



WOMEN'S STUDIES PROGRAM

COURSE OFFERINGS

FALL 1979

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 18 credits in Women's Studies, including WoSt 301 (Foundations of Feminism: The Classic Texts) and WoSt 301 (Feminist Theory).

2. Major: 36 credits in Women's Studies, including the following required courses: WoSt 201 (Foundations of Feminism: The Classic Texts), WoSt 301 (Feminist Theory), WoSt 311 (Methods in Women's Studies), WoSt 489 (Advanced Integrative Seminar) and a cross cultural course on women, such as; Black Women in the U.S., Asian Women or Latin American Women. All course 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 208 Bartlett, 413) 545-1922.

COURSES OFFERED BY THE WOMEN'S STUDIES PROGRAM

192	<u>Perspectives on Asian American Women</u> TuTh 9:30	Kedesdy, Toyama, Suzuki and Nii
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A socio-cultural approach to the perceptions and realities of Asian American women in the past and the present. The course will examine images and attitudes toward Asian American women in literature, film and other media. Analysis of research and theories from relevant sources will also be explored. The material will be contrasted with personal experiences of selected speakers and class members. Readings: Asian Women; Roots: An Asian American Reader. Requirements: detailed class journal, three examinations and one optional examination. No pre-requisites. (Fulfills cross cultural requirement for Women's Studies majors.)

WoSt 197A	<u>Introduction to Women's Studies:</u> <u>Women's Folk Music - The Blues</u> TuTh 2:30	Mary Ruth Warner
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Lecture/discussion, with films, musical and dramatic presentations. An interdisciplinary introduction to the meaning of being a woman in American society, open to all students. This year's focus is on women's folk music, particularly a critical examination of the historical, social and political role of women in Afro and Anglo-American folk music traditions--balladry (British traditional, Broadside, Native American and Bawdy), lyric folksong including the blues and religious music. Some of the tradition bearers to be studied include: Jean Ritchie, Maybelle Carter, Dolly Parton, Loretta Lynn, Bessie Smith, Bernice Reagon and Aretha Franklin. Readings: Hillbilly Women; Bessie; Singing Family of the Cumberland, Coal Miner's Daughter, His Eye is on the Sparrow, The Mind of the South, Introduction to Folk Music in the United States, plus selected readings from journals and periodicals. Requirements: 2 short papers and a term project. Course involves intensive readings. No pre-requisites. Lab fee: \$5.00 to cover films and tapes.

201	<u>Foundations of Feminism:</u> <u>The Classic Texts</u> TuTh 1:00	Susan Yarbrough
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Acquaints students with the classic texts in Women's Studies, emphasizing historical development of feminism and contemporary analyses of ideas and issues leading to 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. Readings include: de Beauvoir, the Second Sex; Mitchell, Women's Estate;

Rowbotham, Woman's Consciousness, Man's World; Freud, Three Essays on Human Sexuality; Woolf, A Room of One's Own; Millett, Sexual Politics; Child(ed.), Narrative of a Female Slave; Johnston, Lesbian Nation, and/or others. Texts vary with instructor. No pre-requisites, Required for the major and certificate minor in Women's Studies, and for all further core courses.

297

Bio-medical Issues in Feminism
MWF 1:25

Janice Raymond

The course considers two main areas of Bio-medicine of crucial concern to women: 1. genetic technology, which will include an exploration of sex selection procedure, in vitro fertilization; blastocyst implantation, cloning; 2. the general field of psychiatry, "mental health" issues, behavior control and modification, with a special emphasis on psychosurgery. Feminist analysis and criticism will be stressed. Readings include: Robert Francoeur, Utopian Motherhood; Shulamith Firestone, Dialectics of Sex; Hastings Center reports on genetic technology and behavior control; Phyllis Chesler, Women and Madness; Thomas Szasz, the Manufacture of Madness.

WoSt 491

Advanced Integrative Seminar:
Folklore of Oppression
Mon 2:30-5:15

Mary Ruth Warner

A topically focussed forum for advanced students to engage in research and scholarship of mutual interest, designed in conjunction with the professor. An in-depth investigation of different genres in folklore, e.g. legends, superstition, music, folk tales, and the scholarly research that has been produced on each, as particularly applicable to women and minority groups. Through intensive bibliographic work, students will research one group in a general area, such as ethnic jokes, to discover what has been done and what is needed to extend scholarship in that area. Through an interdisciplinary approach, theories of oppression are analyzed in the context of documents to be arranged. Pre-requisites, WoSt 201 or WoSt 290.

SUMMER COURSES

WoSt 290

Issues in Women's Studies:
Women and Health
Session I

Pat Murphy

An interdisciplinary course designed to introduce students 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. Women's health care will be the central focus, including the literature examining them in a political and social context. The relation between physical and mental health and social structure, the changing shape of health care practices over times, and beliefs about what women were/are supposed to be will be investigated. Topics include: sexuality, control of reproduction, motherhood, women's health and the workplace. Readings: Our Bodies, Ourselves; Against Our Will; Complaints and Disorders: The Sexual Politics of Sickness; Witches, Midwives and Nurses; Wife Beating; Of Woman Born.

190

Feminist Writing Workshop
Session II

Francine Krasno

An opportunity for students to concentrate on and develop writing skills by finding voices that express the meaning of their lives as women. Focus on

journal writing and narrative prose-autobiography and short fiction. Emphasis on the use of material from student's lives; breakthrough in style and subject matter; how language is used by and about women in daily life; the relationship between women's personal lives and the social and political context in which we live. Long term course focus is a group project on the theme of mothers and daughters, using material gathered from interviews, life experience, stories handed down by our mothers. Weekly assignments for writing, journal writing. Topics include definitions of feminist writing, sex differentiation in language, images of women in literature, and feminist literary criticism.

DEPARTMENTAL WOMEN'S STUDIES COURSES

ANTHROPOLOGY

Anthro 797A Women in African Development (2 cr) Ralph Faulkingham
Mon 1:25-3:20

Exploration of African women's contributions to the economic and social development of their countries and communities and an examination of how women's concerns and energies could be better integrated into development planning and social change. (For Women's Studies students, fulfills cross-cultural course requirement).

ASIAN STUDIES

Japanese 243 Japanese Literary Tradition I C core Jean Moore

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 literary products of the first 1,000 years of high culture in Japan. Examination of haiku, popular fiction and the kabuki and bunraku theaters, with consideration of the impact of Western thought and literary forms. Readings include: Introduction to Japanese Court Poetry and the Tale of Genji. No knowledge of the Japanese language is necessary; no pre-requisites. (Fulfills cross cultural requirement for Women's Studies students.)

ART HISTORY

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

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. Pre-requisite 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. Limited to 20 students.

COMPARATIVE LITERATURE (see addendum also)

TuTh 2:30-5:00 Screenings/Lecture

Th 2:30-3:45 Discussion

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; Buñuel'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.

ECONOMICS

Econ 197A

Women in the Economy

Jane Humphries

TuTh 1:00-2:15

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

C core

Michael Wolff

TuTh 11:15

Informal lecture and discussion. 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: Odysey, 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.

Eng 132H

Man and Woman in Literature

C core

Margo Culley

MWF 11:15

Introduction to fiction; sex roles in literature. Emphasis on women writers, women's roles. Close reading; attention to structure and imagery. A methodology course--how to read a novel, what questions to ask. Midterm and final allows "practice" on short texts not discussed in class. Class participation important. Reading: Jane Eyre, Brontë; Tess, Hardy; Yellow Wallpaper, Gilman; The Awakening, Chopin; Ella Price's Journal, Bryant; The Bluest Eye, Morrison; Thank You All Very Much, Drabble; Rubyfruit Jungle, Brown. Midterm, final; short papers.

Discussion. To read a group of 18th, 19th, and 20th century fictions in order to examine both the general structure of heroic action and the specific nature of female heroism. Readings: Will include such authors as Defoe, Richardson, Austen, C. Brontë, Eliot, James, Gissing, Hardy, Chopin, Woolf, Smedley, Arnow, Sayers, Morrison, Drabble, and Lessing. Background readings will include selections from Jung, Campbell, Rank, Neumann and Janeway. Requirements: Participation in class discussion and a choice of written projects. No pre-requisites, though some prior work in either critical theory or the development of the novel is helpful.

Eng 270H Individual British Authors: C core Alex Page
Jane Austen
MWF 2:30

Lecture/discussion, Austen's six novels, plus three novels by her predecessors (Smollett, Radcliffe, Burney), her juvenilia, and her unfinished novel, letters and criticism. Her social satire, her exploration of the self, women's options, her development as an artist, her life. No tests; requires active participation, several short and one longer paper.

Eng 278 American Women Writers C core Margo Culley
MWF 1:25

Discussion. Novels and short stories by American women. Fiction "recovered" by scholars during the 1970s to add the woman's perspective to the American Literature canon. Mostly a literature of protest; the social and sexual arrangements of the culture. Possibility of independent research to recover other "lost" writers. Readings: American Voices, American Women, Diamond, Edwards, eds.; Life in the Iron Mills, Davis; Yellow Wallpaper, Gilman; The Awakening, Chopin; Weeds, Kelley; Daughter of Earth, Smedley; Their Eyes Were Watching God, Hurston. Requirements: Several short papers, one longer.

HISTORY

Hist 389 British and American Women's History: Joyce Berkman
1750-1914
TuTh 2:30

Lectures and discussions. This course, the first semester of a two semester sequence in women's history, will examine the comparative origins and development of customs, attitudes, policies, laws concerning women's place, roles and rights in both the domestic and public arenas. Either semester can be elected independently. Close attention will be paid to such variables as social class, ethnicity, religion, race and regionality. Course methodology is interdisciplinary. Readings: 8-10 paperbacks, including one or two works of fiction, several biographies and autobiographies. Requirements: students will choose between several options: a journal based on analysis of assigned readings and lectures, a mid-term and a final exam (essay style), and a term paper. Added notes: since women's lives can only be understood within the context of social history in general, this course will benefit not only those interested in women's experience directly, but any student eager to grapple with the problems of historical explanation of male and female lives from infancy to old age.

CENTER FOR THE FAMILY

HomEc Sexuality and Sex Roles Roger Libby

See addendum for description

LEGAL STUDIES

LegStu 371 Sex Roles, Law and Society Peter D'Errico

An examination of changing law related to issues of sex discrimination. Course begins with an historical overview of laws relating to women in employment, which will be used in part to establish familiarity with principal aspects of the legal process, such as the role of courts, legislatures, administrative agencies and the practicing bar; the relationship of legal to informal modes of social control; and the dynamics of change in the law. Remainder of course will focus on other topics, such as the relation of law and society to marriage, family, work and crime.

LegStu 450 Legal Research and Writing: Susan Yarbrough
Women and the Law
 TuTh 2:30

To teach students how to read cases and to do legal research involving the use of statutory, legislative, and administrative materials. The course will focus specifically on women's current legal issues, e.g., the ERA, lesbian rights, rape, battering, prostitution, and reproductive freedom, and discrimination in employment and education. Readings: Ginsburg, et. al., Cases and Materials on Sex Discrimination. Requirements: Extensive case readings and library work, two or three short written assignments, and a 25-40 page research paper. There will be no final examination. Pre-requisites: None for Legal Studies majors, but prospective students must have some familiarity with, or committed interest in women's issues. Non-majors will be admitted to the course only after a personal interview and submission of a writing sample.

ORCHARD HILL

OHI 190S Sex Roles in American Society Cindy Deitch
 TuTh 2:30

The course will explore the nature of the sexual division in the US studying (1) the learning of gender roles (cross-cultural, social learning and psycho-analytic perspectives) (2) relationship of family structure to social and economic roles for women and men (3) variation in gender roles based on race and class differences and (4) alternative visions of non-sexist society through examples in socialist countries and science fiction.

OHI 290W Women and Work staff
 Th 7-9:30

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 covers 1) Why women worked in certain occupations; 2) Which women worked in particular occupations and why; (ethnicity, working class and middle class) 3) The relationship between working women and the left. Readings: Baxandall, Gordon and Reverby, America's Working Women, Chafee, The American Woman - Her Changing Social, Economic and Political Roles, 1920-1970, Wertheimer, We Were There.

OHI 290H Issues in Women's Health staff
 Sec. 1 Mon 7-9:30 PM
 Sec 2 Wed 7-9:30 PM

Lecture/discussion. Introduces students to health care issues of particular importance to women and provides the conceptual and empirical tools useful for the analysis of these issues. Drawing material from a variety of disciplines, the major areas of inquiry are the following: 1. the history of health care systems, particularly the "delivery" of services to women and the control of such services; 2. the structural connections between medical/health care institutions and other social institutions (e.g., the state, economy, religion) and the implications of those connections for women's health care practices; 3. and the relationships between ideologies and beliefs about women in general and specific medical knowledge and practices; 4. the relationship between the status of women in any particular society and the quality of health care, and therefore, the life chances available to them. Readings, Ehrenreich and Ehrenreich, The American Health Empire; Dreifus, ed., The Politics of Women's Health; Boston Women's Health Book Collective, Our Bodies, Ourselves; Barker-Benfield, Horrors of the Half-Known Life: Male Attitudes Toward Women and Sexuality in 19th. Century America. Requirements: journals, papers.

PROJECT 10

IP 190B Politics and Society Christine Di Stefano
TuTh 9:45-11:00

Designed as an introduction to American politics, this course will focus primarily on the categories of race, sex and class as they shape the contemporary American political experience. The relations of work and family will be the prime areas of consideration, in conjunction with the study of American political economy. Reading include: Richards, et.al., The Capitalist System; Ladner, Tomorrow's Tomorrow; Garson, All the Livelong Day; Terkel, Working; Rubin, Worlds of Pain; Ryan, Womanhood in America; Piercy, Woman on the Edge of Time; Stack, All Our Kin. For additional information, contact the Inquiry Program at 545-0871.

PSYCHOLOGY

Psych 208 Psychology of Women Alice Eagly

Lecture/discussion. Sex differences and gender roles and their origin in socialization practices. Emphasis on social behavior (achievement, aggression, altruism, social influence, and group behavior). Consideration of women's family and other adult roles. Analysis of feminism as a social movement and its effects on attitudes and personality structure. Strong emphasis on empirical research throughout course. Readings: basic text plus other readings. Requirements: mid-semester and semester-end essay exams; two papers. Prerequisites: Psych 100 or 150.

RHETORIC

Rhet 110W Rhetoric of the Women's Movement Susan Rae

In order to reclaim our past from obscurity, to understand our present and to discover our own voices, Rhetoric 110W will focus on 20th. century feminist history in America. We will examine women's essays, speeches, letters, diaries poetry and fiction. An appreciation of the variety and commonality of female experience; to raise class discussion on the constraints obstructing the emancipation of women. Special emphasis on sexism and language of women.

SOCIOLOGY

Soc 222-1 The Family D core Naomi Gerstel
 TuTh 11:15

Analysis of family from social-historical perspective. Discussion of contemporary family through the life-cycle: from the choice of a mate to the break up of family units. Comparison throughout of men and women's different experiences. Readings include: Gordon, Family in Social Historical Perspective; Skolnick and Skolnick, Family in Transition; Rubin, Worlds of Pain; articles on reserve.

Soc 383-1 Sociology of Sex Roles Naomi Gerstel
 TuTh 1:00-2:15

Examination of contrast in males' and females' social position with focus on socialization into these positions and participation in a variety of institutions (for example, school, family, work). Analysis framed in a historical and cross-cultural perspective. Readings to be determined.

THEATER

Theatr 491A Women Playwrights of the American Doris Abramson
 Theater
 MWF 2:30

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.

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 123 Afro-American People D Core Norvell Jackson

An analysis of the sub-culture of Black people in the U.S. Definitions of Black culture, retention of Africanisms, language in relation to culture, the arts, the position of religion and the Black church, political movements, and economic institutions as regards to Black culture.

Afro-Am 133 Afro-American History: C Core John Bracey
 Reconstruction to the Present
 MWF 1:25

Major issues and actions from the end of the Civil War to the rise of the Black Power movement. Political and social history includes Blacks in the Reconstruction governments, labor, education, migrations, urbanization and political organizations and movements.

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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 addressed. Requirements: assigned readings, a mid-term and a final.

Anthro 470 Cultures of Africa D core Ralph Faulkingham
 MWF 10:10

Lecture/discussion plus honors section. Introducing an overview of Africa south of the Sahara: history, geography, economy, and current events as a setting for intensive examination of the following subjects: kinship and the organization of African societies; religion, myth and ritual in African cultures, ethnicity, cities and the African nation-state; the causes and consequences of drought; the anthropology of development in Africa; and social organization of imperialism and African resistance. Readings: Davidson, B., Which Way Africa?. 5 paperback case studies; and some reserve articles. Requirements: choice of tracks: (1) 2 exams & 2 short papers; (2) 1 exam, 2 short papers, 1 longer paper; (3) research paper & final exam. Prerequisites: Anthro 100, 104 or consent of instructor.

Anthro 590H Cuba: Cultural Revolution & Revolutionary
 Culture Tu 9:05-12:05 Johnetta Cole

Primary objective of the course is to introduce students to the way of life--the culture--of revolutionary Cuba today. The history, political economy and culture of Cuba will be examined in the light of the socialist context. All students enrolled in this course will be encouraged to participate in a 10-day traveling seminar to Cuba, coordinated by the instructor. The theme of the seminar is "the African base of Cuban culture." All students who plan to participate in the tour should enroll in the one-credit lab, Anthro 590 I.

COMMUNICATION STUDIES

ComStu 514 Language & Communication Fern Johnson
 MWF 9:05

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.

COMPARATIVE LITERATURE

ComLit 110 Myth, Fairy Tale and C Core Moebius
 Children's Literature

Lecture/discussion. Aims are: 1. to become familiar with a significant portion of the world's traditional fairy tale/folk tale literature and to see this in relation to the human and social development of the child, 2. to relate traditional fairy tale, as story pattern and instrument of individual and social development, to contemporary children's literature; 3. to develop critical perspectives for

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for understanding, further enjoying both fairy tale/folk tale and children's literature.

ComLit 171

Fantasy and Literature: C Core M. Tymoczko
Journeys to Other Worlds

Lecture/discussion. Whether reality becomes boring or confining, terrifying or absurd, confusing or muddled, our fantasies often take the form of escape into strange realms where time and space are not our own. The journey to imaginary lands is a favorite theme of international literature, both traditional and modern. We will explore a series of fantastic voyages to learn about human desires and dreams, as well as the reality they grow out of. An interdisciplinary approach will relate psychological theories of dreams and individual fantasies to the structure and effects of fantasy literature. Readings: Selections from J.R.R. Tolkien, Lord of the Rings; Lewis Carroll, Alice's Adventures in Wonderland; Bram Stoker, Dracula; and works by Stanislaw Lem, Ursula Le Guin, Italo Calvino, Olaf Stapledon, C.S. Lewis, Edgar Allen Poe, Jonathan Swift, Eugene Zamiatin, Voltaire, Chretien de Troyes, and others. Requirements: one 10-page paper and final exam.

ComLit 204

Classics of European C Core Don Levine
Literature

A team-taught course in the classics of European literature which provides essential background in the humanities. Cross listed with English 125 and Classics. Focusing on the roles, problems, and question of women and men in literature, we will read Homer, a selection of Greek plays, poems of Sappho, Roman poetry, Augustine's Confessions, Marie de France, Chaucer, Dante, Shakespeare, Cervantes.

SCHOOL OF EDUCATION

Educ 290L/
590L

Workshop on Education and Barbara Love
Educational Racism
a weekend in October

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 counteracting racist behaviours. 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 H 525

Inter-racial Apperception and Ideology Bob Daniels
Fri 9:30-12:05

A multi-faceted approach exploring some of the anthropological, political, psychological, economic, educational & historic forces that impinge upon our lives as members of the American social order. The course emanates from the philosophy that the more males and females of different racial, religious and socio-psychological backgrounds interact, the greater their opportunity becomes to understand and reject the myriad of social mythology which has historically served to divide them, e.g. class, caste & geography. Many educational resources are utilized, e.g. films, tapes, selected readings, resource people. A diagnostic instrument, the Daniels Test of Inter-racial

Apperception & Ideology, will be administered as a pre-test measurement of each individual's level of racial awareness. Graduate & Undergraduate students will be assigned specific research projects mutually agreed upon. Readings: Bennet, Before the Mayflower; Oates, Fires of Jubilee; Gordon, The White Man's Burden. Requirements: class participation, midterm, final, quizzes. \$5.00 lab fee. Pass/fail system.

Educ. I 539 Using & Understanding Film in Education Liane Brandon
 Th 4-6:30

Designed to explore & encourage the use of creative & stimulating films in educational situations; to examine the visual, psychological & technical methods used by filmmakers to generate specific viewer responses; and to suggest a variety of techniques for structuring and integrating film discussions. A wide variety of films will be shown; their potential for use in many settings (English/Language Arts, Aesthetics, Social Studies, Special Education, Humanities, Values Education, etc.) will be explored; and whenever possible, visiting filmmakers will come and discuss their work. Emphasis will be on using film in schools; developing critical, aesthetic and social media awareness, examining stereotyping and sex roles in the cinema, facilitating productive and open-minded discussions, and evaluating, scheduling and screening films. Requirements include an independent or small group project and active participation in the course. Readings: R. Lacey, Seeing with Feeling; R. Maynard, The Celluloid Curriculum; S. Kuhns, Exploring Film; Media & Methods Magazine. Lab fee: \$4.00.

Educ. I 545 Filmmaking for the Classroom Teacher Liane Brandon
 Tu 4:00-6:30

Workshop. This course concentrates on the creative & practical use of filmmaking in a variety of educational settings, its relevance to particular subject matter areas, and its interdisciplinary applications. Problems of working in the "typical" classroom with large classes, little equipment, rigid schedules and no money will be explored. Emphasis on making super-8mm films using live action, animation, pixillation, editing and sound techniques, facilitating films discussions and activities and building functional film-related curricula. Students are expected to participate in group filmmaking experiences and to complete independent or small group projects related to elementary or high school education. Readings to be supplied. Requirements: project and short paper. Lab fee: \$9.00. No pre-requisites.

Educ. P 551 Foundations in Education Emma Cappelluzzo

Selected problems and issues in modern education studied through the discipline of educational sociology, educational history, educational philosophy, comparative education or social psychology.

Educ. I 590D Film Animation in Educational Settings Liane Brandon
 W 1-3:30

See course description guide.

See catalogue for description

Educ. 792E Issues in Children's Literature Masha Rudman

Lecture/discussion. Seminar. A discussion and examination of issues such as sex, divorce, death, the female, the Black and Native American, war, etc. as depicted in children's books. Readings: Rudman, M. Children's Literature; Egoff, Only Connect; and various articles. Requirements: One large paper, class discussion, bringing in of books and references.

ENGLISH

Eng. 115 The American Experience: Rebellion C core Clayton/Robinson
M 1:25-2:15

Lecture/discussion. Two decades of rebellion against an American society perceived as spiritually dead, rigid with materialism, obsessed with authority and war--as revealed in American literature and culture. How literature and popular images of the Fifties helped shape the more overtly political revolt of the Sixties. Emphasis on the Americanness of the rebellions, in what is attacked and what alternative vision is proposed. Readings: fiction--Baldwin stories, Kerouac, On the Road; Heller, Catch--22; Brautigan, Trout Fishing in America; Doctorow, The Book of Daniel; poetry, Ginsberg, Ferlinghetti, Bly, Plath, Levertov, Baraka, etc. Film--James Dean, Marlon Brando, experiments. \$5.00 lab fee for films and duplicating. Must also enroll in 197 Special Topics under same title.

Eng 125,
sec. D2 Introduction to Literature C core Diamond/Bagg
TuTh 2:30

Lecture/discussion. Team-taught by 6 professors, two each from Comparative Literature, English and Classics, Introductory study of 12 wise and powerful works in the Western literary tradition. Emphasis on cultural context and background needed to understand and enjoy each work (via lectures) and on the vision of life each embodies (via discussions). Text: Anthology of World Literature, V. 1, Norton; supplemental paperbacks. Authors (tentative); Homer, Aeschylus, Sophocles, Plato, Euripides, Virgil, Augustine, Dante, Marie de France, Chaucer, Boccaccio, Shakespeare, Cervantes. Requirements: two essay exams, final.

Eng 131 Society and Literature Lee Edwards
TuTh 1:00-2:15

Discussion, occasional lecture. Reading and discussion of a group of texts focusing on the gap between an individual's needs and society's requirements. How the pressures of class, race, sex and culture shape the terms of this conflict and affect possible resolutions. Readings will include works by Hawthorne, Brontë, Conrad, Smedley, Heller, Achebe, Morrison, Kingston, Class attendance and participation in discussions required. 2 Short papers, either a final paper or a final exam.

Eng 131

Society and Literature C Core

Bob Keefe

TuTh 9:30

Discussion. Works which portray the relationship between society and the individual. Whether on the make, on the run, or in rebellion, protagonists of these works live a life structured by the nature of society; their dependence on society and their attempts to break that dependence provide primary topics. Reading: Pere Goriot, Great Expectations, Huck Finn, Light in August, Uncle Tom's Children, Invisible Man, Saturday Night and Sunday Morning. Midterm, final, 2 four page papers.

Eng 132A

Man and Women in Literature C core Pam Edwards

TuTh 11:15

Lecture, discussion. Literature as a reflection of life in terms of the social, psychological, and religious values expressed; past and present definitions of masculine and feminine roles. Emphasis on literary traditions and techniques employed by various writers to render their artistic intentions. Readings: Euripides, Hawthorne, Ibsen, Shaw, D.H. Lawrence, Kate Chopin, Virginia Woolf, Margaret Drabble, James Baldwin. Midterm, final 2 papers, possible quizzes.

Eng 161

Children's Literature C core Maurianne Adams

Mon 3:35-6:05

Discussion, workshop. Explores and recovers books written for children, read by children, and about children. The effects of these books now and as remembered from childhood. The different world-views they present, their characters and interrelationships, their commentary upon human experience and presentation of fantasy and enchantment. One or two books assigned and discussed each week. Papers discussed in writing workshops. At least one paper deals with a book derived from student's own childhood reading. Readings include the Pooh books, The Secret Garden, Treasure Island, Huckleberry Finn, Black Beauty, Robinson Crusoe, the Alice books, The Wizard of Oz, Peter Pan, some Kipling, some "nonesense" verse, Arthurian material, and fairy tales. Theory from Bettelheim, Fromm, Tolkien. Weekly writing in journals, 2 papers.

Eng 216H

Chaucer's Canterbury Tales C Core Arlyn Diamond

TuTh 4-5:15

Seminar. Variey of approaches to Chaucer--close reading, research on historical and social background, discussion of issues and problems in the development of Chaucer's thought, issues and problems in critical approaches to medieval literature. Ways in which modern readers can respond to texts from different cultures. Text: Canterbury Tales; critical and historical background. Class participation, varied series of short papers, final.

Eng 272

American Romanticism Cynthia Wolff

TuTh 11:15

Lecture/discussion. The major prose and poetry of the early 19th century in America--the great age of American heroism. In fiction, the problems of heroism. In fiction, the problems offered by a vast wilderness--of woods or of waters--the dilemmas confronted by heroes of limitless hope and aspiration, who dare confront the ultimates of good and evil. In poetry, attempt at a particularly American verse form, the cadence of a free and noble people. Readings: works by Cooper, Hawthorne, Melville, Stowe, Emerson, Thoreau, Whitman, Dickinson, Poe. 3 or 4 in class hour exams, no paper, no final. At least one prior literature course at the 100 level helpful.

Eng 273

American Realism
TuTh 9:30

Jules Chametzky

Lecture, discussion. The development of American realism from 1865-1900 in the context of change in American life involving social and esthetic perplexities. Mark Twain and the 1890's emphasized. Readings: Documents of Modern Literary Realism, Becker; Roughing It, Life on the Mississippi, Huck Finn, Twain; The Bostonians, James; A Hazard of New Fortunes, Howells; Short Stories, Chopin, Crane, Sister Carrie, Dreiser; How the Other Half Lives, Riis. Two short papers, final exam.

Eng 273

American Realism
TuTh 1-2:15

Priscilla Hicks

Lecture/discussion. Interpreting and evaluating works by American writers 1865-1910 which seem important and lasting on two overlapping grounds: a) for informed, critical depiction of the changes after the Civil War in American lives, social organization, and values, and b) for contributing to an artistic tradition calling itself "realism" and to clearer sorting of the several purposes and strategies which this term meant. Writers emphasized by combinations of novels, short stories and, in some cases, essays and autobiography; Twain, Howells, James, Chopin, Crane, Chesnutt, Dreiser, Wharton, Cather, Anderson. Three short papers, final.

Eng 275

American Poetry
MWF 10:10

Mariani

Lecture/discussion. American poetry from Emerson and Whitman to the present. Poets include: Emerson, Whitman, Dickinson, Robinson, Frost, Eliot, Pound, Marianne Moore, William Carlos Williams, Wallace Stevens, Roethke, Lowell, the Harlem Renaissance, Plath, Sexton, Levertov, Olson, Creeley. Emphasis on development of an American poetry and poetic. Anthology, individual texts. Two 10-page papers on broad themes, 1 due at midterm, other at end of term. Some prior elementary work in poetry helpful.

GERMAN

Ger 431

Early 20th Century German Literature Sara Lennox
MWF 12:20

Main literary trends at the turn of the century, with emphasis on Hofmannsthal, George, Rilke and the early Thomas Mann. Both important women writer of the period and the treatment of women in male work will be discussed. Pre-requisites: German 261 and German 310.

JOURNALISTIC STUDIES

JS 392A

Magazine Article Writing
TuTh 2:30-3:15

Sara Grimes

A tutorial to research, propose and write an article for publication. Emphasis will be on developing ideas of interest to the student into a written marketable form. Sources of publications -- from the Daily Hampshire Gazette to the New York Times Magazine section -- will be explored. Variety of readings, including articles, short stories and poetry. Students will be asked to make a research

report and to learn to write letters of proposal as well as to complete at least one article for publication. Actual acceptance is not required. Prerequisites: Juniors and seniors in Journalistic Studies or special permission of the instructor.

JS 397C Cultural Studies in Communication History Haze Garcia
TuTh 2:30-3:15

See course description guide.

Leg Stu 252 Law and Personal Freedom Janet Rifkin
TuTh 1-2:15 sec. 3

Examines legal materials concerned with the relationship of the individual to the state and society to understand the tensions inherent in that relationship, as well as the role of the legal system in channelling it. Both theoretical and empirical materials are used to study the limits of personal freedom imposed by law and the legal safeguards of individual autonomy and dignity. By focusing on these questions, the student can better understand the nature, function and role of the legal system in this society. Readings: Frankel, Law, Power and Personal Freedom; Heymand & Kenety, The Murder Trial of Wilbur Jackson; Law Without Lawyers, and other materials handed out in class. No prerequisites. \$4.00 lab fee.

Leg Stu 320 Interdisciplinary Legal Studies Staff

Course topics include: sexism and the way the study of sexism reveals characteristics of law and social structure; punishment and particularly the form of punishment as a metaphor showing the nature of society in which the punishment is used; the way that the central values of a culture are translated into legal process. How is the culture of contemporary China revealed in the kind of legal procedure that is used there? How are Western values manifested in western-style legal processes? When people study "primitive cultures" do they find "law" or do they find "order?" What is the possible difference between "law" and "order?" What is the nature of primitive communism and is the Marxian critique of it persuasive? How has the invention and the use of new media, e.g. print, television, computers, affected law, legal order, and legal thinking? If legal history has, to date, failed to include media, how must it be re-written and enlarged? What gives law such a bad name among artists? How is doing law different from doing hard science? What does it mean to say that a person thinks like a lawyer? Readings to be announced.

LINGUISTICS

Ling. 101 People and their Language Lisa Selkirk
MWF 11:15

Two lectures and one discussion per week. 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 99% 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.

ORCHARD HILL

OHI 298F Practicum at North Village Day Care Center Zuccalo/Schultz
3-6 credits*

Discussion/Practicum. Course aims to learn while working as teaching assistant at North Village Children's Center (ages 2½ to 5) through directed individualized study with professional staff. Sponsorship of School of Education students as part of teaching team in pre-school setting, including curriculum planning, weekly staff meetings, outside preparation for activities, suggested readings. Requirements: Independent study contract approved by Prof. Schultz. No pre-requisites. Students must contact D. Zuccalo at 549-6958 before registering. *students wishing 3 additional credits should register for Independent Study and negotiate a contract with Prof. Schultz.

OHI 394 Introduction to Theory of Community Development Breitbart

Lecture/discussion. Aim: To look at the process of community building or development from a social science perspective. Students will examine the trend toward centralization in modern society through changes in work and living patterns. We will also examine possible means of reversing this trend in modern society. Requirements: Paper, class presentation. No pre-requisites. Readings: Goodman, Communitas: Means of Livelihood and Ways of Life; Kropotkin, Mutual Aid; Morris and Hess, Neighborhood Power; Bookchin, The Limits of the City;

PHILOSOPHY

Phil 160, sec. 2 Introduction to Ethics Ann Ferguson

Lecture/discussion. Aim: to consider contrasting theories of freedom of different philosophical schools and related theories of oppression in order to use them to analyze 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). Pre-requisites: none.

POLITICAL SCIENCE

PoliSci 371 History of Political Thought from Wm. Connolly
Hobbes to Marx
MWF 11:15

Covers Hobbes, Rousseau, Hegel and 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.

Examines the complex and often contradictory nature of Brazilian society as reflected in a variety of literary works mainly by contemporary Brazilian writers. All works will be read in translation. Special emphasis on the literature of social protest, fantasy, and the depiction of women in Brazilian literature. Several Brazilian films will be shown in conjunction with the course. Readings: Works by the following authors will be included: Machado de Assis, Graciliano Ramos, Dias Gomes, Mario de Andrade, Jose Lins do Rego, Guimaraes Rosa, Antonio Callado, Jorge Amado, Jose J. Veiga, Adonias Filho. Requirements: 10-page paper and a take-home exam, as well as class participation. Lecture/discussion format.

PSYCHOLOGY

150

Introduction to Psychology as a Social Science
TuTh 11:15-12:30

Dee Appley

Lecture/discussion/demonstration. The course covers some basic ideas and research findings that have implications for the "social" human being. We will survey human development, social personality and clinical psychology with a focus on some important current issues. Readings: an appropriate text and some original articles. Requirements: 3 exams plus a project.

PUBLIC HEALTH

PubHlth 604

School Health

Nellie Kano

See course description guide

SPORTS STUDIES

Sport 150

Olympic Games
MWF 11:15

Betty Spears

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: P. Graham & H. Ueberhorst, The Modern Olympic Games. Requirements: 3 quizzes (20% each), final (40%). No prerequisites.

Sport 150A

Sport and the Fan

Judith Toyama

Lecture/discussion. Study who sport fan is, describe fan behaviors, and learn why this activity is so popular. Topics include effects of mass media on sport, sport knowledge, collective behavior, viewed aggression as well as aggression by spectators, betting and gambling behavior. Readings: To be arranged. Requirements: 2 exams, 3 short assignments, project. No pre-requisites.

Sport 200

Sociology of Sport (D core)

Eric Kjeldsen

MWF 9:05

Lecture/discussion. An examination of sport from a sociological perspective. Theoretical explanation of human behavior in sport and of the influence of sport in the social processes will be attempted. Readings (tentative): Sociology of American Sport, Stanley Eitzen/G. Sage; assigned library reserve reading. Requirements: essay exams and/or review of literature. No pre-requisites; Intro. to Sociology beneficial.

Sport 201

Psychology of Sport & Physical Activity

Gundersheim

MWF 10:10

Lecture/discussion. Course analyzes the psychological behavior of the individual in physical activity and athletics. Special emphasis is placed upon: psychology of play, competition, personality structure of athletes, motivation, body image, aggression, stress and anxiety. Readings: Psychological Behavior in Sport, R.B. Alderman, and Information Processing in Motor Skill, R. Marteniuk. Requirements: 2 exams and final. Quizzes.

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FIVE COLLEGE COURSES

AMHERST COLLEGE

Colloquium 21 Concepts of the "Normal" and the "Deviant" (Component) D. Pitkin, V. Spelman

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.

English 24 Men and Women in Literature L.Bruss/K. Townsend

How does literature help us imagine, define and explore sexual identity? What are the changing shapes of femininity and masculinity, the attributes of character of fate, the promises, delusions and dilemmas of relationships between men and women (love and hate, parenthood and childhood, subservience and dominance?). Comparing male and 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 than their male counterparts, different concerns or sympathies, different powers or voices? Elective for sophomores and freshmen with consent of instructors. Limited to 20 men and 20 women.

Philosophy 32 Metaphysics: The Mind/Body Distinction Vicky Spelman

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?

Phil 62

Philosophical Issues in Feminist Thought
TuTh 10-11:30

Vicky Spelman

The course aims to come to a definition and understanding of what feminism is by examining some of the central concepts in feminist thought, and some of the philosophical issues raised by feminist thinkers: issues around the notions of oppression, liberation, equality, rights, self-determination, identity, human nature, and respect for persons.

HAMPSHIRE COLLEGE

NS 132

Male Brain/Female Brain?

Nancy Goddard/Michael Gross

Because at least some brain cells have receptor sites sensitive to androgen & other "sex hormones" men's & women's brains may develop differently. And, indeed, a host of such differences have been asserted: --women are verbal while men are visual/spatial; women's brains are cyclic; men's acyclic; men are assertive or aggressive, women passive; women are more socialable while men manipulate things; etc. But what sorts of studies are these purported differences based on? What does it mean to say that a behavior is "wired into" the brain? How deep do biochemical studies of cellular responses to hormones go? We propose to survey some of the original research literature on these questions in order to develop familiarity with the issues and the scientific methods used in studying them. In addition, students will learn basic bibliographic skills for library research in science and gain familiarity with reference works. Finally, students will write a brief summary (abstract) of each paper read & discussed, to develop skills at digesting and criticizing papers. These skills are meant to provide a basis for individual and group independent projects in this area. Enrollment limited to 30; besides students who register in advance as a proseminar, course open only to new students having passed Div. I exams, and on a first-come first-served basis. Meets 1-1½ hours, twice a week. Grades given to 5-College students. Criteria for grades & evaluations to be discussed at first meeting.

NS

The Ethics of Unnecessary Surgery (mini-course)

Janice Raymond

Course examines three areas of surgery performed on women today: Hysterectomy, mastectomy, and clitoridectomy. To what extent are hysterectomies done as routine surgery for female health problems? Why have numerous studies found that 1/3 to ½ of these operations have been unnecessary? What are the differences between a simple, modified, and radical mastectomy? What are the medical indications for such? To what extent is clitoridectomy performed today? Where? On whom? Students will read selected articles from various medical journals, as well as critiques. Each person will be expected to concentrate on one surgical area and do an oral and written presentation on the subject area chosen. Meets twice a week for 1½ hours during the first 6 weeks of the semester. Limited to 15, by interview with instructor.

SS

The Significant Role of Black Women in Women's Studies

Gloria Joseph

A serious shortcoming in Women's Studies programs nationally has been the lack of formal scholarly attention to Black and Third World issues. This course is designed to help remedy that situation. There will be a series of guest lecturers, Black female scholars, who will discuss ways and means of integrating the Black

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perspective in the various disciplines. Specific methodologies and procedures for including and understanding the roles of Black women and their culture in Women's Studies courses in history, literature, psychology, sociology, anthropology, health care, feminist movement and sexual politics will be covered. This course is also open to faculty members from all Five Colleges. The course is limited to 20 students. Permission of instructor required.

SS 276 The Legal Process: Women & Children Lester Mazor
Under the Law

This course examines the changing legal status of women & children in America, 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 and processes, as well as to meet the need for a greater understanding of the legal rights of women and children. Class meets twice a week for 1½ hours. Enrollment open. Students will be introduced to basic techniques of case analysis and reading of statutes, as well as fundamentals of legal research. Topics include: treatment of women in criminal law and penal system; marriage, divorce, child custody and adoption; child abuse; juvenile court process; political and civil rights of women and children.

SS Women in Society Margaret Cerullo

See Hampshire course guide and/or Women's Studies addendum to appear in fall.

SS Families, Farms & Industry in New England N. Fitch/
(Component) L. Nisonoff

details as above

MT. HOLYOKE COLLEGE

Anthropology 210f Anthropology and Complex Organizations Kay Warren
and Social Change

A study of the interplay between complex organizations and local communities in Latin America, Africa and Asia. We will explore special international projects dealing with tourism, disaster relief, family planning and economic development. Special attention will be paid to the organizational structure of developing bureaucracies as well as to entertain cultural perception and the anticipated consequence of planning social change.

Classics 20f Life, Liberty and the Pursuit of S. Stampler.
of 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 S. Stambler
 and Rome
 (Component)

see Mt. Holyoke catalogue for description

French 358f The Status of Women in France: Elissa Gelfand
 Theory and Practice
 Th 1-3:30

Course attempts to assess conditions of contemporary French women by examining first theories about women in society (deBeauvoir), the degree to which these theories apply in various domains of French life; (political, economic, sexual, judicial, etc.). Several literary representative of modern women will be considered (Rochetail, Duras). Pre-requisites: French 222. The course will be taught in French.

History 108f Family, Community and Class Robert Schwartz
 (Component)

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 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)

History 275f The Woman in History: Women in Mr. Lipman
 China and Japan

Beginning with poetry and prose of the 1st. millenium, B.C., this course will deal with the roles and behavior of women behind the current status of women in China and Japan. Topics will include: rules for female behavior in traditional society, women in production, the structure of the family, women's literature, and the changing status of women in revolutionary China and post-war Japan. Texts will include biographies, fiction. poetry, journalism, and scholarly studies. 2 meetings. (Fulfills cross-cultural requirement for Women's Studies students)

History 277f Women and Men I: An Historical Inquiry Mr. Faragher
 into the Social Relations of the Sexes

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 Sheik. (4 credits)

History 297f Topics in Comparative History: The Mr. Herbert
 Black Family in Africa and America
 (Component)

Conflicting interpretation 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)

Political Science 220f Introduction to Women's Studies: 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. Pre-requisite: polsci D107 or permission of instructor. (4 credits)

Political Science 237f Women and Work Penny Gill

Analysis of women's work, the dual role of wage earning and child care, the struggle 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 racial and class differences. (4 credits)

SMITH COLLEGE

English 239a American Women Poets 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 instructor.

French 216A Readings in Modern French Literature Marilyn Schuster
Mon & Tues 11:20, Wed 10:20

Introduction to literary analysis. Section is limited to 18 students. Will explore a theme or problem through a variety of literary forms. Drama, poetry, the novel, autobiography, and essays. Texts: George Sand, Collette, Simone de Beauvoir, Violette Leduc, Charles Rochefort, etc.

Government 324a Seminar: Women and Political Development in Latin America Susan Borque

See Smith catalogue for details.

History 289a The Social and Intellectual Context of Feminist Ideologies in 19th and 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.

Philosophy 237a Women and Philosophy M. Yudkin
An investigation of the philosophic concepts of oppression, rights, human nature, and moral reform and moral revolution as they relate to women.

Psychology 274a Psychology of Attitudes and Opinions D. Snoek
(Component)

The course will consider the formation and change of beliefs, attitudes and values

of patterns of marriage and the family in sub-Saharan Africa. (4 credits)

Political Science 220f Introduction to Women's Studies: Women and Violence Jean Grossholtz

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Psychology 274a Psychology of Attitudes and Opinions D. Snoek
(Component)

The course will consider the formation and change of beliefs, attitudes and values

as function of personal experience, interpersonal influence and mass communications.

Psychology 276a

Psychology of Sex Roles

D. Snoek

Exploration of the behavioral similarities, differences and relationships between female and males, Topics include: sex role 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.

ADDENDUM

DEPARTMENTAL WOMEN'S STUDIES COURSES

Comparative Literature

ComLit 101G

Utopia and Anti-Utopia

C Core

Daphne Patai

What is the good life and how can it be attained? What goes wrong in human communities? For hundreds of years writers have attempted to answer this question by taking imaginary voyages--through space and/or time--and describing utopias, visions of how the ideal society works, Yet in more recent times anti-utopias have predominated--nightmarish visions of the future that can be read as a warning to modern men and women. In reading about a dozen short utopian and anti-utopian works by men and women, we will focus on the following problems: the role of work and leisure; economy; ideology; family life; sex roles; the place of women; individual freedom vs. social needs. Readings: Vonnegut, Bradbury, George Orwell, Aldus Huxley, Marge Peirce, Ursula Le Guin, Doris Lessing, H.G. Wells and others. Requirements: two short papers and a take-home exam.

CENTER FOR THE FAMILY

HomEc 549B

Seminar: Sexuality and Sex Roles

Roger Libby

Seminar/discussion. To effectively integrate changing sexual mores with various views of femininity and masculinity. Social, social psychological, biological, economic and political variables will be related to sex role and sexual behaviors. The social scripting of sexual interaction will be a major focus. The impact of women's liberation, human potential, gay and alternative lifestyle movements on sexual expression will be additional foci. Conceptual approaches and research will serve a two primary bases for discussion, but other complementary sources and disciplines will also be utilized. Readings include Gordon and Libby, eds., Sexuality Today and Tomorrow, handouts and material on reserve. Requirements: active participation in seminars, one paper and one essay exam. Pre-requisites: none formally, but it is highly advisable to be familiar with basic human sexuality and sex role literature, and to have taken a previous course on human sexuality and/or sex roles.