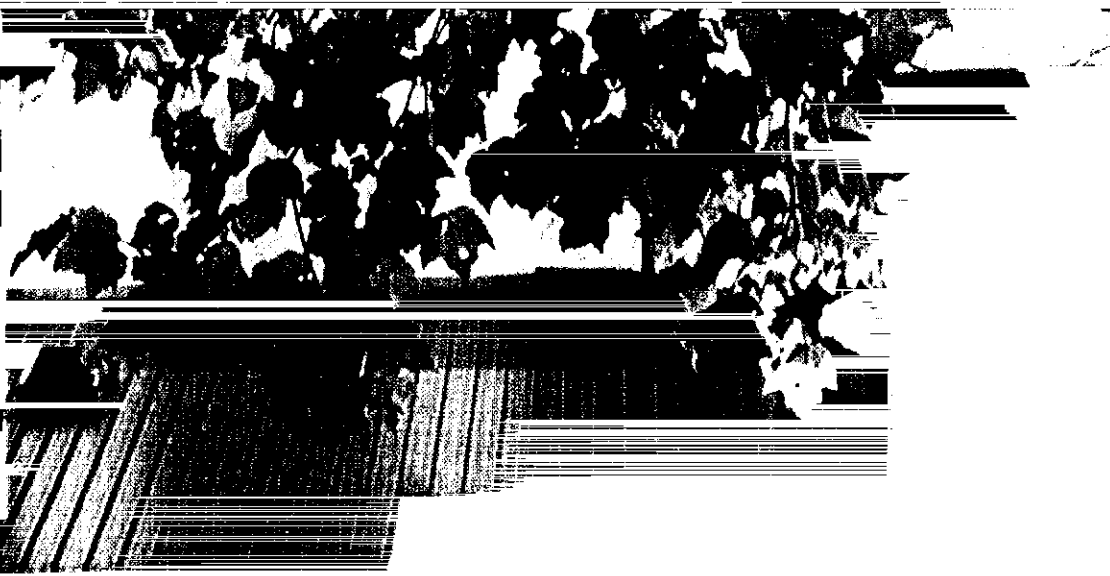


1996-97
Catalog and
Course Guide

H A M P S H I R E



HAMPSHIRE COLLEGE

HAMPSHIRE COLLEGE MISSION

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

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

ACCREDITATION

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

NOTICE OF NONDISCRIMINATION/AFFIRMATIVE ACTION

Hampshire College certifies that it is in accord with 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, sex, sexual orientation, religious or racial origin, disability, or previous military service in the admission of students, administration of its educational programs, scholarships and loan programs, and available non-academic college-administrated programs.

Hampshire College is an Affirmative Action/Equal Opportunity Employer. All applicable federal and state laws and regulations are followed, including Title VII and VIII of the Civil Rights Act of 1964; Executive Order 11246 of 1965, as amended by Executive Order 11375 of 1969; 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.

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PLEASE NOTE: The provisions of this catalog are not to be regarded as an attempt to contract with the student and the college. It is not intended to confer the right to make demands affecting admission procedures, tuition, fees, services or instruction, programs of study, housing, and general regulations.



TABLE OF CONTENTS

The Hampshire College Mission	inside front cover
Academic Year Calendar 1996-97	2
A Hampshire Education	3
The Academic Program	4
The Campus	7
Student Life	9
Admission	13
Tuition and Fees/Financial Aid	16
REGISTRATION INFORMATION	17
Special Students and Auditors	17
Courses of Instruction	17
Proseminars	18
FALL CURRICULUM STATEMENTS AND COURSE DESCRIPTIONS	
School of Cognitive Science and Cultural Studies	19
School of Humanities and Arts	26
School of Natural Science	38
School of Social Science	44
Five College Programs	51
Five College Faculty Offerings	54
Co-Curricular Courses	59
Writing and Reading	59
Quantitative Skills	59
Foreign Language	60
Outdoor & Recreational Athletics Program	60
Inter-School Programs	65
Agricultural Studies/Farm Center	65
American Studies	65
Civil Liberties and Public Policy Program	65
Community Service Scholars Project	65
Computer Studies	66
Cultural Studies	66
Feminist Studies	66
Law Program	67
Emelson Program in Invention, Innovation, and Creativity	67
Population and Development Program	67
Public Service and Social Change Program	67
Science Education Program	68
Science, Technology and Society Program	68
Third World Studies Program	68
Women and Science	68
SPRING 1997 PRELIMINARY COURSES	
<i>School of Cognitive Science and Cultural Studies</i>	69
<i>School of Humanities and Arts</i>	75
<i>School of Natural Science</i>	84
<i>School of Social Science</i>	90
<i>Five College Faculty Offerings</i>	97
<i>Co-Curricular Courses</i>	101
<i>Writing and Reading</i>	101
<i>Quantitative Skills</i>	101
<i>Foreign Languages</i>	101
<i>Outdoor & Recreational Athletics Program</i>	102
Faculty Biographies	106
Administration and Staff	116
Board of Trustees	121
Fall Schedule of Classes	122
Hampshire College Location and Campus Maps	127, 128

ACADEMIC YEAR CALENDAR 1996-97

FALL TERM

New Faculty Orientation	Wednesday August 28 - Thursday August 29
Student Orientation Period	Thursday August 29 - Tuesday September 3
New Students Arrive and Enroll	Thursday August 29
New Students Program	Thursday August 29 - Tuesday September 3
Advisor Conferences for New Students	Tuesday September 3
Returning Students Arrive and Enroll	Monday September 2
Advisor Conferences for Returning Students	Tuesday September 3
Classes Begin	Wednesday September 4
Course Selection Period Ends (Hampshire and Five College)	Friday September 13
January Term Proposal Deadline	Friday September 20
Yom Kippur Observed - No Classes	Monday September 23
Division I Plan Filing Deadline	Friday September 27
October Break	Saturday October 12 - Tuesday October 15
Advising/Exam Day	Wednesday October 23
Division II Contract Filing Deadline (entry prior to 94F, completion in 5/97)	Friday October 25
Division III Contract Filing Deadline (all students, completion in 5/97)	Friday October 25
Family and Friends Weekend	Friday November 1 - Sunday November 3
Advising/Exam Day	Tuesday November 19
Preregistration/Advising	Tuesday November 19 - Friday November 22
Leave Deadline	Friday November 22
Thanksgiving Break	Wednesday November 27 - Sunday December 1
January Term Registration	Monday December 2 - Friday December 6
Last Day of Classes	Tuesday December 10
Hampshire College Divisional Examination Period	Wednesday December 11 - Monday December 16*
Winter Recess	Tuesday December 17 - Saturday January 4

JANUARY TERM

Students Arrive	Sunday January 5
January Term Classes Begin	Monday January 6
Martin Luther King, Jr. Day (no classes)	Monday January 20
Last Day of Classes	Thursday January 23
Recess Between Terms	Friday January 24 - Saturday January 25

SPRING TERM

New Students Arrive	Sunday January 26
New Students Program	Sunday January 26 - Tuesday January 28
Returning Students Arrive	Monday January 27
Registration for all Students	Monday January 27
Advisor Conferences for All Students	Tuesday January 28
Classes Begin	Wednesday January 29
Course Selection Period ends (Hampshire and Five College)	Friday February 7
Division I Plan Filing Deadline	Friday February 14
Advising/Exam Day	Wednesday March 5
Division II Contract Filing Deadline (entry prior to 94F, completion in 5/97)	Friday March 7
Division III Contract Filing Deadline (all students, completion in 5/97)	Friday March 7
Spring Break	Saturday March 15 - Sunday March 23
Advising/Exam Day	Tuesday April 15
Preregistration/Advising	Tuesday April 15 - Friday April 18
Leave Deadline	Friday April 18
Last Day of Classes	Friday May 2
Hampshire College Divisional Examination Period	Monday May 5 - Friday May 9
Commencement	Saturday May 17

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

A HAMPSHIRE EDUCATION

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

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

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

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

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

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

HISTORY

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

in the Hampshire curriculum: emphasis on each student's curiosity and motivation, on broad, multidisciplinary learning, and on the teacher-student relationship.

In 1965, Amherst College alumnus Harold F. Johnson donated \$6 million toward the founding of Hampshire College. With a matching grant from The Ford Foundation, Hampshire's first trustees purchased 800 acres of orchard and farmland in South Amherst, Massachusetts, and construction began. In 1970 Hampshire admitted its first students.

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

Approximately 1,100 men and women make up Hampshire's student body and continue to put the vision of its founders into practice, creating an intellectual community of unusual vitality, imagination, and strength. As they pursue introductory work in each of the four Schools, design and carry out a concentration, and complete a major independent project, Hampshire students acquire habits of mind that will serve them well in a rapidly changing world. They learn to think critically and independently, and to approach new ideas with confidence; to ask good questions and devise creative solutions to complex problems. They take with them the discipline and self-reliance essential to reaching their goals through a lifetime of decision making.

THE ACADEMIC PROGRAM

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

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

THE ADVISOR

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

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

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

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

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

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

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

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

As each student carries out the concentration, the faculty committee provides criticism, advice, and ongoing evaluation.

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

THIRD WORLD EXPECTATION

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

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

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

COMMUNITY SERVICE

In addition to developing a student's individual talents and capabilities, a Hampshire education should foster concern for others. To this end, the college requires students to perform some service to Hampshire or to the broader community. Community service projects range from participating in college governance to volunteering time to work with developmentally disabled citizens. This requirement must be fulfilled before a student begins Division III work. Students with strong interests in community service may participate in the Community Service Scholars Project (see page 65) and the Public Service and Social Change Program (see page 67).

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

colleges, a professional working in the student's chosen field, or another advanced student.

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

JANUARY TERM

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

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

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

EVALUATIONS/TRANSCRIPTS

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

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

MULTICULTURAL AFFAIRS

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

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

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

THE CAMPUS

ACADEMIC FACILITIES

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

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

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

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

Computing resources at Hampshire include several file servers along with microcomputer clusters. These are fully networked and support access to campus, Five Colleges, and worldwide information resources, including the Internet and World Wide Web. The microcomputer facilities on the third floor of the library center include Macintosh and MS-DOS/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 natural science laboratories and the main college administration offices. Two floors of open laboratories support teaching and research in microbiology, geology, ecology, physiology, biochemistry, organic and inorganic chemistry, and physics. Special equipment includes a scanning electron microscope, a nuclear magnetic resonance spectrophotometer, an atomic absorption spectrophotometer, an electromyograph, ultracentrifuges, and a liquid scintillation counter. Other specialized facilities include an optics laboratory, research microscopes,

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

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

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

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

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

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

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

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

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

ADELE SIMMONS HALL is the newest academic building on campus. Located in the Longworth Arts Village, the building houses faculty offices, offices for the School of Cognitive Science and Cultural Studies, classrooms, seminar rooms and an auditorium equipped for large-scale video, film, and slide projection. There is also a computer lab, a child psychology observation room, and facilities for computer animation and

video editing. The building is connected via computer cable to the video editing facilities in the library and the computer music studio in the music building.

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

STUDENT LIFE

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

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

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

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

THE HOUSES

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

There are two dormitories and three apartment areas on campus.

THE DORMITORIES

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

smoking or a quiet hall. A common lounge serves as a gathering place for residents of each hall.

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

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

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

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

THE APARTMENTS

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

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

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

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

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

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

THE FIVE COLLEGE AREA

The richness of student life at Hampshire is enhanced by the college's location in the Five College area—"the Valley," as it is called by its residents. Cooperation among the five 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, including the College Senate, Community and Judicial Councils, and the Hampshire College Board of Trustees. Student members of each of these boards have a vote equal to that of faculty, administration, and staff. Students also play a central role in the reappointment and promotion of faculty through participation in the College Committee on Faculty Reappointments and Promotions (CCFRAP). As members of each of Hampshire's four Schools, they affect curricular development and academic policy.

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

curriculum, academic calendar, degree requirements, and academic standards.

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

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

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

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

STUDENT SERVICES

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

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

COUNSELOR-ADVOCATES AGAINST SEXUAL ABUSE

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

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

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

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

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

Hampshire participates in a number of educational programs abroad, including Five College exchange programs in Africa, Asia, Australia, Canada, Great Britain, Ireland, and South America. Hampshire is also associated with the Institute of European Studies/Institute of Asian Studies, which has study centers in cities in England, Germany, Spain, Mexico, Italy, Japan, France, Singapore, and Austria. It is a member of the International Student Exchange Program (ISEP), which facilitates one-to-one reciprocal exchanges with institutions in 35 countries. The college is a member of the Council on International Educational Exchange (CIEE), which has cooperative study centers in Brazil, China, Costa

Rica, Dominican Republic, France, Indonesia, Japan, Spain, Russia, Vietnam, and several countries of Eastern Europe. In addition, Hampshire has its own programs in Central America and India. In Central America students spend four weeks at the beginning of the spring or fall term studying intensive Spanish while they plan independent study and a structured internship in Costa Rica, Belize, or Nicaragua. In India students pursue work in Asian studies and Buddhist Studies at the Central Institute of Buddhist Dialectics in Dharmasala and the Central Institute of Higher Tibetan Studies in Sarnath in the only exchange program with the Tibetan exile community. Close ties are maintained with all study and service programs in Third World countries.

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

THE LEBRON-WIGGINS-PRAN CULTURAL CENTER

serves as both a meeting place for students of color organizations and as a resource center with books, articles, artwork and information on cultural events in the area. The umbrella organization known as SOURCE includes: African American students (UMOJA), Latino students (RAICES), and Asian Pacific student association (APSA). The center is also shared by the foreign student organization (FSO), Sisters (the women of color organization), and the James Baldwin Scholars Program.

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

THE WOMEN'S CENTER provides support services for women and resources for students interested in women's studies. The center keeps an up-to-date list of resources for women in the Pioneer Valley, has a lending library of about 1500 books and periodicals, and sponsors support groups for women, educational programming on women's issues, and social and cultural events for the entire campus. The center also serves as a networking base for many student organizations geared toward women's concerns, such as Sisters (the women of color organization), the Women's Art Collective, a women's literary magazine and Students for a Fair Ballot.

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

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

ADMISSION

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

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

INTERVIEWS

Interviews are an important part of Hampshire's admissions process. Candidates are encouraged to visit the college for an admissions interview and tour of the campus. To schedule an appointment, students should contact the admissions office at (413) 582-5471, two weeks in advance. Interviews take place from 9:00 a.m. to 3:00 p.m. each weekday (except Wednesday morning) year-round, and also on Saturday from 9:00 a.m. to 1:00 p.m., September to March. Applicants who cannot visit the campus should contact the admissions office to schedule an interview with a Hampshire graduate in their area.

VISITING CAMPUS

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

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

ADMISSION PLANS

REGULAR ADMISSION

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

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

EARLY DECISION

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

EARLY ACTION

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

EARLY ENTRANCE

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

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

FEBRUARY ENTRANCE

Students who plan to graduate early from secondary school, students who have taken time off from school before entering college, transfer students, or adult students may wish to take

advantage of the opportunity to apply for February admission. Applications must arrive at the admissions office by November 15; notification will be mailed beginning December 15.

TRANSFER, INTERNATIONAL, AND VISITING STUDENTS

TRANSFER STUDENTS

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

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

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

INTERNATIONAL STUDENTS

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

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

VISITING STUDENTS

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

LEMELSON FELLOWSHIP STUDENTS

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

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

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

JEREMIAH KAPLAN FELLOWSHIPS

The Jeremiah Kaplan Fellowships in Modern Jewish Culture are offered jointly by Hampshire College and the National Yiddish Book Center. Four to six visiting fellowships are available each year, providing 70 percent tuition for a full academic year. Kaplan Fellows take courses at Hampshire and the other four colleges and participate in specially designed seminars that bring an interdisciplinary approach to the study of modern Jewish culture. Each Kaplan Fellow will also undertake a weekly ten-hour internship at the nearby National Yiddish Book Center, a world-wide resource for the preservation and revitalization of Yiddish language, literature, and culture.

THE JAMES BALDWIN SCHOLARS PROGRAM

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

Students apply to the James Baldwin Scholars Program through the Hampshire College admissions office, which reviews all applications in consultation with an advisory committee. Admission to the program is based on an applicant's academic and intellectual potential and interest in completion of a baccalaureate program. James Baldwin

Scholars, while not admissible to the college under its stated admissions criteria, must nevertheless demonstrate sufficient potential so that a year of intensive skills work will enable them to compete successfully in a rigorous collegiate environment.

ADULT STUDENTS

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

OTHER INFORMATION

STUDENTS SEEKING A SECOND BACHELOR'S DEGREE

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

COMMON APPLICATION

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

APPLICATION ON DISK

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

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

TUITION AND FEES

APPLICATION FEE

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

Costs for the 1996/97 academic year at Hampshire College are given below. Please contact the Hampshire College business office for the 1996/97 academic year payment due dates. These charges are based on full-time enrollment for the year, and participation in the standard board plan of 15 meals per week. Other board plans are described in the "Student Life" section.

Tuition	\$22,600
Room	3,805
Board	2,185
TOTAL	\$28,590

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

REFUND POLICY

Hampshire's refunds of tuition, room, and board are prorated and are based on a distinction between necessary leaves or withdrawals for medical reasons (as certified in writing by Hampshire College Health Services), and leaves or withdrawals for non-medical reasons. The complete refund schedule appears in Hampshire College Fees 1996/97 and will be mailed from the business office with the first bill.

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

FINANCIAL AID

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

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

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

FINANCIAL AID FOR INTERNATIONAL STUDENTS

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

NOTE: *College policy 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. Students may register for Fall 1996 classes until Friday, September 13. The preregistration period for spring 1997 classes is Tuesday, November 19 through Friday, November 22. Students may also register for spring courses until Friday, February 7.

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 Friday, September 13, 1996 in the fall semester, or Friday, February 7, 1997, in the spring semester. Students should familiarize themselves with all the rules, regulations, and penalties associated with Five College Interchange. They are listed in the Student Handbook, and it is each student's responsibility to be aware of them. Students who do not abide by these rules may not be permitted to enroll in interchange courses during their next active semester. Questions regarding this procedure may be directed to Central Records, ext. 5430.

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

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

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

Interchange students will receive grades for Hampshire courses, unless otherwise noted in the course description. Interchange students should discuss this with the instructor during the first week of class.

SPECIAL STUDENTS AND AUDITORS

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

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

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

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

COURSES OF INSTRUCTION

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

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

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

PROSEMINAR COURSE LIST

CCS 122p
DATeline: WASHINGTON, D.C.
James Miller

CCS 131p
IMAGES OF WOMEN IN POPULAR CULTURE
Susan Douglas

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

CCS/WP 183p
READING AND WRITING ABOUT WAR
David Kerr/Will Ryan

CCS 185p
NEUROLINGUISTICS: ISSUES AND APPROACHES
Slavoljub Milekic

HIA 123p
PAGE TO STAGE
Ellen Donkin/Wayne Kramer/TBA

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

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

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

NS 122p
HOW PEOPLE MOVE
Ann McNeal

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

NS 198p
EVER SINCE DARWIN
Lynn Miller

SS 103p
DECENTRALISM
Lester Mazor

SS 119p
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 132p
RELIGIOUS MOVEMENTS AND SOCIAL CHANGE
Sue Darlington

SS 184p
AMERICAN CAPITALISM
Stanley Warner

SCHOOL OF COGNITIVE SCIENCE AND CULTURAL STUDIES

CURRICULUM STATEMENT

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

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

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

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

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

COURSE LIST

GEO 29211*
ENVISIONING INFORMATION: THE POPULATION DILEMMA

Mark Feinstein/Lee Spector/University faculty

CCS 101
ETHOLOGY I: ANIMAL BEHAVIOR

Raymond Coppinger

CCS 109
COMPUTING CONCEPTS: CREATIVE MACHINES?

Lee Spector

CCS 122p
DATELINE: WASHINGTON, D.C.

James Miller

CCS 126
CRUISING THE NET: INTERCHANGES, REST STOPS, AND TRAFFIC COPS ON THE INFORMATION SUPER HIGHWAY

James Miller/Richard Muller

CCS 127
INTRODUCTION TO PSYCHOLOGY OF READING

Stacy Birch

CCS 131p
IMAGES OF WOMEN IN POPULAR CULTURE

Susan Douglas

CCS 133p
SYSTEMATIC STUDY OF ONE PHILOSOPHER'S WORK: DESCARTES

Meredith Michaels

CCS 135
VIDEO HISTORY

Norman Cowie

CCS 138
ANCIENT PHILOSOPHY: PLATO'S THEORY OF KNOWLEDGE

Susan Hahn

CCS 140
VIDEO PRODUCTION I

Joan Braderman

CCS/11A 141
MAKING IMAGES/READING IMAGES: AN INTRODUCTION

Joan Braderman/Jacqueline Hayden/Walid Ra'ad

CCS 144
DEVELOPING THE MUSICAL EAR

Neil Stillings

CCS 158
THEORIES OF DEVELOPMENTAL PSYCHOLOGY
 Mary Jo Rattermann

CCS 159
DESIGNING COMPUTER APPLICATIONS
 Lori Scarlatos

CCS 166
INTRODUCTION TO CLASSICAL POLITICAL PHILOSOPHY
 Nina Belmonte

CCS 168
INTRODUCTION TO LINGUISTICS
 Steven Weisler/Neil Stillings

CCS/WP 183p
READING AND WRITING ABOUT WAR
 David Kerr/Will Ryan

CCS 185p
NEUROLINGUISTICS: ISSUES AND APPROACHES
 Slavoljub Milekic

CCS 199
RESEARCH PRACTICUM
 Christopher Chase

CCS 235
TWENTIETH-CENTURY CONTINENTAL PHILOSOPHY
 Susan Hahn

CCS 257
CULTURE AND HUMAN DEVELOPMENT
 Mary Jo Rattermann

CCS 263
ARTIFICIAL INTELLIGENCE
 Lee Spector

CCS 274
INTERMEDIATE VIDEO PRODUCTION: FIELD, STUDIO AND SKETCHBOOK
 Walid Ra'ad

CCS 289
THE PSYCHOLOGY OF THE HUMAN-COMPUTER INTERFACE
 Slavoljub Milekic

CCS 291
MULTIMEDIA LAB I
 Richard Muller

CCS 325
TRUTH AND MEANING
 Steven Weisler

CCS 334
TOPICS IN CULTURAL STUDIES: RACE AND GENDER IN POPULAR CULTURE
 Susan Douglas

CCS 336
INVENTION AND INNOVATION ON THE INTERNET
 Lori Scarlatos

CCS 350
COMPANION ANIMAL BEHAVIOR
 Raymond Coppinger

COURSE DESCRIPTIONS

APPLICATION PROCESS FOR COMMUNICATIONS STUDENTS

All Division II and III students wishing to work with communications faculty during the 1996-97 academic year must file their proposals (available in the School Office) with the faculty. Division II students must file by Tuesday, November 26 and Division III by Friday, October 11, 1996.

GEO 29211* ENVISIONING INFORMATION: THE POPULATION DILEMMA

Mark Feinstein/Lee Spector/University faculty

This course is designed for first- or second-year students who are interested in building confidence in their quantitative skills and who wish to explore visual ways to express and interpret quantitative information. To illustrate these concepts, the course revolves around the topic of visual and quantitative representations of growth and changes in human populations at scales ranging from local to global. It is a hands-on course to learn how to use computers for simple data base analyses, graphic representation, data manipulation, and honesty with data. Students also will be introduced to computer networks, the World Wide Web, the use of color, and the design of appropriate visualization schemes.

Each Wednesday afternoon class will begin with a lecture, and then move to hands-on workshops. All 15 students will be working at their own Mac/IBM computer, and there will be four faculty members and one teaching assistant contributing to the course and working with the students. The weekly lab exercises will be closely tied to the lectures, and students will have a unique opportunity for instant response on their progress in the lab. We want each student to come away from the lab sessions with firsthand experiences of applying the concepts and techniques that have been discussed that day. To take this course, previous knowledge of these topics is not required, but a commitment to learning is vital.

Class will meet Wednesday afternoons, 1:25 p.m.-4:00 p.m. at the University of Massachusetts Graduate Research Center, lowrise, A127. *Course does not fulfill the requirements for the two-course option. Hampshire students must register for this as a University course through the Five College interchange.

The faculty who are co-teaching this pilot course are Robert Hallock (Physics), Copper Giloth (Art), and Richard Wilkie (Geosciences/Geography) from the University of Massachusetts, and Mark Feinstein from Hampshire College. Sean Fitzgerald (Geosciences/Geography) will be the teaching assistant.

CCS 101

ETHIOLOGY I: ANIMAL BEHAVIOR

Raymond Coppinger

What is an animal doing when it "behaves?" Can animals be said to "think" or have "minds"? In this class—the first of a two-semester sequence of courses in ethology, the scientific study of the lives of animals—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 that may develop into a Division I examination in CCS or NS. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25.

Important note: Students who register in this course are strongly encouraged to plan to enroll in the spring semester in CCS 102, *Ethology II: Animal Cognition*, which explores the nature and evolution of mind and cognition in animals and the relationship between mind, brain and behavior.

CCS 109

COMPUTING CONCEPTS: CREATIVE MACHINES?

Lee Spector

This course is an introduction to computer science framed by the question, "Is it possible for a computer to be creative?" The core areas of computer science will be introduced, including algorithms, complexity, computability, programming languages, data structures, systems, and artificial intelligence. Each area will be examined with an eye toward the insights that it can provide about issues of computational creativity. Although class exercises will in some cases involve a small amount of programming, this will not be a programming-intensive course. Students wishing to concentrate in computer science may wish to supplement this course with a programming course or with independent study of a programming language. In particular, students wishing to take CCS 216 (Multimedia Data Structures and Algorithms) should acquire basic competence in the C programming language outside of class. No previous experience with computers or with programming is required. The class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25.

CCS 122p

DATeline: WASHINGTON, D.C.

James Miller

Much of the daily newspaper's front page and many of the big stories on television's evening news are devoted to events datelined Washington. This course will explore relations between the Washington press corps and federal officials. We will examine the routines of reporters that bring them into regular, even ritualized, contact with White House staff, members of Congress, executive officers, and others. We

will also investigate the elaborate public-relations machinery maintained by political figures that helps to ensure nearly continuous and, whenever possible, friendly news coverage. Our readings will include "insiders" articles from current periodicals and books like Hertsgaard's *On Bended Knee* and Hess's *The Washington Reporters*. We will analyze Washington news on television and in newspapers, view films and tapes on related issues, and perhaps visit with a guest. Students will write several short papers. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 20.

CCS 126

CRUISING THE NET: INTERCHANGES, REST STOPS, AND TRAFFIC COPS ON THE INFORMATION SUPER HIGHWAY

James Miller/Richard Muller

Somewhere between a mass medium and a new form of interpersonal communication, the Internet has in just a few years' time become a household word. Virtually no one predicted that millions of cybercitizens would sit before their personal computers and spend hours exchanging mostly text but increasingly graphics, audio and limited video with strangers scattered across the globe. Nor did anyone foresee that the biggest corporations would attempt to exploit the Net's World Wide Web for its commercial possibilities (the Jeep home page, for example) or that governments would quickly make available electronic versions of such public documents as drafts of federal legislation. This course will examine the brief history of the Internet and its origins, explore the range of services now available and assess the motivations behind them, analyze issues like cybercommunity and privacy, and introduce students to techniques for the construction of their own home pages. More advanced work on legal issues pertaining to the Internet and to interactive software development will continue in courses during the following semester. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 40.

CCS 127

INTRODUCTION TO PSYCHOLOGY OF READING

Stacy Birch

Most people would agree that the ability to read is a critically important skill, since in our society so much information is communicated in written form. What may be less obvious is that the ease with which reading is accomplished by most people is amazing: Reading is an enormously complex skill. The aim of this course is to explore how the process of reading occurs. We will consider how readers identify letters, recognize words, comprehend sentences, and build mental representations of discourse. Students will read and discuss studies in the field, will observe methods of research in reading, and will be encouraged to design a study of their own on a topic of interest. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 15.

CCS 131p

IMAGES OF WOMEN IN POPULAR CULTURE

Susan Douglas

This course will examine the representations of women in magazine ads, films, television, popular music and the news media from World War II to the present. Readings and class discussions will consider a variety of analytical approaches to

studying the representation of gender, and introduce students to feminist film criticism and cultural studies approaches to the mass media. Regular class participation and a series of short, analytical papers will be required. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 20.

CCS 133p
SYSTEMATIC STUDY OF ONE PHILOSOPHER'S WORK: DESCARTES

Meredith Michaels

This course will focus on what has been referred to as Descartes' "invention of the mind." During the first half of the semester, we will engage in a close reading of Descartes' *Meditations on First Philosophy* in order to understand what it is that Descartes invented. What is the "I" that allegedly exists just because it thinks? What sort of relation do the things "inside" the mind have to the things "outside" of it? Does each Cartesian mind have a unique relation to its own contents? What sort of body accompanies the Cartesian mind? During the second part of the semester, we will explore various critiques of and challenges to Cartesian epistemology made by contemporary philosophers and critical theorists. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 20.

CCS 135
VIDEO HISTORY

Norman Cowie

A critical survey of video art from the mid-1960s to the present. We will examine video's debut as a distinctive medium, its debt to other artistic practices, social movements and mass cultural forms, its diverse representational strategies, its contradictory relationship to institutions of power, its structures of funding and distribution, its contexts of production and reception, its technological dispersal in an age of multimedia, and its prospects in the twenty-first century. We will also examine various competing historical narratives that have accompanied video's growth and institutionalization. The course will be structured by screenings, discussions, readings and writings. Class will meet once a week for three hours. Enrollment is limited to 25.

CCS 138
ANCIENT PHILOSOPHY: PLATO'S THEORY OF KNOWLEDGE

Susan Hahn

This introductory course will concentrate on Plato's various theories of knowledge. We begin with the early Socratic dialogues, concentrating on questions such as, "What is Socratic's method of inquiry?" "What is Plato's criterion of knowledge?" Although Plato does not yet have a unified theory of knowledge worked out at this early stage, we will examine some recurring issues and *hints* of an early theory of forms. We begin with an analysis of the *Apology*, the *Euthyphro*, and the *Laches*, and other early dialogues. Then we'll look at some "middle-period" dialogues, where Plato puts forward a more mature, full-fledged philosophical theory. In particular, we'll look at the recollection arguments in the *Meno* and *Phaedo*, and *Republic*, books V-VII. Finally, if time permits, we'll look at some of the claims of Plato's late epistemology and the so-called, "unwritten doctrines."

Readings for the course are Plato's *Apology*, *Euthyphro*, *Laches*, *Meno*, *Phaedo*, *Republic*, and *Theatetus*. Several short papers and one long final paper are required. Class meets twice a week for one hour and twenty minutes. Enrollment is limited to 25.

CCS 140
VIDEO PRODUCTION I

Joan Braderman

This intensive course will introduce students to basic video production techniques for both location and studio work. In conjunction with technical mini courses offered by the Library staff, we will look at the production process piece by piece, giving attention to preproduction, fundraising, and distribution, as well as formal elements like color, light, sound, composition, camera movement, and editing techniques. We will look at tapes and films that are particularly relevant to each facet of our work to ground our discussions. No one form or style will be stressed, though much in-field work will be assigned. "Video art," new narrative, "documentary," compilation tapes, cable shows, and other forms of video practice will be considered. Students will work on projects and exercises in rotation crews throughout the term, as well as a final project. While occasional short writing assignments will be made, students will be primarily engaged in video production.

A background in film/video theory, history, or criticism is preferred for entry into the course. The class will meet twice a week for one hour and twenty minutes followed by a two-hour workshop. Enrollment is limited to 16. All interested students should come to the first class meeting for selection.

CCS/HA 141
MAKING IMAGES/READING IMAGES: AN INTRODUCTION

Joan Braderman/Jacqueline Hayden/Walid Ra'ad

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

Using a cultural studies approach, this course will consist of lectures, screenings, presentations and discussions. We will also do concrete visual production exercises in which we directly apply some of these theories. These will include collages, slide presentations, storyboards and performances. Students will be required to do substantial reading and to participate in classroom discussions and critiques. The lecture portion of the class will be 1:00 p.m. – 3:50 p.m. followed by three small discussion groups. Enrollment is limited to 45.

CCS 144

DEVELOPING THE MUSICAL EAR

Neil Stillings

Listeners learn to respond to the melodic, harmonic, and rhythmic patterns in music. Because they perform and create music, musicians develop a more systematic and explicit understanding of these same patterns. In this course we will study how listeners perceive the basic tonal and rhythmic features of Western music (classical, jazz, blues, rock, etc.), and we will try to become better musicians by using computerized ear-training software to learn to hear (and in some cases sing or play) scales, intervals, chords, chord sequences, rhythmic patterns, and melodies in terms of music theory. Class and laboratory time will be divided between working with computer-based music training software and studying the cognitive science literature on music perception and learning. The music-training work will be adjusted to the individual student's level of knowledge, from beginner to advanced. All students will collect and analyze data on their own music learning.

Students are encouraged to enroll simultaneously in HA 176: Music I. Music I offers a broader introduction to music. This course offers additional ear training and Division I work in cognitive science. Class will meet twice a week for one hour and twenty minutes. At least one hour per week of additional practice time in the laboratory, scheduled individually, is also required. Enrollment is limited to 20.

CCS 158

THEORIES OF DEVELOPMENTAL PSYCHOLOGY

Mary Jo Rattermann

As human beings we undergo tremendous changes during the course of our development; we begin as infants incapable of speech and develop into adults who engage in complex reasoning and social relationships, both of which are mediated by a wide range of cognitive skills and emotional states. How can this massive change from infancy to adulthood be explained? Some theories emphasize the acquisition of cognitive skills to account for development, while others emphasize social and emotional transformations. In this course we will examine major theoretical paradigms including the works of Piaget, Freud, Vygotsky, and social-learning theory, and their derivatives. Students will be responsible for the weekly readings, one class presentation, and several short papers. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 30.

CCS 159

DESIGNING COMPUTER APPLICATIONS

Lori Scarlatos

Have you ever struggled with a computer product and thought you could design something better? Perhaps you've noticed a need for a particular computer tool, or even invented a game or application that you think would be popular. If you've ever wondered what goes into the design of a computer application, here is a chance to find out.

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

The focus of this course will be computer-human interface design. Other topics covered will include software engineering, group dynamics, marketing, and the nature of innovation, invention, and creativity. Although this is an interdisciplinary course, requiring participants with a broad variety of skills and talents, students are expected to be sufficiently comfortable with computers to learn applications on their own. The class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 24. (Lemelson course)

CCS 166

INTRODUCTION TO CLASSICAL POLITICAL PHILOSOPHY

Nina Belmonte

This course offers an overview of the foundations of political thought through classic philosophical texts (supplemented with some literature and film). We will focus on how each of these texts and the political structures they put forth inevitably reflect certain key claims regarding the essence of the human individual. We will include in our studies an exploration of how these classical theories survive in contemporary political structures and what they consequently tell us about our understanding of ourselves.

Readings will include Plato's *Republic*; Aldous Huxley, *Brave New World*; Hobbes, *Leviathan*; Rousseau, *The Social Contract*; Machiavelli, *The Prince*, and perhaps some more contemporary thinkers, together with parts of the U.S. Constitution. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25.

CCS 168

INTRODUCTION TO LINGUISTICS

Steven Weisler/ Neil Stillings

Have you like noticed that language is like majorly changing? This grammatical sentence English language NOT! Fan-f***ing-tastic (but not fantast-f***ing-ic). And why do we need those ***, anyway? [[This Class] [will] [[introduce] [you] [to [these and [[many other] [linguistic mysteries.]]]]]] Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 40.

CCS/WP 183p

READING AND WRITING ABOUT WAR

David Kerr and Will Ryan

See description WP 183p.

CCS 185p

NEUROLINGUISTICS: ISSUES AND APPROACHES

Slavoljub Milekic

Neurolinguistics is one of the quickly growing interdisciplinary fields trying to bridge the gap between areas as different as psychology, linguistics and clinical neurology. Its main focus is the study of language-brain relationships. In this course, students will study development of the field from the focus on brain lesions in the late nineteenth century to modern brain-imaging techniques and computer models. The central questions of how language breaks down and how it is represented and processed in the brain will be illustrated by fascinating examples of individuals who can write but not read what they have written; those who can hear but not understand; those who have knowledge of grammar but cannot use

it. A variety of different approaches in explaining these phenomena will be contrasted using the actual findings of experimental studies. Throughout the course the students will practice pinpointing the main research questions and relevant arguments from the presented materials. The course will meet twice a week for one hour and twenty minutes. Enrollment is limited to 20.

**CCS 199
RESEARCH PRACTICUM**

Christopher Chase

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

Section A: Reading Research Laboratory (Christopher Chase)

In this section students will work on our dyslexia research program, involving either (1) a visual perceptual study of school-age children or (2) a study of reading and memory skills of dyslexic college students. More advanced students also may have the opportunity to work in the Lemelson EP laboratory, learning techniques for recording scalp electrical potentials that correspond to thought processes. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 10. (Lemelson course)

**CCS 235
TWENTIETH-CENTURY CONTINENTAL
PHILOSOPHY**

Susan Hahn

This course will introduce students to the influence of Nietzsche on Foucault. In the first part of the course, we will read works by Nietzsche, such as "On Truth and Lie in an Extramoral Sense," fragments of *Will to Power*, and *Genealogy of Morals*. The second part of the course will focus on the influence of Nietzsche's doctrines of perspectivism, will to power, and genealogical, historicist methods on Foucault. Readings include works by Foucault, such as "Nietzsche, Genealogy, History" and "Truth and Power," *Discipline and Punish*, and selections from *History of Sexuality*, vols. 1 and 2.

Each student taking the course will be expected to write two papers. Class participation is strongly emphasized. Class meets twice a week for one hour and twenty minutes. Enrollment is limited to 25.

**CCS 257
CULTURE AND HUMAN DEVELOPMENT**

Mary Jo Rattermann

The society in which we live plays a crucial role in shaping our development from childhood and on into adulthood. How society shapes our development is the focus of the sociocultural theory of psychology proposed by Lev Vygotsky. The organization of this course will be to introduce sociocultural theory through the writings of Vygotsky and his

colleagues, as well as through the work of modern psychologists examining the effects of culture on children's cognitive development. The focus of the class will then shift to discussing ways in which the sociocultural approach can be integrated into work done at the Division II and Division III level. For Division II students, the class will provide a framework around which to organize and structure the study of other cultures. For Division III students the class will provide practical guidelines for conducting cross-cultural research. This class is designed to be appropriate for students in many areas of the social sciences, and in particular, those studying developmental psychology, sociology, education and anthropology. Prerequisite for this class is completion of at least one of the following courses: CCS 150 The Development of The Infant, CCS 158 Theories of Developmental Psychology, CCS 256 Developmental Neuropsychology, or SS 127 Child Development in a Social Context. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 15.

**CCS 263
ARTIFICIAL INTELLIGENCE**

Lee Spector

Artificial intelligence (AI) is a branch of computer science concerned with the construction of computer systems that "think." This course is an introduction to the core ideas of AI through concrete, hands-on activity. We will learn the Lisp programming language (the language of choice in AI research) and we will use Lisp to build working AI systems. We will cover techniques for representing and manipulating knowledge in application areas such as the construction of action plans, the understanding of natural language interactions, and the use of computers in the arts. This course or its equivalent is a prerequisite for Advanced Topics in Artificial Intelligence; it may also be a prerequisite for other advanced courses on computational topics in the cognitive sciences.

Students will be evaluated on the basis of several small programming assignments and a final project. Prerequisite: any college-level course involving the significant use of any programming language. The class will meet three times a week for one hour and twenty minutes. Enrollment is limited to 25. (Lemelson course)

**CCS 274
INTERMEDIATE VIDEO PRODUCTION: FIELD,
STUDIO, AND SKETCHBOOK**

Walid Ra'ad

This will be an intensive workshop for all students who have had some experience in video and want to build their skills and their body of work. We will work on skill building in preproduction planning, postproduction in all editing suites, studio skills, camera and switcher, and location shooting. There will be some readings, some screenings, but primarily project-based work. All interested students please come to the first class in the TV studio in the Library; I will try to accommodate as many students as possible. The course will meet once a week for three hours. Enrollment is limited to 15.

CCS 289

THE PSYCHOLOGY OF THE HUMAN-COMPUTER INTERFACE

Slavoljub Milekic

We interact with computers almost daily. This interaction is sometimes so smooth that it is almost imperceptible, but more often it is a source of frustration. What are the factors in human-computer interaction that define the difference? We will try to answer this question from two perspectives. We will start with the human end of the equation and investigate the psychology and physiology of human perception and learning. We will then turn to the principles of human-computer interface design and investigate what makes some programs 'user-friendly' and some not.

Students will be expected to do a fair amount of reading from primary sources, give a class demonstration of their own interface ideas, and complete a final project/paper. The class will meet once a week for two hours and fifty minutes. Five hours of lab time will be scheduled during the course. If you don't have previous experience with computers and programming, you will need the instructor's permission to take the course. Enrollment is limited to 25.

CCS 291

MULTIMEDIA LAB I

Richard Muller

This course is part of an ongoing effort to provide a context for student project work in interactive media production. Students work in groups on a number of projects, and report back to the group as a whole for feedback and critique. There will also be a number of study groups on technical topics relevant to interactive media, and seminar-style discussions on matters of theoretical interest, as we all continue to figure out what this new medium is and what it's really good for. The emphasis will be on the completion of small projects and the design and implementation of prototypes for larger projects that might be completed for distribution and sale outside of the classroom. Most, but not all, of the projects we'll be working on will be determined in the late spring of 1996, so students should consult with the instructor for late details before registering.

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

CCS 325

TRUTH AND MEANING

Steven Weisler

This course provides an introduction to the theory of meaning for advanced students. We will explore topics such as ambiguity, intensionality, the nature of meaning and truth, and the relationship between psychology and meaning. We will work through *An Introduction to Montague Semantics* by Dowty, Wall, and Peters, and finish up by reading Montague's classic essay "The Proper Treatment of Quantification in Ordinary English." The course requires weekly problem sets and abundant class participation. Enrollment is by instructor permission on the basis of a prerequisite of a

course in philosophy, logic or linguistics. The class will meet once a week for two hours and fifty minutes. Enrollment is limited to 15.

CCS 334

TOPICS IN CULTURAL STUDIES: RACE AND GENDER IN POPULAR CULTURE

Susan Douglas

This is an advanced seminar for Division III and upper-level Division II students. Through a variety of readings and screenings, we will explore how masculinity and femininity have been represented in different forms of popular culture since the nineteenth century, and how social constructions of gender have been reinforced, subverted and altered by mass entertainments. We will also explore the dialectical (and often pathological) relationship between white culture and African American culture over this same time span. We will study minstrel shows and burlesque in the nineteenth century and selected episodes in the history of popular music, dance, radio, film and television in the twentieth century. Class will meet once a week for two hours and fifty minutes. Enrollment is limited to 20.

CCS 336

INVENTION AND INNOVATION ON THE INTERNET

Lori Scarlatos

This course is about starting a business based on the Internet. In the past couple of years, point and click Web browsers have produced a rapidly expanding user base that is hungry for Internet-based services. Innovations in security measures now make on-line commerce feasible. Meanwhile, recent development of interactive multimedia tools—such as Java, VRML, and RealAudio—make it possible to offer a wider variety of services. As a result, the Internet is ripe with opportunity.

In this course students will develop the skills and work with the tools to develop a Web-based business. We will study recent innovations in Web technology, and conduct feasibility and market studies to ensure the success of our business. All phases of development—including research, design, implementation, and maintenance—will be covered. The potential to continue on as Divisional work or independent study is great. Class will meet twice a week for one hour and twenty minutes. Enrollment is by instructor permission only. Enrollment is limited to 16. (Lemelson course)

CCS 350

COMPANION ANIMAL BEHAVIOR

Raymond Coppinger

This is an advanced animal behavior course that will explore the recent literature on companion animals. Companion animals are a large portion of our domestic economies and the laws regarding their care and treatment are changing rapidly. Many claim that companion animals add greatly to our well-being, but ways of measuring the benefits are difficult. Some have suggested that in modern times many of these animals have become parasites and compete with our children for available resources. Whatever the outcome of these discussions, it has to be agreed that companion animals have behaviors that are unique in nature, and it is worth exploring how such behavior evolved. Class will meet once a week for two hours and fifty minutes. Enrollment is limited to 10 by instructor permission.

SCHOOL OF HUMANITIES AND ARTS

CURRICULUM STATEMENT

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

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

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

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

COURSE LIST

HA 104
INTRODUCTION TO DRAWING
TBA

HA 106
SCULPTURE FOUNDATION
William Brayton

HA 109
INTRODUCTION TO WOODWORKING
Hannah Gittleman

HA 110
FILM/VIDEO WORKSHOP I
Bill Brand

HA 111
STILL PHOTOGRAPHY WORKSHOP I
TBA

HA 113*
MODERN DANCE I
Daphne Lowell

HA 119*
MIDDLE EASTERN GYPSY DANCE
Rebecca Nordstrom/Fleur Frascella/Marti Pomputius

HA/WP 120
READING AND WRITING
Deborah Gorlin/Nancy Sherman

HA 123p
PAGE TO STAGE
Ellen Donkin/Wayne Kramer/TBA

HA 126p
WOMEN'S LIVES, WOMEN'S STORIES
Susan Tracy

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

HA 135
EXPERIMENTS IN MODERN SHORT FICTION
Jeffrey Wallen

HA 138
RUSSIA: FILM/LITERATURE OF REVOLUTION
Joanna Hubbs

HA 139
EMERGENCE OF MODERNISM
Sura Levine

HA 140
LIFE STORIES: READING/WRITING
AUTOBIOGRAPHIES
Michael Lesy

HA/CCS 141
MAKING IMAGES/READING IMAGES: AN
INTRODUCTION
Jacqueline Hayden/Joan Braderman/Walid Ra'ad

HA 143*
COMPARATIVE CARIBBEAN DANCE
Yvonne Daniel

HA 153
DANCE AS AN ART FORM
 Rebecca Nordstrom

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

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

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

HA 176
MUSIC I: BASIC TONAL THEORY
 Margo S. Edwards

HA 190
MEMORY/LITERATURE/POWER IN LATIN AMERICA
 Norman Holland

HA 202
ADVANCED DRAWING
 William Brayton

HA/SS 206
PSYCHOLOGICAL DYNAMICS IN THEATRE
 Ellen Donkin/Patricia Romney

HA 207
**INTRODUCTION TO COMPARATIVE LITERATURE;
 GEOGRAPHY AND DESIRE**
 Norman Holland/Mary Russo

HA 208
INTRODUCTION TO PAINTING
 Judith Mann

HA 210
FILM/VIDEO WORKSHOP II
 Abraham Ravett

HA 211
STILL PHOTOGRAPHY WORKSHOP II
 Kane Stewart

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

HA 215*
MODERN DANCE III
 Rebecca Nordstrom

HA 219
ANCIENT GREEK DRAMA
 Robert Meagher

HA 224
POETICS AND THE READING OF POETRY
 Paul Jenkins

HA 233
TOLSTOI
 Joanna Hubbs

HA 234
INTRODUCTION TO SHORT STORY WRITING
 Lynne Hanley

HA 235
LITERARY NONFICTION: READING AND WRITING
 Michael Lesy

HA 239
JAZZ PERFORMANCE SEMINAR
 Yusef Lateef

HA 241
THE FIRST WOMAN
 Robert Meagher

HA 245
INNOVATIONS IN EVERYDAY THINGS
 Hannah Gittleman

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

HA 249
WRITING WORKSHOP
 Nina Payne

HA 250
INTERMEDIATE POETRY WRITING
 Paul Jenkins

HA 253
INTERMEDIATE PAINTING
 Judith Mann

HA 258
COLONIALISM AND THE VISUAL ARTS
 Sura Levine

HA 263
FILM/VIDEO PROJECTS IN THE COMMUNITY
 Bill Brand

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

HA 284
RELIGION AND LITERATURE IN AMERICA
 Alan Hodder

HA 288
SHAKESPEARE AND WOOLF
 L. Brown Kennedy

HA 290 A/B*
COMPUTER MUSIC
 Daniel Warner

HIA 293
DESIGN RESPONSE II
 Wayne Kramer

HIA 305
ADVANCED PAINTING
 TBA

HIA 313
PHOTOGRAPHY III
 Jacqueline Hayden

HIA 314
FILM/VIDEO WORKSHOP III: MUSIC VIDEO AND PSA
 Abraham Ravett

HIA 315
CRITICAL THEORY SEMINAR: CONTEMPORARY FEMINIST THEORY
 Mary Russo

HIA 334
TUTORIALS IN COMPOSITION AND THEORY
 Margo S. Edwards

HIA 356
TOPICS IN AMERICAN STUDIES
 TBA

HIA 377
SOURCES OF CREATIVITY
 Daphne Lowell

NOTE for 1996 fall courses: The Film/Photography faculty would like students to engage in **ONE COLLEGE LEVEL** critical issues course (film, photography, video, art history, or visual literacy oriented*) prior to taking Film/Video Workshop I or Still Photography Workshop I.

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

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

COURSE DESCRIPTIONS

APPLICATION PROCESS FOR FILM AND PHOTOGRAPHY

All Division II and III students wishing to work with Film/Photography faculty during the 1996-97 academic year

must file their proposals (available from the film and photography facilities director, Kane Stewart) with the faculty by Tuesday, November 26, for Division II students and by Friday, October 11, 1996, for Division III students.

APPLICATION PROCESS FOR CREATIVE WRITING AND THEATRE

Students who wish to have a member of the creative writing faculty or theatre faculty on their Division II or Division III committees must participate in an application process which will occur at the beginning of each semester. Instructions and application forms are available in the Humanities and Arts office. The deadlines for submission of portfolios for fall 1996 will be Tuesday, November 26, for Division II and Friday, October 11 for Division III students. Portfolios will be reviewed and assigned by the creative writing faculty, as a whole, for writing concentrators and the theatre faculty, as a whole, for theatre concentrators. Assignments for creative writing committees will be posted on the bulletin board next to EDH 16 within one week. Assignments for theatre committees will be posted on the door of the theatre offices within one week.

HIA 104
INTRODUCTION TO DRAWING
 TBA

This course will require that students gain a familiarity with drawing as a tool in the investigation of form and light. Perceptual skills will be honed through a compounding series of assignments designed to develop critical looking. A wide spectrum of materials will be employed in the representation of subjects to include landscape, still-life, and the figure. A grounding in art history and language will be developed through critiques and independent research. Course materials cost \$50 to \$75. Please note: most high school classes and/or independent work do not involve such extensive amounts of time to develop ideas and competence. It is expected that those interested in studying art here would benefit from an introductory drawing course.

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

HIA 106
SCULPTURE FOUNDATION
 William Brayton

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

Class will meet twice a week for two hours and twenty minutes. Introduction to Drawing I is a prerequisite. Enrollment is limited to 15.

**HA 109
INTRODUCTION TO WOODWORKING**

Hannah Gittleman

Over the course of the semester students will learn about wood as a material, how to use and sharpen hand tools, and how to safely use woodshop machinery. Basic joinery techniques will also be covered, as well as the necessary steps involved in designing and building a piece of furniture. Each student will be expected to produce several short-term pieces, and to do a research project on a contemporary furniture maker. Through in-class discussions and critiques, students should become comfortable discussing their own work, as well as the work of others. Students should expect to work several hours each week outside of class time in order to complete their assignments. No previous experience in the visual arts is necessary.

Enrollment is limited to 10. The class will meet in the Art Barn twice a week for two hours and twenty minutes. There is a \$75 lab fee to cover the cost of machine maintenance and materials used in the course.

**HA 110
FILM/VIDEO WORKSHOP I**

Bill Brand

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

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

**HA 111
STILL PHOTOGRAPHY WORKSHOP I**

TBA

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

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

**HA 113*
MODERN DANCE I**

Daphne Lowell

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

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

**HA 119*
MIDDLE EASTERN GYPSY DANCE**

Rebecca Nordstrom/Fleur Frascella/Marti Pomputius†

Middle Eastern Gypsy dance focuses on the isolation of the pelvis, ribcage, and belly. It is an improvisational interactive dance which was originally designed as a preparation for pregnancy. Since the third century A.D., this dance has been a ritual and rite of passage among Eastern Gypsy women. We will be teaching the fundamental steps as well as encouraging each dancer to develop his or her individual style. Primarily this will be a movement class. However, in an attempt to counter Western misperceptions about the dance, we will also include instruction on the history of the dance through required readings. This is an introductory-level class, limited to 25 students. All experience levels and body types welcome!

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

†Division III students.

**HA/WP 120
READING AND WRITING**

Deborah Gorlin/Nancy Sherman

See description WP 120.

**HA 123p
PAGE TO STAGE**

Ellen Donkin/Wayne Kramer/TBA

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

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

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

Susan Tracy

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

Students will write several short papers and will have the option to write a research paper suitable for consideration as a Division I exam. Reading, writing, and research skills will be emphasized. Class will meet twice a week for one hour and twenty minutes.

HA/SS/NS/WP 129

WOMEN'S BODIES/WOMEN'S LIVES

Margaret Cerullo/Lynne Hanley/Ann McNeal/Ellie Siegel

An introduction to feminist studies, this course explores the representation of the female body from the perspectives of three schools. Beginning with literary representations of the female body, the course goes on to look at scientific views of female biology, the social history of the female body and struggles around its control, and differences in cultural attitudes towards the bodies of white women and women of color.

The course is team-taught by faculty members from each of the three schools. Class meets twice a week, once as a group for one hour and twenty minutes and a second time for one hour and twenty minutes in smaller sections. To receive a written evaluation, students are required to come to class, complete the assigned reading, and submit a portfolio at the end of the semester containing all the assigned writing (four short papers and a ten-page final essay) and a self-evaluation. Students should not expect to complete an NS Division I examination in this course. Enrollment is limited to 60.

HIA 135

EXPERIMENTS IN MODERN SHORT FICTION

Jeffrey Wallen

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

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

HIA 138

RUSSIA: FILM/LITERATURE OF REVOLUTION

Joanna Hubbs

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

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

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

HA 139

EMERGENCE OF MODERNISM

Sura Levine

This course will focus on several European artistic movements that formed a bridge between the naturalist tendencies of late nineteenth-century art and the development of abstraction in the early twentieth century. Beginning with the Impressionists (Monet, Renoir, Degas) and ending with Cubism (Picasso, Braque, Gris), this course will examine the stylistic, thematic, and philosophical bases of each movement as a means of developing a vocabulary and analytical skills for the discussion of visual representation. Documents from the period along with recent criticism will introduce students to various art historical "positions." Students will be expected to give presentations on objects in local museums and to write several papers. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25.

HIA 140

LIFE STORIES: READING AND WRITING AUTOBIOGRAPHIES

Michael Lesy

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

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

Works to be read will range from Wideman's *Brothers and Keepers* to Kaysen's *Girl Interrupted*. Students will be asked to construct at least seven short and three long autobiographical narratives during the course of the semester. One class per week will be devoted to students reading their work to each other for critique. Well-read mastery of assigned texts will be required. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 15 with permission of the instructor required.

HA/CCS 141

MAKING IMAGES/READING IMAGES: AN INTRODUCTION

Jacqueline Hayden/Joan Braderman/Walid Ra'ad

See description CCS 141.

HIA 143*

COMPARATIVE CARIBBEAN DANCE

Yvonne Daniel

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

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

HA 153

DANCE AS AN ART FORM

Rebecca Nordstrom

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

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

HA 157

THE LITERATURE OF RELIGIOUS AWAKENING

Alan Hodder/Robert Meagher

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

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

HA 159

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

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

HA 160p

SOUTHERN WRITERS: SENSE OF PLACE?

L. Brown Kennedy

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

How does a literature seminar define itself? Often, the teacher selects a reading list with some unity of historical period, genre, or theme in mind and the texts then are read principally to exemplify this assumption. Obviously, the act of selecting a group of authors, as I have done, implies a point of view. But the goal of the seminar will not be to test whether my conclusions about these writers are accurate, but rather to learn how an approach to a body of literary work can be evolved inductively.

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

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

HA 176

MUSIC I: BASIC TONAL THEORY

Margo Edwards

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

Class will meet twice a week for one hour and twenty minutes. Prerequisite: ability to read music. Enrollment is limited to 25.

HA 190

MEMORY/LITERATURE/POWER IN LATIN AMERICA

Norman Holland

This course explores the intersection of memory and the institutions of literature and power in reference to Latin American history and culture. Latin American writings are an

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

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

**11A 202
ADVANCED DRAWING**
William Brayton

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

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

**11A/SS 206
PSYCHOLOGICAL DYNAMICS IN THEATRE**
Ellen Donkin/Patricia Romney

This course is designed both for students of psychology and students of drama. Black studies students and feminist studies students are particularly encouraged to enroll. Psychology students will have an opportunity to examine the ways in which certain psychological phenomena manifest themselves in dramatic character and dramatic structure. Theatre students, especially directors, designers, and actors, will have a chance to rethink their approach both to dramatic texts and to theatre as an activity.

The course will explore psychoanalytic ideas and family systems theory, particularly as they relate to issues of voice, language, and narrative. Several African American plays and plays by women will be read, including Guare's *Six Degrees of Separation*, Wilson, *Fences*, Norman's *Night Mother* and Ralman, *Unfinished Women Cry in NoMan's Land While a Bird Dies in a Gilded Cage*. There will also be films and one live theatre production, and some dramatic readings in class.

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

**11A 207
INTRODUCTION TO COMPARATIVE LITERATURE:
GEOGRAPHY AND DESIRE**
Norman Holland/Mary Russo

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

This semester we will examine the ways in which imaginary spatial relations shape a culture's sense of the "world" as a geopolitical and a psychic reality. Topics will include the divide between the country and the city, literature

as travel and as cultural tourism, and the function of "natural" and man-made architectures in the formation of individual and collective identities.

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

This course is recommended for all students intending to do upper-division work in literature and cultural studies. The course will meet twice a week for one hour and twenty minutes. Enrollment is limited to 35.

**11A 208
INTRODUCTION TO PAINTING**
Judith Mann

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

**11A 210
FILM/VIDEO WORKSHOP II**
Abraham Ravett

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

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

The class will meet once a week for two hours and fifty minutes. Enrollment is limited to 15 by permission of the instructor. In general, Film/Video Workshop I will be considered a prerequisite. (Lemelson course)

**11A 211
STILL PHOTOGRAPHY WORKSHOP II**
Kane Stewart

This class is a forum in which students can develop their creative vision in photography, their knowledge of the

aesthetic and social context of the photographs, and their technical skills. Each student will generate independent work; emphasis will be on working on a series of photographs.

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

HA/SS 213
CONTROVERSIES IN UNITED STATES ECONOMIC AND SOCIAL HISTORY

Laurie Nisonoff/Susan Tracy

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

HA 215*
MODERN DANCE III

Rebecca Nordstrom

This course will be a laboratory exploring the movement capacities of the human body as selected for aesthetic and expressive purposes. Class work will be geared to refining the perception of movement, learning how to move safely, developing the ability to move with more ease 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. This is considered a half course, geared to the low intermediate level, and cannot be used as one-half of a Division I.

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

HA 219
ANCIENT GREEK DRAMA

Robert Meagher

An introduction to the dramatic traditions and texts of classical Athenian theatre, tragedy and comedy. Selected tragedies by Aeschylus, Sophocles, and Euripides, as well as comedies by Aristophanes, will be considered in depth. Particular consideration will be given to the production, ancient and modern, of classical Greek plays.

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

HA 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 contemporary poets try to shape it. Poets will range from Adrienne Rich and Gerald Stern to Frank O'Hara and Elizabeth Bishop.

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

HA 233
TOLSTOI
 Joanna Hubbs

In *What is Art?* Tolstói 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 Tolstói 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 Tolstói's attitude to the church, the state, political parties, and the "woman question." However, our reading of Tolstói's novels and short stories will focus on his theories about art, specifically about its "infective" nature.

The class will meet once a week for two hours and fifty minutes. Enrollment is limited to 15. Prerequisite: some background in modern French or Russian history or literature.

HA 234
INTRODUCTION TO SHORT STORY WRITING
 Lynne Hanley

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

Students will write every week in and out of class, and writing assignments will be accompanied by reading assignments in which the specific aspect of fiction we are exploring is handled particularly imaginatively. Students should be prepared to share their work with the class and to respond constructively to the work of their classmates.

Class will meet once a week for two hours and fifty minutes. Enrollment is limited to 15. Preference will be given to second-year students who have not yet had the opportunity to take a fiction-writing workshop. Instructor permission required.

HA 235
LITERARY NONFICTION: READING AND WRITING
 Michael Lesy

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

immersion with investigation, literary journalism tries to reproduce the complex surface and depths of the real world.

Students enrolled in this course will read a variety of examples of the genre 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 twenty minutes. Enrollment is limited to 15; permission of the instructor is required. (Lemelson course)

HA 239

JAZZ PERFORMANCE SEMINAR

Yusef Lateef

Professor Lateef will conduct a performance seminar in jazz improvisation in a small-group setting. This course will deal with tonal, atonal, and free-form methods of improvisation. Subjects to be discussed will include the 7th scale and its components, modal improvisation, nuances, the soul as it relates to musical expression, form emotion (thinking and feeling), and the individual's unique sense of rhythm. Students will be expected to complete weekly assignments.

Class will meet once a week for two-and-one-half hours. Prerequisite: HA 175 and HA 265 or equivalent Five College music courses. Admission is by instructor permission. Enrollment is limited to 24.

HA 241

THE FIRST WOMAN

Robert Meagher

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

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

This course will inquire into, consider, and compare several of the earliest images and ideas of woman, as found in ancient texts and artifacts. The aim will be to follow the story of woman in the ancient Mediterranean and Near East from its prehistoric roots to its fateful fruition in Greek myth and the Hebrew Bible. Needless to say, the story of woman is inseparable from the story of man, one man with many names—Dumuzi, Epimetheus, Paris, Adam—whose faces we see still next to us or in the mirror. The class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25.

HIA 245

INNOVATIONS IN EVERYDAY THINGS

Hannah Gittleman

In this course students will be rethinking some objects that are used on a daily basis, such as those objects that supply light, support, containment, or diversion. Emphasis will be placed on innovation, and students will be encouraged to examine their preconceptions about such objects. Wood will be one of the materials used, but students may introduce other materials as appropriate. Demos on power and hand tools, some basic woodworking techniques, and methods of joinery will be given. A small research project or paper may be required.

Enrollment is limited to 15. Class will meet twice a week for two-and-one-half hours. There is a \$60 lab fee that will cover the cost of some materials, but students will be expected to supply some materials as their needs become more diverse. Prerequisite: at least one college-level drawing course and at least one college-level three-dimensionally oriented course, such as sculpture or three-dimensional design.

HA 246

THE POWER OF THE NOVEL: EVIL, SPECULATION, AND ADULTERY IN NINETEENTH-CENTURY FICTION

Jeffrey Wallen

In the nineteenth century, the novel became the dominant literary form. In this class, we will look at forms of power within the novel, and also examine the power of the novel in society. In particular, we will explore forms of excess and desire: the revolt of "evil" against "good" amidst the seemingly tranquil English moors, the mania of speculation in the modern metropolis, and the transgressive violence of erotic desire against the conventions of bourgeois society. Readings will include works by Emily Brönte, Honore de Balzac, Charles Dickens, Gustave Flaubert, George Eliot (Mary Anne Evans), Emile Zola, and Joseph Conrad.

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

HIA 249

WRITING WORKSHOP

Nina Payne

This class is designed for Division II students who would like the structure, the companionship, and the rigor of a writing workshop. Weekly assignments (and some in-class exercises) will develop in the direction of self-generated work by the middle of the semester. Class time will be spent in the discussion of works-in-progress, including sketches and early drafts as well as more polished revisions, with an emphasis on the changes that occur as the work moves from one stage to the other. There will be additional readings from a variety of sources.

Class will meet once a week for two-and-one-half hours. Preference for admission will be given to Division II students whose concentration includes a creative writing component. Enrollment is limited to 15. Should the class be overenrolled, the choice of participants will be made by the end of the first week of classes.

HA 250
INTERMEDIATE POETRY WRITING

Paul Jenkins

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

HA 253
INTERMEDIATE PAINTING

Judith Mann

Students will work on drawings and canvases that allow for the exploration of scale, surface, color, and space. Assignments will include the figure, still life, and collaborative projects based on interpreting important works of the twentieth century. Canvases will average three feet to four feet square, and painting and drawing supplies may total \$400 for the term. Through critique, readings, and student presentations, we will develop a vocabulary for analyzing and producing informed painting. The class will meet twice a week with considerable time devoted to critique.

Students will be expected to attend each class, participate in critiques, build stretchers or prepare materials, and complete research as required. Three absences are the maximum allowed. At the end of the term each student will submit all work for evaluation, and incompletes will be granted only in exceptional circumstances.

Note: All students must have completed Drawing I and Painting I, and bring course evaluations, grades, or academic histories with them to the first class. Figure drawing experience a help but not necessary.

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

HA 258
COLONIALISM AND THE VISUAL ARTS

Sura Levine

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

To receive an evaluation, students must do the assigned readings, attend film screenings and special lectures, and complete written assignments and a class presentation. Class will meet once a week for two hours and fifty minutes. Prerequisite for this course is a background in art history and/or cultural studies. Enrollment is limited to 20.

HA 263
FILM/VIDEO PROJECTS IN THE COMMUNITY

Bill Brand

This is an ongoing activity that will be offered in both terms of the 1996-97 academic year. The focus will be the production of a small number of film/video productions working with or for a client from outside the Hampshire community. Students collectively and individually will be involved in all aspects of the production process including project development, fundraising, proposal and treatment writing, production scheduling, budgeting, shooting, editing, and postproduction finishing. All members of the group will meet together weekly for three hours, but a much higher and more flexible commitment of time is required. These are real-world productions with firm deadlines and client expectations.

The course is open to students with either an intermediate level of Film/Video experience (Film/Video II) or significant background in another field and a concrete interest in applying these skills to film/video productions. These fields might include nonfiction writing, political science research, history, anthropology, economics, business and marketing.

Along with the production work, students will read and discuss current literature related to the problematics of representation, questions related to personal and social meaning, and other issues raised by the subject of the productions. All students will be expected to read, talk, and write about these issues.

This is a project of the MacArthur Chair. Enrollment is limited to 8; instructor permission is required. Class will meet twice a week for one hour and twenty minutes.

HA 281
MUSIC III: ADVANCED TONAL AND POST-TONAL MUSIC SYSTEMS

Daniel Warner

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

Class will meet twice a week for one hour and twenty minutes. Prerequisite: HA 265 or equivalent theory course. Enrollment is limited to 25.

HA 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 religious preoccupations in recent ethnic literatures illustrates. This course examines the literary expressions of North America's changing religious landscape, from Colonial times to the contemporary period. What do the writings of Puritans and Native Americans, Yankee men and southern women, Quakers and Transcendentalists, slaves and ex-slaves, Catholics and Jews 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 twenty minutes. Enrollment is limited to 25.

HA 288 SHAKESPEARE AND WOOLF

L. Brown Kennedy

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

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

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

The class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 24.

HA 290A/B* COMPUTER MUSIC

Daniel Warner

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

Class will meet twice a week for one hour and twenty minutes. Enrollment in section A is limited to 15 students. Enrollment in section B is limited to five; permission of the instructor is required. (Lemelson course)

HA 293 DESIGN RESPONSE II

Wayne Kramer

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

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

This course will meet twice a week for one hour and twenty minutes and is recommended for theatre concentrators. Enrollment is limited to 15.

HA 305 ADVANCED PAINTING TBA

This course will emphasize studio work and dialogue around individual interests. It will be augmented with group discussion and slide presentations. Additional emphasis will be placed on color-painting techniques and materials and their relationship to expression.

Class will meet once a week for five hours. Enrollment is limited to 15; permission of the instructor is required.

HA 313 PHOTOGRAPHY III Jacqueline Hayden

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

The chief focus of this class will concern the origination and destination of the photographic process (from idea to print) as practiced by individuals. With this viewpoint set as the steering component of the class, we will be dissecting, discussing, shaping, and reshaping how inspiration forms the basis for making photographic images and how best to use the materials common to photography in the pursuit of image making. Students are expected to work on current images and be willing to listen to and offer feedback within the class setting.

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

HIA 314

FILM/VIDEO WORKSHOP III: MUSIC VIDEO AND PSA

Abraham Ravett

Utilizing the public service announcement (PSA) and music video formats as our blueprint, the class will work collaboratively to explore and develop these two contemporary image-making methodologies. Prior experience in film and/or video production is essential. Postproduction will include a combination of digitally based, nonlinear editing experiences. Prior to enrollment, students are asked to gather a collection of PSAs and music videos, which will serve as the foundation for our detailed analysis of each form. Class will meet once a week for two hours and fifty minutes. Enrollment is limited to 15; permission of the instructor is required.

HIA 315

CRITICAL THEORY SEMINAR: CONTEMPORARY FEMINIST THEORY

Mary Russo

This advanced seminar will focus on some of the significant challenges posed by and to feminism in the 1990s.

Many of the philosophical divides and differences that characterize an earlier era of feminism have intensified or re-emerged in new contexts and in new configurations. Recent debates about identity establish an unsettled but productive terrain on which to explore the crisis of feminism in relation to contemporary culture. A major purpose of this course is to assess the usefulness of certain categorical frames in the interest of moving feminism and its allied fields and projects forward. In particular, we will be concerned with interrogating the founding concept of gender itself.

Enrollment is limited to 20; permission of the instructor is required. Students are expected to have a significant background in feminist and/or critical theory. Class will meet once a week for two hours and fifty minutes.

HIA 334

TUTORIALS IN MUSIC COMPOSITION AND THEORY

Margo S. Edwards

Individual and small-group instruction in composition and theory designed for advanced music concentrators engaged in Division II and III projects. Enrollment is limited to ten. Class will meet once a week for two hours and fifty minutes. Prerequisite: Music IV or equivalent Five College course.

HIA 356

TOPICS IN AMERICAN STUDIES

TBA

Topics in American Studies is a seminar/workshop designed to bring Division II and Division III concentrators in American Studies into a setting where they can discuss and share their own projects and courses of study. Additionally, we schedule visitors, professionals in the field, to talk to us, and to place their own work as teachers and writers in the context of "studying American culture."

A more complete description will be available when the instructor is selected.

HA 377

SOURCES OF CREATIVITY

Daphne Lowell

The goals of this course are to increase one's access to artistic source motivations, to deepen and enrich the power and authenticity of one's art work and to increase the fluidity of one's creative process. Using movement as the basic mode, we will explore the act of creating in nonverbal media and reflect on the process. Some of the issues to be addressed include the nature and origins of the desire to create; the reasons one creates; the relationships between initial impulse and final form; themes that emerge; the effect of different materials on the process and product; modes of access to the beginning of the creative process; the roles that perception, experience, and values play.

Creative work will be done both in and out of class, and there will be assigned readings and a term paper. Class attendance is mandatory.

Prerequisites: 1. previous experience creating or performing art works in one or more of the nonverbal modes; 2. previous study of art literature strongly encouraged; 3. some experience in dance or other movement discipline; 4. interest and ability to work in depth alone and in cooperation with other students in the class.

Class size is limited to 12 by interview with the instructor and will meet three times a week for one hour and twenty minutes.

HAMPSHIRE COLLEGE CHORUS

Ann Kearns, Director

For its November Family and Friends Concert, the Chorus will sing Bach cantatas BWV1 and 161, with professional orchestra and soloists; in December we will sing "Canticle of the Sun", by Smith College professor Ronald Perera and "Navidad Nuestra" by Ariel Ramirez.

Rehearsals are Monday and Wednesday, 4:00 p.m. - 6:00 p.m. Enrollment is by short, painless audition. Sign up at the Chorus Office in the Music and Dance Building. Faculty and staff are welcome!

THEATRE BOARD

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

SCHOOL OF NATURAL SCIENCE

CURRICULUM STATEMENT

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

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

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

Courses at the 200-level are usually intensive surveys designed to introduce students to the traditional scientific disciplines. Courses such as cell biology, biochemistry, ecology, physiology, physics, general chemistry, calculus, and organic chemistry are broad foundational courses intended to give Division II students the technical skills necessary to do their advanced work.

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

COURSE LIST

NS 102
PHYSICS I
Frederick Wirth

NS 104
OPTICS AND HOLOGRAPHY
Frederick Wirth

NS 107
EVOLUTION OF THE EARTH
John Reid

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

NS 122p
HOW PEOPLE MOVE
Ann McNeal

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

NS 143
WHOSE WOODS ARE THESE?: FORESTS AND FORESTRY IN NEW ENGLAND
Lawrence J. Winship

NS 150
AGRICULTURE, ECOLOGY AND SOCIETY
Brian Schultz/other Hampshire faculty

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

NS 167
THE STRUCTURE OF RANDOMNESS
Kenneth Hoffman

NS 176
HIGH ANXIETY—THE SCIENCE AND POLITICS OF RADIOACTIVITY
Allan S. Krass

NS 180
AQUATIC ECOLOGY
Charlene D'Avanzo

NS 195
POLLUTION AND OUR ENVIRONMENT
Dula Amarasiriwardena

NS 198p
EVER SINCE DARWIN
Lynn Miller

NS 202
CHEMISTRY I
Dula Amarasiriwardena

NS 204
PHYSICS III
Frederick Wirth

NS 212
INTRODUCTION TO ORGANIC CHEMISTRY
Nancy Lowry

NS 218
PLANT BIOLOGY
Lawrence J. Winship

NS 236
MY COUNTRY RIGHT OR WRONG: HIROSHIMA AND VIETNAM
Allan S. Krass

NS 246
TEACHING SCIENCE IN MIDDLE SCHOOL
Merle Bruno

NS 260
CALCULUS I
David Kelly

NS 264
MICROBIOLOGY
Christopher Jarvis

NS 266
LIMNOLOGY
Charlene D'Avanzo/John Reid

NS 296
LANDSCAPE AND NARRATIVE
Lauret Savoy

NS 316
LINEAR ALGEBRA AND ITS APPLICATIONS
Kenneth Hoffman

NS 324
ADVANCED CALCULUS
David Kelly

NS 392i
NATURAL SCIENCE INTEGRATIVE SEMINAR
Nancy Lowry

COURSE DESCRIPTIONS

NS 102, 103, 204
PHYSICS SEQUENCE
Frederick Wirth

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

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

sets, laboratory work, computer modeling, and library research. Topics and modules are divided as follows:

NS 102 PHYSICS I: (FALL SEMESTER)
-kinematics and dynamics

-harmonic motion and waves
-thermodynamics and kinetic theory

NS 103 PHYSICS II: (SPRING SEMESTER)

-thermodynamics and heat transfer
-electromagnetic fields
-wave motion

NS 204 PHYSICS III: (FALL SEMESTER, AS NEEDED)

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

Class will meet for twice a week for one hour and twenty minutes with an additional three-hour session for laboratory and independent work. Enrollment is limited to 25. We recommend students take calculus when they begin this sequence, if they have not already done so.

NS 104
OPTICS AND HOLOGRAPHY
Frederick Wirth

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

Class will meet twice a week for one hour and twenty 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. (Lemelson course)

NS 107
EVOLUTION OF THE EARTH
John Reid

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

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

NS 121p

HUMAN BIOLOGY: SELECTED TOPICS IN MEDICINE

Merle Bruno/Christopher Jarvis

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

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

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

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

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 will be the invention and construction of devices to aid people who suffer from carpal tunnel syndrome. (Lemelson course)

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.

NS/HIA/SS/WP 129

WOMEN'S BODIES/WOMEN'S LIVES

Ann McNeal/Lynn Hanley/Margaret Cerullo/Elle Siegel

See description HIA 129

NS 143

WHOSE WOODS ARE THESE?: FORESTS AND FORESTRY IN NEW ENGLAND

Lawrence J. Winslip

By 1850 New England farmers and loggers had removed all of the trees from 80 percent of the land, creating farms,

lumber, charcoal and potash. The woods have now regrown, but are these the "same" woods? Has human activity permanently changed the ecology of New England forests? Can there be sustainable use of the new trees? How can we assess forest change? In this course we will use field trips, readings, guest lectures, and projects to explore the history and science of forest ecology and timber use in New England. We will learn to identify trees and woods and the "best" use of certain woods. We will try to look at our forests from as many perspectives as possible, searching for "old growth" as well as for "rocket pines" to build our own timber frame.

We will meet twice a week to discuss readings and plan projects and once per week to take field trips and work on research projects. We will try to be out in the woods as much as possible. Division I projects will be encouraged. Enrollment is limited to 15.

NS 150

AGRICULTURE, ECOLOGY AND SOCIETY

Brian Schultz/other Hampshire faculty

Modern U.S. agriculture appears to be a technological miracle, allowing a small fraction of our people to feed millions. Yet each day the news brings us more contradictions: hunger and malnutrition amidst plenty; foods that carry lethal bacteria or insidious toxins; whole towns washed away in one state while crops dry up and blow away in others; family farms lost to banks, corporations, and housing developments. Are we headed in the right direction, and, if not, how can we find another path? In this course Hampshire faculty from the natural sciences and other disciplines will examine from many perspectives the continuing agricultural revolution and the dynamic interrelationships among agriculture, ecology, and society. We will draw on both global and local resources, including the Hampshire College Farm, and innovative programs linking local farmers to the Five Colleges.

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

NS 153p

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

Lynn Miller

Did you ever wonder why Jewish grandmothers who make gefilte fish from Norwegian sturgeon so frequently are parasitized by tapeworms? Maybe not, but who gets parasitized, when, and by what is highly significant to understanding the history of humankind. In this seminar we will read and think about the failure of modern (Western) medicine to eliminate most of the tropical diseases of *Homo sapiens*. We will read Desowitz's book (given as course title) and articles from the primary medical literature.

Each student, for an evaluation, must write three essays and give one seminar on the social and medical aspects of one of these diseases (malaria, schistosomiasis, trypanosomiasis, kala-azar, Guinea worm, etc.) focusing on the disease in one particular tropical or subtropical country. Students who finish their essays and class presentation on time usually can complete an NS Division I exam by the end of the term or early in the next term. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 20.

NS 167

THE STRUCTURE OF RANDOMNESS

Kenneth Hoffman

Many events, like developing cancer or winning the lottery, are apparently random when considered individually, but often possess a great deal of predictability when studied collectively. The elaboration of this insight is one of the most far-reaching developments of this century, an understanding of which is arguably essential for anyone trying to make sense of the data and choices thrown at us daily. In this course we will develop the idea of stochastic (i.e., random) models for thinking about a wide range of phenomena. We will then use this idea to look at questions of risk assessment and decision making with incomplete information. What does it mean to probably know something? How can we assess the relative risk of being in a traffic accident vs. developing cancer from pesticide-tainted food? While a sophisticated understanding of the concepts of this course is essential to the statistical view of the world, this is not primarily a statistics course. It is designed for all students, regardless of field of interest.

Computers will be used throughout the course, but no prior experience is assumed. Class will meet three times a week for one hour and twenty minutes. Enrollment is limited to 25.

NS 176

HIGH ANXIETY—THE SCIENCE AND POLITICS OF RADIOACTIVITY

Allan S. Krass

Radioactivity was discovered 100 years ago and has been perceived ever since then with a combination of hope (cheap energy, cures for cancer), and fear (Hiroshima, Chernobyl, radon in the basement). This course will look at four aspects of radioactivity: its physics, which exemplifies the most mysterious features of quantum mechanics and relativity; its biology, which covers a spectrum from molecular biology to epidemiology; its psychology, which provides insights into how people perceive risk; and its politics, which shows how government, industry, and the scientific community behave under pressure. The course cannot go deeply into any of these subjects, but it will provide the foundations for further research toward an NS, SS or CCS Division I project.

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

NS 180

AQUATIC ECOLOGY

Charlene D'Avanzo

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

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

NS 195

POLLUTION AND OUR ENVIRONMENT

Dula Amarasiwardena

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

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

NS 198p

EVER SINCE DARWIN

Lynn Miller

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

In the last few years a number of authors have attempted to reduce human history to genetic principles or biologically fixed sexual differences in human behavior that keep men and women in separate groups. These simplistic arguments were invented more than 100 years ago by those who misread or misinterpreted Darwin's ideas. To think about these arguments, we will read and discuss a small sample of the literature of the past 120 years on the explanations of the behavior of *Homo sapiens*. We will read essays by Stephen J. Gould and papers about our close relatives, the primates.

For an evaluation, students are expected to write three short essays and to give an oral presentation to the class during the term. Students who finish the three essays and class presentation on time usually can finish an NS Division I exam by the end of the term or early in the next term. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25.

NS 202

CHEMISTRY I

Dula Amarasiwardena

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 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 III**

Frederick Wirth

See description NS 102.

**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. The class meets twice a week for one hour and twenty minutes, plus a weekly laboratory.

**NS 218
PLANT BIOLOGY**

Lawrence J. Winship

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

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

**NS/SS 236
MY COUNTRY RIGHT OR WRONG: HIROSHIMA AND VIETNAM**

Allan S. Krass

See description SS 236.

**NS 246
TEACHING SCIENCE IN MIDDLE SCHOOL**

Merle Bruno

Middle school students are at turning points in their lives—socially, biologically, cognitively. Among other things, students at this age often lose interest in science and math or lose confidence in their ability to pursue these subjects; many studies show this is particularly true for female and minority students. Few science classes are designed to make the most of the energy and curiosity of students with a range of interests and learning styles. Through active science investigations,

readings, and class discussions, students in this class will work with approaches to teaching science classes designed to challenge and interest all students. They will also identify factors that discourage middle school students from pursuing science and math. Recent national standards for science teaching point to the importance of using math across the curriculum and helping students to be comfortable using computers. Students in this class will devise ways to use math and technology creatively in inquiry-based science classes.

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

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

**NS 260
CALCULUS I**

David Kelly

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

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

Class will meet three times a week for one hour and twenty minutes. Optional evening problem sessions will be available. Regular substantial problem sets will be assigned and will constitute the heart of the student's course work. Enrollment is limited to 25.

**NS 264
MICROBIOLOGY**

Christopher Jarvis

The study of microorganisms has revolutionized all the biological sciences. Many of the fundamental discoveries of biology, from the discovery of DNA as the molecular basis of heredity to the current understanding of the immune system, have relied on the use of microorganisms. The use of microorganisms is still fundamental to the progress of molecular genetics and biotechnology. This course will examine how microorganisms have evolved and how they contribute to human health and disease. We will focus on the structure and function of microorganisms and will introduce microbial genetics and pathogenesis. This course will attempt to provide a solid foundation of the principles and practices of this exciting biological science. The weekly laboratory section will

focus on procedures including sterile and aseptic technique, microscopy, and the growth, isolation, and identification of microorganisms, and will include participation in an ongoing molecular project. The class will meet twice a week for one hour and twenty minutes, with one four-hour lab session per week. Enrollment is limited to 25.

NS 266
LIMNOLOGY

Charlene D'Avanzo/John Reid

Limnology is the study of bodies of fresh water, both lakes and streams; in this course we will devote half of the semester to each. We will develop the biological, chemical, and physical theoretical bases for the important processes at work in both settings and do so in the context of two six-week group investigations. The first half of the course will be devoted to lakes and will examine the events that take place during the cooling of autumn when the lake undergoes turnover and important biological and chemical events take place. The stream study will involve a geochemical analysis of the tributaries to the west arm of the Quabbin Reservoir, examining the factors that dictate which streams are acidified and what the effects are on organisms in the streams and in the reservoir. The course will be an opportunity to learn and use our new ICP-MS (inductively coupled plasma-mass spectrophotometer) and autoanalyser with which we can get large, high-quality data sets for the studies. The text will be *Limnology* by Horne and Goldman. Two one-hour-and-twenty-minute class meetings and an afternoon field trip are scheduled per week.

Enrollment is limited to 25. Prerequisite: introductory college chemistry.

NS 296
LANDSCAPE AND NARRATIVE

Lauret Savoy

For any region of Earth, there exist different types of stories or narratives—from myth to maps to scientific theory—that result from attempts to describe and understand that region. Focusing on select regions of North America, such as the Rocky Mountains and Southwestern deserts and canyons, this interdisciplinary seminar will explore how people have shaped and responded to images and ideas of natural landscapes or environments in terms of their stories about these lands. Our approach will entail historical review and comparison of earth and environmental images and ideas in scientific and literary texts, visual records, and oral tradition of different peoples. We will evaluate how narratives of landscapes have been constructed through time, and the scientific, environmental, and cultural implications of these narratives. How were landscapes described and what defined their geographic identity? Have perceptions varied among different groups of people (i.e., by culture or gender) and through time? This interdisciplinary approach will allow us to examine the history of ideas of American landscapes and review the content, form, and purposes of geographic, geologic, and ecologic knowledge of the continent.

A solid background in any one of these three areas is prerequisite for this course.

In order to receive an evaluation, students are expected to participate actively in class, engage in discussions, and complete a major research project and shorter papers. The seminar will meet once a week for three hours. Enrollment is limited to 15.

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 twenty minutes. Enrollment is limited to 25.

NS 324
ADVANCED CALCULUS

David Kelly

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

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

NS 392i
NATURAL SCIENCE INTEGRATIVE SEMINAR

Nancy Lowry

Division III students' intense and exciting immersion in their projects can also be an isolating experience. This integrative seminar will not only provide students with a means of building community among NS Division III students, but it will also offer students the opportunity to present their work to their peers and to hear about the work of others. The seminar will meet twice a week. Each student will organize and lead two classes: one on the Division III project and another on the wider implications of their work. This will require leading two classes and providing the class with readings preparatory to each class. Enrollment is limited to 20.

SCHOOL OF SOCIAL SCIENCE

CURRICULUM STATEMENT

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

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

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

COURSE LIST

SS 103p
DECENTRALISM
Lester Mazon

SS 107
RACE, ETHNICITY AND NATIONALISM
Michael Ford

SS 113
SOCIETIES AND CULTURES OF THE MIDDLE EAST
Ali Mirsepassi

SS 119p
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/HIA/NS/WP 129
WOMEN'S BODIES/WOMEN'S LIVES
Margaret Cerullo/Lynne Hanley/Michelle Murrain/Ellic Siegel

SS 132p
RELIGIOUS MOVEMENTS AND SOCIAL CHANGE
Sue Darlington

SS 140
RENAISSANCE ITALY: CULTURE, POLITICS AND SOCIETY
Jutta Sperling

SS 141
THIRD-WORLD DEVELOPMENT: GRASSROOTS PERSPECTIVES
Frank Holmquist

SS 143
PERSPECTIVES ON EMOTION
Rachel Conrad

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

SS 154
PATHS TO THE PAST
James Wald

SS 166
LEPROSY, RACE AND SOCIETY
Barbara Yngvesson

SS 167
(RE)IMAGINING LATIN AMERICA
Carollee Bengelsdorf

SS 184p
AMERICAN CAPITALISM
Stanley Warner

SS/HIA 206
PSYCHOLOGICAL DYNAMICS IN THEATRE
Patricia Romney/Ellen Donkin

SS 208
ISSUES IN EDUCATION
Frederick Weaver

SS 211
CHANGING CULTURES, CHANGING LIVES: THE ASIAN AMERICAN EXPERIENCE
Mitziko Sawada

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

SS 217
BLACK POLITICS
 Michael Ford

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

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

SS 229
AIDS AND THE LAW
 Flavio Risech-Ozeguera

SS 230
A CULTURAL HISTORY OF CHRISTIANITY
 Jutta Sperling

SS/NS 236
**MY COUNTRY RIGHT OR WRONG: HIROSHIMA
 AND VIETNAM**
 Allan S. Krass

SS 237
AMERICAN FOREIGN POLICY
 Eqbal Ahmad

SS 254
CULTURE, GENDER AND SELF
 Maureen Mahoney/Barbara Yngvesson

SS 255
**THE JEWS IN MODERN EUROPE: THEIR HISTORY,
 CULTURE AND LITERATURE**
 Leonard Glick

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

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

SS 281
JEWISH BIOGRAPHY AND AUTOBIOGRAPHY
 Aaron Berman/Penina Glazer

SS 283
RACE, GENDER AND FEMINISM
 Fran White

SS 293
MODERNITY AND ITS CRITICS
 Carollee Bengelsdorf/Margaret Cerullo

SS 350
**STATE AND SOCIETY IN THE MIDDLE EAST AND
 NORTH AFRICA**
 Eqbal Ahmad

SS 366
REPRESENTATIONS OF LAW AND JUSTICE
 Barbara Yngvesson

SS 399a
MAKING SOCIAL CHANGE
 Stanley Warner

SS 399c
PERSPECTIVES ON TIME
 Lester Mazor

COURSE DESCRIPTIONS

SS 103 p
DECENTRALISM
 Lester Mazor

How much local control is possible, desirable, or necessary? In what circumstances do decentralist movements flourish? What does participation in such struggles do to and for people? What theoretical positions support or oppose decentralization?

This course examines the debate about the advantages and disadvantages of centralization and decentralization and explores efforts to implement decentralist alternatives through neighborhood and workplace organizing and other movements for social change. Both theory and history will be emphasized. Topics will include such diverse examples as the twentieth-century Spanish anarchist movement, the recent dissolution of some European countries, and organizing efforts in U.S. inner city neighborhoods. The class will meet twice a week for one hour and twenty minutes; enrollment is limited to 25.

SS 107
RACE, ETHNICITY AND NATIONALISM
 Michael Ford

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

This course will focus on varying conceptions of race, ethnicity, and class using historical and case study material from the United States as well as abroad. We will examine racism and xenophobia as varieties of social relationships tied to social structures of power, both within and among nations. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25.

SS 113

SOCIETIES AND CULTURES OF THE MIDDLE EAST

Ali Mirsepassi

This course is designed to introduce students to the historical, social, political, and cultural dynamics of contemporary Middle East. We will look at the historical and geographical contours of the region. We will explore the culture (languages and religions as well as artistic and literary forms), political systems and economic development, secularism and Islamic politics, and issues such as ethnicity, and gender. Throughout the course, attention will be directed to both the region's specificities—those defining characteristics that distinguish the Middle East from other parts of the world—and to the region's internal diversity. The class will meet twice a week for one hour and twenty minutes; enrollment limit 25.

SS 119p

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

Laurie Nisonoff

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

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

SS 128p

CENTRAL AMERICA: HISTORY AND POLITICAL ECONOMY OF CRISIS

Frederick Weaver

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

SS/HA/NS/WP 129

WOMEN'S BODIES/WOMEN'S LIVES

Margaret Cerullo/Lynne Hanley/Michelle Murrain/Ellic Siegel

See description HA 129.

SS 132p

RELIGIOUS MOVEMENTS AND SOCIAL CHANGE

Sue Darlington

Religion is a powerful social force and is often the basis of, or a coping mechanism for, social change. We will explore why people use religion along with politics and/or economics to guide their behavior in situations of social change and how religion responds to and influences change. Through case studies we will examine various religious perspectives and anthropological theories of religion and how these approaches give us insight into current issues. Discussion will focus on the importance of cultural values and understanding in the process of change. Case studies will include early Christianity, the Protestant Reformation, cargo cults in Melanesia, the Rastafarians, the civil rights movement in the United States, liberation theology in Latin America, and Buddhism and rural development in Thailand. The class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25.

SS 140

RENAISSANCE ITALY: CULTURE, POLITICS, AND SOCIETY

Jutta Sperling

This course is an introduction to the history of Renaissance Italy. Among the topics we will discuss are Burckhardt's notion of the "state as art;" the Medici's rise to power in fifteenth-century Florence; the "miraculous" survival of the Venetian Republic in an age of foreign domination; the development of "tyrannies" all over Italy; Rome and the papacy; the "aristocratization" of urban merchant classes; the social structure and economic development of Italian cities; the production and consumption of Renaissance art; the politics of art and architecture; different currents in Florentine political and philosophical thought (Alberti, Ficino, Pico della Mirandola, Machiavelli); civic rituals; the role of marriage and the family in a developing patriarchal society. We will read primary sources as well as secondary literature. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25.

SS 141

THIRD WORLD DEVELOPMENT: GRASSROOTS PERSPECTIVES

Frank Holmquist

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

SS 143

PERSPECTIVES ON EMOTION

Rachel Conrad

This course examines the study of emotion from different social science perspectives. Most systematic studies of emotion trace their origins to the late nineteenth century with Charles Darwin's work on the expression of emotions. Although this course will briefly consider other late nineteenth-century approaches, such as those of James and Dewey, most of our time will be spent considering current efforts at studying emotion from the perspectives of psychology, anthropology, sociology, and philosophy. The course will focus on efforts to consider the study of emotion in social contexts. Written work will involve a series of papers that integrate detailed observations with theoretical discussion.

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

SS 153

LATINOS IN THE UNITED STATES: LAW, POWER AND COMMUNITY

Flavio Risech-Ozeguera

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

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

SS 154

PATHS TO THE PAST

James Wald

"Why should anyone bother learning about things that happened far away and long ago?" asks the eminent historian William McNeill. Eighty years ago, Henry Ford declared: "History is more or less bunk." Americans today seem to show an unprecedented interest in history. Political speeches are full of references to history. Nonetheless, most of us have very little concrete knowledge of the subject. Above all, Americans encounter difficulty in reasoning historically and making distinctions between historical situations. This course will introduce students to some of the ways that we can think and write about the past, drawing upon examples from early modern and modern European history. Readings include primary sources and classic and recent historical scholarship. Why study history? As the Roman orator Cicero said more than 2,000 years ago, "To be ignorant of what occurred before you were born is to remain always a child."

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

SS 166

LEPROSY, RACE AND SOCIETY

Barbara Yngvesson

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

SS 184p

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 performance. Multinational firms and the global division of labor not only raise questions of economic control within particular industries, but also spark a larger debate on the relationship between economic power and political control of the state. We will compare Japan and Sweden to reach a better sense of the varieties of modern capitalist nations. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 20.

SS/HA 206

PSYCHOLOGICAL DYNAMICS IN THEATRE

Patricia Romney/ Ellen Donkin

See description HA 206.

SS 208

ISSUES IN EDUCATION

Frederick Weaver

This course is designed for those with little or no background in the history and politics of schools and schooling. We will explore the beginnings of public education and the Progressive Education movement, the impact of immigration and ethnic diversity, and the continuing struggle of various groups to influence (or "reform") the structure and contents of U.S. education. Throughout the course, we will continue to argue about the meaning of democratic education. Readings include Cremin, Ravitch, Sizer, Kozol, and others. Asian Americans' experience is a case study. Class will meet twice a week for one hour and twenty minutes; enrollment is limited to 25.

SS 211

CHANGING CULTURES, CHANGING LIVES: THE ASIAN AMERICAN EXPERIENCE

Mitziko Sawada

This course will explore Asian immigration of the past and present focusing in particular on social and cultural aspects. The framework will be the far-reaching and turbulent

economic, political, and foreign policy changes that have had diverse and varying impacts upon this group of immigrants and their children. How did racism affect their lives? What factors were important in their sense of identity? Since males constituted the majority in the early days, what impact did it have on their social relationship? Did the experiences of women differ? Are Asians imbued with a strong cultural work ethic? Readings will be from various fields including history, literature, anthropology, sociology, and social and literary criticism. Background in U.S. history is recommended strongly. Class will meet twice a week for one-hour and twenty minutes; enrollment is limited to 25.

SS/HA 213
CONTROVERSIES IN UNITED STATES ECONOMIC AND SOCIAL HISTORY

Laurie Nisonoff/Susan Tracy
 See description HA 213.

SS 217
BLACK POLITICS
 Michael Ford

Race has always been a keystone of American politics. White identity confers on people in America full status as citizens. Those who are not socially defined as white have been continuously engaged in a struggle to secure those same citizenship rights. This course will be about the shape and direction of the black struggle for freedom and equality in America. We will study the important historical elements which have shaped the lives of black people in America as background for our concentration on contemporary politics. We will deal with developments in the post-Carter era in some detail.

Students will be expected to participate regularly and actively in this seminar and complete a final research paper. Each student will also be required to complete a class presentation on a selected topic. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25.

SS 223
THE POLITICS OF THIRD-WORLD DEVELOPMENT
 Frank Holmquist/Yogesh Chandrani

A West African political scientist recently noted that "...the most urgent issues facing the Third World today are political in nature." He contrasts this view with what he believes is the mistaken idea that development is a technical or narrowly economic problem. The course will examine the multiple ways that the problem of development is deeply "political." We will review the theories that purport to explain development, and note the varied roles they posit for a creative politics. We will also read recent work that questions the whole notion of development and speaks of a postdevelopment world. We will study the national and international politics surrounding the creation of development policy in the Third World and reactions to those policies in the form of politics, organizations, and movements that have historically demanded everything from reform to revolution, feminism, environmentalism, community-based self-help, ethnic autonomy and separatism and, more recently, multi-party democracy. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 35.

SS 226
SOCIOLOGY OF RELIGION: ISLAM AND MODERNITY

Ali Mirsepassi

This course will look at current debate on resurgence of the religion as a political and spiritual phenomenon. We will study sociological theories of religion and look at their relevance to understanding of religion in our time. Classical (Comte, Durkheim, Marx, Weber, Simmel) and contemporary (Parsons, Berger, Geertz) sociological theories will be considered. The relationship between Islam and modernity and secular ideologies and the evolution of civil society in the Middle East will be examined. Class will meet twice a week for one-hour and twenty minutes. Enrollment is limited to 25.

SS 227
(R) IMAGINING LATIN AMERICA

Carolle Bengelsdorf

This course concerns itself with colonial and postcolonial discourse, focusing specifically upon Latin America. It will examine the encounter between Latin America and its Others at three moments: the moment of "discovery" and conquest, the moment of independence, and the present. In the first of these moments of encounter, we will examine the various controversies that swirl around the accounts of the first half century of contact between the amerindians and the conquistadores and their various entourages. In the moment of independence, we will look at a dual process of (re)construction, on the part of the external west on the one hand, and of the criollo elites on the other, whose self assigned task was to imagine nations which excluded, or placed in clearly inferior status, the majority of their populations. In the current moment, we will examine discourses around tourism, immigration, and violence. We will draw upon travel literature (beginning with the journals and letters of Columbus), historical accounts, visual images, novels, and films in the course of our exploration. The course will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25.

SS 229
AIDS AND THE LAW
 Flavio Risech-Ozguera

AIDS is the most litigated disease in history. Has it produced a new crisis in the U.S. legal system or has it simply exposed its preexisting inherent weaknesses? In what ways has the legal order dealt effectively with some of the challenges AIDS has presented? The course will explore these questions and offer a comprehensive introduction to legal decision making and interpretation, using the enormous body of law that has developed in response to the multifaceted pandemic of HIV disease as its primary focus. Students will learn to research and read cases and statutes and develop legal reasoning skills, as well as deepen their understanding of the far-reaching social impact of particular legal constructions of disease, and how these are in turn shaped by particular social constructions.

This is a Community Service Scholars Program-related course, meaning that students are encouraged (though not required) to engage in concurrent or subsequent internships in HIV/AIDS-related community organizations and agencies. Class will meet twice a week for one hour and twenty minutes; enrollment is limited to 25.

SS 230

A CULTURAL HISTORY OF CHRISTIANITY

Jutta Sperling

This course is an introduction to the social and cultural history of Christianity from Late Antiquity to the Reformation. Among the topics we will discuss are: the development of asceticism and sexual renunciation; the cult of the saints and the veneration of relics; the belief in the resurrection of the body; medieval mysticism; the birth of the purgatory; the development of monasticism; the power struggle between church and state; the crusades; medieval "heresies;" fifteenth-century reform movements; ritual murder trials against Jews; the social origins of the Reformation; the Anabaptists of Münster; the Catholic "counter-reformation;" missionary activities in the New World. We might read texts by Augustine, Jerome, Thomas of Aquinas, Hildegard of Bingen, Luther, Theresa of Aquila, and others.

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

SS/NS 236

MY COUNTRY RIGHT OR WRONG: HIROSHIMA AND VIETNAM

Allan S. Krass

Last year marked the fiftieth anniversary of the atomic bombings of Hiroshima and Nagasaki and the twentieth anniversary of the end of the Vietnam War. Both anniversaries were marked by bitter controversies, showing that time has done little to heal the divisions these events created in our society. At the root of both disputes is a difficult but fundamental question: were U.S. leaders right or wrong in the decisions they made? What arguments and evidence are appropriate for approaching such a question? How do moral values and political priorities interact in such decisions, and where is the proper place to draw a line between them? This course will examine these and other questions about two of the most important events in twentieth-century American history.

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

SS 237

AMERICAN FOREIGN POLICY

Eqbal Ahmad

This course is concerned with three related questions: 1) the interests and assumptions that can be identified as defining American foreign policy in the twentieth century; 2) the ideas, institutions, and interests that dominated policy making during the Cold War; 3) the patterns of continuity and change in U. S. foreign policy after the Cold War.

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

SS 254

CULTURE, GENDER, AND SELF

Maureen Mahoney/Barbara Yngvesson

This advanced course combines the disciplines of anthropology and psychology to explore the relationship between psyche and culture. We will examine theories of society and of personality for their implications about the relationship of individual to society and the mechanisms by

which infants and children grow up to be compliant or resistant members of their social groups. At the same time, we will use cross-cultural research on the meaning and construction of identity to challenge Western theories. Because gender is a universal category for the construction of self, we will focus particularly on cultural, social, and psychological understandings of gender identifications. Students should have a strong background in at least one of the disciplines to be considered; at a minimum, the Division I examination in Social Science must be completed. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 35.

SS 255

THE JEWS IN MODERN EUROPE; THEIR HISTORY, CULTURE, AND LITERATURE

Leonard Glick

During most of their more than 1,000 years of residence in Europe, Jews lived in tightly organized, inward-looking communities, but in the late eighteenth century that began to change as ideas associated with the Enlightenment reached some Jews in Western Europe. The "emancipation" that followed the French Revolution, first in France, later elsewhere, granted Jews basic civic rights and obligations; and thus began the conflict between tradition and modernity—between the attractions of Jewish communal identity and those of membership in the general society. Jewish life in Eastern Europe differed for a number of reasons, but there too the pivotal event was the encounter with modernity.

We'll study these transformative events in Western and Eastern Europe, focusing on the nineteenth century, but beginning earlier and carrying the story to the Holocaust and beyond. Students will write several short response papers and a research paper. Class will meet for one hour and twenty minutes twice a week. Enrollment is limited to 20.

SS 267

GERMANY IN THE MODERN ERA, CIRCA 1789 TO THE PRESENT

James Wald

The grim events of the World Wars prompted both Germans and non-Germans to ponder the course and meaning of German history. Were the tragedies inevitable? Was the German path of development markedly different from those of other European states? Although the confrontation with the recent past has brought forth a wealth of historical scholarship and moral reflection, it can also lead to a narrowing of focus. This course offers a broad view of German history, from the eve of the French Revolution, when there were some 300 German states; through the period of unification, when Germany reached for world power; to the Cold-War division of Germany; and down to the present, as a reunified nation struggles to define its identity and place in a united Europe. Topics include: literature and artistic life; economic and scientific change; nationhood and nationalism; working-class culture and revolutionary movements; women's experience; militarism, fascism, and genocide. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25.

SS 269

**CHILDREN AND THEIR ENVIRONMENTS:
MESSAGES FROM SPACE**

Myrna Breitbart/Stephanie Schamess

What messages do children get from their environments any how are they conveyed and interpreted? What are the implications of these messages for children's socialization and development? Are there social and cognitive benefits from children's free exploration and/or mastery of their local environments? What mechanisms do young people have for claiming and/or transforming space within these environments? What methodologies can we employ for studying the daily lives and settings of children?

This course combines a psychological and geographical approach in the study of children's daily lives and their interactions with the environment in which they are growing up. We will address the above questions through case studies that illustrate a range of cultural, social class, and gender experiences. This course is particularly relevant for CSSP students and others who are involved (or interested) in working in the community with children or youth.

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

SS 281

JEWISH BIOGRAPHY AND AUTOBIOGRAPHY

Aaron Berman/Penina Glazer

This course, part of the Kaplan Program in Modern Jewish Studies, will focus on autobiography and biography as a lens on the development of Jewish life in Europe and the United States in the modern period. Topics will draw from themes in shtetl life, immigration, the Holocaust, Zionism, and contemporary Jewish identity. One unit of this course will be taught by David Patterson, visiting professor from Oxford University. The class will meet for one hour and twenty minutes twice a week. Prerequisite: Students should have completed at least one course in the school of social science. Enrollment is limited to 35.

SS 283

RACE, GENDER, AND FEMINISM

Fran White

What does it mean to say that race and gender are inextricably entwined? This course explores the ways that feminist women of color answer this question. We will study the history and writing of Asian American, African American, and Latin women. The course is conceived of as an introduction to feminist studies and critical race theory.

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

SS 293

MODERNITY AND ITS CRITICS

Carollee Bengelsdorf/Margaret Cerullo

This course will examine selected political ideologies of the modern state. We will look at how these ideologies locate, contest, and uphold different configurations of power. After reading Locke, Rousseau, Mill, and Marx, we will concentrate on the twentieth century, exploring in particular critics of modernity, as well as those who have tried to rescue it. In this context we will read Weber, Walter Benjamin, Hannah Arendt, Gramsci, Nietzsche, Habermas, and Foucault. The class will meet twice a week for one hour and twenty minutes; enrollment is limited to 35.

SS 350

**STATE AND SOCIETY IN THE MIDDLE EAST AND
NORTH AFRICA**

Eqbal Ahmad

This seminar course is concerned with the variety of relationships between state and society in the Middle East and North Africa. Case studies include Iran, Egypt, Turkey, and Algeria.

Class will meet one evening a week for three hours. Enrollment is limited to 20.

SS 366

REPRESENTATIONS OF LAW AND JUSTICE

Barbara Yngvesson

This seminar will examine concepts of crime, responsibility, punishment, and justice as represented in film, the media, popular literature (especially crime literature), and ethnography. Drawing on material from Asia, North and South America, and Europe, we will focus on the different ways that justice is imagined and responsibility allocated, considering issues of culture, of class, and of gender. The class is restricted to students who are completing Division II or Division III work in the humanities, cultural studies, or social science.

The class will meet once a week for two hours and fifty minutes; enrollment is limited to 16.

SS 399a

MAKING SOCIAL CHANGE

Stanley Warner

We will form a collective of 16 Division III students working for social change, who will be responsible for (1) presenting their own current research, and (2) engaging a common core of theoretical readings. Consider the following words: apartheid, Gandhi, Greenpeace, Black Panthers, Vietnam, Harvey Milk, abortion, free schools, terrorism. Within specific arenas and behind particular tactics and strategies lie explicit or implicit theories of social change. Caught in the middle are questions of violence or nonviolence, incrementalism or revolution, centralism or decentralism, cooptation or boring from within. In this seminar we will work backward from the individual experience of participants and the discussion of specific historical cases to uncover another level of thinking about defining morally defensible and politically effective strategies for social change. Class will meet once a week for two hours and twenty minutes; enrollment is limited to 16.

SS 399c

PERSPECTIVES ON TIME

Lester Mazor

The elusiveness, mystery, and significance of time have fascinated novelists and philosophers, physicists and historians, musicians and psychologists, to name only a few. This seminar will explore time from the different angles of vision brought to it by its participants, whatever the field in which they have been working, and through the exploration of central "texts," which in some cases may be films, pieces of music, or dance. Among those we may consider are Lucas, *A Treatise on Time and Space*; Cipolla, *Clocks and Culture*; Thompson, *Time, Work-Discipline, and Industrial Capitalism*; Mann, *The Magic Mountain*; and Nabokov, *Ada*. The seminar will meet once a week for a pot-luck dinner and two-and-one-half hours of discussion. Enrollment is limited to 16.

FIVE COLLEGE PROGRAMS

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

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

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

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

AFRICAN STUDIES

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

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

The program requires a minimum of 18 credits in courses on Africa and the completion of a foreign language requirement. Africa courses are defined as those whose content is at least 50 percent devoted to Africa per se. Students commence their certificate program studies with an introductory course whose focus ranges continent-wide. Subsequent courses are more advanced and more specific in focus. Program advisors on each of the five campuses will assist students in planning an academic program that satisfies certificate requirements. Students may choose from a variety of courses, giving them ample opportunity to pursue their own interests as they fulfill certificate requirements.

ASTRONOMY

Amherst - George Greenstein; Mount Holyoke - Tom Dennis; Smith - Suzan Edwards, Richard White; University of

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

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

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

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

BLACK STUDIES

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

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

The black studies major is structured so as to provide, in

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

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

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

COASTAL AND MARINE SCIENCES

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

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

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

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

DANCE PROGRAM

Faculty: Hampshire - Daphne Lowell, Rebecca Nordstrom; Amherst - Wendy Woodson; Mount Holyoke - Jerry Bevington, Jim Coleman, Therese Freedman, Debbie

Poulsen; Smith - Yvonne Daniel, Ed Verso, Susan Waltner; University of Massachusetts - Peggy Schwartz, Andrea Watkins.

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

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

EAST ASIAN STUDIES

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

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

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

INTERNATIONAL RELATIONS

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

The certificate program in International Relations was established in 1985 for students who wish to pursue an

interest in international affairs as a complement to a major or concentration in another discipline, as well as for those intending a career in the field. To qualify for a certificate, students must take an introductory course in world politics; at least one course on global institutions or problems; a course on the international economic order; one on the history of modern international relations; and one on contemporary American foreign policy. They must also complete at least two years of study in a foreign language, and take two courses on the politics, economy, or culture of an area other than the United States. One of the latter courses must involve study of a Third World country or region.

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

LATIN AMERICAN STUDIES

Certificate Advisor at Hampshire - Norman Holland.

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

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

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

Other requirements:

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

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

PEACE AND WORLD SECURITY STUDIES

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

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

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

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

FIVE COLLEGE FACULTY OFFERINGS

FIVE COLLEGE ASTRONOMY DEPARTMENT

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

FIVE COLLEGE SELF-INSTRUCTIONAL LANGUAGE PROGRAM

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

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

The self-instructional language program is being administered in the Five College Foreign Language Resource Center, 102 Bartlett Hall, University of Massachusetts, by the center's director, Elizabeth H.D. Mazzocco. Direct all inquiries to Professor Mazzocco at 413/545-3453. Languages available at this time include **Hindi, Hungarian, Indonesian, Korean, Modern Greek, Norwegian, Serbo-Croatian, Swahili, Turkish, and Urdu.**

JOINT FIVE COLLEGE FACULTY OFFERINGS

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

COURSE LIST

HAMPSHIRE COLLEGE
CCS 135
VIDEO HISTORY
Norman Cowie

MOUNT HOLYOKE
Interdepartmental 203f
STUDIES IN THE MOVING IMAGE: VIDEO SKETCHBOOK
Norman Cowie

HAMPSHIRE
DAN 143a
COMPARATIVE CARIBBEAN DANCE I
Yvonne Daniel

SMITH
DAN 540a
HISTORY AND LITERATURE OF DANCE: WORLD PERFORMANCE AND PRACTICES
Yvonne Daniel

SMITH
DAN 143a
COMPARATIVE CARIBBEAN DANCE I
Yvonne Daniel

AMHERST
Arabic 1
FIRST-YEAR ARABIC I
Tayeb El-Hibri

SMITH
Arabic 100d
ELEMENTARY ARABIC I
Tayeb El-Hibri

UNIVERSITY
Arabic 126
ELEMENTARY ARABIC I
Tayeb El-Hibri

UNIVERSITY

Arabic 326

INTERMEDIATE ARABIC II

Tayeb El-Hibri

AMHERST

Arabic 3

SECOND-YEAR ARABIC I

Mohammed Mossa Jiyad

MOUNT HOLYOKE

Asian 132

INTERMEDIATE ARABIC I

Mohammed Mossa Jiyad

UNIVERSITY

Arabic 226

INTERMEDIATE ARABIC I

Mohammed Mossa Jiyad

MOUNT HOLYOKE

IR 355

U.S. DECISION FOR MILITARY INTERVENTION

John Garofano

UNIVERSITY

PS 358

THE INTERNATIONAL RELATIONS OF ASIA

John Garofano

AMHERST

Political Science 64

SEMINAR ON PROBLEMS IN INTERNATIONAL SECURITY

Michael T. Klare

UNIVERSITY

Italian 230

INTERMEDIATE ITALIAN

Elizabeth Mazzocco

UNIVERSITY

Geo 105

DYNAMIC EARTH

J. Michael Rhodes

AMHERST

Anthropology 45

MEDICAL ANTHROPOLOGY

James Trostle

COURSE DESCRIPTIONS

HAMPSHIRE COLLEGE

CCS 135

VIDEO HISTORY

Norman Cowie

A critical survey of video art from the mid-1960s to the present. We will examine video's debut as a distinctive medium; its debt to other artistic practices, social movements; and mass cultural forms; its diverse representational strategies; its contradictory relationship to institutions of power; its structures of funding and distribution; its contexts of produc-

tion and reception; its technological dispersal in an age of multimedia, and its prospects in the twenty-first century. We will also examine various competing historical narratives that have accompanied video's growth and institutionalization. The course will be structured by screenings, discussions, readings and writings. One three-hour meeting per week. W 6:30 p.m.-9:30 p.m., ASII auditorium.

MOUNT HOLYOKE

Interdepartmental 203f

STUDIES IN THE MOVING IMAGE: VIDEO SKETCHBOOK

Norman Cowie

Since its introduction in the 1960s as a consumer technology, portable video production has increasingly diversified. Today it is a hybrid technology; a site where the effects of its marketing and globalization meet the democratizing demands of its users; where the traditions of film and television meet the strategies of postmodernism. In this course we will explore these (and other) relationships in order to situate contemporary video's narrative, documentary, and experimental forms. We will also produce short video "sketches" throughout the semester. Maximum enrollment 15. TTh 1:00 p.m.-4:00 p.m., Dwight 202.

HAMPSHIRE

DAN 143a

COMPARATIVE CARIBBEAN DANCE I

Yvonne Daniel

This course is designed to give flexibility, strength, and endurance training within Caribbean dance styles. It focuses on Dunham technique (Afro-Haitian) and traditional dance forms from Cuba, Haiti, and Brazil. Students learn rhythms, chants, cultural contexts, a variety of Caribbean dance forms, and an appreciation of diverse values that are embodied in movement. MW 1:00 p.m.-2:20 p.m. in the Studio of the Music and Dance Building.

SMITH

DAN 540a

HISTORY AND LITERATURE OF DANCE: WORLD PERFORMANCE AND PRACTICES

Yvonne Daniel

This is a graduate seminar that provides performers with a comparative study of dance/music performance and dance practices that are found throughout the world. The course provides further training in research methods and cultural analysis. Students present research papers and critically evaluate the dance/music literature on forms other than those that are generally emphasized in institutions within the United States. TTh 10:30 a.m.-12:00 noon.

SMITH

DAN 143a

COMPARATIVE CARIBBEAN DANCE I

Yvonne Daniel

Same description as Comparative Caribbean Dance Smith DAN 540a. M 7:00 p.m.-10:00 p.m.

AMHERST

Arabic 1

FIRST-YEAR ARABIC I

Tayeb El-Hibri

An introduction to Modern Standard Arabic. This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills as well as basic reading and writing. Interactive computer instruction will form an integral part of the course.

First semester. To be offered at the University of Massachusetts in the fall as Arabic 126 and continued at Amherst College in the spring. Amherst College students register for Arabic 1. Also offered at Smith College as Arabic 100d, Elementary Arabic I. MW 1:25 p.m.–3:20 p.m.; F 1:25 p.m.–2:15 p.m.

SMITH

Arabic 100d

ELEMENTARY ARABIC I

Tayeb El-Hibri

This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills as well as basic reading and writing. Interactive computer instruction will form an integral part of the course. MWF 10:00 a.m.–10:50 a.m.

UNIVERSITY

Arabic 126

ELEMENTARY ARABIC I

Tayeb El-Hibri

Same description as Smith Arabic 100d. MW 1:25 p.m.–3:20 p.m.; F 1:25 p.m.–2:15 p.m.

UNIVERSITY

Arabic 326

INTERMEDIATE ARABIC II

Tayeb El-Hibri

Development of composition skills. Readings of excerpts from short stories, newspapers, professional writings. Continued emphasis on lengthy face-to-face conversation, and discussion of readings. Prerequisite: Arabic 246 (second year). MW 4:00 p.m.–5:15 p.m.

AMHERST

Arabic 3

SECOND-YEAR ARABIC I

Mohammed Mossa Jiyad

This course continues Arabic 2. It covers oral/aural skills in Modern Standard Arabic related to interactive and task-oriented social situations, including discourse on a number of topics and public announcements. Students read and write short passages and personal notes containing an expanded vocabulary on everyday objects and common verbs and adjectives. Prerequisite: Arabic 2 or equivalent. (Taught at UMass in fall of 1996) MW 1:00 p.m.–2:30 p.m.; F 1:00 p.m.–2:00 p.m.

MOUNT HOLYOKE

Asian 132

INTERMEDIATE ARABIC I

Mohammed Mossa Jiyad

Covers oral/aural skills related to interactive and task-oriented social situations, including discourse on a number of topics and public announcements. Students will also read and write short passages and personal notes containing an expanded vocabulary on everyday objects and common verbs and adjectives. Prerequisite: Asian 130 and 131, or permission of instructor. MW 11:00 a.m.–12:30 p.m.; F 11:00 a.m.–12 noon.

UNIVERSITY

Arabic 226

INTERMEDIATE ARABIC I

Mohammed Mossa Jiyad

A continuation of Arabic 146. Same description as Amherst Arabic 3. MW 1:00 p.m.–2:30 p.m.; F 1:00 p.m.–2:00 p.m.

MOUNT HOLYOKE

IR 355

U.S. DECISIONS FOR MILITARY INTERVENTION

John Garofano

This course examines the conditions under which policy makers have decided to take America to war in the twentieth century. Competing explanations of the sources of U.S. foreign policy and of the nature of high-level decision processes are considered first. These theoretical perspectives will then be applied to critical case studies, including the decisions on World War II, Korea, Indochina, Vietnam, Nicaragua, the Gulf War, Somalia, and Bosnia. Throughout the course instruction will be given on the fundamentals of designing and executing research projects for the study of foreign policy and international relations. In the final segment of the course students will present their work and offer considered critiques of their colleagues' research. Permission of instructor required. T 1:00 p.m.–4:00 p.m.

UNIVERSITY

PS 358

THE INTERNATIONAL RELATIONS OF ASIA

John Garofano

This course analyzes the major issues of international security in the Asia-Pacific region from the end of the nineteenth century to the present, including the decline of China and rise of Japan; the U.S.-Japanese war; the course of the Cold War, including the Korean and Vietnam wars; the evolving economic and ideological competition in the region. Each period and major event is viewed through different analytical lenses, emphasizing the role of nationalism, race, domestic politics, and concerns for power and security. We conclude with a study of the emerging security environment in the region. MW 3:35 p.m.

AMHERST

Political Science 64

SEMINAR ON PROBLEMS IN INTERNATIONAL SECURITY

Michael T. Klare

An intensive investigation of the principal threats to international peace and stability in the post-Cold War era, and of the methods devised by the world community to overcome these threats. We will consider both specific security threats and larger problems of international governance. Particular problem areas to be considered will include the world security consequences of the breakup of the Soviet Union; North-South tensions; regional conflict in the Third World; nuclear and chemical weapons proliferation; the conventional arms trade; ethnic and religious strife; and the world security consequences of population growth, environmental decline, and resource scarcity. We will also assess the relative effectiveness of such responses as arms control and disarmament efforts; UN peacemaking and peacekeeping operations; international mediation and conflict-resolution efforts; regional security systems. Students will be expected to follow developments in a particular country or area and to write a research paper on some aspect of current world security affairs, covering the nature of the problem, its likely evolution in the 1990s, and the most promising solutions that have been devised to resolve it. Limited to 20 students. Admission with consent of the instructor. TBA.

UNIVERSITY

Italian 230

INTERMEDIATE ITALIAN

Elizabeth Mazzocco

Students will complete their study of Italian grammatical structure and will focus their efforts on oral proficiency. Using satellite transmissions, newspapers, magazines, and the Web, they will increase their understanding of contemporary Italian culture. Through a selection of short readings, films, and short-subject videos, students will be introduced to cultural themes and concerns affecting Italy in the 1990s. Student projects will include a midterm and a final, short essays, oral presentations, and creative work.

UNIVERSITY

Geo 105

DYNAMIC EARTH

J. Michale 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. TTh 4:00 p.m.-5:15 p.m.

AMHERST

Anthropology 45

MEDICAL ANTHROPOLOGY

James Trostle

This course covers major topics in medical anthropology, including biocultural analyses of health and disease, the social patterning of diseases, cultural critiques of biomedicine, and non-Western systems of healing. Case studies will be presented about specific diseases and therapeutic systems. Prerequisites: one anthropology course or permission of instructor. Two meetings, 4 credits.

FIVE COLLEGE ASTRONOMY

UNIVERSITY

ASTFC 13

THE SOLAR SYSTEM

Mike Skrutskie

AMHERST

ASTFC 14

STARS AND GALAXIES

TBA

SMITH

ASTFC 24

STELLAR ASTRONOMY

Susan Edwards

UNIVERSITY

ASTFC 26

COSMOLOGY

William Irvine

AMHERST

ASTFC 30

SEMINAR: TOPICS IN ASTROPHYSICS

George Greenstein

UNIVERSITY

ASTFC 51

STARS AND STELLAR EVOLUTION

Martin Weinberg

COURSE DESCRIPTIONS

UNIVERSITY

ASTFC 13

THE SOLAR SYSTEM

Mike Skrutskie

Introductory course for science, engineering and astronomy majors. Topics include physical characteristics of the earth, moon, planets, asteroids, and comets— their motions and gravitational interactions. Recent discoveries of space probes relative to formation of the solar system and origin of life. Prerequisite: high school algebra. MWF 1:25 p.m.-2:50 p.m. Hasbrouck 134.

AMHERST
ASTFC 14
STARS AND GALAXIES
TBA

Continuation of ASTFC 13; may be taken independently. Introductory course for science, engineering, and astronomy majors. Topics include stellar evolution, pulsars, black holes, galactic structure, and cosmology. Prerequisite: high school algebra. TTh 2:30 p.m.–3:45 p.m.

SMITH
ASTFC 24
STELLAR ASTRONOMY
Susan Edwards

The basic observational properties of stars will be explored in an experimental format relying on both telescopic observations and computer programming exercises. No previous computer programming experience is required. Prerequisites: one semester of calculus, one semester of physics, and one introductory astronomy class. MW 2:30 p.m.–5:15 p.m. Classes begin Tuesday, September 4.

UNIVERSITY
ASTFC 26
COSMOLOGY
William Irvine

Cosmological models and the relationship between models and observable parameters. Topics in current astronomy that bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determinations of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and its future as science. Prerequisites: one semester of calculus and one semester of a physical science. TTh 2:30 p.m.–3:45 p.m. Class begins Thursday, September 5. ASTFC 25 GALACTIC AND EXTRAGALACTIC ASTRONOMY will be taught in alternate years with ASTFC 26.

AMHERST
ASTFC 30
SEMINAR: TOPICS IN ASTROPHYSICS
George Greenstein

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

Topics vary from year to year. Prerequisites: one of 224, 351 or 352. MW 2:30 p.m.–3:45 p.m. Class begins Wednesday, September 4.

UNIVERSITY
ASTFC 51
STARS AND STELLAR EVOLUTION
Martin Weinberg

The application of physics to the understanding of astronomical phenomena. Physical principles governing the properties of stars, their formation, and evolution. Radiation laws and the determination of stellar temperatures and luminosities; Newton's laws and the determination of stellar masses; hydrostatic equation and the thermodynamics of gas and radiation; nuclear fusion and stellar energy generation; physics and degenerate matter and the evolution of stars to white dwarfs, neutron stars, or black holes; nucleosynthesis in supernova explosions; dynamics of mass transfer in binary systems; viscous accretion disks in star formation and X-ray binaries. No previous astronomy courses required. Prerequisites: four semesters of physics. MWF 1:25 p.m.–2:45 p.m. Class begins Wednesday, September 4.

CO-CURRICULAR COURSES AT HAMPSHIRE

WRITING AND READING PROGRAM

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

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

WP 101 BASIC WRITING Will Ryan

In this class students will work to improve their expository writing skills; understand writing as a process; and develop effective writing strategies for different disciplines. The class will also emphasize the importance of critical thinking as a first step in effective analytical writing. We will spend considerable time discussing selected readings representative of different disciplines. Writing assignments will be largely in response to these readings. Students will have the opportunity for regular individual work with the instructor. The class is open to first-year students, with a limit of 16. Other students may enroll if space is available. Interested students should sign up in Prescott B before the first class. We will meet for one hour, twice a week.

HA/WP 120 READING AND WRITING Deborah Gorlin and Nancy Sherman

This course will offer students the opportunity to write in several genres: poetry, fiction, memoir, and critical essay. In addition to writing, students will read and interpret selected examples of each literary form, and relate them to their own work. The course will alternate discussions of assigned readings with workshop-style critiques. No prior experience in writing is required; interest in literature is helpful. The class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25.

WP/HA/SS/NS 129 WOMEN'S BODIES/WOMEN'S LIVES Ellie Siegel/Margaret Cerullo/Lynne Hanley/Ann McNeal See description HA 129.

CCS/WP 183p READING AND WRITING ABOUT WAR David Kerr and Will Ryan

War, as subject and metaphor, has been a defining factor in literature and journalism from the *Iliad* to the present. In this course we will read, analyze, and write about English language depictions of war in fiction, essays, journalism, and interpretive analyses. We will explore how writers at different periods in our culture's history have differently interpreted and defined mass conflict. We will also follow the emergence and development of byline journalism and war correspondence from the Civil War to the present. Finally we will evaluate critical studies that suggest that traditional views of war and warfare are not only outdated but potentially disastrous when used to formulate policy. This course is an intensive writing course. Students will write, critique, and revise on a weekly basis. The course will meet twice a week for one hour and twenty minutes. Enrollment is limited to 20.

LIFE-WORK EXPLORATION

This workshop is sponsored by the Career Options Resource Center and taught by its director Andrea Wright. It meets twice a week all semester: Mondays and Wednesdays from 3:00 - 5:00. (This year it will only be offered Fall Term.)

LWE is designed to help you to explore your personal preferences with regard to both career and lifestyle. There will be many self-discovery exercises to enable you to specify your interests, analyze your skills and knowledge, and define and apply your personal values so that you can apply them to future life choices. It basically helps you to answer the questions, "Who am I? What do I really want?"

LWE teaches new, effective decision-making techniques. Topics the workshop covers are: life goals, values, where to live, leisure time, relationships, personality traits, salary and benefits, budgeting, working conditions, and the world of work.

The emphasis is on what you enjoy doing most. The class sessions themselves are designed to be useful and fun. To sign up call Andrea at 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 weekly evening workshops focusing on math or math-related topics. There will be workshops at various times which will be advertised through mailings and posters. For information call the quantitative skills office at ext. 5591.

FOREIGN LANGUAGES

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

During January term, intensive language courses are offered. For further information on French and Spanish, contact the International Language Institute, 586-7569, or Caroline Gear at Prescott B3, ext. 5228.

FL 101
INTENSIVE FRENCH
 and
 FL 102
INTENSIVE SPANISH

These courses provide interested and motivated students with an in-depth exploration of language and culture. Classes will meet two and one-half hours a day, three days a week, and will cover the skill areas of listening, speaking, reading, and writing with an emphasis on oral communication skills. Literature, cultural readings, current events, songs, movies and guest speakers are part of the curriculum.

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

OUTDOOR & RECREATIONAL ATHLETICS PROGRAM

CURRICULUM STATEMENT

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

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

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

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

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

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

COURSE LIST

OPRA 101
BEGINNING SHOTOKAN KARATE
 Marion Taylor

OPRA 102
INTERMEDIATE SHOTOKAN KARATE
 Marion Taylor

OPRA 104
ADVANCED SHOTOKAN KARATE
 Marion Taylor

OPRA 107
BEGINNING SIVANANDA HATHA YOGA
 Arden Pierce

OPRA 108
CONTINUING SIVANANDA HATHA YOGA
 Arden Pierce

OPRA 109
BEGINNING IYENGAR YOGA
 Eileen Muir

OPRA 110
CONTINUING IYENGAR YOGA
 Eileen Muir

OPRA 111
AIKIDO
 Paul Sylvain

OPRA 115
BEGINNING KYUDO: JAPANESE ARCHERY
 Marion Taylor

OPRA 116
INTERMEDIATE KYUDO
 Marion Taylor

OPRA 118
BEGINNING T'AI CHI
Denise Barry

OPRA 119
CONTINUING T'AI CHI
Denise Barry

OPRA 123
BEGINNING WHITEWATER KAYAKING (X)
Earl Alderson

OPRA 124
BEGINNING WHITEWATER KAYAKING (Y)
Glenna Lee Alderson

OPRA 126
BEYOND BEGINNING WHITEWATER KAYAKING
Glenna Lee Alderson

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

OPRA 145
LIFEGUARD TRAINING
Stephanie Flinker

OPRA 149
OPENWATER SCUBA CERTIFICATION
Project Deep

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

OPRA 152
TOP ROPE CLIMBING (B)
Earl Alderson

OPRA 185
BEGINNING TENNIS
Madelyn McRae

OPRA 187
INTERMEDIATE TENNIS
Madelyn McRae

OPRA 229
WOMEN AND GIRLS IN THE OUTDOORS
Karen Warren

OPRA 298
**EXPERIENTIAL EDUCATION: FROM THEORY
TO PRACTICE**
Karen Warren

COURSE DESCRIPTIONS

All Special Students will be charged a Lab/Equipment Fee for attending any of the following courses. Students must bring a current/valid ID card to the first class.

Five College students will be graded on a pass/fail basis and must negotiate credits with their own registrars.

OPRA 101
BEGINNING SHOTOKAN KARATE
Marion Taylor

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

Classes will meet during Fall Term on Monday and Wednesday, 6:00 pm.–8:00 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 Thursday and Sunday, 6:00 p.m.–8:00 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 6:00 p.m.–8:00 p.m. in the Robert Crown Center. Instructor's permission.

OPRA 107
BEGINNING SIVANANDA HATHA YOGA
Arden Pierce

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

Class meets in the South Lounge of the RCC on Tuesday 4:30 p.m.–6:00 p.m. Enrollment is limited to 20.

OPRA 108
CONTINUING SIVANANDA HATHA YOGA
Arden Pierce

We will continue and deepen postures learned in the beginning class and introduce more advanced postures. Wear loose comfortable clothing.

Class meets in the South Lounge of the RCC on Thursday 4:30 p.m.–6:00 pm. Enrollment is limited to 20.

OPRA 109
BEGINNING IYENGAR YOGA
Eileen Muir

Each student's personal needs are recognized and hands-on assistance is given. These classes have a particular emphasis on the breath, as well as the strength and attention to meticulous detail of the Iyengar style. The result is a class which increases one's sense of well-being, inner intelligence and overall vitality.

Class meets in the South Lounge of the RCC on Monday 4:30 p.m.–5:30 p.m.

**OPRA 110
CONTINUING IYENGAR YOGA**

Eileen Muir

This course will continue and expand upon the material covered in the beginning class

Class will be held in the South Lounge of the RCC on Wednesday 2:30 p.m.–4:00 p.m.

**OPRA 111
AIKIDO**

Paul Sylvain

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

The class will meet on Wednesday and Friday, 1:00 p.m.–2:15 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 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 in the South Lounge of the RCC on Tuesday and Thursday from 3:00 p.m.–4:30 p.m.

**OPRA 116
INTERMEDIATE KYUDO**

Marion Taylor

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

The class will meet in the South Lounge of the RCC on Monday 2:30 p.m.–4:00 p.m., and Wednesday 4:30 p.m.–6:00 p.m.

**OPRA 118
BEGINNING T'AI CHI**

Denise Barry

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

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

**OPRA 119
CONTINUING T'AI CHI**

Denise Barry

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

The class meets on Tuesday and Thursday from 1:45 p.m.–2:45 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 p.m.–2:45 p.m. for pool sessions and on Friday from 12:30 p.m.–6:00 p.m. for river trips. To register, attend the first class. Enrollment is limited to 6. Instructor permission.

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

Glenna Lee Alderson

This course is the same as OPRA 123.

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

**OPRA 126
BEYOND BEGINNING WHITEWATER KAYAKING**

Glenna Lee Alderson

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

Class will meet on Thursdays 12:30 p.m.–6:00 p.m. Strong swimming ability is required. (Swim test will be given at the first class.) To register, attend the first class. Enrollment is limited to 8. Instructor permission.

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

Glenna Lee Alderson

Becoming a competent performer in the water requires learning some basic fundamental skills. If you have the desire to learn to swim, here is the perfect opportunity! This class will focus on helping the adult student better understand and adapt to the water environment. We will work on keeping the "fun in fundamentals," as we learn floats, glides, propulsive movements, breath control and personal safety techniques. This course is taught by an American Red Cross certified instructor, and is otherwise known as Beginning Swimming - Level 1.

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

**OPRA 145
LIFEGUARD TRAINING**

Stephanie Flinker

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

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

The class will meet every Thursday in the RCC pool from 6:00 p.m.-10:00 p.m. Enrollment is limited to 10. Materials fee \$55.

**OPRA 149
OPENWATER SCUBA CERTIFICATION**

Project Deep

This is an N.A.U.I. sanctioned course leading to 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 p.m.-7:30 p.m., and elsewhere in the RCC from 7:30 p.m.-9:00 p.m. for classroom instruction. Fee: \$195 plus mask, fins, snorkel, and text. All other equipment provided. Prerequisite: adequate swimming skills. Enrollment is unlimited.

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

Kathy Kyker-Snowman

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

Classes will meet Tuesday from 12:30 p.m.-5:30 p.m. Enrollment is limited to 12.

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

Earl Alderson

This course is the same as OPRA 151.

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

**OPRA 185
BEGINNING TENNIS**

Madelyn McRae

This class is for those who've liked the game from afar and are now ready to get into the swing themselves. You'll leave this class with a thorough knowledge of the basics (stroke production and game rules) to keep you playing one of the best lifetime sports. Emphasis on group interaction and fun.

Individual lessons for three or more students may be arranged.

Class will meet Monday and Wednesday 1:00 p.m.-2:00 p.m. in the Multi-Sport Center. Enrollment is limited to 12. Instructor's permission required.

**OPRA 187
INTERMEDIATE TENNIS**

Madelyn McRae

People who currently play recreationally and would like to improve their game should attend this class.

Individual lessons for three or more students may be arranged.

Class will meet Monday and Wednesday 2:00 p.m.-3:00 p.m. in the Multi-Sport Center. Enrollment is limited to 12. Instructor's permission required.

**OPRA 229
WOMEN AND GIRLS IN THE OUTDOORS**

Karen Warren

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

This course is for women who are Division II or III students with prior knowledge, experience or studies in women's outdoor issues. The course content will involve and reflect the interests of women in the class.

Class will meet for one three-and-a-half hour session per week plus a weekend camping trip.

OPRA 298

**EXPERIENTIAL EDUCATION:
FROM THEORY TO PRACTICE**

Karen Warren

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

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

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

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

INTER-SCHOOL PROGRAMS

AGRICULTURAL STUDIES/FARM CENTER

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

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

Several faculty members lead courses and research projects related to agriculture, often joining with those from other disciplines. The principal faculty and staff involved with the program are: Farm Manager David Holm, Education Outreach Specialist Nicolette Robb, Community Supported Agriculture Specialist Vicki Van Zec, animal behaviorist Ray Coppinger, animal scientist Benjamin Okc, entomologist Brian Schultz, and plant physiologist Lawrence Winship. We also collaborate with neighboring colleges, government agencies, and agricultural and environmental institutes.

AMERICAN STUDIES

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

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

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

CIVIL LIBERTIES AND PUBLIC POLICY PROGRAM

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

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

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

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

THE COMMUNITY SERVICE SCHOLARS PROJECT

The Community Service Scholars Project (CSSP) is a program developed in conjunction with the Public Service and Social Change Program. Funded by the Corporation for National Service: Learn and Serve America, CSSP is designed for students who wish to combine their academic studies and their divisional projects with work in the community. CSSP participants progress through three levels of coordinated academic and service work, from gaining an introduction to issues and problems faced by local communities to involvement in a sustained internship or special project to meet community needs. In the CSSP curriculum, students include, as part of their overall course work, courses in all four Schools of the college that have been especially designed to focus on and integrate community issues with course content. Several of these courses provide background on specific issues, familiarize students with local institutions dealing with these issues, invite speakers from community organizations, and include assignments germane to specific community needs. While Community Scholars are not limited to CSSP courses

in their curricular choices, all CCSP participants are urged to take at least one CCSP course that enables them to gain knowledge about the larger social contexts of the issues they are dealing with in the community and/or to enhance skills they can utilize in their community service work (such as teaching/tutoring, projects involving use of video or computers, preventive health care approaches, etc.). Throughout their progression in the CCSP, students are encouraged to increase their time commitment and level of responsibility in choosing community internship placement. These placements can range from work in settings such as a literacy program, a child care center, a battered women's shelter, or a preventive health project to assisting a youth group with a drama or video project, or designing a computer program to meet the needs of a community organization. Students who have these aspects of the CCSP in their divisional work receive a certificate of completion that can be included in their transcript.

COMPUTER STUDIES

Computer systems are now important parts of most of our lives. From machines 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 Library, and Simmons Hall. These are linked by data networks to each other, and to other campuses in the area. Campus systems are accessible by data link from student rooms and by modem at off-campus locations. Members of the Hampshire community have access to campus, Five Colleges, and worldwide information sources. The college uses equipment from a variety of manufacturers.

Students at Hampshire can purchase personal computers through the college at 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 Richard Muller at extension 5687.

CULTURAL STUDIES

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

Faculty members of the program from the disciplines of art history, theatre, philosophy, history, video, music, literature, media studies and politics offer core courses, seminars, and public colloquia. For more information contact Norman Holland at ext. 5490.

FEMINIST STUDIES

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

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

A core group of interested students and faculty sponsor lectures, workshops, and performances by feminist scholars, writers, artists, and musicians throughout the year. There is also a Women in Science Program and a reproductive rights program on campus. The Five College community supports a broad range of other activities and resources. Faculty women from the five institutions have formed the Five College Women's Studies Research Center, which devotes its energy to developing a feminist intellectual community in the Valley through sponsoring seminars, speakers, and other events and activities. For more information, contact the Feminist Studies administrative secretary Yen Chun Mao at ext. 5501.

LAW PROGRAM

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

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

Students have designed concentrations which draw 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 Mazor, ext. 5392 and Flavio Risech-Ozguera, ext. 5504.)

THE LEMELSON NATIONAL PROGRAM IN INVENTION, INNOVATION, AND CREATIVITY

The goal of the Lemelson Program is to expose students to the independent reasoning and creative thinking that are essential to the process of inventing. The curriculum emphasizes cooperative problem-solving by student teams guided by faculty members. The program supports students from the initial concept of an invention through its development and possible introduction to the market. The Lemelson Program has supported student projects in a range of academic fields including multimedia, agriculture and aquaculture, biotechnology, geology, software development, education, and assistive technology.

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

The Lemelson Program sponsors speakers and offers other resources related to intellectual property issues, business planning, and entrepreneurship. The Program sponsors students whose projects show commercial promise to work with local professionals who can help them patent and commercialize their inventions.

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

POPULATION AND DEVELOPMENT PROGRAM

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

Program activities include teaching, guest lectures 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 coordinate efforts, and serves as an organizational base for the Committee on Women, Population, and the Environment. Student internship possibilities are available.

The program is also linked to Hampshire's Third World Studies and Feminist Studies Programs, as well as to programs in the other Five Colleges and international women's health networks. Program director is Betsy Hartmann, Franklin Patterson Hall, G16, ext. 5506.

PUBLIC SERVICE AND SOCIAL CHANGE PROGRAM

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

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

The program provides students with viable opportunities and incentives at various points in their undergraduate careers to increase social awareness and action, including paid and volunteer internships, curriculum development, career counseling, power structure analysis, and opportunities to join with others in developing creative programs in low-income neighborhoods. Students interested in the Public Service and Social Change Program should contact Ada Sanchez at ext. 5395.

SCIENCE EDUCATION PROGRAM

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

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

SCIENCE, TECHNOLOGY, AND SOCIETY PROGRAM

The Science, Technology and Society Program is a collaboration between Hampshire College and the Institute for Science and Interdisciplinary Studies (ISIS). ISIS is a nonprofit science research/action organization whose office is at Prescott D-2. ISIS involves itself in democratizing science and technology via community outreach, education, and research and writing on social, ethico-political and conceptual foundations of technologies and sciences. Ongoing projects which would welcome student participation include: developing practices and social networks for sustainable agriculture in the Pioneer Valley; citizen-driven clean-up and monitoring of military nuclear and toxic waste; quantum mechanics and the creation of physical reality; science for survival; comparative scientific traditions; the body in the regime of postmodern biopower. ISIS also helps support and advise student work in most areas of anthropology, philosophy, sociology, history, feminist studies and cultural studies.

THE THIRD WORLD STUDIES PROGRAM

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

The faculty of this program come from the arts, humanities, communications, and the social and natural sciences. The questions pursued under the auspices of the program thus reflect a wide range of faculty and student interests and backgrounds. Despite this diversity, there are some important common elements: we highly value studies that are informed by historical, comparative, and theoretical perspectives.

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

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

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

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

WOMEN AND SCIENCE

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

SCHOOL OF COGNITIVE SCIENCE AND CULTURAL STUDIES

COURSE LIST

CCS 102
ETHOLOGY II: ANIMAL COGNITION
 Mark Feinstein

CCS 105
THE NATURE OF MIND: AN INTRODUCTION TO COGNITIVE SCIENCE
 Mary Jo Rattermann/Lee Spector

CCS 118
ETHICS AND SOCIETY
 Susan Hahn

CCS 134
DEVELOPMENTAL LANGUAGE AND LEARNING DISORDERS
 Christopher Chase

CCS 149
CRITICAL PERIODS
 Raymond Coppinger/Steven Weisler

CCS 171
INTRODUCTION TO INTERACTIVE MEDIA PRODUCTION
 Richard Muller

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

CCS 199
RESEARCH PRACTICUM
 Christopher Chase/Mary Jo Rattermann

CCS 205
ARISTOTLE AND THE ARABS
 Nina Belmonte

CCS 214
COMPUTER GRAPHICS
 Lori Scarlatos

CCS 216
MULTIMEDIA DATA STRUCTURES AND ALGORITHMS
 Lori Scarlatos

CCS 221
SOUND, MUSIC, AND MIND
 Neil Stillings

CCS 223
PSYCHOLINGUISTICS
 Slavoljub Milekic

CCS 227
THEORY OF LANGUAGE: SEMANTICS
 Steven Weisler

CCS 230
EVOLUTION OF BEHAVIOR
 Raymond Coppinger

CCS 236
SEMINAR IN ARTIFICIAL INTELLIGENCE: EVOLUTIONARY COMPUTATION
 Lee Spector

CCS 245
MOTHERHOOD, FEMINISM, AND THE MASS MEDIA
 Susan Douglas/Meredith Michaels

CCS 246
COGNITIVE PSYCHOLOGY
 Neil Stillings

CCS/HIA 258
TOPICS IN CULTURAL STUDIES: ART AND CULTURE IN THE 1920s
 Joan Braderman/Susan Douglas/Sura Levine

CCS 272
VIDEO PRODUCTION: THE DOCUMENTARY
 Walid Ra'ad

CCS 280
METHODS IN CULTURAL STUDIES
 Walid Ra'ad

CCS 292
MULTIMEDIA LAB II
 Richard Muller

CCS/SS 296
FREEDOM OF EXPRESSION
 James Miller
 Lester Mazor

CCS 314
CULTURE INDUSTRIES
 James Miller

CCS 342
GERMAN ROMANTIC AESTHETIC THEORY
 Susan Hahn

CCS 399
ADVANCED VIDEO PRODUCTION SEMINAR
 Joan Braderman

COURSE DESCRIPTIONS

APPLICATION PROCESS FOR COMMUNICATIONS STUDENTS

All Division II and III students wishing to work with communications faculty during the 1996-97 academic year must file their proposals (available in the School Office) with the faculty. Division II students must file by Wednesday April 23, 1997, and Division III by Friday, February 21, 1997.

CCS 102

ETHIOLOGY II: ANIMAL COGNITION

Mark Feinstein

This course is a continuation of Ethology I, with a primary focus on cognition—how (or whether!) animals think, gather and use information. We will look at issues in communication, learning, memory, perception, and consciousness in nonhuman organisms, and work at understanding the interplay of brain and behavior in the lives of animals. Most students in the class, we hope, will have completed Ethology I: Animal Behavior in the previous fall semester, but the course will be open (by instructor permission) to others. Students will be expected to read and critique a series of articles from the professional scientific literature. In addition they will write a final paper, which may develop into a Division I examination in CCS or NS. Satisfactory completion of both semesters of this course will satisfy the two-course option for the CCS Division I requirement. Class will meet for one hour and twenty minutes twice a week. Enrollment is limited to 35.

CCS 105

THE NATURE OF MIND: AN INTRODUCTION TO COGNITIVE SCIENCE

Mary Jo Rattermann/Lee Spector

Cognitive Science explores the nature of mind using tools developed in psychology, artificial intelligence, linguistics, neuroscience, and philosophy. This course will consist of classroom lectures and discussions based on a series of critical essay assignments due throughout the term. As the course progresses students will become acquainted with ongoing research issues in cognitive science, developing a term project that involves the review of primary literature and the collection of original data. The course will meet twice a week for one hour and twenty minutes each time. Enrollment is limited to 40.

CCS 118

ETHICS AND SOCIETY

Susan Hahn

This introductory course is intended to give students an overview of four major approaches to ethics:

(1) Ethics of Virtue: We will begin by analyzing the moral argument in Plato's *Republic*. We will address such questions as Is human motivation always self-interested? What is a person's own good? Is there a conflict between one's personal good and what morality demands? Are there conflicts between values in certain circumstances? If so, how should they be resolved?"

(2) Ethics of Duty: We'll study the notions of prescriptivism and universality in Kant's *Groundwork of the*

Metaphysics of Morals and sections from the *Critique of Practical Reason*.

(3) Ethics of Self-Realization/Self-Expression: In contrast to Kant's ethics of duty, we'll examine Schiller's critique of Kantian ethics in his *Letters on the Aesthetic Education of Mankind*. Then we'll look at his individualistic theory of self-realization/self-expression that developed out of his critique.

(4) Postmoralism: Finally, we'll study the role that history plays in determining the moral values of a society, through a study of Nietzsche's historicist/genealogical methods in *Genealogy of Morals*.

Course requirements include several short papers and one long final paper. Participation in class discussions is strongly emphasized. Class meets twice a week for one hour and twenty minutes each session. Enrollment is limited to 25.

CCS 134

DEVELOPMENTAL LANGUAGE AND LEARNING DISORDERS

Christopher Chase

Have you ever wondered why some precocious children begin to acquire reading skills when they are two years old whereas others are still struggling at the age of twelve? This course will introduce students to the study of developmental dyslexia (reading impairment) and dysphasia (language delay), although other types of learning disabilities will be discussed as well. Problems of diagnosis and treatment will be reviewed in some depth; however, the major emphasis of the course will focus on the study of the biological and cognitive basis for such developmental disorders. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25.

CCS 149

CRITICAL PERIODS

Raymond Coppinger/Steven Weisler

If a newborn lamb doesn't suckle from its mother in the first few hours of life, the mother will forever refuse to nurse it. When human children are exposed to language before they become sexually mature—but not afterwards—they learn without instruction or effort to speak like natives. In this course we will examine the general question of biological limits on the timing of learning and behavior, paying specific attention to "critical periods" in the course of an organism's development—times when an animal is uniquely able to acquire or express a particular capacity or behavior. We will approach these issues from the interdisciplinary perspective of the instructors, an animal behaviorist and a linguist. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 50.

CCS 171

INTRODUCTION TO INTERACTIVE MEDIA PRODUCTION

Richard Muller

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

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

No specific background is required, except that students should be experienced computer and network users. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25 (5 places reserved for those who were unable to enroll in spring 1996).

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

Touch, the oldest of all senses, is the foundation of our existence. As Bertrand Russell put it, "Not only our geometry and our physics, but our whole conception of what exists outside us, is based upon the sense of touch." If they are not touched during the early stages of development, most mammals (including humans) experience a number of behavioral and physical problems. Lack of tactile stimulation directly affects development of the nervous system with the consequences ranging from inadequate social behavior to death. In this course students will survey various aspects of the role the sense of touch plays in early development, in development of cognitive skills (like reading and math) and in social behavior. The intricate rules of social touching will be compared relative to age, gender and culture. The last part of the course will be devoted to the therapeutic aspects of touch—its use in psychotherapy and in the treatment of terminally ill people and preterm babies. The class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25.

CCS 199
RESEARCH PRACTICUM

Christopher Chase/Mary Jo Rattermann

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

Section A: Reading Research Laboratory (Christopher Chase)

In this section students will work on our dyslexia research program, involving either (1) a visual perceptual study of school-aged children or (2) a study of reading and memory skills of dyslexic college students. More advanced students also may have the opportunity to work in the Lemelson EP laboratory, learning techniques for recording scalp electrical potentials that correspond to thought processes. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 10.

Section B: Cognitive Science Laboratory (Mary Jo Rattermann)

Students will work on current research projects that combine aspects of cognitive and developmental psychology, artificial intelligence, and neuroscience. Research areas include children's use of analogical reasoning; the representation of plans in adults, children, and frontally lesioned adults; and strategy use in children and adults. Each research project also includes computational modeling of the cognitive processes being studied. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 15 by instructor permission.

CCS 205
ARISTOTLE AND THE ARABS
 Nina Belmonte

Aristotle was the tutor of Alexander the Great: you know that. But did you know that he was also "tutor" to generations of philosophers living in the medieval West as well as the vast Islamic Empire? These medieval philosophers, while making sense of their newborn religions and their conquests—which far exceeded those of Alexander—also prepared and aided the renaissance of western European culture.

This course will give an introduction to the basic elements of Aristotelian philosophy and its interpretation (and misinterpretation) in the works of the major Islamic and Christian thinkers of the early Middle Ages. Emphasis will be on the relationship between philosophy, cosmology and politics—with an eye to the significant though little-recognized influence that the work of the Islamic thinkers had on the medieval Christian West and, thus, continues to have on modern Western culture and thought.

Readings will include selections from Aristotle, Augustine, Al-farabi, Avicenna, Averroes, Al-Ghazali, Anselm, and Aquinas. We will keep ourselves occupied with a series of short papers and class presentations, in addition to regular class discussion, and of course, lots of very juicy tidbits of medieval history and gossip. The class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25.

CCS 214
COMPUTER GRAPHICS
 Lori Scarlatos

The field of computer graphics has, over the years, had a major impact on our lives. It has influenced the way we use and think about computers; the way that scientists analyze data; the way that designers create and test consumer items; even our perception of reality. This class explores the fundamentals of this diverse and important field. This is a computer science course in which substantial programming projects will be a major part of the course work. Data Structures and Algorithms (CCS 216) or permission of the instructor is required. The class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25.

CCS 216
MULTIMEDIA DATA STRUCTURES AND ALGORITHMS
 Lori Scarlatos

Data structures and algorithms play a key role in computer science, affecting the performance, robustness, and efficacy of computer programs. Multimedia applications tend

to amplify these issues, for they require both the management of multiple data representations and real-time response to user actions. In this course we will study data structures and algorithms that are applicable to all areas of computer science and supplement this study by exploring their application to multimedia.

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

CCS 221
SOUND, MUSIC, AND MIND
Neil Stillings

This course is an introduction to the cognitive science of sound and music. We will study the physical nature of sound, the biology of the auditory system, and the cognitive psychology of auditory perception, beginning with the perception of basic acoustic qualities, such as pitch and loudness, and moving on to the perception of complex auditory events, which can involve memory and learning. We will also look at the human production of vocal and instrumental sounds. A main goal of the course is to illuminate the perception and production of music through a basic scientific understanding of sound, hearing, and human skill acquisition. We will conduct at least one laboratory experiment during the term. A term paper or project is required. Musical knowledge is not a prerequisite for the course, although it is welcome. The course will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25.

CCS 223
PSYCHOLINGUISTICS
Slavoljub Milekic

The field of psycholinguistics is focused on psychological processes that make it possible for us to acquire and use language. Common questions from this area are: How do we assign meaning to the sounds that reach our ears? How are we able to assign the *same meaning* to the *different sounds* produced by different speakers? How are the meanings of the words stored in our heads? How can children raised in bilingual environment determine which words belong to which language? We will make an overview of the key studies in this young and dynamic field by reading the primary literature and discussing the current theoretical approaches. The students will be expected to critically appraise the possible implications of different experimental outcomes. The class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25.

CCS 227
THEORY OF LANGUAGE: SEMANTICS
Steven Weisler

Among the many puzzles investigated by contemporary linguists and philosophers is the nature of meaning. For example, we wish to understand what meanings are, how language expresses them, the causes of ambiguity, and the relationship between meaning and message. Furthermore, given the ease with which we put our thoughts into language and are understood by others, the connection between sound and meaning must be mediated by a powerful systematic set

of principles, shared by all of the speakers of a language, that can accommodate the inexhaustible variety and novelty of the messages required in human life. We will investigate these principles of language by careful linguistic and philosophical analysis. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 25.

CCS 230
EVOLUTION OF BEHAVIOR
Raymond Coppinger

Behavior is probably the functional component of evolutionary change. How well an animal runs is what is selected for, not legs. We will study in detail the evolution of behavior and will explore the processes of evolutionary change. We will examine and contrast the differences in the perceptions of embryologists and Darwinians. We will examine theories of speciation as they too have evolved. We will ask what the selective advantage of learning is, and how nonfunctional behaviors such as play could possibly evolve at all.

The readings in this course will range from paleontology to morphometrics to embryology. We will also read a book on the evolution of the evolutionists. The student should emerge from the course a little bleary-eyed but with a good overview of evolutionary theory. A literature review of a topic of the student's choice is also required. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 12 by instructor permission.

CCS 236
**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, CCS 263 Artificial Intelligence) would also be helpful. The class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 20.

CCS 245
**MOTHERHOOD, FEMINISM, AND THE MASS
MEDIA**
Susan Douglas/Meredith Michaels

In this course we will trace the cultural, economic, and political changes since 1970 that have dramatically reshaped motherhood in America. Beginning with the rise of second-wave feminism, we will focus on the contradictory forces that have made middle-class motherhood both easier and much more difficult. The course will also pay special attention to how the mass media have represented motherhood during this period, and examine the interplay between these media representations and public and economic policy toward mothers and children. Because, in the media, upper-middle-class motherhood has become the norm to which we should all aspire, we will also examine how class divisions among mothers have widened over the past 25 years, and how these

class divisions have interacted with divisions based on race and ethnicity. We will also consider feminist analyses of motherhood, race, and the media. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 40.

CCS 246
COGNITIVE PSYCHOLOGY
Neil Stillings

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

CCS/HIA 258
TOPICS IN CULTURAL STUDIES: ART AND CULTURE IN THE 1920s
Joan Braderman/Susan Douglas/Sura Levine

An extraordinarily rich period in cultural production and change, developments during the 1920s in the West had a mighty impact on the way we think, see, hear, and dream today. Through lectures, screenings, slide and music presentations, we will examine some of the images, sounds, inventions and fantasies of the 1920s in the context of the economic and political circumstances of their production. Among areas to be covered are selected moments in the history of radio, advertising, painting, film, photography and photomontage, sculpture and performance. Artists and writers considered may include Marcel Duchamp, Josephine Baker, Erich von Stroheim, John Dos Passos, Langston Hughes, Dorothy Parker, Hans Eisler, Luis Buñuel, Hannah Hoch, Man Ray, and Vladimir Tatlin. Students will be required to attend and participate in all class meetings and do extensive reading, viewing, and writing for the course. Class will meet once a week for two hours and forty minutes. Enrollment is limited to 45.

CCS 272
VIDEO PRODUCTION: THE DOCUMENTARY
Walid Ra'ad

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-and-one-half hours. Enrollment is limited to 15 by instructor permission.

CCS 280
METHODS IN CULTURAL STUDIES
Walid Ra'ad

This course focuses on different methodological approaches to the study of culture. As a complementary course to Introduction to Cultural Studies, this course will concentrate on a theoretical exploration of semiotics, psychoanalysis, and Marxist literary theory. We will consider, among others, the works of Ferdinand de Saussure, Charles Sanders Peirce, Roland Barthes, Sigmund Freud, Karl Marx and Friedrich Engels, Frederic Jameson, Michel Foucault, Stuart Hall, and Kaja Silverman. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 20.

CCS 292
MULTIMEDIA LAB II
Richard Muller

This course is part of an ongoing effort to provide a context for student project work in interactive media production. Students work in groups on a number of projects, and report back to the group as a whole for feedback and critique. There will also be a number of study groups on technical topics relevant to interactive media, and seminar-style discussions on matters of theoretical interest as we all continue to figure out what this new medium is and what it's really good for. The emphasis will be on the completion of small projects and the design and implementation of prototypes for larger projects that may be completed for distribution and sale outside of the classroom. Most, but not all, of the projects we'll be working on will be determined in the late fall of 1996, so students should consult with the instructor for late details before registering.

Students must have a good background in more than one aspect of interactive media production, such as they may have acquired in CCS 171 Introduction to Interactive Media Production. In addition to the once-a-week, three-hour class meeting of the entire group, students will meet in smaller groups for project work, and project leaders will also meet weekly with the instructor to coordinate work. Enrollment is limited to 25 by instructor permission.

CCS/SS 296
FREEDOM OF EXPRESSION
James Miller/Lester Mazor

Should there be limits to what people can say in speech, writing or other forms of social communication? Libertarians argue that in a truly free society there ought to be none. Some critics argue that permitting any speech equal access to public forums endows the thoughts of, say, a David Duke with the same legitimacy as those of a Nelson Mandela: a kind of "tolerance" that is ultimately "repressive" of the most worthy expression. Yet few would argue that shouting "Fire!" in a crowded theater ought to be prohibited. This course will investigate a range of linguistic and communications issues relating to free speech. These include how we deal with racial and ethnic "slurs"; legal traditions; policies toward mass media; the relationship among language, thought, and action; and the interaction between linguistic and social meaning. Students will read literature from linguistics and communications and examine selected case studies. There will be a series of short essays and a larger final project. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 40.

CCS 314

CULTURE INDUSTRIES

James Miller

This advanced seminar will explore, from a sociological and political economy perspective, those large, usually profit-seeking businesses whose product constitutes crucial aspects of contemporary global culture, such as motion pictures, television drama and news, and recorded music. The course will have three parts. First we will analyze theoretical, historical, and some empirical work on the nature of the industrial production of culture. Next we will read selected scholarly and semipopular accounts of specific culture industries. In the final portion of the course, students will carry out studies of their own (which may be related to their Division II or III work) and report them to the seminar. Class will meet once a week for two hours and forty minutes. Enrollment is limited to 15 by instructor permission.

CCS 342

GERMAN ROMANTIC AESTHETIC THEORY

Susan Hahn

This intermediate seminar will introduce students to the aesthetic theories of Kant, Schiller, Fichte, Schopenhauer, Hegel, and Nietzsche. We'll proceed through a close examination of two main topics. In the first part of the course, we'll focus on the reception of antiquity by German philosophers. The issues we'll discuss will be interdisciplinary and should be of interest to a wide range of students in English, German studies, classics, philosophy, and the arts. For instance, we'll discuss the role that Greek aesthetic ideals played in shaping German aesthetic theory, noting similarities and departures; issues about hermeneutical procedures and methods of translating classical literary texts; and finally, how German thinkers responded to the particular arts, e.g., painting, poetry, sculpture, and tragedy.

In the second part of the course, we'll investigate the relation of art to morality as the theme was treated by late eighteenth- and nineteenth-century thinkers, such as Kant, Schiller, and Schopenhauer. We'll address such questions as: Should artworks play a role in educating our moral constitutions? Should art be a purveyor of moral truths? Should art reconcile individuals to their society? Should art evoke emotions with a socially useful, moral dimension? Our historical approach will not preclude us from noting the relevance of these issues to contemporary debates.

Course requirements include two papers. Class participation is required, as we will be conducting the seminar mainly through discussion rather than lectures. Class will meet once a week for two hours and forty minutes. Enrollment is limited to 15.

CCS 399

ADVANCED VIDEO PRODUCTION SEMINAR

Joan Braderman

For video concentrators, this seminar is an advanced class in production and criticism. The top priority of the course is screening works-in-progress for critique. Students will produce their own work, crew for other class members, and do advanced critical reading in the field. Contemporary work by other videomakers will be screened and discussed in class. The class is designed so that students will benefit from the varied insights, ideas, images and sounds from video, film, and photography as artistic practices that share the same historical context and moment but offer different aesthetic constraints and possibilities. I hope to generate an exciting context for making new work. Prerequisite: Division III students and if there is space, advanced Division II students. Instructor permission required. Class will meet once a week for two hours and forty minutes. Enrollment is limited to 15.

SCHOOL OF HUMANITIES AND ARTS

COURSE LIST

HA 104
INTRODUCTION TO DRAWING
 William Brayton

HA 108
**INTRODUCTION TO THREE-DIMENSIONAL
 DESIGN: EXPLORATIONS IN MATERIALS, FORM,
 AND STRUCTURE**
 Hannah Gittleman

HA 110
FILM/VIDEO WORKSHOP I
 TBA

HA 110b
FILM/VIDEO WORKSHOP I
 Kane Stewart

HA 111
STILL PHOTOGRAPHY WORKSHOP I
 Jacqueline Hayden

HA 113*
MODERN DANCE I
 Rebecca Nordstrom

HA 117
AFRICAN AMERICAN POETRY
 Robert Coles

HA 131
BEGINNING PLAYWRITING
 Ellen Donkin

HA 138
**THREE RUSSIAN WRITERS: PUSHKIN, GOGOL AND
 TURGENEV**
 Joanna Hubbs

HA 151
ELEMENTARY DANCE COMPOSITION
 Daphne Lowell

HA 159
**ARCHITECTURE: MAN-MADE ENVIRONMENT: THE
 PROCESSES OF DESIGN**
 Earl Pope

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

HA 192
DESIGN RESPONSE
 Wayne Kramer

HA/SS 194
**LITERATURE AND SOCIETY BETWEEN THE WARS:
 EUROPE, USA, THIRD WORLD**
 Norman Holland/Jim Wald

HA 203
INTRODUCTION TO PAINTING
 Judith Mann

HA 205
SCULPTURE II
 William Brayton

HA 210
FILM/VIDEO WORKSHOP II: PICTURE AND SOUND
 Bill Brand

HA 211
STILL PHOTOGRAPHY WORKSHOP II
 TBA

HA 216*
MODERN DANCE IV
 Daphne Lowell

HA 224
AFRICAN AMERICAN LITERATURE: 1930s-1950s
 Robert Coles

HA 225
THE OTHER SOUTHS
 L. Brown Kennedy/Susan Tracy

HA/SS 233
THE AMERICAN WEST
 Robert Rakoff/Susan Tracy

HA 237
PARIS-SAINT PETERSBURG
 Joanna Hubbs/Sara Levine

HA 238
FICTION AS HISTORY
 Lynne Hanley

HA 239
JAZZ PERFORMANCE SEMINAR
 Yusef Lateef

HA 241
MYTH AND MYTH THEORY
 Alan Hodder

HA 242
BORDER DIALOGUES
 Norman Holland

HA 243
THE NATURE AND PRACTICE OF IMPROVISATION
 Margo S. Edwards

HA 247
THE DOCUMENTARY
 Abraham Ravett

HA 256
THE NEW CULTURE OF CHANCE
 Robert Goodman/Jeffrey Wallen

HA 257
MUSIC IV: SEMINAR IN COMPOSITION
 Margo S. Edwards

HA/CCS 258
TOPICS IN CULTURAL STUDIES: ART AND CULTURE IN THE 1920s
 Joan Braderman/Susan Douglas/Sura Levine

HA 263b
FILM/VIDEO PROJECTS IN THE COMMUNITY
 Bill Brand

HA 271
TWENTIETH-CENTURY WORLD POETRY IN TRANSLATION
 Paul Jenkins

HA 283
THE ROLE OF THE INTELLECTUAL
 Jeffrey Wallen

HA 285
LABAN MOVEMENT ANALYSIS
 Rebecca Nordstrom

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

HA 305
ADVANCED PAINTING
 TBA

HA 316
DIVISION III STUDIO ARTS CONCENTRATORS
 Hannah Gittleman/Judith Mann

HA 319
CRITICAL THEORY SEMINAR: BODY AND SOUL IN POSTMODERNIST DISCOURSE
 Mary Russo

HA 330
ADVANCED SHAKESPEARE SEMINAR
 L. Brown Kennedy

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

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

COURSE DESCRIPTIONS

NOTE: Spring 1997

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

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

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

APPLICATION PROCESS FOR FILM AND PHOTOGRAPHY

All Division II and III students wishing to work with Film/Photography faculty during the 1996-97 academic year must file their proposals (available from the film and photography facilities director, Kane Stewart) with the faculty by Wednesday, April 23, 1997, for Division II students and Friday, February 21, 1997, for Division III students.

APPLICATION PROCESS FOR CREATIVE WRITING AND THEATRE

Students who wish to have a member of the creative writing faculty or theatre faculty on their Division II or Division III committees must participate in an application process which will occur at the end of each semester. Instructions and application forms are available in the Humanities and Arts office. The deadline for submission of portfolios for spring 1997 will be Wednesday, April 23 for Division II students and Friday, February 21 for Division III students. Portfolios will be reviewed and assigned by the creative writing faculty, as a whole, for writing concentrators and the theatre faculty, as a whole, for theatre concentrators. Assignments for creative writing committees will be posted on the bulletin board next to EDH 16 within one week. Assignments for theatre committees will be posted on the door of the theatre offices within one week.

HA 104
INTRODUCTION TO DRAWING
 William Brayton

This course will require that students gain a familiarity with drawing as a tool in the investigation of form and light. Perceptual skills will be honed through a compounding series of assignments designed to develop critical looking. A wide spectrum of materials will be employed in the representation of subjects to include landscape, still life, and the figure. A

grounding in art history and language will be developed through critiques and independent research. Course materials cost \$50 to \$75. Please note: most high school classes and/or independent work do not involve such extensive amounts of time to develop ideas and competence. It is expected that those interested in studying art here would benefit from an introductory drawing course.

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

**HIA 108
INTRODUCTION TO THREE-DIMENSIONAL
DESIGN: EXPLORATIONS IN MATERIALS, FORM
AND STRUCTURE**

Hannah Gittleman

Students will be introduced to a variety of materials and, through explorations, will learn about the qualities inherent in each. After this initial stage of exploration, students will use the information gathered to make sculptural forms using these materials, and will then move on to problems involving structure and function. Through in-class discussions and critiques students should become comfortable discussing their work and the work of others from the standpoint of the principles that we cover. It will be necessary for students to work several hours each week outside of class time in order to complete their projects. No previous experience in the visual arts is necessary.

Enrollment is limited to 15. The class will meet twice a week for two and one half hours. There is a \$75 lab fee to cover the cost of materials used in the course.

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

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

The class meets once a week for two hours and fifty minutes. Enrollment is limited to 15 which will be determined at the FIRST class meeting.

**HIA 110b
FILM/VIDEO WORKSHOP I
Kane Stewart**

This course is an additional section of HA110 for Amherst College students. There are a very limited number of spaces for Hampshire students. Come to the first class.

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

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

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

**HIA 113*
MODERN DANCE I
TBA**

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

Class will meet twice a week for one-and-one-half hours. Enrollment is limited to 24. This course is not suitable for one-half of a Division I.

**HIA 117
AFRICAN AMERICAN POETRY
Robert Coles**

We will trace the development of African American poetry from early slave culture to the contemporary scene, beginning with folklore and slave songs, then moving through to Phillis Wheatley and the eighteenth-century formalists. Thereafter, we will concentrate on key movements and writers, such as Paul Lawrence Dunbar, the Harlem Renaissance, Gwendolyn Brooks, and the Black Arts Movement. In addition to writing two critical essays, students will be expected to write five poems of their own, using poems read in class as their models.

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

**HIA 131
BEGINNING PLAYWRITING
Ellen Donkin**

This course is aimed at beginning students of playwrighting. It will focus on how a script becomes theatrically viable. We will have discussion and in-class writing exercises as well as readings from student work and from published plays. Some of the areas that will receive special attention will include inventing and developing dramatically distinctive characters, the shaping of scene beginnings and endings, what is meant by dramatic structure and dramatic

action, and ways to think about the unfolding of plot. Students will be encouraged to think visually as they work. Our work will also include learning how to comment on one another's work, both on an intuitive level and in the very specific categories and terms of class discussion. Students will be urged to submit to the annual spring New Play Festival.

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

**HIA 138
THREE RUSSIAN WRITERS: PUSHKIN, GOGOL AND TURGENEV**

Joanna Hubbs

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

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

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

**HIA 151
ELEMENTARY DANCE COMPOSITION**

Daphne Lowell

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

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

**HIA 159
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 on the way environmental

form and expression are 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. Students must provide their 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). Enrollment is open.

**HIA 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 twenty minutes. Enrollment is limited to 25.

**HIA 192
DESIGN RESPONSE**

Wayne Kramer

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

**HA 194
LITERATURE AND SOCIETY BETWEEN THE WARS:
EUROPE, USA, THIRD WORLD**

Norman Holland/Jim Wald

The years between the two World Wars were characterized by a complex of interlocking global crises. Two antagonistic ideologies, fascism and international communism, gained ascendancy in several parts of the world and challenged the social and political status quo at a time when the capitalist system plunged into a worldwide depression. In addition, the various crises brought forth powerful new anticolonial movements. These tragic years were also a time of great

cultural flowering. We will consider the ways in which literary figures and intellectuals in Europe, the United States, and the Third World responded to the challenges of their era and engaged in political debate.

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

**HA 203
INTRODUCTION TO PAINTING**

Judith Mann

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

**HA 205
SCULPTURE II**

William Brayton

This course will focus on the dialogue between form and sculptural ideas. Assignments will address the development of representational and nonrepresentational approaches to subject matter. Materials will include wood, plaster, and metal. A research paper and group discussions on contemporary and historical modes of sculptural expression will be integrated within the course structure. A \$30 lab fee will cover some materials.

Prerequisite: a beginning sculpture course at the college level. Class will meet twice a week for two-and-one-half hours. Enrollment is limited to 15.

**HA 210
FILM/VIDEO WORKSHOP II: PICTURE AND SOUND**

Bill Brand

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

The course will have a special focus on making sound tracks for film and video using digital technologies. We will explore ways of combining materials and methods so that traditional and computer-based techniques are used together. Students will have a chance to become conversant in computer imaging and audio manipulation software, but the emphasis of the course is not on software training, but on image making. Reading and writing about critical issues is also an important part of the course.

Workshops that give software training will occur outside regularly scheduled class and students who are already familiar with the software are welcome in the course. Likewise,

workshops with John Gunther in video editing and use of the TV studios will be offered throughout the semester. Students are expected to attend these as well as to 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 postproduction equipment. Students must purchase their own film and pay their own processing fees.

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

**HA 211
STILL PHOTOGRAPHY WORKSHOP II**
TBA

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

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

**HA 216*
MODERN DANCE IV**

Daphne Lowell

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

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

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

**HA 224
AFRICAN AMERICAN LITERATURE: 1930s-1950s**

Robert Coles

In this course we will examine black writers of the 1930s, '40s, '50s with a view of the historical events that immediately preceded and followed World War II. Thus we will study how the Great Depression, the World War, and the postwar period influenced black American letters. Readings will include Hurston *Dust Tracks on a Road*, Petry *The Street*, Wright *Native Son*, Brooks *A Street in Bronzeville*, Hansberry *A Raisin in the Sun*, Baldwin *Notes of a Native Son*, Ellison *Invisible Man*.

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

HA 225

THE OTHER SOUTHS

L. Brown Kennedy/Susan Tracy

Although "the South" has often been spoken about as if it were a unified culture, there have always been a diversity of Souths—a region of contrasts different not only by geography, but also by the different historical experiences of its people. Through analysis of the narratives of native American, African American and Euro American southerners—women and men—we will explore the range of different stories that make up the literature and history of the southern United States. Emphasis will be placed on examining plantation slavery, the changing role of men and women, the white and black family, the events surrounding the Civil War and Reconstruction. We will also explore how memory, myth, and stereotypical thinking have affected group and individual consciousness. Some representative texts include *Uncle Tom's Cabin* (Stowe); *Running a Thousand Miles to Freedom* (William and Ellen Craft); *Hotel* (William Wells Brown); and *Iola LeRoy* (F. Harper).

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

HA/SS 233

THE AMERICAN WEST

Robert Rakoff/Susan Tracy

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

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

HA 237

PARIS-SAINT PETERSBURG

Joanna Hubbs/Sara 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 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.

Course meets once a week for three hours. Open enrollment. Limited to 30 students.

HA 238

FICTION AS HISTORY

Lynne Hanley

This course will focus not on historical recreation (i.e., the historical novel) but on fictional meditations on the relation of the past to the present. We will address such questions as: Why choose fiction as a means of intervention in the reconstructions of the past? What political agendas structure representations of the past? What role does personal and cultural memory play in the formation of the present? By closely examining narrative structure, we will gain insight into the author's geology of memory, into the particular way in which the writer imbeds the past in the present. Beginning with theoretical inquiries into the relation of fact to fiction by Terry Eagleton, Hayden White, and Paul Ricoeur, we will read novels that address such contested historical legacies as slavery, industrialization, colonialism, World War II, and wars of national liberation in Central America. Readings will include Sherley Anne Williams' *Dessa Rose*, Caryl Phillips' *Crossing the River*, Assia Djebar's *Fantasia: An Algerian Cavalcade*, Graham Swift's *Waterland*, Joy Kogawa's *Obasan*, Michael Ondaatje's *The English Patient*, Serge Ramirez's *To Bury Our Fathers*, Julian Alvarez's *In the Time of the Butterflies*, Joan Didion's *A Book of Common Prayer*, and Doris Lessing's *Shikasta*.

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

HA 239

JAZZ PERFORMANCE SEMINAR

Yusef Lateef

Professor Lateef will conduct a performance seminar in jazz improvisation in a small-group setting. This course will deal with tonal, atonal, and free-form methods of improvisation. Subjects to be discussed will include the 7th scale and its components, modal improvisation, nuances, the soul as it relates to musical expression, form emotion (thinking and feeling), and the individual's unique sense of rhythm. Students will be expected to complete weekly assignments.

Class will meet once a week for three hours. Prerequisite: HA 175 and HA 265 or equivalent Five College music courses. Admission is by instructor permission. Enrollment is limited to 24.

HA 241

MYTH AND MYTH THEORY

Alan Hodder

In the fourth century BCE, Plato already anticipated the popular derogatory conception of myth as an imaginative fabrication—*pseudos*, "a lie." Throughout Western history, however, and particularly since the rise of Romanticism, thinkers from various disciplines have viewed the stories of antiquity in more constructive terms. What is "myth"? deliberate falsehood or a veiled truth? Is it a term applicable to or recognizable in non-Western cultures also? What is the relationship between myth and history, myth and literature, myth and ideology? These are some of the questions this course is designed to address. Its purpose is to introduce students to three rich bodies of mythology—classical Greek, Norse, and Hindu—and to investigate an array of theoretical

approaches to the study of myth, from the fields of anthropology, sociology, the history of religions, philosophy, psychology, and literary theory. Theorists to be considered include Frazer, Durkheim, Malinowski, Levi-Strauss, Freud, Jung, Campbell, Eliade, Langer, Frye, Doniger, and Barthes.

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

HA 242
BORDER DIALOGUES
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 explore how Southwest border writings bridge the Americas. The course will read William Faulkner, Gabriel Garcia-Marquez, and Juan Rulfo as cultural icons with whom and against recent border writers create their own imaginary landscapes. Writers to be read include Ana Castillo, Rolando Hinojosa, Arturo Islas, and Cormac McCarthy.

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

HA 243
THE NATURE AND PRACTICE OF IMPROVISATION
Margo Simmons Edwards

This is a course designed to explore the nature, practice, and function of improvisation in Western art music as well as in various contemporary cultures. Questions will be asked and investigated, for instance: What is improvisation? What is important in improvisation? When is an improvisation successful and when is it not? Students from the other arts disciplines, such as dance and theatre, are encouraged to join the class.

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

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

HA 247
THE DOCUMENTARY TRADITION
Abraham Ravett

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

This course will introduce you to documentary films and videotapes, tracing their development historically, analyzing the emergence of new forms, and aiming to build critical

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

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

HA 256
THE NEW CULTURE OF CHANCE
Robert Goodman/Jeffrey Wallen

Gambling has become one of America's most controversial and fastest-growing enterprises—now generating over \$40 billion in yearly revenues. Ventures which were once legally available in only a few states—and often controlled by organized crime—are now heavily promoted by social leaders as major solutions to the economic problems of cities, states, and Indian tribes. What does this new culture of chance tell us about our future?

To begin to answer this question, we will explore the history of gambling and speculation, examine the social and economic impacts of the recent explosion of gambling, look at portrayals of the gambler in literature and film, and consider how our cultural attitudes are shaped by different philosophies of risk and chance.

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

HA 257
MUSIC IV: SEMINAR IN COMPOSITION
Margo S. Edwards

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

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

HA/CCS 258
TOPICS IN CULTURAL STUDIES: ART AND CULTURE IN THE 1920s
Joan Braderman/Susan Douglas/Sura Levine

An extraordinarily rich period in cultural production and change, developments during the 1920s in the West had a mighty impact on the way we think, see, hear and dream today. Through lectures, screenings, and slide and music presentations, we will examine some of the images, sounds,

inventions and fantasies of the 1920s in the context of the economic and political circumstances of their production. Among areas to be covered include selected moments in the history of radio, advertising, painting, film, photography and photomontage, sculpture, and performance. Artists and writers considered may include Marcel Duchamp, Josephine Baker, Erich von Stroheim, John Dos Passos, Langston Hughes, Dorothy Parker, Hans Eisler, Luis Buñuel, Hannah Hoch, Man Ray and Vladimir Tatlin.

Students will be required to attend and participate in all class meetings, and do extensive reading, viewing, and writing for the course. Class will meet once a week for two hours and forty minutes. Enrollment is limited to 45.

HA 263b

FILM/VIDEO PROJECTS IN THE COMMUNITY

Bill Brand

This is an ongoing activity that will be offered in both terms of the 1996-97 academic year. The focus will be the production of a small number of film/video productions working with or for a client from outside the Hampshire community. Students collectively and individually will be involved in all aspects of the production process including project development, fundraising, proposal and treatment writing, production scheduling, budgeting, shooting, editing, and postproduction finishing. All members of the group will meet together weekly for three hours, but a much higher and more flexible commitment of time is required. These are real-world productions with firm deadlines and client expectations.

The course is open to students with either an intermediate level of Film/Video experience (Film/Video II) or significant background in another field and a concrete interest in applying these skills to film/video productions. These fields might include nonfiction writing, political science research, history, anthropology, economics, business, and marketing.

Along with the production work, students will read and discuss current literature related to the problematics of representation, questions related to personal and social meaning, and other issues raised by the subject of the productions. All students will be expected to read, talk, and write about these issues.

This is a project of the MacArthur Chair. Enrollment is limited to eight by instructor permission.

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

HA 271

TWENTIETH-CENTURY WORLD POETRY IN TRANSLATION

Paul Jenkins

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

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

HA 283

THE ROLE OF THE INTELLECTUAL

Jeffrey Wallen

In this course, we will examine the rise in the nineteenth century of a new figure, the modern young intellectual, and then go on to explore the vagaries and the possibilities for the intellectual in our own century. We will use Edward Said's *Representations of the Intellectual* as a point of departure, and begin with novels by Flaubert, Turgenev, and Joyce (*Sentimental Education*, *Fathers and Sons*, and *A Portrait of the Artist as a Young Man*). We will also read works by George Eliot and Robert Musil, and then several more recent essays and novels (works by Sartre and Simone de Beauvoir, and many others).

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

HA 285

LABAN MOVEMENT ANALYSIS

Rebecca Nordstrom

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

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

Class will meet twice a week for two hours.

HA 292

NINETEENTH-CENTURY WOMEN WRITERS: ROMANTICISM AND THE GOTHIC TRADITION

Mary Russo

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

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

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

HA 305

ADVANCED PAINTING

TBA

This course will emphasize studio work and dialogue around individual interests. It will be augmented with group

discussion and slide presentations. Additional emphasis will be placed on color-painting techniques and materials and their relationship to expression.

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

HIA 316

DIVISION III STUDIO ARTS CONCENTRATORS

Hannah Gittleman and Judith Mann

The concentrators course will be structured around weekly group critiques of independent student work at the Division III level. Students will be required to articulate their process of intellectual reasoning, as well as their relationship to historical and contemporary sources in the visual arts. Emphasis will be placed on the development of each student's ideas with regard to form, and the ability to respond critically to the work of others. Prerequisite: Division III filed in visual arts.

Class will meet once a week for three hours and fifty minutes.

HIA 319

CRITICAL THEORY SEMINAR: BODY AND SOUL IN POSTMODERNIST DISCOURSE

Mary Russo

This advanced seminar is intended for students of contemporary culture with an interest in postmodernist theory. Beginning with a general discussion of postmodernism drawn from several key essays on postmodernism, we will explore 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. A study of two films by Cronenberg will conclude the seminar.

Students are expected to have a background in philosophy, critical theory, or art history. Enrollment is limited to 15. Class will meet once a week for two hours and fifty minutes.

HIA 330

ADVANCED SHAKESPEARE SEMINAR

L. Brown Kennedy

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

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

HIA 399a

ADVANCED SEMINAR IN WRITING

Lynne Hanley and Paul Jenkins

This course is designed for Division III students concentrating in fiction writing and poetry. Participants will be expected to present work-in-progress and to exchange intelligent, informed criticism.

Class will meet once a week for two-and-one-half hours. Enrollment is limited to 15 with instructor permission required.

HIA 399b

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

Jacqueline Hayden/Abraham Ravett

This course is open to film and photography concentrators in Division III and others by consent of the instructor. The class will attempt to integrate the procedural and formal concentration requirements of the college with the creative work produced by each student. It will offer a forum for meaningful criticism, exchange, and exposure to each other. In addition, various specific kinds of group experience will be offered: field trips to museums, galleries, and other environments; a guest lecture and workshop series; and encounters with student concentrators, teachers, and professionals who are in the other visual arts or related endeavors.

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

HAMPSHIRE COLLEGE CHORUS

Ann Kearns, Director

In the spring semester the Chorus will sing in the Five College Choral Festival (including the premiere of *House Made of Dawn* by Ann Kearns, the closing work for all 600 singers). We will also travel to Boston with a varied program of music by Brahms, Charles Ives, Randall Thompson, and Kassaia, an eighth-century Byzantine composer. Enrollment is by short, painless audition—sign up at the Chorus Office in the Music Building. Faculty and staff are welcome! Rehearsals are Monday and Wednesday, 4:00 p.m.–6:00 p.m. in the Recital Hall of the Music Building.

THEATRE BOARD

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

SCHOOL OF NATURAL SCIENCE

COURSE LIST

NS 103
PHYSICS II
Frederick Wirth

NS 106
THE MAKING OF THE NORTH AMERICAN CONTINENT
Lauret Savoy

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

NS 148
HUMAN GENE THERAPY: PROCEED WITH CAUTION
Lynn Miller

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

NS 176
PHYSICS—FROM BEGINNING TO END
Allan S. Krass

NS 181
TECHNOLOGY FOR SUSTAINABLE LIVING
Lawrence J. Winship/Frederick Wirth

NS 196
CARDIOVASCULAR PHYSIOLOGY IN HEALTH AND DISEASE
Merle Bruno

NS 203
CHEMISTRY II
Dula Amarasiriwardena

NS 207
ECOLOGY
Charlene D'Avanzo

NS 214
ORGANIC CHEMISTRY II
Nancy Lowry

NS 220
HUMAN PHYSIOLOGY
Ann McNeal

NS 227
POPULATION GENETICS AND EVOLUTION
Lynn Miller

NS 247
CELL BIOLOGY
Christopher Jarvis

NS 260
CALCULUS I
David Kelly

NS 268
GEOLOGICAL OCEANOGRAPHY
Steve Roof

NS/SS 279
THE SECOND NUCLEAR ERA
Allan S. Krass

NS 287
SUSTAINABLE AGRICULTURE
Lawrence J. Winship/David Holm/Brian Schultz

NS 288
GEOCHEMISTRY AND MINERALOGY
John Reid

NS 302
ADVANCED TOPICS IN MARINE ECOLOGY
Charlene D'Avanzo

NS 311
SCIENCE EDUCATION SEMINAR
Merle Bruno

NS 315
CALCULUS II
David Kelly

NS 344
PHYSICS AND CHEMISTRY OF THE ENVIRONMENT
Dula Amarasiriwardena/Frederick Wirth

NS 346
IMAGE ANALYSIS IN FIELD SCIENCE
John Reid

NS 390i
HUMAN HEALTH SEMINAR
Ann McNeal

COURSE DESCRIPTIONS

NS 102, 103, 204
PHYSICS SEQUENCE
Frederick Wirth

The introductory physics sequence consists of three courses: NS 102 Physics I, NS 103 Physics II, and NS 204 Physics III. Physics I and II constitute a two-semester treatment of calculus-based physics. It is anticipated that

students concentrating in the physical sciences will undertake the full three-semester sequence.

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

NS 102 PHYSICS I: (FALL SEMESTER)

- kinematics and dynamics
- harmonic motion and waves
- thermodynamics and kinetic theory

NS 103 PHYSICS II: (SPRING SEMESTER)

- thermodynamics and heat transfer
- electromagnetic fields
- wave motion

NS 204 PHYSICS III: (FALL SEMESTER)

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

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

NS 106

THE MAKING OF THE NORTH AMERICAN CONTINENT

Lauret Savoy

The landscapes of Earth are the result of complex processes and have evolved dramatically since the planet's formation billions of years ago. This course focuses on North America and examines the continent's evolution and anatomy, and the impact of the geology of the continent on its ecologic and human history. Using a regional approach, we will investigate the history of the continent and the geologic processes that have shaped its physical or natural landscapes. We will then examine how the physical environment influenced the course of human exploration and settlement of the continent.

The primary goals of the course are to 1) introduce students to the processes of geological inquiry and investigation, 2) help students improve their ability to "read" landscapes and interpret geologic processes that formed them, and 3) emphasize that an understanding of the natural or physical landscape allows a deeper understanding of the development of the cultural landscape.

In order to receive an evaluation, students are expected to participate actively in class, engage in discussions, and complete the class and independent projects. This class will meet twice a week for one hour and twenty minutes with a three-hour afternoon lab/project session. Enrollment is limited to 20.

NS 110

SCIENCE AND POPULAR OPINIONS: MYTHS OF SCIENCE

Nancy Lowry

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

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

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

NS 148

HUMAN GENE THERAPY: PROCEED WITH CAUTION

Lynn Miller

This seminar should be useful and, I hope, provocative to all students thinking about careers in health-related fields. In the past twenty years, an explosion of techniques in molecular biology has led to the promise of curing human genetic disease by gene transplantation. We will examine this promise and the risks in this technology, first by reading Holtzman's *Proceed with Caution*, and second by learning to read the original literature in this field.

All students are expected to write three essays from the original literature and to lead one seminar. Students are encouraged to launch Natural Science Division I exams in this seminar. Students who finish their essays and class presentation on time usually can complete an NS Division I exam by the end of the term or early in the next term. Class will meet twice a week for one hour and twenty minutes.

NS 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 that 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 that 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 twenty minutes.

NS 176

PHYSICS—FROM BEGINNING TO END

Allan S. Krass

Most astronomers believe that the universe began with a "Big Bang" and many physicists believe that we are close to a "final theory" of its fundamental structure—quarks, gluons, and what one physicist has called the "God Particle." If they are right, science would have achieved a goal it has been striving for since the dawn of history—a true "theory of everything." But are they right? What does the evidence look like, and is it as compelling as they claim? Does it even matter whether they're right or wrong, and how much is it worth to us to find out? This course will look at the origins of modern theories of the universe, the evidence that supports or challenges them, and the political role these ideas and their proponents play in American society. Enrollment is open, but limited to 30.

NS 181

TECHNOLOGY FOR SUSTAINABLE LIVING

Lawrence J. Winship/Frederick Wirth

Somewhere between the opinion that science can find a way out of any environmental problem and the notion that humans are a plague on the earth lies the view that we can indeed find a way to live in balance with each other and with the other creatures on earth. Defining technology as broadly as possible, there certainly seems to be a role for technology and science in working out global ecological balance. But what technology? Used how? In this course we will explore the art of the possible, in the context of a deliberately fuzzy definition of sustainability. We will learn about composting, biogas, recycling, and organic farming, in addition to innovative technologies for energy production and water use and conservation. We will emphasize biological systems and bring in consultants on physical systems.

We will meet twice per week to discuss readings and plan projects, and once per week to take field trips and work on research projects. Division I projects will be encouraged. Class is limited to 15 students.

NS 196

CARDIOVASCULAR PHYSIOLOGY IN HEALTH AND DISEASE

Merle 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 a strong understanding of the basic physiology of the heart and its accompanying blood vessels, as well as the respiratory system and autonomic nervous system. Physiologists often learn much about healthy systems from the study of diseased systems, so we will review information on heart attacks, heart failure, arrhythmias, valve dysfunctions, and hypertension. Research on models of the development of plaque and on the role of dietary cholesterol in the development of atherosclerosis will be reviewed, as well as medications and technologies (such as balloon angioplasty, stents, etc.) currently being used to treat it. Other topics that might be addressed through student projects include environmental risk factors such as smoking and stress, research on women and heart disease, the role of exercise and diet in prevention of heart disease, sudden

cardiac death in athletes, the role of meditation in stress reduction, and other topics of particular interest to those in the class.

These topics will be addressed through study of actual medical cases, reading text and research material, individual student projects, and an interview with a guest cardiologist. Each student will analyze the current research on one topic related to either prevention, disease, or treatment and present that review in class and as a final paper.

This will be an excellent course for Division I project work. 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, solubility, oxidation-reduction reactions, electrochemistry, and reaction rates. We will also put emphasis on the 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. We will emphasize basic laboratory skills, techniques of qualitative and quantitative analysis, chemical instrumentation techniques, and the use of computers in the chemistry laboratory.

Class will meet three times a week for one hour and twenty 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 207

ECOLOGY

Charlene D'Avanzo

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

NS 214

ORGANIC CHEMISTRY II

Nancy Lowry

This course is a continuation of the first semester of organic chemistry; emphasis is on the functional groups and spectroscopic identification of organic compounds. Class will meet three times a week for one hour and twenty minutes, plus one afternoon lab.

NS 220

HUMAN PHYSIOLOGY

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 a scientific report.

Students need some background in mathematics and chemistry for this course; if in doubt, consult the instructor. Class meets twice a week plus lab.

NS 227

POPULATION GENETICS AND EVOLUTION

Lynn Miller

Molecular techniques have led to a rapid change in the study of population genetics. These techniques are useful for the study of any population of organisms—plant, animal or bacterial. We will concentrate on the evolution of the primates and humans, but students are encouraged to study the literature or an organism of their choice.

We will read and discuss *Avise's Molecular Markers, Natural History, and Evolution* and many papers from the original literature. Students are expected to lead seminars on their own readings of the original literature. This seminar is not the place to work on a Natural Science Division I exam (See NS 148). Class will meet twice a week for one hour and twenty minutes.

NS 247

CELL BIOLOGY

Christopher Jarvis

If each of us begins as a single cell, how do we end up as such complex, multicellular organisms, and how do these 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 even a single cell is more ingenious and complex than the most powerful computers. We will explore the mystery of replication and natural selection as well as the importance of cellular communication. The breakdown of the controlled state that results in cancer will also be considered. Class will meet twice a week for one hour and twenty minutes.

NS 260

CALCULUS I

David Kelly

The calculus provides the language and some powerful tools for the study of change. As such it is an essential subject for those interested in growth and decay processes, motion, and the determination of functional relationships in general. We will investigate dynamical systems from economics, ecology, epidemiology, and physics. Computers are essential

tools in the exploration of such processes and will be integral to the course. No previous programming experience is required.

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

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

NS 268

GEOLOGICAL OCEANOGRAPHY

Steven Roof

This year in Geological Oceanography, we will investigate the geological processes of the oceans focusing on the interactions between the oceans and global climate. Oceanography has always been an interdisciplinary field, but in recent years the realms of the oceans, atmosphere, lithosphere, and biosphere have been viewed more and more as intimately linked systems. A prime example is the interaction between the oceans and atmosphere that produces Earth's climate. Topics of study will also include plate tectonics as a control on the evolution of the marine environment and continental margins; types, origin, and distribution of marine sediments; geochemical cycles linking the oceans and atmosphere; ocean circulation and global climate; and an introduction to ancient oceans. There will be a variety of assignments, including weekly readings and discussions of primary literature, field and lab investigations, and an independent research project. This course will build on the basic concepts of geology and oceanography, so a previous introductory level course in either of these topics is advised as a prerequisite.

Class meets twice a week for one hour and twenty minutes and one afternoon a week for a three-hour lab. Enrollment is limited to 20.

NS/SS 279

THE SECOND NUCLEAR ERA

Allan S. Krass

Two distinct trends can be identified in attitudes toward nuclear weapons in the post-Cold War world. One is exemplified by U.S.-Russian arms reduction agreements, the renewal of the Nuclear Nonproliferation Treaty, and the termination of nuclear weapon programs by South Africa and several other states. It implies the delegitimation of nuclear weapons and the possibility of their complete elimination. The other trend is seen in the reluctance of the five recognized nuclear weapon states to consider further reductions, the existence of unacknowledged stockpiles in India, Israel, and Pakistan, and the nuclear ambitions of Iraq, Iran, and North Korea. It implies the continued legitimacy and desirability of nuclear weapons and the possibility of their further proliferation. This seminar will examine the political and technical forces behind both trends and how U.S. policies contribute to each of them. Instructor permission is required for enrollment; class is limited to 20 students.

NS 287

SUSTAINABLE AGRICULTURE

Lawrence J. Winship/David Holm/ Brian Schultz

Organic, renewable, regenerative, biodynamic, sustainable, low input—call it what you like, new farming approaches are taking hold. In this course we will look at food production systems that fall into these categories, focusing on the biology and ecology of each method. We will focus on the science of subjects such as IPM or integrated fertility management. How does one test for sustainability or “organic-ness”? How do we know that a certain farming practice is not degrading the environment? Specific subjects will include composting, soil management, weed and insect control, intercropping, agroforestry, and intensive and rotational grazing. We will then learn techniques of organic farming by helping to plan, prepare, and plant seedlings and early crops at the Hampshire College Farm Center, and by working with local farmers and farm organizations.

The main work for the course will be a series of field and lab investigations, including detailed research papers. We will meet twice a week for lecture and discussion and one afternoon per week for lab and field work.

NS 288

GEOCHEMISTRY AND MINERALOGY

John Reid

In this course we will investigate the formation of the group of natural compounds—minerals—that compose the earth and that contain valuable clues about its evolution. We will start by considering the formation of the chemical elements by nucleosynthesis in stars, the value of isotope studies in the earth sciences, and the factors governing the geochemical behavior (crystal chemistry) of the dominant elements of the earth's crust. The formation of a given mineral is dependent on the local abundance and behavior of its constituent elements; the bulk of the course will be devoted to an understanding of these interrelationships. Mineral optics, essential to the microscopic identification of minerals, will combine with hand specimen studies to compose the laboratory portion of the course. Class will meet twice a week for one hour and twenty minutes plus one afternoon for lab.

NS 302

ADVANCED TOPICS IN MARINE BIOLOGY

Charlene D'Avanzo

Students in this seminar will read and discuss a series of research papers that are critical, new, or controversial to the field of marine ecology. Each session will be devoted to a single topic, such as predation and competition in the intertidal zone, Galapagos rift ecology, food webs in salt marshes and mangroves, and production of algae in the subtidal. Students will select two topics, help lead a discussion, and write two papers reviewing the topics. Prerequisites include a course in ecology or marine biology.

Class will meet once a week for three hours. Enrollment is limited to 20.

NS 311

SCIENCE EDUCATION SEMINAR

Merle Bruno

This course is designed for Division III and upper-level Division II students who think they might some day teach science in elementary, middle, or high schools or in college. Over the past ten years, numerous critiques have been written about traditional approaches to teaching science, and now several intriguing sets of “standards” for teaching science and math developed by national and state task forces are receiving national attention. The standards include recommendations about developing strong “habits of mind,” the importance of interdisciplinary work, the central role of critical inquiry, and of the need to design curricula that invite and encourage the interest of people traditionally underrepresented in science: women, minorities, and people with disabilities. Many school systems are working with teachers to help them redesign their teaching strategies to meet the new reforms.

Fewer colleges are paying attention to these new standards, but Hampshire is part of several national groups involved in the reform of college science teaching. Hampshire has also taken the lead in numerous partnerships with public school teachers and students to promote activities that many in the country are now interested in.

In this class, we will review the national standards and related literature and will observe and perhaps teach in some local schools. Students will also examine and articulate their own approaches to learning and teaching science and will report through a paper and presentation on topics related to science education reform. Class will meet once a week for three hours.

NS 315

CALCULUS II

David Kelly

This course will extend the concepts, techniques, and applications of the introductory calculus course. In particular, we'll consider the differentiation and integration of the circular functions of the periodic circular functions and functions of several variables; we'll continue the analysis of dynamical systems; and we'll work on approximating functions by polynomials. This course will also provide an introduction to the rich and rewarding world of Fourier analysis. The computer will again play a critical role in this course. Class will meet three times a week for one hour and twenty minutes. Optional evening problem sessions will be available. Regular substantial problem sets will be assigned and will constitute the heart of the student's course work.

NS 344

PHYSICS AND CHEMISTRY OF THE ENVIRONMENT

Dula Amarasiwardena/Frederick Wirth

Chemistry and physics play a vital role in understanding pollution problems and our environment. This course will explore several current environmental topics with strong components in physics and chemistry. We will put special emphasis on environmental concerns in the hydrosphere and atmosphere. Topics will include composition of natural waters, redox equilibria and complexation in water, water pollution and wastewater treatment, radon contamination, and inorganic and organic pollutants in the atmosphere. We will examine depletion of natural resources and energy issues.

Considerable time will be spent on learning environmental chemical analysis methods and instrumentation in environmental monitoring, including remote sensing. We will consider the physical principles behind the operation of these instruments. We will do two discovery projects of local environmental interest. 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.

Class will meet twice a week for one hour and twenty minutes; laboratory will meet one afternoon each week for three hours. Prerequisite: successful completion of Chemistry I and Physics I or permission of the instructors. Enrollment is limited to ten.

NS 346

IMAGE ANALYSIS IN FIELD SCIENCES

John Reid

This course will be devoted to understanding and using the various methods of computer-based analysis of high altitude and satellite imagery as they relate to geological and ecological research. Using Drury's *Image Interpretation in Geology* as a text, we will examine the electromagnetic spectrum and the ways human vision perceive this radiation, how images at various wavelengths (visible, infrared, radar) are achieved, and how false color enhancement, contrast stretching and pattern recognition in these images can be used to accentuate subtle differences in landscapes due to things like variations in vegetational cover, hydrologic regime, and the geochemistry of the surface. Students will develop a research program to accompany the theoretical part of the course, either on subjects related to their Division II and III work or as parts of ongoing investigations we have in the western United States and in Vieques, Puerto Rico.

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

NS 390i

HUMAN HEALTH SEMINAR

Ann McNeal

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

In addition to readings in the topics outlined above, students will be expected to present their own written work for discussion.

Class will meet once a week for three hours.

SCHOOL OF SOCIAL SCIENCE

COURSE LIST

- SS 102
POVERTY AND WEALTH
Laurie Nisonoff
- SS 116
REVOLUTION AND MODERNIZATION IN CHINA
Kay Johnson
- SS 133
PEOPLES OF THE AMERICAS
Leonard Glick
- SS 136
MYSTERIES, SCIENCE, AND PSEUDOSCIENCE
Donald Poe
- SS 137
ENVIRONMENTALISM IN AMERICA
Robert Rakoff
- SS 144
aFRICaN DEVELOPMENT
Frank Holmquist/Michael Ford
- SS 152
WOMEN AND GENDER IN EARLY MODERN EUROPE
Jutta Sperling
- SS 168
IMAGINING THE MIDDLE EAST
Ali Mirsepassi
- SS/HA 194
LITERATURE AND SOCIETY BETWEEN THE WARS
James Wald/Norman Holland
- SS 202
AN INTRODUCTION TO THE HISTORY OF THE WORLD: THE ULTIMATE SURVEY COURSE
Fred Weaver
- SS 207
STATISTICS AND DATA ANALYSIS
Donald Poe
- SS 212
HISTORY OF POSTWAR AMERICA
Penina Glazer
- SS 216
TRAUMA AND PSYCHOLOGY
Rachel Conrad
- SS 222
RETHINKING THE POPULATION PROBLEM
Betsy Hartmann/Kay Johnson
- SS 232
GLOBAL CAPITALISM AND THE CHANGING POLITICAL ECONOMY OF AFRICA AND LATIN AMERICA
Frank Holmquist/Frederick Weaver
- SS/HA 233
THE AMERICAN WEST
Robert Rakoff/Susan Tracy
- SS 241
CRIME AND PUNISHMENT
Lester Mazor
- SS/WP 242
FORMS OF WRITING IN THE SOCIAL SCIENCES
Will Ryan
- SS 245
NEW CRITICAL LEGAL THEORY
Marlene Fried/Flavio Risech-Ozguera
- SS 256
CONFLICT RESOLUTION AND HISTORICAL ANALYSIS
Greg Prince
- SS 266
CHILD GROWTH AND DEVELOPMENT IN A SOCIAL CONTEXT
Stephanie Schames
- SS 270
RACE IN THE UNITED STATES: UNDER COLOR OF LAW
Flavio Risech-Ozguera/Mitziko Sawada
- SS/NS 279
THE SECOND NUCLEAR ERA
Allan S. Krass
- SS 282
CONTEMPORARY CRITICAL SOCIAL THEORY
Ali Mirsepassi
- SS 289
THE VIETNAM WAR IN FILM AND FICTION
John Garofano
- SS 292
RITUAL, SANCTITY AND THE SOCIAL LIFE
Susan Darlington
- SS 295
RECONSIDERING THE PIAZZA: URBAN PUBLIC SPACE AS CONTESTED TERRAIN
Myrna Breitbart
- SS/CCS 296
FREEDOM OF EXPRESSION
James Miller/Lester Mazor

SS 297
INTERPRETING CULTURE
 Barbara Yngvesson

SS 311
WOMEN AND WORK
 Laurie Nisonoff

SS 339
PSYCHOLOGY SEMINAR
 Maureen Mahoney

SS 343
RESEARCH SEMINAR IN EUROPEAN HISTORY
 James Wald/Jutta Sperling

SS 361
RACE AND PLACE: RESTRUCTURING AMERICAN CITIES
 Michael Ford

COURSE DESCRIPTIONS

SS 102
POVERTY AND WEALTH
 Laurie Nisonoff

Who gets the money in America and who doesn't? Why is there poverty in the richest country in history? Although often sanctified by economic theorists in oblique formulas, the state of poverty and character of wealth go to the heart of what it is to live in America. This course encourages inquiry into a hard accounting of this contemporary social and economic reality. Thematic units include federal income measurement, facts and fictions; the business elite; taxation; family and sexual inequality; race; health care and aging; education; and the history of social welfare programs and charity. To understand how income inequality is perceived and measured, we will also examine three paradigms in economic inquiry; radical, liberal, and conservative. Students will be encouraged to engage in field observations in local settings where the poverty and policy issues we study are likely to be raised. Students with an interest in the Community Service Scholars Project are encouraged to enroll. Evaluation will be based on class participation and assigned problem sets and essays. Class meets twice a week for one hour and twenty minutes; enrollment is limited to 25.

SS 116
REVOLUTION AND MODERNIZATION IN CHINA
 Kay Johnson

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

The course will be organized into informal lectures (which will present general background, comparisons with other societies and some material gathered in recent visits to a Chinese village) and student-led workshops based on course readings and related topics generated by the particular interests of the participants. Enrollment is limited to 25. The class will meet twice a week for one hour and twenty minutes.

SS 133
PEOPLES OF THE AMERICAS
 Leonard Glick

An ethnography describes and explains a particular people's way of life. Although the term is usually associated with anthropology, ethnographic portraits of people and their cultures are also created by journalists, writers of creative nonfiction, novelists, and documentary filmmakers. This course will introduce you to readings, films, and videos portraying diverse peoples throughout the Americas. We'll focus on people out of the mainstream: those who are marginalized, underprivileged, oppressed. Among the diverse people and cultures we'll encounter are Native Americans in several regions, black children in a Chicago housing project, people in Pentecostal Christian churches, and desperately poor people in northeastern Brazil. Students will write frequent short response essays and a final ethnographic paper based on personal observation and experience. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 18.

SS 136
MYSTERIES, SCIENCE, AND PSEUDOSCIENCE
 Donald Poe

This course will explore a number of phenomena currently on the fringes of scientific investigation, as approached by social scientists. We will read scientific and popular literature on astrology and ESP, stating the case of both believers and skeptics. Possibilities for additional discussion topics include astral projection, Kirilian photography, pyramid power, pyramidology, dowsing, psychokinesis, perceptual ability of plants, telepathy, scientology, medical fads, dietary fads, earthly visits by extraterrestrial beings, acupuncture, biorhythms, the Bermuda Triangle, and numerous psychotherapies. The emphasis is on "modes of inquiry," not on debunking myths. If one wanted to investigate these phenomena in a scientific fashion, how would one go about it? What standards of proof are required? The class is open to believers and skeptics. Class meets twice a week for one hour and twenty minutes; enrollment is limited to 25.

SS 137
ENVIRONMENTALISM IN AMERICA
 Robert Rakoff

This course will explore the rise of environmentalism in America from the mid-nineteenth century to the present. We will examine the growth and diversity of environmental organizations and activism as well as the development of ideas of ecology and nature that underpinned that political activity. We will seek to analyze the strengths and weaknesses of American environmentalism as it has struggled with and been shaped by a capitalist political economy. Students will do research on both early and recent environmental groups and campaigns. Class will meet twice a week for one hour and twenty minutes.

SS 144

AFRICAN DEVELOPMENT

Frank Holmquist/Michael Ford

The course addresses four major issues: 1) History: What did pre-colonial African politics and economics look like? How and why was European colonial rule imposed? How did Africans respond? What was the origin and nature of nationalist ideology, organization, and leadership in the struggle for independence? 2) Current difficulties: How should we understand and explain the gathering crises in African politics and economics? 3) Development policy, reform, and recovery: What are current development policies in different policy arenas (such as agriculture, industry, and education)? How successful are they and what changes may be needed to put Africa on the road to economic recovery? 4) South Africa: How did white rule and the chronic South African crisis develop historically? What were the roles of external and internal forces? What are the chances for democracy in the future? Class will meet twice a week for one hour and twenty minutes; enrollment is limited to 35.

SS 152

WOMEN AND GENDER IN EARLY MODERN EUROPE

Jutta Sperling

This course is an introduction to the social and cultural history of women and gender in early modern Europe. It will focus on Italy, but include a comparative perspective on Spain, France, Germany, and England. Among the topics we will discuss are the "renaissance" of domesticity in fifteenth-century Italy; marriage and the family; the evolution of the dowry system; Neoplatonic theories on beauty, love, and gender; women's roles in court society; the *salonnière* in seventeenth- and eighteenth-century France; women in the Reformation; images of women rulers, from Elizabeth I to Marie

Antoinette; the witch craze; gender and disorder in sixteenth-century Spain; sexual difference in anatomical representations; men's and women's autobiographies; male and female homosexuality; women artists, musicians, scientists, and writers. We will read primary as well as secondary literature. Class will meet twice a week for one hour and twenty minutes.

SS 168

IMAGINING THE MIDDLE EAST

Ali Mirsepassi

In recent times, no other region of the postcolonial world has stirred such strong emotions in American society as the Middle East. Historically, how have Americans come to hold their attitudes and images of the Middle East? As case studies, we will examine shifting representations of the Middle East in U.S. popular culture, including visual (films, advertising, etc.) and literary texts (thrillers, spy novels, romance fiction). We will consider the interrelationship between popular cultural representations and the manner in which the Middle East is conceptualized in the academy and in "high culture" in general (for instance, theorized, e.g., as orientalism). Class will meet twice a week for one hour and twenty minutes.

SS/HA 194

LITERATURE AND SOCIETY BETWEEN THE WARS

James Wald/Norman Holland

The years between the two world wars were characterized by a complex of interlocking global crises. Two antagonistic ideologies, fascism and international communism, gained ascendancy in several parts of the world and challenged the social and political status quo at a time when the capitalist system plunged into a worldwide depression. In addition, the various crises brought forth powerful new anticolonial movements. These tragic years were also a time of great cultural flowering. We will consider the ways in which literary figures and intellectuals in Europe, the United States, and the Third World responded to the challenges of their era and engaged in political debate. Class will meet twice a week for one hour and twenty minutes; enrollment is limited to 35.

SS 202

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

Fred Weaver

This ambitious course will briefly regard the ancient and medieval worlds but emphasize the world after 1500, when something like a "global history" emerged. Combining seriousness and humor, our exploration will have two principal themes: the political economy of social change; and the nature of historical interpretation. Although students will not be asked to list English (or any other) monarchs in order of appearance, they should come out of the course with a sense for historical sequence and periodization and with an appreciation for the importance of historical understandings and interpretative issues. We will use a textbook in order to give consistency and order to the narrative, but we will supplement it with a variety of other readings to help us sustain a critical stance during our whirlwind tour through the millennia. Given the nature of the course, most of the assigned writing will be short critical essays responding to the readings. The class will meet twice a week for one hour and twenty minutes; open enrollment.

SS 207

STATISTICS AND DATA ANALYSIS

Donald Poe

This course is an introduction to data analysis. It is designed primarily to give students the intellectual concepts and the computing technical skills necessary to make intelligent interpretation of data. We will cover data description, probability theory, hypothesis testing, correlations, parametric and nonparametric tests of significance. In addition, we will be using the popular computer package SPSS-X at all stages of our work. Students need neither any computer background nor any previous statistics courses, although a working knowledge of elementary algebra is helpful. Class will meet twice a week for one hour and twenty minutes; enrollment is limited to 25.

SS 212

HISTORY OF POSTWAR AMERICA

Penina Glazer

After World War II the United States emerged as the dominant world power. In the next two decades the society was shaken by major domestic and international changes. We will look at some of the major dimensions of U.S. society

between 1945 and 1968; the onset of the Cold War, the emergence of McCarthyism, the beginning of the civil rights movement, the emergence of the New Left, and the birth of modern feminism. Students will write two papers, including one research paper. The class will meet twice a week for one hour and twenty minutes.

**SS 216
TRAUMA AND PSYCHOLOGY**
Rachel Conrad

There is growing attention to the harmful psychological effects of traumatic events—such as physical abuse and sexual abuse—on individuals. Definitions of trauma are being reworked at the same time as effects of trauma are being studied. Current models are often more applicable to discrete events than to ongoing traumatic situations; certain experiences, such as forms of oppression and witnessing violence, are not as clearly addressed by these models. This course will briefly consider historical perspectives on trauma (such as Freud's changing views) as well as the evolution of the effort in clinical psychology to classify psychological reactions to trauma. The focus of this course is on children's reactions to trauma, although we will also consider issues related to adults' experiences. This is an advanced course in clinical psychology; an introductory course in clinical or abnormal psychology is strongly recommended. Class will meet twice a week for one hour and twenty minutes.

**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; 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. China will be studied as a major case study of population control. Class will meet twice a week for one-hour and twenty minutes; enrollment is limited to 35.

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

This course is a comparative investigation of African and Latin American development processes in the post-World War II years in the context of profound changes in world political economy often termed global capitalism. We will focus especially on the last two decades, which have seen the rise of structural adjustment ("free market") policies in the economic realm and democratization in the political. The interaction of these two processes has initiated major changes in the character of Third World political economies and societies,

and this course will afford us the opportunity to assess both the impact of structural adjustment and democratization and the utility of various types of development theory for understanding these outcomes.

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

**SS/HIA 233
THE AMERICAN WEST**
Robert Rakoff/Susan Tracy

This course will explore contrasting interpretations of the history and culture of the American West. We will compare the West as a historical process (the Anglo frontier) with the West as a region defined by its environment and by human interaction with its natural features. In the process, we will examine the West's multicultural distinctiveness as well as its continuities with Eastern culture. We will contrast the myth of Western rugged individualism with its history of colonial dependence on Eastern capitalism and federal subsidies. We will explore the role of the West in American culture and myth as well as the self-expressions of Westerners in story and film. We will read widely in historical and cultural interpretations and in the popular literature of the West. An evening film series of Western movies from Hollywood and elsewhere will supplement the regular class meetings. Class will meet twice a week for one hour and twenty minutes and once a week for two hours. Enrollment is limited to 35.

**SS 241
CRIME AND PUNISHMENT**
Lester Mazor

By examining such topics as rape, drugs, the death penalty, prison riots, the insanity defense, gun control, organized crime, and white-collar crime, this course will pursue broad themes running through the administration of criminal justice in the United States. These themes 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.

The course will invoke legal as well as historical, sociological, and philosophical perspectives. Classes will consist of lecture and discussion based on the assigned readings. In addition, a number of films, guest lectures, and other events will be held outside of regular class times in conjunction with the course. The class will meet twice a week for one hour and twenty minutes.

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

This writing course will study creative nonfiction, biographies, analytical essays, case studies, etc., used by historians, ethnographers, sociologists, psychologists, and economists. These readings will not only provide models for writing, but permit the class to develop some criteria for reviewing student work. There will be regular writing assignments and frequent opportunity for peer review, although this is not a course for students interested in short story writing and poetry. Class will meet twice a week for one hour and twenty minutes; enrollment is limited to 16 by instructor permission.

SS 245

NEW CRITICAL LEGAL THEORY

Marlene Fried/Flavio Risech-Ozguera

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

SS 256

CONFLICT RESOLUTION AND HISTORICAL ANALYSIS

Greg Prince

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

SS 266

CHILD GROWTH AND DEVELOPMENT IN A SOCIAL CONTEXT

Stephanie Schamess

What does a child need in order to grow up as a healthy, functioning adult in society? This course approaches child development as an interaction between the biological/social imperatives of children's developmental needs, and the socioeconomic, psychological, and cultural circumstances that affect how those needs are interpreted and met. For the first part of the semester we will read the theories of Bowlby and Erikson, cross-cultural studies on parents' child-rearing strategies, and research on the processes by which children become socialized into the larger society. Then we will focus on case studies of children reared in settings ranging from extreme poverty in Brazil to inner-city neighborhoods and to "mainstream" middle-class America, centering in each case on particular aspects of the child's social milieu: for example, parental belief systems, the socialization "messages" of

preschools, or the effects of exposure to violence. Background in child development is helpful although not required. Class will meet twice a week for one hour and twenty minutes.

Note: This is a Community Service Scholars Project-related course. Students doing internships in relevant settings will be encouraged to integrate their community work with class content through written assignments, class discussion, and presentations.

SS 270

RACE IN THE U.S.: UNDER COLOR OF LAW

Flavio Risech-Ozguera/Mitziko Sawada

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

Evaluations will be written for students who have kept pace with the extensive readings, actively participated in class discussions, and completed two short essays and one comprehensive research paper in a timely fashion. A prior course in U.S. history or legal studies is highly recommended. Class will meet twice a week for one hour and twenty minutes; enrollment is limited to 40.

SS/NS 279

THE SECOND NUCLEAR ERA

Allan S. Krass

Two distinct trends can be identified in attitudes toward nuclear weapons in the post-Cold War world. One is exemplified by U.S.-Russian arms reduction agreements, the renewal of the Nuclear Nonproliferation Treaty, and the termination of nuclear weapon programs by South Africa and several other states. It implies the delegitimation of nuclear weapons and the possibility of their complete elimination. The other trend is seen in the reluctance of the five recognized nuclear weapon states to consider further reductions, the existence of unacknowledged stockpiles in India, Israel, and Pakistan, and the nuclear ambitions of Iraq, Iran, and North Korea. It implies the continued legitimacy and desirability of nuclear weapons and the possibility of their further proliferation. This seminar will examine the political and technical forces behind both trends and how U.S. policies contribute to each of them. Enrollment is limited to 20 by instructor permission.

SS 282

CONTEMPORARY CRITICAL SOCIAL THEORY

Ali Mirsepassi

This social theory course examines the classical social theory (Marx, Durkheim, and Weber), and will more specifically focus on the new social movements and making of new social theories. We will look at theoretical challenges to the enlightenment "dream" of "universal reason" in works of poststructuralist, postmodernist, and postcolonialist theorists. We will pay particular attention to the works of Michel Foucault, Dorothy Smith, and Edward Said. Class will meet twice a week for one hour and twenty minutes; enrollment is limited to 25.

SS 289

THE VIETNAM WAR IN FILM AND FICTION

John Garofano

The war is very much alive in both the United States and Vietnam today. In this course we will examine representations of the war in popular culture and assess, insofar as possible, the correspondence of these representations to the realities of the war. We will spend the first quarter of the course studying the history of the war. Next we will examine American artistic accounts and relate them to what we can know of the reality on the ground. Local writers will be read and will speak to the class. Finally we will consider Vietnamese images of the wars against the United States and the French as projected in films and poetry. Student research projects will emphasize the disjuncture between reality and fiction. Class will meet twice a week for two hours and twenty minutes and once a week for one hour and twenty minutes.

SS 292

RITUAL, SANCTITY AND THE SOCIAL LIFE

Susan Darlington

This course will explore the importance of religion in social life, in terms of practice and belief, symbolism and spirituality. We will study some of the major theories of religion and society, from a variety of disciplinary approaches. These conceptual theories will be grounded and tested in several concrete cases, possibly including the Australian Aborigines, and Islam in the Middle East and Asia and/or the contemporary United States. A central focus will be on the dilemmas of meaning and order—both individual and social—that make concepts of sanctity and ritual critical and compelling for us as social beings. The class will meet twice a week for one hour and twenty minutes; enrollment is limited to 25.

SS 295

RECONSIDERING THE PIAZZA: URBAN PUBLIC SPACE AS CONTESTED TERRAIN

Myrna Breitbart

Liberal/democratic debates about public life and nostalgic visions of the piazza accompany current efforts on the part of city governments and corporations to “restore public order” and recapture public space for a certain class of citizen. This seminar examines the role of cultural production and public space in a changing urban political economy, recent trends toward the privatization of urban public space and the struggles and negotiations that result. New “official” designs for public space are analyzed and contrasted with often opposing attempts by citizens to use public space to challenge the limitations of their assigned places in society. Also considered are examples of urban public art that attempt to recover the meanings of urban life for diverse dwellers. Books may include *The Culture of Cities* by Sharon Zukin; *The Power of Place: Urban Landscapes as Public History* by Dolores Hayden; and *Variations on a Theme Park: The New American City and the End of Public Space*, edited by Michael Sorkin. Class will meet once a week for two hours and fifty minutes.

SS/CCS 296

FREEDOM OF EXPRESSION

James Miller/Lester Mazor

Should there be limits to what people can say in speech, writing or other forms of social communication? Libertarians argue that in a truly free society there ought to be none. Some critics argue that permitting any speech equal access to public forums endows the thoughts of, say, a David Duke with the same legitimacy as those of a Nelson Mandela: a kind of “tolerance” that is ultimately “repressive” of the most worthy expression. Yet few would argue that shouting “Fire!” in a crowded theater ought to be prohibited. This course will investigate a range of linguistic and communications issues relating to free speech. These include how we deal with racial and ethnic “slurs”; legal traditions; policies toward mass media; the relationship among language, thought, and action; and the interaction between linguistic and social meaning. Students will read literature from linguistics and communications and examine selected case studies. There will be a series of short essays and a larger final project. Class will meet twice a week for one hour and twenty minutes. Enrollment is limited to 40.

SS 297

INTERPRETING CULTURE

Barbara Yngvesson

This course will examine some of the premises, challenges, and problems of contemporary anthropology. It will consider epistemological and methodological issues involved in “participant observation” as a concept and practice central to anthropological research, focusing on questions of power and of ethnographic authority in the construction of ethnographic texts. By engaging with a number of recent ethnographies (Lila Abu-Lughod’s *Writing Women’s Worlds*, Anna Lowenhaupt Tsing’s *In the Realm of the Diamond Queen*, Faye Ginsburg’s *Contested Lives*) we will discuss the ways that ethnography continually moves across disciplinary boundaries that suggest a world divided between the imagined and the real, and we will consider the potential for ethnography as cultural critique. During the second half of the semester, students will engage with these questions in more detail by completing a short field study project in the local area. The course is intended for advanced students in anthropology and related fields. The class will meet once a week for three hours. Enrollment is limited to 25.

SS 311

WOMEN AND WORK

Laurie Nisonoff

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

SS 339

PSYCHOLOGY SEMINAR

Maureen Mahoney

This will be a works-in-progress seminar for students engaged in Division III projects in psychology and related fields. Students will present their research to each other several times during the semester. In addition to serving as a group that will offer guidance, criticism, and support, this seminar will be a forum in which methodological issues in psychology will be discussed. We hope to have a mix of students using experimental, interview, case study, and other qualitative and quantitative approaches. Class will meet once a week for two hours and twenty minutes. Instructor permission; enrollment is limited to 16.

SS 343

RESEARCH SEMINAR IN EUROPEAN HISTORY

James Wald/Jutta Sperling

This concentrators' seminar is intended above all for students planning or writing Division III projects in early modern and modern European history or related fields. In the first half of the term, we will read a mixture of theoretical works and representative case studies. In the second half of the term, students will present the results of their research. Among the tentative topics are gender studies, the new cultural history, anthropology and history narrative, and social history. Students who are considering enrolling in this course should contact the instructors at the time of preregistration. Insofar as possible, we will tailor the specific readings to the needs and interests of the participants. Class will meet once a week for two hours and twenty minutes.

SS 361

RACE AND PLACE: RESTRUCTURING AMERICAN CITIES

Michael Ford

The ancient view of cities as a meeting ground of citizens where public life was constructed bears little resemblance to contemporary images of America's urban places. Cities are far too frequently portrayed as places where disorder and turmoil lurk just below the surface of everyday life. The re-imaging of American cities has occurred simultaneously with changes in their demographic makeup and major shifts in the domestic and international political economy.

This course will focus on life in contemporary urban America. We will use a variety of ethnographic materials to learn something about the ways and byways of urban social life. Our special focus will be on groups and settings that have been constructed principally by race. We will also consider macro-sociological analyses of contemporary cities, looking at the transformation and movement of capital as well as the constitution of suburban areas as havens from the tax and revenue requirements of American cities.

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

FIVE COLLEGE FACULTY OFFERINGS

COURSE LIST

SMITH

FLS 282b

STUDIES IN THE MOVING IMAGE I

Norman Cowie

UNIVERSITY

Communication 397

STUDIES IN THE MOVING IMAGE II: COMMUNITY TELEVISION

Norman Cowie

AMHERST

T and D 1119 (Proposed)

CONTEMPORARY TECHNIQUES: COMPARATIVE CARIBBEAN DANCE I

Yvonne Daniel

SMITH

Dance SC 272b

DANCE AND CULTURES

Yvonne Daniel

SMITH

Dance 142b

CULTURAL DANCE FORMS: HAITIAN I

Yvonne Daniel

AMHERST

Arabic 2

FIRST YEAR ARABIC II

Tayeb El-Hibri

UNIVERSITY

Arabic 146

ELEMENTARY ARABIC I

Tayeb El-Hibri

SMITH

Arabic 100d

ELEMENTARY ARABIC II

Tayeb El-Hibri

AMHERST

Arabic 4

INTERMEDIATE ARABIC II

Mohammed Mossa Jiyad

MOUNT HOLYOKE

Asian 133

INTERMEDIATE ARABIC II

Mohammed Mossa Jiyad

UNIVERSITY

Arabic 346

ADVANCED ARABIC

Mohammed Mossa Jiyad

MOUNT HOLYOKE

IR 314

CONFLICT AND COOPERATION: COLLECTIVE SECURITY IN WORLD POLITICS

John Garofano

HAMPSHIRE

SS 289

THE VIETNAM WAR IN FILM AND FICTION

John Garofano

SMITH

Government 251b

PROBLEMS OF INTERNATIONAL SECURITY

Michael T. Klare

UNIVERSITY

Geology 512

X-RAY FLUORESCENCE ANALYSIS

J. Michael Rhodes

UNIVERSITY*

Geology 591V

VOLCANOLOGY

J. Michael Rhodes

SMITH

Anthropology

ANTHROPOLOGY AND INTERNATIONAL HEALTH

James Trostle

COURSE DESCRIPTIONS

SMITH

FLS 282b

STUDIES IN THE MOVING IMAGE I

Norman Cowie

An introductory course in the theory and practice of film and video production. Exploration of the historical, theoretical, and critical contexts that inform independent film and video production today. Students will work on individual and collaborative projects, primarily in video. Particular attention will be given to the work of independent producers, to the contributions of contemporary criticism, and to the field of the moving image-and-sound as a representational system influenced by (among other things) the art world, Hollywood cinema, broadcast television and community activism. Enrollment is limited to 16. Screening fee. 4 credits TTh 1:00 p.m.-2:50 p.m.; screening time T 3:00 p.m.-5:00 p.m.

UNIVERSITY

Communication 397

STUDIES IN THE MOVING IMAGE II:**COMMUNITY TELEVISION**

Norman Cowie

This course will seek to integrate the theory and practice of low-budget community television production. Participants

in the course will study the history and theory of community television and its relationship to corporate television, here and abroad. We will examine their points of coincidence and contradiction in the contexts of production, distribution, and reception. We will also look at the rhetorical strategies of their programming, and consider the influence of video art and community video on mass cultural forms, and vice versa.

This course will be based at the University and will accept up to five students from each of the five colleges. Participants in the course will work together to research, develop, and produce work for programming on public access TV in Amherst and Northampton, and for the campus networks at UMass, Amherst, and Hampshire. Students will work on production teams and as segment producers, under the instructor's supervision using the equipment and facilities of their home campus. All participants will meet formally once a week at the University with sections meeting regularly at each of the five colleges. TBA.

AMHERST
T and D H19
CONTEMPORARY TECHNIQUES: COMPARATIVE CARIBBEAN DANCE I

Yvonne Daniel

This course is designed to give flexibility, strength, and endurance training within Caribbean dance styles. It focuses on Katherine Dunham (African-Haitian) technique and includes Haitian, Cuban, and Brazilian traditional dances. The cultural contexts of secular and religious dance forms are explored. Students are involved in physical training, perfection of style, integration of music and dance, and an appreciation of diverse values that are embodied in movement. As students develop skill and respond to Caribbean rules of performance, they are encouraged to display Caribbean dances in studio and concert performance settings. TBA.

SMITH
Dance SC 272b
DANCE AND CULTURES

Yvonne Daniel

This course is an introduction to dance as a universal behavior of human culture. Through a survey of world dance traditions and an emphasis on dance as celebration, as well as dance as performance, the varied significance of dance is outlined. The course uses readings, video and film analysis, and dancing to familiarize students with functional aspects of dance and organizing areas of culture. Students will gain a foundation for the study of dance in society and an overview of the literature of both non-Euro-American and Euro-American dance. For dance majors, this course provides an opportunity for comparison with the history of dance in "western" societies; for nonmajors, the course provides an alternative approach to multiculturalism, the consideration of diverse cultures through dance. (A prerequisite for Dance 375 The Anthropology of Dance) TTh 10:30 a.m.-12:00 noon.

SMITH
Dance 142b
CULTURAL DANCE FORMS: HAITIAN I

Yvonne Daniel

This course is designed to train students in African-derived movement and to place specific dances of Africa and

Haiti in their cultural contexts. The course focuses on Katherine Dunham technique and also includes mini-lectures, discussion, reading, and video presentations. Students are encouraged to perform in studio or concert settings. M 7:00 p.m.-10:00 p.m.

AMHERST
Arabic 2
FIRST YEAR ARABIC II

Tayeb El-Hibri

A continuation of Arabic I. Students will expand their command of basic communication skills, including asking questions or making statements involving learned material. Reading materials (messages, personal notes, and short statements) will contain formulaic greetings, courtesy expressions, queries about personal well-being, age, family, weather, and time. Students will also learn to write frequently used memorized material such as names and addresses.

The same course as University of Massachusetts Arabic 146. Also offered at Smith College as Arabic 100d, Elementary Arabic II. MW 1:25 p.m.-3:20 p.m.; F 1:25 p.m.-2:15 p.m.

UNIVERSITY
Arabic 146
ELEMENTARY ARABIC I

Tayeb El-Hibri

Continuation of Arabic 126. Same description as Amherst Arabic 2. (Taught at Amherst College in spring 1997). MW 1:25 p.m.-3:20 p.m.; F 1:25 p.m.-2:15 p.m.

SMITH
Arabic 100d
ELEMENTARY ARABIC II

Tayeb El-Hibri

This course is a continuation of elementary Arabic I. Students will expand their command of basic communication skills, including asking questions or making statements involving learned material. Reading materials (messages, personal notes, and short statements) will contain formulaic greetings, courtesy expressions, queries about personal well-being, age, family, weather, and time. Students will also learn to write frequently used memorized material such as names and addresses.

The same course as University of Massachusetts Arabic 146. Also offered at Smith College as Arabic 100d, Elementary Arabic II. MW 1:25 p.m.-3:20 p.m.; F 1:25 p.m.-2:15 p.m.

AMHERST
Arabic 4
INTERMEDIATE ARABIC II

Mohammed Mossa Jiyad

A continuation of Arabic 3. MW 1:00 p.m.-2:30 p.m.; F 1:00 p.m.-2:00 p.m.

MOUNT HOLYOKE
Asian 133
INTERMEDIATE ARABIC II

Mohammed Mossa Jiya

Continuation of 132. MW 11:00 a.m.-12:30 p.m.; F 11:00 a.m.-12:00 p.m.

UNIVERSITY

Arabic 346

ADVANCED ARABIC

Mohammed Mossa Jiyad

Students will develop advanced speaking and listening skills, including elaborating, complaining, narrating, describing with details, communicating facts, and talking casually about topics of current public and personal interest using general vocabulary. Students will read authentic materials from journalism and literature and develop writing skills through paraphrasing, composing letters and biographies, taking notes, comprehensive summaries and resumes, as well as narratives and factual descriptions and other writing assignments. Prerequisite: Arabic 246 or consent of instructor. MW 2:30 p.m.-4:00 p.m.

MOUNT HOLYOKE

IR 314

CONFLICT AND COOPERATION; COLLECTIVE SECURITY IN WORLD POLITICS

John Garofano

World leaders are in need of new conceptions of collective behavior among nations. In this course we shall examine, in turn, arguments about the causes of wars, differing notions of collective security systems, the theoretical requirements of such systems, and the general effectiveness of recent historical examples of these arrangements. We will then look on a micro-level to examine how international institutions have either moderated the pursuit of selfish national interests or have redefined those interests in such a way as to make conflict less likely. Emphasis will be placed on research projects on either a contemporary or a historical topic. Permission of instructor required. TBA.

HAMPSHIRE

SS 289

THE VIETNAM WAR IN FILM AND FICTION

John Garofano

The war is very much alive in both the United States and Vietnam today. In this course we will examine representations of the war in popular culture and assess, insofar as possible, the correspondence of these representations to the realities of the war. We will spend the first quarter of the course studying the history of the war. Next we will examine American artistic accounts and relate them to what we can know of the reality on the ground. Local writers will be read and will speak to the class. Finally we will consider Vietnamese images of the wars against the United States and the French as projected in films and poetry. Student research projects will emphasize the disjuncture between reality and fiction. Enrollment limited to 20. TBA.

SMITH

Government 251b

PROBLEMS OF INTERNATIONAL SECURITY

Michael T. 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. We will focus on such issues as ethnic and

regional conflict in the Third World; nuclear and chemical proliferation, conventional arms trafficking; arms control and disarmament; U.N. peacekeeping; global environmental degradation; population growth; and resource scarcities. There will be lectures by the instructor and by guest speakers.

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. Th 10:30 a.m.-11:50 a.m.

UNIVERSITY

Geology 512

X-RAY FLUORESCENCE ANALYSIS

J. Michael Rhodes

Theoretical and practical application of X-ray fluorescence analysis in determining major and trace element abundances in geological materials. Enrollment limited. 2 credits. Time and place to be arranged.

UNIVERSITY*

Geology 591V

VOLCANOLOGY

A systematic coverage of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanoes and man, and the monitoring and prediction of volcanic events. Case studies of individual volcanoes will be presented to illustrate general principles of volcanology, paying particular attention to Hawaiian, ocean-floor, and Cascade volcanism. Prerequisite: Petrology recommended. Enrollment limited. 3 credits. F 1:30 p.m.-3:30 p.m.; additional two-hour lecture to be arranged.

*Institutional location of class will be varied, depending on enrollment.

SMITH

Anthropology

ANTHROPOLOGY AND INTERNATIONAL HEALTH

James Trostle

This course examines the growing collaborative and critical roles of anthropology in international health. Anthropologists elicit disease taxonomies, describe help-seeking strategies, critique donor models, and design behavioral interventions. These issues will be explored through case studies of specific diseases, practices, therapies, and policies. Prerequisites: one anthropology course or permission of the instructor. Two meetings. 4 credits

FIVE COLLEGE ASTRONOMY

HAMPSHIRE COLLEGE

ASTFC 23

PLANETARY SCIENCE

TBA

AMHERST

ASTFC 24

STELLAR ASTRONOMY

TBA

SMITH
ASTFC 37
OBSERVATIONAL TECHNIQUES OF OPTICAL AND INFRARED ASTRONOMY
Suzan Edwards

UNIVERSITY
ASTFC 52
ASTROPHYSICS II: GALAXIES
Eugene Tademaru

COURSE DESCRIPTIONS

HAMPSHIRE COLLEGE
ASTFC 23
PLANETARY SCIENCE
TBA

Introductory course for physical science majors. Topics include planetary orbits, rotation and precession, gravitational and tidal interactions, interiors and atmospheres of the Jovian and terrestrial planets, surfaces of the terrestrial planets and satellites, asteroids, comets, planetary rings, and origin and evolution of the planets. Prerequisites: one semester of calculus and one semester of physical science.

SMITH
ASTFC 24
STELLAR ASTRONOMY
TBA

The basic observational properties of stars will be explored in an experimental format relying on both telescopic observations and computer programming exercises. No previous computer programming experience is required. Prerequisites: one semester of calculus, one semester of physics, and one introductory astronomy class. MW 230 p.m.–515 p.m.

SMITH
ASTFC 37
OBSERVATIONAL TECHNIQUES OF OPTICAL AND INFRARED ASTRONOMY
Suzan Edwards

With lab. Introduces the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared. Telescope design and optics. Instrumentation for imaging, photometry, and spectroscopy. Astronomical detectors. Computer graphics and image processing. Error analysis and curve fitting. Data analysis and astrophysical interpretation, with an emphasis on globular cluster. Prerequisites: two semesters of physics, two semesters of calculus, and ASTFC 24 or 25. MW 2:30 p.m. ASTFC 38 **TECHNIQUES OF RADIO ASTRONOMY** will be taught at the University in alternate years with ASTFC 37.

UNIVERSITY
ASTFC 52
ASTROPHYSICS II: GALAXIES
Eugene Tademaru

The application of physics to the understanding of astronomical phenomena. Physical processes in the gaseous interstellar medium: photoionization in HII regions and planetary nebulae; shocks in supernova remnants and stellar jets; energy balance in molecular clouds. Dynamics of stellar systems; star clusters and the virial theorem; galaxy rotation and the presence of dark matter in the universe; spiral density waves. Quasars and active galactic nuclei: Synchrotron radiation; accretion disks; supermassive black holes. Prerequisites: four semesters of physics. MW 1:25 p.m.–3:45 p.m.

CO-CURRICULAR COURSES

WRITING AND READING

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

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

WP 130

WRITING STRATEGIES

Debra Gorlin

This course will offer students composition strategies for the writing process tailoring these methods to individual needs and learning styles. You will find this class helpful if you can answer "yes" to some of the following questions. In generating ideas for a paper, do you find that you have too many ideas or not enough? Do you prefer to visualize your ideas on paper, or do you feel more comfortable verbally, talking with someone about your plans? Do you have a hard time narrowing ideas, distinguishing the main ideas from the details? Do outlines make you break out in a cold sweat? Do you catch mistakes only after you have read your paper aloud?

We will also cover study skills, including managing assignments and time, methods of notetaking, summarizing, and analyzing, as well as employing writing aids, such as free writing, journal keeping, and editing procedures. Weekly tutorials are an important part of the course. For these sessions, students may bring in for discussion and revision drafts of their Division exams or papers for courses. Students will be expected to write one or two short essays and complete short reading assignments.

WP 201

WRITING PROJECT WORKSHOP

Ellie Siegel

This workshop is designed to provide assistance to students who are already engaged in large projects—research papers and exams—and who would like a structured meeting time in which to write and to discuss strategies for research, writing, and revision. Special attention will be paid to the

writing process: conceptualization, organization, and pacing oneself through work blocks and writing anxieties.

Brief reading and writing assignments will be given and, in addition to attending class meetings, participants will be expected to meet in tutorial with the instructor. Since this class supplements work already in progress, no formal instructor evaluations will be provided and the completion of this workshop will not count as course credit towards a Division I exam. This course is primarily targeted toward students who are working on Division II research papers. Division III students should see the instructor before enrolling in this workshop.

WP/SS 242

FORMS OF WRITING IN THE SOCIAL SCIENCES

Will Ryan

This writing course will study creative nonfiction, biographies, analytical essays, case studies, etc., used by historians, ethnographers, sociologists, psychologists, and economists. These readings will not only provide models for writing, but permit the class to develop some criteria for reviewing student work. There will be regular writing assignments and frequent opportunity for peer review, although this is not a course for students interested in short story writing and poetry. Class will meet for one hour and twenty minutes twice a week; Enrollment is limited to 16 by instructor permission.

QUANTITATIVE SKILLS PROGRAM

The Quantitative Skills Program provides assistance to all students interested in improving their mathematics, statistics, or computer skills. Students at all levels are encouraged to drop by or make an appointment to work with tutors on homework, divisional exams, GRE preparation, independent studies, etc. In addition to the tutoring available during office hours, there are weekly evening workshops focusing on math or math-related topics. There will be workshops at various times which will be advertised through mailings and posters. For information call the quantitative skills office at ext. 5591.

FOREIGN LANGUAGES

FL 103

INTENSIVE FRENCH and

FL 104

INTENSIVE SPANISH

These courses provide interested and motivated students an in-depth exploration of language and culture. Classes will meet two and one-half hours a day, three days a week, and will cover the skill areas of listening, speaking, reading, and writing with an emphasis on oral communication skills. Literature, cultural readings, current events, songs, movies and guest speakers are part of the curriculum.

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

OUTDOORS AND RECREATIONAL ATHLETICS PROGRAM

COURSE LIST

- OPRA 101
BEGINNING SHOTOKAN KARATE
Marion Taylor
- OPRA 102
INTERMEDIATE SHOTOKAN KARATE
Marion Taylor
- OPRA 104
ADVANCED SHOTOKAN KARATE
Marion Taylor
- OPRA 107
BEGINNING SIVANANDA HATHA YOGA
Arden Pierce
- OPRA 108
CONTINUING SIVANANDA HATHA YOGA
Arden Pierce
- OPRA 109
BEGINNING IYENGAR YOGA
Eileen Muir
- OPRA 110
CONTINUING IYENGAR YOGA
Eileen Muir
- OPRA 112
INTERMEDIATE AIKIDO
Paul Sylvain
- OPRA 115
BEGINNING KYUDO: JAPANESE ARCHERY
Marion Taylor
- OPRA 116
INTERMEDIATE KYUDO
Marion Taylor
- OPRA 118
BEGINNING T'AI CHI
Denise Barry
- OPRA 119
CONTINUING T'AI CHI
Denise Barry

OPRA 123
BEGINNING WHITEWATER KAYAKING (X)
Earl Alderson

OPRA 124
BEGINNING WHITEWATER KAYAKING (Y)
Glenna Lee Alderson

OPRA 126
BEYOND BEGINNING WHITEWATER KAYAKING
Glenna Lee Alderson

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

OPRA 145
LIFEGUARD TRAINING
Stephanie Flinker

OPRA 149
OPENWATER SCUBA CERTIFICATION
Project Deep

OPRA 151
BEGINNING TOP ROPE CLIMBING
Earl Alderson

OPRA 156
LEAD ROCK CLIMBING
Kathy Kyker-Snowman

OPRA 161
BICYCLE MAINTENANCE
Earl Alderson

OPRA 181
OPEN NORDIC SKIING
Karen Warren

OPRA 182
TELEMARK SKIING
Earl Alderson

OPRA 185
BEGINNING TENNIS
Madelyn McRae

OPRA 187
INTERMEDIATE TENNIS
Madelyn McRae

OPRA 218
OUTDOOR LEADERSHIP
Karen Warren

COURSE DESCRIPTIONS

All 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 on Monday and Wednesday, 6:00 p.m.-8:00 p.m. in the Robert Crown Center. Enrollment is unlimited.

**OPRA 102
INTERMEDIATE SHOTOKAN KARATE**

Marion Taylor

This course is for all white belts who have completed OPRA 101. The class will meet Thursday and Sunday 6:00 p.m.-8:00 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 p.m.-8:00 p.m., in the Robert Crown Center. Instructor permission.

**OPRA 107
BEGINNING SIVANANDA HATHA YOGA**

Arden Pierce

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

Class meets in the South Lounge of the RCC on Tuesday 4:30 p.m.-6:00 p.m. Enrollment is limited to 20.

**OPRA 108
CONTINUING SIVANANDA HATHA YOGA**

Arden Pierce

We will continue and deepen postures learned in the beginning class and introduce more advanced postures. Wear loose comfortable clothing.

Class meets in the South Lounge of the RCC on Thursday 4:30 p.m.-6:00 pm. Enrollment is limited to 20.

**OPRA 109
BEGINNING IYENGAR YOGA**

Eileen Muir

Each student's personal needs are recognized and hands-on assistance is given. These classes have a particular emphasis on the breath, as well as the strength and attention to meticulous detail of the Iyengar style. The result is a class which increases one's sense of well-being, inner intelligence and overall vitality.

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

**OPRA 110
CONTINUING IYENGAR YOGA**

Eileen Muir

This course will continue and expand upon the material covered in the beginning class.

Class will be held in the South Lounge of the RCC on Wednesday 2:30 p.m.-4:00 p.m.

**OPRA 112
INTERMEDIATE AIKIDO**

Paul Sylvain

This will be a continuing course in Aikido and, therefore, a prerequisite is at least one semester of previous practice or the January term course. It is necessary for all potential participants to be comfortable with ukemi (falling) as well as basic Aikido movements. A goal of this spring term is to complete and practice requirements for the 5th or 4th Kyu.

Classes will be held on Wednesday and Friday from 1:00 p.m.-2:15 p.m. in the Robert Crown Center. The course may be taken at the discretion of the instructor.

**OPRA 115
BEGINNING KYUDO: JAPANESE ARCHERY**

Marion Taylor

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

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

**OPRA 116
INTERMEDIATE KYUDO**

Marion Taylor

This course will extend to the Hitote or two arrow form of Zen Archery. The students will be able to shoot outdoors after Spring Break and try longer range shooting. The course can only be taken by people who have completed OPRA 115.

The class will meet in the South Lounge of the RCC on Monday 2:30 p.m.-4:00 p.m. and Wednesday 4:30 p.m.-6:00 p.m.

**OPRA 118
BEGINNING T'AI CHI**

Denise Barry

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

The class meets on Tuesday and Thursday from 12:30 p.m.-1:30 p.m. in the Robert Crown Center. Enrollment is open. Register by attending the first class.

**OPRA 119
CONTINUING T'AI CHI**

Denise Barry

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

The class meets on Tuesday and Thursday from 1:45 p.m.-2:45 p.m. in the Robert Crown Center. Enrollment is open. Register by attending the first class.

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

Earl Alderson

No experience required except swimming ability. Learn the fundamentals of kayaking and basic whitewater skills including strokes, rescue maneuvering, eddy turns, ferrying, bracing, river reading, surfing, equipment, and the kayak roll.

The class will meet on Wednesday from 1:30 p.m.-2:45 p.m. in the pool until Spring Break. After that, the class will meet on Friday from 12:30 p.m.-6:00 p.m. for a river trip. To register, sign up at the first class in the Robert Crown Center. Enrollment is limited to six per section by instructor permission.

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

Glenna Lee Alderson

Same description as above except the class will meet on Wednesday from 2:45 p.m.-4:00 p.m. in the pool.

**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 p.m.-3:00 p.m. in the RCC pool through Spring Break. After that, river trips will meet Thursday from 12:30 p.m.-6:00 p.m. To register, sign up at the first class in the Robert Crown Center. Enrollment is limited to six 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 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 I.

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

**OPRA 145
LIFEGUARD TRAINING**

Stephanie Flinker

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

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

The class will meet every Thursday in the RCC pool from 6 p.m.-10 p.m. Enrollment limit 10. Materials fee \$55.

**OPRA 149
OPENWATER SCUBA CERTIFICATION**

Project Deep

This is an N.A.U.I.-sanctioned course leading to open water SCUBA certification. One and one-half hours of pool time and one and one-half hours of classroom instruction per week. Classes will meet at the Robert Crown Center pool on Monday from 6:00 p.m.-7:30 p.m., and elsewhere in the RCC from 7:30 p.m.-9:00 p.m. for classroom instruction. Fee: \$195 plus mask, fins, snorkel, and text. All other equipment provided. Prerequisite: adequate swimming skills. Enrollment is open.

**OPRA 151
BEGINNING TOP ROPE CLIMBING**

Earl Alderson

This class begins after Spring Break. It is for people with little or no climbing experience. It will cover basic safety techniques, rope work, knots, and climbing techniques. Enjoy the opportunity to exercise your body and mind through such media as an indoor climbing wall and local climbing areas. The climbing wall will open the first Thursday after January Term ends from 3:30 p.m.-5:30 p.m. All persons interested in taking Beginning Climbing are encouraged to attend these sessions.

Enrollment is limited to 12. Class meets Thursday from 12:30 p.m.-6:00 p.m. starting after Spring Break.

**OPRA 156
LEAD ROCK CLIMBING**

Kathy Kyker-Snowman

Part I is open to people who have a background in top rope climbing but who lack a complete understanding of the aspects of climbing. Part II is open to anyone who has a thorough understanding (including firsthand experience of the areas covered in Part I). Anyone successfully completing Part I may take Part II. The goal of this course is to prepare people to be competent seconds for multipitch climbs and to provide instruction in lead climbing.

PART I. TECHNICAL INTRODUCTION

This section covers rope management, anchors, belaying the leader, and chockcraft.

PART II. TECHNICAL CLIMBING

We will acuate the theories covered in Part I and students may start to lead climb as part of the course.

The class meets Tuesday 1:00 p.m.-3:30 p.m. until Spring Break. After Spring Break, the class meets from 12:30 p.m.-5:30 p.m.

**OPRA 161
BICYCLE MAINTENANCE**

Earl Alderson

While the weather is still too bad to ride, why not put a few hours a week into fixing up and fine-tuning your bicycle? We'll start with a "Scientific American" look at the efficiency of the bicycle as a machine and then tear our bikes all the way down and build them back up clean, greased, tuned, and ready for the fair weather.

Enrollment limit 10. No previous mechanical experience is assumed. The class meets in the RCC on Wednesdays from 3:30 p.m.-6:00 p.m. until Spring Break.

**OPRA 181
OPEN NORDIC SKIING**

Karen Warren

This open session will allow any skier from beginner to advanced to get some exercise or to enjoy the winter woods.

Each week we travel to a local ski touring area or a downhill area for an afternoon of Nordic skiing. Instruction in track, backcountry touring, and telemark skiing will be provided. Equipment for all three types of skiing can be obtained for course participants through the Equipment Room; you should check out equipment beforehand and be ready to leave at noon.

You may come to any number of sessions but will need to sign up each time with insurance information at the OPRA office and then show up at the open session.

Credit not available. Sessions: Friday 12:00 noon-6:00 p.m. 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 each time with insurance information at the OPRA office and then show up at the open session.

Class will meet at the RCC from 12:00 noon to 6:00 p.m. on Tuesdays.

**OPRA 185
BEGINNING TENNIS**

Madelyn McRae

This class is for those who've liked the game from afar and are now ready to get into the swing themselves. You'll leave this class with a thorough knowledge of the basics (stroke production and game rules) to keep you playing one of the best lifetime sports. Emphasis on group interaction and fun.

Individual lessons for three or more students may be arranged.

Class will meet Monday and Wednesday 1:00 p.m.-2:00 p.m. in the Multi-Sport Center. Enrollment is limited to 12 by instructor permission.

**OPRA 187
INTERMEDIATE TENNIS**

Madelyn McRae

For the occasional but avid player who's eager to improve. This class provides a solid review of basics, introduces spin, and looks at singles and doubles strategy. Meet other "court rats" and learn to evaluate your own play. A great lead-in for HC Club Tennis.

Individual lessons for three or more students may be arranged.

Class will meet in the Multi-Sport Center on Monday and Wednesday 2:00 p.m.-3:00 p.m. Enrollment is limited to 12 by instructor permission.

**OPRA 218
OUTDOOR LEADERSHIP**

Karen Warren

The course addresses outdoor leadership from both a theoretical and practical perspective. Lectures and discussions will focus on such topics as leadership theory, safety and risk management, legal responsibilities, group development theory, gender issues, and the educational use of the wilderness. Practical lab sessions will cover such topics as safety guidelines and emergency procedures, trip planning, navigation, nutrition, minimum impact camping, equipment repair, and the instruction of specific wilderness activities.

The course is designed for those who desire to teach in the outdoors. Leadership experience is helpful, and previous outdoor experience is required. This course is strongly recommended for Pre-College Trip leaders and is a prerequisite for co-leading a January term or Spring Break trip.

Enrollment is limited to 12. Class meets Tuesdays from 1:00 p.m.-5:00 p.m. and Thursdays from 1:00 p.m.-3:00 p.m.

FACULTY BIOGRAPHIES

SCHOOL OF COMMUNICATIONS AND COGNITIVE SCIENCE

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

Stacy Birch, associate faculty member in cognitive science, received her Ph.D. in cognitive psychology from the University of Illinois. Her research interests are in language processing, including the study of dyslexia, and syntactic and phonological influences on language comprehension.

Joan Braderman, associate professor of video, film and media studies, has a B.A. from Radcliffe College and an M.A. and M.Phil. from New York University. Her award-winning documentaries and art videos have been shown on PBS, in many galleries, festivals, cable stations, and universities internationally and are in the permanent collections of such museums as the Stedelijk in Amsterdam, the Centre Pompidou in Paris, and the Institute of Contemporary Art in London. She has written and spoken widely on the politics of representation in video and film and was a founding member of *Heresies: A Feminist Journal on Art and Politics*. Writing about her work has appeared in such publications as *The Village Voice*, *The Independent*, *Aferimage*, *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 other agencies. She has taught at the School of Visual Arts, N.Y.U., and elsewhere, and her teaching interests continue in video production in a variety of genres and in film, video, art, and media history and theory.

Christopher Chase, associate professor of cognitive science, received his B.A. from St. John's College and his Ph.D. in neuroscience from the University of California at San Diego (UCSD). Before coming to Hampshire, he was a research associate at the UCSD medical center in the division of pediatric neurology where he studied developmental neuropathology in children with disorders such as cystinosis, Williams syndrome, focal brain damage, language and reading disabilities, and AIDS. He teaches courses in the field of cognitive neuroscience that explore the biological foundations of mental functions. He directs the Reading Research Laboratory and co-directs the Lemelson Evoked Potential Lab. His research interests include cognitive neuropsychology, reading development, learning disabilities, and connectionist modeling. He currently is studying visual processing deficits that interfere with letter and word recognition in developmentally dyslexic readers.

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

Susan Douglas, professor of media and American studies, holds a B.A. in history from Elmira College and her M.A. and Ph.D. in American studies are from Brown University. She is author of *Where The Girls Are: Growing Up Female with the Mass Media* (Times Books, 1994) and *Inventing American Broadcasting, 1899-1922* (Johns Hopkins, 1987). Her journalistic articles have appeared in *The Nation*, *The Village Voice*, *In These Times*, *The Washington Post* and *TV Guide*, and she is the media critic for *The Progressive*. Her teaching interests focus on the history of the mass media, the representation of women in the media, and media theory and criticism. Her next projects include a book about the history of radio listening in America commissioned by the Alfred P. Sloan Foundation, and an examination of how motherhood has been portrayed in the mass media from the late 1960s to the present, which she will co-author with Meredith Michaels.

Mark Feinstein is the Dean of Cognitive Science and Cultural Studies. He holds a Ph.D. from the City University of New York, and has been at Hampshire since 1976. His teaching and research interests—originally focused on the phonetics and phonology (sound patterns) of human language—are now more broadly concerned with general bioacoustics, animal cognition and communication, mammalian vocalization and behavior, and the evolution of cognition and behavior. He is a co-author of *Cognitive Science: An Introduction* (MIT Press) and has published papers on phonological structure, communication in the canids, and the evolution of vocal behavior.

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

the Tibetan universities, and which brings Tibetan faculty and students to Hampshire. He will be on leave of absence fall term 1996.

Susan Hahn, assistant professor of philosophy, received her M.A., M.Phil., and will receive the Ph.D. in philosophy from Columbia University. She specializes in nineteenth-century continental philosophy and aesthetics. Her research interests also include ethics, twentieth-century continental philosophy, and ancient philosophy. She has taught philosophy and humanities at Columbia, New York University, The New School-Parsons, University of Chicago, and Loyola University.

David Kerr, associate professor of mass communications and Merrill House Director of Academic Life, has a B.A. from Miami University in Oxford, Ohio, and M.A.s from Vanderbilt University and Indiana University. He has worked as a reporter and editor and teaches courses in journalism and history of the American press. His educational interests include the role of the press in the debate over imperialism, travel and safari writings, issues in popular culture, and cultural studies. He will be on sabbatical during spring term 1997.

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

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

James Miller, professor of communications, has teaching and research interests in new media technology and policy and the critical study of journalistic practice. He also teaches on political culture and propaganda. Convener of the Five College Faculty Seminar in Journalism, he is a long-time member of the Five College Canadian Studies steering committee. He has been a Fulbright researcher based in Paris. His current work includes study of newspapers of the future. His Ph.D. is from the Annenberg School of Communications at the University of Pennsylvania.

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

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

Walid Ra'ad is an assistant professor of video production and criticism and a Ph.D. candidate in cultural and visual studies at the University of Rochester. His media productions, installations, and writings focus on the history and theory of documentary video and photography, and on the topics of nationalism, colonialism and post-colonialism.

Mary Jo Rattermann, assistant professor of psychology, received her B.A. from Indiana University, an M.A. from the University of Illinois, and her Ph.D. from the University of Illinois. Her research interests are in development of similarity and analogy and of relational concepts. Her teaching interests are in cognitive development and experimental cognitive psychology.

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

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

Neil Stillings, professor of psychology, has a B.A. from Amherst College and a Ph.D. in psychology from Stanford University. Much of his research and teaching concerns the psychology of language. He also has a substantial interest in other areas of cognition, such as memory, attention, visual and auditory perception, intelligence, and mental representation.

Steven Weisler, associate professor of linguistics, has his main interests in semantics, syntax, language acquisition, and the philosophy of language. He has a Ph.D. in Linguistics from Stanford University and an M.A. in communication

from Case Western Reserve University. For the two years before coming to Hampshire he held a postdoctoral fellowship in cognitive science at the University of Massachusetts.

SCHOOL OF HUMANITIES AND ARTS

Bill Brand, associate professor of film and photography, has a B.A. in art from Antioch College and an MFA in filmmaking from the School of the Art Institute of Chicago. An independent filmmaker for more than 20 years, his work has been shown throughout the United States and Europe since the mid-1970s. In 1973 he founded Chicago Filmmakers, the showcase and workshop, and has taught at Sarah Lawrence College and Hunter College. Professor Brand holds the MacArthur Chair for 1994-97 at Hampshire College.

Bill Brayton, associate professor of art, received a B.A. in studio art from the University of New Hampshire and an MFA from Claremont Graduate School. He has taught ceramics at the University of New Hampshire, and drawing at Scripps College. His work has been exhibited in New York, Dallas, Los Angeles, and New England. Bill received the Pollock-Krasner Grant in 1990.

Robert Coles, associate professor of African-American literature, received a B.A. from Lincoln University, an M.A. from Arizona State University and his Ph.D. from the State University of New York, Buffalo. He taught at Fordham University, Howard University, and Berea College before coming to Hampshire College. His areas of interest include creative writing as well as American and African-American literature. He will be on sabbatical fall 1996.

Ellen Donkin, associate professor of theatre, holds a B.A. in drama from Middlebury College, an M.A. in English from the Bread Loaf School, Middlebury College, and a Ph.D. in theatre history from the University of Washington. She has taught in the drama department of Franklin Marshall College and at the University of Washington. Her special areas of interest are playwriting and gender issues in theatre history and theatre practice. She has recently co-edited *Upstaging Big Daddy: Directing Theatre as if Race and Gender Matter*.

Margo Simmons Edwards, associate professor of African-American music, taught at the University of Ottawa in Ottawa, Ontario, Canada and at the United States International University in San Diego, California before coming to Hampshire. She holds a B.A. in music from Antioch College in Yellow Springs, Ohio, and an M.A. and Ph.D. in music composition from the University of California, San Diego. Ms. Edwards is a flutist as well as a composer and has performed contemporary, jazz and other improvisational styles of music in the U.S.A., Europe and Africa. Her areas of research include music composition, twentieth century orchestration techniques, the nature and practice of musical improvisation, African-American composers and their influences, and Asian-American music and composers.

Hannah Gittleman, Lemelson assistant professor of design, received an AB in visual and environmental studies from Harvard and an MFA in artisanry/wood from the University of Massachusetts, Dartmouth. She has been involved in teaching courses such as sculpture, three-dimensional design, and furniture-making, both at Harvard and at the University of Massachusetts, Dartmouth. Her furniture has been exhibited in a variety of shows on the East coast. Hannah's current work is best described as "conceptual furniture" and falls somewhere between the realms of furniture and that of sculpture.

Robert Goodman, Lemelson assistant professor of architecture, received his B.Arch. from the Massachusetts Institute of Technology and holds certification as a Registered Architect of the Commonwealth of Massachusetts. He has taught at M.I.T., the University of Massachusetts, and the Columbia University Graduate School of Architecture and Planning. He has published three books and numerous articles. He will be on sabbatical fall 1996.

Lynne Hanley, professor of literature and writing, received a B.A. from Cornell, an M.A. in English from Columbia, and a Ph.D. in English from the University of California, Berkeley. She has taught at Princeton, Douglass, and Mount Holyoke. At Hampshire, she offers courses in women writers and short story writing. She publishes both short stories and literary criticism. Most recently, she published a collection of short stories and critical articles on women and war entitled *Writing War: Fiction, Gender and Memory*.

Jacqueline Hayden, associate professor of photography and film, has an MFA from Yale University School of Art. She has been on the faculty of The Hartford Art School, Ohio State University, Chautauqua Institution School of Art and was a visiting artist at New York University, Parsons School of Design, School of the Visual Arts. Her work is in many museum collections and has appeared in numerous exhibitions around the country. She is the recent recipient of a John Simon Guggenheim Fellowship, a Northeast Regional and National Individual Artist Fellowship from the National Endowment for the Arts.

Alan Hodder, visiting assistant professor of comparative religion, holds a B.A. from Harvard in folklore and mythology, the MTS from Harvard Divinity School in the history of religion, and an M.A. and Ph.D. in the study of religion from Harvard University. Before coming to Hampshire, he served as associate professor of the study of religion and English literature at Harvard University and, for three years, as director of undergraduate education in the comparative study of religion. His publications include studies of Puritan pulpit rhetoric, orientalism, American transcendentalism, and the Bengal renaissance.

Norman Holland, assistant professor of Hispano-American literatures, received his Ph.D. in Spanish from Johns Hopkins. He teaches and writes on Latin American and Latino/a literature and culture.

Joanna Hubbs, professor of Russian cultural history, has written on topics ranging from alchemy to Russian folklore and literature. Her book *Mother Russia: The Feminine Myth in Russian Culture* is an interpretive study of Russian history from the prehistoric to the present era. She has supervised divisional exams in European cultural history, literature, film and art history, and in approaches to the study of mythology.

Paul Jenkins, associate professor of poetry, holds an M.A. and a Ph.D. from the University of Washington, Seattle. He has taught at Elms College and the University of Massachusetts and has been a Fulbright Lecturer in American Literature at Federal University of Santa Catarina, Florianopolis, Brazil. His work has been widely published and he is an editor of *The Massachusetts Review*.

Ann Kearns, professor of music, is director of the Hampshire College Chorus. She holds an MM in music history from the University of Wisconsin-Madison and studied choral conducting at Juilliard. Her original choral compositions are published by Broude Brothers, E.C. Schirmer, Thomas House, Santa Barbara Music Publishing, and Hildegard Publishing Company, and her Renaissance and Baroque performing editions by Lawson-Gould. Her commissions include "A Wild Civility: Three English Lyrics," written for the Blanche Moyse Chorale. Her work is performed throughout the United States and in England. She has received awards from Melodious Accord, Chautauqua Chamber Singers, Denver Women's Chorus, and the Roger Wagner Center for Choral Studies.

L. Brown Kennedy, associate professor of literature, is interested mainly in the Renaissance and the seventeenth century with particular emphasis on Elizabethan and Jacobean drama, Shakespeare, the metaphysical poets, and Milton. She received a B.A. from Duke University and an M.A. from Cornell University.

Wayne Kramer, professor of theatre, holds the BFA and MFA degrees in design for the theatre. He has many years of 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 in Europe, and he designed the New York production of "Salford Road." He has done design research for Columbia Studios and has served as art department coordinator at Universal Studios. He did production design work with independent films in Los Angeles and was art director for a series of corporate videos.

Yusef Lateef, Five College professor of music, holds an M.A. in music from the Manhattan School of Music and a Ph.D. in education from the University of Massachusetts. He has concertized internationally, authored more than 15 music publications and he has been extensively recorded. His interests include teaching, composing music, creative writing, symbolic logic, printmaking, ethology, and linguistics.

Michael Lesy, associate professor of literary journalism, received a B.A. in theoretical sociology at Columbia University, an M.A. in American social history at the University of Wisconsin, and a Ph.D. in American cultural history at Rutgers University. Michael has taught at the School of the

Art Institute of Chicago, Emory University, and Yale University. He has published seven books of history, biography, and narrative nonfiction, including *Wisconsin Death Trip* (1973), *The Forbidden Zone* (1989), and *Rescues* (1990). *Visible Light* (1985) was nominated by the National Book Critics Circle as "a distinguished work of biography." Presently, he is at work on *A Whole World*, a history, based on archival photographs, of the United States at the very beginning of the twentieth century. Michael will be on sabbatical spring semester 1997.

Sura Levine, associate professor of art history, holds a B.A. from the University of Michigan, an M.A. from the University of Chicago, and is currently completing a Ph.D. in art history. She is a specialist in the social history of nineteenth and twentieth century European and American art with particular interest in representations of class and gender. She has published essays and catalogue entries for museum exhibitions and scholarly journals both in the United States and Europe. These include "Politics and the Graphic Art of the Belgian Avant-Garde," "Belgian Art Nouveau Sculpture," "Print Culture in the Age of the French Revolution" and "Stuart Davis: Art and Art Theory."

Jill Lewis, associate professor of literature and feminist studies, holds a B.A. and a Ph.D. in French literature from Newham College, Cambridge, England. She teaches courses exploring the connections between culture and politics—with specific focus on questions of gender and sexual identity, post-colonialism and cultural difference. At Hampshire one semester a year for twenty years, she has recently 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 with AIDS education in recent years. She will be on sabbatical fall 1996.

Daphne A. Lowell, professor of dance, holds a B.A. in cultural anthropology from Tufts University and an MFA in modern dance from the University of Utah. She toured nationally performing and teaching with The Bill Evans Dance Company, and has taught dance at Smith College, the University of Washington, and Arizona State University. She 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.

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

Sandra Matthews, associate professor of film and photography, has a B.A. from Radcliffe and an MFA 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. An exhibition she curated, entitled *Visits to the Homeland: Photographs of China*, continues to travel around the U.S. Sandra will be away all year.

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

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

Nina Payne, professor of writing, received her B.A. from Sarah Lawrence College. She is a poet and fiber artist and has been teaching writing at Hampshire since 1976. *All the Day Long*, her first collection of poems, was published by Atheneum in 1973 and *Four In All*, a children's book, is scheduled to come out next year. Since 1987, she has worked primarily in the medium of fiber, and a one-woman show of her sculptures is scheduled to open in 1996 at the University Gallery in Amherst. In addition to her work with students, Ms. Payne regularly teaches seminars in writing to faculty at Hampshire and in the Five College community. She will be on sabbatical spring semester 1997.

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

Abraham Ravett, professor of film and photography, holds a B.A. in psychology from Brooklyn College, a BFA in filmmaking and photography from the Massachusetts College of Art, and an MFA in filmmaking from Syracuse University. Complementing a career in filmmaking and photography, he has also worked as a videomaker and media consultant. He has received fellowships from the National Endowment for the Arts, Massachusetts Council on the Arts and Humanities, The Japan Foundation and the Artists Foundation, among other awards. His films have been screened internationally at sites including The Museum of Modern Art and Anthology Film Archives in New York City, Innis Film Society, Canada, and Image Forum, Japan. Professor Ravett is a recipient of a 1994 John Simon Guggenheim fellowship in filmmaking.

Mary Russo, professor of literature and critical theory, earned a Ph.D. in romance studies from Cornell. She has published widely in the fields of European culture, semiotics, cultural studies and feminist studies. Her book, *Female Grotesque: Risk, Excess and Modernity*, was published by Routledge. She has co-edited *Nationalism and Sexualities*, also published by Routledge, and another book, *Design in Italy: Italy in Europe, Africa, Asia and the Americas*, published by the University of Minnesota Press.

Susan Tracy, associate professor of American studies, received a B.A. in English and an M.A. in history from the University of Massachusetts, Amherst, and a Ph.D. in history from Rutgers. Her primary interests are in American social and intellectual history, particularly labor history; Afro-American history; and women's history. She has taught United States history and women's studies courses at the University of Massachusetts, Amherst.

Jeffrey Wallen, assistant professor of literature, received an AB from Stanford University, an M.A. from Columbia University, and an M.A. and a Ph.D. from Johns Hopkins University. His interests include comparative literature, critical theory, film, and psychoanalysis.

Daniel Warner, associate professor of music, holds an MFA 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*. He will be on sabbatical spring semester 1997.

SCHOOL OF NATURAL SCIENCE

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

Herbert J. Bernstein, professor of physics, received his B.A. from Columbia, his MS and Ph.D. from University of California, San Diego, and was a postdoctoral member of the Institute for Advanced Study in Princeton. He has been a Mina Shaughnessy Scholar (Department of Education), a Kellogg National Leadership Fellow, and recipient of the Sigma Xi Science Honor Society "Procter" Prize. He has consulted for numerous organizations including MIT, the World Bank, AAAS, NSF, and Hudson Institute. His teaching and research interests include science/society and modern knowledge; quantum interferometry, information, and teleportation; and theoretical modern physics. He is president of ISIS, the Institute for Science and Interdisciplinary Studies. Professor Bernstein will be on sabbatical and leave during the 1996-97 academic year.

Merle S. Bruno, professor of biology, holds a B.A. from Syracuse University and an M.A. and Ph.D. from Harvard. She has done research in comparative sensory neurophysiology and authored teachers' guides for elementary school science.

She has developed programs designed to teach elementary and secondary teachers how to initiate and support inquiry science activities in the classroom, to provide inquiry science experiences for middle school girls and students in urban systems, and to design innovative science education programs for undergraduates. These programs have been supported by the National Science Foundation, the Howard Hughes Medical Institute, the Knight Foundation, the Balfour Foundation, and others. She has served as Dean of Natural Science and Acting Dean of the Faculty at Hampshire College, and has served on the boards of several curriculum development projects and education reform groups.

Charlene D'Avanzo, professor of ecology, received her B.A. from Skidmore and her Ph.D. from Boston University Marine Program, Marine Biology Lab, Woods Hole. She is particularly interested in marine ecology and returns to the Marine Biological Laboratory in Woods Hole each summer to continue her research on coastal pollution. One focus of her teaching is aquaculture research in the Hampshire bioshelter. She teaches courses in ecology, marine ecology, natural history, aquaculture, and environmental science.

Alan Goodman, associate professor of biological anthropology, teaches and writes on the health and nutritional consequences of political-economic processes. He is currently studying the long-range effects of early mild-to-moderate undernutrition in Mexico, Guatemala and Egypt. He received his Ph.D. from the University of Massachusetts. Before coming to Hampshire, he was a postdoctoral fellow in nutrition and epidemiology at the University of Connecticut Health Center and a research fellow at the WHO Center for Stress Research, Karolinska Institute, Stockholm. Professor Goodman will be on sabbatical during the 1996-97 academic year.

Kenneth R. Hoffman, professor of mathematics, has an M.A. from Harvard, where he also served as a teaching fellow. He taught mathematics at Talladega College during 1965-70. In addition to population biology and mathematical modeling, his interests include education, American Indians, and natural history. Professor Hoffman will be on sabbatical during the Spring 1997 semester.

David Holm, Farm Manager, received his MS in Resource Economics in 1991 and his B.S. in Plant and Soil Science and Agricultural and Resource Economics in 1985, both from the University of Massachusetts. He is a Ph.D. candidate in plant and soil science, with work in plant breeding. His special areas of interest include alternative technologies for small-scale intensive and diversified farm production, improved plant varieties for organic farms, direct marketing strategies, and farm business planning.

Christopher D. Jarvis, visiting assistant professor of cell biology, received his BS in microbiology from the University of Massachusetts at Amherst and his Ph.D. in medical sciences from the University of Massachusetts Medical School. He did his post-doctoral work in immunology at the National Cancer Institute at the NIH. His research and teaching interests include T-cell development and cellular signal transduction. Other interests include astronomy, mythology, skydiving and zymurgy.

David C. Kelly, associate professor of mathematics, has taught at New College, Oberlin, and Talladega College. He holds an AB from Princeton, a SM from MIT, and an AM from Dartmouth. He has, since 1971, directed the 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.

Allan S. Krass, professor of physics and science policy, was educated at Cornell and Stanford, where he received his Ph.D. in theoretical physics. He has taught at Princeton University, the University of California at Santa Barbara, and the University of Iowa, as well as the Open University in England. He has been a visiting researcher at the Princeton Center for Energy and Environmental Studies, the Stockholm International Peace Research Institute, and Stanford's Center for International Security and Arms Control. He has been an arms control analyst for the Union of Concerned Scientists and a visiting fellow at the U.S. Arms Control and Disarmament Agency. His interests include electrodynamics and quantum mechanics, nuclear energy and weapons policy, arms control and nonproliferation, and U.S. military history.

Nancy Lowry, professor of chemistry, holds a Ph.D. from MIT in organic chemistry. She has taught at Hampshire since 1970. She has coordinated women and science events at Hampshire and has published articles concerning the scientific education of women. Her interests include organic molecules, stereochemistry, science for 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, received her Ph.D. at the University of Massachusetts at Amherst in biological anthropology. Her research interests include health in ancient societies, paleopathology, skeletal biology, bioarchaeology, the American South West and the Near East/SW Asia. Professor Martin will be on sabbatical and leave during the 1996-97 academic year.

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

Lynn Miller, professor of biology, is one of the "founding faculty" of Hampshire. His Ph.D. (biology) is from Stanford. He has taught and studied at the University of Washington, the American University of Beirut, and the University of Massachusetts at Amherst. His principal interests are genetics (human and microbial), molecular biology and evolution.

Michelle Murrain, associate professor of neurobiology, received her B.A. from Bennington College and her Ph.D. from Case Western Reserve University. Her interests include: differential health studies by race and class, the biology of AIDS and AIDS epidemiology, and the under-representation

of women and people of color in science. She was trained as a neurophysiologist, and has done graduate work in public health. Professor Murrain will be on sabbatical and leave during the 1996-97 academic year.

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. His teaching and research interests include food security and malnutrition in the developing world, sustainable agriculture, and improvement of efficiency of nutrient utilization. Professor Oke will be on sabbatical during the 1996-97 academic year.

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 his Ph.D. from MIT. His professional interests involve the study of granitic and volcanic rocks as a means of understanding the chemical evolution of the earth's crust, the evolution of the flood-plains of rivers (particularly that of the Connecticut River), the evolution of coastal salt marshes, and acid rain impacts on the New England landscape.

Steve Roof, visiting assistant professor of geology, received his BS from the University of California at Santa Cruz, his MS from Syracuse University, and his Ph.D. from the University of Massachusetts at Amherst. His research focuses on the nature of global climate change, especially glacial-interglacial cycles. He is also interested in environmental concerns and their solutions, sedimentary processes, and the influence of glaciers and rivers on the landscape.

Lauret Savoy, visiting associate professor of geology, received her undergraduate education at Princeton University and her graduate training at the University of California - Santa Cruz (MS) and Syracuse University (Ph.D.) She is also an associate professor of geology at Mount Holyoke College. Her research and teaching interests include 1) human environmental history and history of ideas of landscape in western North America, and 2) environmental conditions and settings of ancient oceans.

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

Lawrence J. Winship, associate professor of botany, received his Ph.D. from Stanford University, where he completed his dissertation on nitrogen fixation and nitrate assimilation by lupines on the coast of California. He continued his research on nitrogen fixation as a research associate at the Harvard Forest of Harvard University, where

he investigated the energy cost of nitrogen fixation by nodulated woody plants, particularly alders. His recent research concerns the biophysics of gas diffusion into root nodules and the mechanisms of oxygen protection of nitrogenase. His other interests include the use of nitrogen fixing trees in reforestation and agriculture, particularly in tropical Asia and developing countries, and the potential for sustainable agriculture worldwide. He has taught courses and supervised projects in organic farming, plant poisons, plant physiology, physiological ecology, soils, and land use planning, and he enjoys mountaineering, hiking, gardening, Bonsai, and computers.

Frederick H. Wirth, associate professor of physics, holds a B.A. from Queens College of CUNY and a Ph.D. from Stony Brook University of SUNY. His research interests center around laser physics, and holography. One of his main goals at Hampshire is to create a laboratory program in the physical sciences and an appropriate technology center to help all students, regardless of their course of study, with their increasingly probable collision with technological obstacles. Professor Wirth is also a committed and experienced practitioner of meditation who periodically offers instruction in this discipline.

SCHOOL OF SOCIAL SCIENCE

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

Carolee Bengelsdorf, professor of politics, holds an AB 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. She will be on sabbatical spring term.

Aaron Berman, associate professor of history and dean of advising, received his B.A. from Hampshire College, and M.A. and Ph.D. in United States history from Columbia University. He is particularly interested in the dynamics of ideology and politics, the development of the American welfare state, American ethnic history, American Jewish history, and the history of Zionism and the Arab-Israeli conflict.

Myrna M. Breitbart, professor of geography and urban studies, has an AB from Clark University, an M.A. from Rutgers, and a Ph.D. in geography from Clark University. Her teaching and research interests include the ways in which

built and social environments affect gender, race, and class relations; historical and contemporary issues of gender and environmental design; urban social struggles and the implications of alternative strategies for community development; urban environmental education as a resource for critical learning; the impact of plant closing and industrial restructuring on women and communities; and the role of the built environment in social change.

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 BPhil 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 spring term.

Rachel Conrad, visiting assistant professor of psychology, received an AB from Harvard and a Ph.D. from the University of California at Berkeley. She completed fellowships in clinical psychology at Harvard Medical School and the University of California, San Francisco. Her interests include emotional development, developmental psychopathology, and psychology of science.

Susan Darlington, assistant professor of anthropology and Asian studies, and director of academic life for Dakin House, received her B.A. in anthropology and history from Wellesley College and M.A. and Ph.D. in anthropology from the University of Michigan. She lived in Thailand as a Fulbright Scholar from 1986 to 1988, conducting research on the role of Buddhism in rural development, and again in 1992-93, looking at the environmental activism of Buddhist monks. She is actively involved in the struggle for human rights in Burma. Her special interests include social anthropology, cross-cultural perspectives of religion, social change and human rights, rural development, environmentalism, and Southeast Asian cultures.

Michael Ford, associate professor of politics and education studies, earned a B.A. from Knox College and an M.A. in political science from Northwestern University, where he is completing his doctoral work. He has taught at the University of Massachusetts, Brown University, and Chicago City College in the areas of politics of East Africa, Sub-Saharan African governments, black politics, and neocolonialism and underdevelopment.

Marlene Gerber Fried, associate professor of philosophy and director of the Civil Liberties and Public Policy Program, has a B.A. and an M.A. from the University of Cincinnati and a Ph.D. from Brown University. She previously taught at Dartmouth College and the University of Missouri, St. Louis. She has taught courses about contemporary ethical and social issues, including abortion, sexual and racial discrimination, and nuclear war. She has also, for many years, been a political activist in the women's liberation and reproductive rights movements. She is editor of *From Abortion to Reproductive Freedom: Transforming A Movement*, South End Press, 1990. Her research and teaching attempt to integrate her experiences as an activist and a philosopher. She will be on sabbatical fall term.

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

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

Betsy Hartmann, director of the Population and Development Program, received her B.A. from Yale University. She is a long-standing member of the international women's health movement and presently helps coordinate the Committee on Women, Population and the Environment. She writes and lectures frequently on population and development issues, both within the United States and overseas. She is the author of *Reproductive Rights and Wrongs: The Global Politics of Population Control*, a newly revised edition published by South End Press in 1995. She is the co-author of *A Quiet Violence: View from a Bangladesh Village* and two studies of family planning and health policy in Bangladesh. Her articles have appeared in both scholarly and popular publications.

Frank Holmquist, professor of politics, received his B.A. from Lawrence University, and his M.A. and Ph.D. from Indiana University. His interests are in the areas of comparative politics, peasant political economy, and African and Third World development.

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

Michael Klare, Five College professor of peace and world security studies, and director of the Five College Program in Peace and World Security Studies (PAWSS), holds a B.A. and M.A. from Columbia University and a Ph.D. from the Graduate School of the Union Institute. He is the author or co-author of several books, including *American Arms Supermarket* (1984), *Low-Intensity Warfare* (1988), *Peace and World Security Studies: A Curriculum Guide* (1994), and *Rouge States and Nuclear Outlaws* (1995). His articles on international relations and military affairs have appeared in many journals, including *Arms Control Today*, *Bulletin of the Atomic Scientists*, *Current History*, *Foreign Affairs*, *Harper's*, *The Nation*, and *Technology Review*. He serves on the board of the Arms Control Association and the Educational Foundation for

Nuclear Science, and is a member of the Committee on International Security Studies of the American Academy of Arts and Sciences. He will not teach at Hampshire this year.

Maureen Mahoney, professor of psychology and dean of Social Science, received her B.A. from the University of California, Santa Cruz, and her Ph.D. from Cornell University. Her special interests include socialization and personality development, parent-child interaction, motherhood and work, the individual and society, the psychology of women and the history of the family. Her recent work focuses on the problem of silence in feminist psychology.

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

Ali Mirsepassi, associate professor of sociology and Near Eastern Studies, completed his Ph.D. in sociology at The American University in 1985. His interests include Islam and social change, revolution and social change in the Middle East, Middle East society and culture, comparative, historical and macro-sociology, sociology of religion, and social theory. He is on the Editorial Board of *Kankash*, a Persian language journal of history and politics and is completing a book on religion, secularism and social change in modern Iran. He has taught at Rutgers University, Strayer College and The American University.

Laurie Nisonoff, associate professor of economics, holds a BS from MIT, and an M.Phil. from Yale, where she was a doctoral candidate. She was a Woodrow Wilson Fellow recipient of a Ford Foundation Fellowship in women's studies, and in 1993-94 a fellow of the Five Colleges Women's Studies Research Center. She is an editor of the *Review of Radical Political Economics*, recently editing a special issue on "Women in the International Economy." Her teaching and research interests include women and economic development, U.S. labor and economic history, women's studies, labor and community studies, and public policy issues.

Donald Poe, associate professor of psychology, received his B.A. from Duke and his Ph.D. from Cornell University. His major areas of interest are social psychology, psychology of the law, beliefs in pseudoscience and the paranormal, human aggression, attitude change, environmental psychology, and research design and data analysis. He will be on sabbatical in the fall.

Gregory S. Prince, Jr., Hampshire College President and professor of history, received his B.A. and Ph.D. in American Studies from Yale University. He has taught modern U.S. history at Dartmouth College and Yale University.

Robert Rakoff, professor of politics and environmental studies, received his B.A. from Oberlin College and his M.A. and Ph.D. from the University of Washington. He taught at the University of Illinois/Chicago and worked for the U.S. Department of Housing and Urban Development before coming to Hampshire. His teaching and research interests include environmental and western U.S. history, politics of land use, and the history and politics of welfare policy. He will be on sabbatical in the fall.

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 MIT. He practiced poverty law for eight years in Boston and is a political activist in the Latino community. He has taught legal process, housing and immigration law and policy at Harvard and Northeastern law schools and at UMass/Boston. His interests include civil and human rights, immigration policy, history and politics of communities of color in the U.S., gay and lesbian studies, and the Cuban Revolution.

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

Mitziko Sawada, visiting associate professor of history and Dean of Multicultural Affairs, received her undergraduate training at Tokyo Joshiidaigaku and Reed College. After two decades as a research and editorial assistant, mother, housewife, teacher, and community activist, she received her Ph.D. in U.S. social history and modern Japan. Her courses in U.S. history address politics, culture and ideology, drawing on issues of race, gender and immigration, including the history of Asian Americans. She also offers courses on comparative historical understandings of nineteenth and twentieth century U.S.-Japan/East Asia.

Stephanie Schamess, visiting assistant professor of psychology and co-director of the Community Service Scholars Project, holds a B.A. from Sarah Lawrence College, MSEd. from the Bank Street College of Education, and Ed.D. from the University of Massachusetts. In addition to teaching college students, she has had extensive experience in teaching, training, administration and child advocacy in early childhood education and in day care. Major areas of interest include the impact of socioeconomic status and culture on childrearing and child development, play and its role in development, and adolescent parenthood. She is particularly interested in Division II and Division III committees where the student is incorporating community service work into his or her divisional exams.

Jutta Sperling, assistant professor of history, received her M.A. from the Universitat Gottingen in Germany and recently completed her Ph.D. at Stanford University. Her teaching interests include the social and cultural history of early modern Europe, with a special emphasis on women and gender. Her research interests include convents and the aristocracy in late Renaissance Venice; gender and political theory in early modern Italy and France; and comparative issues of women's history in the Mediterranean.

James Wald, associate professor of history, holds a B.A. from the University of Wisconsin and an M.A. from Princeton University, where he is currently completing his Ph.D.. His teaching and research interests include modern European history with an emphasis on cultural history from the eighteenth through the twentieth centuries; the French Revolution; Central Europe; fascism and Nazism; early modern Europe. Particular research interests involve the history of intellectuals and literary life.

Stanley Warner, professor of economics, taught at the University of California at Santa Cruz and Bucknell University before 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. He will be on sabbatical spring term.

Frederick Weaver, professor of economics and history, has a B.A. from the University of California at Berkeley, and a Ph.D. from Cornell University. He has lived and worked in Mexico, Chile, and most recently, Ecuador and has taught economics and history at Cornell and the University of California, Santa Cruz. His special interest is the historical study of economic and political changes in Latin America, although his work is broadly comparative. He also has written on issues of higher education.

e. frances White, professor of history and black studies and Dean of Faculty, received her B.A. from Wheaton College and Ph.D. from Boston University. She has taught at Fourah Bay College in Sierra Leone and at Temple University. Her interests include Africa, African-American history and feminist theory. She has been a Fulbright Scholar in Africa and a Mellon Scholar at Wellesley College. In 1987, her book, *Sierra Leone's Settler Women Traders*, won the Letitia Brown Memorial Prize for the best book on black women.

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

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SCHEDULE OF CLASSES - FALL 1996

SCHOOL OF COGNITIVE SCIENCE AND CULTURAL STUDIES

		Enrollment				
Course	Title	Instructor	Method	Limit	Time	Location
GEO 292H*	Envisioning Information	Feinstein/UMass	Inst..Per	16	W 125-4pm	UMass GRC A1274
CCS 101	Animal Behavior	Coppinger	Open	25	MW 9-1020	FPH E111
CCS 109	Computing Concepts	Spector	Open	25	MW 1030-1150	ASH AUD
CCS 122p	Dateline: Washington, D.C.	Miller	Prosem	20	WF 9-1020	ASH 222
CCS 126	Cruising the Net	Miller/Muller	Open	40	WF 1030-1150	ASH 126
CCS 127	Intro Psychology of Reading	Birch	Open	15	TTh 9-1020	ASH 222
CCS 131p	Images Women/Culture	Douglas	Prosem	20	TTh 1230-150	ASH 222
CCS 133p	Study Philosopher/Descartes	Michaels	Prosem	20	TTh 9-1020	ASH 221
CCS 135	Video History	Cowie	Open	25	W 630-930pm	ASH AUD
CCS 138	Ancient Philosophy/Plato	Hahn	Open	25	MW 1-220	ASH 111
CCS 140	Video Production I	Braderman	Prereq	16	TTh 2-320	L1B B-5
CCS/HA 141	Making/Reading Images	Braderman et al	Open	45	W1-350/W4-520	ASH AUD
CCS 144	Developing Musical Ear	Stillings	Open	20	TTh 1230-150	ASH 111
CCS 158	Theories/Develop Psychology	Rattermann	Open	30	TTh 9-1020	ASH 126
CCS 159	Design/Computer Applications	Scarlatos	Open	24	TTh 9-1020	ASH AUD
CCS 166	Intro Political Philosophy	Belmonte	Open	25	MW 230-350	ASH 111
CCS 168	Introduction to Linguistics	Weisler/Stillings	Open	40	TTh 2-320	ASH 126
CCS/WP 183p	Reading/Writing About War	Kerr/Ryan	Prosem	20	TTh 9-1020	ASH 111
CCS 185p	Neurolinguistics	Milekic	Prosem	20	TTh 1030-1150	ASH 221
CCS 199a	Research Practicum	Chase	Prereq	10	MW 1030-1150	ASH 222
CCS 235	Continental Philosophy	Hahn	Open	25	MW 1030-1150	EDH 1
CCS 257	Culture/Human Development	Rattermann	Prereq	15	TTh 1030-1150	ASH 126
CCS 263	Artificial Intelligence	Spector	Prereq	25	MWF 9-1020	ASH 126
CCS 274	Intermed Video Production	Ra'ad	Prereq	15	T 630-930pm	L1B B-5
CCS 289	Psychology Human Interface	Milekic	Prereq	25	W 230-520	ASH 126
CCS 291	Multimedia Lab I	Muller	Inst/Per	25	W 630-930pm	ASH 126
CCS 325	Truth and Meaning	Weisler	Inst/Per	15	W 230-520	ASH 221
CCS 334	Topics in Cultural Studies	Douglas	Prereq	20	W 230-520	ASH 222
CCS 336	Invention/Innovation Internet	Scarlatos	Inst/Per	16	TTh 1030-1150	ASH AUD
CCS 350	Companion Animal Behavior	Coppinger	Inst/Per	10	M 230-520	ARF

*Course does not fulfill the requirements for the two-course option. #NOTE preregistration by Five College interchange

SCHOOL OF HUMANITIES AND ARTS

		Enrollment				
Course	Title	Instructor	Method	Limit	Time	Location
HIA 104	Introduction to Drawing	TBA	Open	20	TBA	ARB
HIA 106	Sculpture Foundation	Brayton	Prereq	15	TTh 930-1150	ARB
HIA 109	Introduction Woodworking	Gittleman	Open	10	MW 930-1150	ARB
HIA 110	Film/Video Workshop I	Brand	Inst/Per	15	W 230-520	PFB
HIA 111	Still Photography Workshop I	TBA	Inst/Per	15	TBA	PFB

HA 113*	Modern Dance I	Lowell	Open	25	MW1030-1150	MDB Main
HA 119*	Middle E Gypsy Dance	Nordstrom et al.	Open	25	TTh 1230-150	MDB
HA/WP 120..	Reading and Writing	Gorlin/Sherman	Open	25	MW 1030-1150	FPH 107
HA 123p	Page to Stage	Donkin/et al.	Prosem	35	TTh 1030-1150	FPH 108
HA 126p	Women's Lives/Stories	Tracy	Prosem	25	TTh1030-1150	FPH 103
HA/NS/SS/WP 129	Women's Bodies/Lives	Hanley, et al.	Open	60	WF 1030-1150	FPH WLH
HA 135	Modern Short Fiction	Wallen	Open	25	TTh 2-320	FPH 106
HA 138	Russia Film/Lit Revolution	Hubbs	Open	35	TTh 2-320	EDH 4
HA 139	Emergence of Modernism	Levine	Open	25	TTh 2-320	ASH AUD
HA 140	Read/Write Autobiographies	Lesy	InstrPer	15	MW 9-1020	FPH 105
HA/CCS 141	Making/Reading Images	Hayden et al.	Open	45	W 1-350/W4-520	ASH AUD+
HA 143*	Comparative Caribbean Dance	Daniel	Open	25	MW 1-220	MDB Main
HA 153	Dance as an Art Form	Nordstrom	Open	25	TTh 2-320	MDB Main
HA 157	Lit of Religious Awakening	Hodder/Meagher	Open	35	MW 230-350	FPH 108
HA 159	Architecture: Man/Physical	Pope	Open	20	WF 1030-1150	EDH 3
HA 160p	Southern Writers	Kennedy	Prosem	20	TTh 1030-1150	EDH 1
HA 176	Music I: Basic Tonal Theory	Edwards	Prereq	25	TTh 2-320	MDB Recital
HA 190	Memory/Lit/Power Latin Am.	Holland	Open	25	TTh 1230-150	EDH 1
HA 202	Advanced Drawing	Brayton	InstrPer	15	W 1-5	ARB
HA/SS 206	Psych Dynamics in Theatre	Donkin/Romney	Open	35	TTh 2-320	FPH 108
HA 207	Intro Comparative Literature	Holland/Russo	Open	35	MW 1030-1150	FPH 106
HA 208	Introduction to Painting	Mann	Prereq	18	MW 9-1150	ARB
HA 210	Film/Video Workshop II	Ravette	InstrPer	15	Th 9-1150	PFB
HA 211	Still Photography Workshop II	Stewart	InstrPer	15	M 230-520	PFB
HA/SS 213	Controversies in US History	Nisonoff/Tracy	Open	35	TTh 2-320	FPH 101
HA 215*	Modern Dance III	Nordstrom	Open	25	TTh 1030-1150	MDB Main
HA 219	Ancient Greek Drama	Meagher	Open	25	TTh 1230-150	EDH 2
HA 224	Poetics and Reading Poetry	Jenkins	Open	20	T 9-1150	KIVA
HA 233	Tolstoi	Hubbs	Prereq	15	W 1-350	EDH 4
HA 234	Intro Short Story Writing	Hanley	InstrPer	15	Th 1230-320	KIVA
HA 235	Literary Nonfiction	Lesy	InstrPer	15	TTh 9-1020	EDH 1
HA 239	Jazz Performance Seminar	Lateef	InstrPer	24	M 8-1030am	MDB Recital
HA 241	The First Woman	Meagher	Open	25	MW 9-1020	EDH 2
HA 245	Innovations Everyday Things	Gittleman	Prereq	15	MW 230-5	ARB
HA 246	Power of the Novel	Wallen	Open	25	TTh 1030-1150	EDH 4
HA 249	Writing Workshop	Payne	Prereq	15	W 9-1150	EDH 4
HA 250	Intermediate Poetry Writing	Jenkins	Prereq	15	F 9-1150	KIVA
HA 253	Intermediate Painting	Mann	Prereq	18	MW 1-350	ARB
HA 258	Colonialism and Visual Arts	Levine	Prereq	20	W 9-1150	ASH 111
HA 263	Film/Video Projects	Brand	InstrPer	8	TTh 2-320	PFB
HA 281	Music III: Tonal Systems	Warner	Prereq	25	TTh 1230-150	MDB Main
HA 284	Religion/Literature in America	Hodder	Open	25	TTh 1230-150	FPH 108
HA 288	Shakespeare and Woolf	Kennedy	Open	24	MW 1-220	EDH 1
HA 290A	Computer Music	Warner	Open	15	MW1030-1150	MDB EMS
HA 290B	Computer Music	Warner	InstrPer	5	MW1030-1150	MDB EMS
HA 293	Design Response II	Kramer	Prereq	15	TTh 2-320	EDH 1
HA 305	Advanced Painting	TBA	InstrPer	15	TBA	ARB

*Course does not fulfill the requirements for the two-course option. #NOTE preregistration by Five College interchange

HA 313	Photography III	Hayden	InstrPer	15	Th 1230-320	PFB
HA 314	Film/Video Workshop III	Ravett	InstrPer	15	F 9-1150	PFB
HA 315	Critical Theory Seminar	Russo	InstrPer	20	M 230-520	EDH 4
HA 334	Tutorials Composition/Theory	Edwards	Prereq	10	W 1-350	MDB Class
HA 356	Topics in American Studies	TBA	InstrPer	25	TBA	TBA
HA 377	Sources of Creativity	Lowell	InstrPer	12	MWF 9-1020	MDB Main

SCHOOL OF NATURAL SCIENCE

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
NS 102	Physics I	Wirth	Open	25	TTh2-320/Th330-520	CSC 114/Lab
NS 104	Optics/Holography	Wirth	Open	20	MW130-250/W3-520	CSC 114/lab
NS 107	Evolution of the Earth	Reid	Open	25	TTh9-1020/F1-5	CSC 126/lab
NS 121p	Human Biology	Bruno/Jarvis	Prosem	20	TTh1030-1150	CSC 2ndO+lab
NS 122p	How People Move	McNeal	Prosem	15	MWF9-1020/W230-520	CSC 3rdO+lab
SS/HA/NS/WP 129	Women's Bodies/Lives	McNeal/et al	Open	60	WF 1030-1150	FPH W1H
NS 143	Whose Woods?	Winship	Open	15	MW1030-1150/F130-5	CSC 3rdO/lab
NS 150	Agriculture, Ecology, Society	Schultz/et al	Open	25	TTh 1030-1150	ASH 111
NS 153p	History of Infectious Disease	Miller	Prosem	20	TTh1030-1150	CSC 114
NS 167	Struct of Randomness	Hoffman	Open	25	MWF 230-350	CSC 2ndO
NS 176	High Anxiety/Radioactivity	Krass	Open	25	MW 9-1020	FPH 107
NS 180	Aquatic Ecology	D'Avanzo	Open	15	MW1030-1150/M130-5	CSC 202/lab
NS 195	Pollution/Environment	Amarasiriwardena	Open	25	WF 9-1020/F 1-4	CSC 126/lab
NS 198p	Ever Since Darwin	Miller	Prosem	25	MW 1030-1150	CSC 114
NS 202	Chemistry I	Amarasiriwardena	Open	25	MWF1030-1150/M130-430	CSC 126/lab
NS 212	Introduction to Organic Chemistry	Lowry	Open	25	TTh9-1020/W1-350	CSC 114/lab
NS 218	Plant Biology	Winship	Open	15	MW9-1020/M130-430	CSC 114/lab
NS/SS 236	My Country Right/Wrong	Krass	Open	25	TTh1230-150	CSC 114
NS 246	Teaching Sci Middle School	Bruno	Open	25	TTh1230-230	CSC 301C+Lab
NS 260	Calculus I	Kelly	Open	25	MWF 9-1020	ASH AUD
NS 264	Microbiology	Jarvis	Open	25	MW 9-1020/F1-5	CSC 202/Lab
NS 266	Limnology	D'Avanzo/Reid	Prereq	25	TTh1030-1150/Th1-5	CSC 126/lab
NS 296	Landscape and Narrative	Savoy	Prereq	15	Th 1230-320	CSC 126/2ndlab
NS 316	Linear Algebra	Hoffman	Prereq	25	MWF 9-1020	CSC 2ndO
NS 324	Advanced Calculus	Kelly	Prereq	25	MWF 1030-1150	CSC 2ndO
NS 392i	Integrative Seminar	Lowry	Open	20	MW 9-1020	CSC 301C

SCHOOL OF SOCIAL SCIENCE

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
SS 103p	Decentralism	Mazor	Prosem	25	MW 1030-1150	FPH 108
SS 107	Race, Ethnicity Nationalism	Ford	Open	25	TTh 1030-1150	FPH 105
SS 113	Societies/Culture/Middle/East	Mirsepasi	Open	25	TTh 1030-1150	ASH 222
SS 119p	Third World/Women's Lives	Nisonoff	Prosem	20	TTh 9-1020	FPH 106
SS 128p	Central America History	Weaver	Prosem	20	TTh 1030-1150	FPH 104
SS/HA/NS/WP 129	Women's Bodies/Lives	Cerullo, et al	Open	60	WF 1030-1150	FPH/W1H

SS 132p	Religious Movements/Change	Darlington	Prosem	25	MW 1030-1150	FPH 101
SS 140	Renaissance Italy	Sperling	Open	25	MW 1030-1150	ASH 221
SS 141	Third World Development	Holmquist	Open	25	TTh 9-1020	FPH 103
SS 143	Perspectives on Emotion	Conrad	Open	25	WF 1-220	FPH 103
SS 153	Latinos in the U.S.	Risech-Ozeguera	Open	25	TTh 9-1020	FPH 104
SS 154	Paths To The Past	Wald	Open	25	MW 9-1020	FPH 104
SS 166	Leprosy, Race and Society	Yngvesson	Open	25	TTh 2-320	FPH 104
SS 184p	American Capitalism	Warner	Prosem	20	MW 1030-1150	FPH 104
SS/HIA 206	Psyc Dynamics in Theatre	Romney/Donkin	Open	35	TTh 2-320	FPH 108
SS 208	Issues in Education	Weaver	Open	25	MW 230-350	FPH 106
SS 211	Changing Cultures/Lives	Sawada	Open	25	WF 1-220	FPH 106
SS/HIA 213	Controversies US Economic	Nisonoff/Tracy	Open	35	TTh 2-320	FPH 101
SS 217	Black Politics	Ford	Open	25	TTh 9-1020	FPH 105
SS 223	Politics 3rd World	Folmquist/Chandrani	Open	35	TTh 2-320	FPH 107
SS 226	Sociology of Religion	Mirsepassi	Open	25	MW 230-350	FPH 104
SS 227	(Re)Imagining Latin America	Bengelsdorf	Open	25	WF 1030-1150	FPH 102
SS 229	AIDS and The Law	Risech-Ozeguera	Open	25	TTh 2-320	FPH 105
SS 230	Cultural History Christianity	Sperling	Open	25	MW 4-520	FPH 107
SS/NS 236	My Country Right/Wrong	Krass	Open	25	TTh 1230-150	CSC 114
SS 237	American Foreign Policy	Ahmad	Open	30	MW 1030-1150	FPH 105
SS 254	Culture/Gender/Self	Mahoney/Yngvesson	Open	35	TTh 1030-1150	FPH 102
SS 255	Jews in Modern Europe	Glick	Open	20	MF 1030-1150	FPH 103
SS 267	Germany in the Modern Era	Wald	Open	25	MW 230-350	FPH 105
SS 269	Children/Their Environ	Breitbart/Schamess	Open	35	TTh 1030-1150	FPH 101
SS 281	Jewish Biography/Autobio	Berman/Glazer	Prereq	35	TTh 1030-1150	FPH 107
SS 283	Race, Gender, Feminism	White	Open	25	MW 4-520	CSC 114
SS 293	Modernity and its Critics	Bengelsdorf/Cerullo	Open	35	WF 4-520	FPH 108
SS 350	State/Society Mid E/Africa	Ahmad	Open	20	W 7-10pm	FPH 106
SS 366	Representations Law/Justice	Yngvesson	Open	16	W 230-520	FPH 102
SS 399a	Making Social Change	Warner	Open	16	T 9-12	PH B-1
SS 399c	Perspectives on Time	Mazor	Open	16	T 630-10pm	FPH 106

CO-CURRICULAR COURSES - WRITING/READING PROGRAM

Enrollment						
Course	Title	Instructor	Method	Limit	Time	Location
WP 101	Basic Writing	Ryan	See Desc	16	WF 1030-1150	Greenwich
WP/HIA 120	Reading and Writing	Gorlin/Sherman	Open	25	MW 1030-1150	FPH 107
WP/CCS 183p	Reading/Writing About War	Kerr/Ryan	Prosem	20	TTh 9-1020	ASH 111
WP/HIA/NS/SS 129	Women's Bodies/Lives	Siegel, et al	Open	60	WF 1030-1150	FPH WLI

FOREIGN LANGUAGES

Enrollment						
Course	Title	Instructor	Method	Limit	Time	Location
FL 101	Intensive French	Roesch	InstrPer	10	TWTh 330-6pm	PH A-1
FL 102	Intensive Spanish	Gear	InstrPer	10	TWTh 330-6pm	PH B-1

CHORUS

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

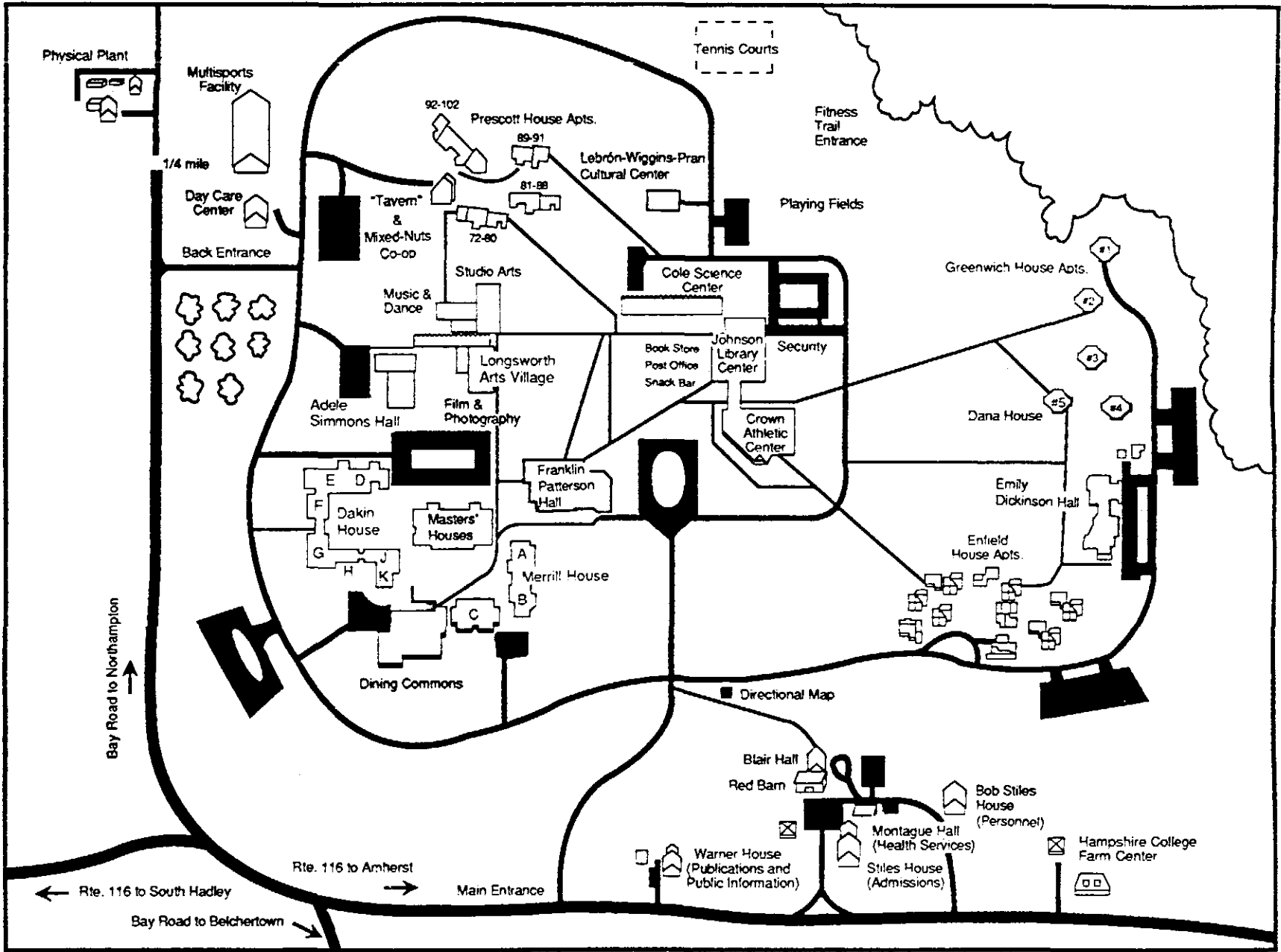
OUTDOOR AND RECREATIONAL ATHLETICS PROGRAM

		Enrollment				
Course	Title	Instructor	Method	Limit	Time	Location
OPRA 101	Beginning Shotokan Karate	Taylor	Open	None	MW 6-8 pm	RCC Lounge
OPRA 102	Inter Shotokan Karate	Taylor	Prereq	None	ThSu 6-8 pm	RCC Lounge
OPRA 104	Advanced Shotokan Karate	Taylor	InstrPer	None	TThSu 6-8 pm	RCC Lounge
OPRA 107	Beg Sivananda Hatha Yoga	Pierce	Open	20	T 430-6pm	RCC Lounge
OPRA 108	Cont Sivananda Hatha Yoga	Pierce	Open	20	Th 430-6pm	RCC Lounge
OPRA 109	Beginning Iyengar Yoga	Muir	Open	None	M 400-530	RCC Lounge
OPRA 110	Continuing Iyengar Yoga	Muir	Open	None	W 230-430	RCC Lounge
OPRA 111	Aikido	Sylvain	Open	None	WF 1-215	RCC Lounge
OPRA 115	Beginning Kyudo	Taylor	InstrPer	None	TTh 3-430	RCC Lounge
OPRA 116	Intermediate Kyudo	Taylor	Prereq	None	M230-4/W430-6	RCC Lounge
OPRA 118	Beginning T'ai Chi	Barry	Open	None	TTh 1230-130	RCC Lounge
OPRA 119	Continuing T'ai Chi	Barry	Open	None	TTh 145-245	RCC Lounge
OPRA 123	Begin WW Kayaking (X)	E. Alderson	InstrPer	6	W 130-245/F 1230-6pm	Pool/River
OPRA 124	Begin WW Kayaking (Y)	G. Alderson	InstrPer	6	W 245-4/F 1230-6pm	Pool/River
OPRA 126	Beyond Begin WW Kayaking	G. Alderson	Prereq	8	Th 1230-6	Pool/River
OPRA 141	A Swimming Evolution	G. Alderson	Open	None	W 1030-1130am	Pool
OPRA 145	Lifeguard Training	Flinker	Open	10	Th 6-10pm	Pool
OPRA 149	Openwater Scuba Certif	Project Deep	Prereq	None	M 6-9 pm	Pool/RCC
OPRA 151	Top Rope Climbing (A)	Kyker-Snowman	Open	12	T 1230-530 pm	RCC
OPRA 152	Top Rope Climbing (B)	E. Alderson	Open	12	Th 1230-6 pm	RCC
OPRA 185	Beginning Tennis (Outdoors)	McRae	InstrPer	12	MW 1-2	Outdoor Courts
OPRA 187	Intermed Tennis (Outdoors)	McRae	InstrPer	12	MW 2-3	Outdoor Courts
OPRA 229	Women and Girls Outdoors	Warren	Open	12	F 9-1230	EDH 4
OPRA 298	Experiential Education	Warren	InstrPer	Open	T 1-5+	KIVA

CODES

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

HAMPSHIRE COLLEGE CAMPUS





H A M P S H I R E

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Amherst, Massachusetts 01002

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Course Guide's
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Fall Supplement's

AVAILABLE COURSES FOR Fall 1996 as of Friday, September 6, 1996

COGNITIVE SCIENCE AND CULTURAL STUDIES

#	COURSE	FACULTY	TIME	Adl
GEO 292H	Envisioning Information Held at UMASSGRC A127	Feinstein/Spector/ & UMass faculty	W 1:25-4 pm	+6
CCS 109	Computing Concepts	Spector	MW 1030-1150	+5
CCS 159	Design Computer Applications	Scarlatos	TTh 9-1020	+5
CCS168	Intro to Linguistics	Weisler/Stillings	TTh 2-320	+5
CCS/WP 183p	Reading/Writing About War	Kerr/Ryan	TTh 9-1020	+5
CCS 199a	Research Practicum	Chase	MW 1030-1150	+3
CCS 263	Artificial Intelligence	Spector	MWF 9-1020	+8
CCS289	Psychology Human Interface	Milekie	W 230-520	+5
CCS 325	Truth and Meaning	Weisler	W 230-520	+5
CCS 336	Invention Innovation Internet	Scarlatos	TTh 1030-1150	+2
CCS 337	Mental Meaning	Laurence	TTh 1230-150	+5
CCS 360	Readings Contemporary Ethics	Michaels	Th 1230-320	+4

HUMANITIES AND ARTS

#	COURSE	FACULTY	TIME	Adl
HAJ13*	Modern Dance I	Lowell	MW 1030-1150	+5
HA 135	Modern Short Fiction	Wallen	TTh 2-320	+2
HA 158	Architecture/Process of Design	Pope	WF 1030-1150	+5
HA 160p	Southern Writers	Kennedy	TTh 1030-1150	+6
HA 176	Music I: Basic Tonal Theory **Students should call the music intern after 3pm X5526 if interested or in evenings 586-7841	Pillay	TTh 2-320	+10**
HA 190	Memory/Lit/Power Latin Am.	Holland	TTh 1230-150	+6
HA 207	Intro Comparative Literature	Holland/Russo	MW 1030-1150	+14
HA 208	Introduction to Painting	Mann	MW 9-1150	+1
HA 215*	Modern Dance III	Nordstrom	TTh 1030-1150	+6
HA/SS 213	Controversies in US History	Nisonoff/Tracy	TTh 2-320	+13
HA 219	Ancient Greek Drama	Meagher	TTh 1230-150	+10
HA 244	Developing Toys and Games	Gittleman	MW 230-5	+4.5
HA 246	Power of the Novel	Wallen	TTh 1030-1150	+2
HA 253	Intermediate Painting	Mann	MW 1-350	+5
HA 258	Colonialism and Visual Arts **students should get syllabus from professor	Levine	W 9-1150	+10**
HA 281	Music III: Tonal Systems	Warner	TTh 1230-150	+4.5

NATURAL SCIENCE

#	COURSE	FACULTY	TIME	Adl
NS 140	Sheep-Oribkens Practices	Schultz/Levy et al	W 3-5+	+2
NS 153p	History of Infectious Disease	Miller	TTh1030-1150	+5
NS 212	Introduction Organic Chemistry	Lowry	TTh9-1020/W1-350	no limit
NS/SS 224	Health/Inequalities	Krammerer	WF1-220	+7
NS 246	Teaching Sci Middle School	Bruno	TTh1230-230	+2
NS 260	Calculus I	Kelly	MWF 9-1020	+6
NS 265	Intro Stat/Experimental Design	Sutherland	MW 230-350	+5
NS 266	Limnology	Reid	TTh1030-1150/Th1:5	+4
NS 316	Linear Algebra	Hoffman	MWF 9-1020	no limit
NS 324	Advanced Calculus	Kelly	MWF 1030-1150	+5

SOCIAL SCIENCE

#	COURSE	FACULTY	TIME	Adl
SS 160	Black Psychology II	Romney	WF 9-1020	+10
SS 167(2.27)	(RE) Imagining Latin America	Bengelsdorf	WF 1030-1150	+5
SS 184p	American Capitalism	Warner	MW 1030-1150	+2
SS-HA 213	Controversies US Economic..	Nisonoff/Tracy	TTh 2-320	+13
NS/SS 224	Health/Inequalities	Krammerer	WF1-220	+7
SS 231	Abnormal Psychology	Mattei	MW 1-220	+4
SS 267	Germany in the Modern Era	Wald	MW 230-350	+10
SS 293	Modernity and its Critics	Bengelsdorf/Cerullo	WF 9-1020	+3
SS 365	Politics of Reproductive Practice	Yngvesson	W 2:30-5:20	+10

WRITING/READING PROGRAM

#	COURSE	FACULTY	TIME	Adl
WP101	Basic Writing	Rvan	WF 1030-1150	+3

ADDENDUM TO

AVAILABLE COURSES FOR Fall 1996 as of Tuesday, September 10, 1996

Humanities and Arts

HA 126	Women's Lives/Stories	Tracy	TTh 1030-1150	+6
HA 144	Intro to Reading/Writing	Alberts	TTh 1030-1150	+10
HA/SS 213	Controversies US History	Tracy/Nisonoff	TTh 2-320	+10

Social Science

SS 239	Modernity/Critics 3rd World	Holmquist/Mirsepassi	MW 1-220	+20
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ADDENDUM TO

AVAILABLE COURSES FOR Fall 1996 as of Tuesday, September 10, 1996

Humanities and Arts

HA 126	Women's Lives/Stories	Tracy	TTh 1030-1150	+6
HA 144	Intro to Reading/Writing	Alberts	TTh 1030-1150	+10
HA/SS 213	Controversies US History	Tracy/Nisonoff	TTh 2-320	+10

Social Science

SS 239	Modernity/Critics 3rd World	Holmquist/Mirsepassi	MW 1-220	+20
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Fall
1996

PLEASE POST

SOCIAL SCIENCE NEW COURSE

**SS 365 - THE POLITICS OF REPRODUCTIVE PRACTICE - INSTRUCTOR: BARBARA YNGVESSON
TIME COURSE WILL BE TAUGHT: W 2:30-5:20.**

DESCRIPTION: THIS SEMINAR EXAMINES REPRODUCTIVE PRACTICES SUCH AS ABORTION, ABANDONMENT, ADOPTION, AND THE USE OF REPRODUCTIVE TECHNOLOGIES TO ANSWER TWO INTERRELATED QUESTIONS: WHO IS HAVING CHILDREN AND WHO CAN'T? WHO IS GIVING UP CHILDREN AND WHO IS NOT? WE WILL FOCUS ON REPRODUCTION AS BOTH A BIOLOGICAL AND A CULTURAL PROCESS, ATTENDING TO THE WAYS THAT GLOBAL POWER RELATIONS SHAPE THE EXPERIENCE AND PRACTICE OF REPRODUCTION IN LOCAL ARENAS, TO THE WAYS THAT GENDER, RACE AND CLASS STRUCTURE REPRODUCTION, AND TO THE POLITICS OF HUMAN AGENCY IN STRUGGLES OVER REPRODUCTION. THE CLASS WILL MEET ONCE A WEEK FOR THREE HOURS.

More Charges

HA 130

Does not qualify
for $\frac{1}{2}$ Div I

11/24/96

Changes to course guide

NS 106 meets from 10:30-11:50

SS 318 now has a limit of 20

K

ROOM CHANGE

DATE: 9/11/96

COURSE: HA 284

HAS CHANGED FROM: Tu, Th, 12:30 - 2:00 FPH 108

TO: Tu, Th, 12:30 - 2:00 FPH 107

ROOM CHANGE

DATE: 9/9/96

COURSE: BP 101

HAS CHANGED FROM: New

TO: 1:30 - 4:30 FPH 101

Eric Schocket, (H&A) assistant professor of American Literature, received his B.A. from the University of California, Berkeley and his MA and PhD from Stanford University. His teaching interests include Nineteenth- and Twentieth-Century American Fiction, American Literature at the Turn of the Century, American Labor Literature, Literature and Culture of the 1930's among others.

HAMPSHIRE COLLEGE SCHEDULE OF CLASSES FALL 1996 REVISED 5/28/96

SCHOOL OF COGNITIVE SCIENCE AND CULTURAL STUDIES

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
GEO 292H*	Envisioning Information	Feinstein/Umass fac	InstPer	16	W 125-4pm	UMass GRC A127‡
CCS 101	Animal Behavior	Coppinger	Open	25	MW 9-1020	FPH ELH
CCS 109	Computing Concepts	Spector	Open	25	MW 1030-1150	ASH AUD
CCS 122p	Dateline: Wahington, D.C.	Miller	Prosem	20	WF 9-1020	ASH 222
CCS 126	Cruising the Net	Miller/Muller	Open	40	WF 1030-1150	ASH 126
CCS 127	Intro Psychology of Reading	Birch	Open	15	TTh 9-1020	ASH 222
CCS 131p	<i>Images Women/Culture</i>	<i>Douglas</i>	<i>C A N C E L E D</i>			
CCS 133p	Study Philosopher:Descartes	Michaels	Prosem	20	TTh 9-1020	ASH 221
CCS 135	Video History	Cowie	Open	25	W 630-930pm	ASH AUD
CCS 138	<i>IntroductionAncient Philosophy</i>	<i>Belmonte</i>	Open	25	TTh 2-320	ASH 111
CCS 140	Video Production I	Braderman	Prereq	16	TTh 2-320	LIB B-5
CCS/HA 141	Making/Reading Images	Braderman et al	Open	45	W1-350/W4-520	ASH AUD+
CCS 144	Developing Musical Ear	Stillings	Open	20	TTh 1230-150	ASH 111
CCS 158	Theories/Develop Psychology	Rattermann	Open	30	TTh 9-1020	ASH 126
CCS 159	Design/Computer Applications	Scarlatos	Open	24	TTh 9-1020	ASH AUD
CCS 166(206)	<i>Intro Political Philosophy</i>	<i>Belmonte</i>	Open	25	MW 230-350	ASH 111
CCS 167	<i>IntroClassic Chinese Philosophy</i>	<i>Lu</i>	Open	25	MW 4-520	FPH 104
CCS 168	Introduction to Linguistics	Weisler/Stillings	Open	40	TTh 2-320	ASH 126
CCS/HA 180	<i>Introduction Cultural Studies</i>	<i>Rueschmann</i>	Open	25	TTh 1030-1150	FPH 106
CCS/WP 183p	Reading/Writing About War	Kerr/Ryan	Prosem	20	TTh 9-1020	ASH 111
CCS 185p	Neurolinguistics	Milekic	Prosem	20	TTh 1030-1150	ASH 221
CCS 199a	Research Practicum	Chase	Prereq	10	MW 1030-1150	ASH 222
CCS 206(166)	<i>Intro Political Philosophy</i>	<i>Belmonte</i>	Open	25	MW 230-350	ASH 111
CCS 235	<i>Continental Philosophy</i>	<i>Hahn</i>	<i>C A N C E L E D</i>			
CCS 257	Culture/Human Development	Rattermann	Prereq	15	TTh 1030-1150	ASH 126
CCS 263	Artificial Intelligence	Spector	Prereq	25	MWF 9-1020	ASH 126
CCS 274	Intermed Video Production	Ra'ad	Prereq	15	T 630-930pm	LIB B-5
CCS 289	Psychology Human Interface	Milekic	Prereq	25	W 230-520	ASH 126
CCS 291	<i>Multimedia Lab I</i>	<i>Muller</i>	<i>InstrPer</i>	25	WF 4-520	ASH AUD/126
CCS 323	<i>Confucianist Theory</i>	<i>Lu</i>	<i>Prereq</i>	15	T 1230-250	ASH 221
CCS 325	Truth and Meaning	Weisler	InstrPer	15	W 230-520	ASH 221
CCS 334	<i>Topics in Cultural Studies</i>	<i>Douglas</i>	<i>C A N C E L E D</i>			
CCS 336	Invention/Innovation Internet	Scarlatos	InstrPer	16	TTh 1030-1150	ASH AUD
CCS 350	Campanion Animal Behavior	Coppinger	InstrPer	10	M 230-520	ARF
CCS 360	<i>Readings Contemporary Ethics</i>	<i>Michaels</i>	<i>InstrPer</i>	15	Th 1230-320	ASH 221

*Course does not fulfill the requirements for the two-course option. ‡NOTE pre-registration by 5 College interchange
Italics denotes a new course or change from Fall 96 catalog and course guide

SCHOOL OF HUMANITIES AND ARTS

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
HA 104	<i>Introduction to Drawing</i>	<i>Diao</i>	<i>Open</i>	20	<i>TTh 230-5</i>	ARB
HA 106	Sculpture Foundation	Brayton	Prereq	15	TTh 930-1150	ARB
HA 109	Introduction Woodworking	Gittleman	Open	10	MW 930-1150	ARB
HA 110	Film/Video Workshop I	Brand	InstrPer	15	W 230-520	PFB
HA 111	<i>Still Photography Workshop I</i>	<i>Kimball</i>	<i>InstrPer</i>	15	<i>T 9-12</i>	<i>PFB</i>
HA 112	<i>Photography/Film Foundations</i>	<i>Stewart</i>	<i>See Description</i>	16	<i>W 9-12</i>	<i>PFB</i>
HA 113*	Modern Dance I	Lowell	Open	25	MW 1030-1150	MDB Main
HA 119*	Middle E Gypsy Dance	Nordstrom et al	Open	25	TTh 1230-150	MDB
HA/WP 120	Reading and Writing	Gorlin/Sherman	Open	25	MW 1030-1150	FPH 107
HA 123p	Page to Stage	Donkin/et al	Prosem	35	TTh 1030-1150	FPH 108
HA 126p	Women's Lives/Stories	Tracy	Prosem	25	TTh 1030-1150	FPH 103
HA/NS/SS/WP 129	<i>Women's Lives/Bodies</i>	<i>Hanley, et al</i>	<i>C A N C E L E D</i>			
HA 131	<i>Beginning Playwriting</i>	<i>Donkin</i>	<i>Open</i>	15	<i>TTh 2-320</i>	<i>FPH 108</i>
HA/WP 132	<i>Feminist Fiction</i>	<i>Hanley/Siegel</i>	<i>Open</i>	25	<i>WF 1030-1150</i>	<i>EDH 1</i>
HA 135	Modern Short Fiction	Wallen	Open	25	TTh 2-320	FPH 106
HA 137	<i>US Literature/Culture</i>	<i>Schocket</i>	<i>Open</i>	20	<i>MW 2-350</i>	<i>EDH 1</i>
HA 138	Russia Film/Lit Revolution	Hubbs	Open	35	TTh 2-320	EDH 4
HA 139	Emergence of Modernism	Levine	Open	25	TTh 2-320	ASH AUD
HA 140	Read/Write Autobiographys	Lesy	InstrPer	15	MW 9-1020	FPH 105
HA/CCS 141	Making/Reading Images	Hayden et al	Open	45	W 1-350/W4-520	ASH AUD+
HA 143*	Comparative Caribbean Dance	Daniel	Open	25	MW 1-220	MDB Main
HA 153	Dance as an Art Form	Nordstrom	Open	25	TTh 2-320	MDB Main
HA 157	Lit of Religious Awakening	Hodder/Meagher	Open	35	MW 230-350	FPH 108
HA 158	<i>Architecture/Process of Design</i>	<i>Pope</i>	<i>Open</i>	25	<i>WF 1030-1150</i>	<i>EDH 3</i>
HA 159	<i>Architecutre: Man/Physical</i>	<i>Pope</i>	<i>C A N C E L E D</i>			
HA 160p	Southern Writers	Kennedy	Prosem	20	TTh 1030-1150	EDH 1
HA 176	Music I: Basic Tonal Theory	Edwards	Prereq	25	TTh 2-320	MDB Recital
HA/CCS 180	<i>Intro to Cultural Studies</i>	<i>Rueshmann</i>	<i>Open</i>	25	<i>TTh 1030-1150</i>	<i>FPH 106</i>
HA 186	<i>Introduction to Acting</i>	<i>Moore</i>	<i>Open</i>	16	<i>TTh 1-3</i>	<i>EDH Studio Theatre</i>
HA 190	Memory/Lit/Power Latin Am.	Holland	Open	25	TTh 1230-150	EDH 1
HA 202	Advanced Drawing	Brayton	InstrPer	15	W 1-5	ARB
HA/SS 206	<i>Psych Dynamics in Theatre</i>	<i>Donkin/Romney</i>	<i>C A N C E L E D</i>			
HA 207	Intro Comparative Literature	Holland/Russo	Open	35	MW 1030-1150	FPH 106
HA 208	Introduction to Painting	Mann	Prereq	18	MW 9-1150	ARB
HA 210	Film/Video Workshop II	Ravette	InstrPer	15	Th 9-1150	PFB
HA 211	Still Photography Workshop II	Stewart	InstrPer	15	M 230-520	PFB
HA/SS 213	Controversies in US History	Nisonoff/Tracy	Open	35	TTh 2-320	FPH 101
HA 215*	Modern Dance III	Nordstrom	Open	25	TTh 1030-1150	MDB Main
HA 219	Ancient Greek Drama	Meagher	Open	25	TTh 1230-150	EDH 2
HA 223	<i>Film and Literature</i>	<i>Rueschmann</i>	<i>Open</i>	25	<i>TTh/230-150/T4-6</i>	<i>ASH AUD</i>
HA 224	Poetics and Reading Poetry	Jenkins	Open	20	T 9-1150	KIVA
HA 233	Tolstoi	Hubbs	Prereq	15	W 1-350	EDH 4
HA 234	Intro Short Story Writing	Hanley	InstrPer	15	Th 1230-320	KIVA
HA 235	Literary Non-Fiction	Lesy	InstrPer	15	TTh 9-1020	EDH 1
HA 239	Jazz Performance Seminar	Lateef	InstrPer	24	M 8-1030am	MDB Recital
HA 241	The First Woman	Meagher	Open	25	MW 9-1020	EDH 2
HA 244	<i>Developing Toys and Games</i>	<i>Gittleman</i>	<i>Prereq</i>	15	<i>MW 230-5</i>	<i>ARB</i>
HA 245	<i>Innovations Everyday Things</i>	<i>Gittleman</i>	<i>C A N C E L E D</i>			
HA 246	Power of the Novel	Wallen	Open	25	TTh 1030-1150	EDH 4
HA 249	Writing Workshop	Payne	Prereq	15	W 9-1150	EDH 4
HA 250	Intermediate Poetry Writing	Jenkins	Prereq	15	F 9-1150	KIVA
HA 253	Intermediate Painting	Mann	Prereq	18	MW 1-350	ARB
HA 255	<i>Performance Syles</i>	<i>Moore</i>	<i>Open</i>	15	<i>MW 1030-1150</i>	<i>EDH Studio</i>
HA 258	Colonialism and Visual Arts	Levine	Prereq	20	W 9-1150	ASH 111
HA 263	Film/Video Projects	Brand	InstrPer	8	TTh 2-320	PFB
HA 277	<i>Depression/Question of Culture</i>	<i>Schocket</i>	<i>Open</i>	20	<i>TTh 1230-150</i>	<i>EDH 4</i>
HA 281	Music III: Tonal Systems	Warner	Prereq	25	TTh 1230-150	MDB Main
HA 284	Religion Literature in America	Hodder	Open	25	TTh 1230-150	FPH 108
HA 288	Shakespeare and Woolf	Kennedy	Open	24	MW 1-220	EDH 1
HA 290A.B	Computer Music	Warner	Open/InstrPer	15/5	MW 1030-1150	MDB EMS

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Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
HA 293	Design Response II	Kramer	Prereq	15	TTh 2-320	EDH 1
HA 305	Advanced Painting	Diao	InstrPer	15	W 1-5	ARB
HA 313	Photography III	Hayden	InstrPer	15	Th 1230-320	PFB
HA 314	Film/Video Workshop III	Ravett	InstrPer	15	F 9-1150	PFB
HA 315	Critical Theory Seminar	Russo	InstrPer	20	M 230-520	EDH 4
HA 334	Tutorials Composition/Theory	Edwards	Prereq	10	W 1-350	MDB Class
HA 356	Topics in American Studies	TBA	InstrPer	25	TBA	TBA
HA 377	Sources of Creativity	Lowell	InstrPer	12	MWF 9-1020	MDB Main

SCHOOL OF NATURAL SCIENCE

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
NS 102	Physics I	Wirth	Open	25	TTh2-320/Th330-520	CSC 114/Lab
NS 104	Optics/Holography	Wirth	Open	20	MW130-250/W3-520	CSC 114/lab
NS 107	Evolution of the Earth	Reid	Open	25	TTh9-1020/F1-5	CSC 126/lab
NS 121p	Human Biology	Bruno/Jarvis	Prosem	25	TTh1030-1150	CSC 2ndO+lab
NS 122p	How People Move	McNeal	Prosem	15	MWF9-1020/W230-520	CSC 3rdO+lab
NS/HA/SS/WP 129	Women's Lives/Bodies	McNeal/et al	C A N C E L E D			
NS 135	Introduction/Human Skeleton	Stone	Open	15	TTh 1230-320	CSC 3rd Bone Lab
NS 143	Whose Woods?	Winship	Open	15	MW1030-1150/F130-5	CSC 3rdO/lab
NS 150	Agriculture, Ecology, Society	Schultz/et al	Open	25	TTh 1030-1150	ASH 111
NS 153p	History of Infectious Disease	Miller	Prosem	20	TTh1030-1150	CSC 114
NS 167	Struct of Randomness	Hoffman	Open	25	MWF 230-350	CSC 2ndO
NS 176	High Anxiety/Radioactivity	Krass	Open	25	MW 9-1020	FPH 107
NS 180	Aquatic Ecology	D'Avanzo	Open	15	MW1030-1150/M130-5	CSC 202/lab
NS 195	Pollution/Environment	Amarasiriwardena	Open	25	WF 9-1020/F 1-4	CSC 126/lab
NS 198p	Ever Since Darwin	Miller	Prosem	25	MW 1030-1150	CSC 114
NS 202	Chemistry I	Amarasiriwardena	Open	25	MWF1030-1150/M130-430	CSC 126/lab
NS 212	Introduction Organic Chemistry	Lowry	Open	25	TTh9-1020/W1-350	CSC 114/lab
NS 218	Plant Biology	Winship	Open	15	MW9-1020/M130-430	CSC 114/lab
NS/SS 224	Health/Inequalities	Krammerer	Open	25	WF1-220	FPH 105
NS/SS 236	My Country Right/Wrong	Krass	Open	25	TTh1230-150	CSC 114
NS 246	Teaching Sci Middle School	Bruno	Open	25	TTh1230-230	CSC 301C+Lab
NS 260	Calculus I	Kelly	Open	25	MWF 9-1020	ASH AUD
NS 264	Microbiology	Jarvis	Open	25	MW 9-1020/F1-5	CSC 202/Lab
NS 265	Intro Stat/Experimental Design	Sutherland	Open	25	MW 230-350	CSC 202
NS 266	Limnology	D'Avanzo/Reid	Prereq	25	TTh1030-1150/Th1-5	CSC 126/lab
NS 296	Landscape and Narrative	Savoy	Prereq	15	Th 1230-320	CSC 126/2ndlab
NS 316	Linear Algebra	Hoffman	Prereq	25	MWF 9-1020	CSC 2ndO
NS 324	Advanced Calculus	Kelly	Prereq	25	MWF 1030-1150	CSC 2ndO
NS 392i	Integrative Seminar	Lowry	Open	20	MW 9-1020	CSC 301C

SCHOOL OF SOCIAL SCIENCE

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
SS 103p	Decentralism	Mazor	Prosem	25	MW 1030-1150	FPH 108
SS 107	Race, Ethnicity Nationalism	Ford	Open	25	TTh 1030-1150	FPH 105
SS 113	Societies/Culture/Middle/East	Mirsepasi	C A N C E L E D			
SS 119p	Third World/Women's Lives	Nisonoff	Prosem	20	TTh 9-1020	FPH 106
SS 128p	Central America History	Weaver	C A N C E L E D			
SS/HA/NS/WP 129	Women's Lives/Bodies	Cerullo, et al	C A N C E L E D			
SS 130	Anthropology Gender/Sexuality	Krammerer	Open	25	WF 1030-1150	FPH 102
SS 132p	Religious Movements/Change	Darlington	Prosem	25	MW 1030-1150	FPH 101
SS 139p(283)	Race, Gender, Feminism	White	Open	25	MW 4-520	CSC 114
SS 140	Renaissance Italy	Sperling	Open	25	MW 1030-1150	ASH 221
SS 141	Third World Development	Holmquist	Open	25	Th 9-1020	FPH 103
SS 143	Perspectives on Emotion	Conrad	Open	25	WF 1-220	FPH 103
SS 153	Latinos in the U.S.	Risech-Ozeguera	Open	25	TTh 9-1020	FPH 104
SS 154	Paths To The Past	Wald	Open	25	MW 9-1020	FPH 104
SS 160	Black Psychology II	Romney	Open	25	WF 9-1020	FPH 106

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Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
SS 166	<i>Leprosy, Race and Society</i>	Yngvesson	Open	25	MW 9-1030	FPH 104
SS 167(227)	<i>(RE) Imagining Latin America</i>	Bengelsdorf	Open	25	WF 1030-1150	FPH ELH
SS 184p	American Capitalism	Warner	Prosem	20	MW 1030-1150	FPH 104
SS/HA 206	<i>Psyc Dynamics in Theatre</i>	Romney/Donkin	C A N C E L E D			
SS 208	Issues in Education	Weaver	Open	25	MW 230-350	FPH 106
SS 211	Changing Cultures/Lives	Sawada	Open	25	WF 1-220	FPH 106
SS/HA 213	Controversies US Economic..	Nisonoff/Tracy	Open	35	TTh 2-320	FPH 101
SS 217	<i>Black Politics</i>	Ford	C A N C E L E D			
SS 223	<i>Politics 3rd World</i>	Folmquist/Chandrani	C A N C E L E D			
SS/NS 224	<i>Health/Inequalities</i>	Krammerer	Open	25	WF1-220	FPH 105
SS 226	<i>Sociology of Religion</i>	Mirsepassi	C A N C E L E D			
SS 227(167)	<i>(Re)Imagining Latin America</i>	Bengelsdorf	Open	25	WF 1030-1150	FPH ELH
SS 229	AIDS and The Law	Risech-Ozeguera	Open	25	TTh 2-320	FPH 105
SS 230	Cultural History Christianity	Sperling	Open	25	MW 4-520	FPH 107
SS/NS 236	My Country Right/Wrong	Krass	Open	25	TTh1230-150	CSC 114
SS 237	American Foreign Policy	Ahmad	Open	30	MW 1030-1150	FPH 105
SS 239	<i>Modernity/critics 3rd World</i>	Holmquist/Mirsepassi	Open	35	MW 1-220	FPH 107
SS 254	<i>Culture/Gender/Self</i>	Mahoney/Yngvesson	C A N C E L E D			
SS 255	Jews in Modern Europe	Glick	Open	20	MF 1030-1150	FPH 103
SS 267	Germany in the Modern Era	Wald	Open	25	MW 230-350	FPH 105
SS 269	Children/Their Environ	Breitbart/Schamess	Open	35	TTh 1030-1150	FPH 101
SS 281	Jewish Biography/Autobio	Berman/Glazer	Prereq	35	TTh 1030-1150	FPH 107
SS 283(139p)	<i>Race, Gender, Feminism</i>	White	Open	25	MW 4-520	CSC 114
SS 293	<i>Modernity and its Critics</i>	Bengelsdorf/Cerullo	Open	35	WF 9-1020	FPH 108
SS 350	State/Society Mid E/Africa	Ahmad	Open	20	W 7-10pm	FPH 106
SS 366	<i>Representations Law/Justice</i>	Yngvesson	C A N C E L E D			
SS 399a	Making Social Change	Warner	Open	16	T 9-12	PH B-1
SS 399c	Perspectives on Time	Mazor	Open	16	T 630-10pm	FPH 106

WRITING/READING PROGRAM

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
WP 101	Basic Writing	Ryan	See Desc	16	WF 1030-1150	Greenwich
WP/HA 120	Reading and Writing	Gorlin/Sherman	Open	25	MW 1030-1150	FPH 107
WP/HA/NS/SS 129	<i>Women's Lives/Bodies</i>	Siegel, et al	C A N C E L E D			
WP/HA 132	<i>Feminist Fiction</i>	Siegel/Hanley	Open	20		
WP/CCS 183p	Reading/Writing About War	Kerr/Ryan	Prosem	20	TTh 9-1020	ASH 111

FOREIGN LANGUAGES

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
FL 101	Intensive French	Roesch	InstrPer	10	TWTh 330-6pm	PHA-1
FL 102	Intensive Spanish	Gear	InstrPer	10	TWTh 330-6pm	PHB-1

CHORUS

Chorus	Hampshire College Chorus MDB Recital	Kearns	See Desc	None	MW 4-6pm	
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OUTDOOR AND RECREATIONAL ATHLETICS PROGRAM

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
OPRA 101	Beginning Shotokan Karate	Taylor	Open	None	MW 6-8 pm	RCC Lounge
OPRA 102	Inter Shotokan Karate	Taylor	Prereq	None	ThSu 6-8 pm	RCC Lounge
OPRA 104	Advanced Shotokan Karate	Taylor	InstrPer	None	TThSu 6-8 pm	RCC Lounge
OPRA 107	Beg Sivananda Hatha Yoga	Pierce	Open	20	T 430-6pm	RCC Lounge
OPRA 108	Cont Sivananda Hatha Yoga	Pierce	Open	20	Th 430-6pm	RCC Lounge
OPRA 109	Beginning Iyengar Yoga	Muir	Open	None	M 400-530	RCC Lounge
OPRA 110	Continuing Iyengar Yoga	Muir	Open	None	W 230-430	RCC Lounge
OPRA 111	Aikido	Sylvain	Open	None	WF 1-215	RCC Lounge
OPRA 115	Beginning Kyudo	Taylor	InstrPer	None	TTh 3-430	RCC Lounge
OPRA 118	Beginning Tai Chi	Barry	Open	None	TTh 1230-130	RCC Lounge
OPRA 116	Intermediate Kyudo	Taylor	Prereq	None	M230-4-W430-6	RCC Lounge

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Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
OPRA 119	Continuing Tai Chi	Barry	Open	None	TTh 145-245	RCC Lounge
OPRA 123	Begin WW Kayaking (X)	E. Alderson	InstrPer	6	W 130-245/F 1230-6pm	Pool/River
OPRA 124	Begin WW Kayaking (Y)	G. Alderson	InstrPer	6	W 245-4/F 1230-6pm	Pool/River
OPRA 126	Beyond Begin WW Kayaking	G. Alderson	Prereq	8	Th 1230-6	Pool/River
<i>OPRA 141</i>	<i>A Swimming Evolution</i>	<i>G. Alderson</i>	<i>Open</i>	<i>None</i>	<i>W 11-12 noon</i>	<i>Pool</i>
OPRA 145	Lifeguard Training	Flinker	Open	10	Th 6-10pm	Pool
OPRA 149	Openwater Scuba Certif	Project Deep	Prereq	None	M 6-9 pm	Pool/RCC
OPRA 151	Top Rope Climbing (A)	Kyker-Snowman	Open	12	T 1230-530 pm	RCC
OPRA 152	Top Rope Climbing (B)	E. Alderson	Open	12	Th 1230-6 pm	RCC
<i>OPRA 174</i>	<i>Basic Fitness and Training</i>	<i>Hill</i>	<i>Open</i>	<i>12</i>	<i>TTh 830-10</i>	<i>Multi Sport Center</i>
OPRA 185	Beginning Tennis (Outdoors)	McRae	InstrPer	12	MW 1-2	Outdoor Courts
OPRA 187	Intermed Tennis (Outdoors)	McRae	InstrPer	12	MW 2-3	Outdoor Courts
OPRA 229	Women and Girls Outdoors	Warren	Open	12	F 9-1230	EDH 4
OPRA 298	Experiential Education	Warren	InstrPer	Open	T 1-5+	KIVA

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FIVE COLLEGE ASTRONOMY

<i>ASTFC 13</i>	<i>The Solar System</i>	<i>Harris</i>	<i>Begins 9/4</i>	<i>MWF 1:25</i>	<i>Hasbrouch134 UMass</i>
<i>ASTFC 14</i>	<i>Stars and Galaxies</i>	<i>Tadermaru</i>	<i>Begins 9/5</i>	<i>TTh 230-345</i>	<i>Amherst College</i>
<i>ASTFC 24</i>	<i>Stellar Astronomy</i>	<i>Edwards/Strom</i>	<i>Begins 9/9</i>	<i>MW 230-515</i>	<i>Smith College</i>
<i>ASTFC 26</i>	<i>Cosmology</i>	<i>Dent</i>	<i>Begins 9/5</i>	<i>TTh 230-345</i>	<i>LGRT 1234 UMass</i>
<i>ASTFC 30</i>	<i>Topics in astrophysics</i>	<i>Greenstein</i>	<i>Begins 9/9</i>	<i>MW 230-345</i>	<i>Amherst College</i>
<i>ASTFC 51</i>	<i>Astrophysics I</i>	<i>Weinberg</i>	<i>Begins 9/9</i>	<i>MW 125-345</i>	<i>LGRT 1334 UMass</i>

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CODES

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

SCHOOL OF COGNITIVE SCIENCE AND CULTURAL STUDIES

New Course

CCS 107 **GOD, FREEDOM AND MORALITY** Stephen Laurence

Many philosophical problems concern fundamental issues that are of intrinsic interest to most people: questions about what knowledge is and whether we can ever really know such basic things as whether there is an external world, or whether other people, or animals, have minds, questions about what a just society would be like, and about what makes actions right or wrong, or questions about what truth is, and about what it is for words and thoughts to be true or false, or have meaning. In this class, rather than attempting an extensive survey in philosophy, we will focus on a cluster of questions concerning God, human freedom, and moral obligation. Some of the questions we will examine include: Does God exist? Is it rational to have religious convictions? Is human action really free or are we bound in some sense to act the way we do because of the way we are situated in the physical world? Do nonhuman animals have minds? And if they do, do we have moral obligations to them? Is the nature of morality tied to God's nature or existence? Can we hold people responsible if their actions are determined? Class will meet twice a week for one hour and twenty minutes each time. Enrollment limit is 25.

Instructor Changed

CCS 126 **CRUISING THE NET: INTERCHANGES, REST STOPS, AND TRAFFIC COPS ON THE INFORMATION SUPER HIGHWAY**

This course will be taught by James Miller and Peter Karp.

Course Canceled

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

Instructor, Description, Title and Time Changed

CCS 138 **INTRODUCTION TO ANCIENT PHILOSOPHY** Nina Belmonte

This course will be an introduction to the major themes of ancient Greek thought and their development from their first appearance in certain Pre-Socratic philosophers, to their elaboration in the dialogues of Plato and their subsequent transformation in the works of Aristotle. We will make a continuous effort to place these works in their historical and cultural context, beginning with explanations of the world as found in Greek myths and encountering the birth of western philosophy and science in general as the search for wisdom. Readings will include various fragments from the Pre-Socratics; Plato's *Apology*, *Meno*, *Phaedo* and *Republic*, and selections from Aristotle's *Physics*, *Metaphysics*, and *De Anima*. Several short papers and one final long paper will be required. Class will meet twice a week for one hour and twenty minutes each time. Enrollment limit 25.

Number Changed

CCS 166 becomes CCS 206

INTRODUCTION TO CLASSICAL POLITICAL PHILOSOPHY Nina Belmonte

See description in Fall 1996 catalog and course guide.

New Course

CCS 167 **INTRODUCTION TO CLASSIC CHINESE PHILOSOPHY** Zhaolu Lu

This course is an introduction to traditional Chinese philosophy as the foundations of Chinese culture. It is designed to serve the needs of students from all sectors of the school and does not presuppose previous knowledge of Chinese language, culture, or philosophy. The content of the course includes basic philosophical ideas in "Confucianism" and "Taoism" and how traditional Chinese philosophy was primarily shaped by these schools of thought. The course is divided into three parts. In Part I, "Historical Perspectives," we shall discuss the rise of Chinese civilization, philosophical ideas in the *Five Classics*, and the five historical stages of traditional Chinese philosophy. Part II is about classic Confucianism. Part III is about classic Taoism. Two essays are required on topics chosen from the topic list provided by the instructor. Class will meet twice a week for one hour and twenty minutes each time. Enrollment is open.

New Course

CCS/HA 180 **INTRODUCTION TO CULTURAL STUDIES** Eva Rueschmann
See following description HA/CCS 180

Number Changed

CCS 206 (was CCS 166)

INTRODUCTION TO CLASSICAL POLITICAL PHILOSOPHY Nina Belmonte
See description under CCS 166 in Fall 1996 catalog and course guide.

Course Canceled

CCS 235 **TWENTIETH-CENTURY CONTINENTAL PHILOSOPHY** Susan Hahn

Time Changed

CCS 291 **MULTIMEDIA LAB I** Richard Muller

This course will meet Wednesday/Friday 4-520 (Wed, in ASH AUD and Fri, in ASH 126).

New Course

CCS 323 **CONFUCIANIST THEORY OF HUMAN NATURE** Zhaolu Lu

This seminar deals with recent development in the studies of the Mencian theory of human nature in Northern America. Mencius is a famous classic Chinese philosopher. He occupies a place second to Confucius in Confucianist tradition. His theory of human nature generated enormous issues and disputes over two thousand years. We shall discuss the issues involved in recent debate by putting them in larger historical background of classic Confucianism. This includes reading Mencius in connection with Confucius and in contrast to Hsun Tzu. Students are encouraged to compare the Confucianist view with Western views on this topic. Some background in Confucianism in particular or classic Chinese philosophy in general is preferred but not necessary. Regular attendance and active participation in class discussion are expected. One seminar oral presentation and one final paper on a self-determined topic are required. Class will meet once a week for two hours and forty minutes. Enrollment limit 15.

Course Canceled

CCS 334 **TOPICS IN CULTURAL STUDIES: RACE AND GENDER IN POPULAR CULTURE** Susan Douglas

New Course

CCS 337 **MENTAL MEANING: THEORIES OF CONTENT FOR MENTAL REPRESENTATION** Stephen Laurence

This course will be concerned with the question of what it is to have a thought. One peculiar feature of mentality is that mental states, unlike most everything else in the world, are "about" something. When you think about your family or the state of the world or whether you should have another piece of chocolate cake, your thoughts are about things in the world, outside of your head; you seem to be somehow connected to these things by having the thoughts. Much the same phenomena appears to hold when we turn our consideration from these ordinary everyday thoughts to the sorts of mental representations discussed by cognitive scientists--memories, perceptions, and processes of reasoning are also about things in the world. This course will look in detail at the attempts contemporary philosophers have made to understand this phenomenon. We will begin with a brief discussion of the philosophical context, including a discussion of the Language of Thought Hypothesis. We will then survey the main theoretical alternatives, which include causal theories, information-based accounts, functional role theories, and evolutionary accounts. Though the issues here are quite general, students will be particularly encouraged to explore links with other areas of cognitive science. Class will meet twice a week for one hour and twenty minutes each time. Enrollment limit is 20.

New Course

CCS 360 **ADVANCED READINGS IN CONTEMPORARY ETHICS** Meredith Michaels

This course will provide students who have a substantial background in philosophy with an opportunity to engage seriously with debates in contemporary ethical theory. While we will focus on work that is primarily theoretical, we will devote considerable attention as well to particular moral issues. On the one hand, we will discuss theoretical questions about the relation between ethical and

political theory; the respective roles of narrative and empirical data in ethics; the contrast and connections between an "ethic of justice" and an "ethic of care." On the other hand, we will take up topical issues within the domain of reproductive and sexual practices. Class will meet once a week for two hours and forty minutes. Enrollment limit is 15 by instructor permission.

SCHOOL OF HUMANITIES AND ARTS

Note for 1996 fall courses: The Film/Photography faculty would like students to engage in **ONE COLLEGE LEVEL** critical issue 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.

Instructor Added

HA 104 **INTRODUCTION TO DRAWING** David Diao
See description in Fall 96 catalog and course guide.

Instructor Added, Time Added

HA 111 **STILL PHOTOGRAPHY WORKSHOP I** Justin Kimball
See description in Fall 1996 catalog and course guide.

New Course

HIA 112 **PHOTOGRAPHY AND FILM FOUNDATIONS** Kane Stewart

This class is directed for students interested in the silver based mediums of photography and filmmaking. It is designed for students with little or no prior photo/film experience. However, those interested in the course should be highly motivated and ready to pursue an invigorating semester of technical and aesthetic debates surrounding the making and reading of images.

Course objectives include; lighting, composition, photographic and filmmaking skills, as well as visual literacy and historical debates related to the evolution of photography and filmmaking. Above all, this course will provide students with a strong foundation in making and analyzing images.

The class will meet twice a week, once during the scheduled time and during a yet to be determined time slot. A \$50 lab fee is charged for this course. The lab fee provides access to darkroom facilities, lab supplies and chemicals, special equipment and materials, and super-8 cameras used during the filmmaking component of this course. Students must provide their own film, paper, 35mm cameras, and filmmaking processing. **Enrollment is limited 16 and opened only to first year students.**

Course Canceled

HA/NS/SS/WP 129 **WOMEN'S BODIES/WOMEN'S LIVES**
Lynn Hanley, Ann McNeal, Margaret Cerullo, Ellie Siegel

New Course

HIA 131 **BEGINNING PLAYWRITING** Ellen Donkin

This course is aimed at beginning students of playwriting. It will focus on how a script becomes theatrically viable. We will have discussion and in-class writing exercises as well as readings from student work and from published plays. Some of the areas that will receive special attention will include inventing and developing dramatically distinctive characters, the shaping of scene beginnings and endings, what is meant by dramatic structure and dramatic action, and ways to think about the unfolding of plot. Students will be encouraged to think visually as they work. Our work will also include learning how to comment on one another's work, both on an intuitive level and in the very specific categories and terms of class discussion. Students will be urged to submit to the annual spring New Play Festival.

Class will meet twice each week for one and one-half hours each time. Enrollment is limited to 15.

New Course

HIA/WP 132 **FEMINIST FICTION** Lynne Hanley and Ellie Siegel

This course will explore works of fiction by a wide range of contemporary women writers. Discussion will focus on the representation of gender, sexuality, race and history, the use of language and structure, and the relation of the acts of writing and reading to feminist theory and practice. Readings will be chosen from the works of such authors as Toni Morrison, Doris Lessing, Gloria Naylor, Dorothy Allison, Jeanette Winterson, Louise Erdrich, Anne Lamott, Anchee Min, and Maryse Conde. We will also read "A Room of One's Own" and selected feminist critical essays. Students will

write in a variety of forms: literary criticism, personal essay, short fiction, autobiography. Ellie Siegel, staff member in the writing program, will assist in teaching the course and will be available to help students with their writing. The course will meet for one hour and twenty minutes twice a week. Enrollment is limited to 25.

New Course

HA 137 **UNITED STATES LITERATURE AND CULTURE AT THE TURN OF THE CENTURY** Eric Schocket

By the end of the nineteenth century, immigration, industrialization, urbanization, and technological innovations had pushed the United States into a period of unprecedented political, economic, and cultural upheaval. This course examines the ways in which these and other forces influenced and were influenced by the literature of the period. Reading works of canonical realists and naturalists such as W.D. Howells, Stephen Crane and Jack London along side (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 meets twice weekly for one hour and twenty minutes. Enrollment limit 20.

New Course

HA 144 **THE CRAFT OF FICTION: AN INTRODUCTION TO READING AND WRITING** Laurie Alberts

This is a beginning class for students who wish to pursue fiction writing or for those who want to explore literature from a writer's point of view. We will focus on careful, text-based analyses of works of fiction. Our emphasis will be on determining how these works are made--what strategies the writer employs in terms of narrative voice, point of view, character, setting, time shifts, plot, and language choices. Attention will be given to issues of vision and meaning as well as mechanics. Students will be expected to attend classes, participate in discussions, complete writing exercises meant to illuminate elements of the craft, present written analyses of works read, and to complete a short story.

Enrollment is limited to 15 students selected by lottery. Class meets twice weekly for one hour and twenty minutes.

New Course

HA 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). Enrollment is open.

Note: This course will be taught Fall 1996 instead of Spring 1997.

Course Canceled

HA 159 **ARCHITECTURE: THE MAN-MADE ENVIRONMENT--THE PHYSICAL DETERMINANTS OF FORM** Earl Pope

New Course

HA 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.

Enrollment is limited to 40. Class will meet T-Th 9-10:20 in the recital hall of the music and dance building.

New Instructor, Changed description

HA 176 **MUSIC THEORY: BASIC TONAL THEORY** Jayendran Pillay

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

Class will meet T-Th 2-3:20 pm in the recital hall of the music and dance building. Prerequisite: ability to read music. Enrollment is limited to 30 students.

New Course

HA/CCS 180 **INTRODUCTION TO CULTURAL STUDIES** Eva Rueshmann

This course presents a critical introduction to the theory and practice of cultural studies, an interdisciplinary field of inquiry which analyzes the complex intersections between culture, identity, ideology, media, art and industry. Focusing on culture as "signifying practices," we will examine the ways in which various cultural texts (e.g. popular fiction and film, television, advertising, photography) are produced, circulated and received within and across cultures. After an introduction to the history and methodologies of cultural studies as well as a discussion of issues of representation in the media, we will focus on three case studies and in-depth readings of cultural criticism in order to map the range of the field. Possible areas of inquiry include: travel and tourism literature and cross-cultural encounter; cultural readings of fashion; and the thriller as popular film genre. Requirements: active participation in class discussions, three papers and two oral presentations.

Note: This course is the first in a two-part sequence of courses in cultural studies. Its companion course, HA/CCS 280 Methods in Cultural Studies, will be taught in Spring 1997, HA/CCS 180 is particularly designed for first-year and Division I or beginning Div. II students, who have an interest in popular culture, literary and semiotics, psychoanalysis, and/or Marxist criticism.

The course meets twice a week for one hour and twenty minutes each session.

New Course

HA 186 **INTRODUCTION TO ACTING** Kym Moore

In this course the primary objective is to introduce students to the fundamental skills and techniques that comprise the foundation of an actor's craft. Students will participate in a series of specially designed activities, projects, and exercises that function together to enhance actor concentration, imagination, stage movement, character development and scene analysis. Enrollment is limited to 16 and no prerequisite required. Class will meet twice each week for two hours.

Course Canceled

HA/SS 206 **PSYCHOLOGICAL DYNAMICS IN THEATRE** Ellen Donkin/Patricia Romney

Time Changed

HA 211 **STILL PHOTOGRAPHY WORKSHOP II** Kane Stewart

Class will meet Thursday evenings from 6:30 to 9:30 pm.

New Course

HA 223 **FILM AND LITERATURE** Eva Rueschmann

This course explores the intersection between psychological and national identity in different national cinemas and literatures, including post World War Two Italy, Germany, Ireland, Australia, China, Argentina, Senegal, and South Africa. We will examine the ways in which film and fiction narrate traumatic historical moments in the twentieth century and the relationship of the individual to culture and history. Beyond discussing the particular thematic focus of each work, we will also learn how to "read" film cinematically, and we will probe the aesthetic relationship between literature and film as distinct but related art forms (the nature of literary and cinematic language; issues of adaptation; and the intersection of narrative, cultural analysis and psychology). Films and novels will be chosen from the following: *Battle of Algiers* (Gillo Pontecorvo); Albert Camus, *The First Man*; *Europa, Europa* (Agnieszka Holland); *Hiroshima, Mon Amour* (Alan Resnais); *The Lost Honor of Katharina Blum* (novel and film); *The Promise* (Margarethe von Trotta), Christa Wolf, *Divided Heaven*; Edna O'Brien, *House of Splendid Isolation*; *Cal* (Pat O'Connor); *The Year of Living Dangerously* (novel and film); *Farewell My Concubine* (Chen Kaige); *Kiss of the Spiderwoman* (novel and film); *Xala* (Ousmane Sembene); *A Dry White Season* (Euzhan Palcy); stories by Nadine Gordimer; *Sugar Cane Alley* (Euzhan Palcy); Jamaica Kincaid, *Annie John*. Requirements: active participation in class discussions, two papers and a journal. This course meets twice a week for one hour and twenty minutes and weekly film and video screenings will be held.

New Course

HA 244 **DEVELOPING TOYS AND GAMES** Hannah Gittleman

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

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

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

Course Canceled

HA 245 **INNOVATIONS IN EVERYDAY THINGS** Hannah Gittleman

New Course

HA 255 **PERFORMANCE STYLES AND DRAMATIC STRUCTURES** Kym Moore

What makes a text dramatic versus cinematic? This course examines the dynamic link between textual analysis and performance. Students will be engaged in a process that involves the study of dramatic structure and its impact on performance style. Dramatic structure should not be confused with dramatic "interpretation" of text. This class explores how drama is created. The emphasis here is on drama as form, from Greek tragedy to 19th century Realism; Absurdism to Postmodernism. In addition, students will study these performance styles by performing them in class. We will conclude the course with a final performance based on a structure/style invented through a group process.

Class will meet in the Studio Theatre, Emily Dickinson Hall. Enrollment is limited to 15. **Note:** There is no prerequisite for this course, however, students should have some introductory knowledge of theatre. Not recommended for first year students.

New Course

HA 277 **THE GREAT DEPRESSION AND THE QUESTION OF CULTURE** Eric Schocket

The heyday of Communism and the birth of the comic book, rallies against hunger and the rise of Hollywood—though the 1930s usually conjures up images of dust bowls and deprivation, the culture of that decade was surprisingly heterogeneous. In this course we will read fiction, reportage, films, ephemera and material culture in an examination of the conflicting ways in which texts represent, contain, project, or deflect the cultural anxieties of the depression. At issue will be the meaning of culture itself, a concept that underwent a good deal of revision during this period. We will use

contemporaneous debates about the viability of nationalist, proletarian, immigrant, racial, and gendered culture in order to begin our own interrogation of the limits and possibilities of cultural representation.

In addition to two papers (one short, one long) and active class participation, students will be expected to research and report on one depression era text not covered in class. Class meets twice weekly for one hour and twenty minutes. Enrollment limit 20.

New Course

HA 295 **HISTORY OF PHOTOGRAPHY** Joseph Inguanti

Our course of study will follow two distinct yet complementary trajectories. As you may expect, one of these paths is a general survey of the photographic medium from 1839 to the present. We will also follow another path: the critical one. Among many issues, we will consider what particular photographs mean, how they convey their meaning, what assumptions we as viewer or makers bring to them, and whether these ideas mutate over time.

Class will meet Mondays 2:30-5:20 pm in the Film and Photography classroom. Enrollment is limited to 24 with instructor permission.

Instructor Added

HA 305 **ADVANCED PAINTING** David Diao

See description in the Fall 1996 catalog and course guide.

Course postponed until Spring 1997

HA 315 **CRITICAL THEORY SEMINAR: CONTEMPORARY FEMINIST THEORY**

Mary Russo

New Course

HA 320 **DIVISION III IN DANCE: IMAGINATION AND PRODUCTION** Daphne Lowell

This seminar will be designed for students working on Division IIs in dance or related topics. Time in class will be divided between two main activities: practice of "authentic movement," and presentation and critique of work in progress. We will use the process known as "authentic movement" to discover and cultivate fresh movement motifs and to stimulate and pay heed to the body's imagination, hoping in this way to enrich students' Division III projects. The other half of each class will address the philosophical and practical aspects of dance production. Students will discuss texts chosen as a class with represent their interests and also present work in progress for critique. Students must be working on their Division III projects this year. Enrollment is by instructor permission. Class will meet Fridays 10:30 am to 1:00 pm in the Main Dance Studio.

Instructor Changed

HA334 **Tutorials, Composition/Theory** Daniel Warner

Course Canceled

HA 356 **TOPICS IN AMERICAN STUDIES** TBA

Course Canceled

HA 377 **SOURCES OF CREATIVITY** Daphne Lowell

HAMPSHIRE COLLEGE CHORUS Ann Kearns, Director

The Hampshire College Chorus rehearses Mondays and Wednesdays, 4-6 pm, in the Recital Hall of the Music and Dance Building. Admission is by short, painless audition--sign up at the Chorus Office. Faculty and staff are welcome! Our season opens on November 3 (Family and Friends Weekend) with two Bach cantatas (161 and 208), accompanied by professional soloists and orchestra. On December 13 we'll perform Smith College Prof. Ron Perera's CANTICLE OF THE SUN and Ariel Ramirez' NAVIDAD NUESTRA (in Spanish). Second semester we will travel to Boston with a mixed program of shorter works that we will repeat in Amherst.

SCHOOL OF NATURAL SCIENCE

Canceled

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

Ann McNeal, Lynn Hanley, Margaret Cerullo, Ellic Siegel

New Course

NS 135 **BONES, BODIES, AND DISEASES: AN INTRODUCTION TO THE HUMAN SKELETON**

Pamela Stone

The human skeleton is a dynamic transcript that reflects how an individual lived his/her life. This record is used by both biological anthropologists and archaeologists in reconstructing how people lived in the past. Forensic examiners use skeletal findings to unravel murder mysteries. This hands-on laboratory course will focus intensively on the human skeleton, from the gross anatomical level to understanding what affects form and function, growth and development, biochemistry, and pathological processes. After spending the first several weeks exploring the nature of bone tissue, students will design and carry out research projects.

Enrollment is open, but limited to 15 students. Class will meet for two hours and fifty minutes twice a week.

NS 140

The Golden Hooves of Sheep: Problems and Practices in Livestock Agriculture

Ellen Skillings, Kaycie Levy, Serena Torry, and Brian Schultz

Sheep have been associated with Hampshire College since early in the institution's history. They have been used for everything from divisional exams in art and natural science to bucolic ornamentation. Sheep are one of the earliest forms of domestic animals. In this student/farm intern-led course, we will examine the role of sheep at the Hampshire College Farm Center, as well as examining some of the environmental, economic and political costs and benefits of livestock production in world food systems.

Class members will share responsibility for the day-to-day care of the Hampshire flock, engaging in "hands-on" problem solving. We will also have the opportunity to work as active problem solvers in local issues of "sustainable" sheep production. Some issues we are currently exploring are developing wool products for people with multiple chemical sensitivities and seeking a method of recovering lanolin from Green Mountain Spinnery's waste water so it doesn't enter the watershed.

Class will meet Wednesdays from 3 to 5 p.m. in Thorpe House (at the Farm Center), with an additional project hour to be scheduled individually. Enrollment is open and limited to 15.

New Course

NS 145 **APPLIED SUSTAINABLE AGRICULTURE: DEVELOPING WINTER VEGETABLE PRODUCTION AT HAMPSHIRE COLLEGE USING GREENHOUSE AND COLD FRAME TECHNOLOGY**

Chris Kawecki and Brian Schultz

This course is designed as a catalyst for the development of student projects in sustainable agriculture. In particular, the course aims to integrate projects in sustainable agriculture. In particular, the course aims to integrate research on season-extending technologies with practical work at the Hampshire College Farm Center. It is intended as an introduction to the process of projects.

The course aims to develop students' project skills by working with an advanced, project-oriented student in the development of a project. The main project this Fall will be the design and construction of cold-frames for season extension in New England. Students will have the opportunity to continue on this project, as well as other projects, in the Spring semester. The course is designed so student participants will help direct the course.

Enrollment is open but limited to 15 students. Class will meet for three hours twice a week on Tuesday/Thursday from 2 to 5 pm in Thorpe House at the Farm Center.

New Course

NS/SS 224 **HEALTH, INEQUALITIES, THEORIES, AND PROGRAMS** Nina Kammerer

See description in this addendum under School of Social Science

New Course

NS 265

INTRODUCTION TO STATISTICS AND EXPERIMENTAL DESIGN

Michael Sutherland

This course will develop the basic skills needed to design sound experiments and sampling programs and to analyze the results. Fundamental concepts will include the use of controls, replication, randomization, and blocking in experiments, as well as reliable sampling methods, computer simulation, and data resampling. Analysis of variance, regression, and forms of linear modeling will be covered. Case studies will be drawn from experiments in class, from the scientific literature, and from Dr. Sutherland's statistical consulting practice. There will be some discussion of the philosophy of science and the politics of scientific research, but this will primarily be a skills course emphasizing the practice of choosing designs, and collecting data and interpreting data.

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

NS 390i

HUMAN HEALTH SEMINAR (originally scheduled for Spring 1997) Ann McNeal

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

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

Class will meet Mondays from 2:30 to 5:30 p.m. in CSC 126. Enrollment is limited to 15 and instructor permission is required.

SCHOOL OF SOCIAL SCIENCE

Course Canceled

SS 113

SOCIETIES AND CULTURES OF THE MIDDLE EAST

Ali Mirsepassi

Course Canceled

SS 128p

CENTRAL AMERICA: HISTORY AND POLITICAL ECONOMY OF CRISIS

Frederick Weaver

Course Canceled

SS/HA/NS/WP 129

WOMEN'S BODIES/WOMEN'S LIVES

Margaret Cerullo, Ann McNeal, Lynn Hanley, Ellie Siegel

New Course

SS 130

THE ANTHROPOLOGY OF GENDER AND SEXUALITY Nina Kammerer

What's culture got to do with it? To what extent are gender identities, sexual orientations, and even bodies cultural? How do masculinity and femininity vary across time and space? What insight into our own sex and gender systems can we gain from studying other societies? These and other questions will be addressed in this introductory exploration of anthropological approaches to gender and sexuality in societies ranging from non-state kin-based bands to capitalist nation-states. Core readings will be several book-length case studies, including one on the "nightwork" of Japanese male corporate executives and another on "bodies, pleasures, and passions" in Brazil. Class will meet for one hour and twenty minutes twice a week; enrollment is limited to 25.

Number Changed

SS 139p (was SS 283)

RACE, GENDER, AND FEMINISM

Fran White

See description SS 283 in Fall 1996 catalog and course guide.

New Course

SS 160

BLACK PSYCHOLOGY II - SYSTEMS PERSPECTIVES Patricia Romney

This course will explore the psychology of African Americans from a group-as-a-whole perspective. Is there a mass psychology of African Americans? Can we talk with any degree of certainty about black attitudes, black belief systems or black behavior as a whole?

We will begin by studying the concepts of systems theory. We will study wholes and look at unconscious group process. We will talk about feedback loops and look at narrative approaches to

understanding the dynamics of social systems. We will analyze intragroup dynamics (black subgroup relations) and intergroup dynamics (black and whites, blacks and other people of color, blacks and Jews). Readings will include Bateson, Bion, Jung, Nobles, Wells and West. Students will be expected to keep a journal and to write two research papers. Class will meet for one hour and twenty minutes twice a week; enrollment is limited to 25.

Time Changed

SS 166 **LEPROSY, RACE, AND SOCIETY** Barbara Yngvesson
Class meets Monday and Wednesday 9-1030.

Number Changed

SS 167 (becomes SS 227) **(RE)IMAGINING LATIN AMERICA** Carollee Bengelsdorf
See description SS 227 in Fall 1996 catalog and course guide.

Course Canceled

SS/HA 206 **PSYCHOLOGICAL DYNAMICS IN THEATRE** Ellen Donkin/Patricia Romney

Course Canceled

SS 217 **BLACK POLITICS** Michael Ford

Course Canceled

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

New Course

SS/NS 224 **HEALTH, INEQUALITIES, THEORIES, AND PROGRAMS** Nina Kammerer
How do class, ethnicity/race, and gender shape disease? What theories do social scientists, health educators, and other public health specialists use to understand health beliefs and practices? How do these theories take health inequalities into account? What role does culture play in health? Which educational and other programs to promote health and prevent disease are successful and why? What kinds of collaborations between public health professionals and community activists have worked? We'll explore these questions by focusing mainly on U.S. case studies, but some international examples will also be discussed. Each student will conduct independent research and write a final paper on a course-related topic. Class will meet for one hour and twenty minutes twice a week; enrollment is limited to 25.

Course Canceled

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

Number Changed

SS 227 (was SS 167) **(RE)IMAGINING LATIN AMERICA** Carollee Bengelsdorf
See description SS 227 in Fall 1996 catalog and course guide.

New Course

SS 239 **THE DEVELOPMENT DISCOURSE: MODERNITY AND ITS CRITICS IN THE THIRD WORLD** Frank Holmquist & Ali Mirsepassi

The course studies the discourse and experience of modernity in the Third World. We begin with a historical look at this discourse and its imperial and colonial context in the Third World, paying particular attention to the cases of Sub-Saharan Africa and the Middle East. We move on to examine the reaction to colonialism in the form of nationalism and revolution, and we pay close attention to particular structures, processes, and results that emerged. We then turn to the recent discourse and theory of development. We close reflecting on the fact that modernity and development are currently under attack, or are undergoing a thorough-going revision. What, if anything, of the modernization/development "project" is salvagable? We will read from the current literature on: new social movements, the nature of nationalism, explicit anti-development arguments, post-modern analyses of the chaos of the moment, and on what has come to be termed "new forms of knowledge."

We expect students to have had at least one course dealing with the Third World, or an equivalent experience. Class will meet for one-hour and twenty minutes twice a week; enrollment is limited to 35.

Course Canceled

SS 254 **CULTURE, GENDER, AND SELF** Maurcen Mahoney and Barbara Yngvesson

Number Changed

SS 283 (became SS 139p) **RACE, GENDER, AND FEMINISM** Fran White
See description under SS 283 in Fall 1996 catalog and course guide.

Time Changed

SS 293 **MODERNITY AND ITS CRITICS** Carolle Bengelsdorf and Margaret Cerullo
Class will meet Wednesday and Friday 9-10:20am

Course Canceled

SS 366 **REPRESENTATIONS OF LAW AND JUSTICE** Barbara Yngvesson

WRITING /READING PROGRAM

Course Canceled

WP/SS/HA/NS 129 **WOMEN'S BODIES/WOMEN'S LIVES**
Ellie Siegel, Margaret Cerullo, Lynn Hanley, Ann McNeal

New Course

WP/HA 132 **FEMINIST FICTION** Lynne Hanley and Ellie Siegel
See description HA/WP 132

OUTDOOR & RECREATIONAL ATHLETICS

Time Change

OPRA 141 **A SWIMMING EVOLUTION** Glenna Lee Alderson
Class will meet on Wednesday from 11:00 am to 12 noon in the RCC pool.

New Course

OPRA 174 **BASIC FITNESS AND TRAINING** Troy Hill

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

Each class session will include stretching, running/walking, and weight lifting. People who have never been involved in a fitness program are especially welcome. Class meets twice a week in the Multi-Sport Center. Enrollment limit 12.

EMERGENCY MEDICAL TECHNICIAN COURSE:

This course is being taught at Hampshire College by an independent instructor and will fulfill the course requirement to take the Commonwealth of Massachusetts exam for certification as an Emergency Medical Technician (EMT). Beginning within the first two weeks of September and continuing to the end of the fall semester, class will meet twice a week for three hours each session. Hampshire student cost is \$450.00 (\$535.00 for a non-Hampshire student). Completion of the course will automatically lead to certification in Basic Life Support (CPR) and as a First Responder (necessary for many outdoor leadership activities). In addition, students completing the course will be eligible to run with the Hampshire College Emergency Medical Services (HCEMS). For more information about the course, please contact the instructor, Wes Stevenson, RN at (413)323-4426 or Melody Pershyn, EMT (Lead T.A.) at X4853. Class meets Tuesday/Thursday 6:30-9:30pm. *Immediate registration of entering/returning students is encouraged.*

NEW FACULTY BIOGRAPHY

Laurie Alberts, (H&A) visiting assistant professor of writing, graduated from Hampshire College and received her MFA from the Iowa Writers Workshop. She is the author of a novel, *Tempting Fate*, a story collection, *Goodnight Silky Sullivan*, and the forthcoming novel, *The Price of Land in Shelby*. She has taught at the University of New Mexico, Norwich University, and the Antioch New England Graduate School.

María de Lourdes Mattel visiting assistant professor of clinical developmental psychology, received her undergraduate degree from the University of Puerto Rico and her PhD 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.

David Diao, (H&A) associate professor of art, received an AB in philosophy from Kenyon College. He has taught in the Independent Study Program at the Whitney Museum of American Art, The Cooper Union, Bard College, Yale University, and University of Victoria, British Columbia, Canada. His work has been exhibited internationally in individual exhibitions in Taiwan, France, Italy, Holland, Belgium, and Canada. He is represented by Postmasters Gallery in New York City. David has received three National Endowment for the Arts grants, an Adolph and Esther Gottlieb Foundation grant, a Pollock-Krasner Foundation Grant, a New York State Council for the Arts grant and a John Simon Guggenheim Memorial Foundation grant.

Joseph J. Inguanti, (H&A) adjunct assistant professor of art history, teaches courses in history of photography, theory and criticism, and modern and contemporary art at Southern Connecticut State University. He has taught at the University of New Mexico and was an instructor at Yale University. He received his PhD in History of Art from Yale. His dissertation, *Postmodern Photography in America: Advertising and Politics*, is a study of race, class, and gender politics in American photography of the 1970s, 80's, and 90's. His current research and creative work explores the theme of desire and the veneration of ethnically identifying images and landscape.

Nina Kammerer visiting associate professor of anthropology and public health, received her BA from Barnard College and her MA and PhD from the University of Chicago. She has done ethnographic fieldwork among Akha highlanders of Northern Thailand and on transgender health issues in the United States. Her research and teaching interests include gender and sexuality, culture and political economy, and HIV/AIDS.

Peter Karp, adj. asst. professor of computer science, is a doctoral student at Columbia University and is currently a software engineer with DataViews in Northampton, MA, where he is working on a framework for developing complex graphical user interfaces. His research interests include interactive computer graphics, knowledge-based animation, multimedia, and virtual reality. His doctoral research is in automated animation planning using an expert system of filmmaking experience. He has also helped develop computerized theater lighting consoles, video editing systems, and at Children's Television Workshop he developed commercial educational software.

Stephen Laurence, visiting asst. professor of philosophy, received his BA from Bates College, his MA from the University of Arizona and his PhD from Rutgers University. His teaching interests include philosophy of language, philosophy of mind and philosophy of cognitive science, metaphysics, philosophy of science, logic and linguistics. He has taught at the University of Manchester in England.

Zhaolu Lu, (CCS) assistant professor of philosophy, received his BA from Beijing Normal University and his PhD from the University of Western Ontario. His teaching and research interests are in Chinese Philosophy and the Philosophical Foundations of Cognitive Science (issues involved in Philosophy of Perception, Philosophy of Mind, Philosophical Psychology or Philosophy of Psychology, Epistemology, Philosophy of Language, Logic). He has taught in undergraduate and graduate programs at Beijing Normal University, the University of Western Ontario, and Concordia University.

Kym Moore, (H&A) assistant professor of Theatre, received her BA in Theatre Arts from the State University of New York at New Paltz, and her MFA in Directing from the University of Massachusetts/Amherst. She has been a guest lecturer and director at Notre Dame University and Smith College. Her directing work has been seen nationally, and has been recognized by the American College Theatre Festival, and USITT. In addition to her acting and directing work, she also has an ongoing interest and experience in playwrighting, dramaturgy, and stage management. In her professional and academic work she is keenly focused on issues of race, gender, class, cultural interconnectivity and multi-media production.

Jayendran Pillay, a South African citizen, received the BMus (Ed) degree from the University of Durban-Westville, the Hons. B. Musicology degree from the University of South Africa, and the MA and PhD degrees in Ethnomusicology from Wesleyan University. He was a Fulbright scholar, won various awards in music performance, composed music for theatre and bands, published in journals, and received the prestigious Charles Seeger award from the Society for Ethnomusicology in 1989. Pillay has taught in various schools in South Africa, Wesleyan University, Carleton College, and Middlebury College.

Eric Schocket, (H&A) assistant professor of American Literature, received his BA from the University of California, Berkeley and his MA and PhD from Stanford University. His teaching interests include Nineteenth- and Twentieth-Century American Fiction, American Literature at the Turn of the Century, American Labor Literature, Literature and Culture of the 1930's among others.

HAMPSHIRE COLLEGE SCHEDULE OF CLASSES-FALL 1996 REVISED 8/7/96

SCHOOL OF COGNITIVE SCIENCE AND CULTURAL STUDIES

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
GEO 292II*	Envisioning Information	Feinstein/Umass fac	InstPer	16	W 125-4pm	UMass GRC A127‡
CCS 101	Animal Behavior	Coppinger	Open	25	MW 9-1020	FPH 111
CCS 107	<i>God, Freedom and Morality</i>	<i>Laurence</i>	<i>Open</i>	<i>25</i>	<i>TTh 1030-1150</i>	<i>ASH 222</i>
CCS 109	Computing Concepts	Spector	Open	25	MW 1030-1150	ASH AUD
CCS 122p	Dateline: Washington, D.C.	Miller	Prosem	20	WF 9-1020	ASH 222
CCS 126	<i>Cruising the Net</i>	<i>Miller/Karp</i>	<i>Open</i>	<i>40</i>	<i>WF 1030-1150</i>	<i>ASH 126</i>
CCS 127	Intro Psychology of Reading	Birch	Open	15	TTh 9-1020	ASH 222
CCS 131p	<i>Images Women/Culture</i>	<i>Douglas</i>	<i>C A N C E L E D</i>			
CCS 133p	Study Philosopher/Descartes	Michaels	Prosem	20	TTh 9-1020	ASH 221
CCS 135	Video History	Cowie	Open	25	W 630-930pm	ASH AUD
CCS 138	<i>Introduction to Ancient Philosophy</i>	<i>Belmonte</i>	<i>Open</i>	<i>25</i>	<i>TTh 2-320</i>	<i>ASH 111</i>
CCS 140	Video Production I	Braderman	Prereq	16	TTh 2-320	LIB B-5
CCS/HIA 141	Making/Reading Images	Braderman et al	Open	45	W1-350/W4-520	ASH AUD/+
CCS 144	Developing Musical Ear	Stillings	Open	20	TTh 1230-150	ASH 111
CCS 158	Theories/Develop Psychology	Rattermann	Open	30	TTh 9-1020	ASH 126
CCS 159	Design/Computer Applications	Scarlatos	Open	24	TTh 9-1020	ASH AUD
CCS 166(206)	<i>Intro Political Philosophy</i>	<i>Belmonte</i>	<i>Open</i>	<i>25</i>	<i>MW 230-350</i>	<i>ASH 111</i>
CCS 167	<i>Intro Classic Chinese Philosophy</i>	<i>Lu</i>	<i>Open</i>	<i>25</i>	<i>MW 4-520</i>	<i>FPH 104</i>
CCS 168	Introduction to Linguistics	Weisler/Stillings	Open	40	TTh 2-320	ASH 126
CCS/HIA 180	<i>Introduction Cultural Studies</i>	<i>Rueschmann</i>	<i>Open</i>	<i>25</i>	<i>TTh 1030-1150</i>	<i>FPH 106</i>
CCS/WP 183p	Reading/Writing About War	Kerr/Ryan	Prosem	20	TTh 9-1020	ASH 111
CCS 185p	Neurolinguistics	Milekic	Prosem	20	TTh 1030-1150	ASH 221
CCS 199a	Research Practicum	Chase	Prereq	10	MW 1030-1150	ASH 222
CCS 206(166)	<i>Intro Political Philosophy</i>	<i>Belmonte</i>	<i>Open</i>	<i>25</i>	<i>MW 230-350</i>	<i>ASH 111</i>
CCS 235	<i>Continental Philosophy</i>	<i>Hahn</i>	<i>C A N C E L E D</i>			
CCS 257	Culture/Human Development	Rattermann	Prereq	15	TTh 1030-1150	ASH 126
CCS 263	Artificial Intelligence	Spector	Prereq	25	MWF 9-1020	ASH 126
CCS 274	Intermed Video Production	Ra'ad	Prereq	15	T 630-930pm	LIB B-5
CCS 289	Psychology Human Interface	Milekic	Prereq	25	W 230-520	ASH 126
CCS 291	<i>Multimedia Lab I</i>	<i>Muller</i>	<i>InstPer</i>	<i>25</i>	<i>W 4-520/F 4-520</i>	<i>ASH AUD/126</i>
CCS 323	<i>Confucianist Theory</i>	<i>Lu</i>	<i>Prereq</i>	<i>15</i>	<i>T 1230-250</i>	<i>ASH 221</i>
CCS 325	Truth and Meaning	Weisler	InstPer	15	W 230-520	ASH 221
CCS 334	<i>Topics in Cultural Studies</i>	<i>Douglas</i>	<i>C A N C E L E D</i>			
CCS 336	Invention/Innovation Internet	Scarlatos	InstPer	16	TTh 1030-1150	ASH AUD
CCS 337	<i>Mental Meaning</i>	<i>Laurence</i>	<i>Open</i>	<i>20</i>	<i>TTh 1230-150</i>	<i>ASH 222</i>
CCS 350	Companion Animal Behavior	Coppinger	InstPer	10	M 230-520	ARB
CCS 360	<i>Readings Contemporary Ethics</i>	<i>Michaels</i>	<i>InstPer</i>	<i>15</i>	<i>Th 1230-320</i>	<i>ASH 221</i>

*Course does not fulfill the requirements for the two-course option. ‡NOTE pre-registration by 5 College interchange
Italics denotes a new course or change from Fall 96 catalog and course guide

SCHOOL OF HUMANITIES AND ARTS

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
HIA 104	<i>Introduction to Drawing</i>	<i>Diao</i>	<i>Open</i>	<i>20</i>	<i>TTh 230-5</i>	<i>ARB</i>
HIA 106	Sculpture Foundation	Brayton	Prereq	15	TTh 930-1150	ARB
HIA 109	Introduction to Woodworking	Gittleman	Open	10	MW 930-1150	ARB
HIA 110	Film/Video Workshop I	Brand	InstPer	15	W 230-520	PFB
HIA 111	<i>Still Photography Workshop I</i>	<i>Kimball</i>	<i>InstPer</i>	<i>15</i>	<i>T 9-12</i>	<i>PFB</i>
HIA 112	<i>Photography/Film Foundations</i>	<i>Stewart</i>	<i>See Description</i>	<i>16</i>	<i>W 9-12</i>	<i>PFB</i>
HIA 113*	Modern Dance I	Lowell	Open	25	MW1030-1150	MDB Main
HIA 119*	Middle E: Gypsy Dance	Nordstrom et al	Open	25	TTh 1230-150	MDB
HIA/WP 120	Reading and Writing	Gorlin/Sherman	Open	25	MW 1030-1150	FPH 107
HIA 123p	Page to Stage	Donkin/et al	Prosem	35	TTh 1030-1150	FPH 108
HIA 126p	Women's Lives/Stories	Tracy	Prosem	25	TTh1030-1150	FPH 103
HIA/NS/SS/WP 129	<i>Women's Lives/Bodies</i>	<i>Hanley, et al</i>	<i>C A N C E L E D</i>			
HIA 131	<i>Beginning Playwriting</i>	<i>Donkin</i>	<i>Open</i>	<i>15</i>	<i>TTh 2-320</i>	<i>FPH 108</i>
HIA/WP 132	<i>Feminist Fiction</i>	<i>Hanley/Siegel</i>	<i>Open</i>	<i>25</i>	<i>WF 1030-1150</i>	<i>EDII 1</i>

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Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
HA 135	Modern Short Fiction	Wallen	Open	25	TTh 2-320	FPH 106
HA 137	US Literature/Culture	Schocket	Open	20	MW 2-350	EDH 1
HA 138	Russia Film/Lit Revolution	Hubbs	Open	35	TTh 2-320	EDH 4
HA 139	Emergence of Modernism	Levine	Open	25	TTh 2-320	ASH AUD
HA 140	Read/Write Autobiographys	Lesy	InstrPer	15	MW 9-1020	FPH 105
HA/CCS 141	Making/Reading Images	Hayden et al	Open	45	W 1-350/W4-520	ASH AUD/ +
HA 143*	Comparative Caribbean Dance	Daniel	Open	25	MW 1-220	MDB Main
HA 144	Introduction to Reading/Writing	Alberts	See Description	15	TTh 1030-1150	FPH 104
HA 153	Dance as an Art Form	Nordstrom	Open	25	TTh 2-320	MDB Main
HA 157	Lit of Religious Awakening	Hodder/Meagher	Open	35	MW 230-350	FPH 108
HA 158	Architecture/Process of Design	Pope	Open	25	WF 1030-1150	EDH 3
HA 159	Architectre: Man/Physical	Pope	C A N C E L E D			
HA 160p	Southern Writers	Kennedy	Prosem	20	TTh 1030-1150	EDH 1
HA 176	Music I: Basic Tonal Theory	Edwards	Prereq	25	TTh 2-320	MDB Recital
HA/CCS 180	Intro to Cultural Studies	Rueschmann	Open	25	TTh 1030-1150	FPH 106
HA 186	Introduction to Acting	Moore	Open	16	TTh 1-3	EDH Studio Theatre
HA 190	Memory/Lit/Power Latin Am.	Holland	Open	25	TTh 1230-150	EDH 1
HA 202	Advanced Drawing	Brayton	InstrPer	15	W 1-5	ARB
HA/SS 206	Psych Dynamics in Theatre	Donkin/Romney	C A N C E L E D			
HA 207	Intro Comparative Literature	Holland/Russo	Open	35	MW 1030-1150	FPH 106
HA 208	Introduction to Painting	Mann	Prereq	18	MW 9-1150	ARB
HA 210	Film/Video Workshop II	Ravette	InstrPer	15	Th 9-1150	PFB
HA 211	Still Photography Workshop II	Stewart	InstrPer	15	M 630-930pm	PFB
HA/SS 213	Controversies in US History	Nisonoff/Tracy	Open	35	TTh 2-320	FPH 101
HA 215*	Modern Dance III	Nordstrom	Open	25	TTh 1030-1150	MDB Main
HA 219	Ancient Greek Drama	Meagher	Open	25	TTh 1230-150	EDH 2
HA 223	Film and Literature	Rueschmann	Open	25	TTh 1230-150/T4-6	ASH AUD/+
HA 224	Poetics and Reading Poetry	Jenkins	Open	20	T 9-1150	KIVA
HA 233	Tolstoi	Hubbs	Prereq	15	W 1-350	EDH 4
HA 234	Intro Short Story Writing	Hanley	InstrPer	15	Th 1230-320	KIVA
HA 235	Literary Non-Fiction	Lesy	InstrPer	15	TTh 9-1020	EDH 1
HA 239	Jazz Performance Seminar	Lateef	InstrPer	24	M 8-1030am	MDB Recital
HA 241	The First Woman	Meagher	Open	25	MW 9-1020	EDH 2
HA 244	Developing Toys and Games	Gittleman	Prereq	15	MW 230-5	ARB
HA 245	Innovations Everyday Things	Gittleman	C A N C E L E D			
HA 246	Power of the Novel	Wallen	Open	25	TTh 1030-1150	EDH 4
HA 249	Writing Workshop	Payne	Prereq	15	W 9-1150	EDH 4
HA 250	Intermediate Poetry Writing	Jenkins	Prereq	15	F 9-1150	KIVA
HA 253	Intermediate Painting	Mann	Prereq	18	MW 1-350	ARB
HA 255	Performance Syles	Moore	Open	15	MW 1030-1150	EDH Studio
HA 258	Colonialism and Visual Arts	Levine	Prereq	20	W 9-1150	ASH 111
HA 263	Film/Video Projects	Brand	InstrPer	8	TTh 2-320	PFB
HA 277	Depression/Question of Culture	Schocket	Open	20	TTh 1230-150	EDH 4
HA 281	Music III: Tonal Systems	Warner	Prereq	25	TTh 1230-150	MDB Main
HA 284	Religion/Literature in America	Hodder	Open	25	TTh 1230-150	FPH 108
HA 288	Shakespeare and Woolf	Kennedy	Open	24	MW 1-220	EDH 1
HA 290A/B	Computer Music	Warner	Open/InstrPer	15/5	MW1030-1150	MDB EMS
HA 293	Design Response II	Kramer	Prereq	15	TTh 2-320	EDH 1
HA 295	History of Photography	Inguanti	InstrPer	24	M 230-520	PFB
HA 305	Advanced Painting	Diao	InstrPer	15	W 1-5	ARB
HA 313	Photography III	Hayden	InstrPer	15	Th 1230-320	PFB
HA 314	Film/Video Workshop III	Ravett	InstrPer	15	F 9-1150	PFB
HA 315	Critical Theory Seminar	Russo	Postponed	until	Spring 1997	
HA 320	Division III Dance:	Lowell	InstrPer	15	F 1030-1	MDB Studio
HA 334	Tutorials Composition/Theory	D. Warner	Prereq	10	W 1-350	MDB Class
HA 356	Topics in American Studies		C A N C E L E D			
HA 377	Sources of Creativity	Lowell	C A N C E L E D			

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SCHOOL OF NATURAL SCIENCE

Course	Title	Instructor	Enrollment			Location
			Method	Limit	Time	
NS 102	Physics I	Wirth	Open	25	TTh2-320/Th330-520	CSC 114/Lab
NS 104	Optics/Holography	Wirth	Open	20	MW130-250/W3-520	CSC 114/lab
NS 107	Evolution of the Earth	Reid	Open	25	TTh9-1020/F1-5	CSC 126/lab
NS 121p	Human Biology	Bruno/Jarvis	Prosem	25	TTh1030-1150	CSC 2ndO+lab
NS 122p	How People Move	McNeal	Prosem	15	MW19-1020/W230-520	CSC 3rdO+lab
<i>NS/HA/SS/WP 129</i>	<i>Women's Lives/Bodies</i>	<i>McNeal/et al</i>	<i>C A N C E L E D</i>			
NS 135	Introduction/Human Skeleton	Stone	Open	15	TTh 1230-320	CSC 3rd Bone Lab
NS 140	Sheep-Oribkens.Practices	Schultz/Levy et al	Open	15	W3-5+ Thorpe House/Farm Center	
NS 143	Whose Woods?	Winship	Open	15	MW1030-1150/F130-5	CSC 3rdO/lab
NS 145	Applied Sustainable Agriculture	Kawecki/Schultz	Open	15	TTh 2-5pm Thorpe House/Farm Center	
NS 150	Agriculture, Ecology, Society	Schultz/et al	Open	25	TTh 1030-1150	ASH 111
NS 153p	History of Infectious Disease	Miller	Prosem	20	TTh1030-1150	CSC 114
NS 167	Struct of Randomness	Hoffman	Open	25	MWF 230-350	CSC 2ndO
NS 176	High Anxiety/Radioactivity	Krass	<i>C A N C E L E D</i>			
NS 180	Aquatic Ecology	D'Avanzo	Open	15	MW1030-1150/M130-5	CSC 202/lab
NS 195	Pollution/Environment	Amarasiriwardena	Open	25	WF 9-1020/F1-4	CSC 126/lab
NS 198p	Ever Since Darwin	Miller	Prosem	25	MW 1030-1150	CSC 114
NS 202	Chemistry I	Amarasiriwardena	Open	25	MWF1030-1150/M130-430	CSC 126/lab
NS 212	Introduction Organic Chemistry	Lowry	Open	25	TTh9-1020/W1-350	CSC 114/lab
NS 218	Plant Biology	Winship	Open	15	MW9-1020/M130-430	CSC 114/lab
<i>NS/SS 224</i>	<i>Health/Inequalities</i>	<i>Krammerer</i>	<i>Open</i>	<i>25</i>	<i>WF1-220</i>	<i>FPH 105</i>
<i>NS/SS 236</i>	<i>My Country Right/Wrong</i>	<i>Krass</i>	<i>C A N C E L E D</i>			
NS 246	Teaching Sci Middle School	Bruno	Open	25	TTh1230-230	CSC 301C+Lab
NS 260	Calculus I	Kelly	Open	25	MWF 9-1020	ASH AUD
NS 264	Microbiology	Jarvis	Open	25	MW 9-1020/T1-5	CSC 202/lab
NS 265	Intro Stat/Experimental Design	Sutherland	Open	25	MW 230-350	CSC 202
NS 266	Limnology	Reid	Prereq	25	TTh1030-1150/Th1-5	CSC 126/lab
NS 296	Landscape and Narrative	Savoy	Prereq	15	Th 1230-320	CSC 126/2ndlab
NS 316	Linear Algebra	Hoffman	Prereq	25	MWF 9-1020	CSC 2ndO
NS 324	Advanced Calculus	Kelly	Prereq	25	MWF 1030-1150	CSC 2ndO
<i>NS 390i</i>	<i>Human Health Seminar</i>	<i>McNeal</i>	<i>InstPer</i>	<i>15</i>	<i>M 230-520</i>	<i>CSC 126</i>
NS 392i	Integrative Seminar	Lowry	Open	20	MW 9-1020	CSC 301C

SCHOOL OF SOCIAL SCIENCE

Course	Title	Instructor	Enrollment			Location
			Method	Limit	Time	
SS 103p	Decentralism	Mazor	Prosem	25	MW 1030-1150	FPH 108
SS 107	Race, Ethnicity Nationalism	Ford	Open	25	TTh 1030-1150	FPH 105
<i>SS 113</i>	<i>Societies/Culture/Middle/East</i>	<i>Mirsepassi</i>	<i>C A N C E L E D</i>			
SS 119p	Third World/Women's Lives	Nisonoff	Prosem	20	TTh 9-1020	FPH 106
<i>SS 128p</i>	<i>Central America History</i>	<i>Weaver</i>	<i>C A N C E L E D</i>			
<i>SS/HA/NS/WP 129</i>	<i>Women's Lives/Bodies</i>	<i>Cerullo, et al</i>	<i>C A N C E L E D</i>			
SS 130	Anthropology Gender/Sexuality	Kammerer	Open	25	WF 1030-1150	FPH 102
SS 132p	Religious Movements/Change	Darlington	Prosem	25	MW 1030-1150	FPH 101
<i>SS 139p(283)</i>	<i>Race, Gender, Feminism</i>	<i>White</i>	<i>Open</i>	<i>25</i>	<i>MW 4-520</i>	<i>CSC 114</i>
SS 140	Renaissance Italy	Sperling	Open	25	MW 1030-1150	ASH 221
SS 141	Third World Development	Holmquist	Open	25	TTh 9-1020	FPH 103
SS 143	Perspectives on Emotion	Conrad	Open	25	WF 1-220	FPH 103
SS 153	Latinos in the U.S.	Risech-Ozeguera	Open	25	TTh 9-1020	FPH 104
SS 154	Paths To The Past	Wald	Open	25	MW 9-1020	FPH 104
<i>SS 160</i>	<i>Black Psychology II</i>	<i>Romney</i>	<i>Open</i>	<i>25</i>	<i>WF 9-1020</i>	<i>FPH 106</i>
<i>SS 166</i>	<i>Leprosy, Race and Society</i>	<i>Yngvesson</i>	<i>Open</i>	<i>25</i>	<i>MW 9-1020</i>	<i>FPH 103</i>
<i>SS 167(227)</i>	<i>(RE) Imagining Latin America</i>	<i>Bengelsdorf</i>	<i>Open</i>	<i>25</i>	<i>WF 1030-1150</i>	<i>FPH ELH</i>
SS 184p	American Capitalism	Wamer	Prosem	20	MW 1030-1150	FPH 104
<i>SS/HA 206</i>	<i>Psyc Dynamics in Theatre</i>	<i>Romney/Donkin</i>	<i>C A N C E L E D</i>			
SS 208	Issues in Education	Weaver	Open	25	MW 230-350	FPH 106
SS 211	Changing Cultures/Lives	Sawada	Open	25	WF 1-220	FPH 106
SS/HA 213	Controversies US Economic..	Nisonoff/Tracy	Open	35	TTh 2-320	FPH 101
SS 217	Black Politics	Ford	<i>C A N C E L E D</i>			
SS 223	Politics 3rd World	Folmquist/Chandrani	<i>C A N C E L E D</i>			

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Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
SS/NS 224	<i>Health/Inequalities</i>	Krammerer	Open	25	WF1-220	FPH 105
SS 226	<i>Sociology of Religion</i>	Mirsepasi	C A N C E L E D			
SS 227(167)	<i>(Re)Imagining Latin America</i>	Bengelsdorf	Open	25	WF 1030-1150	FPH ELH
SS 229	AIDS and The Law	Risech-Ozeguera	Open	25	TTh 2-320	FPH 105
SS 230	Cultural History Christianity	Sperling	Open	25	MW 4-520	FPH 107
SS 231	<i>Abnormal Psychology</i>	Mattei	Open	25	MW 1-220	FPH 104
SS/NS 236	<i>My Country Right/Wrong</i>	Krass	C A N C E L E D			
SS 237	American Foreign Policy	Ahmad	Open	30	MW 1030-1150	FPH 105
SS 239	<i>Modernity/critics 3rd World</i>	Holmquist/Mirsepasi	Open	35	MW 1-220	FPH 107
SS 254	<i>Culture/Gender/Self</i>	Mahoney/Yngvesson	C A N C E L E D			
SS 255	Jews in Modern Europe	Glick	Open	20	MF 1030-1150	FPH 103
SS 267	Germany in the Modern Era	Wald	Open	25	MW 230-350	FPH 105
SS 269	Children/Their Environ	Breitbart/Schamess	Open	35	TTh 1030-1150	FPH 101
SS 281	Jewish Biography/Autobio	Berman/Glazer	Prereq	35	TTh 1030-1150	FPH 107
SS 283(139 p)	<i>Race, Gender, Feminism</i>	White	Open	25	MW 4-520	CSC 114
SS 293	<i>Modernity and its Critics</i>	Bengelsdorf/Cerullo	Open	35	WF 9-1020	FPH 108
SS 350	State/Society Mid W/Africa	Ahmad	Open	20	W 7-10pm	FPH 106
SS 366	<i>Representations Law/Justice</i>	Yngvesson	C A N C E L E D			
SS 399a	Making Social Change	Warner	Open	16	T 9-12	PHB-1
SS 399c	Perspectives on Time	Mazor	Open	16	T 630-10pm	FPH 106

WRITING/READING PROGRAM

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
WP 101	Basic Writing	Ryan	Sec Desc	16	WF 1030-1150	Greenwich
WP/HIA 120	Reading and Writing	Gorlin/Sherman	Open	25	MW 1030-1150	FPH 107
WP/HIA/NS/SS 129	<i>Women's Lives/Bodies</i>	Siegel, et al	C A N C E L E D			
WP/HIA 132	<i>Feminist Fiction</i>	Siegel/Hanley	Open	20	WF 1030-1150	EDH 1
WP/CCS 183p	Reading/Writing About War	Kerr/Ryan	Prosem	20	TTh 9-1020	ASH 111

FOREIGN LANGUAGES

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
FL 101	Intensive French	Roesch	InstrPer	10	TWTh 330-6pm	PHA-1
FL 102	Intensive Spanish	Gear	InstrPer	10	TWTh 330-6pm	PHB-1
CHORUS	Hampshire College Chorus	Kearns	Sec Desc	None	MW 4-6pm	MDB Recital

OUTDOOR AND RECREATIONAL ATHLETICS PROGRAM

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
OPRA 101	Beginning Shotokan Karate	Taylor	Open	None	MW 6-8 pm	RCC Lounge
OPRA 102	Inter Shotokan Karate	Taylor	Prereq	None	ThSu 6-8 pm	RCC Lounge
OPRA 104	Advanced Shotokan Karate	Taylor	InstrPer	None	TThSu 6-8 pm	RCC Lounge
OPRA 107	Beg Sivananda Hatha Yoga	TBA	Open	20	TBA	RCC Lounge
OPRA 108	Cont Sivananda Hatha Yoga	TBA	Open	20	TBA	RCC Lounge
OPRA 109	Beginning Iyengar Yoga	Muir	Open	None	M 400-530	RCC Lounge
OPRA 110	Continuing Iyengar Yoga	Muir	Open	None	W 230-430	RCC Lounge
OPRA 111	Aikido	Sylvain	Open	None	WF 1-215	RCC Lounge
OPRA 115	Beginning Kyudo	Taylor	InstrPer	None	TTh 3-430	RCC Lounge
OPRA 118	Beginning Tai Chi	Barry	Open	None	TTh 1230-130	RCC Lounge
OPRA 116	Intermediate Kyudo	Taylor	Prereq	None	M230-4/W430-6	RCC Lounge
OPRA 119	Continuing Tai Chi	Barry	Open	None	TTh 145-245	RCC Lounge
OPRA 123	Begin WW Kayaking (X)	E. Alderson	InstrPer	6	W 130-245/F 1230-6pm	Pool/River
OPRA 124	Begin WW Kayaking (Y)	G. Alderson	InstrPer	6	W 245-4/F 1230-6pm	Pool/River
OPRA 126	Beyond Begin WW Kayaking	G. Alderson	Prereq	8	Th 1230-6	Pool/River
OPRA 141	<i>A Swimming Evolution</i>	G. Alderson	Open	None	W 11-12 noon	Pool
OPRA 145	Lifeguard Training	Hinker	Open	10	Th 6-10pm	Pool
OPRA 149	Openwater Scuba Certif	Project Deep	Prereq	None	M 6-9 pm	Pool/RCC
OPRA 151	Top Rope Climbing (A)	Kyker-Snowman	Open	12	T 1230-530 pm	RCC
OPRA 152	Top Rope Climbing (B)	E. Alderson	Open	12	Th 1230-6 pm	RCC

Italics denotes a new course or change from Fall 96 course guide.

Course	Title	Instructor	Enrollment		Time	Location
			Method	Limit		
OPRA 174	<i>Basic Fitness and Training</i>	<i>Hill</i>	<i>Open</i>	<i>12</i>	<i>TTh 830-10</i>	<i>Multi Sport Center</i>
OPRA 185	Beginning Tennis (Outdoors)	McRae	InstrPer	12	MW 1-2	Outdoor Courts
OPRA 187	Intermed Tennis (Outdoors)	McRae	InstrPer	12	MW 2-3	Outdoor Courts
OPRA 229	Women and Girls Outdoors	Warren	Open	12	F 9-1230	EDH 4
OPRA 298	Experiential Education	Warren	InstrPer	Open	T 1-5+	KIVA

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FIVE COLLEGE ASTRONOMY

<i>ASTFC 13</i>	<i>The Solar System</i>	<i>Harris</i>	<i>Begins 9/4</i>	<i>MWF 1:25</i>	<i>Hasbrouch134 UMass</i>
<i>ASTFC 14</i>	<i>Stars and Galaxies</i>	<i>Tadermaru</i>	<i>Begins 9/5</i>	<i>TTh 230-345</i>	<i>Amherst College</i>
<i>ASTFC 24</i>	<i>Stellar Astronomy</i>	<i>Edwards/Strom</i>	<i>Begins 9/9</i>	<i>MW 230-515</i>	<i>Smith College</i>
<i>ASTFC 26</i>	<i>Cosmology</i>	<i>Dent</i>	<i>Begins 9/5</i>	<i>TTh 230-345</i>	<i>LGRT 1234 UMass</i>
<i>ASTFC 30</i>	<i>Topics in astrophysics</i>	<i>Greenstein</i>	<i>Begins 9/9</i>	<i>MW 230-345</i>	<i>Amherst College</i>
<i>ASTFC 51</i>	<i>Astrophysics I</i>	<i>Weinberg</i>	<i>Begins 9/9</i>	<i>MW 125-345</i>	<i>LGRT 1334 UMass</i>

Italics denotes a new course or change from Fall 96 catalog and course guide.

CODES

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

The EPEC

Program

Fall '96 Course Catalog

Come to this fall's

Introductory Meeting and Curriculum Presentation

Thursday, September 5, 1996, 7pm

East Lecture Hall
Franklin Patterson Hall
Hampshire College

Potluck Dinner on the Library
Lawn at 6:00.

At this meeting, each course will
be briefly described by its sponsor.
There will also be a time for
questions of all kinds.

For additional information, please
contact Chris Kawecki at
(413) 549-4600 x2602 until August 26 (mod 75)
(413) 549-4600 x2327 after August 26 (mod 68)

EPEC
Hampshire College - 1515
P.O. Box 5001
Amherst, MA 01002-5001

ckawecki@hampshire.edu
Find us on the WWW at
<http://hampshire.edu/html/cs/xp/xp.html>

The Experimental Program in Education and Community
Hampshire College - 1515
P.O. Box 5001
Amherst, MA 01002-5001

An Invitation to Participate in Innovative Education

The E xperimental P rogram in E ducation and C ommunity

At Hampshire College
Amherst, MA

Inviting staff, faculty, alumni, and
students of Hampshire as well as
friends from outside the College
to participate in collaborative,
cross-generational learning

EPEC Courses are small, flexible courses approved by the Experimental Program and Hampshire College as cocurricular courses. These courses are listed in the Hampshire College Academic History and may be included in a Hampshire student's portfolio, but will not be recommended for transfer credit. The courses do not fall under the jurisdiction of any of Hampshire's four schools and do not need faculty supervision. These courses, however, do not eschew faculty contact but rather encourage faculty participation as learners and resources. Some EPEC courses are exploratory, whereas others are oriented around a particular project. Often they include field trips, guest participants, and open presentations to Hampshire. Each EPEC course has a sponsor. Some sponsors are experts; others are simply participants. Students, staff, faculty, alumni, and friends of the College are all invited to sponsor and participate in EPEC courses. Some EPEC courses may be cosponsored by one of Hampshire's four schools. These will have additional approval procedures.

Most EPEC courses will be advertised in the EPEC course catalog, but some may be formed early in the semester. Hampshire students are the only participants officially listed on enrollment records. Though these courses are accepted as a part of a Hampshire student's portfolio, and may provide for the development of Division I and II projects, they do not count towards half of two-course options.

EPEC courses for this fall include Applied Sustainable Agriculture. Building the New Society: Intentional Communities and Alternative Schools, Utopias and Dystopias, Relativity, Experiential Computer Science, and the Hampshire Assessment Squad. Come to the Introductory Meeting or call for a full EPEC course catalog with course descriptions.

Community Meals - EPEC believes that education becomes much more meaningful when it can be shared with a community. Weekly Community Meals will provide a

forum for formal and informal sharing, as well as an opportunity to bring different parts of the community together. This fall, these meetings will be held Thursday evenings.

Integrated Living-Learning - As an experiment in community-based education, some housing has been set aside in a dormitory for students who wish to create an intimate living-learning community.

Student Contract Facilitators are veterans in the Hampshire system. They help other students to design an education that reflects their personal vision, skills, and needs.

Peer Groups will be made of 5-7 students from all divisional levels. They will become familiar with one another's academic work and personal history. They will help each other to explore the possibilities for their education, as well as participate on each other's divisional committees.

Some Questions & Answers:

What do I (or what does Hampshire) get out of EPEC? Hampshire College believes that traditional courses are one of many important learning environments. EPEC provides a great deal of flexibility to help students include nontraditional learning experiences in their lives and education, complementing rather than replacing traditional forums. For many students, this is exactly why they are at Hampshire. Ordinarily, no student should plan to take more than one EPEC course in a given semester.

How can I sign up for an EPEC class? Come to the Introductory Meeting advertised in this brochure to find out the first meeting time for the course. Or talk to the course sponsor. Because preregistration at Hampshire is not binding, you may change to an EPEC course at the beginning of the semester.

Is EPEC separate from the rest of the college? No. Each EPEC program is open to the entire Hampshire community.

How much time commitment does EPEC require? Each EPEC Program entails a time commitment appropriate to its task and specifically agreed to by each EPEC class or group. For instance, one EPEC course may require only a few hours a week of meeting time, whereas another may entail many hours of preparation, field trips, and class meetings. Each class or peer group decides for itself.

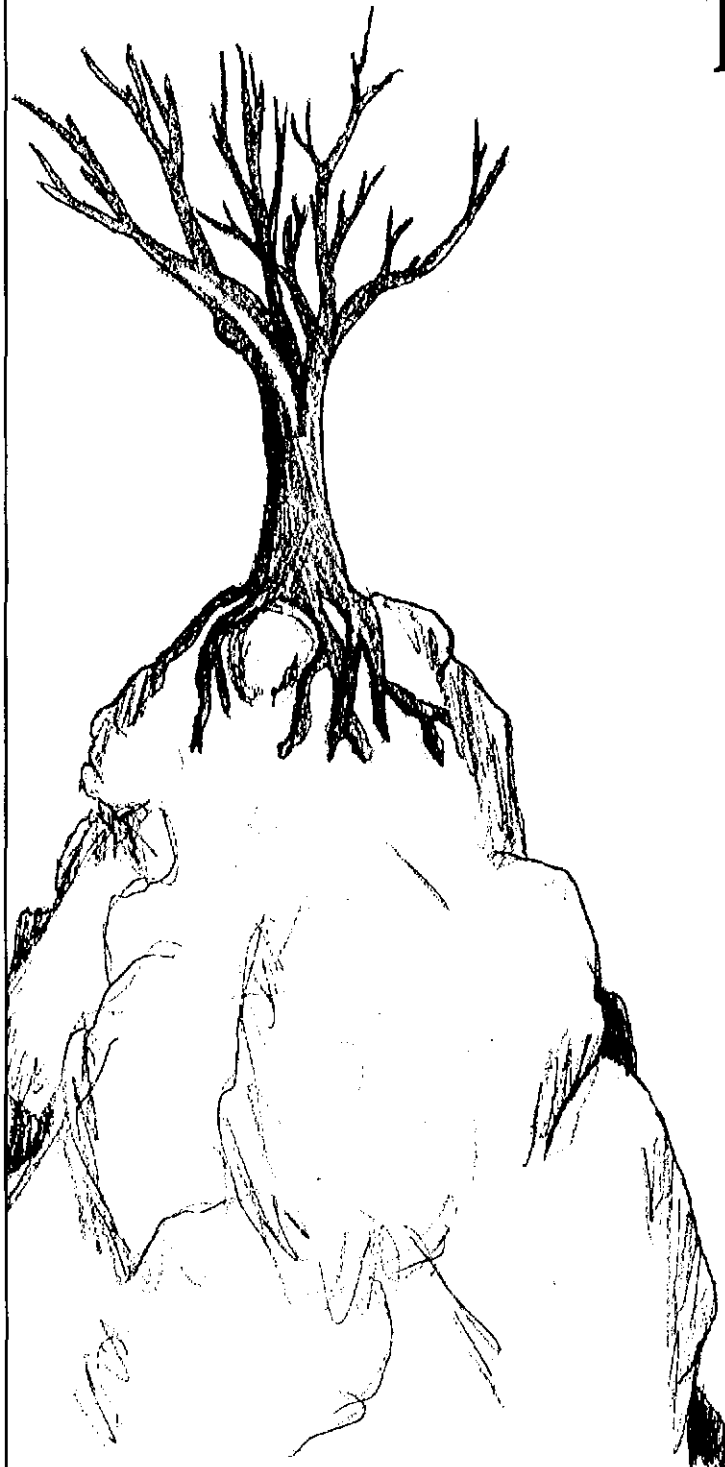
When will EPEC classes meet? The first class meeting will be planned by the course's sponsor and announced at the Introductory Meeting. Later meeting times will be decided upon by the course members.

Do EPEC courses and peer groups have funding available for meals, materials, field trips, or guest speakers? Yes.

How can I sponsor an EPEC course? Contact the Director for details. Basically, sponsoring a course means writing a course description to be approved by EPEC and Hampshire College. We help you with this.

Who runs EPEC? As much as possible, EPEC is governed and administered by those involved. It is structured so that each class and peer group is self-governable. The few communal decisions are made in community meals. The Director, a student, handles the administrative details with the assistance of student interns who want to learn how to run the program. The Director, as well as several other advanced students, are also available as a resource for each of the classes and peer groups.

How Did EPEC Start? EPEC is a student-led program, conceived during a 3-week exchange in January, 1995 between two alternative colleges, Hampshire and the Johnston Center at the University of Redlands. Its gestation at Hampshire College spurred the formation of several student-led classes in the 1995-1996 school year, as well as the creation of the Alternative Higher Education Network.



The
Experimental
Program in
Education and
Community

**FALL 1996
COURSE
CATALOG**

EPEC COURSES:

EPEC Courses are small, flexible courses approved by the Experimental Program and Hampshire College as cocurricular courses. These courses are listed in the Hampshire College Academic History and may be included in a Hampshire student's portfolio, but will not be recommended for transfer credit. The courses do not fall under the jurisdiction of any of Hampshire's four schools and do not need faculty supervision. These courses, however, do not eschew faculty contact but rather encourage faculty participation as learners and resources. Some EPEC courses are exploratory, whereas others are oriented around a particular project. Often they include field trips, guest participants, and open presentations to Hampshire. Each EPEC course has a sponsor. Some sponsors are experts; others are simply participants. Students, staff, faculty, alumni, and friends of the College are all invited to sponsor and participate in EPEC courses.

EP 51
Religion, Church, God, Community, Spirituality, and Community Laboratory in Integrating Age Levels
Chris Kawecki, et al.

This reads and discusses several important religious ideas, not only among ourselves but also with religious leaders from nearby churches (perhaps also attending their services some weekends). We address questions such as: What is the relationship between spirituality and ritual? How could a loving God have allowed the sin we have witnessed? But beyond that, I hope this class goes into the community, developing a program where we bring together

young children and retired people. What is the connection between these subjects? We shall see...

EP 53
Ecological Data Analysis: Seeing The Patterns
Joe Fargione

This is an informal class for people who are interested in ecology, orchids, and/or data analysis. Participants will engage in projects that are spin-offs of my division III, which is a study of the ecology of orchids in a citrus orchard on the island of Dominica. The field study aspect of this project was completed in the summer of 1996, and I am finishing my division III in December. Participants have an opportunity to see what a division III in NS is about, read relevant ecological literature, and use computer programs to conduct statistical analysis on a real and exciting data set. There is opportunity to work with the computer packages XL, statistica, minitab, mathematica, and cricket graph on both Macs and PC's. Projects from this class may turn into NS Div. I examinations.

EP 55
Experiential Introduction to Computer Science, and UNIX System & LAN Administration

Jon Klein & Chris Kawecki
This "course" is a series of projects, based on the interests and levels of the participants. Computer Science (which was the division II project of one of the facilitators) is one of the subjects that is best learned not in a classroom, but by curious, dedicated individuals who love to play. This course can meet the needs of any student who has an interest in computers— be it web-browsing, learning to program, operating systems, or any other subject.

EP 57
Building The New Society: Intentional Communities and Alternative Schools
Rebecca Saunders & Chris Kawecki

So many individuals have decided to create a new society not by changing the current one, but by creating their own. This class researches and visits many of them. This course is a way to involve students in our current research. Students will have the opportunity not only to see that research (and find out what div. III is like), but to be a partner in a part of that research— depending on the individuals, this might include discussion, visiting, coauthoring a paper, or even starting a school once we graduate.

EP 59
The Holistic Health Class
Jessie Kemple, Alya Stoffer, Sara Demas, Ilona Root, Emily Nepon, & Sarah from Mt. Holyoke

This class is student-led so we all collaborate our leadership skills and teach each other. Different people play different roles and we all end up LEARNING! By talking, reading, getting hands-on-experience, and hearing speakers, we explore the worlds of traditional Chinese & Indian (ayurvedic) health practices, herbalism, bodywork, and the philosophy of holism. This class continues second semester and we hope to establish it as a long-term learning process. No previous background necessary. If you have an interest in learning about these topics or related ones then this is the class for you.

EP/NS 145
Applied Sustainable Agriculture: Developing Winter Vegetable Production Using Greenhouse & Cold Frame Technology
Chris Kawecki, David Retsky &

Brian Schultz in conjunction with the Hampshire Farm Center

This course is designed as a catalyst for the development of student projects in sustainable agriculture. In particular, the course integrates research on season-extending technologies with practical work at the Hampshire College Farm Center. The course gives students an introduction to project skills by having them work with an advanced, project-oriented student. The main project this fall is the design and construction of cold-frames for season extension in New England. Students have the opportunity to continue work on this project, as well as other projects, spring semester. This course is designed so that student participants help direct the course. Class meets TTh 2-5 at the Thorpe House, Farm Center. Enrollment is limited to 15.

EP 61

Stress Management and Reduction Through Massage

Deacon Wardlow

This course examines various methods of stress management and stress reduction in our daily lives. Includes instruction on basic massage with emphasis on prevention of problems as well as solving and reducing muscle tension. The course covers massage technique, style, target massage, and some polarity therapy. Reflexology and other methods will be discussed. Class meets once a week for 1.5 hrs.

EP 63

Hampshire College Assessment Squad

Chris Kawecki

This academic year will be a 10-year self-assessment for the College. This course provides an opportunity to learn a tremendous amount while doing important work for the

community. We investigate the process Hampshire must go through for its accreditation this year, and then engage in our own assessment. Among other things, our assessment will include visits to several other alternative colleges (including a trip in January to the Johnston Center in sunny southern California). Several course members will also participate in this fall's task forces examining Hampshire's House system and food service.

EP 65

Special and General Relativity

Abby Drake and Jacob Bornstein

"All of a sudden a thought occurred to me: 'if a person falls freely, s/he will not feel his/her own weight.' I was startled. This simple thought made a deep impression on me. It impelled me toward a theory of gravitation."

-Einstein

In this course we explore the concepts of special and general relativity. While this class concentrates on philosophical discussion there's also room to explore mathematics. We discuss space-time, and reference frames. Reading may include *Relativity*, by Einstein and parts of Feynman's lectures. Students are encouraged to help construct this class' direction.

EP 67

To Know is Not Enough, and Not to Know is Not Enough

Chris Kawecki

This is a very experimental "course." It has two parts: a study of ideas that arise from our daily life, and putting our ideas into action when that is reasonable. Naturally, the content of this course cannot be planned at the beginning of the semester. This "course" includes being on the Experimental Program's peer committees (and each other's divisional committees) and XP community meetings. But it also

includes the research that grows from these experiences. One suggestion for part of this research is for individuals to make a list of things they are wondering about as they go through each day. For instance, "Where is spaghetti grown, what does the plant look like, and can we grow it here? What is the history of consensus? Where did my ancestors come from?" These questions will be the beginning of the research. The participants research their questions to whatever depth they remain interested, and through whoever or whatever is the appropriate channel. This might well develop into some projects where students are going out into the world investigating, or "doing." Work on community service projects at Hampshire (like the LOGO, Taking Root, etc.) will be included in this evaluation. The evaluation material might consist of a portfolio of the lists of questions asked, presentations to whoever was interested, or some other method appropriate to what students did.

EP 69

Kid Literature: Ingredients For Kids Who Are Also People

Emily Nepon

This class reads "children's books," but only the best kind, not Babysitter's Club but rather books for free-thinking kids who are also real people. We explore the role of youth in society as well as ways that great books can teach folks to think inside-out and upside-down, using their imaginations and learning how to ask questions. Some readings for this course are: *The Phantom Tollbooth*, *Wimp World* (an allegory of anti-nuclear sentiment), *Animal Farm*, and *Free To Be You and Me*. Other books may include the authors Shel Silverstein, Ronald Dahl, Dr. Seuss and the book *The Teenage Liberation Handbook*.