



# WOMEN'S STUDIES PROGRAM

## COURSE OFFERINGS

### FALL 1980

## 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), 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 491 (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 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 208 Bartlett, (413 545-1922

### COURSES OFFERED BY THE WOMEN'S STUDIES PROGRAM

WOST 191A Career Planning for Women's Studies Students Arlene Avakian, Dale  
Mon 3:35-5:15 1 credit Melcher and CDC Staff  
9/29-11/17 (7 weeks)

This course is designed to assist students to develop a systematic approach to career and educational planning. The career planning process that we will explore together has as its supporting foundation the belief that we have the right to choose what we want our career focus to be and that we must accept that responsibility. The major goals of the course are: (1) to increase awareness and knowledge of career planning skills; (2) to help students distinguish between choosing a major and choosing a career; (3) to help students identify and expand areas of career interest; (4) to assist students identify their current skills and determine what skills are needed to enter careers of their choice; (5) to help students assimilate and relate their knowledge, interests and skills to career goals; and (6) to acquaint students with the various resources available to assist them in their career decision making.

WOST 197A/  
ENG 180 Introduction to Women's Studies: Issues for Women of the 80's Margo Culley  
TuTh 9:30

Contemporary short fiction, poetry and film addressing key questions. Units such as: mothers and daughters; race and class; work; the body; violence; loving men; loving women. Lectures and discussions with two goals: increased sensitivity to issues in women's lives and increased skills as readers and critics of printed and visual media. A series of short papers, mid-term, final.

WOST 201A Foundations of Feminism: The Classic Texts Susan Yarbrough  
TuTh 1:00

Lecture, discussion. The classic texts in Women's Studies. Emphasizes 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; how individuals can create new ideals and style from the conflict between self and society. Readings include: The Second Sex, de Beauvoir; The Feminist Papers, Rossi (ed. ; Black Women in White America, Lerner (ed. ;



Mothers and Daughters, Women and Crime, New England Women, the Folklore of Oppression. Prerequisites WOST 301 and 311.

### SUMMER COURSES

WOST 290A      The Psychology of Women: A Feminist Perspective      Martha Ayres  
first session - 6/2-7/11

This class will discuss the relationship between the psychology of women and feminism by looking at: (1) the socio-cultural aspects that effect women; (2) psychopathy or "disease" of women; (3) treatment modalities and (4) theories related to women. Throughout the discussion this class will attempt to include the experiences of all women.

WOST 290B      Women Poets      Julia Demmin  
second session      7/15-8/22

## DEPARTMENTAL WOMEN'S STUDIES COURSES

### ART HISTORY

ART 582            Women and Modern Art: 1850 to            Ann Mochon  
                      the Present  
                      TTh 1-2:15

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.

### ASIAN STUDIES

JAPAN 143        Japanese Literary Tradition I   C Core            Jean Moore  
                      MWF 11:15

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.

## COMMUNICATIONS STUDIES

COMSTU 250A Women and Interpersonal Communication C Core TBA  
MWF 3:35

Investigation of the nature of interpersonal communication with emphasis throughout on women as communicators and women as "created" by interpersonal communication. Topics include interpersonal perception, self-concept, role relationships, nonverbal communication, language and sex. Course aims at building understanding of and developing conscious strategies for changing communication patterns.

## COMPARATIVE LITERATURE

COMLIT 201A Cinema and Psyche C Core Cathy Portuges  
Tu 2:30-5:00 screenings/lecture  
Th 2:30-3:45 discussion

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; Bunel'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 form 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 for film rentals. This course is being taught at Amherst College in the Dramatic Arts Department.

## EDUCATION

EDUC 591L Racism, Sexism and Internalized Oppression:  
The Participation of Women in the Academic Community Barbara Love  
Tu 7:30-10:00 pm

The course will focus on the following areas: 1) educational equity and the participation of women in the academic community; 2) the impact of racism on the participation of women; 3) the impact of sexism on the participation of women; 4) the impact of internalized oppression of the participation of women; and 5) future projections. (Fulfills cross-cultural requirement for Women's Studies students.)

## ENGLISH

ENGL 132H Man and Woman in Literature C Core Michael Wolff  
TTh 9:30

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. Readings: Odyssey, bit of the Bible, some Chaucer; de Beauvoir, Second Sex; Playboy: Cosmopolitan; Jane Eyre; Jude the Obscure; Bell Jar; Catcher in the Rye; The Bluest Eye. Requirements: 5 short papers, do reading, come to class; exams optional.

ENGL 132            Man and Woman in Literature            C Core            Margo Culley  
                    TTh 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, Bronte; 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.

ENGL 180            Issues for Women in the 80's                            Margo Culley

See WOST 197 for description

ENGL 332            Woman as Hero                                            C Core            Lee Edwards  
                    W 7:45-10:45 pm

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. Bronte, 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.

## EGAL STUDIES

LEGAL 371            Sex Roles, Law and Society                            Peter d'Errico  
                    M 7-9:30 pm

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.

## ORCHARD HILL

OHI 290H            Women and Health                                            TBA  
                    Sec 1 M 7-9:30 pm  
                    Sec 2 W 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) the relationships between ideologies and beliefs about women in general and specific medical knowledge and practices; and 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.

OHI 290W

Women, Work and Society  
W 7-9:30 pm

TBA

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); and 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.

## PHILOSOPHY

PHIL 283

Introduction to Philosophy of Women C Core

Ann Ferguson

TTh 9:30

See WOST 301 for description.

## POLITICAL SCIENCE

POLSCI 161

Introduction to Civil Liberties D Core

John Brigham

MWF 10:10

Lecture/discussion. A general treatment of freedom of expression, equality, and due process. Attention to classical texts and judicial opinion on such issues as suppression of pornography, affirmative action and student rights.

POLSCI 375

Feminist Politics and Theory

Jean Elshtain

TTh 2:30-3:45

Lecture/discussion. An exploration of the ways in which relations between the sexes may be viewed as political beginning with an examination of sex as a category for analysis in political theory. We will examine the biological, psychological and functional imperatives cited as justifications for sex inequality. This will be an exploratory class examining critically diverse feminist theory. Various political strategies which emerge from liberal, radical and socialist feminist perspectives will be discussed. Readings: J.S. Mill, On the Subjection of Women; Kradtior, The Ideas of the Women's Suffrage Movement; Flexner, Century of Struggle; Goldman, Anarchism and Other Essays; Janeway, Man's World, Women's Place; Firestone, Dialectic of Sex; Mitchell, Women's Estate; Rowbotham, Women's Consciousness, Man's World; Dinnerstein, The Mermaid and the Minotaur; Chodorow, The Reproduction of Mothering.

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PSYCHOLOGY

PSYCH 208

Psychology of Women  
TTh 1-2:15

Alice Eagly

Introduction to scientific literature on the psychology of women. Considers the following topics: (a) sex differences and their origin in socialization, (b) social behaviors such as achievement, aggression, and social influences, (c) women's family roles and other adult roles, (d) feminism as a social movement, with emphasis on changes in sex role attitudes and personality structure.

RHETORIC

RHET 100W

Writing About the Women's Movement

TBA

Sec. 1 TTh 9:30  
Sec. 2 TTh 11:15  
Sec. 3 TTh 1:00  
Sec. 4 TTh 2:30

Student writing based on the essential works in feminist history, mainly British and American, concerning the expansion of life options for women; the political, economic, reproductive, educational, household, sexual and cultural emancipation of women. See each instructor for more detailed description.

SOCIOLOGY

SOCIOL 106

Race, Sex and Social Class

D Core

Dan Clawson

Lec. 2A MW 11:15

Disc. 6 sections/see Schedule Book for times

Lecture/discussion. The course will begin with a three or four week unit to establish the basic differences and inequalities based on race, sex and social class. We will then examine for each topic three competing theories which attempt to explain these inequalities: (1) biological--the differences are the result of innate genetic differences. (2) individuals need to change--individuals, usually those in the disadvantaged group, should change and thus achieve equality. (3) society and institutions need to change.

A serious attempt will be made to present each of these theories, but I am not neutral as between them: the first two theories will be criticized and the third theory is defended. However, every theory will receive a fair hearing, and there is no expectation of any agreement.

SOCIOL 222

The Family

D Core

Naomi Gerstel

TTh 11:15

This course focuses on the social structure of the family in the United States and other societies. Special attention will be given to factors contributing to change in the modern family and its alternatives. Readings include: Gordon, Family in Social and Historical Perspective; Skolnick and Skolnick, Family in Transition; Rubin, Worlds of Pain; Stein, et al, The Family: Function, Conflicts and Symbols.

## SOUTHWEST

SW 298

Women's Center Practicum  
TBA

2 credits

Victoria Jacoby

Students teaching Southwest colloquia on 'women's issues' should sign up for the Southwest Women's Center Practicum in lieu of the required Teacher Training Workshops. The Practicum will consist of at least three two-hour workshops addressing questions and problems confronting the student instructors within their on-going colloquia. Topics discussed in the workshops will be adapted to the expressed interest of participants.

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A complete list of Southwest courses will be available from Southwest the first week of the Fall semester.

NOTE: The following faculty will be on leave during the 80-81 academic year. Their courses will be offered the following year:

Joyce Berkman (History)  
 Elizabeth Petroff (Comparative Literature)  
 Janet Rifkin (Legal Studies)  
 Ann Ferguson (Philosophy) - on leave Spring semester..1981 only)  
 Arlyn Diamond (English)  
 Jane Humphries (Economics)  
 Janice Raymond (Women's Studies)  
 Mary Ruth Warner (Women's Studies)

ADDENDUM

WoSt (#TBA)

Mothers and Daughters: A Developmental View  
 1 credit 14 weeks W 4:40

Norma Johnson  
 (clinical psychologist)

This course is designed to study the mother-daughter relationship with a focus on the developmental aspects of the relationship during various life stages: infancy, adolescence, early and late adulthood will be examined and changes in the dynamics of the mother-daughter pair will be noted. The course will be in seminar form with class participation encouraged. A brief paper will be required. Readings will be drawn from: Therese Benedeck, "Motherhood as a Developmental Phase"; Nancy Chodorow, The Reproduction of Mothering; Collette, My Mother's House; Joanne Kobin, Outlines; Tillie Olsen, Tell Me A Riddle.

## COMPONENT COURSES

The following courses do not necessarily focus directly on women, but include a perspective or a segment related to Women's Studies, and /or they allow students to focus their course work on women or women's issues. Students should arrange special projects or papers with the instructors early in the semester if they intend to count the course for Women's Studies credit. Women's Studies students should note that these courses do not automatically carry credit toward the major or certificate; the usual procedure should be followed if credit is desired.

### AFRO-AMERICAN STUDIES

AFROAM 115	<u>Afro-Am Dance Workshop I</u> MW 6-8 pm	Joi Gresham
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Introduction to the spiritual and physical disciplines of Afro-American dance - a necessary vehicle to personal integration in the Black Experience. Emphasis will be placed on the role of dance in traditional and contemporary Black culture. We will experience our bodily rhythms as a common denominator in which to explore one's own movement patterns and the common language of movement and song.

AFROAM 130	<u>African History I</u>	C Core	Dovi Afesi
	TTh 1-2:15		

African civilizations and their origins. Rise of early civilizations, empires and kingdoms. Egypt, Kush, Axum/Ethiopia, Ghana, Mali, Songhai; Zimbabwe ruins. Benin, Ashanti, Dahomey.

AFROAM 132	<u>Afro-Am History: 1619-1860</u>	C Core	Ernest Allen
	MWF 12:20-1:10		

Provides the student with an overview of the development, organization, practice and historical consequences of slavery in the United States, beginning with the colonial era and concluding in 1960. Covers topics such as the slave trade, African civilizations in the New World and the movement for Emancipation, conditions of free Blacks in the slave community.

AFROAM 133	<u>Afro-Am History: 1860-1956</u>	C Core	John Bracey
	MWF 1:25-2:15		

Major issues and actions from the beginning of the Civil War to the close of World War II. Primarily political and social history of Blacks during the period of the Civil War and Reconstruction and since, including urban migrations, the rise of the ghettos, political organizations and movements.

AFROAM 222	The Black Church	C Core	Gilbert Caldwell
	TH 4:00-5:15		

The church as a continuing and powerful institution among Black Americans. The role of the church during different periods of history; the history of the Black preacher; religion and Black folk culture; gospel music.

AFROAM 234

Literature of Harlem Renaissance  
TTh 1:00-2:15

Julius Lester

Survey of Black literature during the 1920's. Discussion of the major figures of the Harlem Renaissance--Langston Hughes, Jean Toomer, Claude McKay, Cuntee Cullen and others.

AFROAM 252

Images of Blacks in White American Writings C Core Alan Austin  
TTh 9:30-10:45

An exploration of pre-American images of Africans, from Homer, Herodotus, The Bible, Shakespeare, Behn and DeFoe; and American images of Blacks in Cooper, Poe, Melville, Whitman, with complete readings of Uncle Tom's Cabin, Twain's Puddenhead Wilson and Van Vechten's Nigger Heaven. Themes stressed are: religious and cultural ethnocentrism, capitalism, color iconography, and race and sex.

AFROAM 290G

History of the Civil Rights Movement C Core John Bracey  
MWF 10:10-11

Discussion. Examination of the Civil Rights Movement from Brown vs. Topeka decision to the rise of Black Power ideology. Discusses all the major organizations of the period, e.g., S.C.L.C., SNCC, CORE, NAACP, and the Urban League. Examines the impact on white students and the anti-war movement.

AFROAM 292A

Third World Theater: History & Production Melinda Goodman/Roberta Uno  
MW 4:00-18:30 Hamden Theater-S.W.

Blacks, Hispanics, and Asians have long been excluded and misrepresented in mainstream and traditional theater in America. However, it has always been an integral part of the traditions and lives of Third World people, spanning all forms of music, dance and oral and written traditions. The purpose of this course is to introduce students to the body of literature and history of the Third World Theater movement in this country and actively involve students in theater production. The course involves reading plays, learning basic theater skills (acting techniques, voice, movement, scene study, etc.) and actively participation in original play productions during the semester. Master directing acting, playwriting workshops, films and guest lecturers involved.

AFROAM 345

Southern Literature: Black & White C Core Julius Lester  
TTh 9:30-10:45/114 NAH

Will compare the similarities and differences in how Black and White southern writers perceive the South, the southern experience and the Black experience. Themes include the Black rebel, women, nature and time. Authors discussed will include Faulkner, Gaines, Grau, Demby, O'Connor, Walker and Wright.

AFROAM 412

Afro-Am Dance Workshop IV  
TTh 18:00-20:00

Joi Gresham

Advanced course. Continuation of Afro-American Dance III. Emphasis will be on composition and choreography.

ANTHROPOLOGY

ANTHRO 103

Intro to Physical Anthropology E Core  
MWF 10:10

Alan Swedlund

Primate biological and behavioral adaptations, emphasis on human origins, evolution and contemporary variation. Topics include: contemporary primates, evolutionary biology, primate evolution, human evolution, human adaptability, genetics and variation, race, biology and the future of homo sapiens.

ANTHRO 104      Intro to Cultural Anthropology      D core      Johnnetta Cole  
MW 10:10

Lecture, discussion. Honors discussion available. For actual and potential social science majors and others who need/desire firm grounding in social/cultural anthropology. Major themes include: cultural ecology as it pertains to all types of societies (including our own); the hows and whys of human cultural diversity; social and cultural changes in the past, present and future; topics and problems in anthropology. Readings: ethnographies, some theoretical articles, perhaps a cross-cultural science fiction novel. Several mini exams (like quizzes), several short reports on field projects, active participation in discussion sections.

ANTHRO 479      Cultural Dynamics & Applied Anthropology      Sylvia Forman  
TTH 2:30-3:45

Processes of sociocultural change, theoretically and thorough case studies. Problems of contemporary and future social change. The possibilities and difficulties of applying anthropological knowledge to various cultures, including ethical aspects, jobs for anthropologists, technical assistance, and development planning.

ANTHRO 590H      Experimental: Culture, Revolution and Revolutionary Culture  
Johnnetta Cole      Tu 9:30-12:30

Lecture, discussion, film. Introduction to the way of life in contemporary Cuba. The history, political economy and culture of Cuba in the socialist context. Emphasis on how Cuban nationality is defined today, the impact of the Revolution on racial and gender discrimination, the role of mass organizations in motivating and actualizing participation in community and national affairs. Participation in a traveling seminar to Cuba encouraged. Exam: oral presentation and paper (on same topic). Prerequisites: upper level courses in cultural anthropology or consent of instructor.

ANTHRO 591D      Third World Development      Sylvia Forman  
TTH 9:30-10:45

(See University catalogue for description.)

## CLASSICS

Classics 205      The Material World of the Romans      Elizabeth Will  
MWF 10:10

Slide-lecture, discussion. The city of Pompeii, the archeological evidence for the way its people lived. Houses, furniture, dishes, food, coins, graffiti and everyday objects of various kinds considered. Texts: Pompeii, A.D.79, John Ward Perkins and Amanda Claridge; other readings on reserve. Journal (consisting of class notes, notes on readings, and original contributions). Required field trip to Boston Museum of Fine Arts.

Ancient Egyptian myths with their Indo-Iranian, Greco-Roman & early Christian survivors; authority of written or visual sources; structure of myth; religious, artistic and social observances. Egyptian & modern Hindu myth presented as symbolic expression of social and religious constructs. Particular interest in tradition of assigned roles: holy and unholy, elders and youngsters, monarchs and plebians, woman and men, warriors and farmers, warriors and artists. Attempt to show that myths regularly try to harmonize these roles in an overall, unified society.

## COMPARATIVE LITERATURE

COMLIT 101E/JS 101E      Mass Culture: Literary and Ideological Structures  
Ellen McCracken TTH 11:15      Honors Section

Lecture, discussion. Departing from a threefold distinction between popular culture, mass culture, and high culture, the literary and ideological structures of contemporary mass culture in the U.S. with several international examples. Mass cultural expressions as television and radio programming, movies, comics, best sellers, advertising, music and the recording industry, fashions, newspapers, magazines, and the fotonovela. Special attention to the role of, and effects upon, women and ethnic minorities within mass culture. Readings: studies of mass culture by Adorno and Horkheimer, Stanley Aronowitz, Roland Barthes, Herbert Gans, Horace Kewcomb, Will Wright, Marjorie Rosen, Ariel Dorfman, Armand Mattelard, David Kunzle, others.

COMLIT 101G      Utopia and Anti-Utopia      Daphne Patai  
MW 10:10      Honors Section

Lecture, discussion. The good life and how it can be attained. Problems in human communities. Writers' attempts to answer these questions by taking imaginary voyages, through space and or time, and describing utopias-visions of how the ideal society works. Recent anti-utopias-nightmarish visions of the future that can be read as a warning to modern men and women. Focus on 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, Aldous Huxley, Marge Piercy, Ursula Le Guin, Doris Lessing, H.G. Wells, others. Two short papers, take home exam.

COMLIT 171      Fantasy and Literature: Journeys to Other Worlds      C Core  
Maria Tymoczko      MW 11:15

Lecture, discussion. Whether reality becomes boring or confusing, 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.



Seminar. How major European novels from 1830-1930 reflect, comment on, and transcend the societies from which they derive. Particular emphasis on the ways in which the form, as well as the content, of a novel can be a political statement, using the theories of recent Marxist, poststructuralist, and feminist thinkers. Readings: Balzac, Pere Goriot; Flaubert, Madame Bovary; Zola, Germinal; Proust, Swann's Way; Mann, Death in Venice; Kafka, The Trial; Woolf, Mrs. Dalloway; Doblin, Berlin Alexanderplatz. Theoretical essays (photocopies) by Lukacs, Adorno, Benjamin, Marcuse, Goldmann, Macherery, Derrida, Barthes, recent French feminists. Requirements: class participation, oral presentation, several exercises in literary application of theorists, longer paper analyzing a novel of the student's choice from this time period. Time: to be arranged. Contact ComLit.

## COMMUNICATION STUDIES

COMSTU 226      Mass Media in Society      D Core      Allison Alexander  
MWF 1:25

Lecture, discussion. The effects of mass media on society. Media in the U.S.; specifically, agenda setting, news dissemination, advertising, media and politics, minorities, violence and sex, prosocial content and media in the future. Provides information required for advanced study in Comstu and a better understanding of the mass media as they relate to other disciplines. Attention will be paid to mass media and women. Prerequisite: Comstu 121. Preference to Comstu majors.

COMSTU 310      Persuasion Theory      Allison Alexander  
MWF 10:10

Lecture, discussion. Communication situations where influence is the expected outcome. Focus on the interpersonal/contextual factors that contribute to attitude and behavior change and the nature of the persuasive campaign. Students may focus on women in their course project.

## ECONOMICS

ECON 103      Microeconomics      Diane Flaherty

See University Course Description Guide

ECON 505      Marxian Economics      Diane Flaherty

See University Course Description Guide

## EDUCATION

EDUC 539      Using and Understanding Film in Education      Liane Brandon  
Tu 4-6:30

Designed to explore and encourage the use of creative and stimulating films in educational situations; to examine the visual, psychological and 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 and Methods Magazine. Lab fee: \$4.00

EDUC 545                      Filmmaking for the Classroom Teacher                      Liane Brandon  
M 4:00-6:30

Workshop. This course concentrates on the creative and practical use of film-making 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 590D                      Film Animation in Education                      Liane Brandon  
W 1-3:45

See University Course Catalogue for description

EDUC 606                      Procedures in Counselling                      Al Ivey

See University Course Catalogue for description.

EDUC 622                      Nature of Creativity                      Judith Speidel  
W 3:35-6:05

The course focuses on various kinds of scientific and artistic achievement in order to gain insights into cultural and personal factors conducive to creativity. Projects will develop ways that a teacher can facilitate creative behavior in the secondary school. Seminar. Readings: Leonardo Da Vinci; A Room of One's Own; Why Have There Been No Famous Woman Artists?; The Creative Experience.

## ENGLISH

ENGL 131                      Society and Literature                      C Core                      Jack Weston  
TTH 11:15-12:30

A Marxist approach to some modern mainly American novels, short stories, biographies and reportage which deal with the class struggle and the oppressions of imperialism, race and sex. Disagreement with the instructor's perspective and the authors values encouraged. Texts: Agnes Smedley, Portraits of Chinese Women; Michael Gold, Jews Without Money; Tillie Olsen, Yonnondio; Harriet Arnow, The Dollmaker; Ned Cobb, All God's Dangers; Meridel LeSuer, The Girl; Toni Morrison, Song of Solomon.



Peter Pan, some Kipling, some "nonsense" verse, Arthurian material, and fairy tales. Theory from Bettelheim, Fromm, Tolkien. Weekly writing in journals, 2 papers.

162                      Science Fiction and The Imagination                      Gallo  
Lecture M 7:45-10:45  
Disc.1 TTh 1-1:15  
Disc.2 TTH 2:30

Primarily discussion, with some lecture. Emphasis on major works and on the history of the genre. Reading list will include such works as Mary Shelley, Frankenstein; Leguin, Left Hand of Darkness; Miller, Canticle for Leibowitz; Dick, Man in the High Castle; Leiber, Wanderer; Huxley, Brave New World; Stapledon, Star Maker; Vonnegut, Sirens of Titan; Wells, Time Machine and Island of Dr. Moreau; Smith, Norstrilia; Russ And Chaos Died; Lem, Star Diaries; Pohl, Gateway; Abe, Inter Ice Age 4; anthologies such as In Dreams Awake; Road to Science Fiction; The Best From The Rest of the World; and Future Perfect. Students will be required to view such films as Bride of Frankenstein; Time Machine; Zardoz; Seconds; Alphaville; Invasion of the Body Snatchers (original version); Day The Earth Stood Still; This Island Earth; War of the Worlds.

Lab fee: \$10.00

ENG 164                      Masterpieces of Modern Phantasy                      C Core                      Charlotte Spivack  
Lecture: T 1-2:15  
Disc.1: Th 1-2:15  
Disc. 2: Th 2:30-3:45

Lecture, discussion. Phantasy as escape and discovery. Modern phantasy; basis in myth and legend; archetypal themes significant in human life: coming of age, the heroic quest, the search for meaning, death and rebirth. Imaginary worlds ranging from Malacandra to Middle Earth; characters including wizards and eldila; hobbits and manticores, Merlin and the Fisher-King. The Perilous Realms, the world of Faerie, the Rule of Names. (Suggestion: if you have not read the Tolkien Trilogy, start it over the summer.) Readings: Lord of the Rings (trilogy), Tolkien; A Wizard of Earthsea, Tombs of Atuan, Farthest Shore, Leguin; Sword in the Stone, White; Last Unicorn, Beagle; King of Elfland's Daughter, Dunsany; one or two more. Regular attendance, mid-term, final.

266-2                      Modern Poetry                      C Core                      Paul Mariani  
Sec.2: MW 2:30-3:45  
Sec.3: W 7:45-10:45

Discussion, lecture. An examination of some of the major poetic texts in British and American Poetry between 1910 and 1960. Selections from the work of Frost, Pound, Stevens, Williams, Eliot, H.D., Yeats, Hart Crane and others. Lectures on the historical background of Modern Poetry, close textural analysis, an examination of the nature of the lyric and the problem of the lyrical sequence and the epic impulse in Modern Poetry. Class participation required. This course is not recommended for students who have not first taken an introductory course in reading poetry, such as English 141. Several short papers. Mid-term and final essay examinations. Term paper. Texts: Norton Anthology of Modern Poetry; Paterson, Williams; Trilogy, H.D.; Palm at the End of the Mind, Stevens.

ENG 272                      American Romanticism                      C Core                      Cynthia Wolff  
Th 4-6:30

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. Three or four in class hour exams, no paper, no final. At least one prior literature class at the 100 level hopeful.

ENG 273-2                      American Realism                      C Core                      Jules Chametzky  
                                         TTH 11:15

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 276                      American Fiction: Efforts in American Epic                      Cynthia Wolff  
                                         TTH 11:15                      C Core

Lecture/Discussion. The vast opportunity that a largely unexplored and unexploited continent seemed to offer has bewitched American novelists from early nineteenth century to the twentieth. We have continued to have simple faith in the precept that America's fortunes were divinely and heroically fashioned--that the fitting form for American fiction is some unique and new invention of epic. Yet epic success has been ambiguous and elusive; epic heroes and heroines have failed to succeed in realizing the great hope which this continent seemed to substantiate. This course will examine the major fictional attempts to create a uniquely "American" epic. Readings: The Last of the Mohicans, Moby Dick, Uncle Tom's Cabin, The Adventures of Huckleberry Finn, The Octopus, The Custom of the Country, The Great Gatsby, The Sound and the Fury, Play it as it Lays. Note: This is a very heavy reading list; some of these novels are long, and many are difficult. If you have difficulty completing your reading on time, you probably ought not take this course. Also this is entirely suitable for non-majors; however, it should not be taken as a first upper-level literature course. Two exams, final. No papers.

ENG 280A                      Aspects of American Literature                      C Core                      Pamela Hicks  
                                         TTH 11:15

Seminar, discussion. Representations of the small town or village in poem sequences, plays, fictions--where this setting is interpreted as a representative, highly significant environment, and accorded a special blend of celebration with criticism. Relation of this blend of tones to "pastoral" genre and to "realism" in literary art. Writings by Howe, Crane, Masters, Anderson, Cather, O'Neill, Wilder, Faulkner, Steinbeck. Also examples of more "popular" writing, and some consideration of photographic, documentary, and sociological works focusing on the American small town but with different aims. Two reports, one short paper, one term paper, no final.

ENG 281B                      Emily Dickinson in Amherst                      David Porter  
                                         TH 4:00 - 6:30

Lectures, student presentations, discussion. The poetry, letters and life of America's foremost woman poet. Projects will draw on local resources. Text: The Complete Poems, ed. Johnson. Reserve reading. One presentation, two papers, final exam. Not recommended for first year students.

HIST 300                    Ancient Greece                    Bot Edbrook  
                                  TTH 11:15 - 12:30

See Prof. Edbrook for description

HIST 364                    The Era of the American Civil War                    Steve Oates  
                                  TTH 9:30 - 11:00                    C Core

Lecture, discussion, music, slides. The Civil War era as the central epoch in American history; the crucial issues: the destiny of the slave-based South, the place of Black people in American society, the very survival of the nation and its experiment in popular government. The development of sectional hostilities; why and how the war came. The course and conduct of the war; attention to Lincoln and emancipation. Emphasis on the people - men and women, Blacks and Whites - then living. Biographies, narratives, and historical fiction. Two essay-exams, optional independent work.

HIST 369                    The U.S. Since Pearl Harbor                    Bob Griffith  
                                  MWF 11:15                    C Core

Lecture, discussion. An upper division course, focusing on the Cold War from Hiroshima through Vietnam, on the New Politics of the post-New Deal era, and on the multiple crises of American society and culture in the postwar era. Extensive reading, including Cold War America, Wittner, and six to eight paperbacks. Includes readings, lectures and discussion on women's lives in the 50's, rise of the new feminism and impact of contemporary culture on the family.

HIST 400                    American Labor History                    Bruce Laurie  
                                  TTH 2:30 - 3:45

Lecture. The shift from competitive to corporate capitalism and the impact on wage earners and salaried employees from the 1870's to the present. Trade unionism and working class politics. Emphasizes the character of working-class culture, family styles, sex roles, and race relations. Five or six paperbacks, three exams; paper may be substituted for one.

HIST 649                    Civil War                    Steve Oates  
                                  TU 4 - 6:30

See graduate School Catalogue or instructor for description

## HOME ECONOMICS

HOM EC 590E                    Skills for Family Living                    M. Rawlings  
                                  TU 4 - 7

Development and evaluation of personal and interpersonal skills (e.g., self-control, rational thinking, empathic responsivity, expressiveness/assertiveness, bargaining/behavioral exchange/problem solving) which may enhance the quality of couple and parent-child relationships. Pre-requisites: Background in social-behavioral sciences and/or interpersonal communication.

HOM EC 590F

Family Intervention  
TU 4 - 7

M. Rawlings

Development of training skills for preparatory, enrichment, and remedial education in interpersonal and family relationships. Pre-requisites: Skills for Family Living (Hom Ec 590E), equivalent, or permission of instructor.

Note; 590E and 590F are offered at the same time. Students in 590F will be involved in the training experience with students in 590E. Course experiences outside of the scheduled class period will be entirely different.

HOM EC 591S

Family Strength  
W 4:40 - 7:40

M. Rawlings

Seminar on the characteristics of strong families, strengths of family living, and support systems to strengthen families.

HOM EC 591F

Parent-Child Relationships  
TH 4:40 - 7:40

M. Rawlings

Intensive review of contemporary empirical research on parent-child relationships (including childrearing, fathering, child effects on parents, abuse and neglect). Pre-requisites: Background in social-behavioral sciences including child development.

HOM EC 592B

Intimacy, Aggression and Violence in Marriage and the Family  
TH 3:35 - 6:35

Roger Libby

See instructor for description

#### INQUIRY PROGRAM

IP 196A

Inquiry into Politics: Race, Sex and Class  
TTH 11:15 - 12:30

Chris diStefano

An introductory level course to the study of politics, focusing on the dynamics of race, sex and class, considering their place within the experiential fabric of everyday life and in the contemporary social structure. Work and family structure will be the main topics of investigation. Course will consist of steady reading, some films and occasional papers. Class participation is strongly encouraged.

#### JOURNALISTIC STUDIES

JS 291A

Black Culture and the Message of Language  
TBA

Sara Grimes

Few journalists - black or white - even begin to attempt to cover the realities of life for blacks in this country because of deep-seated prejudices against black language and the culture it represents. This course will specifically work with the beauty and dignity of black written language and will be grounded in classroom discussion supplemented by readings, tapes and records and guest lecturers. The course will encourage experimentation in writing style and at the same time will offer some of the rationale behind basic "objective" news writing and give experience in working within that medium. Readings will include works which use or celebrate black language - Langston Hughes's Simple

stories and Alice Walker's Meridian, for example. Short papers and one research project. The course is open to all students; no pre-requisite.

## LABOR RELATIONS

LAB REL 757                    Human Resource Development                    Robert Sherry  
                                         Wed 9-12

The course is a seminar on the relationship of workers to jobs and the institutions that mediate them. The course will consider: theories of labor markets, the changing nature of work and composition of the labor force, unemployment, education (both institutional and on-the-job), discrimination, government human resource development and employment programs, welfare reform, union participation in job training and various compensation programs. This list of areas can be expanded or modified on the basis of the active interest of seminar participants. Texts: Levitan, Mangum and Marshall, Human Resources and Labor Markets; Harry Braverman, Labor and Monopoly Capital. Pamphlets and other hand outs will be made available by the instructor.

## LEGAL STUDIES

LEGAL 252                    Law and Personal Freedom                    Janet Rifkin  
                                         TTH 9:30

Examines legal materials concerned with the relationship of the individual to the state and society, the tensions inherent in that relationship, and the role of the legal system in channeling those tensions. Both theoretical and empirical materials are used to study the legal limits on personal freedom, autonomy, and dignity. Special attention will be given to the extreme difficulties experienced by Third World Women (e.g., Joan Little, Angela Davis, Assata Shakur and Inez Garcia) who have challenged the restrictions placed on them by the American legal system.

LEGAL 391A                    Legal Profession                    Ron Pipkin  
                                         W 7-9:30

See Legal Studies for course description.

LEGAL 391B                    Dispute Resolution                    Janet Rifkin  
                                         Tu 7-9:30

See Legal Studies for course description

LEGAL 397A                    Racism and The Law                    Steve Aarons  
                                         TTh 2:30

See Legal Studies for course description.



## ORCHARD HILL

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

Discussion/Practicum. Course aims to learn while working as teaching assistant at North Village Children's Center (ages 2.6 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.

## PHILOSOPHY

PHILO 160                      Introduction to Ethics                      C Core                      Ann Ferguson  
TTH 11:15-12:30

Lecture, discussion. Contrasting theories of freedom and related theories of oppression in relation to race, sex and class oppression in the U.S. today. Ethical questions connected to the following issues: abortion, affirmative action, sexual ethics and living arrangements, homosexuality, prostitution, civil disobedience, and socialism vs. capitalism. Taught from a Marxist-Feminist perspective (students not graded on their divergent views but urged to defend their own perspective critically). Readings: On Liberty, Mill; Capitalism and Freedom, Friedman; Existentialism and Human Emotion, Sartre; Ethics in Perspective, Struhl, ed; readings (including Marx & Engels) from The Capitalist System, Edwards et al.; some handouts and reserve reading. Contract system of grading: 4 components (journal, attendance, group project and paper)

## POLITICAL SCIENCE

POL SCI 203                      American Political Thought                      D Core                      Ken Dolbeare  
MWF 2:30

Lecture, discussion. Critical assessment of major themes in American political thought from Revolution to the present; emphasis on conflict between democracy and liberalism, capitalism and legalism. Race, sex, and class as sources and obstacles for popular movements. Future prospects. Readings: original and secondary sources. Two exams, final.

POL SCI 363                      Politics and Legal Change                      D Core                      John Brigham  
Time T/B/A

Lecture, discussion. How law and lawyers influence the substance and pace of political action. Particular attention to sanctions and regulations, ideological and institutional influences on action, and political transformation. Attention will also be given to the issue of abortion. Three short papers.

## PSYCHOLOGY

PSYCH 270A                      Personality                      D Core                      Sandy Kaplan  
TTH 2:30-3:45

Lecture. How theories of personality develop, their relative value within the scientific discipline of psychology, and their relative contribution to the study of human behavior. The review of major theories will include their concepts of women. Text: Introduction to Personality, Mischel, 2nd ed. , 3 exams, optional paper and experimental participation. Prerequisite: Introductory Psychology.

PSYCH 391A                    The Psychology of Victimization                    Ronnie Janoff-Bulman  
Mon 1-4

Two broad questions will be addressed: 1 How do victims react to their own victimization? 2) How do others react to victims? The phenomena of self-blame by victims and blaming the victims by others will be examined in depth. Readings will be selected from work on rape, disease (e.g. cancer), natural disasters, concentration camps, accidents, as well as other victimizing experiences. Pre-requisite: One intro course in Psych or sociology.

## RUSSIAN

RUSSIAN 250                    Russian Culture                    Laszlo Dienes  
MWF 9:05

Lecture, discussion. General introduction to modern Russian culture; historical roots of contemporary Russian habits and ways of thinking. History, social ideas, government, literature, art, architecture, cinema, education, etc., in selected historical periods; emphasis on contemporary developments; the role, position and history of women in Russian society will be discussed as well as the family, women in education and child care. Visiting lecturers, slide presentations, films. Text: The Russians, Hedrick Smith. Two oral reports or two short papers, or one longer paper. No knowledge of Russian required.

## SOCIOLOGY

SOC 102                    Age, Sex and Kinship                    D Core                    David Yaukey  
TTh 9:30-10:45

Intro to sociology with special emphasis on age, sex and kinship used as bases for societal organization and role ascription.

SOC 572                    Perspectives on Parenthood                    Alice Rossi  
TTh 8AM

A cross disciplinary review of theory and research on parenting, from conception, birth, childrearing to adult relations to children, in biosocial and historical framework. Obvious focus on women throughout, and gender differences in social roles as parents.

SOC 791B                    World Crisis: Economic, Social, Political                    Dan Clawson  
Time: T/B/A

The basis thesis of the course is different from an ordinary business cycle downturn in that (a) it affects all aspects of society, not just the economy and (b) the solution to crisis involve a fundamental restructuring of significant elements in society, and sets the framework for accumulation in a subsequent extended period.

The first part of the course will present basic background material, both coverage of theories of crisis, and historical comparative material on the crisis of the 1930s and the crisis we are now in. The second part of the course will be units on particular aspects of crisis, determined in part by my interests and in part by student interest. Tentative topics include: women and crisis, energy policy, the rise and decline of U.S. hegemony, labor policy.

## SPORT STUDIES

SPOR ST 150

The Olympic Games  
TTH 11:15

Betty Spears

Lecture, speakers, extensive use of slides/movies. Three units: 1) the ancient athletic festivals and Olympic Games, revival of the modern Olympic Games; 2) overview of the modern Olympic Games, 1896-1976; 3) issues and problems in national and international sport related to the Olympic movement. Text: The Modern Olympics (Leisure Press); other readings. Two quizzes (20% each); assigned project (20%); final exam (40%). No make-ups. If absent from quiz, final exam weight increased.



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SPORT STUDIES

SPOR ST 150                    The Olympic Games                    Betty Spears  
                                         TTH 11:15

Lecture, speakers, extensive use of slides/movies. Three units: 1) the ancient athletic festivals and Olympic Games, revival of the modern Olympic Games; 2) overview of the modern Olympic Games, 1896-1976; 3) issues and problems in national and international sport related to the Olympic movement. Text: The Modern Olympics (Leisure Press); other readings. Two quizzes (20% each); assigned project (20%); final exam (40%). No make-ups. If absent from quiz, final exam weight increased.

FIVE COLLEGE COURSES

Five-College courses are open to all University students. Registration forms can be obtained at the Five-College office in Machmer Hall.

AMHERST COLLEGE

BLACK STUDIES 33    African Poetry (component)                    Andrea Rushing  
ENGLISH 25            Men's Lives, Women's Lives                    Bruss/Townsend  
PHILOSOPHY 23        Moral Problems (component)                    Kearns  
PSYCHOLOGY 29        Human Sexuality                                    Haskell Coplin

\*\*\*See Amherst College Catalogue and Schedule of Courses for descriptions and times.

HAMPSHIRE COLLEGE

HA 289                    Shakespeare and Woolf (component)                    L. Brown Kennedy

We will read Shakespeare (Twelfth Night, As You Like It, Lear, The Tempest, and possibly Hamlet) and Virginia Woolf (Mrs. Dalloway, To the Lighthouse, Orlando, A Room of One's Own, and selected essays.) Our main focus will be on the texts, reading from several perspectives and with some attention to their widely different literary and cultural assumptions. However, one thread tying together our work on these two authors will be their common interest in the ways human beings lose their frames of reference and their sense of themselves in madness, lose and find their selves in love or in sexuality, and find or make both self and world in the shaping act of the imagination -- in writing, in poetry, or in art.

LC 102                    Philosophy and Affirmative Action (component)                    Jay Garfield

Recent attempts to correct the injustices of sexism and racism through affirmative action or preferential hiring and admissions programs in corporations and univer-

sities have raised a storm of controversy, both legal and philosophical. Supporters of such programs argue that they are necessary and justifiable means to rectify past wrongs; to bring about a fair distribution of society's goods; and to enhance the quality of our community through increased representation of minorities and women at all levels and in all sectors of society. Opponents, however, claim that the programs are unjust in that they discriminate against whites and males who have had no part in perpetrating the injustices the programs are meant to correct; that they allot equally qualified applicants unequal chances to secure society's goods; that they lead to the hiring and acceptance of inferior candidates over superior ones; and that these programs are contrary to the equal protection clause of the Constitution. Cases such as Weber v. United Steel Workers, Bakke v. the Regents of the University of California and de Funis v. Odegarde have focused on these issues, but have done little to resolve the controversy. We will consider this controversy both in the academic and the employment arenas, reading Bakke and Weber and a number of relevant philosophical and legal essays.

LC 204                      Language, Myth, and the Feminine Consciousness Janet Tallman

Do men and women think in separate ways? Can this be seen in the languages we use? Does language restrict us to certain ways of thinking that can be described and examined in the study of ordinary speech? Do men control women through the political control of speech? Can we use other symbol systems to break out of patterns imposed by language? Each of these questions opens up many complex and intriguing pathways in the study of language, thought, and the social order. We will study the nature of thought and the separation of the conscious mind from the unconscious. We will move to an examination of the place of language in the formation of thought, and of the importance of myth and other nonverbal symbol systems to the development of communications. We will look at recent writings on male and female thought patterns, specifically examining how language is used in the formation of separate awareness. We will examine political influences on language and thought, especially as they allow for or inhibit social change. Theorists and writers whose work we will examine include S. De Beauvoir, B.L. Whorf, L.S. Vygotsky, Erich Neumann, K. Hornéy, E. Cassirer, G. Orwell, E. Sapir, B. Thorne and N. Henley, N. Chodorow, and D. Agre. Permission of instructor required.

NS 121                      Human Biology: Topics in Physiology, Medicine and Public Health

This program will explore the scientific basis of medicine through three required activities: 1) Seminars and Proseminars, 2) Laboratory experience, and 3) Clinico-pathological Conferences. The following Proseminars are of particular interest to Women's Studies students:

Human Movement Physiology (component)                      Ann Woodhull

This course is for dancers, athletes and others who are interested in how their bodies move. We will not attempt to survey all of human anatomy or kinesiology. Rather, by reading scientific papers we will look closely at how scientists try to obtain information on muscle use and control. It is important and exciting to apply biologists' results and theories to our own bodies. Permission of instructor required.

Male and Female Reproductive Function                      Nancy Goddard

What are the biological bases of sexuality? What factors influence one's sex drive, sexual behavior, ability to successfully reproduce (or avoid it, for that matter)? Are there biological events that happen to a person even before birth that greatly



MOUNT HOLYOKE

ANTHRO 210f      Complex Organizations and Social Change (component) Kay Warren

Use of an holistic, interdisciplinary, and cross-cultural approach in the investigation of urban and industrial populations. Topics include problems of urban anthropological research, the nature of urban subcultures, and the cultural patterning of deviant behavior.

ANTHRO 222f      Sociology and the Family Kay Warren

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

ANTHRO 316f      Special Topics Seminar Pat Guthrie

see Mt. Holyoke catalogue for description

CLASSICS 212f      Greek and Roman Drama B. Catto

A study of the Greek and Roman dramatic forms, their modes of expression, and their importance for modern literature. Analysis of the cultural, political, and social values expressed in the plays. An exploration of the social, cultural and political roles of women in such dramas as Aeschylus's Orestia, Sophocles's Oedipus Tyrannus, Oedipus at Colonus, Antigone and Electra, Euripides's Medea, Hippolytus, Trojan Women and Bacchae. Aristophanes's Lysistrata, and Plautus's Menaechmi.

ENG 102f      Experiments in Reciporocity L. Hanley

see Mt. Holyoke catalogue for description

HIST D108      Family, Community and Class (component) R. 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 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. Readings will include selections from letters, diaries and public administration records as well as secondary historical accounts. (4 cr)

HIST 252f      Living and Dying in Europe 1750-1950 (component) S. Barrows

An introduction to the patterns of everyday life primarily in Great Britain and France since the mid-eighteenth century. The course will examine the impact of industry, technology, mobility, and the urban universe upon the lives of Europeans, young and old, male and female, rich and poor. How did these revolutionary changes force Europeans to reshape their sensibilities; what was the interplay between material and spiritual life? Readings will stress the patterns of life in the countryside and city, the changing nature of the family, the rise of literacy and education, and the rhythms of work and leisure.



HIST 277f      Women and Men I: An Historical Inquiry into      Faragher  
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.

HIST 350f/      The Individual and Politics: Europe      Susan Barrows/  
POL 343f      Between the Wars (component)      Penny Gill

Individual and organizational responses to selected European problems in the 1920's and 1930's, such as the legacy of Versailles, the Great Depression, Popular Fronts, the Spanish Civil War, and the polarization of European society. Class reading will include George Orwell, Marc Bloch, John Maynard Keynes, Adolph Hitler, Antonio Gramsci, Simone Weil, Thomas Mann, Ignazio Silone, Paul Nizan, government documents and selected newspapers and periodicals.

HIST 360f      Ben Franklin's America (component)      E. Herbert

Franklin's life was a microcosm of 18th c. America. Through a study of his life the course will examine such themes as religious pluralism in the colonies, the printer in early American society, the growth of cities and mercantile life, slavery in the North, science and education, land speculation and the ambivalent feelings of colonists toward the mother country.

HIST 370/340      Industrialization in Europe and New England      R. Schwarts

see Mt. Holyoke catalogue for description.

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

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.

POLSCI 222f      Political Systems of SE Asia:      Jean Grossholtz  
Women in Tradition and Modernity

see Mt. Holyoke catalogue for description

POLSCI 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.

POLSCI 300      Feminist Theory      Joan Cocks

see Mt. Holyoke catalogue for description

SMITH COLLEGE

ANTHRO 238      Anthropology and Literature (component)      H. Lyons

This course centers upon the "social construction of reality" as revealed through anthropological theory and 19th and 20th century literature. Specifically the issues of race, gender and social class are studied as examples of the way in which "culture" constructs and possibly distorts our perception of "nature."

COMLIT 222/  
FRNCH 222      20th. Century Fiction: Women Writing      Ann Jones/Marilyn Shuster

Explorations of 20th century fiction written in French and English by women. The course will focus on the tensions between stereotype and self-definition, convention and creation, construction and deconstruction of narrative form in contemporary fiction by women. Emphasis on literary works with some reference to French and Anglo-American critical trends (literary and feminist) as they impinge on literary creation. Authors such as Colette, Beauvoir, Rochefort, Witting, Stein, Woolf, Lessing, Morrison, Atwood and Tillie Olsen will be considered. A reading knowledge of French is required.

EDUC 323a      Humanism and Education: Moral Development  
and Social Change (component)      S. Freeman

see Smith catalogue for description

GOVT 310      Seminar: Community (component)      Martha Ackelsberg

Study of community and its impact on urban policy. Factors affecting development of a "sense of community."

GOVT 324      Seminar: Women and Political Development      Sue Borque

see Smith catalogue for description

HIST 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.

PHILO 237a      Women and Philosophy      M. Yudkin

Discussion of women's nature and human nature, forms of oppression experienced by all women and by some women, and strategies and goals for change.

PSYCH 333      Developmental Psychology Seminar: The  
Infantile Origins of Human Social Relations  
(component)      Carla Golden

Analysis of the fact that all children have been mothered - i.e. that their first social relationship is with a woman.

SOC 211a            Deviant Behavior (component)            P. Miller

see Smith catalogue for description

THEATER 212        Modern English Drama (component)            Len Berkman

The plays and theatrical perspectives of the realist and anti-realist movements from the late 19th century to the widespread experimentation of the 1920's. Reference to Gertrude Stein as well as continuous focus on the treatment of women and particularly the sexist traditional gender views and assumptions often harbored by the most "untraditional" and "adventerous" playwrights read for the course.

THEATER 214        Black Theater (component)            Andrea Hairston

The course is concerned with the Black experience as it has found expression in the theater from the 1950's - 1970's. In addition to reading several women playwrights (Hansberry, Sanchez, Shange, Childress, Kennedy, Hairston) the class will investigate the political nature of culture and art, the effect of the market place on the artist (audience) and the questionable role of technological mass media in our society.

ADDENDUM    -    UMASS

HIST 376            American Social History to 1860            Mario dePillis

Deals mainly with social class, the family (emphasize whomen, children, divorce), and religion.