

School of Humanities, Arts and Cultural Studies	Emily Dickinson Hall	559-5362
School of Natural Science	Cole Science Building	559-5371
School of Social Science	Franklin Patterson Hall	559-5548

HACU 0170
component

20th Century American Literature
Tuesday, Thursday 10:30 to 11:50 a.m.

Rachel Rubenstein

This course is an introduction to twentieth century American literature through the lens of radical literary experimentation and political engagement. The American twentieth century saw tumultuous cultural, political, and artistic transformations. What was the effect on literature of such reformist movements as socialism, communism, civil rights, women's rights, the student movements of the 60's, gay rights? And conversely, how did literature respond to and affect political culture? Are there connections to be made between a profound engagement in politics and innovations in artistic forms? How did twentieth century American writers imagine a new, radically changed national landscape, as well as new, radical identities? We will be reading both familiar authors of the twentieth century, such as Fitzgerald, Faulkner, Hemingway, Bellow, Roth, as well more marginal writers (in terms of race, ethnicity, language, class, or gender) who were posing both artistic and political challenges to the status quo. We will also cull our materials from a few different genres, such as poetry, memoir, reportage, and film, as well as the novel.

HACU 0209
component

Video I: Unheard Voices (2 sections)
Wednesday 1:00-3:50 p.m.
Thursday 6:30-9:30 p.m.

Simin Farkhondeh

This course examines social and artistic aspects of video, exploring video as a medium, particularly as it is utilized by women, people of color, lesbians and gays, grassroots activists, as well as other peoples who are under and/or misrepresented by mainstream media. Students will learn about the history of video technology, and how certain developments within it made video an accessible and powerful tool for self-expression and political intervention. The course will look at various genres such as documentary, agit prop, experimental and video essays among other video practices. Teamwork is essential to video production. Students are expected to share responsibilities as cinematographers, lighting and sound technicians, scriptwriters, and editors to complete their projects. Class activities include screening of independent videos, several video projects and writing assignments, in-class presentations and critics and group discussion of selected screenings and readings. Emphasis is put on both theoretic knowledge and hands on skills such as camera work, sound, lighting and non-linear editing. A \$50 lab fee provides access to equipment and editing facilities. Students are responsible for providing their own film, tape, processing and supplies. There are weekly evening screenings or workshops, which students must attend. Prerequisite courses include a 100-level course in media arts (Introduction to Media Arts, Introduction to Media Production, Introduction to Digital Photography & New Media, or equivalent and must be completed and not concurrent with this course.

HACU 0223

Woman and Poet
Tuesday, Thursday 2:00-3:20 p.m.

Lise Sanders

In *A Room of One's Own*, Virginia Woolf observed that [The woman] born with a gift of poetry in the sixteenth century was an unhappy woman, a woman at strife against herself. What professional and personal challenges have female poets faced throughout history? How have women reconciled societal expectations of 'proper femininity' with the desire to write and publish? How has the marketplace influenced the development of poetry by women? How does the study of gender difference influence the process of reading and analyzing poetry? These are some of the many questions this course will address in an examination of Anglo-American women's poetry from the seventeenth century to the present. We will study the lives and works of poets ranging from Anne Bradstreet, Phyllis Wheatley, Elizabeth Barrett Browning, Emily Bronte and Emily Dickinson, to Edna St. Vincent Millay, Elizabeth Bishop, Anne Sexton, and Sylvia Plath. The course will conclude with a discussion of contemporary poetry, paying particular attention to questions of race, ethnicity, and sexuality.

HACU 0288
component

Shakespeare and Woolf
Tuesday, Thursday 12:30-1:50 p.m.

L. Brown Kennedy

Lovers and mad men have such shaping phantasies, that apprehend more than cool reason ever comprehends. (*A Midsummer Night's Dream*) In the first part of the course we will read Shakespeare (five plays) and in the latter part Virginia Woolf (four novels and selected essays). Our main focus will be on the texts, reading them from several perspectives and with some attention to their widely different literary and cultural assumptions. However, one thread tying together our work on these two authors will be their common interest in the ways human beings lose their frames of reference and their sense of themselves in madness, lose and find themselves in love or in sexuality, and find or make both self and world in the shaping act of the imagination. The method of the course will include directed close reading, discussion, and periodic lectures. Three to four pieces of student writing are expected.

NS 0259
component

Contemporary Issues in Nutrition
Tuesday, Thursday 12:30-1:50 p.m.

Fatemeh Giahi

Why is hunger killing about 6 million children of the world every year? In this course we will examine the various factors that contribute to the continued existence of world hunger as a widespread problem. Special attention is paid to the nutritional problems of developing nations. The topics to be covered include assessment of under nutrition, causes and consequences of hunger, related policies and intervention programs, the political economy of world hunger, and the impact of globalization on the nutrition of individuals, households, communities and nations. Protein and energy malnutrition, vitamin and mineral deficiencies and infectious diseases in vulnerable populations will be emphasized. The social and economic situation of women in relation to food and nutrition as well as the 'nutrition transition' and the emergence of chronic diseases in developing world will be covered. In addition to reading and writing assignments, students will be expected to complete an independent research project.

NS 0341

Epidemiology of Women's Health
Tuesday, Thursday 9:00 to 10:20 a.m.

Elizabeth Conlisk

This course examines the epidemiologic literature on women's health, with attention to both the biology and the political economy of health and well-being. Topics will relate to major reproductive events throughout the life cycle (menarche, infertility, pregnancy, breastfeeding, menopause) as well as health concerns in general (diabetes, cancer, depression and osteoporosis). The class will assume a working knowledge of basic epidemiology and inferential statistics, and will be based primarily on the primary literature. Students will also have the opportunity to conduct data analyses using datasets of the instructor and the Massachusetts Department of Public Health. Permission of instructor required.

OPRA 0229

Women & Girls in the Outdoors
Thursday 1:00-5:00 p.m.

Karen Warren

The scholarship on female development has encouraged outdoor programs to apply this research in creating outdoor experiences for women and girls. This course will examine that trend as well as serve as an academic and outdoor experiential exploration of topics pertaining to women and girls in the outdoors. Through readings, discussion and outdoor experiences, we will look at gender sensitive outdoor leadership, ecofeminism, outdoor challenges for women in a physical, spiritual, emotional and social context, all women and girls outdoor programming, and the myths and models surrounding the female experience of the wilderness. An overnight camping practicum with a local girls group will be part of the course. The course content will involve and reflect the interests of women in the class.

SS 0311

Women and Work
Wednesday 1:00-3:50 p.m.

Laurie Nisonoff

This research workshop examines case studies of the interrelationships of gender and capital, some located in specific practice, time and place, others directed toward theoretical critique and

construction. We examine issues such as: the work lives of women in the home and workplace; the relationships between paid and unpaid work; the feminization of poverty and of policy; the growth of new professions, the service sector, and the global assembly line. This course is organized as a seminar with students assuming substantial responsibility for discussion. Prerequisite: Some background in feminist studies, political economy, history, or politics is expected.

SS 0119

Third World, Second Sex
Tuesday, Thursday 12:30-1:50 p.m.

Laurie Nisonoff

What happens to women when societies modernize and industrialize their economies? Is capitalist economic development a step forward or a step backward for women in industrialized and developing countries? In this seminar we look at debates about how some trends in worldwide capitalist development affect women's status, roles and access to resources, and locate the debates in historical context. In the global assembly line debate we look at women's changing work roles. We ask whether women workers in textile and electronics factories gain valuable skills, power and resources through these jobs, or whether they are super-exploited by multinational corporations. In the population control debate, we ask whether population policies improve the health and living standards of women and their families or whether the main effect of these policies is to control women, reinforcing their subordinate positions in society. Other topics include the effects of economic change on family forms, the nature of women's work in the so-called informal sector, and what's happening to women in the current worldwide economic crisis. We will use journal articles, short fiction, videos, and *The Women Gender & Development Reader* to explore these issues.

SS 0208

Interrogating Fear
Wednesday 2:30-5:30 p.m.

Elizabeth Hartmann

We live in a world filled with fear and anxiety about potential biological and environmental threats such as the bird flu, bioterrorism, and global warming. Should we be afraid of these threats? Are they exaggerated or genuine? This course systematically explores the construction of threats and addresses how historical assumptions of gender, race, class, sexuality, national security, nations and nationalism have profoundly shaped how we come to fear certain things and not others. Drawing on popular, academic and policy literature, we will examine the facts and fictions that go into the construction of threats and the analytical tools we can use to discern them. We also look at how different understandings of the same threat, e.g. bioterrorism and global warming, lead to divergent policy responses. In particular, we will explore how the construction of post-Cold War security threats draws on deep-seated discourses of danger about the Third World. Some of the topics include: population; immigration; fears of invasive species and pathogens; naturalizing ethnicity and tribalism; terrorism; and the nuclear threat. We will conclude the course by looking at how neglected threats, such as the environmental contamination caused by nuclear weapons and other chemical and biological pollutants, are often obscured. The course will be offered simultaneously at Hampshire College by Betsy Hartmann and at the University of Massachusetts by Banu Subramaniam, and students will have opportunities to interact with each other and both professors.

SS 0310
component

Oral History
Wednesday 6:00-9:00 p.m.

Wilson Valentin
Lili Kim

The purpose of this seminar is to discuss, theorize, and understand the importance of oral history (the recording of life experiences) for communities often silenced and hidden from prevailing perspectives of past and current events. Over the last several years, the push to revise accounts of the past has offered opportunities to engage in complementary forms of historical retrieval and theorizing. Rather than simply rely upon, for example, government documents, journal writings, newspaper articles, census data and personal correspondence to describe history, some scholars, community activists and cultural workers are also using oral history to document and give meaning to the personal and communal. Central to the theory and methodology of oral history is the role that agency, identity, subjectivity, meaning-making, ideology, and belief systems have upon informing historical knowledge. Oral history forces us to look at history from below, to acquire new ways of seeing, and to delineate new epistemologies. Through oral history, we explore how ordinary individuals construct themselves, the events in their lives, and the world around them. Some of the questions that will

guide the course include the following: Who makes history? Why have certain individuals been studied while others ignored? How does this shape the production of knowledge, our understanding of the past and the analysis of experience? Why have the meanings of particular events been diminished? How do race, class, gender, and sexuality complicate the writing and interpretation of history? Similarly, how do constructions of gender contribute to particular historical fissures? How does coloniality contribute to the silencing of the past? Finally, what role does oral history play in democratizing historical knowledge? In this course, you will also have an opportunity to learn the method and theory of oral history. Utilizing sample interviews as a point of departure, students are expected to conduct an oral history with a local leader, worker, or family member and crystallize that person's narrative within a larger historical and/or sociological framework. By the end of the semester, students will gain extensive knowledge of the social processes that inform historical knowledge, how history is constructed, and how numerous social variables mediate the meaning of the past.