WOMEN'S STUDIES PROGRAM
UNIVERSITY OF MASSACHUSETTS, AMHERST

This catalogue contains descriptions of all women's studies courses for which information was available in our office by our publication deadline for pre-registration. Please note that some changes may have been made in time, location and/or syllabus.

Exact information on all courses may be obtained by calling the appropriate department or college. Listings are arranged in the following order: courses offered by the Women's Studies Program; departmental women's studies courses; component courses; Five-College courses. Materials on Southwest, Orchard Hill and Continuing Education classes in women's studies, as well as Project Self workshops, will be on hand in our office (508 Goodell) for those courses not determined in time to be included here.

In addition, three summer session courses will be offered by the program as follows (for complete information contact the Summer Sessions Office, Hills North, 545-0555):

WoSt 190Q Lives in Tension D. Melcher & A. Ryan
6/21-7/9, M-F 1:00-4:00 Herter 207 (3 credits)

WoSt 190Z Women in Literature J. Demmin
7/12-1/30 M-F 1:00-4:00 Herter 207 3 credits

WoSt 290C The Invisible Woman P. Murphy & B. Riesterer
6/1-6/18 M-F 7:45 am - 9:15 GRCB 315 (3 credits)
The Women's Studies Program offers 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 departmental 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, equivalent to a minor concentration, in addition to a regular major. This requires the completion of the introductory interdisciplinary seminar and the advanced integrative seminar in Women's Studies, as well as 18 additional credits which may be earned through courses chosen from a large selection listed in the Women's Studies catalogue.

2) A student may major in Women's Studies in conjunction with BDIC. The plan of study must be acceptable both to 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. All courses which count toward the major need not be listed "Women's Studies" but must relate to the proposed course of study.

For more information, please contact us at 508 Goodell, (413) 545-1922.

COURSES OFFERED BY THE WOMEN'S STUDIES PROGRAM:

WoSt 290  Issues in Women's Studies  Introductory Seminar  J. Raymond
MW.4-5:15  Grad Res B 316

An interdisciplinary course designed to introduce the student to several related lines of inquiry, to the methodology and resources appropriate to various disciplines, and to the ways in which they may be applied to the study of women. As an issues course, the class will focus this semester on some topics currently under discussion in the women's movement in general and in women's studies. These issues will be used as springboards to assess the adequacy and/or inadequacy of the various disciplinary approaches. They include: structure and structurelessness; tokenism, mothers and daughters; androgyny; separatism; and value freedom, among others. Readings will include basic texts such as Sexual Politics, Women and Madness, Radical Feminism, as well as more recent journal articles and books such as Against Our Will, Of Woman Born, and Beyond God the Father. Limited to Women's Studies majors and certificate students.
WoSt 390  Advanced Integrative Seminar: Women, A Cross-Cultural Perspective  E. Cappelluzzo  W 4:-7:00 pm

A forum for advanced students in women's studies to share their knowledge and insights through engagement in work or research of mutual interest. Students apply the methodology of their own particular disciplines to special topics designed by the class in consultation with the instructor. This semester's seminar will focus on cross-cultural perspectives in women's studies; materials will be presented from a social science viewpoint. Current conditions concerning Native American women, European peasant women, and cultural similarities and differences among American ethnic and racial groups will be investigated. Emphasis will be on research methods and analysis. Enrollment limited to Women's Studies majors and certificate students who have taken the introductory seminar.

WoSt 290Z  Women and Society  TuTh 1:00-2:15  P. Murphy

Society and the social structure assign specific roles and functions to women and men; biological sex differences are defined socially. In order to understand what it means to be a woman, we must examine the social context in which she lives her life. This course will explore the relationships between women and the societies in which they live, with particular attention paid to the experiences of contemporary American women. Specifically we shall investigate the effects of sexism on women's lives, and on the studies of women's lives, the functions of sexism for the social system, and the ways in which these issues are further complicated by racial, ethnic and social class distinctions. Readings will include: J. Mitchell, Woman's Estate; Sheila Rowbotham, Woman's Consciousness, Man's World; Elizabeth Janeway, Man's World, Woman's Place; Joan Huber (ed.), Changing Women in a Changing Society, and others.

WoSt C 01  Colloquium in Publishing  Staff-Univ. of Mass. Press  Wed. 7-10 pm (first 5 weeks of semester)  1 credit

An introduction to the practices of book publishing, offered by members of the staff of the University of Massachusetts Press, with sessions on: Management and Finance, Editing, Design and Production, Marketing and Fulfillment and Women in Publishing. (Leone Stein, Director)

WoSt 398, 399  Honors thesis for Women's Studies majors

COURSES OFFERED BY WOMEN'S STUDIES THROUGH CONTINUING EDUCATION

WoSt 190  Introduction to Women's Studies  P. Murphy

This course will examine women's lives and the history of women's experiences from a variety of perspectives. We will investigate not only
those experiences that are common to all women, but also the differences in women's lives. What we know about women cannot be separated from how we know it. Therefore source materials will include works from traditional academic disciplines, to help us engage in a critical assessment of their utility as methods of acquiring knowledge. Special attention will be paid to the words, ideas and actions of women as we attempt to correct weaknesses and inaccuracies found in conventional portrayals of women. Readings may include: Betty Friedan, The Feminine Mystique; Shulamith Firestone, The Dialectic of Sex; Gornick & Moran, Woman in Sexist Society; Alice Rossi, ed., The Feminist Papers; Joyce Ladner, Tomorrow's Tomorrow; Sheila Rowbotham, Hidden From History; Ann Oakley, Woman's Work; Simone de Beauvoir, The Second Sex.

WoSt 290C The English Woman, 1815-1914 V. Pichanick

This course proposes to study the changes which 19th century industrialization and urbanization effected in the lives of women. The main questions to be considered will be:

a) love, marriage, divorce; attitudes towards sex, birth, the family, and domestic responsibilities;

b) primary and secondary education; the governess and the teacher;

c) childhood, theories of childhood, and child labor;

d) upper-class habits and customs; middle-class employments and expectations; working-class living and working conditions in town and country, migration and emigration, poverty and the Poor Law, crime and punishment, prostitution, literature and entertainment;

e) political attitudes, theories and popular views: factual accounts, literary and artistic representations;

f) the roles of famous women;

g) the rise of feminism.

NS 124/224 (Hampshire College) Feminist Philosophy & its Relationship to Health & Healing Issues J. Raymond

The course will examine patriarchal models of health and healing as incarnated in the Hippocratic tradition of regular medicine. Special attention will be focused upon medicine as "mytho-poetic ritual" and science as metaphysics. We will also explore the works of modern critics of medicine such as Dubos and Illich, who have critiqued traditional models of health and health care from other perspectives, with a view toward developing a further feminist analysis. To this end, the course will explore general works of feminist theory and values such as Daly, Millett and Woolf. A course for those who are interested in making "creative connections." Interview with instructor required. Tu Th 1:30-3:00
ASIAN STUDIES

Asian Stu 243 Japanese Literary Tradition I W. Naff

Japan's literary tradition was developed by women many centuries ago. Although women poets are not so prominent among modern Japanese writers as they were in early times, much insight into the role of women in Japan can be gained from this class. This course aims to introduce Japanese poetry, the novel and theater among the literary products of the first thousand years of high culture in Japan and provide a basic grasp of the esthetic, religious and humanistic values which informed them, and which continue to underlie much of contemporary Japanese life. Particular attention is given to the social context in which the authors worked. Readings from Donald Keene, Anthology of Japanese Literature; Earl Miner, Introduction to Japanese Court Poetry; Murasaki Shikibu, The Tale of Genji; Donald Keene, Twenty Plays of the Noh Theater. Two papers, 8-10 pages, final exam (take home) and participation in class. No prerequisites.

COMPARATIVE LITERATURE

ComLit 101F Autobiography: Literature of the Self C. Portuges
TuTh 2:30 Mach W-25

A study of first-person narratives considered as literary acts, and their uses in investigating the relation between oneself and one's culture. The autobiographer is faced with the complex task of creating an ordered retrospective account of her or his life, functioning as author, protagonist and narrator. We shall examine this practice in light of the following questions: what are the literary, psychological and politico-historical problems inherent in autobiographical literature? what roles do sex, class and race play in determining one's vision of oneself? what stylistic, linguistic and substantive differences emerge through a comparison of female and male autobiographers? who writes autobiographies, why and for whom? how does the writer come to terms with the self that is writing? The process of recording one's experience can be as illuminating as the product itself; by studying the shape that others have given their lives, we may learn to understand and express our own experience and thoughts with greater clarity.
Readings from Simone de Beauvoir, The Prime of Life; Jean-Paul Sartre, The Words; Violette Leduc, La Bâtarde; Adams, The Education of Henry Adams; Lillian Hellman, Pentimento; Richard Wright, Black Boy; Virginia Woolf, A Writer's Diary; Goethe, The Sorrows of the Young Werther; Gertrude Stein, Autobiography of Alice B. Toklas; Kafka, Letter to my Father; Toni Cade Bambara, Gorilla My Love. Occasional films will be used to supplement readings. Several short papers including autobiographical exercises; an oral project, and a longer paper. Additional readings will be worked out by the class.

ComLit 204 Hero and City MWF 11:15 E. Martin
(Component)

The sumerian hero-king Gilgamesh is called the shepherd of his people, yet he is incapable of filling that role until he leaves his people and his city to encounter danger of forests, deserts, and monsters. But when these
tests are passed, two remain. He must be confronted with the power of sexuality, in the form of a devouring goddess, and he must confront the fact of personal death. The epic hero's solutions to these confrontations provide the model for the people in his city, and each successive hero's exploits depend on his ability to go beyond the successes of his predecessor, to bring the light of human consciousness to dark, in order that his people may survive. How does this pattern appear in literature through the Middle Ages? What relevance does it have for us? What happens when female heroes take on these tasks?

Readings: Homer, Odyssey; Virgil, Aeneid; Book of Job; Judith; Beowulf; Tristan and Iseult; Apuleius, The Golden Ass; Sir Gawain and the Green Knight; Malory's Morte d'Artur; Neumann, Origins and History of Consciousness; Amor and Psyche recommended. Two short papers, no more than five pages; one 20-minute class discussion to be led by one or two students. Final exam. Each student will be expected to meet with the instructor at least twice during the semester. Non-traditional students are particularly welcome.

ComLit 214 Dante, Chaucer & Shakespeare MWF 1:25 E. Martin Thom 919

Through careful reading of major works of Dante, Chaucer and Shakespeare, supplemented with lectures on the art and society which surrounded these artists, we will explore their questions about love, sin, heroism and divine order. What was the place of human sexuality in the divine scheme of things? How did the figure of Queen Elizabeth affect Shakespeare's notion of heroism? How do the notions of love and sin change between Dante and Shakespeare? Are these ideas factors in changing views of women? Readings: Dante, Purgatorio; Chaucer, Troilus and Criseyde; "Wife of Bath's Prologue and Tale," "Clerk's Tale," Shakespeare's 3 plays chosen from Anthony and Cleopatra, Romeo and Juliet, Troilus and Cressida, Hamlet, Macbeth. Pre-requisites: Some familiarity with the Middle Ages, or extra summer reading. I can give you suggestions if you come see me.

Requirements: 1 comparative project, 1 paper of 7-10 pages, journal or final.

ECONOMICS

Econ 192A Women in the Economy MWF 9:05 Mach E-35 J. Humphries

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), reas 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.
Educ 790H  An Androgynous Perspective on Human Development  Judith Evans

The Purpose of this course is to critically analyze developmental theories from an androgynous perspective, particularly in terms of the implications of these theories for our understanding of the developmental process for women. The theorists to be included are Piaget, Kohlberg, Loevinger, Erikson, and Maslow. Each of these theorists address the issues to development from a different perspective. The goal of the course is to examine these theories in terms of the ways in which they have/ have not addressed the issues of the development of women. Students are expected to begin to identify for themselves, their own stages of development. Bibliography: The Developmental Psychology of Jean Piaget, Flavell, Ego Development Jane Loevinger and Carolyn Redmore "Development as the Aim of Education" Kohlberg and Mayer, Childhood and Society, Erikson, Selected articles by Maslow.

Educ 791B  Feminist Counseling  Susan Campbell/Judith Evans


ENGLISH

Engl 41H  Man and Woman in Literature (Honors) TuTh 9:30  M. Wolff Herter 205

Informal lecture and discussion. Aim: To see how 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 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. Readings: Homer, The Odyssey: bits of the Bible; Chaucer, some Canterbury Tales; one or two 19th century novels (e.g., Jane Eyre, Great Expectations, Jude the Obscure); two or three modern novels (Catcher in the Rye, The Bell Jar, a class choice); Simone de Beauvoir, The Second Sex; issues of Playboy, Cosmopolitan; some short stories (Lawrence, Lessing, Paley),
Requirements: Five brief papers and either a longer project or a final exam. Read the assignments and attend class. Note: This is an Honors section. It must be taken for Honors credit.

Engl 287, Woman As Hero (secs. 2 & 3) Margo Culley
sec. 2: TuTh 9:30, Bart 201; sec 3: TuTh 4:00, SWWC Library

Aim: The study of fictional heroic women in works written by women (with one exception) in order to increase understanding of the art of fiction as well as the issues of women's lives, with emphasis on the former. Introduction: Woolf, A Room of One's Own. Roots of Struggle: Hardy, Tess of the D'Urbervilles; Bronte, Jane Eyre; Chopin, The Awakening. Breaking Through: Drabble, Thank You All Very Much; Lessing, A Man and Two Women. The Black Women: Morrison, The Bluest Eye; Wright, This Child's Gonna Live; Bambara, Gorilla, My Love. Popular Culture: Women's magazines, old and new; Morgan, The Total Woman. Requirements: two papers of moderate length: one on the assigned reading(s), one either creative or on outside reading.

Engl 384B Edith Wharton MWF 12:20 Bartlett 212 Cynthia Wolff

Edith Wharton (1862-1937) is one of the three or four finest novelists that America has produced. During her lifetime, her work was highly praised; however, until recently, it has been neglected by the generation that has followed her. Her subject was always human nature itself. Several of her novels represent some of the best social criticism that has been written about America (she influenced both Sinclair Lewis and Fitzgerald)—a society that too often distorted individual development. In no way a feminist as we would understand the term, she was nevertheless deeply moved by society's injustices to women (and she felt this injustice very strongly, for her own career had been long delayed because of her sex). She is one of the only novelists in the American tradition to render a woman's sexual experience. In this course we will read eight or ten of her novels.

Engl 391C Lost Fiction of American Women TuTh 1:00 Margo Culley
Bartlett 456

Seminar format. Aim: To address the questions: why is the American literary canon almost exclusively work by men? How does one work become considered a classic while others get lost? We will read short stories and novels by women which were out of print and unknown to this generation until reprinted in this decade. The readings, taken together, ask the question: do women's fictions disappear because their concerns are trivial, "domestic" as usually assumed, or are they rather too subversive? Readings: Rebecca Harding Davis, Life in the Iron Mills, Elizabeth Stuart Phelps, The Story of Avis, Kate Chopin, "The Storm" and other stories, Charlotte Perkins Gilman, The Yellow Wallpaper, Edith Summers Kelley, Weeds, Agnes Smedley, Daughter of Earth. Others as available. Non-fiction text: All The Happy Endings (Papashvily), about the domestic novel in America. Added notes: Aptitude for independent, "archeological" work in local archives. Individually designed papers, projects.

FRENCH

French 144 Women In French Fiction sec. 3 TuTh 9:30 B. Braude
Herter 113

An intermediate course in French literature. The selections read will center on women: either as portrayed by various French writers; or on Frenchwomen's historical fight for liberation. Readings are in French. Discussion will be in English. Texts: Collins and Weil-Sayre-Les Femmes en France-Scribner's Caprio and Caprio Reflets de la Femme, Fan Nostrand, Reinhold.
HISTORY

History 384B/710U Comparative British and American Women's History: 1750-1914
TuTh 4-5:15, Herter 206

Lectures and discussions. Aim: This course, the first semester of a two semester sequence in women's history, will examine the comparative origins and development of customs, attitudes, policies, laws concerning women's place, roles and rights in both the domestic and public arenas. Either semester can be elected independently. Close attention will be paid to such variables as social class, ethnicity, religion, race and regionality. Course methodology is interdisciplinary. Readings: 8-10 paperbacks, including one or two works of fiction, several biographies and autobiographies.

Requirements: Students will choose between several options: a journal based on analysis of assigned readings and lectures, a mid-term and final exam (essay style), a term paper and final exam. Students are expected to participate in class discussion.

Prerequisites: Sophomore standing or above. Added Notes: Since women's lives can only be understood within the context of social history in general, this course will benefit not only those interested in women's experience directly but any student eager to grapple with the problems of historical explanation of male and female lives from infancy to old age.

LEGAL STUDIES

Legal Studies 271 Sex Roles, Law and Society J. Rifkin/L. Mazor
MWF 1:25, Hampshire Coll.

Discussion Format. Aim: To examine the nature of categorization according to sex fostered by the law and legal process; to intensively consider the role of women and men as determined and affected by the interaction of law and society. Readings: cases and materials dealing primarily with women and the law. Requirements: Students will be expected to participate in an intensive and demanding analysis of the legal and social dynamics affecting individuals in our society. Students will be expected to demonstrate analytical ability, both written and verbal. Prerequisites: Legal Studies 201 and/or permission of instructor. Note: Legal Studies majors taking this course as a requirements will have priority in admission.

POLITICAL SCIENCE

Poli Sci 371 Feminist Politics Tues 19:00-22:00 Jean B. Elshtain
Mach W-27

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.

PSYCHOLOGY

Psych 290C/700C Counseling and Women in Schools J. Hemmer

Lecture and discussion. Aim: This is a research-oriented course to enable students interested in the counseling of women to survey the changing field. Major topics to be introduced include counseling theories and women; the psychology of career choice for women, intelligence and testing; social-developmental considerations--e.g., sex-role development, achievement and affiliation, self-esteem; the effects of federal legislation; group counseling; language;
academia, and frameworks for counseling women. Readings: tentative, APGA, Women and Counselors, APA, Counseling Women, M. Mednick, et.al Women and Achievement, Social and Motivational Analyses. Pre-requisites: Juniors or seniors with background in psychology, education or women's studies, or graduate students. Some field experience in counseling is desirable. Requirements: Selected and text readings. Students will be expected to participate actively in research groups and discussion. A mid-term, final and research proposal will be required.

Psych 391A/891A Changing Sex Roles in Contemporary Society Dee G. Appley

Seminar; maximum 12; permission of instructor required. Aim: An examination of: (1) sex role stereotypes and the myths which support them, including the myths of history as imperative, anatomy as imperative, and psychology as imperative; (2) the consequences of being female or male for one's identity and life choices; (3) current research, interdisciplinary and crosscultural. Some projections about the future, including an exploration of levers for change, particularly as related to the future of work and the future of marriage. Readings: Required and suggested readings from psychology, sociology, and anthropology. Reading list available May, 1976. Requirements: Journal of readings and observations; 2 oral presentations; 2 short papers; one major paper. Prerequisites: Participants should be prepared to examine their own attitudes, beliefs, experiences and mythologies, and be prepared to share these as well as their readings. At least Junior year standing.

RHETORIC

Rhet 100W Women's Rhetoric Staff

This course will satisfy the second half of the Rhetoric requirement. Prerequisites: completion or exemption from the first half of the Rhetoric requirement and a commitment to groupwork.

SOCIOLGY

Soc 242/542 Sociology of Parenthood TuTh 9:30 A. Rossi

Goodell 615

A blending of sociological and social psychological concepts in an examination of parent-child relationships, viewed historically, cross-culturally, and developmentally. Students will be asked to develop projects of their own in such general areas as parent-child relationships as interactive systems and the influence of children on the parents' development as adults. The course is organized around both lectures, on the one hand, and individual tutorials concerning student projects, on the other. As this suggests, a paper will be required of all students along with at least one examination. Prerequisite: junior standing and at least one previous course in sociology.

Soc 257 The Family TuTh 2:30 R. Charles Key

Organization: Lecture. This course will focus on the social structure of the family in the United States and other societies: special attention will be given to factors contributing to change in the Modern Family and its alternatives. Readings: Kenneth C. W. Kammeyer, Confronting the Issue: Sex Roles, Marriage and the Family; Michael Gordon, The Nuclear Family in Crisis: The Search for an Alternative. Requirements: 3 exams. Prerequisites: Introductory Sociology.
SOUTHWEST

English 287A  Woman as Hero  Southwest Women's Center  Maurianne Adams

A series of discussions examining the nature, depiction, and possibilities for the female hero for 19th and 20th Century novels written by women and by men. Some of the questions we will raise involve: what actions and consciousness embody female heroism? Do expectations of women heroes differ from those of men? Does society hem in or punish the heroic woman? Is there such a thing as heroism in daily life? A journal and 2 short papers will be the basis for the grades. Reading includes novels by Jane Austin, Charlotte Bronte, George Eliot, Doris Lessing, Kate Chopin, Thomas Hardy and others.

SPORTS STUDIES

Sport Stud 202  History of Sport & Physical Activity  Betty Spears

An examination of US sport & physical activity, & an explanation of the origins of today's sport scene & important issues. Phase I: informational module designed to provide basic knowledge & understanding of sport history; Phase II: project module designed to provide more depth knowledge of topics selected from Phase I. Students are encouraged to develop their own interests; variety of readings assigned in primary and secondary sources. No pre-requisites.
COMPONENT COURSES

The following courses do not necessarily focus directly on women, but include a significant segment related to women's studies. Women's Studies students should note that these courses do not automatically receive WoSt credit toward the major or certificate; the usual procedure should be followed if credit is desired.

Afro-Am 101  Introduction to Black Studies: Overview (D)

An interdisciplinary introduction to the basic concepts and literature in the disciplines covered by Black Studies. Includes history, the social sciences, and the humanities as well as conceptual framework for investigation and analysis of Black history and culture. Staff - 3 credits.

Afro-Am 231  The Thought and Writing of W.E.B. DuBois  J. Lester
TuTh 2:30-3:45, New Africa House 110

An indepth study of the life and works of W.E.B. DuBois, father of Pan-Africanism, and his influence on the political thought of Black Americans.

Afro-Am 290G  The History of the Civil Rights Movement 1954-68  J. Lester
TuTh 9:30-10:45, New Africa House 114

An examination of the civil rights movement from the Brown vs. Topeka decision to the rise of Black Power ideology. The course discusses all the major organizations...
of the period; e.g. SCLC, SNCC, CORE, NAACP, and the Urban League. Also examines impact on the white social and political movements which later emerged.

Afro-Am 265  Seminar in Black Culture            J. Cole

An exploration of similarities and differences in the cultures of African peoples in the Old and New Worlds. Emphasis on research and data presentation. Students will make formal presentations based on comparative research on a selected aspect of Black culture.

Classics 205/505  The Material World of the Romans            Elizabeth Will
                  MWF 10:10, Herter 207

What does archaeology tell us about how the Romans and the Etruscans lived, about what they were really like? This course seeks to answer those questions by examining Roman houses, apartments, furniture, dishes, coins, and other objects of everyday life. Discussion will center on the sites of Pompeii, Cosa, and Ostia. The Etruscan background of Roman culture will be a topic throughout the semester, with attention to the finds from the Etruscan sites of Tarquinia, Rusellae, and Vulci. The text will be A.G. Mckay, Houses, Villas, and Palaces in the Roman World. Other readings will be on reserve.

Communication Studies 210  Interpersonal Communication            N. Mihevc
                  Sec 4 MWF 11:15, Machmer 23; Sec 5 MWF 12:20, Machmer 23

The course is designed to provide students with a basic theoretical and practical understanding of the process of interpersonal communication. The course combines the lecture/discussion format with experiential learning in and out of the classroom in order to provide a broad base of understanding. Among topics covered are communication as transaction, self-concept and interaction, listening, person perception, trust and self-disclosure, verbal and nonverbal codes, roles and relationships. Students interested in person-oriented careers (e.g., nursing, education, administration, counseling, etc.) will find this course useful. Readings: Among the texts presently used are Stewart, Bridges Not Walls; Stewart and D'Angelo, Together; Wilmot, Dyadic Interaction; Mortensen, Basic Readings in Communication; Rossiter & Pearce, Communicating Personally. Generally, instructors require one or two texts. Requirements: Specific requirements vary with instructor. Generally, 2-3 exams and some type of paper (journal, reaction papers, research paper) are included. Added Notes: This is the introductory course in interpersonal communication. It acquaints students with a broad range of ideas and activities relevant to interpersonal communication and is a prerequisite for Communication Studies 390B, Advanced Interpersonal Communication.

ComStu 250/550  Communication and Language Theory            Fern Johnson
                  MWF 2:30, Machmer W23

Consideration of language by focusing on (1) theories of and research on language acquisition and development, (2) the relationship between language and thought processes, and (3) social and cultural aspects of language. Course content is intended to range from theoretical considerations to practical implications of language use, and from generally shared aspects of language to unique, social and cultural patterns of language. The relationship between language and communication will be of central importance. Readings: several texts plus
selected library readings. Requirements: 1 or 2 examinations and a term project (field study or research paper). Prerequisites: none. Added Notes: The course is intended to give both undergraduate and graduate students a general introduction to theory and research issues in language development and use. Prior background in language theory is not necessary. Because of the broad nature of the course, it should be of interest to students from a variety of academic programs. Special note: the course includes a unit on "language and sex."

EDUCATION 290K/590K  Special Problems in Education: Survival Strategies for Teaching in Urban Schools  Mon 4-6:30 Barbara Love

This course has two primary goals—to have students become acquainted with research regarding phenomena which effects the teaching/learning process in urban schools and to help students develop skills for effectiveness in the teaching/learning process in urban schools. The course consists of a series of modularized seminars and field experiences, including modules on the socialization process of schools, racism in American education, perspectives on a multi-cultural society and strategies for teaching in urban schools. Readings: Leacock, Eleanor, Teaching and Learning in City Schools; Rosenthal and Jacobson, Pygmalion in the Classroom. Prerequisites: for CUE-TEP students only

Education 290L/590L  Special Problems in Education: Workshop on Educational and Institutional Racism  Barbara Love

Participants will be provided with and will receive training in the use of exercises for classroom or workshop aimed at developing an understanding of racism and at counteracting racist behaviors. This will be accompanied by readings and group discussions on the development of consciousness and the stages of growing awareness.

Education 792C  Seminar in Education: Teacher Education & Racism in Schools  Tu 7:30-10  Barbara Love

(1) to examine the development of racism in the U.S. as a phenomenon influencing the process of education, (2) to examine major issues related to racism in American education in the context of a teacher education program, (3) to specify skills needed by teachers to facilitate the elimination of racism, (4) to develop methodologies for the preparation of teachers equipped with skills to combat racism in public schools, (5) to develop components for teacher education programs which foster the development of skills needed by teachers to facilitate the elimination of racism. Readings: Jordan, Winthrop, The White Man's Burden: Historic Origins of Racism in the United States (N.Y.: Oxford Univ. Press, 1974); Montague Ashley, Racism: Man's Most Dangerous Myth, Schwartz, Barry N. and Kisch, Robert, White Racism, Dell Publishing Co. Course limited to graduate students.
This course will concentrate on the creative and practical use of filmmaking in a wide variety of educational settings, its relevance to particular subject matter areas, and its interdisciplinary applications. Problems of working in the "typical" classroom with large classes, little equipment, rigid schedules and no money will be explored. Emphasis will be on making super 8 mm films using live action, animation, pixillation, editing and sound techniques, facilitating film discussions and activities, examining sex roles and stereotyping, and building functional film related curricula. Students will be expected to participate in group filmmaking experiences and to complete independent or small group projects related to elementary or high school education. Reading list to be supplied. Requirements: Project and short paper. Prerequisites: none.

This course will explore the creative and practical applications of sound and tape recording techniques in a wide variety of educational and community situations. Basic skills such as effective taping, editing, simple mixing and special effects will be covered; and areas such as radio documentary, oral history, slide-tape recording, interview techniques, and educational and commercial programming will be examined. Support and encouragement is particularly given to women to increase their skills in this area. Resources will include the staff and studio of WMUA or other local studios. Readings: Schwartz--The Responsive Chord, Terkel--Working, Heintz--Persuasion, Stevens--I Can Sell you Anything, Abbot and Rider--Handbook of Broadcasting, and others. Requirements: Independent or small group projects, active participation in the course, and a short paper. Media and bibliographic material will be suggested. Prerequisites: None, but other media courses suggested. Added Notes: To provide inservice and prospective teachers with audio production skills and approaches that can be used in a variety of interdisciplinary educational settings.

This course is designed to provide inservice and prospective teachers with practical media related skills and methods that can be used in a wide variety of classroom situations. Emphasis will be on teaching techniques, interpersonal dynamics and individual learning styles using available and inexpensive media resources including film, T.V., photography and tape recorders. Some attention also paid to the examination of sex-role stereotyping in media. Readings: Lacey, Richard, Seeing With Feeling, Center for Understanding Media, Doing the Media, Anderson, Yvonne, Teaching Film Animation to Children, Kemp, Jerrold E., Planning and Producing Audiovisual Materials, Media and Methods Magazine. Requirements: Short paper and project using skills required in course. Demonstration of competence in using media methods. Prerequisites: Priority given to special education program students. Added Notes: Required for inservice masters degree students in this special education program; optional for undergraduates in Special Education.
Educ 790D  Special Problems in Education: The Nature of Creativity  J. Speidel
Mon 3:35-6:05, 128 School of Ed

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 No Famous Women Artists?, The Creative Experience.

Educ 836  Graduate Seminar in Sociology and Anthropology of Education  Emma Cappelluzzo

Seminar in selected topics in sociological and educational anthropology.

English 380C  The Love Poem  Alex Page

A study of the multitudinous metamorphoses of the love poem, from early times to the present, mostly English and American, with some from other (and some from very exotic) parts of the world. A thematic rather than chronological approach. Discussion, 6 short papers, group work encouraged. Text: A Book of Love Poetry, ed, Jon Stallworthy (Oxford), and handouts. Restricted to majors in English.

Food and Agricultural Engineering  S-1  Power Units  Thurs 10:10-12:05 E.A. Johnson

A basic understanding of the theory and principles of operation of internal combustion engines as used in industrial and automative applications. Topics will include present practices, possible alternatives to the internal combustion engine, air quality protection, and future directions in power sources. This laboratory will be set aside for women, provided there is adequate enrollment, and will furnish practical experience with problems of current engines and transmissions.

French 345  The Romantic Novel  Thurs 7-10, Herter 342  J. Bragger

Primarily a discussion of the texts studied. The instructor will provide background information. The course aims to acquaint the student with selected works of major authors of the period and through their works, give some awareness of changes in the novel and in the period (first half of the 19th Century). Readings: Chateaubriand, Hugo, Balzac, Stendhal, Sand, Gautier, Merimee, titles to be decided. Requirements: one long paper and one oral report. The class will be conducted to French, but non-French majors can write papers in English.

Legal Studies 190A  Law and Personal Freedom  Janet Rifkin
MWF 11:15  SBA 110

This course is concerned with the relationship of the individual to the state and society. We will examine the legal safeguards of personal dignity and autonomy and the limits on personal freedom when it conflicts with social values. The course focus will be on specific areas, such as, freedom to be
deviant, freedom of expression and privacy. We will also examine the legality and ethics of group action to alter the relationship of the individual to the state. Readings: Frankel, Law, Power and Personal Freedom. Other materials to be announced.

Philosophy 350  History of Ethics   TuTh 9:30, Bartlett 127  Ann Ferguson

This course will present a survey of normative ethical theories (i.e. theories of what's good and bad, right and wrong) in Western philosophy. The beginning of the course will be a quick introduction to some meta-ethical questions, i.e. the nature of value judgments, questions of relativity, etc. Then we will probably cover the following representative thinkers who develop a theory of good acts: Plato, Aristotle, St. Thomas Acquinas, Locke, Hume, Mill, Kant, Marx and Nietzsche (Others will be substituted if the class desires). In the last section of the course we will deal with some contemporary value disagreements on the question of the ideal relation between the sexes (Authors such as George Gilder-Sexual Suicide vs. Shulamith Firestone-The Dialectics of Sex will be relevant here.) The instructor is a marxist feminist and will be presenting her own views on the function and development of morality and her normative conclusions. However the aim of the course is to present students with an opportunity to cover historical sources in ethical theory and to develop their own critical theories and conclusions. Besides the authors mentioned, additional texts will include A. MacIntyre A Short History of Ethics, and other authors of particular interest to students in this class (e.g. Mary Daly, Ayn Rand, etc.) Organization: The course will be graded on a contract system. Everyone will be expected to keep a journal of their thoughts on the readings and discussions in class, and also to prepare a joint presentation or discussion on one of the thinkers to give in class. Other requirements which the students can complete as part of the quantitative grading system are: attendance, one short paper and one longer paper. Prerequisite: One course in philosophy and/or one course in ethics. These prerequisites can be waived with permission of instructor.

Philosophy 1  Introduction to Social Thought  Ann Ferguson
TuTh 1 p.m. and discussion sections to be arranged, Bartlett 125

The course seeks to introduce students to different methods and basic assumptions necessary to understand basic social relations between people, their historical development, causes and perpetuation in social institutions and basic factors in the revolutionary change in these relations. The social relations we will be concentrating on will be the origins and social ideology of power relations between people, in particular those involved in racism, classism and sexism. We will compare and contrast critically idealist and materialist methods of explaining these relations, and static, evolutionary and dialectical theories of change. Different theories of human nature and concepts of freedom will be covered. Students will be asked to choose to prepare individual and/or group projects in one of two areas: 1) an examination of the development and reality of race, class and sex relations in Puerto Rico vs. Cuba or 2) develop an ideal model for developing equal social relationships in love, sex and childrearing between men and women.
The instructor is a marxist feminist and will make no attempt to hide her opinions. However, the aim of the course is to allow student to develop their own critical abilities and their own views on social issues, both individually and collectively. The reading reflects different points of view, and the grading system is designed to avoid pressuring student to adopt the instructor's views. Organization: The course will be graded on a contract system. Everyone will be expected to keep a journal of their thoughts on the readings and discussions in class. A short presentation on their choice of project will be expected in the second half of the course. Other requirements which students can complete as part of the quantitative grading system are: attendance, and a paper on optional books (mostly novels) associated with the course. Readings: (tentative) Texts will include readings by Aristotle, John Locke and Milton Friedman, J.K. Galbraith, Charles Reich Marx, Mao, Freud, S. Firestone, J. Mitchell, George Gilder et al.

Political Science 190A  Alternative Ideologies  K. Dolbeare
TuTh 11:15, Herter 231

This course assumes that American political beliefs are undergoing change only slightly less drastic than the transformation that is underway in our economic and social order. We shall look at this belief system or ideology against a background of a wide spectrum of other American ideologies, including conservatism, populism, feminism, socialism, anarchism, and fascism. Part of our task will be to see whether such ideologies offer alternatives today, if appropriately updated. Another part will be to explore what is happening, and to ask what could or should happen, in regard to change in American political thinking. Intensive reading and discussion, plus a final paper based on independent research, are involved.

Political Science 274  Problems of Political Thought: Problems in Psychology Theory and Political Theory  Jean Elshtain
TuTh 11:15-12:30, Mach W-26

Readings include B.F. Skinner, Beyond Freedom and Dignity, R.D.Laing, Politics of Experience and The Divided Self; Sigmund Freud, Civilization and its Discontents and The Question of Lay Analysis; Erik H. Erikson, Identity Youth and Crisis; Wilhelm Reich, Sex-Pol Essays 1929-1934. Herbert Marcuse, Eros & Civilization.

The course will focus on psycho-political theories of personhood and the political ramifications of these theories. Three short analytic papers, based on assigned texts, will be required. There will be no outside research papers for final examination. We will examine such questions as the following: what kinds of explanations for human thought and behavior does each of the theorists we will examine offer? Are psychological explanations of thought and action necessarily reductionistic? How is the cultural heritage "acquired and internalized" by each succeeding generation? How is the human 'mind' constructed? How and in what ways do person biographies and political arrangements intersect and 'determine' or influence one another? What are the psychological effects of sex oppression, of alienation, of an unsatisfying work life? What are the moral and political implications of the prolonged dependence of infants on adult care and protection? Does society 'repress' of 'develop' our human potentialities? How can we tell? What binds societies
together--only force, coercion, terror, or a fundamental sociality which is a necessary part of our individual psyches? What is the relationship between repression (as a psychological category) and oppression (as a political-economic category)? How does one adjudicate individual and cultural claims? What are the possibilities for autonomy and liberation (for both individuals and societies) in the theorists we will study?
together--only force, coercion, terror, or a fundamental sociality which is a necessary part of our individual psyches? What is the relationship between repression (as a psychological category) and oppression (as a political-economic category)? How does one adjudicate individual and cultural claims? What are the possibilities for autonomy and liberation (for both individuals and societies) in the theorists we will study?

FIVE COLLEGE COURSES

Women's Studies majors and certificate students please note that some of the following courses are component courses, and therefore do not automatically receive Women's Studies credit.

AMHERST COLLEGE

English 11  Introduction to English: Reading  Liz Bruss
(Component course)

Centering on familiar modes of literature but including as well other kinds of writing and expression, the course aims to exercise the student's imagination as a reader and to consider what we learn from what we read. This course is conceived as of interest to students at any level of preparation, including those with a background of advanced literary study in secondary school. It is taught in separate sections which follow a common syllabus; writing assignments are frequent. Three hours of classroom work per week.

English 4  Men and Women in Literature  L. Bruss & K. Townsend

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, do the quality of their imagination, their style, their choice of form reflect their being male or female? Two class meetings per week. Elective for Sophomores (and Freshmen with the consent of the instructor). Limited to 20 men and 20 women.

European Studies 11  The Mode of Romance  M. Waller & R. Pini
(Component course)

An examination of major European texts constituting the mode or genre of "Romance." The course will raise questions about literary history, narrative structure, and textual strategies including the symbolic uses of male and female characters in the representation of world views. Readings will include The Romance of the Rose, Orlando Furioso, The Faerie Queene, Winter's Tale, and As You Like It, La Princesse de Cleves, The Charterhouse of Parma, Aurelia, Henry Esmond, Jane Eyre, Anna Karenina, The Betrothed, Le Grand Meaulnes, The Four-Gated City. If possible relevant films will be considered. All texts will be read in translation, but reading knowledge of French or Italian would be helpful. Three
hours of course work per week. Non-European Studies majors are welcome.

Psychology 27 Developmental Psychology Rose Olver
(Component course)

A study of human development with emphasis upon the general characteristics of various stages of development from birth to adolescence and upon determinants of the development process. Requisite: Psychology 11. Elective for freshmen.

Black Studies 40 Images of the Black Woman in Black Literature Andrea Rushing
MW 9-10:00

A study of African, Caribbean and Afro-American poetry, fiction, drama and autobiography. Readings include: Their Eyes are Watching God; Autobiography of Miss Jane Pittman; In Love and Trouble; No Sweetness Here, Gorilla My Love, Sula, I Know Why the Caged Bird Sings, and Jubilee.

HAMPshire COLLege

HA 128 Women Athletes: A Personal Overview Joy Hardin & Jennifer Abramowitz

A study of some of the women who have excelled in activities of an athletic nature over the last century, including women who have trained & competed in Olympic events & women who have earned their livelihood as coaches, referees, & professional athletes. We will attempt to discover what physical activity means to us, & to answer questions such as: why did these women choose athletic pursuits? How did they acquire or develop their physical abilities? Some consideration will also be given to their autobiographies, biographies & articles as literature, and their importance in women's athletic history. Course will focus mainly on reading & discussion, but will also include some writing in journal & short paper form, & some guest speakers or field trips. Meetings twice weekly for 1½ hour sessions; enrollment limited to 12 on first come basis. Five College students contact one of the instructors. Readings include: Billie Jean, When I Put out to Sea, A Running Start; Court on Court - A Life in Tennis; Women Who Win; The Confessions of an Olympic Champion.
hours of course work per week. Non-European Studies majors are welcome.

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This is a course on feminist insights in literature. It centers around the role of the mother in self formation and social control. The course is titled Aspects because I wish to leave its organization as open as possible to the class itself. But some themes to pursue might include: the mother and the spiritual content of modern experience; the mother and the poet; mothers and sons, mothers and daughters, mothers and fathers; motherhood, mother earth, mother right, etc. A suggested list of books would include: Peter Handke, A Sorrow Beyond Dreams, Short Letter, Long Farewell; S. de Beauvoir, Memoirs of a Dutiful Daughter, The Second Sex; Georges Bataille, My Mother; B.S. Johnson, See the Old Lady Decently; Adrienne Rich, Selected Poems, Motherhood (Fall 1976); Jane Lazarre, The Mother Knot; Sylvia Plath, Letters Home; Rimbaud, Collected Poems; A. der Mitscherlich, Society Without the Father; V. Woolf, To the Lighthouse; G. Deleuze, Masochism. We would also view several related films, e.g. Godard's Numero Deux (1975), Pasolini's Teorema & Oedipus Rex. Class meets two hours once a week.

A course in cultural history focusing on a study of mythological patterns in Russian culture. Referring to the insights of anthropologists & psychologists, we will concern ourselves with the most prominent of Russian archetypes, that of Mother Russia. Readings tentatively include folktales, epics, religious texts & songs for the early period of Russian history. Later we will read "documents" such as the Domostroi, a set of Muscovite instructions on family life. Beginning with the 19th century, we will read works by Pushkin (Queen of Spades), Odoevsky (Princess Mimi), Gogol (Viy), Dostoevsky (Gentle Soul), the memoirs of feminine revolutionists, works by women writers of the later 19th century, women poets of the 20th century, ending with 3 different images of the feminine drawn from writings of Soloviev, of post-revolutionary author Zamyatin, (We), & finally Solzhenitsyn (Matryona's Home). A number of films will also be shown, reflecting the myth or reality of woman in Russian culture. (folktales, The Stone Flower; historical themes, Ivan the Terrible, & recent Soviet cinema). Class meets twice weekly for two-hour sessions.

Marxism & psychoanalysis represent two of the most important movements in 20th century social & political thought. We will consider recent efforts to reconcile & disassociate these theories in light of questions such as: can Marxism offer the basis for a revolutionary critique of the psyche? Does psychoanalysis obscure the historical formation of the individual subject? How compatible are Marx's method & Freud's method? Can feminists apply these approaches in an analysis of the fetishism of female sexuality within capitalist societies? What is to be gleaned from the Freudian discussion of patriarchy for a Marxist & feminist approach to history? Where is the analysis of women to be located within these two problematics? How different are the categories of civilization and mode
of production? Readings will include extensive selections from the writings of Marx & Freud. In addition we will consider selections and full length works of the following thinkers: Lukacs, Reich, Baran, Marcuse, Fromm, Jacoby, Mitchell, Lacan, Zaretzky, Althusser, Ricoeur & others. Class meets once a week for 2 hour. Enrollment limited to 20. Written statements of interest must be submitted to Joan Landes.

SS 114 Economic Perspectives on Women Laurie Nisonoff

An analysis of the economic position of women in American society and the process by which economists examine society. We will begin with a brief historical perspective on women's economic role in society, paying particular attention to the sexual division of labor in non-market work and in the labor market, & the development of the distinction between non-paid & paid labor. We will compare & contrast the ideas of the various paradigms of economics concerning these issues. We will analyze the experiences of women with varying socio-economic backgrounds, & examine the economics of discrimination & hierarchy. We will discuss the strategies that are most effective for organizing women on their two jobs, in order to develop a perspective on the relationship between women's status in the society at large and their economic position. Individual presentations in class on the current topic will be expected, & participation in a project (individual or collective) will be encouraged. Class meets twice a week for a total of three hours. Enrollment limited to 25, open to men & women, Five-College students welcome.

SS 130 The Outsiders (Component) Penina Glazer

Most courses in American history have examined the development of institutions and groups which were in the mainstream of the society and have regarded those who were vigorous dissenters to political and social developments as deviants. Our purpose here will be to reverse this pattern by studying the "outsiders." The course will focus on a historical analysis of feminists, war resisters and communitarians in order to understand their assumptions, their criticism of the existing social order, and their methods of seeking change. The use of primary sources will be emphasized. Course meets twice a week. Students will do two papers. Open to Five-College enrollment (enrollment unlimited).

SS 214 Capitalism and Empire: Late Middle Ages to 19th Century - History (NS 250) Group (S. Goldberg, P. Glazer, G. Frankel, L. Mazor, L. Nisonoff, M. Slater, F. Weaver) (Component course)

A two semester program covering, in the first semester, the decline of feudalism, the rise of capitalism in Europe, colonial expansion & the ascendency of the 'liberal' bourgeoisie. Not a narrative 'survey' course, our interest is in the development of modern institutions, questions of political economy, social structure, power, colonialism, imperialism and revolution. In association with lectures, we are offering a series of mini-seminars designed to focus on particular questions in greater depth. Students are encouraged to take one or more of these seminars according to individual interest. Seminars open only to students enrolled in the Capitalism & Empire course in this or previous terms. Block A (tues. Thurs 1:30-3): 1) Feudal institutions & Society (L. Mazor); 2) European Expansion (F. Weaver); Block B (Thurs. 9/30-Thurs. 10/21, 7 sessions): 1) Brewsters, Spinsters & Farmers: Women & the Origins of Capitalism (L. Nisonoff); 2) From Natural Law to Natural rights: Science & the Enlightenment (S. Goldberg).
This is a course in social theory -- theory as applied to a set of historically unique problems: The situation of women, the social determinants of sex differences between men and women, the preconditions for full equality between the sexes, and the transcendence of oppressive sexual dualisms in the struggle to create a more fully human community. We will consider a number of important contributions to the theory of women's liberation against the background of some major traditions in modern social thought: liberalism, Marxism and psychoanalysis. Within each of these traditions one can discover a variety of ways in which "woman" is seen, how she is defined and how her situation is explained. Therefore each theoretical perspective which is identified within the women's literature will then be used to elucidate the significant issues as well as the differing politics within the contemporary women's movement. The course will meet twice a week for 1½ hrs. per session. Enrollment is open to women and men. Five College students are welcome.

An 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, intersexes, psychosocial and cultural evidence.

A study of the social forces which have given rise to feminist or anti-feminist views. Questions examined will include: the nature of radicalizing experience for women in different historical contexts, the impact of the cult of domesticity, sex stereotypes and feminist theoretical analysis.

An evaluation of the theories of women's place in the home, as wife and mother, in the light of women's actual roles in the changing family structure, economy, society and politics of Western Europe, 1760-1960.

Reading and discussion of some of the most important classical and modern philosophical works. Students will consider such topics as the nature of the state, justice, sources of knowledge, freedom and determinism, nature and status of ideas.

An examination of some of the main feminist positions, with an eye to developing a personal feminist philosophy.
MOUNT HOLYOKE COLLEGE

Anthropology 222f Socialization and the Family K. Warren

A multi-society survey relating conceptions of childhood and adulthood to socialization practices. The child as a creative interpreter and shaper of social reality. Impact of the family and other social institutions on the individual's orientation to cultural identities such as sex, ethnicity and class.

Political Science 343f Women in the Welfare State P. Gill

For description, see Mount Holyoke College catalogue.
This is a course in social theory -- theory as applied to a set of historically unique problems: The situation of women, the social determinants of sex differences between men and women, the preconditions for full equality between the sexes, and the transcendence of oppressive sexual dualisms in the struggle to create a more fully human community. We will consider a number of important contributions to the theory of women's liberation against the background of some major traditions in modern social thought: liberalism, Marxism and psychoanalysis. Within each of these traditions one can discover a variety of ways in which "woman" is seen, how she is defined and how her situation is explained. Therefore each theoretical perspective which is identified within the women's literature will then be used the elucidate the significant issues as well as the differing politics within the contemporary women's movement. The course will meet twice a week for 1¼ hrs. per session. Enrollment is open to women and men. Five College students are welcome.

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A study of the social forces which have given rise to feminist or anti-feminist views. Questions examined will include: the nature of radicalizing experience for women in different historical contexts, the impact of the cult of domesticity, sex stereotypes and feminist theoretical analysis.

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Reading and discussion of some of the most important classical and modern philosophical works. Students will consider such topics as the nature of the state, justice, sources of knowledge, freedom and determinism, nature and status of ideas.

An examination of some of the main feminist positions, with an eye to developing a personal feminist philosophy.
Philosophy 239a  Phenomenology and Existentialism  M. Kiteley
(Component)
An examination of certain topics regarding consciousness, intentionality, transcendence, the structure of feeling, and existential categories as treated in the writings of Husserl and Sartre.

Religion 240a  Theological Trends in Contemporary Society  J. Higgens
(Component)  Wed 10  Fri 10-12
Search for new images of the transcendent and of the authentic self. Illustrations of this search in theology (e.g. Barth, Tillich and Bonhoeffer) and spiritual journey (e.g. Hammarskjold, Merton, Malcom X), in sociology of religion (e.g. Bellah, Berger, Geertz), in experimental life style (charismatic, pentacostal meditation, the occult). The influence of secularization on religion and of changing religious patterns on society.

Sociology 101a  Introduction to Sociology  M. Glazer
(Component)
Perspectives on society, culture, and social interaction. Topics will include: community, class, ethnicity, family, sex roles, and deviance. Colloquium format, meeting M 10-11:50, T 10; M 3-4:50 with an additional hour to be arranged; Th F 8:40-9:50. Special organizational meeting for assignments to colloquia on first Monday of semester at 7:30. Members of the Department.

Sociology 211a  Social Disorganization  T 11-12:50, W 11  E. Disch
An exploration of sociological theories of deviance and social disorganization; research studies; and literature aimed at understanding madness, changing women's roles, racism, poverty, homosexuality, and rebellion. Course structure includes discussion groups and field observations. Field work is encouraged.

Sociology 224a  Family and Society  M T 8:40-9:50  A. Parsons
A comparative and historical approach to the study of the family and related institutions. Specific attention given to the study of love in family and society.

Theatre 312a  Masters and Movements in Drama  M 10-11:50  L. Berkman
Marguerite Duras, playwright and screenwriter. Students will examine the entirety of Duras' work for stage and film thus far available in English translation. Course study will extend to Duras' cinematic novels and mixed genre achievements as well as to related scripts by such mid-twentieth century dramatists or filmmakers as Caryl Churchill, Susan Sontag, Natalia Ginzburg, Megan Terry, and Nathalie Sarraute. Attendance at selected screenings may be required. Limited to 20 students.