The Women's Studies Program at the University provides a wide variety of courses and field work to highly motivated and self-directed students.

In recent years there has been a resurgence of interest in issues of concern to women, largely generated by the women's movement. Considerable research has been done on the relationship of women to many traditional disciplines; one result is the large and expanding body of knowledge subsumed under the rubric of Women's Studies.

The Program provides an opportunity for students to formulate an individually designed plan of study in consultation with a faculty sponsor, which may include regular courses offered at the University and in the Five Colleges, independent study and field work on campus and in the community. At present a program in Women's Studies may be approached in either of two ways:

1) A student may earn a Certificate in Women's Studies which would be equivalent to a minor concentration (in addition to a regular major). This requires the completion of the introductory interdisciplinary course and the advanced integrative seminar in Women's Studies, as well as 18 additional credits in Women's Studies which may be earned through courses chosen from a large selection listed in the Women's Studies catalogue, in addition to independent study and field work.

2) A student may major in Women's Studies in conjunction with BDIC (Bachelor's Degree with Individual Concentration). The plan of study must be acceptable to both BDIC regulations for the major and the Women's Studies Program. Majors take 36 credits in Women's Studies as well as the introductory and advanced seminars.

For more information and a guide to all Women's Studies courses, please contact us at 508 Goodell, telephone (413) 545-1922.

WOMEN'S STUDIES

WoSt 290A  Introductory Seminar - Issues in Women's Studies:
   Models of Personhood  Marcia Westkott
   Tu Th 2:30-3:45, Dickinson 114

This interdisciplinary course is designed to introduce the student to the methodologies and resources of the various disciplines, the ways in which they may be applied to the study of women, and the ways in which they must be restructured in order to include women. This fall we will examine the models of personhood implicit in the works of several major theorists including Freud, Erickson and Mead, focusing on the contradictions as they have informed the lives of women. By referring to both biographical and theoretical sources that illuminate the contradictions of womanhood, we shall investigate the possibilities of developing a critical theory from this per-

WoSt 390A  Advanced Integrative Seminar—New England Women  
Arlyn Diamond  Mon. 7-10pm, Herter 116  
This seminar provides a forum for advanced students to share their knowledge and insights through engagement in work or research of mutual interest. This fall the works of New England women writers will be used to examine the relationship between literature and the cultural background which produces it. In addition, contemporary newspapers, biographies, journals and historical studies will be examined as part of original research projects on the political/social/historical climate that created and affected the possibilities for such writing. Primary texts will include the works of Mary Wilkins Freeman, Sarah Orne Jewett and Elizabeth Stuart Phelps. Permission of Instructor is required. (cross-listed as English 383C).

WoSt 390B  Women and the Health System  
Janice Raymond  Mon. Wed. 4:00-5:15, Dickinson 114  
This course will be an intensive exploration of many issues of health care and delivery related to women. It will investigate: medicine as ritual, women as health care workers and as patients; the "sexual politics of sickness" and of medical roles (the "doctor-nurse game"), paternalistic ethics in the doctor-patient relationship; health financing; health maintenance organizations; the nurse practitioner movement; the self-help movement, and research priorities. The course will focus on a critique of certain of these areas from a feminist perspective with special attention to the ethical issues involved and a view toward developing alternative ethics and social policy. Open to all 5-college students, this course may be taken this semester as the advanced integrative seminar by Women's Studies certificate students and majors.

WoSt 385A (1-15)  Independent Study (by arrgt.)  
WoSt 385 (1-6)  Special Problems (by arrgt.)  
WoSt 386 (1-6)  Special Problems (by arrgt.)  

These courses may be used for a variety of independent study projects contributing to a Women's Studies major or certificate. Such projects may include independent reading, faculty-student tutorials, independent research, field work and internships. Students are encouraged to use these courses to do field work appropriate to their major in the communities outside the University.
COMMUNICATION STUDIES

Com. Stu. 298C The Image of Women in the Media J. Blankenship
MWF 12:20, Holdsworth 202

Aim: to examine the image of women in the media, primarily television and the print media. In class we will examine who creates the image of women in the media and what that image was and is. While we will cover a wide range of topics in class discussions, each student will be expected to pursue two topics in depth: e.g. "The Image of Women in Children's Shows on TV;" "Recent Activity of Feminist Organizations to Change the Image of Women in the Media," etc. Readings: we will read material from a wide range of "scholarly" journals (Journalism Quarterly, Journal of Broadcasting, Public Opinion Quarterly), and non-scholarly sources, e.g. women's "slick" magazines. We will also view TV and video tapes as part of our "reading" activity. The student will also be asked to view certain films. Requirements: two long papers, several oral reports, participation as fully as possible in class discussions. Added note: this is essentially a "research" course. Thus we will be concerned with conducting a variety of team and individual mini-research projects.

COMPARATIVE LITERATURE

Comp.Lit. 101C/Honors C79, sec. 5 Film and Literature: Myths and Realities in the Fifties C. Portuges/J. Watson

We shall examine the myths and realities of the Fifties as expressed in film and literature of America and Western Europe. We will study the "style" of the Fifties, its mask of false innocence, the Hollywood dream machine, the craving for conformity. At the same time, seeds of rebellion can be discovered in European existentialism, the American Beats, and the international cultural underground. By studying our idealized image of another decade, we hope also to learn something about the Seventies. Students in the Honors section are encouraged to work closely with the instructor to define and carry out individual projects: special attention will be given to the socio-political context of the period, particularly the image of women in the works under discussion. Course organization is lecture/screenings and discussion. Films include: From Here to Eternity, Rebel Without a Cause, Invasion of the Body Snatchers, Hiroshima Mon Amour, Umberto D, On the Waterfront, Wages of Fear, Salt of the Earth, Point of Order, Bus Stop, as well as experimental and documentary shorts. Readings include: Salinger, Catcher in the Rye, Ionesco, Rhinoceros; Kerouac, On the Road; Famous American Plays of the Fifties; Gianetti, Understanding Movies; Camus, Exile and the Kingdom; New American Poetry, Mailer, White Negro; D. Trumbo, The Time of the Toad; E. Bentley, 30 Years of Treason. Honors section students may read additional fiction from the anthologies as well as selected supplementary material such as I.F. Stone's The Haunted Fifties, S. de Beauvoir's The Mandarins, B. Friedan's Feminine Mystique, Sartre's Situations.
We will begin with a discussion of autobiography both as an inductive search for the self within ostensibly private phenomena and as a means of historical discourse. In addition to the three major works listed below, a variety of secondary readings -- letters, diaries, poems -- will be taken up in class in order to allow a more thorough grasp of the genre and a clearer sense of the historical implications in the larger works. Students interested in Women's Studies will find a variety of topics for class projects and/or papers; the following list suggests a few areas of possible interest: Women in the courtly love society or tradition, the Cult of the Virgin, Rousseau's feminine types, "The Virgin and the Dynamo," female writers whose works engage the autobiographical mode (Sappho, Louise Labé), female autobiographers whose works have had an impact on history (Wollstonecraft, Davis). Readings: Augustine's Confessions, J-J. Rousseau's Confessions, Henry Adams' The Education of Henry Adams. Requirements: Several short papers and a take-home final. Pre-requisites: none.

Aim: To examine the evolution of the hero from the earliest literatures to the middle ages. The early hero is leader, king and shepherd of his people, but he must prove this nobility by confronting a series of moral and physical dangers, sin, sexuality and death. The hero's solutions to these dangers lead him ultimately to a greater understanding of himself and his society. The challenges are met by a particular and complex relationship with the feminine, with the women he meets and with his own feminine side. To read these works from a feminist perspective means to explore continually the hidden signals concerning masculine and feminine behavior and consciousness, trying to understand just what the hero's subversive concern with feminine activity means for psychological development. Each hero is forced to move toward an androgynous position, neither male nor female but participating in both, as his culture defines them, but in each case dealings with the feminine are frightening yet necessary for different reasons. The insights we gain from this perspective will be tested by comparing them with more traditional ways of viewing heroic myth. Since there exists one parallel example of a female hero in classical literature, Psyche, we will use her history as a standard for comparison with the development of the male hero. Readings: Gilgamesh, The Odyssey, The Aeneid, Job, Beowulf, Tristan and Iseult, Sir Gawain and the Green Knight, the Morte D'Arthur.

Aim: a close look at the literary and psychological development of seven epics and heroic poems from the early middle ages through the Renaissance. Our questions will concern the way in which each
author (and presumably his society) conceived the dual responsibility of the hero, who must create a self which can deal with the unknown, and who must at the same time guide his confused and recalcitrant society into the future. The hero in these poems is in some ways an anachronism, in others an outcast, a man born too early for others to understand him. As one progresses chronologically into the Renaissance, the function of the feminine becomes more complex and more central. One of our central tasks will be to investigate the significance of this role of the feminine, in the light of traditional views of the epic, which have ignored women and the feminine in epic almost completely. For more discussion of this perspective, see the description of Comp. Lit. 204. Since this is an upper level course, students will be expected to do some of the readings in the original languages; arrangements can be made for those who read French and Spanish, Latin or Greek, if they do not read one of the languages covered in the reading list. This will be a demanding course, with both oral and written work, but each person can work out his/her own contract with me so that it fits personal interests. A background in myth or classics is necessary; see me if you have questions. Readings: Beowulf, The Niebelungenlied, The Inferno, Orlando Furioso, The Faerie Queene, Paradise Lost.

ECONOMICS

Econ. 192A Women in the Economy Jane Humphries TuTh 1-2:15, Machmer E-33

Aim: Survey of the role women play in the economy both as producers and consumers, and the relationship between changes in the above and changes in the social and political status of women. Although the main emphasis will be on the economic dimensions of sexism (for example, occupational segregation and male-female wage differentials), real understanding of such phenomena is only possible if we investigate socialization processes at work in society. Thus some interdisciplinary work is required. These interconnections are emphasized throughout the course. The first part will develop a historical perspective on the role of women in society; we will subsequently compare women's position in socialist and underdeveloped countries with their position in advanced industrial capitalist economies. The latter raises the question of the functional relationship between sexism and capitalism. This relationship is a recurring theme of the course.

EDUCATION (School of)

LEX 3916 Spec. Probs. in Ed: The Nature of Creativity J. Speidel Tues. 3-6 pm

The course focuses on various kinds of scientific and artistic achievement in order to gain insights into cultural and personal factors conducive to creativity. Projects will develop ways that a teacher can facilitate creative behavior in the secondary school. Seminar. Readings: Leonardo da Vinci; A Room of One's Own; Why Have There Been
LEX 5240  Educational Anthropology  Emma Cappelluzzo  W 4-6:30
Relevant concepts from cultural anthropology (such as change, human behavior and interaction, and cultural determinants within American culture) applied to education. The culture of the schools and the role of this subculture in the culture as a whole. This course will be divided into two major thematic areas: 1) applications to Analysis of Education Institutions—Methodology and Research and 2) Educational Anthropology as a core of knowledge for the development and evaluation of multi-cultural, non-sexist curriculum for learners. For graduate students and in-service teachers (senior undergrads by permission only — limit 5). Readings: Spindler - Education and Culture; Epps (ed.) - Cult. Pluralism; Women Culture and Society (+ 5 books). Requirements: readings, development of curricular materials and/or evaluation of existing materials.

LEX 7215  Seminar in Ed: Education as Feminist Consciousness Raising Judith Evans  Tu 7-9:30
To explore the consciousness raising process through an understanding of developmental theory utilizing the works of Paulo Freire as a technique for running the class. The developmental theories of Piaget, Kohlberg, Loevinger and Van Den Daele will be discussed in terms of their implications for the consciousness-raising process. Other psychological theories (Erikson & Maslow) will be viewed as examples of current theories which clearly define identity & self-actualization as different processes for men and women. By the end of the course participants will be expected to design a consciousness-raising workshop for a group of their choice whom they have defined in terms of its developmental level. Readings: Pedagogy of the Oppressed, Freire; The Developmental Psychology of Jean Piaget; Ego Development, Loevinger; Dev. as Aim of Educ Kohlberg. Permission of instructor required.

LEX:  Readings in Leadership and Women in Academia- E. Cappelluzzo (independent study - by arrangement)
Contracts will reflect specific objectives, evaluation & content. Students will meet with instructor regularly after designing a timetable for completed work. Students will compile an annotated bibliography to be distributed to all other Independent Study persons by Dec. 1, 1975. A general meeting will be held (time & place to be announced) in the Fall to hear oral presentation of the semester's work as well as to distribute bibliographies. Attendance at the Independent Study Colloquium is required.

ENGLISH

English 141 sections 2 &3  Man and Woman in Literature  David Porte
sec. 2: TuTh 4-5:15, 104 Grayson; sec. 3: TuTh 1-2:15
301 Bartlett
Aim: Social pathology, sexual antagonism, and forms of literature. A speculative study of their links, including an Ancient
Greek probe and a Renaissance England probe leading to concentration on American writing. Development of critical skills together with independent work on the portrayal of man and woman in non-verbal art forms, e.g., painting, sculpture, photography, architecture.

Readings: Selections from Homer, Shakespeare, Hawthorne, Dickinson, Kate Chopin, Hemingway, Nabokov, Mailer, Albee, Plath, Sexton, and others. Requirements: Reports, papers, projects.

English 141 Section 4 Man and Woman in Literature Arnold Silver
Tu.Th. 19:45-22:15, 202 Bartlett

Aim: Readings in diverse types of major literary works by men and women, centered on the relations between the sexes. Requirements: discussion, oral report, one paper, one exam. Readings: Plays by Sophocles, Shakespeare, Ibsen, Strindberg, Shaw; novels by Austen, Flaubert, Forster; stories by Dinesen, Lawrence; essays by Freud, Lawrence; poems by various hands.

English 287A Section 1 Woman As Hero (2 semester course) Lee Edwards
Mon. 3:35-18:35, SWWC Library

Aim: During this first semester, we will examine the nature and development of the female hero in a group of 18th and 19th century British and American fictions, paying particular attention to formal, psychological, and social impasses; during the second semester we will examine the structures devised by 20th century writers to open up the novel's formal possibilities and simultaneously widen the possibilities for women heroes. Class time will be used for discussion; a written journal will be required. Some familiarity with either the development of the novel or feminist approaches is desirable. Students who have taken 287A will be given top priority in signing up for 287B in the Spring. Readings: Defoe, Moll Flanders; Richardson, Clarissa; Austen, Emma; Bronte, Jane Eyre; Hawthorne, The Scarlet Letter; Eliot, Middlemarch; Phelps, The Story of Avis; James, Portrait of a Lady; Chopin, The Awakening; Hardy, Jude the Obscure; Freeman, selected stories. Note: Freshmen are not encouraged to sign up for this course.

English 287 Section 2 Woman As Hero Arlyn Diamond
Tu.Th. 2:30-3:45, 301 Grad. Research Center

Aim: We will begin with the premise that women can be/are heroes and then consider in what ways they are heroic, in what ways they are denied heroism, and why this course title seems so unfamiliar in the context of the standard English curriculum. There will be a lot of reading, a lot of discussion, and a series of brief reports and presentations. There will probably be a journal. Readings: tentative, Sophocles, Antigone; Shaw, St. Joan; Gissing, The Odd Women; Bronte, Jane Eyre; Rhys, The Wide Sargasso Sea; Lessing, The Golden Notebook; Smedley, Daughter of Earth.

English 287H Section 1 Woman As Hero (Honors Section) Arlyn Diamond
Tu.Th. 4:00-5:15, 201 Bartlett

Aim: We will begin with the premise that women can be/are heroes, and then consider in what ways they are heroic, in what ways they are denied heroism, and why this course seems so unfamiliar in the context of the standard English curriculum.
There will be a lot of reading, a lot of discussion, and a series of brief reports and presentations. There will probably be a journal or additional papers for this honors section. Readings: see English

English 289 Film and Literature Harrington, Aho, Weston, Shadoian
Tu. 2:30-5:15 (screening) Th. 2:30-3:45, Thompson 102
Responding to film requires many of the same skills needed to study literature. This course examines characterization, plot, setting, theme, imagery, and other topics central to the interpretation of film and literature. We will study major directors who write their own scripts (Welles, Bunuel, Antonioni, Bergman, Truffaut, Peckinpah, Chaplin) as well as works developed from literary genres (western, gangster, comedy, satire, science fiction) and adaptations from novels and dramas. Particular attention will be given to the situations and problems of women in a five-week unit including Hiroshima Mon Amour, Belle de Jour, Jules and Jim, Red Desert, and Persona. Films: Ride the High Country, Point Blank, Seconds, Modern Times, Sherlock Jr., Catch-22, Hiroshima Mon Amour, Citizen Kane, Belle de Jour, Jules and Jim, Red Desert, Persona, A Midsummer Night's Dream. Books: Jules and Jim, Catch-22, A Midsummer Night's Dream, plus background reading. Discussion sections (sign up for one)
1. D-1 Thurs. 4-5:15; 2. D-2 Thurs. 4-5:15; 3. D-3 Thurs. 4-5:15; 4. D-4 Tues. 9:30-10:45; 5. D-5 Thurs. 1-2:15; 6. D-6 Thurs. 11:15-12:30; 7. D-7 Thurs. 9:30-10:45; 8. D-8 Tues. 9:30-10:45 (Southwest students only).

English 383C New England Women See listing under Women's Studies 390A

FRENCH

French 391H Women in the French Renaissance (Honors Section)
Doranne Fenoaltea, Tu.Th. 2:30-3:45, Herter 106
Organization: Seminar. Aim: To examine views of women in the French Renaissance as seen in literature and in historical context. Literary works will include works by men as well as women, and will be in several genres. Attention will be paid to the range of views in the period and to their sources and survival. Readings: Marguerite de Navarre; Louise Labé; Pernette du Guillet; Rabelais; Montaigne, various poets. Requirements: (papers, exams, etc.) Term paper of journal; mid-term and final exam. Prerequisites: Knowledge of French sufficient to read easily and to understand spoken French. Added Notes: Non-majors may use English in papers, exams, and discussion.

HISTORY

History 390I (710S) Comparative British and American Women's History in the 19th Century Joyce Berkman
Tu.Th. 2:30-3:45, 51 Grad. Research Center
Aim: The course objectives are: 1) an understanding of the complexity of issues and concerns involved in explaining women's experience; 2) a grasp of the transatlantic similarities and differences in women's experience and the inter-influences between the two countries. The fall semester will have a spring sequel, a study of women in Britain and England since 1914. For the fall semester, we will explore the period from roughly 1780 to 1914, examining the role of social class, age, race, ethnic and religious affiliations on the formation of female identity and experience. Changing cultural values on sexuality and love, ambition, and service to others will be studied along with modifications and developments in both socializing institutions and the science of production and reproduction. Lectures will alternate with discussion sections. Students will read a number of paperbacks including autobiographies, biographies and fiction. Evaluation will be based on performance in a final exam and term paper. Participation in class discussion is also expected of each student. The course is open to all students. Since the lectures and reading are geared, however, to students with some college experience in history or women's studies, freshmen are discouraged from enrolling.

LEGAL STUDIES

Legal Studies 290D Law, Prisons and Society Janet Rifkin
Mon. Wed. Fri. 2:30, 110 SBA

Aim: A study of the legal and non-legal aspects of imprisonment for the purposes of discovering what social values are involved in this process. Through such an inquiry, it is hoped that students will be able to determine what relationship exists between the legal theory of imprisonment, the institutional reality of a prison experience and the social values affirmed or negated by incarceration. Readings will include Angela Davis's autobiography and other materials concerning women and law. Note: See Southwest listing for Women and the Law.

PHILOSOPHY

Philosophy 111 Social Thought Ann Ferguson Tu.Th.1:25, 126 Hasbrouck
Organization: Lecture/Discussion. Aim: The course will deal with different methods of understanding society and history: materialist, idealist; static, evolutionary and dialectical. We will read thinkers representative of these different approaches and discuss them critically. We will then consider different ideal models for society from these approaches, dealing particularly with the following areas: (1) Love, Sex and the Family, and (2) Ideal modes of production and governance: capitalism, socialism (state vs. worker's control) and anarchism. The instructor is a marxist feminist and will be presenting her views, but the class will be encouraged to develop and defend their own views.
Reading: Writers we will certainly cover are Freud, Wm. Reich, Marx and Engels, Hegel, Mao, Weber, Daniel Bell, Charles Reich. Writers we are likely to include (among others) are Shulamith Firestone, Jill Johnston, Milton Freedman, Emma Goldman and Andre Gorz.

Requirements: Course is graded on a quantitative basis depending on how many items the student chooses to complete from the following: 1 Paper and a Journal; or 2 papers; Group presentation, Attendance. Pre-requisites: None.

Philosophy 343/643 Aesthetics Ann Ferguson Tu.Th. 9:30-10:45
W-23 Machmer

Aim: We will examine three different approaches to art and aesthetic experience: The Formalist, Expressionist and Marxist approaches. The aim will be to use the theories to apply to aesthetic problems in different media (music, visual art, literature) and then to test them by applying them in evaluation and interpretation of different works of art in these media. The instructor is a marxist feminist and will be defending her approach, but the class will be encouraged to develop and defend their own views. Special emphasis will be placed on the role of ideology in art and the question of whether there are specific forms and contents which express feminist, socialist and black consciousness. Readings: Jerome Stellnitzt, ed Aesthetics (a book of readings); Leo Tolstoy What is Art?, Berel Lang and Forrest Williams, ed. Marxism and Art (marxist writers from Marx to Mao), George Lukacs, Realism in Our Time, Hanslick, The Beautiful in Music, Bertold Brecht Essays on Theatre. Works such as Wm. Styron's Confessions of Nat Turner, Anais Nin's Diaries, Maya Angelou's I Know Why the Caged Bird Sings are examples of specific works of art we may evaluate. Requirements: Students will be asked to take a specific art work or works within a certain genre and evaluate it in conjunction with the theories of art discussed. They will prepare this as a presentation to the class in conjunction with other students. Other requirements are 2 short papers: one discussing some aspect of the theories of art covered and one summarizing the presentation; and class attendance. Students receive a grade quantitatively: the number of the above items they choose to complete will determine their grade. Pre-requisites: One course in philosophy, in history of art, literature or music is recommended as background. Waived by permission of instructor.

POLITICAL SCIENCE

Poli.Sci.371 Feminist Politics Jean B. Elshtain
Mon.Wed.Fri. 9:05, W-27 Machmer

Aim: The purpose of the course is to explore the ways in which relations between the sexes may be viewed as political beginning with an examination of sex as a category for analysis in political theory. We will examine the biological, psychological, and functional imperatives cited as justifications for sex inequality. We will discuss various political strategies which emerge from liberal, radical, and socialist feminist perspectives. Lecture-discussion.
Sociological Study of Lives  A. Rossi  
Wed. 1:25-4:25, 519 Thompson

Organization: Seminar run as a collaborative workshop with an emphasis on student reports, heavy reading, and student participation in the seminar. Life history interviews will be conducted and analyzed by seminar members. Aim: To explore a multi-disciplinary approach to the examination of personal lives. A review of social science theories on childrearing, maturation vs. generational differences, behavioral psychology and anthropology, ego psychology, family structure effects will precede conducting life history interviews and reports based upon them, by all seminar members.
Requirements: Heavy reading; seminar participation; field research, reports. 3 hour seminar meetings once a week. Pre-requisites: Graduate student status and permission of the instructor. Limited to 12 graduate students who have had at least one course in sociology of family, human development, or personality.

SOUTHWEST RESIDENTIAL COLLEGE

SW 190K Women in Africa (co-sponsored with the SW Malcolm X Center)
Mon. 7:30 SWWC

This is an introductory course on African women, with particular emphasis on Nigeria and South Africa. We will study the norms and values of both societies as they affect women and will focus upon the social, political, and economic status of women. To facilitate cross-cultural understanding, we will use visual materials. Students will contract with the instructors to identify areas of particular interest from the following list: political power, women at work, child rearing, leisure and art, women's support groups, complementary roles of women to men, pride price and wedlock, and the art of cooking and hairbraiding. Participants will be expected to do one or two major projects.

SW 190L Biology of Women Tina Berins, Mon. 7:00, Coolidge Lounge

This course will be a study of our biological selves as women. We will use a variety of source materials including films, charts, microscopic study, some basic laboratory work, and demonstration materials. Our Bodies, Ourselves will be the basic text with additional assigned readings. Class participation will be encouraged and a seminar approach will be used. Each student will select a topic for individual research to be presented to the class for discussion. Specific areas of concentration will include female anatomy, the menstrual cycle, menopause, childbirth, abortion, birth control, nutrition and health care.

SW 190N History of Contraception Madeline Gray, Tu.Th.2:30 Emerson Lounge

A historical overview of attitudes and practices of contraception from the 15th century up to the present. The course will also focus on attitudes concerning abortion and childbirth and will discuss the current controversies about birth control pills and intrauterine devices.
Sociological Study of Lives  A. Rossi  
Wed. 1:25-4:25, 519 Thompson  

Organization: Seminar run as a collaborative workshop with an emphasis on student reports, heavy reading, and student participation in the seminar. Life history interviews will be conducted and analyzed by seminar members. Aim: To explore a multi-disciplinary approach to the examination of personal lives. A review of social science theories on childrearing, maturation vs. generational differences, behavioral psychology and anthropology, ego psychology, family structure effects will precede conducting life history interviews and reports based upon them, by all seminar members.  
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A historical overview of attitudes and practices of contraception from the 15th century up to the present. The course will also focus on attitudes concerning abortion and childbirth and will discuss the current controversies about birth control pills and intrauterine devices.
SW 290E Black Women In Literature (co-sponsored with the SW Malcolm X Center) Irma McClaurin, Wed. 7-10, Coolidge Lounge

This course will examine the sociological and political position of the black woman as expressed in literature primarily by black female artists. The period from slavery to the present will be covered in examining whether there has been a development in the black female character which reflects the changing social status of black women, and whether women artists utilize or discredit such myths as black matriarchy. To a lesser extent, the works of black male artists will be used to determine their perceptions of the black female and how she is used in their works. Readings will include biographies, novels, and essays, some of which are I Know Why The Caged Bird Sings, Passing, The Street, IN LOVE AND TROUBLE.

SW 290H Feminist Theater Irene Yesner-Ringwa

In this course we will take possession of art forms--theater and dance--and use them for purposes of our own lives. Through exercises in body awareness, dance, mime, and role play we will highlight personal and political/economic situations. Feminist and sexual politics will be a major focus for our work. Participants should expect to help establish a supportive environment so that real experience is possible.

SW 290I Women and the Law Women's Law Center Staff, SWWC

Intensive discussion of discrimination against women in the legal system. The specific foci of study will be the following: 1) government benefits and women 2) family law 3) legal aspects of health care 4) employment discrimination 5) Lesbian rights 6) women in Puerto Rico 7) criminal law 8) discrimination and education. Each staff member will teach one area. Assigned readings, papers, legal research, discussion.

SW 290S She, He, or It? Sexism in World Religions Tu.Th. 10:10 SWWC

An exploration of the relations among feminine, masculine and neuter models of divinity, especially in the Hindu, Chinese, Japanese, Hebraic and Christian traditions, and concomitant attitudes towards women. Implications for religion in our time. Field trips, study of art, and conversations with women representatives of various faiths. Instructor: Teresina Havens

SW Rhetoric 100S The Rhetoric of Masculine/Feminine Kathy Weiss

Both men and women are invited to this course, which fulfills the rhetoric requirements. Writing assignments will grow out of an exploration of how the English language, literature, and various visual media (movies, T.V., magazines, etc.) define such terms as masculine and feminine. By examining what assumptions and criteria underlie such definitions and how they influence perception and opinion, we can all learn more about how the defining process operates in our own thinking and writing. Assignments will include a journal, several short essays and a project which can be presented to the rest of the class and which may combine written, oral and/or visual materials. (tentatively scheduled: call Southwest for info.)
community as it relates to the significant social and historical forces within the American environment that produced both the 'mammy' and the matriarch. Topics range from African background to modern day efforts to reclaim identity.

ENGLISH

Discussions of Literature---Men and Women in Literature
The course will concentrate on the fates of male and female writers and on the differing perspectives of each on male-female relationships. What special difficulties, if any, do women writers face? In what ways do male and female writers view coming of age, romantic love, marriage, political and social life? In what ways, if any, does the quality of their imagination, their style, their choice of form reflect their being male or female? Two class meetings per week.

HAMPSHIRE COLLEGE

NS 277 Homosexuality and the Sciences Mike Gross
Aim: To examine the origins of a scientific interest in homosexuality and the variety of scientific approaches to it—through biology, psychology, and sociology. Readings: readings in original sources, and in secondary analyses by, for instance, Wainwright Churchill (Homosexual Behavior Among Males) and Thomas Szasz (The Manufacture of Madness).

NS 153/SS III Biological and Cultural Bases of Sex Differences Louise Farnham/Nancy Goddard
Aim: To attempt to delimit the biologically based factors influencing sex behavior and sex roles from the social factors. Some focal points in this study will be brain differences, endocrine influences, intersexuals, psychosocial and cultural evidence.

Integrative Seminar in Women's Studies Penina M. Glazer
Aim: To examine common assumptions in Women's Studies. Is it an integral field or does it derive from traditional disciplines?

MOUNT HOLYOKE COLLEGE

ANTHROPOLOGY

Peoples and Cultures of the Middle East (202)
Aim: To explore the role of women in Middle Eastern societies through
community as it relates to the significant social and historical forces within the American environment that produced both the 'mammy' and the matriarch. Topics range from African background to modern day efforts to reclaim identity.

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Mount_holyoke_college

Anthropology

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Aim: To explore the role of women in Middle Eastern societies through
Islamic teachings, ethnographic reports, novels, etc. Readings: *Kinship & Marriage in Early Arabia* (Robertson-Smith); *Guests of the Sheik* (Fernea); *Kibbutz: Venture in Utopia* and others. Pre-requisite: Anthro 105

**POLITICAL SCIENCE**

D100  Does Democracy Oppress Women? J. Grossholtz/P. Martin


**SOCIODY**

Soc. 221  Social Roles of Women Marjorie Childers

Mon., Wed., Fri. 11:00

Critical examination of society's and sociology's perception of women's roles. Three class meetings per week. Topics covered will include marriage, economic status, education, childrearing, and "pathology" of women. Readings likely to include *Sidel on Women & Childcare in China*, *Juliet Mitchell's Women’s Estate*, materials on psychoanalysis, autobiographical writing by women. Journal, 2 short papers, final exam. Pre-requisites: introductory sociology or anthropology.

**HISTORY**

The Woman in Europe Miss Burlingame

An examination of general cultural images of woman and socially defined roles available to women in Europe from the late medieval period to mid-twentieth century. Emphasis on literary sources to discern the picture which has been held on women as a group. Social literature, biographies, and novels will be used to discover what roles women were expected to fulfill and how women protested against and sometimes enlarged these roles.

**LATIN**

Roman Women: fictional and historical Ms. Stambler

Woman as beloved, as faithful or unfaithful wife, as mistress, as political activist in the prose and poetry of the Republic and early Empire. Selected readings from Plautus, Catullus, Cicero, Vergil, Livy, Ovid, Tibullus, Petronius, and Pliny.
ECONOMICS


HISTORY

337b The History of Women. Members of the Department--Colloquia

PSYCHOLOGY

276b Male and Female Ms. Parsons
Wed., Fri. 1:40-2:50
Exploration of the behavioral similarities, differences and relationships between males and females. Topics include: sex role behavior and stereotypes, comparative animal behavior, sex role development, cross cultural findings, psychological and behavioral differences, sexism, sexual behavior, and psychological aspects of population growth. Open to upperclassmen by permission of the instructor.

Centennial Courses

204B Women and Philosophy: Visions for the Future Janet Smith
Mon. 7:30-9:30

211B Sources in the Sophia Smith Collection: Topics in Women's Intellectual History Mary Elizabeth Murdock
Mon. 3:00-5:00

200B Smith Writers--Biographies Pat Skarda
SCHOOL OF EDUCATION

Lex #3210 Women in Organizations Susan Campbell
300 mods Tues. 4:30-6:30

To study the effects of success in large bureaucratic organizations on the lives of women. To survey the current literature on women in organizations and to conduct interviews with successful women in order to ascertain the costs & benefits of success to these women, as well as the organizational characteristics contributing to such effects. Current organization development literature will also be reviewed & discussed. Readings: Henning, M. Women & Success (req.); Turkel, S. Working (sugg.); Wells, T. & Loring, R. Breakthrough: Women in Management (req); Beckhard, R. Organization Development (req). Research paper based on interviews with "successful" women.

ORCHARD HILL

OH 190C Man & Woman in Literature Michael Wolff (Cross listed
MWF 11:15, Field 104 Eng. 141 sec. 7)

The aim of the course is to see if literature can help us understand current expectations of men and women both in their social roles and in their relationships with each other. Particular attention will be paid to finding out how it got to be the way it is: what survives from past attitudes, what we'd like to keep, and what we'd like to change. The instructor is committed to men's as well as women's liberation. 5-6 brief papers; exams & longer project optional. Readings: Homer, The Odyssey; bits of the Bible; Chaucer, some Canterbury Tales; one or two 19th century novels (e.g. Jane Eyre, Jude the Obscure); two or three contemporary novels (Catcher in the Rye, Bell Jar, A Class Choice); S. de Beauvoir, the Second Sex; issues of Playboy, Cosmopolitan, etc.; some short stories (Lawrence, Lessing); perhaps some pornography.

OH 386F Women in Prison Jackie Ramos & Jackie Silva
Tues. 7:30 pm

American penal institutions as products of a particular economic and political system; the artificial distinction between "inside the joint" and "on the street" will be challenged, since the penal system mirrors those processes of the larger society. Prisons will be used as a particularly clear model of the complex forces of racism, power and economic exploitation within American society. After a general introduction to the history & structure of prisons, the course will concentrate on the triple jeopardy of black women in prison.
ORCHARD HILL (cont'd)

OH 267 Human Sexuality & Sex Education June Butts (Cross-listed Public Health 311)
Tues., Thurs. 1:00-2:15 Noah Webster 104

OH 290C Women as Hero Margo Culley (Cross-listed English 287 sec.2)

OH 193 Society & the Outcast Ben Ricci

OH 386C Our Bodies Ourselves by arrangement

FIVE COLLEGE COURSES

AMHERST COLLEGE

PSYCHOLOGY

27S Developmental Psychology Rose Olver
MWF 10:00

A comprehensive look at child development from birth through adolescence, with emphasis on sex-role socialization and determinants of the developmental process. Prerequisite: introductory psychology. Enrollment not limited.

ENGLISH

25, #4 Men & Women in Literature Liz Bruss & Kim Townsend
MWF 11:00

To explore male & female perspectives, to come to a critical understanding of certain ideas of the feminine & the masculine in love & work, in groups & in isolation - as these ideas have been embodied in the work of male & female writers. A jointly taught course which we hope will create an open, non-hierarchical structure - no "experts," all inquirers. Several very short papers and one long one. We would like women participants (obviously) and strongly encourage non-Amherst students to enroll. No pre-requisites.

HAMPSHIRE COLLEGE

Div. II Sociology of Literature: Bloomsbury & the Androgynous Moment Marcia Holly
Wed. 3:00-5:30
limited to 20 students, first come first served basis

The androgynous life, art, aesthetics, politics & ethics of the Bloomsbury group ignore the stereotyped divisions between masculine/feminine, yin/yang, reason/feeling; the group is characterized by a synthesis of the strengths of "masculine" & "feminine" in both their lives & works. This course therefore is designed to study the relation between the androgynous lifestyle of Bloomsbury & the output of its individual members. Authors: Virginia
HAMPShIRE (cont'd)

Woolf, E.M. Forster, Lytton Strachey, Roger Frye, Clive Bell, Leonard Woolf, J. Maynard Keynes. Some attention will be given to the lives of Vita Sackville-West, Dora Carrington, Harold Nicholson and others peripheral to the Bloomsbury group.

MOUNT HOLYOKE

I 200 Victorian Women, 1830-60: Fact & Fiction Phyllis Palmer

To study the effect of the rise of middle-class on women's images, self-images & roles. Two classes a week, seminar form. Readings: American & British fiction, 1830-60. with supplementary readings in history, such as Pinchbeck's Women & Industrial Revolution. 2 class reports & a short research paper. Prerequisites: one course in English & one in history.

History 275 The Woman in America Phyllis Palmer

A survey of women's image, activities & thought in American, from the 17th through the 20th century. Two classes, lecture & discussion a week. Primarily secondary & primary readings on woman's experience in America. 3 short (5-page) papers that analyze some aspect of assigned readings. Prerequisite: one course in American history. Readings: Our American Sisters (J. Friedman, ed.); Century of struggle (E. Flexner); The American Woman (Wm. Chafe); The Puritan Family (Morgan); The New Feminism in 20th Century America (Sochen); Roots of Feminist Thought (Schneir); Selected Writings (Emma Goldman); Life in the Iron Mills (R. Davis); & primary materials on reserve.

SMITH COLLEGE

English 346B Literary Perspectives on Women Susan Van Dyne
Mon. 7:30, Wright 232

An exploration of the feminine sensibility in poetry, focusing on a number of American woman poets from Anne Bradstreet to Diane Wakowski, with some attention to significant male poets from the same period. Seminar, limited to 12 students. Permission of instructor required.