



WOMEN'S STUDIES PROGRAM

COURSE OFFERINGS

FALL 1978

WOMEN'S STUDIES PROGRAM

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 Introductory Seminar
 TuTh 9:30-10:45

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.

WoSt 390A Advanced Integrative Seminar Janice Raymond
 Wed. 7:00-10:00 pm Hert 217

A forum for advanced students in Women's Studies to share their knowledge and insights through engagement in reasearch. The topic this semester will be Lesbianism. How have the disciplines treated this subject? What are the new definitions that have emerged from a feminist context? What does the word primarily signify? Enrollment limited to Women's Studies seniors.

Wost 297G/ Foundations of Feminism: The Classic Texts Arlyn Diamond
Eng 297G TuTh 11:15-12:30

Acquaints students with the essential works of Women's Studies emphasizing historical development of feminism and contemporary analyses of ideas and issues leading to the development of Women's Studies as an academic specialization. A survey of the interplay of culture and biography in order to understand how individuals can create new ideas and styles from the conflict between self and society.

WoST 390C/ Women in Literature: Mothers and Lovers Elizabeth Petroff
ComLit 390 TuTh 1:00-2:15 Mach W25

An analysis and historical survey of women figures in literature from the Greeks to the Renaissance; their roles as archetypal mothers, lovers, scapegoats, saviors, witches, and heroes. Background reading on why women have been assigned these roles and the effect these roles have on women's present consciousness. Readings: Medea and Hecuba; poems of Sappho, Ovid; Heroides, Amores; Catullus, Lesbia poems, selections on Cleopatra; Golden Ass; Bible: Genesis, Judith, Esther; Pandora and Persephone myths, Virgin

PLEASE SEE ADDENDUM FOR MORE COURSES

Mary; medieval women saints; Chaucer, Boccaccio, Shakespeare, Glory of Hera, Great Mother; Goddesses Whores Wives and Slaves; anthologies by Bell and O'Faolain; Alone of All Her Sex. (Note: you do not have to buy all these; they will be on reserve and xeroxes will be available for any assigned readings.) Requirements: final oral report or paper on some aspect of women in history; journal on readings in course or several short papers. Pre-Requisites: background in literature, history or women's studies. See instructor if in doubt. Note: this is not a class in all the bad things men have done to women; it is about the power and creativity of women despite oppression. May be taken as the advanced seminar.

WoSt 397A/ComLit 397A Images of the Feminine in Indian Literature Indira Shetterly

Organization: Lecture, discussion, occasional oral reports.

Aim: To examine conceptions of the feminine in Indian culture as articulated in Indian literature. Ancient and modern texts (in translation) from various languages and genres provide insights--from anthropological and other points of view--into the complexity and ambivalence of the unique/universal images of the feminine and the role of women in Indian society. Topics explored include: a) the central notions of the feminine as Power and Nature seen in relation to the polarities of Nature/Culture, Self/Other, malevolence/benevolence, power/authority, and their functions in modern society; b) the religious role of the feminine in mystical poetry; c) the feminine seen as the true Self both by Indian women and by men like Mahatma Gandhi.

Readings: Selections (in translation) from Ramayana (epic), Sanskrit Poetry (lyric), The Interior Landscape (tamil love poems), Speaking of Siva (mystical poetry), The Little Clay Cart (drama), Chemmeen (novel) and Bengali Women (contemporary case studies). General: M.Z. Rosaldo and L. Lamphere, Woman, Culture and Society.

Requirements: 2 short oral reports and one longer paper. Participation in discussion.

Added Notes: All readings in translation; knowledge of Indian languages not required. Also cross-listed with Asian Studies.

DEPARTMENTAL WOMEN'S STUDIES COURSES

ART HISTORY

Art 582 Themes in Western Art--Women and Ann Mochon
Modern Art: 1850 to the Present
Bart 319

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.

COMPARATIVE LITERATURE

- ComLit 201A Cinema and Psyche Cathy Portuges/
 Tu 2:30-5:00 Screenings/lecture Diana Diamond
 Th 2:30-3:45; Discussions
 Tu 7:00-8:15pm
- Lecture/discussion/screenings. An interdisciplinary exploration of the presence of psychoanalytic thought in contemporary film and literature. Examines the screen's fascination with the psyche in order to discover whether cinematic form is uniquely suited to artistic portrayal of psychological processes. Topics include: cinematic visions of dream and fantasy; dramatic portrayals of the patient/analyst relationship; filmic treatment of the boundaries between "sanity" and "insanity"; the self and others; women and madness. Films include: Bergman's Persona; Cocteau's Les Enfants Terribles; Bunuel's Belle de Jour; Hitchcock's Spellbound; Fellini's Juliet of the Spirits; Now Voyager; The Snake Pit. Literary texts by Lawrence, Duras, Lessing, Fitzgerald, Sartre, as well as readings in psychoanalytic theory including Freud, Jung, Laing and Erikson. Occasional guest lecturers from the psychoanalytic field.
- Honors students: Additional readings, and a single semester-long project, either an in-depth study of a film topic, or a psychology-related theme.
 Lab fee: \$10.00 for film rentals.
- ComLit 204A Women, Men and Myth Elizabeth Petroff
 TuTh 11:15
- Examines mythic themes in selected classics of European literature, the mythic masculine and feminine according to the Near Eastern mind, the Mediterranean mind, and Northern European mind: the growth of the hero, the powers of the enchantress, psychic threats to consciousness, origin of good and evil, as these themes reflect a culture's definitions of male and female. Lecture plus discussion; individual meetings with instructor. Readings: Epic of Gilgamesh; Bible; versions of Greek Orestes story; Ovid's Metamorphoses; Apuleius' Golden Ass, Beowulf; Lexdaela Saga; medieval tales from Mabinogion, and by Marie de France, Chretien de Troyes; Tristan & Iseult. Requirements: class attendance, final take home exam, some combination of journal and paper(s) to be arranged. No pre-requisites.
 May be taken for Honors (C60)
- ComLit 390C/
 WoSt 390C Women in Literature: Mothers and Lovers Elizabeth Petroff
 see WoSt 390C for description
- ComLit 397A/
 WoSt 397A Images of Women in Indian Literature Indira Shetterly
 see WoSt 397A for description
- ComLit 522A Medieval Latin Saints: Lives and Elizabeth Petroff
 TuTh 9:30
- A course in 12th-14th century documents written in Latin by monastic scribes, concerning events in the secular as well as the ecclesiastical world. Latin texts will be drawn from the Acta Sanctorum and collections of municipal and monastic chronicles. Since the scholarship on this material is rarely in English, students will need to have reading knowledge of one vernacular language as well as Latin; this may be Italian, French, German, or Spanish depending on the student's area of interest. We will do daily translations in class, in an effort to build vocabulary and familiarity

with medieval scribal commonplaces, and also work on refining bibliographic techniques location and transcription of documents, textural transmission along with learning more about medieval libraries and texts. Requirements: Daily translation and vocabulary drills, short bibliographic project, translation of previously untranslated text of no more than ten pages.

ECONOMICS

Econ 197A Women in the Economy Jane Humphries
 TuTh 1:00-2:15 Mach E33

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

Eng 132 Man and Woman in Literature Michael Wolff
 sec. 1 TuTh 9:30
 sec. 2 TuTh 11:15

Organization: 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 relations with each other. Particular attention paid to finding out how it got to be the way it is: what survives from the past, what we'd like to keep, and what we'd like to change. Reading: Odyssey, bits of the Bible, some Chaucer, de Beauvoir (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 reading, come to class; exams optional.

English 132A Woman as Hero Maurianne Adams
 Southwest Women's Center
 Mon 3:35-6:30

A series of reading and discussions examining the nature, depiction, and possibilities for the female hero in the 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.

To examine the ways men and women have been presented in the literature of various areas and cultures. Students will study not only the images of men and women presented in literature, but also the effects of political, social, and economic conditions on the roles of men and women and on their relationship to each other. Readings: dramatic works by Sophocles, Shakespeare, Ibsen and Shoendberg; fiction by Hawthorne, Austen, the Brontës, Dickens, Hardy, Lawrence, Woolf, Hemingway, James, McCarthy. Three or four short essays, optional journal, project, or examination.

English 332 Woman as Hero Arlyn Diamond
TuTh 4-5:15

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.

English 297G/ Foundations of Feminism: the Classic Arlyn Diamond
WoSt 297G Texts TuTh 11:15-12:30

see WoSt 297G for description

FRENCH

French 144 Intermediate French Fiction: Christian Garaud
Woman's Emphasis
TuTh 1:00

An intermediate course in French literature. The selections read will center on women: either portrayed by various French writers; or on Frenchwomen's historical fight for liberation. Readings are in French. Discussion will be in English. Tests: Collins and Weil-Sayre - Les Femmes en France; Voix du Siècle, Harcourt Brace.

HISTORY

History 297W Comparative British and American Women's Joyce Berkman
History: 1750-1914 TuTh 2:30-3:45
Herter 207

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. (cont.)

OHI 190W

Women's Consciousness and Health Care Staff
section 1 Wed 7-9:30 Dick. 104
section 2 Mon 7-9:30 Van Meter Study
section 3 Thurs. 7-9:30 Chadbourne seminar

Pat Murphy

Organization: Lecture/discussion. Aim: To examine current issues in the health field pertaining especially to women. Our Bodies, Ourselves serves as a foundation for the course to build a supportive atmosphere, sharing ideas and experiences of class members. Contemporary social values and institutions and their effect on decisions women make about their health. Topics include beauty and self-image, birth control and defense, pregnancy and childbirth. Readings: Our Bodies, Ourselves. Added note: Course is designed for women participants.

OHI 190F

Practicum at North Village Day Care Center

Klaus Schultz
David Zuchalo

Organization: Discussion/practicum. Aim: To Learn while working as teaching assistant in North Village Children's Center (ages 2 1/2 - 5) through directed individualized study with professional staff. Sponsorship of School of Education. Students are part of the teaching team in pre-school setting, including curriculum planning, weekly staff meetings, outside preparation for activities, suggested readings. Prerequisites: None. Added Note: Students must contact Zuchalo at 549-6958 before registering.

OHI 190L

Women and Work

Staff

Organization: Lecture and discussion. Aim: An analysis of changes in the labor force participation rate, trade union membership and occupations of American working women from 1900 to the present. The course also asks: 1) Why women work in certain occupations? 2) Which women work in particular occupations and why? (ethnicity, working class and middle class) 3) Working women and the left. Prerequisites: None. Requirements: Readings and Essays. Readings: Baxandall, Gordon and Reverby, America's Working Women; Chafe, The American Woman--Her Changing Social, Economic and Political Roles 1920-1970; Staughton, Rank and File.

PHILOSOPHY

Philosophy 392A

Feminist Ethics and Theory
TuTh 11:15-12:30 Bart 125

Ann Ferguson

Organization: Seminar. Aim: To discuss some of the ethical issues involved with feminism, and related theory of women's role and the causes of sex oppression in society. Topics we will cover include theories of patriarchy, women as a class, anarchism, feminism and socialism: ideals and strategies, women's culture: race and class differences, theories of female psychology. Ethical questions include abortion, sterilization and parenthood (female, male and social rights and duties) and lesbianism vs. heterosexuality: should women love men? Readings: will include deBeauvoir, Reich, Freud, Horney, Engels, Myron and Bunch, Rita Mae Brown, Jagger and Struhl, eds. Feminist Frameworks. Requirements: Contract method of grading: Components: Paper, class reports, Journal, Attendance. Prerequisites: Phil 290D, Phil 381, or background in feminist thought (permission of instructor).

PSYCHOLOGY

Psych 208

Psychology of Women
TuTh 1:00-2:15

Alice Eagly

Is there a viable model of a well-functioning women? This course explores the notion of androgyny as a model of well-being for women and then examines its utility within the framework of biological, developmental, and cultural parameters. Comparisons will be made between this model and other approaches to the study of women's psychology. Readings: Kaplan and Bean, Beyond Sex Role Stereotypes; Readings toward a Psychology of Androgyny; Oakley, Sex, Gender and Society; selected articles. Pre-requisites: Introductory psychology.

SOCIOLOGY

Soc 522

Sociology of Parenthood
TuTh 8:00 a.m.

Alice Rossi

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 791A

Seminar-Life Course
Wed 9:00-12:00

Alice Rossi

Aim: Through focus on study of individual lives, seminar will confront analytic issues in interaction of maturational and generational influences on personality, life goals and their implementation. A review of social science theories on child rearing and family influence will be followed by application to autobiographies and biographies and to data gathered thru life history interviews conducted by seminar members. Working seminar, stressing discussion of readings; development of outline for focussed life history interviews; oral and written reports by seminar members; field work involving taped interviews and their analysis. Readings: R. White, The Study of Lives, Yarrow, Burton Y. Campbell, Child Rearing; Whiting and Child, Childtraining and Personality; Erikson, essays on Identity and life cycle; several autobiographies and biographies. Requirements: several short papers seminar presentations, life history interviews and their analysis. Pre-Requisites: Graduate students only; limited to 15 students, at least one course in sociology or family, or human development or personality theory; plus permission of instructor.

The course will have three specific purposes: one, to understand the nature of current differences in gender and the socialization processes and social institutions of patriarchy and corporate capitalism which shape them; two, the ways in which sex roles manifest themselves in the occupational world, the family, and in interpersonal and sexual relationships, for persons of varying classes and races; three, to explore cases of individual and collective efforts to change. There will be four or five paperbacks to read, as well as some reserve library materials. Requirements: attendance and participation in class; five short (3-4p.) papers, on topics to be arranged with the instructor.

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 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-AMERICAN STUDIES

Afro-Am 251 Black Drama Esther Terry
 MWF 10:10-11:15

An investigation of the aesthetic and critical problems of Black drama, involving a close study of representative plays. The nature of the problem is whether white critics' judgments have not been too superficial and too motivated by a desire for the "primitive" and simple to allow that a Black writer could deal with universally human themes. Analysis of trends in current Black theater and a cursory look at contemporary street theater.

Afro-Am 257 Contemporary Afro-American Novel (C Core) Julius Lester
 TuTh 9:30-10:45

A survey of the black novel from 1940 to the present. The course will acquaint the student with the major black novelists of the contemporary period. Emphasis will be on what these novelists have to say about the black experience in the latter half of the 20th century. Specific themes to be discussed include alienation and identity, revolution, existentialism. Attention also paid to the styles of the various writers and their use of language. Readings: Richard Wright, The Outsider; R. Ellison, Invisible Man; J. Williams, The Man Who Cried I Am; T. Morrison, The Bluest Eye, etc. Several papers and one major paper on a topic of the student's choosing. Take-home final exam.

Afro-Am 290G The History of the Civil Rights Movement J. Lester
 TuTh 11:15-12:30

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, NAACP, and the Urban League. Also examines impact on the white social and political movements which later emerged.

ASIAN STUDIES

Chinese 253 Chinese Literary Tradition I Djertson
MWF 12:20

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 and Lo, Sunflower Splendor; Liu, The Art of Chinese Poetry. No knowledge of a language other than English is necessary.

Japanese 297A Introduction to Japan William Naff
TuTh 11:15-12:30

Organization: Lectures, slides, discussions, films, recordings, guest lectures and performers. Aim: At the beginning of the 11th century Japan produced the world's first great novel. Over the last 13 centuries Japan has produced an incalculable treasure of masterpieces ranging from the fine arts through architecture and metallurgy. It has an extraordinarily rich folk culture. What can be learned from the Japanese experience knowing that every person in the advanced nations of the world is directly affected daily by the vigor and productivity of Japanese civilization? This course introduces some of the outstanding characteristics of Japanese civilization as it existed up to 1600. Readings: To be assigned. Requirements: 4 short reaction papers and a final exam. Prerequisites: None. Added notes: No knowledge of the Japanese language is required for this course. You are cordially invited to attend.

ANTHROPOLOGY

Anthropology 317 Primate Behavior Lorie Godfrey

Organization: Lecture and discussion. Aim: Survey of primate behavior emphasizing the adaptive behavioral complexes in field and laboratory studies of the four living grades of primates: prosimians, monkeys, apes and man. One of the topics will be sex roles and dominance in the order of primates. Readings: To be announced. Prerequisites: Anthro 103 is recommended.

Anthropology 372 Human Variation Alan Swedlund
TuTh 9:30

Organization: Lecture and discussion format. Aim: The purpose of this course is to acquaint the student with the nature of human biological variation and to discuss the important evolutionary and ecological dimensions. Emphasis will be placed on human genetic and morphological variation as it relates to concepts of race and subspecies variation. We will also consider sexual variation and evolutionary changes in the species Homo sapiens. Students will have the opportunity to learn the basic mechanisms of inheritance and of genetic change. Questions regarding human evolution in the past, present, and future will be addresses. Requirements: Assigned readings, a mid term and a final.

CLASSICS

Classics 205/505 The Material World of the Romans
MWF 11:15 Dickinson 212

Elizabeth Will

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

ComStu 574 Communication and Language Theory
TuTh 1:00-2:15 Mach W12

Fern Johnson

Consideration of language by focusing on 1) theories of and research on language acquisition and development, 2) the relationships 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 relationships between language and communication will be of central importance. Readings: several texts.

COMPARATIVE LITERATURE

ComLit 290C Comparative Themes in North/South American Lit. Nina M. Scott

Lecture/discussion. An historic overview of parallel themes developed by writers in the Americas: discovery and exploration; women in colonial literature; the struggle for political independence, followed by a much longer fight for intellectual emancipation from Europe as well. Literary treatment of the American landscape, the figure of the Indian and the gaucho/cowboy and finally, a comparison of works by Faulkner and Garcia Marquez as examples of American themes and expression on a universal level. Readings: B. Diaz del Castillo: The Conquest of New Spain (selections); John Smith: Newes from Virginia; Description of New England (selections); Cooper: The Last of the Mohicans (selections); Lopez y Fuentes: El Indio; Wister: The Virginian (selections); R. Guiraldes: Don Segundo Sombra; Faulkner: Absalom, Absalom!; Garcia Marquez: 100 Years of Solitude. Some duplicated material at cost. All readings are in English, but qualified students are encouraged to read the Latin-American works in the original. Requirements: Two exams, one final paper. Paper may be done in English or Spanish. Prerequisites: None. Added notes: This is a course which relates well to a variety of fields and in the past has attracted majors from History, Anthropology, etc. as well as from English, Spanish and Comparative Literature.

ECONOMICS

Econ 597A

Economics of the Peasantry
TuTh 1-2:15 Mach E 35

Carmen Diana Deere

Organization: Lecture/discussion. Aim: Theoretical exploration of the "agrarian question", covering the literature on the peasantry from the time of the Russian Revolution to analyses generating in the Third World today. The Marxist theories of modes of production as well as neoclassical and Chayanovian analyses of the peasant household will be developed. The last part of the course will focus on case studies of the articulation of the peasantry within specific social formations, the differentiation of the peasantry, its integration to the labor market, and of the division of labor by sex and time allocation within the peasant household. The course will primarily focus on the applicability of theoretical work to the Latin American peasantry, highlighting such topics as social differentiation, labor market participation, agricultural production, and the division of labor by sex. The course will be oriented towards the Latin American peasantry.

EDUCATION

Education 290K-590K Survival Strategies for Teaching in Barbara Love
Urban Schools M 4-6:30 pm

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 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. Requirements: Active class participation and portfolio.

Education 290L-590L Workshop on Education and Educational Barbara Love
Racism Oct. 13, 14 and 15

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 counteracting 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.

Education Issues and Problems in the Urban Schools Barbara Love
Tuesdays 9-12

This course consists of a series of modular offerings in which future trends, issues and problems for urban education teacher education are examined. New areas presently being explored by teacher education programs across the country will be examined and researched to determine what directions teacher education should be moving toward in order to effectively prepare teachers who can meet the challenges of teaching in the schools.

Organization: Lecture and discussion; seminar. Aim: A discussion and 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, Marsha Children's Literature; Egoff, Only Connect; and various articles. Requirements: One large paper, class discussion, bringing in of books and references will be required.

GERMAN

German 190E

Contemporary Germany East and West

Sigrid Bauschinger

Thursday 7-10

Organization: Lecture/Discussion. Aim: To acquaint the student with political, economic and cultural aspects of the Federal Republic of Germany and the German Democratic Republic. Following a historical summary of the period after 1945 to the present, the development of the two German states and their different social systems as reflected in literature, the arts, the media, education and religious life will be analyzed. Readings: Alfred Grosser, "The Colluses Again" (New York 1969); Ralf Dahrendorf, "Society and Democracy in Germany" (New York 1967); Willy Brandt, "A Peace Policy for Europe" (new York 1969); Günter Grass, "Speak Out" (New York 1969); Christa Wolf, "Divided Heaven" (Berlin 1965); Wolf Biermann, "The Wire Harp" (New York 1968); F.X. Droetz, "Farmyard and other Plays" (New York 1976). Requirements: Two papers, midterm and final. Prerequisites: None. Added Notes: Course will be taught in English. German majors will have to read German texts.

HISTORY

History 364

The Era of the American Civil War

Stephen B. Oates

TuTh 9:30

Organization: Lecture/discussion. Aim: The antebellum and civil war era was the central epoch in American history. It was a crucial era because so many fundamental issues were at stake: the place of black people in American society; the very survival of the United States as a nation; and the destiny of Southern whites who tried to save their slave regime by seceding from the Union and establishing a new slave-based nation.

Part one of the course will try to explain how and why the Civil war ever happened; it will trace the development of sectional hostilities--mainly over the complex slavery issue--from the beginning of the nation down to the outbreak of the war in 1861. Part two examines the course and conduct of the war itself, with special attention given to Abraham Lincoln and the eradication of slavery. We will also examine the War's profound impact on all of American life.

Throughout, the emphasis will be on the people--men and women, blacks and whites--who lived through this tragic and cataclysmic time. In offering a humanized treatment of the Civil War era, I want to impart an idea of the reallife conflicts--the fears and misapprehensions--that divided Americans of that time and that prompted Southern secession and brought on

Civil War. In addition to the men, we will discuss the role and position of women in Civil War American, particularly in the patriarchal South. You will find the real world of the Old South--the world of slaves and whites alike--radically different from that portrayed in Gone With the Wind.

In sum, I will try to make the Civil War era live and sing, to depict the people of that momentous period as real human beings who actually lived. We will also listen to authentic contemporary music, including slave songs and white ballads, and will see slide shows about the people and scenes of that unforgettable era. Readings: Biographies, narratives, and realistic historical fiction which capture the drama of the Civil War era and bring the people and events to life. Requirements: Two exams and optional independent work. Prerequisites: None.

History 369 The US since 1941 Robert Griffith
sec. 1 MWF 9:05 Herter 201
sec. 2 MWF 12:20 Herter 210

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 and an extensive reading list.

History 771 The Art and Technique of Biography Stephen B. Oates
Office and hours: 606 Herter, TuTh 11-2
Class: 4-6:30 Thurs.

Organization: Seminar setting with meetings once a week. Aim: This course is concerned primarily with the human side of history--with the people both significant and obscure who inhabit the landscape of the past. The course is designed both to give students an appreciation of biographical literature and to show them how to write biography. We will read and discuss several enchanting biographies of men and women, to see how professional biographers put their books together; and we will talk a great deal about the unique tasks facing those who do life-writing. We will also investigate the nature of biography as an enduring form of literature.

At the same time, I should like each student to prepare a biographical account of some historical figure, drawing from letters, diaries, private journals, memoirs, and recollections. The subject does not have to be somebody who was famous. Every human life is significant and offers experiences from which we can learn. As for the writing itself, the emphasis will be on substance and literary style. Previous students have written on such women as Margaret Fuller, Louisa May Alcott, Emilie Dickinson, Martha Lamb (a New York historian), Clara Barton, Lydia Maria Child, Julia Ward Howe, Ann Morrow Lindbergh, Emma Goldman, Margaret Sanger, Sophie Tolstoy, Florence Nightingale, Queen Elizabeth, and Alexandria Feodorovna (wife of Czar Nicholas II).

Prerequisites: The course is open to all graduate students and to all qualified undergraduates. Undergraduates, however, must see me before signing up. In all candor, the course is designed for those who are tired of approaching history as a collection of abstract theories and lifeless statistics and who want to read and write about real people who actually lived. I also teach students how to write for publication.

HomeEcon. 590A The Family in Society

Joseph H. Pleck

Impact on the family of selected major social institutions and forces, including the economy, child care services, health services, housing, and governmental policy. Prerequisites: Permission of instructor for undergraduates. Three seminar hours a week.

HomeEcon. 590B Current Family Research

Joseph H. Pleck

Conceptual and methodological issues in selected areas of current research on the family. Topics such as marital adjustment, marital/power, division of labor, minority families and family violence will be considered. Prerequisite, permission of instructor for undergraduates. Three seminar hours a week.

HomEc. 591B SEMINAR: Child Abuse and Neglect: an Ecological Approach

Irene Nystrom

(tentative)

Organization: Lecture and discussion. Aim: Prepare students with an understanding of the factors that constitute a condition of child abuse and/or neglect within a family context. Different perspectives will be considered for deriving a workable concept of child development: legal definition, social science research definitions, federal and state governmental agency definitions, medical definition and therapeutic and educational definitions. The assumptions underlying various definitions will be considered in order to understand their similarities and differences. The structure of function of families will be studied as these are related to varying socio-cultural-ethnic contexts. Students will coordinate concepts of family with the definition of child abuse and neglect in order to derive conditions that constitute a case of abuse or neglect. A number of case studies will be reviewed for illustration conditions and for indicating the inappropriateness of labelling particular behaviors as abusive when related to the family's sociocultural setting and structure and functions. This ecological approach will be considered in studying various books, professional journals and general public literature dealing with child abuse and neglect. Readings: Handouts, assigned readings from books on reserve and in periodicals. Requirements: Mid-semester examination and preparation of a report that, hypothetically, would be used to base national policy in the area of child abuse and neglect.

HomEc. 59

SEMINAR: Special Topics: Work and Family Life Joseph H. Pleck
(tentative)

Organization: Lecture, discussion. Aim: Interdisciplinary analysis of major current trends in work and family life; effects of work roles on family roles and vice versa, and integration of work and family roles as an issue for both women and men. Readings: Will include Dept. of HEW, Work in America; R. Kanter, Work and Family in the United States; P. Wilmott and M. Young, The Symmetrical Family; Zaretsky, Capitalism, the Family and Personal Life; and other assigned readings from books and journals on reserve. Requirements: Midterm exam, term paper, final exam. Prerequisite: Permission of instructor for undergraduates.

HD380/
Psych 380

Human Development in Adulthood
TuTh 9:30-10:40

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 and Middle Adulthood, Lillian Troll. Requirements: midterm and 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.

LEGAL STUDIES

LegSt 252

Law and Personal Freedom

Janet Rifkin

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. 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 and other materials.

LegSt 390C

Crime, Law and Social Policy

Organization: Lecture and discussion. Aim: The operation of criminal law both as doctrine and as social policy will be the primary focus of this course. The course will begin with an examination of the criminal law itself. An intensive study of the social policy of corrective institutions will follow. The course will conclude with a cross-cultural exploration of the operation of criminal law in different cultures and societies. Readings: Extensive readings and cases and other materials. Requirements: Papers, exams and class discussion. Prerequisite: Legal Studies 250 or permission of instructor.

LINGUISTICS

Ling 101

People and their Language

Bach/Selkirk

Organization: Two lectures and on discussion per week. Aim: People talk and apparently none of our relatives do. A child of Chinese parents brought up in Boston will learn perfect Bostonese. A hearing child of deaf parents who "speak" sign will learn to sign. Humans are ninety-nine percent genidentical to chimps, but as far as we know, chimps in the wild have no communication system approaching the complexity of human language. Can a chimp be taught to speak? No. To sign? A little. To express its wishes through a computer? Yes. What is it about the other one percent? There are at least 70 verbs in Lillooet for different ways of making love.

Languages always change but always remain basically the same. What is Miriam Makeba doing in her Zulu song? What's going on in your mouth when you say "Language"? How many languages are there in the world? Do languages degenerate? We'll take up these and lots of other topics in 101. Prerequisites: None.

MANAGEMENT

Mgt. 444 Management-Union Relations I Jack Conlon

Comparison of union-management objectives, functions, and structures, including scope and impact of union penetration into areas of managerial authority. Prerequisite: Mgt. 301 or Mgt. 314.

Mgt. 445 Management-Union Relations II Jack Conlon

Problems in interpretation and administration of collective bargaining agreements, studied by the case method of analysis. Prerequisite: Mgt. 444 or permission of instructor.

Note: Both Mgt. 444 and 445 offer special opportunities for the study of women in the field of labor relations.

ORCHARD HILL

OHI 100B Elements of Economics Nancy Rose
MW 2:30-3:45 Dickinson 104

Organization: Lecture and discussion. Aim: To begin an examination of the critical social, economic and political issues facing North American society today. To develop links between a) the emotional, personal/political effects and limitations of living in advanced capitalist society and b) the broader problems facing national and international society as a whole (the recession, unemployment and starvation, racism, international conflicts, etc.) How are various problems linked to political-economic organization (facism, capitalism or socialism) and specifically what are the possibilities for solving these personal and economic problems within the framework of North American capitalism or socialism. Readings: TBA. Requirements: papers, journal. Prerequisites: none.

OHI 2900 Community Services and the Aging Susan Taylor
Tues 7-9:30 Gorman 131

Organization: Lecture, discussion. Aim: Attitudes devaluating America's elderly have created concern about the growing number of aged people. Course is designed to examine the aged: problems they face, problems they pose for society, their role in the community. Course will cover biological and psycho-social processes of aging. Individual or group projects will explore roles and relationships of elderly in the community, delivery of services to elderly. Readings: Atchley, The Social Forces of Later Life. Requirements: Active participation in discussion, group presentations, written reports, final paper. Prerequisites: none.

Organization: Lecture and discussion. Aim: To consider contrasting theories of freedom of different philosophical schools and related theories of oppression in order to use them to analyse race, sex and class oppression in the US today. The ethical issues we will concentrate on are abortion, pornography and civil disobedience. The course will be taught from a marxist feminist perspective but students will not be graded on their divergent views; rather, the goal will be to allow them to develop skills to defend their own perspective critically. Readings: J.S. Mill On Liberty, Friedman Capitalism and Freedom, Sartre Existentialism and Human Emotions, and Struhl and Struhl, eds. Ethics Perspectives, some handouts and some reserve reading. Requirements: contract system of grading: 4 components (journal, attendance, group project, and paper). Prerequisites: None.

POLITICAL SCIENCE

PolSci 371 Modern Political Thought Bill Connolly
MWF 10:10

Covers Hobbs, Rousseau, Hegel & Marx. Exploration of the idea of politics, role of civic virtue, role of class struggle and the political and social ideals within each theory. Attention will be paid to each theorist's view of the actual and ideal relationship between the sexes in modern society.

PolSci 374, sec. 1 Psychological Theory and Political Theory Jean Elshtain

An imaginative and rigorous exploration of the relationship between theories of psychology and theories of politics. Some major questions include: What is the theorist's understand of human nature and what are the political implication 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 and political theory? What are the connections between sex, race and class oppression and psychology? Can psychological theory illumine the problem of false consciousness? What is the nature of the nexus which pertains between political leaders and their followers? Lecture-discussion; 2 short (6-8pp) analytic papers and a final exam. Readings: Freud, Civilization and Its Discontents; The Future of an Illusion; New Introductory Lectures; Jaacoby, Social Amnesia; Laing, Politics of Experience; Sagan, Cannibalism: Human Aggression and Cultural Form; Skinner, Beyond Freedom and Dignity.

PolSci 374, sec. 2 Issues In Contemporary Political Theory Morton Schoolman
MWF 9:05

An examination of the dialectic in Plato, Hegel, Marx, Engels, and in contemporary social theory. A study of the dialectic in Plato, Hegel, Marx Engels, and in contemporary social theory. A study of the dialectic in light of changing socio-economic, political and general historical conditions. Serious consideration to be given to the significance of the dialectic for a critical theory of society. Requirements: take home mid-term and final examinations.

PUBLIC HEALTH

PH 505 Current Issues in Health Education Nellie Kanno
 TuTh 1:00-2:15 GRC Tower C, Rm. 224

Organization: Lecture, discussion, class participation.. Aim: To explore the latest issues in health. Review of such areas of concern as health care delivery, sex education, family planning, poverty, drug use and abuse, factors related to health. Issues of women's health will be included in the course. Readings: No text required, readings will be assigned. Requirements: mid-term and final exam, one research paper, and special projects. Prerequisites: None. Added notes: Senior level undergraduates preferred, or by permission of instructor.

PH 690M History and Philosophy of Public Health Howard Berliner
 and Medical Care TuTh 11:15-12:30

Will examine the major events in the history of public health, starting from the industrial revolution in Europe and tracing it through sanitary reform and urban reform up to the 20th. century. Will also examine the divergence of medical care from public health and the separate development of each of these in the U.S. and Europe. Various philosophies & ethical issues in public health & medical care will be explored including such topics as abortion, birth control, compulsory vaccination and quarantine.

PH690-0 The Patient-Provider Relationship Debbie Roter
 TuTh 2:30-3:45 Arnold House

To examine professional relationships between consumer and providers of health care. Emphasis will be placed on the changing role of patients to consumers and the effects of this change on the therapeutic relationship. Particular attention to women.

SPORT STUDIES

Sports 150A Olympic Games Betty Spears
 MWF 11:15

Lecture. A study of the origins of the ancient Olympic games, their revival, their development, and their effects on contemporary sport. Slides, movies, guest speakers. Readings: Pl Graham and H. Ueberhorst, The Modern Olympic Games, Requirements: 3 quizzes (20% each); final (40%). Prerequisites: None

Sports 202 History of Sport and Physical Activity Betty Spears
 MWF 9:05

Lecture, audiovisual materials, discussion and student projects. Examines U.S. sport and physical activity to explain the origins of today's informational module designed to provide basic knowledge and 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 and secondary sources.

Sports 561 World History of Sport Betty Spears
 TuTh 9:30

Discussion. To examine the function of sport in selected ancient societies for the purpose of understanding the timelessness of certain characteristics of sport and the basis of issues in contemporary sport. Readings: Selected readings. Requirements: Project developed through several short assignments. Prerequisites: None.

FIVE COLLEGE COURSES

AMHERST COLLEGE

American Studies 11 The Twenties Staff
 (component)

English 11 Introduction to English: Reading
 (component)

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.

French 15 Aspects of Modern Literature J. Carre
 (component)

An introduction to modern French literature with emphasis on the ways in which reality is perceived by representative novelists and poets of the twentieth century; Giono, Andre Breton, Malraux, Camus and Sartre. Three hours of classroom work a week. Conducted in French.

History 60 19th Century America: The Response to Robert Gross
 Industrialism (component)

A survey of social history from 1850 to 1900. The course traces the elaboration of industrial society, with emphasis on the economic development, social tensions and ideological confusions it produced. Topics include: urbanization, immigration and ethnic politics; working class culture and labor unrest; the conquest of the West; domesticity and women's roles; race relations; and the political and economic crises of the 1890's.

Philosophy 32 Metaphysics: The Mind/Body Distinction Vicky Spelman
 (component)

Philosophers in the Western philosophical tradition have, on the whole, distinguished between minds and bodies. We shall be looking at the variety of ways in which that distinction has been made. It is noticeable that on the whole the body, and not the mind, has been considered the source of particular philosophical woes: for example, with respect to epistemological issues, the body has been seen as the source of deception; with respect to ethical issues, the body has been seen as the source of temptation and downfall. Moreover, our bodies have often been thought of as undermining our claims to freedom and immortality. So we must also ask to what extent the mind/body distinction implicitly or explicitly carries with it a higher valuation of mental activities over physical activities. If it does, then to what extent does the mind/body distinction contribute to and reflect the degradation of lives that are seen as essentially involved in bodily activities?

Sociology 17 The Family Jan Dizard
 (component)

To assess the sources and implication of changes in family structure. Focus largely on contemporary family relations in U.S., but we will necessarily have to examine family forms different from ours, particularly those that are our historical antecedents.

Colloquium 21 Concepts of the "Normal" and the "Deviant" D. Pitkin, V. Spelman
and J. Meister

Designed to illuminate our understanding of particular kinds of alleged deviant behavior, such as: criminality, homosexuality, and insanity in the light of social science theory.

HAMPSHIRE COLLEGE

HA114/214 Writing Nina Payne
(component)

"Roots and wings. But let the wing grow roots and the roots fly." --Juan Ramon Jimenez.

Writing is a way of using words to record life experience. By means of exercises that draw on personal history, family anecdotes, pre-verbal memories, dreams, etc., students will spend class time in the process of writing. The work will be intense in quality and varied in form. Emphasis will be on stretching one's resources as a writer, and deepening them at the same time. There will be readings from a variety of sources including the work of poets, writers, visual artists, performing artists, and, when they choose, members of the class. Tutorials will be available to all participants. The class will meet once a week for three hours. Enrollment is limited to 15, and the instructor's permission is required.

HA241 Myth: An Interdisciplinary Approach Joanna Hubbs, Clay Hubbs
(component)

Part of our purpose in this course will be to study the myths of modern non-religious man, our myths (including the myth of man without myth), alongside a number of the more prominent myths of our ancestors--myths of creation and fertility, of quest and initiation, of the relations between man and woman and generations. For the most part the ancient myths we single out for study had their origins in Greece, the Near East and Asia. We will pay close attention to the myths themselves. At the same time, we shall explore the range of methods which modern scholars--anthropologists, psychologists, historians, philosophers--and artists have proposed in order to understand and use them. Readings will include Frazer, Malinowski, Levi-Strauss, Freud, Jung, Campbell, Eliade, Cassirer, Frye, Wheelwright, as well as Lawrence, Mann and other novelists and poets. The class will meet twice a week for two hour sessions for lectures, discussions and films. There will also be guest lectures by five-college anthropologists. Enrollment is open.

IN Research Seminar: Alternative Lifestyles/ Gloria Joseph
Sexual Perogatives of Black Women in Today's America

Interviewing, data collection, research and analysis pertaining to topic. Limited enrollment.
By permission of instructor.

IN302 Women in the Arts Sally Allen
Sally Kaplan*

This seminar will examine the role of women in a wide variety of fields of art: visual art, dance, writing, theatre. We will read works by and about women artists, look at the history of women in art, and bring in guest speakers who can speak to this experience. Far more, the seminar will provide a supportive atmosphere for Division III students to present their own art work and performance. Readings include Judy Chicago, Through

Rhetoric 100W Writing About the Women's Movement
TuTh 11:15

Student writing based on the essential works in feminist history, mainly British and American, concerning the expansion of life options for women; that is, the political, economic, reproductive, educational, household, sexual and cultural emancipation of women: May Wollstonecraft, Margaret Fuller, John Stuart Mill, Freidrich Engles, Virginia Woolf, Simone de Beauvoir, etc. An example text: The Feminist Papers, edited by Alice S. Rossi

Amherst College

American Studies 11 The 1920's Staff

A fresh look at the decade which ushered in much of modern American culture. The course opens by probing into the wave of disillusion, reaction, and repression which followed immediately upon World War I. It explores the tensions between provincial and cosmopolitan attitudes which shaped in many ways the politics, the religion, the literature, and the social life of an American moving into the bureaucratic, mass-consumption society of the 20th century. It encounters recent perspectives on the roles of youth, women, blacks, and intellectuals in these years. It closes with an analysis of the sources of the Great Crash of 1929. In examining these matters the course will draw upon contemporary novels like Sinclair Lewis' Main Street and John Dos Passos's USA, writings of the Harlem Renaissance, classic sociological studies from the period like Middletown and Greenwich Village, materials from the magazines and intellectuals of the 20s, biographical studies (Amherst's impact on Calvin Coolidge), as well as the more recent historical analyses.

Black Studies 32 Intro. to African Poetry (component) Prof. Olney

A survey of the traditional and contemporary poetry of West Africa, East Africa & Southern Africa. Begins with a consideration of oral poetry which examines its function & performance as well as its themes & techniques. We then examine literary poetry with special emphasis on the use it makes of traditional format, the cultural & political context of Negritude, the impact of political independence (and political oppression) on poetic sensibility, the controversy of which language (indigenous or European) poets should use, and the move from merely imitating European themes, tones and styles to recreating them to express African realities. Close critical reading will scrutinize imagery, diction, tone & prevalent concerns like Edenic childhood, European education & the impact of European mores on traditional culture. Among poets studied are Okara, Soyinka, Okigbo, Brutus, Clark, the Diops, Senghor, UTam'si, p'Brtek, Rabearivelo, Ranaivo, and Rabemanajara.

Black Studies 43 Social stratification of the Black Community D. Davidson
(component)

An intensive analysis of class structures within the Black community with regard to juxtaposition with the larger society. A primary focus will be the political economy of Blacks.

Black Studies 48 The Black Family in the U.S. Prof. Davidson
(component)

An interdisciplinary study of the black family in the U.S., with an emphasis on post-Civil War family structure and the impact of urbanization upon the family as a unit.

Colloquium 21 Concepts of the "Normal" and the "Deviant" D. Pitkin, V. Spelman
and J. Meister

Designed to illuminate our understanding of particular kinds of alleged deviant behavior, such as: criminality, homosexuality, and insanity in the light of social science theory.

HAMPSHIRE COLLEGE

HA114/214 Writing Nina Payne
(component)

"Roots and wings. But let the wing grow roots and the roots fly." --Juan Ramon Jimenez.

Writing is a way of using words to record life experience. By means of exercises that draw on personal history, family anecdotes, pre-verbal memories, dreams, etc., students will spend class time in the process of writing. The work will be intense in quality and varied in form. Emphasis will be on stretching one's resources as a writer, and deepening them at the same time. There will be readings from a variety of sources including the work of poets, writers, visual artists, performing artists, and, when they choose, members of the class. Tutorials will be available to all participants. The class will meet once a week for three hours. Enrollment is limited to 15, and the instructor's permission is required.

HA241 Myth: An Interdisciplinary Approach Joanna Hubbs, Clay Hubbs
(component)

Part of our purpose in this course will be to study the myths of modern non-religious man, our myths (including the myth of man without myth), alongside a number of the more prominent myths of our ancestors--myths of creation and fertility, of quest and initiation, of the relations between man and woman and generations. For the most part the ancient myths we single out for study had their origins in Greece, the Near East and Asia. We will pay close attention to the myths themselves. At the same time, we shall explore the range of methods which modern scholars--anthropologists, psychologists, historians, philosophers--and artists have proposed in order to understand and use them. Readings will include Frazer, Malinowski, Levi-Strauss, Freud, Jung, Campbell, Eliade, Cassirer, Frye, Wheelwright, as well as Lawrence, Mann and other novelists and poets. The class will meet twice a week for two hour sessions for lectures, discussions and films. There will also be guest lectures by five-college anthropologists. Enrollment is open.

IN Research Seminar: Alternative Lifestyles/ Gloria Joseph
Sexual Perogatives of Black Women in Today's America

Interviewing, data collection, research and analysis pertaining to topic. Limited enrollment.

By permission of instructor.

IN302 Women in the Arts Sally Allen
Sally Kaplan*

This seminar will examine the role of women in a wide variety of fields of art: visual art, dance, writing, theatre. We will read works by and about women artists, look at the history of women in art, and bring in guest speakers who can speak to this experience. Far more, the seminar will provide a supportive atmosphere for Division III students to present their own art work and performance. Readings include Judy Chicago, Through

the Flower; Colette, The Vagabond; Isadora Duncan, My Life; Virginia Woolf, A Room of One's Own; The Three Marias; and selected works of Lillian Hellman, Toni Morrison, Anais Nin, Sylvia Plath. There will be an opportunity to incorporate other interests of participants into the course. The class will meet one evening per week for two hours. Enrollment is limited to 15.

*Sally Kaplan is a Division III Student concentrating in Dance and Writing.

NS

Eco-Feminism: An Ethics of Ecology
and Feminism

Janice Raymond

The course will bring ecological issues and feminist philosophy together. More specifically, it will focus on the world food problem; population planning and control; the energy problem; environmental theories of health and disease vs. "specific etiology" theories; the increasing incidence of iatrogenesis (doctor induced diseases). The first part of the course will focus on lectures and discussion of these issues. The second part will emphasize individual and small group development of division II exam projects for Hampshire students, and graded projects for five-college students, where the instructor will work individually and in groups of 2 or 3 with students. The emphasis of the course will be on how such issues affect women in particular, and what the developing area of feminist studies has to say about such topics. Interview with instructor required.

OP 128

Women Athletes: A Personal Overview

Joy Hardin

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 and competed in Olympic events and 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 such questions 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 and articles as literature, and their importance in women's athletic history. Course will focus mainly on reading and discussion, but will also include some writing in journal and short paper form, and some guest speakers or field trips. Meetings twice weekly for 1 1/2 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.

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, and the development of the distinction between non-paid and paid labor. We will compare and contrast the ideas of the various paradigms of economics concerning these issues. We will analyze the experiences of women with varying socio-economic backgrounds and examine the economics of discrimination and 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 and 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 and women, Five-College Students welcome.

SS 125 Kids and Kin: The Social Organization of Maureen Mahoney
Child Rearing (Component) Barbara Yngvesson

See Addendum for course description.

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

The emphasis in most feminist circles has been on historical and 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 and societies; views of production and reproduction; sexual division of labor; woman's position as worker and 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 and secondary sources used, including Engels, Rowbotham, Zaretsky, Kollontai, Marx, Lenin, Trotsky, Mao, Castro, Cabral, Mandel, Salaff and Merkle, and Randall. Some background in feminist theory and/or socialist development expected. Enrollment unlimited. Class meets twice weekly for 1 1/2 hours.

MOUNT HOLYOKE COLLEGE

Anthropology 222f Socialization and the Family K. Warren
(Component)

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.

Classics 20f Life, Liberty and the Pursuit of S. Stambler and
Happiness in the Classical World B. Quinn
(Component)

The common dilemmas of human existence faced alike by the Graeco-Roman world and contemporary society will be examined in various periods of antiquity; the main eras studied will be the Mycenaean period and the world of Homer, Periclean Athens, the Roman Republic and the Empire. Topics for discussion will include daily life, the plight of the disadvantaged (e.g. women, slaves, freedmen, non-citizens), standards of morals and ethics, education, the role of religion, civil liberties, and civil disobedience. Readings will be drawn from Greek and Roman epics, drama, philosophy, satire, history, elegy, and novels.

Classics 23f Literature and Society in Greece and Rome S. Stambler
(Component)

HAMPSHIRE COLLEGE

SS 125 Kids & Kin: The Social Organization of Child Rearing Mahoney/Yngvesson
(Component)

In this course we will examine the family in cross-cultural and comparative perspective to explore the impact of economy, technology and physiology on family roles and child rearing practices. In order to do this we shall focus on contrasting social organizations: pre-industrial, hunting and gathering societies (e.g. the Bushmen and the Eskimo), fully industrialized societies (e.g. the US) and utopian communities that have attempted to change family roles by consciously rearranging child-rearing practices (e.g. the Israeli Kibbutz and the Oneida community). We will examine the relative diffusion of child-rearing responsibilities by asking who takes care of children? is the mother given primary responsibility or is the child cared for by a network of adults who share the task and who are available to support the mother? what role are men expected to take with children? What has happened to "traditional" roles in utopian communities whose goal has been to change them? and how do the various arrangements complement or conflict with organizational and ideological goals of the society. Enrollment limited to 40. Meets twice for 2 hours a week.

CONTINUING EDUCATION (U/MASS)

Summer Session I (credit-free workshop)
Older Women's Lives (Tues. evenings)

Joanne Parke

A supportive setting in which to explore women's history through a study of our own past in order to put our lives into a social, historical perspective. Readings include The Feminine Mystique; A Room of One's Own; Olive Schreiner's Three Dreams in a Desert, and others. For more details consult the Continuing Education Summer Session catalogue.

Hist 108f

Family, Community & Class
(Component)

Robert Schwartz

A study of family and community life in different historical settings and periods as a means of understanding the varying ways people from households raise children, develop and maintain social bonds and discipline, acquire and manage property, organize their work and leisure, acquire individual and group ideals and engage in collective action. A medieval peasant village, a colonial New England town and a roaring industrial city will be among the various types of communities that will serve as contexts for study and discussion. Emphasis will be placed on the sources and methods historians use to reconstruct and interpret the social institutions, customs and sentiments of women and men in the past. Reading will include selections from letters, diaries and public administration records as well as secondary historical accounts. (4 credits)

Hist 277f

Women and Men I: An Historical Inquiry
into the Social Relations of the Sexes

Mr. Faragher

A consideration of male-female social relations in several historic and contemporary societies - foraging societies in Australia and Africa; horticultural societies of 19th and 20th century Africa; agricultural societies of medieval Europe and the Near East. Reading will include: Bridenthal and Koonz (eds.), Becoming Visible: Women in European History; Paulme, Women of Tropical Africa; and Fernea, Guests of the Shiek. (4 credits)

Hist 297f

Topics in Comparative History: The
Black Family in Africa and America
(Component)

Ms. Herbert

Conflicting interpretations of the history of the Black family in America and the experience of slavery as it affected the family, together with a comparison of patterns of marriage and the family in sub-Saharan Africa. (4 credits)

PolSci 220f

Sex and Politics: Women and Violence

Jean Grossholtz

The nature and extent of violence against women, explanations of the causes of such violence, society's use of sexual categories as the basis for the distribution of social and political roles, the effects of race and class on women's lives, the translation of sex differences into restrictions on political and social life, patriarchal power and women's struggle for change. Prerequisite: polsci D107 or permission of instructor. (4 credits)

PolSci 237f

Women and Work

Penny Gill

Analysis of women's work, the dual role of wage earning and child care, the structure of the labor market, and the impact of public policy in the United States and several European states. The implication for women, with special attention to class and racial differences. (4 credits)

SMITH COLLEGE

Eng 333a

Seminar: Virginia Woolf and the
Bloomsbury Group

E. Von Klemperer

A study of Virginia Woolf in her social, cultural and intellectual context. Readings include: Forester, Howard's End, Strachey, Eminent Victorians, Bell Art, and Woolf, The Voyage Out, Jacob's Room, Mrs. Dalloway, To the Lighthouse, Orlando,

Hist 108f

Family, Community & Class
(Component)

Robert Schwartz

A study of family and community life in different historical settings and periods as a means of understanding the varying ways people from households raise children, develop and maintain social bonds and discipline, acquire and manage property, organize their work and leisure, acquire individual and group ideals and engage in collective action. A medieval peasant village, a colonial New England town and a roaring industrial city will be among the various types of communities that will serve as contexts for study and discussion. Emphasis will be placed on the sources and methods historians use to reconstruct and interpret the social institutions, customs and sentiments of women and men in the past. Reading will include selections from letters, diaries and public administration records as well as secondary historical accounts. (4 credits)

Hist 277f

Women and Men I: An Historical Inquiry
into the Social Relations of the Sexes

Mr. Faragher

A consideration of male-female social relations in several historic and contemporary societies - foraging societies in Australia and Africa; horticultural societies of 19th and 20th century Africa; agricultural societies of medieval Europe and the Near East. Reading will include: Bridenthal and Koonz (eds.), Becoming Visible: Women in European History; Paulme, Women of Tropical Africa; and Fernea, Guests of the Shiek. (4 credits)

Hist 297f

Topics in Comparative History: The
Black Family in Africa and America
(Component)

Ms. Herbert

Conflicting interpretations of the history of the Black family in America and the experience of slavery as it affected the family, together with a comparison of patterns of marriage and the family in sub-Saharan Africa. (4 credits)

PolSci 220f

Sex and Politics: Women and Violence

Jean Grossholtz

The nature and extent of violence against women, explanations of the causes of such violence, society's use of sexual categories as the basis for the distribution of social and political roles, the effects of race and class on women's lives, the translation of sex differences into restrictions on political and social life, patriarchal power and women's struggle for change. Prerequisite: polsci D107 or permission of instructor. (4 credits)

PolSci 237f

Women and Work

Penny Gill

Analysis of women's work, the dual role of wage earning and child care, the structure of the labor market, and the impact of public policy in the United States and several European states. The implication for women, with special attention to class and racial differences. (4 credits)

SMITH COLLEGE

Eng 333a

Seminar: Virginia Woolf and the
Bloomsbury Group

E. Von Klemperer

A study of Virginia Woolf in her social, cultural and intellectual context. Readings include: Forester, Howard's End, Strachey, Eminent Victorians, Bell Art, and Woolf, The Voyage Out, Jacob's Room, Mrs. Dalloway, To the Lighthouse, Orlando,

The Waves, Between the Acts, A Room of One's Own, Three Guineas and selections from The Common Reader.

Eng 346a

Literary Perspectives on Women

Susan Van Dyne

An exploration of the feminine sensibility as it is revealed in the poetry of a number of American women poets from Anne Bradstreet to Adrienne Rich. Detailed consideration will be given to the poets' diction, tone, metaphor and structure, as well as to recurring themes. Permission of the instructor.

Gov 324a

Seminar: Women and Political Development Susan Borque
in Latin America

Hist 289a

The Social and Intellectual Context of Feminist Jill Conway
Ideologies in 19th & 20th Century America

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.

Philo 237a

Women and Philosophy

J. Farrell Smith

An investigation of the philosophic concepts of oppression, rights, human nature, and moral reform and moral revolution, as they relate to women.

Psych 276a

Psychology of Sex Roles

Exploration of the behavioral similarities, differences and relationships between females and males. Topics include: sex role behavior and stereotypes, comparative animal behavior, sex role development, cross-cultural findings, psychological and behavioral differences, sexism, sexual behavior and psychological aspects of population growth. Open to upperclass students or by permission of instructor.

Psych 276a

The Study of Lives

D. Snoek

Religion 330A

Historical Theology Seminar: A Study of Jean Higgins
Selected Figures and Movements in Christian
History: The Myth of Eve
Mon 3:00-5:00

The meanings read into the Genesis story of Eve and the theological conclusions drawn from that story by medieval and modern theologians. Consideration of the EVE figure in literature and art; impact of the Eve myth on the image and status of women in the West.