

**1998 • 1999**



**HAMPSHIRE COLLEGE**  
**Catalog & Course Guide**

## 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 necessary 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 has 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 (after July 1, 1993, the number will be 413-559-5521).

## 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:  
Madeline Marquez

ADA Coordinator and Section 504 Coordinator:  
Lawrence L. 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.*

*cover photos by Susan Fitzhugh and Jennifer Bishop*



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# ACADEMIC YEAR CALENDAR 1998-99

## FALL TERM

Student Orientation Period .....	Tues Sept 1 - Tues Sept 8
New Students Arrive and Enroll .....	Tues Sept 1
New Student Seminars .....	Wed Sept 2
Returning Students Arrive and Enroll .....	Mon Sept 7
Advisor Conferences for Returning Students .....	Tues Sept 8, 9:00 a.m. to 11:00 a.m.
Advisor Conferences for New Students .....	Tues Sept 8, 11:00 a.m. to 4:00 p.m.
Classes Begin .....	Wed Sept 9
Division III Contract Filing <i>Recommended</i> for Completion in May 1999 .....	Mon Sept 21
Course Selection Period Ends (Hampshire and Five College) .....	Tues Sept 22
Division I Plan Filing Deadline .....	Fri Sept 25
Yom Kippur Observed - No Classes .....	Wed Sept 30
Five College Drop Deadline .....	Fri Oct 9
October Break .....	Sat Oct 10 - Tues Oct 13
January Term Registration .....	Mon Oct 19 - Fri Oct 23
Advising/Exam Day .....	Wed Oct 21
Division III Contract Filing <i>Deadline</i> for Completion in May 1999 .....	Fri Oct 23
Advising/Exam Day .....	Tues Nov 17
Preregistration/Advising .....	Tues Nov 17 - Fri Nov 20
Field Study Application Deadline .....	Fri Nov 20
Thanksgiving Break .....	Wed Nov 25 - Sun Nov 29
Last Day of Classes .....	Wed Dec 9
Hampshire College Divisional Examination Period .....	Thurs Dec 10 - Wed Dec 16*
Completion of All Division I's/Division II Contract Filing for Division II completion Dec 1999 .....	Wed Dec 16
Hampshire College Evaluation Period .....	Thurs Dec 17 - Tues Dec 22
Winter Recess .....	Thurs Dec 17 - Sat Jan 2

## JANUARY TERM

Students Arrive .....	Sun Jan 3
January Term Classes Begin .....	Mon Jan 4
Martin Luther King, Jr. Day (No Classes) .....	Mon Jan 18
Last Day of Classes .....	Thurs Jan 21
Recess Between Terms .....	Fri Jan 22 - Sat Jan 23

## SPRING TERM

New Students Arrive and Enroll .....	Sun Jan 24
New Students Program .....	Sun Jan 24 - Tues Jan 26
Returning Students Arrive and Enroll .....	Mon Jan 25
Advisor Conferences for New Students .....	Mon Jan 25
Advisor Conference for Returning Students .....	Tues Jan 26
Classes Begin .....	Wed Jan 27
Division III Contract Filing <i>Recommended</i> for Completion in December 1999 .....	Mon Feb 8
Course Selection Period (Hampshire and Five College) .....	Wed Jan 27 - Tues Feb 9
Advising/Exam Day .....	Wed Feb 24
Division III Contract Filing <i>Deadline</i> for Completion in December 1999 .....	Fri Feb 26
Five College Drop Deadline .....	Fri Mar 12
Spring Break .....	Sat Mar 13 - Sun Mar 21
Advising/Exam Day .....	Tues Apr 13
Preregistration/Advising .....	Tues Apr 13 - Fri Apr 16
Field Study Application Deadline .....	Fri Apr 16
Last Day of Classes .....	Fri May 7
Hampshire College Divisional Examination Period .....	Mon May 10 - Fri May 14
Completion of All Division I's/Division II Contract Filing for Division II completion May 2000 .....	Fri May 14
Hampshire College Evaluation Period .....	Mon May 17 - Fri May 21
Commencement .....	Sat May 22

\* Wednesday, 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

Hampshire College began with a compelling belief that the most meaningful and lasting education is shaped by a student's own interests. Further, the student should play a role in directing not just the content of his or her education, but also the means. 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. An academic atmosphere that energizes students to work hard and inspires them to grow tremendously, enables students to leave Hampshire with much greater intellectual and social maturity than when they entered.

## THE ROLE OF THE FACULTY

As Hampshire students direct the course of their education, the faculty play a crucial role, providing guidance, criticism, and support, both inside and outside the classroom. In small seminars and frequent individual conferences, faculty encourage discussion and independent thinking, and act as catalysts and mentors as students conceive, develop, and evaluate original work, whether first-year independent work, concentration of study, or capstone project.

## ADVANCED INDEPENDENT WORK

A Hampshire education is not complete until students demonstrate an ability to use their knowledge in progressively more sophisticated independent projects of their own design. These projects follow a graduate thesis model; students are expected to complete original work of a high standard, with assistance from their faculty mentors.

## AN INTERDISCIPLINARY CURRICULUM

Many students come to Hampshire with multiple talents or interests that coalesce around questions that can be addressed only from the perspectives of several disciplines. For example, problems of war and peace, environmental policy, and the uses of new information technology demand scientific, as well as political, economic, and ethical understanding. A student may wish to combine talents within the arts, such as writing and photography, with a particular cultural focus. The traditional framework of required majors and academic departments, would not permit these students to fully explore the relationships among their interests.

To encourage multidisciplinary work, Hampshire has replaced single-subject departments with three core interdisciplinary Schools—Humanities, Arts, and Cultural Studies; Natural Science; and Social Science—and two experimental

Schools—InterArts and Cognitive 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 Schools are vehicles for students' intellectual explorations, not rigid frameworks into which they must fit themselves. Faculty also take advantage of this arrangement. In jointly-taught courses and on student advisory committees, faculty from different disciplines and Schools collaborate with one another, enriching their students' scholarship and each other's with their several perspectives.

## HISTORY

The idea for Hampshire originated in 1958, when the presidents of four distinguished New England colleges—Amherst, Mount Holyoke, Smith 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; broad, multidisciplinary learning; and 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. Hampshire admitted its first students in 1970.

## THE FIVE COLLEGE CONSORTIUM

The Five College Consortium, one of the oldest and most successful educational consortia in the country, provides an extraordinarily rich set of academic and cultural resources. Hampshire students currently have access to more than 6,000 courses, 5.5 million library volumes, and the academic facilities of Amherst, Mount Holyoke, and Smith Colleges and the University of Massachusetts. The Five Colleges' 25,000 students, 1,900 faculty, extensive calendar of cultural events, and ancillary businesses have made the area a vital educational and cultural center.

## HAMPSHIRE STUDENTS

Today, 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. They bring with them a diverse set of backgrounds, interests, and talents and come from nearly every state and almost thirty foreign countries.

Hampshire students value the deeper meaning in their studies as well as the practicality of getting a degree. As they

pursue introductory work in the Schools, design and carry out a concentration, and complete a major independent project, they acquire habits of mind that will serve them well in a rapidly changing world. They learn to think critically and independently, to approach new ideas with confidence, and 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.

### **HAMPSHIRE GRADUATES**

Today, more than 6,000 Hampshire alumni provide convincing evidence of the soundness of the founders' vision. Nearly one-fifth of Hampshire's graduates have started their own businesses, while others are pursuing successful careers in medicine, law, education, publishing, finance, public service, and the arts. Highlights include fifteen Academy Award nominations and three winners, significant inventions or discoveries in medical research, adaptive technology, and environmentally-responsible manufacturing processes, and leading-edge work in computing, communications, and arts technology. More than half of Hampshire's alumni have earned at least one graduate degree.

# THE ACADEMIC PROGRAM

Hampshire students qualify for the Bachelor of Arts degree by completing a full-time program comprised of three levels, or divisions, of study. In Division I, or Basic Studies, students pursue substantial work in each of Hampshire's Schools: Humanities, Arts, and Cultural Studies; Natural Science; Social Science; Experimental School of Cognitive Science; and Experimental School of InterArts. Students complete their Division I requirements with four exams or projects. 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 the college or the surrounding community as part of their Hampshire education. In Division III, they 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 college academic program of the college, 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 the 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 distributional 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 areas of concentration 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, Arts, and Cultural Studies, or a psychology and a history course in the School of Social Science. In the remaining Schools, students must propose and pass a Hampshire examination or complete a project. The word "examination" has a special meaning at Hampshire: it is not a test, like a mid-term or final exam, but an independent research or creative project, proposed and carried out by the student under the close supervision of a faculty member.

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 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 numbering 25 students), questioning and critical discussion are emphasized. In proseminars, designed especially for first-semester students, research, writing, and analytical skills are developed 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. Together, the student and committee members discuss the best ways for the student's interests and goals to 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 simultaneously reflects both the interests and goals of the student and the concern for breadth and intellectual rigor of the faculty.

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 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,

which combines a student presentation of a portfolio consisting of papers written for courses or independent projects with course and field work or internship evaluations, artistic accomplishments, and other evidence that the terms of the Division II contract have been fulfilled. The student and committee members discuss the material. Then, if the student is judged to have passed Division II, a discussion will follow about 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, a student, concentrating in American literature fulfilled the Third World Expectation by combining course work and an independent paper on the Harlem Renaissance; another, planning to attend law school, devoted a portion of required course work to exploring the relationship between the American legal system and minorities, and 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 the broader community. Community service projects range from participating in college governance to volunteering time 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 Connections and Social Change Program (see page 112).

**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 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 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 a faculty member to discuss and critique 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 learn 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 enabling them to actually 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, inviting their students to be 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 both the distinctiveness of the student's academic program and the independent research skills that have been acquired.

Evidence of the effectiveness of Hampshire's evaluation system can be found in the graduate school admissions record of its alumni. Recent graduates have been admitted to and have attended a variety of programs in law, medicine, business, and other fields at such leading colleges and universities as: Harvard,

Georgetown, University of California- Santa Cruz, University of California-Berkeley, Duke, Brandeis, University of Chicago, Columbia, Princeton, Yale, and others.

### **FIVE COLLEGE EXCHANGE**

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

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

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

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

### **ACADEMIC GOOD STANDING**

At the end of each semester and academic year, the student's academic advisor certifies whether 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.

### **RELIGIOUS HOLIDAYS**

The need to observe religious holidays will be honored by arrangement with individual faculty members.

The Commonwealth of Massachusetts statute assures any student who is unable, because of religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused and shall be provided with an opportunity to make up such examination, study, or work requirement which may have been missed because of such absence on any particular day; provided, however, that such make-up shall not create an unreasonable burden upon the school. No adverse or prejudicial effects shall result to the students.

### **MULTICULTURAL AFFAIRS**

The office of multicultural affairs serves in an academic and advisory capacity to promote the development of curriculum, programs, and scholarly and intellectual goals that reflects 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, 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, staffed by the dean of multicultural affairs, the assistant to the dean, and African American, Latino/a, and Asian-American faculty advisors, is located in Franklin Patterson Hall.

# THE CAMPUS

## ACADEMIC FACILITIES

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

The library's basic collection of 111,000 volumes supports Hampshire courses and general student interests. Students also have access to over 4,000,000 volumes in the Five College Consortium. The Five Colleges employ a consortium-wide computerized catalog system which lists the holdings at all Five College libraries. This system enables students at any of the colleges to locate a book or periodical simply by consulting a computer terminal at the library of their home institution. 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. The reference staff provides 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, using 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 World Wide Web. The microcomputer facilities on the third floor of the library center include Macintosh and MS-DOS/Windows machines. 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 both 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 are two computer classrooms with PowerMac and Pentium-based computers.

Science students at Hampshire College have the unique opportunity of combining the benefits of a small liberal arts institution with access to 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, animal room, and a research darkroom.

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. Hampshire's scientific facilities are open to all students 16 hours a day, with extended hours available.

**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, Arts, and Cultural Studies 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 the study of 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, classrooms, cognitive science laboratories, 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 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 its 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 offers an unusual combination of pastoral beauty and the cultural liveliness generated by its proximity to one of the country's leading educational centers. The Five College Consortium, Amherst and the nearby towns of Northampton and South Hadley provide a variety of intellectual, social, and artistic activity rarely found outside large cities. Opportunities also abound in the area for hiking, cross-country skiing, bicycling, and 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 and 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, which reflect the distinctive "personality" of each residence, are open to the entire Hampshire community. 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 residence halls and three apartment areas on campus.

## THE RESIDENCE HALLS

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; most continuing students live in singles. Although most hallways are coed, there are some designated single-sex. Entering students receive forms that allow them to state their housing preferences before they arrive on campus; students may, for example, request a non-smoking or a quiet hall. A common lounge serves as a gathering place for residents of each hall.

Hampshire College recognizes that certain students, regardless of legal age, want or need a living situation in which 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 residence halls.

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 serves meals 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 residence halls 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 halls collaborate with the house staff to determine each year's offerings. Recent activities have included a pumpkin-carving contest, evening movies, presentations of Division III works-in-progress, discussions of student field study and internship experiences, and conversations with alumni about their lives and careers after Hampshire.

## 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, prefer vegetarian eating—or they may be 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 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 residence halls, 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 is enhanced by Hampshire'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 board 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 Schools, they affect curricular development and academic policy.

### STUDENT SERVICES

**THE CAREER OPTIONS RESOURCE CENTER**, located on the third floor of Johnson Library, helps Hampshire students and alumni make connections between their academic and

personal interests as these relate to 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, 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 CORC 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 counselor and several student volunteers, Counselor/Advocates trains students in peer counseling and referral and serves as a resource for groups on other college campuses who wish to establish similar organizations.

**DISABILITIES SUPPORT SERVICES** reflects the strong commitment at Hampshire College 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 (after July 1, 1998, 413-559-5412); students with learning disabilities should contact Karyl Lynch, associate dean of advising, 582-5498 (after July 1, 1998, 413-559-5498); students with psychological disabilities should contact Anne Downes, associate dean of advising, 582-5498 (after July 1, 1998, 413-559-5498).

To ensure the availability of necessary aids at the start of any particular semester, a disabled student who needs an auxiliary aid must notify the appropriate staff member of his or her request for assistance several weeks before the beginning of the term.

**HEALTH SERVICES**, located in Montague Hall, offers a comprehensive program which combines preventive medicine and health education with the treatment of illness, injury, and emotional problems. The staff includes nurse practitioners,

psychologists, a health educator, and a secretary/receptionist. Clinic hours are 8:30 a.m. to 5:00 p.m. weekdays. Students are seen primarily by appointment. When Hampshire's health center is closed during the academic year (weekends, nights, and during vacation periods), students with emergency problems may be seen at the University of Massachusetts Health Center. Information about all visits is kept in strict confidence.

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

Hampshire participates in a number of educational programs abroad, including Five College exchange programs in Africa, Asia, Australia, Canada, Great Britain, Ireland, and South America. Hampshire is also associated with the Institute of European Studies/Institute of Asian Studies, which has study centers in cities in England, Germany, Spain, Mexico, Italy, Japan, France, Singapore, and Austria. It is a member of the International Student Exchange Program (ISEP), which facilitates one-to-one reciprocal exchanges with institutions in 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. This is 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 foreign universities and programs. The office also serves as a liaison between the Five College foreign study offices and community cultural interest groups. The director of the office serves as chair of the fellowship committee and assists students and faculty in preparing applications for awards for undergraduate and graduate study abroad and with the implementation of Hampshire's Third World Expectation.

**THE LEBRON-WIGGINS-PRAN CULTURAL CENTER** is a meeting place for students of color organizations and 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 student association (ASA). 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.

**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 1500 books and periodicals, and sponsors educational programming on women's issues, and social and cultural events for the entire campus. The center is also a networking base for many student organizations geared toward women's concerns, such as Sisters (the women of color organization), and the Women's Art Collective.

**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 Leadership Center. The following partial list suggests the variety of groups to which students can belong:

- AIDS Action Collective
- Alternative Music Collective
- Amnesty International
- Asian Students Organization
- Bart's Arm (artists' collective)
- Celtic Studies
- Christian Fellowship
- Civil Liberties and Public Policy
- Contra Dance Collective
- Counselor/Advocates Against Sexual Abuse
- Emergency Medical Technicians  
(a 24-hour volunteer service)
- Excalibur (game playing group)
- FISH (Forum of International Students at Hampshire College)
- The Forward (student newspaper)
- Hampshire Independent Productions  
(supports student theater productions)
- Infinity Video Collective
- Jewish Student Group
- Martial Arts
- Men's Resource Center

- Mixed Nuts Food Co-op
- Queer Community Alliance
- Racies/La Raza (Latina/o Student Organization)
- 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)

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# ADMISSION

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

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

## INTERVIEWS

Interviews are an important part of Hampshire's admissions process. Candidates are encouraged to visit the college for an admissions interview and tour of the campus. To schedule an appointment, students should contact the admissions office two weeks in advance at (413) 582-5471 (after July 1, 1998, 559-5471). 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 (after July 1, 1998, (413) 559-5471); fax (413) 582-5631 (after July 1, 1998, (413) 559-5631); e-mail [admissions@hampshire.edu](mailto:admissions@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.

### 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. Additional 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 leave of absence for a semester or a year from their home institution 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 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. 114), 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 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% 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 in conjunction with the National Yiddish Book Center. Division II Hampshire students selected to be Kaplan fellows receive a \$2000 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% tuition for a full academic year. Kaplan Fellows take courses 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 world-wide resource for the preservation and revitalization of Yiddish language, literature, and culture.

Kaplan Fellows form a small learning community of students and faculty with shared interests in Jewish history and literature, providing a core group in courses and other activities designed to provide a broad introduction to the European Jewish legacy and its expressions in Jewish American life.

### THE JAMES BALDWIN SCHOLARS PROGRAM

James Baldwin Scholars Program at Hampshire College provides scholarships to talented African American and Latino/a students who can benefit from a transition year before college in which to improve general academic skills and prepare for the rigor of college studies.

Named after preeminent African American writer and scholar James Baldwin, who taught at Hampshire as a Five College professor, the program was founded in 1992 as part of an urban initiative undertaken by Hampshire College and two student support organizations—The Learning Tree and Northern Educational Services in Springfield, Massachusetts. The intent of this program is to give ambitious urban students who are underprepared for college because of limited access to academic resources, inappropriate high school tracking or heavy family or work responsibilities the skills necessary to succeed in college-level studies.

Successful completion of the transition year prepares students to apply to selective liberal arts colleges, including Hampshire. Baldwin graduates who are accepted at Hampshire College may use course work completed during the transition year to fulfill Hampshire's academic requirements.

During the Baldwin year, scholars participate fully in the college's academic program, residential community and social life. Students live on campus and take courses available to all Hampshire students. To supplement their course work, students are usually required to enroll in classes and workshops that develop stronger writing, quantitative, and interpretive skills.

Regular meetings with an academic advisor are a critical element of the support the college provides Baldwin Scholars.

Admission to the James Baldwin Scholars program is offered to students who show intellectual promise, who wish to develop the skills necessary to successfully carry out independent study and research, and who have demonstrated the capacity for leadership. Students are referred to the program by community agencies, as well as by high school teachers and guidance counselors. The cost of the year's tuition, room, board and a book allowance are awarded to each student admitted to the program.

To receive an application, or for more information on the James Baldwin Scholars Program, contact Associate Dean Mary Frye in the advising office (413) 582-5768 (after July 1, 1998 (413) 559-5768) or Hampshire College admission office (413) 582-5471 (after July 1, 1998 (413) 559-5471).

### **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**

We accept applications on disk from the following independent, commercial services: Apply! (800) 932-7759, and College Link (800) 394-0606. Contact them directly for details.

#### **ADMISSIONS WEBSITE**

For timely information and a portable document format (PDF) version of our application, visit our website: <http://www.hampshire.edu>.



## TUITION AND FEES

## FINANCIAL AID

### APPLICATION FEE

Applications must be accompanied by a non-refundable \$50 check or money order payable to Trustees of Hampshire College.

Costs for the 1998/99 academic year at Hampshire College are given below. Please contact the Hampshire College business office for the 1998/99 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	\$24,280
Room	4,090
Board	2,345
<b>TOTAL</b>	<b>\$30,715</b>

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 1998/99 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."

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.

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

# REGISTRATION INFORMATION

Hampshire students have the option of preregistering for Hampshire classes as well as Five College classes. The preregistration period for fall 1998 classes is Tuesday, April 14 through Friday, April 17. The final registration deadline for fall 1998 classes is Tuesday, September 22. The preregistration period for spring 1999 classes is Tuesday, November 17 through Friday, November 20. The final registration deadline for spring 1999 classes is Tuesday, February 9.

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 incomplete they may be returned, causing delays which might affect ability to get into a particular course.

No Five College courses may be added after Tuesday, September 22, 1998 in the fall semester, or Tuesday, February 9, 1999, 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. No refunds will be made after the end of the course registration period. A special student who enrolls in a course and fulfills the course requirements will receive a certificate of enrollment, verifying registration in the course with a copy of the evaluation attached. The certificate will carry the college seal and be an official document. No grades and no credit designations are given. Instructors are obligated to provide written evaluations of students' work if course requirements have been fulfilled, unless the director of Central Records is notified of a change in enrollment status. Auditors may attend a course, but do not participate in class and do not receive evaluations of any kind. No written documentation of an audit will be provided. There is a fee for auditing. Consult with the Office of Central Records for special students' fees.

Some courses, especially those which require use of special college facilities, are restricted and are not available for audit. Courses in great demand such as film, photography, and video are not available to special students under any circumstances. Dance courses and Outdoors and Recreational Athletics Program activities have separate fees. Consult with the instructor of these courses for availability and fees.

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

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

## COURSES OF INSTRUCTION

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

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

**200 FOUNDATIONAL COURSES** explore subject matter needed by students in any division. These can be "skills courses" (statistics, computer programming, or dance techniques); they can be general surveys or introductory 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 prerequisites 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 Schools, are designed especially for entering students. Proseminars address issues, reflect various methods for analysis and expression, and introduce students to the larger academic life of the college (including the basic structure of divisional examinations). The proseminars are intended to develop general intellectual skills essential to the pursuit of learning. For example, students will examine how to work through an analytical process, assay evidence and inference, and organize an argument; how to read thoughtfully, critically, and imaginatively; how to write with clarity, economy, and grace; how to make efficient use of resources and tools of research and documentation, including the Hampshire and Five College library systems.

See School listings for course descriptions. Proseminars are indicated by School initials, number, and letter "p."

## PROSEMINAR COURSE LIST

CS 126p

**THE INTERNET: A PRIMER**

James Miller

CS 157p

**INTRODUCTION TO TWENTIETH CENTURY PHILOSOPHY**

Steven Weisler

HACU 119p

**MAKING MEANING: READING IN AND OUT OF THE CANON**

Norman Holland/L. Brown Kennedy

HACU 123p

**THE AMERICAN CLASSICS IN CONTEXT**

Eric Schocket

HACU 126p

**WOMEN'S LIVES, WOMEN'S STORIES**

Susan Tracy

HACU 132p

**EXPERIMENTS IN JOURNALISM**

David Kerr

HACU 133p

**SYSTEMATIC STUDY OF ONE PHILOSOPHER'S WORK**

TBA

HACU 148p

**INTRODUCTION TO MEDIA CRITICISM**

TBA

IA 123p

**PAGE TO STAGE**

Ellen Donkin

IA 132p

**FEMINIST FICTIONS**

Lynn Hanley

IA 157p

**LITERARY COUNTERCULTURE**

Robert Coles

NS 101p

**HOW THINGS WORK**

Herbert Bernstein

NS 121p

**HUMAN BIOLOGY: SELECTED TOPICS IN MEDICINE**

Merle Bruno/Christopher D. Jarvis

NS 147

**PESTICIDE ALTERNATIVES**

Brian Schultz

NS 153p

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

Lynn Miller

NS 179p

**LOCAL AND GLOBAL CLIMATE CHANGE**

Steve Roof

SS 104p

**FUNERALS AND LIFE IN SOUTHEAST ASIA**

Sue Darlington

SS 105p

**THE UNITED STATES IN WORLD WAR II**

Aaron Berman

SS 116p

**REVOLUTION AND MODERNIZATION IN CHINA**

Kay Johnson

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

## EXPERIMENTAL SCHOOL OF COGNITIVE SCIENCE

### CURRICULUM STATEMENT

Cognitive Science is an interdisciplinary field devoted to the study of the mind, the brain, and computing technology. Hampshire's diverse program serves students with interests in many areas, including psychology, philosophy, linguistics, biology, animal behavior, computer science, anthropology, education, child development, learning, digital multimedia, and the social effects of new information technology. Division II concentrations and Division III projects can be organized in whole or in part around the study of the remarkable capacities of the mind and brain or around the potential of computers and digital technologies.

Over the past thirty years, cognitive science has become a central area of knowledge and liberal arts learning, offering a critical perspective on human nature, on the nature of knowledge itself, and on our possible futures in the digital age. The three interlocking areas of the School's curriculum reflect these perspectives:

**Mind and Brain.** Research on the mind and brain is one of the most exciting frontiers of science. Our understanding of ourselves and our potential are being profoundly altered by studies in many areas: brain imaging; the perceptual and mental abilities of infants and young children; theories of neural networks; the roots of learning disabilities, dyslexia, and autism; the evolution of animal consciousness and behavior; the nature of learning and memory; the effects of psychiatric medications; and the possibility of intelligent machines are just a few examples. We examine these areas in our courses and work with students in the laboratory and field to produce new research results.

**Knowledge and Language.** The nature of meaning and knowledge and the question of how they can be represented in the mind and conveyed by language are among the oldest and most central issues in philosophy, linguistics, and psychology. In our program, faculty members and students examine and extend the new ideas emerging from interdisciplinary research in this area. We study, for example, the relation between language and thought, the acquisition of language by young children in widely varying environments, the implications of philosophical theories of knowledge for neuroscience and computer science, and the question of how mere words can possibly capture the richness and variety of our thoughts.

**Computing Technology.** Computers and other digital technologies are extensions of the human mind, and, increasingly, they have more or less capable minds of their own. One focus of our curriculum is to give students a foundation for further work by providing them with skills in programming and digital media. Another focus is understanding computers, networks, and digital media as tools for learning and creativity and as powerful catalysts of intended and unintended social transformation. A final interest is the potential and limits of artificial intelligence and their relationship to biological intelligence.

Courses and projects in cognitive science are supported by the School's laboratory facilities in Adele Simmons Hall, which

include an open computing laboratory, child development and cognitive psychology laboratories, and laboratories for projects in digital media, artificial intelligence, and learning technology. Work on animal cognition and behavior is supported by the Animal Research Facility, located on the college farm.

### COURSE LIST- FALL 1998

CS 104⊕  
**COGNITIVE SCIENCE FICTION**  
Lee Spector

CS/IA 109⊕  
**COMPUTING CONCEPTS: CREATIVE MACHINES?**  
Lee Spector

CS 110⊕  
**MINDS, BRAINS AND INTELLIGENT BEHAVIOR: AN INTRODUCTION TO COGNITIVE SCIENCE**  
J. Hernandez Cruz

CS 112⊕  
**TOPICS IN MULTIMEDIA COMPUTING**  
TBA

CS 120⊕  
**ANIMAL BEHAVIOR AND COGNITION**  
Mark Feinstein

CS 126p⊕  
**THE INTERNET: A PRIMER**  
James Miller

CS/SS 145  
**HUMAN AGGRESSION**  
Donald Poe

CS 157p⊕  
**INTRODUCTION TO TWENTIETH CENTURY PHILOSOPHY**  
Steven Weisler

CS 158⊕  
**WAR AND PEACE: THE COGNITIVE BASES OF DECEPTION AND PLAY**  
Carter Smith

CS/NS 198  
**EVER SINCE DARWIN**  
Lynn Miller

CS 204⊕  
**BRAIN AND COGNITION**  
TBA

CS 220⊕  
**ORIGINS OF THOUGHT AND KNOWLEDGE**  
Carter Smith

CS/NS 222  
**BIOLOGY AND DISEASES OF THE BRAIN**  
 Susan Prattis

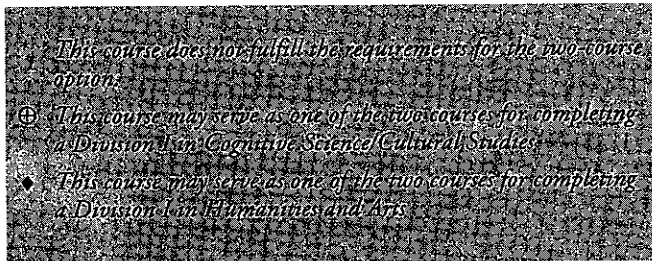
CS 245⊕  
**EARLY MODERN PHILOSOPHY**  
 J. Hernandez Cruz

CS 268⊕  
**ON-LINE JOURNALISM: CRITIQUE AND PRACTICE**  
 James Miller

CS 270⊕  
**PSYCHOLOGY LABORATORY**  
 TBA

CS 298⊕  
**TOPICS IN COMPUTER SCIENCE**  
 TBA

CS/NS 316  
**LINEAR ALGEBRA AND ITS APPLICATIONS**  
 Kenneth Hoffman



## COURSE DESCRIPTIONS - FALL 1998

CS 104  
**COGNITIVE SCIENCE FICTION**  
 Lee Spector

Can androids fall in love? Could a planet have a mind of its own? How might we communicate with alien life forms? Will it ever be possible for two people to "swap minds"? How about a person and a robot? And what would it feel like to engage in a Vulcan "mind meld"? A large body of science fiction explores questions like these—questions that push the limits of the science of the mind. Current cognitive science research can shed light on many of these questions, with results that are often as strange and wonderful as the inventions of science fiction authors.

In this course we will read and view science fiction while simultaneously reading current scientific literature on the mind, the brain, and intelligent machines. The science fiction will provide a framework for our discussions, but the real goal of the course is to provide a tour of issues in cognitive science that will prepare students for more advanced cognitive science courses. No previous experience in cognitive science is required. The course will meet twice a week for one hour and twenty minutes each time, with possible additional meetings for film screenings. Enrollment limit is 25. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

CS/IA 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 they 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 CS 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. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

CS 110  
**MINDS, BRAINS AND INTELLIGENT BEHAVIOR: AN INTRODUCTION TO COGNITIVE SCIENCE**  
 J. Hernandez Cruz

The methods of science are aimed at offering explanations of the world. We must count ourselves among the host of things that are candidate targets of scientific explanation. We find ourselves, however, not merely as biological organisms, solely the domain of biology. Nor do we find ourselves merely as chemical or physical organisms, solely the domain of chemistry or physics. In addition to being biological, chemical and physical, we are—or at least seem to be—mental organisms.

We credit our minds with an expansive list of astonishing achievements. Nothing like an exhaustive catalog is possible, but for starters, we credit our minds with emotion, perception, consciousness, creativity, memory, language comprehension, concept manipulation, the control of fine motor skills, planning and reasoning. All of these achievements are multifaceted in their own right and deserve careful exploration. Furthermore, the capacities of individual minds and of minds working in large groups somehow conspire to result in culture, in politics and in the panorama of human history.

In the last three decades, an interdisciplinary area of study with the ambitious goal of scientifically studying the mind has emerged. This field is known as *Cognitive Science*. Psychology, Linguistics, Anthropology, Philosophy, Computer Science, Evolutionary Biology and Neuroscience have combined resources to create a challenging and exciting dialogue that attempts to provide theoretical and experimental foundations for understanding mentality. In this course we will engage questions that include:

- What is the mind and how can we study it?
- What does the mind do? How did it evolve?

- Do animals have minds like ours?
- How does language work?
- Will computers ever think?
- What is reasoning, or having an emotion, or feeling a sensation?

This course does not presume any background in the sub-fields of Cognitive Science. There will be frequent writing assignments and several small collaborative research projects.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

**CS 112**  
**TOPICS IN MULTIMEDIA COMPUTING**  
TBA

This course will introduce the concepts and software behind multimedia computing. Students will become acquainted with methods for manipulating digital images, sound, and video and for integrating them into interactive software using authoring tools. Underlying concepts of digital representation, processing, and programming will also be introduced.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 20. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

**CS 120**  
**ANIMAL BEHAVIOR AND COGNITION**  
Mark Feinstein

What is an animal doing when it "behaves"? Can animals be said to "think"? In this course we will explore the lives of animals from the joint perspectives of biology and cognitive science. Animals have a rich and remarkable range of activities: they move, find shelter, feed, defend themselves, interact with other animals, mate, and reproduce. To do so, they must be able to perceive the world around them, store and process information about it, communicate with one another, and learn. We will look at how scientists observe and analyze these phenomena in nature and learn how experiments can be designed and carried out to study animal behavior and cognition systematically. Along the way we will explore a wide range of issues in evolution, ecology, genetics, and neuroscience. Students will be expected to read and critique a series of articles from the professional scientific literature and write a final paper.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

**CS 126p**  
**THE INTERNET: A PRIMER**  
James Miller

This course will introduce the Internet, its history and development, use and possible future. We will examine the Internet as a new kind of communications medium, some combination of the telephone, textual expression and video, possibly one big step towards the much predicted "convergence" of previously discrete media. Students may have the chance to

learn web skills in a separate workshop. We will carry out projects, write short papers, and benefit from guest experts.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 16. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

**CS/SS 145**  
**HUMAN AGGRESSION**  
Donald Poe

This course will examine the ways in which social psychologists view aggression. Course topics will include innate theories of aggressive instincts, learning theories, and cross-cultural approaches. Special topics will include the effects of television on aggression and crowd/mob behavior.

Students will be expected to write a number of short critiques of assigned readings and an individual project which in most cases will take the form of a research paper on a pertinent topic of interest.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Social Science.

**CS 157p**  
**INTRODUCTION TO TWENTIETH CENTURY PHILOSOPHY**  
Steven Weisler

This course will introduce several of the major philosophers of the current century. Included will be the work of Wittgenstein, Quine, Frege, Russell, Putnam, Kripke, Austin, and Chomsky. We will study classical problems in epistemology and metaphysics and will also investigate topics in philosophy of language, more specifically, empiricism, nominalism, scepticism, objectivity, and creativity.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 16. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

**CS 158**  
**WAR AND PEACE: THE COGNITIVE BASES OF DECEPTION AND PLAY**  
Carter Smith

Why do we play? Why do we tell lies? What is the difference between engaging in pretend play versus intentionally deceiving someone? Humans are not the only species which engages in play-like behavior, nor are we the only species that engages in deception. The study of play and deception raises questions about the nature of mind and how we know (a) that the contents of our own mind do not always match reality; and (b) that someone else can have different mental beliefs from our own. In this course we will examine empirical studies that bear on these issues from the perspectives of cognitive development, primate cognition, and psychology and law; finally, we will discuss the implications of this research for social policy.

Students are expected to participate in discussion of primary literature, and propose an original experiment that address one of the issues that arises in discussion. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25.

CS/NS 198  
**EVER SINCE DARWIN**

Lynn Miller

*"Getting tired of being human is a very human habit."* -R. Dubois.

In the last few years, a number of authors have attempted to reduce human history to genetic principles or biologically fixed sexual differences in human behavior which keep men and women in separate groups. These simplistic arguments were invented over one hundred years ago by those who misread or misinterpreted Darwin's ideas. To think about these arguments, we will read and discuss a small sample of the literature of the past 120 years on the explanations of the behavior of *Homo sapiens*. 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 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.

CS 204  
**BRAIN AND COGNITION**  
 TBA

This course will survey current research on the neural basis of cognitive processes, including vision, language, memory, thinking, and action. We will review evidence coming from brain imaging studies (using PET, MRI, etc.), studies of brain waves (EEG and ERP), studies of people with brain damage, and animal research. Theories arising from research on artificial neural networks will also be considered. Students will conduct library research and read and critique primary research articles.

Class will meet twice a week for one hour and twenty minutes each time. Enrollment is limited to 30. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

CS 220  
**ORIGINS OF THOUGHT AND KNOWLEDGE**  
 Carter Smith

This course examines historical and contemporary issues in cognitive development, particularly in infancy and childhood. Cognitive developmental psychologists study the interplay of biological and environmental factors in children's ever-changing capacities for thinking, memory, language, perception, and conceptual understanding. The study of cognitive development is central to education and social policies concerning families, child care, and children's exposure to TV, books, and computer-based media. This course is an introduction to research and theory on a variety of topics in cognitive development. For example: What is the nature of the earliest kinds of thought? How do children acquire the wealth of knowledge that adults have? How do children acquire language? Why do children have difficulty learning to solve some kinds of problems but not others? How does the social environment play a role in cognitive development?

Students will be responsible for readings of primary literature, and will also perform observational and experimental studies of children. A final term paper or research project will be required. Class will meet twice a week for one hour and twenty minutes each time. Enrollment is limited to 20.

CS/NS 222  
**BIOLOGY AND DISEASES OF THE BRAIN**

Susan Prattis

This course will include specific topics in areas affecting the brain's normal function and its dysfunction during disease. We will focus on the process of brain development and physiology, exploring brain dysfunction during major affective disorders such as depression and schizophrenia and within Parkinson's disease and Alzheimer's disease, two degenerative diseases associated with the process of aging. We will explore the primary and secondary literature in a lecture, discussion, and problem-based learning format (which will require group meetings and research outside of class) and through laboratory projects using mammalian and nonmammalian cell and tissue culture and other cellular and field techniques.

Class will meet twice weekly for one hour and twenty minutes with an additional weekly three-hour lab. Prerequisites: Basic biology and/or psychology.

CS 245  
**EARLY MODERN PHILOSOPHY**  
 J. Hernandez Cruz

The early modern period in Western philosophy (roughly 1600-1800) is the source of many of our most powerful and seductive intellectual commitments. While we may disagree with philosophers of this period, the terms of philosophical inquiry and our standards of rational argumentation are in part derived from the work of Descartes, Spinoza, Locke, Berkeley, Hume and Kant. For this reason, we will pursue a rigorous and sustained introduction to this episode in human intellectual history. We will cover topics in metaphysics, epistemology and philosophy of mind.

This course is appropriate for students who have taken an introduction to philosophy, and is especially aimed at middle-level philosophy concentrators. There will be weekly writing assignments and a longer final paper.

Class will meet once per week for two hours and fifty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

CS 268  
**ON-LINE JOURNALISM: CRITIQUE AND PRACTICE**  
 James Miller

On-line, and, increasingly, multimedia journalism is struggling to define itself. Drawing from established industries and professional standards in radio, TV, and print, web-news is a hybrid form. In this course we will become familiar with the distinctive nature of on-line journalism, examine its origins, scrutinize its challenges (ethics in particular), identify its practitioners and predict its future. In addition students will practice on-line journalism in conjunction with Hampshire's Internet Journalism Project and the Media Lab's FishWrap personalized news service.

Class will meet twice a week for one hour and twenty minutes each time. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.



CS 270

**PSYCHOLOGY LABORATORY**

TBA

Experimental design and statistical analysis are fundamental tools of research in all areas of psychology. Courses on experimental methods and statistics should be part of any concentration involving psychology and are required for admission to graduate school. In this course students learn how to design psychology experiments, how to understand and criticize studies in the psychology journals, and how to use statistics software packages to analyze psychological data. Students will also design and conduct original experiments, making use of Hampshire's psychology and cognitive science laboratories in Simmons Hall.

Class will meet twice a week for one hour and twenty minutes each time. Students will also spend time in the lab each week (on average, three hours). Enrollment is limited to 16 by instructor permission. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

CS 298

**TOPICS IN COMPUTER SCIENCE**

TBA

This course will cover advanced topics in computer science for computer science and cognitive science concentrators. Programming competence and knowledge of basic data structures will be assumed. More detail on specific topics to be covered will be announced before the start of the semester. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

CS/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 will be 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 three times a week for one hour and twenty minutes. Enrollment is limited to 25.

**EXPERIMENTAL SCHOOL OF COGNITIVE SCIENCE - SPRING 1999**

*NOTE: There may be limited changes in the spring 1999 courses due to the diverse curriculum offer by Hampshire College faculty. Preregistration for spring 1999 courses will begin Tuesday, November 17, 1998.*

**COURSE LIST - SPRING 1999**

CS 108⊕

**HUMAN MEMORY**

TBA

CS 136⊕

**ON THE REALITY OF THINGS: AN INTRODUCTION TO PHILOSOPHY**

J. Hernandez Cruz

CS 163⊕

**LANGUAGE, THOUGHT, AND REALITY**

TBA

CS 164⊕

**THE DAMAGED BRAIN: INTRODUCTION TO NEUROPSYCHOLOGY**

TBA

CS 183⊕

**CHILD LANGUAGE**

TBA

CS 191⊕

**SOUND IN NATURE**

Mark Feinstein

CS 216⊕

**DATA STRUCTURES**

TBA

CS 226⊕

**THEORY OF LANGUAGE**

TBA

CS/NS 241⊕

**COMPUTER MODELS OF BIOLOGICAL SYSTEMS**

Lee Spector

Michelle Murrain

CS 246⊕

**COGNITIVE PSYCHOLOGY**

TBA

CS 257⊕

**THE DEVELOPMENT OF THE INFANT**

TBA

CS 263⊕

**ARTIFICIAL INTELLIGENCE**

TBA

CS 265⊕

**METHODS AND FOUNDATIONS OF COGNITIVE SCIENCE**

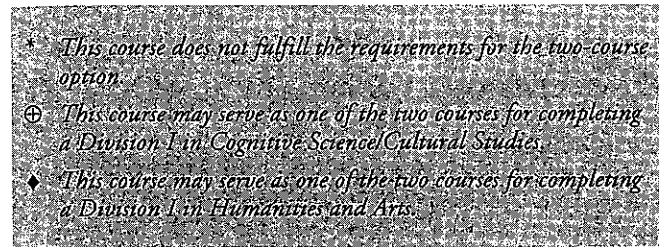
J. Hernandez Cruz

Steven Weisler

CS 292⊕  
**MULTIMEDIA LAB**  
 TBA

CS/SS 296⊕  
**FREEDOM OF EXPRESSION**  
 James Miller  
 Lester Mazor

CS 308  
**NEW MEDIA: INNOVATION, ADOPTION, FUTURE**  
 James Miller



## COURSE DESCRIPTIONS - SPRING 1999

CS 108  
**HUMAN MEMORY**  
 TBA

The capacities for short- and long-term memory are central to our ability to function intelligently and indeed to our humanity. The powers of ordinary human memory still defy the efforts of computer scientists seeking to develop intelligent machines, and yet memory is mysteriously fallible. We will look at contemporary psychological research on a number of topics, including the reliability of eyewitness memory, the memory capabilities of so-called idiot savants and others with unusual memories, the reliability of recovered memories and the general tendency to forget early childhood experience, the role of the brain and brain damage in memory, memory development and decline through the life span, and strategies for improving our memories. By reading primary literature and performing some memory experiments, we will see how cognitive psychologists study memory in the laboratory. Class will meet twice a week for one hour and twenty minutes each time. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

CS 136  
**ON THE REALITY OF THINGS: AN INTRODUCTION TO PHILOSOPHY**  
 Joseph Hernandez Cruz

Our question, though simple, is ambitious. We shall ask, What things are real? First we will inquire after the existence of god. How could we determine whether god is real? Second, we will wonder whether the world of appearances—the world given to us by our senses—reflects the world as it is. Is matter real? Does empirical science ensure that we will come to the truth about the universe? Finally, we will ask whether minds or souls are real. Do minds have a kind of reality that is distinct from the (apparent) material reality of brains? Do we have any reason to believe that minds or souls will endure after death?

These questions have much in common, and the answer we give to any one of them may constrain what we are able to say about another. Moreover, these topics define the history of philosophy in the West and continue to attract attention by those committed to learning and reflection. We will conduct our philosophical project with candor, persistence, and rigor to see where our intellectual commitments take us.

Our introduction to philosophical issues will be through a combination of classical and contemporary texts. Students will write three philosophical essays. Class will meet twice weekly for one hour and twenty minutes each time. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

CS 163  
**LANGUAGE, THOUGHT, AND REALITY**  
 TBA

Language is often equated to a lens through which we filter our perceptions of and thoughts about reality. This idea is 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 the universal properties of language. 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. Enrollment is limited to 35. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

CS 164  
**THE DAMAGED BRAIN: INTRODUCTION TO NEUROPSYCHOLOGY**  
 TBA

Can a college professor who has suffered a stroke really mistake his wife for a hat? In this course, the complex relationship between the brain and cognitive functions will be introduced. Students will learn what parts of the brain are involved in different aspects of psychological functions, such as facial recognition, language, emotions, or memory. Clinical cases of patients who suffered different types of brain damage will be discussed along with the study of neuroanatomy and neurophysiology. Students will learn to read and critique primary literature in the field and will write a final paper on some aspect of the literature. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

CS 183  
**CHILD LANGUAGE**  
 TBA

The acquisition of language is one of the most remarkable and significant events in children's early development. In this course we will look at language development and at the influence of both biological factors and environmental factors, such as parenting styles, deafness, and bilingualism. We will also look at research on disorders of language development and on

the relationships between language and other aspects of cognitive and social development. Students will learn to read and critique primary literature in the field and will conduct observational studies of young children. A final paper or group research project will be required. The class will meet twice a week for one hour and twenty minutes each time. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

CS 191

**SOUND IN NATURE**

Mark Feinstein

The natural world is a very noisy place—filled with bird calls and human speech, the rumble of thunder and of elephants, the howling of wind and wolves, the singing of desert sands and whales. Sound is a favorite way for animals to communicate and regulate their lives in nature, and it provides a remarkably rich source of information about the world we live in. In this course, we will explore the new field of bioacoustics, from the joint perspectives of biology, physics and cognitive science, with the goal of understanding what sound is, how it is produced and perceived by biological organisms, how it conveys information and influences behavior. Students will be expected to engage in one major project—to collect data, to learn to record and analyze sound phenomena, and to read and write about how scientists explore relevant issues in the professional literature. For many students this work will lead to the completion of a Division I project in cognitive science. The course will meet twice a week for one hour and twenty minutes, and at various other times for laboratory and field work. Enrollment limit is 20. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

CS 216

**DATA STRUCTURES**

TBA

Advanced work in computer science requires familiarity with the formal properties of abstractions like queues, stacks, and lists, as well as the ability to write computer programs which implement those abstractions and which are larger than the problems that most students encounter in introductory course work or independent study. This course will introduce some of the most important abstract data types, their formal properties and uses, and their implementation in the C programming language.

The course will also discuss techniques for organizing the process of writing computer programs which may involve several thousand lines of code. Some of these techniques are conceptual tools like code modularization; some involve how to use specific software tools. Course work will be done in the environment of the student's choice, using editors, compilers, debuggers and other programs that are widely used and widely available.

Enrollment limit is 20 by instructor permission. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

CS 226

**THEORY OF LANGUAGE**

TBA

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. The study of these principles and their biological basis is the central topic of linguistic research and is of great importance as well in psychology, philosophy, education, computer science, and cognitive science in general. This course will investigate the sound system, the syntactic structure, and the logical form of natural languages within the framework of contemporary linguistic theory.

Class will meet twice a week for one hour and twenty minutes each time. Enrollment limit is 25. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

CS/NS 241

**COMPUTER MODELS OF BIOLOGICAL SYSTEMS**

Lee Spector

Michelle Murrain

As computers have become faster and able to handle more complex tasks, computer models of biological systems have become more widespread. These models have primarily been used for two purposes: to understand biological systems better, and to enhance computing capabilities by borrowing successful strategies from nature. How good are these models at fulfilling either of these purposes? What can we learn from these models and the conceptual frameworks arising from them? We will review scientific literature on the models, experiment with them, and do some design of new models. The course will focus on computer models of neural, environmental, and genetic systems, although we may also examine models of other biological systems (for example, the immune system). Students taking this course should have some background in either biology or computer science. This course will meet for one hour and twenty minutes twice a week and three hours once a week for lab. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

CS 246

**COGNITIVE PSYCHOLOGY**

TBA

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

CS 257

**THE DEVELOPMENT OF THE INFANT**

TBA

The rate of a child's development during the first twenty-four months of life is astounding. During this time infants

begin to walk and to talk, and prior to these milestones they begin to interact with their environment and the people around them in increasingly sophisticated ways. 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 and significance of infant development, this class will also introduce the student to the basic research questions and techniques used to study infant development. Students will read and critique articles from the scientific literature and will write a final paper based on the literature. Class will meet twice a week for one hour and twenty minutes each time. Enrollment limit is 25. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

**CS 263**  
**ARTIFICIAL INTELLIGENCE**  
 TBA

Artificial Intelligence (AI) is a branch of computer science concerned with the construction of computer systems that "think." This course is an introduction to the core ideas of AI through concrete, hands-on activity. We will use the Common Lisp programming language, which is taught in CS 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 the implications of AI for cognitive science more broadly. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

**CS 265**  
**METHODS AND FOUNDATIONS OF COGNITIVE SCIENCE**  
 J. Hernandez Cruz  
 Steven Weisler

Cognitive science is the interdisciplinary study of minds and intelligent behavior in human beings and animals. The challenge of integrating a study of the mind with a scientific world view has only recently attracted sustained effort. In this course, we will examine the various scientific methodologies that have been brought to bear to uncover the nature of the mind. We will critically assess the data and theoretical results that define contemporary cognitive science. Beyond the results of experiments and the theories that are based on them, cognitive science proposes that there is an underlying framework that unifies the diverse methodologies we appeal to. We will seek to understand this foundation.

This course is appropriate for students who have some background in psychology, linguistics, artificial intelligence research, philosophy or neuroscience. It is especially aimed at middle-level cognitive science concentrators. There will be weekly research projects and writing assignments and a longer final project. Class will meet once per week for two hours and fifty minutes. Enrollment limit is 25. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

**CS 292**  
**MULTIMEDIA LAB**  
 TBA

In this course small groups of students work on projects in interactive media production. The groups report back to the class 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.

Students must have a good background in more than one aspect of 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. Enrollment is limited to 25 by instructor permission. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

**CS/SS 296**  
**FREEDOM OF EXPRESSION**  
 James Miller  
 Lester Mazor

Should there be limits to what people can say in speech, writing, and other forms of social communication? Libertarians argue that in a truly free society there ought to be none. Some critics claim that permitting all speech equal access to public forums endows the thoughts of a racist with the same legitimacy as a Nelson Mandela: a kind of "tolerance" that is ultimately "repressive" of the most worthy expression. Yet few would argue that shouting "Fire!" in a crowded theater ought to be prohibited.

This course will investigate a range of legal and communications issues relating to free speech for individuals, groups, and the mass media, including comparison of Canadian and Western European approaches to such controversies as erotica on the Internet. Students will read literature from media studies and examine selected case studies, becoming familiar with actual court decisions and the text of laws. There will be a series of short essays and a larger final project. Class will meet twice a week for one hour and twenty minutes each time. Enrollment is limited to 40. This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies and Social Science.

**CS 308**  
**NEW MEDIA: INNOVATION, ADOPTION, FUTURE**  
 James Miller

This advanced seminar on the sociology and political economy of new media will investigate selected case studies from the present, such as France's Minitel videotex service and the Internet, and the past, such as the telephone and network television, to address questions regarding technology forecasting, social adoption of novel forms of communication, the role of the state in fostering media "progress," and the possible multimedia future. Students will research short papers and carry out an empirical study on campus. Class will meet once a week for two hours and forty minutes. Enrollment is limited to 15.

## SCHOOL OF HUMANITIES, ARTS AND CULTURAL STUDIES

### CURRICULUM STATEMENT

The School of Humanities, Arts and Cultural Studies (HACU) comprises faculty from a range of related liberal arts disciplines who share a common interest in the interrelationships among creative expression, critical analysis, and cultural production. The scholars and artists of this School represent the distinct fields of philosophy, literature, film, photography, history, classics, architecture and environmental design, art history, dance, digital imagery, comparative religion, video, painting, music, media and cultural studies, journalism, and critical theory. Yet despite the obvious diversity of our training, interests, and professional activities, we examine the connections and mutual influences of our critical disciplines and languages of inquiry. Whether analyzing an ancient text, Shakespeare, or a post-modern art form, producing a film or multimedia project, choreographing dance or improvising music, we are concerned with the construction of new forms as well as the analysis of their historical origins, cultural contexts, and human significance and value.

Rooted in the traditional liberal arts, the School embraces the practice of art and examination of culture so essential to contemporary liberal education. We are dedicated to fostering an expanded form of literacy that responds to the rapid transformation of the entire scope of cultural activities by electronic means. The School highlights forms of artistic representations beyond the written text, and promotes the critical appreciation of aural and visual media, performance, and movement while continuing to affirm the important role of effective writing.

The school curriculum has been developed to maximize the School's long-standing and innovative commitment to new combinations in the humanities and arts. Courses introduce students to representative documents and decisive moments in both Western and non-Western cultural experience. Understanding the increasing cross-cultural connections that inform our worlds allows students to take advantage of the opportunities of the new social, cultural, and technological realities of the 21st century. From electronic music to Hindu epic, digital imagery to ritual dance, films to Magical Realism, faculty and students study and practice together the many ways of making meaning and producing form. Teaching students to become fluent in multiple languages of inquiry and expression, our classes address a range of texts from sonnets to symphonies, JPEGs to riffs, Vedas to self-portraits.

Course offerings at the 100-level address the complex relationships among culture, art, and representation in either disciplinary-based courses or broad collaborative and foundational courses across disciplines. Students are given guidance in critical thinking, writing, and research skills. In the arts, students acquire technical skills through sequential courses. Courses at the 200-level offer more comprehensive study of the related fields of humanities, arts, and cultural studies. Courses at the 300-level are advanced seminars designed for concentrators and Division III students to pursue specific issues in depth. Division II students should look at both 200-level and 300-level

courses. Gallery shows, photography exhibits, film series, concerts, lectures, and Five College seminars and conferences, supplement our course offerings.

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

### COURSE LIST - FALL 1998

HACU 110♦  
FILM/VIDEO WORKSHOP I  
TBA

HACU 111♦  
STILL PHOTOGRAPHY WORKSHOP I  
TBA

HACU 112♦  
FOUNDATIONS IN PHOTO AND FILM  
Kane Stewart

HACU 113\*  
MODERN DANCE I  
TBA

HACU 119p♦  
MAKING MEANING: READING IN AND OUT  
OF THE CANON  
Norman Holland  
L. Brown Kennedy

HACU 123p♦  
THE AMERICAN CLASSICS IN CONTEXT  
Eric Schocket

HACU 126p♦  
WOMEN'S LIVES, WOMEN'S STORIES  
Susan Tracy

HACU 132p⊕  
EXPERIMENTS IN JOURNALISM  
David Kerr

HACU 133p⊕  
SYSTEMATIC STUDY OF ONE  
PHILOSOPHER'S WORK  
TBA

HACU 135♦  
EXPERIMENTS IN MODERN SHORT  
FICTION  
Jeffrey Wallen

HACU 137♦  
**THREE RUSSIAN WRITERS: PUSHKIN,  
 GOGOL AND TURGENEV**  
 Joanna Hubbs

HACU 139⊕  
**DOCUMENTARY FILM/VIDEO: HISTORY  
 AND THEORIES**  
 Sherry Millner

HACU 140⊕  
**VIDEO I**  
 Joan Braderman

HACU 142♦⊕  
**MAKING IMAGES, READING IMAGES**  
 Joan Braderman  
 Sura Levine  
 Jacqueline Hayden

HACU 148p⊕  
**INTRODUCTION TO MEDIA CRITICISM**  
 TBA

HACU/IA 153♦  
**DANCE AS AN ART FORM**  
 TBA

HACU 157♦  
**THE LITERATURE OF RELIGIOUS  
 AWAKENING**  
 Alan Hodder  
 Robert Meagher

HACU 158♦  
**ARCHITECTURE: THE MAN-MADE  
 ENVIRONMENT—THE PROCESSES OF  
 DESIGN**  
 Earl Pope

HACU 173♦  
**AN INTRODUCTION TO WORLD MUSIC**  
 TBA

HACU 176♦  
**MUSIC I: BASIC TONAL THEORY**  
 TBA

HACU 180♦⊕  
**INTRODUCTION TO CULTURAL STUDIES**  
 Eva Rueschmann

HACU 195♦  
**NATURAL AND SUPERNATURAL: AN  
 INTRODUCTION TO CONTEMPORARY  
 WOMEN'S FICTION**  
 Mary Russo

HACU 208♦  
**INTRODUCTION TO PAINTING**  
 TBA

HACU 210♦  
**FILM/VIDEO WORKSHOP II**  
 Abraham Ravett

HACU 211♦  
**STILL PHOTOGRAPHY WORKSHOP II**  
 Delilah Montoya

HACU 212⊕  
**VIDEO II: THE DOCUMENTARY**  
 Sherry Millner

HACU/SS 213♦  
**CONTROVERSIES IN U.S. ECONOMIC AND  
 SOCIAL HISTORY**  
 Laurie Nisonoff  
 Susan Tracy

HACU 215\*  
**MODERN DANCE III**  
 TBA

HACU 220♦  
**THEORIZING THE IMAGE**  
 Sandra Matthews

HACU 225⊕  
**JOHN D. MACDONALD AND THE MODERN  
 DETECTIVE NOVEL**  
 David Kerr

HACU 227♦  
**CREATIVE MUSIC WORKSHOP**  
 Margo Simmons Edwards

HACU 228♦  
**THE WORLD OF FEODOR DOSTOEVSKY**  
 Joanna Hubbs

HACU/SS 233A\*  
**ELEMENTARY YIDDISH**  
 Henia Lewin

HACU 234♦⊕  
**TRAVELING IDENTITIES: IMMIGRANTS,  
 EXILES AND SOJOURNERS IN FILM,  
 LITERATURE AND CULTURE**  
 Eva Rueschmann

HACU 237⊕  
**TOPICS IN CULTURAL STUDIES: FREUD**  
 Walid Ra'ad

HACU 238♦⊕  
**INTRODUCTION TO DIGITAL SOUND AND  
 IMAGE PRODUCTION**  
 Walid Ra'ad  
 Daniel Warner

HACU 239♦  
**JAZZ PERFORMANCE SEMINAR**  
 Yusef Lateef

HACU 241♦  
**CULTURE CLASH: MODERNIZATION,  
 GLOBALIZATION, AND LATIN AMERICA**  
 Norman Holland

HACU 243 ♦  
**THE FIRST WOMAN**  
 Robert Meagher

HACU 244 ⊕  
**NINETEENTH-CENTURY CONTINENTAL  
 PHILOSOPHY**  
 TBA

HACU 245 ♦  
**THE AMERICAN TRANSCENDENTALISTS**  
 Alan Hodder

HACU 246 ♦  
**THE POWER OF THE NOVEL: EVIL,  
 SPECULATION, AND ADULTERY IN  
 NINETEENTH-CENTURY FICTION**  
 Jeffrey Wallen

HACU 253 ♦  
**INTERMEDIATE PAINTING**  
 TBA

HACU 258 ♦  
**COLONIALISM AND THE VISUAL ARTS**  
 Sura Levine

HACU/IA 264 ♦  
**ARCHITECTURAL DESIGN FOR DIVERSITY  
 AND SOCIAL CHANGE**  
 Robert Goodman

HACU/IA 272 ♦  
**DANCE IN CULTURE**  
 Daphne Lowell

HACU 281 ♦  
**MUSIC III: ADVANCED TONAL AND POST-  
 TONAL MUSIC SYSTEMS**  
 Margo Simmons Edwards

HACU 283 ⊕  
**ISSUES IN POPULAR CULTURE**  
 TBA

HACU 288 ♦  
**SHAKESPEARE AND WOOLF**  
 L. Brown Kennedy

HACU 290 A/B ♦  
**COMPUTER MUSIC**  
 Daniel Warner

HACU 305  
**ADVANCED PAINTING**  
 TBA

HACU 313  
**PHOTOGRAPHY III**  
 Jacqueline Hayden

HACU/IA 314  
**FILM/ VIDEO WORKSHOP III**  
 Abraham Ravett

HACU 316  
**CONTEMPLATIVE DANCE**  
 Daphne Lowell

HACU 318  
**AMERICAN STUDIES SEMINAR**  
 Eric Schocket

HACU 320  
**DANCE DIVISION III SEMINAR**  
 Daphne Lowell

\* This course does not fulfill the requirements for the two-course option.

⊕ This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

♦ This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

*Note: The Film/Photography faculty would like students to participate 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 grounded in visual theory and practice at the other colleges are suitable as well.)*

*Enrollment method for introductory film and photography courses will be by means of a modified lottery system. Students will be asked to fill out an information sheet at the first class. They will list their academic level, previous history of H&A courses, future academic plans, and reason for wanting to take the course. There will be space provided for indicating the number of times a student has tried to take the course and whether 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, PHOTOGRAPHY AND VIDEO**

*All Division II and III students wishing to work with Film, Photography or Video faculty during the 1998-99 academic year must file their proposals (available from the film and photography facilities director, Kane Stewart) with the faculty by November 23, 1998, and April 23, 1999.*

#### **COURSE DESCRIPTIONS - FALL 1998**

HACU 110  
**FILM/VIDEO WORKSHOP I**  
 TBA

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 which 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 16mm 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 meets once each week for three hours. In addition, there are weekly evening screenings and video editing workshops. Enrollment is limited to 15, which is determined at the FIRST class meeting.

This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

#### HACU 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 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. Technical workshops will meet once a week for two hours. Enrollment is limited to 15, which is determined at the FIRST class session by a modified lottery. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

#### HACU 112 FOUNDATIONS IN PHOTO & FILM Kane Stewart

This class is 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.

Course objectives include the development of 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.

Class will meet twice a week, once at the scheduled time and once at a time to be determined. 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 to 16 (8 entering students and 8 returning students). Class will meet twice each week, once for two hours and fifty minutes of class and once for a two-hour lab.

#### HACU 113\* MODERN DANCE I TBA

Introduction to basic modern dance technique. Students will learn exercises and movement sequences designed to 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 in Humanities and Arts.

#### HA 119p MAKING MEANING: READING IN AND OUT OF THE CANON

Norman Holland (A)  
L. Brown Kennedy (B)

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. This semester we will read an epic, a play, and a novel that are considered masterpieces of the so-called European canon and parallel them with recent texts that contest and re-write them. With the help of selected theoretical readings, we will consider 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 questions: Who controls the story? Who gets to say what the text means?

Although the course will share the same syllabus, except for occasional lectures, classes will meet separately for discussion sections and writing assignments. Class meets twice a week for one hour and twenty minutes. Enrollment is limited to 30. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

#### HACU 123p THE AMERICAN CLASSICS IN CONTEXT Eric Schocker

During the last 20 years, the canon of American literature—those books, stories and poems considered classic—has changed remarkably. Authors once "lost" are now "found," and those who once seemed secure in their greatness languish on the sale shelves of used bookstores. 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 but also to understand the ways in which they have come to support certain cultural norms. A major component of this class entails student selection of the assigned readings (thus influencing *our* canon of texts), but certainly readings are likely to include works by many of the usual suspects: Hawthorne, Melville, Whitman, Dickinson, James, Twain, Hemingway, Fitzgerald, Faulkner and Hurston.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 16. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

#### HACU 126p WOMEN'S LIVES/WOMEN'S STORIES

Susan Tracy

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

Students will write several short papers and will have the option to write a research paper suitable for consideration as a Division I exam. Reading, writing, and research skills will be emphasized. Class will meet twice each week for one hour and twenty minutes. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

#### HACU 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 our nationalistic 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.

Class will meet twice each week for one hour and twenty minutes. Enrollment is limited to 16. This course may serve as one of the two courses for completing a Division I in Cultural Studies and Cognitive Science.

#### HACU 133p SYSTEMATIC STUDY OF ONE PHILOSOPHER'S WORK TBA

This course will focus on one philosopher's work. The full description of the course will be published in the fall supplement to the course guide. This course may serve as one of the

two courses for completing a Division I in Cultural Studies and Cognitive Science.

#### HACU 135 EXPERIMENTS IN MODERN SHORT FICTION

Jeffrey Wallen

Although often writing in traditional forms such as the short story, the anecdote, or the allegory, each of the writers we will discuss raises difficult problems of interpretation insofar as they disturb the conventional limitations of their genre. Our emphasis will be the exploration of the "disturbances" which these writers create; the uneasiness which demands that we search again, read again, and continue to question our presuppositions not only about literature, but concerning our entire view of the world. Readings may include Kleist, Musil, Kafka, Stein/Joyce, Woolf, Beckett, and Borges.

Class will meet twice each week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

#### HACU 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 which all three writers share, by looking at their major works in the light of certain aspects of Russian culture, primarily its religious and mythological heritage.

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

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

#### HACU 139 DOCUMENTARY FILM/VIDEO: HISTORIES AND THEORIES

Sherry Millner

This course will provide a general history of the documentary film and an analytical "deconstruction" of the documentary's use of photographic realism. We will examine contemporary theory and practice of documentary image making through extensive readings and screenings. Topics to be explored include: the historical bases of the main documentary traditions in film, especially Vertov, Eisenstein, Flaherty, Grierson; what constitutes objectivity in documentary; the changed role of the documentary maker from objective recorder to committed participant or interventionist; the limitations and potentials of cinema verité and talking heads style documentary; the influence of feminism on the form of documentary; documentary film and photo in the 1930s; the

newsreel and its supposed commitment to objective truth versus contemporary politicized versions of the newsreel; the documentarian as witness, etc.

Class will meet once each week for three hours. Enrollment is limited to 20. This course may serve as one of the two courses for completing a Division I in Cultural Studies and Cognitive Science.

#### HACU 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 a technical mini-course 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 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 given, 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 each week for two hours and fifty minutes. Enrollment is limited to 16, by instructor permission. This course may serve as one of the two courses for completing a Division I in Cultural Studies and Cognitive Science

#### HACU 142

##### MAKING IMAGES, READING IMAGES

Joan Braderman  
Jacqueline Hayden  
Sura Levine

This course will be centered on the analyzing and the making of visual images. Students will learn how to read visual images by focusing on the development of interdisciplinary and experimental art forms and their relationship to and influence on the visual products of mass culture. We will use a range of approaches to analyzing visual culture, looking at work from avant-garde, twenties' Soviet and structuralist filmmaking to the connections between Surrealism, contemporary performance art and Dadaism. Movements such as Constructivism will be examined for their influence on modern architecture, billboard advertising, and consumer product design.

Using a cultural studies approach, this course will consist of lectures, screenings, presentations and discussions. We will also do concrete visual production exercises in which we directly apply some of these theories. These will include collages, slide presentations, storyboards and performances. Students will be required to do substantial reading and to participate in classroom discussions and critiques.

Class will meet once each week for two hours and fifty minutes. The two hour lecture portion of the class will be followed by two small discussion groups. Enrollment is limited to 60. This course may serve as one of the two courses for completing a Division I in Humanities and Arts and Cultural Studies and Cognitive Science.

#### HACU 148p

##### INTRODUCTION TO MEDIA CRITICISM

TBA

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

Class will meet twice each week for one hour and twenty minutes. This course may serve as one of the two courses for completing a Division I in Cultural Studies and Cognitive Science.

#### HACU/IA153

##### DANCE AS AN ART FORM

TBA

This course offers an experiential introduction to dance as a performing art. Its goals are to provide students with an understanding of the body as a source of movement imagery and expression, and to broaden students' capacities for seeing, describing, and interpreting dance. No previous formal dance training is required. Course work will include regular movement practice, a series of introductory master classes in different dance idioms, video and concert viewings, experiments in group improvisation and choreography, and readings on the aesthetic and cultural contexts of different dance traditions.

Class will meet twice each week for one hour and fifty minutes. Enrollment is open and limited to 25 students. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

#### HACU 157

##### THE LITERATURE OF RELIGIOUS AWAKENING

Alan Hodder  
Robert Meagher

Enlightenment, salvation, ecstasy, divine union, *moksha* (liberation), *nirvana*—these are some of the words that religious people across the centuries and around the world have used to speak of their respective conceptions of the highest

purpose of human life. What do these conceptions tell us about the theologies and world views of these peoples? What understandings of human being and human psychology are they based upon? The purpose of this course is to introduce students to the comparative study of religion and literature through a thorough-going study of an array of exemplary texts representing several traditions of the world: archaic and classical Greece, patristic Christianity, ancient Israel, classical Hinduism, early Buddhism, and nineteenth-century America. Texts to be considered include Homer's *Iliad*, Euripides' *Bakkhai*, the *Bhagavad Gita*, the *Buddhacarita* ("Legend of the Buddha"), "The Song of Solomon," Augustine's *Confessions*, and Thoreau's *Walden*.

Class will meet twice each week for one hour and twenty minutes. Enrollment is open. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

#### HACU 158

#### ARCHITECTURE: THE MAN-MADE ENVIRONMENT—THE PROCESSES OF DESIGN

Earl Pope

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

Class will meet twice a week for two hours, plus odd day sessions for special problems (to be mutually determined). This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

#### HACU 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 or not 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. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

#### 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, aural-training sessions, as well as writing 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. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

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

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Cultural Studies and Cognitive Science and Humanities and Arts.

#### HACU 195

#### NATURAL AND SUPERNATURAL: AN INTRODUCTION TO CONTEMPORARY WOMEN'S FICTION

Mary Russo

This course explores the representation of different and competing experiences of "the real" in contemporary fiction.

Drawing examples from writing which uses mixed literary styles and genres to go beyond the conventions of classical realism, we will analyze and discuss works of contemporary fiction as liminal spaces mediating cultural differences in understanding identity, knowledge, and belief. Works to be considered include Toni Morrison's *Beloved*, Clarise Lispector's *Hour of the Star*, Angela Carter's *Short Works*, and Bessie Head's *A Question of Power*.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

#### HACU 208 INTRODUCTION TO PAINTING TBA

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. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

#### HACU 210 FILM/VIDEO WORKSHOP II Abraham Ravett

This course emphasizes the development of skills in 16mm filmmaking, including pre-planning (scripting or storyboarding), cinematography, sound recording, editing, and post-production. Students will have bi-weekly assignments, and will be expected to bring a film to completion by conforming their original and developing a final sound track. Hi-8 and 3/4" video production plus our image processing work station will also be an integral part of this semester's course.

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

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. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

#### HACU 211 STILL PHOTOGRAPHY WORKSHOP II Delilah Montoya

This class is a forum in which students can develop their creative vision in photography through the acquisition of skills with larger format cameras, color and digital technologies. Knowledge of the aesthetic and social context of photographic practice will be emphasized. Students can expect bi-weekly to monthly assignments, reading relevant texts in the history and theory of photography and digital imaging, and writing short papers. Additionally, this course will be enhanced through attending visiting artist lectures and exhibitions as well as film and video screenings.

Prior photographic experience is required. Enrollment will be limited to 15 students and determined by permission of the instructor. The class will meet once each week for two hours and twenty minutes, with extensive additional lab time available. Technical workshops will meet once a week for two hours. The lab fee of \$50 entitles the student to darkroom facilities, lab supplies, and chemicals. Students must supply their own film and paper. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

#### HACU 212 VIDEO II: THE DOCUMENTARY Sherry Millner

This course is designed for students who have had at least basic experience with film and video production and criticism and are interested in concentrating in documentary production. Students are encouraged to work independently and in groups on video projects. The major emphasis of the course will be on the theoretical and technical questions surrounding the production of documentaries. Students are expected to attend all screenings, keep up with the reading assignments, and to complete a video documentary project for a public screening.

Class will meet once a week for two hours and fifty minutes. Enrollment is limited to 15 by instructor permission. This course may serve as one of the two courses for completing a Division I in Cultural Studies and Cognitive Science.

#### HACU/SS 213 CONTROVERSIES IN U.S. ECONOMIC AND SOCIAL HISTORY Laurie Nisonoff Susan Tracy

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

Class will meet for one hour and twenty minutes twice a week. Enrollment is limited to 35. This course may serve as one of the two courses for completing a Division I in Humanities and Arts or Social Science.

**HACU 215\***  
**MODERN DANCE III**  
TBA

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

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

**HACU 220**  
**THEORIZING THE IMAGE**  
Sandra Matthews

Since the invention of photography in 1839, machine-made visual images have played an ever-increasing role in U.S. culture. The technologies used to make these images currently include photography, film, video, and digital imaging. In this course we will question the cultural work performed by these images. We will view and discuss works in each modality, while reading key texts in semiotic, psychoanalytic, feminist, Marxist and post-modern thought to gain a historical foundation. We will examine the formal, social, economic and psychological factors that shape the making, distribution and viewing of images.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

**HACU 225**  
**JOHN D. MACDONALD AND THE MODERN DETECTIVE NOVEL**  
David Kerr

In his Travis McGee novels MacDonald created a worthy successor to Hammett's Sam Spade and Chandler's Philip Marlowe. Among the most widely read adventures in America in the '60s and '70s the Travis McGee novels introduced a hero appropriate for a country driven by acquisitiveness, local corruption, land swindles, despoilers of nature, social fads, and sharp divisions of race, class, and gender. Just as independent as Marlowe or Spade, McGee was far from anti-social. In fact, the direct and indirect social commentary opened up new possibilities for a tired genre. Authors as diverse as Tony Hillerman, Sara Paretsky, Robert Parker, Linda Barnes, and Carl Hiaasen, have acknowledged their debt to MacDonald.

In this course we will read a number of novels by MacDonald and his successors plus a substantial body of critical commentary about everything from the fading boundaries between genres to the possibilities for heroes of either sex in the postmodern era.

Class will meet for one hour and twenty minutes twice a week. Two short papers and one longer analytical paper will be required. This course may serve as one of the two courses for completing a Division I in Cultural Studies and Cognitive Science.

**HACU 227**  
**CREATIVE MUSIC WORKSHOP**  
Margo Simmons Edwards

This course will examine the creative music from the African American tradition from 1950 to the present day. The format of the course will be an ensemble/workshop for the analysis, composition and performance practice of music developed by such innovators as John Coltrane, Miles Davis, Charles Mingus, Cecil Taylor, Art Ensemble of Chicago, Anthony Braxton, and others. Students will be expected to analyze, compose and perform throughout the semester.

Class will meet once weekly for two hours and fifty minutes. Instructor permission is required. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

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

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

The purpose of this seminar will be to determine what those questions are, how Dostoevsky formulated them, and why they tormented him so. Since I am a cultural historian rather than a literary critic, I will tend to focus on ideas—the philosophical and psychological aspects of the works and how they relate to the culture into which Dostoevsky was born—rather than questions of structure or style, which will be considered only in so far as they relate to the ideas themselves. I will begin with a series of lectures intended to introduce the author and to "place" him in 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 and enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

**HACU/SS 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. This course is not suitable for one-half of a Division I in Humanities and Arts or Social Science.

## HACU 234

**TRAVELING IDENTITIES: 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 biculturality; 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 of language, culture, and sense of self.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Cultural Studies and Cognitive Science and Humanities and Arts.

## HACU 237

**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 and Breuer's *Studies in 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. This course may serve as one of the two courses for completing a Division I in Cultural Studies and Cognitive Science.

## HACU 238

**INTRODUCTION TO DIGITAL SOUND AND IMAGE PRODUCTION**

Walid Ra'ad

Daniel Warner

This course will introduce students to the basic technique of digital audio and video production using a variety of Macintosh-based hardware and software. We will also read and discuss selections of recent theoretical materials on digital audio and video. Students will be expected to complete a production project and written assignments for the course.

Class will meet for three hours once each week with an additional two-hour lab period scheduled. Enrollment is limited to 25 and will be determined during the first class meeting. This course may serve as one of the two courses for completing a Division I in Humanities and Arts or Cultural Studies and Cognitive Science.

## HACU 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. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

## HACU 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 of particular regional or national settings and the global system. Among writers to be read are Borges, Puig, García Márquez, Lispector, Cortázar, Vargas Llosa, and Eltit. The course also screens recent Latin American films that serve to illustrate and augment our readings and discussions.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

## HACU 243

**THE FIRST WOMAN**

Robert Meagher

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

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

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

as one of the two courses for completing a Division I in Humanities and Arts.

**HACU 244**  
**NINETEENTH-CENTURY CONTINENTAL**  
**PHILOSOPHY**  
 TBA

This course will introduce students to post-Kantian German Idealism. We will begin by looking at some of the background in the work of Fichte, as preliminary to concentrating on selections of Hegel's *Phenomenology of Spirit*. Finally, we will study responses to German Idealism by the Young Hegelians, Feuerbach, Marx, and Kierkegaard.

Readings for the topics we will investigate are Fichte's first and second introductions in the *Science of Knowledge*, Hegel's essays, "Philosophy as Theodicy" and "The Rational and the Actual," selections from *The Phenomenology of Spirit*, Marx's "Theses on Feuerbach" and "Critique of Hegel's Dialectic and General Philosophy" in *Economic and Philosophical Manuscripts*, and selections from Kierkegaard's *Philosophical Fragments*.

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

**HACU 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 two-fold: 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. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

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

In the nineteenth century, the novel became the dominant literary form. In this class, we will look at forms of power within the novel, and also examine the power of the novel in society. In particular, we will explore forms of excess and desire: the revolt of "evil" against "good" amidst the seemingly tranquil English moors, the mania of speculation in the modern metropolis, and the transgressive violence of erotic desire against

the conventions of bourgeois society. Readings will include works by Emily Brönte, Honoré de Balzac, Charles Dickens, Gustave Flaubert, George Eliot (Mary Anne Evans), Emile Zola, and Joseph Conrad.

Class will meet twice each week for one hour and twenty minutes. Enrollment is limited to 25 students. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

**HACU 253**  
**INTERMEDIATE PAINTING**  
 TBA

The course will expand the knowledge of the material and formal conventions of painting. Through assignments and critiques, issues of scale, personal interests, knowledge of history, and structural concerns will be addressed. The students will be expected to work outside of class, to attend each session, and participate fully in discussions and completion of assignments. The course is intended for arts concentrators, and may be repeated.

Enrollment is limited to 15 and by instructor permission. Prerequisites: Introduction to Drawing and Introduction to Painting at the college level—no exceptions. Students must preregister and attend the first class to be considered for admission. Bring course evaluations or grades from the prerequisite courses to the first meeting. Class will meet twice each week for two hours and twenty minutes. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

**HACU 258**  
**COLONIALISM AND THE VISUAL ARTS**  
 Sura Levine

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

To receive an evaluation, students must do the assigned readings, attend film screenings and special lectures, complete written assignments, and give a class presentation. Class will meet once each week for two hours and fifty minutes. Background in art history is essential. Enrollment is limited to 25 students. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.



## HACU/IA 264

**ARCHITECTURAL DESIGN FOR DIVERSITY AND SOCIAL CHANGE**

Robert Goodman

In this course, students will develop innovative design approaches that address the changing nature of work life, family structure, and the need for more environmentally sustainable solutions. Emphasis will be placed on the ability to analyze and design projects which involve alternatives to traditional suburban development, new transportation technologies, shelter for the homeless, non-traditional communities, and low environmental impact architecture. We will develop these designs within the context of alternative delivery systems, from self-built to private and non-profit developers to government-built. Design approaches may include retrofitting existing buildings for new uses, as well as developing totally new buildings.

Class will meet twice each week for one hour and twenty minutes. Enrollment is limited to 25 students. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

## HACU/IA 272

**DANCE IN CULTURE**

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 two times each week for one hour and fifty minutes. Enrollment is open. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

## HACU 281

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

Margo Simmons Edwards

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

Class will meet twice weekly for one hour and twenty minutes. Prerequisite: HA 265 or equivalent theory course. Enrollment is open. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

## HACU 283

**ISSUES IN POPULAR CULTURE**

TBA

This course will be described in the fall supplement. This course may serve as one of the two courses for completing a Division I in Cultural Studies and Cognitive Science.

## HACU 288

**SHAKESPEARE AND WOOLF**

L. Brown Kennedy

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

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

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

The method of the course will include directed close reading, discussion, and periodic lectures. Three to four pieces of student writing are expected. The course is open to second semester students by permission. Class will meet twice each week for one hour and twenty minutes. Enrollment is limited to 30. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

## HACU 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. Section A may serve as one of the two courses for completing a Division I in Humanities and Arts. \*Enrollment in section B is limited to 5 students by instructor permission.

**HACU 305**  
**ADVANCED PAINTING**  
TBA

Students will be introduced to problems which expand knowledge of the processes and aims of painting. Students should expect to work outside of class on drawings, paintings, and research projects which explore the formal, material and conceptual development of visual ideas. Large scale work on canvas, panels and paper will be required, and oil paint is the preferred medium. A full range of drawing and collage materials will be utilized as well.

Enrollment is limited to 15, and by instructor permission. Prerequisite: Introduction to Drawing and Introduction to Painting, plus one other studio course. Students must preregister and attend the first class meeting to gain a place. Please provide copies of course evaluations and grades at the first meeting.

Class will meet twice each week for four hours.

**HACU 313**  
**PHOTOGRAPHY III**  
Jacqueline Hayden

This is an advanced workshop for students working on their Division III or completing their Division II exams. The course is centered on students pursuing an independent project for the semester and submitting their work in progress to class critique on a bi-weekly basis. Course content will center on contemporary issues in photographic practice, the impact of digital technologies on photography (both physically and philosophically) and field trips to working artist studios. Additionally, technical workshops will be available to further expand your level of skills.

Class will meet once each week for two hours and fifty minutes, plus 2 hours a week for field trips, workshops, lectures and outside screenings. Students must have completed two semesters of Photography II or have equivalent experience. Enrollment is limited to 15 by instructor permission.

**HACU/IA 314**  
**FILM/VIDEO WORKSHOP III**  
Abraham Ravett

Now that your film is about to be completed, how can you maximize its circulation?

The course will concentrate on all aspects of post-production and distribution including optical printing, shooting credits/titles, conforming original, preparation for mix, negotiating with laboratories, designing video jackets, festival entries, and web site development, among other topics. Weekly sessions will combine lectures, demonstrations, film/video screenings, discussion of student work, and on-site visits to post production facilities. Enrollment is limited to Division III students and those who have completed Film/Video Workshop II.

**HACU 316**  
**CONTEMPLATIVE DANCE**  
Daphne Lowell

Contemplative dance is a dance/movement practice in which one follows without judgment one's impulse to move or be still while actively observing the process. Also known as Authentic Movement (Adler) and the Tao of the Body

(Whitehouse), it provides one access to the imagination embodied. It is therefore an excellent resource for dancers and choreographers. With repeated practice, one develops greater sensitivity to nuances, increased concentration, broadened vocabulary and an appreciation for one's body's range of options. This course will introduce students to various permutations of the practice, including working from impulse in other media with movement as a base, focusing on its applications to the creative process.

Class will meet once each week for two hours and fifty minutes. Enrollment is limited to 12. It is designed for advanced dancers/Division III dance students. Permission of the instructor is required.

**HACU 318**  
**AMERICAN STUDIES SEMINAR**  
Eric Schocket

American Studies is an interdisciplinary field that emerged during the cold war era and that was, at least at that period, devoted to celebrating and disseminating the signs, symbols, myths and ideologies of U.S. nationalism. Since that time, various scholars have expanded the field, attending to such diverse subjects as literature, film, popular culture, mass amusements and politics. Most recently, interdisciplinary scholars have moved away from the limits of the nation itself, arguing that in a globalizing society, American Studies must become "Americas Studies."

This seminar is designed for advanced Division II and Division III students who will be writing their independent study projects on some aspect of American (or Hemispheric) literature, history and/or cultural studies. It will acquaint students with the history and methodologies of the field through certain classic texts and will provide an opportunity for them to consider and present their own current research within this context. Additionally, this seminar will serve as an introduction to a new Five College Center: Crossroads in the Study of the Americas (CISA). Seminar participants will be encouraged to prepare their research for CISA's undergraduate symposium in the spring.

Class will meet for two hours and fifty minutes once a week. Enrollment is limited to 16; permission of the instructor is required.

**HACU 320**  
**DANCE DIVISION III SEMINAR**  
Daphne Lowell

This seminar for Division III/senior thesis dance students will serve as a place for students to learn from and help each other with their independent projects. Students will read or view each other's work, offer constructive criticism, discuss strategies for solving problems encountered in the process, and suggest resources of interest. Each student will present work in progress at least twice during the semester and present research in progress once. These classes will also serve as production meetings for students producing Division III concerts. In addition to meeting together for two hours each week, students will also meet privately with the instructor for critique several times during the semester.

Permission of the instructor is required. Enrollment is limited to 10. Meeting time will be decided at the first meeting, Friday, September 11 at 10:00 a.m.

## **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—please sign up at the chorus office in MDB. Faculty and staff are welcome! Our fall season includes two Bach Cantatas (78 and 172) with professional orchestra and soloists in October; in December we will perform the Bloch SACRED SERVICE in Hebrew. In the spring of 1999, Ann Kearns will be on leave, and Chorus will not be available.

## **SCHOOL OF HUMANITIES, ARTS AND CULTURAL STUDIES (HACU) - SPRING 1999**

*NOTE: There may be limited changes in the spring 1999 courses due to the diverse curriculum offered by Hampshire College faculty. Preregistration for spring courses will begin Tuesday, November 17, 1998.*

### **COURSE LIST - SPRING 1999**

HACU 110♦  
**FILM/VIDEO WORKSHOP I**  
Abraham Ravett

HACU 111♦  
**STILL PHOTOGRAPHY WORKSHOP I**  
Delilah Montoya

HACU 114\*  
**MODERN DANCE II**  
TBA

HACU 135⊕  
**DIGITAL VIDEO I**  
TBA

HACU 138♦  
**RUSSIA: FILM/LITERATURE OF REVOLUTION**  
Joanna Hubbs

HACU 146⊕  
**MEDIA THEORY**  
TBA

HACU 151♦  
**DANCE COMPOSITION I**  
Daphne Lowell

HACU 164♦  
**TEXT, CANON, TRADITION: SCRIPTURES AND THEIR EMERGENCE IN WORLD RELIGIONS**  
Alan Hodder

HACU 165♦  
**ARCHITECTURE: MAN-MADE ENVIRONMENT: PERCEPTION AND COMMUNICATION**  
Earl Pope

HACU 187♦  
**CAMUS**  
Robert Meagher

HACU 193♦  
**AMERICAN LITERARY MODERNISM**  
Eric Schocket

HACU 197♦⊕  
**CROSS-CULTURAL READINGS OF THE SHORT STORY**  
Eva Rueschmann

HACU 208 ♦  
**INTRODUCTION TO PAINTING**  
Judith Mann

HACU 209 ⊕  
**DIGITAL VIDEO II**  
TBA

HACU 210 ♦  
**FILM/VIDEO WORKSHOP II**  
TBA

HACU 211 ♦  
**STILL PHOTOGRAPHY WORKSHOP II**  
Jacqueline Hayden

HACU 216\*  
**MODERN DANCE IV**  
TBA

HACU 219 ♦  
**ANCIENT GREEK DRAMA**  
Robert Meagher

HACU 223 ♦ ⊕  
**FILM AND LITERATURE: NARRATIVE,  
CULTURE, IDENTITY**  
Eva Rueschmann

HACU 226 ♦  
**FAULKNER AND MORRISON: FICTIONS OF  
IDENTITY, FAMILY AND HISTORY**  
L. Brown Kennedy

HACU 232 ♦  
**AESTHETICISM AND DECADENCE**  
Jeffrey Wallen

HACU/SS 233B\*  
**ELEMENTARY YIDDISH**  
Henia Lewin

HACU 234 ♦  
**TOLSTOI**  
Joanna Hubbs

HACU/SS 236 ♦  
**THE AMERICAN WEST**  
Robert Rakoff  
Susan Tracy

HACU 239 ♦  
**JAZZ PERFORMANCE SEMINAR**  
Yusef Lateef

HACU 241\*  
**COMPARATIVE CARIBBEAN DANCE**  
Yvonne Daniel

HACU 242 ♦  
**MYTH AND MYTH THEORY**  
Alan Hodder

HACU 243 ♦  
**THE NATURE AND PRACTICE OF  
IMPROVISATION**  
Margo Simmons Edwards

HACU/SS 247 ♦  
**CULTURE AND POLITICS DURING THE  
GREAT DEPRESSION**  
Aaron Berman  
Eric Schocket

HACU 248 ⊕  
**WOMAN AS DIRECTOR OF FILM/VIDEO:  
ANOTHER HISTORY**  
Joan Braderman  
Sherry Millner

HACU 253 ♦  
**THE HISTORY OF PHOTOGRAPHY BY  
WOMEN**  
Sandra Matthews

HACU 256 ♦  
**U.S. WOMEN'S AUTO/BIOGRAPHY**  
Susan Tracy

HACU 257 ♦  
**MUSIC IV: SEMINAR IN MUSIC  
COMPOSITION**  
Margo Simmons Edwards

HACU 258 ⊕  
**MAGAZINES AS CULTURAL COMMENTARY**  
David Kerr

HACU 265 ♦  
**MUSIC II: INTERMEDIATE TONAL THEORY**  
Daniel Warner

HACU 268 ♦  
**JAPANESE CINEMA**  
Abraham Ravett

HACU 276 ⊕  
**VIDEO II: SKETCHBOOK/STUDIO/  
INSTALLATION**  
Sherry Millner

HACU 284 ⊕  
**ISSUES IN POPULAR CULTURE: FILM/  
VIDEO/SOUND IN THE DIGITAL AGE**  
TBA

HACU/LA 285 ♦  
**LABAN MOVEMENT ANALYSIS**  
TBA

HACU 305  
**ADVANCED PAINTING**  
TBA

HACU 321  
**CRITICAL THEORY SEMINAR: TBA**  
Mary Russo  
Jeffrey Wallen

HACU 324  
**STUDIO ARTS CONCENTRATOR'S SEMINAR**  
Judith Mann  
TBA

HACU 334  
TUTORIALS IN MUSIC COMPOSITION AND  
THEORY  
Daniel Warner

HACU 335  
SHAKESPEARE AND COMPANY: ENACTING  
THE SELF  
L. Brown Kennedy

HACU 399a  
ADVANCED VIDEO PRODUCTION SEMINAR  
III: VIDEO/FILM/INSTALLATION/CULTURAL  
STUDIES  
Joan Braderman

HACU 399b  
FILM/PHOTOGRAPHY/VIDEO STUDIES:  
INDIVIDUAL PROBLEMS IN FILMMAKING,  
PHOTOGRAPHY, VIDEO AND RELATED  
MEDIA  
Jacqueline Hayden  
TBA

\* This course does not fulfill the requirements for the two-course option.

⊕ This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

◆ This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

*Note: The Film/Photography faculty would like students to participate 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 a student has tried to take the course and whether the student is a transfer. The list of students enrolled in the course will be posted in the Humanities, Arts and Cultural Studies 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/VIDEO AND PHOTOGRAPHY

All Division II and III students wishing to work with Film/Photography/Video faculty during the academic year 1999-2000 must file their proposals (available from the film and photography facilities director, Kane Stewart) with the faculty by April 23, 1999.

*Please Note: There will be two philosophy courses added to the spring curriculum. Please see the descriptions for these new courses in the supplement to the spring course guide.*

### COURSE DESCRIPTIONS - SPRING 1999

HACU 110  
FILM/VIDEO WORKSHOP I  
Abraham Ravett

This course teaches the basic skills of film production, including camera work, editing, sound recording, and preparation and completion of a finished work in film or video. Students will have weekly assignments, and will also produce a finished film for the class. There will be weekly screenings of student work, as well as screening of films and video tapes which represent a variety of aesthetic approaches to the moving image. Finally, the development of personal vision will be stressed. The bulk of the work in the class will be produced in Super-8 format. 16mm film, Hi-8 and 3/4" video formats plus our new image processing work station will also be introduced. A \$50 lab fee provides access to equipment and editing facilities. Students are responsible for providing their own film, tape, processing and supplies.

The class meets once each week for two hours and fifty minutes. Enrollment is limited to 15, which will be determined at the **first** class meeting. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

HACU 111  
STILL PHOTOGRAPHY WORKSHOP I  
Delilah Montoya

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

A \$50 lab fee is charged for this course. The lab fee provides access to darkroom facilities, laboratory supplies and chemicals, and special equipment and materials. Students must provide their own film, paper, and cameras. The class will meet once a week for three hours. Enrollment is limited to 15, which is determined at the **first** class session by modified lottery. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

HACU 114\*  
MODERN DANCE II  
TBA

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

The class will meet twice a week for one 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.

**HACU 135**  
**DIGITAL VIDEO I**  
TBA

This intensive course will introduce students to basic desktop video production. In conjunction with the technical mini-courses offered by the library staff, we will look at the production process piece by piece, giving attention to preproduction, fundraising, and distribution, as well as formal elements like color, light, sound, composition, camera movement, and editing techniques. We will look at tapes and films which are particularly relevant to each facet of our work to ground our discussions. No one form or style will be stressed, though much in-field work will be assigned. Technically we will concentrate on Premiere, AfterEffects, and the Avid. While several short writing assignments will be given, students will be engaged in consistent practical work. A background in film/video theory, history, or criticism is preferred for entry into the course. The class will meet twice a week. Enrollment is limited to 16, by instructor permission. Note: students who have taken CCS 140 are not eligible to enroll in this course.

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

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

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

Class will meet twice each week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

**HACU 146**  
**MEDIA THEORY**  
TBA

The description for this course will be in the spring 1999 supplement to the course guide. This course may serve as one of the two courses for completing a Division I in Cultural Studies and Cognitive Science

**HACU 151**  
**DANCE COMPOSITION I**  
Daphne Lowell

Dance improvisation and movement exploration experiences aim to free the beginning composition student to discover for him or herself underlying principles of successful dance

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

Class will meet twice each week for two hours. Enrollment is open. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

**HACU 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. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

**HACU 165**  
**ARCHITECTURE: MAN-MADE ENVIRONMENT: PERCEPTION AND COMMUNICATION**  
Earl Pope

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

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

## HACU 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' major works, ranging from philosophy to fiction to drama. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

## HACU 193

**AMERICAN LITERARY MODERNISM**

Eric Schocket

This advanced 100-level course is designed to introduce Division I students and literature concentrators to the various literary movements that comprise American modernism. Beginning with Gertrude Stein's early experiments with narration and ending with the cultural conservatism of the World War II era, we will examine assorted attempts to achieve textual innovation with an eye towards assessing their aesthetic and political successes and limitations. Readings are likely to include works by Stein, Eliot, Hemingway, Toomer, Faulkner, Fitzgerald, Hurston, West, and Wright.

Class will meet twice a week for one hour and twenty minutes. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

## HACU 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 to both storytelling traditions indigenous to specific cultures and international stylistic influences. This course will also provide an opportunity to apply different analytical and critical approaches to short fiction, including formalist, folkloric, biographical, psychoanalytic, feminist, and post-colonial strategies. We will consider three cinematic adaptations of short stories for comparative purposes, John Huston's *The Dead*, Joke Chopra's *Smooth Talk* and Ruy Guerra's *Erendira*. Stories by James Joyce, Kay Boyle, Ernest Hemingway, Jamaica Kincaid, Jorge Luis Borges, Gabriel García Márquez, Nadine Gordimer, Es'kia M'phahlele, Margaret Atwood, James Baldwin, Cynthia Ozick, Amy Tan, Sandra Cisneros, Ginu Kamani, Edwige Dandikat, 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. This course may serve as one of the two courses for completing a Division I in Humanities and Arts and Cultural Studies and Cognitive Science.

## HACU 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 meets twice each week for two hours and fifty minutes. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

## HACU 209

**DIGITAL VIDEO II**

TBA

The description for this course will be in the spring 1999 course guide supplement. This course may serve as one of the two courses for completing a Division I in Cultural Studies and Cognitive Science.

## HACU 210

**FILM/VIDEO WORKSHOP II**

TBA

This course emphasizes developing skills in 16mm film making 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 post production 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, 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, plus video and computer production and post-production equipment. Students must purchase their own film and pay their own processing fees.

The class will meet once a week for two hours and fifty minutes. 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 prerequi-

site. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

**HACU 211  
STILL PHOTOGRAPHY WORKSHOP II**

Jacqueline Hayden

This class is a forum in which students can develop their creative vision in photography through the acquisition of skills with larger format cameras, color and digital technologies. Knowledge of the aesthetic and social context of photographic practice will be emphasized. Students can expect bi-weekly to monthly assignments, reading relevant texts in the history and theory of photography and digital imaging and writing short papers. Additionally, this course will be enhanced through attending visiting artist lectures and exhibitions as well as film and video screenings.

Prior photographic experience is required. Enrollment will be limited to 15 students and determined by permission of the instructor. The class will meet once each week for two hours and twenty minutes, with extensive additional lab time available. Technical workshops will meet once a week for two hours. The lab fee of \$50 entitles the student to darkroom facilities, lab supplies, and chemicals. Students must supply their own film and paper. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

**HACU 216\*  
MODERN DANCE IV  
TBA**

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

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

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

**HACU 219  
ANCIENT GREEK DRAMA**  
Robert Meagher

This course is an introduction to the dramatic traditions and texts of classical Athenian theatre, tragedy and comedy. Selected tragedies by Aeschylus, Sophocles, and Euripides, as well as comedies by Aristophanes, are considered in depth. Special attention is paid to the historical context of each play and to considerations of staging, ancient and modern.

This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

**HACU 223  
FILM AND LITERATURE: NARRATIVE, CULTURE, IDENTITY**  
Eva Rueschmann

This course explores the intersection of psychological and national identity in different national cinemas and literatures, including post World War II in 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, and attendance at weekly film and video screenings.

Class will meet twice a week for one hour and twenty minutes. Enrollment is 25. This course may serve as one of the two courses for completing a Division I in Humanities and Arts or Cultural Studies and Cognitive Science.

**HACU 226  
FAULKNER AND MORRISON: FICTIONS OF IDENTITY, FAMILY, AND HISTORY**  
L. Brown Kennedy

Our purpose in this class will not be narrowly comparative but rather to read intensively and extensively in each of these master practitioners of the modern novel, thinking particularly about how they each frame issues of personal identity, think about family, history and memory, and confront the American twentieth-century dilemma of "the color line."

Class will meet twice each week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

**HACU 232  
AESTHETICISM AND DECADENCE**  
Jeffrey Wallen

This course will examine the emphasis on the importance and on the autonomy of art in the latter half of the nineteenth century, and will also explore the different conceptions of the role of the artist in society. Beginning with Gautier's demand for "art for art's sake" in the preface to *Mademoiselle de Maupin*, we will follow and compare the development of aestheticism in France and in England, and we will also study the ensuing turn to "decadence" toward the end of the century. Readings will include texts by Gautier, Baudelaire, Huysmans, Villiers de l'Isle Adam, Mallarmé, Ruskin, Pater, Swinburne, Morris, Wilde, Yeats, Nietzsche, and Hofmannsthal. Works from the visual arts will also be discussed.

Class will meet twice each week for one hour and twenty minutes. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

**HACU/SS 233B\*  
ELEMENTARY YIDDISH**  
Henia Lewin

This class is a continuation of HACU/SS 233a.

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 students who have taken HACU/SS 233a, or who have some prior knowledge of introductory Yiddish.

Class will meet for one hour and twenty minutes twice a week at the National Yiddish Book Center. Enrollment is limited to 18. This course is not suitable for one-half of a Division I in Humanities and Arts or Social Science.

#### HACU 234

##### **TOLSTOI**

Joanna Hubbs

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

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

Class will meet once a week for two hours and fifty minutes. Enrollment is limited to 20 by instructor permission. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

#### HACU/SS 236

##### **THE AMERICAN WEST**

Robert Rakoff

Susan Tracy

This course will explore the history of the trans-Mississippi West during the nineteenth and twentieth centuries. Traditional interpretations have focused on the impact of European and American settlement and the extension of the frontier in the creation of a democratic and individualistic society. We will contrast this tradition with newer scholarship which focuses on the West as a distinctive region characterized by a history of colonialism and conquest, by its multiracial and multicultural origins, by the dominant power of the federal government throughout its history, by its aridity and other environmental features, and by the powerful role played by corporate capitalism in its development.

Class will meet for one hour and twenty minutes twice a week. This course may serve as one of the two courses for completing a Division I in Humanities and Arts or Social Science.

#### HACU 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. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

#### HACU 241\*

##### **COMPARATIVE CARIBBEAN DANCE**

Yvonne Daniel

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

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

#### HACU 242

##### **MYTH AND MYTH THEORY**

Alan Hodder

In the fourth century BCE, Plato already anticipated the popular derogatory conception of myth as an imaginative fabrication—*pseudos*, "a lie." Throughout Western history, however, and particularly since the rise of Romanticism, thinkers from various disciplines have viewed the stories of antiquity in more constructive terms. What is "myth": deliberate falsehood or a veiled truth? Is it a term applicable to or recognizable in non-Western cultures also? What is the relationship between myth and history, myth and literature, myth and ideology? These are some of the questions this course is designed to address. Its purpose is to introduce students to three rich bodies of mythology—classical Greek, Norse, and Hindu—and to investigate an array of theoretical approaches to the study of myth, from the fields of anthropology, sociology, the history of religions, philosophy, psychology, and literary theory. Theorists to be considered include: Frazer, Durkheim, Malinowski, Levi-Strauss, Freud, Jung, Campbell, Eliade, Langer, Frye, Doniger, and Barthes.

Class will meet twice each week for one hour and twenty minutes. Enrollment is limited to 20. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

#### HACU 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 devoted to instrumental,

vocal, or other art improvisational practice in ensemble; and one class meeting of one and one-half hours involving 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. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

#### HACU/SS 247

### **CULTURE AND POLITICS DURING THE GREAT DEPRESSION**

Aaron Berman  
Eric Schocker

The economic cataclysm of the nineteen-thirties profoundly affected cultural and political life. The wide-spread sense that an older world had collapsed ironically opened up the possibility for challenges to traditional cultural and political norms. People and institutions as different as the Communist Party, Franklin Roosevelt, and Father Coughlin all claimed to speak for and represent the American people.

This course will focus on the relationship between culture and politics during the nineteen-thirties and forties. Students should expect to examine artistic, literary and musical products of the era in relation to the larger historical context. Specific topics will include literary representations of the working class, various struggles against racism and anti-Semitism, New Deal politics, and the political use of popular culture.

Class will meet twice a week for one hour and twenty minutes. Enrollment is 35. This course may serve as one of the two courses for completing a Division I in Humanities and Arts or Social Science.

#### HACU 248

### **WOMAN AS DIRECTOR OF FILM/VIDEO: ANOTHER HISTORY**

Joan Braderman  
Sherry Millner

This course examines the role of women in film- and videomaking as auteurs, artists, activists, theorists, critics, and entrepreneurs, from the twenties in Hollywood, when there were more women directing films than at any time since, to the burst of collective creative power in virtually every form engendered by the sixties and seventies women's movement. We will examine the differences in context for work proposed by the dominant cinema and television industries, on the one hand, and the various national, political and alternative aesthetic spaces that have brought the "feminine sensibility" behind the camera as well as in front of it. The teens and twenties films of Weber, Shub, Dulac; of Arzner and Deren, Sagan, Riefenstahl in the thirties and forties; then Varda, Chytilova, Duras, Maldorer, Gomez Riechert, Von Trotta, Rainer, Ackerman, Export, Friedrich, Savoco, and Bigelow. Contemporary video artists and producers such as Rosler, Birnbaum, Jonas, and Halleck will be examined in their own specific economic, political, and aesthetic contexts. The major critical and theoretical contributions by feminist writers in the seventies like Rich, Mulvey, Lesage, and deLauretis will be

examined in relation to work by women. In a field as capital intensive as media production, power for women has often been hard won. This course serves as an alternative view of the film- and videomaking process as it traces the increasing involvement of women.

Class will meet once a week for three and one-half hours with an additional three hour screening time. Enrollment is 35. Prerequisite: some experience in women's studies and/or film and video criticism. This course may serve as one of the two courses for completing a Division I in Cultural Studies and Cognitive Science.

#### HACU 253

### **THE HISTORY OF PHOTOGRAPHY BY WOMEN**

Sandra Matthews

Since the invention of photography in 1839, women have played an active role in every stage of the medium's history. While early historic accounts did not acknowledge their contributions, several recent books have begun to remedy the situation. In this course, we will survey the major periods of photographic history, concentrating on the work of women photographers worldwide. We will examine women's role primarily in art photography, but also in commercial and vernacular venue. Students will complete individual research projects, and, depending on funding, we hope to produce a collaborative CD ROM based on interviews with contemporary photographers and critics.

Class will meet once each week for two hours and fifty minutes. Enrollment is limited to 15, by instructor permission. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

#### HACU 256

### **U.S. WOMEN'S AUTO/BIOGRAPHY**

Susan Tracy

This course begins where the proseminar, "Women's Lives, Women's Stories" ends in considering biography as well as autobiography as a form. We will study women who are activists and artists in the nineteenth and twentieth centuries. We will consider various theoretical aspects of writing about women's lives and will in some cases discuss a woman's work, her autobiography, and her biography. By mid-semester, students should have settled on a person to research for a final research paper based on primary and archival sources. There may be a chance for students to participate in a Valley project on documenting local feminist activity in the sixties, seventies, and eighties.

This course is a Division II course which may provide a student with the background to undertake a Division III project in biography. Enrollment is limited to 25 students. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

#### HACU 257

### **MUSIC IV: SEMINAR IN COMPOSITION**

Margo Simmons Edwards

This course will provide a hands-on exploration of the basic concepts and techniques of instrumental and vocal composition. We shall study twentieth-century compositional procedures, influences of world music, experimental pop music, and avant-garde jazz. Elements of orchestration, form, and

notation will be discussed. Emphasis will be on the development of individual creative work through tutorials and group lessons. Students will be expected to complete four brief compositions which will be performed and recorded.

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. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

#### HACU 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 doll houses?) *TV Guide*, America's highest circulation magazine, helps millions of Americans select their electronic entertainment. Magazines are marvelously varied forms 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 is limited to 20. This course may serve as one of the two courses for completing a Division I in Cultural Studies and Cognitive Science.

#### HACU 265 MUSIC II: INTERMEDIATE TONAL THEORY Daniel Warner

A continuation of Music I (HA 176), this course will move outward from diatonic harmony to 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. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

#### HACU 268 JAPANESE CINEMA Abraham Ravett

"I think that to find what is real one must look very closely at one's world, to search for those things which contribute to this reality which one feels under the surface. These are few and one uses them to create. These are the core around which the world moves, the axis around which it turns...To be an artist

means to search for, find, and look at these things; to be an artist means never to avert one's eyes."—Akira Kurosawa

"I want to portray a man's character by eliminating all the dramatic devices. I want to make people feel what life is like without delineating all the dramatic ups and downs."—Yasujiro Ozu

"My films do not treat sensational events or, for that matter, contain much drama. Depicted are images of everyday Japan and the daily lives of its people."—Sumiko Haneda

This course will involve a detailed study of the Japanese cinema. It will highlight works in the dramatic narrative, documentary, and experimental traditions. The films screened will use the past to explore the meaning of the present, examine the relationships within families, investigate formal issues in cinematic construction and attempt to articulate broader social issues in the Japanese society.

Class will meet once a week for two hours and fifty minutes plus additional time for second screenings. Enrollment is limited to 25 students with no prerequisites. Participants will be asked to complete a series of papers plus a final project based on class discussions, film screenings, and assigned readings. A \$10 lab fee will help defray the cost of film rentals. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

#### HACU 276 VIDEO II: SKETCHBOOK/STUDIO/INSTALLATION Sherry Millner

This course, for students who have already completed at least one video production class, is intended to develop a high level of fluidity, speed, and conceptual grace in the making of videotapes. Students will be expected to bring in some work every week, using the camera as an artist uses a pencil. The aim is less to produce finished, highly edited videotapes than to push for flexibility, spontaneity, and style. A number of short exercises will be given to get the class moving. Much class time will be devoted to workshop-style critiques of each week's production.

Class will meet twice each week for one hour and twenty minutes each time. Enrollment is limited to 15. This course may serve as one of the two courses for completing a Division I in Cultural Studies and Cognitive Science.

#### HACU 284 ISSUES IN POPULAR CULTURE: FILM/VIDEO/SOUND IN THE DIGITAL AGE TBA

The description for this course will be in the spring course guide supplement. This course may serve as one of the two courses for completing a Division I in Cultural Studies and Cognitive Science.

#### HACU/IA 285 LABAN MOVEMENT ANALYSIS TBA

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. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

**HACU 305**  
**ADVANCED PAINTING**  
TBA

Students will be introduced to problems which expand knowledge of the processes and aims of painting. Students should expect to work outside of class on drawings, paintings, and research projects which explore the formal, material and conceptual development of visual ideas. Large scale work on canvas, panels and paper will be required, and oil paint is the preferred medium. A full range of drawing and collage materials will be utilized as well.

Enrollment is limited to 15, and by instructor permission. Prerequisite: Introduction to Drawing and Introduction to Painting, plus one other studio course. Students must preregister and attend the first class meeting to gain a place. Please provide copies of course evaluations and grades at the first meeting. Class will meet twice each week for four hours.

**HACU 321**  
**CRITICAL THEORY SEMINAR: TBA**

Mary Russo  
Jeffrey Wallen

The description for this course will be in the spring course guide supplement.

**HACU 324**  
**STUDIO ARTS CONCENTRATOR'S SEMINAR**

Judith Mann  
TBA

Limited to students in the first or second semester of Division III. There will be some assignments and readings, as well as required visiting artists lectures. Attention will be paid to writing of artist's statements and the development of verbal critical skills. The primary emphasis will be on the evaluation of Division III work in process by faculty and peers. Students will be evaluated on attendance, production, response to critical comments, and participation in discussion. This course may satisfy the Advanced Activity requirement and it is expected that Division III students in the arts will complete it.

Due to the nature of the class, enrollment must be limited to about 15, and preference given to students in studio arts, but Division III students in other visual disciplines are encouraged to enroll. Class will meet once each week for four hours.

**HACU 334**  
**TUTORIALS IN MUSIC COMPOSITION AND THEORY**  
Daniel Warner

Individual and small-group instruction in composition and theory designed for advanced music concentrators engaged in Division II and III projects. Enrollment is limited to ten.

Class will meet once each week for two hours and fifty minutes. Prerequisite: Music IV or equivalent Five College course.

**HACU 335**  
**SHAKESPEARE AND COMPANY: ENACTING THE SELF**  
L. Brown Kennedy

This seminar will read closely a substantial selection of Shakespeare's plays, pairing them in some cases with works of less well known contemporaries, and setting them in the context of contemporary social, intellectual and theatre history. Special attention will be paid to the representation of power and the performance of gender on the Elizabethan/Jacobean stage as well as to the persistent, quasi-philosophical pun between acting and action in these plays.

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

**HACU 399a**  
**ADVANCED VIDEO PRODUCTION SEMINAR III:**  
**VIDEO/FILM/INSTALLATION/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 constraints and possibilities. I hope to generate an exciting context for making new work. Workshops on Avid, Photoshop, Premiere, AfterEffects, sound production and lighting are offered as a part of this course.

Prerequisite: Division III students and if there is space, advanced Division II students. Instructor permission required.

**HACU 399b**  
**FILM/PHOTOGRAPHY STUDIES: INDIVIDUAL**  
**PROBLEMS IN FILMMAKING, PHOTOGRAPHY,**  
**VIDEO AND RELATED MEDIA**

Jacqueline Hayden  
TBA

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.

# EXPERIMENTAL SCHOOL FOR INTERDISCIPLINARY ARTS

## CURRICULUM STATEMENT

The experimental School of InterArts applies Hampshire's interdisciplinary approach to the arts and the process of art making. The school offers students and faculty opportunities to work across, as well as within, the boundaries of such art forms as theatre, sculpture, writing and painting. Exploration of the relationship between artistic production and social action is also central to our curriculum.

Working in the arts at Hampshire has always involved analysis and reflection, but analysis of work in progress necessarily starts from different questions than does that of already completed work, questions about artistic intent, materials, audience, and social responsibility. All art begins with a blank page or blank space, but all artists exist within history, politics and society, and must understand their work in relation to the world in which they live and to the work of the artists, writers and thinkers who have come before them. Increasingly, Hampshire students are attracted to the arts as an instrument for social change, and our curriculum helps them explore the challenges of using art to change the world.

The arts are changing radically in contemporary culture. Technology is providing new tools for the arts, the generic boundaries among the arts are breaking down, students increasingly seek guidance with multi-media projects, audiences for the arts are more diverse and fragmented, and creative artists come from a wider range of cultures and languages. InterArts seeks to respond to these changes by providing students with a kind of training that not only overlaps disciplines and technologies, but actually allows new forms to emerge. This kind of experimentation can range widely, from broadcast narratives, digital sculpture and animation to dramatizing AIDS for new audiences.

InterArts creates new opportunities for students to cross the boundaries between art forms and schools. Cross-listed courses, interdisciplinary arts courses, and a program of faculty affiliation are central to the pedagogy of the school. Our curriculum encourages collaboration among both students and faculty, and our understanding of art-making is crucially informed by colleagues who have studied the social and psychological dilemmas, the shifting demographics, and the global technologies which shape the sensibilities of contemporary audiences. We invite all members of the college to imagine how their disciplines might contribute to generating new work in the arts.

Offerings at the 100-level combine analysis with practice and place artistic production in social, political, or historical contexts. While stressing the acquisition of skills, 100-level courses also insist on familiarizing students with a wide range of work in the art forms they are exploring. At the 200-level, InterArts offers workshops and seminars in which students produce and critique original work, while they continue to deepen their knowledge of the work of others. Many 200-level courses combine two or more art forms, and explore what artists working in different forms have to teach each other. InterArts also offers 200-level courses which link artistic production to specific political or social contexts, or which explore the

response of a wide range of art forms to a particular political climate or social issue. Courses at the 300-level offer InterArts Division III students the opportunity to share portions of their independent projects with their colleagues.

## COURSE LIST - FALL 1998

IA 108 ♦  
**FOUNDATION IN VISUAL MEDIA**  
William Brayton

IA/CS 109  
**COMPUTING CONCEPTS: CREATIVE MACHINES?**  
Lee Spector

IA 123p ♦  
**PAGE TO STAGE**  
Ellen Donkin/Wayne Kramer

IA 131 ♦  
**PLAYWRITING**  
Ellen Donkin

IA 132p ♦  
**FEMINIST FICTIONS**  
Lynne Hanley

IA 140 ♦  
**LIFE STORIES: READING AND WRITING AUTOBIOGRAPHIES**  
Michael Lesy

IA/HACU 153 ♦  
**DANCE AS AN ART FORM**  
TBA

IA 157p ♦  
**LITERARY COUNTERCULTURE**  
Robert Coles

IA 223 ♦  
**SCULPTURE AND DIGITAL ANIMATION**  
William Brayton

IA 235 ♦  
**LITERARY NONFICTION: READING AND WRITING**  
Michael Lesy

IA 240 ♦  
**INTERMEDIATE FICTION WRITING**  
Lynne Hanley

IA 245 ♦  
**BLACK AUTOBIOGRAPHY**  
Robert Coles

IA 251 ♦  
**INTERMEDIATE POETRY WRITING**  
Paul Jenkins

IA/HACU 264 ♦  
**ARCHITECTURAL DESIGN FOR DIVERSITY AND SOCIAL CHANGE**  
Robert Goodman

IA 267 ♦  
**DRAWING INTO PAINTING**  
Julie Shapiro

IA/HACU 272 ♦  
**DANCE AND CULTURE**  
Daphne Lowell

IA 293 ♦  
**DESIGN RESPONSE II**  
Wayne Kramer

IA/HACU 314  
**FILM/VIDEO WORKSHOP III**  
Abraham Ravett

IA 318  
**POETIC VISION/REVISION**  
Paul Jenkins

IA 348  
**PAINTING WORKSHOP**  
Julie Shapiro

- This course does not fulfill the requirements for the two-course option.*
- ⊕ *This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.*
  - ♦ *This course may serve as one of the two courses for completing a Division I in Humanities and Arts.*

#### **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, Arts and Cultural Studies office. The deadlines for submission of portfolios are November 23, 1998, and April 23, 1999. 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 - FALL 1998**

IA 108  
**FOUNDATION IN VISUAL MEDIA**  
William Brayton

This course constitutes initial preparation for work in the studio arts as well as other fields where ideas are visually presented. Assignments will require that students develop their ability to perceive, depict, and establish meaning through form, light, color, space, and imagery. Projects will address both the two-dimensional picture plane and three-dimensional space. A wide range of traditional and digital media will be employed in the exploration of subject matter including architectural spaces, the human body, and found and fabricated objects. An introduction to the history of interrelated visual media and the critical vocabulary particular to their analysis will be established through group critiques and discussions, slide lectures, readings, and independent research. Considerable outside of class work is required. This course is a *mandatory* prerequisite for studio art classes within the School for Interdisciplinary Arts.

Class will meet twice each week for two and one-half hours. Enrollment is limited to 20. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

IA/CS 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 they 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 CS 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. This course may fulfill the requirement for one half of a two course option Division I in Cognitive Science/Cultural Studies.

IA 123p  
**PAGE TO STAGE**  
Ellen Donkin  
Wayne Kramer

This course 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. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

IA 131

### PLAYWRITING

Ellen Donkin

Our work in this course will be more or less equally divided between reading plays and writing a one-act. The plays we read, which will include a wide variety of playwrights, will inform our exercise work even as they deepen and extend our sense of drama as a form. We will be paying particular attention to the way character is revealed through dialogue, ways to unfold exposition, segmentation of dramatic action, and how dialogue is shaped by character activity.

This course is designed for students who have *not yet* filed their Division II or by instructor permission. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 15. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

IA 132p

### FEMINIST FICTIONS

Lynne Hanley

In this course, we will explore what we can bring from our knowledge as readers to the act of creating fiction and how writing fiction might shape the way we approach women's narratives as readers. 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. Several classes will be devoted to the presentation and discussion of student work. Readings will include *A Room of One's Own*, *Passing*, *Written on the Body*, *Bastard Out of Carolina*, *Autobiography of My Mother*, *I, Tituba*, *Beloved*, and *Red Azalea*. Students should expect to keep a journal and attend a series of films on Wednesday evenings. 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. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

IA 140

### LIFE STORIES: READING AND WRITING AUTOBIOGRAPHIES

Michael Lesy

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

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

Works to be read will range from Wideman's *Brothers and Keepers* to Kaysen's *Girl Interrupted*. Students will be asked to construct at least seven short and three long autobiographical narratives during the course of the semester. One class per week will be devoted to students reading their work to each other for critique. Well-read mastery of assigned texts will be required.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 15 with permission of the instructor required. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

IA/HACU 153

### DANCE AS AN ART FORM

TBA

This course offers an experiential introduction to dance as a performing art. Its goals are to provide students with an understanding of the body as a source of movement imagery and expression, and to broaden students' capacities for seeing, describing and interpreting dance. No previous formal dance training is required. Course work will include regular movement practice, a series of introductory master classes in different dance idioms, video and concert viewings, experiments in group improvisation and choreography and readings on the aesthetic and cultural contexts of different dance traditions.

Class will meet twice each week for one hour and fifty minutes. Enrollment is open and limited to 25 students. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

IA 157p

### 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 a week for one hour and twenty minutes. Enrollment is limited to 16. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

IA 223

### SCULPTURE AND DIGITAL ANIMATION

William Brayton

This course will allow students to explore both sculpture and three-dimensional computer modeling/animation. Motion in relation to both form and time will be the primary emphasis in both media. Students will be introduced to Metacreations Infini-D and Softimage software programs. The dynamics between movement, gesture and meaning will be elucidated through readings, class discussions, critiques, and performances. Students concentrating in theater, film, and dance may find this course applicable to their work in those fields. Preference will be given to students who have completed an introductory sculpture course at the college level.



Class will meet twice each week for two hours and twenty minutes. Introduction to Drawing at the college level is a prerequisite. Enrollment is limited to 12 by instructor permission. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

IA 235

**LITERARY NONFICTION: READING AND WRITING**

Michael Lesy

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

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

Students enrolled in the course will form the writing and editorial staff of the *Reader*, a narrative-nonfiction tabloid that will be published and distributed college wide at the end of the semester. Students will work individually and collectively on a single topic to be assigned within the first month of the course.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 15; permission of the instructor is required. This course may serve as one of the two courses for completing a Division I in Humanities and Arts. (Lemelson course)

IA/WP 240

**INTERMEDIATE FICTION WRITING**

Lynne Hanley

Ellie Siegel

Intended for Division II students whose concentrations include fiction writing, this course will be a workshop in which students' own writing will be the primary subject of discussion. Students will be asked to draft and revise three short stories, write commentaries on their classmates' work, and participate in class critiques. Students should have had at least one writing workshop and one reading course in literature prior to taking this course and should expect to read two or three published short stories each week, some selected by the instructor and some by their classmates. Students will be encouraged to explore the relation between storytelling and social change and to raise questions about the role of the writer in contemporary society.

Class will meet once a week for two hours and fifty minutes. Enrollment is limited to 15 and instructor permission is required. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

IA 245

**BLACK AUTOBIOGRAPHY**

Robert Coles

Starting from the eighteenth century, we will trace the African American autobiographical tradition, concentrating on

those texts which have made less impact on literary and social history. Thus we will read first person narratives, written by black Americans, that have received less attention by students and critics. It is hoped this approach will introduce new texts to students who have already read the primary texts. We will begin with Olaudah Equiano's *Travels*, then read representative slave narratives. We will also examine Ida Wells' *Crusader for Justice*, R. Wright's *American Hunger*, Maya Angelou's *Singin' and Swingin' Like Christmas*, James Baldwin's *Nobody Knows My Name*, Lorene Cary's *Black Ice*, and other books. Class assignments will include critical essay writing; students will also be required to write an autobiographical essay based on their own lives.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

IA 251

**INTERMEDIATE POETRY WRITING**

Paul Jenkins

Intended for Division II 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 first half of the course, students will do assigned writing and reading designed to sharpen alertness to language, sound and line, and imagery. Over the last half of the course, students will bring on a regular basis new work of their own devising. At the course's end, workshop participants will be expected to submit a group of poems in a state of near completion for evaluation. Prerequisite: at least one college-level reading course in literature.

Class will meet once a week for three hours. Enrollment limited to 15. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

IA/HACU 264

**ARCHITECTURAL DESIGN FOR DIVERSITY AND SOCIAL CHANGE**

Robert Goodman

In this course, students will develop innovative design approaches that address the changing nature of work life, family structure and the need for more environmentally sustainable solutions. Emphasis will be placed on the ability to analyze and design projects which involve alternatives to traditional suburban development, new transportation technologies, shelter for the homeless, non-traditional communities, and low environmental impact architecture. We will develop these designs within the context of alternative delivery systems, from self-built to private and non-profit developers to government-built. Design approaches may include retrofitting existing buildings for new uses, as well as developing totally new buildings.

Class will meet twice each week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.



IA 267

**DRAWING INTO PAINTING**

Julie Shapiro

This course will explore a range of possibilities within drawing and painting media. Some of the boundaries and assumptions which commonly separate drawing from painting media will be examined through assignments and discussions. Work will be executed in a variety of materials and sizes. Students will be asked to develop individual projects exploring directions and contexts within these media. Frequent critiques of work will encourage development of a visual arts language. Extensive out of class work is required. Materials run in excess of \$75. Prerequisite: Beginning Drawing.

Class will meet twice a week for two hours and twenty minutes. Enrollment is limited to 15 by instructor permission. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

IA/HACU 272

**DANCE AND CULTURE**

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 a week for one hour and fifty minutes. Enrollment is open. This course may fulfill the requirement for one half of a two course option Division I in Humanities and Arts. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

IA 293

**DESIGN RESPONSE II**

Wayne Kramer

In this course, we will explore the techniques of design choices in approach, style and execution. We will try to address the process of designer response through a series of practical, collaborative exercises and hopefully gain some insight into such questions as:

1. How can a designer validate his or her response?
2. What criteria should a designer establish during first readings?
3. How is style determined?
4. How is artistic consensus achieved?
5. How are style and approach expressed?
6. What is the importance of medium and technique in presentation/portfolio work?

Class will meet twice a week for one hour and twenty minutes and is recommended for theatre concentrators. Enrollment limit is 15. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

IA/HACU 314

**FILM/VIDEO WORKSHOP III**

Abraham Ravett

Now that your film is about to be completed, how can you maximize its circulation?

The course will concentrate on all aspects of post-production and distribution including optical printing, shooting credits/titles, conforming original, preparation for mix, negotiating with laboratories, designing video jackets, festival entries, and web site development, among other topics. Weekly sessions will combine lectures, demonstrations, film/video screenings, discussion of student work, and on-site visits to post production facilities.

Enrollment is limited to Division III students and those who have completed Film/Video Workshop II.

IA 318

**POETIC VISION/REVISION**

Paul Jenkins

A poetry writing workshop intended for students completing Division II work or beginning Division III projects in poetry, this course will focus on the act of revision, with emphasis on radical solutions rather than on fine-tuning. In addition to evaluating multiple drafts of work in progress, attention will be paid to how other poets have dealt with the process of re-visioning their work, including manuscript drafts of *The Waste Land* and *Howl* and poems by Yeats, Bishop, and Plath. We will also explore what revision means and what forms it takes in related arts.

Class will meet once a week for three hours. Prerequisites: Intermediate Poetry Writing or its equivalent, and at least one reading course in poetry. Enrollment is limited to 15.

IA 348

**PAINTING WORKSHOP**

Julie Shapiro

This advanced level course is designed to encourage and develop the process of independent work through oil painting. Students will be assigned problems which necessitate individual research and decision making. Frequent class critiques and discussion will encourage the articulation of individual concerns. Extensive out of class work is required. Materials run in excess of \$75. Prerequisite: Beginning Drawing and one college-level painting course.

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

**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. It is a wonderful way for students with an interest in theatre to gain valuable hands-on experience and have a voice in decision making. Elections are held at the beginning of each semester. Non-voting members of the community are always welcome to attend the weekly meetings. For further information, contact a current Theatre Board member. The board meets weekly at a time to be announced.

## EXPERIMENTAL SCHOOL OF INTERDISCIPLINARY ARTS (IA)

*NOTE: There may be limited changes in the spring 1999 courses due to the diverse curriculum offer by Hampshire College faculty. Preregistration for spring courses will begin November 17, 1998.*

### COURSE LIST - SPRING 1999

IA 110♦  
**READING AND WRITING POETRY**  
Paul Jenkins

IA 120♦  
**SCULPTURE FOUNDATION**  
William Brayton

IA 127♦  
**AMERICAN VOICES, AMERICAN LIVES**  
Michael Lesy

IA 204♦  
**THE FEMALE PLAYMAKERS: WOMEN PLAYWRIGHTS  
IN EIGHTEENTH AND NINETEENTH CENTURY  
LONDON**  
Ellen Donkin

IA/SS 206♦  
**PSYCHOLOGICAL DYNAMICS IN DRAMA**  
Ellen Donkin  
Lourdes Mattei

IA 210♦  
**PAINTING TOOLS**  
Julie Shapiro

IA 216♦  
**BLACK LITERATURE AND DRAMA IN THE  
TWENTIETH CENTURY**  
Robert Coles  
Kym Moore

IA 236♦  
**THE PRACTICE OF LITERARY JOURNALISM**  
Michael Lesy

IA 243♦  
**THE MIND'S EYE**  
Wayne Kramer  
Kym Moore

IA 250♦  
**STAGE CRAFT**  
Wayne Kramer  
Peter Kallok  
Elaine Walker

IA/HACU 285♦  
**LABAN MOVEMENT ANALYSIS**  
TBA

IA 310  
**DRAWING: METHODS, ISSUES, AND MEANINGS**  
William Brayton  
Julie Shapiro

IA 399  
**ADVANCED SEMINAR IN WRITING**  
Lynne Hanley  
Paul Jenkins

\* This course does not fulfill the requirements for the two-course option.

⊕ This course may serve as one of the two courses for completing a Division I in Cognitive Science/Cultural Studies.

♦ This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

### 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 Arts and Cultural Studies office. The deadline for submission of portfolios for spring 1999 is April 23, 1999. 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 - SPRING 1999

IA 110  
**READING AND WRITING POETRY**  
Paul Jenkins

This course is for first- or second-year students interested in ways of reading different kinds of poems and ways of responding to them in writing, including the making of one's own poems. We will try to arrive at a critical vocabulary for discussing our own work and the work of others that honors both the writer's preoccupations and the anxieties of the reader. Readings will consist of an anthology of largely contemporary poetry supplemented by photocopies of older poetry.

Class will meet twice each week for one hour and twenty minutes. No prerequisites. Enrollment limited to 20. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

IA 120  
**SCULPTURE FOUNDATION**  
William Brayton

Sculpture Foundation introduces students to concepts and processes that are applicable to work within a range of three-dimensional media. Fundamental principles pertaining to form and content are linked to the development of technique within a range of materials including clay, wood, plaster, concrete, and steel. Subject matter will include the human body, abstraction,

installation, and the relationship between sculpture and architecture. Computer modeling will be introduced as a visualization tool and as an independent medium. Readings, research projects, and group critiques will be used to elucidate historical and contemporary issues in the arts. A lab fee of \$75.00 will cover most materials. A college-level drawing course is a mandatory prerequisite.

Class will meet twice each week for two hours and twenty minutes. Enrollment is limited to 15 by instructor permission. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

#### IA 127

#### AMERICAN VOICES, AMERICAN LIVES

Michael Lesy

The ability to authentically reproduce the inner and outer lives of real people and to deploy those people as "characters" in nonfiction narratives is a skill that all literary journalists must master. This course—devoted to the reading and writing of portrait/biographies—is intended to develop that skill in writers who intend to tell true stories about living people and the worlds they inhabit.

An understanding of history and literature, psychology and anthropology, a mastery of prose that is both evocative and analytic, and an ability to build narratives that are both sure and supple—all will be the goals of this course.

Books to be read will include: Oliver Sacks' *The Man Who Mistook His Wife for a Hat*; Jean Stein's *Edie*; Michael Herr's *Dispatchers*; James McBride's *The Color of Water*; and Jon Krakauer's *Into the Wild*.

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

Class meets twice each week for one hour and twenty minutes. Enrollment is limited to 15 with instructor's permission required. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

#### IA 204

#### THE FEMALE PLAYMAKERS: WOMEN PLAYWRIGHTS IN EIGHTEENTH AND NINETEENTH CENTURY LONDON

Ellen Donkin

This course will use the plays and correspondence of a small group of women playwrights in the late eighteenth and nineteenth century as its primary source of evidence for both theatrical practice and expectations around gender. Students in the class will participate in informal staged readings of both plays and letters as a way to extrapolate the technologies of staging and the social contract between actors and audience. Readings will include the commentary of eighteenth century critics and selected twentieth century critical theorists. As part of the final project, students will collaborate on the writing and performance of a one-act play based on their own creative efforts, their research, and surviving fragments from the period.

Class will meet twice each week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

#### IA/SS 206

#### PSYCHOLOGICAL DYNAMICS IN DRAMA

Ellen Donkin

Lourdes Mattei

This course is designed for Division II students interested in both psychology and theatre, who may have had some background in either area, though not necessarily in both. Psychology students have an opportunity to examine the ways in which certain psychological phenomena manifest themselves in dramatic character, dramatic structure, and in rehearsal process. Theatre students, including those interested primarily in directing, design, acting or dramatic literature, will have an opportunity to re-think their approach, both to the analysis of dramatic texts and to the way those texts get produced. Readings will include fundamental concepts of psyche, both Freudian and Jungian, with a particular emphasis on the functions of the unconscious. In addition to writing papers, each student will participate in one in-class presentation of a scene from any of the plays we study in class.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 35. This course may serve as one of the two courses for completing a Division I in Humanities and Arts and Social Science.

#### IA 210

#### PAINTING TOOLS

Julie Shapiro

This course will focus on material and conceptual tools in painting. Assignments will address the possibilities of oil paint as a material and its ability to construct form. Studio work will be supplemented by frequent critiques. Independent research of both painting materials and issues will be required. Class readings and slides will augment assignments. Students will be encouraged to investigate a wide variety of sources as a means of questioning, developing and clarifying painting issues. Extensive out of class work is required. Materials may run in excess of \$75.00. Prerequisite: Foundation in Visual Media or Beginning Drawing.

Class will meet twice a week for two hours and twenty minutes. Instructor permission required. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

#### IA 216

#### BLACK LITERATURE AND DRAMA IN THE TWENTIETH CENTURY

Robert Coles

Kym Moore

This course examines various forms of Black Literature from a twentieth century perspective, particularly the ways in which the "story" is transformed as it moves from one medium to another. What is lost, misrepresented, de-emphasized or reinforced in the translation? What is the impact on the audience? Literary works by James Baldwin, Richard Wright, Ntozake Shange, Adrienne Kennedy, August Wilson, Pearl Cleage, Paul Carter Harrison and Lorraine Hansberry will be included. In addition, we will also take a brief look at the Black Exploitation film and its impact on contemporary literary production.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

IA 236

### THE PRACTICE OF LITERARY JOURNALISM

Michael Lesy

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

Books to be read will include: Nik Cohen's *The Heart of the World*, Rosemary Mahoney's *Whoredom in Kummage*, Abraham Verghese's *My Own Country*, and Rian Malan *My Traitor's Heart*.

Students will be asked to write short, nonfiction narratives that will require participant/observation of local scenes and interview/conversation with the people who inhabit them. Students will then be asked to extend these "short stories" into longer pieces that have casts of "characters" and plots. The field work will demand initiative, patience, and curiosity. The ability to meet weekly deadlines as well as well-read class participation will be required.

Class will meet twice each week for one hour and twenty minutes. Enrollment is limited to 15 with instructor's permission required. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

IA 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 theatre makers 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. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

IA 250

### STAGE CRAFT

Wayne Kramer

Peter Kallok

Elaine Walker

This course will explore the crafts and management skills necessary for effective participation in and the wide-ranging demands placed on the production process. Participants will acquire new skills and training in design-implementation and organizational modes. The course will introduce a series of laboratory experiences for acquiring training in the use of control spaces, construction shops and inventories. The marketable theatre person is one who is able to do many things, especially in a time of crisis or vacuum. This course will help develop those skills and insights. Laboratories will include such things as set construction, sound boards, make-up sessions, sewing skills, tech schedules, etc. This class is highly recommended for all persons who plan to file Division II concentrations in theatre and who plan to do production work.

A series of laboratories will be arranged during the semester. The class will also meet during the semester for group discussions. Enrollment is open. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

IA/HACU 285

### LABAN MOVEMENT ANALYSIS

TBA

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. Enrollment is limited to 25. This course may fulfill the requirement for one half of a two course option Division I in Humanities and Arts. This course may serve as one of the two courses for completing a Division I in Humanities and Arts.

IA 310

### DRAWING: METHODS, ISSUES, AND MEANINGS

William Brayton

Julie Shapiro

This advanced level studio and discussion course will require students to develop a body of work in drawing that proceeds from a written proposal. Proposals will outline a plan of activity with references to ideas, methods, and sources. Assignments that focus on specific drawing questions will also be incorporated. Frequent readings will be used to generate

discussions around contemporary issues in the arts. Themes will include perception and content, literary narrative, new technologies, and cross disciplinary media. Group critiques will provide students with responses to their work from peers and faculty. Students concentrating in other fields who have taken college level drawing courses are welcome to enroll. Studio Arts Concentrators are encouraged to use this class as a forum for the exploration and discussion of ideas pertaining to their Division III projects. Prerequisite: Introductory Drawing at the college level.

Class will meet once a week for four hours. Enrollment is limited to 25 by instructor permission.

IA 399

### **ADVANCED SEMINAR IN WRITING**

Lynne Hanley

Paul Jenkins

Intended for Division III and advanced Division II concentrators in creative writing, this course is a workshop for students doing independent projects in writing poetry, fiction, and literary non-fiction. Participants are expected to present work in progress, to read and write critiques of their classmates' work, and to participate in class discussions. Both students and the instructors will assign readings for the class as a whole, and students should expect to read a wide range of published work in a number of different genres.

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

### **THEATRE BOARD**

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

## 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 also provide materials for working toward Hampshire'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 an understanding 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. Natural Science Division I's may be completed via a project, or by the combination of two NS courses approved after careful discussion with the faculty teaching both courses. The instructors of the first course, the NS office, or any NS 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 - FALL 1998

- NS 101p  
**HOW THINGS WORK**  
Herbert Bernstein
- NS 102  
**MUSICAL ACOUSTICS**  
Frederick H. Wirth
- NS 107  
**EVOLUTION OF THE EARTH**  
John Reid
- NS 121p  
**HUMAN BIOLOGY: SELECTED TOPICS IN MEDICINE**  
Merle Bruno  
Christopher D. Jarvis
- NS 130  
**ANIMALS IN HUMAN SOCIETIES: RELATIONSHIPS, BIOETHICS, AND WELFARE**  
Susan Prattis
- NS 135  
**HUMAN OSTEOLOGY**  
Debra L. Martin
- NS 147p  
**PESTICIDE ALTERNATIVES**  
Brian Schultz
- NS 150  
**AGRICULTURE, ECOLOGY AND SOCIETY**  
Lawrence J. Winship  
and other faculty
- NS 153p  
**NEW GUINEA TAPEWORMS & JEWISH GRANDMOTHERS: NATURAL HISTORY OF INFECTIOUS DISEASE**  
Lynn Miller
- NS 157  
**FOOD, NUTRITION AND HEALTH**  
Benjamin Oke
- NS 179p  
**LOCAL AND GLOBAL CLIMATE CHANGE**  
Steve Roof
- NS 180  
**WET ECOLOGY: MARINE & FRESHWATER ENVIRONMENTS**  
Charlene D'Avanzo
- NS 195  
**POLLUTION AND OUR ENVIRONMENT**  
Dula Amarasiriwardena

NS/CS 198  
**EVER SINCE DARWIN**  
Lynn Miller

NS 202  
**CHEMISTRY I**  
Dula Amarasiriwardena

NS 204  
**PHYSICS I**  
Frederick H. Wirth

NS 212  
**INTRODUCTION TO ORGANIC CHEMISTRY**  
Nancy Lowry

NS 218  
**PLANT BIOLOGY**  
Lawrence J. Winship

NS 219  
**ANIMAL BIOLOGY**  
Benjamin Oke

NS/CS 222  
**BIOLOGY AND DISEASES OF THE BRAIN**  
Susan Prattis

NS 236  
**THE SOUTHWEST**  
Debra L. Martin  
Laurel Savoy

NS 246  
**TEACHING SCIENCE IN MIDDLE SCHOOL**  
Merle Bruno

NS 250  
**IMMUNOLOGY**  
Christopher D. Jarvis

NS 260  
**CALCULUS I**  
Kenneth Hoffman

NS 266  
**THE PHYSICS AND CHEMISTRY OF LAKES**  
John Reid

NS/CS 316  
**LINEAR ALGEBRA AND ITS APPLICATIONS**  
Kenneth Hoffman

## **COURSE DESCRIPTIONS - FALL 1998**

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. This course may serve as part of the two-course method for fulfilling Division I in Natural Science.

NS 102  
**MUSICAL ACOUSTICS**  
Frederick H. Wirth

All facets of musical performance, the production of sound, its transmission and alteration by the performance space, and its perception by members of the audience are candidates for study in acoustics. In this course, we will develop the physics of vibrating systems and wave propagation and study the measurement of sound. Students will work problem sets, perform simple experiments, learn to operate the lab equipment, read papers from the original literature and present one to the class. Students will develop an independent project in musical acoustics. Evaluations are based on class participation, problem sets, lab write-ups, class presentation and the report on the final project.

Enrollment is limited to 25. This course may serve as part of the two-course method for fulfilling Division I in Natural Science.

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, glacial ice and its melt waters, wave action, and 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. This is a STEMTEC course, part of a program funded by the National Science Foundation to improve math and science teaching for kindergarten through college.

Class will meet for one hour and twenty minutes twice a week, plus a four-hour field/lab session. Enrollment is limited to 25. This course may serve as part of the two-course method for fulfilling Division I in Natural Science.

NS 121p  
**HUMAN BIOLOGY: SELECTED TOPICS IN MEDICINE**  
Merle Bruno  
Christopher D. 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 which could form the basis for Division I exams in Natural Science. Also, this course may serve as part of the two-course method for fulfilling Division I in Natural Science. Class will meet twice a week for one hour and twenty minutes. Enrollment limit is 30.

This is a STEMTEC course, part of a program funded by the National Science Foundation to improve math and science teaching for kindergarten through college.

NS 130

### **ANIMALS IN HUMAN SOCIETIES: RELATIONSHIPS, BIOETHICS, AND WELFARE**

Susan Prattis

In this course, we will examine the various spiritual, artistic, and literary depictions of animal species across cultures; explore the philosophic and scientific underpinnings of the concept of animal welfare and its application in settings as diverse as rodeo, biomedical research, education, and wildlife conservation; learn whether animals are cognate beings; and describe the legislative, economic, and comparative health impact of animal use within societal contexts.

Class will meet twice a week for one hour and twenty minutes for lecture and discussion. Requirements include readings, short essays, a project paper and oral/visual presentation, and may include one or more field trips. This course may serve as the foundation of a Division I exam.

This is a STEMTEC course, part of a program funded by the National Science Foundation to improve math and science teaching for kindergarten through college. This course may serve as part of the two-course method for fulfilling Division I in Natural Science.

NS 135

### **HUMAN OSTEOLOGY**

Debra L. Martin

This course explores the anatomy, biology, nutrition and calcification of bone tissue. Using a comparative and anthropological approach, we study how the skeleton evolved and what features humans share with vertebrates. Because the human skeleton is a dynamic living system, it reveals much about individuals. For example, the skeleton can reveal the age, sex, physique, nutritional and hormonal status and muscularity of individuals. Methods from the medical, forensic and archaeological study of bone will be used in this hands-on lab class. Students interested in teaching K-12 will have the opportunity to design and carry out hands-on interactive lab workshops with children in area schools. Students interested in medical aspects

of human health and health care can design and carry out a project based on disease or nutrition. Students interested in archaeology can work on projects related to the forensic analysis of skeletal remains. The first half of the semester is spent in the lab learning everything there is to know about skeletal tissue, and the second half focuses on students' independent research projects.

Class will meet twice a week for one hour and twenty minutes. This course may serve as part of the two-course method for fulfilling Division I in Natural Science.

This is a STEMTEC course, part of a program funded by the National Science Foundation to improve math and science teaching for kindergarten through college.

NS 147p

### **PESTICIDE ALTERNATIVES**

Brian Schultz

The use of synthetic chemical pesticides has created environmental and health problems throughout the world, from the contamination of water supplies in western Massachusetts to the poisoning of farm workers in Costa Rica. This course will examine how problems associated with pesticides arise. We will then review in detail various methods for the "biological control" of pests, such as the use of predatory insects to control insect pests or the use of their own sex attractants to confuse them. The politics of pesticide use, such as who really benefits from the overuse of pesticides and how they are often "dumped" in the Third World, will also be an important component. This course may serve as part of the two-course method for fulfilling Division I in Natural Science.

This course will consist of lectures, discussions, films, field trips, and field/lab research. Class will meet twice a week for one hour and twenty minutes.

This is a STEMTEC course, part of a program funded by the National Science Foundation to improve math and science teaching for kindergarten through college.

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 relationships of 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. This course may serve as part of the two-course method for fulfilling Division I in Natural Science.



NS 153p

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

Lynn Miller

Did you ever wonder why Jewish grandmothers who make gefilte fish from Norwegian sturgeon are frequently parasitized by tapeworms? Maybe not, but who gets parasitized, when, and by what is highly significant to understanding the history of humankind. In this seminar, we will read and think about the failure of modern (Western) medicine to eliminate most of the tropical diseases of *Homo sapiens*. 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 for one hour and twenty minutes twice a week. 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 of 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. This course may serve as part of the two-course method for fulfilling Division I in Natural Science.

NS 179p

**LOCAL AND 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 a week for one hour and twenty minutes and once a week for lab. This course may serve as part of the two-course method for fulfilling Division I in Natural Science.

NS 180

**WET ECOLOGY: MARINE & FRESHWATER ENVIRONMENTS**

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 twice a week for one hour and twenty minutes and one afternoon a week for lab. There will be a small travel fee. Enrollment is limited to 15. This course may serve as part of the two-course method for fulfilling Division I in Natural Science.

NS 195

**POLLUTION AND OUR ENVIRONMENT**

Dula Amarasiwardena

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, 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 twice a week for one hour and twenty minutes and one afternoon per week for lab or field trips. Enrollment is limited to 20. This course may serve as part of the two-course method for fulfilling Division I in Natural Science.

**CS/NS 198**  
**EVER SINCE DARWIN**  
Lynn Miller

*"Getting tired of being human is a very human habit."* -R. Dubois.

In the last few years, a number of authors have attempted to reduce human history to genetic principles or biologically fixed sexual differences in human behavior which keep men and women in separate groups. These simplistic arguments were invented over one hundred years ago by those who misread or misinterpreted Darwin's ideas. To think about these arguments, we will read and discuss a small sample of the literature of the past 120 years on the explanations of the behavior of *Homo sapiens*. 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 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 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 204**  
**PHYSICS I**  
Frederick H. Wirth

The beginning of a three semester sequence in Physics, this course will concentrate mainly on mechanics with applications to astronomy. Topics will include, kinematics and dynamics in one and two dimensions, planetary motion, conservation of energy and momentum, rigid bodies and rotation, and relativity. The course is calculus-based and makes heavy use of computer modeling to develop realistic examples. It is highly recommended that students take calculus in the same semester that they begin this course. Weekly labs are required. The labs are grouped into three major projects. Evaluations will be based on class participation, problem sets, and laboratory project reports.

**NS 212**  
**INTRODUCTION TO ORGANIC CHEMISTRY**  
Nancy Lowry

This class will introduce students to the basic principles of organic chemistry. Our focus will be on the structure of molecules and how structure influences stability and reactivity. A college or high school chemistry course is required.

Class will meet twice a week for one hour and twenty minutes, plus a weekly laboratory.

**NS 218**  
**PLANT BIOLOGY**  
Lawrence J. Winship

To grow and reproduce, plants must "solve" the same metabolic and evolutionary puzzles we do. Plants must capture and transform energy and nutrients, avoid predation and disease, find mates and adapt to environmental extremes. Yet plants manage with wood instead of bones, water pressure instead of muscles and roots instead of teeth! This year we will place special emphasis on the unique properties of aquatic and wetland plants and habitats. We will learn plant anatomy and function, emphasizing whole plant biology in ecological context.

The main work for the course will be a series of field and lab investigations, including detailed research paper write-ups. We will meet twice per week for lecture and discussion and one afternoon per week for lab and field work. Enrollment is limited to 15.

**NS 219**  
**ANIMAL BIOLOGY**  
Benjamin Oke

Through lectures, reading, and discussion, this course provides a broad overview of structure and function in the major groups of animals, with special emphasis on morphology, physiology, reproduction, and evolution as solutions to the problems of living encountered in each of these groups. We will discuss how genetics, physiology and nutrition are used in formulating management practices and manipulation of

biological processes to maximize production. Laboratory sessions will emphasize observations of living and preserved representatives of all major animal groups.

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

CS/NS 222

### **BIOLOGY AND DISEASES OF THE BRAIN**

Susan Prattis

This course will include specific topics in areas affecting the brain's normal function and its dysfunction during disease. We will focus on the process of brain development and physiology, exploring brain dysfunction during major affective disorders such as depression and schizophrenia and within Parkinson's disease and Alzheimer's disease, two degenerative diseases that have been associated with the process of aging. We will explore the primary and secondary literature in a lecture, discussion, and problem-based learning format (which will require group meetings and research outside of class) and through laboratory projects using mammalian and nonmammalian cell and tissue culture and other cellular and field techniques.

Class will meet twice weekly for one hour and twenty minutes with an additional weekly three-hour lab. Prerequisites: Basic biology and/or psychology.

NS 236

### **THE SOUTHWEST**

Debra L. Martin

Lauret Savoy

This seminar, open to Five College students at any level, is an introductory course in Southwest studies. It features an interdisciplinary approach for examining the Greater Southwest, a large region spanning southern Colorado and Utah into northern Mexico. Because this is a part of the U.S. and Mexico that is culturally, linguistically, environmentally, and economically diverse, it provides a dramatic arena within which to study the intersection of histories, ethnicity, political economics, gender and local ecology. Taught by an anthropologist and a geologist, the course examines issues and problems in the Southwest through lectures, workshops, discussions, guest speakers, and films. We will study major problems that confront groups in this region. These include environmental marginality and degradation; land, water, and mineral rights; the pros and cons of tourism and gambling; ownership of archaeological materials and wilderness areas; health issues and access to health care; and stereotypes and racism. Students will write a series of essays and reports based on topics covered in class, as well as a short research paper on a topic of their choosing. This course is part of the Hampshire College Southwest Program and students taking this seminar are automatically eligible to participate in the Southwest Program for a semester during spring 1999.

Class will meet once a week for two hours and forty minutes. For more information about the Southwest Program, please see the information included in the "Inter-School Programs" section of this catalog.

NS 246

### **TEACHING SCIENCE IN MIDDLE SCHOOL**

Merle Bruno

Middle school students are at turning points in their lives—socially, biologically, cognitively. Among other things, students at this age often lose interest in science and math or lose confidence in their ability to pursue these subjects; many studies show this is particularly true for female and minority students. Few science classes are designed to make the most of the energy and curiosity of students with a range of interests and learning styles. Through active science investigations, readings, and class discussions, students in this class will work with approaches to teaching science classes designed to challenge and interest all students. They will also identify factors that discourage middle school students from pursuing science and math. Recent national standards for science teaching point to the importance of using math across the curriculum and for students to be comfortable using computers. Students in this class will devise ways to use math and technology creatively in inquiry-based science classes.

Students will carry out small lab investigations on questions they develop from existing curriculum materials and will work in teams to develop these investigations into activities to teach during several class periods to local middle school students in their schools and in our Day in the Lab for middle school students.

Class will meet twice a week for two hours with additional times to be set up when students work in local classrooms. Enrollment is limited to 25.

NS 250

### **IMMUNOLOGY**

Christopher D. Jarvis

In an era in which we thought pills would replace the immune system, nature has fought back. The war between pathogens and hosts is too complex for the pharmaceutical companies alone, so once again we realize the importance of our bodies' defense mechanisms. The body, surrounded by a polluted external environment, defends itself and maintains its constant internal milieu by battling foreign invaders from without and mutation and development of unwanted cells from within. We will examine the cells involved in this process, the specific roles each one plays, and how they communicate with one another. We will also examine tissue transplantation and some of the causes and consequences of immune system failure as seen in AIDS, infection, and autoimmunity.

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

NS 260

### **CALCULUS I**

Kenneth Hoffman

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

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

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

NS 266

### THE PHYSICS AND CHEMISTRY OF LAKES

John Reid

In this course, we will develop the physical and chemical theoretical bases for important processes taking place in lakes and do so in the context of two six-week group investigations. We will begin by studying how lakes form and why they are relatively rare features of the landscape worldwide. The early part of the semester will be devoted to understanding the odd physical properties of water and how they determine the mechanical processes of stratification, and then of mixing as summer gives way to autumn. These considerations (including the optical and thermal properties of lakes) will be incorporated in a comparative study of a small lake (Lake Wyola) with two larger lakes (Quabbin Reservoir and Lake Champlain) to look in detail at the process of fall turnover. In the chemical work we will study the distribution of the chemical constituents (pH, O<sub>2</sub>, CO<sub>2</sub>, and trace elements) of lakes and will make use of the new inductively coupled mass spectrometer (ICP-MS) in the trace element work. As part of a chemical study of the Connecticut River watershed already in progress, we will examine the chemistry of high altitude lakes in the mountains of Vermont and New Hampshire. The text will be *LIMNOLOGY* by Horne and Goldman.

Class will meet twice a week for one hour and twenty minutes and one afternoon a week for a lab/field trip.

Prerequisite: introductory college chemistry.

CS/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.

## SCHOOL OF NATURAL SCIENCE - SPRING 1999

*NOTE: There may be limited changes in the spring 1999 courses due to the diverse curriculum offered by Hampshire College faculty. Preregistration for these courses will begin Tuesday, November 17, 1998.*

### COURSE LIST - SPRING 1999

NS 110p

#### SCIENCE AND POPULAR OPINIONS: MYTHS OF SCIENCE

Nancy Lowry

NS 120/320

#### HEALING: CONVENTIONAL AND COMPLEMENTARY MEDICINE

Christopher D. Jarvis

NS 125

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

Lawrence J. Winship

NS 148

#### HUMAN GENE THERAPY: PROCEED WITH CAUTION

Lynn Miller

NS 156

#### ENVIRONMENTAL CELLULAR PATHOLOGY

Susan Pratts

NS 159

#### PROBABILITY

David Kelly

NS 169

#### MATHEMATICS AND THE OTHER ARTS

Kenneth Hoffman

NS 170

#### BIOLOGICAL CHEMISTRY

Benjamin Oke

NS 181

#### SUSTAINABLE TECHNOLOGY

Frederick H. Wirth

NS 183/383

#### QUANTUM MECHANICS FOR THE MYRIAD

Herbert Bernstein

NS 189/289/389

#### PROJECT COURSE: FIELD RESEARCH IN THE SOUTHWEST

Debra L. Martin

Alan H. Goodman

NS 205

#### PHYSICS II

Frederick H. Wirth

NS 207  
**ECOLOGY**  
Brian Schultz

NS 214  
**ORGANIC CHEMISTRY II**  
Nancy Lowry

NS 216  
**COMPOST SCIENCE AND TECHNOLOGY**  
Lawrence J. Winship

NS 220  
**PHYSIOLOGY: INTEGRATIVE BIOLOGY**  
Ann McNeal

NS 227  
**POPULATION GENETICS AND EVOLUTION**  
Lynn Miller

NS 234  
**MOLECULAR BIOLOGY: HOW GENES EXPRESS THEMSELVES**  
Christopher D. Jarvis

NS/CS 241  
**COMPUTER MODELS OF BIOLOGICAL SYSTEMS**  
Michelle Murrain  
Lee Spector

NS 249  
**METHOD AND THEORY IN BIOARCHAEOLOGY**  
Debra L. Martin

NS 260  
**CALCULUS I**  
David Kelly

NS 261  
**CALCULUS II**  
Kenneth Hoffman

NS 277/377  
**SCIENCE AND HISTORY OF ALTERNATIVE MEDICINE**  
Ann McNeal  
Helaine Selin

NS 286  
**NEW WAYS OF KNOWING**  
Herbert Bernstein

NS 287  
**SUSTAINABLE AGRICULTURE: THEORY AND PRACTICE**  
Benjamin Oke

NS 289/189/389  
**PROJECT COURSE: FIELD RESEARCH IN THE SOUTHWEST**  
Debra L. Martin  
Alan H. Goodman

NS 320/120  
**HEALING: CONVENTIONAL AND COMPLEMENTARY MEDICINE**  
Christopher D. Jarvis

NS 326  
**ORGAN/TISSUE ENGINEERING**  
Susan Prattis

NS 356  
**TOURISM AND ANTHROPOLOGY IN THE SOUTHWEST**  
Debra L. Martin  
Kathleen Fine-Dare

NS 365  
**ENVIRONMENTAL GEOCHEMISTRY**  
Steve Roof

NS 377/277  
**SCIENCE AND HISTORY OF ALTERNATIVE MEDICINE**  
Ann McNeal  
Helaine Selin

NS 383/183  
**QUANTUM MECHANICS FOR THE MYRIAD**  
Herbert Bernstein

NS 389/189/289  
**PROJECT COURSE: FIELD RESEARCH IN THE SOUTHWEST**  
Debra L. Martin  
Alan H. Goodman

## **COURSE DESCRIPTIONS - SPRING 1999**

NS 110p  
**SCIENCE AND POPULAR OPINIONS: MYTHS OF SCIENCE**  
Nancy Lowry

"Everybody knows" that coffee is bad for you, MSG gives you headaches, sugar causes hyperactivity in children, margarine is better than butter for your health, and you should never, never let your dog eat chocolate. What is the scientific basis for these widely held opinions? How accurate is the link between the reporting of scientific studies in the scientific literature and the headlines and articles summarizing studies for the general public? How does the press report conflicting studies? When new research contradicts old research, how is it reported and how effectively can the public change its mind?

This course will look at popular scientific opinions and compare how they are supported by the scientific literature and reported in the popular press. Students will be challenged to examine their own firmly held beliefs and to look at data and research which inform their opinions.

In addition to being an enjoyable exploration of the scientific and popular literature, this class will provide the basic skills and opportunities for starting work on a Division I examination in Natural Science.

This course may serve as part of the two-course method for fulfilling Division I in Natural Science.

NS 120/320

**HEALING: CONVENTIONAL AND COMPLEMENTARY MEDICINE**

Christopher D. Jarvis

The *New England Journal of Medicine* reports that one-third of Americans frequently seek out and use "nontraditional" medical therapies. Numerous centers of alternative and complementary medicine have been built in the last several years to evaluate the effectiveness of selected alternative medical therapies. The acceptance of these therapies is influenced by politics, history, personalities, and even their effectiveness. We will look at the biology of cancer and its effect on the body. We will then look critically (with an open mind) at some of the many treatment options available. The bitter rivalry between conventional Western oncology and unorthodox therapies has many victims. This situation will only be improved with a careful evaluation of these alternative therapies and an open-minded look at the successes and failures of Western treatment.

This introductory course will provide you with the skills necessary to complete an NS Division I exam. We will also examine how people choose specific therapies, and in what ways people learn.

Enrollment is limited to 25. This course may serve as part of the two-course method for fulfilling Division I in Natural Science.

This is a STEMTEC course, part of a program funded by the National Science Foundation to improve math and science teaching for kindergarten through college.

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% of Massachusetts was covered by trees and woods. Now the reverse is true, with over 80% of the land covered with young, agrading 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 pre-colonial 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, 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 a week for seminar, and one afternoon a week for field trips and lab work. This course may serve as part of the two-course method for fulfilling Division I in Natural Science.

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 156

**ENVIRONMENTAL CELLULAR PATHOLOGY**

Susan Prattis

Our bodies are made up of billions of highly differentiated cells that work cooperatively and efficiently in complex organ systems. The environment within which we live may strongly influence our being by modifying basic physiological processes. How does this occur and do we perceive an effect? To answer these questions, we will explore basic cellular pathology induced by exposure to different substances in our environment and food chain and will examine the health implications of several different substances in depth. This course will consist of primary readings, lectures, and discussion groups as well as written and oral presentations and may serve as the foundation of a Division I examination.

Class will meet twice a week for one hour and twenty minutes. This course may serve as part of the two-course method for fulfilling Division I in Natural Science.

NS 159

**PROBABILITY**

David Kelly

Probability has its origins in the study of gambling (an early question was how to distribute the stakes if a game was stopped early); applied probability (statistics) permitted the early development of insurance and now permeates most disciplines.

As a branch of mathematics, probability theory rests on three simple axioms. This course will explore the consequences of these axioms and investigate many of probability's models. Examples will include coin-tossing (what is the probability that the sequence HHT occurs before THT?), duplicated birthdays, random walks (where the results in three dimensions are quite different from those in one or two dimensions), raindrops, truels, needle and noodle tossing, derangements, and many paradoxes. The genesis and importance of the "bell-shaped" curve will be discovered.

Mathematical prerequisites include little more than a comfortable familiarity with high school algebra and the willingness to explore, estimate, and extend. There will be regular problem sets and opportunities for projects. The computer will be used for calculation, for simulation, and for inspiration, but no prior experience is required.

This course may serve as part of the two-course method for fulfilling Division I in Natural Science.

NS 169

**MATHEMATICS AND THE OTHER ARTS**

Kenneth Hoffman

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

Class will meet for one hour and twenty minutes three times a week. Enrollment is limited to 25. This course may serve as part of the two-course method for fulfilling Division I in Natural Science.

NS 170

**BIOLOGICAL CHEMISTRY**

Benjamin Oke

This course has two goals: to introduce students to the study of the structure and function of biological macromolecules, including proteins, carbohydrates, lipids, nucleic acids, vitamins and hormones; and, equally important, to provide students with laboratory experience in current biochemical methods. Topics will include acid-base equilibria, cellular constituents, enzymes and catalysis, metabolism and the control of metabolic processes, with particular emphasis on the dynamic aspects of cellular metabolism. The laboratory will consist of selected projects on control mechanisms involved in metabolic pathways.

Class will meet twice a week for one hour and twenty minutes and one afternoon a week for lab projects. Enrollment is limited to 25. This course may serve as part of the two-course method for fulfilling Division I in Natural Science.

NS 181

**SUSTAINABLE TECHNOLOGY**

Frederick Wirth

One of the principal goals of this course is to form teams of students who will develop innovative technologies at the Hampshire College Farm Center and other venues. Team activities will continue throughout the spring semester. This course will focus on several areas that represent ongoing interests at the farm and in the broader Hampshire community: composting/waste recycling, solar technologies, re-thinking the tractor, and farm energy use. Students will work problem sets, write two papers, read and present original literature to the class, and develop original projects in fields of interest. Evaluations will be based on class participation, problem sets and papers, class presentations and a report on the final project.

This course may serve as part of the two-course method for fulfilling Division I in Natural Science.

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 participating in 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 three times a week for one hour and twenty minutes. This course may serve as part of the two-course method for fulfilling Division I in Natural Science.

NS 189/289/389

**PROJECT COURSE: FIELD RESEARCH IN THE SOUTHWEST**

Debra L. Martin

Alan H. Goodman

Depending on a student's background, independent projects can be carried out to complete either a Division I examination in Natural Science, to work on a project for the Division II concentration, or to conduct research leading to the Division III thesis. Although coursework taken in the Southwest will also involve field research, data collection and analysis, this Project Course will allow students to work one-on-one with faculty and other specialists in the field on a project designed by the student. Field locations include the Southern Ute Health Clinic, Mesa Verde National Park, the Anasazi Heritage Center, the Ute Mountain Ute Tribal Tourism Department, Crow Canyon Archaeological Center, and other locations. Extensive archival material on a wide range of topics for the Southwest is available from the Southwest Center at Fort Lewis College.

This course is part of the Southwest Program. For additional information about this program, please see the "Inter-School Programs" section of this course guide. Instructor permission is required for course enrollment.

NS 205

**PHYSICS II**

Frederick Wirth

A continuation of the three-semester physics sequence, you can start with this course with only a little trouble. Topics of thermodynamics, radiation, fluids, the atomic nucleus, electronics and modern physics will be examined in a context of

environmental physics. Calculus and computer modeling will be used throughout. The class will have a weekly lab/field component that will be grouped within three major projects. Evaluations will be based on class participation, worked problem sets, and lab project reports.

**NS 207**  
**ECOLOGY**  
Brian Schultz

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 twice a week for one hour and twenty minutes, and one afternoon lab.

**NS 214**  
**ORGANIC CHEMISTRY II**  
Nancy Lowry

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

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

**NS 216**  
**COMPOST SCIENCE AND TECHNOLOGY**  
Lawrence J. Winship

Composting, once the little-known mainstay of organic farmers and gardeners, has become big business. Around the world, governments and manufacturers are looking to a diverse array of microbial biotechnologies to reduce and even eliminate landfilling and to manage toxin-contaminated soil—and in the process often neglecting critical issues of compost use, such as renewing soil organic matter in agriculture and land reclamation. In this course, we will use readings, lab experiments, and research visits to local agricultural, municipal, and industrial compost facilities to learn the methods of composting, the analysis of compost for safety and quality, and the effects of compost use on soils and plants.

Enrollment is limited to 16. Class will meet twice a week for seminar and discussion and once for lab and field research. No prior experience in biology or chemistry is required; but we will use the languages and concepts of chemistry and biology to understand how microbes convert “waste” into “organic gold.” This course is part of the Sustainable Agriculture Program at Hampshire and is supported by the college’s Compost Institute.

This is a STEMTEC course, part of a program funded by the National Science Foundation to improve math and science teaching for kindergarten through college.

**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 a week, and once a week for 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 or an organism of their choice.

We will read and discuss Avise’s *Molecular Markers, Natural History, and Evolution* and many papers from the original literature. Students are expected to write three essays and to lead a seminar 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 three times each week for one hour and twenty minute sessions.

**NS 234**  
**MOLECULAR BIOLOGY: HOW GENES EXPRESS THEMSELVES**  
Christopher D. Jarvis

If a brain cell and a liver cell have the same DNA, why are they different? What do genes have to do with DNA and what role does duplication and expression of genes play in determining what a cell chooses to be? We will examine the cellular machinery involved in genetic activation, look at how information is stored in the genes and how this information is utilized by the cell. We will also look at the global regulators of development which give rise to such complex structures as eyeballs and fingers.

Class will meet twice a week for one hour and twenty minutes, plus several three-hour laboratory sessions during the semester.



## CS/NS 241

**COMPUTER MODELS OF BIOLOGICAL SYSTEMS**

Michelle Murrain

Lee Spector

As computers have gotten faster and able to handle more complex tasks, computer models of biological systems have become more widespread. These models have primarily been used for two purposes: to understand biological systems better, and to enhance computing capabilities by borrowing successful strategies from nature. How good are these models at fulfilling either of these purposes? What can we learn from these models and the conceptual frameworks arising from them? We will review scientific literature on these models, experiment with them, and do some design of new models. The course will focus on computer models of neural, environmental, and genetic systems, although we may also examine models of other biological systems (for example, the immune system). Students taking this course should have some background in either biology or computer science.

Class will meet twice a week for one hour and twenty minutes, and once a week for three hours for lab. This is a Hughes Advanced Research course.

## NS 249

**METHOD AND THEORY IN BIOARCHAEOLOGY**

Debra L. Martin

This course is for upper level anthropology concentrators and it is constructed so that students will obtain a foundation in state-of-the-art methods and theory in the area of biological anthropology that deals with past populations. The first part of the course will involve intensive review of the history of methods and analysis of biological remains. Topics will include the history of bioarchaeology in the U.S., NAGPRA legislation and ethical considerations in skeletal research, techniques in forensic anthropology, archaeological context (taphonomy, mortuary, demography), utilizing the Standards for Osteological Data collection, new techniques in chemical, elemental and DNA analysis, collaborative work with Native Americans, problem-solving, and research design. Research projects will be carried out utilizing archival material at the Center for Southwest Studies, museum research at the Anasazi Heritage Center or Crow Canyon Archaeological Center, or working with Native American consultants around issues of repatriation or representation at Mesa Verde National Park or Aztec National Monument.

This course is part of the Southwest Program. For additional information about this program, please see the "Inter-School Programs" section of this course guide. Instructor permission is required for course enrollment.

## NS 260

**CALCULUS I**

David Kelly

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

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

Class will meet three times a week for one hour and twenty minutes. Optional evening problem sessions will be available. Regular substantial problem sets will be assigned and will constitute the heart of 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 277/377

**SCIENCE AND HISTORY OF ALTERNATIVE MEDICINE**

Ann McNeal

Helaine Selin

This course will cover both the biology and history of alternative and complementary medicine. We will study not only the contemporary primary scientific literature but also some of the original texts. We will examine the movement of various therapies from east to west, from quackery to orthodoxy. What makes a Western trained physician interested in acupuncture? When do the first scientific studies appear in the literature? What works? What makes it work? What are the criteria by which we judge success?

We will study acupuncture and moxibustion from China, Ayurveda and yoga from India, and other therapies such as aromatherapy and meditation. For each case study, we will examine the history, biology, and medicine, and the sociology of the acceptance or rejection of these therapies by Western countries. Students will be responsible for working in groups to develop and present case studies with extensive research.

Prerequisite: completed Division I exam or instructor permission. 300-level students will be expected to be engaged in their own projects on related topics and will take leadership roles in the class.

## 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 SUSTAINABLE AGRICULTURE: THEORY AND PRACTICE

Benjamin Oke

In recent years, the move towards farming that uses reduced inputs of synthetic pesticides and fertilizers has been growing. Yet all the while "organic, regenerative, ecological and/or sustainable" farming is being celebrated, several underlying questions remain. Is any form of agriculture really sustainable and over what time frame? How would we know whether a system is sustainable or not? Are there critical factors, such as cropping intensity, that alter resource use, productivity and land degradation?

The purpose of this course is to focus on the on-farm aspects of sustainability. We will explore the foundations of farm productivity: soil fertility, water supply, crop and animal management, and waste recycling in a hands-on way, learning to use the analytical tools of agricultural science to define and refine our notions of sustainability. While we will use readings and field trips to provide a real-world context for our work, we will focus on lab methods that get at the basic biology and chemistry of plant and animal growth, of crop ecology, and of soil health.

There are no prerequisites for this course, but some background in biology, chemistry or physics is strongly recommended. Class will meet twice a week for seminar and discussion and once for lab and field work. Instructor permission is required.

NS 289

#### PROJECT COURSE: FIELD RESEARCH IN THE SOUTHWEST

Debra L. Martin

Alan H. Goodman

See description for NS 189/289/389.

NS 320/120

#### HEALING: CONVENTIONAL AND COMPLEMENTARY MEDICINE

Christopher D. Jarvis

See description for NS 120/320.

NS 326

#### ORGAN/TISSUE ENGINEERING

Susan Prattis

How do embryos lay out their basic body plan, termed morphogenesis, for growth into adult forms? What happens if we manipulate the growth space and environment through use of agents such as drugs, chemical perturbations, physical changes and others? What are the health, agricultural and economic consequences of these questions in larger animals and other species of economic importance? We will learn more about these areas and others in organ/tissue engineering through lecture/discussion, field and laboratory work, using a project learning format.

Prerequisites include one year of either biology or physiology, plus one or more of the following: a semester's study of environmental science, ecology, neuroscience, biological psychology, chemistry, or physics. This is a Hughes Advanced Research course.

NS 356

#### TOURISM AND ANTHROPOLOGY IN THE SOUTHWEST

Debra L. Martin

Kathleen Fine-Dare (Professor of Cultural Anthropology, Fort Lewis College)

This research and field course critically examines the co-development of anthropology and tourism in the American Southwest at the turn of the century and follows these trends into the present. The Southwest provided a training ground for the earliest and most sustained research by ethnologists (cultural anthropologists), archaeologists and physical anthropologists. As well, the Southwest captured the imagination of early tourists from the East and it became a popular exotic destination. Using these historic trends as a backdrop, this course critically examines the imposition and construction of "Indian" identity since colonization, and the appropriation and commoditization of indigenous culture through the entwined forces of tourism, anthropological study, and economic "development." This course introduces students to a range of theories and models for the study of tourism and draws on examples from a variety of locations in the first part of the course. The Southwest is the primary case study, and tourism and anthropology are focused upon with attention to interactive temporal and spatial relations. Critical and reflexive perspectives in anthropology are

presented to understand the history, impact and role of anthropology and anthropologists in helping to create and sustain a particular kind of tourism in the Southwest. Along with readings, discussions, field trips, lectures and guest speakers, students will design and carry out an original research project.

This course is part of the Southwest Program. For additional information about this program, please see the "Inter-School Programs" section of this course guide. Instructor permission is required for course enrollment.

NS 365

### **ENVIRONMENTAL GEOCHEMISTRY**

Steve Roof

Environmental changes ranging from recent (e.g., elimination of lead from gasoline) to ancient (retreat of the glaciers) leave subtle chemical fingerprints in natural geologic archives. Examples of these archives include soil, sediment, and ice samples. By characterizing geochemical changes that occurred over time in these samples, we can reconstruct how the environment responds to natural and human influences.

In this course, students will design and implement substantial research projects in environmental geochemistry. Through class and laboratory projects, students will develop the geochemical research and laboratory skills useful for understanding past and present environmental processes and changes. Initially, we will review geochemical principles related to environmental issues and discuss project design. The remainder of the semester will be spent on research projects using an array of analytical instruments. Students will work primarily in small groups on a project of their choosing. Research topics may include characterizing the effects of industrial or agricultural pollution, prehistoric fire history, or climate change. Students will be required to undertake literature research, provide written and oral progress reports, and prepare a final oral presentation and written report.

This course is recommended for Division II and Division III students wishing to develop their skills in environmental chemistry and develop potential Division III projects. Enrollment is limited to 10; instructor permission is required. Class will meet twice a week for one hour and twenty minutes and for lab once a week.

This is a STEMTEC course, part of a program funded by the National Science Foundation to improve math and science teaching for kindergarten through college.

NS 377

### **SCIENCE AND HISTORY OF ALTERNATIVE MEDICINE**

Ann McNeal  
Helaine Selin

See description for NS 277/377.

NS 383/183

### **QUANTUM MECHANICS FOR THE MYRIAD**

Herbert Bernstein

See description for NS 183/383.

NS 389/189/289

### **PROJECT COURSE: FIELD RESEARCH IN THE SOUTHWEST**

Debra L. Martin

Alan H. Goodman

See description for NS 189/289/389.

## 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 change over time—that is, we take a historical perspective in our work. The School promotes a variety of approaches to the acquisition of knowledge about human experience, and encourages different perspectives and methods of inquiry. We especially seek to incorporate understanding of racial minority and non-Western experiences, politics, social structures, and cultures. We emphasize gender and sexuality as critical categories of social analysis. The School incorporates a strong interest in U.S. society, as well as recognizing the “globalization” of economies, culture, politics, and structures of inequality.

Political and intellectual ferment in recent decades has irrevocably altered the ways we understand culture—as a site of contest, rather than a system of meaning, as productive rather than only reflective of power. The School is deeply engaged in this ferment. We emphasize how ordinary lives are powered by imagination and fantasy (often mass-mediated) and promote understanding of the dynamic relationships of culture, political economy, social institutions, and individual and collective identities.

We emphasize comparative, historical, and interdisciplinary studies so that students develop analytical insight into the power structures, philosophical assumptions, and values that underlie political and social institutions and the theories that attempt to explain them. We promote integration of scholarship and social activism, believing that each is central to the development of the other and enriched by their mutual engagement. Faculty therefore encourage the active involvement of students in college-wide programs such as Civil Liberties and Public Policy, Community Connections, Population and Development, and Peace and World Security Studies.

The faculty includes historians, psychologists, anthropologists, economists, sociologists, political scientists, lawyers, and an urban geographer. We include specialists in China, South and Southeast Asia, Europe, Latin America, Cuba, East and West Africa, the Middle East, and Iran as well as in African-American Studies, Latino Studies, and Asian American Studies.

### COURSE LISTING - FALL 1998

SS 104p  
**FUNERALS AND LIFE IN SOUTHEAST ASIA**  
Sue Darlington

SS 105p  
**THE UNITED STATES IN WORLD WAR II**  
Aaron Berman

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

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 133  
**PEOPLE OF THE AMERICAS**  
Leonard Glick

SS 141  
**THIRD WORLD DEVELOPMENT: GRASSROOTS PERSPECTIVES**  
Frank Holmquist

SS/CS 145  
**HUMAN AGGRESSION**  
Donald Poe

SS 154  
**PATHS TO THE PAST**  
James Wald

SS 158  
**PSYCHOLOGY AND CULTURE**  
Lourdes Mattei

SS 164  
**PUERTO RICO AND THE UNITED STATES: THE COLONY TURNS 100**  
Flavio Risech-Ozeguera

SS 167  
**IMAGING THE MIDDLE EAST**  
Ali Mirsepassi

SS 184  
**AMERICAN CAPITALISM**  
Stanley Warner

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

SS 209  
**TOPICS IN URBAN STUDIES**  
Myrna Breitbart

SS 212  
**POSTWAR AMERICA**  
Penina Glazer

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

SS 221  
**PROBLEMS OF PHILOSOPHY OF LAW AND JUSTICE**  
Lester Mazor

SS/HACU 233A\*  
**ELEMENTARY YIDDISH**  
Henia Lewin

SS 239  
**PSYCHOLOGY AND THE LAW**  
Donald Poe

SS/WP 242  
**CREATIVE WRITING IN SOCIAL SCIENCE**  
Will Ryan

SS 245  
**CONTEMPORARY LEGAL THEORY: RACE, GENDER  
AND SEXUALITY**  
Flavio Risech-Ozeguera  
Marlene Fried

SS 246  
**ORIENTALISM, MODERNIZATION AND THE CRISIS  
OF "POST-COLONIAL SOCIETIES"**  
Frank Holmquist  
Ali Mirsepassi  
Yogesh Chandrani

SS 260  
**BECOMING A PERSON: THEORIES OF EARLY SOCIAL  
DEVELOPMENT**  
Rachel Conrad

SS 267  
**THE CHALLENGE OF MODERNITY: GERMANY FROM  
THE FRENCH REVOLUTION TO REUNIFICATION**  
James Wald

SS 268  
**ETHNICITY IN AMERICAN HISTORY: THE STRUGGLE  
FOR POWER AND LEGITIMACY**  
Penina Glazer  
Aaron Berman

SS 271  
**INTRODUCTION TO THE MAJOR SCHOOLS OF  
PSYCHOTHERAPY**  
Lourdes Mattei

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

SS 274  
**THE RUSSIAN AND CUBAN REVOLUTIONS: VISIONS,  
REALITIES, CRISIS AND COLLAPSE**  
Carollee Bengelsdorf

SS 275  
**INTELLECTUALS, POLITICS, AND SOCIAL CHANGE**  
Carollee Bengelsdorf  
Margaret Cerullo

SS 277  
**SOCIALLY ENGAGED BUDDHISM**  
Sue Darlington

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

SS 320  
**"CHINA BOUND": READINGS ON CONTEMPORARY  
CHINA FOR EXCHANGE STUDENTS**  
Kay Johnson

SS 399a  
**MAKING SOCIAL CHANGE**  
Stanley Warner

SS 399e  
**PERSPECTIVES ON TIME**  
Lester Mazor

*\* This course does not fulfill the requirements for the two-course option.*

## **COURSE DESCRIPTIONS - FALL 1998**

SS 104p  
**FUNERALS AND LIFE IN SOUTHEAST ASIA**  
Sue Darlington

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

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 18. This course may serve as one of the two courses for completing a Division I in Social Science.

SS 105p

### THE UNITED STATES IN WORLD WAR II

Aaron Berman

The second World War was the pivotal event in twentieth century U.S. history. Between 1939 and 1945, Americans experienced tumultuous change in their politics, society, and culture. Among the issues we will explore are why the United States entered the war, the experiences of men and women in the military and on the home-front, the origins of the civil rights movement, and the beginning of the Cold War. We will use movies, novels, and other material to measure the war's cultural and social impact.

As a proseminar, we will be particularly concerned with the historian's craft. Students, as individuals and groups, will participate in an array of research projects which will involve the use of a wide variety of primary sources. We will attempt to take particular advantage of sources readily available in local communities.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 16. This course may serve as one of the two courses for completing a Division I in Social Science.

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. This course may serve as one of the two courses for completing a Division I in Social Science.

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 20. This course may serve as one of the two courses for completing a Division I in Social Science.

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. This course may serve as one of the two courses for completing a Division I in Social Science.

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. This course may serve as one of the two courses for completing a Division I in Social Science.

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. This course may serve as one of the two courses for completing a Division I in Social Science.

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. This course may serve as one of the two courses for completing a Division I in Social Science.

SS 133

**PEOPLE OF THE AMERICAS**

Leonard Glick

This course will introduce you to readings and films, mostly but not entirely by ethnographers (anthropologists), portraying people of diverse social and cultural types throughout North and South America. We'll focus on people out of the mainstream: those who are marginalized, underprivileged, dispossessed, oppressed. We'll try to be particularly attentive to how authors' and filmmakers' personal and theoretical perspectives shape their portraits of the lives of other people. Your goals will be to learn about how other people live, how to critique descriptions of their lives, and how you might write such descriptions yourself.

Students will write several short papers and a final paper based on personal observation and experience. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Social Science.

SS 141

**THIRD WORLD DEVELOPMENT: GRASSROOTS PERSPECTIVES**

Frank Holmquist

Twentieth-century trends indicate a profound process of development going on in most of the Third World. But in many places and for millions of people poverty and insecurity are growing. We will look at this uneven and contradictory process of development with one eye on general explanations and the other on male, female, group, and community strategies of coping with poverty and everyday life in cities and in the countryside. Our approach will be historically grounded and situationally specific. We will deal with material from Africa, Asia and Latin America, and all the social science disciplines. We will also use first-person accounts.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Social Science.

SS/CS 145

**HUMAN AGGRESSION**

Donald Poe

This course will examine the ways in which social psychologists view aggression. Course topics will include innate theories of aggressive instincts, learning theories, and cross-cultural approaches. Special topics will include the effects of television on aggression and crowd/mob behavior.

Students will be expected to write a number of short critiques of assigned readings and an individual project which in most cases will take the form of a research paper on a pertinent topic of interest.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Social Science.

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. This course may serve as one of the two courses for completing a Division I in Social Science.

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 her culture. Our inquiry will explore debates such as universality vs. relativism, modernity vs. postmodernism, nature vs. nurture, and 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 is limited to 20. This course may serve as one of the two courses for completing a Division I in Social Science.

SS 164

### PUERTO RICO AND THE UNITED STATES: THE COLONY TURNS 100

Flavio Riese-Ozguera

Puerto Rico, the world's oldest colony, has been ruled by the United States since it seized the island in 1898 from the Spanish crown, its master for the previous 400 years. Rather than a celebratory marking of the centennial, this course seeks to explore the deep ambivalences in the hundred-year relationship, many of which are legally constructed and sustained. Consider just three: Puerto Ricans are legally U.S. citizens yet many of the U.S. constitution's protections do not apply on the island; they can be drafted to fight U.S. wars but cannot vote for U.S. presidents; and immigration laws do not restrict their movement, yet they are often treated as foreigners on the mainland. We will examine the debate over the future of Puerto Rico as colony, 51st state or independent nation, and will look at historical and legal dimensions of the Puerto Rican experience in the United States and of the U.S. presence on the island.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Social Science.

SS 167

### IMAGING THE MIDDLE EAST

Ali Mirsepassi

This course looks at historical and contemporary Western images of the Middle Eastern cultures and societies. We will examine representations of the Middle East in US popular culture, including visual (films, advertising, etc.) and literary texts (thrillers, spy novels, romance fiction). We will consider the interrelationship between popular cultural representations and the manner in which the Middle East is conceptualized in the academy and in "high culture" in general (for instance, theorized, e.g., as Orientalism). It is an assumption of the course that a "post-colonial" framework is key to interpreting not only the Middle East, but also the "West."

Class will meet twice a week for one hour and twenty minutes. This course may serve as one of the two courses for completing a Division I in Social Science.

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. This course may serve as one of the two courses for completing a Division I in Social Science.

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. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Social Science.

SS 209

### TOPICS IN URBAN STUDIES

Myrna Breitbart

This course draws on both historical and contemporary sources to address critical issues and problems facing cities. Topics are organized around the following questions: How have cities come to take their shape and character over time? How are economic and social inequalities mapped onto the urban landscape? How are differences of race, class and gender negotiated through urban institutions and community struggles?

Assignments for the course will utilize real data to explore conflict and change in a local city through different historical periods. This course will be taught simultaneously on two campuses, Hampshire and Mt. Holyoke. Students will meet faculty from both institutions.



Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Social Science.

**SS 212**  
**POSTWAR AMERICA**  
 Penina Glazer

After World War II, the United States emerged as the dominant world power. In the next two decades, the society was shaken by major domestic and international changes. We will look at some of the major dimensions of U.S. society between 1945 and 1968: the onset of the Cold War, the emergence of McCarthyism, the beginning of the civil rights movement, the emergence of the New Left, and the birth of modern feminism. Students will write two papers, including one research paper.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Social Science.

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

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

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 35. This course may serve as one of the two courses for completing a Division I in Social Science.

**SS 221**  
**PROBLEMS OF PHILOSOPHY OF LAW AND JUSTICE**  
 Lester Mazor

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

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Social Science.

**SS/HACU 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 twice a week for one hour and twenty minutes at the National Yiddish Book Center. Enrollment is limited to 18. This course is not suitable for one-half of a Division I in Humanities and Arts or Social Science.

**SS 239**  
**PSYCHOLOGY AND THE LAW**  
 Donald Poe

This course examines psycholegal research related to evidentiary issues in the criminal and civil justice process. Areas covered include the psychology of criminal behavior, accuracy of eyewitness and childhood testimony, the psychosocial variables that affect the use of discretionary powers by all actors in the criminal justice system, jury selection, jury deliberation, the effects of recent decisions regarding jury size and jury decision rules, child abuse cases, the insanity defense and the death penalty. Taught by a social psychologist, the course looks at the many ways in which social psychological theory can help us understand the behavior of all concerned in the criminal justice system. As a cautionary note, the course is not primarily about the interface between the mental health profession and the legal system.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Social Science.

**SS/WP 242**  
**CREATIVE WRITING IN SOCIAL SCIENCE**  
 Will Ryan

This writing seminar explores the use of 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 twice a week for one hour and twenty minutes. Enrollment is limited to 16. This course may serve as one of the two courses for completing a Division I in Social Science.

SS 245

**CONTEMPORARY LEGAL THEORY: RACE, GENDER AND SEXUALITY**

Flavio Risech-Ozguera  
Marlene Fried

During the past decade, critical legal theorists of race, gender, and sexuality have challenged prevailing jurisprudential paradigms and presented new models for legal thought. They have raised such fundamental questions as: How is oppression best conceptualized within the law? What is the potential and what are the limits of the role of law in addressing oppression? What is appropriate legal discourse? In this reading and discussion seminar, we will examine these questions through the writings of key authors in critical legal studies, critical race theory, feminist, and queer theory. Students should have some prior background in legal or feminist studies.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 40. This course may serve as one of the two courses for completing a Division I in Social Science.

SS 246

**ORIENTALISM, MODERNIZATION AND THE CRISIS OF "POST-COLONIAL SOCIETIES"**

Frank Holmquist  
Ali Mirsepassi  
Yogesh Chandrani

Traditionally, colonialism has been defined as the political and violent domination, and economic exploitation of colonized societies by Western empires. Recent scholarship, influenced by post-structuralist and post-colonialist theory (e.g., Said, Mitchell, Escobar, etc.) has argued that this definition of colonialism is limited. These scholars posit that colonial practice extended into the realms of culture, knowledge, imagination and representation. They argue that the power to theorize, represent and imagine the colonial other is an important part of the overall construction of the colonial world.

In this course, we will survey and study this new literature (Said, Mitchell, Escobar, Rahnama, etc.) and their approach to colonial and post-colonial representations of the "Third World." We will look at the history and representations of Africa, the Middle East and India and study the ways in which these societies are imagined in the colonial and post-colonial period and focus on theories of 'modernization' and discourses of 'development' as fields of knowledge that are grounded in colonial representations/imaginations of the non-Western other.

Is the development industry an extension of the "white man's burden"/"mission civilisatrice?"

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 60. This course may serve as one of the two courses for completing a Division I in Social Science.

SS 260

**BECOMING A PERSON: THEORIES OF EARLY SOCIAL DEVELOPMENT**

Rachel Conrad

How are we shaped psychologically by other people? Many theorists, both developmental psychologists as well as psychoanalysts, believe social influence is critical for the development of many aspects of psychological functioning: thought, emotion, language, self, and relatedness. Infancy has provided a fascinating lens through which to examine fundamental questions about social influence on development. We know infants are biologically created by other people; to what extent are they psychologically created as well? British psychoanalyst D.W. Winnicott claimed that "There is no such thing as an infant," by which he meant that an infant and parent constitute a psychological unit, and that the infant is inseparable from the context of parental care. In addition to writings of Winnicott, we will read works of psychologists and psychoanalysts such as Stern, Vygotsky, Bruner, and Benjamin. We will also consider such topics as relations between parents' beliefs about infants and young children and their childrearing practices, and the influence of culture on early social development. A previous course in psychology or developmental psychology is strongly recommended.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Social Science.

SS 267

**THE CHALLENGE OF MODERNITY: GERMANY FROM THE FRENCH REVOLUTION TO REUNIFICATION**

James Wald

Why should Americans study Germany?

The "German question" was the most enduring European political problem from the Napoleonic Wars to the Cold War. Germany is moreover an ideal case study of the transition to modernity. In the century between the Enlightenment—when there were some 300 German states—and Bismarck's creation of the Empire, the formerly "backward" region became "the land of poets and thinkers" and a military, technological, and economic world power. Ironically, the home of the largest workers' movement in the world then became the birthplace of Nazism. In recent decades, two Germanys offered competing models of industrialized welfare states. Were the tragedies inevitable? Did Germany follow a "separate path" of development? Did the problem lie in embracing or rejecting "modernity"? This course considers the many possible routes from past to present, examining cultural life; nationhood and nationalism; working-class and revolutionary movements; women's experience; militarism, fascism, and genocide.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Social Science.

SS 268

**ETHNICITY IN AMERICAN HISTORY: THE STRUGGLE FOR POWER AND LEGITIMACY**

Penina Glazer

Aaron Berman

The immigrants of the United States shaped their history by participating in national institutions, and by interacting with other groups who constituted the American polity. The goal of this course is to understand these complex interactions and relationships. We will examine the experiences of Jews, Italians, African Americans, and other ethnic groups striving to survive in a volatile environment.

The course will begin at the end of the nineteenth century. Some of the subjects we will examine will be immigrant family life, the development of religious and cultural institutions, the world of work, the response to racism and prejudice and the Holocaust, as well as the rise of ethnic nationalisms. This course is taught in conjunction with the Kaplan program in Modern Jewish studies. This course may serve as one of the two courses for completing a Division I in Social Science.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 35. This course may serve as one of the two courses for completing a Division I in Social Science.

SS 271

**INTRODUCTION TO THE MAJOR SCHOOLS OF PSYCHOTHERAPY**

Lourdes Mattei

The course will offer the student an introduction as well as an overview of the major contemporary schools of psychotherapy. Clinical theories and practices will be examined in light of their assumptions and values. The historical and sociocultural contexts of clinical practice will be emphasized through the use of narratives, films, and case studies. Previous coursework in psychology is recommended.

Class will meet once a week for three hours. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Social Science.

SS 272

**CRITICAL RACE THEORY**

Michael Ford

e. frances White

The diversity of voices that have emerged around race in recent years has been stunning. Particularly exciting have been the dialogues among serious scholars and artists who take racism seriously as a threat to the well-being of peoples of color but they also challenge and disrupt the ways we look at race. This discourse views race as socially constructed and intertwined with other structures of dominance, such as gender and class. We call this approach critical race theory. Much of this discourse takes place in the international context that some have come to call postcolonialism. We will look at postcolonial theory as it has emerged among South Asians in the U.S. and Britain. We also

explore British black cultural studies, with a heavy emphasis on Stuart Hall. Finally we turn to race and popular culture to weave together material from the U.S. and abroad.

We will run a video series along with the class; we will schedule the videos outside class. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 35. This course may serve as one of the two courses for completing a Division I in Social Science.

SS 274

**THE RUSSIAN AND CUBAN REVOLUTIONS: VISIONS, REALITIES, CRISIS AND COLLAPSE**

Carolee Bengelsdorf

Radical upheavals, promising total restructuring 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 Russian revolution marked the first overthrow of an existing order in this century, and, as such, played a major role in charting the parameters—the possibilities and constraints—of actually existing socialism. The Cuban revolution, decades later, challenged established models for development and political organization throughout the Third World. We will explore the origins and evolution of these revolutions within an historical and comparative framework.

Class will meet twice a week for one hour and twenty minutes. This course may serve as one of the two courses for completing a Division I in Social Science.

SS 275

**INTELLECTUALS, POLITICS, AND SOCIAL CHANGE**

Carolee Bengelsdorf

Margaret Cerullo

This course will center on the work of Egbal Ahmad. For more than forty years, Ahmad has analyzed the politics of the emerging post-colonial world. His political essays have addressed key moments and themes during this intense period of political/intellectual/cultural upheaval, while his life has been actively engaged in participating in these moments. We will examine the themes of anti-colonialism, struggles for national liberation and social justice and their defeated hopes, counter-insurgency doctrine and practice theories of revolutionary warfares, the "pathologies of power" in post-colonial regimes, the political role of intellectuals, and the culture and politics of Western imperial domination. We will read essays in which Ahmad engages these themes in the specific contexts of Algeria, Vietnam, the Caribbean and Central America, South Asia, and the Middle East. We will contextualize our reading of Ahmad's work by reading as well the works of two of his close colleagues who have similarly challenged the boundaries between intellectual and political commitment—Franz Fanon and Edward Said. Egbal Ahmad will participate in the first part of the course.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 40. This course may serve as one of the two courses for completing a Division I in Social Science.

SS 277

**SOCIALLY ENGAGED BUDDHISM**

Sue Darlington

How is Buddhism engaged in the world? This course explores how Buddhism is being used in Asia and the United States to address contemporary issues such as human rights, environmentalism, economic development and gender relations. The historical development and application of engaged Buddhism will be examined in light of traditional Buddhist concepts of morality, interdependence and liberation in comparison with Western ideas of freedom, human rights and democracy. Cases from Burma, Thailand, Sri Lanka, Tibet, Japan, India and the U.S. will be studied within their broader cultural, historical and political contexts as we look at progressive and conservative responses to social change. How do globalization and cultural traditions influence the process of religious and cultural change as people deal with social problems? Prior knowledge of experience with Buddhism or Asian studies is recommended.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Social Science.

SS 305

**HISTORIANS WRITE HISTORY: READINGS ON THE UNITED STATES**

Mitziko Sawada

The course will focus on interpretations of history, examining works that 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. Preference given to students working on Division III projects in U.S. history. Class will meet once a week for three hours. Enrollment is limited to 15.

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 College 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. Two visiting scholars from Anhui, China, where Hampshire's exchange program is located, will participate in all aspects of the course.

The class will meet as a group once a week to discuss common readings and view documentary videos. 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.

Class will meet once a week for three hours. Enrollment is limited to 20 with instructor permission required.

SS 399a

**MAKING SOCIAL CHANGE**

Stanley Warner

We will form a collective of 16 Division III students working for social change, who will be responsible for (1) presenting their 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 once a week for two hours and twenty minutes. Enrollment is limited to 16. Not open to Five College exchange students.

SS 399e

**PERSPECTIVES ON TIME**

Lester Mazor

The elusiveness, mystery, and significance of time have fascinated novelists and philosophers, physicists and historians, musicians and psychologists, to name only a few. This seminar will explore time from the different angles of vision brought to it by its participants, whatever the field in which they have been working, and through the exploration of central "texts," which in some cases may be films, pieces of music, or dance. Among those we may consider are Cipolla, *Clocks and Culture*; Thompson *Time, Work-Discipline, and Industrial Capitalism*; Duras, *Hiroshima, Mon Amour*; Mann, *The Magic Mountain*; and Nabokov, *Invitation to a Beheading*.

Class will meet once a week for a pot-luck dinner and two and one half hours of discussion. Enrollment is limited to 16.

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## **SCHOOL OF SOCIAL SCIENCE - SPRING 1999**

*There may be limited changes in the spring 1999 courses due to the diverse curriculum offer by Hampshire College faculty. Preregistration for the following courses will begin Tuesday, November 17, 1998.*

### **COURSE LIST - SPRING 1999**

SS 111

#### **EAST CENTRAL EUROPE SINCE WORLD WAR II**

James Wald  
Lester Mazor

SS 142

#### **THE ANTHROPOLOGY OF HUMAN RIGHTS**

Sue Darlington

SS 144

#### **AFRICAN DEVELOPMENT**

Frank Holmquist  
Michael Ford

SS 148

#### **SOCIETY AND CULTURES OF THE MIDDLE EAST**

Ali Mirsepassi

SS 162

#### **THE PSYCHOLOGY AND ECONOMICS OF ADVERTISING**

Donald Poe  
Stanley Warner

SS 170

#### **CHANGING CULTURES, CHANGING LIVES: THE ASIAN AMERICAN EXPERIENCE**

Mitziko Sawada

SS 204

#### **WELFARE POLICY IN AMERICAN HISTORY**

Robert Rakoff  
Aaron Berman

SS/IA 206

#### **PSYCHOLOGICAL DYNAMICS IN DRAMA**

Lourdes Mattei  
Ellie Donkin

SS 207

#### **STATISTICS AND DATA ANALYSIS**

Donald Poe

SS 210\*

#### **INTRODUCTORY ECONOMICS**

Frederick Weaver

SS 220

#### **THE JEWISH-CHRISTIAN ENCOUNTER: AN HISTORICAL PERSPECTIVE**

Leonard Glick

SS 231

#### **AB/NORMAL PSYCHOLOGY**

Lourdes Mattei

SS 232

#### **GLOBAL CAPITALISM AND THE CHANGING POLITICAL ECONOMY OF AFRICA AND LATIN AMERICA**

Frank Holmquist  
Frederick Weaver

SS/HACU 233B\*

#### **ELEMENTARY YIDDISH - SECOND SEMESTER**

Henia Lewin

SS/HACU 236

#### **THE AMERICAN WEST**

Robert Rakoff  
Susan Tracy

SS 240

#### **REPRODUCTIVE RIGHTS: DOMESTIC AND INTERNATIONAL PERSPECTIVES**

Betsy Hartmann  
Marlene Fried

SS/HACU 247

#### **CULTURE AND POLITICS DURING THE GREAT DEPRESSION**

Aaron Berman  
Eric Schocket

SS 263

#### **ENCOUNTERS WITH THE PAST**

James Wald

SS 264

#### **CHILDREN AND FAMILIES IN A SOCIAL CONTEXT**

Stephanie Schamess

SS 266

#### **DEMOCRACY, WORKPLACE AND COMMUNITY**

Laurie Nisonoff  
Stanley Warner

SS 282

#### **CONTEMPORARY CRITICAL SOCIAL THEORY: THE PREDICAMENT OF MODERNITY**

Ali Mirsepassi

SS 290

#### **POSTMODERNITY AND POLITICS**

Carollee Bengelsdorf  
Margaret Cerullo

SS 292

#### **RITUAL, SANCTITY AND THE SOCIAL LIFE**

Sue Darlington

SS/CS 296

#### **FREEDOM OF EXPRESSION**

Lester Mazor  
James Miller

SS 311

#### **WOMEN AND WORK**

Laurie Nisonoff

SS 397i

# WRITING ABOUT THE THIRD WORLD

Carollee Bengelsdorf

*This course does not fulfill the requirements for the two-course option.*

## COURSE DESCRIPTIONS - SPRING 1999

SS 111

### EAST CENTRAL EUROPE SINCE WORLD WAR II

James Wald

Lester Mazor

Despite their cultural differences, the peoples of East Central Europe have long been linked by their condition of political dependency. Subjugated by powerful empires, they have fought for their identities and independence, but also have tended to turn on one another. Although we will survey the history of the region, the bulk of the course will deal with the events following 1945, when these nations came under Soviet influence. In particular, we will consider some "watershed" moments: The Berlin crises of 1953 and 1961, the Hungarian "revolution" of 1956, the Prague Spring of 1968, the rise of Solidarity in Poland, and the dramatic changes that began with the Gorbachev reforms and continue to the present day. We will consider such issues as nationalism, Stalinism, the politics of culture, and the possibility of democratic socialism. Readings will include works of history, literature, and journalism.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 35. This course may serve as one of the two courses for completing a Division I in Social Science.

SS 142

### THE ANTHROPOLOGY OF HUMAN RIGHTS

Sue Darlington

People throughout the world face tragic situations of human rights abuse. Focusing on the rights of indigenous and minority peoples, this course will explore questions such as: What is the role (and history) of anthropology in human rights work? What are cross-cultural ideas of human rights? The theoretical concept of human rights will be explored, with emphasis on the importance and process of understanding the cultures and histories of specific peoples whose rights are being violated. Case studies from Burma, Tibet, and Guatemala will provide insight into the theoretical, methodological and ethical issues involved in human rights work. Each student will write a series of essays on the culture, history, and current situation of another case study. The course will culminate in a class-designed public human rights forum for the Hampshire community. This course may serve as one of the two courses for completing a Division I in Social Science.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Social Science.

SS 144

### AFRICAN DEVELOPMENT

Frank Holmquist

Michael Ford

The course addresses four major issues: 1) History: What did pre-colonial African politics and economics look like? How and why was European colonial rule imposed? How did Africans respond? What was the origin and nature of nationalist ideology, organization, and leadership in the struggle for independence? 2) Current difficulties: How should we understand and explain the gathering crises in African politics and economics? 3) Development policy, reform, and recovery: What are current development policies in different policy arenas (such as agriculture, industry, and education)? How successful are they and what changes may be needed to put Africa on the road to economic recovery? 4) South Africa: How did white rule and the chronic South African crisis develop historically? What were the roles of external and internal forces? What are the chances for democracy in the future?

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 35. This course may serve as one of the two courses for completing a Division I in Social Science.

SS 148

### SOCIETY 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 evolution, cultural practices (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.

Most of the class readings will focus on historical and contemporary narrative and life stories of ordinary people of the Middle East. We will read Fatima Mernissi's *Dreams of Trespass: Tales of a Harem Girlhood*, Edmund Burke's *Struggle and Survival in the Middle East*, Elizabeth Feneea's *Women and the Family in the Middle East*, and other relevant texts.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Social Science.

SS 162

### THE PSYCHOLOGY AND ECONOMICS OF ADVERTISING

Donald Poe

Stanley Warner

Some of the most socially interesting content in the media is the advertising, although people rarely think of it this way. At heart, advertising is a highly orchestrated scheme to persuade us to buy goods and services, but in actuality its effect goes far beyond that level of analysis. It is a \$100 billion industry that exists to shape our basic notions of achievement, free choice, and sense of self. At stake are not simply the pattern of consumption and the particular material life that emerges. More fundamentally at issue are such matters as identity, success, sexuality, morality and freedom.

In this course, we will explore advertising on three distinct analytical levels—the micro level of specific content (e.g., do

emotional appeals work better than rational ones?), and intermediate level of how the objects and people in ads take on meaning (e.g., what concepts of status and class are being evoked?) and a macro-level analysis that examines advertising's effect on a societal scale (e.g., does advertising serve any useful social purpose?). Other, more specialized topics, including the issue of deceptive ads, political advertising, the use of humor in ads, and subliminal advertising will also be considered.

The course is taught by a psychologist and an economist and will meet twice a week for one hour and twenty minutes. Enrollment is limited to 35. This course may serve as one of the two courses for completing a Division I in Social Science.

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. This course may serve as one of the two courses for completing a Division I in Social Science.

SS 204

### **WELFARE POLICY IN AMERICAN HISTORY**

Robert Rakoff

Aaron Berman

This course will investigate the historical roots of contemporary welfare policies in the changing relationship of state and economy during the era of monopoly capitalism. Our substantive focus will be on the development and impact of (1) New Deal programs such as Social Security, AFDC, and unemployment insurance; (2) poverty programs of the 1960s; and (3) the Reagan-era attack on these programs. Particular attention will be given to the development of the modern American state during the Progressive and New Deal periods. Our analytical efforts will focus on: relationship between welfare programs and maintenance of the labor market; the role of the welfare programs in reinforcing racial, class, and gender-based stratification, with special attention to the so-called "crisis of black family"; and the politics of policy making in the welfare area, including governmental processes and the power of popular protest.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 35. This course may serve as one of the two courses for completing a Division I in Social Science.

SS/IA 206

### **PSYCHOLOGICAL DYNAMICS IN DRAMA**

Lourdes Mattei

Ellie Donkin

This course is designed for Division II students interested in both psychology and theater, who may have had some background in either area (not necessarily in both). Psychology students will have an opportunity to examine ways in which psychological phenomena are expressed in dramatic character, dramatic structure, and in rehearsal process. Theater students including those interested primarily in directing, design, acting or dramatic literature, will have an opportunity to re-think their approach, both to the analysis of dramatic texts and to the way those texts get produced. Readings will include fundamental concepts of the psyche, both Freudian and Jungian, with a particular emphasis on the functions of the unconscious. In addition to papers, each student will participate in one in-class presentation of a scene from any of the plays we study in class.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 35. This course may serve as one of the two courses for completing a Division I in Social Science.

SS 207

### **STATISTICS AND DATA ANALYSIS**

Donald Poe

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

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Social Science.

SS 210\*

### **INTRODUCTORY ECONOMICS**

Frederick Weaver

An introduction to economic analysis, covering the principles of both major areas of conventional economy theory (i.e., micro and macro). This course serves as the needed prerequisite to virtually all advanced economics courses and itself contributes to a wide variety of concentrations.

Class will meet twice a week for one hour and twenty minutes. Enrollment is open. Five College students will be graded Pass/Fail only.

SS 220

### **THE JEWISH-CHRISTIAN ENCOUNTER: AN HISTORICAL PERSPECTIVE**

Leonard Glick

For more than a thousand years, Jews lived in Europe as a singular minority, playing a role in Christian thought as cursed descendants of the enemies of the Savior. Adapting to their role, they developed a way of life characterized by self-segregation

and cultural distinctiveness. The French Revolution brought "emancipation" and previously unrealized possibilities for individual identity and achievement. Immigration to the United States from the mid-nineteenth to early twentieth centuries brought Jews into an entirely new environment that profoundly influenced their qualities of personal and ethnic identity. This entire history, from medieval times to our own, involved complex relationships and interaction with Christians as defining features of social experience. In this course we'll trace that interaction, aiming ultimately to understand contemporary Jewish American identity as the product of a history of Christian-Jewish encounter. Students will write two short papers and a final paper.

Class will meet twice a week for one hour and twenty minutes. Enrollment is open. This course may serve as one of the two courses for completing a Division I in Social Science.

**SS 231**  
**AB/NORMAL 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 present an overview of contemporary diagnostic categories as described 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 mental illness. In order to reflect on the experience(s) of mental illness, films, case studies, and memoirs will be included.

The class will meet once a week for one hour. Enrollment is limited to 20. This course may serve as one of the two courses for completing a Division I in Social Science.

**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 Africa and Latin America, with particular emphasis 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 twice a week for one hour and twenty minutes. Enrollment is open. This course may serve as one of the two courses for completing a Division I in Social Science.

**SS/HACU 233B\***  
**ELEMENTARY YIDDISH - SECOND SEMESTER**  
Henia Lewin

This class is a continuation of SS 233a.

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 students who have taken 233a or who have some prior knowledge of introductory Yiddish.

Class will meet twice a week for one hour and twenty minutes at the National Yiddish Book Center. Enrollment is limited to 18. This course is not suitable for one-half of a Division I in Humanities and Arts or Social Science.

**SS/HACU 236**  
**THE AMERICAN WEST**  
Robert Rakoff  
Susan Tracy

This course will explore the history and culture of the trans-Mississippi West during the nineteenth and twentieth centuries. Traditional interpretations have focused on the impact of European and American settlement and the extension of the frontier in the creation of a democratic and individualistic society. We will contrast this tradition with newer scholarship which focuses on the West as a distinctive region characterized by a history of colonialism and conquest, by its multiracial and multicultural origins, by the dominant power of the federal government throughout its history, by its aridity and other environmental features, and by the powerful role played by corporate capitalism in its development.

Class will meet twice a week for one hour and twenty minutes. This course may serve as one of the two courses for completing a Division I in Social Science.

**SS 240**  
**REPRODUCTIVE RIGHTS: DOMESTIC & INTERNATIONAL PERSPECTIVES**  
Betsy Hartmann  
Marlene Fried

This course will provide students with a critical framework with which to analyze contemporary reproductive rights issues. Topics include the struggle for abortion rights; the ideology and practice of population control, from welfare 'reform' and immigration control in the U.S. to case studies of family planning programs in the Third World; the population and environment lobby; reproductive technologies; and the impact of the international women's health movement in developing alternatives to conventional population policies.

Class will meet twice a week for one hour and twenty minutes. This course may serve as one of the two courses for completing a Division I in Social Science.

**SS/HACU 247**  
**CULTURE AND POLITICS DURING THE GREAT DEPRESSION**  
Aaron Berman  
Eric Schocket

The economic cataclysm of the nineteen-thirties profoundly affected cultural and political life. The wide-spread sense that an older world had collapsed ironically opened up the possibility for challenges to traditional cultural and political norms. People and institutions as different as the Communist Party, Franklin Roosevelt and Father Coughlin all claimed to speak for and represent the American people.



This course will focus on the relationship between culture and politics during the nineteen-thirties and forties. Students should expect to examine artistic, literary and musical products of the era in relation to the larger historical context. Specific topics will include literary representations of the working class, various struggles against racism and anti-Semitism, New Deal politics, and the political use of popular culture.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 35. This course may serve as one of the two courses for completing a Division I in Social Science.

SS 263

**ENCOUNTERS WITH THE PAST**

James Wald

What can the hopes and fears of a given society tell us about it and ourselves? For example, did the gravest "sins" in pre-modern Europe involve food, money, or sex? The unifying theme of the course is the concept of culture as a process through which individuals and groups struggle to shape and make sense of their social institutions and daily lives. By considering in detail representative works of recent scholarship, we will examine the interaction between gender, sexuality, property relations, religion, and the growing power of the state. In the process, we will acquire an overview of European history from the late Middle Ages through the Industrial Revolution. Recommended for actual or prospective concentrators in the social sciences and humanities.

Class will meet once a week for three hours. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Social Science.

SS 264

**CHILDREN AND FAMILIES IN A SOCIAL CONTEXT**

Stephanie Schamess

What do parents need to provide for their children to grow up as healthy, functioning adults in society? This course approaches child development as an interaction between the biological/social imperatives of children's developmental needs, and the socioeconomic, psychological, and cultural circumstances that affect how families and communities interpret and meet those needs. For the first part of the semester we will read the theories of Bowlby and Erikson, cross-cultural studies on parents' child-rearing strategies, and research on the processes by which children become socialized into the larger society. Then we will focus on case studies of children reared in settings ranging from extreme poverty in Brazil to inner-city neighborhoods and to "mainstream" middle-class America, centering in each case on particular aspects of the child's social milieu: for example, parental belief systems, the socialization "messages" of preschools, or the effects of exposure to violence. Background in child development is helpful although not required.

Class will meet twice a week for one hour and twenty minutes. This course may serve as one of the two courses for completing a Division I in Social Science:

*Note:* Students doing community service internships in relevant settings will be encouraged to integrate their community work with class content through written assignments, class discussion, and presentations.

SS 266

**DEMOCRACY, WORKPLACE AND COMMUNITY**

Laurie Nisonoff

Stanley Warner

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

Throughout the course we will look beyond democracy as simply the political act of voting to develop a stronger theoretical understanding of democracy as a more fundamental principle for organizing both work and community. At the core of this inquiry is the question of whether democracy can be fully realized in the face of persistent inequality and discrimination. Differences rooted in class, race, and gender raise difficult questions for concepts of democracy that assume a universal, abstract person.

Are small democratic communities possible or are they essentially utopian and countercultural? We will consider case studies that range from intentional communities to urban initiatives to redefine the meaning of neighborhood. Field research, potluck suppers, and guest speakers will keep reality in touch with theory.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 35. This course may serve as one of the two courses for completing a Division I in Social Science.

SS 282

**CONTEMPORARY CRITICAL SOCIAL THEORY: THE PREDICAMENT OF MODERNITY**

Ali Mirsepassi

The central theme of this course is modernity as a social and intellectual project. We will read a number of critical social theory texts which deal with modernity as their central theoretical subject. The goal of the class is to introduce various theoretical perspectives about modernity and to examine different aspects of the current debate on modernity and its fate in our time. We will read two modernist texts (Habermas' *Transformation of Public Sphere* and Berman's *All That Is Solid Melts Into Air*), two texts critical of the modernity project (Foucault's *Knowledge/Power* and Lyotard's *Postmodern Condition*), and a text which deals with modernity's colonial impact (Fanon's *Wretched of the Earth*).

This is a relatively advanced social theory course. In the first three weeks of the class, we will study earlier social theorists of modernity (Karl Marx, Emile Durkheim, and Max Weber); however, student participation in the course requires some knowledge of classical social theory.

This course may serve as one of the two courses for completing a Division I in Social Science. Class will meet twice a week for one hour and twenty minutes.

SS 290

**POSTMODERNITY AND POLITICS**

Carollee Bengelsdorf  
Margaret Cerullo

In this course we will examine and problematize "politics" and "postmodernity" together. We assume that postmodernism is defined in part by the collapse or exhaustion of the political project of the left (including various "New Lefts"). One key line of exploration in the course will be the affinities between postmodernism and the revival or renovation of the political imagination of the Left. On the further assumption that a key characteristic of postmodernism is the breakdown of the center/periphery model of the world system, we will examine the debates about the politics of postmodernism in both the contemporary U.S. and Latin America. We will read works by the following authors: Marshall Berman, Zygmunt Bauman, Arturo Escobar, Jean Franco, Nestor Garcia Canclini, Lyotard, Habermas, Nietzsche, Foucault, Judith Butler, Wendy Brown, Stuart Hall, Jean Baudrillard and Jacques Derrida.

Class will meet twice a week one hour and twenty minutes. Enrollment is limited to 35. This course may serve as one of the two courses for completing a Division I in Social Science.

SS 292

**RITUAL, SANCTITY AND THE SOCIAL LIFE**

Sue Darlington

This course will explore the importance of religion in social life, in terms of practice and belief, symbolism and spirituality. We will study major anthropological and sociological theories of religion and society, including Durkheim, Weber, Geertz and Ortner. Ethnographic case studies will be used to examine how theorists build theory from empirical research, and how cultures, societies and religions are understood and explained through social theory. A central focus will be on the dilemmas of meaning and order—both individual and social—that make concepts of sanctity and ritual critical and compelling for us as social beings. This course is intended for advanced students in anthropology, comparative religion, and related fields.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. This course may serve as one of the two courses for completing a Division I in Social Science.

SS/CS 296

**FREEDOM OF EXPRESSION**

Lester Mazor  
James Miller

Should there be limits to what people can say in speech, writing or other forms of social communication? Libertarians argue that in a truly free society there ought to be none. Some critics argue that permitting any speech equal access to public forums endows the thoughts of, say, a David Duke with the same legitimacy as those of a Nelson Mandela: a kind of "tolerance" that is ultimately "repressive" of the most worthy expression. Yet few would deny that falsely shouting "Fire!" in a crowded theater ought to be prohibited. This course will investigate a range of linguistic and communications issues relating to free speech. These include how we deal with racial and ethnic "slurs"; legal traditions; policies toward mass media; the relationship of language, thought, and action; and the interaction between linguistic and social meaning. Students will read literature from linguistics and communications and

examine selected case studies. There will be a series of short essays and a larger final project.

Class will meet twice a week for one hour and twenty minutes each time. Enrollment is limited to 40. This course may serve as one of the two courses for completing a Division I in Social Science.

SS 311

**WOMEN AND WORK**

Laurie Nisonoff

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

Class will meet once a week for two- and one-half hours; Enrollment is limited to 15; permission of the instructor is required.

SS 397i

**WRITING ABOUT THE THIRD WORLD**

Carollee Bengelsdorf

This seminar is designed for Division III students who are writing their independent study projects on some aspect of theory and/or the Third World. The course will center around colonial and postcolonial discourse and modernism/postmodernism in the Third World context. This broad framework will facilitate exchanges 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 exchange. 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 once a week for three hours. Enrollment is limited to 15; permission of the instructor is required.

## FIVE COLLEGE PROGRAMS

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

Together the Five Colleges have developed cooperative programs in the areas of study listed below. In addition, their collective 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 over 20 foreign languages offered on the five campuses. These include courses in Chinese and Japanese; Greek and Latin; Arabic; Germanic languages, including Danish, Dutch and Swedish; Slavic languages, including Russian and Polish; and Romance languages, including French, Spanish, Italian, and Portuguese.

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

### AFRICAN STUDIES

Certificate Program Advisors: Hampshire—Frank Holmquist; Mount Holyoke—Samba 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 of 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; Hampshire—Fred Wirth; 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 Tadamaru, 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 U.S., equipped with a state-of-the-art 15-element array detector to allow radio mapping of celestial objects, 2) a 16-inch Boller and Chivens reflecting telescope equipped with a chopping secondary mirror for use in the near infrared spectral regime and a wide variety of modern detectors, including an infrared photometer, an infrared camera, and a CCD digital imaging detector for use at optical wavelengths, 3) additional 24-inch cassegrain reflecting telescopes for use at optical wavelengths, 4) an 18-inch Alvan Clark refractor. In addition to these modern telescopes and detectors, the astronomy department provides student instruction in sophisticated techniques of digital data display and analysis with image processing computers. The opportunity to work on instrument development in well-equipped laboratories is also available for interested students.

The course offerings in the Five College Astronomy Department can be found in the Course Guide, under Five College Offerings.

### 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; University of Massachusetts—Bill Bob 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, aug-

mented by a diverse array of Guest Artists. It produces over 20 student and faculty concerts each year in its seven performance spaces, and offers a wide-ranging curriculum of over 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. Over 100 courses are offered each year in language, literature, history, art history, religious thought and philosophy, geography, political science, and music. Through long-established ties between the Five Colleges and academic and cultural institutions in China and Japan, students enjoy a variety of opportunities for study and travel in both countries. Each year the program also brings Chinese and Japanese students and faculty to study and teach in the Five College area.

The Five College program in East Asian languages currently offers four years of course work 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.

## **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 DerDerian, 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 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.

## FIVE COLLEGE DANCE - FALL 1998 AND SPRING 1999

### TECHNIQUES

**BALLET:** Introductory through advanced study of the principles and vocabularies of classical ballet. Class is comprised of 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 (TBA), UM (Lipitz). Ballet III—MHC (Flachs), SC (Blum), UM (Lipitz). Ballet V—MHC (Flachs), SC (Blum).

**SPRING:** Ballet II MHC (TBA), UM (TBA), SC (TBA), Ballet III: MHC (TBA), UM (Lipitz), SC (TBA), Ballet VI 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).

**SPRING:** Jazz II UM (Brown), Jazz IV MHC (Hawkins), 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 (TBA), SC (Waltner), UM (Watkins). Modern V—SC (TBA), MHC (TBA).

**SPRING:** Mod II MHC (Freedman), SC (TBA), Mod III UM (Watkins), Mod IV MHC (Freedman), SC (TBA), Mod VI MHC (TBA), SC (TBA).

### 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), SC (Blum), UM (Schwartz). Composition II—SC (Blum). Composition III—AC (Performance Project, Woodson).

**SPRING:** Comp I SC (Waltner), Comp II AC (Woodson), UM (Brown), Comp III MHC (Coleman), UM (TBA).

**DANCE IN THE 20TH 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).

**SPRING:** MHC (Fanger), UM (Brown).

**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.

**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:** MHC (Freeman), UM (Watkins).

**SPRING:** SciFi II UM (Watkins).

## **OTHER FIVE COLLEGE DANCE DEPARTMENT COURSES – FALL 1998**

### **TECHNIQUES**

Classical Indian Dance I – MHC (Devi)

Classical Indian Dance II – UM (Devi)

Comparative Caribbean Dance I – HC & SC (Daniel)

Tap Dance—MHC (Raff)

West African Dance I – MHC (Middleton)

### **THEORY**

Advanced Studies in History & Theory – MHC (TBA)

Repertory (Modern)—MHC (TBA)

Rhythmic Analysis—UM (Ascenso)

## **OTHER FIVE COLLEGE DANCE DEPARTMENT COURSES – SPRING 1999**

### **TECHNIQUES**

Classical Indian I—UM (Devi)

Classical Indian II—UM (Devi)

Comparative Caribbean—AC & SC (Daniel)

West African Dance—MHC (Middleton)

### **THEORY**

Advanced Studies in History & Theory—SC (Blum)

Anthropology of Dance—SC (Daniel)

Introduction to Dance—MHC (Coleman)

## FIVE COLLEGE COURSES

### COURSE LIST - FALL 1998

#### HAMPSHIRE

Dan 142a B

#### COMPARATIVE CARIBBEAN DANCE

Yvonne Daniel

#### SMITH

Dan 142a B

#### COMPARATIVE CARIBBEAN DANCE

Yvonne Daniel

#### SMITH

Dan 272a

#### DANCE AND CULTURE

Yvonne Daniel

#### SMITH

FLS 292

#### ADVANCED VIDEO PRODUCTION WORKSHOP: VIDEO [RE]PRESENTATION AND ACTIVISM

Crystal Griffith

#### UNIVERSITY

Art 297V

#### PERSONAL NARRATIVE AND HISTORICAL MEMORY: INTRODUCTION TO VIDEO PRODUCTION

Crystal Griffith

#### MOUNT HOLYOKE

Asian 130

#### ELEMENTARY ARABIC I

Mohammed Mossa Jiyad

#### MOUNT HOLYOKE

L232f

#### INTERMEDIATE ARABIC I

Mohammed Mossa Jiyad

#### UNIVERSITY

Arabic 126

#### ELEMENTARY ARABIC

Mohammed Mossa Jiyad

#### UNIVERSITY

PS 354

#### INTERNATIONAL RELATIONS: SECURITY ISSUES IN THE U.S.-RUSSIA-CHINA RELATIONSHIP

Michael T. Klare

#### UNIVERSITY

Italian 514

#### THE EARLY RENAISSANCE

Elizabeth H.D. Mazzocco

#### UNIVERSITY

Geo 105

#### DYNAMIC EARTH

J. Michael Rhodes

#### AMHERST

English 89f

#### PRODUCTION SEMINAR ON THE MOVING IMAGE

Elisabeth Subrin

#### MOUNT HOLYOKE

FS 210

#### PRODUCTION WORKSHOP ON THE MOVING IMAGE

Elisabeth Subrin

#### AMHERST

Anthropology 45

#### MEDICAL ANTHROPOLOGY

James Trostle

### COURSE DESCRIPTIONS - FALL 1998

#### HAMPSHIRE

Dan 142a B

#### 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.

#### SMITH

Dan 142a B

#### 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.

Class will meet Monday 7:00 p.m.-10:00 p.m.

#### SMITH

Dan 272a

#### 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, economic and aesthetic. Course materials are designed to provide students with a foundation for the study of "dance" and for the interdisciplinary study of dance and society; they



include readings, video and film viewing, research projects and dancing. (A prerequisite for Dan 375, Anthropology of Dance).

Class will meet Tuesday and Thursday 10:30 a.m.–12:00 noon.

SMITH  
FLS 292

**ADVANCED VIDEO PRODUCTION WORKSHOP:  
VIDEO [RE]PRESENTATION AND ACTIVISM**

Crystal Griffith

An advanced video production course focusing on issues of representation and activism. Students will work on individual and collaborative projects in order to [re]present, engage and inspire through the creation of video art. Particular attention will be paid to the works of video/filmmakers engaged in the struggle to create liberational, alternative images of people and communities "othered" by the lens of dominant cinema.

Enrollment is limited to 13. 4 credits. Class will meet Thursday 1:00–5:00 p.m., and Wednesday 7:30–9:30 p.m. for a lab/screening.

UNIVERSITY  
Art 297V

**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. Particular attention will be paid to studying the works of independent video/filmmakers whose works address issues of representation, memory, and history.

Enrollment is limited to 12. 4 credits. Class will meet Friday 9:00–12:30 p.m., and 1:00–3:00 p.m. for a lab/screening.

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, as well as basic reading and writing.

MOUNT HOLYOKE

L232f

**INTERMEDIATE ARABIC I**

Mohammed Mossa Jiyad

This course continues Asian Studies 130-131, study of modern standard Arabic. It covers oral/aural skills related to interactive and task-oriented social situations; including discourse on a number of topics and public announcements. Students read and write short passages and personal notes containing an expanded vocabulary on everyday objects and common verbs and adjectives. Prerequisite: Asian Studies 130-131 or permission of the instructor.

UNIVERSITY

Arabic 126

**ELEMENTARY ARABIC**

Mohammed Mossa Jiyad

Introductions to Modern Standard Arabic, emphasis on oral communications; oral proficiency; elements of speech, reading, writing, and speaking.

UNIVERSITY

PS 354

**INTERNATIONAL RELATIONS: SECURITY ISSUES IN  
THE U.S.-RUSSIA-CHINA RELATIONSHIP**

Michael T. Klare

We will examine the context and character of current U.S.-Russian and U.S.-Chinese relations, with particular emphasis on international security issues. Topics to be examined will include: the nuclear weapons policies of the U.S., Russian and China; the status of U.S.-Russian arms control agreements; Russian and Chinese nonproliferation policies and practice; Russian and Chinese arms sales behavior; Russian and Chinese relations with the "rogue states"; NATO expansion; Russian relations with the other ex-Soviet states; U.S.-Russian competition over the oil resources of the Caspian Sea basin; the status of Taiwan; Chinese claims to the South China Sea; human rights issues and trade disputes in the U.S.-China relationship. Students will be expected to discuss and debate these issues in class and to prepare a research paper on a particular aspect of U.S.-Russian or U.S.-Chinese relations.

UNIVERSITY

Italian 514

**THE EARLY RENAISSANCE**

Elizabeth H.D. 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 and 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.–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.

**AMHERST**  
English 89f  
**PRODUCTION SEMINAR ON THE MOVING IMAGE**  
Elisabeth Subrin

An intermediate course in the theory and practice of film/video production as an art form. Included are hands-on video production and post-production workshops, as well as screenings and critical readings. Topics for the seminar will vary from year to year. Requisite: English 82f and/or permission of the instructor. Seminar meets once weekly plus evening film screening.

Enrollment is limited. (Contact English Department before registration.) Class will meet Wednesday 2:00 p.m.–5:00 p.m., and Tuesday 7:30 p.m.–10:30 p.m. for screenings.

**MOUNT HOLYOKE**  
FS 210  
**PRODUCTION WORKSHOP ON THE MOVING IMAGE**  
Elisabeth Subrin

An introductory course in the production and critical study of the moving image as an art form: hands-on exercises with video camcorder and editing equipment supplemented with screenings and critical reading.

Enrollment is limited to 15 students. Requisite: Permission of instructor. (Contact Film Studies Department before registration.) Class will meet Tuesday 1:00 p.m.–4:00 p.m., and Monday 7:00 p.m.–10:00 p.m. for screenings.

**AMHERST**  
Anthropology 45  
**MEDICAL ANTHROPOLOGY**  
James Trostle

This course covers major topics in medical anthropology, including biocultural analyses of health and disease, the social patterning of diseases, cultural critiques of biomedicine, and non-Western systems of healing. Case studies will be presented about specific diseases and therapeutic systems. Prerequisites: one anthropology course or permission of instructor.

**FIVE COLLEGE ASTRONOMY**

**COURSE LIST - FALL 1998**

**UNIVERSITY**  
ASTFC 113  
**THE SOLAR SYSTEM**  
William Irvine

**AMHERST**  
ASTFC 114  
**STARS AND GALAXIES**  
Steve Schneider

**SMITH**  
ASTFC 224H  
**STELLAR ASTRONOMY**  
Richard White

**UNIVERSITY**  
ASTFC 226  
**COSMOLOGY**  
William Dent

**AMHERST**  
ASTFC 330  
**SEMINAR: TOPICS IN ASTROPHYSICS**  
George Greenstein

**UNIVERSITY**  
ASTFC 451H  
**STARS AND STELLAR EVOLUTION**  
David Van Blerkom

**COURSE DESCRIPTIONS - FALL 1998**

**UNIVERSITY**  
ASTFC 113  
**THE SOLAR SYSTEM**  
William Irvine

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.

Class will meet Monday, Wednesday, Friday 1:25 p.m.–2:50 p.m. Class will begin Wednesday, September 9.

**AMHERST**  
ASTFC 114  
**STARS AND GALAXIES**  
Steve Schneider

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.

Class will meet Tuesday and Thursday 2:30 p.m.–3:45 p.m. Class will begin Thursday, September 10.

**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.

Class will meet Monday and Wednesday 2:30 p.m.–5:15 p.m. Class will begin Wednesday, September 9.

UNIVERSITY  
ASTFC 226  
**COSMOLOGY**  
William Dent

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.

Class will meet Tuesday and Thursday 2:30 p.m.–3:45 p.m. Class will begin Thursday, September 10.

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. Class will meet Monday and Wednesday 2:30 p.m.–3:45 p.m. Class will begin Thursday, September 9.

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 and degenerate matter and the evolution of stars to white dwarfs, neutron stars, or black holes; nucleosynthesis in supernova explosions; dynamics of mass transfer in binary systems; viscous accretion disks in star formation and X-ray binaries. No previous astronomy courses required. Prerequisites: four semesters of physics.

Class will meet Monday, Wednesday, and Friday 1:25 p.m.–2:45 p.m. Class will begin Wednesday, September 9.

## FIVE COLLEGE COURSES - SPRING 1999

### COURSE LIST - SPRING 1999

AMHERST

T&D H19s

**COMPARATIVE CARIBBEAN DANCE**

Yvonne Daniel

SMITH

Dan 142b B

**COMPARATIVE CARIBBEAN DANCE**

Yvonne Daniel

SMITH

Dan 375b

**ANTHROPOLOGY OF DANCE**

Yvonne Daniel

SMITH

FLS 280a

**VIDEO PRODUCTION WORKSHOP: FROM NUTS AND BOLTS TO VIDEO ART**

Crystal Griffith

UNIVERSITY

COMM 397

**SPECIAL TOPICS-ADVANCED 16MM FILM PRODUCTION**

Crystal Griffith

**MOHAMMED MOSSA JIYAD**

will be on leave spring semester 1999.

See narrative below.

AMHERST

Political Science 64

**SEMINAR ON INTERNATIONAL SECURITY POLITICS**

Michael Klare

UNIVERSITY

Italian 240

**INTERMEDIATE ITALIAN**

Elizabeth H.D. Mazzocco

UNIVERSITY

Geo 591V

**VOLCANOLOGY**

J. Michael Rhodes

AMHERST

English 82s

**PRODUCTION WORKSHOP ON THE MOVING IMAGE.**

Elisabeth Subrin

MOUNT HOLYOKE

FS 310

**PRODUCTION SEMINAR ON THE MOVING IMAGE**

Elisabeth Subrin

## COURSE DESCRIPTIONS - SPRING 1999

AMHERST

T&D H19s

**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.

SMITH

Dan 142b B

**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.

Class will meet Monday 7:00 p.m.-10:00 p.m.

SMITH

Dan 375b

**ANTHROPOLOGY OF DANCE**

Yvonne Daniel

This course is a cross-cultural examination of dance in the history of anthropology. It covers dance as both ritual behavior and theatrical performance. Through lectures, readings and films, the literature of dance anthropology is reviewed. 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. In addition, through dancing itself students are exposed to values that are embodied in dance movement. Prerequisite: 272 or permission of the instructor.

Class will meet Tuesday and Thursday 10:30 a.m.-12:00 noon.

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 is limited to 13. 4 credits.

UNIVERSITY  
COMM 397  
**SPECIAL TOPICS-ADVANCED 16MM FILM PRODUCTION**  
Crystal Griffith

In this class, intermediate to advanced level students will produce short collaborative and individual projects on 16mm, black and white film. Special emphasis will be placed on cinematography. Enrollment is limited to 13. 4 credits.

**MOHAMMED MOSSA JIYAD** will be on leave spring semester 1999. The continuation of first-year Arabic at Mount Holyoke and the University of Massachusetts will be taught by staff. The continuation of second-year Arabic at Mount Holyoke will also be taught by staff.

Additional courses in first-year Arabic (instructor: Professor Tayeb El-Hibri) will be taught at Amherst College and Smith College. Second-year Arabic (instructor: Professor Tayeb El-Hibri) will also be taught at the University of Massachusetts.

AMHERST  
Political Science 64  
**SEMINAR ON INTERNATIONAL SECURITY POLITICS**  
Michael Klare

An intensive investigation of current themes in international security politics, with particular emphasis on the central role played by the United States. Will begin by examining the domestic and international debate over what sort of global role the United States should play as the world's "sole superpower." Will then consider various aspects of U.S. policy and practice regarding international security affairs, including U.S.-Russian arms control agreements, U.S.-China relations, nuclear proliferation, the conventional arms trade, "rogue" states, NATO expansion, regional security (especially in the Middle East and the Asia-Pacific), U.N. peacekeeping and ethnic conflict. Students will be expected to discuss and debate these policy issues in class and to prepare a research paper on some aspect of contemporary international security politics.

UNIVERSITY  
Italian 240  
**INTERMEDIATE ITALIAN**  
Elizabeth H.D. Mazzocco

Using satellite transmissions, newspapers, magazines, and the WEB, students will increase their understanding of contemporary Italian culture. Through a selection of short readings, films, and short-subject videos, students will be introduced to cultural themes and concerns affecting Italy now and in the 21st century. Student projects will include short essays, oral presentations, and creative work like video production and web-page design.

UNIVERSITY  
Geo 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 is limited. 3 credits.

AMHERST  
English 82s  
**PRODUCTION WORKSHOP ON THE MOVING IMAGE.**  
Elisabeth Subrin

An introductory course in the production and critical study of the moving image as an art form: hands-on exercises with video camcorder and editing equipment supplemented with screenings and critical reading.

Enrollment is limited to 15 students. Requisite: Permission of instructor. (Contact Film Studies Department before registration.)

MOUNT HOLYOKE  
FS 310  
**PRODUCTION SEMINAR ON THE MOVING IMAGE**  
Elisabeth Subrin

An intermediate course in the theory and practice of film/video production as an art form. Included are hands-on video production and post-production workshops, as well as screenings and critical readings. Topics for the seminar will vary from year to year. Requisite: English 82f and/or permission of the instructor.

Seminar meets once weekly plus evening film screening. Enrollment is limited. (Contact Film Studies Department before registration.)

## **FIVE COLLEGE ASTRONOMY - SPRING 1999**

### **COURSE LIST- SPRING 1999**

SMITH  
ASTFC 15  
**HISTORY OF ASTRONOMY**  
Richard White

UNIVERSITY  
ASTFC 23  
**PLANETARY SCIENCE**  
Peter Schloerb

AMHERST  
ASTFC 25  
**GALACTIC AND EXTRAGALACTIC ASTRONOMY**  
George Greenstein

MOUNT HOLYOKE  
ASTFC 26  
**COSMOLOGY**  
Tom Dennis

UNIVERSITY  
ASTFC 38  
**TECHNIQUES OF RADIO ASTRONOMY**  
Ronald Snell

UNIVERSITY  
ASTFC 52  
**ASTROPHYSICS II: GALAXIES**  
James Lowenthal

## **COURSE DESCRIPTIONS - SPRING 1999**

SMITH  
ASTFC 15  
**HISTORY OF ASTRONOMY**  
Richard White

Astronomy and cosmology from earliest times, Egyptian, Babylonian, Greek, Islamic; the medieval universe; Middle Ages; Copernican revolution, the infinite universe; Newtonian universe; mechanistic universe of the eighteenth and nineteenth centuries. Gravitational theory; origin, structure, and evolution of stars and galaxies; developments in modern astronomy. This class is non technical, with emphasis on history and cosmology.

UNIVERSITY  
ASTFC 23  
**PLANETARY SCIENCE**  
Peter Schloerb

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.

Class will meet Tuesday and Thursday 2:30-3:45 p.m.

AMHERST  
ASTFC 25  
**GALACTIC AND EXTRAGALACTIC ASTRONOMY**  
George Greenstein

Computer and observational lab-based course. The basic observational properties of galaxies explored in an experimental format relaying on both telescopic observations and computer programming exercises. No previous computer programming experience required. Prerequisites: one semester of calculus, one semester of physics, and introductory astronomy.

Class will meet Monday and Wednesday 2:30 p.m.-3:45 p.m.

MOUNT HOLYOKE  
ASTFC 26  
**COSMOLOGY**  
Tom Dennis

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.

UNIVERSITY  
ASTFC 38  
**TECHNIQUES OF RADIO ASTRONOMY**  
Ronald Snell

With laboratory equipment, techniques, nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature and the transfer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth, and antenna efficiency. Techniques of beam switching, interferometry, and aperture synthesis. Basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; nonthermal sources. Applications to the sun, interstellar clouds, and extragalactic objects. Prerequisites: 2 semesters of physics and 2 semesters of calculus.

Class will meet Tuesday and Thursday 2:30 p.m.-3:45 p.m.

UNIVERSITY  
ASTFC 52  
**ASTROPHYSICS II: GALAXIES**  
James Lowenthal

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.

Class will meet Tuesday and Thursday 2:30 p.m.-3:45 p.m.

## CO-CURRICULAR COURSES

### CO-CURRICULAR COURSES - FALL 1998

#### WRITING AND READING PROGRAM

The Writing and Reading Program offers assistance to students interested in strengthening their communication skills. Because of the importance which writing acquires at Hampshire, 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 currently engaged. Generally, this means course work, divisional exams, proposals, 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, 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.

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, the course will also focus on study techniques and time management. Students will learn to read assignments with more precision, and transfer this new approach to their own writing.

Class will meet once a week for two hours. Enrollment is limited to 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.

WP 101

#### INTRODUCTION TO ANALYTICAL AND CREATIVE WRITING

Will Ryan/Ellie Siegel

This writing seminar explores different forms of academic and personal writing. Students will have the opportunity to improve expository writing skills, practice analytical writing in various disciplines, and try their hand at a personal essay and a short story. We will spend considerable time analyzing selected readings and developing writing strategies in response to those readings. We will also read a number of short stories and personal essays and use them as models for the creative writing section of the course. Students will have the opportunity for regular tutorial meetings with the instructors. Interested students should sign up in the Writing Center (ext. 5646) before the first class.

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

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.

WP/SS 242

#### CREATIVE WRITING IN SOCIAL SCIENCE

Will Ryan

This writing seminar explores the use of 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 twice a week for one hour and twenty minutes. Enrollment is limited to 16.

## LEMELSON CENTER FOR DESIGN

The Dorothy and Jerome Lemelson Center for Design is a design and fabrication facility open to the entire campus community. Its shop is equipped for work with non-wood materials, chiefly metals and plastics. Supervised access to a wide range of tools and equipment is available *after completing the Introductory Training*. These tools include: basic hand tools, power saws and drills, plastic forming equipment, sheet metal tools, sanding and polishing equipment, metal bending equipment and more. Additional trainings are available to gain access to the shop's arc and gas welding equipment and larger machine tools. Facility staff are available to provide one-on-one design and fabrication instruction. No prior experience is necessary and all skill levels are welcome.

### INTRODUCTORY TRAINING

This training is designed to provide easy access to the most frequently used tools and equipment in the shop. In these two sessions, we will review shop safety and shop use policies, provide instruction and demonstration for some of the frequently used tools, and allow time for students, working in groups, to complete a fabrication project. Training will take place in two 2 and one-half hour sessions.

### ARC WELDING

This training provides instruction in the operation of our arc welder capable of "stick" (SMAW) and "TIG" (GTAW) welding of steel and aluminum. Students will perform practice welds using the different methods. Training will take place in one 3 hour session.

### GAS WELDING

This training provides instruction in the operation of our oxy-acetylene equipment used for heating, cutting, welding and brazing metal. Students will use the equipment to practice the different methods. Training will take place in one 3 hour session.

### MACHINING

This four part training covers the general principles applied in any machining operation and specific instruction on the use of a vertical milling machine and metal lathe. Consisting of a combination of lecture, equipment demonstration and hands-on work, this training equips the student to be able to fabricate complex objects with great dimensional accuracy. Individual instruction on additional machine tools will be possible after completion of this training. Training will take place in four 2 and one-half hour sessions.

### TRAINING REGISTRATION

Trainings are offered during the first half of each semester and during January Term. A full schedule of trainings is listed in each semester's course guide supplement and the January Term course guide.

## ADDITIONAL OFFERINGS:

### BASICS OF MECHANICAL DRAFTING

This session will provide a quick and dirty lesson on the basic elements and symbols used to create "blueprint" drawings and pictorial views for effective graphic communication. This skill is essential for anyone interested in design and fabrication. Training will take place in one 2 hour session.

### 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. The exact design of the course will be determined by the interests of the students. This is a co-curricular activity. A small amount of reading will be required outside of class. Evaluations are available if requested.

Class will meet on Fridays 9:30 a.m.-12:00 p.m. at the Lemelson Center for Design. Enrollment is limited to 8.

### LIFE-WORK EXPLORATION

This workshop is sponsored by the Career Options Resource Center and taught by its director Andrea Wright. The workshop will meet twice a week all semester: Mondays and Wednesdays from 3:00-5:00 p.m. fall and spring semesters.

LWE is designed to help you 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 covered in the workshop 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 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 specific topics. Workshops will be advertised through mailings and posters. For information, call Paul Wright, the quantitative skills program director, at ext. 5571 or send e-mail to [pwright@hampshire.edu](mailto:pwright@hampshire.edu).



**FOREIGN LANGUAGES - FALL 1998**

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 A-4, 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 A4 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.

**CO-CURRICULAR COURSES - SPRING 1999**

BP 102  
**INTERPRETIVE SKILLS, PART II**  
 Shirley M. DeShields

A continuation of the fall course. This course provides a dynamic skill-development experience. Students will learn to read with more precision. Class meets weekly for two hours. Enrollment limit is 15, with instructor permission *after* the first class meeting. Prerequisite: BP 101.

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.

## FOREIGN LANGUAGES - SPRING 1999

FL 103

**INTENSIVE FRENCH**

FL 104

**INTENSIVE SPANISH**

These courses provide interested and motivated students an in-depth exploration of language and culture. Classes will meet two and one-half hours a day, three days a week, and will cover the skill areas of listening, speaking, reading, and writing with an emphasis on oral communication skills. Literature, 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 A4 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 AND RECREATIONAL ATHLETICS PROGRAM (OPRA)

### CURRICULUM STATEMENT

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

OPRA 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 - FALL 1998

OPRA 101

**BEGINNING SHOTOKAN KARATE**

Marion Taylor

OPRA 102

**INTERMEDIATE SHOTOKAN  
KARATE**

Marion Taylor

OPRA 104

**ADVANCED SHOTOKAN KARATE**

Marion Taylor

OPRA 106

**HATHA YOGA (M)**

Pamela Williams

OPRA 107

**HATHA YOGA (N)**

Pamela Williams

OPRA 108

**HATHA YOGA (O)**

Pamela Williams

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 185  
**TENNIS EYE-OPENER**  
Madelyn McRae

OPRA 186  
**TENNIS DRILLS AND THRILLS**  
Madelyn McRae

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

OPRA 229  
**WOMEN AND GIRLS IN THE  
OUTDOORS**  
Karen Warren

## COURSE DESCRIPTIONS - FALL 1998

*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.

Classes will meet during fall term on Monday and Wednesday, 6:00–7:30 p.m. in the Robert Crown Center.

OPRA 102  
**INTERMEDIATE SHOTOKAN KARATE**  
Marion Taylor

This course is for students who have completed OPRA 101.

Classes will meet Tuesday and Thursday, 6:00–8:00 p.m. in the Robert Crown Center.

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 6:00–8:00 p.m. in the Robert Crown Center. Instructor's permission is required.

OPRA 106  
**HATHA YOGA (M)**  
Pamela Williams

An exploration of traditional postures with the body, mind, and breath. This exploration will be a meditative experience including an introduction to the chakra system, breathing exercises (pranayama) and sitting meditation. All levels will be accommodated in each class with variations of the postures (asanas).

Class will meet in the South Lounge of the Robert Crown Center on Tuesday 4:30–6:00 p.m. Enrollment is limited to 20.

OPRA 107  
**HATHA YOGA (N)**  
Pamela Williams

Same as OPRA 106

Class will meet in the South Lounge of the Robert Crown Center on Wednesday 12:30–2:00 p.m. Enrollment is limited to 20.

OPRA 108  
**HATHA YOGA (O)**  
Pamela Williams

Same as OPRA 106

Class will meet in the South Lounge of the Robert Crown Center on Thursday 4:30–6:00 p.m. Enrollment is limited to 20.

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 on Monday and Wednesday 4:00–5:15 p.m. in the Robert Crown Center.

**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 Coordinations or step by step shooting form. The target, which is only six feet away, serves the archer as a mirror in order to reflect the status of the archer's mind and spirit.

Class will meet in the South Lounge of the Robert Crown Center on Tuesday and Thursday from 3:00-4:30 p.m.

**OPRA 116**

**INTERMEDIATE KYUDO**

Marion Taylor

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

Class will meet in the South Lounge of the Robert Crown Center on Monday and Wednesday 2:00-3:30 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 on Tuesday and Thursday from 12:00-1:00 p.m. in the Robert Crown Center. 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 on Tuesday and Thursday from 1:30-2:30 p.m. in the Robert Crown Center. 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 on Wednesdays from 1:30-2:45 p.m. for pool sessions and on Friday from 12:30-6:00 p.m. for river trips. To register, attend the first class. Enrollment is limited to 6 with instructor permission.

**OPRA 124**

**BEGINNING WHITEWATER KAYAKING (Y)**

Glenna Lee Alderson

This course is the same as OPRA 123.

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

**OPRA 126**

**BEYOND BEGINNING WHITEWATER KAYAKING**

Glenna Lee Alderson

This course is 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 on Thursday from 1:30-3:00 p.m. in the Robert Crown Center pool through Spring Break. After that, river trips will meet Thursday from 12:30-6:00 p.m. To register, sign up at the first class in the Robert Crown Center. Enrollment is limited to six with instructor permission.

**OPRA 141**

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

Glenna Lee Alderson

Becoming a competent performer in the water requires learning some fundamental skills. If you have the desire to learn to swim, here is the perfect opportunity! This class will focus on helping the adult student better understand and adapt to the water environment. We will work on keeping the "fun in fundamentals," as we learn floats, glides, propulsive movements, breath control and personal safety techniques. This course is taught by an American Red Cross certified instructor, and is otherwise known as Beginning Swimming—Level 1.

Class will meet on Wednesdays from 11:00 a.m.-12:00 noon. in the Robert Crown Center 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 Robert Crown Center 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 every Tuesday and Wednesday in the RCC pool from 6:00-8:00 p.m. Enrollment is limited to 10. Materials fee \$65. An additional lab fee will be charged for non-Five College participants.

**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 Robert Crown Center pool on Monday from 6:00–7:30 p.m., and elsewhere in the Robert Crown Center from 7:30–9:00 p.m. for classroom instruction. Fee: \$195 plus mask, fins, snorkel, and text. All other equipment provided. Prerequisite: adequate swimming skills.

**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 from 12:30–5:30 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 from 12:30–6:00 p.m. Enrollment is limited to 12.

**OPRA 174**  
**BASIC FITNESS AND TRAINING**  
 Troy Hill

This course will give students background knowledge, first-hand experience in stretching, weight lifting and aerobic conditioning. We will cover the basics of flexibility training, using your heart rate to guide aerobic conditioning, and 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 Tuesdays and Thursdays 8:30–10:00 a.m. in the MultiSport Center. Enrollment is limited to 12.

**OPRA 185**  
**TENNIS EYE-OPENER**  
 Madelyn McRae

If you want to play regularly and are seeking new friends in this great sport, join the club, literally. Open to HC students, faculty, and staff, this intermediate group will play under the guidance of Maddie McRae. Clinics will be a part of the course, emphasizing certain aspects of the game, e.g., serves, doubles play, and drills.

Class will meet Wednesday and Friday mornings from 8:00–9:30 a.m. at the MultiSport Center. Enrollment is limited to 12. Instructor's permission is required. Call Maddie at extension 5785.

**OPRA 186**  
**TENNIS DRILLS AND THRILLS**  
 Madelyn McRae  
 Same as OPRA 185.

Class will meet Fridays 5:00–6:30 p.m. at the MultiSport Center. Enrollment is limited to 8. Instructor's permission is required. Call Maddie at extension 5785.

**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 to develop and work with curricula 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.

**OPRA 229**  
**WOMEN AND GIRLS IN THE OUTDOORS**  
 Karen Warren

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

This course is for women who are Division II or III students with prior knowledge, experience or studies in women's outdoor issues. The course content will involve and reflect the interests of women in the class.

Class will meet for one three and a half hour session per week plus a weekend camping trip.

## **OUTDOORS AND RECREATIONAL ATHLETICS PROGRAM - SPRING 1999**

### **COURSE LIST - SPRING 1999**

OPRA 101  
**BEGINNING SHOTOKAN KARATE**  
Marion Taylor

OPRA 102  
**INTERMEDIATE SHOTOKAN KARATE**  
Marion Taylor

OPRA 104  
**ADVANCED SHOTOKAN KARATE**  
Marion Taylor

OPRA 106  
**HATHA YOGA (M)**  
Pamela Williams

OPRA 107  
**HATHA YOGA (N)**  
Pamela Williams

OPRA 108  
**HATHA YOGA (O)**  
Pamela Williams

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  
**TENNIS EYE-OPENER**  
Madelyn McRae

OPRA 186  
**TENNIS DRILLS AND THRILLS**  
Madelyn McRae

OPRA 218  
**OUTDOOR LEADERSHIP**  
Karen Warren

### **COURSE DESCRIPTIONS - SPRING 1999**

*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 on Monday and Wednesday, 6:00–7:30 p.m. in the Robert Crown Center. 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 6:00–7:30 p.m. in the Robert Crown Center. 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 from 6:00–8:00 p.m., in the Robert Crown Center. Instructor permission.

**OPRA 106  
HATHA YOGA (M)**

Pamela Williams

An exploration of traditional postures with the body, mind, and breath. This exploration will be a meditative experience including an introduction to the chakra system, breathing exercises (pranayama) and sitting meditation. All levels will be accommodated in each class with variations of the postures (asanas).

Class will meet in the South Lounge of the RCC on Tuesday 4:30–6:00 p.m. Enrollment is limited to 20.

**OPRA 107  
HATHA YOGA (N)**

Pamela Williams

Same as OPRA 106

Class will meet in the South Lounge of the RCC on Wednesday 12:30–2:00 p.m. Enrollment is limited to 20.

**OPRA 108  
HATHA YOGA (O)**

Pamela Williams

Same as OPRA 106

Class will meet in the South Lounge of the RCC on Thursday 4:30–6:00 p.m. Enrollment is limited to 20.

**OPRA 112  
INTERMEDIATE AIKIDO**

Rob Hayes

This will be a continuing course in Aikido and, therefore, requires 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 be held on Monday and Wednesday from 4:00–5:15 p.m. in the Robert Crown Center South Lounge. 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 Robert Crown Center on Tuesday and Thursday from 3:00–4:30 p.m.

**OPRA 116  
INTERMEDIATE KYUDO**

Marion Taylor

This course will extend to the Hitote or two arrow form of Zen Archery. The students will be able to shoot outdoors after Spring Break and try longer range shooting. The course can only be taken by people who have completed OPRA 115.

Class will meet in the South Lounge of the Robert Crown Center on Monday and Wednesday 2:00–4:00 p.m.

**OPRA 118  
BEGINNING T'AI CHI**

Denise Barry

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

Class will meet on Tuesday and Thursday from 12:00–1:00 p.m. in the Robert Crown Center. Enrollment is open. Register by attending the first class.

**OPRA 119  
CONTINUING T'AI CHI**

Denise Barry

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

Class will meet on Tuesday and Thursday from 1:30–2:30 p.m. in the Robert Crown Center. Enrollment is open. Register by attending the first class.

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

Earl Alderson

No experience required except swimming ability. Learn the fundamentals of kayaking and basic whitewater skills including strokes, rescue maneuvering, eddy turns, ferrying, bracing, river reading, surfing, equipment, and the kayak roll.

Class will meet on Wednesday from 1:30–2:45 p.m. in the pool until Spring Break. After that, class will meet on Friday from 12:30–6:00 p.m. for a river trip. To register, sign up at the first class in the Robert Crown Center. Enrollment is limited to 6 per section by instructor permission.

**OPRA 124**  
**BEGINNING WHITEWATER KAYAKING (Y)**  
 Glenna Lee Alderson

Same description as above except the class will meet on Wednesday from 2:45 p.m.–4:00 p.m. in the pool. After that, the class will meet on Friday from 12:30 p.m.–6:00 p.m. for a river trip. To register, sign up at the first class in the Robert Crown Center. Enrollment limit six per section by instructor permission.

**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 on Thursday from 1:30–3:00 p.m. in the Robert Crown Center pool through Spring Break. After that, river trips will meet Thursday from 12:30–6:00 p.m. To register, sign up at the first class in the Robert Crown Center. Enrollment is limited to 6 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 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 on Wednesdays from 11:00 a.m.–12:00 noon in the Robert Crown Center 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 Robert Crown Center 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 every Tuesday and Wednesday in the Robert Crown Center pool from 6:00–8:00 p.m. Enrollment is

limited to 10. Materials fee is \$65. An additional lab fee will be charged for non-Five College participants.

**OPRA 149**  
**OPENWATER SCUBA CERTIFICATION**  
 Project Deep

This is an N.A.U.I.-sanctioned course leading to open water SCUBA certification. One and one-half hours of pool time and one and one-half hours of classroom instruction per week. Classes will meet at the Robert Crown Center pool on Monday from 6:00 p.m.–7:30 p.m., and elsewhere in the Robert Crown Center from 7:30–9:00 p.m. for classroom instruction. Fee: \$195 plus mask, fins, snorkel, and text. All other equipment is provided. Prerequisite: adequate swimming skills. Enrollment is open.

**OPRA 151**  
**BEGINNING TOP ROPE CLIMBING**  
 Earl Alderson

This class begins after Spring Break. It is for people with little or no climbing experience. It will cover basic safety techniques, rope work, knots, and climbing techniques. Enjoy the opportunity to exercise your body and mind through such media as an indoor climbing wall and local climbing areas. The climbing wall will open the first Thursday after January Term ends from 3:30 p.m.–5:30 p.m. All persons interested in taking Beginning Climbing are encouraged to attend these sessions.

Class will meet Thursday from 12:30–6:00 p.m. starting after Spring Break. Enrollment is limited to 12.

**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 1:00–4:30 p.m. until Spring Break. After Spring Break, class will meet from 12:30–5:30 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 Robert Crown Center on Wednesdays from 3:30–6:00 p.m. until Spring Break.

**OPRA 174**  
**BASIC FITNESS AND TRAINING**  
 Troy Hill

This course will give students background knowledge, first-hand experience in stretching, weight lifting and aerobic conditioning. We will cover the basics of flexibility training, using your heart rate to guide aerobic conditioning, and 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 Tuesdays and Thursdays 8:30–10:00 a.m. in the MultiSport 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." There is no prior skiing experience 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 Robert Crown Center from 12:00 noon–6:00 p.m. on Tuesdays.

**OPRA 185**  
**TENNIS EYE-OPENER**  
 Madelyn McRae

If you want to play regularly and are seeking new friends in this great sport, join the club, literally. Open to HC students, faculty, and staff, this intermediate group will play under the guidance of Maddie McRae. Clinics will be a part of the course, emphasizing certain aspects of the game, e.g., serves, doubles play, and drills.

Class will meet Wednesday and Friday from 8:00–9:30 a.m. at the MultiSport Center. Enrollment is limited to 12. Instructor's permission is required. Call Maddie at extension 5785.

**OPRA 186**  
**TENNIS DRILLS AND THRILLS**  
 Madelyn McRae  
 Same as OPRA 185.

Class meets Fridays 5:00–6:30 p.m. at the MultiSport Center. Enrollment is limited to 8. Instructor's permission is required. Call Maddie at extension 5785.

**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 Tuesdays from 1:00–5:00 p.m. and Thursdays from 1:00–3:00 p.m.

## 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 on-going 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); both 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 agricultural and environmental issues facing society today. Agricultural studies also involves programs in collaboration with the larger farming community.

### 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 the 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 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 and connecting link for 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 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 CONNECTIONS AND SOCIAL CHANGE

Community Connections is an organization that grew out of a merger of the Public Service and Social Change Program (PSSC) and the Community Service Scholars Project (CSSP). Community Connections integrates students' experiences in the community with their academic program. Through Community Connections, students who wish to be active in community organizations during the school year are helped to find appropriate internships. Students can engage in internships in organizations that promote social change, as well as in a variety of placements such as battered women's shelters, health care agencies, and other human service organizations. There are many internships available involving work with children and youth in after school settings, preschools, art enrichment programs, and youth empowerment projects. Transportation to most internship sites is provided for students who do not have their own cars. For students who are eligible for work/study stipends, arrangements can be made with the Financial Aid Office for off-campus community service work/study funds to cover at least some of the hours of the internship.

Students who do their internships through Commu-

nity Connections should be committed to fairly extensive participation in community service and community-based learning. Training and support sessions are available throughout the semester and during the January term to Community Connections interns to help them get more out of their internship experiences. Integration of community work and the academic program is emphasized and students are encouraged to make their community work a central component of the Division II and/or the Division III. Students participating in Community Connections internships are advised to take courses that encourage the integration of community issues with the course content. The goal is to gain knowledge about the larger social contexts of the issues encountered in the community and/or to enhance skills they can utilize in their community service (such as teaching/tutoring, computer or video skills, foreign language acquisition, writing, preventive health care approaches, etc.).

In addition to school year internships, Community Connections sponsors a summer internship program for students receiving financial aid at Hampshire. Through a competitive process, 10 to 14 upper-level Division II students are selected every year to receive stipends for internships in social change/public policy organizations throughout the Northeast. These internships must be related to the students' Division II concentration.

## COMPUTER STUDIES

Computer systems are now important parts of most of our lives. From machines which 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 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 coursework in computer science and mathematics enables Hampshire students to undertake upper-division work in a variety of computer-related areas at Hampshire and the Five Colleges. Faculty and students also address issues related to the use of computing and related technology in this country and the Third World. Students interested in Computer Studies should contact Richard Muller at extension 5687.

Computing facilities at Hampshire include 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 Colleges, and worldwide information sources. The college uses equipment from a variety of manufacturers.

Students at Hampshire can purchase personal computers through the college at significantly 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 the natural environment and the relationship between nature and human culture. This undertaking is inherently multidisciplinary. Students work with more than fifteen faculty, based in natural and social sciences, communications, and the humanities, to shape individual programs of study. 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 impact, appropriate technology, sustainable agriculture, political activism, land use policy, nature writing, 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 of "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

## 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 multi-disciplinary 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.

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## SCIENCE EDUCATION PROGRAM

The Science Education Program sponsors a variety of initiatives which 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, as well as a summer program at Hampshire for in-service teachers. The New England League for Science Activity, coordinated by Hampshire College, is a consortium of 8 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 Karen Sullivan, (413) 582-5792 (after July 1, 1998, (413) 559-5792); e-mail: [Karen@persephone.hampshire.edu](mailto:Karen@persephone.hampshire.edu).

## THE SOUTHWEST PROGRAM

The Southwest Program at Hampshire College offers the opportunity for intensive study both at Hampshire and through hands-on fieldwork in the Southwest. There are numerous courses focused on the Southwest taught regularly at Hampshire and other institutions in the Five Colleges. In addition, Hampshire faculty "move the classroom" to the Southwest every other spring for an intensive field experience for students. Starting with the 1999 January Term and extending through the Spring semester, Hampshire and Five College students can participate in the Semester-in-the-Southwest with Hampshire College faculty. During this time, students will conduct independent field research and take courses taught by Hampshire College faculty and faculty at Fort Lewis College in Durango, Colorado. Field courses with Hampshire faculty include Anthropology and Tourism in the Southwest, Methods in Bioarchaeology, Medical Anthropology, and Southwest Field Projects. In addition to these Hampshire field classes, students may enroll in any number of courses being offered at Fort Lewis College, including courses from their Southwest Studies Program and language department. The NS School Office has the 1998-99 Fort Lewis College catalog.

Hampshire College has entered into a partnership with Fort Lewis College because of a shared philosophy of education and because of an exemplary set of resources available to students on the Southwest. Small classes and individual attention are the hallmarks of FLC's educational mission. The brand new Center for Southwest Studies, the "heart and soul" of Southwest culture and history, houses research and teaching space. Archival materials include over 15,000 books and manuscripts, 8,000 precontact artifacts, 2,000 ceramic vessels, 150 Navajo weavings, 140 Native American baskets, 400 special collections, 700 oral histories, 35,000 historic photographs, and many other resources focused on the region.

The major focus of the Semester-in-the-Southwest is to work directly with faculty in the field doing original research projects. Students matriculate at their home institutions and travel to Durango, Colorado, where they will be housed on the campus of Fort Lewis College. Under the guidance of two Hampshire faculty, students can take courses, obtain language training, conduct field research, and utilize the vast resources in that area (the Center for Southwest Studies, heritage centers, museums, health facilities, archaeological sites, national parks, land formations, Native American homelands, and many others). Students interested in participating in the Semester-in-the-Southwest should contact Debra Martin or Alan Goodman in the School of Natural Science early in the fall of 1998 for further information.

## 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 the social, ethico-political and conceptual founda-

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 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 which separate us and to pose questions which reach beyond these boundaries.

The Feminist Studies Program encourages women students to think and plan for their distinctive needs during their undergraduate careers, and for the special challenges they will confront as women after graduation. We emphasize future possibilities in women's public and private lives. Students can concentrate in feminist studies or incorporate feminist studies into concentrations in any of the 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 Coordinator, Margaret Cerullo at 413-582-5514.

## **LAW PROGRAM**

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

The Law Program regularly sponsors speakers, films, and other 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 Law Program 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 which draw from Law Program courses or which include some contribution of the Law Program in 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. (Pre-law 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.

## **LEMELSON CENTER FOR DESIGN**

The Dorothy and Jerome Lemelson Center for Design is a design and fabrication resource open to the entire campus community. The facility contains a Fabrication Shop equipped for work with non-wood materials, chiefly metals and plastics, as well as a Design Lab equipped for manual and computer aided drafting and computer modeling. The Fabrication Shop is supervised by full-time staff and is open six days a week including three evenings per week. The shop manager and supervisor conduct trainings to prepare students to use the facility and provide ongoing instruction and design assistance as needed. The facility may be used for both academic and personal projects and is located on the north side of the Studio Arts building. See the CO-CURRICULAR COURSES section for more information.

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tions of technologies and sciences. Ongoing projects which would welcome student participation include: helping the Amazon rainforest Secoya Nation survive, especially with participant research on indigenous aquaculture in Ecuador; citizen-driven clean-up and monitoring of military nuclear and toxic waste; quantum mechanics and the creation of physical reality; 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 of science.

### **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 a thing as the Third World, but we argue that there are legitimate historical reasons for linking the peoples of Africa, Asia, and Latin American 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 U.S.) 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.

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## FACULTY BIOGRAPHIES

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### EXPERIMENTAL SCHOOL OF COGNITIVE SCIENCE

*The following are Hampshire faculty, staff faculty associates and faculty affiliates in this school:*

**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). Ray has been a past New England sled dog racing champion and now works with rare breeds of sheep dogs. His research leads to numerous technical and popular publications in most of these fields. Ray is on sabbatical leave AY 1998-99.

**Joseph Hernandez Cruz**, 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. 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.

**Mark Feinstein**, professor of linguistics and dean of advising, holds a Ph.D. from the City University of New York. 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 has published papers on phonological structure, communication in the canids, and the evolution of vocal behavior.

**James Miller**, professor of communications, has teaching and research interests in new media technology and policy and the critical study of journalistic practice. He also teaches on political culture and propaganda. Convener of the Five College Faculty Seminar in Journalism, he is a long-time member of the Five College Canadian Studies steering committee. He has been a Fulbright researcher based in Paris. His current work includes study of newspapers of the future.

His Ph.D. is from the Annenberg School of Communications at the University of Pennsylvania.

**W. Carter Smith**, assistant professor of psychology, holds a B.A. from Grinnell College and will receive a Ph.D. in psychology from Cornell University. Her current research interests include the development of conceptual thinking and the origin of tool use in very young children. She has taught widely in developmental psychology and cognitive science and has also done graduate work in physics. She received the Sage Graduate Fellowship and the Graduate Teaching Award at Cornell.

**Lee Spector**, associate 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. He is interested in learning, visual and auditory perception, and the psychology of language. His current research interests are in music perception and in the psychology of science learning. He has also written and consulted widely on undergraduate cognitive science education. Neil is on leave of absence in fall 1998 and sabbatical leave in spring 1999.

**Bonnie Vigeland**, staff faculty associate and librarian for Cognitive Science, has undergraduate and graduate degrees in comparative literature from Brown University and the University of Massachusetts, and a degree in library science from Simmons College. She is interested in research methods, education and technology issues, film and media studies, and cultural studies.

**Steven Weisler**, professor of linguistics, has a Ph.D. in linguistics from Stanford University and an M.A. in communication from Case Western Reserve University. His main interests are in semantics, syntax, language acquisition, and the philosophy of language. He is also the director of Hampshire's Innovative Instruction Laboratory, where he works with students and other faculty members on educational applications of interactive multimedia technology.

#### Faculty Affiliates:

Merle Bruno  
Alan Goodman  
Kenneth Hoffman  
Lynn Miller  
Michelle Murrain  
Donald Poe  
Susan Prattis



## SCHOOL OF HUMANITIES, ARTS, AND CULTURAL STUDIES

**Joan Braderman**, professor of television production, 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, in many galleries, festivals, cable stations, and universities internationally and are in the permanent collections of such museums as the Stedelijk in Amsterdam, the Centre Pompidou in Paris, and the Institute of Contemporary Art in London. She has written and spoken widely on the politics of representation in video and film and was a founding member of *Heresies, A Feminist Journal on Art and Politics*. Writing about her work has appeared in such places as *The Village Voice*, *The Independent*, *Afterimage*, *Contemporanea*, and *The Guardian* (London). She has received grants from the Jerome Foundation, New York State Council on the Arts, Massachusetts Council on the Arts, New York Foundation on the Arts, and others. She has taught at the School of Visual Arts, N.Y.U., etc., and her teaching interests continue in video production in a variety of genres and in film, video, art, and media history and theory.

**Bill Brand**, 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 will be on sabbatical leave this academic year.

**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.

**Jacqueline Hayden**, associate professor of photography and film, has an M.F.A. from Yale University School of Art. She has been on the faculty of The Hartford Art School, Ohio State University, Chautauqua Institution School of Art and a visiting artist at New York University, Parsons School of Design, School of the Visual Arts. Her work is in many museum collections and has appeared in numerous exhibitions around the country. She is the recent recipient of a John Simon Guggenheim Fellowship, a Northeast Regional and National Individual Artist Fellowship from the National Endowment for the Arts.

**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.

**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, has written on topics ranging from alchemy to Russian folklore and literature. Her book *Mother Russia: The Feminine Myth in Russian Culture* is an interpretive study of Russian history from the prehistoric to the present era. She has supervised divisional exams in European cultural history, literature, film and art history, and in approaches to the study of mythology.

**Ann Kearns**, professor of music, is director of the Hampshire College Chorus. She holds a 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. Ann will be on sabbatical leave spring 1999.

**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.

**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.

**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.

**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 both in the United States and Europe. These include "Politics and the Graphic Art of the Belgian Avant-Garde," "Belgian Art Nouveau Sculpture," "Print Culture in the Age of the French Revolution," "Constantin Meunier: A Life of Labor," and "Constantin Meunier's *Monument au travail*." Sura will be on sabbatical leave spring 1999.

**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 co-founder 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. Judith will be on sabbatical leave fall 1998.

**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 A.M. 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.

**Sherry Millner**, 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.

**Delilah Montoya**, visiting assistant professor of photography, received her B.A., M.A., and M.F.A. 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.

**Rebecca Nordstrom**, professor of dance/movement, holds a B.A. in art from Antioch College and an M.F.A. in dance from Smith College. She was co-founder of Collaborations Dance-Works in Brattleboro, Vermont, and has performed with Laura Dean Dancers and Musicians in New York City. She has taught at Windham College and the University of Delaware. Areas of special interest are choreography, improvisation, and Laban Movement Analysis. Rebecca will be on sabbatical leave this academic year.

**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.

**Walid Ra'ad**, assistant professor of video production and criticism, holds a Ph.D. in cultural and visual studies from 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 post-colonialism. Walid will be on sabbatical leave spring 1999.

**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 video maker and media consultant. He has received fellowships from the National Endowment for the Arts, Massachusetts Council on the Arts and Humanities, The Japan Foundation and the Artists Foundation, among other awards. His films have been screened internationally at sites including The Museum of Modern Art and Anthology Film Archives in New York City, Innis Film Society, Canada, and Image Forum, Japan. Professor Ravett is a recipient of a 1994 John Simon Guggenheim fellowship in filmmaking.

**Eva Rueschmann**, visiting assistant professor of comparative literature 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 and cultural readings of sister relationships in contemporary world cinema.

**Mary Russo**, dean of the school of humanities, arts and cultural studies, professor of literature and critical theory, earned a Ph.D. in romance studies from Cornell. She has published widely in the fields of European culture, semiotics, cultural studies and feminist studies. Her book, *Female Grotesque: Risk, Excess and Modernity*, was published by Routledge. She has co-edited *Nationalism and Sexualities*, also published by Routledge, and another book, *Design in Italy: Italy in Europe, Africa, Asia and the Americas*, published by the University of Minnesota Press.

**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, literature and culture of the 1930s among others.

**Kane Stewart**, staff faculty associate in the school of humanities, arts and cultural studies, received his B.A. from Hampshire College and his M.F.A. from the University of Massachusetts, Dartmouth. He is currently faculty's director of the film and photography program at Hampshire College. Kane has taught film and photography at Hampshire College and the University of Massachusetts, Dartmouth. His photographs are exhibited regionally and have received awards in juried exhibitions.

**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*.

## EXPERIMENTAL SCHOOL FOR INTERDISCIPLINARY ARTS

*The following are Hampshire faculty, staff faculty associates and faculty affiliates in this school:*

**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.

**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 play writing 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*.

**Deborah Gorlin**, staff faculty associate and co-director of the writing program, received a B.A. from Rutgers University and an 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*.

**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*.

**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.

**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.

**Jill Lewis**, professor of literature and feminist studies, holds a B.A. and a Ph.D. in French literature from Newham Coaches courses exploring the connections between culture and politics—with specific focus on questions of gender and sexual identity, post-colonialism and cultural difference. At Hampshire one semester a year for 20 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. Jill will be on leave of absence academic year 1998-99.

**Kym Moore**, assistant professor of theatre, received her B.A. in Theatre Arts from the State University of New York at New Paltz, 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. Kym is on sabbatical in fall 1998.

**Julie Shapiro**, visiting associate professor of art, received her B.A. from the University of California, Santa Cruz and her M.F.A. 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.

**Ellie Siegel**, staff faculty associate, 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.

#### *Faculty Affiliates:*

Rachel Conrad  
Robert Goodman  
Daphne Lowell  
Maria deLourdes Mattei  
Rebecca Nordstrom  
Abraham Ravett  
Lee Spector

### **SCHOOL OF NATURAL SCIENCE**

*The following are Hampshire faculty and staff faculty associates in this school:*

**Dula Amarasiwardena**, associate professor of chemistry, has a Ph.D. in Analytical Chemistry from North Carolina State University and his undergraduate work was completed at the University of Ceylon in Sri Lanka. He has 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 activism in environmental groups through lobbying and education. Professor Amarasiwardena will be on sabbatical during the spring 1999 semester.

**Howard N. Barnum**, quantum computation postdoctoral researcher.

**Herbert J. Bernstein**, professor of physics, received his B.A. from Columbia, his M.S. and Ph.D. from University of California, San Diego, and 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 MIT, the World Bank, American Association for the Advancement of Science, NSF, and 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. Professor Bruno will be on sabbatical during the spring 1999 semester.

**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 aqua culture research in the Hampshire bioshelter. She teaches courses in ecology, marine ecology, natural history, aqua culture, and environmental science. Professor D'Avanzo will be on sabbatical during the spring 1999 semester.

**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 undernutrition and child development 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 post-doctoral work in immunology at the National Cancer Institute at the NIH. His research and teaching interests

include T-cell development and cellular signal transduction. Other interests include astronomy, mythology, skydiving and zymurgy.

**David C. Kelly**, associate professor of mathematics, has taught at New College, Oberlin, and Talladega College. He holds an A.B. from Princeton, an S.M. from MIT, and an A.M. 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. Professor Kelly will be on sabbatical during the fall 1998 semester.

**Nancy Lowry**, professor of chemistry, holds a Ph.D. from MIT in organic chemistry. She has taught at Hampshire since the fall of 1970. She has coordinated women and science events at Hampshire and has published articles concerning the scientific education of women. Her interests include organic molecules, stereochemistry, science for non-scientists, cartooning, the bassoon, and toxic substances. She was dean of natural science from 1989 to 1993.

**Debra L. Martin**, professor of biological anthropology and director of the Southwest Program, received her Ph.D. at the University of Massachusetts/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 effects 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. Ann is also interested in Third World health issues, especially in Africa. Professor McNeal will be on sabbatical during the fall 1998 semester.

**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 (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 International Livestock Center for Africa. He has done research in nutritional physiology and biochemistry at Ohio Agricultural Research and Development Center. Ben's teaching and research interests include food insecurity and malnutrition in the developing world, sustainable agriculture, and improvement of efficiency of nutrient utilization.

**Susan Prattis**, assistant professor of comparative health, received her interdisciplinary B.A. in Bio-Psychology from Amherst College, her V.M.D. from the University of Pennsylvania, and her Ph.D. in Veterinary Medicine Sciences from North Carolina State University. She is a diplomat of the American College of Laboratory Animal Medicine, and did her postdoctoral work in laboratory animal and experimental medicine at Rockefeller University. Her research training has included embryology, cell and developmental biology, statistical survey analysis, surgical sciences, and animal models development, especially those of the neuromuscular, immunological and cardiovascular systems as well as those involving infectious diseases. She has taught at the University of Chicago, Tufts University, the State University of New York at Buffalo, and Becker College. Her academic interests include biomedical topics such as adhesion molecule and matrix biology, neurobiology, tumor biology, aging, alternatives modeling, veterinary and agricultural science, cellular pathology, environmental health and ethics, as well as a particular interest in interdisciplinary construction of knowledge across fields. Her other interests include music in all of its forms, the arts, literature, humor, outdoor activities, and animal-related activities.

**John B. Reid, Jr.**, professor of geology, has pursued his research on lunar surface and earth's interior at the Smithsonian Astrophysical Observatory, the Geochronology Laboratory at MIT, Rensselaer Polytechnic Institute, and the Los Alamos Scientific Laboratory. He received his Ph.D. from MIT. His professional interests involve the study of granitic and volcanic rocks as a means of understanding the chemical evolution of the earth's crust, the evolution of the flood-plains of rivers, particularly that of the Connecticut River in the evolution of coastal salt marshes, and in acid rain impacts on the New England landscape. Professor Reid will be on sabbatical during the spring 1999 semester.

**Steve Roof**, visiting assistant professor of geology, received his B.S. from the University of California at Santa Cruz, his M.S. from Syracuse University, and his Ph.D. from the University of Massachusetts at Amherst. His research

focuses on the nature of global climate change, especially glacial-interglacial cycles. He is also interested in environmental concerns and their solutions, sedimentary processes, and the influence of glaciers and rivers on the landscape.

**Lauret Savoy**, adjunct associate professor of geology, received her B.A. from Princeton University, her M.S. from the University of California, Santa Cruz, and her Ph.D. from Syracuse University. 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 and world peace.

**Helaine Selin**, Natural Science librarian.

**Karen Warren**, OPRA instructor.

**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 Stony Brook University of SUNY. His research interests center around laser physics and holography. One of his main goals at Hampshire is to create laboratory programs in the physical sciences and an appropriate technology center to help all students, regardless of their course of study, with their increasingly probable collision with technological obstacles. Fred is also a committed and experienced practitioner of meditation who periodically offers instruction in this discipline.

## SCHOOL OF SOCIAL SCIENCE

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

**Aaron Berman**, professor of history and dean of advising, received his B.A. from Hampshire College, and M.A. and Ph.D. in United States history from Columbia University. He is particularly interested in the dynamics of ideology and politics, the development of the American welfare state, American ethnic history, American Jewish history, and the history of Zionism and the Arab-Israeli conflict.

**Myrna M. Breitbart**, 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 on 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. She will be on sabbatical spring term.

**Margaret Cerullo**, professor of sociology and feminist studies, co-dean of Social Science, and Enfield House co-director 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.

**Rachel Conrad**, assistant professor of developmental psychology, received an A.B. from Harvard in English and American literature and a Ph.D. in psychology from the University of California at Berkeley. Her interests include emotional and early social development, developmental psychopathology, and psychology and literature. She is also trained as a clinical child psychologist. She will be on sabbatical spring term.

**Susan Darlington**, associate professor of anthropology and Asian studies, 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. Sue heads Hampshire's January Term in India Program, taking students to study Tibetan Buddhism. 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 co-dean 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 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. Her special interests include American social history with emphasis on history of reform, women's history, Jewish history, and the history of professionalism. She is currently director of the Jeremiah Kaplan Program in modern Jewish studies. Her most recent research is on grassroots environmental activists. A book, co-authored with Myron Glazer, entitled *Environmental Crusaders* will be published in the summer of 1998. She will be on sabbatical spring term.

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

**Betsy Hartmann**, director of the Population and Development Program, received her B.A. from Yale University. She is a long-standing member of the international women's health movement and currently helps coordinate the Committee on Women, Population and the Environment. She writes and lectures frequently on population and development issues, both within the United States and overseas. She

is the author of *Reproductive Rights and Wrongs: The Global Politics of Population Control*, a newly revised edition published by South End Press in 1995. She is the co-author of *A Quiet Violence: View from a Bangladesh Village* and two studies of family planning and health policy in Bangladesh. Her articles have appeared in both scholarly and popular publications.

**Frank Holmquist**, professor of politics, received his B.A. from Lawrence University, and his M.A. and Ph.D. from Indiana University. His interests are in the areas of comparative politics, peasant political economy, and African and Third World development.

**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 co-author of several books, including *American Arms Supermarket* (1984), *Low-Intensity Warfare* (1988), *Peace and World Security Studies: A Curriculum Guide* (1994), and *Rogue States and Nuclear Outlaws* (1995). His articles on international relations and military affairs have appeared in many journals, including *Arms Control Today*, *Bulletin of the Atomic Scientists*, *Current History*, *Foreign Affairs*, *Harper's*, *The Nation*, and *Technology Review*. He serves on the board of the Arms Control Association and the Educational Foundation for Nuclear Science, and is a member of the Committee on International Security Studies of the American Academy of Arts and Sciences.

**Lourdes Mattei**, associate professor of clinical developmental psychology, received her undergraduate degree from the University of Puerto Rico and her Ph.D. from the University of Massachusetts in Amherst. She has worked for many years as a clinical psychologist in a variety of settings such as academia, community mental health, private practice and the theater. Her interests include psychoanalytic theory and practice, child development, cross-cultural psychology, women's studies, theater, and Puerto Rican culture.

**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 history, 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, 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, as well as the recent history of Germany and the countries of East Central Europe.

**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-Ozguera**, 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 the 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. He will be on sabbatical spring term.

**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; Lyons and Burford recently published his book on fly fishing for smallmouth bass.

**Mitziko Sawada**, visiting associate professor of history, received her undergraduate training at Tokyo Jishidaigaku and Reed College. After two decades as a research and editorial assistant, mother, housewife, teacher, and community activist, she received her Ph.D. in U.S. social history and modern Japan. Her courses in U.S. history address politics, culture, and ideology, drawing on issues of race, gender, and immigration, including the history of Asian Americans. She also offers courses on comparative historical understandings of nineteenth- and twentieth-century U.S.-Japan/East Asia.

**Stephanie Schamess**, visiting associate professor of psychology and co-director of Community Connections, 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 Universität Göttingen in Germany and recently completed her Ph.D. at Stanford University. Her teaching interests focus on 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. She will be on sabbatical all year.

**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 de-industrialization, 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. She will be on sabbatical all year.

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\* on leave

# HAMPSHIRE COLLEGE SCHEDULE OF CLASSES - FALL 1998

## EXPERIMENTAL SCHOOL OF COGNITIVE SCIENCE

Course	Title	Instructor	Method	Limit	Time	Enrollment	Location
CS 104⊕	Cognitive Science Fiction	Spector	Open	25	TTh 1030-1150		ASH AUD
CS/IA 109⊕	Computing Concepts	Spector	Open	25	TTh 9-1020		ASH AUD
CS 110⊕	Intro Cognitive Science	Cruz	Open	25	TTh 1230-150		ASH 126
CS 112⊕	Multimedia Computing	TBA	Open	20	TTh 2-320		ASH AUD
CS 120⊕	Animal Behavior/Cognition	Feinstein	Open	25	MW 1030-1150		FPH ELH
CS 126p⊕	The Internet/A Primer	J. Miller	Prosem	16	MW 9-1020		ASH 222
CS/SS 145	Human Aggression	Poe	Open	25	TTh 9-1020		FPH 107
CS 157p⊕	20th Century Philosophy	Ward	Prosem	16	TTh 9-1020		ASH 126
CS 158⊕	Cognitive Bases/Deception	C. Smith	Open	25	TTh 2-320		ASH 222
CS/NS 198	Ever Since Darwin	J. Miller	Open	25	TTh 9-1020		CSC 114
CS 204⊕	Brain and Cognition	TBA	Open	30	MW 9-1020		ASH 111
CS 220⊕	Origins/Thought/Knowledge	C. Smith	Open	20	MW 1030-1150		ASH 222
CS/NS 222	Biology/Disease/Brain	TBA	Prosem	15	WF 9-1020/230-520		CSC 302/lab
CS 245⊕	Early Modern Philosophy	TBA	Prosem	25	W 230-520		ASH 221
CS 268⊕	On-Line Journalism	TBA	Open	25	MW 1-220		ASH 222
CS 270⊕	Psychology Laboratory	TBA	Prosem	16	TTh 1030-1150+		ASH 221/lab
CS 298⊕	Topics in Computer Science	TBA	Open	25	WF 1030-1150		ASH AUD
CS/NS 316	Linear Algebra/Applications	TBA	Open	25	MTWTF 230-350		CSC 2nd O

## SCHOOL OF HUMANITIES, ARTS AND PERFORMANCE STUDIES

Course	Title	Instructor	Method	Limit	Time	Enrollment	Location
HACU 110♦	Film/Video Workshop I	TBA	Open	15			PFB
HACU 111♦	Still Photo Workshop I	TBA	Open	15			PFB class
HACU 112♦	Foundations/Photo/Film	TBA	Open	15			PFB/lab
HACU 113*	Modern Dance I	TBA	Open	15			MDB Dance
HACU 119p♦	Reading/Canon	TBA	Open	15			FPH 101
HACU 123p♦	American Classics	TBA	Open	15			FPH 103
HACU 126p♦	Women's Live/Stories	TBA	Open	15			FPH 105
HACU 132p⊕	Experiments/Journalism	TBA	Open	15			FPH 103
HACU 133p⊕	Philosopher's Work	TBA	Open	15			ASH 111
HACU 135♦	Modern Short Fiction	TBA	Open	15			EDH 4
HACU 137♦	Three Russian Writers	TBA	Open	15			EDH 4
HACU 139⊕	Documentary Film/Video	TBA	Open	15			ASH AUD
HACU 140⊕	Video I	TBA	Open	15			LIB B-5
HACU 142♦⊕	Making/Reading Images	TBA	Open	15			ASH AUD
HACU 148p⊕	Intro Media Criticism	TBA	Open	15			ASH AUD/221
HACU/IA 153♦	Dance as an Art Form	TBA	Open	15			MDB Dance
HACU 157♦	Literature/Awakening	TBA	Open	15			FPH 108
HACU 158♦	Architecture/Design	TBA	Open	15			EDH 3
HACU 173♦	Intro. World Music	TBA	Open	15			EDH Recital
HACU 176♦	Music I	TBA	Open	15			EDH Music
HACU 180♦⊕	Intro Cultural Studies	TBA	Open	15			FPH 103
HACU 195♦	Women's Fiction	TBA	Open	15			EDH 4

\* This course does not fulfill the requirements for the two-year degree.

⊕ This course may serve as one of the two courses for completion of the degree.

♦ This course may serve as one of the two courses for completion of the degree.

HACU 208 ♦	..... Introduction Painting .....	TBA .....	InstrPer ...	15 .....	MW 9-1150 .....	ARB
HACU 210 ♦	..... Film/Video Workshop II .....	Ravett .....	InstrPer ...	15 .....	Th 9-12 .....	PFB
HACU 211 ♦	..... Still Photo Workshop II .....	Montoya .....	InstrPer ...	15 .....	T 9-1120+ .....	PFB
HACU 212 ⊕	..... Video II .....	Millner .....	InstrPer ...	15 .....	W 230-520 .....	Lib B-3/B-5
HACU/SS 213 ♦	..... Economic/Social History .....	Nisonoff/Tracy .....	Open .....	35 .....	TTh 2-320 .....	FPH 105
HACU 215*	..... Modern Dance III .....	TBA .....	Open .....	25 .....	MW 1030-1150 .....	MDB Dance
HACU 220 ♦	..... Theorizing the Image .....	Matthews .....	Open .....	25 .....	TTh 1030-1150 .....	FPH ELH
HACU 225 ⊕	..... Detective Novel .....	Kerr .....	Open .....	25 .....	WF 1030-1150 .....	FPH 104
HACU 227 ♦	..... Creative Music Workshop .....	Edwards .....	Prereq .....	20 .....	W 9-1150 .....	MDB Music
HACU 228 ♦	..... World/Dostoevsky .....	Hubbs .....	Open .....	25 .....	W 230-520 .....	EDH 4
HACU/SS 233A*	..... Elementary Yiddish .....	Lewin .....	Open .....	18 .....	MW 230-350 .....	YBC
HACU 234 ♦ ⊕	..... Immigrants/Film/Culture .....	Rueschmann .....	Open .....	25 .....	W230-520/M630-930pm .....	FPH 108/ASHAUD
HACU 237 ⊕	..... Cultural Studies/Freud .....	Ra'ad .....	Prereq .....	25 .....	Th 1230-320 .....	ASH 111
HACU 238 ♦ ⊕	..... DigitalSound/Image Pro. ....	Ra'ad/Warner .....	InstrPer ...	25 .....	W 630-930pm .....	ASH lab/EMS
HACU 239 ♦	..... Jazz Performance .....	Lateef .....	Prereq .....	25 .....	M 8-1020 a.m. ....	MDB Recital
HACU 241 ♦	..... Culture/Latin America .....	Holland .....	Open .....	25 .....	TTh 9-1020 .....	ASH 222
HACU 243 ♦	..... The First Woman .....	Meagher .....	Open .....	25 .....	TTh 1030-1150 .....	EDH 1
HACU 244 ⊕	..... 19th C Philosophy .....	TBA .....	Open .....	25 .....	MW 230-350 .....	ASH 222
HACU 245 ♦	..... Transcendentalists .....	Hodder .....	Open .....	25 .....	TTh 1230-150 .....	EDH 1
HACU 246 ♦	..... 19th Century Fiction .....	Wallen .....	Open .....	25 .....	TTh 1030-1150 .....	EDH 4
HACU 253 ♦	..... Intermediate Painting .....	TBA .....	InstrPer ...	15 .....	MW 1-5 .....	ARB
HACU 258 ♦	..... Colonialism/visual Arts .....	Levine .....	Open .....	25 .....	T 1230-320 .....	ASH 111
HACU/IA 264 ♦	..... Architectural Design .....	Goodman .....	Open .....	25 .....	TTh 2-320 .....	EDH 1
HACU/IA 272 ♦	..... Dance in Culture .....	Lowell .....	Open .....	25 .....	TTh 1-3 .....	MDB Main
HACU 281 ♦	..... Music III .....	Edwards .....	Prereq .....	25 .....	TTh 1230-150 .....	MDB Music
HACU 283 ⊕	..... Issues/Popular Culture .....	TBA .....	Open .....	25 .....	T 1230-320 .....	ASH 221
HACU 288 ♦	..... Shakespeare and Woolf .....	Kennedy .....	Open .....	30 .....	TTh 1030-1150 .....	FPH 107
HACU 290 A/B* ♦	..... Computer Music .....	D. Warner .....	See Desc ..	15/5 ..	MW 1-220 .....	MDB EMS
HACU 305 .....	..... Advanced Painting .....	TBA .....	InstrPer ...	15 .....	TTh 1-320 .....	ARB
HACU 313 .....	..... Photography III .....	Hayden .....	InstrPer ...	15 .....	M 1-4 .....	PFB
HACU/IA 314 ....	..... Film/Video Workshop III .....	Ravett .....	InstrPer ...	15 .....	W 2-5 .....	PFB
HACU 316 .....	..... Contemplative Dance .....	Lowell .....	InstrPer ...	12 .....	F 1-4 .....	MDB Main
HACU 318 .....	..... American Studies Seminar .....	Schocket .....	InstrPer ...	16 .....	W 230-520 .....	FPH 104
HACU 320 .....	..... Dance Division III Seminar .....	Lowell .....	InstrPer ...	10 .....	See Descrip. ....	MDB Main

## EXPERIMENTAL SCHOOL OF INTERDISCIPLINARY ARTS

Enrollment						
Course	Title	Instructor	Method	Limit	Time	Location
IA 108 ♦	Foundation Visual Media	Brayton	Open	20	TTh 930-12	ARB
IA/CS 109	Computing Concept	Spector	Open	25	TTh 9-1020	ASHAUD
IA 123p ♦	Page to Stage	Donkin	Prosem	30	TTh 1030-1150	FPH 108
IA 131 ♦	Playwriting	Donkin	See Descr.	15	TTh 9-1020	FPH 108
IA/WP 132p ♦	Feminist Fictions	Hanley/Siegel	Prosem	16	WF 1-220	EDH 4
IA 140 ♦	Read/Write/Autobio	Lesy	InstrPer	15	MW 9-1020	FPH 105
IA/HACU 153 ♦	Dance/Art Form	TBA	Open	25	TTh 3-450	MDB Dance
IA 157p ♦	Literary Counterculture	Coles	Prosem	16	MW 1-220	FPH 104
IA 223 ♦	Sculp/Digital Animation	Brayton	InstrPer	12	TTh 1-320	ARB Sculpture
IA 235 ♦	Literary Nonfiction	Lesy	InstrPer	15	TTh 9-1020	EDH 1
IA 240 ♦	Fiction Writing	Hanley	Open	15	T 9-1150	EDH 2
IA 245 ♦	Black Autobiography	Coles	Open	25	TTh 2-320	FPH 103
IA 251 ♦	Poetry Writing	Jenkins	Prereq	15	F 9-1150	KIVA
IA/HACU 264 ♦	Architectural Design	Goodman	Open	25	TTh 2-320	EDH 1

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IA 267 ♦	Drawing into Painting	Shapiro	InstrPer	15	TTh 1-320	ARB
IA 272 ♦	Dance and Culture	Lowell	Open	25	TTh 1-3	MDB Main
IA 293 ♦	Design Response II	Kramer	Open	15	MW 4-520	EDH 2
IA/HACU 314	Film/Video Workshop III	Ravett	InstrPer	15	W 2-5	PFB
IA 318	Poetic Vision/Revision	Jenkins	Prereq	15	T 9-1150	KIVA
IA 348	Painting Workshop	Shapiro	InstrPer	15	W 1-5	ARB

## SCHOOL OF NATURAL SCIENCE

Enrollment						
Course	Title	Instructor	Method	Limit	Time	Location
NS 101p	How Things Work	Bernstein	Prosem	16	MW230-350/W4-5	CSC 114/3rdO
NS 102	Musical Acoustics	Wirth	Open	25	MW1030-1150	CSC 3rd O+/lab
NS 107	Evolution of Earth	Reid	Open	25	WF9-1020/F1-5	CSC 202/Lab
NS 121p	Human Biology:	Bruno/Jarvis	Prosem	30	TTh1030-1150	CSC 114
NS 130	Animals in Human Society	Prattis	Open	25	WF1030-1150	CSC 302
NS 135	Human Osteology	Martin	Open	25	MW9-1020	CSC3rdO/bone lab
NS 147p	Pesticide Alternatives	Schultz	Prosem	16	TTh10:30-1150	CSC 3rd O
NS 150	Ag/Ecology/Society	Winship et al.	Open	25	MW1030-1150/M130-430	FPH107/Lab
NS 153p	Natural History Inf. Disease	Miller	Prosem	16	MW1030-1150	CSC 114
NS 157	Food/Nutrition/Health	Oke	Open	25	MW9-1020	FPH/WLH
NS 179p	Local & Global Cli Change	Roof	Prosem	16	WF1030-1150	CSC 202+2ndO
NS 180	Wet Ecology	D'Avanzo	Open	15	TTh1030-1150/Th1-5	CSC 126/Lab
NS 195	Pollution/Environment	Amarasiriwardena	Open	20	WF9-1020/F1-4	CSC 126/Lab
NS/CS 198	Ever Since Darwin	Miller	Open	25	TTh9-1020	CSC 114
NS 202	Chemistry I	Amarasiriwardena	Open	25	MWF1030-1150/M130-430	CSC126/Lab
NS 204	Physics I	Wirth	Open	25	TTh2-320/Th330-520	CSC 3rdO/Lab
NS 212	Organic Chemistry I	Lowry	Prereq	25	MWF9-1020/W1-350	CSC 114/Lab
NS 218	Plant Biology	Winship	Open	15	WF1-220/F230-430	CSC 114/Lab
NS 219	Animal Biology	Oke	Open	15	MW230-350/W4-520	CSC202/2ndlab
NS/CS 222	Biology & Diseases/Brain	Prattis	Prereq	15	WF9-1020/W230-520	CSC 302/Lab
NS 236	The Southwest	Martin/Savoy	Open	35	M130-430	FPH/ELH
NS 246	Mid.Sch.Sci.Workshop	Bruno	Open	25	TTh1230-230	CSC 302/3rdlab
NS 250	Immunology	Jarvis	Open	25	TTh1230-150	CSC 2nd O
NS 260	Calculus I	Hoffman	Open	25	MWF9-1020	ASH AUD
NS 266	Physics/Chemistry/Lakes	Reid	Prereq	25	TTh2-320/Th330-520	CSC 114/Lab
NS/CS 316	Linear Algebra/Applications	Hoffman	Prereq	25	MWF230-350	CSC 2nd O

## SCHOOL OF SOCIAL SCIENCE

Enrollment						
Course	Title	Instructor	Method	Limit	Time	Location
SS 104p	Funerals/Life SW Asia	Darlington	Prosem	18	MW 230-350	FPH 106
SS 105p	U.S. in World War II	Berman	Prosem	16	TTh 9-1020	FPH 105
SS 116p	Revolution/China	Johnson	Prosem	16	MW 1030-1150	FPH 101
SS 118	Play/Human Development	Schamess	Open	20	TTh 9-1020	FPH 101
SS 119p	Econ/Dev Women's Lives	Nisonoff	Prosem	16	TTh 9-1020	FPH 104
SS 122p	Power/Authority	Rakoff	Prosem	16	TTh 1030-1150	FPH 105
SS 125	Land/Property America	Rakoff	Open	25	MW 1-220	FPH 103
SS 128p	Central America	Weaver	Prosem	16	TTh 2-320	FPH 106
SS 133	People of the Americas	Glick	Open	25	MF 1030-1150	FPH 105
SS 141	Third World Development	Holmquist	Open	25	TTh 9-1020	FPH 106

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SS/CS 145	Human Aggression	Poe	Open	25	TTh 9-1020	FPH 107
SS 154	Paths to the Past	Wald	Open	25	TTh 1030-1150	FPH 102
SS 158	Psychology/Culture	Mattei	Open	20	TTh 1230-150	FPH 104
SS 164	Puerto Rico/U.S.	Risech-Ozeguera	Open	25	TTh 1030-1150	FPH 101
SS 167	Imaging/Middle East	Mirsepassi	Open	25	TTh 1030-1150	FPH 104
SS 184	American Capitalism	S. Warner	Open	25	MW 230-350	FPH 101
SS 202	Intro History/World	Weaver	Open	25	MW 4-520	FPH 101
SS 209	Topics/Urban Studies	Brietbart	Open	25	TTh 1030-1150	FPH 106
SS 212	Postwar America	Glazer	Open	25	MW 1-220	FPH 106
SS/HACU 213	Economic/Social History	Nisonoff/Tracy	Open	35	TTh 2-320	FPH 105
SS 221	Philosophy Law/Justice	Mazor	Open	25	MW 1-220	FPH WLH
SS/HACU 233A*	Elementary Yiddish	Lewin	Open	18	MW 230-350	YBC
SS 239	Psychology/The Law	Poe	Open	25	TTh 2-320	FPH 104
SS/WP 242	Writing in SS	Ryan	Prereq	16	TTh 1230-150	GRW
SS 245	Contem Legal Theory	Risech-Ozeguera/Fried	Open	40	TTh 2-320	FPH 107
SS 246	Post-Colonial Societies	Holmquist/et al	Open	60	TTh 1230-150	FPH WLH
SS 260	Early Social Development	Conrad	Open	25	TTh 1030-1150	FPH 103
SS 267	Revolution/Reunification	Wald	Open	25	TTh 2-320	FPH 102
SS 268	Ethnicity American History	Glazer/Berman	Open	35	MW 1030-1150	FPH 106
SS 271	Intro. Psychotherapy	Mattei	Open	25	M 230-520	FPH 108
SS 272	Critical Race Theory	Ford/White	Open	35	MW 4-520	CSC 114
SS 274	Russian/Cuban Revolut.	Bengelsdorf	Open	25	WF 1030-1150	FPH 108
SS 275	Intellectuals/Politics	Bengelsdorf/Cerullo	Open	40	WF 1-220	FPH 107
SS 277	Buddhism	Darlington	Open	25	TTh 9-1020	FPH 102
SS 305	Historians/History/US	Sawada	Open	15	W 230-520	FPH 103
SS 320	Readings/Contemp. China	Johnson	InstrPer	20	W 230-520	FPH 105
SS 399a	Making Social Change	S. Warner	See Descr.	16	T 9-12	PH A-1
SS 399e	Perspectives on Time	Mazor	Open	16	T 6-10 pm	FPH Fac Lounge

## CO-CURRICULAR COURSES

Enrollment					
Course	Title	Instructor	Method	Limit	Time
BP 101	Interpretive Skills, Part I	DeShields	InstrPer	15	M 130-4
WP 101	Analytical/Creative Writing	Ryan/Siegel	See Descr	25	WF 1030-1150
WP 107	Writing/International Students	Gorlin	Open	16	MW 1030-1150
SS/WP 242	Writing in SS	Ryan	Prereq	16	TTh 1230-150
	Life Expectation	Wright	See Descr.	16	MW 4-520

## FOREIGN LANGUAGES

Enrollment					
Course	Title	Instructor	Method	Limit	Time
FL 101	Intensive French	Roesch	InstrPer	10	TWTh 330-6pm
FL 102	Intensive Spanish	Gear	InstrPer	10	TWTh 330-6pm

## CHORUS

Chorus	Hampshire College Chorus	Kearns	See Desc	None	MW 4-6pm
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## OUTDOOR AND RECREATIONAL ATHLETICS PROGRAM

						Enrollment		
Course	Title	Instructor	Method	Limit	Time			Location
OPRA 101	Beginning Shotokan Karate	Taylor	Open	None	MW 6-730 pm			RCC
OPRA 102	Inter Shotokan Karate	Taylor	Prereq	None	TTh 6-8 pm			RCC
OPRA 104	Advanced Shotokan Karate	Taylor	InstrPer	None	TThSu 6-8 pm			RCC
OPRA 106	Beg Hatha Yoga (M)	Williams	Open	20	T 430-6pm			RCC
OPRA 107	Beg Hatha Yoga (N)	Williams	Open	20	W 1230-2pm			RCC
OPRA 108	Beg Hatha Yoga (O)	Williams	Open	20	Th 430-6pm			RCC
OPRA 111	Aikido	Hayes	Open	None	MW 4-515			RCC
OPRA 115	Beginning Kyudo	Taylor	InstrPer	None	TTh 3-430			RCC
OPRA 116	Intermediate Kyudo	Taylor	Prereq	None	MW 2-330			RCC
OPRA 118	Beginning T'ai Chi	Barry	Open	None	TTh 12-1			RCC
OPRA 119	Continuing T'ai Chi	Barry	Open	None	TTh 130-230			RCC
OPRA 123	Begin WW Kayaking (X)	E. Alderson	InstrPer	6	W 130-245/F 1230-6pm			Pool/River
OPRA 124	Begin WW Kayaking (Y)	G. Alderson	InstrPer	6	W 245-4/F 1230-6pm			Pool/River
OPRA 126	Beyond Begin WW Kayaking	G. Alderson	InstrPer	8	TW 6-8 pm			Pool/River
OPRA 141	A Swimming Evolution	G. Alderson	Open	None	W 11-12noon			Pool
OPRA 145	Lifeguard Training	G. Alderson	Open	10	TW 6-8pm			Pool
OPRA 149	Openwater Scuba Certif	Project Deep	Prereq	None	M 6-9 pm			Pool/RCC
OPRA 151	Top Rope Climbing (A)	Kyker-Snowman	Open	12	T 1230-530 pm			RCC
OPRA 152	Top Rope Climbing (B)	E. Alderson	Open	12	Th 1230-6 pm			RCC
OPRA 174	Basic Fitness and Training	Hill	Open	12	TTh 830-10			MSC
OPRA 185	Tennis Eye-Opener	McRae	InstrPer	12	WF 8-930			MSC
OPRA 186	Tennis Drills and Thrills	McRae	InstrPer	8	F 5-630			MSC
OPRA 208	Experiential Education	Warren	Prereq	12	T 1-5			FPH 101
OPRA 229	Women and Girls Outdoors	Warren	Prereq	12	F 9-1230			EDH 4

## FIVE COLLEGE ASTRONOMY

						Enrollment		
Course	Title	Instructor	Method	Limit	Time			Location
ASTFC 113	The Solar System	William Irvine	Class begins 9/9	..	MWF 125-250			University
ASTFC 114	Stars and Galaxies	Steve Schneider	Class begins 9/10		TTh 230-345			Amherst
ASTFC 224H	Stellar Astronomy	Richard White	Class begins 9/9	..	MW 230-515			Smith
ASTFC 226	Cosmology	Willaim Dent	Class begins 9/10		TTh 230-345			University
ASTFC 330	Seminar: Astrophysics	George Greenstein	Class begins 9/9	..	MW 230-345			Amherst
ASTFC 451H	Astrophysics I (Stars..)	D. Van Blerkom	Class begins 9/9	..	MWF 125-245			University

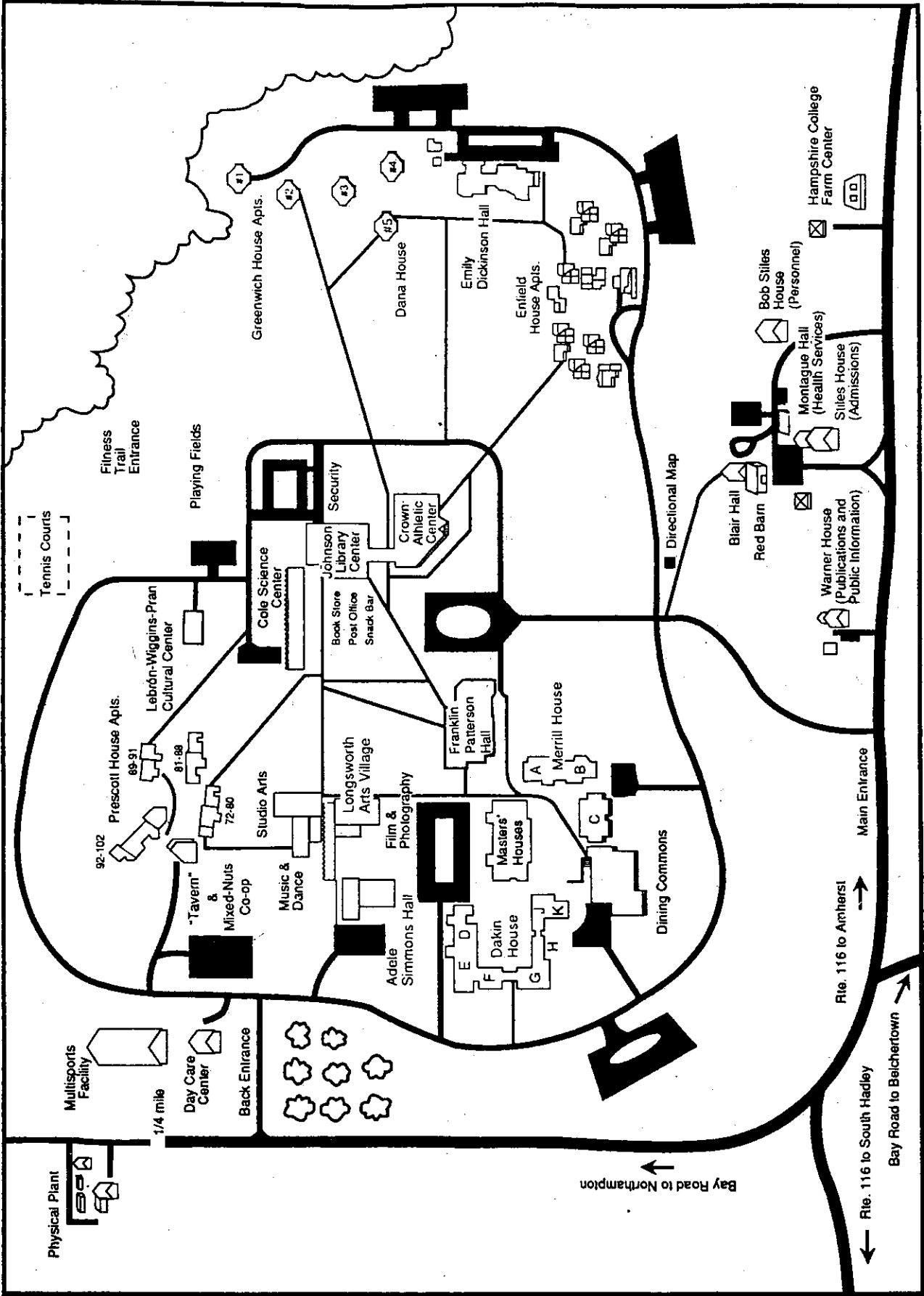
## FIVE COLLEGE DANCE

Students may get a copy of the Five College Dance Department course schedule from the HC dance office.

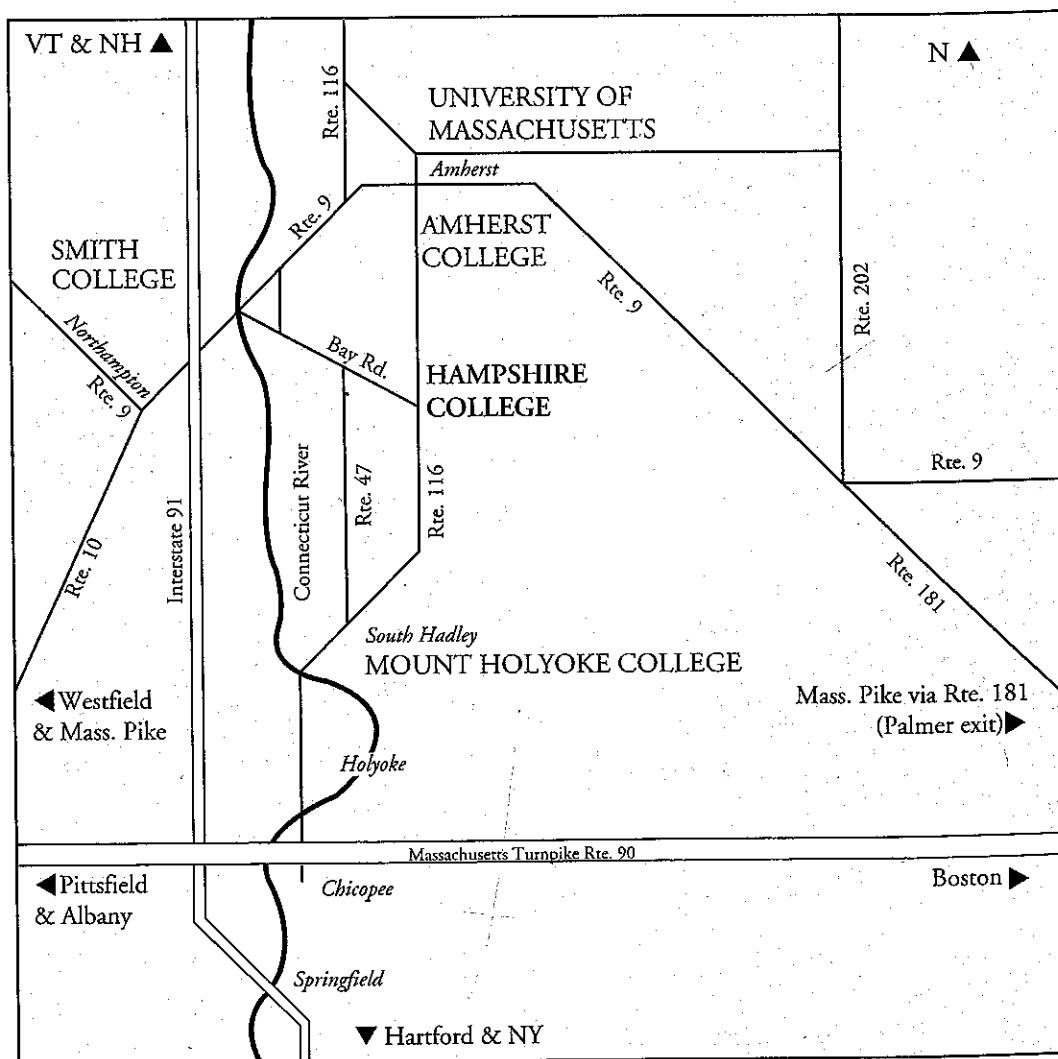
## CODES

ARB	Arts Building	MDB	Music and Dance Building
ARF	Animal Research Facility	MLH	Main Lecture Hall
ASH	Adele Simmons Hall	MSC	Multi-Sports Center
CSC	Cole Science Center	PH	Prescott House
EDH	Emily Dickinson Hall	PFB	Photography and Film Bldg
ELH	East Lecture Hall	RCC	Robert Crown Center
EMS	Electronic Music Studio	TBA	To Be Announced or Arranged
EH	Enfield House	WLH	West Lecture Hall
FPH	Franklin Patterson Hall	YBC	Yiddish Book Center
GRW	Greenwich Writing Center		
LIB	Harold F. Johnson Library		

# HAMPSHIRE COLLEGE CAMPUS



# HOW TO GET TO HAMPSHIRE COLLEGE



## LOCATION

Distance from Hampshire College to:

### Cities

New York—166 miles  
Boston—89 miles  
Albany—105 miles  
Springfield—24 miles  
Hartford—49 miles

### Schools

Amherst College—2.8 miles  
Mount Holyoke—6.2 miles  
Smith College—6.5 miles  
University of Mass—4.2 miles

From New York City take Route 95 to New Haven, Connecticut; Route 91 north from New Haven to Northampton, Massachusetts (Exit 19); Route 9 east to the center of Amherst; and then turn right onto Route 116 south. Hampshire College is located three miles south on Route 116.

From Boston take the Massachusetts Turnpike to Exit 4; route 91 north to Northampton (Exit 19); Route 9 east to the center of Amherst; and then turn right onto Route 116 south. Hampshire College is located three miles south on Route 116.

To request an application and prospectus, please write to Director of Admissions, Hampshire College, Amherst, Massachusetts 01002, or call 413-582-5471 (after July 1, 1998, please call 413-559-5471).



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Amherst, Massachusetts 01002

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