in general; and the effects of radical crises and change upon women in both societies.

Class will meet once a week for three hours.

SS/HA 280

DIMENSIONS OF CONTEMPORARY JEWISH SPIRITUALITY AND THE MYSTICAL TRADITION

Lawrence Fine

This course will explore aspects of contemporary Jewish spirituality with a special focus on the renaissance of interest in mystical traditions by pursuing these questions: How did the classical traditions of Jewish mysticism—Kabbalah and Hasidism—nurture earlier modern thinkers such as Martin Buber, Rav Kook, A.D. Gordon, and Abraham Joshua Heschel? In what ways do these traditions continue to shape the contemporary religious imagination of American Jews, theologically and ritually? What role do issues having to do with gender, the body, and nature play in connection with contemporary spirituality? What do we mean by "spirituality" in the first place, and why has it become such an object of fascination?

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

SS 288

THE HISTORY OF CHILDHOOD: THE CHANGING MEANING OF CHILDREN IN THE NINETEENTH AND TWENTIETH CENTURIES

Penina Glazer

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

This course will examine the history of childhood in the United States with a particular focus on the nineteenth and twentieth centuries. We will look at the changing definitions of childhood and the implications for child-rearing. We will also examine new ideas concerning the development of personality by utilizing recent histories of the emotions. Students will be required to write two papers comparing the childhoods of a range of subcultures.

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

SS 290

POSTMODERNITY AND POLITICS

Carolle 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, Wendy Brown, Stuart Hall, Jean Baudrillard, Tricia Rose, Kimberly Crenshaw and Patricia Williams.

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

SS 305

HISTORIANS WRITE HISTORY: READINGS ON THE UNITED STATES

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 hours and twenty minutes once a week. Enrollment limit 15; preference given to students working on Division III projects in U.S. history. Class will meet for three hours once a week.

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 more than 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 resources allow interdisciplinary study in many areas, including environmental studies, film, legal studies, and neuroscience.

Hampshire students interested in language study may take courses in more than 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 Gadjigo; 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 50 percent devoted to Africa per se. Students commence their certificate program studies with an introductory course whose focus ranges continent-wide. Subsequent courses are more advanced and more specific in focus. Program advisors on each of the five campuses will assist students in planning an academic program that satisfies certificate requirements. Students may choose from a variety of courses, giving them ample opportunity to pursue their own interests as they fulfill certificate requirements.

ASTRONOMY

Amherst — George Greenstein; Mount Holyoke — Tom Dennis; Smith — Suzan Edwards, Brian Patten, Richard White; University of Massachusetts — Thomas Arny, William

Dent, Neal Erickson, Andrew Harris, Mark Heyer, William Irvine, Neal Katz, Susan Kleinmann, John Kwan, Read Predmore, F. Peter Schloerb, Stephen Schneider, Michael Skrutskie, Ronald Snell, Stephen Strom, Eugene Tademaru, David Van Blerkom, Martin Weinberg, Sander Weinreb, 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 United States, 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.

BLACK STUDIES

Faculty: Hampshire — Robert Coles, Michael Ford, Margo Edwards, 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. 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, Steve Roof; 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, summer research opportunities, and January term field courses in Central America and the Caribbean.

The Five College program has also joined the Woods Hole Consortium for Marine Sciences, 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

Faculty: Hampshire — Daphne Lowell, Rebecca Nordstrom; Amherst — Wendy Woodson; Mount Holyoke — Jim Coleman, Charles and Rose Flachs, Therese Freedman; Smith — Rodger Blum, Yvonne Daniel, Susan Waltner, Jin-Wen Yu; University of Massachusetts — BillBob Brown, Peggy Schwartz, Andrea Watkins.

The Five College Dance Department combines the programs of Amherst College, Hampshire College, Mount Holyoke College, Smith College, and the University of Massachusetts. The department is the second largest in the nation, with a faculty of sixteen artists, teachers, and scholars, augmented by a diverse array of Guest Artists. It produces more than 20 student and faculty concerts each year in its seven performance spaces, and offers a wide-ranging curriculum of more than 100 courses in its 14 studios. The faculty operates as a consortium, coordinating curriculum, performances, and services. The department supports a variety of philosophical approaches to dance and provides an opportunity for students to experience a wide spectrum of performance styles and techniques. Course offerings are coordinated

among the campuses to facilitate registration, interchange, and student travel. Students may take a dance course on any of the five campuses and receive credit at the home institution.

Five College course lists specifying times, locations and new course updates are available from the (home campus) dance office and from the Five College Dance Department office, located at Hampshire College.

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. More than 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.

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 — Betsy Hartmann, Frank Holmquist, Michael Klare, Ali Mirsepassi; Amherst — Pavel Machala, Ronald Tiersky; Mount Holyoke — John Garofano, Kavita Khory; Smith — Mary Geske, Greg White; University of Massachusetts — Neta Crawford, James Der Derian, Peter Haas.

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 DANCE DEPARTMENT

The educational and artistic mission of the Five College Dance Department (FCDD) is to champion the imaginative, expressive powers of human movement. The curriculum emphasizes in-depth study of a broad spectrum of dance as an art form, including technical, creative, historical cultural and scientific perspectives. Students are encouraged to balance performance and creative studies with a comprehensive understanding of the historical and cultural contexts of different dance traditions. They may shape their major studies in either traditional or interdisciplinary ways—reflecting the wide range of career options and new directions of the contemporary field.

Each semester the FCDD office publishes an updated list of all dance courses offered. Copies of this listing are available at the FCDD office in the Hampshire College Dance Building, at Central Records, at the Hampshire dance studio bulletin board, and from the Hampshire dance faculty.

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 or 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.

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.

New Five College appointments will be made in 1997-98; two in Film Studies, one in International Relations.

FILM STUDIES (Appointment to be announced)

In the first semester, the Five College Appointees in Film Studies will offer introductory courses at Amherst, Mount Holyoke, Smith, and the University. In the second semester, they will offer second-level courses at each of these four institutions. Consult catalog supplements and the on-line Five College catalog for most recent information.

INTERNATIONAL RELATIONS (Appointment to be announced)

The new Five College Appointee in International Relations will offer courses each semester. Consult catalog supplements and the on-line Five College catalogue for the most recent information.

COURSE LIST

SMITH

Dance 243aB

COMPARATIVE CARIBBEAN DANCE II

Yvonne Daniel

SMITH

Dance 375a

ANTHROPOLOGY OF DANCE

Yvonne Daniel

MOUNT HOLYOKE

Asian 130

ELEMENTARY ARABIC I

Mohammed Mossa Jiyad

MOUNT HOLYOKE

TBA

THE ENVIRONMENT, RESOURCES, AND WORLD POLITICS

Michael T. Klare

UNIVERSITY

Italian 514

THE EARLY RENAISSANCE

Elizabeth Mazzocco

UNIVERSITY

Geo 105

DYNAMIC EARTH

J. Michael Rhodes

AMHERST

Anthropology 37

HEALTH AND DISEASE: BIOCULTURAL PERSPECTIVES

James Trostle

COURSE DESCRIPTIONS

SMITH

Dance 243aB

COMPARATIVE CARIBBEAN DANCE II

Yvonne Daniel

Designed to increase proficiency in Caribbean dance styles. It continues Katherine Dunham and Teresa Gonzalez technical training and contextual investigation, and focuses on performance of traditional forms. Prerequisite: Dance 142, Section B, Comparative Caribbean Dance I. Enrollment limited to 35. Class will meet Monday 7 to 10:00 p.m.

SMITH

Dance 375a

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, ritual, and social organization in the development of dance forms is emphasized. Theories on the origin of dance, dance as art or as functional behavior, and methods of studying dance are reviewed. 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. Students are exposed to values embodied in dance. Prerequisite: 272. Class will meet Tuesday and Thursday 10:30 a.m. to noon.

MOUNT HOLYOKE

Asian 130

ELEMENTARY ARABIC I

Mohammed Mossa Jiyad

This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills as well as basic Arabic syntax and morphology, basic reading,

and writing. (May be taught at another institution in 1997-98.) Consult the catalogue supplement or the on-line Five College catalogue.

NOTE: Additional courses in First-Year Arabic (instructors TBA) will be taught at the University and other campuses. Second-Year Arabic (instructors TBA) will be taught at the University and possibly one of the other campuses. Advanced Arabic (instructor TBA) will be taught at the University at least one semester in 1997-98. Consult the catalogue supplement or the on-line Five College catalogue for the most recent information.

MOUNT HOLYOKE

TBA

THE ENVIRONMENT, RESOURCES, AND WORLD POLITICS

Michael T. Klare

An examination of the interactions between environmental and resource issues with international relations and world security affairs. Will identify major environmental problems (greenhouse warming, ozone depletion, resource scarcities, deforestation, and so forth) and show how they are producing both new forms of conflict among states and societies as well as new forms of collaboration.

UNIVERSITY

Italian 514

THE EARLY RENAISSANCE

Elizabeth Mazzocco

This course will focus on the early Italian epic and the world of Quattrocento Italian chivalric myth. Works studied will include Luigi Pulci's *Morgante* and Matteo Maria Boiardo's *Orlando Innamorato* as well as other minor literary works. Topics for discussion will include: the female warrior; magic, incantations; sorcery; the birth of an Italian self; historical vs. literary chivalric practices; the ideal knight; the destruction/creation of chivalric myth; the blurred boundaries between chivalric game and war; dragons and winged horses; the education of a knight; as well as a variety of other topics to be chosen as a class. Students will write several papers and deliver oral presentations. All work (oral and written) will be in Italian. Class will meet Tuesday and Thursday 11:15 a.m. to 12:30 p.m.

UNIVERSITY

Geo 105

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. Class will meet Tuesday and Thursday 4:00 p.m.-5:15 p.m.

AMHERST

Anthropology 37

HEALTH AND DISEASE: BIOCULTURAL PERSPECTIVES

James Trostle

This course explores the interaction between cultural patterns and physiological processes in the human experience of health and disease. It will also examine the utility of a

cultural perspective on biomedical categories and methods of investigation.

FIVE COLLEGE ASTRONOMY

COURSE LIST

UNIVERSITY
ASTFC 113
THE SOLAR SYSTEM
William Dent

AMHERST
ASTFC 114
STARS AND GALAXIES
Eugene Tademaru

SMITH
ASTFC 224H
STELLAR ASTRONOMY
Richard White

UNIVERSITY
ASTFC 226
COSMOLOGY
Stephen Schneider

AMHERST
ASTFC 330
SEMINAR: TOPICS IN ASTROPHYSICS
George Greenstein

UNIVERSITY
ASTFC 451H
STARS AND STELLAR EVOLUTION
David Van Blerkom

COURSE DESCRIPTIONS

UNIVERSITY
ASTFC 113
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.–2:50 p.m. Class begins Wednesday, September 3.

AMHERST
ASTFC 114
STARS AND GALAXIES
Eugene Tademaru

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.–3:45 p.m. Class begins Thursday, September 4.

SMITH
ASTFC 224H
STELLAR ASTRONOMY
Richard White

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.–5:15 p.m. Classes begin Wednesday, September 3.

UNIVERSITY
ASTFC 226
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.–3:45 p.m. Class begins Thursday, September 4. ASTFC 25 Galactic and Extragalactic Astronomy will be taught in alternate years with ASTFC 26.

AMHERST
ASTFC 330
SEMINAR: TOPICS IN ASTROPHYSICS
George Greenstein

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. MW 2:30 p.m.–3:45 p.m. Class begins Thursday, September 4.

UNIVERSITY
ASTFC 451H
ASTROPHYSICS I: STARS AND STELLAR EVOLUTION
David Van Blerkom

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 of 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 p.m.–2:45 p.m. Class begins Wednesday, September 3.

FIVE COLLEGE DANCE

TECHNIQUES:

BALLET: Introductory through advanced study of the principles and vocabularies of classical ballet. Class comprises three sections: barre, center, and allegro. Emphasis is placed on correct body alignment, development of whole body movement, musicality, and embodiment of performance style. Pointe work is included in class and rehearsals at the instructor's discretion. Fall: Ballet I — MHC (Flachs), SC (Blum), UM (Lipitz). Ballet III — MHC (Flachs), SC (Blum), UM (Lipitz). Ballet V — MHC (Flachs), SC (Blum).

JAZZ: Introductory through advanced jazz dance technique, including the study of body isolations, movement analysis, syncopation and specific jazz dance traditions. Emphasis is placed on enhancing musical and rhythmic phrasing, efficient alignment, performance clarity in complex movement combinations, and the refinement of performance style. Fall: Jazz I — SC (TBA). Jazz III — SC (TBA) UM (Brown), Jazz V — UM (Brown).

MODERN: Introductory through advanced study of modern dance techniques. Central topics include refining kinesthetic perception, developing efficient alignment, increasing strength and flexibility, broadening the range of movement qualities, exploring new vocabularies and phrasing styles, and encouraging individual investigation and embodiment of movement material. Fall: Modern I — MHC (Freeman), SC (TBA), UM (Watkins). Modern III — MHC (Fredman), SC (Waltner), UM (Watkins). Modern V — SC (Yu), UM (Coleman).

THEORY:

COMPOSITION: Introductory through advanced study of elements of dance composition, including phrasing, space, energy, motion, rhythm, musical forms, character development, and personal imagery. Course work emphasizes organizing and designing movement creatively and meaningfully in a variety of forms (solo, duet and group), and utilizing various devices and approaches, e.g., motif and development, theme and variation, text and spoken language, collage, structured improvisation, and others. Fall: Composition I — AC (Language of Movement, Woodson), UM (Schwartz), SC (Blum). Composition II — HC (Lowell), Composition III (Performance Project, Woodson).

DANCE IN THE TWENTIETH CENTURY: This course is designed to present an overview of dance as a performing art in the twentieth century, focusing especially on major American stylistic traditions and artists. Through readings, video and film viewings, guest performances, individual research projects, and class discussions, students will explore principles and traditions of twentieth-century concert dance traditions, with special attention to their historical and cultural contexts. Special topics may include European and American ballet, the modern dance movement, contemporary and avant-garde dance experimentation, African-American dance forms, jazz dance, and popular culture dance traditions. Fall: SC (Waltner).

DANCE AND CULTURE: Through a survey of world dance traditions from both artistic and anthropological perspectives, this course introduces students to dance as an universal human behavior, and to the many dimensions of its cultural practice—social, ritual, political, and aesthetic. Course materials are designed to provide students with a foundation for the interdisciplinary study of dance in society, and the tools necessary for analyzing cross-cultural issues in dance; they include readings, video and film viewings, research projects and dancing. Fall: HC (Lowell).

SCIENTIFIC FOUNDATIONS OF DANCE: An introduction to selected scientific aspects of dance, including anatomical identification and terminology, physiological principles, and condition/strengthening methodology. These concepts are discussed and explored experientially in relationship to the movement vocabularies of various dance styles. Fall: UM (Watkins).

OTHER FIVE COLLEGE DANCE DEPARTMENT COURSES – FALL 1997

TECHNIQUES

Chinese Opera Dance I — SC (Yu)
Classical Indian Dance I — HC (Devi)
Classical Indian Dance II — UM (Devi)
Comparative Caribbean Dance I — UM, SC (Daniel)
Flamenco Dance I — MHC (Mora)
Floor Barre — SC (Blum)
Intermediate Tap Dance — MHC (Raff)
Javanese Dance I — SC (Maeny)
Tai Ji Quan — SC (Yu)
West African Dance I — MHC (Middleton)

THEORY

Anthropology of Dance — SC (Daniel)
Dance as an Art Form — HC (Nordstrom)
Dance Pedagogy — UM (Van Dyke)
Repertory (Modern) — SC (Yu)
Rhythmic Analysis — MHC (Jones), UM (Ascenso)

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 that writing acquires at Hampshire, a range of activities is 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, and Division II and III papers. From this writing we address 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. Classes are run each semester and are open to all students.

WP 101

BASIC WRITING

Will Ryan/Ellie Siegel

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.

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: Monday and Wednesday, 3:00 p.m. – 5:00 p.m.. (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-discovery exercises to enable you to specify your interests, analyze 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. Topics the workshop covers are life goals, values, where to

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 ext. 5385.

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 occasional workshops focusing on math or math-related topics. Workshops will be advertised through mailings and posters. For information, call the quantitative skills office at ext. 5571 or e-mail them at qshelp@hampshire.edu.

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 B3, ext. 5228.

FL 101

INTENSIVE FRENCH

and

FL 102

INTENSIVE SPANISH

These courses provide interested and motivated students with 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.

Class enrollment is limited to ten. Students must sign up at the Prescott B3 office for an interview before classes begin to assess language level, after which time class level will be determined. With enough student interest, part-time classes may also be available.

OUTDOORS PROGRAM/RECREATIONAL ATHLETICS

CURRICULUM STATEMENT

The Outdoors Program/Recreational Athletics (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 gives 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 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 106
BEGINNING KRIPALU HATHA YOGA (M)
Bonnie Nasca

OPRA 107
BEGINNING KRIPALU HATHA YOGA (N)
Bonnie Nasca

OPRA 108
CONTINUING KRIPALU HATHA YOGA
Bonnie Nasca

OPRA 111
AIKIDO
Rob Hayes

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
Glenna Lee Alderson

OPRA 149
OPENWATER SCUBA CERTIFICATION
Project Deep

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

OPRA 152
TOP ROPE CLIMBING (B)
Earl Alderson

OPRA 174
BASIC FITNESS AND TRAINING
Troy Hill

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 Special Students 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.

Class will meet Monday and Wednesday, 5:30 p.m.-7:00 p.m., in the RCC. Enrollment is unlimited.

OPRA 102
INTERMEDIATE SHOTOKAN KARATE
Marion Taylor

This course is for students who have completed OPRA 101.

Class will meet Tuesday and Thursday, 6:00 p.m.-8:00 p.m., in the RCC. Enrollment is unlimited.

OPRA 104
ADVANCED SHOTOKAN KARATE
Marion Taylor

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

Class will meet Tuesday, Thursday, and Sunday 6:00 p.m.-8:00 p.m., in the RCC. Instructor's permission.

OPRA 106
BEGINNING KRIPALU HATHA YOGA (M)
Bonnie Nasca

Yoga is one of the most ancient and complete systems of self-development and holistic health. Through an emphasis on warm-ups, breathing techniques, postures, meditation, and relaxation students will experience the benefits of Kripalu

Yoga: reduced stress and anxiety, vitalization, deep relaxation, a sense of well-being and greater self-confidence.

Class will meet in the South Lounge of the RCC
Monday, 7:00 p.m.-8:30 p.m. Limit 20.

OPRA 107
BEGINNING KRIPALU HATHA YOGA (N)
Bonnie Nasca

Same as OPRA 106

Class will meet in the South Lounge of the RCC
Thursday, 4:30 p.m.-6:00 p.m. Limit 20.

OPRA 108
CONTINUING KRIPALU HATHA YOGA
Bonnie Nasca

Students will deepen their experience of previously learned postures; more advanced postures and breathing techniques will be introduced.

Class will meet in the South Lounge of the RCC
Tuesday, 7:00 p.m.-8:30 p.m..

OPRA 111
AIKIDO
Rob Hayes

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.

Class will meet Monday and Wednesday, 4:00 p.m.-5:15 p.m., in the RCC.

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.

Class will meet in the South Lounge of the RCC Tuesday and Thursday, 3:00 p.m.-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
Monday and Wednesday, 2:00 p.m.-3:30 p.m.

**OPRA 118
BEGINNING T'AI CHI**

Denise Barry

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

Class will meet Tuesday and Thursday, noon.-1:00 p.m., in the RCC. Enrollment is unlimited. 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.

Class will meet Tuesday and Thursday, 1:30 p.m.-2:30 p.m., in the RCC. Enrollment is unlimited. 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 kayak roll. This course is the same as OPRA 124.

Class will meet Wednesday, 1:30 p.m.-2:45 p.m., for pool sessions and, Friday, 12:30 p.m.-6:00 p.m., for river trips. To register, attend the first class. Enrollment is limited to 6. Instructor permission.

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

Glenna Lee Alderson

This course is the same as OPRA 123.

Class will meet Wednesday, 2:45 p.m.-4:00 p.m., for pool sessions and Friday, 12:30 p.m.-6:00 p.m., for river trips. To register, attend the first class. Enrollment is limited to 6. Instructor permission.

**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 Thursday, 12:30 p.m.-6:00 p.m. Strong swimming ability is required. (Swim test will be given at the

first class.) To register, attend the first class. Enrollment is limited to 8. Instructor permission.

**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 Wednesday, 11:00 a.m.- noon, in the RCC pool.

**OPRA 145
LIFEGUARD TRAINING**

Glenna Lee Alderson

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

Standard First Aid and Professional CPR will be included in the above class format.

Class will meet every Tuesday and Wednesday in the RCC pool, 6:00 p.m.-8:00 p.m. Enrollment is limited to 10. Materials fee \$65.

**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.

Class will meet at the RCC pool Monday, 6:00 p.m.-7:30 p.m., and elsewhere in the RCC, 7:30 p.m.-9:00 p.m., for classroom instruction. Fee: \$195 plus mask, fins, snorkel, and text. All other equipment provided. Prerequisite: adequate swimming skills. Enrollment is unlimited.

**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.

Class will meet Tuesday, 12:30 p.m.-5:30 p.m. Enrollment is limited to 12.

OPRA 152
TOP ROPE CLIMBING (B)

Earl Alderson

This course is the same as OPRA 151.

Class will meet Thursday, 12:30 p.m.-6:00 p.m.
 Enrollment is limited to 12.

OPRA 174
BASIC FITNESS AND TRAINING

Troy Hill

This course will give students background knowledge, firsthand experience in stretching, weight lifting, and aerobic conditioning. We will cover the basics of flexibility training and of using your heart rate to guide aerobic conditioning, and we will assist you in designing an individualized weight training program.

Each class session will include stretching, running/walking, and weight lifting. People who have never been involved in a fitness program are especially welcome.

Class will meet Tuesday and Thursday 8:30 a.m.-10:00 a.m. in the Multi-Sport Center. Enrollment is limited to 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.

Class will meet Thursday 1:00 p.m.-5:00 p.m. Enrollment is limited to 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.

Group lessons for three or more students may be arranged. Class will meet in the Multi-Sport Center, day and time to be determined. Instructor's permission required. Contact Madelyn McRae for more information.

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.

Group lessons for three or more students may be arranged. Class will meet in the Multi-Sport Center, day and time to be determined. Instructor's permission required. Contact Madelyn McRae for more information.

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 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.

INTER-SCHOOL PROGRAMS

AGRICULTURAL STUDIES/FARM CENTER

The Hampshire College Farm Center provides learning opportunities in agriculture, environmental studies, and sustainable living for students, faculty, and staff through independent projects or participation in ongoing research and farm enterprises. The Farm Center operations include a working farm that serves as a living laboratory, the livestock guard dog project, and the School-to-Farm Program, an agriculture education program for children. Ongoing research projects include composting, soil nitrogen, pest management, tomato breeding, sheep nutrition studies, and more. The Farm Center offices are in a farm house (Thorpe House) and an Animal Research Facility (ARF), which are located on Route 116 just north of admissions. Farm Center buildings include the farm house, three barns, the ARF, and a greenhouse. The Farm Center is steward to the 650 acres of farmland, forest, and orchard that surround and weave through the 150 acre-campus core. Sheep graze in pastures and hay is cut in open fields. Vegetables, herbs, and flowers are grown for the campus-based Community Supported Agriculture project, the dining commons, and Mixed Nuts Food Co-op. Campus leaves, manures, paper, cardboard, vegetable trimmings and food scraps are mixed to make compost, eliminating waste and maintaining soil fertility. Native medicinal and edible wild plants are grown in cultivated forest gardens. Wetland plants are propagated through a cooperative project with a nursery, New England Wetland Plants, Inc. Farm Center bees provide honey, chickens provide eggs, and sheep provide wool for weavers. Farm Center-sponsored workshops, courses, lectures, and festivals enhance student life and an awareness of the agriculture and environmental issues facing society today.

AMERICAN STUDIES

American Studies is the study of American culture through its many manifestations: economics, the creative arts, sociology and social structure, history, and material artifacts. American Studies thrives at Hampshire because it shares with the college a commitment to interdisciplinary fields. 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. This inclusivity extends to the definition of what constitutes "America" as well. Hampshire students are encouraged to look beyond the traditional focus on the Eurocentric culture of the United States and to explore the many cultures coexisting within the nation's boundaries. They are also encouraged to study 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 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, 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 in all four Schools of the college that have been especially designed to focus on and integrate community issues with course content. Several of these 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 Community Scholars are not limited to CSSP courses in their curricular choices, all CSSP participants are urged to take at least one CSSP course that enables them 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 these aspects of the CSSP in their divisional work receive a certificate of completion that can be included in their transcript.

COMPUTER STUDIES

Computer systems are now important parts of most of our lives. From machines that keep records and do calculations to others which play movies and control 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 is centered in two areas: artificial intelligence and digital multimedia production. Foundational course work in computer science and mathematics 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. Students interested in Computer Studies should contact Richard Muller at extension 5687.

Computing facilities at Hampshire include a variety of centrally located systems and widely dispersed workstations and personal computers. Public computing laboratories are located in Cole Science Center, the Library, and Simmons Hall. These are linked by data networks to each other, and to other campuses in the area. Campus systems are accessible by data link from student rooms and by modem at off-campus locations. Members of the Hampshire community have access to campus, Five College, and worldwide information sources. The college uses equipment from a variety of manufacturers.

Students at Hampshire can purchase personal computers through the college at deeply discounted prices; for compatibility with existing college facilities, those bringing their own machines to campus are advised to bring either an Apple Macintosh or an IBM MS-DOS/Windows system.

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 Walid Ra'ad at ext. 5618.

ENVIRONMENTAL STUDIES PROGRAM

The Environmental Studies Program encourages students to probe the workings of ecological systems and the relationship between nature and human culture. This undertaking is inherently multidisciplinary. Students work with more than fifteen faculty, based in the natural and social sciences, communications, and the humanities, to shape individual concentrations. The resources available within the Five College consortium provide a remarkable array of learning opportunities, expertise, and specialized knowledge in both the scientific and social dimensions of environmental studies.

Faculty research and students' studies lead to work in such areas as natural resource conservation, biodiversity, marine ecology, population dynamics, the humanly built environment, First and Third World development impacts, appropriate technology, sustainable agriculture, political activism, land-use policy, nature writing, and environmental history, ethics, and law. Methods of inquiry are grounded in a commitment to critical questioning and hands-on problem solving. In the Hampshire College spirit that "to know is not enough," both students and faculty are engaged in a variety of projects and organizations addressing a wide spectrum of local, national, and global environmental concerns.

The Environmental Studies Program aids students in coordinating on-site field research, international internships, and team approaches to problem solving. Students take a central role in forming the program's yearly agenda of seminars, presentations of individual research, guest speakers, films, and newsletter communications. For more information contact Steven Roof in the School of Natural Science or Robert Rakoff in the School of Social Science, or visit the program's web site from the Hampshire College home page.

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 programmatic ties and shared perspectives, we strive to dissolve the disciplinary boundaries that separate us and to pose questions that 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 secretary Yen Chun Mao at ext. 5501.

LAW PROGRAM

The program regularly sponsors speakers, films, and other events. No formal admission or membership is required for participation in the Law Program. The way to indicate your affiliation and to keep informed is by placing your name on the program's mailing list so that you will receive notices of Law Program events and activities. This list is maintained in the CCS office in Adele Simmons Hall.

Students have designed concentrations that draw very largely upon Law Program courses or that 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 politics, history, philosophy, 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. (Prelaw counseling is done by Lester Mazor, ext. 5392 and Flavio Risech-Ozguera, 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 are essential to the process of inventing. The curriculum emphasizes cooperative problem solving by student teams guided by faculty members. The program supports students from the initial concept of an invention through its development and possible introduction to the market. The Lemelson Program has supported student projects in a range of academic fields including multimedia, agriculture and aquaculture, biotechnology, geology, software development, education, and assistive technology.

Students work together in teams to solve specific problems or develop new approaches and processes in a given field. Lemelson projects can easily be incorporated into divisional requirements. Projects that are developed to an advanced stage are eligible for funding to purchase materials or equipment to develop prototypes or to apply for patents.

The Lemelson Program sponsors speakers and offers other resources related to intellectual property issues, business planning, and entrepreneurship. The Program sponsors

students whose projects show commercial promise to work with local professionals who can help them patent and commercialize their inventions.

To participate in the Lemelson Program you may take a Lemelson course, which focuses on group work in innovation and applied problem solving in a particular field. (Lemelson courses are identified in the course guide.) Or you may work independently or with a group of students on an independent project assisted by a faculty advisor. The Lemelson Program offers Fellowships to visiting students; see p.14 for information about Lemelson Fellowships.

POPULATION AND DEVELOPMENT PROGRAM

The Population and Development Program, created in 1986, combines teaching, research, activism and advocacy in the fields of international women's health, reproductive rights, contraceptive technologies, and population and environment policies. It uses a multidisciplinary framework to address the population question, incorporating both academic and activist perspectives.

Program activities include teaching, guest lectures by scholars and activists, encouragement of student involvement in the international women's health field, research and documentation, and public outreach. The program works closely with the Civil Liberties and Public Policy Program to broaden the base of the reproductive rights movement through training new leadership, bringing in international perspectives, and linking the assault on abortion rights to the wider conservative agenda. The program also serves as an organizational base for the Committee on Women, Population and the Environment. Student internship possibilities are available.

Recent program initiatives include networking between environmental justice, immigrant rights, and reproductive rights groups; research on the "greening" of national security; and a training workshop in political research. The program also helps monitor the impact of international population policies and new contraceptive technologies on women and children's health and lives. Program director is Betsy Hartmann, Franklin Patterson Hall, G16, (ext. 5506, e-mail: bhartmann@hamp.hampshire.edu).

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 reassess 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 call ext. 5395.

SCIENCE EDUCATION PROGRAM

The Science Education Program sponsors a variety of initiatives that bring Hampshire faculty and students together with middle and high school teachers and students. This program is centered in the School of Natural Science and is cross-disciplinary, often involving faculty and students in other Schools. Students are invited to volunteer for the Girls Day in the Lab and Day in the Lab Programs as well as the Mentor Program, Key Pal (e-mail) Program, and After School Science Clubs. Other programs of interest include the Springfield Initiative, in which Hampshire faculty are participating in the development of the new High School of Science and Technology in Springfield; the Institute for Science Education, a summer program at Hampshire for in-service teachers; and Reach for the Future, a summer program for Springfield middle school students run collaboratively with Mount Holyoke College. The New England League for Science Activities, coordinated by Hampshire College, is a consortium of 12 museums, science centers, and nature centers around Massachusetts and Vermont. The Science League involves middle school students throughout New England in hands-on, inquiry-based activities.

Students interested in learning more about any of these projects and how they might participate may contact Jacqueline Chase (413-582-5368; e-mail: jcNS@hampshire.edu).

SCIENCE, TECHNOLOGY, AND SOCIETY PROGRAM

The Science, Technology and Society Program is a 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 D-1. 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 that would welcome student participation include: developing practices and social networks for sustainable agriculture in the Pioneer Valley; citizen-driven cleanup 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 also helps support and advise student work in most areas of anthropology, philosophy, sociology, history, feminist studies, and cultural studies.

THE THIRD WORLD STUDIES PROGRAM

The Third World Studies Program at Hampshire College engages students, faculty, and staff in two related areas of inquiry. First, we focus on the peoples, cultures, and societies of Africa, Asia, and Latin America. Second, we study the history and cultures of Native Americans and North American people of African, Asian, and Latin American descent. As we examine this complex subject matter we raise questions about the very terms that bring these two fields together: the "Third World" and "people of color." We know that there is no such thing as the Third World, but we argue that there are legitimate historical reasons for linking the peoples of Africa, Asia, and Latin America and their descendants in the United States.

The faculty of this program come from the arts, humanities, communications, and the 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, there are some important common elements: we highly value studies that are informed by historical, comparative, and theoretical perspectives.

The faculty and students of the Third World Studies Program are engaged in a collaborative effort to explore:

- The local and global forces that require the majority of the world's population to inhabit the Third World.
- The links between the configuration of power that operate internationally and domestically (i.e., within the United States) to the detriment of "people of color."
- The connections between environmental and agricultural issues and the people of Africa, Asia, and Latin America.
- The ways people represent themselves and imagine their identities in art and writing.
- The global changes that are currently integrating some parts of the "Third World" more tightly in the common sphere of the industrialized nations and bypassing others.

Although we frequently employ such categories as state, class, race, gender, and caste, we continually and critically evaluate the implications of these concepts for extending our analysis beyond Eurocentric ideas. We also share a commitment to the aspirations of the people we study to achieve new social order, greater freedom, material prosperity, and cultural autonomy.

For more information contact Sue Darlington at ext. 5600. An additional resource for students in Third World Studies is the office of Multicultural Affairs at ext. 5485.

WOMEN AND SCIENCE

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 encourage 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 111
WHEN MACHINES TALK
Lee Spector/Steven Weisler

CCS 140
VIDEO I
Joan Braderman

CCS 143
AN INTRODUCTION TO DAOIST PHILOSOPHY
Zhaolu Lu

CCS 150
THE DEVELOPMENT OF THE INFANT
Mary Jo Rattermann

CCS 171
INTRODUCTION TO INTERACTIVE MEDIA PRODUCTION
Richard Muller

CCS 174
PSYCHOLOGY OF TOUCH: THE FOUNDATION OF BEHAVIOR
Slavoljub Milekic

CCS/SS 186
ECOLOGICAL ECONOMICS
Raymond Coppinger/Stanley Warner

CCS 191
INTRODUCTION TO DIGITAL VIDEO
Walid Ra'ad

CCS 203
THE ACQUISITION OF COMPLEX REASONING SKILLS
Mary Jo Rattermann

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 222
SCRIPTWRITING
TBA

CCS 226
THEORY OF LANGUAGE: SYNTAX
Steven Weisler

CCS/HA 234
TRAVELING IDENTITIES: EMIGRANTS, IMMIGRANTS, EXILES, AND SOJOURNERS IN FILM, LITERATURE, AND CULTURE
Eva Rueschmann

CCS 239
TOPICS IN CULTURAL STUDIES: FREUD
Walid Ra'ad

CCS 240
VIDEO II: STUDIO PRODUCTION
TBA

CCS 242
BIOACOUSTICS
Mark Feinstein

CCS 246
COGNITIVE PSYCHOLOGY
Neil Stillings

CCS 253
COMPUTERS IN NEUROSCIENCES: PROBING THE BRAIN
Slavoljub Milekic

CCS 258
MAGAZINES AS CULTURAL COMMENTARY
David Kerr

CCS 263
ARTIFICIAL INTELLIGENCE
Lee Spector

CCS 268
NET NEWS WORKSHOP
James Miller

CCS 292
MULTIMEDIA LAB II
Richard Muller

CCS 302
PROBLEMS IN JOURNALISM
James Miller

CCS 312
PHILOSOPHICAL AND PSYCHOLOGICAL THEORIES OF PERCEPTION
Zhaolu Lu

CCS/HA 340
LITERATURE, PHILOSOPHY, AND REPRESENTATION
Meredith Michaels/Mary Russo

CCS 399
SEMINAR IN VIDEO AND CULTURAL STUDIES
Joan Braderman

COURSE DESCRIPTIONS

APPLICATION PROCESS FOR COMMUNICATIONS STUDENTS

All Division II and III students wishing to work with communications faculty during the 1998 academic year must file their proposals (available in the School Office) with the faculty by April 22, 1998.

CCS 111 WHEN MACHINES TALK Lee Spector/Steven Weisler

The tremendous advances in computer science over the last three decades continually raise the question of whether computers will ever be as intelligent, as conversant, as creative as humans are. In this course we will examine the prospects for building machines that can talk and can understand human language. We will consider linguistic, philosophical, and computational challenges to modeling what are often considered to be the defining characteristics of what it means to be human. We begin with a discussion of the possibility of "artificial intelligence" (AI), covering the claims that have been made by AI scientists and the critiques of such claims that have arisen from the philosophical community. We then focus on the fundamental logic and mathematics of computation and language, including techniques for proving that certain linguistic problems are "intractable" or "unsolvable."

Students will be evaluated through a combination of short papers and problem sets, along with a final project. Class will meet twice a week for one hour and twenty minutes each time. Enrollment limit is 25.

CCS 140 VIDEO I Joan Braderman

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, fund-raising, and distribution, as well as formal elements like color, light, sound, composition, camera movement, and editing techniques. We will look at tapes and films that 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 be trained in all technical aspects of video production, from shooting and lighting techniques, studio location and switcher skills to an introduction to the Avid. We will also introduce Adobe Premiere and other desktop computer software including basic graphics for video. Sound work will include omni, shotgun and radio microphones, miking and mixing of sound for studio, and location work for video. Students will learn to edit on RM440s with Uhmatic decks, cuts only, and on-line methods, as well as an introduction to computer procedures on the Editmaster. Students will work on projects and exercises in rotation crews throughout the term, as well as a final project. While occasional short writing assignments will be made, students will be primarily engaged in video production.

A background in film/video theory, history, or criticism is preferred for entry into the course. Class will meet once a week for two hours and fifty minutes. There will also be two two-hour workshops. Enrollment is limited to 16. All interested students should come to the first class meeting for selection.

CCS 143 AN INTRODUCTION TO DAOIST PHILOSOPHY Zhaolu Lu

This is an introductory course in Chinese philosophy. It is designed to serve the needs of students from all sectors of a college or university and does not presuppose previous knowledge of Chinese language, culture, or philosophy. It provides students with a systematic introduction to the basic works and theories of Daoism, one of the major philosophical schools which shape the foundations of Chinese civilization and culture. We begin with a brief survey of the rise and fall of Daoism. We then go through *Lao Zi* or *Dao De Jing* and *Zhuang Zi*, these being two of the Daoist classics known as "the Three Xuan." Finally, we shall systematically examine 12 Daoist basic categories—*Dao De*, *Wu Wei*, *Dong Jing*, *Zhi Yu*, *Zuo Wang*, *Yang Xing*, *Yang Qi*, *Tian Ren*, *Xing Shen*, *Yun You*, *Lian Dan*, *Qi Wu*.

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

CCS 150 THE DEVELOPMENT OF THE INFANT Mary Jo Rattermann

The rate of a child's development during the first 24 months of life is astounding. During this time infants begin to interact with their environment in increasingly more sophisticated ways; they begin to walk, to talk, and to 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 that 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 is 20.

CCS 171 INTRODUCTION TO INTERACTIVE MEDIA PRODUCTION Richard Muller

This is an introduction to the concepts and techniques that inform current work in interactive media production. The course will be organized around the production of an interactive CD-ROM piece. The class as a whole will develop the specifications and design for the project; students will work in smaller groups to design and produce the elements of the piece and to integrate these elements into a single work. Among the topics covered will be production planning; interface design and testing; acquiring, creating, and editing

still images, sounds, and digital video; integration and scripting for interaction. This is a complex enterprise, and students will not be able to master all of these areas in the time span of one course. Rather, the goal is for people to begin to appreciate the opportunities and problems of this new medium, and to acquire the basic skills and confidence that will enable them to continue their learning on their own.

No specific background is required, except that students should be experienced computer and network users. Class will meet twice weekly for one hour and twenty minutes. Enrollment is limited to 25.

CCS 174

PSYCHOLOGY OF TOUCH: THE FOUNDATION OF BEHAVIOR

Slavoljub Milekic

Touch, the oldest of all senses, is the foundation of our existence. As Bertrand Russell put it, "Not only our geometry and our physics, but our whole conception of what exists outside us, is based upon the sense of touch." If they are not touched during the early stages of development, most mammals (including humans) experience a number of behavioral and physical problems. Lack of tactile stimulation directly affects development of the nervous system, with the consequences ranging from inadequate social behavior to death. In this course students will survey various aspects of the role the sense of touch plays in early development, in development of cognitive skills (like reading and math), and in social behavior. The intricate rules of social touching will be compared relative to age, gender, and culture. The last part of the course will be devoted to the therapeutic aspects of touch—its use in psychotherapy and in the treatment of terminally ill people and preterm babies.

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

CCS/SS 186

ECOLOGICAL ECONOMICS

Raymond Coppinger/Stamley Warner

We will begin with the basic principles of environmental economics and ecology, as they converge toward a more unified theory of the relation of humans to the natural world. In part our quest will explore the efforts to place values on the world's resources, endangered species, and human life itself, working with such concepts as public goods, externalities, nutrient transfer, carrying capacity, and cost-benefit analysis. Special paradigms have emerged around sustainable development, global warming, world population growth, "soft" energy paths, and indigenous peoples. Key issues of definition, perception, and context shape the 'objective' understanding of these global concerns. Our readings will include leading journal articles in both economics and the ecological sciences.

Class will meet for one hour and twenty minutes twice a week. Enrollment limit is 35.

CCS 191

INTRODUCTION TO DIGITAL VIDEO

Walid Ra'ad

This intensive course will introduce students to basic desktop video production. 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, fund-raising, and distribution, as well as formal elements like color, light, sound, composition, camera movement, and editing techniques. We will look at tapes and films that 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. Technically we will concentrate on Premiere, After Effects, and the Avid. 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.

Class will meet once a week for three hours. Enrollment is limited to 16, by instructor permission.

CCS 203

THE ACQUISITION OF COMPLEX REASONING SKILLS

Mary Jo Rattermann

Children display advanced abilities remarkably in the course of development; for example, children of only three years of age have mastered the complexities of their native language and can communicate efficiently with adults. However, their complex reasoning skills are often quite immature: A five-year-old child can watch as a quantity of water is poured from a tall, skinny container into a short, fat container and then steadfastly maintain that there is less water in the short container than was in the tall container (although they know that no water was added or taken away). This course will focus on factors that affect children's developing ability to perform tasks requiring complex reasoning. We will also cover the effects of language acquisition and increases in knowledge on children's capacity to perform complex tasks. Finally, we will discuss the "child as scientist" view of cognitive development; in particular, parallels between the course of children's discovery processes and the course of adult scientists' discovery processes during scientific inquiry. Students will be responsible for weekly readings on the topic, one or two class presentations, and a final research proposal.

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

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.

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. Class will meet twice weekly for one hour and twenty minutes. Enrollment is limited to 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 a major factor in tipping Darwin off to natural selection. Many of these animals' ancestors still exist and have been studied in detail. Their descendants exist locally and are available for study in their "natural environment."

We will study in detail the evolution of behavior and will explore the processes of evolutionary change, such as neoteny and allometry. Students should have some training in genetics, anatomy, physiology, and basic behavior, or must expect to make up any deficiencies during the course.

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

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

CCS 222
SCRIPTWRITING
TBA

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 class is part of a multicourse core sequence in linguistics. The course will focus on syntactic theory (the principles of sentence formation). Class will meet twice a week for one hour and twenty minutes each time. Enrollment limit is 25.

CCS/HA 234
TRAVELING IDENTITIES: EMIGRANTS, IMMIGRANTS, EXILES, AND SOJOURNERS IN FILM, LITERATURE, AND CULTURE

Eva Rueschmann

This seminar focuses on the experiences of emigrants, immigrants, exiles, and sojourners, which have inspired a number of recent and contemporary novels, feature films, documentaries, autobiographies, and theoretical debates about cultural identity and place. Using cultural studies of travel and displacement, ethnic studies, and psychoanalytic theories of identity as critical frameworks for discussion, we will examine some of the following issues arising out of cinematic, fictional, autobiographical, and theoretical texts on migration and displacement: the complexities of adaptation or resistance to new cultures; culture transfer, hybridity and biculturalism; the journey as metaphor, escape, physical ordeal, and psychological odyssey; the meanings of nostalgia and home; intergenerational conflicts between tradition and modernity; protagonists' and artists' representation and negotiations of national and ethnic identity; the cultural and psychological consequences of border crossings; and the interconnections between language, culture, and sense of self.

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

CCS 239
TOPICS IN CULTURAL STUDIES: FREUD

Walid Ra'ad

In this seminar we will examine some central concepts in psychoanalytic thought, especially as they are formulated in the works of Sigmund Freud. We will concentrate on Freud's and Breuer's *Studies on Hysteria*, Freud's *The Interpretation of Dreams*, *Beyond the Pleasure Principle*, *Three Essays on the Theory of Sexuality*, *The Ego and the Id*, and other essays. Prerequisite: Introduction to Cultural Studies or Methods in Cultural Studies.

Class will meet once a week for two hours and fifty minutes. Enrollment limit is 20.

CCS 240
VIDEO II: STUDIO PRODUCTION
TBA

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); and information-gathering through the acoustic channel, in domains such as predation, predator-avoidance, population assessment, mate selection, and social interaction. Students will be expected to carry out an experiment and/or instrumental analysis bearing on issues raised in the course.

Class will meet twice weekly for one hour and twenty minutes; there will also be a lab session of two hours and fifty minutes. Enrollment limit is 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.

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

**CCS 253
COMPUTERS IN NEUROSCIENCES: PROBING THE BRAIN**

Slavoljub Milekic

In the past decade computers and computer-enhanced visualization of scientific data became the major research tools in the area of neurosciences. With modern neuro-imaging techniques it is possible to create a three-dimensional model of an actual brain, to examine its topography and structure in minute detail, and even to dissect it with a digital scalpel. Maybe even more important is the possibility of monitoring the brain activity in real time—metabolic scanning procedures (like PET and SPECT) allow us to see which parts of the brain are activated during certain mental operations, and using the Event Related Potentials (ERPs) technique we can register the changes in activity with millisecond precision. Put an eye-tracker in front of the brain, and we know not only the level of the brain activity but also exactly what was the visual input that caused it.

The goal of this course is twofold. First, it is to acquaint the students with the basic principles and practical aspects of modern neuro-imaging techniques. We will visit labs in the valley doing ERPs and eye-tracking-based research. The second goal is to promote creative uses of computers in student research. You will be expected to design an original experimental procedure using the computer to collect the data during certain (mental) activity. No computer experience is necessary.

Class will meet once a week for two hours and fifty minutes. Five hours of lab time will be scheduled during the course. Enrollment limit is 15.

**CCS 258
MAGAZINES AS CULTURAL COMMENTARY**

David Kerr

Magazines are one of the oldest forms of periodical publication yet today they are economically vibrant and penetrate deep into the corners of our culture. (*Four* financially thriving magazines serving saltwater fly fishers? *Seven* for

the edification of hobbyists who build dollhouses?) *TV Guide*, America's highest circulation magazine, helps millions of Americans select their electronic entertainment. Magazines are a marvelously varied form of mass communication that should tell us a great deal about the culture in which we are immersed.

In this course we will look at some of the ways cultural theory and mass communication theory help us deconstruct and analyze magazines. Then we will apply these approaches to contemporary magazines to judge how well they enable us to understand the values, biases, and world views that define our culture in today's general circulation magazines. There will be two short critical papers and one demanding research paper required.

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

**CCS 263
ARTIFICIAL INTELLIGENCE**

Lee Spector

Artificial Intelligence (AI) is a branch of computer science concerned with the construction of computer systems that "think." This course is an introduction to the core ideas of AI through concrete, hands-on activity. We will use the Common Lisp programming language, which is taught in CCS 109, to build working AI systems. We will study a range of techniques and mechanisms, including pattern matching and production systems, semantic networks and frame systems, heuristic search, genetic algorithms, resolution theorem proving, STRIPS-style planning, symbolic learning algorithms, augmented transition networks, and neural networks. We will also discuss the philosophical foundations of AI, alternative approaches to AI (for example, symbolic, connectionist, and situated activity approaches), and implications of AI for cognitive science more broadly.

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. Prerequisite: Basic competence in the Common Lisp programming language.

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

**CCS 268
NET NEWS WORKSHOP**

James Miller

This course begins the process of simultaneously studying the still-emerging practice of journalism on the Internet and contributing to it. Our main goal will be Web-site design and construction and some other aspects of providing news-related content on the Net. In addition we will critically survey existing news services available in electronic and traditional formats. Students should have substantial background in journalism or Web work, or both.

Class will meet once a week for two hours and fifty minutes. Enrollment limit is 8 by instructor permission.

CCS 292
MULTIMEDIA LAB II
 Richard Muller

This course is part of an ongoing effort to provide a context for student project work in interactive media production. Students work in groups on a number of projects, and report back to the group as a whole for feedback and critique. There will also be a number of study groups on technical topics relevant to interactive media, and seminar-style discussions on matters of theoretical interest as we all continue to figure out what this new medium is and what it's really good for. The emphasis will be on the completion of small projects and the design and implementation of prototypes for larger projects, which may be completed for distribution and sale outside of the classroom. Most, but not all, of the projects we'll be working on will be determined in the late fall of 1997, so students should consult with the instructor for late details before registering.

Students must have a good background in more than one aspect of interactive media production, such as they may have acquired in CCS171 Introduction to Interactive Media Production. In addition to the once-a-week, three-hour class meeting of the entire group, students will meet in smaller groups for project work, and project leaders will also meet weekly with the instructor to coordinate work. Enrollment is limited to 25 by instructor permission.

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 is 15.

CCS 312
PHILOSOPHICAL AND PSYCHOLOGICAL THEORIES OF PERCEPTION
 Zhaolu Lu

This seminar is an advanced study in philosophy and cognitive science. It deals with the problem of perception. Perception is one of the main research fields in cognitive science that involves both philosophical and psychological studies. It may be said that major issues in the philosophical foundations of cognitive science will be resolved if we have a proper conception of perception; in other words, our solutions to the issues concerning knowledge, mind, and language largely depend upon our solutions to the issues concerning perception. In this seminar, we shall examine various philosophical and psychological theories of perception. Throughout the seminar, our discussion of these received views of perception will emphasize philosophical approaches and conceptions.

Class will meet once a week for two hours and fifty minutes. Enrollment is limited to 15.

CCS/HA 340
LITERATURE, PHILOSOPHY, AND REPRESENTATION
 Meredith Michaels/Mary Russo

This seminar will focus on "life at its extremes": the beginnings and endings of life as represented, narrated, and theorized in literature, philosophy, and visual media. Starting with the assumption that life's beginnings and endings are categorically unstable, we will examine them in diverse historical and cultural settings. Intended for concentrators in critical theory, literature, or philosophy. Permission of instructors should be secured during the preregistration period.

Class will meet once a week for two hours and fifty minutes. Enrollment limit is 20.

CCS 399
SEMINAR IN VIDEO AND CULTURAL STUDIES
 Joan Braderman

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

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

SCHOOL OF HUMANITIES AND ARTS

COURSE LIST

HA 104
INTRODUCTION TO DRAWING
David Diao

HA 110
FILM/VIDEO WORKSHOP I
TBA

HA 111
STILL PHOTOGRAPHY WORKSHOP I
TBA

HA 114*
MODERN DANCE II
Rebecca Nordstrom

HA 120
SYMBOLISM AND DECADENCE
Sura Levine

HA 143
U.S. LITERATURE AND CULTURE AT THE TURN OF THE CENTURY
Eric Schocket

HA 149
CALIBAN IN THE AMERICAS
Norman Holland

HA 157
LITERARY COUNTERCULTURE
Robert Coles

HA 164
TEXT, CANON, TRADITION: SCRIPTURES AND THEIR EMERGENCE IN WORLD RELIGIONS
Alan Hodder

HA 188
EXERCISES IN READING: THE DETECTIVE STORY
Jeffrey Wallen

HA 197
CROSS-CULTURAL READINGS OF THE SHORT STORY
Eva Rueschmann

HA 202
ADVANCED DRAWING
William Brayton

HA 208
INTRODUCTION TO PAINTING
Judith Mann

HA 209
DANCE REPERTORY PROJECT
Daphne Lowell

HA 210
FILM/VIDEO WORKSHOP II
Bill Brand

HA 213
DIGITAL IMAGING FOR PHOTOGRAPHERS
Jacqueline Hayden

HA 217
MODERN DANCE IV: EMBODIMENT AND INTERPRETATION
Daphne Lowell

HA 220
DESIGNING THE ARCHITECTURE OF MEMORY
Robert Goodman

HA 231
POETRY AND PLAYWRITING: A WORKSHOP
Ellen Donkin/Paul Jenkins

HA 232
LATINO/A BORDER NARRATIVES
Norman Holland

HA/CCS 234
TRAVELING IDENTITIES: EMIGRANTS, IMMIGRANTS, EXILES, AND SOJOURNERS IN LITERATURE, FILM, AND CULTURE
Eva Rueschmann

HA 238
FICTION AS HISTORY
Lynne Hanley

HA 239
JAZZ PERFORMANCE SEMINAR
Yusef Lateef

HA 240
GENDERED AMERICA: CONSTRUCTIONS OF MASCULINITY AND FEMININITY IN MODERN AMERICA
Eric Schocket/Susan Tracy

HA 243
THE NATURE AND PRACTICE OF IMPROVISATION
Margo Edwards

HA 245
THE AMERICAN TRANSCENDENTALISTS
Alan Hodder

HA 246
THE HARLEM RENAISSANCE
Robert Coles

HA 254
CRITICAL ISSUES IN FILM AND PHOTOGRAPHY: PHOTOGRAPHY AND FILM OF THE 1930S AND 1940S
Sandra Matthews

HA 256
THE IDEA OF THE UNIVERSITY
Jeffrey Wallen

HA 257
MUSIC IV: SEMINAR IN COMPOSITION
Daniel Warner

HA 265
MUSIC II: INTERMEDIATE TONAL THEORY
Margo Edwards

HA 270
PROCESS AND CRITIQUE
Ellen Donkin/Wayne Kramer/Kym Moore

HA 285
LABAN MOVEMENT ANALYSIS
Rebecca Nordstrom

HA 298
PRODUCTION SEMINAR
Wayne Kramer/Kym Moore

HA 301
VISUAL CULTURE AND THE HOLOCAUST
Sura Levine

HA 308
ADVANCED SCULPTURE
Bill Brayton

HA 316
CONCENTRATORS SEMINAR IN STUDIO ARTS
David Diao/Judith Mann

HA/CCS 340
LITERATURE, PHILOSOPHY, AND REPRESENTATION
Meredith Michaels/Mary Russo

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

HA 399a
ADVANCED SEMINAR IN WRITING
Lynne Hanley/Paul Jenkins

HA 399b
FILM/PHOTOGRAPHY/VIDEO STUDIES: INDIVIDUAL PROBLEMS IN FILMMAKING, PHOTOGRAPHY, VIDEO, AND RELATED MEDIA
Bill Brand/Jacqueline Hayden

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 or concurrent with* taking Film/Video Workshop I or Still Photography Workshop I.

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

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

APPLICATION PROCESS FOR FILM AND PHOTOGRAPHY

All Division II and III students wishing to work with Film/Photography faculty during the 1998 academic year must file their proposals (available from the film and photography facilities director, Kane Stewart) with the faculty by April 22, 1998.

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 that will occur at the end of each semester. Instructions and application forms are available in the Humanities and Arts office. The deadline for submission of portfolios for Spring 1998 will be April 22, 1998. Portfolios will be reviewed and assigned by the creative-writing faculty, as a whole, for writing concentrators and by the theatre faculty, as a whole, for theatre concentrators. Assignments for creative-writing committees will be posted on the bulletin board next to EDH 16 within one week. Assignments for theatre committees will be posted on the door of the theatre offices within one week.

COURSE DESCRIPTIONS

HA 104
INTRODUCTION TO DRAWING
David Diao

Useful as perceptual skills are, the emphasis here is not just on rendered likenesses but drawing as a form of notation and visual thinking, process rather than product. Learning to draw is not a series of ever-advancing steps leading to mastery—it is more like a Mobius strip with no spot marked "entry." It is an activity to pursue one's whole life. To facilitate drawing as a cognitive and expressive activity, a wide range of materials and techniques will be introduced. It is expected that those interested in pursuing art here would take this course.

Course materials cost \$50-\$75. Class will meet twice a week for two hours and twenty minutes. Enrollment is limited to 20.

HA 110
FILM/VIDEO WORKSHOP I
 TBA

This course teaches the basic skills of film production, including camera work, editing, sound recording, and preparation and completion of a finished work in film or video. Students will have weekly assignments, and will also produce a finished film for the class. There will be weekly screenings of student work, as well as screening of films and video tapes that 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.

Class will meet once each week for two hours and fifty minutes. Enrollment is limited to 15, which will be determined at the FIRST class meeting.

HA 111
STILL PHOTOGRAPHY WORKSHOP I
 TBA

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

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

HA 114*
MODERN DANCE II
 Rebecca Nordstrom

Continuing exploration of the basic principles of dance movement: body alignment, coordination, strength, flexibility, and basic forms of locomotion. Emphasis will be placed on the development of technical skill in service of dynamic and spatial clarity. This class is for students with some previous dance experience.

Class will meet twice a week for one hour and twenty minutes. Enrollment method is open, space considerations limit enrollment to 24. This course cannot be used as part of the Division I two-course option.

HA 120
SYMBOLISM AND DECADENCE
 Sura Levine

The period of the 1890s witnessed to major trends in the arts: a sense of the decadence that coincided with the turn-of-the-century and a social and artistic rejuvenation associated with that same event. This course will explore this dual notion of the fin-de-siècle in the visual and literary arts. Documents

from the period along with more recent art historical and literary criticism will introduce students to the thematic, philosophical, and stylistic bases that formed these arts as a way to develop a vocabulary and the necessary analytical skills to discuss visual and verbal representation. Among the artists and writers to be included are Moreau, Redon, Munch, Khnopff, Rops, Horta, Klimt, Brooks, Mucha, Beardsley, Denis, Baudelaire, Mallarmé, Huysmans, Wilde, and Ibsen.

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

HA 143
U.S. LITERATURE AND CULTURE AT THE TURN OF THE CENTURY
 Eric Schocket

By the end of the nineteenth century, immigration, industrialization, urbanization, and technological innovations had pushed the United States into a period of unprecedented political, economic, and cultural upheaval. This course examines the ways in which these and other forces influenced and were influenced by the literature of the period. Reading works of canonical realists and naturalists such as W. D. Howells, Stephen Crane, and Jack London alongside (and against) utopian fiction, working-class dime novels, local color fiction, and the historical romance will allow us to analyze various and competing textual strategies for rendering historical reality.

No previous knowledge of the period is required, though boundless historical curiosity will be helpful. In addition, periodic short papers, active class participation, and a longer paper will be expected. Class will meet twice weekly for one hour and twenty minutes. Enrollment is limited to 20 students.

HA 149
CALIBAN IN THE AMERICAS
 Norman Holland

This course explores the figure of Caliban from Shakespeare's *The Tempest* as the possibility for literature in the Americas. We will study Latin American, Afro-Caribbean, African American and Latino/a writers who have reversed the power-subject positions in Shakespeare's last play. Before we explore their explosive rewritings, we will study the play and the critical literature derived from it. These writings tell us much about the topography of literary studies in the First and Third worlds. We will then concentrate on Césaire, Carpentier, Rhys, García Márquez, Rodríguez, Cisneros, Ortiz Taylor, Shange, and Morrison.

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

HA 157
LITERARY COUNTERCULTURE
 Robert Coles

This course will examine the aftermath of the Beat movement. Specifically, we will discuss what happened to Beat writers after the death of Jack Kerouac. Thus, we will trace the development of Ginsberg after he wrote "Howl." We will examine the later output of W. Burroughs. We will study the increasing voice of women in the movement—A. Waldman, S. Sontag and others. And we will note how Le Roi Jones broke from the Beat movement to establish the Black

Arts movement. We will also read the fiction of Richard Brautigan and Tom Wolfe.

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

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 is limited to 25.

HA 188

EXERCISES IN READING: THE DETECTIVE STORY
Jeffrey Wallen

The detective is confronted with the problem of interpreting signs, and we will follow several detectives in their interpretive practices. We will also consider the nature of the social reality confronting the detective, and the sets of rules that construe both the world of the detective and of the detective story. Readings will include works by Poe, Borges, Wilkie Collins, A. Conan Doyle, Dashiell Hammett, Chester Himes, Sara Paretsky, and others. We will also read critical essays by such theorists as Todorov, Eco, and Ginsburg, and several films will also be discussed.

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

HA 197

CROSS-CULTURAL READINGS OF THE SHORT STORY

Eva Rueschmann

This course will introduce students to the short story form and its many stylistic and thematic variations in European, African, Asian, Latin American, and North American literatures of the twentieth century. We will examine various modes and techniques of narration and representation in relation both to storytelling traditions indigenous to specific cultures and to international stylistic influences. This course will also provide an opportunity to apply different analytical and critical approaches to short fiction, including formalist, folkloric, biographical, psycho-analytic, feminist, and postcolonial strategies. We will consider three cinematic adaptations of short stories for

comparative purposes: John Huston's *The Dead*, J. M. Coetzee's *Smooth Talk*, and Ruy Guerra's *Erendira*. Stories by James Joyce, Kay Boyle, Ernest Hemingway, Jamaica Kincaid, Jorge Luis Borges, Gabriel Garcia Marquez, Nadine Gordimer, Es'kia Mphahlele, Margaret Atwood, James Baldwin, Cynthia Ozick, Amy Tan, Sandra Cisneros, G. V. Kamani, Edwidge Danticat, Joyce Carol Oates, Hisaye Yamamoto, Leslie Marmon Silko, Laurie Moore, Milan Kundera, and many others.

Requirements: two in-class presentations, two shorter papers, and a final comparative essay (final creative project is a possibility). Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25.

HA 202

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. A wide variety of subject matter and processes will be covered. Readings, class discussions, slide lectures, group 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 twice each week for two hours and twenty minutes. Enrollment is limited to 20 by instructor permission. Drawing I is a prerequisite. Priority will be given to students with two or more drawing classes at the college level.

HA 208

INTRODUCTION TO PAINTING
Judith Mann

This course introduces students to the basic language, conventions, and material concerns of representational painting. The emphasis, through weekly painting assignments and frequent slide lectures, is on drawing, accurate color mixing, and attention to surface. In the out-of-class assignments, personal approaches to specific problems are encouraged. We work with oil paint. Problems include still life, self portraits, and a copy problem. Students need not have any experience with paint, but the course demands a real commitment in time and materials. We meet six hours a week and a minimum of six hours is required for outside work. This course is required for those arts concentrators wishing to do advanced work in painting.

Prerequisite: College Level Drawing I (already completed or concurrent—no exceptions). Enrollment is limited to 16. Class will meet twice each week for two hours and fifty minutes.

HA 209

DANCE REPERTORY PROJECT
Daphne Lowell

This course will be devoted to the creation of a dance to be performed in the February Dance Program concert. This will be a faculty-choreographed piece created with the collaboration of the dancers. It will provide the students with specific material with which to study and practice issues of interpretation. The main rehearsal period will be during January Term, when we will work three or four hours a day, five days a week. During the beginning of the semester we will meet two or three times a week to refine performance issues.

Students will be expected to participate actively in rehearsals, and to develop their performance strategies for the piece. **Enrollment will be limited to 10, by audition during preregistration week.**

**HA 210
FILM/VIDEO WORKSHOP II**
Bill Brand

This course emphasizes developing skills in 16mm filmmaking with a special focus on cinematography. The course will cover the basics of 16mm sound-synch film making including pre-planning (scripting or story boarding), cinematography, sound recording, editing, and postproduction finishing.

The course will have a special focus on lighting and making exposures in both dramatic and documentary settings. Students will analyze lighting from a variety of films and study the use and placement of different lighting fixtures, gels, diffusers, and flags. Students will be expected to complete individual projects as well as participate in group exercises. Reading and writing about critical issues is an important part of the course, and students will be expected to complete one analytical essay.

Workshops in video editing and use of the TV studios and the digital imaging and audio mixing facilities will be offered throughout the semester. Students are expected to attend these workshops as well as attend screenings of seminal film and video works in documentary, narrative, and experimental genres.

A \$50 lab fee entitles students to use camera and recording equipment, transfer and editing facilities, and video and computer production and postproduction equipment. Students must purchase their own film and pay their own processing fees.

Class will meet once a week for two hours and fifty minutes. Required screenings and workshops often occur in the evening. Enrollment is limited to 15 by permission of the instructor and will be determined at the FIRST class meeting. In general, Film/Video Workshop I will be considered a prerequisite.

**HA 213
DIGITAL IMAGING FOR PHOTOGRAPHERS**
Jacqueline Hayden

In this class we will explore the intersection of digital imaging through Photoshop and photographic materials. The intention will be to render images in conventional photographic materials, i.e., negatives and prints that maintain a fidelity to the articulation properties of the medium of photography. Our critical discussions and readings will be centered on "truth" as an attribute of photography.

This is a studio course for students of photography who have completed at least one semester at the Photo II level prior to this class. Enrollment is limited to 10 with instructor permission required. Class will meet once a week for three hours.

**HA 217
MODERN DANCE IV: EMBODIMENT AND INTERPRETATION**
Daphne Lowell

This will be an intermediate-level class intended for students with two years of training. The focus of the work will be on deepening kinesthetic and intellectual understanding of connectivity and expressivity in dancing. We will pay special attention to the differences in approach and effect between movement sequences designed externally and those evolved internally to the dancer.

The class will meet three times a week—twice for technique classes, once for a lab devoted to repatterning work and discussion of performance and interpretation issues as applied to specific dance repertory. Students will complete both research and performance projects. Class will meet three times a week for one hour and twenty minutes. Enrollment is limited to 24.

**HA 220
DESIGNING THE ARCHITECTURE OF MEMORY**
Robert Goodman

This design course explores the ways in which buildings, public spaces, billboards, conceptual art, and monuments reflect the cultural values and power relationships in our society. Through design exercises and analysis, we will examine how our built world reflects our memorializing and propagandizing artifacts. These range from the Vietnam War Memorial to Disney World; from the Lincoln Memorial to Elvis's Graceland; from Nazi architecture to civil rights memorials. In more recent times, innovative presentations like the AIDS quilt have added new approaches to the architecture of memory. By learning how design reflects political values, attitudes, and conflicts between social groups, we will be better prepared to understand and develop our own ideas.

The class will include a series of readings, design exercises, and class discussions. It will culminate in each student preparing their own design for commemorating an event, person, group, movement, or idea of their choice. Background in design is helpful, but not required. Emphasis is on developing conceptual ideas rather than professional presentations. Enrollment is open. Class will meet for one hour and twenty minutes, twice weekly.

**HA 231
POETRY AND PLAYWRITING: A WORKSHOP**
Ellen Donkin/Paul Jenkins

What would it mean to incorporate into the writing of poetry some of theatre's attention to scene and character, or conversely, to apply to playwriting some of the qualities associated with poetry? This course is designed for Division II students of poetry or playwriting. Our intention is to give poets a chance to investigate character, dialogue, and setting, and to give playwrights a chance to sharpen poetic image and poetic language as a means of revealing character. Students can expect to work in both forms. Selected readings in poetry and drama. Instructor permission only.

HA 232
LATINO/A BORDER NARRATIVES

Norman Holland

The course introduces students to cultural artifacts that are transforming Spanish-speaking immigrants from the Caribbean into an entity called "Latinos/as." Through close readings of plays, novels, and critical writings, we will explore the implications of living between cultures, both geographically as well as metaphorically.

NOTE: While the course is open to all students, it is designed to support CSSP students working or interested in working in the local Latino communities. Hence, additional readings in economics, history, psychology, and bilingualism complement the literary assignments.

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

HA/CCS 234
TRAVELING IDENTITIES: EMIGRANTS, IMMIGRANTS, EXILES, AND SOJOURNERS IN FILM, LITERATURE, AND CULTURE

Eva Rueschmann

This seminar focuses on the experiences of emigrants, immigrants, exiles and sojourners, which have inspired a number of recent and contemporary novels, feature films, documentaries, autobiographies, and theoretical debates about cultural identity and place. Using cultural studies of travel and displacement, ethnic studies, and psychoanalytic theories of identity as critical frameworks for discussion, we will examine some of the following issues arising out of cinematic, fictional, autobiographical and theoretical texts on migration and displacement: the complexities of adaptation or resistance to new cultures; culture transfer, hybridity and biculturalism; the journey as metaphor, escape, physical ordeal, and psychological odyssey; the meanings of nostalgia and home; intergenerational conflicts between tradition and modernity; protagonists' and artists' representation and negotiations of national and ethnic identity; the cultural and psychological consequences of border crossings; and the interconnections between language, culture, and sense of self.

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

HA 238
FICTION AS HISTORY

Lynne Hanley

This course will focus not on historical recreation (i.e., the historical novel) but on fictional meditations on the relation of the past to the present. We will address such questions as: Why choose fiction as a means of intervention in the reconstructions of the past? What political agendas structure representations of the past? What role does personal and cultural memory play in the formation of the present? By closely examining narrative structure, we will gain insight into the author's geology of memory, into the particular way in which she or he imbeds the past in the present. Beginning with theoretical inquiries into the relation of fact to fiction by Terry Eagleton, Hayden White, and Paul Ricoeur, we will read novels that address such contested historical legacies as slavery, industrialization, colonialism, World War II, and wars of national liberation in Central America. Readings may include Sherley Anne Williams' *Dessa Rose*, Caryl Phillips'

Crossing the River, Assia Djebar's *Fantasia: An Algerian Cavalcade*, Graham Swift's *Waterland*, Joy Kogawa's *Obasan*, Michael Ondaatje's *The English Patient*, Serge Ramirez's *To Bury Our Fathers*, Julian Alvarez's *In the Time of the Butterflies*, Joan Didion's *A Book of Common Prayer*, and Doris Lessing's *Shikasta*.

Class will meet twice a week for an hour and twenty minutes. Writing assignments will combine critical analysis with creative experimentation, and students will be asked to undertake additional research on at least one novel.

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 25.

HA 240
GENDERED AMERICA: CONSTRUCTIONS OF MASCULINITY AND FEMININITY IN MODERN AMERICA

Eric Schocket/Susan Tracy

Gender is neither fixed nor stable. Rather, what we think of as "masculine" and "feminine" evolves over time and changes from era to era. When we consider the broad sweep of U.S. history, we can easily perceive that in every major era peoples' ideas about masculinity and femininity shift, and people in different racial and ethnic groups and in different classes have vastly different ideas about the proper behavior for men and women. Are these shifts due to developments and changes in our socioeconomic system—the advent of large and impersonal cities and workplaces teeming with new immigrant workers: Do our ideas about gender change in response to war? Are they a result of the new social science—for instance, as the result of the work of the sexologists writing at the end of the nineteenth century who divide humans into "normal" heterosexual and "deviant" homosexual groups? What kinds of cultural representations are created to convey changing concepts of gender? Using novels, memoir, biography, film, and historical and cultural studies, we will examine competing conceptualizations of gender and sexuality in U.S. society and culture in the late nineteenth and twentieth centuries.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 30.

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 245

THE AMERICAN TRANSCENDENTALISTS

Alan Hodder

Even in its heyday in the 1830s and '40s, 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 Transcendentalists 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 and one-half hours. Enrollment is limited to 20.

HA 246

THE HARLEM RENAISSANCE

Robert Coles

This advanced course is an historical continuation of "Before the Harlem Renaissance," (Fall 1997). We will focus on the Harlem Renaissance, the aesthetic movement of the 1920s. We will begin by first defining the Harlem Renaissance and exploring why this renaissance is rooted in Harlem, N.Y.C. and what are some of the social and cultural forces that produced the Harlem Renaissance. We will read (and listen to) the texts of its noted writers, including Fisher, Cullen, Thurman, Toomer and others.

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

HA 254

CRITICAL ISSUES IN FILM AND PHOTOGRAPHY: PHOTOGRAPHY AND FILM OF THE 1930s AND 1940s

Sandra Matthews

In this course we will concentrate on the documentary film and photography work that emerged in the 1930s in the U.S., exploring the interactions among social conditions, visual representations and public policy. We will also look at work from this period, primarily from Europe, that did not utilize a documentary approach, raising questions about the politics of visual style and distribution. Our viewings and discussions will extend into the 1940s, giving us the opportunity to analyze the visual representation of both economic depression and war. Class is limited to 25, by instructor permission.

HA 256

THE IDEA OF THE UNIVERSITY

Jeffrey Wallen

"It is no longer clear what role the university plays in society." So begins one of many recent books about the "crisis" in the university—a crisis about the identity of the university, about its reasons for existence, about what the possibilities and functions of the university in an "information age" twenty-first century society. In this course, we will examine certain key changes in the idea of the university from the beginning of the modern university in nineteenth-century Germany (Humboldt, Kant), to the idea of liberal (arts) education (Newman, Arnold) later in the nineteenth century, to the conflicts of and culture wars of our own time. We will explore the relation of the university to national culture, and will explore the founding and legitimation of Hampshire College as well. We will also look at several recent texts that seek to reconceptualize the university and to achieve "a new community of thinkers," such as Readings' *The University in Ruins*.

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

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 is limited to 10 students.

HA 265

MUSIC II: INTERMEDIATE TONAL THEORY

Margo 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 is limited to 15 students.

**HA 270
PROCESS AND CRITIQUE**

Ellen Donkin/Wayne Kramer/Kym Moore

This course has been designed to provide students in the theatre program with an on-site laboratory in which to develop current projects. The students in the class will engage the faculty, staff, and members of Theatre Board in exploration of the production process, with additional instruction toward the development of constructive and informed critique. Students enrolled in this class will be required to attend all Hampshire College Theatre Program productions (mainstage and studio), read articles in preparation for in-class critiques, and write a retrospective paper. Faculty and staff will be available to offer more direct support and guidance in all aspects of the production process, including production meetings, stage management, rehearsals, technical rehearsals, and postmortems. Any student participating in Hampshire College Theatre Program productions is encouraged to enroll, as the overall success of the class will also depend on committed group participation.

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

**HA 285
LABAN MOVEMENT ANALYSIS**

Rebecca Nordstrom

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

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

Class will meet twice each week for two hours.

**HA 298
PRODUCTION SEMINAR**

Wayne Kramer/Kym Moore

The Production Seminar provides students of theatre with an opportunity to work more closely with theatre faculty in a practical setting. Students will be able to observe, develop, examine, and explore, the essential art of theatre collaboration in action. What does it really mean to "collaborate?" How does one create and participate in an "ensemble?" One of our many objectives is to enhance students' practical knowledge of the complex demands of theatre production. Moreover, this course creates an ideal occasion for students to fine-tune and adapt their particular artistic skills within an

actual production process. We will execute this work by mounting *Divide and Conquer*, an original multimedia, experimental, performance-work, written and directed by Kym Moore. Students from all disciplines are strongly encouraged to participate. Music, dance, and nontraditional performance work will be integral to the production process.

Class will meet twice each week for two hours and fifty minutes.

**HA 301
VISUAL CULTURE AND THE HOLOCAUST**

Sura Levine

This course will explore the aesthetic policies of the Third Reich, the visual arts created by artists in the concentration camps, and the more recent trends to memorialize the Holocaust in visual terms. Topics will include the Weimar Republic and the inter-war critiques of German society by German artists; the rise to power of Adolf Hitler and National Socialism; Hitler as an artist-manqué and the effects his lack of success had on the official aesthetic policies of the Third Reich; Leni Riefenstahl's films; artists who continued to produce their work while hiding; artistic production at the concentration camps; the "Degenerate Art" exhibition and the mass destruction of avant-gardist art in Germany; and the "rape" of Europe and the Nazi "collection" practices. We will examine notions of collective memory as they are constructed in Holocaust monuments in Europe and the U.S. and recent cinematic representations of this crucial period. Preference will be given to Division II and III students with backgrounds in art history and modern European history.

Enrollment is limited to 20 with instructor permission.

**HA 308
ADVANCED SCULPTURE**

William Brayton

This course will constitute final preparation for independent work in sculpture at the Division III level. In the first section of the class historical movements in sculpture including surrealism, DADA, constructivism, cubism, pop, and minimal art will be discussed in response to short readings and assignments. In section two, contemporary issues in sculpture as they pertain to feminist art, installation art, environmental art, Latino art, and cybersculpture will be independently researched and used to inform the development of a coherent body of sculptural forms. Students will be required to obtain their own materials from local sources. Introduction to Drawing and Sculpture Foundation are prerequisites. A twentieth-century art history class is highly recommended.

Enrollment is limited to 15 by instructor permission. Class will meet twice per week for two hours and twenty minutes.

**HA 316
CONCENTRATORS' SEMINAR IN STUDIO ARTS**

David Diao/Judith Mann

The meeting time will be used for critiques, discussions, and specific projects aimed at helping students to develop critical response to their own and others' work. Various material and conceptual approaches will be encouraged, but the emphasis is on developing the relation of meaning and form in resolved pieces. Students should expect to complete projects involving collaboration, research, or installation, but

the primary emphasis is on the development of independent work, and the ability to respond to informed critical discussion provided during the group meetings.

Class will meet once each week for three hours and fifty minutes. Enrollment is limited to Division III and third year Division II students, enrolled by instructor permission at the first meeting.

**HA/CCS 340
LITERATURE, PHILOSOPHY, AND
REPRESENTATION**

Meredith Michaels/Mary Russo

This seminar will focus on "life at its extremes": the beginnings and endings of life as represented, narrated, and theorized in literature, philosophy, and visual media. Starting with the assumption that life's beginnings and endings are categorically unstable, we will examine them in diverse historical and cultural settings.

Intended for concentrators in critical theory, literature, or philosophy. Enrollment is limited to 20. Permission of instructor should be secured during preregistration period. Class will meet once each week for two hours and fifty minutes.

**HA/SS 355i
GENDER, RACE, AND CLASS IN UNITED STATES
HISTORY AND SOCIETY**

Laurie Nisonoff/Susan Tracy

This course will examine the social structures and ideologies of gender, race, and class. For instance, when we consider the situation of battered women, we see that all women confront gendered social structures and prejudice. Yet, the experiences of those women and their options vary depending on their race and class. Through the use of examples as the one above, drawn from both history and public policy, we will work to hone our critical skills in analyzing gender, race, and class in American society.

This course is designed for advanced Division II and Division III students. Students will have the opportunity to develop comprehensive research projects and to present their own work for class discussion. Class will meet once each week for two hours and fifty minutes.

**HA 399a
ADVANCED SEMINAR IN WRITING**

Lynne Hanley/Paul Jenkins

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 is limited to 15 with instructor permission required.

HA 399b

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

Bill Brand/Jacqueline Hayden

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.

HAMPSHIRE COLLEGE CHORUS

Ann Kearns, Director

The Hampshire College Chorus rehearses Mondays and Wednesdays, 4:00 p.m.-6:00 p.m., in the Recital Hall of the Music and Dance Building. Admission is by short, painless audition; sign up at the Chorus Office in MDB. Faculty and staff are welcome! Our spring repertory includes singing in the Five College Choral Festival, which features the combined choruses of all five colleges in the premiere of *So Be It: Amen* by Ann Kearns; in addition we'll present a mixed program of shorter works in New York City and again in Amherst.

THEATRE BOARD

The Theatre Board is a committee of seven students (five voting members and two alternatives) who are elected to facilitate Hampshire's theatre program. Responsibilities include representing the theatre community in questions of curriculum, monitoring the performance spaces and equipment, and scheduling the productions for each season, among others. It is a wonderful way for students with an interest in theatre to gain valuable hands-on experience and have a voice in decision making. Elections are held at the beginning of each semester. Nonvoting 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 116
BIOLOGY OF POVERTY
Alan Goodman/Michelle Murrain

NS 125
SEEING THE FOREST AND THE TREES: ECOLOGY AND BIOLOGY OF "OLD GROWTH" FORESTS
Lawrence Winship

NS 136
HEALTH IN ANCIENT CIVILIZATIONS
Debra Martin

NS 148
HUMAN GENE THERAPY: PROCEED WITH CAUTION
Lynn Miller

NS 167
THE STRUCTURE OF RANDOMNESS
Kenneth Hoffman

NS 183/383
QUANTUM MECHANICS FOR THE MYRIAD
Herbert Bernstein

NS 194
GEOLOGICAL CONTROVERSIES
Steve Roof

NS 203
CHEMISTRY II
Dula Amarasiriwardena

NS 207
ECOLOGY
Charlene D'Avanzo

NS 210
TROPICAL ECOLOGY
Brian Schultz

NS 220
PHYSIOLOGY: INTEGRATIVE BIOLOGY
Ann McNeal

NS 227
POPULATION GENETICS AND EVOLUTION
Lynn Miller

NS 244
COMPUTERS AND SCIENCE EDUCATION
Merle Bruno/Michelle Murrain

NS 260
CALCULUS I
David Kelly

NS 261
CALCULUS II
Kenneth Hoffman

NS 279
ENVIRONMENTAL EDUCATION SEMINAR
Charlene D'Avanzo/Alan Hankin

NS 282
BIOCHEMISTRY
Benjamin Oke

NS 286
NEW WAYS OF KNOWING
Herbert Bernstein

NS 287
CLIMATOLOGY
John Reid

NS 288
EVOLUTION OF THE EARTH II: GEOCHEMISTRY AND MINERALOGY
John Reid

NS 322
MATH FOLKS' GATHERING
David Kelly

NS 324
ADVANCED CALCULUS
David Kelly

NS/SS 356
TOURISM AND ANTHROPOLOGY IN THE AMERICAN SOUTHWEST
Debra Martin/Barbara Yngvesson

NS 359
RESEARCH IN NUTRITION AND POLLUTION
Dula Amarasiriwardena/Alan Goodman

NS 380i
ALTERNATIVE AGRICULTURE SEMINAR
Benjamin Oke

NS 383
QUANTUM MECHANICS FOR THE MYRIAD
Herbert Bernstein

NS 390i
HUMAN HEALTH SEMINAR
Ann McNeal

COURSE DESCRIPTIONS

NS 116

BIOLOGY OF POVERTY

Alan Goodman/Michelle Murrain

Unequal access to power and resources in the U.S. has fostered poverty amidst plenty, with profound effects on the human condition. While 11 percent of the U.S.'s considerable GNP is spent on health care, many groups such as Native Americans and inner-city blacks and Hispanics are denied access to medical care and an adequate diet. Just one of the many effects of this process is an infant mortality rate that exceeds many Third World nations. In this course, we will critically evaluate a variety of effects of poverty on human development, nutrition, and health. How does poverty perpetuate cycles of undernutrition, problem pregnancies, and low birth weight infants? Students will learn how to critique research in this field and will complete a major project. While the main focus of this course is on U.S. poverty, comparative studies are welcome. No prior science background is required. Class will meet twice a week for one hour and twenty minutes.

NS 125

SEEING THE FOREST AND THE TREES: ECOLOGY AND BIOLOGY OF "OLD GROWTH" FORESTS

Lawrence Winship

Not very long ago, in the mid-1800s, the landscape of New England was primarily rolling farmland. Less than 20 percent of Massachusetts was covered by trees and woods. Now the reverse is true, with over 80 percent of the land covered with young, aging woodland. Yet hidden among the vast expanse of second and third growth forests are patches of trees on land that was never clear-cut and in some cases not cut at all. In those places, called "old growth" forests by some, we can get a glimpse of what the precolonial woodland might have been like. The significance of "old growth" and the ecology of the plants, animals, and soil organisms found on sites undisturbed by intense human activity are "hot" topics among conservationists and forest managers alike. In this course, we will visit old growth sites and learn how to identify, age, and census trees, and how to read the history of a site. We will examine the literature on both the social and ecological significance of old trees and old soils. Students will complete group or individual projects that support completion of the Division I exam in Natural Science.

Class will meet twice per week for seminar, and one afternoon for field trips and lab work.

NS 136

HEALTH IN ANCIENT CIVILIZATIONS

Debra Martin

This course explores the intersection between health and the rise and fall of great civilizations in ancient times. The readings and texts will cover how scientists have come to understand societies in the past through archaeological reconstruction. In addition, analysis of ancient human remains provides information on diet, demography, and health. Ancient societies to be examined include the Maya, Inca and Aztecs, the people living in Mesopotamia, the Indus Valley and the Arabian Peninsula, and the population centers of the Hohokam, Anasazi, and Mogollon of the American Southwest.

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

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 twenty 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. Students who finish their essays and class presentation on time usually can complete an NS Division I exam by the end of the term or early in the next term. Class will meet twice a week for one hour and twenty minutes.

NS 167

THE STRUCTURE OF RANDOMNESS

Kenneth Hoffman

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 three times a week for one hour and twenty minute sessions. Enrollment is limited to 25.

NS 183/383

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.

Advanced physics students are encouraged to take this course at the 300 level, learning more and doing more advanced problems, including help sessions for other students. The subject of quantum mechanics—especially in the complex number approach used here—is usually taught only at a higher grade-level in other colleges and is absolutely fascinating!

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 the 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 is limited to 16.

NS 203
CHEMISTRY II
Dula Amarasingiwardena

This is a continuation of Chemistry I; the principles and concepts examined during the previous term will be expanded and applied to more sophisticated systems. Topics will include chemical thermodynamics, nuclear chemistry, chemical equilibrium, acid-base equilibria and their applications, complex ion equilibria, solubility, oxidation-reduction reactions, electrochemistry, and reaction rates. We will also put emphasis on 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, 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 laboratory or permission of the instructor. Enrollment is limited to 25.

NS 207
ECOLOGY
Charlene D'Avanzo

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

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

NS 210
TROPICAL ECOLOGY
Brian Schultz

Where do ants farm fungus? Where do bees use perfume? Where do vines strangle large trees? Where did a powerful cure for leukemia come from? Where do those swallows go? Where may there be literally tens of millions of undiscovered species with such stories yet unknown? Answers: the tropics! This course will survey tropical ecology with an emphasis on terrestrial systems in the New World tropics (Central America and the Caribbean). We will discuss the relevant basic concepts of ecology, such as competition, mutualisms, succession, etc., while focusing on the fascinating features peculiar to the tropics, such as rainforest ecology, biodiversity, canopy biology, and complex plant-animal interactions. We will also cover related issues such as tropical agriculture, deforestation, herbal medicines and other rainforest products. The course will also include a trip, probably over spring break, to Costa Rica or Puerto Rico to visit a set of tropical sites, so students should plan, and class size will be limited accordingly.

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

NS 220
PHYSIOLOGY: INTEGRATIVE BIOLOGY
Ann McNeal

Physiology is the study of how the body works—it is functional anatomy. This course will survey the body systems: nervous, cardiovascular, respiratory, excretory, immune, and hormonal. Particular emphasis will be laid on the ways in which the body responds to challenges such as exercise, stress, and extreme environments. The lecture-discussion portion of the course will largely be text-based, although we will also read some primary papers.

The lab will be based on four projects using several types of instrumentation to explore different body systems. After learning each method, students will design their own experiments, acquire and analyze data, and write up a scientific report.

Students need some background in mathematics and chemistry for this course; if in doubt, consult the instructor. Class will meet twice per week, plus lab. Enrollment is limited to 20.

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 *Avisé's Molecular Markers*, *Natural History*, and *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 (See NS 148). Class will meet for one hour and twenty minute sessions twice per week.

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 this 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 twice a week for class, plus lab time.

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 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 each student's course work.

NS 261

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 and twenty minutes. Optional evening problem sessions will be available. Regular substantial problem sets will be assigned and will constitute the heart of each student's course work.

NS 279

ENVIRONMENTAL EDUCATION SEMINAR

Charlene D'Avanzo/Alan Hankin

This course will focus on "informal education"—teaching done out of the formal classroom setting, including museums, zoos, parks, and environmental centers. From our experience, we know that many of our graduates who teach in environmental fields start out in informal settings; this course will better prepare them for such opportunities and also open this avenue for science teaching to students who may not have considered informal teaching at all. We will also discuss the classroom teaching of environmental science which, as opposed to chemistry or biology, is not well organized nationally. Environmental education is at the center of reform efforts promoting student-active, inquiry-based teaching, and students in this class will learn about this movement through class discussion, readings, and a local teaching practicum.

NS 282

BIOCHEMISTRY

Benjamin 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 is limited to 15; instructor permission is required.

NS 286
NEW WAYS OF KNOWING

Herbert Bernstein

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

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

This course will also examine in depth the finished parts of a new text, *Muddling Through*, which attempts to capture and investigate the true complexity of relationships among society, culture, science, and technology. The book was coauthored by the instructor and Michael Fortun, first executive director of ISIS (Institute for Science and Interdisciplinary Study, located here on campus in Prescott D-1), whose projects explore the real world possibilities for reconstructive knowledge—New Ways of Knowing whose processes and products attempt to live up to the remarkably liberating potential of natural science.

NS 287
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 spring. 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.

NS 288
EVOLUTION OF THE EARTH II: GEOCHEMISTRY AND MINERALOGY

John Reid

In this course we will investigate the formation of the group of natural compounds—minerals—that comprise the earth and that contain valuable clues about its evolution. We will start by considering the formation of the chemical elements by nucleosynthesis in stars, the value of isotope studies in the earth sciences, and the factors governing the geochemical behavior (crystal chemistry) of the dominant elements of the earth’s crust. The formation of a given mineral is dependent on the local abundance and behavior of

its constituent elements; the bulk of the course will be devoted to an understanding of these interrelationships. Mineral optics, essential to the microscopic identification of minerals, will combine with hand specimen studies to comprise the laboratory portion of the course.

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

NS 322
MATH FOLKS’ GATHERING

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. Class will meet once a week for two hours.

NS 324
ADVANCED CALCULUS

David Kelly

This course completes the standard calculus syllabus essential to physicists, astronomers, and mathematicians, and almost essential to geologists, economists, computer scientists, and statisticians. Basic concepts of the calculus will be extended to functions of several variables with studies of directional derivatives, path and surface integrals, divergence, gradient, and curl. Gauss’s Law, Stoke’s Theorem, and Green’s Theorem relate these tools of vector calculus, extend the fundamental theorem of calculus, and provide powerful evaluation techniques. The computer will be used extensively for calculations, approximations, and visualization of objects in two, three, and higher dimensions.

Class will meet three times a week for one hour and twenty minutes. Prerequisite: a year of calculus. Enrollment is limited to 25.

NS/SS 356
TOURISM AND ANTHROPOLOGY IN THE AMERICAN SOUTHWEST

Debra Martin/Barbara Yngvesson

In this course, 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 for indigenous people living there. The American Southwest provided a training ground for the earliest and most sustained research by ethnologists, archaeologists, and physical anthropologists. As well, it captured the imagination of early tourists and became a popular exotic destination. Using these variables as a backdrop, we critically examine the imposition and construction of, primarily, Pueblo Indian identity during the colonization period, and the production, reinvention, and presentation of identity through tourism in historic and contemporary times. As an anthropology course, this class explores the nature of culture and the consequences of cultural contact and hegemonic practices imposed upon “the Other within” the American nation-state. Students will examine the persistence and change of value systems through time, and they will explore non-Western patterns of beliefs and practices as they

have been manifested by Native peoples of the Southwest and as they have been modified through tourism and other colonialist and neocolonialist practices.

A key feature to this course is a group field trip during spring break to the Southwest, where we visit archaeological and tourist sites, as well as museums, heritage centers, towns and villages. Upon returning, students draw on their observations from the field trip to write a series of essays.

Enrollment is limited to 15 students who have a solid background in anthropology; instructor permission is required for enrollment.

NS 359

RESEARCH IN NUTRITION AND POLLUTION

Dula Amarasiriwardena/Alan Goodman

The focus of this research course is understanding diet, nutrition, pollution, and related problems via the chemical analysis of teeth and bone. Tooth enamel calcifies before adulthood and then is inert; therefore, enamel's chemical composition reflects conditions during early development. Because teeth grow somewhat like trees (teeth also have growth rings!), one can use teeth as a mirror facing back in time. We are at the right moment to pursue this research because of recent developments in chemical instrumentation; we will use our inductively coupled plasma-mass spectrometer (ICP-MS) for the elemental signature analysis of teeth and bones.

The first part of this course will consist of an introduction to analytical and other issues required to complete a research project. Students will then work in small groups with the instructors on a project of their own choosing. Written and oral progress reports will be required at frequent intervals throughout the semester; the final requirement is a research-grade presentation and written research report.

This class is particularly recommended for advanced Division II students with interests in human environmental and health problems. Students are encouraged to use this course to formulate ideas and begin a Division III project. Enrollment is limited to 10; instructor permission is required. This is a Hughes Advanced Research course.

NS 380i

ALTERNATIVE AGRICULTURE SEMINAR

Benjamin Oke

Interest in low-input, sustainable agriculture continues to increase with the publication of several new books and new journals. In this course, we will take a close look at the practice and promise of alternative forms of agriculture. We will evaluate new (and re-emerging) technologies scientifically and in terms of the specific social context in which they will be applied. We will investigate the potential for agroecological principles as a solution in rural development and the interrelationship between poverty, development, and the environment. We will read and discuss several of the new publications on alternative agriculture, and each student will prepare a class presentation. We will use case studies from around the world to focus our considerations. 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.

NS 383

QUANTUM MECHANICS FOR THE MYRIAD

Herbert Bernstein

See description NS 183/383.

NS 390i

HUMAN HEALTH SEMINAR

Ann McNeal

This seminar is intended for advanced students, particularly those working on Division III projects in areas concerned with human health. The first part of the course will focus on Third World health issues including nutrition, sanitation, and the prospects for fighting diseases with vaccines. What diseases can be eradicated, and why are some diseases, such as malaria, so persistent? We will look at the larger picture of human interactions as factors in health, as well.

In addition to readings on the topics outlined above, each student will be expected to present her/his own written work for discussion.

Class will meet once a week for three hours.

SCHOOL OF SOCIAL SCIENCE

COURSE LIST

SS 102
POVERTY AND WEALTH
Laurie Nisonoff

SS 124
WOMEN AND GENDER IN EARLY MODERN EUROPE
Jutta Sperling

SS 133
PEOPLE OF THE AMERICAS
Leonard Glick

SS 134
LAW AND DIFFERENCE
Flavio Risech-Ozguera

SS 144
AFRICAN DEVELOPMENT
Michael Ford/Frank Holmquist

SS 169
WOMEN AND THE FAMILY IN CROSS-CULTURAL PERSPECTIVES: CHINA, KOREA, AND THAILAND
Kay Johnson

SS 170
CHANGING CULTURES, CHANGING LIVES: THE ASIAN AMERICAN EXPERIENCE
Mitziko Sawada

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

SS 173
ENVIRONMENTS AND HUMAN BEHAVIOR
Donald Poe

SS/CCS 186
ECOLOGICAL ECONOMICS
Stanley Warner/Ray Copping

SS 205
AMERICAN GOVERNMENT: POWER, POLICY, AND POLITICS
Robert Rakoff

SS 207
STATISTICS AND DATA ANALYSIS
Donald Poe

SS 208
ISSUES IN EDUCATION: HISTORY, POLITICS, AND REFORM
Frederick Weaver

SS 232
GLOBAL CAPITALISM AND THE CHANGING POLITICAL ECONOMY OF AFRICA AND LATIN AMERICA
Frank Holmquist/Frederick Weaver

SS/HA233b
ELEMENTARY YIDDISH
Henia Lewin

SS/WP 242
FORMS OF WRITING IN THE SOCIAL SCIENCES
Will Ryan

SS 249
THE ENVIRONMENT, RESOURCES, AND WORLD SECURITY
Michael Klare

SS 256
CONFLICT RESOLUTION AND HISTORICAL ANALYSIS
Greg Prince

SS 257
HUMAN RIGHTS, LAW, AND CULTURE
Sue Darlington/Flavio Risech-Ozguera

SS 258
THE BIRTH OF MODERNITY: EUROPE FROM RENAISSANCE TO REVOLUTION, C. 1400-1800
Jutta Sperling/James Wald

SS 261
ENVIRONMENTAL HISTORY OF NORTH AMERICA
Robert Rakoff

SS 264
FROM MADAME BUTTERFLY TO HIROSHIMA-NAGASAKI: JAPAN AND THE UNITED STATES
Mitziko Sawada

SS 269
CHILDREN AND THEIR ENVIRONMENTS: MESSAGES FROM SPACE
Myrna Breitbart/Stephanie Schamess

SS 276
SOCIAL CONSTRUCTION OF THE MODERN SELF
Margaret Cerullo

SS 281
JEWISH BIOGRAPHY AND AUTOBIOGRAPHY
Penina Glazer

SS 282
CONTEMPORARY CRITICAL SOCIAL THEORY
Ali Mirsepassi

SS287
**MASS MAN, MASS MOVEMENTS, MASS CULTURE:
 EUROPE, 1890-1956**
 James Wald

SS 293
MODERNITY AND ITS CRITICS
 Carollee Bengelsdorf/Margaret Cerullo

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

SS/NS 356
PUEBLO INDIANS
 Barbara Yngvesson/Debra Martin

SS 397i
**WRITING ABOUT THE THIRD WORLD IN A
 WORLD WITHOUT THE ALTERNATIVE**
 Carollee Bengelsdorf

SS 399a
MAKING SOCIAL CHANGE
 Stanley Warner

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 will meet for one hour and twenty minutes twice a week; enrollment limited to 25.

SS 124
**WOMEN AND GENDER IN EARLY MODERN
 EUROPE**
 Jutta Sperling

This course is an introduction to the social and cultural history of women and gender in early modern Europe. It will focus on Italy, but include a comparative perspective on France, Germany, and England. Among the topics we will

discuss are the "renaissance" of domesticity in fifteenth-century Italy; marriage and the family; the evolution of the dowry system; Neoplatonic theories on beauty, love, and gender; women's roles in court society; the *salonnière* in seventeenth- and eighteenth-century France; women in the Reformation; images of women rulers, from Elizabeth to Marie Antoinette; the witch craze; sexual difference in anatomical representations; men's and women's autobiographies; male and female homosexuality; women artists, musicians, scientists, and writers. We will read primary as well as secondary literature.

Class will meet for one hour and twenty minutes twice a week; enrollment limited 25.

SS 133
PEOPLE OF THE AMERICAS
 Leonard Glick

This course is an introduction to the social and cultural diversity of people living in the Americas, and to various ways of portraying their lives. Drawing on the work of cultural anthropologists, journalists, writers of literary nonfiction, autobiographers, novelists, and filmmakers, we'll learn about people whose ways of life are probably unfamiliar to most of us. We'll devote most attention to socially and economically marginalized people: ethnic minorities, recent Asian and Hispanic immigrants, the urban and rural poor in various parts of the Americas. Much of our reading will focus on people in the United States, but we'll also discuss Native Americans struggling against oil companies in the Ecuadorian Amazon, desperately poor people in northeastern Brazil, and others in Mexico and the Caribbean.

Students will be expected to attend steadily and to participate in class discussions. They'll be encouraged to develop their skills as critical writers by writing short essays responding to the readings and discussions. Class will meet for one hour and twenty minutes; enrollment is limited to 20.

SS 134
LAW AND DIFFERENCE
 Flavio Risech-Ozeguera

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. This is a Community Service Scholars Project-related 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
Michael Ford/Frank Holmquist

The course addresses four major issues: 1) history: What did precolonial 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 were the roles of external and internal forces? What are the chances for democracy in the future?

Class will meet for one hour and twenty minutes twice a week; enrollment limit 35.

SS 169
WOMEN AND THE FAMILY IN CROSS-CULTURAL PERSPECTIVES: CHINA, KOREA, AND THAILAND
Kay Johnson

This course will explore cross-cultural theories explaining gender roles, gender hierarchy, and the cultural construction of gender. We will then examine specific cases from China, Korea, and Thailand. A variety of disciplinary perspectives will be used, including anthropology, history, political science, and literature. Major themes will include traditional cultural images of women; traditional forms of male dominance and the role of the state; sources of female power and influence; women's roles in religion; women's organizations; impact of socialist vs. capitalist economic development on women's roles; impact of government family planning policies on women and families; and the effect of social change and continuity on women's power and status.

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

SS 170
CHANGING CULTURES, CHANGING LIVES: THE ASIAN AMERICAN EXPERIENCE
Mitziko Sawada

This course will explore Asian immigration of the past and present focusing in particular on social and cultural aspects. The framework will be the far-reaching and turbulent economic, political, and foreign policy changes that have had diverse and varying impacts upon this group of immigrants and their children. How did racism affect their lives? What factors were important in their sense of identity? Since males constituted the majority in the early days, what impact did it have on their social relationship? Did the experiences of women differ? Are Asians imbued with a strong cultural work ethic? Readings will be from various fields including history, literature, anthropology, sociology, and social and literary criticism. Background in U.S. history is recommended strongly.

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

SS 172
CREATING FAMILIES: LAW, CULTURE, AND TECHNOLOGY

Marlene Fried/Barbara Yngvesson

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 a week. Enrollment is limited to 35.

SS 173
ENVIRONMENTS AND HUMAN BEHAVIOR
Donald Poe

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

Class will meet for one hour and twenty minutes twice a week; enrollment is limited to 25.

SS/CCS 186
ECOLOGICAL ECONOMICS
Stanley Warner/Ray Coppinger

We will begin with the basic principles of environmental economics and ecology, as they converge toward a more unified theory of the relation of humans to the natural world. In part our quest will explore the efforts to place values on the world's resources, endangered species, and human life itself, working with such concepts as public goods, externalities, nutrient transfer, carrying capacity, and cost-benefit analysis. Special paradigms have emerged around sustainable development, global warming, world population growth, "soft" energy paths, and indigenous peoples. Key issues of definition, perception, and context shape the 'objective' understanding of these global concerns. Our readings will include leading journal articles in both economics and the ecological sciences.

Class will meet for one hour and twenty minutes twice a week; enrollment is limited to 35.

SS 205
AMERICAN GOVERNMENT: POWER, POLICY, AND POLITICS
Robert Rakoff

An introduction to the development of American political institutions and processes. We will examine the changing power relations among the branches of the federal government, and between the national and state governments. We will focus on those historical periods when major institutional and policy changes have transformed the political

system. The course will be structured around in-depth analysis of one or two areas of public policy that have been especially significant battlegrounds of political and institutional struggle, such as race, economic regulation, environmental protection, and social welfare. This course is strongly recommended for students beginning concentrations in American politics, political economy, history, and legal studies.

Class will meet for one hour and twenty minutes twice a week; enrollment is limited to 25.

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 and the technical computing skills necessary to make intelligent interpretation of data. We will cover data description, probability theory, hypothesis testing, correlations, and 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 is 25.

SS 208
ISSUES IN EDUCATION: HISTORY, POLITICS, AND REFORM
Frederick Weaver

An enduring article of faith in the United States is that public education has a unique ability to improve individuals' prospects and national well-being. One of the central questions of this course, then, is under what conditions do public schools have the capacity to enable social mobility, foster social reform, and create a more democratic social order? This question serves as the context for the course's other major themes: the continuing efforts of particular groups to influence ("reform") the structure and content of schooling; the experiences of immigrants and minority students with public schooling; and the anomaly that education receives such low and uneven financial support.

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

SS 232
GLOBAL CAPITALISM AND THE CHANGING POLITICAL ECONOMY OF AFRICA AND LATIN AMERICA
Frank Holmquist/Frederick Weaver

The course focuses on the profound changes in the international political economy during the last two decades, changes often called "globalization." The first half of the course is a brief review of the post-World War II era and a closer study of the general features of the new global relationships. The second half of the course concerns the economic and political effects on African and Latin America, with particular emphases on the relationships between structural adjustment (free market) policies in the economic realm and democratization in the political, and on the utility of various types of development theory for understanding them.

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

SS/HA233b
ELEMENTARY YIDDISH
Henia Lewin

Yiddish, the native language of generations of Eastern European Jews, embodies all that is signified by the term Yiddishkeit, the Jewish way of life. In this course you'll learn to read, write, and speak Yiddish as a step toward understanding the entire Eastern European Jewish cultural legacy, from fiction and poetry to songs and folk expressions. The course is for beginning students and requires no prior knowledge.

Class will meet for one hour and twenty minutes twice a week at the National Yiddish Book Center. Enrollment is limited to 18.

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. 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 is 16 and instructor permission is required.

SS 249
THE ENVIRONMENT, RESOURCES, AND WORLD SECURITY
Michael Klare

A study of the ways in which problems of environmental decline and resource scarcities are interacting with global economic pressures, demographic trends, and ethnic/national politics to create new challenges to peace and world security. Would attempt to show how the problems arising from environmental degradation and uneven economic development are distributed among the human population, producing greater hardship for some groups than for others—differences that often fall along ethnic/religious/race/class lines, thereby exacerbating any pre-existing tensions between neighboring groups. Would also examine such concerns as the plight of indigenous peoples in areas of declining environmental habitability, and international disputes arising over shortages of energy supplies, drinking water, arable soil, and other vital resources. Finally, would assess the ways in which the world community is currently attempting to cope with these problems, and consider various proposals for improving these responses. Because environmental and resource issues will require collaborative international responses, students will be expected to work together on a joint project on one of these issues, as well as to produce an individual paper on a specific aspect of this issue.

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

**SS 256
CONFLICT RESOLUTION AND HISTORICAL ANALYSIS**

Greg Prince

Conflict resolution has emerged as a major field in contemporary scholarship, drawing upon disciplines as diverse as psychology, biology, anthropology, economics, and political science. The theory has been applied to an equally diverse set of problems and professions including community development, domestic politics, international relations, medicine, law, education, and family relations. This course will evaluate contemporary theoretical approaches to conflict resolution by examining their usefulness in understanding specific historical cases drawn from a variety of situations. In the first half of the course, faculty from the Five Colleges will survey the work of major theorists as well as specific historical cases such as the U.S.-Mexican War, the Homestead Strike, the Equal Rights Amendment, the Montgomery Bus Boycott and the Little Rock desegregation effort. In the second half of the course, students will select, research, and present their own case studies.

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

**SS 257
HUMAN RIGHTS, LAW, AND CULTURE**

Sue Darlington/Flavio Risech-Ozguera

In this course, we will draw from a range of theoretical paradigms to analyze various conceptions of human rights as embodied in particular cultural, legal, and political systems, international treaties and declarations, and national laws and constitutions. What are the roles and histories of law and anthropology in human rights jurisprudence and activism? What is the history of the concept of human rights? Are human rights universal or culturally specific? How should human rights be defined and enforced? Is there a "language of human rights," and if so, how do grass-roots activists become literate in it? Case studies will provide insight into the theoretical, methodological, and ethical issues involved in human rights work, touching on the problems of "dissidents," refugees and "displaced persons," border crossers, environmental activists, and others. Some prior coursework in legal studies and/or anthropology desirable.

Class will meet for one hour and twenty minutes twice a week. Enrollment limit 35.

**SS 258
THE BIRTH OF MODERNITY: EUROPE FROM RENAISSANCE TO REVOLUTION, C. 1400-1800**

Jutta Sperling/James Wald

A knowledge of the early modern era—when the peoples of the Christian "West" began to define their community as "Europe" rather than "Christendom" and to extend their power over the rest of the globe—is essential to an understanding of our own world. Rather than attempting a comprehensive overview, we have organized our inquiry around the interrelation between the high culture of the courtly and intellectual worlds; the popular culture of city and country; and the growth of the capitalist economy and territorial state. Topics include literature and the arts, patronage and the market; the split between Catholicism and Protestantism; the scientific, political, and industrial "revolutions"; gender roles,

the family, and private life; and the new historical consciousness and self-critical spirit of Humanism and the Enlightenment.

Class will meet for one hour and twenty minutes twice a week; enrollment limited 35.

**SS 261
ENVIRONMENTAL HISTORY OF NORTH AMERICA**

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 264
FROM MADAME BUTTERFLY TO HIROSHIMA-NAGASAKI: JAPAN AND THE UNITED STATES**

Mitziko Sawada

During one short century, capitalist Japan and capitalist United States cooperated, competed, and finally engaged in mortal combat. In both countries institutions were set in place in which the ideology of enterprise and profit became legitimized as part of the cultural lives and world of the people. We will examine the consequences of these ideas: on social classes, the family, women, and wives. How and why do people embrace a mentalité that allows for bigotry and bias, warfare, invasion, and annihilation of the enemy? These two nation-states will be used as examples to help us understand the essentially similar ways that two culturally disparate societies can function.

Background in Japanese and United States histories recommended. Class will meet for one hour and twenty minutes twice a week. Enrollment limited to 25.

**SS 269
CHILDREN AND THEIR ENVIRONMENTS: MESSAGES FROM SPACE**

Myrna Breitbart/Stephanie Schamess

What messages do children get from their environments and how are they conveyed and interpreted? What are the implications of these messages for children's socialization and development? Are there social and cognitive benefits from children's free exploration and/or mastery of their local environments? What mechanisms do young people have for claiming and/or transforming space within these environments? What methodologies can we employ for studying the daily lives and settings of children?

This course combines a psychological and geographical approach in the study of children's daily lives and their interactions with the environment in which they are growing

up. We will address the above questions through case studies that illustrate a range of cultural, social class, and gender experiences. This course is particularly relevant for CSSP students and others who are involved (or interested) in working in the community with children or youth.

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

SS 276

SOCIAL CONSTRUCTION OF THE MODERN SELF

Margaret Cerullo

In this course we will consider different perspectives on the historical emergence of the modern Western idea and experience of self and identity, including cross-cultural variations in notions of personhood. We will address specific contemporary issues, with an interest in contrasting modern and postmodern notions of self, such as alternative perspectives on racial, sexual, and cultural identity; the current fascination with "multiple personality disorder"; the ways in which new computer technologies may be disrupting the assumption of a single personality in one body, while legal practices insist on this assumption, etc. This course will draw on anthropology, clinical psychology, and social theory. Readings will be drawn from Freud and other psychoanalytic theorists and psychologists such as Roy Schafer and Kenneth Gergen, Foucault, Natalie Davis, Stephen Greenblatt, James Clifford, and contemporary writers on identity and identity politics, Judith Butler, Gloria Anzaldúa, Juan Flores, Elizabeth Grosz, Stuart Hall.

Class will meet for one hour and twenty minutes twice a week. Enrollment is limited to 35.

SS 281

JEWISH BIOGRAPHY AND AUTOBIOGRAPHY

Penina Glazer

This course, part of the Kaplan Program in Modern Jewish Studies, will focus on autobiography and biography as a lens on the development of Jewish life in Europe and the United States in the modern period. Topics will draw from themes in shtetl life, immigration, the Holocaust, Zionism, and contemporary Jewish identity.

Class will meet for one hour and twenty minutes twice a week. Prerequisite: Students should have completed at least one course in the school of social science. Enrollment is limited to 35.

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 the new social movements and making of new social theories. We will look at theoretical challenges to the enlightenment "dream" of "universal reason" in works of poststructuralist, postmodernist, and postcolonialist theorists. We will pay particular attention to the works of Michel Foucault, Dorothy Smith, and Edward Said.

Class will meet for one hour and twenty minutes twice a week; enrollment is limited to 25.

SS287

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

James Wald

In the late nineteenth century, a handful of European nations dominated the world, ruling over vast empires. By mid-twentieth century, however, millions of European soldiers and civilians had been killed in wars of unprecedented destructiveness, much of Europe was physically devastated, its colonial empires were on the verge of breaking up, and two new superpowers, the United States and the Soviet Union, were coming to assume a leading role in world affairs. Above all, the experience of the modern age had severely weakened, if not altogether shattered facile notions concerning the inevitability of "progress" and the benevolent nature of the human species. Organized around the relationship between social and intellectual change, our enquiry will include such topics as the World Wars, irrationalism, communism, the avant-garde, and particularly, the rise of fascism.

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

SS 293

MODERNITY AND ITS CRITICS

Carolee Bengelsdorf/Margaret Cerullo

This course will examine selected ideologies that have shaped and reshaped the political concept(s) of modernity. We intend to look at how these ideologies have located contested and/or upheld different configurations of power. After reading Hobbes, Locke, Rousseau, Mill, Hegel, and Marx, we will concentrate upon the twentieth century, exploring the work of those who have tried to rescue the project of modernity, and, to a lesser degree, upon certain of its critics. In this context we will read Weber, Gramsci, Walter Benjamin, Hannah Arendt, Theodor Adorno, and Michel Foucault.

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

SS/HA 355i

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

Laurie Nisonoff/Susan Tracy

This course will examine the social structures and ideologies of gender, race, and class. For instance, when we consider the situation of battered women, we see that all women confront gendered social structures and prejudice. Yet, the experiences of those women and their options vary depending on their race and class. Through the use of examples as the one above, drawn from both history and public policy, we will work to hone our critical skills in analyzing gender, race, and class in American society. This course is designed for advanced Division II and Division III students. Students will have the opportunity to develop comprehensive research projects and to present their own work for class discussion.

Class will meet for three hours once a week. Enrollment is limited to 25.

SS/NS 356

PUEBLO INDIANS

Barbara Yngvesson/Debra Martin

In this course, 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 for indigenous people living there. The American Southwest provided a training ground for the earliest and most sustained research by ethnologists, archaeologists, and physical anthropologists. As well, it captured the imagination of early tourists and became a popular exotic destination. Using these variables as a backdrop, we critically examine the imposition and construction of, primarily, Pueblo Indian identity during the colonization period, and the production, reinvention, and presentation of identity through tourism in historic and contemporary times. As an anthropology course, this class explores the nature of culture and the consequences of cultural contact and hegemonic practices imposed upon "the Other within" the American nation-state. Students will examine the persistence and change of value systems through time, and they will explore non-Western patterns of beliefs and practices as they have been manifested by Native peoples of the Southwest and as they have been modified through tourism and other colonialist and neocolonialist practices.

A key feature to this course is a group field trip during spring break to the Southwest, where we visit archaeological and tourist sites, as well as museums, heritage centers, towns, and villages. Upon returning, students draw on their observations from the field trip to write a series of essays.

Enrollment is limited to 15 students who have a solid background in anthropology; instructor permission is required for enrollment. Class will meet once a week for three hours.

SS 397i

WRITING ABOUT THE THIRD WORLD IN A WORLD WITHOUT THE ALTERNATIVE

Carolle 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 postcolonial discourse and modernism/postmodernism in the Third World context. Within these broad framework, 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.

Class will meet for three hours once a week. Enrollment is limited to 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 three hours once a week; enrollment is limited to 16.

FIVE COLLEGE FACULTY OFFERINGS

FIVE COLLEGE COURSE LIST

SMITH

Dance 142b

COMPARATIVE CARIBBEAN DANCE

Yvonne Daniel

SMITH

Dance 272b

DANCE AND CULTURE

Yvonne Daniel

MOUNT HOLYOKE

Asian 131

ELEMENTARY ARABIC II

Mohammed Mossa Jiyad

HAMPSHIRE

SS 249

THE ENVIRONMENT, RESOURCES, AND WORLD SECURITY

Michael T. Klare

UNIVERSITY

Geology 512

X-RAY FLUORESCENCE ANALYSIS

J. Michael Rhodes

UNIVERSITY

Geology 591V

VOLCANOLOGY

J. Michael Rhodes

MOUNT HOLYOKE

Sociology/Anthropology 275

DOING ETHNOGRAPHY: RESEARCH METHODS IN HEALTH AND CULTURE

James Trostle

COURSE DESCRIPTIONS

SMITH

Dance 142bB

COMPARATIVE CARIBBEAN DANCE

Yvonne Daniel

This course focuses on Cuban, Haitian, and Brazilian dance traditions. While attending to strength, flexibility, and endurance training, the course trains students in sacred, social, and popular forms of dance that permeate the Caribbean region. The course also includes video presentations, mini-lectures, discussions, singing, and drumming. As students acquire basic skills in Caribbean dance vocabulary, they are encouraged to demonstrate these in studio and informal settings. Attendance at professional demonstrations of Caribbean and/or related dance traditions is encouraged, depending on available presentations in the region. These may be required or another dance concert may be substituted with permission of the instructor. Class will meet Monday, 7:00 p.m.—10:00 p.m.

SMITH

Dance 272b

DANCE AND CULTURE

Yvonne Daniel

Through a survey of world dance traditions from both artistic and anthropological perspectives, this course introduces students to dance as a universal human behavior, and to the many dimensions of its cultural practice—social, ritual, political, and aesthetic. Course materials are designed to provide students with a foundation for the interdisciplinary study of dance and society, and the tools necessary for analyzing cross-cultural issues in dance; they include readings, video and film viewing, research project and dancing. (A prerequisite for Dance 375, The Anthropology of Dance) Class will meet Tuesday and Thursday, 10:30 a.m.—12:00 p.m.

MOUNT HOLYOKE

Asian 131

ELEMENTARY ARABIC II

Mohammed Mossa Jiyad

This course is a continuation of Elementary Arabic I. Students will expand their command of basic communication skills, including asking questions or making statements involving learned material. Also they will expand their control over basic syntactic and morphological principles. Reading materials (messages, personal notes, and 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, forms, personal notes, and addresses. (May be taught at another institution in 1997–98. Consult the catalogue supplement or the on-line Five College catalogue for the most recent information).

NOTE: Additional course in first-year Arabic (instructor TBA) will be taught at the University at least one semester in 1997–98. Consult the catalogue supplement or the on-line Five College catalogue for most recent information.

HAMPSHIRE

SS 249

THE ENVIRONMENT, RESOURCES, AND WORLD SECURITY

Michael T. Klare

A study of the ways in which problems of environmental decline and resource scarcities are interacting with global economic pressure, demographic trends, and ethnic/national politics to create new challenges to peace and world security. Would attempt to show how the problems arising from environmental degradation and uneven economic development are distributed among the human population, producing greater hardship for some groups than for others—differences that often fall along ethnic/religious/race/class lines, thereby exacerbating any pre-existing tensions between neighboring groups. Would also examine such concerns as the plight of indigenous peoples in areas of declining environmental habitability, and international disputes arising over shortages of energy supplies, drinking water, arable soil, and other vital

resources. Finally, would assess the ways in which the world community is currently attempting to cope with these problems, and consider various proposals for improving these responses. Because environmental and resource issues will require collaborative international responses, students will be expected to work together on a joint project on one of these issues, as well as to produce an individual paper on specific aspect of this issues. Class will meet Tuesday and Thursday, 10:30 a.m.-11:50 a.m.

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. Enrollment limited. 2 credits. Time and place to be arranged.

UNIVERSITY/MOUNT HOLYOKE
Geology 591V
VOLCANOLOGY
J. Michael Rhodes

A systematic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanoes and man, and the monitoring and prediction of volcanic events. Case studies of individual volcanoes will be presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, ocean-floor, and Cascade volcanism. Prerequisite: Petrology recommended. Enrollment limited. 3 credits. Class will meet Friday, 1:30 p.m.-3:30 p.m., at the University; Monday, 8:00 p.m.-10:00 p.m., at Mount Holyoke.

MOUNT HOLYOKE
Sociology/Anthropology 275
DOING ETHNOGRAPHY: RESEARCH METHODS IN HEALTH AND CULTURE
James Trostle

This course uses health-related topics to examine anthropological field work techniques, including interviewing and participant observation, as well as qualitative approaches to the analysis of cultural data. Topics include research design, cross-cultural field techniques, and ethical dilemmas. Research projects in the community are an integral part of this course. Note: This course will prepare interested students for summer internships. Prerequisite: Introduction to Anthropology and 4 credits in the discipline or permission of the instructor.

FIVE COLLEGE ASTRONOMY

HAMPSHIRE COLLEGE
ASTFC 23
PLANETARY SCIENCE

AMHERST
ASTFC 24
STELLAR ASTRONOMY

SMITH
ASTFC 37
OBSERVATIONAL TECHNIQUES OF OPTICAL AND INFRARED ASTRONOMY

UNIVERSITY
ASTFC 52
ASTROPHYSICS II: GALAXIES

COURSE DESCRIPTIONS

HAMPSHIRE COLLEGE
ASTFC 23
PLANETARY SCIENCE

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

SMITH
ASTFC 24
STELLAR ASTRONOMY

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.-5:15 p.m.

SMITH
ASTFC 37
OBSERVATIONAL TECHNIQUES OF OPTICAL AND INFRARED ASTRONOMY

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

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. MW 1:25 p.m.-3:45 p.m.

CO-CURRICULAR COURSES

WRITING AND READING

The Writing and Reading Program offers assistance to students interested in strengthening their communication skills. Because of the importance that 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, and 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 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 201

WRITING PROJECT WORKSHOP

Ellie Siegel

This workshop is designed to provide assistance to students who are already engaged in large projects—research papers and exams—and who would like a structured meeting time in which to write and to discuss strategies for research, writing, and revision. Special attention will be paid to the writing process: conceptualization, organization, and pacing oneself through work blocks and writing anxieties.

Brief reading and writing assignments will be given and, in addition to attending class meetings, participants will be expected to meet in tutorial with the instructor. Since this class supplements work already in progress, no formal instructor evaluations will be provided and the completion of this workshop will not count as course credit towards a Division I exam. This course is primarily targeted toward students who are working on Division II research papers. Division III students should see the instructor before enrolling in this workshop.

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. 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 is limited to 16 by instructor permission.

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 occasional workshops focusing on math or math-related topics. Workshops will be advertised through mailings and posters. For information, call the quantitative skills office at ext. 5571 or e-mail qshelp@hampshire.edu.

FOREIGN LANGUAGES

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.

Enrollment is limited to ten. Students must sign up at the Prescott B3 office for an interview before classes begin to assess language level, after which time class level will be determined. With enough student interest, part-time classes may also be available.

OUTDOORS PROGRAM/RECREATIONAL ATHLETICS

COURSE LIST

- OPRA 101
BEGINNING SHOTOKAN KARATE
Marion Taylor
- OPRA 102
INTERMEDIATE SHOTOKAN KARATE
Marion Taylor
- OPRA 104
ADVANCED SHOTOKAN KARATE
Marion Taylor
- OPRA 106
BEGINNING KRIPALU HATHA YOGA (M)
Bonnie Nasca
- OPRA 107
BEGINNING KRIPALU HATHA YOGA (N)
Bonnie Nasca
- OPRA 108
CONTINUING KRIPALU HATHA YOGA
Bonnie Nasca
- OPRA 112
INTERMEDIATE AIKIDO
Rob Hayes
- 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
Glenna Lee Alderson
- 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 174
BASIC FITNESS AND TRAINING
Troy Hill
- 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 Special Students 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.

Class will meet Monday and Wednesday, 5:30 p.m.—7:00 p.m., in the RCC. Enrollment is unlimited.

**OPRA 102
INTERMEDIATE SHOTOKAN KARATE**
Marion Taylor

This course is for all white belts who have completed OPRA 101. Class will meet Tuesday and Thursday, 6:00 p.m.-8:00 p.m., in the RCC.

Enrollment is unlimited.

**OPRA 104
ADVANCED SHOTOKAN KARATE**
Marion Taylor

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

Class will meet Tuesday, Thursday, and Sunday, 6:00 p.m.-8:00 p.m., in the RCC. Instructor permission.

**OPRA 106
BEGINNING KRIPALU HATHA YOGA (M)**
Bonnie Nasca

Yoga is one of the most ancient and complete systems of self-development and holistic health. Through an emphasis on warm-ups, breathing techniques, postures, meditation, and relaxation, students will experience the benefits of Kripalu Yoga: reduced stress and anxiety, vitalization, deep relaxation, a sense of well-being, and greater self-confidence.

Class will meet in the South Lounge of the RCC Monday, 7:00 p.m.-8:30 p.m. Enrollment is limited to 20.

**OPRA 107
BEGINNING KRIPALU HATHA YOGA (N)**
Bonnie Nasca

Same as OPRA 106

Class will meet in the South Lounge of the RCC Thursday, 4:30 p.m.-6:00 p.m. Enrollment is limited to 20.

**OPRA 108
CONTINUING KRIPALU HATHA YOGA**
Bonnie Nasca

Students will deepen their experience of previously learned postures; more advanced postures and breathing techniques will be introduced.

Class will meet in the South Lounge of the RCC Tuesday, 7:00 p.m.-8:30 p.m.

**OPRA 112
INTERMEDIATE AIKIDO**
Rob Hayes

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.

Class will meet Monday and Wednesday, 4:00 p.m.-5:15 p.m., in the RCC. 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.

Class will meet in the South Lounge of the RCC Tuesday and Thursday, 3:00 p.m.-4:30 p.m.

**OPRA 116
INTERMEDIATE KYUDO**
Marion Taylor

This course will extend to the Hitote or two-arrow form of Zen archery. 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.

Class will meet in the South Lounge of the RCC Monday and Wednesday, 2:00 p.m.-3:30 p.m.

**OPRA 118
BEGINNING T'AI CHI**
Denise Barry

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

Class will meet Tuesday and Thursday, 12:00 p.m.-1:00 p.m. in the RCC. 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.

Class will meet Tuesday and Thursday, 1:30 p.m.-2:30 p.m., in the RCC. 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 kayak roll.

Class will meet Wednesday, 1:30 p.m.-2:45 p.m., in the pool until spring break. After that, class will meet Friday, 12:30 p.m.-6:00 p.m., for a river trip. To register, sign up at

the first class in the RCC. Enrollment is limited to six per section by instructor permission.

**OPRA 124
BEGINNING WHITEWATER KAYAKING (Y)**
Glenna Lee Alderson

Same description as above except that class will meet Wednesday, 2:45 p.m.-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 a kayak roll on moving water and solid class II+ skills.

Class will meet Thursday, 1:30 p.m.-3:00 p.m., in the RCC pool through spring break. After that, river trips will meet Thursday, 12:30 p.m.-6:00 p.m. To register, sign up at the first class in the RCC. Enrollment is limited to six students by instructor permission.

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

Scared of the water? Can't swim? Or just want to improve your stroke technique?

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 fundamental," 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 Wednesday, 11:00 a.m.-12:00 p.m., in the RCC pool.

**OPRA 145
LIFEGUARD TRAINING**
Glenna Lee Alderson

This course will prepare and qualify you to become a Red Cross-certified Lifeguard. Bearers of this card are eligible to obtain work at pools nationwide. Hampshire students successfully completing this course will be eligible for employment at the RCC pool. To complete this course you must practice and be tested on water entries and carries, swimming rescues, stroke work, and spinal management.

Standard First Aid and Professional CPR will be included in the above class format.

Class will meet Tuesday and Wednesday in the RCC pool, 6:00 p.m.-8:00 p.m. Enrollment is limited to 10. Materials fee \$55.

**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. Class will meet at the RCC pool Monday, 6:00 p.m.-7:30 p.m., and elsewhere in the RCC, 7:30 p.m.-9:00 p.m., for classroom instruction. Fee: \$195 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, 3:30 p.m.-5:30 p.m. All persons interested in taking Beginning Climbing are encouraged to attend these sessions.

Enrollment is limited to 12. Class will meet Thursday, 12:30 p.m.-5:30 p.m., starting after spring break.

**OPRA 156
LEAD ROCK CLIMBING**
Kathy Kyker-Snowman

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

PART I. TECHNICAL INTRODUCTION

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

PART II. TECHNICAL CLIMBING

We will actuate the theories covered in Part I and students may start to lead climb as part of the course.

Class will meet Tuesday, 1:00 p.m.-3:30 p.m., until spring break. After spring break, class will meet 12:30 p.m.-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 is limited to 10. No previous mechanical experience is assumed. Class will meet in the RCC Wednesday, 3:30 p.m.-6:00 p.m., until spring break.

OPRA 174
BASIC FITNESS AND TRAINING
 Troy Hill

This course will give students background knowledge, firsthand experience in stretching, weight lifting, and aerobic conditioning. We will cover the basics of flexibility training, and using your heart rate to guide aerobic conditioning, and will assist you in designing an individualized weight training program.

Each class session will include stretching, running/walking, and weight lifting. People who have never been involved in a fitness program are especially welcome.

Class will meet Tuesday and Thursday, 8:30 a.m.-10:00 a.m., in the Multi-Sport Center. Enrollment is limited to 12.

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." No prior skiing experience is necessary.

There will be a fee for the use of the ski area. You may come to any number of sessions but will need to sign up at the first class meeting. This is also an opportunity for snowboarders and skiers to get a reduced fee and ride to Berkshire East Ski Area.

Class will meet at the RCC Tuesday, 12:00 p.m.-6:00 p.m.

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.

Group lessons for three or more students may be arranged. Class will meet in the Multi-Sport Center, day and time to be determined. Instructor's permission required. Contact Madelyn McRae for more information.

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.

Group lessons for three or more students may be arranged. Class will meet in the Multi-Sport Center, day and time to be determined. Instructor's permission required. Contact Madelyn McRae for more information.

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 and social justice 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 will meet Tuesday, 1:00 p.m.-5:00 p.m., and Thursday, 1:00 p.m.-3:00 p.m.

FACULTY BIOGRAPHIES

SCHOOL OF COMMUNICATIONS AND COGNITIVE SCIENCE

Joan Braderman, professor of video, film, and media studies, has a B.A. from Radcliffe College and an M.A. and M.Phil. from New York University. Her award-winning documentaries and art videos have been shown on PBS, and 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 publications as *The Village Voice*, *The Independent*, *Afterimage*, *Contemporanea*, and *The Guardian* (London). She has received grants from the Jerome Foundation, New York State Council on the Arts, Massachusetts Council on the Arts, New York Foundation on the Arts, and others. She has taught at the School of Visual Arts, N.Y.U., and her teaching interests continue in video production in a variety of genres and in film, video, art, and media history and theory.

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. Professor Chase will be on sabbatical leave during spring term 1998.

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). Dr. Coppinger has been a past New England sled dog racing champion and now works with rare breeds of sheepdogs. His research leads to numerous technical and popular publications in most of these fields.

Mark Feinstein, professor of linguistics, is co-dean 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.

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.

Zhaolu Lu, visiting assistant professor of philosophy, received his B.A. from Beijing Normal University and his Ph.D. from the University of Western Ontario. His teaching and research interests are in Chinese philosophy and the philosophical foundations of cognitive science (issues involved in philosophy of perception, philosophy of mind, philosophical psychology or philosophy of psychology, epistemology, philosophy of language, logic). He has taught in undergraduate and graduate programs at Beijing Normal University, the University of Western Ontario, and Concordia University.

Meredith Michaels, associate professor of philosophy, is co-dean of Cognitive Science and Cultural Studies. She 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.

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 longtime 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.

Sherry Millner is associate professor of television production. She has an M.F.A. 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. Professor Millner will be on exchange with The London Institute during spring term 1998.

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. Professor Muller will be on sabbatical leave during fall term 1997.

Walid Ra'ad, assistant professor of video production and criticism, received his Ph.D. in cultural and visual studies at the University of Rochester. His media productions, installations, and writings focus on the history and theory of documentary video and photography, and on the topics of nationalism, colonialism and postcolonialism.

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.

Eva Rueschmann, visiting assistant professor of comparative literature and cultural studies, received her B.A. in English and French languages and literatures from the University of Heidelberg, Germany, and her Ph.D. in comparative literature from the University of Massachusetts at Amherst. She teaches courses in world literature and film, psychoanalytic theory and criticism, cross-cultural readings of the short story, introductions to cultural studies and criticism, modernism in literature and film, and migration, exile, and identity. She has published articles on Senegalese novelist Mariama Ba, African American writers Jessie Fauset and Dorothy West, filmmakers Alan Rudolph and Margarethe von Trotta, and psychoanalytic theory, and is currently completing a book on psychoanalytic and cultural readings of sister relationships in contemporary world cinema.

Lori Scarlatos, assistant professor of computer science and visual media, has a B.F.A. 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 Lecht Sciences, Inc., where she was a vice president. As a technical specialist in Grumman Data Systems' research department, she developed cartographic applications, geographic spatio-temporal databases, and visualization software. She has taught computer graphics at Pratt Institute and SUNY Stony Brook, and her research on efficient surface models has been widely published. Her primary interests are computer graphics, visual communications, animation, computer-human interfaces, spatio-temporal databases, virtual reality, and multimedia computer-based training.

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.

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, 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

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.

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.

Robert Coles, associate 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.

David Diao, associate professor of art, received an A.B. in philosophy from Kenyon College. He has taught in the Independent Study Program at the Whitney Museum of American Art, The Cooper Union, Bard College, Yale University, and University of Victoria, British Columbia, Canada. His work has been exhibited internationally in individual exhibitions in Taiwan, France, Italy, Holland, Belgium, and Canada. He is represented by Postmasters Gallery in New York City. David has received three National Endowment for the Arts grants, an Adolph and Esther Gottlieb Foundation grant, a Pollock-Krasner Foundation Grant, a New York State Council for the arts grant, and a John Simon Guggenheim Memorial Foundation grant.

Ellen Donkin, 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*. Ellen will be on sabbatical leave during fall term 1997.

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.

Robert Goodman, associate professor of environmental design, 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.

Deborah Gorlin, staff faculty associate in the School of Humanities and Arts and co-director of the writing program, received a B.A. from Rutgers University and a M.F.A. from the University of California/Irvine. A writing Instructor at Hampshire College since 1992, she has also taught at other area colleges and at the University of California, Irvine. Deborah has published both poetry and nonfiction writing and has extensive editorial experience.

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*.

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, and the 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, and a Northeast Regional and National Individual Artist Fellowship from the National Endowment for the Arts.

Alan Hodder, visiting associate 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. Alan will be on sabbatical leave during fall term 1997.

Norman Holland, associate 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.

Joanna Hubbs, professor of Russian cultural history, received her Ph.D. from the University of Washington, where she was a Woodrow Wilson Fellow. She has published widely on topics ranging from alchemy to Russian folklore, ballet, and literature. Her book, *Mother Russia: The Feminine Myth in Russian Culture*, an interpretive study of Russian history, won the Heldt prize for the best book in Slavic Women's Studies in 1989. She has supervised divisional exams in European cultural history, literature, film, and art history, and in approaches to the study of mythology. Joanna will be on sabbatical leave during spring term 1998.

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*.

Ann Kearns, professor of music, is director of the Hampshire College Chorus. She holds an M.M. 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.

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. Brown will be on sabbatical leave during spring term 1998.

Wayne Kramer, professor of theatre, 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. Michael will be on sabbatical during fall semester 1997.

Sura Levine, associate professor of art history, holds a B.A. from the University of Michigan, an M.A. and Ph.D. in art history from the University of Chicago. 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 in both 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," "Constantin Meunier: A Life of Labor," and "Constantin Meunier's *Monument au travail*."

Jill Lewis, 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, postcolonialism 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, 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 cofounder of Hampshire's summer program in Contemplative Dance.

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 is on leave in the spring.

Kym Moore, assistant professor of theatre, received her B.A. in theatre arts from the State University of New York at New Palz, and her M.F.A. in directing from the University of Massachusetts/Amherst. She has been a guest lecturer and director at Notre Dame University and Smith College. Her directing work has been seen nationally, and has been recognized by the American College Theatre Festival, and USITT. In addition to her acting and directing work, she also has an ongoing interest and experience in playwriting, dramaturgy, and stage management. In her professional and academic work she is keenly focused on issues of race, gender, class, cultural interconnectivity, and multimedia production.

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 cofounder 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.

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. Earl will be on sabbatical leave during spring term 1998.

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. Abraham will be on sabbatical leave during spring term 1998.

Mary Russo, dean of the school of humanities and arts and 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 coedited *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.

Ellie Siegel, co-director of the Writing Program and Enfield House co-director of academic life, holds a B.A. from Hampshire College and an M.F.A. from Sarah Lawrence College. Before returning to Hampshire she taught poetry at the University of Minnesota and worked in radio and print journalism.

Eric Schocket, assistant professor of American literature, received his B.A. from the University of California, Berkeley, and his M.A. and Ph.D. from Stanford University. His teaching interests include nineteenth- and twentieth-century American fiction, American literature at the turn of the century, American labor literature, and the literature and culture of the 1930s among others.

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, associate 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 Amarasiriwardena, 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 a 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, inductively coupled plasma-mass spectrometry, studies of trace metal analysis, toxic wastes, radon monitoring, pesticide residues, and soil and environmental 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, and his MS and Ph.D. from University of California, San Diego, and was a postdoctoral member of the Institute for Advanced Study in 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 Massachusetts Institute of Technology, the World Bank, the American Association for the Advancement of Science, the National Science Foundation, and the Hudson Institute. His teaching and research interests include science/society and modern knowledge; quantum interferometry, information, and teleportation; and theoretical modern physics. He is president of ISIS, the Institute for Science and Interdisciplinary Studies.

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 comparative sensory neurophysiology and authored teachers' guides for elementary school science. She has developed programs designed to teach elementary and secondary teachers how to initiate and support inquiry science activities in the classroom, to provide inquiry science experiences for middle school girls and students in urban systems, and to design innovative science education programs for undergraduates. These programs have been supported by the National Science Foundation, the Howard Hughes Medical Institute, the Knight Foundation, the Balfour Foundation, and others. She has served as dean of Natural Science and acting dean of the faculty at Hampshire College, and has served on the boards of several curriculum development projects and education reform groups.

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.

Alan Goodman, professor of biological anthropology, teaches and writes on the health and nutritional consequences of political-economic processes such as poverty, inequality, and racism. His work includes studies in the American Southwest, and he directs a long-term project on moderate undernutrition in Mexico and Egypt. He received his Ph.D. from the University of Massachusetts. Before coming to Hampshire, he was 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.

Christopher D. Jarvis, 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 postdoctoral 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 ymurgy. Professor Jarvis will be on sabbatical during the spring 1998 semester.

David C. Kelly, associate professor of mathematics, has taught at New College, Oberlin, and Talladega College. He holds an A.B. from Princeton, a S.M. 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 the number 17.

Nancy Lowry, professor of chemistry, holds a Ph.D. from MIT in organic chemistry. She has taught at Hampshire since 1970. She has coordinated women and science events at Hampshire and has published articles concerning the scientific education of women. Her interests include organic molecules, stereochemistry, science for nonscientists, cartooning, the bassoon, and toxic substances. She was dean of Natural Science from 1989 to 1993. Professor Lowry will be on sabbatical during the spring 1998 semester.

Debra L. Martin, professor of biological anthropology and director of the Southwest Field Studies Program, received her Ph.D. at the University of Massachusetts at Amherst in skeletal biology and physical anthropology. Broadly, her research interests include health in the ancient world with a focus on indigenous women and arid environments. She is trained in the areas of skeletal biology, bioarchaeology, paleopathology, paleonutrition, and women's biology, with regional specialization covering desert regions of the American Southwest and Northern Mexico, as well as Egypt and Arabia. Her research focus centers on identification of groups at risk, patterns of mortality of women and children, violence directed against subgroups, political-economic perspectives in the analysis of disease, Native and Southwest studies, and ethnic tourism and its effect on indigenous people.

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. Professor McNeal is also interested in Third World health issues, especially in Africa.

Lynn Miller, professor of biology, is one of the "founding faculty" of Hampshire. His Ph.D. (biology) is from Stanford. He has taught and studied at the University of Washington, the American University of Beirut, and the University of Massachusetts at 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 social inequalities in health, the biology of AIDS and AIDS epidemiology, and computer and Internet technology in health education. She was trained as a neurophysiologist, and has done graduate work in public health.

Benjamin Oke, assistant professor of animal science, received his Ph.D. from Ohio State University. He has worked at both the International Institute of Tropical Agriculture and the International Livestock Center for Africa. He has done research in nutritional physiology and biochemistry at Ohio Agricultural Research and Development Center. His teaching and research interests include food insecurity and malnutrition in the developing world, sustainable agriculture, and improvement of efficiency of nutrient utilization.

John B. Reid, Jr., professor of geology, has pursued research on lunar surface and earth's interior at the Smithsonian Astrophysical Observatory, the Geochronology Laboratory at Massachusetts Institute of Technology (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 floodplains of rivers, particularly that of the Connecticut River; the evolution of coastal salt marshes; and acid rain impacts on the New England landscape.

Steve Roof, visiting assistant professor of geology, received his B.S. from the University of California, Santa Cruz, his M.S. from Syracuse University, and his Ph.D. from the University of Massachusetts, 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.

Lauret Savoy, adjunct associate professor of geology, received her undergraduate education at Princeton University and her graduate training at the University of California, Santa Cruz (M.S.) and Syracuse University (Ph.D.). She is also an associate professor of geology at Mount Holyoke College. Lauret's research and teaching interests include 1) human environmental history and history of ideas of landscapes in western North America, 2) environmental conditions and settings of modern and ancient oceans, and 3) climate change in western North America.

Brian Schultz, dean of Natural Science and 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 who does research at the Hampshire College Farm Center and has spent a number of years in Central America and the Caribbean studying methods of insect pest control. 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.

Frederick H. Wirth, associate professor of physics, holds a B.A. from Queens College of CUNY and a Ph.D. from Stonybrook University of SUNY. His research interests center around laser physics, and holography. One of his main goals at Hampshire is to create a laboratory program in the physical sciences and an appropriate technology center to help all students, regardless of their course of study, with their increasingly probable collision with technological obstacles. Professor Wirth is also a committed and experienced practitioner of meditation who periodically offers instruction in this discipline. He will be on sabbatical for the academic year 1997-98.

SCHOOL OF SOCIAL SCIENCE

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. He will be on sabbatical all year.

Myrna M. Breitbart, 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; children and the urban environment; urban environmental education as a resource for critical learning; industrial restructuring and its impact and communities; and the role of the built environment in social change. Professor Breitbart is also co-director of the Community Service Scholars Project and has a strong commitment to community-based learning.

Margaret Cerullo, professor of sociology and feminist studies, codirector of Social Science and Enfield House codirector of academic life, has a B.A. in philosophy from the University of Pennsylvania, a B.Phil. in politics from Oxford, and an M.A. in sociology from Brandeis. Her areas of interest are social and political theory, including feminist theory and queer theory; sociology of culture; and social movements.

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, and codirector of Social Science, 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 Migdal Glazer, professor of history and the first Marilyn Levin professor at Hampshire 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 history with emphasis on history of reform, women's history, and the history of professionalism.

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 coauthor 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, and African and Third World development. He will be on sabbatical fall term.

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, development and population policy; comparative family studies; comparative politics of the Third World; and international relations, including American foreign policy, Chinese foreign policy, and policy-making processes.

Michael Klare, Five College 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 coauthor 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.

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. He will be on sabbatical spring term.

Ali Mirsepassi, associate professor of sociology and Near Eastern Studies, and dean of Advising for Special Projects, 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, 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, professor of economics, holds a B.S. from Massachusetts Institute of Technology, and an M.Phil. from Yale, where she was 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., Hampshire College President and professor of history, 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 University.

Robert Rakoff, professor of politics and environmental studies, 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-Ozeguera, associate 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 Massachusetts Institute of Technology. He practiced poverty law for eight years in Boston and is a political activist in the Latino community. He has taught legal process, and housing and immigration law and policy at Harvard and Northeastern law schools and at University of Massachusetts/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.

Will Ryan, instructor at the Writing Center, has a B.A. in history and an M.Ed. in student personnel/counseling from the University of Vermont, and an M.A. in American history from the University of Massachusetts. He was a counselor and instructor at Johnson State College in Vermont and later taught high school English and social studies. He writes for various outdoor sporting magazines, and Lyons and Burford recently published his book on fly fishing for smallmouth bass.

Mitziko Sawada, visiting associate professor of history and dean of multicultural affairs, received her undergraduate training at Tokyo Joshi Daigaku and Reed College. After two decades as a research and editorial assistant, mother, housewife, teacher, and community activist, she 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 understandings of nineteenth- and twentieth-century U.S.-Japan/East Asia.

Stephanie Schamess, visiting associate professor of psychology and codirector 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.

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.

James Wald, professor of history, holds a B.A. from the University of Wisconsin and an M.A. and Ph.D. from Princeton University. 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, professor of economics, taught at the University of California, Santa Cruz, and Bucknell University prior to coming to Hampshire. His research and teaching interests include the structure of the American economy, 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.

e. frances White, professor of history and black studies and dean of faculty, 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 Africa, African American history, and feminist theory. She has been a Fulbright Scholar in Africa and a Mellon Scholar at Wellesley College. In 1987, her book, *Sierra Leone's Settler Women Traders*, won the Letitia Brown Memorial Prize for the best book on black women.

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.

ADMINISTRATION AND STAFF

ADMISSIONS OFFICE

Audrey Smith, *Director*
Karen Parker, *Senior Associate Director*
Jean Fleming, *Senior Assistant Director*
Clarissa Hunter Basch, *Associate Director*
Alberto Morales, *Assistant Director and Coordinator of Multicultural Recruitment*
Michelle Hung, *Assistant Director*
Rodolfo Bugarin, *Assistant Director*
Richard Casreen, *Senior Assistant Director*
Louisa Martin, *Senior Assistant Director and Financial Aid Counselor*
Ann Bardwell, *Administrative Assistant*
Staci Frieze, *Admissions Analyst*
Jennifer Schumann, *Prospects Coordinator*
Katey Falvey, *Applications/Processor Summer Receptionist*
Tracy Weaver, *Applications/Prospects Processor*
Stana Wheeler, *Administrative Secretary*
Mary Sera, *Administrative Secretary*
Kimberly Carroll, *Applications Supervisor*
Sandra McRae, *Receptionist*

ADVISING CENTER

Aaron Berman, *Dean*
Ali Mirsepassi, *Dean*
Mary Frye, *Associate Dean*
Karyl Lynch, *Associate Dean*
Debra Cechvala, *Administrative Secretary*

BOOKSTORE

Gail Tilton, *Manager*
Sara Reeves, *Assistant Manager*

Margaret Aust-Anastasi, *Textbook Department Coordinator*
Jennifer Hendricks, *Buyer/Receivables Coordinator*

BUSINESS OFFICE

Gerald Bohdanowicz, *Associate Treasurer/Controller*
Darren Birchall, *Assistant Controller*
Patricia Begos, *Manager of Student Accounts/Loan Manager*
Mari Vlach, *Payroll Supervisor*
Grace Adzima, *Accounting Assistant*
Nina Hayre Bohdanowicz, *Accounting Assistant*
Patricia Lavigne, *Student Accounting Assistant*

CAREER OPTIONS RESOURCE CENTER

Andrea Wright, *Director*
Jane Zerby, *Associate Director/Internship Coordinator*
Nancy Thompson, *Administrative Secretary*

CENTRAL RECORDS

Roberta Stuart, *Director*
Natalie Owen, *Assistant for Computer Records*
Kathy Hulmes, *Assistant for Computer Records*
Jan Ragusa, *Senior Transcript Secretary*
Cynthia Brescia, *Transcript Coordinator*

CHILDREN'S CENTER

Lynne Brill, *Director*
Theresa Gold, *Preschool Teacher*
Estelle Janisieski, *Preschool Teacher*
Christie Reardon, *Preschool Teacher*
Lynn Warren, *Toddler Teacher*
Cindy Fritz, *Toddler Teacher*

Sophie Smolinski, *Infant Teacher*

Jennifer Merrick, *Infant Teacher*

DATA SERVICES

Sandy Miner, *Director*

Claire Niemiec, *System Administrator*

Monica Talbot, *Systems Analyst*

DEAN OF FACULTY OFFICE

e. frances White, *Dean of Faculty*

Larry Beede, *Associate Dean of Faculty*

J. E. Kelley, *Assistant to the Dean of Faculty*

Jacqueline Tuthill, *Administrative Secretary*

DEAN OF STUDENTS OFFICE

Bob Sanborn, *Dean*

Andy Korenewsky, *Assistant to the Dean*

Linda Mollison, *Housing Coordinator*

Renee Freedman, *Acting Associate Dean*

Gina Longo, *Director of Leadership Center*

DEVELOPMENT OFFICE

Virginia Rohan, *Director*

Lorraine Sahagian, *Associate Director for Development for Major Gifts*

Joanna Brown, *Director of Alumni and Parent Relations*

vacant, *Director of Corporate and Foundation Relations*

Thomas Williams, *Director of The Hampshire Fund*

Susan Torrey, *Administrative Secretary for Corporate and Foundation Relations*

Irena Cade, *Research Associate*

Pauline Carter, *Gifts and Records Supervisor*

Pamela Ellis, *Associate Director for Constituency Relations*

Karen Dolan, *Assistant Director for Major Gifts*

Bethney Steadman (83F), *Annual Fund Associate*

Marta Kaldenbach, *Secretary/Receptionist*

Carol LaCasse, *Gifts and Records Assistant*

Barbara Orr-Wise, *Special Assistant to the Director of Development*

Carol Boardway, *Administrative Assistant for Development Office*

DUPLICATION CENTER

Steve Berube, *Operations Supervisor*

Frank Niemiec, *Printer/Operator*

Karen Weneczek, *Duplication Clerk*

FACILITIES AND SERVICES

Nancy Dobosz, *Director of Purchasing/Business Services*

Patricia Mistark, *Secretary/Receptionist*

FARM CENTER

vacant, *Farm Manager*

FINANCIAL AID OFFICE

Kathleen Methot, *Director*

Christine McHugh, *Administrative Assistant*

Diane Omasta, *Loan Coordinator*

Mona Koenig-Kroner, *Student Employment Coordinator*

Louise Hodges, *Receptionist*

FOOD SERVICE/MARRIOTT

Doug Martin, *Director*

Donald Weickum, *Food Service Manager*

Peggy Weickum, *Food Service Manager*

Marcy Hersh, *Food Service Manager*

HEALTH SERVICES

Virginia Brewer, *Director/Health Services*

Stephen Klein, *Director/Mental Health*

Constance Gillen, *Mental Health Counselor, Psychologist*

Susan Smith, *Staff Physician*
Jane Demers, *RN Nurse Practitioner*
Eileen Hayes, *Nurse Practitioner*
Gretchen Krull, *Health Educator*
Wendy Kosloski, *Office Manager*
Michele Emanatian, *Receptionist*
Patricia McKenna, *Intern, Mental Health*
Muireann McNulty, *Intern, Mental Health*

HOUSES

DAKIN HOUSE

Nadia Guessous, *House Supervisor*
Tara Luce, *Acting Assistant House Supervisor*
Sue Darlington, *Director of Academic Life*

GREENWICH/ENFIELD HOUSES

Susan Mahoney, *House Supervisor*

MERRILL HOUSE

Christopher Land-Kazlauskas, *House Supervisor*
Amanda Abbott, *House Supervisor*

PRESCOTT HOUSE

vacant, *House Supervisor*

HUMAN RESOURCES

John Falkowski, *Director of Human Resources*
Evelyn Riffenburg, *Benefits Coordinator*
Mary Jane Muret, *Human Resources Specialist*
Joanne Lyons, *Human Resources Assistant*

INTERNATIONAL STUDIES OFFICE

Clayton Hubbs, *International Advisor*
Jane McGowan, *Administrative Assistant*

LEMELSON PROGRAM

Brenda Phillips, *Director*
Philip Weilerstein, *Program Manager—NCIA*
Beverly Hindle, *Administrative Assistant*
Colin Twitchell, *Center for Assistive Technology*
Glenn Armitage, *(F81) Fabrication Shop Supervisor*

LIBRARY

Gai Carpenter, *Director of Library and Information Services*
Susan Dayall, *Assistant Director*
Bonnie Vigeland, *Librarian—CCS*
Serena Smith, *Librarian—HA*
Helaine Selin, *Librarian—NS*
Dan Schnurr, *Librarian—SS*
Debra Whitney, *Administrative Secretary*
Tom Hart, *Circulation Specialist*
Emily Alling, *Evening Circulation Assistant*
Laura Johnson, *Circulation Assistant, Reserves*
Ruth Rae, *Film Office Specialist*
Amy Montali, *Media Services Coordinator*
Zena Cole, *Media Services Assistant*
Carolyn Arnold, *Gallery Specialist/Arts Coordinator*
Anita Weigel, *Cataloger*
Jane Pickles, *Technical Services Specialist*
Peggy Reber, *Serials Specialist*
John Gunther, *Media Production Specialist*
Ed Socha, *Senior Electronics Technician*
Robert Toth, *Electronics Technician*
Fred Foss, *Electronics Technician*
Robert Crowley, *Network Engineer*
Harriet Boyden, *Micro-Computer Systems Coordinator*
Jim Barufaldi, *Assistant Systems Administrator*
Cynthia Greene, *Information Systems Administrator*

OFFICE OF MULTICULTURAL AFFAIRS

vacant, *Dean*

Ynez Wilkins, *Assistant to the Dean*

OUTDOORS PROGRAM/RECREATIONAL ATHLETICS

Robert Garmirian, *Director*

Earl Alderson, *Instructor*

Glenna Lee Alderson, *Instructor*

Kathy Kyker-Snowman, *Instructor*

Madelyn McRae, *Instructor*

Karen Warren, *Instructor*

Troy Hill, *Instructor*

Marion Taylor, *Director, Martial Arts Program*

Bradford Moreau, *OPRA Technical Assistant*

Denise Conti, *Administrative Secretary*

Florence Wilk, *Coordinator, Robert Crown Center*

P.A.W.S.S. (PEACE AND WORLD SECURITY STUDIES)

Michael Klare, *Director and Five College Professor*

Adi Bemak, *Assistant Director of Five College Programming*

Yogesh Chandrani, *Assistant Director for Outreach to Faculty*

PHYSICAL PLANT

Larry Archey, *Director of Facilities and Services*

William Doherty, *Associate Director*

Charles Ekdahl, *Associate Director*

Katherine Dutton, *Associate Director of Facilities and Services*

Joyce Dorow, *Administrative Secretary, Physical Plant*

David Clevenger, *Night Custodian*

Hong Ly, *Night Custodian*

Chard Houn, *Night Custodian*

Sokha Nhong, *Night Custodian*

Angel Oliveras, *Night Custodian*

David Hallock, *Custodian*

Kong Ben, *Custodian*

Thomas Carroll, *Custodian*

Charlie Kopinto, *Custodian*

Robert McCain, *Custodian*

Cheryl Miner, *Custodian*

Wayne Casterline, *Custodian*

Dan Zeigler, *Custodian*

Bob Cook, *Custodian*

Stephen Orsillo, *Custodian*

Robin Kopec, *Housekeeper/Middle Street*

Victor Kudrikow, *Grounds Foreman*

David Brunelle, *Grounds/Maintenance*

Ken Drake, *Grounds/Maintenance*

Mark Drapeau, *Grounds/Maintenance*

Richard Ittner, *Carpenter Foreman*

Bruce Fay, *Carpenter*

Thomas Pelissier, *Carpenter*

Martin Rule, *Carpenter*

Robert Wood, *Head Painter*

Ken Ittner, *Painter*

Scott Smith, *Mechanical Specialist*

Frank Winn, *Mechanical Specialist*

Thomas Sypek, *Mechanical Specialist*

Chad Fink, *Electrical Foreman*

Jeffrey Neumann, *Electrician*

Todd Fondakowski, *Electrician's Helper*

Craig Davis, *Plumber*

POST OFFICE

Barbara Hendricks, *Supervisor*

Luis Guillen, *Technical Assistant*

PRESIDENT'S OFFICE

Gregory S. Prince, Jr., *President*

Nancy Kelly, *Executive Assistant to the President*

Barbara Orr-Wise, *Affirmative Action Officer*
Yaniris Fernandez, *Assistant to the President*
Mary Costello, *Administrative Assistant*
Laura Vitkus, *Administrative Secretary*

PUBLIC RELATIONS

Kathleen Candy, *Director*
Ruby Dion, *Administrative Assistant*
JoAnn Glading-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

vacant, *Director*

PUBLICATIONS

Melissa Stephen, *Director*
Becky Castro, *Graphic Designer*

READING AND WRITING PROGRAM

Deborah Gorlin, *Codirector*
Ellie Siegel, *Codirector*
Will Ryan, *Instructor*

SCHOOLS

COGNITIVE SCIENCE AND CULTURAL STUDIES

Mark Feinstein, *Co-dean*

Meredith Michaels, *Co-dean*
Leni Bowen, *Administrative Assistant*

HUMANITIES AND ARTS

Mary Russo, *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*
Elaine Walker, *Costume Design*

NATURAL SCIENCE

Brian Schultz, *Dean*
Joan Barrett, *Administrative Assistant*
Laurie Smith, *Secretary*
Paul Wright, *Computer/Network Specialist*
Susan Keydel, *Instrumentation Technical Assistant*
Patricia Young, *Laboratory Manager/Greenhouse Supervisor*
Jacqueline Chase, *Science Outreach Coordinator*

SOCIAL SCIENCE

Margaret Cerullo, *Co-dean*
Michael Ford, *Co-dean*
Chyrell George, *Administrative Assistant*
Yen Chun Mao, *Administrative Secretary*

SWITCHBOARD

Janice Nielsen, *Supervisor*
Karen Dougherty, *Operator*
Pat Mistark, *Operator*
Kathy Monahan, *Operator*
Michelle Searle, *Operator*
Charles Zerby, *Operator*

TREASURER'S OFFICE

Peter Correa, *Treasurer*
Kathleen Bowler, *Assistant to the Treasurer*

BOARD OF TRUSTEES (1996-1997)

Diane Bell, Henry R. Luce Professor of Religion, Economic Development, and Social Justice, College of the Holy Cross, Worcester, Massachusetts

Sandeep Bhandari (student trustee), Hampshire College, Amherst, Massachusetts

Blair Brown, president, Charrette Company, Woburn, Massachusetts

Sarah Buttenwieser (alumna), Northampton, Massachusetts

Ann Dudley Goldblatt (parent), adjunct professor of law, University of Chicago, Center for Clinical Medical Ethics, Chicago, Illinois

Judith Berry Griffin, president, A Better Chance, Inc., Boston, Massachusetts

David Gruber (alumni trustee), founder of Software Atelier, Inc., and Gruber & Co., Inc., New York, New York

Jean P. Guyton (parent), teacher, Lakewood, Colorado

John G. Heimann (parent), chairman, Global Financial Institutions, Merrill Lynch, New York, New York

Amy Hines (alumna), Payne, Forrester, & Olsson, New York, New York

Nancy Haven Doe Hopkins, professor of biology, Center for Cancer Research, Massachusetts Institute of Technology, Cambridge, Massachusetts

Artemis (Tim) Joukowsky 3d (alumnus), president H.F.G. Expansion Fund, Boston, Massachusetts

Florence Cawthorne Ladd (parent), director, The Bunting Institute, Cambridge, Massachusetts

Michael Mann (alumnus), Richards, Spears, Kibbe, and Orbe, Washington, DC

Paul A. McCraven (alumni trustee), executive vice president, Science Park Development Corporation, New Haven, Connecticut

Christopher Milne (alumnus), president/CEO, Gage-Wiley Co., Northampton, Massachusetts

J. Ernest Nunnally, vice president for institute relations, California Institute of Technology, Pasadena, California

Olara Otunnu, president, International Peace Academy, New York, New York

Percy A. Pierre, professor of engineering, Michigan State University, East Lansing, Michigan

Gregory S. Prince, Jr., president, Hampshire College, Amherst, Massachusetts

Sigmund Roos (alumnus), attorney, Field and Roos, Boston, Massachusetts

Jacqueline Slater (alumna), managing director, Real Estate Finance, Chemical Bank, New York, New York

Sietske Turndorf (parent), interior designer, New York, New York

Steven E. Weisler (faculty trustee), professor of Linguistics, Hampshire College, Amherst, Massachusetts

Eve B. Wildrick (alumna), president, Executive Interiors, Inc., Philadelphia, Pennsylvania

HAMPSHIRE COLLEGE SCHEDULE OF CLASSES-FALL 1997

SCHOOL OF COGNITIVE SCIENCE AND CULTURAL STUDIES

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
CCS 101	Animal Behavior	Coppinger	Open	25	MW 9-1020	FPH ELH
CCS 109	Computing Concepts	Spector	Open	25	WF 1030-1150	ASH AUD
CCS 110	Mind Matters	Feinstein/et al	Open	30	MW 1030-1150	ASH 126
CCS 117	Intro Confucianist Philosophy	Lu	Open	25	MW 4-520	FPH 104
CCS 132p	Experiments in Journalism	Kerr	Prosem	16	TTh 1030-1150	ASH 221
CCS 140	Video Production I	Ra'ad	InstrPer	16	M 630-930pm	LIB B-5
CCS 146	Chomsky/Lang/Human Nature	Weisler	Open	25	TTh 9-1020	ASH 221
CCS 158	Developmental Psychology	Rattermann	Open	25	MW 9-1020	ASH 221
CCS 159	Designing Computer Applications	Scarlatos	Open	24	TTh 1030-1150	ASH AUD
CCS 161	Film/Video History	Braderman	Open	32	W 230-6/Th 7-9pm	ASH AUD
CCS 163	Language/Thought/Reality	Stillings/Weisler	Open	40	TTh 1030-1150	ASH 126
CCS 179p	Computer /Journalism	J. Miller	Prosem	16	MW 1030-1150	ASH 221
CCS/HA 180	Intro to Cultural Studies	Rueschmann	Open	25	MW 1030-1150	EDH 1
CCS 185p	Neurolinguistics	Milekic	Prosem	16	TTh 1230-150	ASH 221
CCS 193p	The Knower/The Known	Michaels	Prosem	16	TTh 1030-1150	ASH 222
CCS 199A	Research Practicum	Chase	Prereq	15	MW 9-1020	ASH 222
CCS 213	Subversion/Contemp Film/Video	Millner	Open	25	T 630-10pm	ASH AUD
CCS 215	Creative Programming Workshop	Spector	Prereq	20	T 1230-320	ASH 126
CCS 241	Theories Child Development	Rattermann	Prereq	12	MW 1030-1150	ASH 111
CCS/NS 243	Brain and Behavior	Chase/Murray	InstrPer	25	MW 1030-1150+	ASH 222
CCS 268	Net News Workshop	J. Miller	InstrPer	10	T 1230-320	ASH 222
CCS 289	Psychology/Computer Interface	Milekic	Prereq	15	W 230-520	ASH 126
CCS 298	Installation/Performance/Video	Braderman/Millner	Prereq	20	Th 1230-320	LIB B-5/Studio
CCS 323	Study in Philosophy	Lu	Prereq	15	T 1230-320	FPH 101
CCS 350	Companion Animal Behavior	Coppinger	InstrPer	10	M 230-520	ARF
CCS 355	Marxism in Ideology	Ra'ad	InstrPer	20	T 1230-320	ASH 111
CCS 357	Seminar Cognitive Science	Stillings	Open	12	MW 1-220	ASH 221

SCHOOL OF HUMANITIES AND ARTS

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
HA 104	Introduction to Drawing	Brayton	Open	20	TTh 930-1150	ARB
HA 106	Introduction to Sculpture	Brayton	Open	15	TTh 1-320	ARB(Sculpture)
HA 110	Film/Video Workshop I	Brand	InstrPer	15	W 230-520/T 7-9pm	PFB
HA 111	Still Photography Workshop I	TBA	InstrPer	15	TBA	TBA
HA 113*	Modern Dance I	Nordstrom	Open	25	TTh 1030-1150	MDB Main
HA 119p	Making Meaning	Holland/Kennedy	Prosem	30	MW 1030-1150	FPH 102
HA 123p	Page To Stage	Kramer/Moore	Prosem	30	MW 1030-1150	FPH 108
HA 124p	Investigation Literary Value	Schocket	Prosem	16	MW 230-350	FPH 103
HA 127p	Reading with Gender in Mind	Lewis	Prosem	16	TTh 1230-150	KIVA
HA 132p	Feminist Fiction	Hanley	Prosem	16	WF 1-220	EDH 4
HA 135p	The Beats	Coles	Prosem	16	MW 1030-1150	EDH 4
HA 137	Three Russian Writers	Hubbs	Open	25	TTh 2-320	EDH 4
HA 139	Emergence of Modernism	Levine	Open	25	TTh 1230-150	ASH AUD

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

HA 153	Dance as an Art Form	Nordstrom	Open	25	TTh 1-250	MDB Main
HA 159	Architecture: Man-made	Pope	Open	25	WF 1030-1150	EDH 3
HA 173	Introduction to World Music	TBA	Open	40	TTh 9-1030	MDB Recital
HA 176	Basic Tonal Theory	TBA	Prereq	30	TTh 2-320	MDB Recital
HA/CCS 180	Intro to Cultural Studies	Rueschmann	Open	25	MW 1030-1150	EDH 1
HA 187	Camus	Meagher	Open	80	W 230-520	FPH WLH
HA 195	Queer Lives	Tracy	Open	25	MW 1-220	FPH 104
HA 208	Introduction to Painting	Mann	Prereq	16	MW 9-1150	ARB (Lg)
HA 210	Film/Video Workshop II	Ravett	InstrPer	15	Th 9-1150	PFB
HA 211	Still Photo Workshop II	Hayden	InstrPer	15	W 9-1150	PFB
HA 221	Issues Photo/Film/Video	Matthews	InstrPer	25	Th 1230-320	PFB
HA 222	History of Women/Feminism	Tracy	Open	25	TTh 2-320	FPH 104
HA 223	Film/Lit: Narrative/Cultures	Rueschmann	Open	25	MW1-220/M630-930pm	FPH108/ASH AUD
HA 225	Before Harlem Renaissance	Coles	Open	25	MW 1-220	EDH 1
HA 228	World Feodor Dostoevsky	Hubbs	Open	25	W 230-520	EDH 4
HA/SS 233A	Elementary Yiddish	Lewin	Open	18	MW 230-350	FPH 105
HA 234	Intro Short Story Writing	Hanley	InstrPer	15	T 9-1150	KIVA
HA/SS 235	Art and Revolution	Levine/Wald	Open	40	MW 1-220	ASH AUD
HA 239	Jazz Performance Seminar	Lateef	Prereq	25	M 8-1030 am	MDB Recital
HA 241	Culture Clash: Latin America	Holland	Open	25	TTh 1230-150	EDH 4
HA 242	Cold War Culture	Schocket	Open	25	TTh 2-320	EDH 1
HA 243	The Mind's Eye	Kramer/Moore	Open	40	MW 2-320	EDH Stage
HA 246	Architectural Design	R Goodman	Open	25	MW 230-350	EDH 2
HA 247	Documentary Tradition	Ravett	Open	25	F 9-1150/F 3-5	PFB
HA 248	Forms of Autobiography	Wallen	Open	25	TTh 1030-1150	EDH 1
HA 249	Poems Love and War	Meagher	Open	25	TTh 1030-1150	EDH 4
HA 250	Intermediate Poetry Writing	Jenkins	Prereq	15	F 9-1150	KIVA
HA 253	Intermediate Painting	Mann	InstrPer	12	MW 1-4	ARB (Sm)
HA 257	Seventeenth Century Studies	Kennedy	Open	25	TTh 1230-150	FPH 103
HA 259	Unruling Britannia	Lewis	Open	25	MW 230-350	EDH 1
HA 260	Intermediate Studio	Diao	InstrPer	15	TTh 1-320	ARB
HA 270	African American Composers	Edwards	Open	25	MW 1-220	MDB Music
HA 271	20th Century World Poetry	Jenkins	Prereq	20	T 9-1150	EDH 2
HA 272	Dance in Human Society	Lowell	Open	25	MF 1-250	MDB Dance
SS/HA 280	Jewish Spirituality/Tradition	Fine	Open	25	MW 1030-1150	FPH 103
HA 281	Music III/Tonal Systems	Edwards	Prereq	25	TTh 1230-150	MDB Music
HA 287	War/Theatre Ancient Athens	Meagher	Open	25	TTh 1230-150	EDH 1
HA 290A/B	Computer Music	Warner	Open/InstPer	15/5	MW 1030-1150	MDB EMS
HA 292	19th Century Writers	Russo	Open	25	WF 9-1020	EDH 4
HA 307	Painting the Expanded Field	Diao	InstrPer	15	W 1-5	ARB
HA 310	Film/Video Workshop III	Brand	InstrPer	15	T 1230-320	PFB
HA 313	Photography III	Hayden	InstrPer	15	T 9-1150	PFB
HA 324	Literary Theory Seminar	Wallen	InstrPer	20	M 230-520	EDH 4
HA 344	Music/Musical Discourse	Warner	Open	25	TTh 1030-1150	MDB Music

SCHOOL OF NATURAL SCIENCE

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
NS 101p	How Things Work	Bernstein	Prosem	16	TTh 2-320/Th330-520	CSC 126/Lab
NS 102	Physics I	Reid	Open	25	TTh 2-320/Th330-520	CSC 114/Lab
NS 107	Evolution of Earth	Reid	Open	25	WF 9-1020/F1-5	ASH 111/CSC Lab
NS 121p	Human Biology	Bruno/Jarvis	Prosem	30	TTh 1030-1150	CSC 114

NS 122p	How People Move	McNeal	Prosem	15	MWF1030-1150/W230-520	CSC3rdO/Lab
NS 138p	Health before Columbus	Martin	Prosem	16	TTh 9-1020	CSC 114
NS 139p	Plants/Human Health	Lowry	Prosem	16	WF 1-220	CSC 114
NS 142/342	Food/Medicine/Poison	Winship	Open/Prereq	15/10	WF 1-220	CSC 126
NS 150	Ag/Ecology/Society	Winship et al.	Open	25	MW1030-1150/M130-430	FPH107/CSCLab
NS 153p	Nat.Hist.Inf. Dis.	Miller	Prosem	16	TTh 1230-150	CSC 114
NS 157	Food/Nutrition/Health	Oke	Open	25	MW 9-1020	CSC 114
NS 168	College Counting	Kelly	Open	25	MWF 9-1020	CSC 2nd O
NS 179p	Global Climate Change	Roof	Prosem	16	TTh 1230-150	CSC 126
NS 180	Aquatic Ecology	D'Avanzo	Open	15	TTh1030-1150/Th1-5	CSC 126/Lab
NS 195	Pollution/Envir.	Amarasiriwardena	Open	20	WF 9-1020/F 1-4	CSC 126/Lab
NS 198	Ever Since Darwin	Miller	Open	25	MW 1030-1150	CSC 114
NS 202	Chemistry I	Amarasiriwardena	Open	25	MWF1030-1150/M130-430	CSC126/Lab
NS 240	Elem.Sch.Sci.Workshop	Bruno	Open	25	TTh 1230-230	CSC 302+3rd flr. lab
NS/CCS 243	Brain & Behavior	Murrain/Chase	InstrPer	25	MW 1030-1150+	ASH 222
NS 247	Cell Biology	Jarvis	Open	20	MW 9-1020/F1-5	CSC 202/Lab
NS 260	Calculus I	Hoffman	Open	25	MWF 9-1020\	ASH AUD
NS 295	Ethnoarch & Geol/SW	Martin/Savoy	InstrPer	15	TTh 1030-1150/Th1-4	CSC 302/Bone Lab
NS 316	Linear Algebra	Hoffman	Prereq	25	MWF 230-350	CSC 2nd O
NS 318	Complex Function Theory	Kelly	Prereq	15	MWF 1030-1150	CSC 2nd O
NS 330	Bioorganic Chem	Lowry/Keydel	Prereq	10	MWF 9-1020/T1-5	CSC 302/Lab
NS 342/142	Food/Medicine/Poison	Winship	Prereq/Open	10/15	WF 1-220	CSC 126
NS 354	Internet Res./Health	Murrain	Prereq	15	TTh 1030-1150	CSC 2nd O
NS 370	Comparative Physiology	Oke	InstrPer	10	M230-350/W230-520	CSC 302 +

SCHOOL OF SOCIAL SCIENCE

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
SS 114p	Renaissance Italy	Sperling	Prosem	16	MW 1030-1150	FPH 101
SS 115p	Political Justice	Mazor	Prosem	16	MW 9-1020	FPH 105
SS 116p	Revolution/Modern China	Johnson	Prosem	16	TTh 9-1020	FPH 105
SS 117p	Fact/Fiction Southeast Asia	Darlington	Prosem	16	MW 230-350	FPH 102
SS 118	Play/Culture/Human Develop	Schamess	Open	25	TTh 1030-1150	FPH 106
SS 119p	Econ Develop Women's Lives	Nisonoff	Prosem	16	TTh 9-1020	FPH 106
SS 122p	Power/Authority	Rakoff	Prosem	16	TTh 1030-1150	FPH 105
SS 125	Land/Property in America	Rakoff	Open	25	MW 1-220	FPH 103
SS 128p	Central America/Economy	Weaver	Prosem	16	TTh 9-1020	PFB 1
SS 136	Mysteries/Science/Pseudosci	Poe	Open	25	TTh 1230-150	FPH 102
SS 146	Unsafe Communities	Glazer	Open	25	MW 1-220	FPH 106
SS 148	Societies/Cultures Middle E	Mirsepassi	Open	25	MW 1030-1150	FPH 106
SS 153	Latinos in US	Risech-Ozguera	Open	25	MW 1-220	FPH 107
SS 154	Paths to the Past	Wald	Open	25	MW 9-1020	FPH 103
SS 184	American Capitalism	Warner	Open	25	MW 230-350	FPH 106
SS 202	Introduction History/World	Weaver	Open	25	MW 4-520	FPH 107
SS 210*	Introductory Economics	Warner	Open	25	MW 9-1020	FPH 104
SS 214	US Labor History	Nisonoff	Open	25	TTh 1230-150	FPH 105
SS 215	Politics Abortion Rights	Fried	Open	25	TTh 1030-1150	FPH 104
SS 228	Intro Social Psychology	Poe	Open	25	TTh 9-1020	FPH 104
SS/HA 233A	Elementary Yiddish	Lewin	Open	18	MW 230-350	FPH 105
SS 234	Jews European History	Glick	Open	25	MF 1030-1150	FPH 105

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

SS/HA 235	Art and Revolution	Wald/Levine	Open	40	MW 1-220	ASH AUD
SS 244	Cultural History Christianity	Sperling	Open	25	MW 4-520	FPH 103
SS 248	Gendered Cities	Breitbart	Open	25	MW 1-220	FPH 105
SS 259	Supreme Court/Law	Mazor	Open	25	MW 1-220	FPH WLH
SS 270	Race in the US	Risech-Ozeguera/Sawada	Open	40	TTh 1030-1150	FPH 108
SS 272	Critical Race Theory	Ford/White	Open	40	MW 4-520	CSC 114
SS 274	Revolutions:China/Cuba	Bengelsdorf/Johnson	Open	40	Th 1230-320	FPH ELH
SS/HA 280	Jewish Spirituality/Tradition	Fine	Open	25	MW 1030-1150	FPH 103
SS 288	History of Childhood	Glazer	Open	25	MW 1030-1150	FPH 104
SS 290	Postmodernity and Politics	Bengelsdorf/Cerullo	Open	40	WF 1-220	FPH ELH
SS 305	Histor/Readings on the US	Sawada	Open	15	W 1-350	FPH 101

WRITING/READING PROGRAM/CO-CURRICULAR

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
WP 101	Basic Writing	Ryan/Siegel	See Desc	25	WF 1030-1150	GRW
	Life-Expectation	Wright	Open		MW 4-6pm	FPH 106

FOREIGN LANGUAGES

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
FL 101	Intensive French	Roesch	InstrPer	10	TWTh 330-6pm	PHA-1
FL 102	Intensive Spanish	Gear	InstrPer	10	TWTh 330-6pm	PHB-1

CHORUS

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

OUTDOOR AND RECREATIONAL ATHLETICS PROGRAM

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
OPRA 101	Beginning Shotokan Karate	Taylor	Open	None	MW 530-7 pm	RCC Lounge
OPRA 102	Inter Shotokan Karate	Taylor	Prereq	None	TTh 6-8 pm	RCC Lounge
OPRA 104	Advanced Shotokan Karate	Taylor	InstrPer	None	TThSu 6-8 pm	RCC Lounge
OPRA 106	Beginning Kripalu Hatha Yoga (M)	Nasca	Open	20	M 7-830 pm	RCC Lounge
OPRA 107	Beginning Kripalu Hatha Yoga (N)	Nasca	Open	20	Th 430-6pm	RCC Lounge
OPRA 108	Continuing Kripalu Hatha Yoga	Nasca	Open	20	T 7-830pm	RCC Lounge
OPRA 111	Aikido	Hayes	Open	None	MW 4-515	RCC Lounge
OPRA 115	Beginning Kyudo	Taylor	InstrPer	None	TTh 3-430	RCC Lounge
OPRA 116	Intermediate Kyudo	Taylor	Prereq	None	MW 2-330	RCC Lounge
OPRA 118	Beginning T'ai Chi	Barry	Open	None	TTh 12-1	RCC Lounge
OPRA 119	Continuing T'ai Chi	Barry	Open	None	TTh 130-230	RCC Lounge
OPRA 123	Begin WW Kayaking (X)	E. Alderson	InstrPer	6	W 130-245/F1230-6pm	Pool/River
OPRA 124	Begin WW Kayaking (Y)	G. Alderson	InstrPer	6	W 245-4/F1230-6pm	Pool/River
OPRA 126	Beyond Begin WW Kayaking	G. Alderson	Prereq	8	Th 1230-6	Pool/River
OPRA 141	A Swimming Evolution	G. Alderson	Open	None	W 11-12 noon	Pool
OPRA 145	Lifeguard Training	G. Alderson	Open	10	TW 6-8pm	Pool
OPRA 149	Openwater Scuba Certif	Project Deep	Prereq	None	M 6-730/730-9 pm	Pool/RCC
OPRA 151	Top Rope Climbing (A)	Kyker-Snowman	Open	12	Th 1230-530 pm	RCC

OPRA 152	Top Rope Climbing (B)	E. Alderson	Open	12	Th 1230-6 pm	RCC
OPRA 174	Basic Fitness and Training	Hill	Open	12	TTh 830-10am	MSC
OPRA 175	Backyard Wilderness	Warren	Open	12	Th 1-5	EDH 2
OPRA 185	Beginning Tennis	McRae	InstrPer	12	TBA	MSC
OPRA 187	Intermed Tennis	McRae	InstrPer	12	TBA	MSC
OPRA 208	Experiential Education	Warren	InstrPer	Open	T1-5+	EDH 2

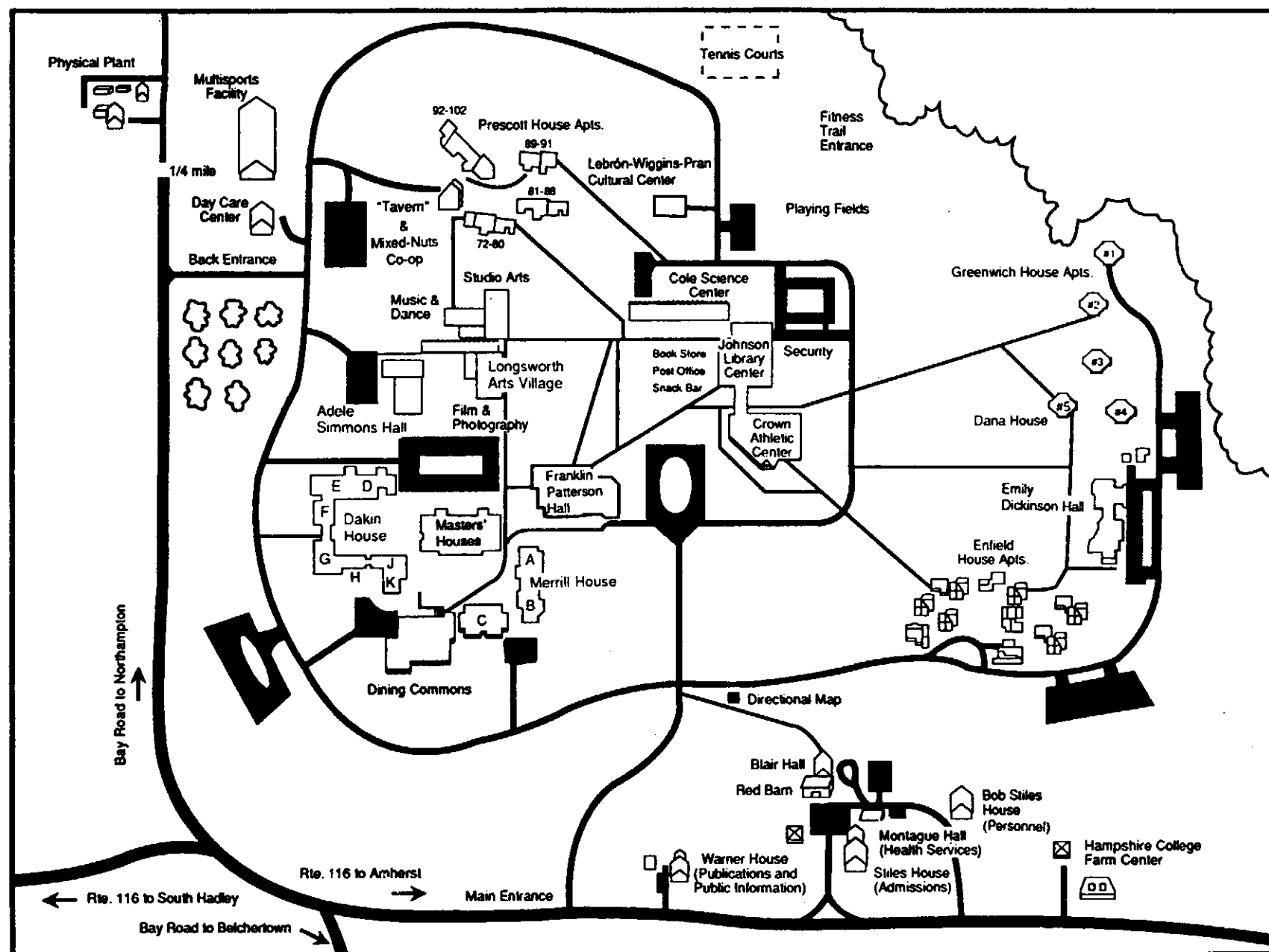
FIVE COLLEGE ASTRONOMY

Course	Title	Instructor	Course Start	Time	Location
ASTFC 13	The Solar System	Dent	Begins 9/3	MWF 1:25	UMass
ASTFC 14	Stars and Galaxies	Tadermaru	Begins 9/4	TTh 230-345	Amherst College
ASTFC 24	Stellar Astronomy	White, R.	Begins 9/3	MW 230-515	Smith College
ASTFC 26	Cosmology	Schneider	Begins 9/4	TTh 230-345	UMass
ASTFC 30	Topics in Astrophysics	Greenstein	Begins 9/4	MW 230-345	Amherst College
ASTFC 51	Astrophysics I	Van Blerkom	Begins 9/3	MW 125-245	UMass

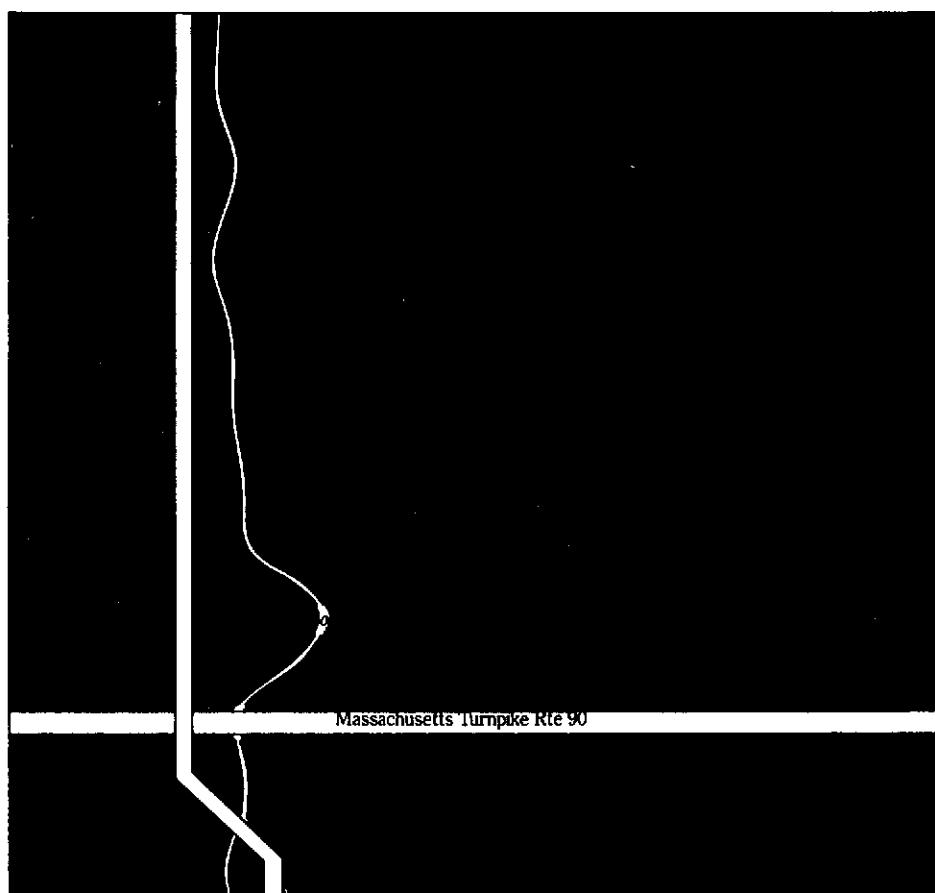
CODES

ARB	Arts Building
ARF	Animal Research Facility
ASH	Adele Simmons Hall
CSC	Cole Science Center
EDH	Emily Dickinson Hall
ELH	East Lecture Hall
EMS	Electronic Music Studio
EH	Enfield House
FPH	Franklin Patterson Hall
GRW	Greenwich Writing Center
LIB	Harold F. Johnson Library
MDB	Music and Dance Building
MLH	Main Lecture Hall
MSC	Multi-Sports Center
PH	Prescott House
PFB	Photography and Film Bldg
RCC	Robert Crown Center
TBA	To Be Announced or To Be Arranged
WLH	West Lecture Hall

**NOTE preregistration by Five College interchange*



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.

SCHOOL OF COGNITIVE SCIENCE AND CULTURAL STUDIES

Additional Class Time

CCS 140 VIDEO PRODUCTION I Walid Ra'ad
 Class meets M 630-930pm and additional time Wednesday 7-9pm LIB-B5

Instructor TBA

CCS 158 THEORIES OF DEVELOPMENTAL PSYCHOLOGY
 Content of course could be different from course guide description.

Instructor TBA

CCS 159 DESIGNING COMPUTER APPLICATIONS
 Content of course could be different from course guide description.

Instructor TBA

CCS 199 RESEARCH PRACTICUM
 Content of course could be different from course guide description.

Canceled

CCS/NS 243 BRAIN AND BEHAVIOR Christopher Chase/Michelle Murrain

SCHOOL OF HUMANITIES AND ARTS

New Course

HA 117* CONTACT IMPROVISATION Felice Wolfzahn

Contact Improvisation is a duet movement form. Two people move together, playing in a physical dialogue, communication through the language of touch, momentum, and weight. In these classes we will explore some simple solo and duet skills, such as rolling, falling, balance, counterbalance, jumping, weight-sharing, spirals, and tuning to our sensory input. We will work with an emphasis on releasing excess muscular tension, in order to allow more vital inner support for the body to move freely. Through the classes, we will combine skill work with open dancing scores in a supportive and focused environment.

Class will meet Mondays and Wednesdays 3:30-5:00 pm in the Hampshire Main Dance Studio. Enrollment is limited to 20. * This course is not suitable for one-half a Division I.

SCHOOL OF NATURAL SCIENCE

Canceled

NS/CCS 243 BRAIN AND BEHAVIOR Christopher Chase/Michelle Murrain

Canceled until Spring 1998

NS 318 COMPLEX FUNCTION THEORY David Kelly

New Course

NS 324 ADVANCED CALCULUS David Kelly

See course guide for description Spring page 89. Class will meet MWF 1030-1150 CSC 2nd Open

SCHOOL OF SOCIAL SCIENCE

New Course

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

This course will examine how the beliefs and practices of Buddhism adapted to and influenced the cultures and societies in South and Southeast Asia, with particular emphasis on social and historical factors. Rather than defining Buddhism strictly as a scriptural religious philosophy, a range of interpretations and cultural forms will be explored. We will look at Buddhism from its place in Indian society at its origin 2,500 years ago through its spread south and east to Sri Lanka, Burma, Thailand, Laos and Cambodia, and its syncretism with local spirit and other beliefs. Topics of discussion will include the political history and struggles of Tibetan Buddhism, the social activism of Thai "development" and "ecology" monks, and the dramatic peace work of Vietnamese followers of Thich Nhat Hahn. Class will meet for one hour and twenty minutes twice a week. Enrollment is limited to 25.

LEMELSON CENTER FOR DESIGN

The Dorothy and Jerome Lemelson Center for Design is a design and fabrication facility open to Hampshire College students, faculty and staff. The following shop training areas will be offered: Introductory Training, two - 2 1/2 hour sessions, Arc Welding, one - 3 hour session, Gas Welding, one - 3 hour session, Machining, four - 2 1/2 hour sessions. A full description and schedule of trainings will be announced in the fall.

FABRICATION SKILLS Glenn Armitage

This semester long workshop is intended for those who desire more extensive instruction and guided hands on practice than is provided in the Shop Trainings. Students will work with the broad range of fabrication techniques encompassed in the Introductory, Arc Welding and Gas Welding trainings. Design skills will be fostered through a better understanding of the capabilities and limitations of tools and materials and through an introduction to mechanical drawing. After gaining familiarity and some competence with the tools and materials, students will work cooperatively on design and fabrication problems. This is a co-curricular activity and work for the course is limited to class time. Evaluations are available if requested.

Class will meet on Fridays 9:30 a.m.-12:00 a.m. at the Lemelson Center for Design. Class size is limited to 8.

Lee
Spector
X5352
X5510

HAMPSHIRE COLLEGE SCHEDULE OF CLASSES-FALL 1997 (4/11/97)

SCHOOL OF COGNITIVE SCIENCE AND CULTURAL STUDIES

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
CCS 101	Animal Behavior	Coppinger	Open	25	MW 9-1020	FPH ELH
CCS 109	Computing Concepts	Spector	Open	25	WF 1030-1150	ASH AUD
CCS 110	Mind Matters	Feinstein/et al	Open	30	MW 1030-1150	ASH 126
CCS 117	Intro Confucianist Philosophy	Lu	Open	25	MW 4-520	FPH 104
CCS 132p	Experiments in Journalism	Kerr	Prosem	16	TTh 1030-1150	ASH 221
CCS 140	Video Production I	Ra'ad	InstrPer	16	M 630-930pm/W 7-9pm	LIB B-5
CCS 146	Chomsky/Lang/HumanNature	Weisler	Open	25	TTh 9-1020	ASH 221
CCS 158	Developmental Psychology	TBA	Open	25	MW 9-1020	ASH 221
CCS 159	Designing Computer Applications	TBA	Open	24	TTh 1030-1150	ASH AUD
CCS 161	Film/Video History....	Braderman	Open	32	W 230-6/Th 7-9pm	ASH AUD
CCS 163	Language/Thought/Reality	Stillings/Weisler	Open	40	TTh 1030-1150	ASH 126
CCS 179p	Computer /Journalism	J. Miller	Prosem	16	MW 1030-1150	ASH 221
CCS/HA 180	Intro to Cultural Studies	Rueshmann	Open	25	MW 1030-1150	EDH 1
CCS 185p	Neurolinguistics	Milekic	Prosem	16	TTh 1230-150	ASH 221
CCS 193p	The Knower/The Known	Michaels	Prosem	16	TTh 1030-1150	ASH 222
CCS 199A	Research Practicum	TBA	Prereq	15	MW 9-1020	ASH 222
CCS 213	Subversion/Contemp Film/Video	Millner	Open	25	T 630-10pm	ASH AUD
CCS 215	Creative Programming Workshop	Spector	Prereq	20	T 1230-320	ASH 126
CCS 241	Theories Child Development	TBA	Prereq	12	MW 1030-1150	ASH 111
CCS/NS 243	Brain and Behavior	Chase/Murray	C A N C E L E D			
CCS 268	Net News Workshop	J. Miller	InstrPer	10	T 1230-320	ASH 222
CCS 289	Psychology/Computer Interface	Milekic	Prereq	15	W 230-520	ASH 126
CCS 298	Installation/Performance/Video	Braderman/Millner	Prereq	20	Th 1230-320	LIB B-5/Studio
CCS 323	Study in Philosophy	Lu	Prereq	15	T 1230-320	FPH 101
CCS 350	Companion Animal Behavior	Coppinger	InstrPer	10	M 230-520	ARF
CCS 355	Marxism in Ideology	Ra'ad	InstrPer	12	T 1230-320	ASH 111
CCS 357	Seminar Cognitive Science	Stillings	Open	12	MW 1-220	ASH 221

SCHOOL OF HUMANITIES AND ARTS

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
HA 104	Introduction to Drawing	Brayton	Open	20	TTh 930-1150	ARB
HA 106	Introduction to Sculpture	Brayton	Open	15	TTh 1-320	ARB(Sculpture)
HA 110	Film/Video Workshop I	Brand	InstrPer	15	W 230-520/T 7-9pm	PFB
HA 111	Still Photography Workshop I	TBA	InstrPer	15	TBA	TBA
HA 113*	Modern Dance I	Nordstrom	Open	25	TTh 1030-1150	MDB Main
HA 117*	Contact Improvisation	Wolfzahn	Open	20	MW 330-5pm	MDB Main
HA 119p	Making Meaning	Holland/Kennedy	Prosem	30	MW 1030-1150	FPH 102
HA 123p	Page To Stage	Kramer/Moore	Prosem	30	MW 1030-1150	FPH 108
HA 124p	Investigation Literary Value	Schocket	Prosem	16	MW 230-350	FPH 103
HA 127p	Reading with Gender in Mind	Lewis	Prosem	16	TTh 1230-150	KIVA
HA 132p	Feminist Fiction	Hanley	Prosem	16	WF 1-220	EDH 4
HA 135p	The Beats	Coles	Prosem	16	MW 1030-1150	EDH 4
HA 137	Three Russian Writers	Hubbs	Open	25	TTh 2-320	EDH 4
HA 139	Emergence of Modernism	Levine	Open	25	TTh 1230-150	ASH AUD
HA 153	Dance as an Art Form	Nordstrom	Open	25	TTh 1-250	MDB Main
HA 159	Architecture: Man-made	Pope	Open	25	WF 1030-1150	EDH 3
HA 173	Introduction to World Music	TBA	Open	40	TTh 9-1030	MDB Recital
HA 176	Basic Tonal Theory	TBA	Prereq	30	TTh 2-320	MDB Recital
HA/CCS 180	Intro to Cultural Studies	Rueshmann	Open	25	MW 1030-1150	EDH 1
HA 187	Camus	Meagher	Open	80	W 230-520	FPH WLH
HA 195	Queer Lives	Tracy	Open	25	MW 1-220	FPH 104

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

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
HA 208	Introduction to Painting	Mann	Prereq	16	MW 9-1150	ARB (Lg)
HA 210	Film/Video Workshop II	Ravett	InstrPer	15	Th 9-1150	PFB
HA 211	Still Photo Workshop II	Hayden	InstrPer	15	W 9-1150	PFB
HA 221	Issues Photo/Film/Video	Matthews	InstrPer	25	Th 1230-320	PFB
HA 222	History of Women/Feminism	Tracy	Open	25	TTh 2-320	FPH 104
HA 223	Film/Lit: Narrative/Cultures	Rueschmann	Open	25	MW 1-220/M630-930pm	FPH 108/ASH AUD
HA 225	Before Harlem Renaissance	Coles	Open	25	MW 1-220	EDH 1
HA 228	World Feodor Dostoevsky	Hubbs	Open	25	W 230-520	EDH 4
HA/SS 233A	Elementary Yiddish	Lewin	Open	18	MW 230-350	FPH 105
HA 234	Intro Short Story Writing	Hanley	InstrPer	15	T 9-1150	KIVA
HA/SS 235	Art and Revolution	Levine/Wald	Open	40	MW 1-220	ASH AUD
HA 239	Jazz Performance Seminar	Lateef	Prereq	25	M 8-1030 am	MDB Recital
HA 241	Culture Clash: Latin America	Holland	Open	25	TTh 1230-150	EDH 4
HA 242	Cold War Culture	Schocket	Open	25	TTh 2-320	EDH 1
HA 243	The Mind's Eye	Kramer/Moore	Open	40	MW 2-320	EDH Stage
HA 246	Architectural Design	R Goodman	Open	25	MW 230-350	EDH 2&3
HA 247	Documentary Tradition	Ravett	Open	25	F 9-1150/F 3-5	PFB
HA 248	Forms of Autobiography	Wallen	Open	25	TTh 1030-1150	EDH 1
HA 249	Poems Love and War	Meagher	Open	25	TTh 1030-1150	EDH 4
HA 250	Intermediate Poetry Writing	Jenkins	Prereq	15	F 9-1150	KIVA
HA 253	Intermediate Painting	Mann	InstrPer	12	MW 1-4	ARB (Sm)
HA 257	Seventeenth Century Studies	Kennedy	Open	25	TTh 1230-150	FPH 103
HA 259	Unruling Britannia	Lewis	Open	25	MW 230-350	EDH 1
HA 260	Intermediate Studio	Diao	InstrPer	15	TTh 1-320	ARB
HA 270	African American Composers	Edwards	Open	25	MW 1-220	MDB Music
HA 271	20th Century World Poetry	Jenkins	Prereq	20	T 9-1150	EDH 2
HA 272	Dance in Human Society	Lowell	Open	25	MF 1-250	MDB Dance
SS/HA 280	Jewish Spirituality/Tradition	Fine	Open	25	MW 1030-1150	FPH 103
HA 281	Music III/Tonal Systems	Edwards	Prereq	25	TTh 1230-150	MDB Music
HA 287	War/Theatre Ancient Athens	Meagher	Open	25	TTh 1230-150	EDH 1
HA 290A/B	Computer Music	Warner	Open/InstPer	15/5	MW 1030-1150	MDB EMS
HA 292	19th Century Writers	Russo	Open	25	WF 9-1020	EDH 4
HA 307	Painting the Expanded Field	Diao	InstrPer	15	W 1-5	ARB
HA 310	Film/Video Workshop III	Brand	InstrPer	15	T 1230-320	PFB
HA 313	Photography III	Hayden	InstrPer	15	T 9-1150	PFB
HA 324	Literary Theory Seminar	Wallen	InstrPer	20	M 230-520	EDH 4
HA 344	Music/Musical Discourse	Warner	Open	25	TTh 1030-1150	MDB Music

SCHOOL OF NATURAL SCIENCE

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
NS 101p	How Things Work	Bernstein	Prosem	16	TTh 2-320/Th330-520	CSC 126/Lab
NS 102	Physics I	Reid	Open	25	TTh 2-320/Th330-520	CSC 114/Lab
NS 107	Evolution of Earth	Reid	Open	25	WF 9-1020/F1-5	ASH 111/CSC Lab
NS 121p	Human Biology	Bruno/Jarvis	Prosem	30	TTh 1030-1150	CSC 114
NS 122p	How People Move	McNeal	Prosem	15	MWF1030-1150/W230-520	CSC3rdO/Lab
NS 138p	Health before Columbus	Martin	Prosem	16	TTh 9-1020	CSC 114
NS 139p	Plants/Human Health	Lowry	Prosem	16	WF 1-220	CSC 114
NS 142/342	Food,Medicine,Poison	Winship	Open/Prereq	15/10	WF 1-220	CSC 126
NS 150	Ag/Ecology/Society	Winship et al.	Open	25	MW1030-1150/M130-430	FPH 107/CSC Lab
NS 153p	Nat.Hist.Inf. Dis.	Miller	Prosem	16	TTh 1230-150	CSC 114
NS 157	Food/Nutrition/Health	Oke	Open	25	MW 9-1020	CSC 114
NS 168	College Counting	Kelly	Open	25	MWF 9-1020	CSC 2nd O
NS 179p	Global Climate Change	Roof	Prosem	16	TTh 1230-150	CSC 126

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

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
NS 180	Aquatic Ecology	D'Avanzo	Open	15	TTh1030-1150/Th1-5	CSC 126/Lab
NS 195	Pollution/Envir.	Amarasiriwardena	Open	20	WF 9-1020/F 1-4	CSC 126/Lab
NS 198	Ever Since Darwin	Miller	Open	25	MW 1030-1150	CSC 114
NS 202	Chemistry I	Amarasiriwardena	Open	25	MWF1030-1150/M130-430	CSC126/Lab
NS 240	Elem.Sch.Sci.Workshop	Bruno	Open	25	TTh 1230-230	CSC 302+3rd flr. lab
NS/CCS 243	Brain & Behavior	Murray/Chase	C A N C E L E D			
NS 247	Cell Biology	Jarvis	Open	20	MW 9-1020/F1-5	CSC 202/Lab
NS 260	Calculus I	Hoffman	Open	25	MWF 9-1020\	ASH AUD
NS 295	Ethnoarch & Geol/SW	Martin/Savoy	InstrPer	15	TTh 1030-1150/Th1-4	CSC 302/Bone Lab
NS 316	Linear Algebra	Hoffman	Prereq	25	MWF 230-350	CSC 2nd O
NS 318	Complex Function Theory	Kelly	C A N C E L E D		to be taught S98	
NS 324	Advanced Calculus	Kelly	Prereq	15	MWF 1030-1150	CSC 2nd O
NS 330	Bioorganic Chem	Lowry/Keydel	Prereq	10	MWF 9-1020/T1-5	CSC 302/Lab
NS 342/142	Food/Medicine/Poison	Winship	Prereq/Open	10/15	WF 1-220	CSC 126
NS 354	Internet Res./Health	Murray	Prereq	15	TTh 1030-1150	CSC 2nd O
NS 370	Comparative Physiology	Oke	InstrPer	10	M230-350/W230-520	CSC 302 +

SCHOOL OF SOCIAL SCIENCE

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
SS 114p	Renaissance Italy	Sperling	Prosem	16	MW 1030-1150	FPH 101
SS 115p	Political Justice	Mazor	Prosem	16	MW 9-1020	FPH 105
SS 116p	Revolution/Modern China	Johnson	Prosem	16	TTh 9-1020	FPH 105
SS 117p	Fact/Fiction Southeast Asia	Darlington	Prosem	16	MW 230-350	FPH 102
SS 118	Play/Culture/Human Develop	Schamess	Open	25	TTh 1030-1150	FPH 106
SS 119p	Econ Develop Women's Lives	Nisonoff	Prosem	16	TTh 9-1020	FPH 106
SS 122p	Power/Authority	Rakoff	Prosem	16	TTh 1030-1150	FPH 105
SS 125	Land/Property in America	Rakoff	Open	25	MW 1-220	FPH 103
SS 128p	Central America/Economy	Weaver	Prosem	16	TTh 9-1020	PHB 1
SS 136	Mysteries/Science/Pseudosci	Poe	Open	25	TTh 1230-150	FPH 102
SS 146	Unsafe Communities	Glazer	Open	25	MW 1-220	FPH 106
SS 148	Societies/Cultures Middle E Mirsepassi		Open	25	MW 1030-1150	FPH 106
SS 153	Latinos in US	Risech-Ozeguera	Open	25	MW 1-220	FPH 107
SS 154	Paths to the Past	Wald	Open	25	MW 9-1020	FPH 103
SS 184	American Capitalism	Warner	Open	25	MW 230-350	FPH 106
SS 202	Introduction History/World	Weaver	Open	25	MW 4-520	FPH 107
SS 210*	Introductory Economics	Warner	Open	25	MW 9-1020	FPH 104
SS 214	US Labor History	Nisonoff	Open	25	TTh 1230-150	FPH 105
SS 215	Politics Abortion Rights	Fried	Open	25	TTh 1030-1150	FPH 104
SS 228	Intro Social Psychology	Poe	Open	25	TTh 9-1020	FPH 104
SS/HA 233A	Elementary Yiddish	Lewin	Open	18	MW 230-350	FPH 105
SS 234	Jews European History	Glick	Open	25	MF 1030-1150	FPH 105
SS/HA 235	Art and Revolution	Wald/Levine	Open	40	MW 1-220	ASH AUD
SS 244	Cultural History Christianity	Sperling	Open	25	MW 4-520	FPH 103
SS 248	Gendered Cities	Breitbart	Open	25	MW 1-220	FPH 105
SS 253	Buddism/Societ in S/SE Asia	Darlington	Open	25	TTh 2-320	FPH 107
SS 259	Supreme Court/Law	Mazor	Open	25	MW 1-220	FPH WLH
SS 270	Race in the US	Risech-Ozeguera/Sawada	Open	40	TTh 1030-1150	FPH 108
SS 272	Critical Race Theory	Ford/White	Open	40	MW 4-520	CSC 114
SS 274	Revolutions:China/Cuba	Bengelsdorf/Johnson	Open	40	Th 1230-320	FPH ELH
SS/HA 280	Jewish Spirituality/Tradition	Fine	Open	25	MW 1030-1150	FPH 103
SS 288	History of Childhood	Glazer	Open	25	MW 1030-1150	FPH 104
SS 290	Postmodernity and Politics	Bengelsdorf/Cerullo	Open	40	WF 1-220	FPH ELH
SS 305	Histor/Readings on the US	Sawada	Open	15	W 1-350	FPH 101

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

WRITING/READING PROGRAM/Co-Curricular

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
WP 101	Basic Writing	Ryan/Siegel	See Desc	25	WF 1030-1150	GRW
	Life-Expectation	Wright	Open		MW 4-6pm	FPH 106

FOREIGN LANGUAGES

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
FL 101	Intensive French	Roesch	InstrPer	10	TWTh 330-6pm	PHA-1
FL 102	Intensive Spanish	Gear	InstrPer	10	TWTh 330-6pm	PHB-1

CHORUS

Chorus	Hampshire College Chorus	Kearns	See Desc	None	MW 4-6pm	MDB Recital
--------	--------------------------	--------	----------	------	----------	-------------

LEMELSON CENTER FOR DESIGN

	Fabrication Skills	Armitage	See Desc	8	F 930-12noon	Lemelson Center
--	--------------------	----------	----------	---	--------------	-----------------

OUTDOOR AND RECREATIONAL ATHLETICS PROGRAM

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
OPRA 101	Beginning Shotokan Karate	Taylor	Open	None	MW 530-7 pm	RCC Lounge
OPRA 102	Inter Shotokan Karate	Taylor	Prereq	None	TTh 6-8 pm	RCC Lounge
OPRA 104	Advanced Shotokan Karate	Taylor	InstrPer	None	TThSu 6-8 pm	RCC Lounge
OPRA 106	Beginning Kripalu Hatha Yoga (M)	Nasca	Open	20	M 7-830 pm	RCC Lounge
OPRA 107	Beginning Kripalu Hatha Yoga (N)	Nasca	Open	20	Th 430-6pm	RCC Lounge
OPRA 108	Continuing Kripalu Hatha Yoga	Nasca	Open	20	T 7-830pm	RCC Lounge
OPRA 111	Aikido	Hayes	Open	None	MW 4-515	RCC Lounge
OPRA 115	Beginning Kyudo	Taylor	InstrPer	None	TTh 3-430	RCC Lounge
OPRA 116	Intermediate Kyudo	Taylor	Prereq	None	MW 2-330	RCC Lounge
OPRA 118	Beginning T'ai Chi	Barry	Open	None	TTh 12-1	RCC Lounge
OPRA 119	Continuing T'ai Chi	Barry	Open	None	TTh 130-230	RCC Lounge
OPRA 123	Begin WW Kayaking (X)	E. Alderson	InstrPer	6	W 130-245/F1230-6pm	Pool/River
OPRA 124	Begin WW Kayaking (Y)	G. Alderson	InstrPer	6	W 245-4/F1230-6pm	Pool/River
OPRA 126	Beyond Begin WW Kayaking	G. Alderson	Prereq	8	Th 1230-6	Pool/River
OPRA 141	A Swimming Evolution	G. Alderson	Open	None	W 11-12 noon	Pool
OPRA 145	Lifeguard Training	G. Alderson	Open	10	TW 6-8pm	Pool
OPRA 149	Openwater Scuba Certif	Project Deep	Prereq	None	M 6-730/730-9 pm	Pool/RCC
OPRA 151	Top Rope Climbing (A)	Kyker-Snowman	Open	12	Th 1230-530 pm	RCC
OPRA 152	Top Rope Climbing (B)	E. Alderson	Open	12	Th 1230-6 pm	RCC
OPRA 174	Basic Fitness and Training	Hill	Open	12	TTh 830-10am	MSC
OPRA 175	Backyard Wilderness	Warren	Open	12	Th 1-5	EDH 2
OPRA 185	Beginning Tennis	McRae	InstrPer	12	TBA	MSC
OPRA 187	Intermed Tennis	McRae	InstrPer	12	TBA	MSC
OPRA 208	Experiential Education	Warren	InstrPer	Open	T1-5+	EDH 2

FIVE COLLEGE ASTRONOMY

ASTFC 13	The Solar System	Dent	Begins 9/3	MWF 1:25	UMass
ASTFC 14	Stars and Galaxies	Tadernaru	Begins 9/4	TTh 230-345	Amherst College
ASTFC 24	Stellar Astronomy	White, R.	Begins 9/3	MW 230-515	Smith College
ASTFC 26	Cosmology	Schneider	Begins 9/4	TTh 230-345	UMass
ASTFC 30	Topics in Astrophysics	Greenstein	Begins 9/4	MW 230-345	Amherst College
ASTFC 51	Astrophysics I	Van Blerkom	Begins 9/3	MW 125-245	UMass

HAMPSHIRE COLLEGE SUPPLEMENT FOR FALL 1997 8/8/97

SCHOOL OF COGNITIVE SCIENCE AND CULTURAL STUDIES

New Course

CCS 107 CONNECTIONISM

Joseph Hernandez Cruz/Neil Stillings

This course is an introduction to "connectionism"--a new way of thinking about the mind and understanding its achievements. At the same time, it will provide an overview of cognitive science in general, the interdisciplinary scientific approach to the mind in which the boundaries between psychology, philosophy, neuroscience, computer science, linguistics and mathematics are not rigidly set. Although the study of the mind in this fashion has been around only for a short time, there are already rumblings of a fundamental change in view about what the mind is like. At the center of this controversy is a cluster of approaches, variously called connectionism, parallel distributed processing (PDP), or "neural network" modeling--so called because in certain respects the units and organizational principles of connectionist models bear an interesting resemblance to real brains and nervous systems.

Students will be responsible for weekly modeling assignments in the computer lab. These presuppose elementary skills in algebra and a basic familiarity with running computer software. In addition, there will be a final class project which may be a paper on the history or philosophy of connectionism, an actual connectionist model of a cognitive capacity, or both. The class will meet twice a week for one hour and twenty minutes each time. Enrollment limit is 25.

New Course

CCS 131 INTRODUCTION TO MEDIA STUDIES Bethany Ogdon

Do the media set the agenda for popular political and cultural debates? Are audiences passive receivers or complex readers of media texts? What effect does media ownership have on media representations? What is the relationship between the media and technological innovation? What role does the media play in the formation of national and personal identity? These are some of the questions we will be considering in this critical introduction to media studies. We will survey the major traditions of scholarly inquiry into the mass media from the 1940s to the present (for instance: mass society theory, functionalism, pluralism, media effects, political economy, textual analysis, and audience research). We will pay specific attention to the ideologies and political perspectives that have influenced this work. We will also consider the ways in which feminist theory, queer theory, and critical race and ethnic studies have more recently intervened in the field of media studies.

This course will function both as an introduction to theories of the media and as a survey of mass media institutions (i.e., film, television, radio, advertising, and the internet). The course includes weekly screenings which will serve to illustrate and augment our readings and discussions. Class will meet twice a week for one hour and twenty minutes each time. Enrollment limit is 25. Time: TTh 1030-1150.

New Course

CCS 138p INTRODUCTION TO ANCIENT GREEK PHILOSOPHY: PLATO AND THE PRESOCRATICS

Nina Belmonte

This course will be an introduction to the major themes of ancient Greek thought and their development from their first appearance in certain Presocratic philosophers, to their elaboration in the dialogues of Plato. We will make a continuous effort to place these works in their historical and cultural context, beginning with explanations of the world as found in Greek myths and encountering the birth of western philosophy and science in general as the search for wisdom.

Readings will include various fragments from the Presocratics and several Platonic dialogues, including the *Apology*, *Meno*, *Phaedo* and the *Republic*. Several short papers and one final long paper will be required. Class will meet twice a week for one hour and twenty minutes each time. Enrollment limit is 16.

Additional Class Time

CCS 140 VIDEO PRODUCTION I

Walid Ra'ad

Class meets M 630-930pm and additional time
Wednesday 7-9pm in LIB-B5

Instructor Added

CCS 158 THEORIES OF DEVELOPMENTAL PSYCHOLOGY Stacy Birch

Canceled

CCS 159 DESIGNING COMPUTER APPLICATIONS

Instructor Changed

CCS 161 FILM/VIDEO HISTORY, THEORY AND PRACTICE Ernest Larsen

Instructor Dropped

CCS 163 LANGUAGE, THOUGHT AND REALITY Steven Weisler/Neil Stillings

Course Canceled

CCS 199A RESEARCH PRACTICUM

New Course

CCS 212 THE PHILOSOPHY OF

EXISTENTIALISM Nina Belmonte

No, being depressed does not make you an existentialist. Come find out what does.

This course will be an introduction to the philosophy of existentialism, including some readings from its literary counterparts, but keeping the focus on theory. How does the philosophy of existentialism grow out of, yet differ from the earlier tradition of "modern" philosophy? What are its basic tenets, its primary concerns, its ethical imperatives?

Readings will include: Kierkegaard, *Fear and Trembling*; Nietzsche, *Genealogy of Morals*, *Beyond Good and Evil*; selections from Heidegger, *Basic Writings*; Sartre, "Existentialism is a Humanism" and selections from *Being and Nothingness*. At the end of the semester, we will read some existentialist literature, including Camus' *The Stranger*, Beckett's "Waiting for Godot" and Genet's "Deathwatch." If time permits, we will also see a selection of films throughout the semester.

There will be five papers required: four short ones exploring the thought of the philosophers mentioned above, and one longer one on an existential topic/figure/work of your choice. Class will meet twice a week for one hour and twenty minutes each time. Enrollment limit is 25.

New Course

CCS 214 TEACHING WITH COMPUTERS ON THE WORLD WIDE WEB Thomas Murray

The World Wide Web presents unique opportunities and challenges to those who wish to learn and teach using computers. We will explore current methods used for web-based teaching and learning, critique existing systems, and read about recent advances in "intelligent" computer tutors which adapt to the student skill level and provide coaching and guidance. Students will work in teams to design simple (or more ambitious!) on-line tutorials and will sketch out how these prototype systems might be extended to become effective and practical tools for learning.

Students may bring a variety of previous experiences to bear in areas such as HTML—document authoring, computer programming, multimedia or graphics, and learning or cognitive theory. There are no prerequisites, but students are expected to be sufficiently comfortable with computers to learn applications on their own. Class will meet twice a week for one hour and twenty minutes each time. Enrollment is limited to 15 students. (Lemelson course) Time: MW 230-350 in ASH 111.

New Course

CCS 220 INVESTIGATIVE REPORTING

David Kerr

In this course we will study the works of some of the best—George Seldes, I. F. Stone, Joan Didion, Seymour Hirsh, Jessica Mitford, Buzzy Bisinger, Hunter Thompson, and others—and try to use their techniques to report on our own community. It is expected that the best articles and series written for this course will be published in the campus paper.

This course is geared to the confident writer who wants to develop further her or his research, editing and reporting skills. Be prepared to work cooperatively with your classmates; check enlarged egos at the door. Plan on a heavy load of research, writing, editing and revising. The class will meet twice a week for one hour and twenty minutes each time. Enrollment will be limited to 15 by instructor permission after the first class meeting. Time: TTh 6-750.

New Course

CCS 228 MASCULINITY IN THE POPULAR IMAGINATION Bethany Ogdon

This course will be an investigation of the shifting constructions of masculinity in popular American culture since World War II. We will think about these constructions in relation to their historical specificity, particularly as regards their intersection with the categories of race and class. We will examine representations of both dominant and "alternative" masculinities in the Hollywood cinema, television, the popular press, popular music and advertising. What kinds of masculine icons are culturally dominant at particular historical moments? How do dominant images of masculinity both reflect and impact on contemporaneous cultural and/or political anxieties? We will be looking at such culturally significant masculine figures as the doomed protagonist of film noir, the television sitcom father from the 1950s to the present, *Playboy Magazine's* swinging bachelor, Clint Eastwood's film characters, Howard Stern's "shock jock" persona, Forrest Gump, the "glam" rocker and the "gangsta" rapper, the male models of Calvin Klein's CK1 campaign, and the 80s and 90s versions of the Hollywood action-adventure hero.

Our critical and theoretical readings will be drawn from psychoanalysis, feminist theory, cultural history, postmodern theories of the body and gender performance, and popular writings on the current "crisis of masculinity." The class will consist of film and video screenings, readings and discussion. Class will meet once a week for two hours and forty minutes. Time: W 630-910 pm.

Instructor TBA

CCS 241 CONSTRUCTIVIST THEORIES OF CHILD DEVELOPMENT

Content of course could be different from course guide description.

Canceled

CCS/NS 243 BRAIN AND BEHAVIOR

Christopher Chase/Michelle Murrain

New Course

CCS 270 EXPERIMENTAL METHODS AND DESIGN Stacy Birch

Students in this course will learn about and participate in experimental research. We will discuss how to conduct good experiments and how to be good "consumers" of research. Basic experimental terminology, design, and the pitfalls will be covered along with procedural methodology. Students will also design and conduct original experiments, in collaboration with other students, and with the help of the instructor. (We will make use of Hampshire's psychology and cognitive science laboratory in Simmons Hall). Finally, students will present the findings of their research at a mock professional conference. Students who are thinking about graduate school in psychology, cognitive science, or any field that utilizes experimental methods to study human behavior should take this course.

Class will meet twice a week for one hour and twenty minutes. Students will also spend time in the lab each week (on average, three hours). Enrollment limit is 16 and instructor permission is required. Students who preregistered for CCS 199A should consider this course and talk to the instructor. Time: MW 1-220.

Instructor and Title Changed

CCS 298 VIDEO INSTALLATION AND PERFORMANCE

Sherry Millner/Ernest Larsen

New Course

CCS 322

CONTEMPORARY EPISTEMOLOGY

Joseph Hernandez Cruz

In this seminar for advanced students of philosophy, we will carefully examine the contemporary literature in epistemology. Epistemologists seek answers to questions such as: When is it rational to have a particular belief? What is knowledge (as opposed to opinion)? In order to be justified in holding a belief, must someone know (or believe) that she is justified in holding that belief? What is the relationship among our beliefs? What, if anything, justifies scientific knowledge? These questions are addressed within a framework where (for better or for worse) the overarching goal is attaining truth and avoiding falsity. Beyond this common ground, however, epistemologists are much divided. Some maintain that these issues are solely the province of philosophy, using the traditional methods of a priori analysis and intuition about cases. Others maintain that the questions above will only yield to methods that incorporate our broader insight into the structure of world including,

perhaps, science or feminist thought. Both stances face severe difficulties. Further, even where there is agreement as to the proper way of answering epistemological questions, there is a stunning variety of possible answers to each question.

We will attempt both to understand the current landscape of epistemology and to engage the questions of epistemology ourselves. There will be weekly writing assignments and a final paper. Class will meet once a week for two hours and fifty minutes. Enrollment limit is 12. Time: W 230-520.

SCHOOL OF HUMANITIES AND ARTS

New Course

HA 105 INTRODUCTION TO TWO AND THREE-DIMENSIONAL DESIGN

Thomas Haxo

Through a variety of exercises, students will become familiar with the basic principles of two and three-dimensional design. In the two-dimensional segment of the course students will explore issues such as scale, balance, rhythm, and figure-ground. When we begin our focus on three-dimensional design students will address problems in a variety of materials involving issues such as positive and negative space, structure, and function. Through in-class discussions and critiques students should become comfortable discussing their work and the work of others from the standpoint of the basic design principles which we cover. It will be necessary for students to work several hours each week outside of class time in order to complete their projects. No previous experience in the visual arts is necessary.

Enrollment limit is 15. The class will meet Tuesdays and Thursdays 1-3:20 pm. 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.

Instructor Added

HA 111 STILL PHOTOGRAPHY

WORKSHOP I Delilah Montoya

This course will meet Tuesday 9-1150am in the Film and Photography classroom.

New Course and time changed

HA 112 FOUNDATIONS IN PHOTO & FILM

Kane Stewart

This class is directed for students interested in the silver based mediums of photography and filmmaking. It is designed for students with little or no prior photo/film experience. However, those interested in the course should be highly motivated and ready to pursue an invigorating semester of technical and aesthetic debates surrounding the making and reading of images. *(continued)*

Course objectives include; lighting, composition, photographic and filmmaking skills, as well as visual literacy and historical debates related to the evolution of photography and filmmaking. Above all, this course will provide students with a strong foundation in making and analyzing images.

The class will meet twice a week, once during the scheduled time and during a yet to be determined time slot. A \$50 lab fee is charged for this course. The lab fee provides access to darkroom facilities, lab supplies and chemicals, special equipment and materials, and super-8 cameras used during the filmmaking component of this course. Students must provide their own film, paper, 35mm cameras, and filmmaking processing. **Enrollment is limited 16 and opened only to first year students.** Class will meet Thursday 12:30-3:20 pm in the Film and Photography Building classroom.

New Course

HA 117* CONTACT IMPROVISATION

Felice Wolfzahn

Contact Improvisation is a duet movement form. Two people move together, playing in a physical dialogue, communication through the language of touch, momentum, and weight. In these classes we will explore some simple solo and duet skills, such as rolling, falling, balance, counterbalance, jumping, weight-sharing, spirals, and tuning to our sensory input. We will work with an emphasis on releasing excess muscular tension, in order to allow more vital inner support for the body to move freely. Through the classes, we will combine skill work with open dancing scores in a supportive and focused environment.

Class will meet Mondays and Wednesdays 3:30-5:00 pm in the Hampshire Main Dance Studio. Enrollment is limited to 20. * This course is not suitable for one-half a Division I.

New Course

HA 138 NON-FICTION WRITING

Pippin Ross

In this course students will be exposed to various genres of non-fiction writing including autobiography, essay, documentary, hard and soft feature writing, humor and commentary. The course will require reading, discussion, research and extensive writing.

Enrollment is limited to 15 students. Class will meet Tuesdays and Thursdays, 9-10:20 in Emily Dickinson 4.

New Course

HA 140 WRITING YOUR SELF: AUTOBIOGRAPHY, MEMOIR, AND THE PERSONAL ESSAY Laurie Alberts

What makes a good memoir a work of literature and not merely a random (and dull) accounting of events? How is a personal essay

shaped and crafted in ways that a journal entry is not? What is "voice" and how do you develop your own? These are some of the questions we will examine in this course. Through discussion of readings, exercises, and writing projects, students will explore approaches to writing about personal experience in various non-fiction forms. Readings to be announced.

Class will meet Tuesdays and Thursdays, 10:30-11:50 in FPH 101. Enrollment is limited to 15 on a first-come, first-served basis.

Instructor Added

HA 173 INTRODUCTION TO WORLD MUSIC Jay Pillay

Instructor Added

HA 176 BASIC TONAL THEORY Jay Pillay

New Course

HA 209 ADVANCED DRAWING

Julie Shapiro

This course is designed to combine advanced level drawing exercises with the development of each student's concerns in visual media. A wide range of processes will be covered. Readings, class discussions, slide lectures, group 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 four hours. Enrollment limit is 20 by instructor permission. Drawing I is a prerequisite. Priority will be given to students with two or more drawing classes at the college level. W 1-5pm in Art Barn.

Time and Location Changed

HA 221 CRITICAL ISSUES IN PHOTOGRAPHY, FILM AND VIDEO: REPRESENTING THE FAMILY

Sandra Matthews

Class will meet Thursday 1-350 in ASH 111.

New Course

HA 227 FICTION WRITING WORKSHOP

Laurie Alberts

This is a course specifically aimed at Division II students.

The emphasis in this class will be on student writing and the reading of selected outside stories. We will focus on craft as well as content in our critiques of student and published works. Class members will be expected to present two of their own stories for critique and to hand in a substantial revision of both stories. Participation is very important, and students will be expected to read their fellow students' stories carefully and to offer useful,

(continued)

thoughtful criticism of works under discussion. Students will also be responsible for presenting an oral analysis of a work from the reading anthology.

Admission is by instructor permission, based on manuscript submission. Manuscripts must be submitted the first week of class and results will be posted before the second meeting. Enrollment is limited to 16. Class will meet on Thursday 12:30-3:20 pm in FPH 101.

Course Canceled

HA 260 INTERMEDIATE STUDIO

David Diao

New Course

HA 305 ADVANCED PAINTING

Julie Shapiro

This course is designed to develop each student's concerns through given assignments. It will be augmented with group discussion, readings and slide presentations. Additional emphasis will be placed on color-painting techniques and materials and their relationship to expression. Materials generally run in excess of \$100. Extensive out-of-class work is required.

Class will meet once each week for four hours. Enrollment limit is 15 with instructor permission required. One drawing and one painting course at college level are minimum prerequisites. Class will be taught T 1-5pm in the Art Barn.

Course Canceled

**HA 307 PAINTING IN THE
EXPANDED FIELD**

David Diao

Time Changed

HA 313 PHOTOGRAPHY III

Jacqueline Hayden

This course will meet Mondays 1-3:50 pm.

New Course

HA 350 POSTCOLONIAL CINEMAS

Awam Amkpa

This course explores films as artistic excursions into concepts, practices and realities of postcolonial conditions in Africa, Asia and the Caribbean. Students will lead seminars on films, and their contextual relevances. It will critically examine the histories of Atlantic cultures, their consequences on concepts of colonial and postcolonial nations, and their impact on conventions of cinematic representations and spectatorship.

Enrollment limited to 24. Instructor permission required. Class will meet Tuesdays and Thursdays 10:30-11:50 a.m. in the West Lecture Hall, Franklin Patterson Hall. An evening screening will be scheduled.

✓This course is taught by a Mount Holyoke instructor and is cross listed with their Film Studies and African American Studies departments.

SCHOOL OF NATURAL SCIENCE

Instructor Added

NS 122p HOW PEOPLE MOVE

Ann McNeal/Susan Prattis

See course guide page 41 for description

New Course

**NS 145 APPLIED ECOLOGICAL
AGRICULTURE**

Emily Kellert** and Ken Hoffman

What would it take to create a more ecologically rational and sustainable food system? What are some of the environmental and other factors in making such changes? Using the Farm Center and the natural landscape of Hampshire College as our laboratory, we will learn applied techniques and knowledge of sustainable farming and gardening. We will explore the structure and functioning of agricultural ecologies and food systems. We will observe how the surrounding environment, society, and economy affect agricultural systems through visits to several local farms. Some of the areas covered will include the composition, health, and management of soils, soil nutrients and plants; plant biology; cover crops and green manures; production of food crops; composting; season extension; integrated pest management; farm planning and economics; whole farm design; and traditional and contemporary food systems.

This course will include honing skills of observation and making connections, experiential learning, group discussion, group and individual problem solving, and experimentation. Individuals will work with a facilitator to choose an area of interest. From their research in this area, each person should expect to complete significant work during the semester, such as a workshop or a presentation, a group or individual project, a research paper, or an experiment. One text, *Start with the Soil*, will be required, along with a course reading packet and reserve readings. Five College students may take the course as pass/fail. Class will meet Mondays and Wednesdays, 2:00-5:00pm, at the Farm Center. Class limit 12.

**The course will be facilitated by Emily Kellert, Div III student, with Ken Hoffman as faculty supervisor.

New Course

**NS 224 BIOLOGY AND DISEASES OF
THE BRAIN**

Susan Prattis

This course will include selected topics in areas affecting the brain's normal function and its dysfunction during disease. We will cover the normal development, anatomy, and physiology underlying brain function and will explore the most recent theories of what goes wrong in the brain and schizophrenia, as well as neuromuscular and

(continued)

during major affective disorders such as depression aging diseases such as Parkinson's disease and Alzheimer's disease. The course will involve exploration of the literature and the use of animal models of disease and comparative neuroscience.

Prerequisite: basic biology and/or psychology. Class will meet twice a week for one and one-half hours. Enrollment is limited to 15.

Canceled

NS/CCS 243 **BRAIN AND BEHAVIOR**
Christopher Chase/Michelle Murrain

Canceled until Spring 1998

NS 318 **COMPLEX FUNCTION THEORY**
David Kelly

New Course

NS 324 **ADVANCED CALCULUS**
David Kelly

See course guide for description in Spring section page 89. Class will meet MWF 1030-1150 CSC 2nd Open

SCHOOL OF SOCIAL SCIENCE

New Course and Proseminar

SS 143p **PERSPECTIVES ON EMOTION**
Rachel Conrad

What is emotion? Why do we have emotions? Do emotions express internal feelings? Do emotions signal intentions to others? Do emotions contribute to cultural life? What can we learn from systematically studying emotions? This course is an introduction to the study of emotion in social contexts from the perspectives of psychology, anthropology, sociology, and philosophy. Written work involves a series of papers that integrate detailed observations with theoretical discussion.

Class will meet for one hour and twenty minutes twice a week. Enrollment limit is 16.

New Course

SS 158 **PSYCHOLOGY AND CULTURE**
Lourdes Mattei

This course will introduce the student to the main questions, issues, and controversies in psychology through the exploration of the relationship between the individual and their culture. Our inquiry will reflect on debates such as universality vs relativism, modernity vs postmodernism, nature vs nurture, subjectivity vs objectivity, science vs social constructivism. In addition, the course will examine the discipline of psychology from cross-cultural, political, and historical perspectives.

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

New Course

SS 231 ABNORMAL PSYCHOLOGY

Lourdes Mattei

This course will introduce the students to ideas of abnormality/normality in psychology. In order to discuss and explore these concepts, we will use contemporary diagnostic categories as summarized in the DSM-IV, the diagnostic manual used in the field of mental health. The course will emphasize the social and historical context for our culture's ideals and assumptions about madness. The class will include readings, film, case material and fiction to explore experiences of "abnormal" behavior.

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

New Course

SS/WP 242 **CREATIVE WRITING IN SOCIAL SCIENCE** Will Ryan

This writing seminar focuses on using creative writing in concert with the analytical and critical approaches traditionally associated with the fields of social science. The course is designed for students experienced in social science, but not in creative writing.

The class will begin with a consideration of voice, tone, point of view, and audience, and the roles they play in effective writing. We will then turn to personal interviews and portraits, looking as well at use of background and history to inform contemporary voices and lives. We will also explore ways that autobiographical/personal writing, dramatic narration, and engaging storytelling can be used in social science projects.

Our main resource will be social science texts that utilize creative writing, and we will review "classics", as well as recent contributions to the field. We will do our best to read and assess these works as models of writing rather than as contributions to a discourse. These readings will also help us develop some criteria for peer review of written work. There will be regular writing assignments, and students will be expected to contribute to class discussion and group critique in an informed and constructive manner.

Prerequisite: Since this course focuses on utilizing creative writing in actual projects, it is probably best suited to those students ending division II or beginning division III. In the past, students have used the course as an opportunity to write (and receive criticism on) a pilot chapter for their division III. Class will meet for one hour and twenty minutes twice a week; enrollment limit 16.

New Course

SS 253 **BUDDHISM AND SOCIETY IN SOUTH AND SOUTHEAST ASIA**

Sue Darlington

This course will examine how the beliefs and
(continued)

practices of Buddhism adapted to and influenced the cultures and societies in South and Southeast Asia, with particular emphasis on social and historical factors. Rather than defining Buddhism strictly as a scriptural religious philosophy, a range of interpretations and cultural forms will be explored. We will look at Buddhism from its place in Indian society at its origin 2,500 years ago through its spread south and east to Sri Lanka, Burma, Thailand, Laos and Cambodia, and its syncretism with local spirit and other beliefs. Topics of discussion will include the political history and struggles of Tibetan Buddhism, the social activism of Thai "development" and "ecology" monks, and the dramatic peace work of Vietnamese followers of Thich Nhat Hahn. Class will meet for one hour and twenty minutes twice a week. Enrollment limit 25.

New Course

SS 260

BECOMING A PERSON

Rachel Conrad

In 1940, British psychoanalyst D. W. Winnicott claimed "There is no such thing as an infant." By this he meant that an infant and parent constitute a unit, and that there is "no infant" apart from the context of parental care. Parents often report that only late in the first year of life does their infant "become a person." Is there such a thing as "an infant"? What does it mean to "become a person"? In this course, we will consider these and other questions of early social development by reading psychologists and psychoanalysts such as Baldwin, Mead, Vygotsky, Spitz, Winnicott, and Stern.

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

Course Canceled

SS 274

THE REVOLUTION THAT WERE(N'T) TRANSITIONS IN CONTEMPORARY CHINA AND CUBA

Carolle Bengelsdorf/Kay Johnson

New Course

SS 320

"CHINA BOUND": READINGS ON CONTEMPORARY CHINA FOR EXCHANGE STUDENTS

Kay Johnson

This course is designed specifically for students who are planning to go to China on the Hampshire exchange program. Its purpose is 1) to provide some common background knowledge about contemporary Chinese society, 2) to explore topics relevant to the individual study projects which students will be pursuing while in China and 3) to discuss what it is like to live and study in China as an exchange student. The two visiting scholars from Anhui will participate in all aspects of the course.

The class will meet as a group once a week to discuss common readings and videos that will be shown periodically. Students will also meet individually on a regular basis with the instructor and with the visiting Chinese scholars to plan and prepare for their special projects. Toward the end of the semester, students will present their project plans to the group. Common meeting times will be tailored to fit students' schedules.

CO-CURRICULAR COURSES

New Course

BP 101 INTERPRETIVE SKILLS, PART I

Shirley M. DeShields

This first part of a year long 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, relates 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 weekly for two hours: M 130-4pm in FPH 101. Enrollment limit is 15, with instructor permission *after* the first class meeting. It is expected that students enrolling in Part I will continue with Part II during the spring semester.

New Course

WP 107 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 address the particular cultural needs of international students in developing fluency in English. For some 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. Text 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 short essays and complete assigned readings. Class will meet twice a week for one and one-half hours.

New Course

**WP/SS 242 CREATIVE WRITING IN
SOCIAL SCIENCE** Will Ryan

See description until SS/WP 242 this publication.

Time Changed

OPRA 145 LIFEGUARD TRAINING
Glenna Lee Alderson

Class will meet twice a week, Tuesday 1 to 4pm and Wednesday 10-11am.

Course Canceled

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

Karren Warren

New Course

**OPRA 232 WOMEN, LEADERSHIP AND
SOCIAL CHANGE** Karen Warren/Kelly Cappa

This course will be an academic and experiential inquiry into how women can be involved in socially-just leadership practiced in a number of settings. We will critically examine unequal power relations existent in leadership in education, the environment, and the community service community and seek to find or create alternatives. A goal of this course is to create a multi-racial, interdisciplinary and diverse group of women who want to learn more about making a difference in the world. Course topics will include educating for social change, feminist leadership, women's grass-roots leadership in the environmental justice movement, and the practice and implications of race, class and gender sensitive leadership in the U.S. Course participants will be able to assess and reflect upon their own leadership styles. Practical skills, including effective facilitation, small group development strategies, decision-making skills, and co-leading will be taught at a week-end retreat early in the course. Students will also have opportunities to lead groups and interact with diverse populations. The course will be particularly appropriate for women students involved with the Women's Center, the Lebron-Wiggins-Pran Cultural Center, the Leadership Center or the Community Service Scholars Project or independent activist work at Hampshire and beyond.

Class will meet Fridays, 9am-12:30pm in FPH 101.

**LEMELSON DESIGN WORKSHOP:
"GREEN" DESIGN, APPROPRIATE
TECHNOLOGY, AND SUSTAINABLE
DEVELOPMENT** John Fabel

The things, structures and processes we design are key ways in which we interact with--and impact--cultures and environment. How can we design products and systems that are more environmentally and culturally sensitive? How can we think about and integrate issues of design, culture

and the environment? What is the "appropriate" in appropriate technology? What is sustainable development? In this workshop we will take a hands-on look at and develop principles of sustainable design, with a goal of identifying concrete projects.

The workshop will include visits by Wendy Brawer, director of the international "Green Map" and Designer-in-Residence at New York's Cooper-Hewitt Museum, and Karl Bielenberg, who has spent the last 20 years developing village-based, culturally-sensitive technologies, including an entire system of low-cost diesel power generation using locally produced nut-tree oil. We will have the opportunity to work "live" with both of these projects. We will also visit AquaFuture, Inc., a local business of international reach that has developed highly resource-efficient technology for raising fish, that grew out of a Hampshire Div. III.

This four-session workshop is currently scheduled to take place on successive Thursday afternoons, October 30, November 6, 13, and 20, from 2:30 to 5:00 pm in Emily Dickinson Hall, room 3. Enrollment is limited to 15 students. Register by October 15 by speaking to the instructor whose office is located in Prescott A5. Evaluations will be available for those students who participate fully in this learning activity.

LEMELSON CENTER FOR DESIGN

The Dorothy and Jerome Lemelson Center for Design is a design and fabrication facility open to Hampshire College students, faculty and staff. The following shop training areas will be offered: Introductory Training, two - 2 1/2 hour sessions, Arc Welding, one - 3 hour session, Gas Welding, one - 3 hour session, Machining, four - 2 1/2 hour sessions. A full description and schedule of trainings will be announced in the fall.

FABRICATION SKILLS Glenn Armitage

This semester long workshop is intended for those who desire more extensive instruction and guided hands on practice than is provided in the Shop Trainings. Students will work with the broad range of fabrication techniques encompassed in the Introductory, Arc Welding and Gas Welding trainings. Design skills will be fostered through a better understanding of the capabilities and limitations of tools and materials and through an introduction to mechanical drawing. After gaining familiarity and some competence with the tools and materials, students will work cooperatively on design and fabrication problems. This is a co-curricular activity and work for the course is limited to class time. Evaluations are available if requested.

Class will meet on Fridays 9:30 a.m.-12:00 noon at the Lemelson Center for Design. Class size limit is 8.

THE DESIGN PROCESS/CONCEPTS TO COMPLETION: A WORKSHOP

Colin Twitchell/Glenna Alderson

"I wish someone would figure out a way for this thing to work better."

That someone is you! Whether you're a student who has never made anything in their life to someone who would like to further explore the possibilities of design, this class is for you!

In this Lemelson Program sponsored course students will have a unique opportunity to create or modify a recreational product by changing how it works or how it looks. Participants will be encouraged to explore their creative side by learning to work with fabrics, metal and plastics. Working in the fabrication shop students will learn design and fabricating skills that they can apply to their course projects.

New Faculty Biographys

Laurie Alberts, (HIA) visiting assistant professor of writing, graduated from Hampshire College and received her MFA from the Iowa Writers Workshop. She is the author of two novels, *Tempting Fate* and *The Price of Land in Shelby*, and a story collection, *Goodnight Silky Sullivan*. She has taught at the University of New Mexico, Norwich University, and the Antioch New England Graduate School.

Awam Amkpa, (HA) adjunct assistant professor, is an assistant professor of theatre arts at Mount Holyoke College. He received his BA from the University of Ife, Nigeria; Ahmadu Bello University, Nigeria; PhD, University of Bristol, England.

Joseph Hernandez Cruz, (CCS) assistant professor of philosophy and cognitive science, holds a B.A. in philosophy from Williams College and will receive the Ph.D. in philosophy and cognitive science from the University of Arizona. His philosophical areas of specialization are epistemology, philosophy of mind, and philosophy of psychology. In cognitive science, his research is primarily in neural network modeling and in cognitive development, religion departments, and has worked in the Infant Cognition Lab. Joe's current work attempts to naturalize epistemology by developing novel links between traditional philosophical approaches to knowledge and contemporary cognitive science. Other projects in progress include investigating folk psychology and mental state attribution, distilling the psychological commitments found in early modern philosophy (especially Berkeley's theory of vision), and studying the relationship between feminist and analytic epistemology.

John Fabel, (HA) visiting lecturer of Design, received his BS and MS from the University of Massachusetts at Amherst. He has worked as a project consultant for the Lemelson National Program and as a designer for area businesses.

The class will explore currently available recreational equipment and the recreational market through field study. Students who elect to continue working on their projects after completion of the course will have that opportunity available to them. This course would be instrumental for students wanting to develop a Division I exam project.

If you've always thought you had a 'better idea', come put it to use!

Thomas Haxo, (HA) Lemelson visiting assistant professor of design, received his B.F.A. from Pratt Institute and his M.F.A. in sculpture from the University of Pennsylvania. He has taught at Mount Holyoke College, Amherst College, the George Walter Smith Art Museum. His work has been shown regionally.

Delilah Montoya, (HA) visiting assistant professor of photography, received her BA, MA, and MFA from the University of New Mexico. She has taught at the College of Arts and Letters, California State University, Los Angeles, the Institute of American Indian Art and the University of New Mexico. Her work has been shown nationally and internationally and is in the collections of several major museums.

Tom Murray, (CCS) Lemelson visiting assistant professor of computer science and instructional theory, received a B.S. in physics from Worcester Polytechnic Institute, an M.S. in computer science and a doctorate in education/instructional technology from the University of Massachusetts. Tom has worked as a research scientist in the area of artificially intelligent computer tutors, has worked in industry developing multimedia-based training software, and has been an adjunct professor at the University of Massachusetts teaching in the area of computer-based learning and instructional design theory.

Bethany Ogdon, (CCS) visiting assistant professor of media studies, received her B.A. in political science and her M.A. in English and American literature from the University of California, San Diego. She is currently completing her Ph.D. in visual and cultural studies at the University of Rochester. She has taught at the University of Glasgow, the University of Rochester and Hobart & William Smith Colleges. Her published work includes essays on contemporary forms of televisuality and psychoanalytic theory, ideology and identity in the hard-boiled detective novel, and Nicholas Nixon's "People with AIDS" photography. She is currently working on the relationship between the reality television phenomenon and issues of national identity, democracy and the public sphere in late twentieth-century U.S. culture.

Jayendran Pillay, (HA) visiting assistant professor of World Music, a South African citizen, received the BMus (ED) degree from the University of Durban-Westville, the Hons. B. Musicology degree from the University of South Africa, and the MA and PhD degrees in Ethnomusicology from Wesleyan University. He was a Fulbright scholar, won various awards in music performance, composed music for theatre and bands, published in journals, and received the prestigious Charles Seeger award from the Society for Ethnomusicology in 1989. Pillay has taught in various schools in South Africa, Wesleyan University, Carleton College, and Middlebury College.

Susan Prattis, (NS) assistant professor of comparative health, received her PhD from the College of Veterinary Medicine in Raleigh, NC, and VMD from the University of Pennsylvania School of Veterinary Medicine. She has been board certified by the American College of Laboratory Animal Medicine since July, 1994. She has taught at several schools including Becker College, the University of Chicago and Tufts University, and has worked in private practice as well. Susan's interests include animal models for human disease.

Pippin Ross, (HA) adjunct associate professor of Literary Journalism, received her BA in journalism from the University of Massachusetts, Amherst. She is a National Public Radio affiliate and writes for *Disney Magazine*, *Boston Magazine*, *Business West*, *The Boston Phoenix*. She has co-authored *Massachusetts: An Illustrated History* and does feature and travel reporting for The New York Times, The Boston Herald, The Hartford Courant and other publications. She has taught broadcast narrative and journalism at the University of Massachusetts, Western New England College and Academic Services Associates.

Julie Shapiro, (HA) visiting associate professor of art, received her BA from the University of California, Santa Cruz and her MFA from Yale University. She has taught at Southern Methodist University and The Creative Arts Workshop. Her work has been shown nationally and is in several institutional and corporate collections.

Felice Wolfzahn, (HA) adjunct assistant professor of dance, received her BA from The Juilliard School and her MFA in dance from Bennington College. Felice has taught many workshops and master classes nationally and internationally.

BLANK SCHEDULE PLANNER						
TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	
8:00						
9:00						
10:00						
11:00						
12:00						
1:00						
2:00						
3:00						
4:00						
Evening						

FIVE COLLEGE UPDATES FALL 1997
AUGUST, 1997

New Description

SMITH COLLEGE

ASTFC 224 STELLAR ASTRONOMY

Richard White

This is a course on the observational determination of the fundamental properties of stars. It is taught with an inquiry-based approach to learning scientific techniques, including hypothesis formation, pattern recognition, problem solving, data analysis, error analysis, conceptual modeling, numerical computation, and quantitative comparison between observation and theory. Class meets MW 2:30-5:00pm.

ADDITIONAL - DANCE COURSES

UNIVERSITY

Dance 197D COMPARATIVE CARIBBEAN

DANCE I Yvonne Daniel

This course focuses on Cuban, Haitian, and Brazilian dance traditions. While attending to strength, flexibility, and endurance training the course trains students in sacred, social and popular forms of dance that permeate the Caribbean region. The course also includes video presentations, mini-lectures, discussions, singing, and drumming. As students acquire basic skills in Caribbean dance vocabulary, they are encouraged to demonstrate these in studio and informal settings. Attendance at professional demonstrations of Caribbean and/or related dance traditions is encouraged, depending on available presentations in the region. These may be required or another dance concert may be submitted with permission of the instructor. Class meets MW 2:30-4:00pm.

Description Changed

SMITH

Dance 375a ANTHROPOLOGY OF

DANCE Yvonne Daniel

This course is a cross-cultural examination of dance in the history of anthropology. Comparative studies from Australia, Africa, Indonesia, Europe, the circum-polar regions and the Americas are used as examples of the importance of dance in societies, past and present. Research methods are examined and practiced in short-term projects. Through dancing also, students are exposed to values that are embodied in dance movement. Prerequisite: 272. Class meets TTh 10:30-12 noon.

ADDITIONAL - VIDEO COURSES

SMITH

FLS 280a VIDEO PRODUCTION

WORKSHOP: FROM NUTS AND BOLTS

TO VIDEO ART Crystal Griffith

This course provides students with the basic technical, aesthetic and theoretical skills (story, structure, lighting, camera, sound and editing) needed to realize their vision and make video art. The course emphasizes collaborative work and personal narratives as students examine the work of independent video/filmmakers. Enrollment limited to 6. Screening fee. Four credits. Class meets TTh 1:00-2:50pm; T 3-4:50pm for screening.

UNIVERSITY

Art 297V FILM STUDIES: PERSONAL NARRATIVE AND HISTORICAL MEMORY: INTRODUCTION TO VIDEO

PRODUCTION Crystal Griffith

Through the creation of collaborative and individual works, students will learn the basics of video production: story, lighting, camera, sound and editing. The course focuses principally on personal and/or historical narratives and emphasizes collaborative work. Particular attention will be paid to studying the theoretical foundations and works of independent video/filmmakers whose works address issues of representation, memory and history. Enrollment limited to 16, instructor's permission. Screening fee. Class meets MW 1:25-4:25pm.

UNIVERSITY

Comm 297A/Film Studies. VIDEO

PRODUCTION II: NON-TRADITIONAL

(DOCU)NARRATIVES. Crystal Griffith

An introductory 16mm film production course.

Students will learn the basics of film production from project conceptualization to the creation of group works and a final, short individual project on 16mm film. Working in small crews, and by producing short film exercises, students will learn the techniques and aesthetics of camera, lighting, sound and editing using the 16mm format. Course covers writing budget, pre/pro and post-production strategies. Particular attention will be paid to studying the theoretical foundations and works of independent video/filmmakers of "mixed genre" works. Enrollment limited to 10. Screening and lab fee. Class meets TTh 1:30pm.

New Course

AMHERST

English 82f PRODUCTION WORKSHOP
IN THE MOVING IMAGE Elisabeth Subrin

An introductory course in the production and critical study of the moving image: hands-on exercises with video camcorder and editing equipment, supplemented with screenings and critical reading. Enrollment limited to 15.

New Course

MOUNT HOLYOKE

FS 310 SEMINAR ON THE MOVING
IMAGE. TECHNOLOGY AND DESIRE:
GENDER IDENTITY IN AN ERA OF NEW
MACHINES Elisabeth Subrin

An advanced course on the production and criticism of the moving image. Topics will vary from year to year. This production seminar will explore the growth and impact of new technologies-from hypertext networks to science fiction dystopias-and the effect of these new virtual spaces and "communities" on our perceptions of subjectivity, gender and the body. We will consider digital media as it applies to our own film/video practices, and produce visual texts that address larger cultural questions about women's relationship to technology. Prerequisite FS210 or equivalent or permission of instructor. 4 credits. Enrollment limited to 15.

ADDITIONAL ARABIC COURSES

AMHERST COLLEGE

Arabic 1 FIRST-YEAR ARABIC I

Mohammed Mossa Jiyad

This year-long course introduces the basics of Modern Standard Arabic, also known as Classical Arabic. It begins with a coverage of the alphabet, vocabulary for everyday use, and essential communicative skills relating to real-life and task-oriented situations (queries about personal well-being, family, work, and telling the time). Students will concentrate on speaking and listening skills, as well as on learning the various forms of regular verbs, and on how to use an Arabic dictionary. Class meets MWF 9-10:15 am.

SMITH

ARA 283a INTERMEDIATE ARABIC I

Mohammed Mossa Jiyad

This course expands the scope of the communicative approach as new grammatical points are introduced (the various forms of regular and irregular verbs), and develops a greater vocabulary for lengthier conversations. Emphasis is also placed on reading and writing short passages and personal notes. This second year of Arabic completes the introductory grammatical foundation necessary for understanding standard forms of Arabic prose (classical and modern literature, newspapers, film, etc.), and expands one's writing skills. Class meets MWF 2:40 - 3:50pm.

Additional course in First Year Arabic (instructor: Tayeb El-Hibn) will be taught at Smith and the University. Second year Arabic (instructor: Tayeb El-Hibri) will also be taught at the University. Consult on-line Five College catalogue for more recent information.

ADDITIONAL CHANGES

Number Added/Title changed

MOUNT HOLYOKE

IR 225 GLOBAL ENVIRONMENT AND
WORLD POLITICS Michael Klare

Time Changed

UNIVERSITY

Geo 105 DYNAMIC EARTH

J. Michael Rhodes

Class meets TTh 11:15 am to 1:00 pm.

HAMPSHIRE COLLEGE SCHEDULE OF CLASSES-FALL 1997 (8/8/97)

SCHOOL OF COGNITIVE SCIENCE AND CULTURAL STUDIES

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
CCS 101	Animal Behavior	Coppinger	Open	25	MW 9-1020	FPH ELH
CCS 107	Connectionism	Cruz/Stillings	Open	25	TTh 1030-1150	ASH 111
CCS 109	Computing Concepts	Spector	Open	25	WF 1030-1150	ASH AUD
CCS 110	Mind Matters	Feinstein/et al	Open	30	MW 1030-1150	ASH 126
CCS 117	Intro Confucianist Philosophy	Lu	Open	25	MW 4-520	FPH 104
CCS 131	Intro to Media Studies	Ogdon	Open	25	TTh 1030-1150	FPH 103
CCS 132p	Experiments in Journalism	Kerr	Prosem	16	TTh 1030-1150	ASH 221
CCS 138p	Intro/Plato and the Presocratics	Belmonte	Prosem	16	MW 230-350	ASH 221
CCS 140	Video Production I	Ra'ad	InstrPer	16	M 630-930pm/W 7-9pm	LIB B-5
CCS 146	Chomsky/Lang/Human Nature	Weisler	Open	25	TTh 9-1020	ASH 221
CCS 158	Developmental Psychology	Birch	Open	25	MW 9-1020	ASH 221
CCS 159	Designing Computer Applications		C A N C E L E D			
CCS 161	Film/Video History....	Larsen	Open	32	W 230-6/Th 7-9pm	ASH AUD
CCS 163	Language/Thought/Reality	Stillings/Weisler	Open	40	TTh 1030-1150	ASH 126
CCS 179p	Computer /Journalism	J. Miller	Prosem	16	MW 1030-1150	ASH 221
CCS/HA 180	Intro to Cultural Studies	Rueshmann	Open	25	MW 1030-1150	EDH 1
CCS 185p	Neurolinguistics	Milekic	Prosem	16	TTh 1230-150	ASH 221
CCS 193p	The Knower/The Known	Michaels	Prosem	16	TTh 1030-1150	ASH 222
CCS 199A	Research Practicum		C A N C E L E D			
CCS 212	Philosophy of Existentialism	Belmonte	Open	25	MW 630-750pm	ASH 126
CCS 213	Subversion/Contemp Film/Video	Millner	Open	25	T 630-10pm	ASH AUD
CCS 214	Teaching with Computer on WWW	Murray	Open	15	MW 230-350	ASH 111
CCS 215	Creative Programming Workshop	Spector	Prereq	20	T 1230-320	ASH 126
CCS 220	Investigative Reporting	Kerr	InstrPer	15	TTh 6-730pm	FPH 106
CCS 228	Masculinity/Popular Imagination	Ogdon	Open	25	W 630-910pm	ASH 111
CCS 241	Theories Child Development	TBA	Prereq	12	MW 1030-1150	ASH 111
CCS/NS 243	Brain and Behavior	Chase/Murray	C A N C E L E D			
CCS 268	Net News Workshop	J. Miller	InstrPer	10	T 1230-320	ASH 222
CCS 270	Experimental methods/Design	Birch	InstrPer	16	MW 1-220	ASH 222
CCS 289	Psychology/Computer Interface	Milekic	Prereq	15	W 230-520	ASH 126
CCS 298	Video Installation/Performance	Millner/Larsen	Prereq	20	Th 1230-320	LIB B-5/Studio
CCS 322	Contemporary Epistemology	Cruz	Open	12	W 230-520	ASH 222
CCS 323	Study in Philosophy	Lu	Prereq	15	T 1230-320	FPH 101
CCS 350	Companion Animal Behavior	Coppinger	InstrPer	10	M 230-520	ARF
CCS 355	Marxism in Ideology	Ra'ad	InstrPer	12	T 1230-320	ASH 111
CCS 357	Seminar Cognitive Science	Stillings	Open	12	MW 1-220	ASH 221

SCHOOL OF HUMANITIES AND ARTS

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
HA 104	Introduction to Drawing	Brayton	Open	20	TTh 930-1150	ARB
HA 105	Two/Three Dimentional Design	Haxo	Open	15	TTh 1-320	ARB
HA 106	Introduction to Sculpture	Brayton	Open	15	TTh 1-320	ARB(Sculpture)
HA 110	Film/Video Workshop I	Brand	InstrPer	15	W 230-520/T 7-9pm	PFB
HA 111	Still Photography Workshop I	Montoya	InstrPer	15	T 9-1150	PFB
HA 112	Foundations in Photo & Film	Stewart	See descr	16	Th 1230-320/+	PFB
HA 113*	Modern Dance I	Nordstrom	Open	25	TTh 1030-1150	MDB Main
HA 117*	Contact Improvisation	Wolfzahn	Open	20	MW 330-5pm	MDB Main
HA 119p	Making Meaning	Holland/Kennedy	Prosem	30	MW 1030-1150	FPH 102
HA 123p	Page To Stage	Kramer/Moore	Prosem	30	MW 1030-1150	FPH 108
HA 124p	Investigation Literary Value	Schocket	Prosem	16	MW 230-350	FPH 103
HA 127p	Reading with Gender in Mind	Lewis	Prosem	16	TTh 1230-150	KIVA
HA 132p	Feminist Fiction	Hanley	Prosem	16	WF 1-220	EDH 4
HA 135p	The Beats	Coles	Prosem	16	MW 1030-1150	EDH 4
HA 137	Three Russian Writers	Hubbs	Open	25	TTh 2-320	EDH 4
HA 138	Non-Fiction Writing	Ross	Open	15	TTh 9-1020	EDH 4
HA 139	Emergence of Modernism	Levine	Open	25	TTh 1230-150	ASH AUD
HA 140	Writing/Autobiography/Memoir	Alberts	Open	25	TTh 1030-1150	FPH 101
HA 153	Dance as an Art Form	Nordstrom	Open	25	TTh 1-250	MDB Main

*Course does not fulfill the requirements for the two-course option. *Italics* denotes a new course or change from 1997-98 course guide.

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
HA 159	Architecture: Man-made	Pope	Open	25	WF 1030-1150	EDH 3
HA 173	<i>Introduction to World Music</i>	Pillay	Open	40	TTh 9-1020	MDB Recital
HA 176	<i>Basic Tonal Theory</i>	Pillay	Prereq	30	TTh 2-320	MDB Recital
HA/CCS 180	Intro to Cultural Studies	Rueschmann	Open	25	MW 1030-1150	EDH 1
HA 187	Camus	Meagher	Open	80	W 230-520	FPH WLH
HA 195	Queer Lives	Tracy	Open	25	MW 1-220	FPH 104
HA 208	Introduction to Painting	Mann	Prereq	16	MW 9-1150	ARB (Lg)
HA 209	Advanced Drawing	Shapiro	InstrPer	20	W 1-5pm	Art Barn
HA 210	Film/Video Workshop II	Ravett	InstrPer	15	Th 9-1150	PFB
HA 211	Still Photo Workshop II	Hayden	InstrPer	15	W 9-1150	PFB
HA 221	<i>Issues Photo/Film/Video</i>	Matthews	InstrPer	25	Th 1-350	ASH 111
HA 222	History of Women/Feminism	Tracy	Open	25	TTh 2-320	FPH 104
HA 223	Film/Lit: Narrative/Cultures	Rueschmann	Open	25	MW 1-220/M630-930pm	FPH 108/ASH AUD
HA 225	Before Harlem Renaissance	Coles	Open	25	MW 1-220	EDH 1
HA 227	<i>Fiction Writing Workshop</i>	Alberts	InstrPer	16	Th 1230-320	FPH 101
HA 228	World Feodor Dostoevsky	Hubbs	Open	25	W 230-520	EDH 4
HA/SS 233A	Elementary Yiddish	Lewin	Open	18	MW 230-350	FPH 105
HA 234	Intro Short Story Writing	Hanley	InstrPer	15	T 9-1150	KIVA
HA/SS 235	Art and Revolution	Levine/Wald	Open	40	MW 1-220	ASH AUD
HA 239	Jazz Performance Seminar	Lateef	Prereq	25	M 8-1030 am	MDB Recital
HA 241	Culture Clash: Latin America	Holland	Open	25	TTh 1230-150	EDH 4
HA 242	Cold War Culture	Schocket	Open	25	TTh 2-320	EDH 1
HA 243	The Mind's Eye	Kramer/Moore	Open	40	MW 2-320	EDH Stage
HA 246	Architectural Design	R Goodman	Open	25	MW 230-350	EDH 2
HA 247	Documentary Tradition	Ravett	Open	25	F 9-1150/F 3-5	PFB
HA 248	Forms of Autobiography	Wallen	Open	25	TTh 1030-1150	EDH 1
HA 249	Poems Love and War	Meagher	Open	25	TTh 1030-1150	EDH 4
HA 250	Intermediate Poetry Writing	Jenkins	Prereq	15	F 9-1150	KIVA
HA 253	Intermediate Painting	Mann	InstrPer	12	MW 1-4	ARB (Sm)
HA 257	Seventeenth Century Studies	Kennedy	Open	25	TTh 1230-150	FPH 103
HA 259	Unruling Britannia	Lewis	Open	25	MW 230-350	EDH 1
HA 260	Intermediate Studio	Diao	C A N C E L E D			
HA 270	African American Composers	Edwards	Open	25	MW 1-220	MDB Music
HA 271	20th Century World Poetry	Jenkins	Prereq	20	T 9-1150	EDH 2
HA 272	Dance in Human Society	Lowell	Open	25	MF 1-250	MDB Dance
SS/HA 280	Jewish Spirituality/Tradition	Fine	Open	25	MW 1030-1150	FPH 103
HA 281	Music III/Tonal Systems	Edwards	Prereq	25	TTh 1230-150	MDB Music
HA 287	War/Theatre Ancient Athens	Meagher	Open	25	TTh 1230-150	EDH 1
HA 290A/B	Computer Music	Warner	Open/InstPer	15/5	MW 1030-1150	MDB EMS
HA 292	19th Century Writers	Russo	Open	25	WF 9-1020	EDH 4
HA 307	Painting the Expanded Field	Diao	C A N C E L E D			
HA 305	Advanced Painting	Shapiro	See Desc	15	T 1-5pm	Art Barn
HA 310	Film/Video Workshop III	Brand	InstrPer	15	T 1230-320	PFB
HA 313	<i>Photography III</i>	Hayden	InstrPer	15	M 1-350	PFB
HA 324	Literary Theory Seminar	Wallen	InstrPer	20	M 230-520	EDH 4
HA 344	Music/Musical Discourse	Warner	Open	25	TTh 1030-1150	MDB Music
HA 350	<i>Postcolonial Cinemas</i>	Amkpa	InstrPer	24	TTh 1030-1150/+pm	FPH WLH

SCHOOL OF NATURAL SCIENCE

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
NS 101p	How Things Work	Bernstein	Prosem	16	TTh 2-320/Th330-520	CSC 126/Lab
NS 102	Physics I	Reid	Open	25	TTh 2-320/Th330-520	CSC 114/Lab
NS 107	Evolution of Earth	Reid	Open	25	WF 9-1020/F1-5	ASH 111/CSC Lab
NS 121p	Human Biology	Bruno/Jarvis	Prosem	30	TTh 1030-1150	CSC 114
NS 122p	<i>How People Move</i>	McNeal/Prattis	Prosem	20	MWF 1030-1150/W230-520	CSC3rdO/Lab
NS 138p	Health before Columbus	Martin	Prosem	16	TTh 9-1020	CSC 114
NS 139p	Plants/Human Health	Lowry	Prosem	16	WF 1-220	CSC 114
NS 142/342	Food/Medicine/Poison	Winship	Open/Prereq	15/10	WF 1-220	CSC 126
NS 145	<i>Applied Ecological Agriculture</i>	Hoffman/Kellert	See Descr	12	MW 2-5	Farm Center
NS 150	Ag/Ecology/Society	Winship et al.	Open	25	MW 1030-1150/M130-430	FPH 107/CSC Lab
NS 153p	Nat.Hist.Inf. Dis.	Miller	Prosem	16	TTh 1230-150	CSC 114
NS 157	Food/Nutrition/Health	Oke	Open	25	MW 9-1020	CSC 114

*Course does not fulfill the requirements for the two-course option. *Italics* denotes a new course or change from 1997-98 course guide.

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
NS 168	College Counting	Kelly	Open	25	MWF 9-1020	CSC 2nd O
NS 179p	Global Climate Change	Roof	Prosem	16	TTh 1230-150	CSC 126
NS 180	Aquatic Ecology	D'Avanzo	Open	15	TTh1030-1150/Th1-5	CSC 126/Lab
NS 195	Pollution/Envir.	Amarasiriwardena	Open	20	WF 9-1020/F 1-4	CSC 126/Lab
NS 198	Ever Since Darwin	Miller	Open	25	MW 1030-1150	CSC 114
NS 202	Chemistry I	Amarasiriwardena	Open	25	MWF1030-1150/M130-430	CSC126/Lab
NS 224	Biology and Diseases of the Brain	Prattis	Prereq	15	TTh9-1020	CSC 126
NS 240	Elem.Sch.Sci.Workshop	Bruno	Open	25	TTh 1230-230	CSC 302+3rd flr. lab
NS/CCS 243	Brain & Behavior	Murrain/Chase	C A N C E L E D			
NS 247	Cell Biology	Jarvis	Open	20	MW 9-1020/F1-5	CSC 202/Lab
NS 260	Calculus I	Hoffman	Open	25	MWF 9-1020	ASH AUD
NS 295	Ethnoarch & Geol/SW	Martin/Savoy	InstrPer	15	TTh 1030-1150/Th1-4	CSC 302/Bone Lab
NS 316	Linear Algebra	Hoffman	Prereq	25	MWF 230-350	CSC 2nd O
NS 318	Complex Function Theory	Kelly	C A N C E L E D	to be taught S98		
NS 324	Advanced Calculus	Kelly	Prereq	15	MWF 1030-1150	CSC 2nd O
NS 330	Bioorganic Chem	Lowry/Keydel	Prereq	10	MWF 9-1020/T1-5	CSC 302/Lab
NS 342/142	Food/Medicine/Poison	Winship	Prereq/Open	10/15	WF 1-220	CSC 126
NS 354	Internet Res./Health	Murrain	Prereq	15	TTh 1030-1150	CSC 2nd O
NS 370	Comparative Physiology	Oke	InstrPer	10	M230-350/W230-520	CSC 302 +

SCHOOL OF SOCIAL SCIENCE

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
SS 114p	Renaissance Italy	Sperling	Prosem	16	MW 1030-1150	FPH 101
SS 115p	Political Justice	Mazor	Prosem	16	MW 9-1020	FPH 105
SS 116p	Revolution/Modern China	Johnson	Prosem	16	TTh 9-1020	FPH 105
SS 117p	Fact/Fiction Southeast Asia	Darlington	Prosem	16	MW 230-350	FPH 102
SS 118	Play/Culture/Human Develop	Schamess	Open	25	TTh 1030-1150	FPH 106
SS 119p	Econ Develop Women's Lives	Nisonoff	Prosem	16	TTh 9-1020	FPH 106
SS 122p	Power/Authority	Rakoff	Prosem	16	TTh 1030-1150	FPH 105
SS 125	Land/Property in America	Rakoff	Open	25	MW 1-220	FPH 103
SS 128p	Central America/Economy	Weaver	Prosem	16	TTh 9-1020	PHB 1
SS 136	Mysteries/Science/Pseudosci	Poe	Open	25	TTh 1230-150	FPH 102
SS 143p	Perspectives on Emotion	Conrad	Open	25	TTh 9-1020	FPH 103
SS 146	Unsafe Communities	Glazer	Open	25	MW 1-220	FPH 106
SS 148	Societies/Cultures Middle East	Mirsepasi	Open	25	MW 1030-1150	FPH 106
SS 153	Latinos in US	Risech-Ozeguera	Open	25	MW 1-220	FPH 107
SS 154	Paths to the Past	Wald	Open	25	MW 9-1020	FPH 103
SS 158	Psychology and Culture	Mattei	Open	25	TTh 2-320	FPH 106
SS 184	American Capitalism	Warner	Open	25	MW 230-350	FPH 106
SS 202	Introduction History/World	Weaver	Open	25	MW 4-520	FPH 107
SS 210*	Introductory Economics	Warner	Open	25	MW 9-1020	FPH 104
SS 214	US Labor History	Nisonoff	Open	25	TTh 1230-150	FPH 105
SS 215	Politics Abortion Rights	Fried	Open	25	TTh 1030-1150	FPH 104
SS 228	Intro Social Psychology	Poe	Open	25	TTh 9-1020	FPH 104
SS 231	Abnormal Psychology	Mattei	Open	25	M 630-930pm	FPH 108
SS/HA 233A	Elementary Yiddish	Lewin	Open	18	MW 230-350	FPH 105
SS 234	Jews European History	Glick	Open	25	MF 1030-1150	FPH 105
SS/HA 235	Art and Revolution	Wald/Levine	Open	40	MW 1-220	ASH AUD
SS/WP 242	Creative Writing in Social Science	Ryan	InstrPer	16	TTh 1230-150	GRW
SS 244	Cultural History Christianity	Sperling	Open	25	MW 4-520	FPH 103
SS 248	Gendered Cities	Breitbart	Open	25	MW 1-220	FPH 105
SS 253	Buddism/Society in S/SE Asia	Darlington	Open	25	TTh 2-320	FPH 107
SS 259	Supreme Court/Law	Mazor	Open	25	MW 1-220	FPH WLH
SS 260	Becoming a Person	Conrad	Open	25	TTh 2-320	FPH 103
SS 270	Race in the US	Risech-Ozeguera/Sawada	Open	40	TTh 1030-1150	FPH 108
SS 272	Critical Race Theory	Ford/White	Open	40	MW 4-520	CSC 114
SS 274	Revolutions:China/Cuba	Bengelsdorf/Johnson	C A N C E L E D			
SS/HA 280	Jewish Spirituality/Tradition	Fine	Open	25	MW 1030-1150	FPH 103
SS 288	History of Childhood	Glazer	Open	25	MW 1030-1150	FPH 104
SS 290	Postmodernity and Politics	Bengelsdorf/Cerullo	Open	40	WF 1-220	FPH ELH
SS 305	Histor/Readings on the US	Sawada	Open	15	W 1-350	FPH 101
SS 320	China for Exchange Students	Johnson	Prereq	15	TBA	TBA

*Course does not fulfill the requirements for the two-course option. *Italics* denotes a new course or change from 1997-98 course guide.

CO-CURRICULAR COURSES:

Course	Title	Instructor	Enrollment Method	Limit	Time	Location
BP 101	<i>Interpretive Skills</i>	<i>DeShields</i>	<i>See Descr</i>	15	<i>M 130-4</i>	<i>FPH 101</i>
WP 101	Basic Writing	Ryan/Siegel	See Desc	25	WF 1030-1150	GRW
	Life-Expectation	Wright	Open		MW 4-6pm	FPH 106
WP 107	<i>Writing for International Students</i>	<i>Gorlin</i>	<i>Open</i>	16	<i>MW 1030-1150</i>	<i>GRW</i>
SS/WP 242	<i>Creative Writing in Social Science</i>	<i>Ryan</i>	<i>See Descr</i>	16	<i>TTh 1230-150</i>	<i>GRW</i>

Italics denotes a new course or change from 1997-98 course guide.

LEMELSON CENTER FOR DESIGN

<i>Lemelson Design Workshop</i>	<i>Fabel</i>	<i>See Desc</i>	15	<i>Th 230-5pm</i>		<i>EDH 3</i>
<i>Fabrication Skills</i>	<i>Armitage</i>	<i>See Desc</i>	8	<i>F 930-12noon</i>		<i>Lemelson Machine Center</i>
<i>Workshop/Design/Process</i>	<i>Twitchell</i>	<i>See Desc</i>	12	<i>First Meeting Sept 9th, 9am</i>		<i>Lemelson Design Center</i>

FOREIGN LANGUAGES

FL 101	Intensive French	Roesch	InstrPer	10	TWTh 330-6pm	PIA-1
FL 102	Intensive Spanish	Gear	InstrPer	10	TWTh 330-6pm	PIB-1

CHORUS

Chorus	Hampshire College Chorus	Kearns	See Desc	None	MW 4-6pm	MDB Recital
--------	--------------------------	--------	----------	------	----------	-------------

OUTDOOR AND RECREATIONAL ATHLETICS PROGRAM

OPRA 101	Beginning Shotokan Karate	Taylor	Open	None	MW 530-7 pm	RCC Lounge
OPRA 102	Inter Shotokan Karate	Taylor	Prereq	None	TTh 6-8 pm	RCC Lounge
OPRA 104	Advanced Shotokan Karate	Taylor	InstrPer	None	TThSu 6-8 pm	RCC Lounge
OPRA 106	Beginning Kripalu Hatha Yoga (M)	Nasca	Open	20	M 7-830 pm	RCC Lounge
OPRA 107	Beginning Kripalu Hatha Yoga (N)	Nasca	Open	20	Th 430-6pm	RCC Lounge
OPRA 108	Continuing Kripalu Hatha Yoga	Nasca	Open	20	T 7-830pm	RCC Lounge
OPRA 111	Aikido	Hayes	Open	None	MW 4-515	RCC Lounge
OPRA 115	Beginning Kyudo	Taylor	InstrPer	None	TTh 3-430	RCC Lounge
OPRA 116	Intermediate Kyudo	Taylor	Prereq	None	MW 2-330	RCC Lounge
OPRA 118	Beginning T'ai Chi	Barry	Open	None	TTh 12-1	RCC Lounge
OPRA 119	Continuing T'ai Chi	Barry	Open	None	TTh 130-230	RCC Lounge
OPRA 123	Begin WW Kayaking (X)	E. Alderson	InstrPer	6	W 130-245/F1230-6pm	Pool/River
OPRA 124	Begin WW Kayaking (Y)	G. Alderson	InstrPer	6	W 245-4/F1230-6pm	Pool/River
OPRA 126	Beyond Begin WW Kayaking	G. Alderson	Prereq	8	Th 1230-6	Pool/River
OPRA 141	A Swimming Evolution	G. Alderson	Open	None	W 11-12 noon	Pool
OPRA 145	<i>Lifeguard Training</i>	<i>G. Alderson</i>	<i>Open</i>	10	<i>T 1-4pm W 10-11am</i>	<i>Pool</i>
OPRA 149	Openwater Scuba Certif	Project Deep	Prereq	None	M 6-730/730-9 pm	Pool/RCC
OPRA 151	Top Rope Climbing (A)	Kyker-Snowman	Open	12	Th 1230-530 pm	RCC
OPRA 152	Top Rope Climbing (B)	E. Alderson	Open	12	Th 1230-6 pm	RCC
OPRA 174	Basic Fitness and Training	Hill	Open	12	TTh 830-10am	MSC
OPRA 175	Backyard Wilderness	Warren	Open	12	Th 1-5	EDH 2
OPRA 185	Beginning Tennis	McRae	InstrPer	12	TBA	MSC
OPRA 187	Intermed Tennis	McRae	InstrPer	12	TBA	MSC
OPRA 208	Experiential Education	Warren	C A N C E L E D			
OPRA 232	Women/Leadership/Social Change	Warren	InstrPer	12	F 9-1230	FPH 101

FIVE COLLEGE ASTRONOMY

ASTFC 13	The Solar System	Dent	Begins 9/3	MWF 1:25	UMass/Hasbrouck 134
ASTFC 14	Stars and Galaxies	Tademaru	Begins 9/4	TTh 230-345	Amherst/Life Sci Bld 428
ASTFC 24	Stellar Astronomy	White, R.	Begins 9/3	MW 230-5	Smith College
ASTFC 26	Cosmology	Schneider	Begins 9/4	TTh 230-345	UMass/LGRT 1234
ASTFC 30	Topics in Astrophysics	Greenstein	Begins 9/4	MW 230-345	Amherst/Life Sci Bld 428
ASTFC 51	Astrophysics I	Van Blerkom	Begins 9/3	MW 125-245	UMass/Hasbrouck 134

Italics denotes a new course or change from 1997-98 course guide.

CODES

ARB	Arts Building	LIB	Harold F. Johnson Library
ARF	Animal Research Facility	MDB	Music and Dance Building
ASH	Adele Simmons Hall	MLH	Main Lecture Hall
CSC	Cole Science Center	MSC	Multi-Sports Center
EDH	Emily Dickinson Hall	PH	Prescott House
ELH	East Lecture Hall	PFB	Photography and Film Bldg
EMS	Electronic Music Studio	RCC	Robert Crown Center
EH	Enfield House	TBA	To Be Announced or To Be Arranged
FPH	Franklin Patterson Hall	WLH	West Lecture Hall
GRW	Greenwich Writing Center		

SEPTEMBER 1, 1997

COURSE GUIDE UPDATE

SS 365 THE POLITICS OF REPRODUCTIVE PRACTICE Barbara Yngvesson

This seminar examines reproductive practices such as abortion, abandonment, adoption, and the use of reproductive technologies to answer two interrelated questions: Who is having children and who can't? Who is giving up children and who is not? We will focus on reproduction as both a biological and a cultural process, attending to the ways that global power relations shape the experience and practice of reproduction in local arenas, to the ways that gender, race and class structure reproduction, and to the politics of human agency in struggles over reproduction.

The class will meet once a week for three hours on Wednesday 2:30-5:20 in FPH 103.

OPRA 105, 106, 107 BEGINNING KRIPALU HATHA YOGA Bonnie Nasca

Yoga is one of the most ancient and complete systems of self-development and holistic health. Through an emphasis on warm-ups, breathing techniques, postures, meditation, and relaxation students will experience the benefits of Kripalu Yoga: reduced stress and anxiety, vitalization, deep relaxation, a sense of well-being and greater self-confidence.

Class will meet once a week for two and one-half hours from 4 to 6:30pm in the RCC Lounge. Sections are: Monday or Tuesday or Thursday.