Women's Studies is an interdisciplinary academic program offering an individualized major and a certificate minor to students interested in designing a course of study suited to their own interests and goals.

The foundation of the program is the study of women, past and present, in all fields of inquiry. Too often ignored, their contributions minimized or misunderstood in traditional courses of study, women are today the focus of new and significant research and scholarship. The Women's Studies Program makes the best of this new knowledge available and encourages the student to design a program in areas of special interest. Each student, whether major or certificate minor, has a faculty sponsor, who assists in designing the program and takes particular interest in and responsibility for the student's progress. In addition, Program staff gives both academic and career counseling to those in the program or to students who think they might wish to consider it. While in the program, each student is encouraged to do some field work or an internship/practicum; the program arranges field work placements appropriate to students' area of study, and this work might be the equivalent of one course or of an entire semester. Students have worked in health care clinics, on a feminist newspaper, in a legal aid office, an alcohol treatment center, with a women's prison project, in a resident program for adolescent women. Field work is not required but students find it a particularly valuable way to make connections between what they learn in the classroom and the lives of women in the community, as well as a useful way to test interest in a possible career.

Because of the individual attention each student receives, the Women's Studies Program is especially attractive to the non-traditional or older student returning to school. The Program feels these students make a particularly valuable contribution to its constituency. Women's Studies is also committed to expanding its offerings in the study of minority cultures and places a high priority on involving more minority faculty and students in its activities.

The faculty of the Women's Studies Program are concerned about issues of pedagogy, that is, teaching methods appropriate to women's studies courses. The faculty takes seriously class process as well as course content, believing that the issues of women's lives do not disappear when they enter the classroom. The classroom is a form of social interaction itself which may be appropriate for study. So, too, may be the life experience students bring to that classroom. The faculty is equally committed to the development of students' verbal skills both oral and written, as well as the particular skills appropriate to a discipline or career.

Students in the Program have interests in common and a high level of energy and motivation. As the program sponsors continuing lectures, films, colloquia and other "happenings," students develop a network of social as well as intellectual interaction. This network of common interests and support is no small thing on a large campus.
The Program provides an opportunity for students to formulate an individually designed plan of study in consultation with a faculty sponsor, including departmental courses, independent study, field work on campus and in the community, and Five-College courses. Two options are available:
1) Certificate: equivalent to a minor concentration, taken in addition to a regular major. Requires completion of the introductory interdisciplinary course and the advanced integrative seminar in Women's Studies, in addition to 18 credits earned through courses selected from the program's catalogue.
2) Major: the program offers a B.A. in conjunction with BDIC. Students take 36 credits in Women's Studies in addition to the core seminars. All courses which count toward the major need not be listed "Women's Studies" but must relate to the proposed major focus.
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: Women & Religion  Janice Raymond  
           MW 1:00-2:15  (Introductory Seminar)

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. This semester's seminar will explore the history of religious traditions as they impinge on the study & experience of women, particularly the theological content of disciplines such as sociology, psychology and biology. Examination of the ways such traditions function to generate certain beliefs about women, and their symbolic, mythic and social structures. Readings include: Ruether, Religion & Sexism; Mary Daly, Beyond God the Father; Peter Berger, The Secret Canopy; Virginia Woolf, Three Guineas; Thomas Szasz, The Manufacture of Madness; P. Tridle, Eve & Adam: Genesis Reread; & Trevor-Roper, Witches & Witchcraft-An Historical Essay.

WoSt 390   Advanced Integrative Seminar

Provides a forum for advanced students in women's studies to share their knowledge & insights through research & projects of mutual interest. This semester's topic to be arranged.

WoSt 290   Women in Africa  Nana Seshibe
           W 7-10 pm

An introductory course on African women, with particular emphasis on Nigeria and South Africa. Study of the norms & values of both societies as
they affect women; focus on social, political & economic status of women. A one-credit colloquium on intercultural communication (described below) should be taken concurrently.

WoSt 291B  Women & Intercultural Communication  Ann Gillespie/Nana Seshibe
Tu 1:25

A one-credit colloquium required of students in Women in Africa (see above) but open to everyone. Contact Women's Studies Office for details.

WoSt 269B  Victorian Women in Literature & Life  Michael Wolff (also Hist. 269B  TuTh 1:00-2:15  Bartlett 301 & Engl 269B)

In Britain the 19th century saw both the culmination of a long tradition of highly limited & narrowly prescribed roles for women and the beginning of a more open & adventurous sense of what women should and could be and do. This conflict of old and new attitudes is reflected in Victorian writing and in the actual lives of Victorian women. The course emphasizes readings in fiction, poetry and essays by and about women. Works include those from Tennyson, Elizabeth Browning, Charlotte Bronte, George Eliot, Thomas Hardy, Olive Schreiner, Mill, Ruskin, Eliza Lynn Linton; articles from Suffer & Be Still (Martha Vicinus, ed.)—four short papers, 1 longer. Men welcome.

Through Continuing Education:

WoSt 297A  Topics in Women's Studies: Teaching Women's Studies in the Secondary Schools  Valerie Pichanick
sec. 91

For secondary school teachers and those interested in teaching Women's Studies at any level who wish to familiarize themselves with issues concerning the status of women and their inclusion in the curriculum Introduction to theories and literature in women's studies; examination of current curricula and critical appraisal of texts in use, with investigation of alternate texts and methods. Aims to increase awareness in order to strengthen and refocus teaching materials. Conducted as a workshop, with emphasis on individual and group participation.

SUMMER SESSION

WoSt 190Q  Lives in Tension  Arlene Ryan/Dale Melcher
M-F 11:15-12:45 (5/24-7/6) Herter 342

Historically women have been an integral part of American movements for social change. On a political level they have been asked to put aside attention to women's condition in order to avoid jeopardizing a political cause; on a personal level patriarchal attitudes, even within movements for social change, restrict the range of activity and personal freedom of women. Using the autobiographical writings of Emma Goldman, Ida B. Wells and Agnes Smedley, the course examines their reasons for becoming activists in a particular political movement. The course explores the exact nature

WoSt 290 Women in Society Patricia Murphy
M-F 11:15-12:45 (7/11-8/18) Herter 210

An exploration of the relationships between women and the societies in which they live, using methodologies and resources of various disciplines, with particular attention to the experience of contemporary American women. Investigates 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 relationships among racial, ethnic and social class distinctions. Readings include: Anne Moody, Coming of Age in Mississippi; K. Kohn, Hillbilly Women; Juliet Mitchell, Woman's Estate; Shulamith Firestone, Dialectic of Sex, and others.
ASIAN STUDIES

Japan 243  Japanese Literary Tradition I  Wm. 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, which is an introduction to Japanese poetry, novel and theater among the literary products of the first 1,000 years of high culture in Japan. Examination of haiku, popular fiction & the kabuki & bunraku theaters, with consideration of the impact of Western thought & literary forms. Readings include: Introduction to Japanese Court Poetry and The Tale of Genji. (cross-listed with ComLit 243). C core; no knowledge of Japanese language necessary; no prerequisites.

ART HISTORY

Art 582  Women & Modern Art: 1850 to the Present  Ann Mochon

This course deals with women artists, dealers, critics and patrons within the changing historical context of Realism through Contemporary art, with emphasis on women's relationship to existing institutions and the avant-garde in each period. Prerequisite is Art 287 (Survey in Modern Art, 1880-present), but advanced students in other fields without this course may request admission by talking with the instructor before registration. Organization: lecture/seminar; limited to 20 students.
The Sumerian hero-king Gilgamesh must be a shepherd of his people, but he is incapable of doing this until he has lost his beloved companion Enkidu, has met the challenge of female sexuality, left the city, remained sane in the wilderness, and gone to the land of the dead. Successive heroes face these same challenges, beginning with a battle with their own monsters, and all find new solutions for these problems. From these patterns of heroic activity there emerges an attitude toward women, sexuality and heroism that still exists. What are the reasons and fears behind this psychological pattern? What happens with female heroes? An introductory "C" core literature course, from a feminist perspective, giving background needed for world literature. Readings: Gilgamesh, Odyssey, Aeneid, Genesis, Judith, "Cupid and Psyche," Beowulf, Tristan, Gawain and the Green Knight, Morte d'Arthur. Requirements: attendance, 1 short paper, 1 oral report, take home final. Honors section: meets for 3 hours once every 3 weeks; topic will be Tristan legend in various languages (Icelandic, French, Italian, German, etc.) One paper or report analyzing some version of this legend according to the structures we discuss in class meetings.

A study of two medieval literary genres, allegory & lyric, beginning with a brief review of these two forms in late Latin. Main focus: one part of Dante's Divine Comedy, Petrarch's Sonnets, Chaucer's dream visions and lyrics, and Langland's The Visions of Piers the Plowman. At the end of the course we will read allegories by a woman, Christine de Pisan, and compare her poetry to that of the other poets. Allegory & lyric both express medieval psychology, in which the figure of the woman is enormously important as a spiritual fact, and insignificant or negative as a real person. We will explore this, trying to figure out where this view of woman comes from and why it seemed important and true for so many poets. Pre-requisites: junior or senior standing; for ComLit majors, reading knowledge of French, Italian or Latin; some familiarity with Middle English or background in medieval history or literature. Requirements: class attendance; 2 short papers on different authors; one take-home final in which you will pull together the work of the semester. Honors section: We will meet every third Sunday at my home. Each student will do an individual project (on some aspect of allegory, symbolism, visual arts, or on an author not read in the course who wrote allegories or lyrics) and present this project to the rest of the group.

Cross-listed with Asian Studies 243 (see description).
French 280 From Courtly Love to the Second Sex: Women in French Literature  Jeannette Bragger
Wed. 7:00-10:00 pm

The aim of this course is to help students understand how French writers have constructed the image of the woman from the XIIth century to the present. A critical reading of well-known texts adds new dimensions to the reader's self-awareness and to one's sensitivity to the essential problems of Western civilization. Readings: Simone de Beauvoir, The Second Sex; Bédier, Romance of Tristan and Isolde; Molière, The Learned Ladies; Stendahl, The Red and the Black; Laclos, Dangerous Liaison; Flaubert, Madame Bovary; Colette, Earthly Paradise; Rochefort, Children of Heaven. Requirements include two short papers and one long paper as well as a journal.

ECONOMICS

Econ 197A Women in the Economy Jane Humphries
MWF 10:10 Machmer W-11

A 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 an historical perspective on the role of women in society; subsequently we will 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, which is a recurring theme of the course.

ENGLISH

Engl 132 (141) Man and Woman in Literature Michael Wolff
sec. 2 (TuTh 9:30-10:45, Bartlett 201)
sec. 3 (TuTh 2:30-3:45, Bartlett 206)

Informal lecture and discussion whose aim is to see how literature can help us understand current expectations of men and women both in their social roles and in their relations with each other. Particular attention paid to finding out how it got to be the way it is: what survies from the past, what we'd like to keep, and what we'd like to change. Readings: Odyssey, bits of the Bible, some Chaucer, de Beauvoir's Second Sex, Playboy, Cosmopolitan, Jane Eyre, Jude the Obscure, Bell Jar, Catcher in the Rye, perhaps some short stories, pornography. Requirements: 5 short papers, do the reading, come to class; exams optional. Men welcome.
Engl 269B  Victorian Women in Literature and Life  Michael Wolff
See description under Women's Studies 269B (also cross-listed with History 269B)

Engl 280B  Plath and Rich: A Poetic Outside the Male Tradition
MWF 11:15-12:05  Bartlett 312  Robert Bagg

The chief theoretical questions to be explored (though not the only) derive from the fact that both Sylvia Plath and Adrienne Rich sought consciously, and explosively --after fastidious and 'ladylike' early careers-- to register and overcome the psychic damage done to them and women generally by immersion in a male-dominated culture and imaginative inheritance, and to forge an aesthetic with which to give this awareness lively and permanent form. We'll read all Plath's major work, including The Bell Jar and Letters Home, and Rich's Selected Poems and Of Woman Born, as well as some of their contemporaries. Requirements: 2 papers and two exams, regular attendance, participation in class discussion.

Engl 332, sec. 1 & 2 (287)  Woman as Hero  Margo Culley
       sec. 1 MWF 11:15-12:05, Bart. 202;
       sec. 2 MWF 1:25-2:15, Bart 205

The course aims to examine the role of the heroic woman in masterpieces of fiction in order to increase understanding of the art of fiction as well as the issues of women's lives. Readings: Elizabeth Stuart Phelps, The Story of Avis; Brontë, Jane Eyre; Kate Chopin, The Awakening; Hardy, Tess of the D'Urbervilles; James, Portrait of a Lady; Smedley, Daughter of Earth; Morrison, The Bluest Eye. Requirements: several short papers, one longer paper. No prerequisites.

Engl 332, sec. 3 (287)  Woman as Hero  Arlyn Diamond
       sec. 3 TuTh 1:00-2:15, Bart. 302

An examination of heroic patterns for women in fiction. Looking at literature of different forms and periods as the conjunction of myths and reality, we will consider in what ways fictional possibilities (plot, tradition, style) combine with social possibilities (work, marriage, motherhood, sexuality) to create an heroic female figure. Requirements: close reading, class participation, 3 papers. Possible readings: Golden Notebook, Measure for Measure, Pride and Prejudice, The Bluest Eye, Villette, poetry, etc.

Engl 287A  Woman as Hero  sec. 1, Mon 3:35-6:35  Maurianne Adams
       SWWC (sec. 2 SW students only)

A series of readings and discussions examining the nature, depiction and possibilities for the female hero in 19th and 20th century novels written by women and men. Some of the questions we will raise involve: what actions and consciousness embody female heroism? Do expectations of women 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 two short papers will be the basis for the grades. Reading includes novels by Charlotte Brontë, Agnes Smedley, Henry James, Doris Lessing, Kate Chopin, Thomas Hardy and others.
The theory and practice of 20th century feminist literary criticism; the relationship of feminist criticism to other contemporary modes of literary analysis; the capacity of feminist criticism to increase our awareness of material traditionally left out of the literary canon; the ways in which a feminist analysis reorients our relationship to "the great tradition" of English and American literature. Readings will include material by Woolf, de Beauvoir, Millett, Ellmann, Janeway, Moers, Spacks, Olsen, Showalter, Stimpson, and Kolodney, as well as material included in the various issues of Signs and Women's Studies.

EDUCATION, SCHOOL OF
Center for International Education
Graduate Course (to be announced) Linda Abrams
Educational Program Design for Women World Wide

The class will spend the first third of the semester examining the role of women worldwide in a range of disciplines, including politics, economics and education. The second portion will focus on the design of a project for use in women's education. The project will be defined by the class and project-related research will continue simultaneously with the project design process. Permission of instructor required.

HUMAN DEVELOPMENT
H.D. 415 Cross-cultural Study of Personality
Development TuTh 1:00-2:15 Barbara Turner

A culture and personality approach to the study of personality development viewed cross-culturally. Special emphasis upon sex differences and sex-role socialization. Pre-requisites: entry-level courses in sociology and psychology; intro. to anthropology recommended. The first part of the course will treat the major theoretical views of the relationship between culture and personality. Next, major findings in family studies and socialization research in cross-cultural settings, with particular reference to sex roles and sex differences, will be reviewed. The inter-relationships of personality development, social and economic structure, and culture change will be discussed. Readings include: Ernestine Friedl, Women & Men: an Anthropologist's View; R. Levine, Culture and Personality; Margaret Mead, Sex & Temperament in Three Primitive Societies. Requirements: mid-term, term paper.

ORCHARD HILL

OHI 190E Women's Center Practicum K. Berson & Center Coordinators
Tu 7:30-9:00pm, OH Women's Center, 112 Field House,
plus 3 hours of work in a center per week

This course is designed to examine the purposes for and the problems in running and working in a women's center. We will investigate what events & activities reach the most women, and how the center can most effectively deal with sexism in dorm life and on all levels at the university. The
students enrolled in the course will work together designing feminist workshops; each student will then be required to facilitate such a workshop, as well as to staff the OH Women's Center on a weekly basis, and to do a project that will benefit the Orchard Hill community.

OHI 190N  Sex Roles & Human Identity  Shirley Haslip
MW 2:30  4 credits

Division of persons by sexual categories is a universal feature of all societies. This course explores the nature of the sexual division in the U.S. and the process of socialization which fits each of us into acceptable gender roles. The basis purposes of this exploration are to understand the various forms which gender role oppression takes, the ways it differs for women and men, the purposes it serves within a capitalist political economy, and to evaluate the individual and collective attempts currently being made by people to break down this form of oppression. Seminar form. Each student will be part of a workgroup. Workgroups will have the responsibility for the design of one class during the semester. Each student will determine the method by which she/he wishes to be evaluated. Readings include: Combat in the Erogenous Zone, selections from The 49% Majority, Working from Feminism to Liberation, and Captains of Consciousness.

OHI 190P  Family and Neighborhood  Cindy Deitch
MW 2:30-4:25  4 credits

Students are encouraged to examine critically the families & neighborhoods in which they grew up and the lifestyles and communities they may choose in the future. A main theme of the course is the relationship between the processes which shape individual identity on one level and broader social and political changes on the other. Studies various aspects of family life such as how sex roles & power relations are defined within the family, parent-child relations, child care & housework arrangements, historical changes in family structure, historical & contemporary alternatives to the nuclear family, how work roles or the way people make a living affects family life, and how family & community life has changed in socialist societies. Books include: Howe, The Future of the Family; Bernard, The Future of Motherhood; Sidel, Women & Childcare in China. A tab fee will cover xerox costs of additional articles & excerpts from Sennett & Cobb, Hidden Injuries of Class; Morris & Hess, Neighborhood Power; The Cuban Family Code, & possibly Alex Haley, Roots, & Adrienne Rich, Of Woman Born.

OHI 290S  Sexism Awareness Training  Staff
Thurs 4:00-6:30, Greenough classroom

This course is intended for resident assistants whose specialities or interests are in the area of combating sexism. Within a seminar format the course will examine the awareness levels of the participants and will provide training in facilitation, workshop design, curriculum planning and developmental counseling in reference to sexism. Prerequisite: must be resident assistant.
Women's Consciousness & Health Care
3 credits (open only to Central & Orchard Hill Women)
sec. 1  J. Provost in Greenough Classroom, Th 7:00-9:30
sec. 2  Instructor TBA Field 104 M 7-10
sec. 3  Instructor TBA Field 104 W 7-10

This course is made available to women who wish to examine current issues in the health field pertaining especially to women. The Boston Women's Health Book Collective publication, Our Bodies, Ourselves serves as the foundation for the course, which is designed to build a supportive atmosphere to encourage the sharing of ideas and experiences by class members. Contemporary social values and institutions and their effect on the decisions women make about their bodies and their health will be explored. Topics to be examined include: beauty & self image, birth control & sexuality, human relationships, rape & self-defence, and pregnancy & childbirth. A number of supplements to the class such as films, guest speakers, and demonstration models will be used. Requirements include attendance & participation, readings, and meeting the responsibilities of an individual contract including a journal, a project or extra readings on a specialized topic.

RHETORIC

Rhet 100W   Women's Rhetoric (sec. 1) Margo Culley
             MWF 9:05

Language is power. Attention to the special problems and possibilities for women in maximizing the power available to them in the written word. Some group work as well as individual tutorial. Some attention to oral rhetoric and non-verbal communication.

Rhet 100W   Women's Rhetoric (sec. 2) Linda Smith
             TuTh 9:05-10:45

The focus of the course is the discussion and analysis of various options available to women in a male-dominated society. The course will deal with written materials and personal experiences in order to discuss the definitions and assumptions which surround the status of women. The course includes formal and informal writing assignments. Emphasis will be on clarity of expression and the development of ideas within the conventions of the language. (This is a first semester Rhetoric course). Male students welcome to enroll in the course. Texts: The Complete Stylist and Handbook, Sheridan Baker; The Second Sex, Simone de Beauvoir; Revelations: The Diaries of Women, Moffett & Painter (eds.) Texts subject to change. Call 545-0610 for more information.

SOCILOGY

Soc 106   Age, Sex & Social Class Charles Key
             MW 2:30-3:45

This course focus on the differential distribution of opportunities and rewards in society. It examines the manner in which membership in a
particular race, sex or social class grouping may serve to increase or diminish opportunities to achieve positions of power, social prestige, economic security and psychological rewards. Readings: Mayer and Buckley, *Class and Society*; G. William Domhoff, *The Higher Circles*; Leonard Riessman, *Inequality in American Society*; Peter Rose, *They and We*; Calvin Hernton, *Sex & Racism in America*; Evelyn Reed (ed.), *Problems of Women's Liberation*, Robert Terry, *For Whites Only*.

Soc. 222  The Family  MW 1:25  Charles Key  This course examines the social structure of the family in the U.S. and other societies. Special attention will be given to factors contributing to change in the modern family & its alternatives. Readings include: K. Kammeyer, *Confronting the Issue: Sex Roles, Marriage & the Family*; M. Gordon, *The Nuclear Family in Crisis: the Search for an Alternative*. Requirements: 3 exams. Pre requisites: intro. sociology.

Soc. 522  242/542)  Sociology of Parenthood  Alice Rossi  

TuThur 9:30-11:00  


Soc. 791B  Human Life Cycle  Alice Rossi  

W. 9:05-12:05, Thompson 519  

A research workshop that will (a) review the literature on age, stratification and human maturation; (b) develop a protocol for systematic life history research; (c) conduct life history interviews with adults who have adolescent children and (d) prepare life study reports. Requirements: literature review, field work, workshop participation and a final paper. Prerequisites: permission of the instructor, background in sociology of the family and/or human development advised.

SOUTHWEST

SW 190V  Sex Roles in Contemporary Society  Staff  

2 sections - to be announced  

An attempt to gain an understanding of the female and male social roles in our culture. An analysis of the traditional definitions of feminine and masculine as well as the critiques of these definitions through non-fiction & fiction. Provides an opportunity to discuss the alternatives to those definitions that individuals and groups are exploring. Lectures, films & discussion. Requirements: class participation, journal & paper.
SPORTS STUDIES

Sport 190B Sex Differences in Sport  Judith Toyama

TuTh 9:30-10:45

The purpose of this course is to examine the role of female and male athletes and other people involved in sport. It will investigate physiological, psychological, cultural and legal factors as they influence and have influenced the roles in sport based on sex. Other sport roles will include the fan, the coach, the sportswriter, the spouse of the athlete, etc. It is not intended nor should be perceived as a course only about women athletes.

THEATER

Theatr 491A Women Playwrights of the American Theater  Doris Abramson

Tu Thu 9:30-10:45 am

A study of selected plays by representative American women playwrights, from Anna Cora Mowatt to Megan Terry, from Angelina Grimke to Alice Childress. Plays will be analyzed in terms of the playwrights' special concerns and the dramatic strategies used to express them. Those to be studied include 19th and 20th centuries, white and black. Undergraduates and graduates may enroll.

FRENCH

French 144 sec. 2 Intermediate French Fiction:  Beatrice Braude

Women's Emphasis

TuTh 9:30, Herter 102

The aim of this course is to explore chronologically both the literary tradition of women in French fiction as well as what Germaine Brée has termed "the long and rich tradition of feminist writing reaching back to the 12th century" in France. Starting with courtly love lyrics, and Marie de France in the Middle Ages, included are selected readings from the works of Louise Labé, Rabelais, Marguerite de Navarre, Mme. de Sévigné, Racine, Mme. de Staël, George Sand, Flaubert, Sainte-Beuve, Gide, Colette, Sagan, Duras and Simone de Beauvoir. Readings in French, discussions in English. Requirements: short weekly papers and quizzes, final exam and long paper.
COMPONENT COURSES

The following courses do not necessarily focus directly on women, but include a perspective or a segment related to Women's Studies. Women's Studies students should not assume 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-AMERICAN STUDIES

Afro-Am 130 African History I ("c" core) Dovi Afesi
MWF 11:15-12:05 NAH 109

The history of Africa including its natural environment, the development and basic characteristics of African culture, the major African civilization from 300 A.D. to European penetration, the slave trade and its impact on African and European cultures, the use of colonialism, the development of movements for African independence, and finally the emergence of independent African states. Students will be encouraged to focus special projects on women's issues.

Afro-Am 345 Southern Literature: Black & White Julius Lester
TuTh 1:00-2:15

Toward an understanding of Jimmy Carter's homeland: political, cultural and personal overtones in a series of novels and short stories from the South. Similarities and differences in the way black and white Southern writers perceive the South, Southern experience, and black experience. Themes include women, nature, the black rebel, and time. Readings: Authors include Faulkner, Gaines, Grau, Demby, Toomer, O'Connor, Walker, Wright, Styron, Welty. Requirements: short papers - to be negotiated. No prerequisites.

ASIAN STUDIES

Asian Stu 197A Myth, Romance & Reality: Indian Literature Indira Shetterly
in Translation

Thematic & stylistic exploration of the narrative mode in Indian literature. Study of motifs, approaches & structures involved in 'telling a tale' in India. Material covered includes heroic epic, Hindu myth, folktale & fable, romance & folk ballad. All works read in English translation; cross-listed with ComLit 197A. Readings include: The Ramayana & Nahabharata; Hindu Myths; The Panchatantra; Tales of Ancient India, & others.

Chinese 238 Chinese Folk Religion

Exploration of syncretic & apparently unsystematic religious beliefs common to nearly all Chinese. Discussion of influence of this form of religion on Chinese society. Introduction to the "Little Tradition" of Chinese religion & thought to emphasize the "Great Tradition" of Chinese culture. Prerequisite: basic understanding of Chinese history (Hist. 115 or equivalent). Knowledge of Chinese language not necessary.
Chinese 253  Chinese Literary Tradition

Aims to familiarize students with the major genres of Chinese literature. The fall semester looks at major poetical works, including: Birch, Anthology of Chinese Literature; Liu & Lo, Sunflower Spender; Liu, The Art of Chinese Poetry. Cross-listed with ComLit 253. "C" core, no knowledge of a language other than English is necessary.

Asian Stu 290C  Asia Through Film

Provides an introduction to American film images of Asia, to Asian films, and to Asia through film. Students view films made in American about Asia (Charlie Chan, World of Suzie Wong), films made in Asia (Seven Samurai, Ikiru, Red Flag Canal), and "documentaries" (Felix Greene films on China, Hearts & Minds.)

CLASSICS

Classics 205  The Material World of The Romans  Elizabeth Will
MWF 11:15

Lecture & discussion, with colored slide illustrations. What does archaeology tell us about how the Romans lived, and what they were really like? This course seeks to answer those questions by examining the objects used by the Romans in their everyday life. Finds to be considered will come mostly from the sites of Pompeii, Cosa and Ostia. The Etruscan background of Roman culture will be touched on throughout the semester. Readings: Rome: Its People, Life & Customs, & others on reserve. Requirements: a journal consisting of class notes, notes on readings, & original contributions. Importance attached to class attendance. A required field trip to the Boston Museum of Fine Arts. No prerequisites.

Greek 210  Greek Poetry: Homer  Elizabeth Will

The first four books of the Odyssey will be read, with attention to structure, style, meter, characterization, as well as to the differences between Homeric & Attic forms. The cultural background of the Homeric poems will be stressed. Prerequisites: Greek 140.

Latin 220  Latin Poetry: Catullus & Horace  Elizabeth Will
MWF 9:05

Close reading of selected poems of Catullus & Horace. Particular attention to the structure, style & meter of the poems, to the lives & personalities of the poets, and to Roman life in the first century B.C. Prerequisite: Latin 210 or 4 years of high school Latin.
COMPARATIVE LITERATURE

ComLit 101A  The Homing Instinct in World Literature  Wm. Moebius
MMF 12:20

In an age of environmental concerns, it is important to see how the
home has developed as a meaningful concept in the literatures of the world.
"Homely," "homesick," "homebody," and "Come home, America": does "home"
mean the same thing to different people? sexes? to parents and children?
Is "home" the place we put down "roots" or is it a stifling nest from which
we seek to fly? Whatever the definition, home has for centuries been an
important part of the literary landscape. Readings from ancient Greece and
Rome, modern Europe and America, South America, Africa, China & Japan will
let us see and evaluate these different kinds of personal space, all of
them starting points for civilized life in both its positive and negative
aspects. Readings: Selections from the Odyssey; Oedipus at Colonus & Ajax
of Sophocles; Han-Shan, Cold Mountain Poems; Raseh, "The Story of Kichapi";
Lowry, October Ferry to Gabriola; Vian, The Empire-builders; Gorky, The
Lower Depths; Ibsen, A Doll's House and The Master-Builders; Horacio Quiroga,
"Juan Darien"; Mann, "Disorder and Early Sorrow"; other short stories & poems.
3 5-page papers; no prerequisites.

ComLit 101B  Myth, Fairy Tale & Children's Literature  Gillian Adams

Studies some basic myths & folktales & their use in classics of child-
ren's literature. Employs social & psychological as well as strictly lit-
erary approaches. In addition the course investigates the interplay between
the sexes as presented to children: boy-girl (prepubescent), prince-princess,
mother-father or their surrogates. Does sexual stereotyping apply in the
same way to the child as hero or heroine as it does to adults in the same
story? Readings include: Classical & Norse myths; Aesop; Grimm; Hans C.
Andersen; Annotated Mother Goose; Baron Munchausen; Pinocchio; Alice in
Wonderland & Through the Looking Glass; Uncle Remus; George MacDonald; Lilith;
Robinson Jeffers; Anne Sexton. Film: Walt Disney, Snow White. No pre-
requisites; short papers & exam. Of special interest to Ed, psych, anth.
& WoSt majors.

ComLit 101D  Themes of Good & Evil  Arlene McCrea

Emphasis on close reading & interpretation of the texts. Format de-
signed for students whose careers prevent them from attending classes at
conventional times, and will include small tutorials for individualized at-
tention. The material & methodology has been selected to be of particular
interest to non-traditional students. Readings: Sophocles, Oedipus the
king; Bible; selections; Chaucer; Shakespeare, Macbeth; Hawthorne, The
Scarlet Letter; Dostoevsky, Crime & Punishment; Camus, The Fall. Combi-
nation of papers and exam(s); options to be discussed with each student. No
prerequisites. The class will be held on Saturday morning.

ComLit 197A  Myth Romance & Reality: Indian Lit. in Translation

See Asian Studies 197A for description.
ComLit 202 Avant-Garde in Film & Literature  Cathy Portuges/ Don Levine
TuTh 2:30
Explores modern origins of experimentation in film & literature in avant-garde schools such as Expressionism, Surrealism, Futurism, and contemporary results of this heritage. Analyzes cinema as the result of two concerns: the poetic, dreamlike & fantastic; the factual, realistic & socially critical or anarchic. Attempts to discover how modern culture deals with avant-garde imperatives to forever "make it new." Attention given to women filmmakers & critics such as Germaine Dulac, Susan Sontag & Leni Riefenstahl, in addition to Renoir, Godard, Bunuel, Lang, Resnais, Straub, Fassbinder, Man Ray, Clair, Bergman, Deren and others.

COMMUNICATION STUDIES

ComStu 210 Interpersonal Communication Nancy Mihevc
sec. 3 MWF 3:35, Machmer W-22
Designed to provide students with a basic theoretical & practical understanding of the process of interpersonal communication. Lecture/discussion format with experiential learning in & out of the classroom in order to provide a broad base of understanding. Among topics covered are communication as transaction, self-concept & interaction, listening, person perception, trust & self-disclosure, verbal & nonverbal codes, roles & relationships. Students interested in person-oriented careers (e.g. nursing, education, administration, counselling, etc.) will find this course useful. Readings vary, usually required are two texts.

ComStu 252 Small Group Communication Fern Johnson
sec. 1 MWF 9:05 Machmer 22
sec. 2 MWF 10:10 Machmer 22
Lecture/discussion, structured activities, small group projects. An introduction to communication processes that occur in task-oriented small groups. Both task & interpersonal processes considered. Goals: to understand group processes, develop small group skills, intensive work in a small group being used to synthesize theory & practice. No prerequisites. Required: 2 group projects, 1 journal, 1 paper, 2 exams. One group project is a workshop on small group communication. Students may elect the topic of communication & sex for their workshop project.

ComStu 514 Communication & Language Theory Fern Johnson
Lect. 1, MWF 3:35, Mach W 22
Consideration of language by focusing on theories of and research on language acquisition & development, and the relationship between language & thought processes, as well as social & 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 & cultural patterns of lanugage. The relationship between language & communication will be of central importance. Of interest to students from a variety of academic programs, grad & undergrad. Prior background in language theory not necessary.
EDUCATION, SCHOOL OF

Educ. 290/590K  
**Survival Strategies for Teaching in the Urban Schools**  
Barbara Love  
M 4-6:30 pm  3 cr  
The goals of this course are to have the students become acquainted with research regarding phenomena which affect the teaching/learning process in urban schools, and to help students develop skills for effectiveness in the process. 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. Requirements: Active class participation & portfolio.

Educ. 290L-590L  
**Workshop on Education & Institutional Racism**  
Barbara Love  
Weekend Workshop, 10/14-16, 2 cr  
The 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 countering racist behaviors. This will be accompanied by readings and group discussions on the development of consciousness and the stages of growing awareness. Requirements: participation in and evaluation of the workshop.

Educ. 291A  
**Native American Education: Problems and Issues**  
Emma Cappelluzzo  
Tues 4-6:30  
The course will concern itself with current issues in Native American communities, public policy legislation and issues related to schooling. Special emphasis will be on Native American youth, the changing family and Native American women.

Educ. 622  
**The Nature of Creativity**  
Judith Speidel  
M 3:35-6:35  
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. 746  
**Seminar in Education: Teacher Education & Racism in Schools**  
Barbara Love  
Tu 7:00-10  
Aims: 1) to examine the development of racism in the U.S. as a phenomenon influencing the process of education; 2) to examine the 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, and 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 U.S.; Ashley Montague, Racism: Man's Most Dangerous Myth; and White Racism. Course limited to graduate students.
GERMAN

Ger 413 German Romanticism
   TuTh 9:30-10:45, Herter 114

A study of the literature of German Romanticism in the context of German society and culture at the beginning of the 19th century. Special emphasis will be placed on the relation between literature and philosophy--natural science at that time. A basic knowledge of the German language is assumed, and the course will be directed at furthering a literary background for the student. Prerequisites: German 161 or equivalent. Students should be able to read at least 30 pages of German per class.

HISTORY

Hist. 290C Asia Through Film
   see description under Asian Studies 290C

Hist 290D America in History and Film: the 20th Century
   Robt. Griffith et al.

This is not a course in film history, but rather a course in American history which seeks to use films, along with lectures and extensive reading, to dramatize and illustrate major historical themes. Each week a different member of the department of history will deliver a lecture on a major problem in American history, drawing on his/her field of special interest. On the following evening the class will view a film which illustrates or dramatizes issues raised in lecture. Later in the week the class will meet in discussion sections to discuss the lecture, film and readings. Lectures will deal with topics such as racial ideology, the dispossession of the American Indian, the rise of the labor movement, rural/urban conflict, the Great Depression, the Cold War & Vietnam, and the role of women and youth in modern American society. Films include: Birth of a Nation, Little Big Man, King Kong, The Immigrants, Mr. Smith Goes to Washington, Grapes of Wrath, Night and Fog, Bataan, Dr. Strangelove, Picnic, Rebel Without a Cause, and Hearts and Minds. Readings will include a textbook, 4-6 paperbacks, and a series of articles collected especially for the course.

Hist 339 The U.S. Since 1941
   Robt. Griffith

An upper division course in American history since World War II. Its major themes include: 1) the Cold War and its impact on American politics and culture, from Hiroshima to Vietnam; 2) post New Deal politics from Truman to Ford, focusing not only on elections and legislation but also on the interplay between public policy and powerful private interest groups; and 3) on the multiple crises of modern American society--economic concentration, urbanization and suburbanization, the tensions of race, the persistence of class and the rise of mass culture. Lectures, discussion & an extensive reading list.
HUMAN DEVELOPMENT

H.D. 380/580 Human Development in Adulthood TT 11:15 Barbara Turner

Explores human development from young adulthood through old age, taking a social psychological perspective of change across the adult life span. Topics include the social setting; the age-status system and age-grading; the adult in the family; adult socialization; psychology of the life cycle; social psychological theories of aging; work and play; and institutionalization, dying and death. Emphasis on sex differences on all topics. Readings: Growing Older, Margaret Huyck; Middle Age and Aging, Bernice Neugarten, ed.; Early & Middle Adulthood, Lillian Troll. Requirements: midterm & final exams (essays if enrollment under 30, otherwise multiple-choice); one other project (term paper, research project, direct service with older adults, etc.). Prerequisites: junior, senior or graduate status; basic courses in psychology and/or sociology.

LINGUISTICS

Ling. 101 People and Their Language Tom Roeper

Course seeks ways of formulating answers to such questions as the following: is language a uniquely human faculty? What is the nature of linguistic "knowledge"? What does human language tell us about human beings, both individually and in the mass? How is language central to one of mankind's most significant art forms, the poem? The course will begin with a film on attempts to teach "language" to a chimpanzee, and will then examine how children learn their native language. That learning process leads to a particular language involves study of the uses of language in society, in history, and in art. No prerequisites.

MUSIC

Music 290B Techniques in Afro-American Vocal Music Horace Boyer

Practical seminar in analysis and performance. This class is concerned with the preparation, analysis and performance of Afro-American and Jazz vocal music. Concentration is placed on the development of skills in singing jazz, popular and soul songs. The techniques of such singers as Bessie Smith, Ella Fitzgerald, Billie Holiday, Mahalia Jackson, B.B. King, Aretha Franklin and James Cleveland will be studied in detail.

ORCHARD HILL

OHI 190U Urban Experience in Literature Helen Schneider

Tu 7:00-10:00 Chadbourne Classroom

The course will investigate the nature of urban life in the 19th and 20th centuries as perceived by several British and American writers. Issues include: sense of community and alienation in cities, significance of ethnic identity within neighborhoods and the larger world, importance of the labor movement and of industrialization to the quality of life in the city, psych-
ological effects of poverty on urban people. What are the effects of concentrated population and limited resources on the individual and the city as a whole? Conversely, what advantages does an urban center offer? Readings: Dickens, Hard Times; Gaskell, Mary Barton; Hart Crane, Poems; Steven Crane, Maggie; Davis, Life in the Iron Mills; Dreiser, Jenny Gerhardt; Norris, McTeague; Farrel, Studs Lonigan; Petry, The Street; Henry Roth, Call it Sleep; Thomas, Down these Mean Streets; Reznikoff, By the Waters of Manhattan. Prerequisites: none. Requirements: 3 essays, 1 exam or project.

PHILOSOPHY

Phil 160, sec. 3  Introduction to Ethics  Ann Ferguson

A consideration of contrasting theories of freedom from different philosophical schools and related theories of oppression for the analysis of race, sex and class oppression in the U.S. today. We will examine conservative as well as radical philosophers and writers. The course will be taught from a marxist feminist perspective but students will not be graded on their divergent views; rather, the goals will be to allow the development of skills to defend one's own perspective critically. Readings: J.S. Mill, On Liberty; Friedman, Capitalism and Freedom; Cain, Blueschild Baby; Kaufman, ed. Existentialism from Dostoyevsky to Sartre, Freedman, ed., Marxist Social thought; Edwards, Reich and Weisskopf, The Capitalist System.

Phil 334  American Philosophy  Ann Ferguson

MWF 1:25

Deals with the development of distinctively American social philosophies in later 19th and early 20th century. We shall concentrate on two contrasting social philosophies: social darwinism and pragmatism/pluralism/social democracy. We will consider the responses of influential American feminist thinkers of the time as well as socialists & anarchists. The hope is that by understanding this key period in the formation of American ideology students can come to identify persistent strands of AMerican thought which act as underpinnings to contemporary movements for social change. The course will be taught from a marxist feminist perspective but students will be encouraged to develop skills to defend their own perspective critically. Readings: selections from Wm. James, C.S. Peirce & John Dewey, from Wm. Graham Sumner, Susan B. Anthony & Elizabeth Cady Stanton, etc. in Kraditor, ed., Up From the Pedestal, and from Emma Goldman & Charlotte Perkins Gilman.

POLITICAL SCIENCE

PolSci 161  Problems in Law & Society  Ken Dolbeare

What are the uses of law in the U.S. with respect to significant social change? What are the built-in limits? This course argues that law in the U.S. is basically a closed system of conceptual and practical barriers
to anything other than capitalist-liberal social institutions, practices and
everyday life. To break these limits & solve our current social, economic,
environmental, racial, sexual and other problems would require a wholly
different understanding of what "law" might be or mean. The exploration of
such forms and meanings and their implications will be the focus of the second
half of the course. Prerequisites: profound skepticism about law in the
U.S.; above all, this is not a course for aspiring lawyers of any kind.

Pol Sci 203  American Political Thought  Ken Dolbeare

Exploration of the origins & development of orthodox American liberalism,
its links with evolving capitalism, and its realtions with the conservative &
radical/socialist and feminist traditions, for the purpose of understanding
the nature of our current crisis and the range of possible alternatives for
the future. Emphasis on developing capacities for critical evaluation and
original thinking, so that today's despair over the decline and fall of liberal-
ism can be converted to creative development of promising alternatives. No
prerequisites.

Pol Sci 374  Psychological Theory & Political Theory  Jean Elshtain
MWF 12:20

An imaginative & rigorous exploration of the relationship between theories
of psychology & theories of politics. Some major questions include: what is
the theorist's understanding of human nature & what are the political implica-
tions of this understanding? How and through what mechanisms can "mind" (or
psyche) and politics be said to connect? Can a theory of psychology serve as
the basis for a general social & political theory? What are the connections
between sex, race & class oppression & psychology? Can psychological theory
illumine the problem of false consciousness? What is the nature of that nexus
which pertains between political leaders & their followers? Lecture-discussion;
2 short (6-8pp) analytic papers & a final exam. Readings include: Freud,
Civilization & its Discontents; The Future of an Illusion; New Introductory
Lectures; Jacoby, Social Amnesia, Laing, Politics of Experience; Sagan, Can-
ibalism: Human Aggression & Cultural Form; Skinner, Beyond Freedom & Dignity.

PSYCHOLOGY

Psych 391  Popular Psychology  Howard Gadlin

A critical examination of currently popular psychological writings.
Included will be books on childcare, life style, sexuality and sex roles,
altered states of consciousness, self-help and popular therapies. Comparisons
with professional psychology will be drawn and both popular and professional
psychology will be interpreted from a socio-cultural perspective. Permission
of the instructor required.
PUBLIC HEALTH

PubHlth 301/601 Principles of Community Health Education Staff

Introduction to the principles of learning as related to community health, community health programs, community structure & community organization. Discussion & analysis of socio-cultural factors related to health education; intro. to methodology of citizen involvement & participation; to the various applicable methods; to the role of public health professional workers; to the role of the professional community health education, with emphasis on individual & personal nature of health promotion in a community setting. Junior, senior or graduate level or special permission of instructor required.

PubHlth 304/604 School Health TuTh 9:30-10:45 Ted Chen

SPORTS STUDIES

Sportst 202 History of Sport & Physical Activity Betty Spears
MWF 9:05 Hicks 10

Lecture, audiovisual materials, discussion & student projects. Examines U.S. sport & physical activity to explain the origins of today's informational module designed to provide basic knowledge & understanding of sport history in the U.S. Students are encouraged to develop their own interests in Phase II of the course. A variety of assigned readings in primary & secondary sources.

Sportst 190C Sport Hero & Heroine in Cultural Perspective TuTh 11:15-12:30 Judith Davidson

The course will raise questions concerning the predominance of athletes in our culture, the anti-hero in sport and professionalism in the sports world.

EDUCATION, SCHOOL OF

Educ. 834 Issues in Children's Literature M. Rudman

Seminar (graduate level). A discussion & examination of issues such as sex, divorce, death, the female, the Black, the Native American, war etc. as depicted in children's books. Readings: Rudman, M, Children's Literature; Egoff, Only Connect, and various articles. Requirements: 1 large paper, class discussion, sharing of books & references.
FIVE COLLEGE COURSES

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

AMHERST COLLEGE

Black Studies 33 Intro. to Afro-American Poetry Andrea Rushing (component) MWF 10-11
This course surveys the folk & formal poetry of the Afro-American experience; it is grounded in a study of sermons, spirituals & the blues & goes on to close readings of such poets as Gwendolyn Brooks, Michael Harper, Robert Hayden, Langston Hughes & Sterling Brown. Emphasis on themes, tone & imagery.

English 25f Men & Women in Literature L. Bruss & K. Townsend
How does literature help us imagine, define & explore sexual identity? What are the changing shapes of femininity & masculinity, the attributes of character & fate, the promises, delusions & dilemmas of relationships between men & women (love & hate, parenthood & childhood, subservience & dominance?). Comparing male & female authors, the course will also raise questions about the role of gender in shaping literary imagination itself. Do women authors have a different vision that their male counterparts, different concerns or sympathies, different powers or voices? Elective for sophomores and freshmen with consent of instructors. Limited to 20 men & 20 women.

Hist. 59 19th Century American: the Emergence of a Modern Society (component) R. Gross
A survey of American social history from 1790 to 1850. The transformation of America from a largely rural & localistic society based on authority & tradition into an expansive, competitive one, propelled by individual initiative & technological change. The major themes are progress - its costs & benefits - and the emergence of rational attitudes toward life. Topics include: the "demographic transition" and adoption of birth control; the takeoff to economic growth and the beginning of industrialization; the democratization of American politics; urbanization and the appearance of the Victorian family. The problem of slavery & the persistence of white racism are treated as tests of modern rationality.

Psych. 27 Developmental Psychology (component) R. Olver
A study of human development with emphasis on the general characteristics of various stages of development from birth to adolescence & on determinants of the developmental process. Requisite: psychology 11.
Freshman Seminar  

Topics in Comparative History: Blacks and Women  

Asa Davis

An examination of the similarities & differences in the past history of blacks & women in Europe & Africa as background to their current situations in the New World. The course will explore such topics as how women and blacks are treated as data in the disciplines, the historical roots and manifestations of sexism and racism, and Judeo-Christian sources of "status" and "roles" of blacks and women and the evolution of the idea of blacks as "slaves" and women and "property." The course will also include readings and discussions on the similarities and differences between the white mother and the black mother, between black militancy and Women's Liberation, etc., and the relationship between the feminine mystique and the black aesthetic.

HAMPShIRE COLLEGE

HA 133/233  Literature & the Black Aesthetic  

E. Terry

(component)

This course, which takes its title from that of an essay by Addison Gayle, will examine critical essays which express a need for and attempt to define a Black aesthetic. We shall apply the explicit & implicit theories found in these critical statements to literary works - drama this term - written by Black authors. We shall attempt to better understand what informs the avowed literature of the Black Aesthetic and how these works differ from those by earlier Black writers. The Main critical text is Gayle's anthology, The Black Aesthetic. It will be supplemented by earlier as well as more current essays and a sampling of novels and stories. Enrollment is open. Class meets twice weekly, in 1 1/2 hour sessions.

HA 192/292  American Writers and Race (component)  

E. Terry

A seminar on the fictive images of black people and the problem of race held by both black and white authors of the 19th and 20th centuries - Melville, Chestnut, Cable, Mark Twain, Dunbar, Johnson, Walker, Hughes, Faulkner, Styron and Baldwin. The members of the class are asked to prepare papers based on the readings of these or other authors' works for presentation to the group. Course meets twice weekly for 1 1/2-hour sessions. Enrollment open.

IN  

Enquiry Into the Nature of Love  

Jane Egan

This seminar investigates love through readings in animal behavior, physiology, psychology, psychoanalysis, anthropology, history, economics, politics, sociology and anything else that is relevant. Is romantic love a myth perpetuated by male societies to keep women in their rightful place? What have infant affections to do with adult love? What is the role of hormones in the establishment of parental and sexual bonds? Contributors to this seminar will include Nancy Goddard (on hormones & sexual desire), Ray Coppinger (on courtship), Linda Gordon (on Freud & Erikson), Miriam Slater (on love in context, i.e. history of the family and romantic love), and others. There will also be provision for 6 students committing themselves to Div. I exams in this area to join the seminar. Feminists welcome. Enrollment limit 15 (instructor's permission).
Freshman Seminar
Topics in Comparative History:
Blacks and Women
Asa Davis

An examination of the similarities & differences in the past history of blacks & women in Europe & Africa as background to their current situations in the New World. The course will explore such topics as how women and blacks are treated as data in the disciplines, the historical roots and manifestations of sexism and racism, and Judeo-Christian sources of "status" and "roles" of blacks and women and the evolution of the idea of blacks as "slaves" and women and "property." The course will also include readings and discussions on the similarities and differences between the white mother and the black mother, between black militancy and Women's Liberation, etc., and the relationship between the feminine mystique and the black aesthetic.

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Enquiry Into the Nature of Love Jane Egan

This seminar investigates love through readings in animal behavior, physiology, psychology, psychoanalysis, anthropology, history, economics, politics, sociology and anything else that is relevant. Is romantic love a myth perpetuated by male societies to keep women in their rightful place? What have infant affections to do with adult love? What is the role of hormones in the establishment of parental and sexual bonds? Contributors to this seminar will include Nancy Goddard (on hormones & sexual desire), Ray Coppinger (on courtship), Linda Gordon (on Freud & Erikson), Miriam Slater (on love in context, i.e. history of the family and romantic love), and others. There will also be provision for 6 students committing themselves to Div. I exams in this area to join the seminar. Feminists welcome. Enrollment limit 15 (instructor's permission).
The course will consider two main areas of bio-medicine that are of crucial concern to women: 1) genetic technology which will include an exploration of sex selection procedures, in vitro fertilization, and cloning; 2) psychiatry, 'mental health' issues, behavior control and modification, with a special emphasis upon psychosurgery. Emphasis will be placed upon a feminist analysis and criticism, with a view toward developing a more gynocentric social policy & ethics. Enrollment by permission of instructor. Class meets twice a week for 1½ hours.

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 and professional athletes. We will attempt to discover what physical activity means to us, and 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. 5-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.

In this seminar we will read about, discuss and visit various examples of the way health care is, has been, and can be delivered. Our approach will be sociological but we will consider political and economic issues as they apply and as we can find resources to study them. Possible examples of models of care are: solo-fee-for-service care; emergency care; welfare medical care; specialty practice medical care; Health Maintenance Organizations; and socialized medical care. We will concentrate on American medical practice and history but will also look for comparative examples to foreign models of health care systems. Enrollment limited to 20. First come, first served.

This course will examine the changing legal status of women & children in American, both as a subject of interest in its own right and as a vehicle for the exploration of the role of law in society. It is intended to meet the needs of those who desire a general introduction to legal institutions & processes, as well as to meet the need for a greater understanding of the legal rights of women & children. Class meets twice a week for 1½ hrs. Enrollment open. Students will be introduced to basic techniques of case analysis & reading of statutes, as well as fundamentals of legal research. Topics include: treatment of women in criminal law & penal system; marriage, divorce, child custody & adoption; child abuse; juvenile court process; political & civil rights of women & children.
SS 228  17th Century Studies (component)  P. Glazer, L. Kennedy,
(HA 295)  M. Slater, D. Smith

Literary & historical sources will be utilized to examine authority & power --
the nature of kingship, slavery, the relationship between men & women in the
family & society, the idea of nature, the metaphor of the garden & the wild-
erness. Four faculty members --with their special interests in social history,
feminist history, British renaissance studies & American studies -- will
collaborate closely throughout the course & will work with students both in
large class sessions & smaller seminar or tutorial groups to enlarge & sharpen
perceptions of the period & deepen an understanding of the source material.
Major sources include Shakespeare, Milton, Hawthorne, Stone, Erikson, Perry
Miller. Enrollment unlimited. Class meets twice a week for 1 1/2 hrs.

SS 280  Women in Socialist Societies: Theory & Practice  C. Bengelsdorf &
        J. Landes

The emphasis in most feminist circles has been on historical & current aspects
of women's situation in "western" capitalist cultures. Yet feminist theory
tends to point beyond such societies. The object of this course will be to
explore these dimensions, to examine feminist thought in relation to socialist
experience, and, in turn, to analyze socialist experience in the light of
feminist thought. Some issues include: the position of the family in socialist
thought & societies; views of production & reproduction; sexual division of
labor; woman's position as worker & housewife. Readings focus on both the
theoretical framework (or lack thereof) and the experience of women in each of
the revolutionary situations examined. Both primary & secondary sources used,
including Engels, Rowbotham, Zaretsky, Kollontai, Marx, Lenin, Trotsky, Mao,
Castro, Cabral, Mandel, Salaff & Merkle, & Randall. Some background in feminist
theory and/or socialist development expected. Enrollment unlimited. Class
meets twice weekly for 1 1/2 hrs.

MOUNT HOLYOKE COLLEGE

Anthro 222  Socialization & the Family  Kay Warren

A multi-society survey of the impact of the family & other social institutions
on the individual's orientation to cultural identities, such as sex, ethnicity
& class. We will develop models to explore the cross-cultural diversity of sex
roles, patterns of socialization & mechanisms which subordinate women.

French 358  Woman in France Today  E. Gelfand

The course will assess different cultural domains (political, judicial, sexual,
professional, religious, educational, economic) in order to determine the
status of French women, in theory & practice. We will begin with the theoretical
(Beauvoir, Grout, Parturier) and move to the concrete (Sullerot, Sarton,
D'Eaubonne, Callet, les femmes de Musidora); we will also consider at least one
literary representation of contemporary woman (Rochefort). Articles from current
periodicals will be included in the readings. Class participation of major im-
portance.
SS 228  
17th Century Studies (component)  
P. Glazer, L. Kennedy,  
M. Slater, D. Smith  
HA 295
Literary & historical sources will be utilized to examine authority & power --  
the nature of kingship, slavery, the relationship between men & women in the  
family & society, the idea of nature, the metaphor of the garden & the wild-  
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feminist history, British renaissance studies & American studies -- will  
collaborate closely throughout the course & will work with students both in  
large class sessions & smaller seminar or tutorial groups to enlarge & sharpen  
perceptions of the period & deepen an understanding of the source material.  
Major sources include Shakespeare, Milton, Hawthorne, Stone, Erikson, Perry  
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Women in Socialist Societies: Theory & Practice  
C. Bengelsdorf & J. Landes
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of women's situation in "western" capitalist cultures. Yet feminist theory  
tends to point beyond such societies. The object of this course will be to  
explore these dimensions, to examine feminist thought in relation to socialist  
experience, and, in turn, to analyze socialist experience in the light of  
feminist thought. Some issues include: the position of the family in socialist  
thought & societies; views of production & reproduction; sexual division of  
labor; woman's position as worker & housewife. Readings focus on both the  
theoretical framework (or lack thereof) and the experience of women in each of  
the revolutionary situations examined. Both primary & secondary sources used,  
including Engels, Rowbotham, Zaretzky, Kollontai, Marx, Lenin, Trotsky, Mao,  
Castro, Cabral, Mandel, Salaff & Merkle, & Randall. Some background in feminist  
theory and/or socialist development expected. Enrollment unlimited. Class  
meets twice weekly for 1½ hrs.

MOUNT HOLYOKE COLLEGE

Anthro 222  
Socialization & the Family  
Kay Warren
A multi-society survey of the impact of the family & other social institutions  
on the individual's orientation to cultural identities, such as sex, ethnicity  
& class. We will develop models to explore the cross-cultural diversity of sex  
roles, patterns of socialization & mechanisms which subordinate women.

French 358  
Woman in France Today  
E. Gelfand
The course will assess different cultural domains (political, judicial, sexual,  
professional, religious, educational, economic) in order to determine the  
status of French women, in theory & practice. We will begin with the theoretical  
(Beauvoir, Grout, Parturier) and move to the concrete (Sullerot, Sartin,  
D'Eaubonne, Callet, les femmes de Musidora); we will also consider at least one  
literary representation of contemporary woman (Rochefort). Articles from current  
periodicals will be included in the readings. Class participation of major im-  
portance.
Hist 102f The Recent Past: Woman in the City: 1880-1930 (4 credits) MWF 9-9:50
Phyllis Palmer

An examination of social workers, socialites, working girls, factory women, prostitutes, immigrant wives & mothers, and radical feminists to determine the structure & quality of life in urban society. Students will use a variety of source materials: novels, popular magazines, films & photographs, autobiographies, government reports, newspapers and oral history interviews to see how various groups analyzed and adapted to or changed the urban environment.

Hist D250f Modern Britain (component) MW 11-12:15
Susanna Barrows

Explores the evolution of Britain since the mid-18th century from a rural agricultural society into an industrial democracy. Topics include the industrial revolution, Victorian culture, political change, imperialism, the impact of socialism & its transformation in the 20th century. Emphasis on primary sources such as literary works & periodicals.

Hist 275f The Woman in Russian History W 1-2:50
Nancy Frieden

An examination of the theory that the strong position of the Soviet woman derives not only from post-revolutionary legislation and marxist ideology, but that her unusual situation is also rooted in Russia's past. A survey of the history of women in Russia from the ancient warrior maidens and amazons through the present. Will focus primarily on the condition of women in the 19th and 20th centuries. Analyzes the impact of socio-economic structure, political ideology, folkloric traditions, family organization, and literary and cultural trends on the changing lives of Russian women. Readings (in English) include: folklore, travelers' accounts, literary works by and about women, biographical material & outstanding memoirs by Russian women. Students with a reading knowledge of Russian will receive an alternate list of materials not translated into English.

Hist 340 19th Century Europe: London, Paris & Vienna (component) MW 11-12:15
Susanna Barrows

The seminar will consider the social & cultural history of three "seats of empire" in the 19th century. Participants will be asked to examine the patterns of migration & urban growth, the rhythms of work & leisure, the varieties of architecture, city planning & social control. Using such sources as Baedeker's Guides, census materials, contemporary periodicals, novels and memoirs, we will seek to understand how contemporaries -- rich and poor, radical and conservative -- perceived life in their capitals. French or German is useful.

Hist 350 Modern Europe: the Interwar Years (Component) W 3-4:50

Social & cultural history of Europe from the armistice of 1918 to the declaration of war in 1939. Participants will examine the legacy of the Versailles system, the social consequences of inflation & depression, the varieties of pacifism & bellicosity, the Americanization of European culture, the political role of intellectuals, youth movements, popular fronts, and the changing ideals of domestic life.
Interdisc. 1207f  Images of the Feminine in Indian Literature  Tu 2-4  Indira Shetterly
This course examines conceptions of and attitudes toward woman in Indian literature. Texts selected for reading and discussion are drawn from ancient, medieval and modern literature, and include works by women authors. A variety of literary forms will be considered: epic and lyric poetry (the Ramayana the Tamil and Sanskrit Anthologies), classical drama (Sakuntala), ballad and myth (the legend of Manasa, the Snake-goddess) and the modern novel (Ruswa's The Courtesan of Lucknow, Tagore's Broken Nest). All reading will be in translation. No prerequisites. Two hours classwork per week. Requirements: midterm hour examination and one 20-30 page paper.

Psych 211f  Personality (component)  TuTh 1-2:15  R. Shilkret
Personality theories are examined as they attempt to account for individual differences and individual consistencies under a set of assumptions. Three or more such theories will be examined systematically and evaluated.

SMITH COLLEGE

French 349a  Studies in 20th Century Literature  Marilyn Schuster
Contemporary French Women Writers
Identity, self-image, revolt and renewal in the theoretical and literary works of such contemporary French women writers as Colette, Leduc, Beauvoir, Duras, Wittig, Cixous and others. This course will also count toward the major in French Studies. A study of heroines in works by contemporary French women writers, with particular emphasis on problems of identity and self-image. Although some attention will be given to theoretical writings (literary & feminist), primary emphasis will be on literary works (autobiographies, novels, drama, film scenarios and poems) in an effort to determine the nature of the heroine in the works studied, and the implied authors' often ambiguous attitudes toward their characters. Comparisons to contemporary English and American women writers (theorists, novelists and poets) will be made.

Gov 231a  Problems in Political Development: Women & Political Change  MTW 9  Susan Bourque/ Donna Devine
A study of the process of political development through a focus on ways in which political change affects women, and in which women affect political change, with emphasis on Latin American and the Mid-East.

Hist 289a  The Social & Intellectual Context of Feminist Ideologies in 19th & 20th Century America  Jill Conway
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.
Interdisc. 1207f  Images of the Feminine in Indian Literature  Tu 2-4  Indira Shetterly
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Phil 273a  Philosophy and Women  Kathy Parsons
An investigation of the philosophic concepts of oppression, rights, human
nature, and moral reform and moral revolution, as they relate to women.

Religion 245f  Theological Themes in Fiction & Fantasy  Jean Higgins
(component)
An introduction to theological themes through the medium of imagination;
the theoretical basis for such an approach in a Christian doctrine of man.
Concrete illustrations in readings from storytelling theologians and theo-
logically illuminating storytellers.

Soc 101a  Introduction to Sociology (component)  Estelle Disch
Perspectives on society, culture, and social interaction. Topics will in-
clude: community, class, ethnicity, family, sex roles, and deviance.

Soc 211a  Social Disorganization (component)  Estelle Disch
An exploration of theories of deviance and social disorganization, research
studies, and literature aimed at understanding madness, women's roles, racism,
poverty, homosexuality, and rebellion. Course structure includes discussion
groups and field observations. Field work is encouraged. Optional use of
documentary photography as an adjunct to field research.

Soc 224a  Family & Society (component)  Mr. 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.

Soc 336a  Seminar on Women: the Adult Years  Estelle Disch
Sociological and social-psychological examination of particular aspects of
women's lives.

Theater 314a  The Role of Women in the Theater  Helen Chinoy
The following topics will be covered: psychosexual theories about feminine
exhibitionism and theatre; sociological views of the ritual significance of
role playing; historical conventions of theatre with and without women;
images of women in drama; careers for women in various theatrical professions.