

Michelle CR
1999 • 2000

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 necessity for responsible leadership within it.

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

ACCREDITATION

Hampshire College is fully accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England states. Membership in the Association indicates that the institution had been carefully evaluated and found to meet standards agreed upon by qualified educators. Questions on accreditation should be directed to the office of the president, 413-559-5521.

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.

Acting Affirmative Action Officer:
Madelaine Marquez

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

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

Front cover photographs (from top left, clockwise):

The academic year at Hampshire began with a visit from Kofi Annan, Secretary-General of the United Nations. Mr. Annan was welcomed by Hampshire President Gregory Prince prior to delivering the inaugural Egbal Ahmad lecture on education and power.

1,150 students from 41 states and 27 countries attend Hampshire. Virtually all live on campus in dorms or apartments. Here residents of Prescott Mod 77 relax in their kitchen.

All science students at Hampshire conduct original research. They benefit from a distinctive teaching approach that encourages engagement in and ownership of scientific inquiry beginning in the first year. Grants from the National Science Foundation and the Howard Hughes Medical Institute, among others, provide an outstanding equipment base for student research and encourage the Hampshire faculty to share its pedagogy with teachers at other colleges and primary and secondary schools.

cover photos by Jennifer Bishop, Jim Gipe, and Lynn Grabowski



TABLE OF CONTENTS

The Hampshire College Mission	inside front cover
Academic Year Calendar 1999-2000	2
A Hampshire Education	3
The Academic Program	4
The Campus	8
Student Life	10
Admission	15
Tuition and Fees/Financial Aid	18
REGISTRATION INFORMATION	19
Special Students and Auditors	19
Courses of Instruction	19
Proseminars/First-Year Seminars	20
CURRICULUM STATEMENTS & COURSE DESCRIPTIONS, FALL 1999-SPRING 2000	21
Cognitive Science	21
Humanities, Arts and Cultural Studies	30
Interdisciplinary Arts	53
Natural Science	61
Social Science	75
World Languages	91
Five College Programs and Departments	91
Five College Courses	95
CO-CURRICULAR COURSES	101
Writing and Reading	101
Lemelson Center for Design	102
Life-Work Exploration	103
Quantitative Skills	103
Outdoor Program/Recreational Athletics, Fall 1999/Spring 2000	104
HAMPSHIRE COLLEGE INTERSCHOOL PROGRAMS	111
Agricultural Studies/Farm Center	111
American Studies	111
Civil Liberties and Public Policy Program	111
Community Connections Program	111
Computer Studies	112
Environmental Studies Program	112
European Studies Program	112
Feminist Studies	113
Law Program	113
Lemelson National Program in Invention, Innovation, and Creativity	114
Lemelson Assistive Technology Development Center	114
Lemelson Center for Design	114
Population and Development Program	114
Science Education Program	114
Science, Technology, and Society Program	115
Third World Studies Program	115
Women and Science	115
Faculty Biographies	116
Administration and Staff	127
Board of Trustees	131
General Index	132
Index by Name	135
How to Get to Hampshire College	136
Hampshire College Campus Map	inside back cover

ACADEMIC YEAR CALENDAR 1999/2000

FALL TERM

Student Orientation Period	Tues Aug 31 – Tues Sept 7
New Students Arrive and Enroll	Tues Aug 31
Returning Students Arrive	Sun Sept 5
Returning Students Enroll	Mon Sept 6
Classes Begin	Wed Sept 8
Yom Kippur - No Classes	Mon Sept 20
Division III Contract Filing Recommended for Completion in May 2000	Tues Sept 21
Course Selection Period Ends (Hampshire and Five College)	Tues Sept 21
Division I Plan Filing Deadline	Fri Sept 24
Five College Drop Deadline	Fri Oct 15
October Break	Sat Oct 9 – Tues Oct 12
January Term Registration	Mon Oct 18 – Fri Oct 22
Advising/Exam Day (No Classes)	Wed Oct 20
Division III Contract Filing Deadline for Completion in May 2000	Fri Oct 22
Advising/Exam Day	Tues Nov 16
Preregistration/Advising	Tues Nov 16 – Fri Nov 19
Field Study Application Deadline	Fri Nov 19
Thanksgiving Break	Wed Nov 24 – Sun Nov 28
Last Day of Classes	Wed Dec 8
Hampshire College Divisional Examination Period	Thurs Dec 9 – Wed Dec 15
Completion of All Division I/Division II Contract Filing for Division II completion Dec 2000	Wed Dec 15
Winter Recess	Thurs Dec 16 – Sat Jan 1

JANUARY TERM

Students Arrive	Sun Jan 2
January Term Classes Begin	Mon Jan 3
Martin Luther King, Jr. Day (No Classes)	Mon Jan 17
Last Day of Classes	Thurs Jan 20
Recess Between Terms	Fri Jan 21 – Sat Jan 22

SPRING TERM

New Students Arrive and Enroll	Sun Jan 23
New Students Program	Sun Jan 23 – Tues Jan 25
Returning Students Arrive and Enroll	Mon Jan 24
Classes Begin	Wed Jan 26
Division III Contract Filing Recommended for Completion in December 2000	Mon Feb 7
Course Selection Period (Hampshire and Five College)	Tues Feb 8
Advising/Exam Day (No Classes)	Wed Mar 1
Division III Contract Filing Deadline for Completion in December 2000	Fri Mar 3
Spring Break	Sat Mar 11 – Sun Mar 19
Five College Drop Deadline	Wed Mar 22
Advising/Exam Day (No Classes)	Tues Apr 11
Preregistration/Advising	Tues Apr 11 – Fri Apr 14
Field Study Application Deadline	Fri Apr 14
Last Day of Classes	Fri May 5
Hampshire College Divisional Examination Period	Mon May 8 – Fri May 12
Completion of All Division I/Division II Contract Filing for Division II completion May 2001	Fri May 12
Commencement	Sat May 20

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

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. In an academic atmosphere which energizes students to work hard and grow tremendously, students leave 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 the ability to use their knowledge in successively more sophisticated independent projects of their own design. These projects follow a graduate thesis model, with students 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, of environmental policy, and of 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 interest. Within a traditional framework of required majors and academic departments, these students would not be able to fully explore the relationships among their interests.

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

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

HISTORY

The idea for Hampshire originated in 1958, when the presidents of four distinguished New England colleges, Amherst, Mount Holyoke, and Smith Colleges, and the University of Massachusetts, appointed a committee of faculty to reexamine the assumptions and practices of liberal arts education. Their report, "The New College Plan," advocated many of the features that have since been realized in the Hampshire curriculum: emphasis on each student's curiosity and motivation; 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, 8 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 30 foreign countries.

Hampshire students find deeper meaning in their studies than just 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 7,000 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 15 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 composed of three levels, or Divisions, of study. In Division I, or Basic Studies, students pursue substantial work in the liberal arts— completing four Division I examinations 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 Hampshire or the surrounding community as part of their Hampshire education and, in Division III, are asked to look beyond the specific focus of their work by integrating their scholarship into the larger academic life of the college. The faculty also expect all students to consider some aspect of their Hampshire work from a non-Western perspective. A complete description of Division I, II and III, which comprises the Colleges academic program, may be found in *Non Satis Non Scire*, the Hampshire College policy handbook.

THE ADVISOR

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

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

Hampshire students must pursue substantial work across the liberal arts by completing Division I requirements in at least three of Hampshire's five schools by passing an examination or by taking two approved courses. Division I requirements must be passed in **Humanities, Arts, and Cultural Studies or Interdisciplinary Arts; Cognitive Science or Natural Science; and Social Science**. In addition, the Fourth Division I requirement gives students an opportunity to develop background and skills in particular areas of interest. Students can complete this requirement by passing two semesters of world language study or two semesters of quantitative skills, or by completing a Division I requirement in a fourth school in which the student has not already passed an examination. Students can also fulfill this requirement by successfully participating in a specially designated seminar and community internship. 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 examination indicates that the student is ready to go on to more advanced work in that School. Otherwise, additional work is assigned in order to meet Division I standards.

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

Although there is variation in the amount of time students spend on Division I, students are expected to complete all Division I work by the end of the fourth semester. Most complete their requirements in two Schools the first year, and in the remaining Schools or options 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 examination in each of the third and fourth semesters, along with the filing of the Division II contract.

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

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

As each student carries out the concentration, the faculty committee provides criticism, advice, and ongoing evaluation. The culmination of this work is the Division II examination, for which the student presents a portfolio consisting of papers written for courses or independent projects, course and field work or internship evaluations, artistic products, and other evidence that he or she has fulfilled the terms of the Division II contract. The student and committee members discuss the material. Then, if the student is judged to have passed Division

II, they discuss what subjects or questions the student might explore in Division III. If the committee determines that the student has not yet passed, additional work is assigned.

THIRD WORLD EXPECTATION

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

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

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

COMMUNITY SERVICE

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

DIVISION III (ADVANCED STUDIES): In the final year, students undertake a major independent study project with the guidance of a committee. The committee must include two Hampshire faculty members, one of whom shall be the chairperson. Many committees consist of only these two members, but it is possible to include an additional member, who may be a faculty member at one of the four neighboring colleges, a professional working in the student's chosen field, or another advanced student.

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

faculty member in discussing and critiquing each student's project according to professional standards.

JANUARY TERM

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

Faculty members may use January term to experiment with new approaches or explore new subject matter, making their students partners in curriculum development. January term faculty include both regular and visiting professors. Gene Cloning is one of these examples which is taught every January term. 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.

WORLD LANGUAGES

Hampshire College has no foreign language departments as such, although instruction in Spanish is offered (by contract with the International Language Institute, Inc. of Northampton, Massachusetts) through intensive courses. World languages may be used to fulfill the Fourth Division I requirement. Students with an interest in language will find that a deeper knowledge of world languages can enhance their work in many areas of language research: linguistic theory, sociolinguistics, literary stylistics, and anthropology. Courses in other languages and world 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, (413) 586-7569, or Caroline Gear at (413) 559-5228.

EVALUATIONS/TRANSCRIPTS

One of the principles of a Hampshire education is that students learn more from a teacher's thoughtful reaction to their work than from a letter or number grade. The college has therefore eliminated the latter in favor of detailed written evaluations. Students receive extensive commentary on course work, independent study projects, and Divisional examinations. These reports highlight each student's strengths, suggest areas for

improvement, and serve as a permanent record of the student's work at Hampshire. Hampshire graduates have found that this narrative transcript, far from being a liability, can be a distinct advantage when applying for jobs or admission to graduate or professional schools. Unlike a typical list of undergraduate course titles, the Hampshire transcript is a detailed picture of the student's work. It makes clear not only the distinctiveness of the student's academic program, but the independent research skills that have been acquired.

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

FIVE COLLEGE EXCHANGE

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

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

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

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

ACADEMIC GOOD STANDING

At the end of each semester and academic year, the student's academic advisor certifies whether or not the student is in academic good standing, according to faculty standards of satisfactory progress. 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.

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 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 EDUCATION

The Office of Multicultural Education is responsible for the advancement of diversity in the academic life of the college. Its mission is to work with the faculty and academic offices on issues of faculty development, and curricular and pedagogical innovations which advance the representation of peoples of African, Asian, Latina/o and Native American descent in the academic program. As part of the Office of the Dean of Faculty, the Office of Multicultural Education is engaged in initiatives and projects which support a diverse faculty and a multicultural curriculum at Hampshire.

Students who are interested in issues of diversity and curriculum are encouraged to make use of the office as an advising resource about faculty, programs, and events—both on and off campus—that facilitate academic pursuits involving multicultural education, i.e., the Third World Expectation.

INTERNATIONAL EDUCATION

Hampshire College is committed to educating men and women with an understanding of the multicultural nature of our world and the necessity for responsible leadership within it. As part of that goal, the Office of International Education encourages every Hampshire student to consider study in the international community. Many former Hampshire study abroad students have pursued a variety of exciting paths in the field of international studies. Students go on to professional and graduate schools, pursue careers in social justice, and continue their work through prestigious fellowship programs, such as the Fulbright Fellowship, among others.

Hampshire has several outstanding programs in Central America, China, Cuba, and India. The Office of International Education is continually investigating new, exciting, and challenging opportunities for unique international programs.

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 structured internships in Belize, Costa Rica, or Nicaragua. In China, students may engage in studies at the Anhui Academy of Social Science or the Anhui Agricultural University. Chinese scholars from both of these institutions visit Hampshire each semester to teach Chinese language and culture and to participate in academic discourse in their areas of specialty. Hampshire students who participate in the study abroad program at the Universidad de Camagüey can enroll in classes with Cuban students, do research, and field work. Students can also pursue work in Buddhist studies at the Central Institute of Higher Tibetan Studies in Sarnath, India. This is an exclusive exchange program with the Tibetan exile community.

Aside from Hampshire-sponsored programs, students may choose from thousands of study abroad options available to them all over the world: 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.

In addition, the Office of International Education works diligently to provide international opportunities on campus. Hampshire supports faculty in their efforts to do research with international grant opportunities. The College encourages cross-cultural experiences for faculty and tries to facilitate their professional academic relationships abroad, resulting in enhanced curricular offerings and international course content. Faculty also serve as a resource for students as they can recommend specific programs and/or academic colleagues abroad. In turn, the diverse group of international scholars sponsored by the Office of International Education contributes to the stimulating environment on campus and provides a unique perspective in the classroom.

The Office of International Education encourages Hampshire students to take advantage of the unparalleled international offerings available to them and to speak with staff members about individual interests.

U.S. SOUTHWEST AND MEXICO PROGRAM

Crossing Borders and Collaborative Research at Hampshire College

The U.S. Southwest and Mexico Program provides support and opportunities for students and others to learn about and carry out research in the Greater Southwest, an area encompassing the American Southwest and Mexico. This distinctive program directs and supports interdisciplinary research done largely in collaboration with partnership organizations on both sides of the border. Hampshire College is committed to engaging in the international debate concerning migration and displacement of people, and the transnational implications and consequences of living within national and political borders. In a departure from "area studies," this program seeks to examine boundaries and borders using the Greater Southwest as a starting point and to provide a productive arena where this can take place. This program facilitates active engagement of students with their education by "moving the classroom" to locations in the Southwest and in Mexico where educational opportunities in this area of study are exponentially expanded. Features of the program include:

- Moving the classroom to the Southwest and Mexico and engaging students in community-based active research.
- Focusing on borders, border crossing, border culture and boundaries of many kinds.
- Involving students in collaborative research with indigenous communities.
- Emphasizing studies that integrate scientific method, theory, and data into social contexts.
- Forming outside partnerships that benefit the organization, the community, and Hampshire.

The U.S. Southwest and Mexico Program offers the opportunity for intensive study at Hampshire and in the American Southwest and Mexico on a wide range of topics, with a special emphasis on the sciences. Students at all levels of study

are eligible to participate in the program through the following activities:

- Hampshire courses that incorporate a 5-10 day field trip to the Southwest or to Mexico (such as "Peoples of the Southwest" offered Fall 1999).
- Semester-in-the-Southwest – a semester spent doing field work and courses in the Southwest (Spring 2001, Spring 2003).
- Internships at various locations with partnership institutions and facilities
- Lecture series and visiting scholars.
- Division I projects, Division II concentrations, and Division III senior thesis research projects in disciplines such as geology, health, archaeology, medical anthropology, etc.

For further information on the U.S. Southwest and Mexico Program, contact Debra L. Martin or Alan H. Goodman (Professors of Biological Anthropology and Directors of the Program) at dmartin@hampshire.edu, (413) 559-5576, or mail to School of Natural Science, Hampshire College, Amherst, MA 01002.

THE CAMPUS

ACADEMIC FACILITIES

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

The library's basic collection of 111,000 volumes supports Hampshire courses and general student interests. Students also have ready access to over 4 million 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. Members of the reference staff provide students with instruction in library use for classes and individual research projects.

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

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

THE CHARLES W. COLE SCIENCE CENTER houses classrooms and laboratories for the School of Natural Science, as well as the main college administrative offices. The two floors of laboratories used for teaching and research are open to encourage students to interact with other students and faculty. These lab areas are used for interdisciplinary studies including microbiology, geology, environmental sciences, ecology, entomology, physiology, organic chemistry, analytical chemistry, inorganic chemistry, biochemistry, cell biology, plant biology, and physics. In addition, there 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 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. All of 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 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 dedicated to sustainable agricultural needs. The Farm Center provides a variety of student learning opportunities. Students may participate at the farm through work study, volunteer work, or independent projects in the following areas: pastures; hay fields; small grain fields; orchards; barns; animal handling facilities; a 150 member Community Supported Agriculture program which includes 10 acres of vegetable and small fruit production; maple sugar operation; dog kennels for working agricultural dogs; herb gardens; and a bee apiary. In addition to the classes and workshops in rural life skills offered through the Farm Center, the School-to-Farm program offers agricultural education programs for K-12 students.

STUDENT LIFE

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

The student affairs staff at Hampshire College works to maintain and promote a safe, socially active, and aware community. Through educational outreach and programs, they focus on and actively promote diversity, service, and leadership. Student affairs serves as a complement and partner to the experimenting and innovative academic program. The staff within student affairs strive to educate in innovative and alternative forms, creating ideas and living environments that encourage the development of relationships, community, and intellectual and experiential discovery beyond the classroom.

Kayaking on the South Deerfield River, debating politics in the hallways of Dakin House, socializing with the community at the annual fall clambake. Students at Hampshire can be found engaged in a diverse variety of activities. Afternoons may include a game of ultimate frisbee or a bicycle ride through the surrounding forests and farmland of the Pioneer Valley. As dusk falls, students might migrate to the cafes and diners of Amherst and Northampton. They might also be found crowding a kitchen to make the night's meal in the mods or as part of a vegan or gourmet dinner co-op, bumping into one another and laughing while conversations about religion or pop culture spring up around them. Later, one or two might head to a library or dorm room with cups of coffee and the day's class notes, settling in for a night of studying, be it quantum mechanics or feminist film theory. Another may wander to the Negative Space Cafe, located in Prescott House, for an evening of spoken word or musical performance, while another might go with some friends to hear a lecture in Franklin Patterson Hall on environmental issues or African-American filmmakers.

Balancing respect for the individual with responsibility to the community is the essence of student life at Hampshire. Beyond their differences in geographical background, Hampshire students vary significantly in political outlook, intellectual and recreational interests, and career aspirations. There is no "typical" Hampshire student: what unites this diverse and lively community of individuals is a strong commitment to learning and a desire to determine the course of one's own education. At the same time, Hampshire students shape life outside the classroom through extensive participation in college governance committees and responsibility to each other in their residential areas.

Living cannot easily be separated from learning at Hampshire. The house system is designed to encourage participation by residents in a variety of social and intellectual activities. Students who share an academic interest may create informal study groups that develop into friendships; one's social or political involvement's 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.

RESIDENCE LIFE AND HOUSING

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

DAKIN AND MERRILL HOUSES

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

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

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 ranged from an arts festival, open mike nights, and evening movies to presentations of Division III works-in-progress, discussions of student field study and internship experiences, and conversations with alumni on their lives and careers after Hampshire.

PRESCOTT, GREENWICH, AND ENFIELD HOUSES — THE MODS

Students 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 10 students and are equipped with single and double bedrooms, bathroom(s), a kitchen, and a living/dining common area.

Students who wish to live in a mod 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. Mod groups often form around a shared interest or preference: they may be pursuing similar programs of study, interested in environmental issues, vegetarians—or just a group of good friends.

The three "mod" house living areas offer students a broad choice of architectural styles and social atmosphere. Prescott House, the largest of the three, features three- and four-story buildings linked by a series of stairways and catwalks. Among its buildings are several faculty offices and classrooms, the Negative Space Cafe and the student-run Mixed Nuts Food Co-op.

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

Enfield House, located in a meadow near the main campus entrance, consists of two- and three-story buildings with spacious living areas and large windows looking out on the campus and surrounding hills. Like the 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 mod residents.

DINING SERVICES

Hampshire College's Dining Services are managed by Sodexo Marriott Services, which has been a partner with the College for over 25 years. The dining services are constantly changing and looking for ways to improve in order to provide the college community with the most up-to-date programs and services.

The Dining Commons has continuous service hours with meals served from 7:30 am until 7:00 pm, Monday through Friday. Brunch and dinner are served on Saturday and Sunday. The meal plan offered in the Dining Commons is unique to the Five-College system; students can enter as often as they wish and eat as much as they wish during the week. The dining commons is also able to accommodate almost any dietary restriction or special meals. Vegan, vegetarian, and other food options are always available in abundance at the Hampshire Dining Commons.

Dining services also works with students and the staff in student affairs to present a number of special events and all-community meals throughout the year. These include the annual fall clambake, and southern exposure during the spring.

Other food options on campus include the Bridge Cafe in the Robert Crown Center, the Campus Store in the library, the Negative Space Cafe in Prescott House, and the Mixed Nut Food Co-op, also in Prescott House.

THE FIVE COLLEGE AREA

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

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

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

COLLEGE GOVERNANCE

Hampshire students participate in the governance of the college to a degree unusual in American colleges and universities. They serve on all of Hampshire's governing bodies. Student members of each of the boards have a vote equal to that of faculty, administration, and staff. Students also play a central role in the reappointment and promotion of faculty through participation in the College Committee on Faculty Reappointments and Promotions (CCFRAP). As members of each of Hampshire's four Schools, they affect curricular development and academic policy. The Community Council is a student based community governance organization that works with the Dean of Student Affairs and others to facilitate community life on the campus.

STUDENT SERVICES

COMMUNITY DEVELOPMENT is an integral component of Hampshire's commitment to enhancing diversity initiatives on campus. The primary mission of the office is to promote principles of respect, tolerance, support, and honesty in the Hampshire College community and to raise awareness on matters of diversity and multiculturalism. The mission of the office is threefold: Education, Advocacy, and Support. Community Development organizes events and workshops, and provides training and consulting to various groups and offices on campus. The office works to continue to make diversity and multiculturalism a priority on the campus and to incorporate commitment toward diversity in all aspects of the college. The office works collaboratively with student groups, offices, and programs at Hampshire and the other four colleges. Commu-

nity Development oversees the Lebrón-Wiggins-Pran Cultural Center, the Women's Center, Spiritual Life at Hampshire, the Rainbow Collective, and International Student advising and activities.

THE WOMEN'S CENTER is a resource center dedicated to raising awareness on gender and women's issues and providing support and resources to members of the Hampshire College community. The Center is located in Enfield House and is open to the entire community. The Women's Center provides a range of services and organizes a variety of educational events and workshops. Some examples include lectures and presentations by Five College professors and community members, workshops, support groups, speak-outs, discussions, film screenings, and informal social gatherings. The Women's Center also houses the Counselor Advocate Program which provides information, support, and advocacy on issues of sexual harassment, rape, incest, and other forms of abuse. The Women's Center is staffed by a part-time Coordinator, students, and volunteers. For more information about the Women's Center, please call (413) 559-5540.

THE LEBRON-WIGGINS-PRAN CULTURAL CENTER is a resource center dedicated to raising awareness on issues of race, ethnicity, oppression, and underrepresentation and providing support and resources to members of the community. In addition, the Center is a safe space and home away from home for students of color and international students on campus. The Center houses a living room, dining room, kitchen, and a small library, and provides students with access to a computer, printer, email, and Internet, as well as to a range of multicultural resources and publications. In addition, the Cultural Center provides office space and support to the following students of color and international student organizations, who use the space for their meetings and events: Raices, Umoja, PASA, the James Baldwin Scholars Organization, and FISH. The Center is located behind the Cole Science Building and is staffed by students.

THE CAREER OPTIONS RESOURCE CENTER (CORC), located on the third floor of the Johnson Library, helps Hampshire students and alumni make connections between their academic and personal interests and potential work opportunities as well as assisting them in making decisions about what to do after graduation. Its main function is to provide the resources and counseling necessary to help students set priorities, make choices, explore the world of work, choose a career, and apply for either graduate or professional school or for a job.

The CORC staff is concerned with helping students learn the "how to's" of planning: how to decide what to do; how to find an internship or summer job; how to prepare an effective resume and write a cover letter; how to research an organization; how to interview well; and how to select and gain admission to graduate school programs. The staff maintains an extensive resource library, offers life/work exploration courses, runs group information sessions and workshops, and is available for both drop-in visits and scheduled individual counseling. In addition, each student receives a weekly CORC newsletter which lists information about jobs, Five College events and employer recruiting schedules, internship and fellowship opportunities, and the recent activities and achievements of Hampshire

students and graduates. The Center also maintains bulletin boards around campus with Five College career planning newsletters and calendars, job openings, alumni news, local volunteer work positions, graduate school posters, fellowship announcements, summer program information, and work-related news items. It has a great deal of information on how to use the Internet for career exploration and the job search. The CORC web home page features information on services, resources, and events.

THE DEAN'S INTERNATIONAL WORK PROGRAM, run through the Dean of Student Affairs office, is a facilitated summer work experience for Hampshire students in London. Students accompany the Dean to London in mid-May, where they are oriented to London work and living, provided with a work permit, and assisted in finding paid work and accommodations for the summer. This is a unique opportunity for students and is highly recommended for first-year students so that in subsequent summers they might try work or internships in more exotic locales. Students have worked in a variety of areas from bookstores and pubs to publishing houses, film concerns, and international businesses.

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

COUNSELOR/ADVOCATES AGAINST SEXUAL ABUSE (C/A) provides counseling and support to students who have been victims of sexual or physical abuse. A program coordinated by the Hampshire Health Services, the C/A program is supervised by a Health Services professional and staffed by a trained group of student volunteers. Counselor/Advocates train students in peer counseling and referral and serve as a resource for groups on other college campuses who wish to establish similar organizations.

DISABILITIES SUPPORT SERVICES is strongly committed to providing services to assure an accessible, supportive environment for students with disabilities. The college provides a variety of support services on an individual basis to students with special needs; three staff members share responsibility for the provision of services. Students with physical disabilities, learning disabilities, and/or psychological disabilities should contact the advising office located in the Cole Science Center.

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

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 LEADERSHIP CENTER is a hub for campus life which includes resources for student groups, leadership opportunities and workshops, and the coordination and support of campus activities. The mission of the leadership center is to complement the academic program in the development of the leadership potential of Hampshire students. The Leadership Center works collaboratively with the Hampshire community to provide an educational, supportive, safe, and fun atmosphere for all students.

Objectives include providing students with leadership training programs; providing workshops aimed at developing leadership skills; supporting student organizations, events, and programs; and assisting students in making student organizations more effective and sustainable.

NEW STUDENT ORIENTATION is likely to be the first activity in which a new student participates at Hampshire. Coordinated through the Leadership Center and the Outdoor Program, Hampshire's orientation often includes a selection of multi-day trips with a variety of themes to choose from. Past orientation trips themes have included biking, canoeing, theater, community service, and writing. Students are able to choose the trip they want. Orientation also includes a number of programs designed to facilitate the transition to college life and Hampshire academics.

THE HAMPSHIRE COLLEGE GREEN CORE sponsored by the Leadership Center, is a program designed for work-study students who have an interest in, and a commitment to, addressing environmental issues which impact our lives. Green Core is a work-study force intended to maintain Hampshire's farm, and to improve the ecological health of the campus and the Pioneer Valley community. In addition to participating in work projects and organizational meetings, Green Core members organize and attend weekly environmental and leadership seminars.

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)
- Christian Fellowship
- Civil Liberties and Public Policy
- Community Garden Group
- 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
- Men's Resource Center
- Mixed Nuts Food Co-op
- Raices/La Raza (Latina/o Student Organization)
- Responsible Ecology
- Second Sight Films
- SOURCE (umbrella organization for students of color)
- Sports Co-op
- Swing Dance
- Umoja (African-American student group)

OUTDOORS PROGRAM AND RECREATIONAL ATHLETICS (OPRA)

NON SATIS LUDERE, "to play is not enough," may well be the motto of Hampshire's Outdoors Program and Recreational Athletics. OPRA staff teach that it's not how high you climb, how fast you paddle, or how many games you win that matters. What's important is how you integrate sport into your life, what you learn from it and continue to learn from it long after you leave Hampshire.

This philosophy meets the needs of an amazing variety of students. Hampshire is one of the few colleges in the United States with the quality of staff, sports community, and access to terrain to satisfy really serious rock-climbers and kayakers. In recent years, Hampshire teams have made top regional showings in cycling and ultimate frisbee. Although the basketball and soccer teams may play at a less competitive level, they boast talented and dedicated players, and home games draw a loyal and vocal crowd. Courses in outdoor leadership, hatha yoga, scuba certification, martial arts, fitness, cycling, tennis, and other areas give students a chance to develop not just their bodies, but their mental, social, and spiritual dimensions, while enjoying the techniques and traditions of a particular sport. A student raised in the city can discover a passion for whitewater

kayaking. A student who has shunned competitive sports can find the meditative aspects of martial arts to be a revelation. Connections with academics can become powerful, such as Asian studies and practice of kyudo, or education and outdoor leadership.

OPRA offers a multifaceted program of instruction in outdoors and martial arts skills, day and weekend trips, intensive January term and spring break trips and courses, and intercollegiate and intramural team sports. Participation is valued. All students, regardless of their level of experience, are encouraged to try new sports, improve their skill level, or share their expertise by teaching others.

TRIPS

OPRA's year-round schedule of trips gives students a chance to travel, test and hone their skills, deepen friendships, and enjoy some of the most beautiful natural spots in the world. A typical year's trips include:

- Ski-touring in Yellowstone National Park (January Term)
- Kayaking in the southeastern U.S. (spring break)
- Women's Bike and Brunch (back roads of Western Massachusetts)
- Wilderness First Aid Course (weekend)
- Delaware Water Gap Canoe Trip (weekend)
- Whale Watch Trip (Gloucester, Massachusetts)
- Rock Climbing in the Gunks (weekend)
- Multiple whitewater rafting and kayaking trips in local waters
- High Peaks Trek (weekend in the Adirondack or White Mountains)
- Multiple local cross-country ski, telemarking, and ice-climbing trips
- White Mountains Winter Traverse (weekend)

INTERCOLLEGIATE AND CLUB COMPETITION

Although Hampshire's founders envisioned a noncompetitive athletic program, students have shown an increasing interest in competition in both team and individual sports. Hampshire's athletic nickname is the "Black Sheep." The following Black Sheep teams maintain an intercollegiate competition schedule: men's and women's basketball, men's and women's soccer, and coed fencing. Team sports typically practice two or three times a week and compete within a two-hour travel radius.

While ultimate frisbee is a club sport, Hampshire has a long tradition of competitive men's, women's, and coed teams within the Ultimate Players Association College Series, competing in weekend tournaments against such teams as UMass, Cornell, and MIT. In recent years, students have competed individually or in clubs in cycling (road, mountain biking, and cyclo-cross), running, kayaking, and skiing (nordic and alpine).

FACILITIES

The Robert Crown Center is where most activities start. Students can use the topo maps and hiking guides for planning their own hikes, practice kayak rolls in the pool, climb with friends in the bouldering cave, enjoy a pick up game of basketball, consult with OPRA staff, or just hang out. Facilities

include a competition-size pool, 12,000-square-foot playing floor, 30 foot climbing wall, bouldering cave, sauna, bike maintenance workshop, and weight lifting and games areas. An extensive equipment inventory means that students need not own equipment in order to try a sport. They may use packs, stoves, tents, ice- and rock-climbing equipment, touring and telemark skis, mountain bikes, canoes, kayaks, and other items.

The Multi-sport Center houses four indoor tennis courts, jogging track, weight room, and space for indoor soccer, volleyball, or ultimate.

Outdoor facilities include four tennis courts, playing fields for soccer and ultimate frisbee, and an extensive nature trail system. Just across Route 116 from campus lies the Holyoke Range, with 60 miles of trails for hiking, trail-running, mountain biking, and cross-country skiing. Amherst was recently listed as one of America's ten best cycling towns by *Bicycling* magazine.

ACTIVE ALUMNI

For many Hampshire graduates, outdoor interests continue to play a major role in their lives. Just a few of the more prominently active include:

Lamar Sims, 71F, Denver's Chief Deputy District Attorney, is also Chairman of the U.S. Canoe and Kayak Team.

Jon Krakauer, 72F, a contributing editor for *Outside* magazine, has written three books, *Eiger Dreams*, *Into the Wild*, and *Into Thin Air*, and written for *Smithsonian*, *National Geographic*, *Rolling Stone*, *Outside*, and other publications.

Nate Zinser, 74F, earned a Ph.D. in sports psychology and works at the Performance Enhancement Institute at West Point.

Cathy Hearn, 76F, competed for the U.S. in kayaking in the 1992 and 1996 Olympics.

Colin Twitchell, 78F, translated the bike-building skills of his college days into a career designing adaptive sports equipment for the physically disabled.

Hannah Swayze, 86F, a former competitor in high-level rodeo and slalom kayaking championships, organizes kayak trips to Chile, Costa Rica, and Ecuador for Expediciones Chile and Endless River Adventures.

ADMISSION

Hampshire's admission process, like its academic program, reflects the college's concern for the intellectual and personal development of each individual student. The admissions committee 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; initiative, persistence, and ability to use time and opportunities well; 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) 559-5471. Interviews take place from 9:00 a.m. to 3:00 p.m. each weekday (except Wednesday mornings) May through January, and also on Saturdays from 9:00 a.m. to 1:00 p.m., September through January. 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) from March through August, and on Saturdays at 11:00 a.m. from late September through January.

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) 559-5471; fax (413) 559-5631; e-mail 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. Further information about the Early Entrance plan may be obtained from the admissions office.

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

FEBRUARY ENTRANCE

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

TRANSFER, INTERNATIONAL, AND VISITING STUDENTS

TRANSFER STUDENTS

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

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

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

INTERNATIONAL STUDENTS

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

International candidates complete the same application and supporting materials as applicants who live in the United States. In addition, students whose native language is not English are required to provide evidence of their English proficiency by submitting official TOEFL (Test of English as a Foreign Language) scores obtained within the past two years, even if they have attended a secondary school where English is the language of instruction. A minimum TOEFL score of 577 (233 on the computer version) is necessary for admission to Hampshire. For more complete information about the application process, international students should consult the Hampshire application booklet.

VISITING STUDENTS

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

LEMELSON FELLOWSHIP STUDENTS

Students from other colleges and universities may apply to enroll at Hampshire for 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. ?), Fellows are required to take one Lemelson course and work on an independent project in applied innovation during their time at Hampshire; otherwise they may enroll in any courses offered by the Five College consortium. Credits for their work at Hampshire can be transferred back to their home institutions.

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

Students applying for admission to Hampshire as Lemelson Fellows should follow visiting student procedures above, with the following exceptions: they will automatically be considered for stipends ranging from \$5,500 to full tuition for a semester or 75% 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 \$2,000 research and/or travel stipend to fund research and/or study undertaken in January or the summer. In addition, four to six visiting fellowships are available each year to students from other colleges interested in pursuing studies in modern Jewish culture. These grants provide 70% 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 10-hour internship at the nearby National Yiddish Book Center, a worldwide 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

The 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 for acceptance to Hampshire College. Students may also choose to apply to other selective liberal arts colleges. Baldwin graduates who are accepted at Hampshire 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 indepen-

dent 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 and 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 Madelaine Marquez, director, Baldwin Scholars Program at (413) 559-5301 or Hampshire College Admission Office (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.

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.

HOW TO APPLY

We accept admission applications in several formats. Each receives equal consideration. We do not currently accept applications by disk, email, or fax. You must mail us a printed, signed copy of your application.

THE HAMPSHIRE APPLICATION

All students who have requested information from the admissions office will receive a Hampshire College Admissions application in August prior to the year in which they plan to apply.

COMMON APPLICATION

Hampshire participates in the Common Application Program. Students who use the Common Application must submit a brief supplement form and an analytic writing sample. The application is available at most high school guidance offices and at their website: <http://www.commonapp.org>.

CD-ROM/DISK

Hampshire recommends that candidates use the following independent, commercial services: Apply! by Princeton Review (800) 932-7759 and College Link (800) 394-0606. Contact them directly for details.

INTERNET APPLICATIONS

Using the internet you can find the Hampshire application on our admissions website (see below) or register with Princeton Review on-line to use Apply! technology at: <http://www.weapply.com>.

To download and print these applications you must install Adobe Acrobat software or a plug-in on your web browser. Additional information and instructions on how to download these documents properly are on our website.

ADMISSIONS WEBSITE

For timely information, such as updated tour and information session schedules, directions to campus, and links to other useful resources on the Internet, visit our website at <http://www.hampshire.edu>.

TUITION AND FEES

APPLICATION FEE

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

Costs for the 1999/2000 academic year at Hampshire College are given below. Please contact the Hampshire College business office for the 1999/2000 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 available.

Tuition	\$24,984
Room	4,209
Board	<u>2,413</u>
TOTAL	\$31,606

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 nonmedical reasons. The complete refund schedule appears in Hampshire College Fees 1999/2000 and will be mailed from the business office with the first bill.*

REFUND POLICY FOR FINANCIAL AID RECIPIENTS

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

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

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

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

FINANCIAL AID

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

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

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

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

FINANCIAL AID FOR INTERNATIONAL STUDENTS

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

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

REGISTRATION INFORMATION

Hampshire students have the option of preregistering for Hampshire classes as well as Five College classes. The preregistration period for Fall 1999 classes is Tuesday, April 13 through Friday, April 16. The final registration deadline for Fall 1999 classes is Tuesday, September 21. The preregistration period for Spring 2000 classes is Tuesday, November 16 through Friday, November 19. The final registration deadline for Spring 2000 classes is Tuesday, February 8.

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

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

No Five College courses may be added after Tuesday, September 21, 1999, in the fall semester, or Tuesday, February 8, 2000, 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, (413) 559-5430.

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.

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 and having a

copy of the evaluation attached. The certificate will receive the college seal and be an official document. No grades and no credit designations are given. Instructors are obligated to provide a written evaluation of students' work if they have fulfilled the course requirements, unless the director of Central Records is notified of a change in enrollment status. Auditors may attend a course, but do not participate in class and do not receive evaluations of any kind. No written documentation of an audit will be provided. There is a fee for auditing. Consult with the Office of Central Records for special students' fees.

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

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

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

COURSES OF INSTRUCTION

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

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

200 FOUNDATIONAL COURSES explore subject matter needed by students in any division. These can be "skills courses" (statistics, computer programming, or dance techniques); they can be general surveys or introduction-to-the-field courses, designed to convey a large body of information (e.g., introduction to economics); they can be "foundational" in that they present the combination of skills and concepts which are literally prerequisite to any further work in the area (e.g., Film or Photo I); or they can be designed to cover a body of central theories or methodologies.

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

PROSEMINARS/FIRST-YEAR SEMINARS

These Division I courses, offered by faculty in each of the Schools, are designed especially for entering students. They 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). These seminars 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.

See School listings for course descriptions.

COURSE LISTING

CS 126p
THE INTERNET: A PRIMER
James Miller

CS 151p
RELATIVISM AND TRUTH
Joseph Hernandez Cruz

HACU 131
LATIN AMERICAN SHORT FICTION IN TRANSLATION
Norman Holland

HACU 132
EXPERIMENTS IN JOURNALISM
David Kerr

HACU 133
INTRODUCTION TO PHILOSOPHY: PLATO
Christoph Cox

HACU 134
PHOTOGRAPHY AND THE SOCIAL BODY
Sandra Matthews

HACU 135
NORTH AMERICAN SLAVERY
Susan Tracy

HACU 139
EMERGENCE OF MODERNISM
Sura Levine

IA 123p
PAGE TO STAGE
Ellen Donkin
Wayne Kramer

IA 132p
FEMINIST FICTIONS
Lynne Hanley
Ellie Siegel

NS 101p
HOW THINGS WORK
Herbert Bernstein

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

NS 122p
HOW PEOPLE MOVE
Ann McNeal

NS 139p
PLANTS AND HUMAN HEALTH
Nancy Lowry

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

NS 194p
GEOLOGICAL CONTROVERSIES
Steve Roof

SS 115p
POLITICAL JUSTICE
Lester Mazor

SS119p
THIRD WORLD, SECOND SEX: DOES ECONOMIC DEVELOPMENT ENRICH OR IMPOVERISH WOMEN'S LIVES?
Laurie Nisonoff

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

SS 141p
THIRD WORLD DEVELOPMENT: GRASSROOTS PERSPECTIVES
Frank Holmquist

SS 159p
ANTHROPOLOGICAL APPROACHES TO POPULAR CULTURE
Michelle Bigenho

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. Many different types of 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 30 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 all of these areas in our courses and work with students in the laboratory and field to produce new research results in many of them.

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 that are 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 study of the potential and limits of artificial intelligence and its 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.

One method of completing the Division I requirements is through two courses: one at the 100-level and the other at either the 100- or 200-level. Unless otherwise stated 100- and 200-level courses may serve as one of the two courses for completing a Division I in Cognitive Science. 100- and 200-level cross-listed courses in two schools may serve as one of the two courses for completing a Division I in only ONE of the schools.

FALL

COURSE LISTING - FALL 1999

CS 101
ANIMAL BEHAVIOR
Raymond Coppinger

CS 104
COGNITIVE SCIENCE FICTION
Lee Spector

CS 105
HAND AND BRAIN
Carter Smith

CS 109
COMPUTING CONCEPTS: CREATIVE MACHINES
TBA

CS/SS 121
LEARNING REVOLUTIONS: EDUCATIONAL
SOFTWARE AND INQUIRY LEARNING
Tom Murray

CS 126p
THE INTERNET: A PRIMER
James Miller

CS/NS 132
NEUROBIOLOGY OF LEARNING AND MEMORY
Susan Prattis

CS 151p
RELATIVISM AND TRUTH
Joseph Hernandez Cruz

CS/SS 177
LANGUAGE, CULTURE, AND MEANING
Steven Weisler
Barbara Yngvesson

CS 183
CHILD LANGUAGE
Joanna Morris

Fall 1999, Cognitive Science

CS/SS 186
ECOLOGICAL ECONOMICS: THE CANADIAN
AMERICAN EXPERIENCE
Raymond Coppinger
Stanley Warner

CS/NS 198
EVER SINCE DARWIN
Lynn Miller

CS 201
THEORY OF LANGUAGE: PHONOLOGY
Mark Feinstein

CS 203
COGNITIVE DEVELOPMENT
Carter Smith

CS 221
SOUND, MUSIC, AND MIND
Neil Stillings

CS 225
INTRODUCTION TO STATISTICS AND
EXPERIMENTAL DESIGN
Joanna Morris

CS 237
TEACHING FOR DEEP UNDERSTANDING IN THE
CLASSROOM
Mary Anne Ramirez

CS 239
TOPICS IN COMPUTER SCIENCE
TBA

CS/HACU 245
HISTORY OF MODERN PHILOSOPHY
Lisa Shapiro

CS 284
SEMINAR IN ARTIFICIAL INTELLIGENCE:
EVOLUTIONARY COMPUTATION
Lee Spector

CS 293
MULTIMEDIA COMPUTING AND
COMMUNICATIONS
James Miller

CS 322
CONTEMPORARY EPISTEMOLOGY
Joseph Hernandez Cruz

COURSE DESCRIPTIONS - FALL 1999

CS 101
ANIMAL BEHAVIOR
Raymond Coppinger

What is an animal doing when it "behaves?" Can animals be said to "think" or have "minds"? In this class we will focus on behavioral questions from the standpoint of the evolutionary biologist as well as the cognitive scientist. Animals feed, reproduce, and spend much of their time protecting themselves from the environment. To accomplish these ends, they must be

able to perceive the world around them and gather and use a wide range of types of information. Did they evolve these abilities through natural selection, as Darwin suggested? Are animals' abilities "genetic" or have they learned the technique of living a (reproductively) successful life? Is that a good way to pose the question? We will look in some detail at the behavior of many animal species and explore the methods that scientists have used in trying to answer such questions. Students will be expected to read and critique a series of articles from the professional scientific literature. In addition they will write a final paper which may develop into a Division I examination in Cognitive Science or Natural Science.

Class will meet twice a week for one hour and 20 minutes each session. Enrollment is limited to 25.

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 as 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.

Class will meet twice a week for one hour and 20 minutes and additionally one evening a week for film screenings. Enrollment is limited to 15.

CS 105
HAND AND BRAIN
Carter Smith

How did structural changes in the hand launch the explosion of tool use and tool manufacturing in human evolution? How are the hand and speech related? For example, is it really more difficult to talk without gesturing? Do people who use sign language think differently (e.g., in spatial reasoning tasks) than those who don't? How is children's early pointing towards, reaching for, and grasping of objects related to cognitive development?

We use our hands effortlessly to interact with the physical objects in our environment, and yet it is incredibly difficult to build a robot hand that can even approximate the human hand's capabilities. On the other hand, some people become expert jugglers or pianists while others of us can barely learn how to type. What accounts for these differences?

As an introduction to some of the key questions and methods of cognitive science, this course will examine the relationship between cognition and action. The course will be organized around a text, which will be supplemented with primary empirical articles from several disciplines: psychology, cognitive development, evolutionary theory, and primatology.

Students will engage with the material in three ways: by participating in conference-style class discussion; by writing two evaluative papers on issues raised in class; by creating a poster (a combination of text and visual material) that explores an empirical question not yet addressed in the existing literature.

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

CS 109

COMPUTING CONCEPTS: CREATIVE MACHINES? TBA

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 20 minutes each time. Enrollment is limited to 25.

CS/SS 121

LEARNING REVOLUTIONS: EDUCATIONAL SOFTWARE AND INQUIRY LEARNING

Tom Murray

The founding vision of Hampshire College included two revolutionary ideas about college education. First, that learning would be inquiry-oriented and "hands-on," and second, that state of the art educational technology would be used to facilitate this style of learning where appropriate. The arrival of highly interactive multi-media computing and the world wide web opens up the possibility that technology finally will make critical contributions to educational change. In this class we will explore topics in educational theory and computer-based learning. A major focus will be on the inquiry learning process and how technology can be used to enhance it. We will use and evaluate cutting-edge educational software and discuss the state of the art and future trends in educational software. Students will work in groups on educational software design projects. Class activities will also include discussing relevant readings from the educational, psychological, and computer science literature.

Class will meet once a week as a group for three hours. Additional project-group meetings will also be required. Enrollment is limited to 20.

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 20 minutes. Enrollment is limited to 16.

CS/NS 132

NEUROBIOLOGY OF LEARNING AND MEMORY

Susan Prattis

To some, a memory is a tangible object, involving action, sound and sensation; to others, it is a more abstract phenomenon. Why do we have memory and what exactly is it? What happens in our brain as we learn new things? In this course, we will focus on the hippocampus, a brain anatomical structure, and its many and varied associated connections. We will explore this and other topics through readings, discussion, and completion of a laboratory project. One midterm paper and one final paper, with oral presentation, and a laboratory report are required.

Class will meet twice a week for one hour and 20 minute sessions, with an additional lab one afternoon a week. Enrollment is open and limited to 25.

CS 151p

RELATIVISM AND TRUTH

Joseph Hernandez Cruz

One of the most persistent and pervasive ideas both inside and outside of the academy is that *all truth is relative*. According to this view, reality is constructed. Moral, political, historical, and scientific claims are merely a product of prevailing opinion or cultural context or political power. This seems to lead inexorably to the claim that *nothing is true*. But could that be right? Is the best conclusion we can come to with respect to our intellectual endeavors that nothing at all is true? Is it true that nothing is true?

In this course, we will engage the areas of inquiry that aim at investigating truth, as well as the kinds of criticisms of that tradition that appear to lead to relativism. We will draw our readings from philosophy (especially philosophy of science and ethics), anthropology, physics, psychology, and linguistics. Our aim will be to approach questions about knowledge, opinion, and reality with rigor and candor.

In addition to grappling with the ideas of the course, we will emphasize analytical writing skills and class participation. The web site for the course may be found at <http://hampshire.edu/~jlcCCS/truth.html>.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 16.

CS/SS 177

LANGUAGE, CULTURE, AND MEANING

Steven Weisler

Barbara Yngvesson

This course, taught by a linguist and an anthropologist,

FALL

Fall 1999, Cognitive Science

explores the relationship between linguistic analyses of meaning as a feature of words and sentences and anthropological analyses of social life as a system of linguistic and non-linguistic practices that constitute the everyday world. We are particularly interested in the ways in which linguistic and cultural meanings intersect to create categories of interpretation and experience, that is they define a world view for a speaker or a cultural subject. Thus we will be investigating the connections of meanings and practices to relations of power. Among the central questions we will consider are: Are there common meanings assigned in all languages and all cultures or are meanings linguistically or culturally relative? How do we study meaning in linguistic and cultural contexts? Are there cultural meanings that are not embedded in language? What might such meanings consist in and how would we come to know them? What are the inherent limits of cultural and linguistic categories and what is the potential for envisioning or inhabiting worlds that defy conventional linguistic and cultural terms (in other words, how do new meanings and practice emerge)?

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 35.

CS 183 CHILD LANGUAGE Joanna Morris

This course will examine language learning from a formal as well as evolutionary perspective and consider the relative contributions of genetics and environment to the process of language acquisition. In the course we will examine how children learn words, how they learn to put words together to form sentences and how they learn to use language appropriately in social situations. We will look at children learning two or more languages simultaneously and at children who (in very rare cases) have been altogether deprived of language. We will look at language learning under conditions of significant environmental deprivation such as when children are born blind or deaf and also look at language learning in children with cognitive impairments such as those born with William's syndrome. Time permitting, we will discuss clinical conditions in which there is significant involvement of the language system such as autism and childhood aphasia. The course will emphasize reading and discussion of primary literature.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

CS/SS 186 ECOLOGICAL ECONOMICS: THE CANADIAN AMERICAN EXPERIENCE Raymond Coppinger/Stanley Warner

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

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 35.

CS/NS 198 EVER SINCE DARWIN Lynn Miller

If Neanderthals are not our ancestors, who are? Over the past 40 years, as more and more fossils are dug up, and as more and more genetic evidence piles up, more and more speculations about our ancestry are published every week. In this seminar, we will look at a very small bit of the literature of both the physical and genetic evidence on who we are and from whom we came. The principal texts are: C. Loring Brace's *The Stages of Human Evolution, 5th Ed.* and Richard Lewontin's *Human Diversity*. Both authors and both books are controversial. In addition, we will read and discuss a few articles from the original literature.

Students are expected to pick a small topic from the original literature on which to write their essays and give an oral presentation to the seminar. Those students who engage in the seminar, who write their essays on schedule, and who give an oral presentation on their work may be able to finish an Natural Science Division I examination by the end of the term or early in the next term. The seminar will meet for one hour and twenty minutes twice each week.

CS 201 THEORY OF LANGUAGE: PHONOLOGY Mark Feinstein

Phonology is the scientific study of the sounds of human language. Despite the great variety of phonetic patterns that seem to characterize different languages, there appear to be powerful general principles that govern our ability to produce and perceive linguistic sounds and to represent them in the brain. In this course we will investigate the physical nature of linguistic sounds, the anatomical and physiological bases for the production and perception of phonetic events, and consider how the general theory of phonology relates to current ideas about the cognitive nature of language and language learning. Students will be expected to learn laboratory and experimental techniques for the study of phonetics, and to do a series of exercises and projects in phonological data analysis.

Class will meet three times a week for one hour and 20 minutes, for two seminar sessions and a lab. Enrollment is limited to 25.

CS 203 COGNITIVE DEVELOPMENT Carter Smith

Designed as a core course for concentrators in psychology, education, child development, or related fields in the social and cognitive sciences, this course will examine the development of thought and action from birth to pre-adolescence. We will cover topics including perceptual development, learning, memory, problem solving, and causal reasoning. With due attention paid to the relationship of mature cognition to development, the emphasis of the course is on the *phenomena* of development, rather than the various theories that have been advanced to explain these phenomena. Students will be encouraged to consider how best to interpret these phenomena.

Students will read primary research articles in addition to a central text. Each student will be responsible for introducing an existing empirical work and co-facilitating, with the professor, class discussion of that work. Subject to arrangement with the

FALL

Hampshire Children's Center, students will observe children at various ages engaged in a range of activities. These observations will form the basis for one paper in which students will compare their own observations with published observations of developmental psychologists. The second paper will be a critical evaluation of two primary sources dealing with the same topic. Finally, students will examine how scientific findings are disseminated in the news media, trade publications directed at parents, or educational materials directed at elementary and middle school teachers.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

**CS 221
SOUND, MUSIC, AND MIND**
Neil Stillings

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

The course will meet twice a week for one hour and 20 minutes each time. Enrollment is limited to 25.

**CS 225
INTRODUCTION TO STATISTICS AND
EXPERIMENTAL DESIGN**
Joanna Morris

An elementary treatment of probability, statistical concepts, and practical statistical methods. Topics include: data collection, descriptive statistics, measures of central tendency and dispersion, probability distributions, sampling distributions, hypothesis testing, comparisons of populations, methods of testing the independence of two variables, statistical methods of verifying or rejecting distributional assumptions, correlation and linear regression, analysis of variance and certain non-parametric procedures. Emphasis will be placed on understanding statistical concepts, experimental design, and interpretation of statistical results. A statistical package will be introduced.

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

**CS 237
TEACHING FOR DEEP UNDERSTANDING IN THE
CLASSROOM**
Mary Anne Ramirez

Alternative conceptions abound in science and social studies at all ages from childhood through adulthood. Since initial conceptual understanding is often based on personal experiences occurring in the real world, individuals frequently develop mental models as well as beliefs and attitudes that are inaccurate or incompatible with currently accepted theory. While people may function well with naive or alternative models in some areas, such models can lead to prejudice or

inability to make informed decisions in other areas. Since all learning of significance, as opposed to rote memorization or pouring of information into the heads of unsuspecting students, involves conceptual change, it is important to look closer at what conceptual change means and what it involves. How can teachers understand the initial conceptions that students bring to the classroom? How can they best help students achieve genuine conceptual development and change? When should alternative conceptions be changed? Can alternative conceptions coexist? Are all alternative conceptions misconceptions? This course is designed for students especially interested in education as a career or those who just want to better understand how people learn.

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

**CS 239
TOPICS IN COMPUTER SCIENCE**
TBA

**CS/HACU 245
HISTORY OF MODERN PHILOSOPHY**
Lisa Shapiro

We will read some of the thinkers of the 17th and 18th centuries who have most influenced the way in which we 20th-century people think about philosophical issues. One reason for tracing our way of thinking back to this time period is the rise of mechanist (modern) science going on at roughly the same time. The scientific discoveries of this period helped to engender a crisis of confidence in claims to knowledge and in the existence of God. We will look at how Descartes, Locke, Hume, and Kant responded to these challenges, examining in particular their conceptions of a human being and of what it is for a human to think, to have ideas, and to reason.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

**CS 284
SEMINAR IN ARTIFICIAL INTELLIGENCE:
EVOLUTIONARY COMPUTATION**
Lee Spector

Evolutionary computation techniques harness the mechanisms of natural evolution—including genetic recombination, mutation, and natural selection—to automatically produce solutions to a wide range of problems. In this course students will explore several evolutionary computation techniques and apply them to problems of their choosing. The technique of "genetic programming," in which populations of executable programs evolve through natural selection, will be emphasized.

The prerequisite for this course is fluency in either Lisp or C. A background in Artificial Intelligence (for example, CS 263 Artificial Intelligence) would also be helpful.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

**CS 293
MULTIMEDIA COMPUTING AND
COMMUNICATIONS**
James Miller

The continuing digitalization of information has made it increasingly difficult to distinguish between computers and communications media. Perhaps the best example of their

Fall 1999 - Spring 2000, Cognitive Science

common, hybrid form lies in the realm known as multimedia. This course will explore the underlying concepts of digital representation, processing and programming. Students will become acquainted with methods for manipulating digital images, sound, and video, and for integrating them into interactive software using authoring tools. In addition the course will examine social issues raised by these new technologies, including the authenticity of imagery, the changing nature of content-production work, and the near ubiquity of digital multimedia in everyday life.

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

CS 322 CONTEMPORARY EPISTEMOLOGY Joseph Hernandez Cruz

Epistemology is one of the core traditional areas of philosophical inquiry. Perhaps the only uncontroversial thing that can be said of epistemology is that it is an attempt to make sense of the possibility and limits of human intellectual achievement, however that may be taken. In this course, we will study the contemporary literature in analytic philosophy on the nature of knowledge and rational belief. Epistemologists seek answers to questions such as:

- When is it rational to have a particular belief?
- What is knowledge (as opposed to opinion)?
- In order to be justified in holding a belief, must someone know (or believe) that she is justified in holding that belief?
- What, if anything, justifies our scientific knowledge?

These questions are asked within a framework where (for better or for worse) the overarching goal is attaining truth and avoiding falsity. Beyond this common ground, however, epistemologists are much divided. Some maintain that these issues are solely the province of philosophy, using traditional methods of *a priori* analysis. Others maintain that the questions above will only yield to methods that incorporate our broader insight into the structure of the world including, perhaps, science or feminist thought. Both stances face severe difficulties. Further, even where there is agreement as to the proper way of answering epistemological questions, there is a stunning variety of possible answers to each question.

This course is intended for advanced philosophy concentrators as well as students working on philosophical topics in the social sciences, humanities, or cognitive sciences. There will be short weekly writing assignments and one final research paper. The website for the course may be found at <http://hampshire.edu/~jlcCCS/episty.html>.

The seminar will meet once each week for two hours and 50 minutes. Enrollment is limited to 16.

One method of completing the Division I requirements is through two courses: one at the 100-level and the other at either the 100- or 200-level. Unless otherwise stated 100- and 200-level courses may serve as one of the two courses for completing a Division I in Cognitive Science. 100- and 200-level cross-listed courses in two schools may serve as one of the two courses for completing a Division I in only ONE of the schools.

COURSE LISTING - SPRING 2000

CS 110 MINDS, BRAINS, AND INTELLIGENT BEHAVIOR—AN INTRODUCTION TO COGNITIVE SCIENCE Joseph Hernandez Cruz

CS 134 BRAIN AND COGNITION Joanna Morris

CS 141 THE EVOLUTION OF COGNITION Mark Feinstein Carter Smith

CS 155 NEW MEDIA: INNOVATION, ADOPTION, FUTURE James Miller

CS 216 DATA STRUCTURES TBA

CS 217 INFORMATION AND CULTURE INDUSTRIES James Miller

CS 219 THE BEHAVIOR AND EVOLUTION OF DOMESTIC ANIMALS Raymond Coppinger

CS/SS 244 COLLABORATIVE AND DISTANCE LEARNING Tom Murray

CS 246 COGNITIVE PSYCHOLOGY Neil Stillings

CS 260 COGNITIVE ETHOLOGY Raymond Coppinger Steven Weisler

CS 263 ARTIFICIAL INTELLIGENCE Lee Spector

CS 281 150 YEARS OF THE SCIENCE OF THE MIND Joseph Hernandez Cruz Joanna Morris

FALL

SPRING

CS 292
MULTIMEDIA
TBA

CS/NS 316
LINEAR ALGEBRA AND ITS APPLICATIONS
Kenneth Hoffman

CS 328
RESEARCH PRACTICUM IN COGNITIVE
DEVELOPMENT
Carter Smith

COURSE DESCRIPTIONS - SPRING 2000

CS 110
MINDS, BRAINS, AND INTELLIGENT BEHAVIOR—AN
INTRODUCTION TO COGNITIVE SCIENCE
Joseph 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 abilities 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 four 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 pursue an introduction to this dialogue.

This course does not presume any background in the sub-fields of cognitive science. There will be frequent writing assignments and several research projects. The web site for the course may be found at <http://hampshire.edu/~jlcCCS/introcogsci.html>.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

CS 134
BRAIN AND COGNITION
Joanna Morris

An introduction to how the brain controls the mind and cognition. We will explore these issues using a variety of different techniques including physiological, psychological, and computational. In addition, our exploration of the mind will

Cognitive Science, Spring 2000

touch on other fields such as linguistics and philosophy. Topics to be discussed include the structures of cognition, perception and encoding, higher perceptual functions, attention and selective perception, memory, language, cerebral lateralization and specialization, motor skills, executive function and the frontal lobes, cognitive development and plasticity, evolutionary perspectives on the brain, and the problem of consciousness.

Class will meet once a week for two hours and 50 minutes. Enrollment is limited to 25.

CS 141
THE EVOLUTION OF COGNITION
Mark Feinstein/Carter Smith

The human mind and brain are remarkable characteristics of our species often presumed to be utterly unique in the organic world. But other animals have brains, and there is a growing consensus among scientists that many non-human animals can be said to have minds as well. It's important, then, to understand the human mind/brain as a product of biological evolution. In this course we will explore a range of cognitive phenomena—memory, language, vision, conceptual representation, problem-solving and more—and try to see how these capacities might have come about in terms of standard Darwinian ideas about evolution (as adaptations through natural selection). We'll look as well at new perspectives on the nature of evolutionary and developmental processes.

We will read and critique a variety of studies by cognitive scientists, evolutionary biologists and developmental psychologists. Students will be expected to write a series of analytical papers, including one major effort that may be developed into a Division I project in Cognitive Science.

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

CS 155
NEW MEDIA: INNOVATION, ADOPTION, FUTURE
James Miller

This 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 twice a week for one hour and 20 minutes. Enrollment is limited to 25.

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.

SPRING

Spring 2000, Cognitive Science

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 is limited to 20 by instructor permission.

CS 217 INFORMATION AND CULTURE INDUSTRIES James Miller

The contemporary industrial sector that produces information and entertainment—television, motion pictures, recorded music, books, databases—is generally said to have three defining characteristics. It is global, with world-wide markets that no longer respect the sovereignty of national boundaries. It is highly concentrated, with a shrinking number of huge, vertically integrated firms. And its technological means of production and distribution—its media—are growing less distinct and more alike as they become computerized.

This course will critically examine these aspects of the present-day information and culture business, focusing on globalized culture as an industrial product, ownership, and control issues and the implications of multimedia convergence for the nature of content and the influence of corporate power.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

CS 219 THE BEHAVIOR AND EVOLUTION OF DOMESTIC ANIMALS Raymond Coppinger

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

Students should have some training in genetics, anatomy, physiology, and basic behavior or must expect to make up any deficiencies during the course.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

CS/SS 244 COLLABORATIVE AND DISTANCE LEARNING Tom Murray

This class covers several topics in learning theory and educational technology. We will focus on two aspects of learning theory: first, on how meaningful learning is mediated by social and collaborative processes; and second, on how learning is affected by the structure, representation, and access mode of instructional material. We will then relate these issues to the design of two types of educational and informational

systems: (1) collaborative learning environments, and (2) adaptive hypermedia systems. We will read and discuss a number of articles and use and evaluate software including collaborative environments and adaptive hypermedia systems. Modern learning theories emphasize the importance of collaboration and dialogue to situate learning in socially meaningful contexts. Meaning and knowledge are thus negotiated and co-constructed (as opposed to being "taught" or "passed down"). Computer-based collaboration environments such as video conferencing, email, bulletin boards, and MUDs raise both novel opportunities and potential problems for collaborative learning. The web and educational CD-ROMs put vast "information spaces" at our fingertips, but it is usually difficult to navigate through such material and make sense of the "big picture." We will discuss interface design and adaptive hypermedia methods for improving the design of web sites and educational CD-ROMs.

Class will meet once a week for two hours and 50 minutes. Enrollment is limited to 15.

CS 246 COGNITIVE PSYCHOLOGY Neil Stillings

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

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

CS 260 COGNITIVE ETHOLOGY Raymond Coppinger Steven Weisler

Cognitive ethology is the study of animal behavior from a slightly different perspective. Instead of asking how and why an animal moves through time and space, it explores the internal states of the animal. Do they have intentional states or a representational content about the world they move in? Do they have beliefs about the environment they move in? Are they conscious and aware of what they are doing? Do they have minds?

In this course we will explore these issues, as well trying to understand the development of mind. Is self awareness species specific or is awareness a developmental characteristic requiring not only a phylogenetic history, but an ontogenetic history? In other words, are there environmental events that are prerequisite to awareness of self? Could the same argument be made for thought? Are there critical periods when developmental events predispose an animal to have propositional attitudes or intentional states? If there are non-human minds, what is the nature of them and how did they get them? Lectures, discussions, recommended readings. Final take-home examination on the question of animal minds.

SPRING

Prerequisite: Division I exam in either Cognitive Science, Natural Science or Social Science. Psychology-equivalent experience considered.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 30. This course may not serve as one of the two courses for completing a Division I in Cognitive Science.

CS 263
ARTIFICIAL INTELLIGENCE

Lee Spector

Artificial Intelligence (AI) is a branch of computer science concerned with the construction of computer systems that "think." This course is an introduction to the core ideas of AI through concrete, hands-on activity. We will use the Common Lisp programming language, which is taught in 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.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

CS 281
150 YEARS OF THE SCIENCE OF THE MIND

Joseph Hernandez Cruz

Joanna Morris

The investigation of perception, reasoning, memory, and language within a scientific framework has a varied and rich history. That history has seen a transformation from a methodology based solely on introspection to one based solely on observable behavior. The inadequacies of behaviorism in turn lead to the emergence of a cognitive, information-processing view of mentality. Recently, the information processing view has begun to yield to a view informed by neuroscientific research.

Once only the domain of philosophical speculation, the mind is now studied using a combination of rigorous, quantitative approaches. How did these transformations occur? In this course, we will pursue the historical emergence of experimental psychology through a combination of contemporary readings as well as material from the nineteenth and early twentieth centuries. The history of psychology presents an especially challenging case in the history of science, since the mind has seemed to many to be beyond scientific explanation. Our goal is to understand the methodological and theoretical changes that lead to our contemporary conception of human psychological capacities, thereby achieving a clearer view on the direction and prospects of a science of the mind.

This course is intended for students concentrating in psychology or cognitive science, or for students interested in the history of the methods of science. There will be frequent writing assignments as well as a longer research paper. The web site for the course may be found at <http://hampshire.edu/~jlcCCS/historyofpsych.html>.

Class will meet once a week for two hours and 50 minutes. Enrollment is limited to 25.

CS 292
MULTIMEDIA
TBA

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 three times a week for one hour and 20 minutes. Enrollment is limited to 25.

CS 328
RESEARCH PRACTICUM IN COGNITIVE DEVELOPMENT
Carter Smith

In this laboratory-based course, students will participate directly in cognitive research with children. We will investigate contemporary issues in cognitive development by conducting a small number of experiments. Possible areas of exploration include: analogies and problem-solving, text comprehension, tool use, perceptual development, spatial reasoning, symbolic play. The goal of the course will be to go beyond replication of published works to the formulation and testing of new hypotheses. Students will be active participants in all phases of the research: submission of proposals for ethical review, contacting and recruiting parents and children, designing stimuli and procedures, observation and data collection, data analysis and reporting. Students will work in teams.

Course readings will be limited to primary literature directly relevant to ongoing experiments. This course is most suitable for students concentrating in psychology, child development, or cognitive science, but Division I students with a strong interest will be considered.

Class will meet once a week for two hours; each student will commit to an additional three hours per week of work in the laboratory, duties to be rotated among all students. These hours will be determined jointly by availability of children and student schedules. Enrollment is limited to 12 and is subject to instructor permission via an application. Applications will be available in the Cognitive Science office (ASH 100) during preregistration.

SPRING

HUMANITIES, ARTS AND CULTURAL STUDIES

CURRICULUM STATEMENT

FALL

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 between creative expression, critical analysis, and cultural production. The scholars and artists of this school represent such distinct fields as 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 all 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 a new 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 affirming the important role of effective writing.

The school curriculum has been developed to maximize the School's longstanding 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. An understanding of the increasing cross-cultural connections that inform our worlds allows students to better 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 between 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 topics and issues in depth. Division II students should look at both 200-level and 300-level courses. Gallery shows, photographic exhibitions, 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. Particular courses that essentially stress technical skill acquisition cannot be used to fulfill Division I requirements. Such courses are noted with an asterisk (*) after the course number.

DIVISION I GOALS AND POLICY

Division I in the School of Humanities, Arts and Cultural Studies is designed to enable an entering student:

- To acquire skills in critical analysis, reading, and writing.
- To learn to speak comfortably and effectively in group settings.
- To begin to develop historical and multicultural perspectives.
- To begin self-initiated intellectual or artistic work.
- To gain exposure to a range of styles, forms, and types of texts (literary, philosophical, visual, musical, etc.).
- To learn to express ideas in a range of modes and media.
- To acquire analytic vocabularies in more than one of the discipline encompassed by the school.

HACU presents two different types of courses specifically designed to help satisfy these goals. Each semester, the school offers one or more team-taught, multidisciplinary courses (numbered 120-129). In these courses, the emphasis is not on the acquisition of production techniques, but on understanding how to think about questions and work with materials in the fields involved. The school also offers a number of first-year seminars (numbered 130-139). These courses enable students to pursue fundamental questions and problems in small-group settings that allow close contact with instructors.

A student will choose one of the following two options for completing a Division I in HACU:

1) TWO-COURSE OPTION: Successful completion of two 100-level courses (or, in some circumstances, one 100-level course and one 200-level course) in HACU. In keeping with the multidisciplinary expectations of the HACU Division I, students are strongly encouraged to choose courses from different disciplines within the school (e.g., philosophy and video, literature and music, history and cultural studies, etc.). HACU's team-taught, multidisciplinary courses, when followed by another 100- or 200-level course, offer a good way to satisfy the multidisciplinary expectation and to complete a Division I in the school.

2) PROJECT: HACU projects will normally emerge out of coursework done in the school, and students should expect such projects to involve roughly the commitment of another

semester-long course. Division I projects independent of coursework done in the school are expected to be substantially equal to the work of two 100-level courses. A student who proposes such an independent project must offer convincing evidence of his/her preparedness to pursue and complete the project and must find a faculty member who agrees to direct it. Students pursuing Division I projects in HACU are strongly encouraged to incorporate multidisciplinary approaches.

One method of completing the Division I requirements is through two courses: one at the 100-level and the other at either the 100- or 200-level. Unless otherwise stated 100- and 200-level courses may serve as one of the two courses for completing a Division I in Humanities, Arts and Cultural Studies. 100- and 200-level cross-listed courses in two schools may serve as one of the two courses for completing a Division I in only ONE of the schools.

COURSE LISTING - FALL 1999

HACU 104
INTRODUCTION TO DRAWING
Judith Mann

HACU 108
INTRODUCTION TO PAINTING
Gideon Bok

HACU 109
VIDEO I
Sherry Millner

HACU 110
FILM/VIDEO WORKSHOP I
Bill Brand

HACU 111
STILL PHOTOGRAPHY WORKSHOP I
TBA

HACU 112
INTRODUCTION TO FILM THEORY/PRACTICE
Joan Braderman

HACU/NS 118
EVOLUTION OF THE HAMPSHIRE COLLEGE
CAMPUS: TOWARDS A SUSTAINABLE COMMUNITY
John Fabel
Steve Roof
Lawrence Winship

HACU 119
MUSICAL BEGINNINGS
Jayendran Pillay

HACU 120
THE LITERATURE OF RELIGIOUS AWAKENING
Alan Hodder
Robert Meagher

HACU 121
BEING HUMAN: LITERARY AND PHILOSOPHICAL
CONCEPTIONS OF HUMAN NATURE
L. Brown Kennedy
Lisa Shapiro

HACU 131
LATIN AMERICAN SHORT FICTION IN
TRANSLATION
Norman Holland

HACU 133
INTRODUCTION TO PHILOSOPHY: PLATO
Christoph Cox

HACU 134
PHOTOGRAPHY AND THE SOCIAL BODY
Sandra Matthews

HACU 135
NORTH AMERICAN SLAVERY
Susan Tracy

HACU 139
EMERGENCE OF MODERNISM
Sura Levine

HACU 141*
LATIN AMERICAN SHORT FICTION IN SPANISH
Norman Holland

HACU 144
INTRODUCTION TO MEDIA CRITICISM
Bethany Ogdon

HACU/IA 153
DANCE AS AN ART FORM
Rebecca Nordstrom

HACU 157
ARCHITECTURE: THE MAN-MADE ENVIRONMENT—
THE PHYSICAL DETERMINANTS OF FORM
Earl Pope

HACU 173
AN INTRODUCTION TO WORLD MUSIC
Jayendran Pillay

HACU 176
TONAL THEORY I
TBA

HACU/IA/WP 205
WRITING ABOUT THE GOOD LIFE
Deborah Gorlin

HACU 210
FILM/VIDEO WORKSHOP II
Abraham Ravett

HACU 211
STILL PHOTOGRAPHY WORKSHOP II
TBA

HACU 212
VIDEO II
TBA

HACU 213
DIGITAL IMAGING: TECHNIQUES/DESIGN/
CONTEXTS
Joan Braderman

FALL

Fall 1999, Humanities, Arts and Cultural Studies

HACU 215*
MODERN DANCE III
Rebecca Nordstrom

HACU/SS 233A*
ELEMENTARY YIDDISH
Henia Lewin

HACU 234
TOLSTOI
Joanna Hubbs

HACU 237
PARIS-SAINT PETERSBURG
Joanna Hubbs
Sura Levine

HACU 239
JAZZ PERFORMANCE SEMINAR
Yusef Lateef

HACU 244
AUTOBIOGRAPHY/BIOGRAPHY/MEMOIR IN FILM
AND VIDEO
Sherry Millner

HACU/CS 245
HISTORY OF MODERN PHILOSOPHY
Lisa Shapiro

HACU 255
PHILOSOPHIES OF ART/THEORIES OF CULTURE
Christoph Cox

HACU/IA 267
THE ARCHITECTURE OF MEMORY
Robert Goodman

HACU 284
RELIGION AND LITERATURE IN AMERICA
Alan Hodder

HACU 290
COMPUTER MUSIC
Daniel Warner

HACU 293
HISTORY OF THE SECOND WAVE WOMEN'S
MOVEMENT
Susan Tracy

HACU 295
PSYCHOANALYSIS, MEDIA, CULTURE: SUBJECTIVITY
IN THE AGE OF GLOBALIZATION
Bethany Ogdon

HACU 298
REINVENTING IRELAND
L. Brown Kennedy
Nate Latham*

HACU/IA 307
FILMING PERFORMANCE FOR THE CAMERA
Bill Brand
Kym Moore

HACU 313
PHOTOGRAPHY III
TBA

HACU/IA 314
FILM/VIDEO WORKSHOP III
Abraham Ravett

HACU 318
AUGUSTINE ON THE INNER LIFE OF THE MIND
Robert Meagher

HACU 319
CRITICAL THEORY SEMINAR: BODY AND SOUL IN
POST MODERNIST DISCOURSE
Mary Russo

HACU 320
DANCE DIVISION III SEMINAR
Rebecca Nordstrom

HACU 324
STUDIO ARTS CONCENTRATOR'S SEMINAR
Gideon Bok
Judith Mann

HACU 326
MUSIC NOW
Daniel Warner

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

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

Enrollment method for introductory film and photography courses is by instructor permission. Students must attend the first class session. Preference is given to students who have tried to enroll before and whose names are on a waiting list. You must come to the first class to get your name on the waiting list.

APPLICATION PROCESS FOR FILM, PHOTOGRAPHY, AND VIDEO

All Division II and III students wishing to work with Film, Photography, or Video faculty during the 1999-2000 academic year must file their proposals (available from the film and photography facilities director, Kane Stewart) with the faculty by November 22, 1999 and April 21, 2000.

FALL

COURSE DESCRIPTIONS - FALL 1999

**HACU 104
INTRODUCTION TO DRAWING**
Judith Mann

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

Class will meet twice each week for two hours and 50 minutes. Enrollment is limited to 18.

**HACU 108
INTRODUCTION TO PAINTING**
Gideon Bok

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). Class meets twice each week for two hours and 20 minutes. Enrollment is limited to 16.

**HACU 109
VIDEO I**
Sherry Millner

This intensive course will introduce students to basic video production techniques for both location and studio work. In conjunction with 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 made, students will be primarily engaged in video production.

Class will meet once a week for two hours and 50 minutes. Enrollment is limited to 16 by instructor permission. Preference will be given to students who have done critical and/or theoretical work in the area.

**HACU 110
FILM/VIDEO WORKSHOP I**
Bill Brand

This course teaches the basic skills of film production, including camera work, editing, sound recording, and completion of a finished work in film or video. Students will have weekly assignments and will also produce a finished film. There will be weekly screening of student work, as well as films and videotapes 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 16 mm format. Super-8 film, Hi-8, and 3/4" video formats, plus digital image processing, will also be introduced.

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

Class will meet once a week for two hours and 50 minutes. In addition, there are weekly evening screenings and video editing workshops. Enrollment is limited to 15, which is determined at the FIRST class meeting.

**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, in addition, will complete a portfolio by the end of the semester.

A \$50 lab fee is charged for this course. The lab fee provides access to darkroom facilities, laboratory supplies and chemicals, and special equipment and materials. Students must provide their own film, paper, and cameras.

Class will meet once a week for two hours and 50 minutes. Technical workshops will meet once a week for two hours. Enrollment is limited to 15, which is determined at the FIRST class session.

**HACU 112
INTRODUCTION TO FILM THEORY/PRACTICE**
Joan Braderman

This course will offer an overview of the area through examination of some key issues and historical moments in the theorizing of filmic (and later TV/Video) representations. Three primary critical-theoretical approaches will be examined in close relation to the works to which they are addressed or helped bring into being. We will study Eisenstein's developing notions

FALL

Fall 1999, Humanities, Arts and Cultural Studies

FALL

of film as a language while looking at key works from the "heroic" period of Soviet filmmaking, then link his work to contemporary writing and avant-garde film practice where linguistic aspects of the medium are stressed, such as semiotics and structural film. Our work on spatial and phenomenological thinking about sound and image, mise-en-scene style as well as realist ideology, will center on the work of Andre Baxin, Renoir, and the Italian Neo-Realists and continue into the 1960s European New Wave, especially as we examine more current theories of film narrative. While economic contexts for production will always be considered as elements of the film process, as will cultural and psychoanalytic aspects of spectatorship, these factors will be particularly emphasized when we lay out analytic models for thinking about broadcast television and the independent video which evolves in direct relation to it. For this section of the course we will look at essays by Mattalart, Brecht, Schiller, and other critical theorists.

Class will meet once a week for two hours and 50 minutes. Enrollment is limited to 25.

HACU/NS 118 EVOLUTION OF THE HAMPSHIRE COLLEGE CAMPUS: TOWARDS A SUSTAINABLE COMMUNITY

John Fabel
Steve Roof
Lawrence Winship

Enormous forces have shaped the Hampshire College landscape over time. First came the ultra-slow crunch of continental drift, then volcanoes, the advance and retreat of continental ice sheets, and the meanders of a mighty river. Forests grew slowly but were removed during the rapid spread of European colonists and their farms. Now we see the incredibly fast sprawl of post-agricultural housing, re-growing woods, and campuses! What will happen next? How can we use evolutionary and ecological thinking to devise strategies for moving Hampshire College towards a sustainable landscape?

In this course, we will learn how natural and human forces create landscape patterns as a dynamic, socio-environmental system. During the first half of this course, students will complete three intense short projects, one each with a geologist, an ecologist, and a designer. We will spend considerable time outdoors mapping resources and learning the human and natural history of our landscape. The goal of this course is to produce project reports that contribute to a development plan for the Hampshire College landscape.

Class will meet twice a week for one hour and 20 minutes (once as large group and once in small teams), and one long afternoon a week for field trips and research projects. Students taking this course will be supported in their progress towards a Division I examination in Natural Science or HACU. This course is supported by the Lemelson Program. Enrollment is limited to 60 students.

HACU 119 MUSICAL BEGINNINGS

Jayendran Pillay

This course focuses on the broad global fundamentals of music and music theory, including music literacy (how to read music notation). We will look at theoretical concepts (pitch, rhythm, timbral nuances, texture, intervals, harmony) and develop our sense of music cognition through ear-training. This course will connect music to theory, by encouraging students to

produce music themselves. We will examine a variety of musical genres, including world music, pop, jazz, and western classical music. No prior music training or literacy is required.

Class will meet twice a week for one hour and 20 minutes. Enrollment limit is 25.

HACU 120 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 19th-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*.

This multidisciplinary course will meet twice a week for one hour and 20 minutes. Enrollment is limited to 40.

HACU 121 BEING HUMAN: LITERARY AND PHILOSOPHICAL CONCEPTIONS OF HUMAN NATURE

L. Brown Kennedy
Lisa Shapiro

Understanding ourselves involves understanding ourselves as human beings, and understanding ourselves as human beings involves situating human nature within the natural world. In the 17th century the place of humans within the natural world (and in tandem the political, social and religious worlds) became particularly problematic as the dominant conception of the natural world shifted from the medieval "enchanted" world to the more modern mechanistic world. New discoveries changed peoples' understanding of things as basic as what a human being could look like. In this interdisciplinary class we will look at how poets, dramatists, and philosophers come to conceive of human beings and the problems those conceptions face. Specific topics will include: the union of mind/ soul and body; the status of "monsters" or deformed or different human bodies; and the place of women within humankind. (Among others, we will consider works of Shakespeare, Montaigne, Descartes, Elizabeth I of England, Elizabeth of Bohemia, and John Donne.)

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

HACU 131
LATIN AMERICAN SHORT FICTION IN
TRANSLATION
 Norman Holland

Contemporary Latin American fiction has attained a singular lucidity about the workings of language. Its self-reflexivity, its playful relationship to history and the everyday, frequently woven into extravagantly complicated plots, demands that we read again and question our notions about literature and the world it sustains. While examining a number of contemporary texts, we will underscore their imaginative power but also explore the ways in which literature supports certain cultural norms. This course is conducted in English.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 16.

HACU 133
INTRODUCTION TO PHILOSOPHY: PLATO
 Christoph Cox

This course provides an introduction to philosophy through a careful study of the discipline's founding father, Plato. We will begin by examining the nature of philosophical argumentation and learning how to recognize, formulate, and evaluate such arguments. We will then proceed to a close examination of selected dialogues by Plato, discussing his theories of inquiry, truth, knowledge, reality, beauty, human excellence, and justice. We will also seek answers to more general questions such as: what is philosophy? Why does philosophy begin with Plato? What is the importance of dialogue to philosophy? What is the relationship between Socrates and Plato? Why has Plato exerted such an influence on European culture? Are Plato's views still viable today?

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 16.

HACU 134
PHOTOGRAPHY AND THE SOCIAL BODY
 Sandra Matthews

As viewers of photographs, how is our visual knowledge of human society shaped and defined? Photographs, especially those of people, are profoundly connected to cultural attitudes in the ways they are made, distributed, and viewed. We will examine selected works from throughout the 160 years of photographic history with the social parameters of the body—gender, race, nationality, class, age, health, sexuality—in mind. In addition to completing weekly readings, students will write several short essays and a longer research paper based on an archive of their own construction.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 16.

HACU 135
NORTH AMERICAN SLAVERY
 Susan Tracy

Slavery in the "New World" had been in existence for over 100 years when the first slaves arrived in the British colony of Virginia in 1619. The captain of the British "Treasurer," a pirate ship, boarded a Dutch man-o-war, took "about 20 negars" who were sold as servants to Virginia planters. From roughly the mid-17th century until the mid-19th century, when the question of slavery in the United States was settled by the American Civil War, slavery was an integral part of U.S. society and culture.

In this course we will consider a series of problems connected to slavery: the initial formation of slavery as a labor system; the similarities and differences in slavery in the colonial North and South; the evolution of and challenges to slavery in the Age of Revolution; and organized support for and opposition to slavery. We will look at some key debates about the institution of slavery as a social and economic institution and will read some pro-slavery and anti-slavery texts.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 16.

HACU 139
EMERGENCE OF MODERNISM
 Sura Levine

This course will focus on several European artistic movements which formed a bridge between the naturalist tendencies of late 19th-century art and the development of abstraction in the early 20th century. Beginning with the Impressionists (Monet, Renoir, Degas) and ending with Cubism (Picasso, Braque, Gris), this course will examine the stylistic, thematic, and philosophical bases of each movement as a means of developing a vocabulary and analytical skills for the discussion of visual representation. Documents from the period along with recent criticism will introduce students to various art historical "positions." Students will be expected to give presentations on objects in local museums and to write several papers.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 16 students.

HACU 141*
LATIN AMERICAN SHORT FICTION IN SPANISH
 Norman Holland

Although this course will share the same objectives as Latin American Short Fiction in Translation, it is designed to improve speaking and writing skills. The course combines advanced review of Spanish grammar, emphasizing written skills, with the reading and discussion of selected literary texts. The course is conducted in Spanish.

The class will meet twice each week for one hour and twenty minutes. Enrollment is limited to 25. Prerequisite: Four years of Spanish in secondary school or its equivalent. This course may not serve as one of the two courses for completing a Division I in Humanities, Arts and Cultural Studies.

HACU 144
INTRODUCTION TO MEDIA CRITICISM
 Bethany Ogdon

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 a week for one hour and 20 minutes. Enrollment is limited to 25.

FALL

Fall 1999, Humanities, Arts and Cultural Studies

HACU/IA 153 DANCE AS AN ART FORM

Rebecca Nordstrom

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.

The class will meet twice a week for one hour and 50 minutes. Enrollment is limited to 25 students.

HACU 157 ARCHITECTURE: THE MAN-MADE ENVIRONMENT— THE PHYSICAL DETERMINANTS OF FORM

Earl Pope

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

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 18.

HACU 173 AN INTRODUCTION TO WORLD MUSIC

Jayendran Pillay

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.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

HACU 176 TONAL THEORY I TBA

This course will focus on the development of analytical and critical skills within the context of tonal music. Topics to be covered include counterpoint, harmonic progressions, melodic organization, modulation, diminished-seventh chords, secondary dominant and secondary leading-tone chord

functions, binary and ternary forms. Musical examples will be drawn from the standard classical repertory, popular, rock, and jazz music. Students will be expected to complete weekly reading, listening, and composition assignments, as well as one analytical paper. Some class discussion may be devoted to current issues in music and students will be encouraged to play some of their compositional assignments in class.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25. Prerequisite: Musical Beginnings, or permission of the instructor.

HACU/IA/WP 205 WRITING ABOUT THE GOOD LIFE

Deborah Gorlin

In this writing seminar, we will write about aspects of the so-called "Good Life," those cultural resources traditionally called the fine arts and humanities, which enrich our experience and make life interesting. Writing about these subjects ranges from the classical academic approaches of John Berger in art or Helen Vendler in poetry, to the more popular styles of Whitney Balliet in music, or Arlene Croce in dance. In this class, we will broaden our definition of these subject areas to include writing about travel, food, fashion, gardening, and home design.

Looking at those books, essays, reviews and articles written for academic and for popular audiences, we will study the work of writers in those genres which fall under the category of the "Good Life." Our aim will be to assess these works as models of effective writing and to use their literary strategies to inform our own work. These readings will also help us develop some criteria for peer review of written work.

This course is geared to finishing Division I students who are entering Division II, with an interest in writing in academic and/or popular forms about their version of the "Good Life." In addition to regularly assigned essays and in-class writing exercises, students will be asked to complete a writing project based on a topic of their choice related to the class.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 16.

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.

FALL

Class will meet once a week for two hours and 50 minutes. Enrollment is limited to 16 by permission of the instructor. In general, Film/Video Workshop I will be considered a prerequisite.

**HACU 211
STILL PHOTOGRAPHY WORKSHOP II
TBA**

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.

The lab fee of \$50 entitles the student to darkroom facilities, lab supplies, and chemicals. Students must supply their own film and paper.

Class will meet once each week for two hours and 50 minutes, with extensive additional lab time available. Technical workshops will meet once a week for two hours. Prior photographic experience is required. Enrollment will be limited to 15 students and determined by permission of the instructor.

**HACU 212
VIDEO II
TBA**

This course is designed for students who have had at least basic experience with film and video production and criticism and are interested in more advanced 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 contemporary video art and documentary. Students are expected to attend all screenings, keep up with the reading assignments, and to complete a video 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 Humanities, Arts, and Cultural Studies or CCS.

**HACU 213
DIGITAL IMAGING: TECHNIQUES/DESIGN/
CONTEXTS
Joan Braderman**

This is a new course for students interested in making digital images as well as considering the social, political, and aesthetic implications of new technologies on the media, on the circulation of images and sounds—both still and moving. There will be readings, consideration of works by new media artists, and workshops on technique with a concentration on Photoshop and Avid editing.

Class will meet once a week for two hours and 50 minutes. Enrollment is limited to 15. Prerequisites: Some film, photography or media criticism/theory, and a Video I, Photo I or Film I course.

**HACU 215*
MODERN DANCE III
Rebecca Nordstrom**

This course will be a laboratory exploring the movement capacities of the human body as selected for aesthetic and expressive purposes. Class work will be geared to refining the perception of movement; learning how to move safely; and 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 two or three classes is considered unsatisfactory.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25. This is considered a half course, geared to the low intermediate level and cannot be used as one-half of a Division I.

**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 will 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 20 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, Arts and Cultural Studies 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 50 minutes. Enrollment is limited to 20.

**HACU 237
PARIS-SAINT PETERSBURG
Joanna Hubbs
Sura Levine**

The period between the turn of the century and 1917, called respectively the "Banquet Years" in France and the "Silver Age" in Russia, witnessed a series of shifts in artistic and literary

FALL

Fall 1999, Humanities, Arts and Cultural Studies

production that quite literally changed the language of the arts. In this course we will study this creative explosion and some of the fruitful exchanges that occurred between Paris and Saint Petersburg. Topics may include: the Ballets Russes, Cubism and Futurism, Suprematism and Constructivism, Bohemia and folklore, and early cinema. Preference will be given to students with some background in French or Russian art, literature, and/or history.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 40 students.

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 a week for two hours and 20 minutes. Enrollment is limited to 25. Prerequisite: HACU 176 and HACU 265 or equivalent Five College music courses.

HACU 244 AUTOBIOGRAPHY/BIOGRAPHY/MEMOIR IN FILM AND VIDEO Sherry Millner

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

Class will meet once a week for two hours and 50 minutes. Enrollment is limited to 25.

HACU/CS 245 HISTORY OF MODERN PHILOSOPHY Lisa Shapiro

We will read some of the thinkers of the 17th and 18th centuries who have most influenced the way in which we 20th-century people think about philosophical issues. One reason for tracing our way of thinking back to this time period is the rise of mechanist (modern) science going on at roughly the same time. The scientific discoveries of this period helped to engender a crisis of confidence in claims to knowledge and in the existence of God. We will look at how Descartes, Locke, Hume, and Kant responded to these challenges, examining in particular their conceptions of a human being and of what it is for a human to think, to have ideas, and to reason.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

HACU 255 PHILOSOPHIES OF ART/THEORIES OF CULTURE Christoph Cox

This course offers an introduction to philosophical aesthetics. With some attention to ancient and medieval theories, we will focus on modern and postmodern theories of art from Kant through Bourdieu and Lyotard. We will examine the rise of philosophical aesthetics in the 18th and 19th centuries and the discourse of aesthetic autonomy it promoted. We will then discuss the challenge posed to this discourse by 20th-century art and the cultural studies paradigm. Readings from Kant, Hegel, Schiller, Schopenhauer, Nietzsche, Heidegger, Dewey, Adorno, Benjamin, Bürger, Bourdieu, Eagleton, de Duve, Lyotard, and others. Prior work in philosophy and/or critical theory will be very helpful.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

HACU/IA 267 THE ARCHITECTURE OF MEMORY Robert Goodman

The architecture of memory is made up not only of buildings, but of a society's accumulation of memorializing and propagandizing artifacts. It includes parks, monuments, billboards, murals, and graffiti, which embody a culture's messages about its past, its present, and its hopes for the future. In America this ranges from the Vietnam Veterans War Memorial to Disney World; from the Holocaust Museum to Elvis' Graceland; and from Las Vegas themed casinos to the AIDS quilt. The way a society designs its architecture of memory and which groups are able to participate in this memory identifies that society's values and the conflicts between its dominant and minority groups.

We will examine the connections between a society's ideologies and its built world, and develop innovative design techniques that include and go beyond the boundaries of architectural design to embrace city design, art, and many other forms of communication. One approach will be learning to design from a different position from that of the traditional "three v's"—victory, valor, and victimization. Instead of designs which simply celebrate conquest, honor heroism, or remember victims, we will consider memory from the perspective of both the conqueror and the victim in order to create a new design synthesis to help end prejudice and reconcile the present generation to some tragic event of the past.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25 students. Design or art experience is helpful, but not essential. The course focus is on innovative design concepts and critical analysis.

HACU 284 RELIGION AND LITERATURE IN AMERICA Alan Hodder

From Puritan theocracy to New Age eclecticism, Americans have been a people obsessed with questions of religious meaning. Nowhere is this more apparent than in their imaginative literature, as the resurgence of religion in recent ethnic literatures illustrates. This course examines the literary expressions of North America's changing religious landscape from Colonial times to the present. What do the writings of Puritans and Native Americans, Yankee men and Southern

FALL

women, Quakers and Transcendentalists, slaves and ex-slaves, Catholics, Jews and Buddhists tell us about religion in America? How do individual writers respond to inherited religious ideology, crises of faith, moments of spiritual transport, patriarchal institutional forms, denominational change and conflict, or encounters with traditions of the East? Our objectives will be to explore selected writings of a range of religiously concerned American writers, from Edwards and Stowe to Morrison and Erdrich; to chart the principal movements of American religious history as reflected in these writings; and to consider various critical perspectives on the complex relationship between religion and literature in America.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

**HACU 290
COMPUTER MUSIC**
Daniel Warner

This course will explore the basic techniques of digital and electronic music synthesis. Students will work on MIDI-controlled digital synthesizers using the QCUBASE and MAX programs. 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.

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

**HACU 293
HISTORY OF THE SECOND WAVE WOMEN'S
MOVEMENT**
Susan Tracy

The focus of this course is the Second Wave Women's Movement with a special emphasis on the trajectory of that movement in Western Massachusetts. We will discuss its preconditions and the impact it made on society, politics, and culture from 1964 to the present. We will read some critical early feminist texts and discuss key debates within feminism. Students will be encouraged to do primary source research and to consider issues of gender, race, class, and sexual orientation in their analysis.

This class is part of a larger project of the Valley Women's History Collaborative's work to locate, collect, and preserve women's history in Franklin, Hampshire, and Hampden Counties from 1968-1998. One part of that project is an oral history component where we will be interviewing some of the women who were active in the Women's Liberation Movement in the Valley and who helped create and sustain feminist and/or lesbian institutions. Students will have the opportunity to learn oral history methodology.

The first part of this class will offer a general historical introduction to the post World War II period. The second half of the course will be dedicated to primary research. Students will have wide latitude in choosing their topics. However, if you choose to work with the collaborative, you will need to follow its goals and guidelines for research. Part of our work will be in documenting feminist activity at Hampshire College. So we are hoping to engage some Hampshire students in that quest.

Class will meet once a week for two hours and 50 minutes. Enrollment is limited to 25.

**HACU 295
PSYCHOANALYSIS, MEDIA, CULTURE: SUBJECTIVITY
IN THE AGE OF GLOBALIZATION**
Bethany Ogdon

This course is an intensive seminar on psychoanalytic theories of the subject in which we will work toward gaining both a clear and nuanced understanding of that subject's relationship to negation, desire, and the real. Readings will include selections from the writings of Jacques Lacan, Sigmund Freud, Jean-Michel Oughourlian, Slavoj Zizek, and Joan Copjec. Psychoanalysis can contribute powerfully to a greater understanding of how cultural phenomena affect human subjectivity in ways that are socially and politically significant. We will use the latter part of the course to examine the relationship between subjectivity as it is psychoanalytically theorized and several culturally predominant phenomena associated with both fantasies and realities of globalization. We will focus primarily on media culture.

Class will meet once a week for two hours and 50 minutes. Enrollment is limited to 16. Participants in this course should be either in the latter stages of their Division II work or filed for Division III and have completed at least one critical theory course.

**HACU 298
REINVENTING IRELAND**
L. Brown Kennedy
Nate Latham*

This class will be structured as a seminar of peers, meeting weekly to explore texts by selected late 19th and, primarily, 20th century Irish writers. Our focus will be on a careful reading of the works themselves; however, attention will also be given to historical and social contexts.

Students will be asked to collaboratively generate discussion questions for each session and to "specialize in" and take primary responsibility for presenting material on a specific writer or text. Though members of the seminar will have latitude in shaping the final reading list, core topics will include: The First Irish Renaissance and the Abbey Theater (Lady Gregory, Synge and O'Casey); Yeats, AE, myth and mysticism; James Joyce (Dubliners and Portrait); Poets of the Six Northern Counties; and Representations of the New Irish (north and south) in recent film and fiction.

Class will meet once a week for two hours and 50 minutes. Enrollment is limited to 18. Designed for Division II and III students in literature, cultural studies, history, theater, and film, this class is open to others by permission of the instructor.

*Nate Latham is a Division III student completing his project on Nationalism in a divided Belfast: Public and Private Spaces.

**HACU/IA 307
FILMING PERFORMANCE FOR THE CAMERA**
Bill Brand
Kym Moore

This class serves as a production course for advanced acting, directing and film/video students who want to work collaboratively to explore acting and directing for the camera. It is designed to provide participants with a critical approach to the theory and practice of acting in relationship to filmmaking. What adjustments must an actor make in order to create believable characters on screen? What must film directors know

FALL

Fall 1999, Humanities, Arts and Cultural Studies

about the craft of acting in order to give direction to a cast and crew? How is a scene conceived, shot, and edited to serve the demands a particular performance? These questions will be explored through a series of small group collaborative projects that will challenge students to find their own answers. The course will emphasize group critiques and explorations rather than standard industrial practices. Individually, students will be responsible for written responses to critical readings and film screenings.

A lab fee of \$50 is required.

Class will meet once a week for two hours and 50 minutes plus additional meeting times reserved for film screenings. This course is limited to students who have already completed advanced production courses in film and/or video or students who have taken introductory courses in either acting or directing. Enrollment is by instructor permission. Enrollment is limited to 20. Please note: Initial class meetings will take place in Film/Photo building.

HACU 313 PHOTOGRAPHY III TBA

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 a week for two hours and 50 minutes, plus two 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 16 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.

Class will meet one a week for two hours and 50 minutes. Enrollment is limited to 16 students who are in Division III and those who have completed Film/Video Workshop II.

HACU 318 AUGUSTINE ON THE INNER LIFE OF THE MIND Robert Meagher

This seminar will offer the opportunity to focus with great care on two of the most seminal works in western philosophy and literature: *The Confessions* and *The Trinity*. Augustine's

theories of time, self, memory, will, imagination, desire, love, and understanding are among the topics which will form the core of our discussions. The emphasis will be on close, disciplined reading, thoughtful immersion in the texts, and articulate engagement in the seminar discussions rather than on writing.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 16. Preference will be given to Division III students.

HACU 319 CRITICAL THEORY SEMINAR: BODY AND SOUL IN POST MODERNIST DISCOURSE

Mary Russo

This advanced seminar is intended for students of contemporary culture with an interest in post modernist theory. Beginning with a general discussion of post modernism drawn from several key essays, we will explore two areas of important debate: the reemergence of the Kantian sublime as what Jean-Francois Lyotard has called the aesthetic in which modern art (including literature) finds its impetus, and the reorganization (or "rezoning") of the body in the discourses of cybernetics and the new biotechnologies. Each of these areas is the focus of crucial cultural and political debates around such issues as cultural production, epistemology, reproductive technologies, "gender skepticism," and representation. Some of the figures to be discussed include Lyotard, Jameson, Haraway, Rorty, Fraser, Huyssen, Kroker, and Butler.

Class will meet once a week for two hours and 50 minutes. Enrollment is limited to 16. Students are expected to have a background in philosophy, critical theory, or art history.

HACU 320 DANCE DIVISION III SEMINAR Rebecca Nordstrom

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 process 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.

Class will meet once a week for two hours and in addition, 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 10 at 1:00 p.m.

HACU 324 STUDIO ARTS CONCENTRATOR'S SEMINAR Gideon Bok Judith Mann

This course will be limited to Division III studio arts concentrators. Students will present their studio work weekly and the objective will be to develop critical skills through class

Humanities, Arts and Cultural Studies, Fall 1999 - Spring 2000

critiques, assignments and presentations. Students will be evaluated on attendance, production, response to critical comments, and participation in discussion.

Class will meet once a week for four hours. Enrollment is limited to 15. Preference is given to students in studio arts, but Division III students in other visual disciplines are encouraged to enroll.

HACU 326
MUSIC NOW
Daniel Warner

This course will examine a variety of current compositional practices used by Classical, Rock, and Jazz composers from John Adams to Anthony Braxton to John Zorn. Areas covered will include Serialism, Minimalism, Experimental Music, new notational strategies, algorithmic composition, chance operations, neotonal musics, and improvisation. Students will undertake both analytical and compositional projects with an emphasis on independent exploration.

Class will meet once a week for two hours and 20 minutes. Enrollment is limited to 25. Prerequisite: Tonal Theory II.

HAMPSHIRE COLLEGE CHORUS
Ann Kearns, Director

The Hampshire College Chorus rehearses Mondays and Wednesdays, 4:00-6:00 p.m., in the Recital Hall of the Music and Dance Building (MDB). Admission is by short, painless audition. Please sign up at the Chorus Office in MDB. Faculty and staff are welcome! Our fall season includes Handel's delightful pastoral *ACIS AND GALATEA* with professional soloists and orchestra in October; in December we'll sign *MISSA LUBA* ("Mass in Congolese Style") with gourd, two sets of tom-toms, and student soloists along with the Dvorak Mass in D for chorus and organ.

One method of completing the Division I requirements is through two courses: one at the 100-level and the other at either the 100- or 200-level. Unless otherwise stated 100- and 200-level courses may serve as one of the two courses for completing a Division I in Humanities, Arts, and Cultural Studies. 100- and 200-level cross-listed courses in two schools may serve as one of the two courses for completing a Division I in only ONE of the schools.

COURSE LISTING - SPRING 2000

HACU 108
INTRODUCTION TO PAINTING
Judith Mann

HACU 109
VIDEO I
TBA

HACU 110
FILM/VIDEO WORKSHOP I
Abraham Ravett

HACU 111
STILL PHOTOGRAPHY WORKSHOP I
TBA

HACU 113*
MODERN DANCE I
TBA

HACU/SS 117
THE FICTIONAL CHILD
Rachel Conrad
L. Brown Kennedy

HACU 132
EXPERIMENTS IN JOURNALISM
David Kerr

HACU 143
UNITED STATES LITERATURE AND CULTURE AT THE TURN OF THE CENTURY
Eric Schocket

HACU 149
DOCUMENTARY FILM/VIDEO: HISTORIES AND THEORIES
Sherry Millner

HACU 157
FEMINISM AND PHILOSOPHY
Lisa Shapiro

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

HACU 159
THREE RUSSIAN WRITERS: PUSHKIN, GOGOL AND TURGENEV
Joanna Hubbs

HACU 160
CALIBAN IN THE AMERICAS
Norman Holland

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

HACU 178
MEDIA STUDIES: ADVERTISING AND SOCIETY
Bethany Ogdon

HACU 202
ADVANCED DRAWING
Gideon Bok

HACU 207
VIDEO II
TBA

HACU 210
FILM/VIDEO WORKSHOP II
Bill Brand

HACU 211
STILL PHOTOGRAPHY WORKSHOP II
TBA

FALL

SPRING

Spring 2000, Humanities, Arts and Cultural Studies

HACU 212
VIDEO II: THE DOCUMENTARY
Sherry Millner

HACU 213
DIGITAL IMAGING FOR PHOTOGRAPHERS AND
FILMMAKERS
Bill Brand

HACU 216*
MODERN DANCE IV
Daphne Lowell

HACU 219
INTERMEDIATE PAINTING
Judith Mann

HACU 223
THE CITY AND THE SCREEN
Bethany Ogdon

HACU 225
THE OTHER SOUTHS
L. Brown Kennedy
Susan Tracy

HACU 228
THE WORLD OF FEODOR DOSTOEVSKY
Joanna Hubbs

HACU 229
CONTEMPORARY CRIME FICTION: JOHN D.
MCDONALD AND HIS FOLLOWERS
David Kerr

HACU 231
BORDER NOVELS/NOVELAS
Norman Holland

HACU/SS 233B*
ELEMENTARY YIDDISH - SECOND SEMESTER
Henia Lewin

HACU/NS 237
LIVING MACHINES: AQUATIC ECOSYSTEM ECOLOGY
AND DESIGN
Charlene D'Avanzo
John Fabel

HACU 239
JAZZ PERFORMANCE SEMINAR
Yusef Lateef

HACU 240
POP ART AND POP MUSIC: RESISTANCE AGAINST
APARTHEID SOUTH AFRICA
Jayendran Pillay

HACU 243
THE NATURE AND PRACTICE OF IMPROVISATION
Margo Simmons Edwards

HACU 246
CONTEMPORARY MUSIC AND MUSICAL DISCOURSE
Christoph Cox
Daniel Warner

HACU 247
WOMEN IN MUSIC
Margo Simmons Edwards

HACU 248
WOMAN AS DIRECTOR OF FILM/VIDEO: ANOTHER
HISTORY
Joan Braderman

HACU 254
REPRESENTING THE FAMILY IN PHOTOGRAPHY,
FILM AND DIGITAL IMAGING
Sandra Matthews

HACU 255
MYSTICS AND TEXTS
Alan Hodder

HACU 256
ANCIENT EPIC
Robert Meagher

HACU 257
SEMINAR IN MUSIC COMPOSITION
Daniel Warner

HACU 260
FEMINIST CHALLENGES TO ART HISTORY
Sura Levine

HACU 261
FORERUNNERS OF CONTEMPORARY THOUGHT:
MARX, NIETZSCHE, FREUD, DARWIN
Christoph Cox

HACU 262
PHILOSOPHY OF PERSONAL IDENTITY
Lisa Shapiro

HACU 265
TONAL THEORY II
Jayendran Pillay

HACU/IA 269
ARCHITECTURE FOR THE POST-SUBURBAN
SOCIETY
Robert Goodman

HACU/IA 272
DANCE IN CULTURE
Daphne Lowell

HACU/IA 285
LABAN MOVEMENT ANALYSIS
Rebecca Nordstrom

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

HACU 296
CLASS AND LABOR IN AMERICAN CULTURE
Eric Schocket

HACU 305
ADVANCED PAINTING
Gideon Bok

SPRING

Humanities, Arts and Cultural Studies, Spring 2000

HACU 316
CONTEMPLATIVE DANCE
Daphne Lowell

HACU 330
BOOKS, BOOK ARTS, ARTISTS' BOOKS, AND
BIBLIOPHILIA
Sura Levine

HACU/SS 355i
GENDER, RACE, AND CLASS IN UNITED STATES
HISTORY AND SOCIETY
Laurie Nisonoff
Susan Tracy

HACU/NS 381i
SUSTAINABLE DESIGN SEMINAR
Frederick H. Wirth
John Fabel

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

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

COURSE DESCRIPTIONS - SPRING 2000

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

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

Enrollment method for introductory film and photography courses are by instructor permission. Students must attend the first class session. Preference is given to students who have tried to enroll before and whose names are on a waiting list. You must come to the first class to get your name on the waiting list.

APPLICATION PROCESS FOR FILM, PHOTOGRAPHY, and VIDEO

All Division II and III students wishing to work with Film, Photography, or Video faculty during the 1999-2000 academic year must file their proposals (available from the film and photography facilities director, Kane Stewart) with the faculty by November 22, 1999, and April 21, 2000.

HACU 108
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.

Class will meet twice a week for two hours and 50 minutes. Enrollment is limited to 16. Prerequisite: College Level Drawing I (already completed or concurrent—no exceptions).

HACU 109
VIDEO I
TBA

This intensive course will introduce students to basic video production techniques for both location and studio work. In conjunction with 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 made, students will be primarily engaged in video production.

Class will meet once a week for two hours and 50 minutes. Enrollment is limited to 16 by instructor permission. Preference will be given to students who have done critical and/or theoretical work in the area.

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

SPRING

Spring 2000, Humanities, Arts and Cultural Studies

image. Finally, the development of personal vision will be stressed. The bulk of the work in the class will be produced in Super-8 format. 16mm film, Hi-8 and 3/4" video formats plus our new image processing work station will also be introduced.

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

Class will meet once a week for two hours and 50 minutes. In addition, there are weekly evening screenings and video editing workshops. Enrollment is limited to 15, which will be determined at the FIRST class meeting.

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, in addition, will complete a portfolio by the end of the semester.

A \$50 lab fee is charged for this course. The lab fee provides access to darkroom facilities, laboratory supplies and chemicals, and special equipment and materials. Students must provide their own film, paper, and cameras.

Class will meet once a week for three hours. Enrollment is limited to 15, which is determined at the FIRST class session.

HACU 113* MODERN DANCE I TBA

This course will introduce students to basic modern dance technique. Students will learn exercises and movement sequences designed to help develop physical strength, flexibility, coordination, kinesthetic awareness, and an understanding of the possibilities and potential for expressive communication through a disciplined movement form. Particular attention will be paid to postural alignment and techniques for increasing ease and efficiency of movement. Movement exploration and improvisation will be included.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25. This course is not suitable for one-half of a Division I.

HACU/SS 117 THE FICTIONAL CHILD Rachel Conrad L. Brown Kennedy

This course integrates the approaches of literary criticism and psychological analysis to examine the representation of children in literature. Different historical periods and cultural groups have understood and depicted childhood and children quite dissimilarly—even disagreeing as to the basic definition—"What is a child?" For example, New England Puritans tended to see children as small adults; 20th century psychology has thought of them as developmentally distinct from adults. We will focus this term on how children are portrayed as subjects in 19th and 20 century English and American fiction, including texts by African Americans and some immigrant writers.

How do writers portray the thoughts, emotions, perceptions, and perspectives of children of different ages— young children, school-age boys and girls, adolescents? How do adult writers depict the subjective experience of children? Although we will focus on texts written for adults, we will examine the use of child narrators by reading a few texts written specifically for children. We will also read the work of psychological writers such as Freud, Piaget, Erikson, and Winnicott in order to consider their models for understanding children at different phases of development.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 35.

HACU 132 EXPERIMENTS IN JOURNALISM David Kerr

What would result if the aims and methods of the Imagist and Haiku poets and the writers of economical narrative verse were studied and applied experimentally to journalism? In this course we will attempt to find out. It is conceivable that journalism in the future may make today's news stories, columns, and editorials seem bloated and overwritten. Perhaps writing that emphasizes extreme brevity, precision, and the evocation of tone and mood through a poetic intensity can serve 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 a week for one hour and 20 minutes. Enrollment is limited to 16.

HACU 143 UNITED STATES LITERATURE AND CULTURE AT THE TURN OF THE CENTURY Eric Schocket

By the end of the 19th century, immigration, industrialization, urbanization, and technological innovations had pushed the United States into a period of unprecedented political, economic, and cultural upheaval. This course examines the ways in which these and other forces influenced and were influenced by the literature of the period. Reading works of canonical realists and naturalists such as W.D. Howells, Stephen Crane, and Jack London alongside (and against) utopian fiction, working-class dime novels, local color fiction, and the historical romance will allow us to analyze various and competing textual strategies for rendering historical reality.

No previous knowledge of the period is required, though boundless historical curiosity will be helpful. In addition, periodic short papers, active class participation, and a longer paper will be expected.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

SPRING

HACU 149

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 a week for two hours and 50 minutes. Enrollment is limited to 20.

HACU 157

FEMINISM AND PHILOSOPHY

Lisa Shapiro

What is it to be a woman? Is there something that can be called the nature of woman? In this course, we will begin by critically examining what exactly we mean by "woman." We will do so by tracing the idea of female nature through the history of philosophy and up through the 20th century. We will then consider the way in which one conceives of womankind affects the way one thinks about issues that impact on women, issues that are often of concern to feminists. These issues might include: reproductive freedom, pornography, prostitution, equal rights, family, sexuality and gender, and beauty, or any other relevant topic of interest to students in the class.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

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).

HACU 159

THREE RUSSIAN WRITERS: PUSHKIN, GOGOL AND TURGENEV

Joanna Hubbs

This is a course in Russian cultural history. Pushkin and Gogol are the first great 19th-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 20 minutes. Enrollment is limited to 25.

HACU 160

CALIBAN IN THE AMERICAS

Norman Holland

This course explores the figure of Caliban from Shakespeare's *The Tempest* as the possibility for literature in the Americas. Caliban raises the questions of language, history, and the colonial subject. We will study contemporary Caribbean and U.S. writers of color who have sought new modes of expression and representation by addressing and revising these problematic issues.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

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 a week for one hour and 20 minutes. Enrollment is limited to 25.

SPRING

Spring 2000, Humanities, Arts and Cultural Studies

HACU 178
MEDIA STUDIES: ADVERTISING AND SOCIETY
Bethany Ogdon

Advertising functions as a constant visual and verbal backdrop to our everyday lived experience—endlessly selling not only products, ideals, and dreams, but frameworks of meaning as well. The primary goal of this course is to provide students with the analytical tools necessary for becoming more consciously critical readers of the advertising environment within which we live. We will examine the history of advertising and the rise of consumer culture in the United States, paying particular attention to contemporary transformations within the advertising industry. We will also look at how advertising practices determine, inform, and/or shape the issues, values, and anxieties that now predominate in American society. What is the contribution of advertising to the current cultural zeitgeist, to the ways in which we imagine ourselves, others, and the world in which we live at the end of the 20th century?

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

HACU 202
ADVANCED DRAWING
Gideon Bok

This course is designed to combine advanced level drawing exercises with the development of each student's concerns in visual media. A wide variety of subject matter and processes will be covered. Readings, class discussions, slide lectures, group critiques, and independent research will be integrated to support studio work. Extensive out-of-class work is required.

Materials generally run in excess of \$75.00.

Class will meet twice a week for two hours and 50 minutes. Enrollment is limited to 20. Introduction to Drawing is a prerequisite. Priority will be given to students with two or more drawing classes at the college level.

HACU 207
VIDEO II
TBA

This course is designed for students who have had at least basic experience with film and video production and criticism and are interested in more advanced 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 contemporary video art and documentary. Students are expected to attend all screenings, keep up with the reading assignments, and to complete a video project for a public screening.

Class will meet once a week for two hours and 50 minutes. Enrollment is limited to 15 by instructor permission.

HACU 210
FILM/VIDEO WORKSHOP II
Bill Brand

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

Class will meet once a week for two hours and 50 minutes. Required screenings and workshops often occur in the evening. Enrollment is limited to 15 by permission of the instructor and will be determined at the FIRST class meeting. In general, Film/Video Workshop I will be considered a prerequisite.

HACU 211
STILL PHOTOGRAPHY WORKSHOP II
TBA

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.

Class will meet once a week for two hours and 50 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.

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 50 minutes. Enrollment is limited to 15 by instructor permission.

SPRING

HACU 213

DIGITAL IMAGING FOR PHOTOGRAPHERS AND FILMMAKERS

Bill Brand

This course will explore the intersection of traditional and digital modes of photographic image making, both moving and still. Using Photoshop and Premiere, students will explore ways of combining materials and methods so that traditional and computer based techniques are used together. The intention is to create images that are presented away from the computer environment. While students are expected to become conversant in computer imaging software, the emphasis of the course is not software training, but image making.

A large portion of class time will be devoted to critiquing student projects, evaluating the qualities and meanings of the images and asking how these qualities and meanings are affected by digital technology. The class will have a strong emphasis on critical reading and students will be expected to submit written responses to assigned books and essays. Critical discussions will center on "truth" as an attribute of the photographic image.

Class will meet once a week for two hours and 50 minutes. Enrollment is limited to 10 students by instructor permission, who have completed at least one Film/Video or Still Photography Workshop. This course is for Film/Photo students who have completed at least one semester at the Photo II level or one semester at the Film/Video II level prior to this class.

HACU 216*

MODERN DANCE IV

Daphne Lowell

This will be an intermediate-level class intended for students with two years of training. The focus of the work will be on 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 a week for one hour and 20 minutes. Enrollment is limited to 24. This course cannot be counted towards one-half of a Division I.

HACU 219

INTERMEDIATE PAINTING

Judith Mann

This course is a continuation of Introduction to Painting. That course is a prerequisite for this course.

Class will meet twice a week for three hours each session. Enrollment is limited to 20 students with the prerequisite.

HACU 223

THE CITY AND THE SCREEN

Bethany Ogdon

In recent years cultural theorists have begun to suggest the death of both cinema and city as collective imaginative spaces within the social field. These deaths, or impending deaths, have been attributed to what has been referred to as a "crisis of visual space" brought about by post-cinematographic imaging and information technologies. This course will pursue the central question, "In what ways are we sustaining our visual relationship to the city now that the technological means have devolved from cinema to television and video?" We will explore the different ways that the city has been cinematically imagined

over the course of the 20th century before turning to an examination of televisual "reality video" cities and virtual cybercities. We will end by looking at how the city is configured in a number of current "metaphysical" Hollywood films. Our project will be to theorize the historical and visual transformation of the screen(ed) city as both a collective dreamscape and a central ideological node within U.S. culture.

Class will meet once a week for two hours and 50 minutes. Enrollment is limited to 25.

HACU 225

THE OTHER SOUTHS

L. Brown Kennedy

Susan Tracy

The "South" is often spoken about as if it were a monolithic unit with a unified geography and culture. In fact, there has always been the South of native Americans, the South of the Euramericans and the South of African Americans. After the latest immigrations in the 1970s through 1990s, the "Souths" of Latino and Asian Americans are emerging as distinct social, political, and cultural units.

Focusing on the period 1880-1980, this course seeks to introduce you to the diversity of Southern society by linking its geography, history, and literature. We will explore the Mississippi Delta, the home of the blues; Louisiana bayous and cajun society; Appalachian mines and milltowns; and the culture of the new urban South—like Atlanta and Miami—with its sprawling suburbs and shopping mall culture in the latest "Americanization" of the South. Finally, we will consider the impact which the Civil Rights Movement, the Vietnam War, and the Women's Liberation Movement had on the South, and how present day Southerners are reacting to the new Gay Rights Movement.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 35.

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 insofar as they related to the ideas themselves. I will begin with a series of lectures intended to introduce the author and to "place" him into the context of Russian mythic, cultural, psychological, and historic currents. We will then read and discuss the novels: *Poor Folk*, *The Double*, *Notes from Underground*, *Crime and Punishment*, *The Possessed*, and *Brothers Karamazov*.

Class will meet once a week for two hours and 50 minutes. Enrollment is limited to 25.

SPRING

Spring 2000, Humanities, Arts and Cultural Studies

HACU 229

CONTEMPORARY CRIME FICTION: JOHN D. MCDONALD AND HIS FOLLOWERS

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 1960s and 1970s, 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 antisocial. 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. Two short and one longer analytical papers will be required.

Class will meet twice a week for an hour and 20 minutes.

SPRING

HACU 231

BORDER NOVELS/NOVELAS

Norman Holland

The aim of this course is to expand our notion of the U.S. canon and define a pan-American literary tradition in which to read recent Latino/a writers. We will first explore how the "big house" haunts such foundational writers as William Faulkner and Juan Rulfo. Then the course will concentrate on how border writers re-write their ghost narratives. Among the border writers we will consider are Ana Castillo, Rolando Hinojosa, Arturo Islas, and Cormac McCarthy.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

HACU/SS 233B*

ELEMENTARY YIDDISH—SECOND SEMESTER

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 233a or who have some prior knowledge of introductory Yiddish.

Class will meet twice a week for one hour and 20 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, Arts and Cultural Studies or Social Science.

HACU/NS 237

LIVING MACHINES: AQUATIC ECOSYSTEM ECOLOGY AND DESIGN

Charlene D'Avanzo

John Fabel

Sustainable development practices are based on the preservation and well-being of the ecosystems that support

human existence. We must understand how ecosystems function (good science), so that we can work with ecosystems instead of against them (good design). In aquatic systems, sewage contamination is a major problem worldwide. "Living Machines"—small scale artificial aquatic ecosystems—are based on the principle that healthy waters have a remarkable capacity to clean themselves. "Living Machines" are potentially elegant and beautiful alternatives to expensive traditional wastewater treatment. This course focuses on both natural and created aquatic ecosystems so that we can design functional ones to serve specific purposes, such as aquaculture or wastewater treatment.

In this course students will 1) conduct experiments in our various aquaculture projects to learn about ecosystems principles including nutrient and energy flow, food webs, and adaptation of species and 2) develop ecosystem design principles through the process of designing a "Living Machine" for wastewater treatment on the Hampshire Campus. This class is for students interested in sustainability, design, agriculture, ecology and environmental science, and the aquatic sciences.

Class will meet once a week for three hours.

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 a week for two hours and 50 minutes. Enrollment is limited to 25. Prerequisite: HA 175 and HA 265 or equivalent Five College music courses. Admission is by instructor permission.

HACU 240

POP ART AND POP MUSIC: RESISTANCE AGAINST APARTHEID SOUTH AFRICA

Jayendran Pillay

The arts often enjoy a unique history of resisting unpopular political dogma. South Africa is no exception where resistance against apartheid within and out of the country has been profound and pervasive. Musicians in exile such as Abdullah Ibrahim, Hugh Masekela, Miriam Makeba, and Dudu Pukwana played pivotal roles in keeping the struggle alive abroad, while indigenous groups like Abafana, Mahotella Queens, Ladysmith Black Mambazo, and others addressed oppression at a local level. International stars such as Stevie Wonder, Paul Simon, Sweet Honey in the Rock, and Alpha Blondy also played their roles, though not without controversy. The visual arts in the form of graffiti scrawled on walls to museum pieces protested against apartheid on a daily basis. The course will examine the phenomenon of apartheid, how and why protests in pop music and the pop visual arts took the form they did, and finally, what these expressions mean in the changing face of South Africa.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

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 will be devoted to instrumental, vocal or other art improvisational practice in ensemble. Another class meeting of one and one-half hours will involve discussion of the lab sessions, reading and listening assignments, and local performances when possible. One project and paper will be required during the semester. Members of the class should have at least an intermediate level of proficiency on an instrument or in their art medium.

Class will meet twice a week for one hour and 20 minutes. This course is designed for Division II and Division III level students.

HACU 246

CONTEMPORARY MUSIC AND MUSICAL DISCOURSE

Christoph Cox

Daniel Warner

This course will explore various forms of contemporary music and various approaches to thinking philosophically and critically about it. We will traverse such musical areas as minimalism, indeterminacy, musique concrète, Free Jazz, heavy metal, punk rock, hip hop, techno, and electronica and examine these via philosophy, cultural studies, critical theory, film/video, and statements by composers, performers, and fans. Investigating different modes of listening to and talking about contemporary music, we will ask such questions as: What is the nature of music in relationship to silence and noise? Can music have a political or critical function? What are the effects of recording and sampling on contemporary musical life? Are the distinctions between "classical" and "popular," "high art" and "mass art" still appropriate in the contemporary setting?

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 30.

HACU 247

WOMEN IN MUSIC

Margo Simmons Edwards

This course will investigate some of the leading women composers and performers and their contributions to various fields of music. Selected composers and performers throughout recent history, as well as contemporary artists in the fields of art music, jazz, and popular music will be the focus. The intent of the course will be to highlight some of the vast contributions made by women in the field of music. We will analyze selected musical works and try to define their place in the context of music history.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

HACU 248

WOMAN AS DIRECTOR OF FILM/VIDEO: ANOTHER HISTORY

Joan Braderman

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, Savoca 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 video making process as it traces the movement of women into it.

Class will meet once a week for three hours and thirty minutes with an additional three hour screening time. Enrollment is limited 25. Prerequisite: Some experience in women's studies and/or film and video criticism.

HACU 254

REPRESENTING THE FAMILY IN PHOTOGRAPHY, FILM AND DIGITAL IMAGING

Sandra Matthews

As the domestic scene, once thought to be private, is increasingly understood to be connected to larger cultural issues, visual representations of the family are increasingly valued as cultural expressions and artifacts. Centering our discussion on family snapshots and home movies, we will examine works by artists using photography, film, video, and digital technologies to explore the meanings of family narratives and relationships. Students will complete weekly readings and a series of written assignments.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

HACU 255

MYSTICS AND TEXTS

Alan Hodder

No issue in the comparative history of religion dramatizes the challenges of cross-cultural study of religious phenomena more than what is referred to as "the problem of mysticism." Is the mystic a kind of lone ranger of the soul whose experience reveals and confirms the transcendental unity of all religions, or are the experiences of mystics entirely predetermined by the mystics' respective contexts of history, tradition, language, and culture? What is the relation between the mystic's interior experiences and what he or she writes about them? In this course we will undertake a comparative study of "mystical" and scriptural texts representing Neoplatonic, Christian, Hindu, and Buddhist traditions within the framework of modern and

SPRING

Spring 2000, Humanities, Arts and Cultural Studies

contemporary critical contributions to the history, psychology, and philosophy of mysticism. Among the primary texts and personalities considered are: Plotinus, *The Cloud of Unknowing*, Julian of Norwich, Teresa of Avila, selected Upanishads, *Bhagavadgita*, Mirabai, Ramakrishna, Milarepa, and Dogen.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25. Prerequisite: at least one course in the study of religion or philosophy, or permission of the instructor.

HACU 256 ANCIENT EPIC

Robert Meagher

The aim of this course will be the comparative study of five ancient bronze age epics from Mesopotamia, India, Greece, Israel, and Ireland. The core readings will comprise: The *Gilgamesh*, the *Mahabharata*, the *Iliad*, the *Hebrew Bible* (selections), and the *Tain*. Each text will be considered both in its own historical and cultural context and in the larger shared context of bronze age epic, myth, and literature.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

SPRING

HACU 257 SEMINAR IN MUSIC COMPOSITION

Daniel Warner

This course will provide a hands-on exploration of the basic concepts and techniques of instrumental and vocal composition. We shall study 20th-century compositional procedures, influences of World music, and experimental pop music, and *avant-garde* jazz. Elements of orchestration, form, and notation will be discussed. Emphasis will be on the development of individual creative work through tutorials and group lessons. Students will be expected to complete four brief compositions which will be performed and recorded.

Class will meet once a week for two hours and 50 minutes. Enrollment is limited to 10. Prerequisite: HA 281 or equivalent theory course.

HACU 260 FEMINIST CHALLENGES TO ART HISTORY

Sura Levine

Linda Nochlin's 1971 essay "Why Have There Been No Great Women Artists?" called for a revision of the "canonical works" of art history to include more women artists. The impact of this essay has been monumental. It provided a model for introducing feminist perspectives and it helped to transform both the "who" and "how" of art history. This course will focus on the impact of Nochlin's and more recent essays in feminist art history as this once-marginal subfield has become a vital and fully integrated part of the discipline today. Topics will include examples of early Anglo-American feminist art historians who sought to resurrect lesser-known women artists; the decorative arts movement of the 1970s as feminist "style;" recent discussions of spectatorship; and the primacy of race, class, gender, and sexuality as subjects central to art historical discourse.

Class will meet once a week for two hours and 50 minutes. Enrollment is limited to 25. Preference will be given to students who have a strong background in art history, feminist theory, and/or cultural studies.

HACU 261 FORERUNNERS OF CONTEMPORARY THOUGHT: MARX, NIETZSCHE, FREUD, DARWIN

Christoph Cox

This course will explore various forms of contemporary music and various approaches to thinking philosophically and critically about it. We will traverse such musical areas as minimalism, indeterminacy, musique concrète, Free Jazz, heavy metal, punk rock, hip hop, techno, and electronica and examine these via philosophy, cultural studies, critical theory, film/video, and statements by composers, performers, and fans.

Investigating different modes of listening to and talking about contemporary music, we will ask such questions as: What is the nature of music in relationship to silence and noise? Can music have a political or critical function? What are the effects of recording and sampling on contemporary musical life? Are the distinctions between "classical" and "popular," "high art" and "mass art" still appropriate in the contemporary setting?

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

HACU 262 PHILOSOPHY OF PERSONAL IDENTITY

Lisa Shapiro

When we use the first person singular pronoun "I," we typically mean to refer to the same thing we referred to the last time we used it, whether it was a minute ago, last year or five years ago—ourselves. What is this self which endures over time? Are we minds? Bodies? Some kind of combination of the two? Is there a sort of thing which is a self at all? Can we know who or what we are? If so, how? Are we in a privileged position to know ourselves? We will begin with a survey of the way figures in the history of philosophy have addressed these questions. We will then turn to some contemporary philosophers' treatments of these questions.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

HACU 265 TONAL THEORY II

Jayendran Pillay

A continuation of Basic Tonal Theory (HA 176), this course will move outward from diatonic harmony to study chromatic and extended harmony. Topics covered will include modulation, diminished-seventh chords, secondary-dominant structures, Neapolitan sixth chords, augmented-sixth chords, modal interchange, tonal regions, third-relation, binary/ternary form, and sonata form. Students will be expected to complete weekly reading, listening, and composition assignments as well as one analytical paper.

Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25. Prerequisite: HACU 176 or equivalent theory course.

HACU/IA 269 ARCHITECTURE FOR THE POST-SUBURBAN SOCIETY

Robert Goodman

Our objective will be to develop innovative design concepts for the changing nature of work life and family structure, and for finding more environmentally sustainable solutions in the coming post-suburban society. Emphasis will be placed on each student's ability to design and analyze projects which involve

Humanities, Arts and Cultural Studies, Spring 2000

alternatives to current community and building design, transportation systems, and environmental design. During this course we will examine how cultural norms and human, material and technological resources translate into physical design solutions. Student design assignments will involve approaches to retrofitting existing buildings for new uses, as well as developing totally new structures. Some examples include reconceptualizing the suburban mall, housing design for non-traditional communities and single parent families, and the design of low environmental impact architecture.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25. Design or art experience is helpful, but not essential. The course focus is on innovative design concepts and critical analysis.

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 twice a week for one hour and 20 minutes. Enrollment is limited to 25.

HACU/IA 285 LABAN MOVEMENT ANALYSIS Rebecca Nordstrom

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

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

Class will meet twice a week for two hours.

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

The century in which Greek drama was developed—25 centuries ago—was for Athens a century of war so like our own that General George C. Marshall, as Secretary of State, once said "I doubt seriously whether a man (*sic*) can think with full wisdom and with deep convictions regarding certain of the basic international issues today who has not at least reviewed in his mind the period of the Peloponnesian War and the Fall of Athens." The same may be said of a less international issue: not

how and where best to wage war, but how and where best to recover from it. For the ancient Athenians, the answer lay in the theatre.

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

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

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

HACU 296 CLASS AND LABOR IN AMERICAN CULTURE Eric Schocket

How does American culture represent the work that we do? How do our novels, films, songs, art, and history record the presence of social class in daily life? This upper-level seminar will take an historical approach to answering these questions, examining a number and variety of texts from the 19th and 20th centuries. Although we will be working towards a general understanding of the ways in which work, class, and culture relate to one another in the United States, we will focus our inquiries on a number of case studies. These may include: representations of chattel and wage slavery in the antebellum period; depictions of strikes and labor insurrections in the late 19th century; "slumming;" and filmic and televisual representations of class and labor.

While no prerequisites are required, some previous knowledge of labor history and/or social theory is recommended. Seminar participants will be expected to complete a substantial amount of reading, to present oral reports, and to complete a research project.

Class will meet once a week for two hours and 50 minutes. Enrollment is limited to 25.

HACU 305 ADVANCED PAINTING Gideon Bok

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.

Class will meet twice a week for four hours. Enrollment is limited to 15 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.

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

SPRING

Spring 2000, Humanities, Arts and Cultural Studies

(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 a week for two hours and 50 minutes. Enrollment is limited to 12. It is designed for advanced dancers/Division III dance students. Permission of the instructor is required.

HACU 330 BOOKS, BOOK ARTS, ARTISTS' BOOKS, AND BIBLIOPHILIA Sura Levine

This course will examine the changing status of printed matter from the flowering of book design and book bindings in turn-of-the-century England and the Continent through the early 20th-century transformative experiments of the Italian Futurists and the textual agitprop of the Russian Constructivists. Topics will explore the politics and possibilities of collaboration, innovation, and design. Of particular interest will be such examples as William Morris's Kelmscott Press, the Brussels-based publishers Edmond Deman and la Veuve Monnom, the Art Nouveau book and the renaissance of typographic design in Europe and the U.S.; and the revolutionary book arts of El Lissitzky and Filippo Marinetti.

Class will meet once a week for two hours and 50 minutes. Enrollment is limited to 16. Priority will be given to Division III students.

HACU/SS 355i GENDER, RACE, AND CLASS IN UNITED STATES HISTORY AND SOCIETY Laurie Nisonoff/Susan Tracy

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

This course is designed for advanced Division II and Division III students. Students will have the opportunity to develop comprehensive research projects and to present their own work for class discussion.

Class will meet once a week for two hours and 50 minutes. Enrollment is limited to 25.

HACU/NS 381i SUSTAINABLE DESIGN SEMINAR Frederick H. Wirth/John Fabel

This course is designed for the relatively large cohort of students involved in the sustainable design/technology area. It will offer an arena for students to present their own work and evaluate that of others, discuss advanced readings of interest, write analytical papers on topics of their choice, and work with

guest speakers in the areas of sustainable development, technology, and design. Class members will have a large responsibility for determining the content and direction of the course.

Class will meet twice a week for one hour and 20 minutes. Enrollment is open.

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. The course strives to generate an exciting context for making new work. Workshops on Avid, Photoshop, Premier, After Effects, sound production, and lighting are offered as a part of this course.

Class will meet once a week for two hours and 50 minutes. 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 Abraham Ravert 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.

There will be a \$50 lab fee.

Class will meet once a week for two hours and 50 minutes. Enrollment is unlimited to Division III concentrators; contracts must have been filed prior to enrollment. All others must have permission of the instructor.

HAMPSHIRE COLLEGE CHORUS Ann Kearns, Director

The Hampshire College Chorus rehearses Mondays and Wednesdays, 4:00-6:00 p.m., in the Recital Hall of the Music and Dance Building (MDB). Admission is by short, painless audition. Please sign up at the Chorus Office in MDB. Faculty and staff are welcome! In the Spring of 2000 we will take a program of music from several cultures to Cambridge and repeat the concert in Amherst.

SPRING

INTERDISCIPLINARY ARTS**CURRICULUM STATEMENT**

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.

At the 100 level, InterArts will offer for the first time this spring a team-taught course called Working Across the Arts which will explore the intersections and fusions of various art forms. Each year, faculty from three different areas will construct their own version of this course. Other 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.

One method of completing the Division I requirements is through two courses: one at the 100-level and the other at either the 100- or 200-level. Unless otherwise stated 100- and 200-level courses may serve as one of the two courses for completing a Division I in Interdisciplinary Arts. 100- and 200-level cross-listed courses in two schools may serve as one of the two courses for completing a Division I in only ONE of the schools.

COURSE LISTING - FALL 1999

IA 123p
PAGE TO STAGE
Ellen Donkin
Wayne Kramer

IA 131
PLAYWRITING
Ellen Donkin

IA 132p
FEMINIST FICTIONS
Lynne Hanley
Ellie Siegel

IA 140
LIFE STORIES: READING AND WRITING AUTOBIOGRAPHIES
Michael Lesy

IA 146
INVESTIGATIONS IN FORM, STRUCTURE, AND SPACE
Thomas Haxo

IA 150
THE HARLEM RENAISSANCE AND NEGRITUDE
Robert Coles

IA/HACU 153
DANCE AS AN ART FORM
Rebecca Nordstrom

IA 193
THE DESIGN RESPONSE
Wayne Kramer

IA 201
TEXT INTO PERFORMANCE
Kym Moore

IA/HACU/WP 205
WRITING ABOUT THE GOOD LIFE
Deborah Gorlin

IA 223
SCULPTURE AND DIGITAL ANIMATION
Thomas Haxo

IA 224
POETICS AND THE READING OF POETRY
Paul Jenkins

FALL

Fall 1999, Interdisciplinary Arts

IA 228
BLACK WRITERS ABROAD
Robert Coles

IA/LM 232
ADAPTIVE EQUIPMENT AND UNIVERSAL DESIGN:
DESIGNING EQUIPMENT FOR PEOPLE IN THE NEXT
MILLENNIUM
Colin Twitchell

IA 235
LITERARY NONFICTION: READING AND WRITING
Michael Lesy

IA/HACU 267
THE ARCHITECTURE OF MEMORY
Robert Goodman

IA 288
POETRY AND PAINTING
Paul Jenkins
Julie Shapiro

IA/HACU 307
FILMING PERFORMANCE/ACTING FOR THE CAMERA
Kym Moore
Bill Brand

IA/HACU 314
FILM/VIDEO WORKSHOP III
Abraham Ravett

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 22, 1999, and April 21, 2000. 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 1999

IA 123p
PAGE TO STAGE
Ellen Donkin
Wayne Kramer

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

Class will meet twice each week for one hour and 20 minutes. Enrollment is limited to 30.

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 20 minutes. Enrollment is limited to 15.

IA 132p
FEMINIST FICTIONS
Lynne Hanley
Ellie Siegel

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 may include *A Room of One's Own*, *Beloved*, *The Fifth Child*, *Bastard Out of Carolina*, *Autobiography of My Mother*, *Red Azalea*, and selected short stories and critical essays. Students should expect to keep a journal, to write in a variety of genres (fiction, personal essay, biography, autobiography), and to 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 twice a week for one hour and 20 minutes. Enrollment is limited to 16.

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 20 minutes. Enrollment is limited to 15. Permission of the instructor required.

IA 146
INVESTIGATIONS IN FORM, STRUCTURE, AND SPACE
Thomas Haxo

This course is an introduction to different technologies that allow creative manipulation of form, structure, and space.

FALL

Working with various media and material students will investigate design in three dimensions. From sketch processes such as drawing, three-dimensional studies, and computer-modeling, students will generate ideas that will be further realized by experimentation and self-evaluation. Observation and perception, form in relationship to function, and static objects versus moving objects are just some of the topics to be covered. Group critiques will encourage students to share their insights and develop a critical vocabulary. Considerable outside class work will be required.

Introduction to Drawing at the college level is a prerequisite. A lab fee of \$80 will cover the cost of most materials. Students will be expected to supply drawing materials and some additional found materials relating to particular problems.

Class will meet twice a week for two hours and 20 minutes. Enrollment is limited to 16.

IA 150 THE HARLEM RENAISSANCE AND NEGRITUDE Robert Coles

This is an introductory course focusing on the Harlem Renaissance as an aesthetic movement in American (and international) art history. Our approach will be historical, drawing upon concepts from literary criticism and cultural philosophy. We shall begin by defining the Harlem Renaissance and understand why it happened. What were some of the social and political forces that produced the Renaissance (e.g., the Garvey movement, World War I)? We will examine the idea of race consciousness. How was Renaissance art shaped by race? What was the "New Negro"? We will also study the connection between the Harlem Renaissance and the Negritude movement, viewing the poetry and prose of Langston Hughes and Claude McKay as an inspiration for black writers in the West Indies, Africa, and France to resist colonial identity and authority. Readings will include selections from *The New Negro* (A. Locke) and *Women of the Harlem Renaissance* (ed. by C. Wall), as well as other texts.

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

IA/HACU 153 DANCE AS AN ART FORM Rebecca Nordstrom

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 a week for one hour and 50 minutes. Enrollment is limited to 25.

IA 193 THE DESIGN RESPONSE Wayne Kramer

A study of theatrical design modes and concepts, the course will emphasize the creative response of major theatre design areas (scenery, lights, costumes) to theatrical texts and cultural contexts. We will try to discover how the artist reacts to the

script and translates that reaction into communication modes for other theatre artists and the audience. In addition to exploring design elements, this term the course will treat some general problems related to the implications of particular design choices in the production and communication of meaning in the theatre. The course will be augmented with guest lectures by practitioners and theoreticians in the theatre arts and cultural criticism.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 15.

IA 201 TEXT INTO PERFORMANCE Kym Moore

This course has been designed to give intermediate and advanced students of acting an opportunity to work with varied forms of literature in performance. Poetry, drama, even critical theory are all performative texts that can be analyzed and transformed into action. Action and imagination create performance. Throughout this course we will investigate specific methods one must use to transform text into performance. How does style and genre inform the actor's choices? Where does interpretation begin for the actor? These questions will be explored through the development of regular in-class and public performance exercises and projects.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 15 by instructor permission.

IA/HACU/WP 205 WRITING ABOUT THE GOOD LIFE Deborah Gorlin

In this writing seminar, we will write about aspects of the so-called "Good Life," those cultural resources traditionally called the fine arts and humanities, which enrich our experience and make life interesting. Writing about these subjects ranges from the classical academic approaches of John Berger in art or Helen Vendler in poetry, to the more popular styles of Whitney Ballier in music, or Arlene Croce in dance. In this class, we will broaden our definition of these subject areas to include writing about travel, food, fashion, gardening, and home design.

Looking at those books, essays, reviews and articles written for academic and for popular audiences, we will study the work of writers in those genres which fall under the category of the "Good Life." Our aim will be to assess these works as models of effective writing and to use their literary strategies to inform our own work. These readings will also help us develop some criteria for peer review of written work.

This course is geared to finishing Division I students who are entering Division II, with an interest in writing in academic and/or popular forms about their version of the "Good Life." In addition to regularly assigned essays and in-class writing exercises, students will be asked to complete a writing project based on a topic of their choice related to the class.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 16.

IA 223 SCULPTURE AND DIGITAL ANIMATION Thomas Haxo

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 Softimage, a

Fall 1999, Interdisciplinary Arts

high-level animation software program. 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.

Introduction to Drawing at the college level is a prerequisite. Lab fee of \$50 will cover most materials.

Class will meet twice a week for two hours and 20 minutes. Enrollment is limited to 12 by instructor permission.

IA 224 POETICS AND THE READING OF POETRY

Paul Jenkins

A survey of post-World War II U.S. poetry, with particular attention to how readers arrive at meaning and how different poets try to shape it. We will read individual volumes by such poets as Louise Gluck, Gerald Stern, Dorianne Laux, Jean Valentine, and Yusef Komunyakaa.

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

IA 228 BLACK WRITERS ABROAD

Robert Coles

This course proposes to be an in-depth study of black American writers who, for whatever reasons, chose to leave the United States as exiles or expatriates. We will discuss who left, where did they go, when and why did they leave—from the nineteenth to the twentieth century. Most important, we will discuss what impact exile had upon these authors' literary careers, as well as on American cultural and social history. We will also examine the idea that travel writing, as a descriptive account of an author's observation and activities while journeying or fleeing injustice, has been central to the development of African American literature. Readings will include Maya Angelou, *All God's Children Need Traveling Shoes*; Langston Hughes, *I Wander as I Wonder*; Nancy Prince, *A Black Woman's Odyssey through Russia*; and James Baldwin, *Notes of a Native Son*.

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

IA/LM 232 ADAPTIVE EQUIPMENT AND UNIVERSAL DESIGN: DESIGNING EQUIPMENT FOR PEOPLE IN THE NEXT MILLENNIUM

Colin Twitchell

As the population of this country and most other western countries ages over the next decade, the design of equipment will have to change to meet the challenges of an aging population. This course will introduce students with an applied design background to the fundamentals of adaptive equipment and universal design. This course is project based and will use adaptive equipment and universal design projects to understand what a designer must know about design as it relates to the changing needs of people in the next millennium. At the beginning of the course we will investigate why the population is changing and how this will influence the design of equipment. Some of the areas that we will look at will be biomechanics, anatomy, ergonomics and market influence on design. The bulk of the course will be working on adaptive equipment and universal design projects. Working mostly in groups, we will

design and fabricate mock-ups and/or prototypes (time permitting) of our ideas for this equipment. Students in this course will be expected to work on their project outside of the course class time.

Previous applied design experience is needed for this seminar. Generally speaking, applied design is the design of any object that is used in some fashion by humans. For more information about this course contact Colin Twitchell at (413) 559-5705 or e-mail at: cstLM@hampshire.edu.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 14.

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 collegewide 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 20 minutes. Enrollment is limited to 15. Instructor permission required.

IA/HACU 267 THE ARCHITECTURE OF MEMORY Robert Goodman

The architecture of memory is made up not only of buildings, but of a society's accumulation of memorializing and propagandizing artifacts. It includes parks, monuments, billboards, murals, and graffiti, which embody a culture's messages about its past, its present, and its hopes for the future. In America this ranges from the Vietnam Veterans War Memorial to Disney World, from the Holocaust Museum to Elvis' Graceland, and from Las Vegas themed casinos to the AIDS quilt. The way a society designs its architecture of memory and which groups are able to participate in this memory identifies that society's values and the conflicts between its dominant and minority groups.

We will examine the connections between a society's ideologies and its built world, and develop innovative design techniques that include and go beyond the boundaries of architectural design to embrace city design, art, and many other forms of communication. One approach will be learning to design from a different position from that of the traditional "three v's"—victory, valor and victimization. Instead of designs which simply celebrate conquest, honor heroism, or remember victims, we will consider memory from the perspective of both the conqueror and the victim in order to create a new design synthesis to help end prejudice and reconcile the present

FALL

generation to some tragic event of the past.

Design or art experience is helpful, but not essential. The course focus is on innovative design concepts and critical analysis.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

IA 288

POETRY AND PAINTING

Paul Jenkins

Julie Shapiro

What might student poets and painters have to say to each other about their respective mediums? What might it mean to poets to explore what a visual image is in painting? What might it mean to painters to think about visual imagery created by language? How might we talk about each other's process of revision?

Class will meet once a week for two hours and 50 minutes. This team-taught, interdisciplinary course will accept up to fifteen poets and fifteen painters at the Division II or early Division III level; we will meet separately at times and together at others. Prerequisite: at least one previous Division I or II level course in painting or poetry writing/reading, or permission of instructors required.

IA/HACU 307

FILMING PERFORMANCE/ACTING FOR THE CAMERA

Kym Moore

Bill Brand

This class serves as a production course for advanced acting, directing, and film/video students who want to work collaboratively to explore acting and directing for the camera. It is designed to provide participants with a critical approach to the theory and practice of acting in relationship to filmmaking. What adjustments must an actor make in order to create believable characters on screen? What must film directors know about the craft of acting in order to give direction to a cast and crew? How is a scene conceived, shot, and edited to serve the demands of a particular performance?

These questions will be explored through a series of small group collaborative projects that will challenge students to find their own answers. The course will emphasize group critiques and explorations rather than standard industrial practices. Individually, students will be responsible for written responses to critical readings and film screenings.

This course is limited to students who have already completed advanced production courses in film and/or video or students who have taken introductory courses in either acting or directing. A lab fee of \$50 is required. Please note: Initial class meetings will take place in the Film/Photo building.

Class will meet once a week for three hours plus additional meeting times reserved for film screenings. Enrollment is limited to 20 by instructor permission.

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.

Class will meet one a week for two hours and 50 minutes. Enrollment is limited to 16 students who are in Division III and those who have completed Film/Video Workshop II.

One method of completing the Division I requirements is through two courses: one at the 100-level and the other at either the 100- or 200-level. Unless otherwise stated 100- and 200-level courses may serve as one of the two courses for completing a Division I in Interdisciplinary Arts. 100- and 200-level cross-listed courses in two schools may serve as one of the two courses for completing a Division I in only ONE of the schools.

COURSE LISTING - SPRING 2000

IA 101

WORKING ACROSS THE ARTS

Ellen Donkin

Thomas Haxo

Paul Jenkins

IA 108

FOUNDATION IN VISUAL MEDIA

Thomas Haxo

IA 120

SCULPTURE FOUNDATION

William Brayton

IA 124

PAGES AND STAGES: LANGUAGES OF THE THEATRE

Ellen Donkin

Wayne Kramer

Kym Moore

IA 127

AMERICAN VOICES, AMERICAN LIVES

Michael Lesy

IA/LM 165

DESIGNING FOR HUMANS: APPLYING UNIVERSAL DESIGN PRINCIPLES TO DESIGNING FOR PEOPLE

Colin Twitchell

IA 216

SOCIALIST REALISM IN LITERATURE

Robert Coles

IA 236

THE PRACTICE OF LITERARY JOURNALISM

Michael Lesy

IA 243

THE MIND'S EYE

Wayne Kramer

Kym Moore

IA/HACU 269

ARCHITECTURE FOR THE POST-SUBURBAN SOCIETY

Robert Goodman

FALL

SPRING

Spring 2000, Interdisciplinary Arts

IA/HACU 272
DANCE IN CULTURE
Daphne Lowell

IA/HACU 285
LABAN MOVEMENT ANALYSIS
Rebecca Nordstrom

IA/SS 286
REMEMBERING, RECORDING, AND WRITING
VIOLENCE
Lynne Hanley
Mitziko Sawada

IA 290
DRAWING AND DIGITAL ANIMATION
William Brayton
Julie Shapiro

IA 399
ADVANCED SEMINAR IN WRITING
Lynne Hanley
Paul Jenkins

COURSE DESCRIPTIONS - SPRING 2000

SPRING

IA 101
WORKING ACROSS THE ARTS
Ellen Donkin
Thomas Haxo
Paul Jenkins

InterArts starts from the premise that the possibilities of art forms change when different forms are considered and practiced in relation to each other, as well as to their social impact. As distinct from a sampler course, this team-taught Division I course will explore the intersections and fusions of various art forms. What if, for example, we bring the sensibilities of lighting design to bear on a sculpture installation? What might result if the power of poetic imagery finds its way into Playwriting? Each year, faculty from three different areas will construct their own version of the course, guiding students through the fundamental processes and conceptual issues pertaining to their areas of study.

This course is designed to include a significant project which may lead either to half a two-course option or to a completed Division I. Lab fee of \$50 will cover most of the necessary materials.

Class will meet twice a week, once for an hour and 30 minutes, and once for two hours and 20 minutes. Enrollment is limited to 30.

IA 108
FOUNDATION IN VISUAL MEDIA
Thomas Haxo

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 hours and 20 minutes. Enrollment is limited to 20.

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 college-level drawing course is a mandatory prerequisite. A lab fee of \$75 will cover most materials.

Class will meet twice each week for two hours and 20 minutes. Enrollment is limited to 15 by instructor permission.

IA 124
PAGES AND STAGES: LANGUAGES OF THE THEATRE
Ellen Donkin
Wayne Kramer
Kym Moore

This course continues the work begun in Page to Stage, but moves that work to a new level in laboratory and public experiments. Students will be offered an opportunity to try their skills on a short published piece of drama, first as a produced script, and then as a departure point for performance work of their own. Students who find themselves drawn to some specific aspect of theatre work (design, dramaturgy, directing, stage management, playwriting, performance) may select that area and begin to specialize. In the first segment of the course, students will create production teams among themselves and work inside class in order to design, direct, and produce a short one-act by a recognized dramatic author. In the second segment of the course, students will use this same one-act as a source of ideas, working inside and outside of class to create their own "version" of the play, but this time the assignment is to set aside written dialogue, using instead image, movement, and sound. In the final segment of the course, students will divide up into three teams which will each generate a new short piece of work, this time incorporating the language of dialogue with the languages of image, movement, and sound. These three new pieces will be open for public viewing. The course will pay particular attention to how director, stage manager, designers, actors, and playwrights collaborate to produce work and how a company ethos gets established. What are the written and unwritten rules for how we treat each other under the creative and logistical stress of production?

This course is an experiment in a new type of seminar for beginning students. It takes nearly as much time as two regular courses, allowing students the time to finish a Division I project (with project design, research, writing and revision) by the end of the semester.

Class will meet twice a week for one hour and 20 minutes with one additional lab session. Enrollment is limited to 30.

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 20 minutes. Enrollment is limited to 15. Instructor's permission required.

IA/LM 165

DESIGNING FOR HUMANS: APPLYING UNIVERSAL DESIGN PRINCIPLES TO DESIGNING FOR PEOPLE

Colin Twitchell

This course will be an introduction to applied design and universal design as it relates to designing for people. This course is project based and will use adaptive equipment and universal design equipment projects to understand what a designer must know about humans and the design process in order to be successful. Early in the course we will study some of the elements that make up applied design. These elements include design style, expression of design ideas, design parameters, anatomy, ergonomics, and market influence on design. The bulk of the course will be applying these elements to the design of equipment for people with disabilities. Working in groups, we will design and fabricate mock-ups and/or prototypes (time permitting) of our ideas for this equipment. Students in this course will be expected to work on their projects outside of the course class time. No previous design experience is needed for this seminar. Students with any kind of interest in design are encouraged to take this seminar as most end products of any field of design end up being used and/or influenced by people.

Class will meet twice a week for two hours. Enrollment is limited to 14.

IA 216

SOCIALIST REALISM IN LITERATURE

Robert Coles

Beginning with aesthetic theories of Karl Marx and Frederick Engels (*Literature and Art*), we will trace the philosophy of socialist realism in literature. Accordingly, we will begin our examination by searching for a working definition of the term. As such, we will read essays by Georg Lukács (*Realism in Our Time*), Leon Trotsky (*On Art and Literature*), Louis

Althusser (*Lenin and Philosophy*) and others. This class will not only attempt to define socialist realism but will also review the various debates and conflicts (among Marxists) over how literature should function within the socialist world. For example, we will study how critical realism (bourgeois realism) and naturalism differ from socialist realism; how socialist realism is different from Left movement propaganda of the 1930s. We will also read select novels, autobiographies, plays, and poems from numerous authors, some of which include: Maxim Gorky (*Lower Depths*), Rebecca H. Davis (*Life in the Iron Mills*), Angela Davis (*An Autobiography*), and Upton Sinclair (*The Jungle*).

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

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 20 minutes. Enrollment is limited to 15 with instructor's permission required.

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 people who make theatre start with some responses to the text as, finally, a visual, three-dimensional event that exists in time. Why does the actor need images? Why does the director need spatial analysis? Why does the designer need to understand textual rhythm? What clues does the playwright give us in deciding on these qualities and elements? Can we develop a common strategy that informs each participant in the same way? How can we develop a "language" for collaboratively exploring these issues? This course, structured for those interested in acting, directing, and designing, will explore this

SPRING

Spring 2000, Interdisciplinary Arts

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 20 minutes. Enrollment is limited to 40.

IA/HACU 269 ARCHITECTURE FOR THE POST-SUBURBAN SOCIETY

Robert Goodman

Our objective will be to develop innovative design concepts for the changing nature of work life and family structure, and for finding more environmentally sustainable solutions in the coming post-suburban society. Emphasis will be placed on each student's ability to design and analyze projects which involve alternatives to current community and building design, transportation systems, and environmental design. During this course we will examine how cultural norms and human, material and technological resources translate into physical design solutions. Student design assignments will involve approaches to retrofitting existing buildings for new uses, as well as developing totally new structures. Some examples include reconceptualizing the suburban mall, housing design for non-traditional communities and single parent families, and the design of low environmental impact architecture.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25. Design or art experience is helpful, but not essential. The course focus is on innovative design concepts and critical analysis.

IA/HACU 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 twice a week for one hour and 50 minutes. Enrollment is limited to 25.

IA/HACU 285 LABAN MOVEMENT ANALYSIS

Rebecca Nordstrom

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

The course is open to students from varied disciplines and there will be opportunity for exploration and application of LMA concepts and principles to individual movement educa-

tion, movement therapy, and nonverbal communication.

Class will meet twice each week for two hours.

IA/SS 286 REMEMBERING, RECORDING, AND WRITING VIOLENCE

Lynne Hanley
Mitzi Sawada

Is there a way that we can examine the reasons for a people to embrace a mentalité that allows for brutality and bigotry? How are violence, war, rape, and annihilation of a people remembered? And by whom? What shapes our memories of the past?

This course focuses on historical examples of the exercise and abuse of power that have forcefully transmuted societies and cultures. What and how do we remember slavery in the United States; the holocausts of Auschwitz, Buchenwald, Hiroshima, Nagasaki, and Vietnam; and the violence committed against Korean women under Japanese colonialism? We will examine how these cases have been treated by historians and the ways in which works of literature provide powerful support or challenges to the histories.

Students will be expected to keep up with the requirements, reflect on the readings, and participate fully in class discussions. More important, their goals should be to gain a deeper understanding of how and why memories are sustained. Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

IA 290 DRAWING AND DIGITAL ANIMATION

William Brayton
Julie Shapiro

This course will allow students to explore both drawing 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 the Softimage three-D modeling and animation package. The dynamics between movement, gesture, and meaning will be elucidated through readings, class discussions, critiques, and presentations. 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 pursued drawing, art history, and digital media at the college level. Introduction to Drawing at the college level is a mandatory prerequisite.

Class will meet twice each week for two hours and 20 minutes. Enrollment is limited to 12.

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 a week for two hours and 50 minutes. Enrollment is limited to 15 by instructor permission.

SPRING

NATURAL SCIENCE**CURRICULUM STATEMENT**

Students at all levels are encouraged to engage in the ongoing debates and discoveries of science through field and laboratory investigations, seminars, interest groups, lectures, and the primary literature. Students excited by science and those skeptical about science should find opportunities to explore their interests in the courses described below. All students are expected to actively participate in doing science and in viewing science in broader historical, social, and philosophical contexts.

Students desiring to work in the traditional branches of science will find core courses in biology, chemistry, geology, mathematics, and physics offered on a regular basis. Since many of the most exciting areas of scientific inquiry cut across several disciplines, the School has developed interdisciplinary approaches to three areas of urgent interest to scientists and society alike: human health/human biology, agriculture, and environmental science/alternative technology.

Students can take 100-level courses to acquire the skills and formulate the ideas necessary to ask and explore interesting questions in science. They will develop an understanding of what the scientific enterprise is about through extensive laboratory work and/or field projects combined with reading primary literature under the close supervision and support of the instructors. 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 needed to formulate and complete a Division I project. The Natural Science Division I requirement may be met via a project or by the combination of two Natural Science courses approved after careful discussion with the faculty teaching both courses. The instructors of the first course, the Natural Science office, or any Natural Science faculty member can provide more details.

Students take courses at the 200-level to develop the breadth, content, and skills needed to design and execute more advanced scientific inquiry. There are core courses in Biology (cell biology, molecular biology, biochemistry, ecology, physiology, genetics); Chemistry (general chemistry and organic chemistry); Mathematics (calculus); and Physics (general physics) that are offered every year. Other courses—e.g., Ethnoarchaeology, Tropical Ecology, or Sustainable Agriculture—develop expertise in one or more of the three interdisciplinary foci of the curriculum and tend to vary more from year to year in response to the interests of the faculty and the students.

At the 300-level, courses have prerequisites. Some are advanced courses designed to allow students to focus on specialized topics in their particular concentrations. Others are integrative seminars designed to bring together advanced students from several disciplines to explore a given topic from their different perspectives.

Faculty in the School of Natural Science are also strongly involved in a number of inter-School programs—Agricultural Studies; Environmental Studies; Science Education; Women and Science; Science, Technology, and Society; U.S. Southwest and Mexico Program—and interested students are urged to read the descriptions of these programs elsewhere in this catalog.

One method of completing a Natural Science Division I is through two 100-level courses or by a 100- and 200-level course combination, however students must check with the faculty teaching those courses to plan how they may meet the goals for the Natural Science Division I. 100- and 200-level cross-listed courses in two schools may serve as one of the two courses for completing a Division I in only ONE of the schools.

COURSE LISTING - FALL 1999

NS 101p
HOW THINGS WORK
Herbert Bernstein

NS 104
OPTICS AND HOLOGRAPHY
Frederick H. Wirth

NS 105
ASTRONOMY
Kenneth Hoffman
and the new Five College Astronomy Fellow

NS 107
EVOLUTION OF THE EARTH
John Reid

NS 108
MARINE AND FRESHWATER ECOLOGY AND
CONSERVATION
Charlene D'Avanzo

NS/HACU 118
EVOLUTION OF THE HAMPSHIRE COLLEGE
CAMPUS: TOWARDS A SUSTAINABLE COMMUNITY
John Fabel
Steve Roof
Lawrence Winship

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

NS 122p
HOW PEOPLE MOVE
Ann McNeal

NS/CS 132
NEUROBIOLOGY OF LEARNING AND MEMORY
Susan M. Prattis

NS 134
NUTRITIONAL ANTHROPOLOGY: UNDER AND OVER
NUTRITION IN THE PAST AND PRESENT
Alan H. Goodman

NS 137
SEX, DEATH, AND TEETH: LIFE STORIES RECORDED
IN TEETH
Alan H. Goodman

NS 139p
PLANTS AND HUMAN HEALTH
Nancy Lowry

FALL

Fall 1999, Natural Science

NS 143
ECOLOGY AND AGRICULTURE
Brian Schultz

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

NS 157
FOOD, NUTRITION AND HEALTH
Benjamin Oke

NS/SS 193
PEOPLE OF THE GREATER SOUTHWEST:
INEQUALITY, IDENTITY AND REPRESENTATION
Debra L. Martin
Barbara Yngvesson

NS 194p
GEOLOGICAL CONTROVERSIES
Steve Roof

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
John Reid

NS 217
WILDLIFE BIOLOGY
Susan M. Prattis

NS 218
PLANT BIOLOGY
Lawrence J. Winship

NS 221
COMPARATIVE PHYSIOLOGY
Benjamin Oke

NS 240
ELEMENTARY SCHOOL SCIENCE WORKSHOP
Merle S. Bruno

NS 247
CELL BIOLOGY
Christopher Jarvis

NS 260
CALCULUS I
David Kelly

NS 324
ADVANCED CALCULUS
Kenneth Hoffman

NS 328
AN INTRODUCTION TO TOPOLOGY
David Kelly

NS 330
BIOORGANIC CHEMISTRY
Nancy Lowry
Susan Keydel

NS 350
PHYSICS III
Frederick H. Wirth

NS 353
SEMINAR IN CONSERVATION ECOLOGY: FROM
RIVERS TO THE SEA
Charlene D'Avanzo

NS 376
ADVANCED SKELETAL BIOLOGY
Debra L. Martin

COURSE DESCRIPTIONS - FALL 1999

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 a week for one hour and 20 minutes and once a week for lab. Enrollment is open.

NS 104
OPTICS AND HOLOGRAPHY
Frederick H. Wirth

This course is an introduction to fundamental principles in optics as applied to image formation and holography. Each student will have a chance to produce two white-light visible holograms in our lab, as well as to begin an individual project. Topics will include geometric and physical optics, the nature and propagation of light, vision, photography, and holography. Aesthetic considerations will be part of the course as well.

Class will meet twice a week for one hour and 20 minutes, plus a lab for hands-on demonstrations and holographic imaging. Advanced students wishing to help in the labs and pursue independent work should see the instructor. Enrollment is limited to 20.

NS 105
ASTRONOMY
Kenneth Hoffman
new Five College Astronomy Fellow

Astronomy will be offered in the Fall 1999 semester, but we are waiting to publish the course description until the new astronomer is on board. Please check future supplements for this description.

FALL

NS 107

EVOLUTION OF THE EARTH

John Reid

The central goal in this course is to develop confidence in a student's ability to look at a landscape and "see" the processes that have produced it. Using the Connecticut Valley and Cape Cod coast as field areas, we will investigate the effects of rivers, of glacial ice and its melt waters, of wave action, and of volcanic activity in creating the present shape of the land. In addition, we will consider the larger scale processes by which the earth's crust has formed and continues to evolve by plate tectonic motion and the drifting of continents. Readings will be taken from a text (*Earth*, Press and Seiver) and from primary literature. Evaluation will be based on class/field participation, and on three research papers based on investigations we carry out as a class in the field. This is a STEMTEC course, part of a program funded by the National Science Foundation to improve math and science teaching.

Class will meet twice a week for one hour and 20 minutes, plus a four-hour field/lab session. Enrollment is limited to 25.

NS 108

MARINE AND FRESHWATER ECOLOGY AND CONSERVATION

Charlene D'Avanzo

Waters nationwide are threatened by human activities and our ever increasing numbers, and this course is an introduction to ecology and sustainability issues in water. We use a case study approach in which students work on a few projects in depth. Students first investigate marine environments and spend several days on Cape Cod in salt marshes and coastal bays. Here the focus is wetland preservation and coastal pollution. We next look at the largest water body in New England—the Connecticut River—and the controversial reintroduction of locally extinct salmon. The final focus is aquaculture, the culture of aquatic plants and animals. Overfishing and water pollution have resulted in fish population crashes on the New England coast and elsewhere, and aquaculture is growing as a result. The final project will be of genuine interest to several Hampshire graduates running local aquaculture facilities.

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

Class will meet twice a week for one hour and 20 minutes, plus a four hour field/lab session. Enrollment is limited to 25.

NS/HACU 118

EVOLUTION OF THE HAMPSHIRE COLLEGE CAMPUS: TOWARDS A SUSTAINABLE COMMUNITY

John Fabel

Steve Roof

Lawrence Winship

Enormous forces have shaped the Hampshire College landscape over time. First came the ultra-slow crunch of continental drift, then volcanoes, the advance and retreat of continental ice sheets, and the meanders of a mighty river. Forests grew slowly but were removed during the rapid spread of European colonists and their farms. Now we see the incredibly fast sprawl of post-agricultural housing, re-growing woods, and campuses! What will happen next? How can we use evolutionary and ecological thinking to devise strategies for moving Hampshire College towards a sustainable landscape?

In this course, we will learn how natural and human forces create landscape patterns as a dynamic, socio-environmental system. During the first half of this course, students will complete three intense short projects, one each with a geologist, an ecologist, and a designer. We will spend considerable time outdoors mapping resources and learning the human and natural history of our landscape. The goal of this course is to produce project reports that contribute to a development plan for the Hampshire College landscape.

Class will meet twice a week for one hour and 20 minutes (once as a large group and once in small teams), and one long afternoon a week for field trips and research projects. Enrollment is limited to 60.

NS 121p

HUMAN BIOLOGY: SELECTED TOPICS IN MEDICINE

Merle Bruno

Christopher Jarvis

The practice of medicine requires a combination of keen observation, information from laboratory analysis, and knowledge of physiology and biochemistry as well as of human behavior. Its object is to treat malfunctions of the human body and prevent the spread of disease.

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

Students will choose particular diseases or treatments to investigate in detail and will present their findings to the class and in papers 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. Optional but highly recommended evening help sessions will be scheduled each week. Enrollment is open and limited to 35.

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

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 35.

NS 122p

HOW PEOPLE MOVE

Ann McNeal

This seminar is for anyone interested in how people move their bodies—for dancers, for athletes, and for those who are just curious. We will investigate how muscles are used to achieve movement, using a little anatomy, reading scientific studies, and mostly doing our own experiments. By the end of the semester, each student will design and carry out an experiment on human movement.

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

FALL

Fall 1999, Natural Science

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

Class will meet three times a week for one hour and 20 minutes, plus an additional lab. Enrollment is limited to 16.

NS/CS 132 NEUROBIOLOGY OF LEARNING AND MEMORY Susan M. Pratts

To some, a memory is a tangible object, involving action, sound and sensation; to others, it is a more abstract phenomenon. Why do we have memory and what exactly is it? What happens in our brain as we learn new things? In this course, we will focus on the hippocampus, a brain anatomical structure, and its many and varied associated connections. We will explore this and other topics through readings, discussion, and completion of a laboratory project. One midterm paper and one final paper, with oral presentation, and a laboratory report are required. This course may be used to fulfill Division I requirements in Natural Science or in Cognitive Science.

Class will meet twice a week for one hour and 20 minutes, with an additional lab one afternoon a week. Enrollment is limited to 25.

NS 134 NUTRITIONAL ANTHROPOLOGY: UNDER AND OVER NUTRITION IN THE PAST AND PRESENT Alan H. Goodman

Food is the "stuff" of life. We eat foods for social and cultural reasons, and we eat foods because they contain nutrients which fuel our cells and allow us to function — grow, think, and live. The quest for food, and the acquisition of essential nutrients, is a major evolutionary theme and continues to have a profound effect on ecological, social, and human biological systems.

In this course we focus on some of the many ways that food and nutrition are related to the human condition, including: (1) the evolution of and relative benefits of carnivore and vegetarian diets; (2) the deadly synergy of malnutrition and infection; (3) the political economic causes of malnutrition; and (4) "nutritional epidemiology." Throughout the course, we will focus on "doing nutritional anthropology," including assessing our dietary and nutritional status at Hampshire and possibly working with a local school as nutritional consultants. This course is recommended to all students who are interested in nutrition, public health, anthropology, and related fields.

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

Class will meet once a week for one hour and 20 minutes, plus an additional lab one afternoon a week. Enrollment is limited to 16.

NS 137 SEX, DEATH, AND TEETH: LIFE STORIES RECORDED IN TEETH

Alan H. Goodman

In this hands-on course we will research various ways that teeth can provide insights into health, nutrition, diet, and origins. Teeth develop *in utero* and during early life, and then are nearly inert. Because teeth grow somewhat like trees (teeth also have growth rings), one can use teeth as a mirror to past lifetimes and geological times.

In this course, we will work on the fundamental question of how to read the record of nutrition and health from tooth size and shape. This semester hands-on projects will focus on using teeth to tell the story of individuals from Tel Abraq, a recently excavated bronze-age tomb from the United Arab Emirates. We will study gender differences in prenatal nutrition as reflected in teeth, the association between tooth quality during infancy and subsequent risk of dying, and the geographic origin of individuals from Tel Abraq through a study of the chemistry of enamel. Division I examination work is highly encouraged. This course may serve as part of the two-course method for fulfilling Division I in Natural Science.

This course is particularly recommended for students with interests in anthropology, archaeology, public health, and nutrition and is an excellent starting point for students who are interested in Geoarchaeology (Spring 2000).

Class will meet twice per week for one hour and 20 minutes, with an associate afternoon lab one day per week. Enrollment is limited to 16.

NS 139p PLANTS AND HUMAN HEALTH Nancy Lowry

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

Students will be expected to prepare and lead class discussions, write several short papers, argue a side in a semi-formal class debate on a controversial topic, and research and write a longer paper evaluating a medicinal herb of their choice.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 16.

NS 143 ECOLOGY AND AGRICULTURE Brian Schultz

The interests of food production and ecological conservation often seem to be in conflict, and the need to develop agricultural methods that do not threaten our planet's ecological fabric seems ever more pressing. We will take the position that agriculture is a form of applied ecology and examine food production as an integrated system including not just farms, but also the forests, cities, rivers, and lakes surrounding farms. We will explore topics such as pesticide and nutrient pollution, food justice and economics, soil and plant nutrition, local farm issues, and alternative agricultural systems such as alley cropping, intercropping, aquaculture, and green houses. We will

FALL

draw our examples from diverse agroecosystems around the world (ranging over wet and dry tropical and temperate zones).

Requirements for evaluation include active class participation, short papers, and reports and a final class project involving lab or field research, written up as a research paper and presented to the class. It is reasonable to assume that the final class project could become a project-based Division I examination in Natural Science. Class includes discussion, lab and field work, and will meet for one hour and twenty minutes twice per week. 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.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

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 from Robert Desowitz's *Malaria Capers*, Christopher Wills' *Yellow Fever Black Goddess*, and articles from the primary medical and scientific literature. We will also spend some time talking about how to swim through Hampshire College with the most success.

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

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 16.

NS 157
FOOD, NUTRITION AND HEALTH

Benjamin Oke

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

causes are nearly always complex, resisting simple explanation, and their biological effects are intimately enveloped in sociocultural, political, and economic processes.

In this course, we will examine the interrelationships between food systems, nutrition, and health. The objective of the course is not to compile and address all of the agricultural, nutritional, and health problems or simply to juxtapose these three sets of problems. It is to provide opportunities for students to gain a better understanding of the underlying causes and to test the hypothesis that these three phenomena are linked 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 20 minutes. Enrollment is open.

NS/SS 193
PEOPLE OF THE GREATER SOUTHWEST:
INEQUALITY, IDENTITY AND REPRESENTATION

Debra L. Martin

Barbara Yngvesson

This course critically examines the imposition and construction of "Indian" identity since colonization, and the appropriation of culture through the entwined forces of economic development, western expansion, anthropological study, and museum representation. Disruption and reinvention of these forces and resistance to them by Native Americans, Latino/a and Mexican immigrants, and other non-European groups in the region is explored. The course introduces students to a range of theories and models for the study of culturally dynamic groups and draws on examples from a variety of locations in the Greater Southwest (a diverse region covering the U.S. Southwest and northern Mexico). Critical and reflexive perspectives in anthropology are presented to understand the history and impact of anthropological research and museums in creating and sustaining representations of particular kinds. Readings, discussions, report and essay writing, field observations, research, and oral presentations will provide students with an appreciation of the dynamic nature of culture. In addition, students will be exposed to non-Western patterns of belief and practices as manifested by Native Americans and other minority groups living in the Greater Southwest.

This course involves a class field trip to the Southwest during October break. Students and faculty will travel as a group, primarily focusing on museums, heritage centers, research facilities, and national parks as the focus for understanding the role of representation. In addition to this, students will meet and discuss identity and inequality with a wide range of professionals in both academic and village settings. Students will need to purchase a round-trip ticket to New Mexico as part of the course.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 16.

Fall 1999, Natural Science

NS 194p

GEOLOGICAL CONTROVERSIES

Steve Roof

Did a meteorite wipe out the dinosaurs? Will increases in "greenhouse" gases cause global warming? Do continents really drift across the face of Earth? How do scientists come up with these theories anyway?

In this course, we will read primary literature about past and present geological controversies to learn how scientists develop, test, and modify scientific hypotheses. We will see how scientific ideas are shaped by academic debates at meetings and in scientific journals and the influence of social and political values of the times. We will also gain an appreciation of the analytical and creative skills exemplified by past and present successful scientists from different cultures. Students will research in depth two controversies of their choice, and share written and oral presentations with the class.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 16.

NS 195

POLLUTION AND OUR ENVIRONMENT

Dula Amarasiriwardena

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

Students are expected to engage in scientific inquiry and to view their investigations in broader context, gain a clear sense of the scientific process, and develop quantitative, oral, and written communication skills. Class participation, satisfactory work on the required problem sets, literature critiques, and laboratory/field reports are required for evaluation. Each student will complete a major research paper, which could be developed into a Natural Science Division I examination.

Class will meet twice a week for one hour and 20 minutes and one afternoon per week for lab or field trips. Enrollment is limited to 20.

NS/CS 198

EVER SINCE DARWIN

Lynn Miller

If Neanderthals are not our ancestors, who are? Over the past 40 years, as more and more fossils are dug up, and as more and more genetic evidence piles up, more and more speculations about our ancestry are published every week. In this seminar, we will look at a very small bit of the literature of both the physical and genetic evidence on who we are and from whom we came. The principal texts are: C. Loring Brace's *The Stages of Human Evolution, 5th Ed.* and Richard Lewontin's *Human Diversity*. Both authors and both books are controversial. In addition, we will read and discuss a few articles from the original literature.

Students are expected to pick a small topic from the original literature on which to write their essays and give an oral presentation to the seminar. Those students who engage in the seminar, who write their essays on schedule, and who give an oral presentation on their work may be able to finish a Natural Science Division I examination by the end of the term or early in the next term.

Class will meet twice a week for one hour and 20 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 modern 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 three times a week for one hour and twenty minutes, 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

John Reid

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

Class will meet twice a week for one hour and 20 minutes and once a week for lab. Enrollment is limited to 25.

NS 217

WILDLIFE BIOLOGY

Susan M. Prattis

Wildlife species are an essential feature of the natural world. In this seminar, we will pose questions and explore interesting concepts in wildlife biology through assigned and student-selected literature readings (on topics such as conservation, reproduction, and ecotoxicology among others), discus-

FALL

sions, and presentations. Active class participation and attendance will be important. One midterm paper and poster session, and one final case study paper will be required.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

**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.

Class will meet twice a week for one hour and 20 minutes for lecture and discussion and one afternoon per week for lab and field work. Enrollment is limited to 15.

**NS 221
COMPARATIVE PHYSIOLOGY**

Benjamin Oke

This course is designed to introduce students to the procedures, principles, and mechanisms of organ system physiology. Emphasis will be on comparative study of physiological concepts involved in the relationships between the structure and function, mechanism of regulation, control and integration of various body systems in different species. We will examine the ways in which the organ systems interact to maintain homeostasis of the individual. Most examples will be from mammalian systems. The laboratories will incorporate the study of preserved materials and physiological experiments.

Class will meet twice a week for one hour and 20 minutes and once a week for lab. Enrollment is limited to 20.

**NS 240
ELEMENTARY SCHOOL SCIENCE WORKSHOP**

Merle S. Bruno

The National Science Education Standards are premised on a conviction that all students deserve and must have the opportunity to become scientifically literate (Clausner and Alberts, 1966). This course is intended for concentrators in elementary education or science who have completed or almost completed their Division I in Natural Science. Students will work with materials designed to promote active inquiry, stimulate children's curiosity, and nurture scientific skills, and they will read about factors that influence the participation in science of girls and students from ethnic minorities. Students will carry out simple science investigations in class and for three weeks will teach in teams at local elementary schools.

Newly developed standards require science study to start in kindergarten when students develop elementary skills of scientific inquiry such as asking questions, making careful observations, developing classification schemes, collecting data,

and communicating their findings. Students in this class will review and work with a range of curriculum materials designed to promote active inquiry learning in science.

Class will meet twice a week for two hours. Enrollment is limited to 25.

**NS 247
CELL BIOLOGY**

Christopher Jarvis

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

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

**NS 260
CALCULUS I**

David Kelly

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

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

Class will meet three times a week for one hour and 20 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 324
ADVANCED CALCULUS**

Kenneth Hoffman

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

Class will meet three times a week for one hour and 20 minutes. Prerequisite: a year of calculus.

FALL

FALL

NS 328
AN INTRODUCTION TO TOPOLOGY
David Kelly

Real n -dimensional spaces will be generalized first to metric spaces and then to general topological spaces where, without being able to measure distances, we can still develop rigorous definitions for concepts such as closeness, continuity, connectedness, and curves. We'll prove fixed point theorems, classify knots and surfaces, and explore Hilbert and function spaces. Students can expect to construct examples and counterexamples, to collaborate on definitions and proofs, and to apply topological insights to dynamics, differential equations, physics, game theory, and to other branches of mathematics.

Class will meet twice a week for an hour and 20 minutes.

NS 330
BIOORGANIC CHEMISTRY
Nancy Lowry
Susan Keydel

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

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

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

Class will meet twice a week for one hour and 20 minutes and once a week for lab. Enrollment is limited to 10. Two semesters of Organic Chemistry with lab or instructor permission is required for enrollment.

NS 350
PHYSICS III
Frederick H. Wirth

Physics III continues the introductory sequence (1,2...3 get it?) with a non-laboratory course designed for those with a continuing interest in the physical sciences. We will consider the more mathematically abstract or physically unusual topics at an introductory level. These will include the electric and magnetic fields and their potentials, Maxwell's equations, electromagnetic waves, matter waves and quantum mechanics, high energy physics, and a quick look at solid state. There will be extensive weekly problem sets. The text will continue to be Halliday, Resnick and Walker, but more advanced material will be introduced from time to time. Students should have had Physics I and/or Physics II or their equivalent for background.

Class will meet for twice a week for one hour and 20 minutes. Enrollment is limited to 25.

SPRING

NS 353
SEMINAR IN CONSERVATION ECOLOGY: FROM RIVERS TO THE SEA
Charlene D'Avanzo

In the U.S. and other countries, population density is greatest within 50 miles of the coast. This has resulted in drastic ecological changes including wetland destruction, nutrient enrichment, introduced species, and overfishing. In this seminar, we will use case studies to track such changes in waters flowing through urbanized landscapes into estuaries and the coast. Examples include *Pfiesteria*, the "killer algae" in the Chesapeake Bay, how the introduced zebra mussel has changed the Hudson River, and crash of the cod fishery in New England and Canada. This seminar is designed for third and fourth year students with interests in environmental science and ecology.

Class will meet once a week for three hours. Prerequisite: previous coursework in environmental science or ecology.

NS 376
ADVANCED SKELETAL BIOLOGY
Debra L. Martin

This course is designed for students to carry out advanced projects in the area of skeletal and dental biology. The first several weeks will involve intensive review of the anatomical and biological properties of bone and teeth, with a focus on biomedical and health-related research. The remainder of the semester will be spent developing techniques for the analysis of bone and the completion of a project using human skeletal and dental material.

Class will meet twice a week for one hour and 20 minutes, with additional laboratory time to be arranged. This is a Hughes Advanced Research Course.

One method of completing a Natural Science Division I is through two 100-level courses or by a 100- and 200-level course combination, however students must check with the faculty teaching those courses to plan how they may meet the goals for the Natural Science Division I. 100- and 200-level cross-listed courses in two schools may serve as one of the two courses for completing a Division I in only ONE of the schools.

COURSE LISTING - SPRING 2000

NS 102
MUSICAL ACOUSTICS
Frederick H. Wirth

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

NS 148
HUMAN GENE THERAPY: PROCEED WITH CAUTION
Lynn Miller

NS 152
EDUCATION OF THE IMMUNE SYSTEM AND CELL SUICIDE
Christopher Jarvis

NS 154
THE CELLULAR PATHOLOGY OF INFECTIOUS
DISEASE: BACTERIA AND VIRUSES
Susan M. Prattis

NS 168
COLLEGE COUNTING
David Kelly

NS 170
BIOLOGICAL CHEMISTRY
Benjamin Oke

NS 183
QUANTUM MECHANICS FOR THE MYRIAD
Herbert Bernstein

NS 196
CARDIOVASCULAR PHYSIOLOGY IN HEALTH AND
DISEASE
Merle S. Bruno

NS 203
CHEMISTRY II
Dula Amarasiriwardena

NS 205
PHYSICS II
John Reid

NS 212
INTRODUCTION TO ORGANIC CHEMISTRY
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/HACU 237
LIVING MACHINES: AQUATIC ECOSYSTEM ECOLOGY
AND DESIGN
Charlene D'Avanzo
John Fabel

NS 260
CALCULUS I
Kenneth Hoffman

NS 261
CALCULUS II
David Kelly

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

NS 279
GEOARCHAEOLOGY
Alan H. Goodman
John Reid

NS 311
SCIENCE EDUCATION SEMINAR
Merle S. Bruno

NS/CS 316
LINEAR ALGEBRA AND ITS APPLICATIONS
Kenneth Hoffman

NS 322
MATH FOLKS' GATHERING
David Kelly

NS 327
TISSUES ALIVE! MOLECULAR MEDICINE AND
PATHOLOGY SEMINAR
Susan M. Prattis

NS 329
IMMUNOLOGY
Christopher D. Jarvis

NS 338
RACE IN ANTHROPOLOGY, MEDICINE AND PUBLIC
HEALTH: 1850-2000
Alan H. Goodman

NS 366
CHEMISTRY OF THE ENVIRONMENT
Dula Amarasiriwardena

NS/HACU 381i
SUSTAINABLE DESIGN SEMINAR
Frederick H. Wirth
John Fabel

NS 386i
NEW WAYS OF KNOWING
Herbert Bernstein

COURSE DESCRIPTIONS - SPRING 2000

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. There will be weekly problem sets and a class presentation by each student on a topic of interest. A weekly lab will allow students to investigate various acoustical systems and measuring devices. Students will perform simple experiments, learn to operate the lab equipment, and read papers from the original literature. 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.

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

SPRING

Spring 2000, Natural Science

NS 125

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

Lawrence Winship

Not very long ago, in the mid-1800s, the landscape of New England was primarily rolling farmland. Less than 20 percent of Massachusetts was covered by trees and woods. Now the reverse is true, with over 80 percent of the land covered with young, 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 for one hour and 20 minutes, and one afternoon for field trips and lab work.

NS 148

HUMAN GENE THERAPY: PROCEED WITH CAUTION

Lynn Miller

This seminar should be useful and 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 20 minutes.

NS 152

EDUCATION OF THE IMMUNE SYSTEM AND CELL SUICIDE

Christopher Jarvis

Why don't we die when we get an infection or a cold? Our body has a remarkable defense mechanism which defends us from various assaults. How does this system "learn" to tell the difference between a friend (our own cells) and an enemy (virus infected cell, tumor, etc)? We will examine in detail this complex selection process whereby cells which fail to become "educated" appear to kill themselves. When this system breaks down, the body attacks itself. We will focus on a few critical experiments and their interpretations, emphasizing use of the primary literature.

Class will meet twice a week for one hour and 20 minutes.

NS 154

THE CELLULAR PATHOLOGY OF INFECTIOUS DISEASE: BACTERIA AND VIRUSES

Susan Prattis

Our bodies are made up of billions of highly differentiated cells that work cooperatively and efficiently in complex organ systems. However, when other organisms or "intruders" infect our bodies, our tissues react in a variety of ways that may have interesting biological consequences, and exert a range of structural, functional, and medical effects.

In this course we will examine selected infectious bacterial and viral diseases and their effects on our health. We will have mini-lectures and read journal articles for class discussions, with a weekly laboratory consisting of one investigative group and individual/small group original project. A midterm and final paper will be required (with accompanying poster presentation), as will two laboratory reports.

Class will meet twice a week for one hour and 20 minutes discussion periods, and once a week for laboratory projects. Cellular Pathology may serve as the foundation of a Division I examination in Natural Science.

NS 168

COLLEGE COUNTING

David Kelly

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

Class will meet three times a week for one hour and 20 minutes. Enrollment is limited to 25.

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 20 minutes and one afternoon a week for lab projects. Enrollment is limited to 25.

SPRING

NS 183

QUANTUM MECHANICS FOR THE MYRIAD

Herbert Bernstein

This course will investigate the structure of a powerful intellectual influence of our times: theoretical physics. Using two-stage systems, including electron spin and photon polarization, we develop the actual quantum theory in its matrix mechanics form. This theory underlies our current understanding of atoms, particles, and virtually all physical processes: it has important philosophical consequences as well.

The course has three themes: quantitative approximations to interesting phenomena; formal use of mathematics to describe observations; and the philosophical and cultural significance of interpretations of physical theory. Students contact course material in ways parallel to physicians approaching nature. How to formulate questions, including how to make them into solvable puzzles, how to work cooperatively—utilizing both learned and created concepts, and how to master formal reasoning are all learned by experience.

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

NS 196

CARDIOVASCULAR PHYSIOLOGY IN HEALTH AND DISEASE

Merle S. Bruno

Heart disease is still the major cause of death in the United States, despite decreases in mortality from heart disease in the past ten years. Understanding the research on prevention and treatment of heart disease requires knowledge of the basic physiology of the heart and its accompanying blood vessels as well as the respiratory system and autonomic nervous system. We will also review information on heart attacks, heart failure, arrhythmias, valve dysfunction, and hypertension. Research on how dietary fats affect cardiovascular health will be reviewed, as well as medications and technologies currently being used to treat disease. Other topics that might be addressed through student projects include environmental risk factors such as smoking and stress, women and heart disease, the role of exercise and diet, sudden cardiac death in athletes, the role of meditation in stress reduction, and other topics.

These topics will be addressed through team study of actual medical cases, text and research material, individual projects, and an interview with a guest cardiologist. Each student will analyze current research on one topic related either to prevention, disease or treatment and present that review in class and as a final paper. This is an excellent course for starting a Division I project. Students interested in using this as an upper division course should speak to the instructor.

Class will meet twice a week for two hours.

NS 203

CHEMISTRY II

Dula Amarasiriwardena

This is a continuation of Chemistry I; the principles and concepts examined during the previous term will be expanded and applied to more sophisticated systems. Topics will include chemical thermodynamics, nuclear chemistry, chemical equilibrium, acid-base equilibria and their applications, complex ion equilibria, and solubility, oxidation-reduction reactions, electrochemistry, and reaction rates. We will also emphasize application of those chemical principles to environmental,

biological, industrial and day-to-day life situations. Problem sets will be assigned throughout the semester. The laboratory will consist of two project-based labs and some laboratory exercises. Basic laboratory skills, chemical instrumentation techniques, and the use of computers in the chemistry laboratory will be emphasized.

Class will meet three times a week for one hour and 20 minutes and one afternoon a week for lab. Prerequisite: successful completion of Chemistry I and its laboratory or permission of the instructor. Enrollment is limited to 25.

NS 205

PHYSICS II

John Reid

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.

Class will meet twice a week for an hour and 20 minutes plus 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 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 20 minutes, plus a weekly laboratory.

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.

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. It is also a STEMTEC course, part of a program funded by the National Science Foundation to improve math and science teaching.

Class will meet twice a week for one hour and 20 minutes and once a week for lab and field research. Enrollment is limited to 16.

SPRING

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 for one hour and 20 minutes, plus lab. Enrollment is limited to 20.

NS 227

POPULATION GENETICS AND EVOLUTION

Lynn Miller

Molecular techniques have led to a rapid change in the study of population genetics. These techniques are useful for the study of any population of organisms—plant, animal or bacterial. We will concentrate on the evolution of the primates and humans, but students are encouraged to study the literature 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. Everyone is expected to write three essays and to lead a seminar on their own readings of the original literature.

Class will meet three times a week for one hour and 20 minutes. This seminar is not the place to work on a Natural Science Division I exam (See NS 148).

NS/HACU 237

LIVING MACHINES: AQUATIC ECOSYSTEM ECOLOGY AND DESIGN

Charlene D'Avanzo

John Fabel

Sustainable development practices are based on the preservation and well-being of the ecosystems that support human existence. We must understand how ecosystems function (good science), so that we can work with ecosystems instead of against them (good design). In aquatic systems, sewage contamination is a major problem worldwide. "Living Machines"—small scale artificial aquatic ecosystems—are based on the principle that healthy waters have a remarkable capacity to clean themselves. "Living Machines" are potentially elegant and beautiful alternatives to expensive traditional wastewater treatment. This course focuses on both natural and created aquatic ecosystems so that we can design functional ones to serve specific purposes, such as aquaculture or wastewater treatment.

In this course students will 1) conduct experiments in our various aquaculture projects to learn about ecosystems principles including nutrient and energy flow, food webs, and adaptation of species and 2) develop ecosystem design principles through the process of designing a "Living Machine" for wastewater

treatment on the Hampshire Campus. This class is for students interested in sustainability, design, agriculture, ecology and environmental science, and the aquatic sciences.

Class will meet once a week for three hours.

NS 260

CALCULUS I

Kenneth Hoffman

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 20 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

David Kelly

This course will extend the concepts, techniques, and applications of the introductory calculus course. In particular, we will consider the differentiation and integration of the circular functions of the periodic circular functions and functions of several variables; we will continue the analysis of dynamical systems; and we will 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 20 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

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.

Class will meet twice a week for one hour and 20 minutes. Prerequisite: completed Division I exam or instructor permission.

**NS 279
GEOARCHAEOLOGY**

Alan H. Goodman
John Reid

Geoarchaeology is a growing field of interdisciplinary research in which geological concepts, methods, and knowledge are used to help solve questions about past cultures and peoples. Each year new methods and insights are developed that allow us to better understand what lives were like for ancient peoples. In this course, we explore and apply some of the most recent of these insights and methods. Specifically, we will explore how chemical information from environments and human bones and teeth might provide clues to past diets, exposure to pollutants, and the movement and migration of individuals.

This will be a project-based course. After brief and intensive introductions to key concepts, we will collect information to help infer movement and diet of enslaved Africans, children from the Mexican highlands, and individuals from the American Southwest and the bronze-age of Arabia. Groups of students are expected to undertake substantial research projects, and these projects may lead to Division IIIs and publishable papers.

Class will meet twice a week for three hours. Enrollment is limited to 12. This course is recommended for advanced students in geology, chemistry, and anthropology/archaeology.

**NS 311
SCIENCE EDUCATION SEMINAR**

Merle S. Bruno

Will current reform movements in education change the way science is taught in classrooms of the 21st century? In what ways might programs designed to promote the participation of underrepresented groups in science such as women and American ethnic minorities change the culture of science? What are the norms for teaching science as we start the century, and what motivations and barriers exist for change? How might Hampshire's approach to teaching science influence science teaching in colleges and schools?

This seminar is intended for Division III and upper level Division II students interested in education reform and science education at all levels. Students will be expected to bring knowledge and experience in their fields to an examination of science teaching reforms in higher education and elementary and secondary schools. Participants will learn about current reform movements in science education, theories of how people learn, and studies of factors thought to discourage students from pursuing studies in science. They will observe college and school science classes and report their findings to our class. Students already working in schools or other educational settings are encouraged to focus on those projects and invite others in the class to observe and assist.

This class will meet one afternoon per week for three hours.

**NS/CS 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 three times a week for one hour and 20 minutes. Enrollment is limited to 25.

**NS 322
MATH FOLKS' GATHERING**

David Kelly

This weekly gathering of students interested in mathematics and its applications will include lectures by Hampshire faculty and guests, presentations by Division III students, films, workshops, problem-solving sessions, puzzles, games, paradoxes, history, and philosophy. The seminar provides an opportunity for students to get to know each other and gain exposure to many active areas of mathematics.

Class will meet once a week for two hours.

**NS 327
TISSUES ALIVE! MOLECULAR MEDICINE AND
PATHOLOGY SEMINAR**

Susan M. Pratts

Among the most interesting areas of human health are those that delve into the reasons why disease occurs. The explanations vary in scale, from population-based medicine to that affecting individual beings; from whole organ systems through particular tissue and cellular derangements; and, finally, from global activation or suppression of gene expression, to replication, deletion and/or mutation of specific nucleic acid sequences in a single chromosomal site.

In this course we will focus on ways in which known or suspected genetic mutations have contributed to the pathogenesis, detection, and treatment of disease through exploration of journal articles (primary literature) and computer-based data bases exploring these areas. Each student will be expected to lead one seminar session, to read the articles in preparation for class, to regularly participate in all session discussions, and to complete one midterm paper with accompanying in-class oral presentation, chosen from several options. The final paper will be in the form of a mock grant application on a student-selected disease problem, and should contain elements such as a literature review, presentation of a testable hypothesis, proposed methods of data production, interpretation and analysis, and a bibliography. Recommended prerequisites for this course include one or more of the following: a previous course(s) and/or project(s) in biology, chemistry, physics, biological psychology and cognitive science, and some exposure to quantitative skills.

Class will meet once a week for three hours.

SPRING

Spring 2000, Natural Science

NS 329

IMMUNOLOGY

Christopher D. Jarvis

Immunology is a dynamic and exciting field of study in which the pace of discovery continues to accelerate. It is an interdisciplinary area in which new breakthroughs in our understanding of allergy, responses to infectious disease, immunodeficiency states, and cancer occur daily. It is clear that a properly functioning immune system is essential to our health and plays a role in virtually all disease processes capable of having either a beneficial or deleterious effect. We will begin with a general overview of the immune system by examining the experimental basis of our current understandings. We will then explore the current primary literature to examine in depth several areas of student interest. This course should be of interest to anyone interested in the biological sciences. Students should have a background in cell or molecular biology and some chemistry.

Class will meet three times a week for one hour and 20 minutes.

NS 338

RACE IN ANTHROPOLOGY, MEDICINE AND PUBLIC HEALTH: 1850-2000

Alan H. Goodman

An enduring paradigm of anthropology and medicine is that individuals are differentially susceptible to disease as a function or statistical association with their purported race. The first line of one's medical record invariably includes reference to one's assumed race. In the 1800s and early 1900s, it was widely held that diseases, like many other characteristics, were specific to races. While the notion that any characteristic is specific to a given race has been shown to be false, it remains common to assign risk of disease based on assumed race. A key problem is that it is unclear whether a "racial difference" is due to genes, environment, or an interactive combination of factors. And, further, "race" itself is a poor substitute for genetic variation.

In this course we explore the history and sociopolitical contexts of ideas about race that come out of folk beliefs and anthropology and are then applied in medicine and public health. Questions we will address include how racial theories vary in different countries and different times and how the idea of race manages to persist despite evidence of its erroneousness. Ultimately, does knowing race improve health or cause more harm than good? To answer this question, we explore in detail literatures on race and diseases such as sickle cell anemia, iron deficiency, diabetes, and osteoporosis. The end of the course will explore the recent rise in geneticization and its significance for the uses and misuses of race in medicine.

Class will meet once a week for 3 hours. Enrollment is limited to 12.

NS 366

CHEMISTRY OF THE ENVIRONMENT

Dula Amarasiriwardena

Chemistry plays a vital role in understanding pollution problems and our environment. This course will explore several current environmental topics with strong components in chemistry. We will put special emphasis on environmental concerns in the hydrosphere, soils, and atmosphere. Topics will include chemistry of natural waters, water pollution and wastewater treatment, toxic heavy metals and their complexation properties in soils, and inorganic and organic pollutants in

the atmosphere. We will also examine energy use and its environmental consequences. Considerable time will be spent on learning environmental chemical analysis methods and instrumentation in environmental monitoring. These include inductively coupled plasma-mass spectrometry (ICP-MS) in trace metal analysis, infrared techniques in characterization of pollutants, and chromatographic methods for separation and identification of contaminants. We will consider the principles behind the operation of these instruments as well. We will also look at sampling and preservation methods, sample preparation, and elemental and speciation techniques used in environmental sample analysis.

This class is particularly recommended for advanced Division II students with interests in environmental issues. We will do two discovery projects of local environmental interest. Some of these projects might be expanded into Division III projects. Class will run in seminar format. Participation in the class, satisfactory work on problem sets, oral presentations of topics of environmental interest, successful completion of laboratory/field work, and project reports are required for evaluation. The final requirement is a written research report and presentation.

Class will meet twice a week for one hour and 20 minutes; laboratory will meet for three hours one afternoon each week. Prerequisite: successful completion of Chemistry I or permission of the instructor. Enrollment is limited to 10.

NS/HACU 381i

SUSTAINABLE DESIGN SEMINAR

Frederick H. Wirth

John Fabel

This course is designed for the relatively large cohort of students involved in the sustainable design/technology area. It will offer an arena for students to present their own work and evaluate that of others, discuss advanced readings of interest, write analytical papers on topics of their choice, and work with guest speakers in the areas of sustainable development, technology, and design. Class members will have a large responsibility for determining the content and direction of the course.

Class will meet twice a week for one hour and 20 minutes. Enrollment is open.

NS 386i

NEW WAYS OF KNOWING

Herbert Bernstein

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

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

SPRING

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), 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.

Class will meet once a week for three hours.

SOCIAL SCIENCE

CURRICULUM STATEMENT

Social Science seeks to understand human lives and social institutions in relation to their historical and political 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 economics, culture, politics, and structures of inequality. We encourage students to learn a second language, as this is critical to broadening opportunities for social research and social experience.

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 between culture, political economy, social institutions, and individual and collective identities.

We emphasize comparative, historical, theoretical, and interdisciplinary work 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 both are 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 include 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.

One method of completing the Division I requirements is through two courses: one at the 100-level and the other at either the 100- or 200-level. Unless otherwise stated 100- and 200-level courses may serve as one of the two courses for completing a Division I in Social Science. 100- and 200-level cross-listed courses in two schools may serve as one of the two courses for completing a Division I in only ONE of the schools.

FALL

COURSE LISTING - FALL 1999

FALL

SS 115p
POLITICAL JUSTICE
Lester Mazor

SS119p
THIRD WORLD, SECOND SEX: DOES ECONOMIC
DEVELOPMENT ENRICH OR IMPOVERISH WOMEN'S
LIVES?
Laurie Nisonoff

SS/CS 121
LEARNING REVOLUTIONS: EDUCATIONAL
SOFTWARE AND INQUIRY LEARNING
Tom Murray

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

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

SS 136
THE RISE AND FALL OF VENICE (CA. 500-1800)
Jutta Sperling

SS 140
NARRATIVES OF THE PAST
Vivek Bhandari
Mitziko Sawada

SS 141p
THIRD WORLD DEVELOPMENT: GRASSROOTS
PERSPECTIVES
Frank Holmquist

SS 149
NARRATIVES OF TRAUMA
Rachel Conrad

SS 153
LATINOS IN THE UNITED STATES
Flavio Risech-Ozeguera

SS 159p
ANTHROPOLOGICAL APPROACHES TO POPULAR
CULTURE
Michelle Bigenho

SS 168
IMAGINING LATIN AMERICA AND THE MIDDLE
EAST
Carollee Bengelsdorf
Ali Mirsepassi

SS/CS 177
LANGUAGE, CULTURE, AND MEANING
Barbara Yngvesson
Steven Weisler

SS 179
HUMAN RIGHTS, POPULAR CULTURE AND
POLITICAL REFORM IN CONTEMPORARY CHINA
Kay Johnson

SS 184
AMERICAN CAPITALISM
Stanley Warner

SS/CS 186
ECOLOGICAL ECONOMICS: THE CANADIAN-
AMERICAN EXPERIENCE
Stanley Warner
Raymond Copping

SS/NS 193
PEOPLES OF THE GREATER SOUTHWEST:
INEQUALITY, IDENTITY, AND REPRESENTATION
Barbara Yngvesson
Debra L. Martin

SS 204
WELFARE POLICY IN AMERICAN HISTORY
Robert Rakoff
Aaron Berman

SS 209
TOPICS IN URBAN STUDIES
Myrna Breitbart

SS 214
UNITED STATES LABOR HISTORY
Laurie Nisonoff

SS 217
GIFTS
Michelle Bigenho

SS 223
GANDHI'S CRITIQUE OF MODERNITY IN
CONTEMPORARY PERSPECTIVE
Vivek Bhandari

SS 225
DISUNITED NATIONS: ETHNICITY, ETHNIC
WARFARE, AND ETHNOCIDE
Leonard Glick

SS 229
CULTURAL POLITICS IN SUB-SAHARAN AFRICA
Frank Holmquist

SS 231
AB/NORMAL PSYCHOLOGY
Lourdes Mattei

SS/HACU 233A*
ELEMENTARY YIDDISH
Henia Lewin

SS 235
POLITICAL LEADERSHIP IN 20TH CENTURY RUSSIA
Constantine Pleshakov

SS 238
TOPICS IN EUROPEAN HISTORY: THE MAKING OF
THE MODERN BODY
Jutta Sperling

SS/WP 242
CREATIVE WRITING IN SOCIAL SCIENCE
Will Ryan

SS 256
SUPREME COURT, SUPREME LAW
Lester Mazor

SS 274
THE RUSSIAN AND CUBAN REVOLUTIONS: VISIONS,
REALITIES, CRISIS AND COLLAPSE
Carollee Bengelsdorf

SS 280*
CHINA EXCHANGE: INTERMEDIATE CHINESE
LANGUAGE TUTOR
Kay Johnson

SS 281
AUTOBIOGRAPHY AND BIOGRAPHY: JEWS AND
OTHERS
Penina Glazer

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

SS 289
IMAGINED PASTS, PRESENT IDENTITIES: ASIAN
AMERICAN AND THEIR WORLDS
Mitzi Sawada

SS 316
BEYOND SAND, SEA, SUN AND SEX: REALITIES AND
COUNTER-REALITIES OF INTERNATIONAL
TOURISM
Fred Weaver

SS 399f
CHALLENGING IDENTITIES
Flavio Risech-Ozguera

COURSE DESCRIPTIONS - FALL 1999

SS 115p
POLITICAL JUSTICE
Lester Mazor

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

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

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

What happens to women when societies "modernize" and industrialize their economies? Is capitalist economic development a step forward or a step 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 will meet twice a week for one hour and 20 minutes. Enrollment is limited to 16.

SS/CS 121
LEARNING REVOLUTIONS: EDUCATIONAL
SOFTWARE AND INQUIRY LEARNING
Tom Murray

The founding vision of Hampshire College included two revolutionary ideas about college education. First, that learning would be inquiry-oriented and "hands-on," and second, that state of the art educational technology would be used to facilitate this style of learning where appropriate. The arrival of highly interactive multi-media computing and the world wide web opens up the possibility that technology finally will make critical contributions to educational change. In this class we will explore topics in educational theory and computer-based learning. A major focus will be on the inquiry learning process and how technology can be used to enhance it. We will use and evaluate cutting-edge educational software and discuss the state of the art and future trends in educational software. Students will work in groups on educational software design projects. Class activities will also include discussing relevant readings from the educational, psychological, and computer science literature.

Class will meet once a week as a group for three hours. Additional project-group meetings will also be required. Enrollment is limited to 20.

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.

FALL

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 20 minutes. Enrollment is limited to 25.

SS 128p

CENTRAL AMERICA: HISTORY AND POLITICAL ECONOMY OF CRISIS

Frederick Weaver

This seminar inquires into the historical roots of modern Central America, especially questioning the way in which divergent patterns of economic and political change in the five Central American nations have resulted in each nation's experiencing severe and often repeated convulsions since World War II. Along the way, we grapple with some principles of economics, political economy, and international relations. 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 20 minutes. Enrollment is limited to 16.

SS 136

THE RISE AND FALL OF VENICE (CA. 500-1800)

Jutta Sperling

Venus-like rising from the sea, defying the laws of nature, marvelously beautiful, and perfect in every sense: this is how travelers continue to praise Venice to the present day. In the early Middle Ages, when the rest of Europe was plagued by constant wars, poverty, and desolation, it rose from an island of fishermen to a center of international trade. During the crusades, Venice acquired its Levantine empire, monopolizing the Asian spice trade for several centuries. Conquering the neighboring cities on the mainland, it became a powerful territorial state in the fourteenth and fifteenth centuries. In the late Renaissance, when its political and economic might started to decline, the arts, music, and literature flourished. Admired not only because of its wealth and sophisticated culture, but its political stability, the Republic of Venice was said to be of "eternal" duration. Preserving its political independence until 1797, Venice became indeed the oldest republic in history.

Focusing on Venetian history, this course also offers an introduction to European history in the Medieval and Early Modern period. Readings will consist of primary sources and historical literature.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

SS 140

NARRATIVES OF THE PAST

Vivek Bhandari

Mitziko Sawada

Many high school students have perceived history as being a repetitious and often dreary array of facts, figures, events, and

great men that has little relevance to their lives. This experience has resulted in their disengagement from any substantial confrontation with the discipline. This course will consider the important question of WHAT is history? What relationship does it have to culture, society, politics—myth, memory, tradition, remembrance, commemoration? How do people view the past, and why?

During the course of the semester, we will examine what historians have written and how the relationship of power and culture informs their histories. Focusing on different areas of the world during the age of modernity, we will address such topics as revolution, colonialism, imperialism, industrialization, nationalism, diaspora, and dislocation. We will address the emergence of history as a discipline and situate it within a wider analytical framework that investigates the diverse ways in which people have narrated the past.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

SS 141p

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 20 minutes. Enrollment is limited to 25.

SS 149

NARRATIVES OF TRAUMA

Rachel Conrad

This course will explore psychological understandings of children's reactions to social atrocities by reading nonfiction narratives of children's experiences. The course will begin with an overview of models of clinical psychology and psychiatry for understanding children's experiences of trauma. Key issues involve aspects of traumatic situations (e.g., single events versus ongoing traumatic situations) and aspects of children's reactions (e.g., emotion, thought, sense of self and others, sense of the future). We will consider the value of narratives for organizing knowledge, and will then read first- and second-hand narrative accounts of children's experiences of such traumas as sexual abuse, physical abuse, community violence, civil war, and the Holocaust.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

SS 153

LATINOS IN THE UNITED STATES

Flavio Rische-Ozguera

This course examines aspects of the distinct and shared experiences of Mexicans, Puerto Ricans, Cubans, and other Latinos in the U.S. Though all Latinos are transformed by

negotiating the real and imagined borders between their cultures of origin and that of the U.S., the manner and extent to which this occurs, and the politics that emerge from these transformations, differ markedly across Latino nationality-based groups. The roles of U.S. social institutions like courts, legislatures, and schools in structuring the interactions between Latino communities and other Americans (Anglo, African, and Asian) are explored, examining issues such as civil rights, immigration, education, and language. Texts include a variety of social science and legal literature, fiction, autobiography, and film.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

**SS 159p
ANTHROPOLOGICAL APPROACHES TO POPULAR CULTURE**

Michelle Bigenho

What is "popular culture"? What is meant by "popular culture" in different social contexts? One of the common myths about anthropology is that its practitioners study only "exotic" people in remote areas. A course on popular culture, which renders worthy of anthropological analysis many different cultural manifestations, "exotic" or not, takes a step towards debunking that myth. In this course we will sketch some of the similarities and differences in the perspectives proposed by cultural studies, standard ethnography, ethnomusicology, narrative analysis, and semiotics. We will look at "popular culture" not as objects but as processes embedded in and related to systems of power, ritual, and meaning. While entertaining alternative interpretations, we will consider variations on two prominent explanations of these processes: one which emphasizes the contestatory potential of "popular culture," and the other which highlights the dominating influence of mass mediated "popular culture." While also including examples from England and the United States, the course readings heavily emphasize popular cultures in Latin American contexts (Brazil, Peru, Bolivia, and Argentina).

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

**SS 168
IMAGINING LATIN AMERICA AND THE MIDDLE EAST**

Carolle Bengelsdorf
Ali Mirsepassi

This course will look at the cultural representations of the Middle East and Latin America in the modern Western imaginary. We will examine shifting representations of the Middle East and Latin America in pre and post enlightenment European political and intellectual discourses, Western literary texts and travel literature, and contemporary U.S. popular culture (films, advertising, thrillers, spy novels, romance fiction, etc.). We will consider the interrelationship between modernity's universalist constructions of these two areas of the world (as local/traditional, primitive/underdeveloped, etc.) and how people of the Middle East and Latin America are imagined in the West. A comparative focus will enable us to raise the question of variations in both the contemporary and historical representations of the "other."

Class will meet twice a week for one hour and 20 minutes. Enrollment limited to 35.

**SS/CS 177
LANGUAGE, CULTURE, AND MEANING**

Barbara Yngvesson
Steven Weisler

This course, taught by a linguist and an anthropologist, explores the relationship between linguistic analyses of meaning as a feature of words and sentences, and anthropological analyses of social life as a system of linguistic and non-linguistic practices that constitute the everyday world. We are particularly interested in the ways in which linguistic and cultural meanings intersect to create categories of interpretation and experience that is, they define a world view for a speaker or a cultural subject. Thus we will be investigating the connections of meanings and practices to relations of power. Among the central questions we will consider are: Are there common meanings assigned in all languages and all cultures or are meanings linguistically or culturally relative? How do we study meaning in linguistic and cultural contexts? Are there cultural meanings that are not embedded in language? What might such meanings consist in and how would we come to know them? What are the inherent limits of cultural and linguistic categories, and what is the potential for envisioning or inhabiting worlds that defy conventional linguistic and cultural terms (in other words, how do new meanings and practice emerge)?

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 35.

**SS 179
HUMAN RIGHTS, POPULAR CULTURE AND
POLITICAL REFORM IN CONTEMPORARY CHINA**

Kay Johnson

Human rights activists in the west assert that China is one of the worst offenders of human rights in the world today, pointing particularly to Chinese rule in Tibet and to the treatment of political dissidents, while others argue that there have been great improvements in human rights in the 1980s and 1990s. We will evaluate the impact of the changes induced in all aspects of Chinese life and politics by the booming economy and "opening" to global forces in the past two decades on human rights, cultural expression and political reform in China, examining various theories about the development of "civil society" and the state. In this context, we will examine Chinese rule in contemporary Tibet; the development and suppression of the democracy movement of the late 1980s; the emergence of new trends in popular culture (film, TV and print media); the impact of population control on women's rights and status; and the role of human rights in US-China relations.

The course is designed to help Division I students begin Division I projects in Social Science and also to provide relevant background on Chinese society today for any students who may wish to participate in the Hampshire China Exchange program.

Class will meet twice a week for one hour and twenty minutes to discuss common readings. Extra meeting times may be scheduled occasionally to view documentary videos and films. Students going on the China exchange second semester will also have the opportunity to meet in the evenings with visiting Chinese scholars from the exchange program to discuss issues of living and studying in China.

FALL

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 fundamental debates 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 20 minutes. Enrollment is limited to 25.

SS/CS 186
ECOLOGICAL ECONOMICS: THE CANADIAN-AMERICAN EXPERIENCE
Stanley Warner
Raymond Coppinger

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

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 35.

SS/NS 193
PEOPLES OF THE GREATER SOUTHWEST:
INEQUALITY, IDENTITY, AND REPRESENTATION
Barbara Yngvesson
Debra L. Martin

This course critically examines the imposition and construction of "Indian" identity since colonization, and the appropriation of culture through the entwined forces of economic development, western expansion, anthropological study and museum representation. Disruption and reinvention of these forces and resistance to them by Native Americans, Latino/a and Mexican immigrants, and other non-European groups in the region is explored. The course introduces students to a range of theories and models for the study of culturally dynamic groups and draws on examples from a variety of locations in the Greater Southwest (a diverse region covering the U.S. Southwest and northern Mexico). Critical and reflexive perspectives in anthropology are presented to understand the history and impact of anthropological research and museums in creating and sustaining representations of particular kinds. Readings, discussions, report and essay writing, field observations, research, and oral presentations will provide students with an appreciation of the dynamic nature of culture. In addition, students will be exposed to non-Western patterns of belief and practices as manifested by Native Americans and other minority

groups living in the Greater Southwest.

This course involves a class field trip to the Southwest during October break. Students and faculty will travel as a group, primarily focusing on museums, heritage centers, research facilities, and national parks as the focus for understanding the role of representation. In addition to this, students will meet and discuss identity and inequality with a wide range of professionals in both academic and village settings. Students will need to purchase a round-trip ticket to New Mexico as part of the course.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 16.

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: the 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 the 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 20 minutes. Enrollment is limited to 35.

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 broad 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, public space, and community struggles? What does resistance and empowerment mean in an urban context? What visions of urban reform have evolved over time and how do we measure their effectiveness? This course will be taught simultaneously on two campuses, Hampshire and Mt. Holyoke. Students will be taught by faculty from both institutions.

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

SS 214
UNITED STATES LABOR HISTORY
Laurie Nisonoff

This course will explore the history of the American working class from the mid-nineteenth century to the present. We will use traditional historical concepts such as industrialism and trade unions, immigration, and organization; integrate the

insights of the "new social and labor history" to focus on unionization, strikes, and development of working-class communities, consciousness and culture; and work to understand a working class divided along race, ethnic, and gender lines. Strategies employed by industrialists and the state to mold and control the working class will be considered, along with responses and strategies employed by the working class to gain political and economic power. This class is an introduction to and essential component of concentrations in labor studies, political economy, American studies, and feminist studies. Required: participation in class discussion and completion of several papers or projects.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

SS 217
GIFTS

Michelle Bigenho

What does it mean when power is achieved through giving things rather than through acquiring things? Contradictory to what we may follow as part of our common sense about economics, many societies have spent considerable time and energy in the process of large-scale gifting. In this mode Marcel Mauss discussed gifting as a total social fact, and in the spirit of this holistic approach to social phenomena, this course explores several branches of anthropological theory—not only economic anthropology—which have followed lines similar to those argued in *The Gift*. How does Malinowski's discussion of the kula fit within these discussions of gifting? How did Levi-Strauss adopt the ideas of gifting to the study of kinship and what were the critiques of this? How is time important in the gifting process? How is the gift gendered? How do social differentiations make gifts poisonous to some people and innocuous to others? Is it possible to give without expecting something in return? This course introduces students to concepts of exchange within anthropological thought, while bringing these materials into contemporary cross-disciplinary theoretical debates. Some of the readings will be selected from: Mauss' *The Gift*; Levi-Strauss' *Elementary Structures of Kinship*; Malinowski's *Argonauts of the Western Pacific*; Bourdieu's *Outline of a Theory of Practice*; Strathern's *The Gender in the Gift*; Raheja's *The Poison in the Gift*; Derrida's *Given Time*.

Class will meet twice a week for two hours and 20 minutes. Enrollment is limited to 25.

SS 223
GANDHI'S CRITIQUE OF MODERNITY IN
CONTEMPORARY PERSPECTIVE

Vivek Bhandari

Modernity, it has been argued, exemplifies the Enlightenment truths of alienated production, bureaucratic rationality, secular progress, and the associated practices of science, technology, humanism, development, and management. The "modern" world has also witnessed the emergence of imperialism, nationalism, and the parallel exploitation of large parts of the world. Partly in reaction against these historical forces, a number of twentieth century social movements have adopted strategies opposed to the violent confrontation, revolution, and civil war. In the twentieth century, these strategies have been articulated most forcefully by a major critic of modernity: M.K. Gandhi.

Through a critical evaluation of the life and works of Gandhi, this course will examine his views on nonviolence, the

political strategy of civil disobedience, and his critique of modernity. We will study how these notions are embedded in his perspectives on truth, trusteeship, the preservation of the environment, and *satyagraha*. Texts, films, and the personal narratives of Henry David Thoreau, Leo Tolstoy, Jawaharlal Nehru, Martin Luther King, and Nelson Mandela will be analyzed in conjunction with Gandhi's writings to understand social movements that his ideas have inspired in British India, South Africa, and the United States. The successes and shortcomings of these movements will help us to better comprehend the diverse strands of the modern world.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

SS 225
DISUNITED NATIONS: ETHNICITY, ETHNIC
WARFARE, AND ETHNOCIDE

Leonard Glick

Ethnicity most often emerges as a significant form of identity and collective mobilization when two or more groups, resident in the same nation-state but distinguishable by some combination of physical and/or cultural characteristics, are either opposed in conditions of social and economic inequality, or are in conflict over other politically charged issues. During the past half-century ethnic conflicts and ethnic warfare have become highly visible features of the global political scene, and at times an overwhelmingly dominant ethnic group has perpetrated assault and massacre to the point of ethnocide.

We'll begin with discussion of ideas about the origins of ethnicity and the causes of ethnic conflict and warfare. We'll proceed to studies of countries throughout the world in which ethnicity and ethnic conflict have or have not evolved into ethnic warfare or ethnocide.

Students will write a short paper evaluating theoretical arguments, a comparative study of two situations, and a final paper representing original research.

Class will meet twice a week for one hour and 20 minutes. Open enrollment for students who have passed two Division I examinations.

SS 229
CULTURAL POLITICS IN SUB-SAHARAN AFRICA

Frank Holmquist

The study of politics in Africa has emphasized institutions: bureaucracies, parliaments, parties, interest groups, and politicians. This focus is not so much misplaced as rather "formal" and narrow in a context of comparatively weak economies and uncertain governments, many of which are adapting to newly democratic structures, and a few of which are enmeshed in chronic civil wars. In addition, Africa has seen a mushrooming of civil society organizations and social movements.

To better understand these complex political realities we must address matters of culture and political identities. We will pay attention to frequently mentioned themes of nationalism, ethnicity, religion, and gender and youth politics—all in both urban and rural contexts. But we will also study the influence of the global electronic media, and aspects of popular culture and resistance including graffiti, music, and newspaper cartoons.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

Fall 1999, 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. T

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

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 20 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, Arts and Cultural Studies or Social Science.

SS 235 POLITICAL LEADERSHIP IN 20TH CENTURY RUSSIA Constantine Pleshakov

Russia's 20th century leadership may not be known for its successes, but its failures nevertheless made the world shake. The last czar Nicholas II, revolutionary helmsman Vladimir I. Lenin, imperial potentate Joseph Stalin, of communism Nikita Khrushchev, the last leader of the Soviet Union Mikhail Gorbachev, the first president of independent Russia Boris Yeltsin—all have influenced history, and each in a unique way. How and why did they differ? What did they share in common? What are the patterns of political leadership for 20th century Russia?

Class will meet once a week for two hours and 50 minutes.

SS 238 TOPICS IN EUROPEAN HISTORY: THE MAKING OF THE MODERN BODY Jutta Sperling

How did we become the disciplined, healthy, and hygienic persons that we are? The sex-obsessed but pleasure-deprived? The analyzed, objectified and categorized? In late antiquity, the voluntary renunciation of sensual pleasures for the sake of spirituality, introspection, and individual redemption practiced by Christians radically altered attitudes toward the body. In the Middle Ages, the enforced "confessional mode" of talking about sex and gluttony deeply ingrained knowledge of the body as the site of sin and temptation. In the Renaissance, the admiration for the philosophy, literature, and art of ancient Greece, as well as the invention of perspective, led to a revival of the analytic gaze: the exposed and measured human body became the focus of early modern art and medicine. The rise of the clinic, the

asylum, and the prison, i.e. the institutional confinement of the sick, the crazy, the poor, and the criminals, marked the formation of modern power structures. Michel Foucault's, but also Norbert Elias's pathbreaking studies on the development of modern bodies will provide the background for this course in European cultural history.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

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 contribution to the field. We will do our best to read and assess these works as models of writing rather than as contribution 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 best suited for those students ending Division II or beginning Division III. In the past, students have used the course as an opportunity to write (and receive criticism on) a pilot chapter for their Division III.

Class will meet for twice a week for one hour and 20 minutes. Enrollment limit is 16.

SS 256 SUPREME COURT, SUPREME LAW Lester Mazor

During its 200 years the Supreme Court of the United States has become a major locus of political power, a site of intense controversy, an arena in which values and interests are advocated and weighed, as well as a highly contested symbol of the legal and political order. This course will explore the continuities, shifts, and ruptures in the Court's activity, role, and significance; examine its inner workings; consider the disputes over the interpretation of the Constitution; and assess the importance of particular personalities in these developments. The formal product of the Court's work, the law it announces in its decisions and its silences, will be a central but not the exclusive object of study in this course, which will employ historical, biographical, sociological, and philosophical as well as political and jurisprudential perspectives.

Class will meet twice a week for one hour and 20 minutes. Enrollment is open.

SS 274

THE RUSSIAN AND CUBAN REVOLUTIONS: VISIONS, REALITIES, CRISIS AND COLLAPSE

Carollee 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 20 minutes. Enrollment is limited to 25.

SS 280*

CHINA EXCHANGE: INTERMEDIATE CHINESE LANGUAGE TUTOR

Kay Johnson

This course provides students going on the Hampshire China Exchange program, and other students with background in Chinese language study, with Chinese language instruction emphasizing conversational proficiency. The course will be taught by visiting exchange scholars from China. Students may use the class as an adjunct to other Five College Chinese language courses or on its own in conjunction with self-study.

Class will meet once a week for two hours and 20 minutes. This course is not suitable for one half of a Division I in Social Science.

SS 281

AUTOBIOGRAPHY AND BIOGRAPHY: JEWS AND OTHERS

Penina Glazer

This course will focus on autobiography, biography, and some fictional memoirs as a lens on the development of Jewish life in Europe and the United States in the modern period. We will also read several memoirs written by members of other ethnic groups and compare the cultural differences, the way memory is constructed, and the particularities of different ethnic groups. We will consider several recent cases where memoirs have been found to be falsified or exaggerated to examine the lines between autobiography and fiction. Students will do biographical writing and oral history as part of the course.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

SS 288

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

Penina Glazer

Rachel Conrad

In the last several years the history of childhood has developed as a new, exciting, and contested field. Drawing on

the work of social historians, sociologists, and psychologists, this new scholarship brings childhood to center stage in the fields of family history, demography, and the study of child-rearing practices.

This course will examine the history and psychology of childhood in the United States with a particular focus on the nineteenth and twentieth centuries. We will look at the changing definitions of childhood and the implications for child-rearing. We will trace the transformation of ideas about parent-child relations, adolescence, and peer culture. Sources will include social science studies and memoirs of childhood.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 35.

SS 289

IMAGINED PASTS, PRESENT IDENTITIES: ASIAN AMERICAN AND THEIR WORLDS

Mitziko Sawada

What does it mean to be "Asian American" in the context of the United States? What happens to the many traditions and cultures that make up the all-encompassing term? How are they negotiated in a new and diverse society? Placing our analysis in history, we will explore the past and present relationship of Asian Americans to U.S. society and culture and the extensive and significant alterations to their lives. Readings will be drawn from diverse non-fiction and fiction sources.

The course will be divided into two sections. In the early part of the semester, we will hold seminar-structured discussions focusing on the readings. The second part will consist of presentations in which each student will select readings pertinent to her/his research work that will serve as the basis for class discussion. Students should expect that their final research paper will be part of the Division II portfolio.

Class will meet once a week for two hours and 50 minutes. Enrollment is limited to 20. Preference will be given to students with a background in U.S./Asian American history.

SS 316

BEYOND SAND, SEA, SUN AND SEX: REALITIES AND COUNTER-REALITIES OF INTERNATIONAL TOURISM

Fred Weaver

In recent years, around 500 million people a year have visited at least one foreign country. Most of them were traveling for pleasure—as tourists, and of course there were many more who were tourists in their own countries. Any social process of this magnitude is important in multiple ways, and in the first half of this seminar, we will read a series of different works that study tourism through history, cultural studies, political economy, and environmental issues. The second half of the course will be devoted to students' presenting their Division III projects.

Class will meet once a week for two hours and a 30 minutes. The course is open to all Division III students, at whatever stage and whether or not their projects directly involve tourism. Enrollment is limited to 15.

SS 399f

CHALLENGING IDENTITIES

Flavio Risech-Ozguera

This is a seminar for Division III students whose research projects touch on questions of racial, gender, class, or sexual

FALL

Fall 1999 - Spring 2000, Social Science

identity in law, sociology, anthropology, history, politics, cultural studies, or related disciplines. Students will present their writing periodically for critique and will be responsible for reading and critiquing each other's work. Substantively, we will approach recent works in critical race theory, feminist theory, queer theory, and other areas interrogating the social construction of identity. Critical readings of such scholars as Ian Haney Lopez, Kendall Thomas, Janet Halley, Carl Stychin, Richard Delgado, Kimberle Crenshaw, Blanca Silvestrini, Sally Merry, and others will be central in providing a common intellectual basis for the class.

Class will meet once a week for two hours and 50 minutes. Enrollment is limited to 15 by permission of the instructor.

One method of completing the Division I requirements is through two courses: one at the 100-level and the other at either the 100- or 200-level. Unless otherwise stated 100- and 200-level courses may serve as one of the two courses for completing a Division I in Social Science. 100- and 200-level cross-listed courses in two schools may serve as one of the two courses for completing a Division I in only ONE of the schools.

FALL

COURSE LISTING - SPRING 2000

SPRING

SS 102
POVERTY AND WEALTH
Laurie Nisonoff

SS 110
THE MAKING OF MODERN SOUTH ASIA
Vivek Bhandari

SS/HACU 117
THE FICTIONAL CHILD
Rachel Conrad
L. Brown Kennedy

SS 134
LAW AND DIFFERENCE
Flavio Risech-Ozguera

SS 144
AFRICAN DEVELOPMENT
Frank Holmquist

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

SS 152
RACE, LAW AND EDUCATION
Lester Mazor

SS 157
WOMEN AND GENDER IN CATHOLIC EUROPE (CA.
300-1700)
Jutta Sperling

SS 158
PSYCHOLOGY AND CULTURE
Lourdes Mattei

SS 161
PERU IMAGINED, UNIMAGINED, REIMAGINED
Michelle Bigenho

SS 163
QUANTITATIVE METHODS FOR ADDRESSING
SOCIAL ISSUES
Stanley Warner

SS 165
WOMEN WHO TRIED TO CHANGE OUR LIVES
Penina Glazer

SS 210*
INTRODUCTORY ECONOMICS
Fred Weaver

SS 215
POLITICS OF THE ABORTION RIGHTS MOVEMENT
Marlene Fried

SS 219
THE GROWTH OF SOCIAL UNDERSTANDING
Rachel Conrad

SS 222
RETHINKING THE POPULATION PROBLEM
Betsy Hartmann
Kay Johnson

SS 227
URBAN COMMUNITIES AND URBAN DEVELOPMENT
IN MEDIEVAL AND RENAISSANCE EUROPE (CA. 1000-
1600)
Jutta Sperling

SS 230
COMPARING MODERNITIES IN LATIN AMERICA
Michelle Bigenho
Carollee Bengelsdorf

SS 232
GLOBAL CAPITALISM AND THE THIRD WORLD
Frank Holmquist
Frederick Weaver

SS/HACU 233B*
ELEMENTARY YIDDISH - SECOND SEMESTER
Henia Lewin

SS 241
CRIME AND PUNISHMENT
Lester Mazor

SS/CS 244
COLLABORATIVE AND DISTANCE LEARNING
Tom Murray

SS 253
GLOBAL AND LOCAL DISCOURSES OF HUMAN
RIGHTS
Flavio Risech-Ozguera

SS/WP 255
WRITING ABOUT THE OUTDOORS
Robert Rakoff
Will Ryan

SS 261
ENVIRONMENTAL HISTORY OF NORTH AMERICA
Robert Rakoff

SS 262
CONFLICT RESOLUTION AND HISTORICAL
ANALYSIS
Gregory S. Prince

SS 282
CRITICAL SOCIAL THEORY: MODERNITY AND ITS
FATE
Ali Mirsepassi
Vivek Bhandari

SS 284
LAW AND IDENTITY
Barbara Yngvesson

SS/IA 286
REMEMBERING, RECORDING AND WRITING
VIOLENCE
Mitziko Sawada
Lynne Hanley

SS 326
WRITING ABOUT "THE FIELD"
Barbara Yngvesson

SS/HACU 355i
GENDER, RACE, AND CLASS IN UNITED STATES
HISTORY AND SOCIETY
Laurie Nisonoff
Susan Tracy

SS 399a
MAKING SOCIAL CHANGE
Stanley Warner

COURSE DESCRIPTIONS - SPRING 2000

SS 102
POVERTY AND WEALTH
Laurie Nisonoff

Who gets the money in America and who doesn't? Why is there poverty in the richest country in history? Although often sanctified by economic theorists in oblique formulas, the state of poverty and character of wealth go to the heart of what it is to live in America. This course encourages inquiry into a hard accounting of this contemporary social and economic reality. Thematic units include federal income measurement, facts and fictions: the business elite; taxation; family and sexual inequality; race; health care and aging; education; and the history of social welfare programs and charity. To understand how income inequality is perceived and measured, we will also examine three paradigms in economic inquiry; radical, liberal, and conservative. Students will be encouraged to engage in field observations in local settings where the poverty and policy issues we study are likely to be raised. Students with an interest in the Community Service Scholars Project are encouraged to enroll. Evaluation will be based on class participation and assigned problem sets and essays.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

SS 110
THE MAKING OF MODERN SOUTH ASIA
Vivek Bhandari

A sub-continental space of well over a billion people, South Asia has witnessed the complex overlap of colonialism, imperialism, and nationalism in a period of less than 300 years. In this course we will conduct a comprehensive overview of how these forces have shaped the history of the region. By documenting the economic, social, cultural, and political forces that facilitated processes of nation-building, we will identify the contradictions and ironies that are characteristic of modern South Asia. Using academic monographs, literary texts, personal narratives, and films, we will raise questions about issues of local, regional, and national identity, as they have shaped different parts of the sub-continent. In addition to studying how various scholars have treated the region's history, students will be encouraged to experiment with primary sources, and to bring some of the most compelling problems of the South Asia's history into sharper focus. By addressing the specifics of the history of South Asia, the course also hopes to bring questions of "doing history" into sharper focus and explore what traditional forms of social and political theory have to offer as a guide to the future.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

SS/HACU 117
THE FICTIONAL CHILD
Rachel Conrad
L. Brown Kennedy

This course integrates the approaches of literary criticism and psychological analysis to examine the representation of children in literature. Different historical periods and cultural groups have understood and depicted childhood and children quite dissimilarly—even disagreeing as to the basic definition—"What is a child?" For example, New England Puritans tended to see children as small adults, 20th century psychology has thought of them as developmentally distinct from adults. We will focus this term on how children are portrayed as subjects in 19th and 20th century English and American fiction, including texts by African Americans and some immigrant writers.

How do writers portray the thoughts, emotions, perceptions, and perspectives of children of different ages—young children, school-age boys and girls, adolescents? How do adult writers depict the subjective experience of children? Although we will focus on texts written for adults, we will examine the use of child narrators by reading a few texts written specifically for children. We will also read the work of psychological writers such as Freud, Piaget, Erikson, and Winnicott in order to consider their models for understanding children at different phases of development.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 35.

SS 134
LAW AND DIFFERENCE
Flavio Riese-Ozeguera

This course examines the law and legal institutions as sites of production, definition, and mediation of social difference. Using landmark court decisions and laws such as Brown v. Board of Education, Roe v. Wade, Bowers v. Hardwick, and California's Proposition 187, students will develop skills of critical analysis of legal questions bearing on race, ethnicity,

SPRING

Spring 2000, Social Science

gender, and sexual orientation. The primary objective of the course is to develop fluency in reading and interpreting judicial opinions and statutes. Additionally, students will be expected to learn basic legal argumentation methods.

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

SS 144 AFRICAN DEVELOPMENT Frank Holmquist

The course addresses four major issues: 1) history: What did precolonial African politics and economics look like? How and why was European colonial rule imposed? How did Africans respond? What was the origin and nature of nationalist ideology, organization, and leadership in the struggle for independence? 2) current difficulties: How should we understand and explain the gathering crises in African politics and economics? 3) development policy, reform, and recovery: What are current development policies in different policy arenas (such as agriculture, industry, and education)? How successful are they and what changes may be needed to put Africa on the road to economic recovery? 4) South Africa: How did white rule and the chronic South African crisis develop historically? What were the roles of external and internal forces? What are the chances for democracy in the future?

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

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

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

In addition to writing several short essays, students will do field research on a grassroots environmental group, which will culminate in a final research paper.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

SS 152 RACE, LAW AND EDUCATION Lester Mazor

The struggle for social justice and equality in the United States has been centered in the arena of education as much as in any other area of social life. From the time of slavery to the present day, law has served both as a bulwark of resistance to the demands of blacks and other minorities and as an instrument through which change has been attempted. This course will examine the intersection of race as a category, law as an institution, and education as a social context in the United States, focusing primarily upon the period since World War II.

We will study the campaign to use the courts to overthrow the system of segregated schools, culminating in Brown vs. Board of Education. Most of the course will explore the aftermath of that decision: resistance and delay in many states; attacks upon the Supreme Court; the school busing struggle; the

fight for community control; and the affirmative action debate. The last part of the course will focus upon the Boston school crisis as a case study.

Readings will include fiction, biography, legal cases and statutes, and books and articles analyzing the legal struggle and its impact. Some films and guest speakers will be scheduled outside of class time, and one or more trips to Boston are planned.

Class will meet twice a week for one hour and 20 minutes. Enrollment is open.

SS 157 WOMEN AND GENDER IN CATHOLIC EUROPE (CA. 300-1700) Jutta Sperling

Early Christianity radically changed prevailing gender relations in Late Antiquity. Stressing spiritual equality, the church offered—at least initially—ample space for women to become active promoters of the new faith, as martyrs and saints, founders of monasteries and churches, or simple followers of Christ. The renunciation of sexuality freed women from their roles as wives, mothers, and concubines; female virginity was praised as the most worthy state to which any woman might aspire. In medieval Catholicism, nuns as well as lay religious women wrote mystic literature, practiced charity, and gave political advice to popes and princes. The cult of the Virgin Mary emphasized motherhood, but women also identified with Christ as man, stressing the femininity of his suffering and “being in the flesh.” During the Counter-Reformation, new female orders focused on the education of girls and the evangelization of native Americans. The prosecution of witches—although more severe in Protestant regions—was inspired in part by men’s fear of female sexuality, and severely limited women’s possibilities for active involvement.

Focusing on the history of women and gender in Christianity, this course also offers an introduction to the history of religion in Europe. Readings will consist of primary sources as well as historical scholarship.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

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.

SS 161 PERU IMAGINED, UNIMAGINED, REIMAGINED Michelle Bigenho

Anthropologists, travelers, conquerors, priests, journalists, novelists, and “natives” have constructed numerous accounts through which Peru has been imagined. But these imaginings seem to vary as widely as the diversity of their authors: as

SPRING

idealized center of the Inca empire; as a romanticized rural place of self-organized communities where an ethos of collective action outweighs that of individual interest; as a place of Andean dualistic cosmologies ripe for structuralist analysis; as a country of rural-urban migration; as a country of rural-urban refugees; as a nation which has never believed itself to be fully integrated; as the birthplace of a Maoist guerrilla movement; as a place where people have been "disappeared" by the military and a group of mothers does not march around a plaza in public protest as they do in Argentina. Through discussions of these representations and the role of anthropology in the representative process, this course brings together historical and ethnographic views of Peru with a critical perspective about this country's contemporary situation. Within this context the course introduces students to the way anthropologists address issues of symbolic meaning, human rights, nation-ness, ethnicity, and cultural transformation.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

**SS 163
QUANTITATIVE METHODS FOR ADDRESSING
SOCIAL ISSUES**

Stanley Warner

Virtually every social issue has been addressed through some form of quantitative analysis. What are the limits and strengths of such approaches? We will seek greater literacy in working with numerical data and reading quantitative research in the social sciences. Applications will include crime, environmental worth, population dynamics, the value of education, discrimination, and inequality. Among the quantitative techniques we will explore are probability theory, linear regression, game theory, cost/benefit analysis, and descriptive statistics. A commitment to regular problem solving is required. No mathematical background beyond high school algebra and geometry is expected.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

**SS 165
WOMEN WHO TRIED TO CHANGE OUR LIVES**

Penina Glazer

This course in U.S. history will focus on several women in the first half of the twentieth century who tried to confront major issues in American women's lives. Using biography and autobiography, we will examine the lives of important figures such as Margaret Sanger, Emma Goldman, Ida Wells Barnett, and Eleanor Roosevelt. We will look at the challenges of the period, the public agenda these women set out, how they went about their work, and the relationship between their private and public lives. Students will write several short essays and one longer biography.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

**SS 210*
INTRODUCTORY ECONOMICS**

Frederick Weaver

An introduction to economic analysis, covering the principles of both major areas of conventional economic theory (i.e., micro and macro); serves as the needed prerequisite to virtually all advanced economics courses and itself contributes

to a wide variety of concentrations. We will work to set this material within the larger social and international contexts. Five College students will be graded pass/fail only.

Class will meet for one hour and 20 minutes twice a week. Enrollment is limited to 25. This course may not serve as one of the two courses for completing a Division I in Social Science.

**SS 215
POLITICS OF THE ABORTION RIGHTS MOVEMENT**

Marlene Fried

Abortion rights continue to be contested in the U.S. and throughout the world. Since the legalization of abortion in the U.S. in 1973, there have been significant erosions in abortion rights and access to abortion. Harassment of abortion clinics, providers, and clinic personnel by opponents of abortion is routine, and there have been several instances of deadly violence.

This course examines the abortion debate in the U.S., looking historically at the period before legalization up to the present. We explore the ethical, political and legal dimensions of the issue and investigate the anti-abortion and abortion rights movements. We view the abortion battle in the U.S. in the wider context of reproductive freedom. Specific topics of inquiry include: abortion worldwide, coercive contraception and sterilization abuse, welfare rights, population control, and the criminalization of pregnancy.

Class will meet twice a week for one hour and 20 minutes. Enrollment is open.

**SS 219
THE GROWTH OF SOCIAL UNDERSTANDING**

Rachel Conrad

This course will explore the growth of social understanding in young children. The transition from infancy to childhood is often overlooked, yet fascinating and important developments occur in toddlers' and preschool children's understanding of the social world. We will consider the development and consolidation of toddlers' and preschool children's understanding of their own and others' emotions and thoughts; understanding of social rules; capacity for empathy, cooperative behavior, conflict, and humor; and participation in social pretend play and understanding of fantasy and reality. As a component of this course, students will observe young children at a daycare center on a regular basis throughout the semester. Papers for this course will involve integrations of readings in developmental psychology with observations of children.

Class will meet twice a week for one hour and 20 minutes. In addition to class meetings, students will allot time for child observations on a regular basis. Enrollment is limited to 15.

**SS 222
RETHINKING THE POPULATION PROBLEM**

Betsy Hartmann

Kay Johnson

Is the population problem really about a surplus of human numbers, or a lack of basic rights? Is population control, as practiced by governments and international institutions, an effective or ethical response? This course will provide a critical framework for analyzing the phenomenon of rapid population growth in the Third World and reproductive issues affecting the domestic Third World. It will cover basic demographic concepts; the causes and effects of high birth rates; the impact of

SPRING

Spring 2000, Social Science

population growth on the environment, women's productive, and reproductive roles; the political and cultural assumptions underlying the philosophy of population control; the politics of family planning and health care; the use and abuse of contraceptive technologies, both in the Third World and the West; and alternatives to population control at the national and local levels. There will be a case study of China.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 35.

SS 227

URBAN COMMUNITIES AND URBAN DEVELOPMENT IN MEDIEVAL AND RENAISSANCE EUROPE (CA. 1000-1600)

Jutta Sperling

"City air is liberating." This medieval phrase points to an important fact in European civilization: city dwellers were free, i.e. not subject to serfdom or any other form of direct personal dependance prevailing in the countryside. During the "communal revolution" of the Middle Ages, most cities achieved independence from their overlords, electing city councils and governing according to their own statutes. New towns were being founded everywhere; existing settlements around early medieval castles and cathedrals grew into proper cities; and the half-abandoned towns of Roman foundation reacquired their former size. The population grew rapidly after centuries of decline. With it, local markets, cash exchange, and international trade developed, artisanal production rose; universities were being founded, and cultural life flourished. During the Renaissance, "rational" city planners employed by ambitious city governments aimed at reordering urban spaces; architectures of power replaced "organically" grown neighborhoods.

This course offers an introduction to the process of European urbanization in Italy, France, and Germany. The focus will be on the intersection of politics, the economy, and architecture.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

SS 230

COMPARING MODERNITIES IN LATIN AMERICA

Michelle Bigenho

Carolee Bengelsdorf

What is modernity? What is modernity in Latin America? Modernities in Latin America exist within historically structured inequalities. This course aims to view these historically structured relations while also moving beyond a Eurocentric vision of modernity. Can modernity be read as the wheels of progress that flatten cultural particularities, leaving peoples' traditions in unfortunate disappearing acts? Can modernity also be read as the means by which groups define themselves or are defined as "traditional"? What are the different forms of state which emerge with modernity? In paradoxical ways and from a variety of perspectives, Latin American modernities seem at once the demise and the birth of traditions, the centralization and the decentralization of states, and the end and the beginning of histories. Under the premise that these paradoxes of cultural transformation cannot be apprehended outside of situated contexts, we will focus on materials from specific Latin American cases. In relation to the project of modernity, we will discuss colonialism, modes of historical representation, indigenous groups, the nation-state, and the Latin American left in a post-

Cold War world. Some of the readings will be selected from Garcia Canclini's *Hybrid Cultures*, Dussel's "Eurocentrism and Modernity," Habermas' "Modernity—An Incomplete Project," Harvey's *The Conditions of Postmodernity*, Rappaport's *Cumbe Reborn*, Taussig's *Magic of the State*, Coronil's *The Magical State*, Kirk's *The Monkey's Paw*, Castaneda's *Utopia Unarmed*, and Wachtel's *Gods and Vampires*.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 35.

SS 232

GLOBAL CAPITALISM AND THE THIRD WORLD

Frank Holmquist

Frederick Weaver

Profound changes in the international realm during the last two decades have produced a more integrated, interdependent world. In this introductory course, we critically review the debates about the economic, political, and cultural causes of these changes, and we look closely at the implications for free market policies, democracy, cultural resistance, and the future of the nation-state. Throughout the course, we emphasize the significance of these changes for the peoples of Africa, Asia, and Latin America.

Class will meet twice a week for one hour and 20 minutes. Enrollment is open.

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 20 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, Arts and Cultural Studies or Social Science.

SS 241

CRIME AND PUNISHMENT

Lester Mazor

By examining such topics as the death penalty, prison riots, the insanity defense, gun control, domestic violence, and white-collar crime, this course will pursue broad themes running through the administration of criminal justice in the United States. These include the impact of race, class, and gender; the role of discretion and how it is used; the relation of theory to reality; images of crime in the media and popular culture; and the forms and location of power in the criminal justice system.

This course will invoke legal as well as historical, sociological, and philosophical perspectives. A number of films, guest lectures, and other events will be held outside of regular class times in conjunction with the course.

Class will meet twice a week for one hour and 20 minutes. Enrollment is open.

SPRING

SS/CS 244

COLLABORATIVE AND DISTANCE LEARNING

Tom Murray

This class covers several topics in learning theory and educational technology. We will focus on two aspects of learning theory: first, on how meaningful learning is mediated by social and collaborative processes; and second, on how learning is affected by the structure, representation, and access mode of instructional material. We will then relate these issues to the design of two types of educational and informational systems: (1) collaborative learning environments, and (2) adaptive hypermedia systems. We will read and discuss a number of articles and use and evaluate software including collaborative environments and adaptive hypermedia systems. Modern learning theories emphasize the importance of collaboration and dialogue to situate learning in socially meaningful contexts. Meaning and knowledge are thus negotiated and co-constructed (as opposed to being "taught" or "passed down"). Computer-based collaboration environments such as video conferencing, email, bulletin boards, and MUDs raise both novel opportunities and potential problems for collaborative learning. The web and educational CD-ROMs put vast "information spaces" at our fingertips, but it is usually difficult to navigate through such material and make sense of the "big picture." We will discuss interface design and adaptive hypermedia methods for improving the design of web sites and educational CD-ROMs.

Class will meet once a week for two hours and 50 minutes. Enrollment is limited to 15.

SS 253

GLOBAL AND LOCAL DISCOURSES OF HUMAN RIGHTS

Flavio Risech-Ozguera

This course will examine the development and the dynamics of the contemporary discourse of international human rights, using a broadly comparative approach that examines: 1) the development of contemporary international human rights institutions and jurisprudence from European legal and philosophical traditions; 2) the globalization after World War II of this "western" discourse of human rights; and 3) the ways in which this new global human rights discourse has been reproduced, challenged, and transformed in parts of Asia, Latin America, and Africa in response to local, regional, and transnational cultural, ideological, and political conditions. A central focus in our examination of these cases will be the tension between a normative, universalist ideology of human rights and claims of cultural particularity. We will also address problems of implementing human rights norms, enforcement, and retribution.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

SS/WP 255

WRITING ABOUT THE OUTDOORS

Robert Rakoff

Will Ryan

This seminar will explore contrasting approaches to writing about the outdoors. We will read and critique a number of genres including traditional nature writing, travel accounts, creative nonfiction, fiction, and academic analyses. We will pay particular attention to narrative choices and the role of the narrator as well as to the use of landscape description, scientific language, and other vehicles for constructing ideas of nature.

We will use these readings both as models of good writing and as contributions to the rich discourse about people in the outdoors. 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.

This course is best suited to Division II students in environmental studies and creative nonfiction writing.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 16.

SS 261

ENVIRONMENTAL HISTORY OF NORTH AMERICA

Robert Rakoff

One of the fundamental aspects of history is the conversation people have carried on with the earth over time, with its climates and geographies, its natural resources and ecosystems. This course examines that conversation on the North American continent from Indian prehistory to modern industrial civilization. We will examine the impact of European settlement, westward expansion, agricultural and industrial capitalism, urbanization, racism, and sexism on our uses of nature and our ideas of and narratives about the natural world. We will pay special attention to the rise of the conservation and environmental movements and their impact on wilderness, economic production, public policy, and everyday life and culture. Students will undertake research on specific topics in American environmental history.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

SS 262

CONFLICT RESOLUTION AND HISTORICAL ANALYSIS

Gregory S. Prince

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

Class will meet once a week for two hours. Enrollment is limited to 25.

SS 282

CRITICAL SOCIAL THEORY: MODERNITY AND ITS FATE

Ali Mirsepassi

Vivek Bhandari

This course will analyze modernity as a social and intellectual project, and address its historical and global impact. We

SPRING

Spring 2000, Social Science

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' *Structural 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 texts about modernity's colonial/global impact.

This is a relatively advanced social theory course. In the first two 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.

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

SS 284

LAW AND IDENTITY

Barbara Yngvesson

This class examines the centrality of identity to modernity and considers the impossibility of identity without the rule of law. Focusing on the pull towards coherence, closure, and narrativity that identity implies, the course draws on ethnographic and historical literature, as well as on political, cultural and psychoanalytic theory to imagine alternatives to identity and to the order of things that identity requires.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

SS/IA 286

REMEMBERING, RECORDING, AND WRITING VIOLENCE

Mitziko Sawada

Lynne Hanley

Is there a way that we can examine the reasons for a people to embrace a mentalité that allows for violence, war, rape, and annihilation of a people? How are they remembered in literature and history? And by whom? What shapes our memories of the past?

This course focuses on examples of the exercise and abuse of power that have forcefully transmuted societies and cultures. What and how do we remember slavery in the United States, the holocausts of World War II, Vietnam, and the violence committed against Korean women under Japanese colonialism? We will examine how these cases have been treated by historians and the ways in which works of literature provide powerful support or challenges to the histories.

Students will be expected to keep up with the requirements, reflect on the readings, and participate fully in class discussions. More important, their goals should be to gain a deeper understanding of how and why memories are sustained.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

SS 326

WRITING ABOUT "THE FIELD"

Barbara Yngvesson

This seminar is designed for Division III students who have carried out field research as part of their independent study

project. It will focus on the significance of being "in the field" for anthropological and other research projects, and will examine contemporary and historical texts that consider the place of fieldwork in the colonial encounter and in the construction of western knowledge about the Third World. The aim of the seminar is to facilitate interchange between students who have worked in various locations (including the contemporary U.S. and in other sites that may be considered "home" to those who study them) and to raise questions about the differences between "home" and "away" and the ways in which the contrast of these two imagined locations structures the ways we write and the kinds of understanding we seek. 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 by permission of the instructor.

SS/HACU 355i

GENDER, RACE, AND CLASS IN UNITED STATES HISTORY AND SOCIETY

Lauire Nisonoff

Susan Tracy

This course will examine the social structures and ideologies of gender, race, and class. For instance, when we consider the situation of battered women, we see that all women confront gendered social structures and prejudice. Yet, the experiences of those women and their options vary depending on their race and class. Through the use of examples as the one above, drawn from both history and public policy, we will work to hone our critical skills in analyzing gender, race, and class in American society. This course is designed for advanced Division II and Division III students. Students will have the opportunity to develop comprehensive research projects and to present their own work for class discussion.

Class will meet once a week for two hours and 50 minutes.

Enrollment is limited to 25.

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 20 minutes. Enrollment is limited to 16. Not open to Five College exchange students.

SPRING

WORLD LANGUAGES

Hampshire College has no foreign language departments as such, although instruction in Spanish is offered (by contract with the International Language Institute, Inc., of Northampton, Massachusetts) through intensive courses. World languages may be used to fulfill the Fourth Division I requirement. Students with an interest in language will find that a deeper knowledge of world languages can enhance their work in many areas of language research: linguistic theory, sociolinguistics, literary stylistics, and anthropology. Courses in other languages and world 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, (413) 586-7569, or Caroline Gear at (413) 559-5228.

WORLD LANGUAGES - FALL 1999

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 10. 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.

WORLD LANGUAGES - SPRING 2000

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 10. 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.

FIVE COLLEGE PROGRAMS AND DEPARTMENTS

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, Japanese, and Korean; 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. Students may receive training in several other languages through the Self-Instructional Language Program (SILP) of the Five College Language Resource Center housed at the University.

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.

For complete information about Five College programs, some not listed here, consult the Five College website, <http://www.fivecolleges.edu>. Many Five College programs have websites of their own that can be reached through this address.

AFRICAN STUDIES

Certificate Program Advisors: Hampshire-Frank Holmquist, Benjamin Oke; Mount Holyoke-Samba Gadjigo, Holly Hanson, Girma Kebbede; Smith-Elliott Fratkan, Elizabeth Hopkins, Louis Wilson; University of Massachusetts-Carlene Edie, Ralph Faulkingham, Femi Richards

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

The program requires a minimum of 6 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.

Five College Programs

ASTRONOMY

Faculty: Amherst-George Greenstein; Hampshire-Frederick Wirth; Mount Holyoke-Tom Dennis; Smith-Suzan Edwards, Brian Patten, Richard White; University of Massachusetts-Thomas Arny, William Dent, Neal Erickson, Mark Heyer, William Irvine, Shashi Kanbur, Neal Katz, John Kwan, Read Predmore, F. Peter Schloerb, Stephen Schneider, Michael Skrutskie, Ronald Snell, Rae Stiening, Eugene Tademaru, David Van Blerkom, Martin Weinberg, Sander Weinreb, Judith Young.

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.

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 opportuni-

ties 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.

CULTURE, HEALTH, AND SCIENCE PROGRAM

Faculty Steering Committee: Hampshire-Debra L. Martin, Helaine Selin, Barbara Yngvesson; Amherst-Paul Ewald, Miriam Goheen; Mount Holyoke-Jeffrey Ayres Knight, Lynn M. Morgan; Smith-Donald Joralemon, Elizabeth Wheatley; University of Massachusetts-Dan Gerber, Lynette Leidy (Director), William Moebius, Anita St. Clair

Established in 1996, the Five College Culture, Health, and Science (CHS) Program is designed to foster interdisciplinary collaboration in the study of human health, and to increase academic/community engagement for students and faculty at the Five Colleges. It provides alternative pathways to health careers, and bridges gaps among the laboratory sciences, social sciences, and humanities. Each year, the Five Colleges will grant a certificate in Culture, Health, and Science to students who satisfactorily complete the certificate requirements. Requirements include an independent project as well as completion of seven courses distributed among the following areas: Overviews of Biocultural Approaches; Mechanisms of Disease Transmission; Population, Health, and Disease; Healers and Treatment; Ethics and Philosophy; Research Design and Analysis.

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 16 artists, teachers, and scholars, augmented 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, Zhaolu Lu, Mitzi 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

Five College Programs

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

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

INTERNATIONAL RELATIONS

Certificate Program Advisors: Hampshire-Frederick Weaver; Amherst-Pavel Machala, William Taubman, Ron Tiersky; Mount Holyoke-Vincent Ferraro; Smith-Karen Alter, Steven Goldstein, Peter Rowe, Gregory White; University of Massachusetts-James Der Derian, Eric Einhorn, Peter Haas, Stephen Pelz, M.J. Peterson.

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 completion of a language requirement, and 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.

MIDDLE EASTERN STUDIES

Certificate Program Advisors: Hampshire-Ali Mirsepassi; Amherst-Jamal J. Elias; Mount Holyoke-Sohail Hashmi; Smith-Keith Lewinstein; University of Massachusetts-Tayeb El-Hibri.

The Certificate Program in Middle Eastern Studies recognizes completion of a focused, interdisciplinary course of study in Middle Eastern Studies, pursued in consultation with a Program advisor as a complement to a major or concentration. Students awarded the certificate complete a language requirement and seven courses distributed among courses offering an historical introduction to the Middle East and courses on religion and philosophy, literature and the arts, and the social sciences.

PEACE AND WORLD SECURITY STUDIES

Faculty Steering Committee: Hampshire-Betsy Hartmann, Frank Holmquist, Michael Klare, Ali Mirsepassi; Amherst-Pavel Machala, Ronald Tiersky; Mount Holyoke-Kavita Khory; Smith-Mary Geske, Gregory White; University of Massachusetts-Neta Crawford, James Der Derian, Peter Haas.

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

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

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

FIVE COLLEGE 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 math-

Five College Programs

ematics, 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 1999 AND SPRING 2000

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.

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.

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.

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.

DANCE IN THE 20TH CENTURY: This course is designed to present an overview of dance as a performing art in the 20th 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 20th 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.

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.

OTHER FIVE COLLEGE DANCE DEPARTMENT COURSES - FALL 1999

Classical Indian Dance I
Classical Indian Dance II
Comparative Caribbean Dance I
Tap Dance
West African Dance I
Rhythmic Analysis

OTHER FIVE COLLEGE DANCE DEPARTMENT COURSES - SPRING 2000

Classical Indian Dance I
Classical Indian Dance II
Comparative Caribbean Dance
West African Dance
Advanced Studies in History & Theory
Anthropology of Dance
Introduction to Dance

Five College Courses, Fall 1999

FIVE COLLEGE COURSES

ARABIC will be offered at the elementary, intermediate, and advanced levels. For information on locations and instructors, consult the online Five College Course Guide at the Five College Website (<http://www.fivecolleges.edu>).

SELF-INSTRUCTED LANGUAGES in the Self-Instructional Language Program, Five College Language Resource Center, University of Massachusetts under the Five College Program, Elizabeth H. D. Mazzocco, Director. Elementary-level courses are currently offered in the following languages: Czech, Modern Greek, Hindi, Hungarian, Indonesian, Norwegian, Serbo-Croatian, Swahili, Thai, Turkish, and Urdu. For further information, including information on registration, consult the Self-Instructional Language Program Website at the Five College Website (<http://www.fivecolleges.edu>).

FALL

COURSE LISTING - FALL 1999

Mount Holyoke College
ARTST 391
FIVE COLLEGE ADVANCED SEMINAR IN DRAWING
Marion Miller

Hampshire College and Smith College
Dance 142B
COMPARATIVE CARIBBEAN DANCE
TBA

Smith College
Dance 272
DANCE AND CULTURE
TBA

Smith College
FLS 292a
ADVANCED VIDEO PRODUCTION WORKSHOP:
VIDEO [RE]PRESENTATION AND ACTIVISM
Crystal Griffith

University of Massachusetts
Art 297V
PERSONAL NARRATIVE AND HISTORICAL MEMORY:
INTRODUCTION TO VIDEO PRODUCTION
Crystal Griffith

Amherst College
English 89f
PRODUCTION WORKSHOP ON THE MOVING IMAGE
Elisabeth Subrin

Mount Holyoke College
FS 210
PRODUCTION SEMINAR ON THE MOVING IMAGE
Elisabeth Subrin

Fall 1999, Five College Courses

University of Massachusetts
Italian 597B
THE IMAGE OF THE WOMAN IN ITALIAN LITERATURE
Elizabeth H. D. Mazzocco

University of Massachusetts
Geology 105
DYNAMIC EARTH
J. Michael Rhodes

Hampshire College
SS 235
POLITICAL LEADERSHIP IN 20TH CENTURY RUSSIA
Constantine Pleshakov

Mount Holyoke College
Russian and Eurasian Studies 320S
RUSSIAN NATIONALISM: NEW RUSSIA IN SEARCH OF IDENTITY
Constantine Pleshakov

FALL

COURSE DESCRIPTIONS - FALL 1999

Mount Holyoke College
ARTST 391
FIVE COLLEGE ADVANCED SEMINAR IN DRAWING
Marion Miller

This is a fourteen-week course taught by approximately 10 different faculty members from all five campuses. Classes are held on a rotating basis on all five campuses. The course is structured so that students are responsible for pursuing their work through individual thematic development in varied drawing media throughout the semester. Students are required to attend two weekly sessions, one of which is a three-hour class conducted by a different member of the faculty each week. These sessions may include a combination of lectures on drawing issues, critiques of student work, and in-class work. The second meeting each week will be structured by the course coordinator for this year, Professor Marion Miller of Mount Holyoke College. Typically, weeks one and two consist of an introduction to procedural issues relating to thematic development presented by the course coordinator. Weeks three through seven and nine through 13 involve individual faculty presentations.

Two class sessions are devoted to group critiques with members of the faculty. An exhibition of student work produced through the course is scheduled during the final week. Grades are assigned through consultation between the course coordinator, the faculty teaching in the course, and the individual student's college faculty.

Hampshire College and Smith College
Dance 142B
COMPARATIVE CARIBBEAN DANCE
TBA

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 College
Dance 272
DANCE AND CULTURE
TBA

Through a survey of world dance traditions from both artistic and anthropological perspectives, this course introduces students to dance as a universal human behavior, and to the many dimensions of its cultural practice—social, ritual, political, and aesthetic. Course materials are designed to provide students with a foundation for the interdisciplinary study of dance and society, and the tools necessary for analyzing cross-cultural issues in dance; they include readings, video and film viewing, research projects, and dancing. (A prerequisite for Dance 375, The Anthropology of Dance)

Smith College
FLS 292a
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. Four credits. Class meets Thursday from 1-5:00 p.m. and Wednesday from 7:30-9:30 p.m. for lab/screening.

University of Massachusetts
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 works of independent video/filmmakers whose works address issues of representation, memory and history. Enrollment limited to 12. Four credits. Class meets Friday from 9-3:00 p.m. lab/screening.

Amherst College
English 89f
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. Limited to 15 students. Requirement: Permission of instructor. (Contact English Department before registration.)

Mount Holyoke College
FS 210
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. Requirement: English 82f and/or permission of the

instructor. Seminar meets once weekly plus evening film screening. Limited enrollment. (Contact Film Studies Department before registration.)

University of Massachusetts
Italian 597B

THE IMAGE OF THE WOMAN IN ITALIAN LITERATURE

Elizabeth H. D. Mazzocco

Beginning with the images of the ideal females of the poetry of the Dolce Stil Nuovo and the Scuola Siciliana, we will examine literary depictions of women throughout Italian literature. The females will include Dante's Beatrice, Petrarch's Laura and Poliziano's Simonetta, the warrior queens and the enchanted princesses of Renaissance epics, the heroines of commedia dell'arte, Goldoni's protagonists Mirandolina and la vedova scaltra, D'Annunzio's figlia di Iorio, and Moravia's Cesira. We will also look at the way women depict themselves using the works of Sibella Aleramo, Natalia Ginsberg, Franca Rame, and Dacia Maraini. Students will write several critical essays, make oral presentations, and complete a research paper. The course will be conducted in Italian, although those not enrolled for Italian credit may complete written assignments in English.

Those opting for the honors course will investigate the way in which these traditional images of females have been transferred into modern multimedia, including the Internet and film. Additional reading and an extra research paper will be required. Class meets Tuesday and Thursday from 2:30-3:35 p.m.

University of Massachusetts
Geology 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.

Hampshire College
SS 235

POLITICAL LEADERSHIP IN 20TH CENTURY RUSSIA

Constantine Pleshakov

Russia's 20th century leadership may not be known for its successes, but its failures nevertheless made the world shake. The last czar Nicholas II, revolutionary helmsman Vladimir I. Lenin, imperial potentate Joseph Stalin, of communism Nikita Khrushchev, the last leader of the Soviet Union Mikhail Gorbachev, the first president of independent Russia Boris Yeltsin—all have influenced history, and each in a unique way. How and why did they differ? What did they share in common? What are the patterns of political leadership for 20th century Russia? Class meets Tuesday from 12:30-3:00 p.m.

Mount Holyoke College
Russian and Eurasian Studies 320S

RUSSIAN NATIONALISM: NEW RUSSIA IN SEARCH OF IDENTITY

Constantine Pleshakov

Modern Russia's painful search for national, post-Soviet identity. Discussion of traditional Russian nationalism of the 16th-19th centuries, but the main intellectual effort will be

Five College Courses, Fall 1999

related to Russia in the 1900s. Can this multi-ethnic country reach an understanding of what its identity is? What will it borrow from its imperial and Soviet past? Is nationalism compatible with democracy? And, last but not least, what are the possible meanings of nationalism in the modern world? Class meets Wednesday from 1-3:50 p.m.

FIVE COLLEGE ASTRONOMY

COURSE LISTING - FALL 1999

University of Massachusetts
ASTFC 14
STARS AND GALAXIES
G. Tademaru

Amherst College
ASTFC 24
STELLAR ASTRONOMY
Richard White

Mount Holyoke College
ASTFC 26 (Lec. 1)
COSMOLOGY
T. Dennis

University of Massachusetts
ASTFC 26 (Lec. 2)
COSMOLOGY
Steve Schneider

University of Massachusetts
ASTFC 51
STARS AND STELLAR EVOLUTION
David Van Blerkom

COURSE DESCRIPTIONS - FALL 1999

University of Massachusetts
ASTFC 14
STARS AND GALAXIES
G. Tademaru

Continuation of ASTFC 13; may be taken independently. Introductory course for science, engineering, and astronomy majors. Topics include stellar evolution, pulsars, black holes, galactic structure, and cosmology. Prerequisite: high school algebra. Class meets Monday, Wednesday, and Friday from 1:25-2:45 p.m. Class begins Wednesday, September 8.

Amherst College
ASTFC 24
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:

FALL

Fall 1999 - Spring 2000, Five College Courses

one semester of calculus, one semester of physics, and one introductory astronomy class. Monday and Wednesday 2:40–5:00 p.m. Classes begin Wednesday, September 8.

Mount Holyoke College
ASTFC 26 (Lec. 1)
COSMOLOGY
T. 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. Class meets Tuesday and Thursday 1:15–2:30 p.m. Class begins Thursday, September 9.

University of Massachusetts
ASTFC 26 (Lec. 2)
COSMOLOGY
Steve Schneider

Cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and its future as science. Prerequisites: one semester of calculus and one semester of a physical science. Class meets Tuesday and Thursday 2:30–3:45 p.m. Class begins Thursday, September 9.

University of Massachusetts
ASTFC 51
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. Monday, Wednesday, and Friday 1:25–2:45 p.m. Class begins Wednesday, September 8.

COURSE LISTING - SPRING 2000

Mount Holyoke College and Smith College
Dance 142B
COMPARATIVE CARIBBEAN DANCE
TBA

Smith College
FLS 280b
VIDEO PRODUCTION WORKSHOP: FROM NUTS AND BOLTS TO VIDEO ART
Crystal Griffith

University of Massachusetts
COMM 497Q
SPECIAL TOPICS-FILM II: INTERMEDIATE 16MM FILM PRODUCTION
Crystal Griffith

Amherst College
English 82f
PRODUCTION WORKSHOP ON THE MOVING IMAGE
Elisabeth Subrin

Mount Holyoke College
FS 310
PRODUCTION SEMINAR ON THE MOVING IMAGE
Elisabeth Subrin

University of Massachusetts
Italian 514
ITALIAN CHIVALRIC EPIC
Elizabeth H. D. Mazzocco

University of Massachusetts
Geology 591V
VOLCANOLOGY
J. Michael Rhodes

Smith College
Government 251b
PROBLEMS OF INTERNATIONAL SECURITY
Michael Klare

Mount Holyoke College
Russian and Eurasian Studies 250f
REVOLUTIONS
Constantine Pleshakov and Stephen Jones

Smith College
Government 343
THE COLD WAR REVISITED
Constantine Pleshakov

COURSE DESCRIPTIONS - SPRING 2000

Mount Holyoke College and Smith College
Dance 142B
COMPARATIVE CARIBBEAN DANCE
TBA

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 College
FLS 280b

VIDEO PRODUCTION WORKSHOP: FROM NUTS AND BOLTS TO VIDEO ART

Crystal Griffith

This course provides students with the basic technical, aesthetic, and theoretical skills (story, structure, lighting, camera, sound, and editing) needed to realize their vision and make video art. The course emphasizes collaborative work and personal narratives as students examine the work of independent video/filmmakers. Enrollment limited to 13. Four credits.

University of Massachusetts
COMM 497Q

SPECIAL TOPICS-FILM II: INTERMEDIATE 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 10. Four credits. University of Massachusetts.

Amherst College
English 82f

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 readings. Limited to 15 students. Requirement: Permission of instructor. (Contact English Department before registration.)

Mount Holyoke College
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. Requirement: English 82f and/or permission of the instructor. Seminar meets once weekly plus evening film screening. Limited enrollment. (Contact Film Studies Department before registration.)

University of Massachusetts
Italian 514

ITALIAN CHIVALRIC EPIC

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/

Five College Courses, Spring 2000

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. The course will be conducted in Italian, although those not enrolled for Italian credit may complete written assignments in English.

University of Massachusetts
Geology 591V

VOLCANOLOGY

J. Michael Rhodes

A systematic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanoes and man, and the monitoring and prediction of volcanic events. Case studies of individual volcanoes will be presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, ocean-floor, and Cascade volcanism. Prerequisite: Petrology recommended. Enrollment limited. Three credits.

Smith College
Government 251b

PROBLEMS OF INTERNATIONAL SECURITY

Michael Klare

A survey of the emerging threats to international peace and security in the post-Cold War era, and of the methods devised by the world community to overcome these threats. Designed to increase students' awareness of global problems, to enhance their capacity to conduct research on such problems, and to stimulate them to think creatively about possible solutions. Will focus on such issues as: ethnic and regional conflict in the Third World; nuclear and chemical weapons proliferation; conventional arms trafficking; U.N. peacekeeping; global environmental degradation; and resource scarcities. Students will be expected to conduct intensive research on a particular world security problem of their choice and to write up their results in a term paper; they may also be asked to give an oral report on their findings in class.

Mount Holyoke College
Russian and Eurasian Studies 250f

REVOLUTIONS

Constantine Pleshakov and Stephen Jones

Revolutions have a rich and bloody history on the European continent. In the 20th century, there were frequent revolutionary upheavals, particularly in Russia and Eastern Europe. We will study two revolutionary periods; Russia in 1917 and the USSR in 1991. These revolutionary events present great contrasts, yet at the same time clarify the nature of revolutions and why they occur. Do they bring the expected fundamental and accelerated change for which people hope? Our focus will be on the contrasts and parallels between Russia's early 20th-century capitalist revolution. What was (and is) their impact on European history and thought? An important theme of this course will be the influence of Russia's revolutions on revolutionary events in Eastern Europe in 1945-1948 and 1989. Class meets Wednesday from 1-3:50 pm.

**S
P
R
I
N
G**

Spring 2000, Five College Courses

Smith College
Government 343
THE COLD WAR REVISITED
Constantine Pleshakov

Recently, thousands of invaluable documents relating to 1940s-1970s have been released from Russian, Chinese, and East European archives. Among them are minutes of Stalin's conversations, Mao Zedong's speeches, Leonid Brezhnev's correspondence. How does this new evidence change our view of the Cold War? Which traditional concepts developed by scholars over years are still valid? Which should be modified? Are there any which should be totally discarded? Is it possible to talk about the "new history" of the Cold War? Class meets Tuesday from 1-3:50 p.m.

FIVE COLLEGE ASTRONOMY

COURSE LISTING - SPRING 2000

SPRING

University of Massachusetts
ASTFC 13
THE SOLAR SYSTEM
TBA

Amherst College
ASTFC 14
STARS AND GALAXIES
TBA

University of Massachusetts
ASTFC 15
HISTORY OF ASTRONOMY
TBA

Mount Holyoke College
ASTFC 23 (Lec. 1)
PLANETARY SCIENCE
Darby Dyar

University of Massachusetts
ASTFC 23 (Lec. 2)
PLANETARY SCIENCE
Peter Schloerb

Amherst College or University of Massachusetts
ASTFC 25
GALACTIC AND EXTRAGALACTIC ASTRONOMY
TBA

Smith College
ASTFC 37
TECHNIQUES OF OPTICAL AND INFRARED ASTRONOMY
S. Edward

University of Massachusetts
ASTFC 52
ASTROPHYSICS II: GALAXIES
James Lowenthal

COURSE DESCRIPTIONS - SPRING 2000

University of Massachusetts
ASTFC 13
THE SOLAR SYSTEM
TBA

A freshman-level introductory course appropriate for physical science majors, engineering majors, and students with a strong precalculus background. 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 meets Monday, Wednesday and Friday 1:25–2:45 p.m. Class begins Wednesday, January 26.

Amherst College
ASTFC 14
STARS AND GALAXIES
TBA

Continuation of ASTFC 13; may be taken independently. Introductory course for science, engineering, and astronomy majors. Topics include stellar evolution, pulsars, black holes, galactic structure, and cosmology. Prerequisite: high school algebra. Class meets Tuesday and Thursday from 2:30–3:45 p.m. Class begins Thursday, January 27.

Smith College
ASTFC 15
HISTORY OF ASTRONOMY
TBA

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 18th and 19th centuries. Gravitational theory; origin, structure, and evolution of stars and galaxies; developments in modern astronomy. Nontechnical; emphasis on history and cosmology. Class meets Monday and Wednesday from 2:30–3:45 p.m. Class begins on Wednesday, January 26.

Mount Holyoke College
ASTFC 23 (Lec. 1)
PLANETARY SCIENCE
Darby Dyar

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 meets Monday from 7:00–9:50 p.m. Classes begin Monday, January 31.

University of Massachusetts
ASTFC 23 (Lec. 2)
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

Co-Curricular Courses and OPRA, Fall 1999

satellites, asteroids, comets, planetary rings, and origin and evolution of the planets. Prerequisites: one semester of calculus and one semester of physical science. Class meets Tuesday and Thursday 2:30-3:45 p.m.

Amherst College or University of Massachusetts
ASTFC 25

GALACTIC AND EXTRAGALACTIC ASTRONOMY TBA

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 meets Monday and Wednesday 2:30-5:00 p.m. Classes begin Wednesday, January 26.

Smith College
ASTFC 37

TECHNIQUES OF OPTICAL AND INFRARED ASTRONOMY

S. Edward

With lab. Introduction to the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared. Telescope design and optics. Instrumentation for imaging, photometry, and spectroscopy. Astronomical detectors. Computer graphics and image processing. Error analysis and curve fitting. Data analysis and astrophysical interpretation, with an emphasis on globular clusters. Prerequisites: ASTRON 24 or 25; 2 semesters of physics, and 2 semesters of calculus. Class meets Monday and Wednesday from 2:40-4:00 p.m. Classes begin Wednesday, January 26.

University of Massachusetts
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 meets Monday and Wednesday from 2:30-4:00 p.m. Classes begin on Wednesday, January 26.

CO-CURRICULAR COURSES

WRITING AND READING PROGRAM

The Writing and Reading Program offers assistance to students interested in strengthening their communication skills. Because of the importance 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, the strategy is to use the work in which the student is presently engaged. Generally, this means course work, divisional exams, proposals, Division II and III papers. This writing is used to address issues of organization, effective analysis, clarity, voice, and development of an effective composing process. The program also helps students to understand their problems with starting and/or finishing work, and to develop strategies for overcoming writing anxiety and procrastination. Reading and writing are as inseparable from each other, and thus, assistance is also provided 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 (413) 559-5646 or (413) 559-5531. Classes are run each semester and are open to all students.

FALL

CO-CURRICULAR COURSES - FALL 1999

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 relates to study techniques and time management. Students will learn to read assignments with more precision and transfer this new approach to their own writing.

Class will meet 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. Considerable time will be spent analyzing selected readings and developing writing strategies in response to those readings. A number of short stories and personal essays will be read and used 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 before the first class.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 25.

Fall 1999, Co-Curricular Courses and OPRA

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.

FALL

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 contribution to the field. We will do our best to read and assess these works as models of writing rather than as contribution 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 best suited for those students ending Division II or beginning Division III. In the past, students have used the course as an opportunity to write (and receive criticism on) a pilot chapter for their Division III.

Class will meet for twice a week for one hour and 20 minutes. Enrollment limit is 16.

WP/HACU/IA 205

WRITING ABOUT THE GOOD LIFE

Deborah Gorlin

In this writing seminar, we will write about aspects of the so-called "Good Life," those cultural resources traditionally called the fine arts and humanities, which enrich our experience and make life interesting. Writing about these subjects ranges from the classical academic approaches of John Berger in art or Helen Vendler in poetry, to the more popular styles of Whitney Ballier in music, or Arlene Croce in dance. In this class, we will broaden our definition of these subject areas to include writing about travel, food, fashion, gardening, and home design.

Looking at those books, essays, reviews and articles written for academic and for popular audiences, we will study the work of writers in those genres which fall under the category of the "Good Life." Our aim will be to assess these works as models of effective writing and to use their literary strategies to inform our own work. These readings will also help us develop some criteria for peer review of written work.

This course is geared to finishing Division I students who are entering Division II, with an interest in writing in academic and/or popular forms about their version of the "Good Life." In addition to regularly assigned essays and in-class writing exercises, students will be asked to complete a writing project based on a topic of their choice related to the class.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 16.

LEMELSON CENTER FOR DESIGN

The Dorothy and Jerome Lemelson Center for Design is a design and fabrication resource open to the entire campus community. Located at the north end of the Arts Village, the center houses a fabrication shop equipped for work with non-wood materials, chiefly metals and plastics, and a Design Lab housing manual drafting equipment and computer workstations running a number of design, drafting and modeling programs. The shop's tools include: basic hand tools, power saws and drills, plastic forming equipment, machine tools, welders, sheet metal tools, sanding and polishing equipment, metal bending equipment and more. The facility staff is available to provide one-on-one design and fabrication instruction as well as conducting group workshops and trainings. No prior experience is necessary and all skill levels are welcome.

ACCESSING THE CENTER FOR DESIGN

Gaining access to the shop can be as simple as setting up an appointment with one of the shop supervisors. Whether you have a specific project in mind or would like help in coming up with an idea, the shop supervisors will work with you on design issues, teach you how to work safely in the shop, give instruction on the equipment you need to use and provide ongoing assistance and supervision. You are also welcome to attend an information session, training or workshop to help you become familiar with the facility and what can be done here.

The Design Lab is available to all students for design related work and is open any time the facility is open (except when classes may be using the room).

WHAT'S THIS PLACE ALL ABOUT ANYWAY?

If you are interested in learning more about the facility, its staff and what happens here you are invited to attend a one hour presentation. It will give you a better idea of what has or could be done, how you might fit design and fabrication into your academic experience, what the Lemelson Program is all about, what faculty you might use, and various ways to get involved in the design community.

Times TBA.

INTRODUCTORY TRAININGS

ARC WELDING

This training provides instruction in the operation of "MIG" and "TIG" arc welders capable of welding of steel and aluminum. Students will learn setup and welding technique and perform practice welds using the different methods. Trainings will take place in one 3 hour session.

GAS WELDING

This training provides instruction in the operation of oxy-acetylene equipment used for heating, cutting, welding, and brazing metal. Students will learn equipment technique and practice the different methods. Trainings will take place in one 2 hour session.

INTRODUCTION TO MACHINING

Glenn Armitage

The lathe and milling machine are used to cut steel and softer materials into an unlimited variety of cylindrical and

Co-Curricular Courses and OPRA, Spring 2000

planar forms. They can be used for the creation of both intricate mechanical parts and sculpture. Training may be continued by scheduling individual lessons. This is a single an hour and 30 minute session.

BASICS OF MECHANICAL DRAFTING

This session will provide a lesson on the basic elements and symbols used to create mechanical drawings and pictorial views for effective graphic communication. This skill is a must for anyone interested in design and fabrication. This is a single two hour session.

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.

LEMELSON COURSES

WOMEN'S FABRICATION WORKSHOP

This co-curricular course is designed to introduce women to the shop in a fun, supportive, hands-on format. Through the planning and construction of a project of the group's choice, the course will cover basic aspects of design, material selection, and the use of equipment available in the shop. The resulting project will be something of permanent use to the Hampshire community and community service credit will be available. Independent study or divisional credit is also possible. The course will meet for two hours and 30 minutes, once a week for 10 weeks during hours when the shop is closed to general use. Upon completing the course, participants will have first-hand, start-to-finish experience with a project, a great working knowledge of what's available in the shop, and the skills needed to go forward with your own ideas.

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 have the opportunity to work with the full range of fabrication techniques available in the shop. Though the exact design of the course will be determined by the interests of the students, it is assumed that all students will develop a project from concept to design to finished product. This is a co-curricular activity. Evaluations are available if requested.

Class will meet Fridays 9:30 a.m.-12:00 noon at the Lemelson Center for Design.

LIFE-WORK EXPLORATION

This workshop is sponsored by the Career Options Resource Center and taught by its director Andrea Wright. It meets twice a week all semester: Mondays and Wednesdays from 4:00 p.m.- 5:30 p.m. Fall and Spring semesters.

Life Work Exploraton is designed to help you to explore your personal preferences with regard to both career and

lifestyle. There will be many self-discovery exercises to enable you to specify your interests, analyze your skills and knowledge, and define and apply your personal values so that you can apply them to future life choices. It basically helps you to answer the questions, "Who am I? What do I *really* want?"

Life Work Exploraton teaches new, effective decision-making techniques. Topics the workshop covers include: transferable skills, life goals, values, where to live, leisure time activities, 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 Wright at (413) 559-5385.

QUANTITATIVE SKILLS PROGRAM

The Quantitative Skills Program provides assistance to all students interested in improving their mathematics, statistics, or computer skills. Students at all levels are encouraged to drop by or make an appointment to work with tutors on homework, divisional exams, GRE preparation, independent studies, etc. In addition to the tutoring available during office hours, there are occasional workshops focusing on specific topics. Workshops will be advertised through mailings and posters. For information, call Paul Wright, the quantitative skills program director, at (413) 559-5571 or pwright@hampshire.edu.

CO-CURRICULAR COURSES - SPRING 2000

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 is limited to 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

SPRING

Fall 1999 - Spring 2000, Co-Curricular Courses and OPRA

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.

FALL

WP/SS 255 WRITING ABOUT THE OUTDOORS Robert Rakoff Will Ryan

This seminar will explore contrasting approaches to writing about the outdoors. We will read and critique a number of genres including traditional nature writing, travel accounts, creative nonfiction, fiction, and academic analyses. We will pay particular attention to narrative choices and the role of the narrator as well as to the use of landscape description, scientific language, and other vehicles for constructing ideas of nature.

We will use these readings both as models of good writing and as contributions to the rich discourse about people in the outdoors. 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.

This course is best suited to Division II students in environmental studies and creative nonfiction writing.

Class will meet twice a week for one hour and 20 minutes. Enrollment is limited to 16.

SPRING

OUTDOORS PROGRAM AND RECREATIONAL ATHLETICS (OPRA)

CURRICULUM STATEMENT

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

OPRA gives special emphasis to integrating outdoor and physical learning experiences with the rest of college life.

Programmatically that means OPRA collaborates with Hampshire faculty, staff, and students in ongoing courses.

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

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

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

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

OUTDOORS PROGRAM AND RECREATIONAL ATHLETICS (OPRA)

COURSE LISTING - FALL 1999

OPRA 101
BEGINNING SHOTOKAN KARATE
Marion Taylor

OPRA 102
INTERMEDIATE SHOTOKAN
KARATE
Marion Taylor

OPRA 104
ADVANCED SHOTOKAN KARATE
Marion Taylor

OPRA 106
BEGINNING HATHA YOGA (M)
Alyssa Lovell

OPRA 107
BEGINNING HATHA YOGA (N)
Alyssa Lovell

OPRA 108
CONTINUING HATHA YOGA (O)
Lori Strolin

OPRA 111
AIKIDO
Rob Hayes

OPRA 115
BEGINNING KYUDO: JAPANESE ARCHERY
Marion Taylor

Co-Curricular Courses and OPRA, Fall 1999

OPRA 116
INTERMEDIATE KYUDO
Marion Taylor

OPRA 118
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 208
EXPERIENTIAL EDUCATION:
FROM THEORY TO PRACTICE
Karen Warren

COURSE DESCRIPTIONS - FALL 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.

Classes will meet during Fall Term on Monday and Wednesday from 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 students who have completed OPRA 101.

Classes will meet Tuesday and Thursday from 7:30–9:00 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.

Classes will meet Tuesday, Thursday, and Sunday from 6:00–7:30 p.m. in the Robert Crown Center. Instructor's permission.

OPRA 106
BEGINNING HATHA YOGA (M)
Alyssa Lovell

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 Monday from 7:30–9:00 p.m. in the South Lounge of the Robert Crown Center. Enrollment is limited to 20.

OPRA 107
BEGINNING HATHA YOGA (N)
Alyssa Lovell

Same as OPRA 106

Class will meet on Wednesday from 7:30–9:00 p.m. in the South Lounge of the Robert Crown Center. Enrollment limit 20.

OPRA 108
CONTINUING HATHA YOGA (O)
Lori Strolin

This class will continue and build upon the material covered in the beginning class. It may be taken by anyone who has completed OPRA 106 or 107.

Class will meet on Thursday from 4:30–6:00 p.m. in the South Lounge of the Robert Crown Center. Enrollment is limited to 20.

FALL

Fall 1999, Co-Curricular Courses and OPRA

FALL

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.

The class will meet on Monday and Wednesday from 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.

The class will meet on Tuesday and Thursday from 3:00–4:30 p.m. in the South Lounge of the Robert Crown Center.

OPRA 116 INTERMEDIATE KYUDO Marion Taylor

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

The class will meet on Monday and Wednesday from 2:00–3:30 p.m. in the South Lounge of the Robert Crown Center.

OPRA 118 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. All levels of experience welcome.

The class meets on Tuesday and Thursday from 12:00–1:00 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.

The 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. 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 by 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 12:30–6:00 p.m. at Robert Crown Center and leave for the river at 12:30 p.m. and return by 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

Becoming a competent performer in the water requires learning some basic fundamental skills. If you have the desire to learn to swim, here is the perfect opportunity! This class will focus on helping the adult student better understand and adapt to the water environment. We will work on keeping the "fun in fundamentals," as we learn floats, glides, propulsive movements, breath control and personal safety techniques. This course is taught by an American Red Cross certified instructor, and is otherwise known as Beginning Swimming – Level 1.

Class will meet on Wednesdays from 11:00–12:00 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.

The class will meet every Tuesday and Wednesday in the Robert Crown Center pool from 6:00–8:00 p.m. Enrollment limit 10. Materials fee \$65. An additional lab fee will be charged for non–5–College participants.

Co-Curricular Courses and OPRA, Fall 1999 - Spring 2000

OPRA 149 OPENWATER SCUBA CERTIFICATION Project Deep

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

Classes will meet at the Robert Crown Center pool on Monday from 6:00-7:30 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. Enrollment is unlimited.

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

This course is for beginning and experienced rock climbers. It 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 Hampshire's indoor climbing wall. Beginners are especially welcome.

Classes 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.

Classes 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.

Meets 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 Hampshire College 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 a.m.-9:30 a.m. at the MultiSport Center. Enrollment is limited to 12 by instructor permission. Call (413) 559-5785 for more information.

OPRA 208 EXPERIENTIAL EDUCATION: FROM THEORY TO PRACTICE Karen Warren

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

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

The course format will include readings, discussion, guest speakers, field experiences, and individual research and presentations on experiential education. An emphasis of the course will be for students to develop and work with 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 4-hour session. An additional hour per week will be arranged.

OUTDOORS PROGRAM AND RECREATIONAL ATHLETICS (OPRA)

COURSE LISTING - SPRING 2000

OPRA 101 BEGINNING SHOTOKAN KARATE Marion Taylor

OPRA 102 INTERMEDIATE SHOTOKAN KARATE Marion Taylor

OPRA 104 ADVANCED SHOTOKAN KARATE Marion Taylor

OPRA 106 BEGINNING HATHA YOGA (M) Alyssa Lovell

OPRA 107 BEGINNING HATHA YOGA (N) Alyssa Lovell

OPRA 108 CONTINUING HATHA YOGA (O) Lori Strolin

OPRA 112 INTERMEDIATE AIKIDO Rob Hayes

OPRA 115 BEGINNING KYUDO: JAPANESE ARCHERY Marion Taylor

FALL

SPRING

Spring 2000, Co-Curricular Courses and OPRA

OPRA 116
INTERMEDIATE KYUDO
Marion Taylor

OPRA 118
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 218
OUTDOOR LEADERSHIP
Karen Warren

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.

COURSE DESCRIPTIONS - SPRING 2000

OPRA 101
BEGINNING SHOTOKAN KARATE
Marion Taylor

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

Classes will meet on Monday and Wednesday from 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 white belts who have completed OPRA 101.

The class will meet on Tuesday and Thursday from 7:30–9:00 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.

Classes will meet on Tuesday, Thursday, and Sunday from 6:00–7:30 p.m. in the Robert Crown Center. Instructor permission required.

OPRA 106
BEGINNING HATHA YOGA (M)
Alyssa Lovell

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 on Monday from 7:30–9:00 p.m. in the South Lounge of the Robert Crown Center. Enrollment is limited to 20.

OPRA 107
BEGINNING HATHA YOGA (N)
Alyssa Lovell

Same as OPRA 106.

Class will meet on Wednesday from 7:30–9:00 p.m. in the South Lounge of the Robert Crown Center. Enrollment is limited to 20.

OPRA 108
CONTINUING HATHA YOGA (O)
Lori Strolin

This class will continue and build upon the material covered in the beginning class. It may be taken by anyone who has completed OPRA 106 or 107.

Class will meet on Thursday 4:30–6:00 p.m. in the South

SPRING

Co-Curricular Courses and OPRA, Spring 2000

Lounge of the Robert Crown Center. Enrollment is limited to 20.

OPRA 112 INTERMEDIATE AIKIDO

Rob Hayes

This will be a continuing course in Aikido and, therefore, a prerequisite is at least one semester of previous practice or the January term course. It is necessary for all potential participants to be comfortable with ukemi (falling) as well as basic Aikido movements. A goal of this spring term is to complete and practice requirements for the 5th or 4th Kyu.

Classes will meet 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.

The class will meet on Monday and Wednesday from 2:00–4:00 p.m. in the South Lounge of the Robert Crown Center.

OPRA 116 INTERMEDIATE KYUDO

Marion Taylor

This course will extend to the Hitote or two arrow form of Zen Archery. Students will be able to shoot outdoors after spring break and try longer range shooting. The course can only be taken by people who have completed OPRA 115.

The class will meet on Tuesday and Thursday 3:00–4:30 p.m. in the South Lounge of the Robert Crown Center.

OPRA 118 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. All experience levels are welcome.

The class meets 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 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.

The class will meet on Wednesday from 1:30–2:45 p.m. in the pool until spring break. After that, the 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 2:45–4:00 p.m. in the pool. After that, the 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 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.

The 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 limit is 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 fundamental skills. If you have the desire to learn to swim, here is the perfect opportunity! This class will focus on helping the adult student better understand and adapt to the water environment. We will work on keeping the "fun in fundamental," as we learn floats, glides, propulsive movements, breath control, and personal safety techniques. This course is taught by an American Red Cross certified instructor, and is otherwise known as Beginning Swimming—Level 1.

Class will meet on Wednesdays from 11:00–12:00 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.

The 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 \$65. An additional lab fee will be charged for non-5-College participants.

SPRING

Spring 2000, Co-Curricular Courses and OPRA

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 6:00-7:30 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. 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 meets 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 first-hand experience of the areas covered in Part I). Anyone successfully completing Part I may take Part II. The goal of this course is to prepare people to be competent seconds for multipitch climbs and to provide instruction in lead climbing.

PART I. TECHNICAL INTRODUCTION

- This section covers rope management, anchors, belaying the leader, and chockcraft.

PART II. TECHNICAL CLIMBING

- We will actuate the theories covered in Part I and students may start to lead climb as part of the course.

The class meets Tuesday 1:00-4:30 p.m. until spring break. After spring break, the class meets 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.

No previous mechanical experience is assumed. The class meets on Wednesdays from 3:30-6:00 p.m. in the Robert Crown Center until spring break. Enrollment is limited to 10.

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.

Meets 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 12:00-6:00 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 by instructor permission. Call 559-5785 for more information.

OPRA 218 OUTDOOR LEADERSHIP Karen Warren

The course addresses outdoor leadership from both a theoretical and practical perspective. Lectures and discussions will focus on such topics as leadership theory, safety and risk management, legal responsibilities, group development theory, gender and social justice issues, and the educational use of the wilderness. Practical lab sessions will cover such topics as safety guidelines and emergency procedures, trip planning, navigation, nutrition, minimum impact camping, equipment repair, and the instruction of specific wilderness activities.

The course is designed for those who desire to teach in the outdoors. Leadership experience is helpful, and previous outdoor experience is required. This course is strongly recommended for Pre-College Trip leaders and is a prerequisite for co-leading a January term or spring break trip.

Class meets Tuesdays from 1:00-5:00 p.m. and Thursdays from 1:00-3:00 p.m. Enrollment is limited to 12.

SPRING

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. Farm Center operations include a working farm that serves as a living laboratory and the School-to-Farm Program, an agriculture education program for children. On going research projects include composting, soil nitrogen, pest management, livestock guard dogs, sheep nutrition studies, and more. The Farm Center offices are in a farm house (Thorpe House) and an Animal Research Facility (ARF), which are located on Route 116 just north of the Admissions Office. 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 (CSA) project, which supplies food shares to the college community, the dining commons, and Mixed Nuts Food Co-op. Campus leaves, manures, paper, cardboard, vegetable trimmings, and food scraps are mixed to make compost for the farm, eliminating waste and maintaining soil fertility. Native medicinal and edible wild plants are grown. 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 generate awareness of the agricultural and environmental issues facing society today. Agricultural Studies is also involved with the many 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 5 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.

Inter-School Programs

Hampshire currently has 25 faculty, from all four Schools, affiliated with American Studies, and offers numerous courses at all levels, with emphasis on team-taught, cross-School courses. For more information, contact Susan Tracy at 413-559-5518.

CIVIL LIBERTIES AND PUBLIC POLICY PROGRAM

The Civil Liberties and Public Policy Program (CLPP), a national program based at Hampshire, promotes reproductive rights education and activism. CLPP is committed to relating academic work to social policy, and is a resource to the academic community, the reproductive rights movement, and to policy and opinion leaders. CLPP's goals include: raising awareness about reproductive rights issues and advancing the study of reproductive rights and women's health; educating, encouraging, and training new generations; analyzing significant political and legal development in reproductive rights and developing curricular and programmatic responses.

The program offers courses; develops curriculum; sponsors conferences, lectures and workshops; and works with local, national and international reproductive rights and women's health groups. Major CLPP activities include: an annual reproductive rights conference; coordination of the National Young Women's Day of Action; the Reproductive Rights Activist Service Corps, offering internships in reproductive rights in the U. S. and internationally.

Students interested in CLPP should contact the director, Marlene Gerber Fried, 413-559-5565 or the program coordinator, M.J. Maccardini, 413-559-5645.

COMMUNITY CONNECTIONS PROGRAM

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 stresses the integration of 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 Community 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

Inter-School Programs

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 focus on and integrate community issues with the course content, in order to gain knowledge about the larger social contexts of the issues they are encountering 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 the school year internships, there is a Community Connections summer internship program for students receiving financial aid at Hampshire. Through a competitive process, from 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.

For more information call the program director, Mary Bombardier, 413-559-5395.

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 a variety of fascinating and important areas whose very nature is transformed by computational techniques and insights.

At Hampshire, faculty and student work in computer studies is centered in two areas: artificial intelligence and digital multimedia production. Foundational coursework in computer science and mathematics enable Hampshire students to undertake upper-division work in a variety of computer-related areas at Hampshire and in the Five Colleges. Faculty and students also address issues related to the use of computing and related technology in this country and in the Third World.

Computing facilities at Hampshire include a variety of centrally located systems and widely dispersed workstations and personal computers. Public computing laboratories are located in Cole Science Center, the Harold F. Johnson Library, and Adele 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 deeply discounted prices. For compatibility with existing college facilities, those bringing their own machines to campus are advised to bring either an Apple Macintosh or an IBM MS-DOS/Windows system.

Students interested in Computer Studies should contact Lee Spector at 413-559-5352.

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 15 faculty, based in the 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 impacts, appropriate technology, sustainable agriculture, political activism, land use policy, nature writing, and environmental history, ethics, and law. Methods of inquiry are grounded in a commitment to critical questioning and hands-on problem solving. In the Hampshire College spirit that "To know is not enough," both students and faculty are engaged in a variety of projects and organizations addressing a wide spectrum of local, national, and global environmental concerns.

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

EUROPEAN STUDIES PROGRAM

The European Studies Program treats Europe as both geographical entity and source of cultural tradition. Long considered essential to an American liberal arts education, European Studies is today the subject of intense and creative redefinition. Hampshire welcomes the opportunity to take part in the dynamic remaking of this venerable field.

Our program is distinctive in a number of ways. Rather than teaching a set stock of subjects, ideas, or works, we place primary emphasis on the careful framing of questions through the collaborative efforts of teacher and student. To that end, we insist on an approach that is theoretically informed and historically grounded. We proceed from the recognition that the idea of a common "European" identity is itself a relatively recent and by no means fixed one, as the turbulence of our own century from Sarajevo to the Euro readily demonstrates. Far from presenting Europe as monolithic, we emphasize the diversity of its peoples, cultures, and societies. We examine the experiences of women, ethnic minorities, and marginalized groups, and we enquire into the causes of both social cohesion and social conflict. For example, we take a particular interest in what used to be called "Eastern" Europe: from the rise of "new nations" after the First World War to the debates over the reintegration of "East" and "West" in the postcommunist era. Finally, we take it as a given that the study of Europe should go

hand in hand with that of other regions. Comparative analysis succeeds only when it enhances our understanding of both subjects under investigation.

We therefore seek to encourage the study of Europe as a concentration in its own right and as an essential element of concentrations in other fields.

Among the issues that we explore:

- How did the individual peoples and states of Europe evolve?
- To what extent did or do they constitute a cultural unity?
- How did Europeans interact with other peoples and civilizations?
- To what extent did imperialism characterize Europe's place in the world?
- How have the ideas and institutions of Europe contributed to the shaping of our American history and society?
- What is the place of European traditions in a multicultural world?
- What is the place of the new Europe in a multipolar political environment and a system of truly global communication and economic exchange?

Faculty in European Studies come from literature, the arts, economics, philosophy, communications, history, and law, and work closely with colleagues at other institutions within our consortium. The program offers courses at all levels of the curriculum and in addition aids students in pursuing both the study of world languages (e.g., in conjunction with the Division I requirement) and study abroad.

Hampshire College is now preparing a series of distinctive opportunities for the exploration of Europe past and present. Among them will be exciting initiatives involving learning experiences in Europe. Proposed sites include London, Paris, Berlin, and Venice. For further information contact Professor Lester Mazon at (413) 559-5392 or lmazon@hampshire.edu.

FEMINIST STUDIES

The Feminist Studies Program aims to raise critical feminist questions about established intellectual traditions and to open new areas of research and speculation. With its roots in the women's liberation movement, feminist studies seeks not only to interpret women's experience but to change women's condition. Feminist Studies 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 that range across economics, psychology, anthropology, history, law, politics, sociology, urban studies, science, theatre, literature, visual arts, film and video, and communications. Through programmatic ties and shared perspectives, feminist studies strives to challenge the disciplinary boundaries that separate us, and to pose questions unthinkable within those 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

Inter-School Programs

confront as women after graduation. We emphasize future possibilities in women's public and private lives. Students can concentrate in feminist studies or they can incorporate feminist studies into concentrations in any of the four Schools. Feminist Studies courses are available at all three Divisional levels.

A core group of interested students and faculty sponsor lectures, workshops, and performances by feminist scholars, writers, artists, and musicians throughout the year. Hampshire boasts a strong Women in Science Program and a Reproductive Rights Program that encourages students to integrate their academic and activist commitments. 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 413-559-5514.

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 Cognitive Science Office in Adele Simmons Hall.

Students have designed concentrations which draw very largely upon Law Program courses or which include some contribution of the Law Program to their plan of study. These have included concentrations in law and education, prisons, law and inequality, environmental law, juvenile courts, and relevant portions of concentrations in 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 Mazon, 413-559-5392 and Flavio Risech-Ozguera, 413-559-5504.)

Inter-School Programs

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.16 for information about Lemelson Fellowships.

LEMELSON ASSISTIVE TECHNOLOGY DEVELOPMENT CENTER

The Lemelson Assistive Technology Development Center (LATDC) teaches students design, invention and entrepreneurship through the development of innovative adaptive and universal equipment for people with physical, mental, and age-related disabilities. The program brings together students, faculty, non-profit and public organizations, for-profit concerns, and the disabled community in collaborative teams.

LATDC offers courses, project grants, experienced mentors, and technical advisors to help students realize their innovative potential in this area. LATDC is based in the north wing of the Studio Arts building in the Jerome and Dorothy Lemelson Center for Design at Hampshire. Contact Colin Twitchell, (413) 559-5705, for more information.

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 evenings. 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.

POPULATION AND DEVELOPMENT PROGRAM

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

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

Recent program initiatives include networking between environmental justice, immigrant rights, and reproductive rights groups; research on the "greening" of national security; and a training workshop in political research. The program also helps monitor the impact of international population policies and new contraceptive technologies on women and children's health and lives. For further information contact program director, Betsy Hartmann, (413) 559-5506, or bhartmann@hamp.hampshire.edu.

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 participate in Girls' Day in the Lab and Day in the Lab programs as well as other opportunities that arise, such as summer science camps. 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 eight museums, science centers, and nature

Inter-School Programs

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

- Local and global forces that require the majority of the world's population to inhabit the Third World.
- Links between the configuration of power that operate internationally and domestically (i.e., within the U.S.) to the detriment of "people of color."
- Connections between environmental and agricultural issues and the people of Africa, Asia, and Latin America.
- Ways people represent themselves and imagine their identities in art and writing.
- 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, Associate Dean of Multicultural Education Ali Mirsepassi at (413) 559-5677 or amirsepassi@hampshire.edu.

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.

centers around Massachusetts and Vermont. The Science League involves middle school students throughout New England in hands-on, inquiry-based activities. Hampshire is also contributing to the reform of science teaching as a partner in the Science, Technology, Engineering, Mathematics Teacher Education Collaborative, STEMTEC, <http://k12s.phast.umass.edu/~stemtec/>, funded by the National Science Foundation.

Students interested in learning more about any of these projects and how they might participate may contact Kate Harris, (413) 559-5792 or kate@persephone.hampshire.edu.

SCIENCE, TECHNOLOGY, AND SOCIETY PROGRAM

The Science, Technology and Society Program is a collaboration between Hampshire College and the Institute for Science and Interdisciplinary Studies (ISIS). ISIS is a nonprofit science research/action organization whose office is at Prescott D-1. ISIS involves itself in democratizing science and technology via community outreach; education; and research and writing on the social, ethico-political and conceptual foundations 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; a novel approach to study and assist consumers' sustainable energy choices; 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; it is developing a new environmental internship program.

THE THIRD WORLD STUDIES PROGRAM

The Third World Studies Program at Hampshire College engages students, faculty, and staff in two related areas of inquiry. The Program focused on the peoples, cultures, and societies of Africa, Asia, and Latin America. Second, the Third World Studies Program studies 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.

FACULTY BIOGRAPHIES

COGNITIVE SCIENCE

The following are Hampshire faculty, staff faculty associates, and faculty affiliates in this school:

Raymond Coppinger, professor of biology, holds a Four College Ph.D. (Amherst, Mount Holyoke, Smith, University of Massachusetts) and joined the college faculty in 1970. Ray co-founded and directed Hampshire's Livestock Dog Project and the Farm Center. He has conducted research at the Woods Hole Oceanographic Institution, the Smithsonian Astrophysical Observatory, U.S. Fish and Wildlife Service, and Beebe Tropical Research Station in the West Indies. His extensive study of canine behavior includes the recent writing and hosting of a CBC documentary that filmed working dogs in England, Scotland, Italy, Tanzania, and Zanzibar. Ray is a former New England sled dog racing champion. His work in forestry and ecology includes recently published reports on the environmental impact of Canada's James Bay hydroelectric project. He is also the author of the book *Fishing Dogs*.

Joseph Hernandez Cruz, assistant professor of philosophy, holds a Ph.D. in philosophy and cognitive science from the University of Arizona. His B.A. in philosophy is from Williams College. Joe's philosophical areas of specialization are epistemology, philosophy of mind, and philosophy of psychology. His cognitive science interests focus on neural network modeling and cognitive development. Joe has been a member of various laboratories and projects investigating infant cognition, artificial intelligence, and visual memory. Some of Joe's current work explores connections between traditional philosophical approaches to knowledge and contemporary cognitive science, investigates folk psychology and the attribution of mental states, and studies the relationship between feminist and analytical epistemology. Joe's work has received numerous grants, including support from the National Endowment for the Humanities.

Mark Feinstein, professor of linguistics and Hampshire's Dean of Advising, holds a Ph.D. from the City University of New York. His earlier teaching and research interests were primarily focused on the phonetics and phonology (or sound patterns) of human language and on certain socio-linguistic issues. Now Mark's work is more broadly concerned with general bioacoustics, animal cognition and communication, mammalian vocalization and behavior, and the evolution of cognition and behavior. In addition to being a co-author of the 1987 and 1995 editions of *Cognitive Science: An Introduction*, the first undergraduate textbook in the field, Mark has published on issues as diverse as global population growth. He has also worked as a reporter for newspapers and news services.

James Miller, professor of communications, took his Ph.D. from the Annenberg School at the University of Pennsylvania. His principal interests concern new media technologies and services and their implications for information workers, as in the sociology of journalism, and for the legal and policy regimes that bear on new media. He directs Hampshire's Internet

Journalism Project, a workshop for experimentation in on-line information provision. Jim's comparative study of new media in Canada and Western Europe includes a Fulbright research appointment in Paris. He has chaired the annual international Telecommunications Policy Research Conference and edited its published proceedings. Jim is a member of the Five College programs in Legal Studies and Peace and World Security Studies.

Joanna Morris, assistant professor of psycholinguistics, holds a Ph.D. in psychology from the University of Pennsylvania. She completed a M. Phil. at Oxford University as a Rhodes Scholar, and an M.A. at Pennsylvania and B.A. at Dartmouth, both in psychology. She was a recipient of a pre-doctoral fellowship from Penn's Institute for Cognitive Science. Her research focuses on phonological (or sound-related) issues and second language acquisition. She teaches courses on cognitive and developmental psychology, the psychology of language and research methods.

Tom Murray, visiting professor of instructional technology, holds a Ph.D. in Educational Technology from the University of Massachusetts, an M.S. in computer science, and a B.S. in physics. He currently teaches half time at Hampshire and manages research projects at University of Massachusetts half time. He is an internationally recognized research contributor in the field of intelligent tutoring systems. Other areas of research and interest include the application of learning and cognitive theories to educational software, inquiry and collaborative learning environments, and methods for making educational multimedia more adaptive.

W. Carter Smith is assistant professor of psychology, whose Ph.D. is from Cornell. Her B.A., in mathematics, was earned at Grinnell College, and she did graduate work in physics at the University of Iowa. At Cornell, Carter received the Sage graduate fellowship and the psychology department's graduate teaching assistant award. 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.

Lee Spector, associate professor of computer science, holds a Ph.D. from the University of Maryland. His B.A. in philosophy is from Oberlin College. Lee's primary interests concern artificial intelligence, including genetic programming, quantum computation, and intelligent agents. He has also produced computer music and interactive sound installations, and co-produced the World Wide Web and CD-ROM versions of a museum exhibition on AIDS. He is co-principal investigator for a major National Science Foundation-supported project to develop educational software. Lee holds the College's MacArthur Chair and is the current elected faculty member of Hampshire's board of trustees.

Neil Stillings, professor of psychology, has taught at Hampshire since 1971. His Ph.D. is from Stanford and he holds a B.A. from Amherst College. Neil has written and consulted widely on undergraduate cognitive science education. He is now co-principal investigator for a major National Science Foundation-supported project to develop educational software. He is senior co-author of the 1987 and 1995 editions of *Cognitive Science: An Introduction*, the first undergraduate

textbook in the field. Neil has served as the elected faculty member of Hampshire's board of trustees. His interests include learning, visual and auditory perception, and the psychology of language. Music perception and the psychology of science learning are current research interests. He is a long-time member of the University of Massachusetts graduate faculty.

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, took his Ph.D. from Stanford and was a Sloan Post-Doctoral Fellow in Cognitive Science at University of Massachusetts. Steve also holds an M.A. in communication from Case Western Reserve University. His is founder and director of Hampshire's Innovative Instruction Laboratory, which explores educational applications of multimedia technology, and has produced for MIT Press a CD-ROM edition of *Theory of Language*. Steve is co-author of the 1987 and 1995 editions of *Cognitive Science: An Introduction*, the first undergraduate textbook in the field. His main interests lie in semantics, syntax, language acquisition, and the philosophy of language. Steve serves as Director of the School of Cognitive Science.

Faculty Affiliates:

Merle Bruno
Leonard Glick
Alan Goodman
Kenneth Hoffman
Deb Martin
Lynn Miller
Susan Prattis
Barbara Yngvesson

HUMANITIES, ARTS, AND CULTURAL STUDIES

The following are Hampshire faculty, staff faculty associates, and faculty affiliates in this school.

Gideon Bok, visiting assistant professor of art, received his B.A. from Hampshire College and his M.F.A. from Yale University School of Art. He has taught at the Yale University School of Art Summer Program. His work has been shown in group and solo exhibition in New England and reviewed in *Open Studio Press*, the *Boston Globe*, and *Art New England*.

Joan Braderman, professor of video, film, and media studies has a BA 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., 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, holds a B.A. in art from Antioch College and an M.F.A. in film from the School of the Art Institute Chicago. He has taught at Sarah Lawrence College and Hunter College and was awarded the MacArthur Chair at Hampshire for the years 1994-97. Since 1973, his films have been screened extensively in the U.S. and abroad in museums, independent film showcases, and on television. They have been featured at major film festivals including the Berlin Film Festival and New Directors/ New Films Festival. The work is written about in cinema history books and in articles by Paula Rabinowitz, Erik Barnouw, David James, Janet Maslin, Paul Arthur, J. Hoberman, B. Ruby Rich, and Noel Carroll, among others. His 1981 "Masstransiscope," a mural installed in the subway system of New York City which is animated by the movement of passing trains, is wide regarded as a seminal work of public art. In 1973 he founded Chicago Filmmakers, the showcase and workshop and until 1991 served on the Board of Directors of the Collective for Living Cinema in New York City. He is currently an Artistic Director of Parabola Arts Foundation which he co-founded in 1981. Since 1975, he has operated BB Optics, an optical printing service specializing in 8mm blow-ups and archival footage.

Christoph Cox, assistant professor of philosophy, received his B.A. from Brown University and his Ph.D. from the University of California, Santa Cruz. Before coming to Hampshire, he taught philosophy at Hamilton College and the University of Chicago. Christoph teaches and writes on 19th- and 20th-century European philosophy, intellectual history, critical theory, and cultural studies. His book, *Nietzsche: Naturalism and Interpretation*, will be published this year by the University of California Press. A frequent contributor to *The Wire* and *Artforum*, he is currently working on book projects in the philosophy and cultural studies of contemporary music.

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. Margo 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, 20th century orchestration techniques, the nature and practice of musical improvisation, African-American composers and their influences and Asian-American music and composers. Margo will be on sabbatical leave fall 1999.

Robert Goodman, associate professor of environmental design, received his B.Arch. from the Massachusetts Institute of Technology and holds certification as a Registered Architect of the Commonwealth of Massachusetts. He has taught at M.I.T., the University of Massachusetts, and the Columbia University Graduate School of Architecture and Planning. He has published three books and numerous articles.

Jacqueline Hayden, professor of photography and film, has an M.F.A. from Yale University School of Art. She has been on the faculty of The Hartford Art School, Ohio State University, and 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, 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 an MM in music history from the University of Wisconsin-Madison and studied choral conducting at Juilliard. Her original choral compositions are published by Broude Brothers, E.C. Schirmer, Thomas House, Santa Barbara Music Publishing, and Hildegard Publishing Company, and her Renaissance and Baroque performing editions by Lawson-Gould. Her commissions include "A Wild Civility: Three English Lyrics," written for the Blanche Moysse Choral. Her work is performed throughout the United States and in England. She has received awards from Melodious Accord, Chautauqua Chamber Singers, Denver Women's Chorus, and the Roger Wagner Center for Choral Studies.

L. Brown Kennedy, associate professor of literature, is interested mainly in the Renaissance and the 17th 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, 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 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 19th and 20th 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*."

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 Contemporary Dance. Daphne will be on sabbatical leave fall 1999.

Judith Mann, associate professor of art, holds a B.F.A. from the State University of New York at Buffalo and an M.F.A. from the University of Massachusetts. She taught at Mount Holyoke College, the University of Rochester, and the Nova Scotia College of Art and Design before coming to Hampshire. She has exhibited nationally and internationally. Her work is in several private and institutional collections.

Sandra Matthews, associate professor of film and photography, has a B.A. from Radcliffe and an M.F.A. from SUNY at Buffalo. She has exhibited her photo-collages nationally and internationally, and writes on issues of photography and culture. In addition to her photography and writing, she has prior experience in film animation, and has edited a photography magazine. The exhibition she curated, entitled *Visits to the Homeland: Photographs of China*, continues to travel around the U.S.

Robert Meagher, professor of humanities, holds an A.B. from the University of Notre Dame and an 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.

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.

Bethany Ogdon, assistant professor of media and cultural studies, received her B.A. and M.A. from the University of California at San Diego, and is a Ph.D. candidate in the Program in Visual and Cultural Studies at the University of Rochester. Her areas of specialization are television history and theory; media studies; film history and theory; cultural studies; genre studies; psychoanalysis; feminist theory/women's studies; theories of vision and visuality.

Jayendran Pillay, assistant professor of World Music, a South African citizen, received the B.Mus. (ED) degree from the University of Durban-Westville, the Hons. B. Musicology degree from the University of South Africa, and M.A. and Ph.D. degrees in Ethnomusicology from Wesleyan University. He was a Fulbright scholar, won various awards in music performance, composed music for theatre and bands, published in journals, and received the prestigious Charles Seeger award from the Society for Ethnomusicology in 1989. Pillay has taught in various schools in South Africa, Wesleyan University, Carleton College, and Middlebury College.

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

Abraham Ravett, professor of filmmaking 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. He has received fellowships and grants from The National Endowment for the Arts, Massachusetts Council on the Arts and Humanities, The Japan Foundation, The National Foundation for Jewish Culture, and The John Simon Guggenheim Memorial Foundation, among other awards. His films have been

screened internationally, including the Museum of Modern Art, Anthology Film Archives, Pacific Film Archives, San Francisco Cinematheque, Los Angeles Film Forum, Innis Film Society (Toronto), Scratch Projection (Paris), and Image Forum (Tokyo). His work has been broadcast on WNET, New York, WGBY Springfield, Massachusetts, and Free Speech TV's cable broadcasts throughout the U.S.

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.As and Ph.D. from Stanford University. His teaching interests include 19th- and 20th-Century American fiction, American literature at the turn of the century, American labor literature, literature and culture of the 1930s among others. Eric will be on sabbatical leave fall 1999.

Lisa Shapiro, assistant professor of philosophy, received her B.A. from Wesleyan University and her Ph.D. from the University of Pittsburgh. Her areas of specialization are in the history of modern philosophy and feminism. Lisa has taught at the College of Charleston.

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 facilities 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. Jeffrey will be on sabbatical leave academic year 1999-2000.

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*. Daniel will be on sabbatical leave spring 2000.

INTERDISCIPLINARY ARTS

The following are Hampshire faculty, staff faculty associates, and faculty affiliates in this school.

William 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. William received the Pollock-Krasner Grant in 1990. Bill is on sabbatical in fall 1999.

Robert Coles, associate professor of African-American literature, received a B.A. from Lincoln University, an M.A. from Arizona State University and 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 playwriting and gender issues in theatre history and theatre practice. She has recently co-edited *Upstaging Big Daddy: Directing Theatre as if Race and Gender Matter*.

Deborah Gorlin, staff faculty associate and co-director of the writing program, received a B.A. from Rutgers University and a M.F.A. from the University of California/Irvine. A writing instructor at Hampshire College since 1992, she has also taught at other area colleges and at the University of California, Irvine. Deborah has published both poetry and nonfiction writing and has extensive editorial experience. Her book of poems, *Bodily Course*, won the 1996 White Pine Press Poetry Prize.

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 College. 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*.

Thomas Haxo, visiting assistant professor of design, received a B.F.A. from Pratt Institute and a M.F.A. from the University of Pennsylvania. He has previously taught sculpture, drawing, and design at Amherst College, Mount Holyoke College and S.U.N.Y. New Paltz. His primary interests are figure sculpture and drawing, puppetry, and computer modeling/animation. His work has been shown nationally and is in numerous private collections.

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*.

Peter Kallok, staff faculty associate, received his B.A. in theater from U.C.L.A. and his M.F.A. in technical theater production from the University of Washington, Seattle. He served as an instructor and the technical director of the theater program at the Summer Repertory Theater, Santa Rosa, California from 1985 through 1990. He was technical director and set designer for StageWest in Springfield, Ma from 1989-1994, and he has designed extensively for professional theater. Peter has been the technical director of the Theatre and Dance Programs at Hampshire College since 1994, where his set designs were seen in the productions of "Equus" and "Riches."

Wayne Kramer, professor of theatre, holds 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 20th century.

Jill Lewis, professor of literature and feminist studies, holds a B.A. and a Ph.D. in French literature from Newham College, Cambridge, England. She teaches courses exploring the connections between culture and politics—with specific focus on questions of gender and sexual identity, post colonialism, and cultural difference. 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 1999-2000.

Kym Moore, assistant professor of theatre received her B.A. in Theatre Arts from the State University of New York at New Paltz, and an 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. Prior to coming to Hampshire, she taught acting, directing, and dramatic literature in the theatre department of Indiana State University. Her recent directing work has been seen nationally at Penumbra Theatre, Boston Center for the Arts, the American College Theatre Festival, and USITT. In addition, her one act play, "The Date," has been published in the *African-American Review*. Most recently, she has been conducting experiments in new forms of technology in theatre through the generous support of the Lemelson Foundation.

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
John Fabel
Robert Goodman
Daphne Lowell
Lourdes Mattei
Rebecca Nordstrom
Abraham Ravett
Lee Spector

NATURAL SCIENCE

The following are Hampshire faculty, staff faculty associates, and faculty affiliates in this school.

Dula Amarasingiwardena, associate professor of chemistry, holds a Ph.D. in Analytical Chemistry from North Carolina State University. His undergraduate work was completed at the University of Ceylon in Sri Lanka. He has a M.Phil. in chemistry from the University of Sri Lanka, and a postgraduate diploma in international affairs from the Bandaranaike Center for International Studies. His teaching and research interests include water quality, inductively coupled plasma-mass

spectrometry, studies of trace metal analysis, toxic wastes, radon monitoring, pesticide residues, and soil and environmental chemistry. He is interested in the development of new analytical techniques, chemical education, Third World environmental issues, and in activism in environmental groups through lobbying and education.

Howard N. Barnum, staff faculty associate and postdoctoral researcher in quantum computation, received his A.B. in philosophy from Harvard and his Ph.D. in physics from the University of New Mexico. His research and teaching interests include quantum computation, quantum information theory and error-correcting codes, quantum chaos, interpretations of quantum mechanics, applications of Bayesian statistics and probability theory in physics, the foundations of statistical mechanics and thermodynamics, and training advanced students to do research in these areas. He is also associated with ISIS, the Institute for Science and Interdisciplinary Studies.

Herbert J. Bernstein is professor of physics here and visiting scientist at Massachusetts Institute of Technology. He heads an international research team on modern physics exploring quantum teleportation. Bernstein holds a B.A. from Columbia, and M.S. and Ph.D. from the University of California, San Diego, all in physics. Herb was a postdoctoral member of the Institute for Advanced Study in Princeton, and has taught at several universities in Massachusetts and Europe. He has been a Mina Shaughnessy Scholar, a Kellogg National Leadership Fellow, and recipient of the Sigma Xi Science Honor Society "Procter" Prize. He has experience in community-based projects and professional consulting projects on topics of environmental health and cleanup, energy policy and implementation, and economic development, and holds a U.S. patent in optical technology. 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 teaches courses in human health and physiology with particular interests in the cardiovascular system. She has a strong interest in science education reform at all levels and has developed programs that support inquiry science teaching in elementary and secondary schools as well as higher education. Programs that promote interest in science of middle school girls and minority students are particular interests. She has served as dean of natural science and acting dean of the faculty at Hampshire College and has served on the boards of several curriculum development projects and education reform groups.

Charlene D'Avanzo, professor of ecology, received her B.A. from Skidmore and her Ph.D. from Boston University Marine Program, Marine Biology Lab, Woods Hole. She is particularly interested in marine ecology and returns to the Marine Biological Laboratory in Woods Hole each summer to continue her research on coastal pollution. One focus of her teaching is aquaculture research in the Hampshire bioshelter. She teaches courses in ecology, marine ecology, natural history, aquaculture, and environmental science.

John Fabel, Lemelson Visiting Lecturer of Design, attended the University of East Anglia, Norwich, England, and the University of Massachusetts at Amherst, where he received B.S. and M.S. degrees in geography. Trained as both a scientist and designer, John's work as a designer and inventor characteristically involves the intersection of design, environment, and community. He has received several national awards for his work, ranging in scale from regional planning to product development. Prior to coming to Hampshire, his work included founding the Ecotrek Company, which pioneered the development of high-performance, environmentally sound outdoor equipment. His work has been the subject of articles in the *Christian Science Monitor* and other publications. His product designs are currently being sold in 26 countries worldwide.

Alan Goodman, professor of biological anthropology and co-director of the U.S. Southwest and Mexico Program, 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 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.

Susan Keydel, a staff faculty associate, assists students and faculty in using Hampshire's instruments for analyzing environmental media, foods and natural products, and archaeological findings. She is a Hampshire College NS alumnae, received her M.S. in agricultural and environmental chemistry from the University of California at Davis, and worked in environmental consulting and hazardous waste site remediation for 10 years. Her academic interests focus around using analytical instruments to better understand environmental pollution, natural products, and human health issues.

Nancy Lowry, professor of chemistry, holds a Ph.D. from MIT in organic chemistry. She has taught at Hampshire since fall 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 co-director of the U.S. Southwest and Mexico 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. She will be on sabbatical during the spring 2000 semester.

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.

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.

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 an interdisciplinary B.A. in bio-psychology from Amherst College, a V.M.D. from the University of Pennsylvania, and a Ph.D. in veterinary medicine sciences from the North Carolina State University. She is a diplomate of the American College of Laboratory Animal Medicine, and did her postdoctoral work in laboratory animal and experimental medicine at the Rockefeller University. Her research training has included areas of 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 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 a 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.

Steve Roof, assistant professor of earth and environmental science, received a B.S. from the University of California at Santa Cruz, an M.S. from Syracuse University, and a 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. He will be on sabbatical during the spring 2000 semester.

Lauret Savoy, adjunct associate professor of geology, received her undergraduate education at Princeton University and her graduate training at the University of California of Santa Cruz (M.S.) and Syracuse University (Ph.D.). She is also an associate professor of geology at Mount Holyoke College. Lauret's research and teaching interests include 1) human environmental history and history of ideas of landscapes in western North America; 2) environmental conditions and settings of modern and ancient oceans, and 3) climate change in western North America.

Brian Schultz, dean of natural science and associate professor of ecology and entomology, received a B.S. in zoology, an M.S. in biology, and a Ph.D. in ecology from the University of Michigan. He is an agricultural ecologist and entomologist who does research at the Hampshire College Farm Center and has spent a number of years in Central America and the Caribbean studying methods of insect pest control. He is also interested in statistical analysis and world peace.

Helaine Selin, science librarian and staff faculty associate, received her undergraduate training at SUNY Binghamton and her M.L.S. from SUNY Albany. She is the editor of the *Encyclopaedia of the History of Science, Technology, and Medicine in Non-Western Cultures*. Her academic interests concern different ways of doing medicine and science.

Karen Warren, staff faculty associate and Outdoors Program and Recreational Athletics Instructor, has a B.S. in Biology from Central Michigan University, an M.S. in experiential education from Mankato State University, and is pursuing a Ph.D. in experiential education from the Union Institute. She has served as a graduate faculty member for the National Audubon Expedition Institute through Lesley College. She is co-editor of *The Theory of Experiential Education* and editor of *Women's Voices in Experiential Education*. Her interests include social justice issues in experiential education, wilderness studies, outdoor leadership, environmental justice, and feminist pedagogy.

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

Frederick H. Wirth, associate professor of physics, holds a B.A. from Queens College of CUNY and a Ph.D. from Stonybrook University of SUNY. His research interests center around laser physics and holography. One of his main goals at Hampshire is to create 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.

Paul Wright, computing/network specialist, quantitative skills director, and staff faculty associate, received a BA in mathematics from the College of the Holy Cross and an M.A. in economics from the Catholic University of America. His research and teaching interests include statistical analysis, experimental design, game theory, and pedagogical applications of technology.

SOCIAL SCIENCE

The following are Hampshire faculty, staff faculty associates, and faculty affiliates in this school.

Carollee 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 acting dean of faculty, 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.

Vivek Bhandari, assistant professor of South Asian Studies, holds a B.A. in history from St. Stephens's College, Delhi. He holds an M.A. from the University of Pennsylvania in South Asia regional studies and an M.A. in modern history from the University of Delhi. He completed his Ph.D. at the University of Pennsylvania on public culture and social change in 19th century Northern India.

Michelle Bigenho, visiting assistant professor of anthropology and Latin American studies, holds a B.A. from UCLA in political science and Latin American studies, a "magister" in anthropology from the Pontificia Universidad Católica of Peru, and a Ph.D. in anthropology from Cornell University. Her principal interests include nations and ethnicities in Latin America, music performance, sensory experiences, the social construction of space, narrative structures of historiography and ethnography, and culture in the discourse of development. Under Fulbright IIE and Fulbright Hays grants, she conducted her most recent fieldwork (1993-1995) on Bolivian national and ethnic identification processes in relation to music performances. Music performance on the violin has formed a significant part of her research approach in both Peru and Bolivia.

Myrna M. Breitbart, professor of geography and urban studies and dean of social science, has an A.B. from Clark University, an M.A. from Rutgers, and a Ph.D. in geography from Clark University. Her teaching and research interests include the ways in which built and social environments affect gender, race, and class relations; historical and contemporary issues of gender and environmental design; urban social struggles and the implications of alternative strategies for community development; children and the urban environment; urban environmental education as a resource for critical learning; industrial restructuring and its impact and communities; and the role of the built environment in social change. She is also co-director of the Community Service Scholars Project and has a strong commitment to community-based learning.

Margaret Cerullo, professor of sociology and feminist studies, 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. She will be on sabbatical academic year 1999-2000.

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 child clinical psychologist.

Susan Darlington, associate professor of anthropology and Asian studies, received a 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. She 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. She will be on sabbatical academic year 1999-2000.

Michael Ford, associate professor of politics and education studies, earned a B.A. from Knox College and an M.A. in political science from Northwestern University, where he is completing his doctoral work. He has taught at the University of Massachusetts, Brown University, and Chicago City College in the areas of politics of East Africa, sub-Saharan African governments, black politics, and neocolonialism and underdevelopment. He will be on sabbatical academic year 1999-2000.

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. She will be on sabbatical fall 1999.

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* was published in the summer of 1998.

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 term and will be on sabbatical spring term.

Betsy Hartmann, director of the Population and Development Program, received her B.A. from Yale University and is presently completing her Ph.D. in the London School of Economics on environmental security. She is a long-standing member of the international women's health movement and presently helps coordinate the Committee on Women, Population and the Environment. She writes and lectures frequently on population and development issues, both within the United States and overseas. She is the author of *Reproductive Rights and Wrongs: The Global Politics of Population Control*, a newly revised edition published by South End Press in 1995. She is the co-author of *A Quiet Violence: View from a Bangladesh Village* and two studies of family planning and health policy in Bangladesh. Her articles have appeared in both scholarly and popular publications.

Frank Holmquist, professor of politics, received his B.A. from Lawrence University, and his M.A. and Ph.D. from Indiana University. His interests are in the areas of comparative politics, peasant political economy, and African and Third World development.

Kay Johnson, professor of Asian studies and politics and dean of first year advising, 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 (P.A.W.S.S.), 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, holds a B.A. and J.D. from Stanford, served as law clerk to the Honorable 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, legal history, and sociology of law. He was a Fulbright Research Scholar in Great Britain and West Germany and taught in American studies at the Free University of Berlin. His special concerns include the limits of law, utopian and anarchist thought, and other subjects in political, social, and legal theory.

Ali Mirsepassi, associate professor of sociology and Near Eastern Studies, and associate dean of faculty for Multicultural Education, 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." She is co-editor of *The Women, Gender and Development Reader* (1997). 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.

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 taught modern U.S. history at Dartmouth College and Yale University. At Hampshire he teaches courses on conflict resolution and historical analysis.

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.

Will Ryan, instructor at the Writing Center, has a B.A. in history and an M.Ed in student personnel/counseling from the University of Vermont, and an M.A. in American history from the University of Massachusetts. He was a counselor and instructor at Johnson State College in Vermont and later taught high school English and social studies. He writes for various outdoor sporting magazines, and Lyons and Burford recently published his book on fly fishing for smallmouth bass.

Mitziko Sawada, visiting associate professor of history, received her undergraduate training at Tokyo Joshidaigaku and Reed College. After two decades as a research and editorial assistant, mother, housewife, teacher, and community activist, she 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 19th- and 20th-century U.S.-Japan/East Asia.

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.

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 18th through the 20th centuries, the French Revolution, Central Europe, fascism and Nazism, early modern Europe. Particular research interests involve the history of intellectuals and literary life. He will be on sabbatical academic year 1999-2000.

Stanley Warner, professor of economics, taught at the University of California, Santa Cruz, and Bucknell University prior to coming to Hampshire. His research and teaching interests include the structure of the American economy, comparative economic systems, environmental economics, and economic theory. He is specifically concerned with the modern corporation as understood by conventional and radical theories, the political economy of capital mobility and deindustrialization, and the social and economic dimensions of workplace democracy. His most recent research examines the environmental and social impact of hydroelectric development in northern Quebec.

Frederick Weaver, professor of economics and history, holds 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.

Barbara Yngvesson, professor of anthropology, received a B.A. from Barnard and Ph.D. from the University of California at Berkeley. She has carried out research on law, courts, and community in Sweden and in the United States. Her current work focuses on issues of identity and belonging in intercountry adoption, and on the hierarchies of nation, race, and class that are constituted in adoption practices. Her areas of teaching include the politics of law, family and kinship, and cultural and political theory.

ADMINISTRATION AND STAFF

ADMISSIONS OFFICE

Audrey Smith, Director
Karen Parker, Senior Associate Director
Clarissa Hunter Basch, Associate Director
Rodolfo Bugarin, Senior Assistant Director
Jean Fleming, Senior Assistant Director
Alberto Morales, Assistant Director and Coordinator of Multicultural Recruitment
Jill Lauck, Assistant Director
Allison Reilly, Assistant Director
Ann Bardwell, Administrative Assistant
Kimberly Carroll, Admissions Analyst
Jennifer Schumann, Prospects Coordinator
Michelle Cutler, Applications/Processor Summer Receptionist
Helen Gladish, Applications Supervisor
Nina Bohdanowicz, Applications/Prospects Processor
Tina Marai, Administrative Secretary
Maureen McCarthy, Administrative Secretary
Sandra McRae, Receptionist

ANCILLARY SERVICES

Nancy Dobosz, Director
Susan Staples, Assistant

ADVISING CENTER

Mark Feinstein, Dean
Kay Johnson, Dean of First-Year Students
Mary Frye, Associate Dean
Karyl Lynch, Associate Dean/Learning Disabilities Coordinator
Anne Downes, Associate Dean/Psychological Disabilities Coordinator
Stana Wheeler, Administrative Secretary

BOOKSTORE

Christine McCarthy, Manager
Sara Reeves, Assistant Manager
Susan Crowther, Textbook Operations Supervisor
Robert Crowner, Buyer/Receivables Coordinator

BUSINESS OFFICE

Gerald Bohdanowicz, Associate Treasurer/Controller
Sherry Imanaka, Assistant Controller
Patricia Begos, Manager of Student Accounts/Loan Manager
Mari Vlach, Payroll Supervisor
Grace Adzima, Accounting Assistant
Deb Comeau, Students Receivable
Janel Brockelsby, Accounts Payable

Richard Mollison, Loan Accountant

CAREER OPTIONS RESOURCE CENTER

Andrea Wright, Director
Jane Zerby, Associate Director/Internship Coordinator
Nancy Thompson, Administrative Secretary

CENTER FOR INNOVATIVE EDUCATION/ AFFIRMATIVE ACTION

Madelaine Marquez, Acting Director for the Center of Innovative Education and Acting Affirmative Action Officer
Emily Gallivan, Administrative Assistant

CENTRAL RECORDS

Roberta Stuart, Director
Natalie Owen, Assistant for Computer Records
Kathy Hulmes, Assistant for Computer Records
Katie McPhee, Senior Transcript Secretary
Mary Sera, Division I/II Records Coordinator
Michelle Carbonneau, Transcript Coordinator

CHILDREN'S CENTER

Lynne Brill, Director
Raechel Barone, Preschool Teacher
Theresa Gold, Preschool Teacher
Estelle Janisieski, Preschool Teacher
Lynn Warren, Toddler Teacher
Cindy Fritz, Toddler Teacher
Elaine Cox, Infant Teacher
Sophie Smolinski, Infant Teacher

COMMUNITY CONNECTIONS

Mary Bombardier, Director
Myrna Breitbart, Director of Academic Integration

DATA SERVICES

Sandy Miner, Director
Claire Niemiec, System Administrator
Monica LaCroix, Systems Analyst
Staci Frieze, Applications Support Specialist

DEAN OF FACULTY OFFICE

Aaron Berman, Acting Dean of Faculty
Laurence Beede, Associate Dean
Yaniris Fernández, Assistant Dean
Joyce Dorow, Administrative Assistant

DEVELOPMENT OFFICE

Roy Bunce, Acting Director of Institutional Advancement/
Director of Corporate, Foundation and Government Relations
Thomas Williams, Associate Director for Development for Major Gifts and Planned Giving

Kirsten Skorpen, Director of Alumni and Parent Relations
 Susan Emerson Clapp, Director of the Annual Fund
 Lisa Stoffer, Associate Director of Corporate, Foundation and Government Relations
 Beth Ward, Associate Director of Corporate, Foundation and Government Relations
 Barbara Orr-Wise, Associate Director of Alumni Relations and Development
 Irena Cade, Research Associate
 Pauline Carter, Gifts and Records Supervisor
 Katie Flynn-Jambeck, Major Gifts Associate
 Laura Litterer, Alumni Relations Associate
 Bethney Steadman, Annual Fund Associate
 Carol LaCasse, Gifts and Records Assistant
 Susan Torrey, Administrative Secretary for Corporate, Foundation and Government Relations
 Carol Boardway, Administrative Assistant
 Marta Kaldenbach, Secretary/Receptionist

DUPLICATION CENTER

Steve Berube, Operations Supervisor
 Frank Niemiec, Printer/Operator
 Karen Weneczek, Duplication Clerk

FARM CENTER

Leslie Cox, Farm Manager
 Diana Kushner, Vegetable Production Supervisor
 Gabrielle Slavin, Campus Outreach Coordinator
 Nicolette Robb, School to Farm Program Coordinator

FINANCIAL AID OFFICE

Kathleen Methot, Director
 Sandra DeJesus, Assistant Director
 Marianne Beaulieu, Loan Coordinator
 Mona Koenig-Kroner, Student Employment Coordinator
 Deborah Evans, Administrative Assistant
 Louise Hodges, Receptionist

FOOD SERVICE/SODEXHO MARRIOTT

Doug Martin, Director
 Donald Weickum, Food Service Manager
 Peggy Weickum, Food Service Manager
 Marcy Hersh, Food Service Manager
 Linda Misterka, Administrative Secretary

HEALTH SERVICES

Karen Kalmakis, Director
 Stephen Klein, Director of Mental Health
 Constance Gillen, Mental Health Counselor, Psychologist
 Susan Smith, Staff Physician
 Jane Demers, RN Nurse Practitioner

Eileen Hayes, Nurse Practitioner
 Gretchen Krull, Health Educator
 Vanessa Kehler, Office Manager

HOUSES

DAKIN HOUSE

Abby Frank, House Director
 Mark Gammon, Assistant House Director
GREENWICH/ENFIELD HOUSES
 Susan Little, House Director Merrill House
 Amy Proietti House Director
PRESCOTT HOUSE
 Eileen Ho, House Director

HUMAN RESOURCES

Mary Jane Murat, Acting Director/Human Resources Specialist
 Anna Athens, Benefits Coordinator
 Susan Young, Human Resources Assistant

INTERNATIONAL STUDIES OFFICE

Christine Carey, Assistant Dean

LEMELSON PROGRAM

Brenda Philips, Director
 Philip Weilerstein, NCIIA Program Manager
 Maryellen Rousseau, NCIIA Program Coordinator
 Colin Twitchell, Director of Center for Assistive Technology
 Glenn Armitage, (81F) Fabrication Shop Supervisor
 David Blair, Fabrication Shop Assistant
 Lauren Way, Lemelson Program Coordinator

LIBRARY

Gai Carpenter, Director
 Susan Dayall, Assistant Director
 Bonnie Vigeland, Librarian - CS
 Serena Smith, Librarian - HACU, IA
 Helaine Selin, Librarian - NS
 Dan Schnurr, Librarian - SS
 Rae-Ann Wentworth, Assistant
 Tom Hart, Circulation Specialist
 Isaac Lipfert, Public Service Assistant
 Laura Johnson, Circulation Assistant, Reserves
 Amy Montali, Media Services Coordinator
 Amy Basen, Media Services Assistant
 Jesse Merrick, Media Services Assistant
 Carolyn Arnold, Gallery Specialist/Arts Coordinator
 Anita Weigel, Cataloger
 Jane Pickles, Technical Services Specialist
 Joan Barrett, Serials Specialist
 John Gunther, Media Production Specialist

John Bruner, Digital Production Assistant
 Edward Socha, Senior Electronics Technician
 Robert Toth, Electronics Technician
 Fred Foss, Electronics Technician
 Robert Crowley, Network Engineer
 Cynthia Greene, Information Systems Administrator
 Jim Barufaldi, Assistant Systems Administrator
 Kelly Taylor, Computing Services Coordinator
 Abigail Schoneboom, Internet Communications Coordinator
 Sharon Solms, Computing Information Specialist
 Louisa Martin, "Beloved Project" Website Manager
 Slavoljub Milekic, Research Associate

OFFICE OF MULTICULTURAL EDUCATION

Ali Mirsepassi, Associate Dean
 Ynez Wilkins, Assistant Dean

OUTDOORS PROGRAM AND RECREATIONAL ATHLETICS

Robert Garmirian, Director
 Earl Alderson, Instructor
 Glenna Lee Alderson, Instructor
 Kathy Kyker-Snowman, Instructor
 Madelyn McRae, Instructor
 Karen Warren, Instructor
 Troy Hill, Instructor
 Marion Taylor, Director, Martial Arts Program
 Bradford Moreau, OPRA Technical Assistant
 Denise Conti, Administrative Secretary
 Florence Wilk, Coordinator, Robert Crown Center

P.A.W.S.S. (PEACE & WORLD SECURITY STUDIES)

Michael Klare, Director and Five College Professor
 Yogesh Chandrani, Assistant Director
 David LeClair, Program Assistant

PHYSICAL PLANT

Lawrence Archey, Director
 William Doherry, Associate Director
 Charles Ekdahl, Associate Director
 Robert McCain, Supervisor of Custodians
 Carol Boudreau, Administrative Secretary
 Pat Mistark, Secretary/Receptionist
 Robin Erhart, Housekeeper
 Glenn Cambo, Custodian
 Thomas Carroll, Custodian
 Wayne Casterline, Custodian
 Stephen Claughton, Custodian
 David Clevenger, Custodian
 David Hallock, Custodian

Chard Houn, Custodian
 Charlie Kopinto, Custodian
 Carol Laverdiere, Custodian
 Hong Ly, Custodian
 James Neuman, Custodian
 Sokha Nhong, Custodian
 Angel Oliveras, Custodian
 Robert Provost, Custodian
 Laura Sutcliffe, Custodian
 Robert Wolfe, Custodian
 Dan Zeigler, Custodian
 Richard Ittner, Carpenter Foreman
 Bruce Fay, Carpenter
 Martin Rule, Carpenter
 Robert Wood, Painter's Foreman
 Ken Ittner, Painter
 Mark Monaco, Mechanical Specialist
 Scott Smith, Mechanical Specialist
 Thomas Sypek, Mechanical Specialist
 Chad Fink, Electrical Foreman
 Jeffrey Neumann, Electrician
 Todd Fondakowski, Electrician's Assistant
 Craig Davis, Plumber
 Victor Kudrikow, Grounds Foreman
 David Brunelle, Grounds/Maintenance
 Ken Drake, Grounds/Maintenance
 Mark Drapeau, Grounds/Maintenance

POST OFFICE

Barbara Hendricks, Manager
 Luis Guillen, Technical Specialist

PRESIDENT'S OFFICE

Gregory S. Prince, Jr., President
 Nancy Kelly, Executive Assistant to the President
 Laura Vitkus, Assistant to the President

COMMUNICATIONS

Elaine Thomas, Director
 Elena Sharnoff, Assistant Director

PUBLIC SAFETY

Derrick Elmes, Director
 Karen Couture, Sergeant
 Scott Ingram, Officer
 David Rogala, Officer

PUBLICATIONS

Melissa Stephen, Director
 Tekla McInerney, Graphic Designer

READING AND WRITING PROGRAM

Deborah Gorlin, Co-Director

Ellie Siegel, Co-Director

Will Ryan, Instructor

SCHOOLS**COGNITIVE SCIENCE**

Steve Weisler, Director

Leni Bowen, Administrative Assistant

Janet Ragusa, Administrative Secretary

HUMANITIES, ARTS, AND CULTURAL STUDIES

Mary Russo, Dean

Linda McDaniel, Assistant to the Dean

Regina Whitcomb, Administrative Secretary

Carolyn Arnold, Arts Coordinator

Kane Stewart, Photo/Film Administrator/Technical Director

INTERDISCIPLINARY ARTS

Lynn Hanley, Director

Leni Bowen, Administrative Assistant

Peter Kallok, Theatre/Dance Technical Director

Elaine Walker, Costume Design

NATURAL SCIENCE

Brian Schultz, Dean

Laurie Smith, Administrative Assistant

Paul Wright, Computer/Network Specialist

Susan Keydel, Laboratory Technician

Patricia Young, Laboratory Manager/Greenhouse Supervisor

Kathryn Harris, Science Education Program Coordinator

Howard Barnum, Quantum Computation Postdoctoral Researcher

SOCIAL SCIENCE

Margaret Cerullo, Co-dean

Michael Ford, Co-dean

Chyrell George, Administrative Assistant

Yen Chun Mao, Administrative Secretary

Sandra Mongeon, Secretary

**SECRETARY OF THE COLLEGE
BOARD OF TRUSTEES**

Nancy Kelly, Secretary of the College

Ruby Dion, Administrative Assistant

SPECIAL PROGRAMS

vacant, Director

Lynette Brualdi, Assistant

STUDENT AFFAIRS OFFICE

Robert Sanborn, Dean

Glenda Poindexter, Associate Dean

Andy Korenewsky, Assistant to the Dean

Yanina Vargas-Arriaga, Associate Dean of Community Development

Nadia Guessous, Community Development Coordinator

Linda Mollison, Housing Coordinator

Mark Gammon, Student Activities Coordinator

Mary Hulbert, Director of Leadership Center

SWITCHBOARD

Janice Nielsen, Telephone Systems Operator

Karen Dougherty, Operator

Jennifer Hendricks, Operator

Kathy Lenz, Operator

Roger Potter, Operator

Michelle Searle, Operator

TREASURER'S OFFICE

vacant, Treasurer

Kathleen Bowler, Assistant to the Treasurer

BOARD OF TRUSTEES

(1999-2000)

Diane Bell, director, Women's Studies Program; professor, Department of Anthropology, George Washington University, Washington, DC

Blair Brown, Newton, Massachusetts

Sarah Buttenwieser (alumna), Northampton, Massachusetts

Ann Dudley Goldblatt (parent), adjunct professor of law, University of Chicago, Center for Clinical Medical Ethics, Chicago, Illinois

Edward F. Greene, Cleary, Gottlieb, Steen & Hamilton, London, England

Judith Berry Griffin, president, A Better Chance, Inc., New York, New York

David Gruber (alumnus), founder, Software Atelier, Inc., and Gruber & Co., Inc., New York, New York

Jean P. Guyton (parent), teacher, Lakewood, Colorado

***John G. Heimann** (parent), chairman, Global Financial Institutions, Merrill Lynch, New York, New York

Nancy Haven Doe Hopkins, professor of biology, Center for Cancer Research, Massachusetts Institute of Technology, Cambridge, Massachusetts

Artemis (Tim) Joukowsky 3d (alumnus), president, H.F.G. Expansion Fund, Sherborn, Massachusetts

Florence Cawthorne Ladd (parent), Cambridge, Massachusetts

Ellen Luo (student trustee), Hampshire College, Amherst, Massachusetts

Michael Mann (alumnus), Richards, Spears, Kibbe, and Orbe, Washington, DC

Paul A. McCraven (alumni trustee), Cheshire, Connecticut

Christopher Milne (alumnus), president/CEO, Gage-Wiley Co., Northampton, Massachusetts

Robin Mount (alumni trustee), coordinator of human growth & development, Wheelock College, Boston, Massachusetts

J. Ernest Nunnally, vice president for institute relations, California Institute of Technology, Pasadena, California

Olara Otunnu, special representative of the secretary general for children and armed conflict, United Nations, New York, New York

Percy A. Pierre, professor of engineering, Michigan State University, East Lansing, Michigan

Gregory S. Prince, Jr., president, Hampshire College, Amherst, Massachusetts

Signmund Roos (alumnus), attorney, Field and Roos, Boston, Massachusetts

Jacqueline Slater (alumna), president and founder, The Slater Foundation, New York, New York

Lee Spector (faculty trustee), associate professor of computer science, Hampshire College, Amherst, Massachusetts

Sietske Turndorf (parent), interior designer, New York, New York

Eve B. Wildrick (alumna), president, Executive Interiors, Inc., Philadelphia, Pennsylvania

** on leave*

GENERAL INDEX

A

Abortion 87
Academic program 4
Acoustics 69
Acting 40, 54, 55, 57, 60
Admission process 15
Admissions plans 15
Advanced dance 37
Advanced painting 51
Advanced photography 40, 52
Advanced video 37, 40, 57
Advertising 46
Advisor 4
Aesthetics 38
Africa 86, 115
African American 59
African American literature 55, 56
African studies 91
African-American dance 94
Agriculture 65, 111
AIDS 70, 74
Aikido 106, 109
Alderson, Earl 106, 107, 109, 110
Alderson, Glenna 106, 109
Algebra 29, 73
Alternative medicine 71
Amarasiriwardena, Dula 66, 71, 74, 121
America 39, 51
American history 80
American studies 54, 56, 59, 83, 86, 87, 111
Analysis 51, 60
Analytical writing 101
Animal behavior 29
Animation 56
Anthropology 51, 60, 64, 65, 73, 79, 80, 81
Apartheid 48
Applications 17
Aquaculture 63
Aquatic science 72
Arc welding 102
Archaeology 64, 68, 73
Architecture 36, 38, 45, 51, 60
Art 33, 38, 41, 43, 46, 47, 55, 56, 60
Art history 35, 50, 52
Art nouveau 52
Asian 115
Asian American 83
Assistive technology 56, 59
Astronomy 62, 66, 92, 93
Athens 51
Atomic structure 66
Augustine 40
Autobiography 38

B

Ballet 94
Barnum, Howard 121
Barry, Denise 106, 109
Basic fitness 107
Beginning painting 43
Beginning swimming 106, 109
Bengelsdorf, Carollee 79, 83, 88, 124
Berman, Aaron 80, 124
Bernstein, Herbert 62, 71, 74, 121
Bhandari, Vivek 78, 81, 85, 89, 124
Bigenho, Michelle 20, 79, 81, 86, 88, 124
Biochemistry 67

Biodiversity 112
Biography 38
Biology 22, 24, 28, 64, 68, 70, 73, 74
Body 35, 37, 47
Bok, Gideon 33, 40, 46, 51, 117
Book arts 52
Border studies 79
Braderman, Joan 33, 37, 49, 52, 117
Brain 23, 64
Brand, Bill 33, 39, 46, 47, 57, 117
Brayton, William 58, 60, 120
Breitbart, Myrna 80, 124
Bruno, Merle 63, 67, 71, 73, 121

C

Calculus 67, 72
Caliban 45
Cancer 74
Canon 45
Capitalism 80
Career Options Resource Center 12, 103
Caribbean 45
Cell 67
Center for Design 102
Central America 7, 78
Ceruleo, Margaret 113, 124
Chemical bonds 66
Chemical equilibrium 71
Chemical thermodynamics 71
Chemistry 70, 71, 73
Child development 24, 25, 29
Childhood 44, 83
Children 44, 85, 87
Children and trauma 78
China 7, 79
Chinese language 83
Choreography 40
Chorus 41, 52
City planning 51, 60
Civil Liberties and Public Policy Program 111
Class 51, 52, 90
Climate 63
Climbing 110
Coastal and Marine Sciences 92
Cognition 23, 25, 27, 29, 64
Cognitive Science 21, 22, 24, 25, 27, 28, 29
Coles, Robert 55, 56, 59, 120
Collaborative learning 28, 89
Colonialism 90
Communications 23, 26, 27
Community Connections 111
Community development 11
Community service 5
Community struggles 80
Comparative 34
Composers 41, 49
Composition 41, 50
Composition strategies 103
Computer 56, 58
Computer graphics 60
Computer music 25
Computer science 23, 27, 28, 29, 77, 112
Computer skills 103
Computer studies 112
Computers 29, 67, 70, 72, 73
Concentrator 41
Conflict resolution 89
Conrad, Rachel 44, 78, 83, 85, 87, 124
Conservation 63, 67, 68
Constructivism 52
Contemporary 48

Coppinger, Raymond 22, 24, 28, 80, 116
Counselor/Advocates 12
Cox, Christoph 35, 38, 49, 50, 117
Creative writing 60, 101
Creativity 36, 52, 55
Crime 48, 88
Critical theory 34, 40, 49, 50
Critical thinking 101
Critiques 41
Cross-cultural 86
Cruz, Joseph Hernandez 23, 26, 27, 29, 116
Cuba 7
Cultural 48, 82, 88
Cultural history 38
Cultural studies 38, 39, 40, 52
Culture 24, 36, 37, 39, 44, 45, 46, 47, 51, 60, 79, 81, 86, 92
Cytology 67

D

Dance 36, 37, 40, 44, 47, 49, 51, 52, 55, 60, 92, 94
Dance composition 94
Darlington, Susan 124
D'Avanzo, Charlene 48, 63, 68, 72, 92, 121
DeShields, Shirley 101
Design 23, 45, 48, 52, 54, 55, 56, 58, 59, 60, 72, 74, 103
Developmental psychology 87
Diet 71
Digital 37, 39, 40, 47
Dining services 11
Directing 40, 54, 57, 59, 60
Disabilities support 12
Disease 63, 65, 68, 73
Disease control 65
Division I 4, 20
Division II 4, 5, 104
Division III 4, 5
Documentary 45, 46
Donkin, Ellen 54, 58, 120
Dostoevsky 47
Drama 51
Dramaturgy 54, 59
Drawing 33, 46, 58, 60
Dynamic skill-development 103

E

Earth science 63
East Asian studies 92
Ecology 24, 48, 63, 65, 67, 68, 70, 72, 80
Ecology and gene distribution 72
Economic development 77
Economics 80, 87
Education 23, 25, 28, 73, 77, 86
Education reform 73
Education theory 73
Educational technology 28, 89
Educational theory 28, 89
Edwards, Margo Simmons 49, 117
Electrochemistry 71
Electromagnetism 68
Electronic music 39
Energy issues 66
Energy use 74
Environment 36, 45, 51, 60, 63, 66, 67, 88
Environment policies 114
Environmental 34, 48, 72

Environmental economics 24, 80
 Environmental history 89, 112
 Environmental monitoring 74
 Environmental physics 71
 Environmental pollution 66
 Environmental science 68
 Environmental studies 86, 89, 104, 111
 Environmental Studies Program 112
 Epic 50
 Epistemology 25, 38
 Ethics 112
 Ethnicity 81
 Ethnographic 90
 Ethnomusicology 36
 Europe 35
 European 38, 82
 European history 78, 88
 European studies 52
 Evaluations 6
 Evolution 24, 25, 66
 Exchange 81
 Exercise 71
 Experiential education 107

F

Fabel, John 34, 48, 52, 63, 72, 74, 122
 Fabrication Shop 114
 Fabrication techniques 103
 Faculty 3
 Family 49
 Farm Center 9, 111
 Feinstein, Mark 24, 27, 116
 Feminism 45, 50
 Feminist studies 54, 87, 113
 Fiction 35, 48
 Fiction writing 54
 Fieldwork 90
 Figure 58
 Film 33, 34, 35, 37, 38, 40, 44, 45, 46, 47, 49, 52, 57
 Financial aid 18
 Five College Consortium 3
 Five College courses 6
 Five Colleges 91
 Ford, Michael 124
 Foreign language 6, 91
 Form 36
 French 91
 Fried, Marlene 87, 111, 124
 Futurism 52

G

Gandhi 81
 Gas welding 102
 Gender 50, 52, 84, 86, 90
 Genes and disease 70
 Genes and phylogeny 72
 Genetics 73
 Geochemistry 73
 Geology 63, 66, 73
 Geophysical 62
 Glazer, Penina 83, 86, 87, 124
 Glick, Leonard 81, 125
 Goodman, Alan 64, 73, 74, 122
 Goodman, Robert 38, 50, 56, 60, 118
 Gorlin, Deborah 31, 36, 55, 102, 103, 120
 Governance 11
 Governments & medicine 65
 Gravitation 66
 Green Core 13

H

Hampshire alumni 4
 Hampshire education 3
 Hampshire students 3
 Hanley, Lynne 54, 60, 90, 120
 Harmony 50
 Hartmann, Betsy 87, 93, 114, 125
 Haxo, Thomas 54, 55, 58, 120
 Hayden, Jacqueline 118
 Hayes, Rob 106, 109
 Health 73, 92
 Health Services 12
 Heart disease 71
 Herbal 73
 Hill, Troy 107, 110
 Historians 78
 History 38, 45, 47, 49, 52, 60, 74, 77, 78, 81, 83, 87, 90
 History of science 29
 Hodder, Alan 34, 38, 45, 49, 118
 Hoffman, Kenneth 29, 62, 67, 72, 73, 122
 Holland, Norman 35, 45, 48, 93, 118
 Holmquist, Frank 78, 81, 86, 88, 91, 93, 125
 Holography 62
 Hubbs, Joanna 37, 45, 47
 Human 73
 Human biology 63
 Human evolution 24, 66
 Human movement physiology 64
 Human nature 34
 Human rights 89
 Human service 111

Identity 90
 Imagination 52
 Imaging 37, 62
 Immunology 70, 74
 Improvisation 36, 44, 48, 49, 55
 Income 85
 Independent projects 3
 India 7, 85
 Inequality 85
 Infection 74
 Infectious disease 70
 Installation 52
 Interdisciplinary Arts 53, 58, 59
 Interdisciplinary curriculum 3
 Intermediate painting 47
 International education 7
 International political economy 88
 International relations 93
 International students 16
 Internships 111
 Interviews 15
 Irish writers 39

J

James Baldwin Scholars Program 16
 January term 6
 Jarvis, Christopher 63, 67, 70, 74, 122
 Jazz 38, 48
 Jazz dance 94
 Jenkins, Paul 56, 57, 58, 60, 120
 Jeremiah Kaplan Fellowships 16
 Jewish studies 83
 Johnson, Kay 79, 83, 87, 93, 125
 Journalism 44

K

Kallok, Peter 120
 Kayaking 106, 109
 Kearns, Ann 41, 52, 118
 Kelly, David 67, 68, 70, 72, 73, 122
 Kennedy, L. Brown 34, 39, 44, 47, 85, 118
 Kerr, David 44, 48, 118
 Keydel, Susan 68, 122
 Klare, Michael 93, 125
 Korean War 60, 90
 Kramer, Wayne 54, 55, 58, 59, 120
 Kyker-Snowman, Kathy 107, 110
 Kyudo 106, 109

L

Lab and field projects 66
 Labor 35, 81
 Land 78
 Land use 34, 63
 Landscape evolution 63
 Language 24, 35, 48, 88, 94
 Lateef, Yusef 38, 48, 118
 Latin America 35, 79, 88, 93, 115
 Latino studies 79
 Law 77, 82, 86, 88, 90, 112
 Law Program 113
 Leadership Center 13
 Lebrón-Wiggins-Pran Cultural Center 12
 Legal studies 86
 Legal theory 89
 Lemelson Assistive Technology Development Center 114
 Lemelson Center for Design 114
 Lemelson Fellowships 16
 Lemelson Program 114
 Lesy, Michael 54, 56, 59, 120
 Levine, Sura 35, 37, 50, 52, 118
 Lewin, Henia 37, 48, 82, 88
 Life work exploration 103
 Linguistics 24, 27
 Literature 34, 35, 37, 39, 40, 44, 45, 47, 48, 50, 59, 90
 Logic 70
 Lovell, Alyssa 105, 108
 Lowell, Daphne 47, 51, 60, 92, 118
 Lowry, Nancy 64, 68, 71, 122
 Lu, Zhaolu 93

M

Machining 103
 Mann, Judith 33, 40, 43, 47, 118
 Marine ecology 112
 Martin, Debra 65, 68, 80, 92, 122
 Mathematics 29, 67, 68, 70, 72, 73, 103, 112
 Mattei, Lourdes 82, 86, 125
 Matthews, Sandra 35, 49, 118
 Mazor, Lester 77, 82, 86, 88, 113, 125
 McNeal, Ann 63, 72, 122
 McRae, Madelyn 107, 110
 Meagher, Robert 34, 40, 50, 51, 119
 Measurement 68
 Mechanical drafting 103
 Mechanics 62
 Media 27, 35, 37, 39, 46, 47
 Medical effects of plants 64
 Medicinal products 68
 Medicine 63, 71, 73
 Medieval 86, 88
 Medieval and renaissance history 78
 Memory 90

Mental illness 82
Metabolism 70
Metals 74
Metaphysics 25, 38, 50
Microbiology 70, 74
Middle East 79, 93
Miller, James 23, 25, 27, 28, 116
Miller, Lynn 24, 65, 66, 70, 72, 122
Millner, Sherry 33, 38, 45, 46, 119
Mirsepassi, Ali 79, 89, 93, 115, 125
Modern dance 94
Modernity 81, 90
Molecules 71
Moore, Kym 39, 55, 57, 58, 59, 121
Morris, Joanna 24, 25, 27, 29, 116
Motion 66
Mountains 63
Movement 51, 60
Multicultural education 7
Multimedia 26
Murray, Tom 23, 28, 77, 89, 116
Muscle physiology 64
Museums 65, 80
Music 25, 34, 36, 38, 39, 41, 48, 49, 50, 69
Music history 49
Music theory 34
Mysticism 50
Myth 50

N

Nations 81
Native Americans 65, 80
Natural history 66
Nature 89, 104
Nature and culture 78
Neandertal biology 24, 66
Neurology 23, 64
Neuroscience 27
Newtonian mechanics 66
Nisonoff, Laurie 52, 77, 80, 85, 90, 125
Non-Western dance 51, 60
Nonfiction writing 89, 104
Nordstrom, Rebecca 36, 37, 40, 51, 55, 60, 92, 119
Nuclear chemistry 71
Nutrition 64, 65

O

Ogdon, Bethany 35, 39, 46, 47, 119
Oke, Benjamin 65, 67, 70, 91, 122
OPRA 104
Optics 62
Oral history 39
Organic chemistry 68, 71
Orientation 13
outdoor leadership 110
Outdoors Program and Recreational Athletics 13, 104

P

Painting 35, 38, 43, 47, 51
Pakistan 85
Pan-American 48
Paris 38
Pathogen 70
Pathology 74
Peace and World Security Studies 93
Performance 38, 55, 59
Periodic table 66
Personal identity 50
Peru 86

Philosophy 23, 25, 26, 29, 34, 35, 38, 40, 45, 49, 50
Photography 33, 35, 37, 40, 44, 47, 49, 52
Physics 62, 69, 71
Physiology 67, 71
Pillay, Jayendran 34, 48, 50, 119
Plant physiology 67
Plants 64, 70
Plato 35
Playwriting 54, 59
Poetry 56, 58
Policy 85
Policy making 80
Political economy 78
Politics 38, 77, 82, 89
Politics and genes 70
Pop art 48
Pop music 48
Pope, Earl 36, 45, 119
Popular culture 94
Population 88
Population and Development Program 114
Post modernism 40
Poverty 85
Prattis, Susan 23, 64, 66, 70, 73, 123
Prince, Gregory 89, 125
Prisons 88
Production 33, 37, 40, 43, 44, 46, 57
Project-labs 66
Property 78
Protein structure 67
Psychoanalysis 39
Psychology 23, 24, 25, 27, 28, 29, 82, 83, 86
Public policy 52, 90

Q

Quantitative methods 87
Quantum mechanics 68
Quarks 68

R

Race 52, 74, 86, 90
Race/ethnicity 79, 84
Racism 86
Rakoff, Robert 77, 80, 89, 104, 112, 125
Ramirez, Mary Anne 25
Ravett, Abraham 36, 40, 43, 52, 57, 119
Refunds 18
Registration information 19
Reid, John 63, 66, 71, 73, 92, 123
Religion 34, 39, 45, 50
Religious holidays 6
Representation 33
Reproductive 88
Reproductive freedom 87
Reproductive rights 111, 114
Research 39
Residential life 10
Revolutions 83
Risech-Ozeguera, Flavio 78, 83, 89, 113, 126
Rock climbing 107
Roof, Steve 34, 63, 66, 92, 123
Russia 37, 38, 45, 47, 83
Russo, Mary 40, 119
Ryan, Will 89, 101, 104, 126

S

Savoy, Lauret 123
Sawada, Mitziko 60, 78, 83, 90, 93, 126
Schocket, Eric 44, 51, 119
Schultz, Brian 64, 123
Science 25, 92
Science and technology 115
Science education 67
Science Education Program 114
Science, Technology and Society Program 115
Scriptures 45
Sculpture 55, 56, 58, 60
Selin, Helaine 72, 92, 123
Semiotics 79
Sexuality 82, 84, 86
Shapiro, Julie 57, 60, 121
Shapiro, Lisa 25, 34, 38, 45, 50, 119
Shotokan Karate 105, 108
Siegel, Ellie 54, 101, 104, 121
Skiing 110
Slavery 35
Smith, Carter 22, 24, 27, 29, 116
Social analysis 89
Social change 90, 111
Social inequalities 80
Social movements 86
Social policy 111
Social studies 25
Social theory 90
Socialist realism 55, 56, 59
Society 35
Soil 70, 74
South Africa 48
South Asia 85
Southern culture 47
Spanish 6, 35
Spector, Lee 22, 25, 29, 112, 116
Sperling, Jutta 78, 82, 86, 88, 126
Stage management 59
Statistics 25, 103
Stewart, Kane 119
Stillings, Neil 25, 28, 117
Stoichiometry 66
Strolin, Lori 105, 108
Student Advising Center 13
Student organizations 13
Student teaching 67
Studio art 58
Sustainable 34, 52, 63, 65, 74
Sustainable agriculture 112
Sustainable living 111

T

T'ai Chi 109
Taylor, Marion 105, 106, 108, 109
Teaching 67
Technique 37, 44, 47
Technology 37, 52, 74
Television 35
Tennis 107, 110
Theatre 39, 49, 55, 58, 59, 60
Theatrical Production 54
Theory 36, 37, 46, 50
Thermodynamics 71
Third World 5, 65, 66, 78, 86, 88, 90, 112, 115
Third World Studies Program 115
Tonal 36
Topology 68
Tourism 83
Toxic effects of plants 64

Toxic heavy 74
 Toxicology 68
 Tracy, Susan 35, 39, 47, 52, 90, 111, 119
 Transfer students 15
 Transplantation 70
 Trauma 78
 Tropical diseases 65
 Tuition and fees 18
 Twitchell, Colin 56, 59, 114

U

U.S. history 82
 U.S. Southwest and Mexico Program 7
 United States 35, 44
 Urban 88
 Urban studies 80

V

Vaccination 70
 Video 33, 34, 37, 38, 43, 44, 45, 46, 49, 52
 Vietnam 60, 90
 Vigeland, Bonnie 117
 Viruses 70
 Visiting students 16
 Visual 33, 43, 44
 Visual arts 51

W

Wald, James 126
 Wallen, Jeffrey 119
 War 51
 Warfare 81
 Warner, Daniel 39, 41, 49, 50, 120
 Warner, Stanley 24, 80, 87, 90, 126
 Warren, Karen 107, 110, 123
 Water pollution 74
 Weaver, Frederick 78, 83, 88, 93, 126
 Weisler, Steven 23, 28, 79, 117
 Welding 102
 Welfare 80
 Whitewater 106, 109
 Wildlife biology 67
 Winship, Lawrence 34, 63, 67, 70, 71, 123
 Wirth, Frederick 52, 62, 68, 69, 74, 92, 123
 Women 49, 77, 103
 Women and gender 86
 Women and Science Program 115
 Women directors 49
 Women's biology 115
 Women's Center 12
 Women's health 111, 114, 115
 Women's history 39
 Working Class 81
 World War II 60, 90
 Wright, Paul 123
 Writers 48
 Writing 44, 54, 56, 58, 59, 104
 Writing and Reading Program 101

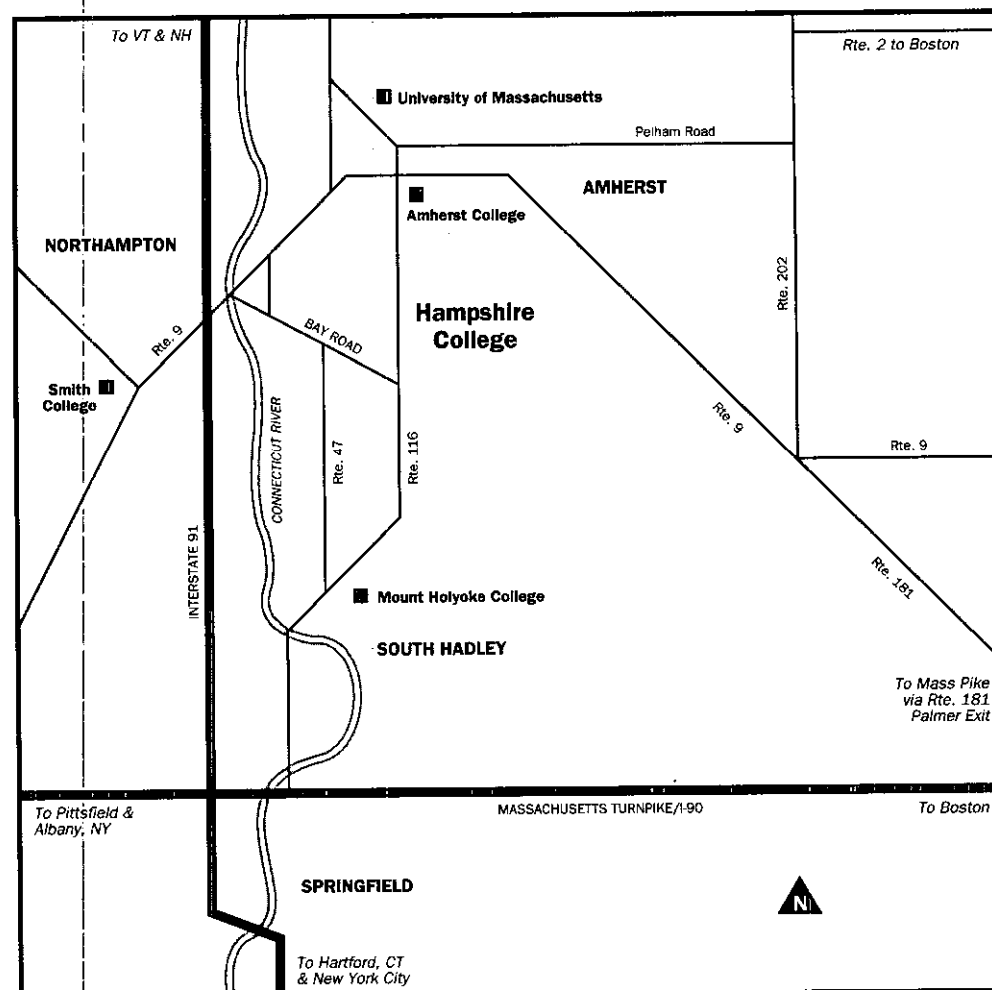
Y

Yiddish 37, 48, 82, 88
 Yngvesson, Barbara 23, 65, 79, 80, 90, 126
 Yoga 105, 108

INDEX BY NAME

Alderson, Earl 106, 107, 109, 110
 Alderson, Glenna 106, 109
 Amarasiwardena, Dula 66, 71, 74, 121
 Barnum, Howard 121
 Barry, Denise 106, 109
 Bengelsdorf, Carollee 79, 83, 88, 124
 Berman, Aaron 80, 124
 Bernstein, Herbert 62, 71, 74, 121
 Bhandari, Vivek 78, 81, 85, 89, 124
 Bigenho, Michelle 20, 79, 81, 86, 88, 124
 Bok, Gideon 33, 40, 46, 51, 117
 Braderman, Joan 33, 37, 49, 52, 117
 Brand, Bill 33, 39, 46, 47, 57, 117
 Brayton, William 58, 60, 120
 Breitbart, Myrna 80, 124
 Bruno, Merle 63, 67, 71, 73, 121
 Cerullo, Margaret 113, 124
 Coles, Robert 55, 56, 59, 120
 Conrad, Rachel 44, 78, 83, 85, 87, 124
 Coppinger, Raymond 22, 24, 28, 80, 116
 Cox, Christoph 35, 38, 49, 50, 117
 Cruz, Joseph Hernandez 23, 26, 27, 29, 116
 Darlington, Susan 124
 D'Avanzo, Charlene 48, 63, 68, 72, 92, 121
 DeShields, Shirley 101
 Donkin, Ellen 54, 58, 120
 Edwards, Margo Simmons 49, 117
 Fabel, John 34, 48, 52, 63, 72, 74, 122
 Feinstein, Mark 24, 27, 116
 Ford, Michael 124
 Fried, Marlene 87, 111, 124
 Glazer, Penina 83, 86, 87, 124
 Glick, Leonard 81, 125
 Goodman, Alan 64, 73, 74, 122
 Goodman, Robert 38, 50, 56, 60, 118
 Gorlin, Deborah 31, 36, 55, 102, 103, 120
 Hanley, Lynne 54, 60, 90, 120
 Hartmann, Betsy 87, 93, 114, 125
 Haxo, Thomas 54, 55, 58, 120
 Hayden, Jacqueline 118
 Hayes, Rob 106, 109
 Hill, Troy 107, 110
 Hodder, Alan 34, 38, 45, 49, 118
 Hoffman, Kenneth 29, 62, 67, 72, 73, 122
 Holland, Norman 35, 45, 48, 93, 118
 Holmquist, Frank 78, 81, 86, 88, 91, 93, 125
 Hubbs, Joanna 37, 45, 47
 Jarvis, Christopher 63, 67, 70, 74, 122
 Jenkins, Paul 56, 57, 58, 60, 120
 Johnson, Kay 79, 83, 87, 93, 125
 Kallok, Peter 120
 Kearns, Ann 41, 52, 118
 Kelly, David 67, 68, 70, 72, 73, 122
 Kennedy, L. Brown 34, 39, 44, 47, 85, 118
 Kerr, David 44, 48, 118
 Keydel, Susan 68, 122
 Klare, Michael 93, 125
 Kramer, Wayne 54, 55, 58, 59, 120
 Kyker-Snowman, Kathy 107, 110
 Lateef, Yusef 38, 48, 118
 Lesy, Michael 54, 56, 59, 120
 Levine, Sura 35, 37, 50, 52, 118
 Lewin, Henia 37, 48, 82, 88
 Lovell, Alyssa 105, 108
 Lowell, Daphne 47, 51, 60, 92, 118
 Lowry, Nancy 64, 68, 71, 122
 Lu, Zhaolu 93
 Mann, Judith 33, 40, 43, 47, 118
 Martin, Debra 65, 68, 80, 92, 122
 Mattei, Lourdes 82, 86, 125
 Matthews, Sandra 35, 49, 118
 Mazor, Lester 77, 82, 86, 88, 113, 125
 McNeal, Ann 63, 72, 122
 McRae, Madelyn 107, 110
 Meagher, Robert 34, 40, 50, 51, 119
 Miller, James 23, 25, 27, 28, 116
 Miller, Lynn 24, 65, 66, 70, 72, 122
 Millner, Sherry 33, 38, 45, 46, 119
 Mirsepassi, Ali 79, 89, 93, 115, 125
 Moore, Kym 39, 55, 57, 58, 59, 121
 Morris, Joanna 24, 25, 27, 29, 116
 Murray, Tom 23, 28, 77, 89, 116
 Nisonoff, Laurie 52, 77, 80, 85, 90, 125
 Nordstrom, Rebecca 36, 37, 40, 51, 55, 60, 92, 119
 Ogdon, Bethany 35, 39, 46, 47, 119
 Oke, Benjamin 65, 67, 70, 91, 122
 Pillay, Jayendran 34, 48, 50, 119
 Pope, Earl 36, 45, 119
 Prattis, Susan 23, 64, 66, 70, 73, 123
 Prince, Gregory 89, 125
 Rakoff, Robert 77, 80, 89, 104, 112, 125
 Ramirez, Mary Anne 25
 Ravett, Abraham 36, 40, 43, 52, 57, 119
 Reid, John 63, 66, 71, 73, 92, 123
 Risech-Ozguera, Flavio 78, 83, 89, 113, 126
 Roof, Steve 34, 63, 66, 92, 123
 Russo, Mary 40, 119
 Ryan, Will 89, 101, 104, 126
 Savoy, Lauret 123
 Sawada, Mitziko 60, 78, 83, 90, 93, 126
 Schocket, Eric 44, 51, 119
 Schultz, Brian 64, 123
 Selin, Helaine 72, 92, 123
 Shapiro, Julie 57, 60, 121
 Shapiro, Lisa 25, 34, 38, 45, 50, 119
 Siegel, Ellie 54, 101, 104, 121
 Smith, Carter 22, 24, 27, 29, 116
 Spector, Lee 22, 25, 29, 112, 116
 Sperling, Jutta 78, 82, 86, 88, 126
 Stewart, Kane 119
 Stillings, Neil 25, 28, 117
 Strolin, Lori 105, 108
 Taylor, Marion 105, 106, 108, 109
 Tracy, Susan 35, 39, 47, 52, 90, 111, 119
 Twitchell, Colin 56, 59, 114
 Vigeland, Bonnie 117
 Wald, James 126
 Wallen, Jeffrey 119
 Warner, Daniel 39, 41, 49, 50, 120
 Warner, Stanley 24, 80, 87, 90, 126
 Warren, Karen 107, 110, 123
 Weaver, Frederick 78, 83, 88, 93, 126
 Weisler, Steven 23, 28, 79, 117
 Winship, Lawrence 34, 63, 67, 70, 71, 123
 Wirth, Frederick 52, 62, 68, 69, 74, 92, 123
 Wright, Paul 123
 Yngvesson, Barbara 23, 65, 79, 80, 90, 126

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) 559-5471.

HAMPSHIRE COLLEGE CAMPUS MAP

