

JANUARY TERM

Central Records
do not remove

1981 □ HAMPSHIRE COLLEGE



REGISTRATION & INFORMATION

JANUARY TERM DATES: Monday, January 5 - Tuesday, January 27

REGISTRATION DATES: For Hampshire students, Monday December 1 - Friday, December 5;
for Five-College students, Wednesday, December 3 - Friday,
December 5.

REGISTRATION INFORMATION: All Hampshire students must register for January Term whether or not they plan to take a January course, and whether or not they plan to be on campus.

Hampshire College students enrolling in courses on other campuses must take personal responsibility for recording the course and any resulting evaluation in their Hampshire College files. (Speak to the instructor about an evaluation at the beginning of the course.)

Registration forms are included with this catalog. Additional forms are available at the Cultural Affairs Office. All forms must be returned to the Cultural Affairs Office.

Five-College students may register IN PERSON ONLY at the Cultural Affairs Office from December 3 - December 5, at Enfield House #47. A Social Security number is needed on all registration forms.

Students in colleges outside the Five-College area are welcome to attend January Term at Hampshire. Student exchanges will be arranged whenever possible, or visiting students are required to pay tuition, room and board.

LOCAL RESIDENTS ARE INVITED TO TAKE JANUARY TERM COURSES AT HAMPSHIRE. TUITION IS \$50.00 PER COURSE. SIGN UP AT THE CULTURAL AFFAIRS OFFICE.

CULTURAL AFFAIRS OFFICE: The Office, which handles January Term, is located in Enfield House, #47. Our telephone number is (413) 549-4600, ext. 561 or ext. 562. We will be open during registration week from 8:30 - 12 and 1 - 4:30 daily.

-NOTE: Any course with very low registration may be cancelled at the discretion of the instructor(s) or the Cultural Affairs Office.

REGISTRATIONS WILL BE ACCEPTED UP TO DECEMBER 19 FOR COURSES IN WHICH SPACE IS AVAILABLE.



COURSES

THE HISTORY OF THE CHURCH IS THE HISTORY OF PEOPLE

JT 101 □ ANTHONY SANCHEZ & ERSKINE WILSON

The class will participate in finding, examining, and presenting the history of the church as seen through the eyes of the camera. The challenge will be in not only examining and presenting the architectural changes of the church but also the relationship of the church to the community. The class will approach this by researching available visual records, maps and literal documents that exist in the valley pertaining to the oldest churches in the towns of Heberst, Northampton, Hadley, and South Hadley. The goal will be the presentation of this material in an audio/visual format. The class will collectively determine the direction this presentation will take. This class will utilize the 35mm camera and the Super 8mm.

Meets: TBA/ Enrollment: 10/ Prerequisites: Some photo/film experience / Lab fee: \$20

PHOTOGRAPHY AND AMERICAN CULTURE

JT 102 □ ALAN TRACHTENBERG

This three-part intensive seminar will be offered in conjunction with Prof. Trachtenberg's lectures January 5 through 8 on "The Photographic Project in America." On Tuesday/Wednesday/Thursday, January 6-8, each afternoon from 3-5 pm small group discussion will focus on the ways in which major individual photographers have engaged themselves with issues of American culture from the 1850's to the 1950's. The public lectures will provide formal exposition to complement the more free-wheeling conversational exchanges in the seminar. Among the figures to be studied are Matthew Brady, Malt Whitman, Timothy Sullivan, Stephen Crane, Louis Hine, and Walker Evans.

Meets: T,W,Th, January 6-8, 2-4 PM/ Enrollment: 20

THE "HUMAN NATURE" DEBATE

JT 103 □ LEONARD B. GLICK

Is human behavior entirely shaped by social and cultural experience, or are fundamental behavioral patterns and dispositions determined by the evolutionary inheritance of the human species? On first encounter this may appear to be a benign question, but in fact it has awakened determined opposition from people who consider it to be scientifically spurious and politically reactionary. An inclusive term for all studies of the biological foundations of behavior is "sociobiology." Opposition to this subject has not arisen, however, in response to studies of animals - only in response to the proposition that human behavior can be studied as another form of animal behavior. Not only has the controversy become passionate, but some of the contenders use language that is generally considered inappropriate for serious scholarly discourse - altogether an affair that raises as many questions about the history of science as it does about human nature.

We'll read books and essays by people on both sides of the debate, and after you've had time to get your bearings, we'll take turns arguing both sides of the question. Some of you may want to focus on questions of particular interest: e.g., the evolution of human aggression and warfare, questions relating to male-female differences and sexual stratification, behavioral dimensions of developmental stages in the human life cycle, implications of sociobiological research for political theory and ideology. The readings will include: Charles Darwin, *The Expression of the Emotions in Man and Animals*; A.L. Caplan, ed., *The Sociobiology Debate*; E.O. Wilson, *On Human Nature*; Ashley Montagu, ed., *Sociobiology Examined*; V. Venable, *Human Nature: The Marxist View*; and selections from other writers on both sides of the question.

Meets: M,T,Th, 10:30-12/ Enrollment: unlimited

FREUD; PAPERS ON METAPSYCHOLOGY

JT 104 □ STEPHEN COOPER & ANDREW HAHN

This course is designed to cover intensively 5 short articles by Freud in *General Psychological Theory* (Philip Reiff, editor). The first week will provide an introductory background by a close reading and discussion of *Three Essays on the Theory of Sex*. The course will be partially lecture, partially discussion. The entire amount of reading will be no more than 200 pages. We wish to work through the material as explicitly as possible. Although no background in Freud is necessary, it would be useful to read his *Introductory Lectures* and/or Chapter 7 of the *Interpretation of Dreams*. The main readings will be in the "Metapsychology Papers". Our inquiry will have implications in many directions besides the purely psychological: the social, the political, the philosophical, as well as issues in sexual politics.

Meets: M-F for 1 1/2 hours TBA/ Enrollment: unlimited

PIAGET'S THEORY OF INTELLECTUAL DEVELOPMENT — AN INTRODUCTION

JT 105 □ MERYL GEARHART

This course is an intensive introduction to Piaget's theory of "genetic epistemology". Piaget attempted throughout his life to integrate concerns in biology--evolutionary theory--and in philosophy--epistemology--the study of knowledge through the study of intellectual development ("genesis") in the child. He defined intelligence as of intellectual development ("genesis") in the child. He defined intelligence as "an extension of organic regulations /which/constitute/s a differentiated organ for regulating exchanges with the external world" (Piaget, 1971). "In order to know objects, the subject must act upon them, and therefore transform them: he must displace, connect, combine, take apart, and reassemble them. Knowledge, then, at its origins, neither arises from objects nor from the subject, but from interactions at first inextricable-between the subject and those objects" (Piaget, 1970).

Classes will consist primarily of intensive discussion of selections from Piaget's writings. There will be at least two invited lecture/discussions--one on the evolutionary theories which informed Piaget's view of intelligence-as-adaptation (Ruth Binard and/or Michael Gross) and the other on the logics and mathematics which Piaget adopted in his effort to model intellectual structures (Bill Marsh). We will also view a couple of films to see examples of Piaget's research methods and findings.

Meets: T,Th,F, 9-12/ Enrollment: unlimited

EXPLORING CONTEMPORARY WRITINGS BY BLACK WOMEN

JT 106 □ ADA GRIFFIN

This course will focus on some writings from a broad range of recent literature by Black women. The purpose is to heighten our awareness of Black American female experiences and analysis through reading and discussing available written materials.

This class is open to those who wish to explore and discuss writings by Toni Cade Bambara, Alexis de Veaux, Gloria Hull, June Jordan, Audre Lorde, and other black feminist authors. A small fee may be asked towards transportation of guest speaker.

Meets: T,Th, 1-4 pm/ Enrollment: unlimited. First class January 6.



GOETHE AND FAUST

JT 107 □ SETH NEMEROFF

In Hermann Hesse's essay of 1952, "Gratitude to Goethe", he wrote of Goethe as being "uncannily contemporary". In the first half of this seminar we will see, through reading and discussing Faust, if Goethe is still "uncannily contemporary" to us. We will try to approach Goethe's Faust with as few preconceptions as possible, suspending any prior ideas about things poetical or philosophical in reference to Faust. In contrast, the second half of the course will afford us the opportunity to be more speculative and critical. Central to our concerns will be what Goethe has proposed in an aphorism: "Nature and Idea cannot be separated, without destroying as well as life." We will also consider the notions of "magic, the Soul, and God." Various Five-College faculty will lecture and lead discussions in the second half of the course. Bibliography: Faust; and, Autobiography of Johann Wolfgang von Goethe. Trans. John Gassford (Optional).

Meets: T,Th, 10-12/ Enrollment: unlimited/ Prerequisite: Contact seminar leader for interview.

SOVIET WOMEN, RELIGION, AND FEMINISM

JT 108 □ JOANNA HUBBS

Recently an underground feminist journal has made its appearance in the West--accompanied in short order by its exiled editors. The authors of the articles reflect not only on the patriarchal nature of Soviet society--calling the Soviets' liberation of women a sham--but a number of the writers wish for a return to Christian values, specifically related to the cult of Mary. Why should some Soviet women prefer the image of the mother of God of patriarchal Christianity to that of the Socialist-heroine, partner of the new Socialist man? We will explore the two images--Mariological and Soviet--through readings in Pre-Revolutionary Russia. Each member of this seminar will be responsible for compiling a bibliography in one of the following areas and reporting their findings to the class: 1) the image of women in Soviet literature 2) the image of women in Soviet art 3) Russian and Soviet women's response to Christianity 4) Russian feminism (a knowledge of French is essential for this topic since the Feminist Journal has been translated into French but not yet into English).

Meets: Once weekly TRF/ Enrollment: 8/ Prerequisite: Knowledge of Russian history or literature. Good understanding of French.

WOMEN IN CHINESE LITERATURE

JT 109 □ KAY JOHNSON

This course will utilize Chinese fiction (in English translation) to examine the family and social roles of women in traditional, revolutionary and contemporary China. The readings will include the Ming Dynasty novel, *Dream of the Red Chamber*, the short stories of Lu Hsuan, a number of contemporary short stories from China and a novel by a Chinese American woman, Maxine Hong Kingston, *Woman Warrior*.

Meets: M,W,F, 10:30-12/ Enrollment: 0

LITERARY TRAVEL BOOKS

JT 110 □ CLAY HUBBS

"If a young man is ambitious to raise a reputation in the world, or to improve in knowledge or wisdom, he should travel into foreign countries." So wrote Philostratus in 200 A.D. The eighteenth century took this maxim seriously. Travel literature attracted the most important writers of the day, from Addison and Defoe to Fielding, Smollet, Boswell, and Johnson.

So far as I know, twentieth century studies have largely ignored the literary value of nonfiction travel books, considering travel and its literature to be a lost art in the age of tourism. Perhaps it is, but I would like to examine that assumption and see if it's possible to read some of the best literary travel books of this century--by people like Lawrence, Maugh, and Graham Green--not only as social histories (or autobiographies) but as a distinctive literary form.

To do this it seems advisable to go back to the eighteenth century, the great age of travel literature, to study the genre's conventions. We will read whatever is easily available and most appropriate on the subject. But our focus will be on travel literature between the two world wars. Our principal guidebook will be Paul Fussell's recently published *Abroad*. Interested students should try to read this before the class begins. The class will meet twice a week and require a research paper.

Meets: See instructor/ Enrollment: no limit

THE ANTHROPOLOGY OF TOURISM — A CRITICAL REVIEW

JT 111 □ JONATHAN CHURCH

Besides being a social process that all of us at one time or another engage in, tourism has become a major economic factor by which emerging Third World nations seek to share the riches of technologically advanced industrial countries. Tourism can be linked historically to the ascent of Western industrial society in general, and to capitalism in particular. Consequently, to comprehend the nature of tourism anthropologically, one must theoretically interrogate the historical relationship between the growth of technologically advanced society and the growth of tourism as both an economic and social phenomenon.

This course will critically review the major anthropological theories of tourism. By this fashion of critique we will attempt to formulate a more rigorous theory of tourism in terms of tourism's social motivations and economic and ideological implications. Some of our initial questions will include, What is the difference between an anthropologist and a tourist, as both groups seem to go to new places to learn new things about themselves and others. And, how can we distinguish between anthropological fieldwork in, say, Bali, and the tourist experience there?

Readings will include: Louis Turner and John Ash, *The Golden Hordes*; Dean MacCannell, *The Tourist*; Valene Smith (ed.), *Hosts and Guests*; Eric Cohen, "Rethinking the Sociology of tourism."

Meets: M,W,F, 10-12/ Enrollment: 20

RELIEF CONSTRUCTION FOR PAINTERS

JT 112 □ GWEN KERBER

What sorts of philosophical, visual, and technical problems does a painter face when he/she begins to move off the canvas? We will be looking at slides of art work from medieval altarpieces to the work of 20th century artists who have created in collage, relief, or constructions. There will be related reading assignments. In the studio we will be building constructions in a variety of materials (wood, cardboard, plastic, fabric--or anything else you can think of!).

We will find out where scrap materials can be obtained in the Connecticut River Valley area and go on at least one field trip to gather supplies.

Meets: M,W,F, 10-3 pm/ Enrollment: 12/ Lab fee: \$8



WOODWORKING FOR THE DEVELOPING WOODWORKER

JT 113 □ CHRISTINA MATHESON

The January Term woodworking course offers the person new to wood crafts a variety of things: an increased awareness in the scientific make-up of wood, wood technology, and its different uses; the development of skills associated with wood-working, designing and building a small project; and taking up the issues of the Crafts as a trade and as art.

A field trip to the apprenticeship program at Leeds Design Workshop is also included.

Generally speaking, the course will develop in the following stages. 1) Familiarization with the different hand and power tools found in Hampshire's wood shop— instruction will include safety, maintenance/sharpening, and how to use. 2) Learning what the different combinations of tools do in the construction of a project—some being sawing, planing, gluing, making joints and dovels, and then practicing the process in order to develop skills. 3) Designing a project, selecting the wood, and begin woodworking.

Meets: TBA/ Enrollment: 10-12/ Lab fee: \$15

POTTERY — HISTORICAL AND CONTEMPORARY DESIGN

JT 114 □ FOREST BOGAN

The clay workshop is being offered to develop an awareness, and appreciation for historical and contemporary low fire ceramic processes. Aside from this energy efficient way of working, low firing offers a stimulating palette of bright colors for artistic expression. Instruction will include both wheel throwing and hand building methods, as well as a variety of decorating techniques. Students will have the opportunity to participate in a Raku firing at the Leverett Crafts and Artists Studio at the end of the session. Additional studio time will be available.

Meets: TBA (mornings and afternoons)/ Enrollment: 10-12/ Lab fee: \$15-20

BATIK: DESIGN AND TECHNIQUE

JT 115 □ SUSAN DAVALL

Batik is a method of creating designs or patterns by applying wax resists to fabric and immersing it in dye; the process is continued through successive dyebaths to produce the color range of the finished design. This will be an introductory course covering basic methods of applying wax (by tjanting tool, brush and stamp) and dyeing procedures (with cold water dyes). We will pay a good deal of attention to design for batik, and experiment with the various intentional/accidental effects (such as crackle) that can be obtained in this medium. The class will proceed through at least three waxing and dyeing sequences. Do not sign up for this class unless you can come to every class, including the first one!

Meets: M,T,W,Th, 1-3 pm/ Enrollment: 12/ Lab fee: \$14

GUITAR CONSTRUCTION

JT 116 □ JEREMY BIRNBAUM

Have you ever wondered how a guitar is built? Have you ever dreamed about building one? Well here is your chance. Ten lucky people will have the chance to learn the basic woodworking skills needed to build a guitar. The course will meet three hours a day five days a week. The students will spend 1 hour in the morning learning wood bending, carving, inlay, and joining. Two hours in the afternoon will be spent applying these skills in the construction of their instrument. By the end of this course each student should be well on his/her way to having a complete guitar.

Meets: M-F, 10-11 am and 2-4 pm/ Enrollment: 10/ Possible Lab fee

THE ZONE SYSTEM IN BLACK / WHITE PHOTOGRAPHY

JT 117 □ STANLEY GOLDBERG

This course will be devoted to understanding and learning the zone system for previsualization of the tonal rendition of photographic images.

The first week of the course will be devoted to an intensive study of the nature of the characteristic curve and the relationships that ought to pertain between exposure, meter readings and tonal rendition. During that week students will also be introduced to the 4x5 camera format. The remainder of the course will be devoted to individual standardization of the zone system by each student in the course.

The course will meet daily for two hours/day the first week and then at regular times to be decided for the rest of the course. Students can count on spending at least 4 hrs/day either in the field or in the darkroom. There will be a \$15 lab fee for this course. All students however are expected to provide their own film and paper.

Meets: M-F/ Enrollment: 15/ Fee: \$15



HARVARD / HAMPSHIRE NUTRITION STUDY

JT 118 JOHN FOSTER, LYNN MILLER, & SHERRI ROSS

There's little disagreement these days that people with high levels of cholesterol in their blood run a higher risk of heart disease than those who don't. What's not so clear any more is what diet has to do with it. A recent National Academy of Sciences study concluded that the statistics linking diet and heart disease weren't convincing. On the other hand, scientists in Boston studied a group of macrobiotic subjects (whose blood cholesterol was very low) and found that both their cholesterol and their blood pressure rose significantly when meat was introduced into their diets. The scientists would like to repeat some of these experiments under better controlled conditions. They came to Hampshire because a) there are lots of vegetarian students here, b) Hampshire students like to understand what they're doing before they do it, c) a Hampshire graduate put them up to it.

If you'd like to participate in the study, and maybe lower your cholesterol, this course is for you. No previous experience is necessary. January Term will be a training period during which the group will read critically some of the current literature on diet and heart disease, work with members of the Harvard group to design the study, and learn the procedures for carrying it out. In the Spring Term we will recruit more interested students to carry out the study. Talk with Sherril Ross, Lynn Miller, or John Foster for more information.

Meets: M-F, 9-11 am with some afternoon labs/ Enrollment: unlimited

MACROBIOTICS AND NUTRITION

JT 119 MICHIO & AVELINE KUSHI

Macrobiotics is an approach to diet and health with roots in the Zen tradition and holistic healing. Proper food selection and preparation featuring whole grains, rice, and vegetables (no meats) is believed to bring a balance to the systems of the human body with the consequent purging of degenerative diseases and a slowing of the aging process. This course will present an introduction to issues of health and nutrition based on macrobiotics.

Note: Exact arrangements for this course--probably 3 or 4 evening sessions--cannot be made until Michio and Aveline Kushi return from Europe (after the printer's deadline for this brochure). Founders of the East West Foundation in Boston and leading teachers of macrobiotics, the Kushis are expected to lead this mini-course. Details available from Cultural Affairs Office at Hampshire College in December.

Meets: TBA (2 evening sessions weeks of January 12-16 and 19-23 likely)

MIND OVER BODY

JT 120 DON POE

This course is concerned with mental events and their association with bodily reactions to the environment. Its basic premise is that in large part we perceive things like pain, emotions, and hunger not by a direct monitoring of our bodies, but rather by external cues such as social events. Students will do a series of readings designed to demonstrate the incredible malleability of emotional experiences. We will also see how this has led to at least one current theory of mental illness and how the perception of cognitive control over environmental events can lead to the alleviation of stress effects, occasionally with life or death consequences.

Meets: T,Th, 10:30a-12/ Enrollment: 20

THE PLANETS

JT 121 MICHAEL FLYNN

"Who knows not the double motion of the planets/...These are freshmen's questions!" So says Marlowe's Faustus during a conversation with Mephistophilis. In this course we'll talk about the double motion of the planets without selling our souls. Starting out with some early cosmologies, we'll become familiar with the Ptolemaic theory. This theory, or really cluster of theories, places the earth comfortably at the center of the universe. It was well known and widely accepted from Plato's time until about 400 years ago. Then we'll learn about the theory proposed by Copernicus spinning to boot. We'll try to figure out why this counterintuitive hypothesis was so readily adopted by many of the astronomers that became familiar with it. The course will probably include a digression or two about other factors in this chapter from the history of science. Required reading: *The Copernican Revolution* by Thomas Kuhn.

Meets: T,Th, 10:30-12/ Enrollment: unlimited

NEW WAYS OF KNOWING

JT 122 HERB BERNSTEIN

How can we apply the knowledge of modern science to real and crucial social issues in order to further the common good? To gain a shared vocabulary and direction, we will study works by Foucault, Feyereabend, Lakatos and Roskin. Participants will bring to our group discussions examples of work (their own or others) the moral implications and consequences of which they wish to explore. Topics might include the lessons of the Milgram experiments, of educational trial programs, and of the supposed high heritability of I.Q., but shall include investigations of the roots of modern "Big Science" physics and recombinant DNA technology. We also may visit Washington, D.C. for one week to meet with Marcus Roskin, whose projects of a journal of social reconstruction and a new encyclopedia of common good. This course will serve interested Division III students as an integrative seminar but is open to all with instructor's permission.

Meets: M,W,F, 9-11 am/ Enrollment: 15-20



INTERDISCIPLINARY STUDY AND THE NEW PHILOSOPHY OF SCIENCE

JT 123 □ PHILIP STEEDMAN

Interdisciplinary study has been the subject of debate and object of study for a full generation. Despite much discussion and some implementation practice has generally outstripped understanding. There are a number of reasons for this. Firstly, whilst the major thrust of experimental and pilot implementations have occurred in this country the most perceptive theoretical analysis has been British. Secondly, despite the traditional practice of disciplinary study, very little philosophically precise analysis of the epistemological structure of the disciplines themselves has been undertaken until recently. Most of the work we do have is British and not generally well known in this country. Without an appreciation of the nature of disciplines, attempts to understand what is implied by interdisciplinary knowledge must be stunted. Thirdly, questions of teaching and learning have tended to be divided from epistemological questions in the interdisciplinary debate, whereas I would argue that there is a conceptual connection between them.

Two important critical literatures now address these questions. The epistemological analysis of the disciplines has proceeded from the seminal work of Hirst and others at the University of Cambridge. The aim of much of the research has been to explicate the logical structures of the traditional disciplines themselves. The second literature is in the post-Popperian philosophy of science. The problematic of this literature centers on the most adequate conceptualization of the genesis of scientific knowledge. The related works of Kuhn, Lakatos, Feysabend and others may be related to the discipline debate in order to produce an epistemological analysis radically unlike that of Hirst, one which has direct implications for the development of interdisciplinary study. This course would examine these issues.

Meets: T,Th, 2-5 pm/ Enrollment: unlimited

ENERGY OPTIONS / ENERGY ALTERNATIVES

JT 124 □ DALE WICKHAM

This five-part intensive seminar will be conducted by a prominent Washington, D.C. lawyer with wide experience in legal, legislative, and regulatory proceedings in the field of energy. Topics to be covered range from specific developments affecting the photovoltaic cell to broad issues involved in nuclear fusion to overall assessment of the energy choices facing America and desirable policies and planning steps for utilizing limited, costly energy resources. Dale Wickham will also give a public lecture on Tuesday, January 20, on "International Energy Options." A detailed syllabus for this course will be available in December. Participants will be expected to read assigned materials.

Meets: January 14-20, 1-3 pm/ Enrollment: 25

JANUARY ON THE FARM

JT 125 □ SUSAN GOLDHOR

How does a farm work? Are farmers' lives really different from all others? There's only one way to find out and that is to live and work on a farm.

Most farms pretty much close down in deep winter, but for some New England sheep farmers, January is lambing time—the busiest time of the year. They need an extra pair of hands just now, and will give room, board and instruction in return for reliable help. I have a list of farmers who would like help for one to four weeks in January. If you are interested in livestock, veterinary medicine, agriculture or rural life, come see me and I'll try to arrange a match.

NAVIGATION AND SEAMANSHIP

JT 126 □ CAPT. ROBERT SINGLETON

This course is designed to teach you everything you need to know in order to fish. You will learn how to tie knots, rig tackle, watch weather, survive at sea, and operate and maintain sea-going fishing vessels (commercial and sport), as well as the fundamental fishing techniques used in taking all major fresh and salt water species. Dangerous fish, the Bermuda triangle, and other maritime phenomena will also be discussed.

Meets: M,Th, 10-12/ Enrollment: unlimited

MATHEMATICAL FORMS IN MUSIC

JT 127 □ JOHN ABEL

Knowledge of basic musical notation is necessary for students in this course. Music theory and mathematics (other than arithmetic and simple algebra) will be developed in class.

The first portion of the course will be spent discussing the physical properties of pitches and scales. These will lead us to a geometrical model for musical space. In the final portion of the course we will construct models for the structures and processes of melody, harmony and rhythm.

The emphases of the course are: to observe simplicity and beauty in the forms and structures of mathematics and music; to learn about the determining characteristics of musical styles; and to study the choices made in constructing music within a style because these choices allow for personal expression in music.

Meets: M,W,F, 10:30-12/ Enrollment: 20



COLTRANE AND THE CREATIVE PROCESS**JT 128** □ **ABRAHAM RAVETT & ROLAND WIGGINS**

This class will deal with the music of John Coltrane and its possible influence on the process of image making. We will listen, absorb, and discuss Coltrane's music and channel these energies into a resulting filmmaking experience. This workshop will be funded by the Polaroid Foundation who will provide filmmaking materials via the Polaroid process.

Participants need have no previous experience in film or music. Filmmaking materials will be provided.

Meets: Once a week for four weeks per instructor/ Enrollment: 15

INTENSIVE AFRO-CUBAN RHYTHM**JT 129** □ **STEW MORTIMER**

The class will cover rhythms of Africa, Cuba, Haiti and Brazil. These rhythms will be taught on handdrums such as congas and bongos as well as other percussion instruments. Visiting master drummers will augment Stew's own efforts in teaching the course. No previous experience with percussion is necessary. Pruns will be provided for those who don't have their own.

Meets: M,T,Th, 1-3 pm/ Enrollment: 25/ Possible lab fee

SKRATCH ENSEMBLE**JT 130** □ **CHRISTOPHER HOUSTON**

This course will be a practicum in sound. Our concerns will begin with the simple physics of the sounding body, and extend through composition to the ear itself.

We will work with a variety of instruments, from toaster ovens to igneous rocks, considering how we judge quality of sound, and constructing an ensemble of sound producing devices.

Ultimately the class will become an ensemble of considerate, spontaneous composers. Needless to say, we'll be doing a lot of playing.

Meets: M,W, 1-3 pm/ Enrollment: unlimited

RECORDER PLAYING**JT 131** □ **PHOEBE LARKEY**

The recorder is an end-blown flute, widely used from about 1450 through the time of Handel and Bach. With the revival of interest in early music, many people are eager to learn to play the recorder since its use permits more authentic interpretation of this music. Along with its use as a valid, serious musical instrument, the recorder is the ideal instrument for recreational music. Relatively inexpensive, easy to transport and often at its best played in groups (consorts). Fully classes in technique and consort playing using all sizes of recorders available will be given as needed for students at all levels of proficiency.

Meets: M-F, 10-12, and some afternoon sessions/ Enrollment: unlimited

BUILDING AND PLAYING THE FIVE-STRING BANJO**JT 132** □ **SCOTT CORNWALL**

Using the facilities of the Carpentry Shop, students will build open backed, 5 stringed banjos of their own design. Upon completion of their banjos they will be instructed in the basics of the traditional Fraking style.

Meets: TBA/ Enrollment: 12/ Material cost: \$90

FOLKSONGS AND BALLADS OF THE U.S. AND U.K.**JT 133** □ **SUSANNE BARKAN & RANDI SILNUTZER**

The roots of American folk music have been a fascination for us as folksingers and students. By learning a large repertoire of songs and ballads in the folk traditions of America and Great Britain one is exposed to (and indirectly learns) national history, folklore, societal customs, familial relationships - as well as the many emotional and musical aspects of people's lives. It is our intention to pursue and discover these and other elements of past lives, contemporary tradition, folk revivals, and the shadows of our musical heritage.

We'd like to keep the "learning by singing" idiom of oral traditions as the central core of the class. Several sessions will focus on certain themes or issues involved in a series of songs; i.e. Murder Ballads, Women's Songs, Superstitions, Poor Folks, Love of the Land, and other ideas. There's bound to be some random singing sessions for sharing songs and teaching songs to each other. Some outside readings will be assigned. Students should come to class prepared to sing. Some knowledge of folk music is helpful and sharing expertise is encouraged. Musical instruments are welcome but not necessary.

Meets: M,W,F, 1-3 pm/ Enrollment: 25



MIME / IMPROVISATION

JT 134 □ DAVIS ROBINSON

This course is a thorough introduction to the art of mime: isolations, mime illusions, body sculpture, modern innovations, and gymnastics will be drilled daily. Improvisational exercises will be used to develop spontaneity, characterization and scene work based on mime techniques and an imaginative use of the body. Emphasis will be placed on developing physical control, flexibility, and expressiveness.

Meets: M-F, 1-4 pm/ Enrollment: 20

THEATRE EXPERIMENT: CREATING A PERSONAL / COLLECTIVE PLAY

JT 135 □ MICHAEL MUFSON

This is a practical workshop/class which will experiment with innovative ways of creating a complete play based on the emotions and impulses of the actors, playwrights, directors and designers involved in the workshop. We will be involved in the creative process of integrating the traditional roles of each component of the creative process with the others. The result will be a theater piece which has been organically created and performed. We will also experiment with ways of incorporating music and visual arts into a theatrical presentation.

The subject matter that I have chosen to weave this workshop around is "Ten Years of Hampshire College". The people involved in creating this piece will be exploring their own relationships to the school, what the school stands for, and where it needs to go from here. The experimentation involves the format for these explorations and for the presentation of the results. I plan the final presentation of the piece to be our personal contribution to the Ten Year Review and it will reflect the student's perspective on Hampshire.

The class is not for theater students only. The most important prerequisite is having feelings about Hampshire that you feel are important to share with the community. It will be long and hard work, but it will also be fun and rewarding. I believe that the best art is relevant to the context in which it is created and presented. That is what this workshop is all about.

Meets: M-F, 12-5:30 pm/ Enrollment: 20

JANUARY INTERTERM PLAYWRITING WORKSHOP

JT 136 □ DAVID COHEN (SUPERVISOR)

This workshop is an annual offering of the Five College Theatre Departments: Playwrights, actors, and directors will work with a professional playwright on developing new plays and then perform them in a series of staged-readings at the end of January. This year's workshop will center on Comedy. Playwrights will work on their plays in morning sessions with the guest playwright, followed by afternoon sessions with actors and directors to rehearse scenes. Playwrights must submit their plays to Len Berkman at Smith College in early November for admittance, though all playwrights may participate even if their own script is not chosen for development. There is no limit on the number of actors and directors. Consult with David Cohen for further information. This course meets at Smith College with one evening of performances at Hampshire.

Meets: M-F, TBA at Smith College/ Enrollment: unlimited

SCENIC PAINTING WORKSHOP

JT 137 □ JOHN OLBRYCH

A week-long hands-on workshop in the basic techniques of theatrical scene painting. Morning sessions will begin with slide/lecture demonstrations, followed by supervised experiences in paint selection, mixing, lay-in, brush and roller techniques (stenciling, marbling, spattering, etc.). Students will complete a project in scenic painting, working in addition to afternoon studio time. Prof. Olbrych has designed and painted professionally for many theatres and opera companies, and for Walt Disney Studios. He is a member of United Scenic Artists of America, the professional union. Non-theatre students interested in painting and design are encouraged to enroll.

Meets: January 5-9/ Enrollment: 12/ lab fee: \$10



THE FORMING OF A DANCE COMPANY

JT 138 □ SANDRA NEELS & STEPHEN LOWY

The course is designed to expose the student of dance and art administration to the rigors of establishing a professional dance company. It will answer two very important questions: How is a dance company formed? and why is a new company needed?

The course will also provide an opportunity of working closely with Sandra Neels, an established choreographer and former member of the Merce Cunningham Company. She has been working on a new technique in dance since 1974 and will be using this technique as the foundation for this course.

The dancers and administrators will meet between 9-10 every day to work as a unit in establishing the plans, activities and ideals for the company. We will explore these through lectures, seminars and "process". This session will allow the dancers to become involved with administration and expose the administrators to the artistic implications of the company.

The administrators will then meet as a smaller group to work on problems of production, budgeting, touring, publicity, fund-raising, etc. while the dancers are working on technique and rehearsals. The final objective of the course will be to present an evening of dance, at the end of January or the beginning of February in the Five-College area. Classes will start January 7.

For more information for audition times and interviews contact Sandra Neels, x381 or Stephen Lowy 256-0204.

FOLK DANCE

JT 139 □ CAMMY KAYNER, RANDI SILNUTZER, & SUSANNE BARKAN

Each week a different style or aspect of Folk Dance will be taught--contra dance, clogging, and more. There will be a folk-bluegrass band to provide the necessary background and a fun time to be shared by all.

Tentative schedule: Week one--Contra-Dance--History and Background; Week two--Contra-Dance--Calling; Week three--Clogging; Week four--Clogging.

Meets: M, 8-11 pm/ Dining Commons/ Enrollment: unlimited

AFRICAN DANCE WORKSHOP

JT 140 □ ENO WASHINGTON

A three-day intensive workshop will introduce students to the art and meaning of African Dance. Emphasis on meaning and authentic relationship to participating in African Dance makes this workshop valuable for advanced and experienced movers as well as beginners. The instructor is a master teacher who has performed with several professional African and Afro-American dance companies as well.

Meets: January 17,18,19 from 10-4 pm/ Enrollment: unlimited/ Lab fee: \$15.

IMPROVISATIONAL BODY MOVEMENT

JT 141 □ MERLYN CAJOLET

This is a course designed to encourage creative expression. It will be an experience in which participants are stimulated to explore movement possibilities guided by a leader who will suggest themes to be explored. At first, participants will work individually, later, in pairs, trios and small groups, and finally in a large group. The purpose is for participants to enjoy creating their own movements, movements suited to their own bodies, their own temperaments, their own moods. There will not be any pre-set patterns of movement to be copied. This is a method designed to "get in touch with those people who yearn to dance, but feel that they cannot or simply do not want to imitate a dance teacher. It is a non-traditional, non-performance oriented approach to dance for everyone, based on the work of Barbara Mettler of Tucson, Arizona. The experience of creative movement involves the total person--physically, mentally, emotionally, creatively and socially. Because it has a learning, healing and nurturing value to the individual, it is being used today in education, therapy and awareness expansion. No dance experience is necessary to join the class.

Meets: M,W,F, 10-12/ Enrollment: unlimited



INTENSIVE APPRENTICE FILM EDITING**JT 142** □ ELAINE MAYES

This course combines learning by apprenticeship with a faculty research project, the completion of a film called "In Manhattan." The film is 16mm sync sound color experimental documentary about life in the streets of New York. Shot in 1975 and 1976, the film is midway through the editing process. Participation in the final editing can provide a hands-on learning experience in a crucial aspect of film production. Students will learn and perform various cutting room responsibilities in the manner of a professional situation. The tasks include cataloging, labeling, splicing, filing, pulling shots, film cleaning and repairing, sound transfer, lab and supplies errands, cutting room maintenance, discussions about the intent, aesthetic implications, and functions of the raw material, and the affective qualities, content and direction of the workprint. Enrollment will be by interview and limited to 5 students. Those with basic skills (Film I or equivalent) will have preference. A major commitment will be necessary. Three weeks, January 5 - 25, four to ten hours per day.

Meets: M-F, see above/ Enrollment: 5 / Prerequisite: instructor interview

BASIC CARTOONING**JT 143** □ ROBERT WOLF

This course will examine the interface between journalism, theatre, and art - cartooning. We will work together to improve both drawing and writing skills. At the conclusion of the course, the student will have enhanced her/his ability to cartoon. The skills learned at this time will be applicable to other art and writing projects.

Meets: M,W,Th, 9-12/ Enrollment: 10/ Prerequisite: It is suggested that the student have completed a course in basic drawing.

SEMINAR IN COMMUNICATION RESEARCH**JT 144** □ RODNEY CARVETH

This seminar is designed to provide students with an understanding of, and actual experience in, survey research techniques in mass communications. The first week of the course will be devoted to survey design and analysis. The balance of the course will be devoted to an on-going survey group project (topic to be determined depending on research support) and analysis of the results.

Students will meet in class sessions during the first week and last week of the January Term, but will meet with the instructor individually throughout the term. The recommended text for the course will be *Bubble Survey Research*.

Meets: Evenings per instructor/ Enrollment: unlimited

THE FICTION WRITER'S CIRCLE**JT 145** □ STEPHEN THURSTON

This is a reading-circle for fiction writers who want to make an intensive effort on a work-in-progress. The circle's goals are to further develop our discipline and craft as writers, and to grow as writers by becoming more articulate and helpful readers.

The circle will meet in the evenings twice weekly for two hours. There will be extensive circulation of duplicated manuscripts outside of our meetings. All members of the circle are expected to have read Peter Fibbow's *Writing Without Teachers* prior to our first meeting.

The circle is limited to 8 fiction writers. The selection criteria: You must have a specific work-in-progress, and be serious about working on it. Please mail a description of the project (1-2 pages) and an excerpt from it (5-10 pages) to Box 1099, Hampshire College prior to December 10. Please include your address, because the circle's members will be notified by mail on December 18. Typists are preferred. Five College writers are welcome. Members should not register for other January courses. Evaluations will be written for members requesting them.

Meets: Twice weekly for 2 hours per instructor/ Enrollment: 8/ Prerequisites: Permission of instructor

ASTROLOGY**JT 146** □ DONALD A. CEROW, JR.

This course will be designed to offer students the basic concepts of astrology, what it is and what it can do. This course has been offered to Hampshire students since the Spring Term of 1978. The January Term course would offer a high intensity session for students not able to take it during the regular year because of class conflicts.

The structure of this course involves acquainting the student fully with the twelve signs of the zodiac and their rulers. It brings the student to the threshold of being able to read a chart, and provides a grounded concept of the counseling possibilities which astrology provides. Disciplines which will be touched on in this course will include: mathematics, astronomy, history, psychology, and classics (mythological motifs).

Meets: T,Th, 9-12/ Enrollment: 15



COMPUTER ARCHITECTURE**JT 147** □ **ROBERT ROSEN**

In most computer science courses taught at Hampshire the student is taught to interact with a set of programs (e.g. the Pascal compiler or the NOS operating system) which are designed to make a computer operate in a mode that is oriented towards the way humans think. This class will approach the subject of computing from the other end and explore how the computer looks at things and operates. Topics include: 1) Representation of information 2) Basic structures of several types of computers (especially the UMASS Cyber) 3) What functions a device has to perform to be considered a computer 4) Discussions of the technologies used in the fabrication of computers and how they affect the design of the machine 5) Exploration of what makes a certain design "good" or "bad". In general I am willing to discuss almost anything about how computers operate that the class shows an interest in knowing.

Meets: M-F, 10-12 and 1:30-3:30/ Enrollment: 20/ Prerequisites: a knowledge of programming language is helpful

BEATING THE SYSTEM: SOME INSIDE PERSPECTIVES ON CONGRESS**JT 148** □ **CLARK ZIEGLER**

Drawing on written material and the instructor's five years of experience on Capitol Hill, participants will be given a sense of how Members of Congress operate, both individually and collectively, how special interests maintain their grip on Congress through lobbying and through the election process, and how liberals in Congress function against increasingly unfavorable odds.

A number of issues recently considered by the House of Representatives--such as a proposed nuclear moratorium, a tougher law against housing discrimination and efforts to cripple the Federal Trade Commission--will be considered to see how outsiders and outside pressure groups developed political strategies to advance their own interests. Finally, course participants will assume the role of a key player in the legislative process and develop and then defend a strategy of influence on one of the major issues likely to emerge in the next session of Congress.

Meets: M,W,Th, 1-3 pm/ Enrollment: 15

POLITICS OF AQUARIUS: TRANSFORMING SELF AND SOCIETY**JT 149** □ **GORDON DAVIDSON & CORINNE MCLAUGHLIN**

An exploration of various strategies for personal and social change historically, from reform to protest and revolution, with particular focus on New Age models and techniques developing today--new patterns and alternatives in politics, economics, energy, health, agriculture, self-sufficient communities, and personal growth. Using techniques drawn from the human potential movement, psycho-synthesis, and Findhorn, we will experience new ways of changing and growing spiritually and psychologically, and we'll explore the connection between our inner process and our outer political expression. Included in the course will be slideshows, group discussions, guided imagery, cooperative games and exercises, a field trip, as well as New Age political strategies like consensus building and synthesis of polarities. Recommended books for the course are New Age Politics, Power of the People, Taking Charge, and The Synthesis Workbook.

The class will be taught by Gordon Davidson and Corinne McLaughlin, co-founders of Sirius Community, an educational center near Ashcroft, and former college faculty members of the Findhorn Community in Scotland. Gordon formerly worked for World Goodwill, an NGO at the UN, and he and Corinne team-taught a course last year on Strategies for Social Change at Boston College.

Meets: M-F, January 5-16 from 1-4 pm/ Enrollment: 25

AMERICANS WRITE ABOUT THE VIETNAM WAR**JT 150** □ **JIM MATLACK**

As the intensity of the Vietnam War experience fades and as the political and historical estimates of the American role in the conflict are tailored to the pressures of policy, expediency, or self-justification, well-written accounts by Americans who participated in the war become more valuable as sources of information and understanding. This course will not attempt to review the history of the Vietnam War nor to debate the overall feasibility or morality of American actions there. Instead we will read and discuss six books written by Americans out of first-hand experience in Vietnam--A Rumor of War (Caputo); Dispatches (Herr); Going After Cacciato (O'Brien); Five Years Gone (Vietnam Vets); Born on the Fourth of July (Kovic); and Recent Interval (Shepp). Through these retellings of vivid individual stories in the war setting--whether memoir or fiction--we can recapture to a degree what being in Vietnam looked and felt like and thereby give specific basis to whatever general considerations seem appropriate in appraising the American encounter with the Vietnam War.

The reading demands of the course will be fairly heavy. Students wishing to receive an evaluation will be required to write a short paper.

Meets: M,Th, 1-3 pm/ Enrollment: unlimited



WAR AND MORALITY**JT 151** □ **BOB RAKOFF**

The realities of war are upon us again, as is the necessity for each of us to face up to the moral questions raised by participation or non-participation in violence organized by the state. This course is intended to be a workshop on ways to think about these questions in the context both of the history of modern wars and of current international politics. We will use Michael Walzer's Just and Unjust Wars as a springboard for discussion, and we will surely talk about the moral issues involved in draft registration.

Meets: T,Th, 1-3 pm/ Enrollment: 20

THE PRINCIPLES OF NONVIOLENCE**JT 152** □ **CHUCK COLLINS, MATT GOODMAN,
MICHAEL SLOSS, & DAVID SLOSS**

"In the long run the sword is always beaten by the spirit." (Napoleon Bonaparte).
"The choice today is no longer between violence and nonviolence. It is either nonviolence or nonexistence." (M.L.King, Jr.)

This course will focus on the practical application of nonviolence in political action and our personal lives. Individual class discussions will cover the following topics: 1) the Psychology of violence 2) philosophy of nonviolence 3) meditation and nonviolence 4) nonviolence as a way of life 5) nonviolence and political action. Class hours will be arranged. Interested students should contact one of the instructors.

Meets: See instructors/ Enrollment: unlimited/ M,W,F, 1-2 pm

ACTION TOWARD DISARMAMENT**JT 153** □ **JIM DOYLE & CORA WEISS**

This class will review the history of the nuclear arms race and the present strategic balance. We will discuss many arguments both pro and con concerning the U.S. defense priorities and the massive arms build up. Such questions will be pursued: us: What can be done to halt the arms race? Does power in weapons enhance National Security? Can we afford the military budget in future years? There will be a number of readings, film and visual materials and the resource persons visiting the class.

Meets: M-W, 10:30-12/ Enrollment: unlimited

READING NOVELS WITH THE BIAS OF A SOCIAL SCIENTIST**JT 154** □ **ROBERT von der LIPPE**

An informal exploration of the characterization and consequences of social class as portrayed in fiction. Core readings will include Knut Hamsun - Pan, John Steinbeck - The Grapes of Wrath, Sinclair Lewis - Hobbit.

Students will be expected to read each of these three novels and engage in discussion and analysis of the ways in which social class is characterized in each and what the consequences of class and class structure might be for the characters, authors and readers. After this model of what we would like to do has been established, each participant will be asked to read one or more additional works of fiction of their choice and write an analysis of the role, characterization, and consequences of class in that work.

Meets: T,Th, 8-12/ Enrollment: unlimited

**FROM LITERATURE TO REALITY:
UTOPIA AND SOCIAL CHANGE****JT 155** □ **MARTHA SHINAGLE & LYNN WHITEMORE**

In this course we will explore various conceptions of utopia. We will examine the importance of alternative visions in the process of social change, and the role utopian literature can have in shaping these visions. Through Bellamy's work Looking Backward, and various appropriate articles, we will raise questions about how realistic or defined visions must be, what impact various forms of economic organization have on human relationships, and whether human "nature" lends itself to utopia.

The facilitators envision this class as a workshop in which the readings are used as springboards for discussion, better enabling us to examine our personal conceptions of utopia, and our plans for making these alternative visions a reality. Evaluations for this class will be based upon discussion and a short paper in which students will be asked to outline, justify, and describe a way of reaching their utopia.

Meets: M,W,F, 10:30-12/ Enrollment: 15



DEMYSTIFYING MARX**JT 156** □ LLOYD HOGAN

This short course will constitute an exercise in making sense out of an otherwise difficult work. We will concentrate our attention almost exclusively on an intensive reading and critical analysis of the first volume of Karl Marx's *Capital*. Some of the concepts to be considered are the historical basis for the development of commodities as an economic category, money as a special commodity, commodity circulation, the exchange of labor power, the circulation of capital, commodity production, capital accumulation, and the ultimate contradictions of capitalistic society. All of these concepts will be related to modern-day examples taken from the American or Western European experiences.

Meets: T, W, 9-12 noon/ Enrollment: 15

**WHITE WOMEN WRITING AGAINST RACISM
— A HIDDEN TRADITION****JT 157** □ MICHELLE CLIFF

The anti-racist writing of women such as Lydia Maria Child, Abigail Mott, Harriet Beecher Stowe, Roth Benedict, Lillian Smith, Adrienne Rich, and others will be the focus of this course.

The purpose of the course is to examine the statements and arguments of these writers and to weave them into a historical and philosophical tradition which has often been overlooked. We will deal with questions of activism and theory; risk and silencing; cooperation with black women and isolation from black women; the relationship between feminism and anti-racism, and the conflict between these in the present women's movement.

Meets: T, W, Th, 1-3 pm/ Enrollment: 20

BLACK STUDIES RESEARCH PRACTICUM**JT 158** □ DOUGLAS DAVIDSON

The course will provide interested students with an opportunity to participate as research assistants on a Black Studies Project to be conducted by the Institute of the Black World in Atlanta, Georgia. I.B.W. is a black non-profit, independent research organization which attempts to analyze and disseminate information on Progressive Pan-African and other Third World liberation struggles. I.B.W. has been granted a two year research grant to do a ten year review study of Black Studies. Students interested in accompanying me to Atlanta will assist in launching the study through extensive bibliographical research; content analysis of articles, program proposals, etc.; constructing annotated bibliographies; writing short essays critically assessing the materials they've read; and participating in the data gathering and data analysis phases of the research.

The Research Practicum will be included as part of the course Charles Frye and I will be teaching this Spring: SS254 and HA254 - "Radical Education in Retrospect: Black Studies and The Challenge to American Higher Education". The January Term Practicum will be limited to 10 students. The second semester course will be open to a much larger group of students. Those who are interested in the January Term Research Practicum can contact Doug Davidson, 305 CSC, ext. 368. We will need to get together before the end of this semester to discuss the practical problems associated with moving.

Meets: See above/ Enrollment: 10/ Prerequisites: Div II students and above

YOUR NEW ENGLAND HERITAGE**JT 159** □ JAY EVANS

"The life story of each individual, irrespective of their moment in history, makes fascinating drama." My current research involves the life and times of the early New England colonial settlers between 1650-1750.

The notorious and infamous have biographies written about them, but the salt-of-the-earth folk who were pre-occupied with securing enough food for the winter and providing a warm and safe home for their families is a drama also worth revealing.

This seminar is designed for people interested in tracing their own families' past dating back to colonial times. No experience or research background necessary. The only pre-requisite is an abiding curiosity about how and where your forebears lived. A general meeting will be held during the first week to determine individual projects to pursue. Individual conferences will be held over the next couple of weeks with a final gathering of the group in late January to compare notes and share experiences.

Meets: First meeting January 6, 10 AM at RCC/ Enrollment: unlimited



SKI TOURING FOR BEGINNERS**JT 160** **NANCY H. EDWARDS**

This introductory course to cross-country skiing will cover beginner to intermediate ski technique, warm-up and conditioning exercises, up-to-date equipment information, waxing techniques, and appropriate winter first aid.

The ski technique will include: diagonal stride, double pole, double pole single stride, downhill technique, turns: snowplow, step, skate, telemark, parallel. Climbing technique, side step, herringbone, diagonal stride.

All of the two hour sessions will be held at Hampshire College either on the grounds or in a classroom. The one all day trip will take us to a local Ski Touring Center or State Park. Transportation will not be provided by the instructor.

Meets: contact instructor at 772-6953, T,Th, 1-3 pm and January 18, 9-5 am/ Lab fee \$30

**WOMEN'S SOUTHEAST EXPLORATION:
CANOE AND BACKPACK****JT 161** **ANDREA AYVAZIAN & MEGAN ELSEA**

This trip will explore two remote, scenic areas of southern Georgia: the Okefenokee National Wildlife Refuge and Cumberland Island National Seashore. We will canoe on the Okefenokee swamp for six days, then travel to Cumberland Island off the coast of Georgia and backpack for one week. We will be doing an informal study of the swamp flora and fauna, and the island biogeography (including salt marshes and maritime forests). Together we hope to develop/improve our outdoor skills, explore ourselves as individuals, and as a group of women meeting and enjoying the challenges of the wilderness. Call leaders promptly to inquire about possible participation.

Meets: All of January Term/ Enrollment: Determined by lottery/ Cost: \$160

THE OTHER FLORIDA — BY BICYCLE**JT 162** **STEVE ANDERSON**

We will be able to observe lots of wildlife and explore a variety of natural and agricultural ecosystems as we pedal our way through the wildlife refuges, parks, and barrier islands of Florida. We'll have several days to visit the Everglades National Park, including a day to canoe in the realm of alligators and egrets. We may also have an opportunity to snorkel at National Marine Park.

Our group will travel by van to and from Florida leaving us approximately 14 days for the 500 mile-plus cycle tour. Call instructor promptly to inquire about possible participation.

Meets: All of January Term (organizational meeting November 19, 7 pm, RCC)/ Enrollment: 10/ 5 or 10 speed bicycle needed. Cost \$175.

**THE RIO GRANDE: A STUDY AND A
PADDLING ADVENTURE****JT 163** **BECKY JUDD**

For 2 1/2 weeks in January we will paddle our kayaks through the deep picturesque canyons of the river that forms the boundary between Mexico and Texas. This is an excellent opportunity to do divisional work in this unique wilderness environment. People are encouraged to start on their projects this fall. During November and December participants are required to come to planning sessions to work out the logistics of the trip and to familiarize themselves with the basic paddling strokes. Call instructor promptly to inquire about possible participation.

Meets: all of January Term/ Enrollment: 8/ Prerequisite: good swimmer/ Cost: \$250

TROPICAL MARINE ECOLOGY**JT 164** **CHARLENE VAN RAALTE,
NANCY GODDARD, GEORGE GODDARD**

This is a field course in both marine and terrestrial tropical ecology. We will spend two weeks at the Virgin Islands Environmental Research Station in St. John, U.S. Virgin Islands. During the first week we will take field trips to many tropical habitats - coral reefs, mangroves, salt ponds, forests. During the second week students will be given time to work on field projects.

Meets: See instructors/ Enrollment: 25/ Fee: cost of travel to Virgin Islands



BERLIN: DIVIDED CITY**JT 165** □ **LESTOR MAZOR**

Gunter Grass, author of *The Tin Drum*, *Dog Years* and other books in which he explores life in modern Germany, says he lives in Berlin because more than any other place it embodies the realities of the contemporary world.

During January Term, I want to explore this divided city for two weeks with a small group of students, to experience on both sides of the wall its unique position in world politics and international law and to hear the voice of the past which the city speaks. As the capital of the German Democratic Republic and an island of Western capitalism in the midst of a communist country of the East bloc, Berlin reflects in the daily life of its inhabitants even the slightest changes in the pulse of East-West politics, the Cold War and Detente. The city's architecture, museums, theatre and social and cultural institutions also have much to tell about World War II and the Holocaust, about the Nazis, the Berlin of the 1920's, and the Prussian Empire. We will examine these in the double vision produced by seeing them on each side of the city, making the painful crossing of the wall nearly every day.

To prepare for the visit to Berlin we will do some reading and have a few informal discussions in November and December. I also am trying to arrange to show a series of films which will provide background for the trip. During the Spring Term, we will seek to build on our experience with additional reading, films, research, discussion and other activities we as a group may construct. The expenses for the course, including air transportation, food, housing, museum fees and the like will make the cost approximately \$1000. If you want to discuss your possible participation call Lester Mazor at 549-4600, ext. 392.

Meets: See Instructor/ Enrollment: 12

THE KEYS TO SUCCESS IN CAREER CHOICE**JT 166** □ **ANDREA WRIGHT**

One of the world's best kept secrets is the fact that planning a career and getting a job requires a number of skills and involve various kinds of insights and knowledge. These are not hard to learn. And once you've acquired them they will serve you well for life.

The Career Options Resource Center will offer a course designed to teach you the process of career decision-making and the techniques you will need to apply for jobs. You will read about people and their attitudes towards their work and interview others. You will learn about the connection between personality types and career satisfaction. You will do an individualized self-assessment. You will learn how to prepare an effective resumé, write a convincing letter of application, and prepare for a successful interview. (Note: We will not deal with specifics, e.g. how to become a child psychologist or apply to medical school.)

Meets: M,W,F, afternoon/ Enrollment: unlimited/ Prerequisites: priority given to Div. II and III students.

LEARNING THROUGH MOVEMENT**JT 167** □ **CELINA CAVALCANTI & ALICE WEINER**

The course consists of 12 sessions designed to bring participants awareness of the range of human motion. Each of the 12 sessions will focus on a particular aspect of movement and learning.

The structure of the human skeleton allows for certain movements. We will guide participants to find these movements. Many of the movements are variations on developmental sequences (how babies learn to walk). Most of the movements are on the floor, allowing the muscles used in standing the freedom to change. When an action is learned with strain, that action will be associated with strain; in the class participants only move as far as it is easy. Effortless repetition of the movements will enable participants to gain a general physical understanding of the nervous system and its relation to human motion. While participants are moving, we will explain some basic physiology and learning theory.

Meets: M,W,F, 9-11 am/ Enrollment: 20/ Loose clothing, mat or blanket to lie on

MESSAGE FOR WOMEN**JT 168** □ **EMILY FOX**

This course is for women who want to learn to give and receive massage. I'm especially interested in working with people who are afraid to try massage because "they got tired quickly" or "can't think of anything to do" or any other reason. This will also be an opportunity for those with previous experience to expand upon their knowledge. As well as teaching specific techniques, I hope to help the participants develop a sensitivity to the needs of the individuals on whom they work.

We will meet for three hours twice a week. In addition to demonstrations and supervised practice, each session will include a discussion, meditation or visualization exercise. Times will be arranged for additional supervised practice.

Meets: T,Th, 11-2 pm/ Enrollment: 10/ Lab fee \$2

THE SELF FROM VARIOUS PERSPECTIVES**JT 169** □ **LIZ RECKO**

In this course we will examine who we are from a variety of perspectives. Using exercises from Gestalt work, Values Clarification, Neuro-linguistics Programming, Music, Art, Psychodrama, and writing we will try to see beyond the limits we have set for ourselves and to tap our potential. While the course will be experience-oriented, some outside reading will be expected both prior to the start of class and during January.

Meets: M-Th, 9-12/ Enrollment: 15/ Prerequisite: Interview with instructor



MICROTRAINING — BASIC COMMUNICATION SKILLS

JT 170 □ NANCY TODD

This course has been designed for human services workers, counselors, educators, media personnel, and others interested in improving their communication skills in their professional field or personal life. Microtraining teaches basic communication skills that reduce conflict, aid in problem solving and decision making, and increase one's ability to influence and affect change. Extensive practice of skills with use of video taping equipment is included in the class format.

Meets: January 7 and January 9, 9 am-5 pm/ Enrollment: 20

HUMAN RELATIONS LABORATORY

JT 171 □ JOAN BRANDON & JACQUELINE BEARCE

This course is primarily intended as a laboratory experience that will focus on individual, interpersonal and group dynamics. The major part of the time will be devoted to T-group session with some didactic and structured exercise time. Learning in the T-group grows out of our interaction with each other and an analysis of the interaction with special focus on inter-personal and group development. Due to the laboratory nature of this experience, only people who are able to attend all the sessions should enroll.

This course was offered last January and it was overenrolled. Placement will be in order on enrollment and limited to 14 participants.

Meets: January 9,10,11 from 9 am - 9 pm and January 15, 7pm-9pm/ Enrollment 14

INTENSIVE A.S.L.

JT 172 □ LINDA J. HARRIS

This course will feature intensive study of American Sign Language - the language of the deaf - and will go into some details in linguistic level. The class will use video-tapes, some books on reserve, and other resources. Instructor will expect regular attendance and outside work will be mandatory.

Meets: M,W,F, 1-5 pm/ Enrollment: 15

SO YOU THINK YOU WANT TO TEACH

JT 173 □ HEDY ROSE

An introduction to schools and classrooms via scheduled visits to classrooms to observe variety of philosophies and teaching styles in action. This activity will be complemented by weekly seminars which will aid in sharpening observational skills and learning to recognize various teaching models. Materials to be used will include Joyce & Weil's *Models of Teaching*; Brophy's *Good Looking in Classrooms*, video tapes and visits from teachers.

Meets: M, 1-4 pm/ Enrollment: unlimited/ Prerequisites: career interest in classroom teaching

ALTERNATIVE EDUCATION PROJECT

JT 174 □ CHRIS SHEA & TIMOTHY REAGAN

The facility by which the alternative school movement of the 60's and the 70's has been co-opted by liberal public school administrators and conservative right-wing private groups highlights the extent to which the struggle remains to change the routines of everyday life and work through new forms of educational organization. In Spring 1981, a course dealing with these issues will be offered entitled "The History and Philosophy of Alternative Education in America". As part of this course, a variety of student-organized and run "mini-courses" will meet to consider selected topics in alternative education.

During January term, we hope to organize an informal "Alternative Education Collective" and develop a variety of student-taught "mini-courses" dealing with crucial issues in alternative education. We also need some film or photography students to develop a slide presentation on alternative school environments. These mini-courses will run approximately 3-4 class sessions (1 1/2 hours each) and will be taught by students during March and April of the Spring semester. Timothy Reagan, a doctoral student at the University of Illinois majoring in Bilingual-Multicultural Education, will also be available to help students developing courses dealing with alternative strategies for bilingual education in the United States and literacy programs in the Third World. We hope to interest an enthusiastic group of students to participate in the development of these courses. Mini-courses will also provide an opportunity for students to investigate and complete projects in conjunction with divisional work. No previous experience is demanded. We will probably meet Tuesdays through Fridays, later in the afternoon, to share work-in-progress.

Meets: T-F, 3-5 pm/ Enrollment: unlimited



"DON'T STOP THE MUSIC"**JT 175** □ **SALLY MICHAELSON & MARY ELLEN DUNNE**

There is one thing that is inevitable for us all. We are all growing older each day. What are some of our own attitudes about aging? How do the physical changes that occur affect our abilities and behavior? What specifically does it mean to grow old in America? What does it mean to be a member of the percentage of aged who reside in nursing homes?

These are some of the questions we will explore in this class. We hope to provide an opportunity to share knowledge and problems in areas of general concern and to explore alternatives to accepted tradition. Members of the class will be encouraged to focus on specific topics of personal interest. The class will include films, discussions, speakers, field trips, simulation exercises and workshops. The readings will cover a range of perspectives including fiction, anthropology, psychology, philosophy, and economics. In addition we will involve the Acherst aged community in the learning process through personal visits and panel discussions.

Meets: M-F 1-3:30, W 9:30-11:30 & 1-3:30/ Enrollment: 12

INTRODUCTION TO AIKIDO**JT 176** □ **PAUL A. SYLVAIN**

Aikido has been called by many the thinking person's martial art. In contrast to other martial arts or "Budo", Aikido is essentially performed with a partner. We are immediately thrust into a situation where we must consider the presence of another individual. Because of this we cannot merely imitate movement, but must adopt the basic concepts to our own situations.

Morhei Ueshiba, O'Sensei, Aikido's founder said "true budo is the loving protection of all beings with a spirit of reconciliation." Aikido teaches us, through its martial posture a more complete appreciation of life and death and respect for all the elements of the world.

In this basic class in Aikido we will learn body movement typical to Aikido, "Aikitaeso", exercises designed to help us learn Aikido, defensive falling, and some basic Aikido techniques.

Meets: T,W,Th, 10-12/ Enrollment: 20

INTENSIVE BEGINNING SHOTOKAN KARATE**JT 177** □ **MARION TAYLOR**

The beginning section will cover basic techniques of blocking and striking with the hands and feet; basic forms of preset sparring situations; and kata, preset sequences of techniques. Since the course is designed to cover a full semester's material, it is important for students to plan to attend class regularly. Absenteeism will make it very difficult to keep up with the class.

Meets: M-F, 1-3 pm/ Enrollment: unlimited

INTENSIVE INTERMEDIATE SHOTOKAN KARATE**JT 178** □ **MARION TAYLOR**

The intermediate section is designed for students having completed a one semester beginning course in Karate. We will cover more advanced combinations of techniques for use in sparring as well as more advanced kata. Meets South Lounge of KGC

Meets: M-F, 5:30-6:30 pm/First class will be Wednesday, January 7/ Prerequisite: Beginning Karate

INTENSIVE ADVANCED SHOTOKAN KARATE**JT 179** □ **MARION TAYLOR**

The advanced section is designed for people having completed an intermediate class in Karate. Further practice on sparring techniques and advanced kata will be covered.

Meets: M-F, 7:30-9:30 pm/ Prerequisite: Intermediate Karate



BEGINNING SWIMMING**JT 180 □ KATE STANNE**

This course is for individuals who have a fear of water or a fear of deep water. Basic strokes will be taught as well as survival techniques. The purpose is to have the student become mobile and comfortable in the water.

Meets: W,F, 11-12/ Enrollment: 10

WOMEN'S BASKETBALL**JT 181 □ KATE STANNE**

This course is for women interested in learning how to play basketball. We will be learning basic skills, although the main emphasis will be on playing. Additional times will be set up for any women interested in more advanced play, or in setting up a team at Hampshire.

Meets: M,W, 3-4 pm/ Enrollment: unlimited
T,7-8 pm

GAMES**JT 182 □ KATE STANNE**

This is an "All the Games You Played Growing Up and Want to Play Now" class. It is for anyone who wants to play and have fun. No skill is required, in fact, the less, the better!

Meets: Th, 3-4 pm on RCC playing floor/ Enrollment: unlimited

VOLLEYBALL**JT 183 □ KATE STANNE**

This is an open time for people to come and learn how to play volleyball. We will be learning some basic skills and rules so that we may have skillful, fun games. Beginners are especially encouraged to attend.

Meets: T,Th, 4-6 pm/ Enrollment: unlimited

LECTURES

PROFESSOR ALAN TRACHTENBERG

American Studies Department, Yale University

"The Photographic Project in America: A Historical & Cultural View"

Monday, January 5: "Photographic Style & Interpretation in Historical Settings"

Tuesday, January 6: "Whitman & Matthew Brady"

Wednesday, January 7: "The Civil War & Exploration of the West: Timothy Sullivan"

Thursday, January 8: "Social & Documentary Art: Stephen Crane, Lewis Hine, & Walker Evans"

JOEL CARLSON

South African lawyer and exile. Defense attorney in major civil rights and apartheid protest cases.

Monday, January 12: "Law & Disorder in South Africa"

Tuesday, January 13: "Sunshine & Slavery in South Africa"

HENRY MORGAN

Dean, School of Management, Boston University. Mr Morgan has held executive positions with KLIH & Polaroid Corporations. He has taught at Harvard University and MIT.

Wednesday, January 14: "Starting Your Own Business: Entrepreneurs in the 1980's"

JOHN HEIMANN

Comptroller of the Currency, US Treasury Department. Mr. Heimann has served as New York State Superintendent of Banks, on the state Banking Board, and on the Commission for Housing and Community Renewal. He has lectured at many universities.

Thursday, January 22: "Monetary Policy & Economic Prospects Under the New Administration"

DALE WICKHAM

Mr. Wickham is a prominent attorney in Washington, D.C., with extensive experience in legal, legislative, and regulatory proceedings in the field of energy and energy policy.

Tuesday, January 20: "International Energy Options"

All lectures at 8:00pm in the Main Lecture Hall, Franklin Patterson Hall

WRITERS READING

CHASE TWICHELL

Will read from her work in the East Lecture Hall at 8:00pm on Friday, January 9th. This reading is one in a year long series of Writers Reading.

FILMS

Friday, January 9 BATTLE OF THE SEXES with Peter Sellers

Friday, January 16 TO BE OR NOT TO BE

Friday, January 23 BEAT THE DEVIL with Humphrey Bogart

Friday, January 30 ANIMAL CRACKERS with the Marx Brothers

All Films 8 & 10 pm in Main Lecture Hall, Franklin Patterson Hall



FACULTY

JOHN ABEL is a Division III student in Music at Hampshire

STEVE ANDERSON is an instructor in the Outdoors Program. He has also worked for the National Outdoor Leadership School in the U.S. and in Africa. His interests include wilderness travel, environmental education, natural resource management, and ornithology. He has bicycle toured in England, Scotland, Wales, Nova Scotia, and the southeast.

ANDREA AYVAZIAN is an instructor in the Outdoors Program. She holds an MS in nursing with a specialty in Women's Health Care and Bioethics. She has mountaineering experience in the western U.S. with the National Outdoor Leadership School and on independent expeditions. Andrea's special interest is working with women in the outdoors.

JACQUELINE BEARCE is a doctoral candidate in the Human Service/Applied Behavioral Science Division of the U/Mass School of Education and has extensive experience in group development and facilitations.

SUSANNE BARKAN is a Hampshire student and folk musician. She and Randi Slinutzer perform as Just One More String Band combining folk music of American and Great Britain.

HERB BERNSTEIN is associate professor of physics in the School of Natural Science. He was Technical Director for Volunteers in Technical Assistance in Washington.

JEREMY BIRNBAUM is a Hampshire Division II student who has been building guitars for over three years.

FOREST BOGAN is associated with the Leverett Craftsman and Artists Studio.

JOAN BRANDON is a doctoral candidate in the Human Service/Applied Behavioral Science Division of the U/Mass School of Education and has extensive experience in group development and facilitations. She is a former Resident Associate of Enfield House at Hampshire.

MERLYN CAJOLET has taught at Hampshire during the Spring and Fall terms of 1980 and in the Valley since 1977. She has studied with Jan Veen at the New England Conservatory of Music, the Noyes Rhythm Dance Camp, Intensive dance class with Deborah Hay, Artist in Residence at Hampshire in 1979.

RODNEY GARVETH is a Visiting Assistant Professor of Mass Communications and has a B.A. in sociology from Yale University and an M.A. in communication studies from the University of Mass. where he is currently a doctoral candidate. His teaching experience includes courses in mass media in society and film history. His research interests are the impact of the media on the legal process, policy issues involving children's television, and media entertainment.

CELINA CAVALCANTI was trained by Flá Ayoki in rehabilitative massage therapy in Brazil. She was a nutrition advisor in a woman's health center. She is presently attending the Feldenkrais Teacher Training Program, and is studying physics, anatomy, and movement theories.

RONALD A. CERON, JR. is a graduate of the University of Massachusetts, Magna Cum Laude with a B.A. in Classics. He has been the radio astrologer of WMA in Amherst since 1978 and has taught over two dozen astrology courses throughout the valley.

JONATHAN CHURCH graduated from Hampshire in 1978. He is now writing his MA thesis in anthropology ("The Ideology of Tourism on Martha's Vineyard Island: A Case Study") at Temple University where he is embarked on PhD studies.

NICHOLLE CLIFF is a woman of color, and a feminist writer, critic, and historian. Author of Claiming an Identity They Taught Me to Despise (Persephone Press, 1980) and editor of The Winner Names the Age: A Collection of Writings by Lillian Smith (Vorton, 1978), she has published numerous articles, reviews, and other work in the feminist media. She holds an M.Phil. from the Warburg Institute of the University of London, and has taught at the New School for Social Research, Hampshire, and U.Mass.



DAVID CONHEN, supervisor for Hampshire College's participation in the Interterm Playwriting Workshop, is a member of the Theatre faculty at Hampshire. He has written for Broadway, national and regional television, documentary film, and has produced numerous festivals of new student plays.

CHICK COLLINS is a Hampshire student who has worked extensively in non-violent theory and practice.

STEPHEN COOPER is a Hampshire College student.

SCOTT CORNWELL has been building and playing Banjos for 6 years. He has taught many people to build and play their own banjos and is presently working as a supervisor in the carpentry shop, and performing as banjoist for the Hampshire based Broken String Band.

DOUGLAS DAVIDSON is a Visiting Assistant Professor in the School of Social Science.

GORDON DAVIDSON and CORINNE McLAUGHLIN are co-founders of Sirius Community, an educational center near Amherst, and former college faculty members of the Findhorn Community in Scotland.

SUSAN DAYALL is Assistant Director for Public Services in the Library Center. She has been practicing batik for about seven years, and has taught January Term courses in batik on three previous occasions.

JAMES DOYLE is a transfer student in his second semester at Hampshire. He previously attended Hobart College for two years. Jim works with the Hampshire coalition for Peace Through Disarmament.

MARY ELLEN DUNNE is a transfer student to Hampshire presently combining photography with an interest in the concerns and needs of the elderly. She comes to Hampshire after having worked 3 years in a Long-Term Care Facility in New York State.

NANCY HANLEY EDWARDS has been skiing for 20 of her 28 years. She has three years of experience teaching skiing as a certified Eastern Professional Ski Touring Instructor and nine years of experience on the National Ski Patrol.

MEGAN ELSEA is a Hampshire student interested in the group dynamics and personal growth aspects of outdoor education.

JAY EVANS, Director of the Robert Crown Center, holds an M.A. in New England Colonial History, and is the author of "The Old Huntton House - the story of a New England Hill Farm"

MICHAEL FLYNN teaches in the School of Language and Communication at Hampshire. He thinks about language most of the time, but now and then he looks up into the sky and scratches his head.

JOHN FOSTER, Professor of Biology, is also interested in ecology and field biology, and white water canoeing.

EMILY FOX is a professional masseuse with eight years of experience. Her certification is through the Geffion School of Massage in Berkeley, California, where she studied Esalen Massage. She has also been involved with Reifing, Acupuncture, and Reichian Therapy.

MARYL GEARHART is a Visiting Assistant Professor of Psychology in the School of Language and Communication. She is a candidate for a Ph.D. in developmental psychology from C.U.N.Y.

LEONARD GLICK is professor of anthropology in the School of Social Science. He is especially interested in political and cultural problems in nations comprising two or more major ethnic groups, and in cross-cultural studies of perception, religion and world view.

GEORGE GODDARD is professor of Plant Science at U/Mass.

NANCY GODDARD is an associate professor of biology in the School of Natural Science. Her current interests include reproductive biology, parasitology of marine and freshwater fish, field zoology, and women's physiology.

STANLEY GOLDBERG is Professor of the History of Science at Hampshire. He has had a long abiding interest in photography and often teaches courses about photographic process.

SUSAN GOLDMOR is a biologist and the Director of the New England Farm Center which carries out research and outreach programs aimed at increasing food production in New England, with a special interest in sheep farming.



MATT GOODMAN is a Hampshire student who has worked extensively in non-violent theory and practice.

GRAMAN GORDON is assistant professor of human development in the School of Humanities and Arts and master of Dakin House. His interest is in Human Development.

ADA GAY GRIFFIN graduated from Hampshire in the spring of 1980. A native of Pittsburgh, she is now residing in New York City. She has special interests in Black women's literature and film.

ANDREW HAIN is a Hampshire College student

LINDA J. HARRIS is a native American sign language person. She is a current holder of Certified Reverse Skills Interpreter awarded by the Registry Interpreters For The Deaf.

LLOYD HOGAN is an associate professor of economics in the School of Social Science. He has taught courses in black economic development, problems of urban political economy, and quantitative economics. He is editor of the Review of Black Political Economy.

CHRISTOPHER HOUSTON is a Hampshire student concentrating in music. His primary interests are context, and the difference between up and down.

CLAY HUBBS is Assistant Professor and Director of Field and Foreign Studies in the School of Humanities and Arts at Hampshire.

JOANNA HUBBS is an Associate Professor in the School of Humanities and Arts at Hampshire. She is a multilingual mythographer who is especially interested in French cultural history.

KAY ANN JOHNSON is assistant professor of Asian studies in the School of Social Science. She is interested in Chinese politics; comparative politics of underdeveloped areas, comparative family studies, women and development; and international relations.

BECKY JUDD is the director of the Hampshire Kayak Program. She has paddled rivers from the West Coast to the East and in Europe. Extended wilderness kayak trips she lists as one of her favorite pastimes.

CAROL KAYNOR, a fine fiddler and contra dance caller, regularly calls dances through Western Massachusetts and Southern Vermont. Carol will be joined by Becky Ashendon, a terrific piano player and dancer.

YEN KERBER graduated from Hampshire in 1975 and will receive her BFA from Cleveland Institute of Art this year. She is a teacher at the Cleveland Museum of Art and has spent a summer at the Skowhegan School of Painting and Sculpture.

PHOEBE LARKEY is a member of the Early Music Players of New Jersey and the 20th Century Concert in New York. She has taught January Term at Hampshire for a number of years.

THE LAST CALL CLOGGERS were organized by Randi Silnutzer, Susanne Barkan, and Lauren Edelman. Lauren has just come to the area from Portland, Oregon, where she was a member of The Stoughton Cloggers. Both Susanne and Randi have been in the Valley for some time.

STEPHEN LOWY has a degree in Theatre Arts and extensive background in arts administration in Canada.

LESTER J. MAZOR, who teaches law at Hampshire, spent his sabbatical leave Spring Term 1980 in Berlin.

CHRISTINA MATHESON is associated with the Leeds Design Workshop.

JIM MATHACK is a faculty member and Director of Cultural Affairs at Hampshire. He travelled in Vietnam for two weeks in 1979.

FLAYNE MAYES is an associate professor of film and photography in the School of Humanities and Arts. Her work has appeared in over thirty exhibitions and is included in ten museum collections. Her photography has been widely published and she has made several films.

SALLY MICHAELSON is a Division II student concentrating on Aging in a cross-cultural perspective. She has worked in a nursing home and is interested in alternative care and housing for elders.

LYNN MILLER is Professor of Biology in the School of Natural Science at Hampshire. His principle interests are in genetics (human and microbial), general microbiology, and in nutrition.



STEW MORTIMER is a Division III student at Hampshire. Stew has been a professional percussionist for years. His academic background includes work at the Berklee School of Music, the New England Conservatory and studies with Master drummer Pablo Landrum. Stew has worked with the FX Band, Ray Coe/land, Robbin Ford, Deadato and Drumsong.

MICHAEL MIFSON is a Division III student with experience with traditional and experimental theater. He has studied with members of the Open Theater and this workshop is an integral part of his Division III work.

SANDRA NEELS is Visiting Associate Professor of Dance in the School of Humanities and Arts at Hampshire. She is an established choreographer and former member of the Horace Cunningham Company.

SPITH R. NEMEROFF, who attended Antioch College while studying psychology and humanities, is now a Hampshire College student studying philosophy, the arts, and aesthetics.

JOHN OLBRYCH has designed and painted sets for theatres and opera companies all over America. A member of United Scenic Artists, he received an MFA in Theatre Design from Brandeis. Highlights of his work include Walt Disney World's "America on Parade" floats, sets for the Cambridge Opera, numerous university productions, and scenic assistant to Broadway designer Howard Bay. He is currently resident designer at the College of Charleston, S.C., home of the U.S. Solecio Festival.

DON POE is a research-oriented social psychologist currently completing doctoral work at Cornell University. Teaching has included courses on aggression, cognition and social psychology, psychology and the law, environmental psychology, attitude change and social influence, and statistics.

BOB RAKOFF is assistant professor of political science in the School of Social Science. His interests include American politics and public policy; political theory; environmental policy; and houses and neighborhoods.

ABRAHAM RAVETT is a visiting assistant professor of film and photography in the School of Humanities and Arts. He has worked professionally as a director and cameraman on both film and video tape productions. His photographs have been exhibited in several museums and colleges throughout the country.

TIMOTHY REAGAN is a doctoral student at the University of Illinois.

LIZ RECKO is a Division III student in psychology with a background of work in community mental health. She has conducted workshops in Values Clarification and has a strong interest in the creative arts.

DAVIS ROBINSON has a B.A. in theater from Hampshire, and has been involved in the arts as a teacher, performer, and musician for over ten years. Currently touring New England with the Boston Hysterical Society, Mr. Robinson has also been seen with the Mice Duet, The Amherst Mime Theater, the Living Poem Theater, The Buckfield Leather n' Lather Traveling Variety Show, and Mr. Punch's Royal Paste and Paper Circus in schools, colleges, and auditoriums around the country.

HEDY ROSE is an assistant professor of education in the School of Social Science and coordinator of Teacher Certification. Her academic interests include the comparative study of socialization, theories of education and their application, the relationship between schools and society, history and philosophy of education, and law and education.

ROBERT ROSEN is a Division III student in Computer Science. His special interests lie in the area of small computer enhancement and parallel processing.

SHERRI ROSS is a Division III student at Hampshire College.

ANTHONY SANCHEZ is a former student of Elaine Moyes and Jerome Leibling.

MARTHA SCHINAGLE is a Division II student studying political economy and political theory. She is interested in overcoming the common ailment of anti-ism (i.e. protesting without offering a viable alternative.)

CHRISTINE SHEA is a visiting assistant professor of history of education in the School of Social Science. Her teaching interests include the history of American education and American education thought; historical study of mental health; American liberal social theory and social science; psychiatry, psychology, and therapeutic models of education.

RANDI SILAUTZER is a Hampshire student and folk musician. She and Suzanne Berkan perform as Just One More String Band combining folk music of American and Great Britain.



CAPT. ROBERT SINGLETON is a master mariner with 20 years experience. He is the Captain of a Cape Cod fishing boat and has recently written a book on navigation for beginners "You'll Never Get Lost Again".

DAVID SLOSS is a Hampshire student who has worked extensively in non-violent theory and practice.

MICHAEL SLOSS is a Hampshire student who has worked extensively in non-violent theory and practice.

KATE STANNE is Instructor of Recreational Athletics at Hampshire.

PHILIP STEEDMAN is Teaching Assistant at the Department of Educational Policy Studies, University of Illinois and during the summers of 1978-79 was Visiting Assistant Professor, School of Education, Memorial University of Newfoundland, Canada.

PAUL SYLVAIN studied Aikido and Iaido for three years in Japan. He currently holds a Second Degree Black Belt in Aikido and a Fifth Degree Black Belt in Iaido.

MARION TAYLOR has been practicing Shotokan Karate for 13 years. He holds the rank of Yondan (fourth degree black belt) and has been teaching karate here at Hampshire for the past seven years.

STEPHEN THURSTON'S Division III fiction writing project at Hampshire is an espionage novel. Thurston, 31, is a former intelligence analyst.

NANCY TODD has a M.A., C.A.G.S., and is completing her graduate work in Applied Behavioral Science at the U/Mass. Her work experience has been in the fields of administration, human services, and education. In her consulting work, Nancy has designed and implemented programs for counselors, administrators, educators, parents, and mental health employees.

ALAN TRACHTENBERG is Professor of American Studies and English at Yale University. He is the author of Brooklyn Bridge: Fact and Symbol; The City: American Experience; Lewis Hine and America; and The American Image and numerous other publications.

CHARLENE VAN RAALTE is an assistant professor of botany in the School of Natural Science. She is interested in marine and fresh water ecology, the Connecticut River, scientific writing, dance and canoeing.

ROBERT von der LIPPE is an Associate Professor in the School of Social Science. His major field of interest is medical sociology. At Hampshire he has been interim associate dean for faculty affairs, director of a project on progress by examination and acting dean of the faculty for 1979-80.

END WASHINGTON is a master teacher in African Dance and has performed with several professional African and Afro-American Dance companies.

ALICE WEINER is a student in the Feldenkrais Teacher Training Program. She has been involved with learning studies for a number of years. Presently she is teaching counseling, studying anatomy, physiology and dance, and practicing Aikido.

CORA WEISS is a long-time peace activist who was prominent in the struggle against the Vietnam War. In recent years she has been on the staff of the Disarmament Program of the Riverside Church in New York City.

LYNN WHITTEMORE is a Division II student studying political economy and political theory. She is interested in overcoming the common ailment of anti-isn (i.e. protesting without offering a viable alternative.)

DALE WICKHAM is a prominent Washington, D.C. lawyer with wide experience in legal, legislative, and regulatory proceedings in the field of energy.

ROLAND WIGGINS is associate professor of music in the School of Humanities and Arts. His professional interests include a project concerning aids to urban music education and music therapy projects.

ERSKINE WILSON is a former student of Elaine Hayes and Jerome Leibling.

ROBERT WOLF is a cartoonist who does a weekly strip for the Windsor Locks Observer. He has illustrated textbooks and filmstrips. With other young Valley artists, he helped to organize "Portfolio's" a group that encouraged the exhibiting of work in ways and places that made it more accessible to the community.

ANDREA W. WRIGHT is the Director of the Options Office at Hampshire.

CLARK ZIFCLER graduated from Hampshire in 1977 with specialization in Public Policy. He has served two years as Legislative Assistant and another two years as Administrative Assistant to Rep. Robert Drinan from Massachusetts' 4th Congressional District.



REGISTRATION FORM JANUARY TERM 1981

ALL STUDENTS MUST REGISTER FOR JANUARY TERM ON THIS FORM WHETHER OR NOT THEY PLAN TO TAKE A COURSE, & WHETHER OR NOT THEY PLAN TO BE ON CAMPUS. Those students wishing to take a January Term course at Mt. Holyoke or Smith must complete this form and return it to the Cultural Affairs Office as well as register at the other institution. Students may register for up to two courses; most courses, however, require a full-time commitment and in these cases, more than one course is discouraged.

NAME _____ (last) _____ (first)

MAILING ADDRESS _____

BOX # _____

S.S.# _____ PHONE # _____ (indicate school)

CHECK ONE: HAMPSHIRE STUDENT _____ 5-COLLEGE STUDENT _____ VISITING STUDENT _____

FACULTY/STAFF _____ RETURNING FROM LEAVE _____

COMMUNITY PERSON _____ RETURNING FROM FIELD STUDY _____

FIRST COURSE TITLE _____ COURSE NUMBER _____

SECOND COURSE TITLE _____ COURSE NUMBER _____

SIGNATURE OF INSTRUCTOR (for controlled courses only) _____

FOR INDEPENDENT STUDY PROJECTS:

DESCRIPTION OF JANUARY TERM ACTIVITY _____

ON CAMPUS _____ OFF CAMPUS _____

FACULTY MEMBER WITH WHOM YOU WILL BE WORKING _____

THIS FORM MUST BE RETURNED IN PERSON TO THE CULTURAL AFFAIRS OFFICE, ENFIELD HOUSE, #47, BETWEEN DECEMBER 1st & 5th, 1980

