



WOMEN'S STUDIES PROGRAM

COURSE OFFERINGS

FALL 1981

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 student's 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 women's prison project, in a legal aid office, an alcohol treatment center, on a feminist newspaper, 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 course, independent study, field work on campus and in the community, and Five College course. 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 201 (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), 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.

COURSES OFFERED BY THE WOMEN'S STUDIES
DEPARTMENT

WOST 187 Introduction to Women's Studies: Issues for Women in the 80's Margo Culley
MWF .

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 discussion 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. Honors option.

WOST 201A Foundations of Feminism: The Classic Texts Leila Ahmed
Mon. 10:10-12:05 Weds. 10:10-11:00

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 ideas 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.); Incidents in the Life of a Slave Girl, Brent; Lesbian Nation, Johnston; Tomorrow's Tomorrow, Ladner; The Black Woman, Cade (Ed.). Honors option.

WOST 293B The Cross Cultural Experience in Literature Leila Ahmed
Mon 1:25-3:20 Wed. 1:25-2:15

The experience of living with and sharing the lives of people of a different culture (and often of a different color) and of absorbing something of their world view and coming to see society-- morality, justice-- in their terms is an experience that can lead, as T.E. Lawrence said after living among the Arabs, to a self so divided that eventually (as he wrote) "madness is very near." How have other writers responded to and written about the cross-cultural experience? In its essence it is an experience of an encounter with "the Other" on every level of being, and of learning to see through the vision of the Other. Is there inevitably in such an experience an element that is threatening to self, to sanity? Women, in their own native societies, are immersed in the culture of the Other, and learning to see through the eyes of the Other is for them a condition of living. One would expect this to be in some way reflected in their response to the cross-cultural experience, and that therefore their response to it would be different from men's. Is it? These are some of the topics we shall be discussing. Readings: Conrad, Heart of Darkness; Shreiner, Story of an African Farm; Kipling, Kim; Blixen, Out of Africa; Forster, Passage to India; Lessing, Going Home; Jhabvala, Travellers; Levi-Straus, Tristes Tropiques; Naimpaul, A Bend in the River; Rhys, Wide Sargasso Sea. Fulfills cross-cultural requirement for WOST majors

WOST 298E Career Planning for Women's Studies Students Arlene Avakian, Dale Melcher
Fri. 10:10-12:20 2 credits & CDC Staff

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. Mandatory P/F.

WOST 301/
ENG 397A

Feminist Theory
Thurs. 4-6:30

Arlyn Diamond

This is a newly developing and experimental course in which students and teacher will be working together as we consider three major questions: (1) What is theory? More specifically, what is the role of self-consciousness, the sources of our assumptions, the problems of objectivity? How do we choose a subject of study, and what is the nature of evidence and the use of personal experience? (2) What is the role of theory in the feminist revolution? How has modern feminist theory developed historically, and what is its relationship to other theories (e.g. Marxist, Freudian, Jungian)? An example of the counterpoise between theory and practice we will examine the history of Women's Studies and its relationship to particular disciplines. (3) What is the content of contemporary feminist theory, and who are our theorists? We will study theories of the family (Dinnerstein, Chodorow, Rich), theories of lesbianism (Atkinson, Bunch), and socio-political theory (Eisenstein, O'Brien). Prerequisites for the course are WOST 201 (Foundations of Feminism) or permission of the instructor. Requirements will include one long paper or a project of the student's own choosing, two or three brief written exercises, extensive reading and class participation.

WOST 311/
COMLIT 491

Methods in Women's Studies: Women & Literature in the Medieval World
Tu-Thurs. 2:30

Elizabeth Petroff

Women and the production of literature in medieval Europe. A survey of women writers and their works, in the secular and monastic traditions. Women as scribes and artists. What has been translated, what remains to be done. Overview of existing criticism and its weaknesses. Why new criticism needs to be written. What constitutes feminist criticism for a female audience (works of spiritual guidance, sermons, biographies of holy women and healers; guides to motherhood and family life; medical literature). Critical and bibliographical problems. Acquiring research texts; evidence in trials for heresy, witchcraft, sanctity; family archives, biography and autobiography. Research tools in women's studies. Locating sources in Latin and vernacular languages. Texts: Fisher, Bibliography of Medieval Literature; Eckenstein, Woman Under Monasticism; Bell, Women from the Greeks to the French Revolution, McLaughlin & Reuther, Women of Spirit; Kelly-Gadol, Bibliography in the History of European Women; Bridenthal & Koonz, Becoming Visible: Women in European History. Texts of women writers on reserve. Handouts of unpublished and hard-to-find articles.

WOST 491

Advanced Seminar: Religious & Mythic Paradigms of Patriarchy
Mon. 10:10-12:20

Janice Raymond

A research seminar intended to investigate the function of religion and myth in creating a patriarchal world. For the first several sessions, we will use Mary Daly's Gyn/Ecology: The Metaethics of Radical Feminism as the basic text of the course. We will explore such gynocidal acts as Indian Suttie and European witchburning to see how each has been/is legitimated as ritual in eastern and western religions and in modern scholarship. We will also examine the so-called matriarchal myth and its role in the women's movement today. The major part of the class will be devoted to students' research projects and ongoing presentation of work.

DEPARTMENTAL WOMEN'S STUDIES COURSES

ANTHROPOLOGY

ANTHRO 297A Issues of Race and Gender
Tu-Thurs. 1-2:15

Johnetta Cole

The biological and social contexts of race and gender. The roots of racism and sexism and issues which they raise. The truths and fallacies about biological variation, genetic determinism, human adaptation, and the bases of human behaviour. Historical factors that have affected our views of how people differ from each other, and of overlap between biology, politics and economics.

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MWF 9:05

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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 avante-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. Limit: 20.

ASIAN STUDIES

JAPAN 143 Japanese Literary Tradition I C Core Wm. Naff

Japan's literary tradition was developed by women many centuries ago. Although women poets are not so prominent among modern Japanese writers as they were in early times, much insight into the role of women in Japan can be gained from this class, which is an introduction to Japanese poetry, novel and theater among 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.)

COMPARATIVE LITERATURE

COMLIT 201A Cinema and Psyche C Core Cathy Portuges

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 du 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 for film rentals.

COMLIT 204 Women, Men and Myth C Core Elizabeth Petroff
TuTh 11:15

Mythic themes in selected classic of European literature, the mythic masculine and feminine according to the Near Eastern mind, the Mediterranean mind and the Northern European mind; the growth of the hero, the powers of the enchantress; psychic threats to consciousness; origin of good and evil. A culture's definitions of male and female as reflected in these themes. Readings: Epic of Gilgamesh, selections from the Bible; Ovid's Metamorphoses; Beowulf; Laxdaela Saga; Medieval tales from Mabinogion; Marie de France; Chretien de Troyes, Tristan and Iseult. Class attendance, final take-home exam, some combination of journal and paper(s). May be taken for honors.

COMLIT 512 Witches, Warriors & Warlocks Elizabeth Petroff
TuTh 1:00

A study of contradiction and continuity in six medieval and Renaissance epics and heroic poems; the Problem of disguise and sexual identity. Why are the protagonists of these epics at times victims, crazies, or fools? Why are women in disguise-- as male warriors,

as witches, as virgins? Why the presence of evil magicians? Why couldn't the Renaissance write the secular epic it wished to write? What did they write, and what do these stories -- of sexual fantasy and frustration, of heroic energy gone berserk, of the psychic dilemmas within Christianity, tell us about the medieval and Renaissance periods? How does recent criticism contribute to answering these questions? Readings: Nibellungenlied, Chanson de Roland, Dante's Inferno, Ariosto's Orlando Furioso, Tasso's Jerusalem Delivered, Spenser's Faerie Queen.

ECONOMICS

ECON 148 Women in the Economy D Core TBA
MWF 11:15

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.

EDUCATION

EDUC 591L Racism, Sexism and Internalized Oppression: Barbara Love
The Participation of Women in the Academic Community (time TBA)

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 on the participation of women; and 5) future projections. Fulfills cross-cultural requirement for WOST students.

ENGLISH

ENG 180 Man and Woman in Literature C Core Michael Wolf
TuTh 11:15-12:30

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.

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

See WOST 187 for description

ENG 270B Virginia Woolf C Core Lee Edwards
TuTh 9:30

Discussion, occasional lecture. To study the techniques and preoccupations of Virginia Woolf's novels, short stories, and major essays; to consider the relationship of Woolf and her works to the larger contexts of 20th-century aesthetic and social movements. Readings: Woolf's principal fictions and essays; Bell's Biography of Virginia Woolf; Virginia Woolf's Writer's Diary. Requirements: 1 short paper; 1 imitation; 1 final paper or final exam; class attendance and participation in classroom discussions. No prerequisites, though some familiarity with major 19th and 20th century British novelists is helpful.

Novels and short stories by American women. Fiction "recovered" by scholars during the 1970's 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 ed.; 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.

ENG 397

Feminist Theory

Arlyn Diamond

See WOST 301 for description.

HISTORY

HIST 388

British and American Women's History: 1750-1914
Tu.Th 4-5:15

Joyce Berkman

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: 9-10 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.

LEGAL STUDIES

LS 371

Sex Roles, Law and Society
MW 2:30-3:45

Peter D'Errico

The roles of women and men in society as stimulated by and reflected in law and economic processes. A comparison of sex roles in tribal and state societies. Topics include the relation of law and society to marriage, family, and work. Readings in history, feminist theory, law, literature. Prerequisite: Legal St. 250 or 252 or consent of instructor.

ORCHARD HILL

OHI 290H

Women and Health
Mon. 7-9:30

Ellen LaFleche

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 relationship 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 healthy care, and therefore, the life chances available to them. Readings: Ehrenreich & 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. Limited to OH/Central students.

OHI 290W

Women, Work and Society
TU. 7-9:30

TBA

An alysis 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 Women--Her Changing Social, Economic and Political Roles, 1920-1970; Wertheimer, We Were There.

POLITICAL SCIENCE

POLSCI 161A

Introduction to Civil Liberties
TuTh

C Core

John Brigham

The course explores basic issues in the law and policy of civil liberties through two contemporary conflicts relevant to women. The violent pornography challenge to a First Amendment doctrine espousing "pure" tolerance; the definition of equality that has emerged in constitutional debate which fosters "pure" equality but does not address equality of condition.

POLSCI 397A

Women and Social Policy
MWF

Clare Ungerson

RHETORIC

RHET 100W

Writing About the Women's Movement

4 Sections: Tu.Thurs. 9:30, 11:15, 1:00, and 2:30

Student writing based on the essential works in American feminist history. Issues focus on the expansion of life options for women and the political, economic, educational, sexual, and cultural emancipation of women. Emphasis on developing skills such as defining identifying underlying assumptions, analyzing inferences and modes of support for claims.

110W

Writing About the Women's Movement II (B)
MWF 12:20

M. Culley

A second-semester course to follow 100W Paper topics grow out of issues important to the 20th-century women's movement. Readings include fiction and nonfiction. Focuses on the political, economic, educational, cultural and linguistic constraints on women. Emphasizes examination of assumptions, the use of evidence and other modes of support in reasoning, and the basic rules of argumentation.

SOCIOLOGY

SOC 222

D Core

Naomi Gerstel

torical Perspective; Skolnick and Skolnick, Family in Transition; Rubin, Worlds of Pain;
Stein, et.al., The Family: Function, Conflicts and Symbols.

SOC 363

Sociology of Sex Roles
Tu.Th. 2:30-3:45

Naomi Gerstel

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.

SOC 522

Interdisciplinary Perspectives on Parenting
Tu.Th. 8:00 (AM)

Alice Rossi

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 115 Afro-Am Dance Workshop I Joi Gresham
Tu.Th. 1-2:15

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 pattern and the common language of movement and song.

AFRO-AM 132 Afro-Am History: 1619 To Civil War E. Allen
MWF 11:15

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 1860. 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. Requirements: Regular quizzes, completion of term paper, attendance and class participation.

AFRO-AM 133 Afro-Am History: Reconstruction to Present C Core J. Bracey
HIST 197-C TuTh 9:30-10:45

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 the period of the Civil War and Reconstruction and since, including urban migrations, the rise of the ghettos, political organizations and movements. Requirements: Mid-Term; 5-8 page Final Paper. Prerequisites: An open and inquiring mind!

AFRO-AM 257 Contemporary Afro-American Novel C Core Julius Lester
TuTh 9:30-10:45

A survey of the black novel from 1940 to the present. Emphasis will be on what these novelists have to say about the black experience in the latter half of the 20th century. Specific themes to be discussed include alienation and identity, revolution, existentialism. Attention also paid to the styles of the various writers and their use of language.

Readings: Richard Wright, The Outsider; R. Ellison, Invisible Man; J. Williams; The Man Who Cried I Am; T. Morrison, The Bluest Eye, etc. Several papers and one major paper on a topic of the student's choosing. Take home final exam.

AFRO-AM 290G History of the Civil Rights Movement Julius Lester
TuTh 1-2:15

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.

AFRO-AM 293A American Indian Literature L. Brodeur
MWF 12:12-1:10

Survey of American Indian literature. Through readings, class discussions and guest speakers we will explore American Indian culture, as well as a variety of subjects that affect their daily lives. Subjects to include: social, political, religious, cultural and an overall relationship to the natural environment. This course will help you take the first step in dispelling the myths and stereotypes provided by generations of non-Indian American writers.

AFRO-AM 293B Northeast American Indian History L. Brodeur
MWF 2:30-3:20

Through readings and oral history, we will familiarize ourselves with the culture of the various tribes within the Algonquian and Iroquoian nations. We will explore early British and French contact and the resulting colonization of New England and New York, Iroquoian involvement in the Underground Railway, relations between Indians and immigrants, King Phillips War, Indian sovereignty, and the long struggle of the tribes to rebuild and preserve their cultures after the wars. Requirements: Class discussions, one exam and one ten (10) page paper. Prerequisites: Afro-Am 293A or permission of instructor.

AFRO-AM 390F Blacks and Radical Movements in the U.S. C Core John Bracey
TuTh 1-2:15

Lecture, discussion. The Afro-American response to, and participation in, the principal radical social movements in the U.S. from the abolitionism of the 1830's to the "New Left" movement of the late 1960's. Includes the Knights of Labor, the Populists, the Socialist and Communist Parties, International Workers of the World, C.I.O., and Students for a Democratic Society. Prerequisite: AFRO-AM 133 or consent of instructor.

AFRO-AM 412 Afro-Am Dance Workshop IV Joi Gresham
Wed. Fri. 10:10-11:00

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

ANTHROPOLOGY

ANTHRO 103A Intro to Physical Anthropology E Core Alan Swedlund
MWF 10:10

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.

Comparative behavior of primates by studies of primates in their natural environments. Emphasis on problem-oriented field studies, the evolution of primate behavior and adaptive radiations in the order Primates. Texts: Primate Behavior: Ecological Techniques in a Group Adaptation, Kummer; Evolution of Primate Behavior, Jolly; Primate Ecology: Problem-oriented Field Studies, Sussman. 2 tests; one term paper.

ANTHRO 470

Cultures of Africa
MWF 10:10

D Core

Ralph Faulkingham

Introduction of 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 through imperialism and African resistance. Readings: Davidson, B. Which Way Africa? 5 Paperback case studies; and some reserve articles. Requirements: choice of tracts: (1) 2 exams and 2 short papers; (2) 1 exam, 2 short papers, 1 longer paper; (3) research paper and final exam. Prerequisites: Anthro 100, 104 or consent of instructor.

ANTHRO 590H

Cuba: Cultural Revolution and Revolutionary Culture
Tu 9:05-12:30

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 597B. Thurs. 9:30-10:45)

CLASSICS

CLASSICS 224

Greek Mythology
TuTh. 9:30-10:45

Ed Phinney

Gods, cults and myths of the ancient Greeks. Survivals into modern times. Mythic concepts of progressive, regressive, and static time; divine and human perfection; rivalry and achievement. Social, familial, and religious attitudes; political consequences.

COMMUNICATION STUDIES

COMSTU 226

Mass Media in Society
TuTh 9:30-10:45

D Core

Allison Alexander

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, pro-social content and media in the future. Attention will be paid to mass media and women. Prerequisite: Comstu 121. Preference to Comstu majors.

COMSTU 252

Small Group Communication
Sec. 1--TuTh 8-9:15; Sec. 2--TuTh 9:30-10:45

Fern Johnson

Introduction to communication processes that occur in task-oriented small groups. Both task and interpersonal processes considered. Intensive work in a small group to synthesize theory and practice. Topics include: role and norm emergence, leadership, conflict management, decision-making, communication styles. Requires willingness to meet in small group outside class. In addition to regular work those enrolled in the honors section

(Sec 1 only) will work on a project related to sex differences in small group communication.

COMSTU 494B Non-Verbal Communication
TuTh 4-5:15

Allison Alexander

COMSTU 747B Language and Society
TuTh 1-2:15

Fern Johnson

COMPARATIVE LITERATURE

COMLIT 101G Utopia and Anti-Utopia
MW 10:10

Daphne Patai

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: Zvonimir Ristic, George Orwell, Aldous Huxley, Marge Piercy, Ursula Le Guin, Doris Lessing, H.G. Wells, others. Two short papers, take home exam.

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

Wm. Moebius

Aim: 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; to relate traditional fairy tale, as story pattern and instrument of individual and social development, to contemporary children's literature; to develop critical perspectives for understanding and further enjoying fairy tale/folk tale and children's literature.

COMLIT 71 Fantasy and Literature: Journeys to Other Worlds C Core

David Lenson

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. 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 Allan Poe, Johnathan Swift, Eugene Zamiatin, Voltaire, Chretien de Troyes and others. Requirements: one 10 page paper and final exam.

COMLIT 202B The Avant-Garde in Film and Literature
TuTh 2:30-3:45

C Core

Don Levine

Explores modern origins of experimentation in film and literature in avant-garde "schools" such as Expressionism, Surrealism, Futurism-- and contemporary results of this heritage. Analyzes cinema as the result of two concerns: the poetic, dreamlike and fantastic, the factual, realistic and socially critical or anarchic. Attention given to women filmmakers

ENG 162 Science Fiction and the Imagination C Core Gallo
 Lecture M 7:45-10:45 Disc.1 TTH 1-1:15 Disc.2 TTH 2:30

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

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.

ENG 172-4 Masterpieces of British Literature C Core Robert Keefe
 TU TH 9:30

Under the pressure of industrialization, urbanization, and capitalism, romantic and post-romantic writers moved radically away from earlier conceptions of the interrelationship of nature, society, and the self. Using the poetry of A. Pope as a base, we will trace the development of a modern world view in selections by Blake, Wordsworth, Coleridge, Keats, Browning, Dickens, Yeats, and Eliot. The primary format will be class discussion. 2 papers and a final exam.

ENG 273-2 American Realism C Core Brook Thomas
 MWF 12:20

Examine how the technique of realism works and to uncover the ideological assumptions that are implied in the use of realism. Will also try to figure out what social conditions might have made realism the dominant mode of literary expression for American writers in the late 19th and early 20th centuries. Texts: Adventures of Huckleberry Finn, Twain; The Rise of Silas Lapham, Howells; The Portrait of a Lady, James; Maggie, Crane; The Awakening, Chopin; Sister Carrie, Dreiser; My Antonia, Cather; Age of Innocence, Wharton. 2 papers and a final exam.

ENG 279 Introduction to American Studies C Core Joseph Skerrett
 TU TH 2:30-3:45

Introduction to classic works of American literature, historiography, art and social science and how they illuminate the interaction of race, class, sex and ethnicity in the American experience from Columbus to the Wright Brothers. Because American studies is an interdisciplinary program, portions of this course will be taught by faculty from particular departments. Two 5 page papers and a final exam.

ENG 331

Political Novel
 sec.1 T 7-9:30
 sec.2 W 9-9:30

Jack Weston

American political novels, "political" meaning about social injustice and with an intent to raise consciousness about class, racial, and patriarchal oppressions (that is, not about electoral politics), mostly radical, left-wing perspectives: John Dos Passos, The Big Money; Agnes Smedley, Daughter of Earth; Alix Shulman, Memoirs of an Ex-Prom Queen; Tillie Olsen, Yonnondio; Meridel LeSueur, The Girl; Richard Wright, Native Son; Alice Walker, The Third Life of Grange Copeland. Lecture followed by discussion, some in small groups. Reading on schedule and participating attendance required. Paper and journal. No quizzes or exams.

ENG 340-1

The Short Story
 Mon 3:35-6:35

C Core

Jay Neugeboren

Intensive reading in the modern short story. Chekhov, Babel, James, Cather, Hemingway, Flannery O'Connor, Kafka, Borges. Lecture and discussion. Two papers and one mid term exam.

ENG 350A-2

Expository Writing
 MWF 3:30

Haven

Taught entirely by tutorial. Requirement: 6-8 hours of writing a week. Prerequisite completion of the Rhetoric requirement.

ENG 350A-3

Expository Writing
 MWF 4:40

Leheny

ENG 350A-6

Expository Writing
 MWF 4:40

Moran

ENG 350A-7

Expository Writing
 MWF 4:40

Wolff

ENG 350D-2

Expository Writing (pre-law)
 MWF 12:20

Beaty

A section planned specifically for those facing the LSAT and the rigorous demands of legal study. Precision is the name of the game: review, as needed, of elementary grammar and syntax; intensive practice in exact, analytical, and skeptical readings (including vocabulary work, especially discrimination among synonyms), some drill in elementary deductive logic. Frequent short papers, informative, explanatory, analytical and precise; one substantial paper near term's end. Text: Kierzek & Gibson, The Macmillan Handbook of English, 5th ed.; Strunk & White, Elements of Style, 2nd ed.; Hayakawa, Language in Thought and Action.

ENG 350D-3

Expository Writing (pre-law)
 MWF 2:30

Horrigan

Classroom is a writing laboratory. In general, students practice writing expository prose (10-12 short papers) characterized by straight thinking, sound structure and clear and correct expression. Subjects assigned are not legal, but rather deal with people, places and ideas familiar to student. Papers are criticized by the class and instructor with the aim of improving them. Readings are in expository prose, such as that of Winston Churchill and Judge Learned Hand. Specifically in anticipation of the LSAT exams and law school, students are given some training in reading accurately and writing so that they cannot be misunderstood (grammar, sentence structure, diction and paragraphing are studied to these ends). Texts: Strunk & White, Elements of Style.

- ENG 354-1 Creative Writing: M 12:20-3:20 Tate
 Will concentrate on poetry exclusively. Some formal assignments. Some required reading. Students will be expected to take part in workshop-style discussion of one another's poems.
- ENG 355-2 Creative Writing: Fiction Jay Neugeboren
Wed 3:35-6:35
 Workshop in the writing of prose fiction. Novel, story, drama, sketch. Class discussion and tutorials. Students are expected to initiate their own projects. Prerequisite: a grade of B or higher in ENG 354 or permission of instructor.
- ENG 355H Creative Writing: Fiction (honors section) Jay Neugeboren
Wed 7:45-9:45
 An honors workshop in writing of prose fiction. Prerequisite: a grade of AB or A in ENG 355 or permission of instructor. Class discussion and tutorials. Students expected to initiate their own projects in the writing of short stories, novels, screenplays, etc.
- ENG 356H Creative Writing: Poetry Madeline DeFrees
Wed 12:20-3:20
 Conducted principally as a workshop with occasional short lectures and assignments as needed to develop technical skills and improve quality. Students will be asked to purchase one anthology and to bear the cost of reproducing their work for class members. Those lacking prerequisite, permission is required after submitting a sample of work. Pre-registration in honors required.
- ENG 356-1 Creative Writing: Poetry George Cuomo
Wed 3:35-6:35
 A writing course for students who have demonstrated a capacity for writing poetry in the prerequisite course (ENG 354), in similar introductory courses elsewhere, or by independent efforts. Students will be expected to write regularly and to participate in class discussion of all work turned in. No assigned readings; suggested reading list provided.
- ENG 356-2 Creative Writing: Poetry Tate
Tues 1-4
Introduction to Imaginative Writing ENG 354 is a prerequisite. Students will be expected to take part in workshop-style discussion of one another's poems. Grades will be based on improvement.
- ENG 357 Creative Writing: Drama Alex Page
TU TH 11:15-12:30
 Workshop/discussion/scrutiny of single scene, one-acts, and longer plays written by members of the class. Revisions. Reading and analysis of classical models. Varying requirements of radio, stage and TV. Regular attendance.
- ENG 397B The Arts in the Ragtime Era - 1895-1935 Joseph Skerrett
TU TH 12-20-2:15
 Will examine the interaction between Black American music and culture and the development of the popular arts from Scott Joplin and ragtime to George Gershwin, jazz and opera; from the white minstrel trend to Langston Hughes and Sterling Brown. Reading and listening will include: Rags and Treemonisha, Joplin; Songs and Porgy and Bess, Gershwin; Shuffle Along, Sissle & Blake; Southern Road, Brown; Born to Be, Gorden; Gentlemen, Be Seated, Paskman; Cane, Toomer; Porgy, Heyword; stories & poems by Joel Chandler Harris, Paul Lawrence Dunbar, Julia Peterkin, Langston Hughes & Zora Neale Hurston; Ragtime, Doctorow; The Autobiography of an Ex-Coloured Man, Johnson; Mumbo Jumbo, R ed. 2 short papers and a final exam.

FRENCH 397A The Thought of Michel Foucault
 TU TH 2:30-3:45

Dennis Porter

The development of Foucault's thought from the early study of institutions and the world views they embody (Madness and Civilization) through the work on language, representation, and the archaeology of knowledge (The Order of Things, The Discourse on Language and The Archaeology of Knowledge) down to the historical studies on the relations between knowledge and power (Discipline and Punish: The Birth of the Prison, The History of Sexuality). READINGS: SUGGESTED AND REQUIRED: Students will be expected to read closely substantial portions of the books indicated above together with a selection of Foucault's essays from Language, Counter-Memory, Practice and Power/Knowledge. REQUIREMENTS: Oral reports and a research paper that either deals with some of the theoretical issues raised by Foucault's work or focuses on a topic that involves the application of Foucault's theories. Prerequisites: At least Junior standing and the consent of the instructor. TAUGHT IN ENGLISH.

FRENCH 597 The Renaissance From the French Perspective
 Wed. 4:00-7:00

Daniel Martin

The Renaissance will be examined from cultural, religious, historical, pedagogical, literary, and political perspectives. A recurring motif in the lectures will be the notion of chance personified in the Renaissance by the goddess FORTUNA and the relevance of this notion in today's world. Structuralism will be from French texts which may be read in translation by non-French specialists. Readings: Extracts from Erasmus (his profeminist dialogs translated into French by Marot), Rabelais, Marguerite de Navarre, Louis Labe, Du Bellay, Ronsard, Calvin, Loyola and Montaigne.

GERMAN

GERMAN 290C Politics and Culture: The Cultural Theory of the Frankfurt School (In English Translation)
 MWF 2:30

Sara Lennox

Does the dominant culture penetrate into all realms of human consciousness? Or can culture be a source of resistance to social domination? Can culture help us bring about human liberation?

From the mid-twenties onward, the group of German social theorists known as the Frankfurt School tried to answer these questions. Drawing on the work of Hegel, Marx, and Freud, thinkers like Theodor Adorno, Max Horkheimer, Herbert Marcuse, and Walter Benjamin attempted to formulate theories of culture and consciousness appropriate to late capitalism. Their writings shaped the ideas and political practice of the New Left in Germany and America in the sixties. Unsurpassed in its profundity and relevance, the work of the Frankfurt School has much to tell us which is still useful for us today.

In this course, we'll read central texts of the Frankfurt school on mass culture, the "culture industry," high art, and the production of an emancipatory culture. In the final section of the course, we'll examine critiques of the Frankfurt School, including those of Brecht and recent feminists.

HISTORY

HIST 100 History of Western Thought C Core Robert Edbrooke
 TU TH 1-2:15

Lecture/discussion. The interaction of the individual and society focusing on Ancient Greece, Ancient Rome, the Middle Ages, the Renaissance, and the Reformation. Emphasis on underlying values and how they affected western European attitudes about war, government, wealth, and women. Discussions based on readings from great works of literature and/or from reader of the role of women in western civilization. Two hour exams and final

HIST 284R Recent America Bob Griffith
 Wed 1:25-4:15

Seminar. Recent American history. Reading includes the Sunday New York Times, 4-6 paperbacks. Several short papers, final exam. The historical origins of current events; focus on four major themes: The Diplomacy of Oil: American Foreign Policy in the Middle East, The Making of the President: 1980, Hard Times: Economics and Government, and American Popular Music and the Culture Factory. Honors option.

HIST 300 Ancient Greece Robert Edbrooke
 TU TH 11:15-12:30

Greece from the Mycenaean period to the Roman conquest. Near Eastern influences on Greece, Homer and Archaic Greece, emergence of Greek city-states, the Classical Age, Alexander the Great and the Hellenistic period. Examination of Greek value system to help explain economic, social (including the treatment of women), political, and intellectual changes. Textbook and primary sources. Two hour exams and final.

HIST 314 Intellectual History of 20th Century Europe C Core William Johnston
 TU TH 2:15

Existentialism, socialism, psychoanalysis, and their applications to cultural criticism in a wide variety of thinkers. About two dozen excerpts illuminate the nature of humanism, responses to concentration camps, and the state of culture in the 1970s. Discussion encouraged; student interests considered. Anthologies by Kaufmann, Josephson, Sears. Research paper on topic of student's choice; written exercises. Nonhistory majors should enjoy.

HIST 364 The Civil War Era C Core Steve Oates
 TU TH 4-5:15

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 2 essay-exams, optional independent work.

HIST 369 The U.S. Since Pearl Harbor Robert Griffith
 MWF 10:10

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 6 to 8 paperbacks. Midterm, final, and, for those desiring a superior (A, AB) grade, a term paper. Some knowledge of postwar history, politics, or culture desirable.

HIST 376 American Social History to 1860 Mario dePilllis
TU TH 2:30-3:45

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

HIST 697D Art and Literature of Biography Steve Oates
TH 7-9:30

JOURNALISTIC STUDIES

JS 200 Introduction to Newswriting and Reporting Marsha Marotta
MW 4-6

Format based on newsroom practice. Taught in sections, utilizing lectures, class discussions, newswriting laboratories, and outside reporting assignments under faculty supervision. Preference given to Journalistic Studies majors by class seniority. Text: News Reporting and Writing, Mencher. Students must be able to type reasonably well. \$5 lab fee.

JS 291A Black Culture Sara Grimes
TU TH 9:30-10:45

Few journalists--black or white--even begin 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, records, films and guest lecturers. The course will offer some of the rationale behind basic "objective" news writing and give experience in working with that medium.

JS 375 News Editing Sara Grimes
M 9:05-12:05

Lecture, discussion, newsroom practice. Theory and practice of editing news. Libel and other constraints on the editor; intensive practice in news editing, headline writing, and newspaper layout. For majors. Readings: Creative News Editing, 2nd ed., Crowell; Associated Press Stylebook; libel manual. In-class participation, final. Prerequisite: JS 200. \$5 lab fee.

LEGAL STUDIES

LS 460 Legalization of American Indians Peter D'Errico

Native people in American history. Law as mechanism of cultural oppression, land expropriation. Native culture, social structure through contemporary accounts, recent books, film, etc. Students expected to be active in class discussion, to become familiar with legal doctrinal argument, and to develop interdisciplinary perspective. Prerequisite: 1 legal studies course beyond LS 250; exceptions made for students with experience or other study relating to native peoples.

LINGUISTICS

LING 101 People and Their Language Lynn Frazier

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 lang-

uage. 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 Schultz
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.

PUBLIC HEALTH

PUBHL 304 School Health Nellie Kanno
TU TH 9:30

The principal concepts, methods, and dynamics of a school health program at the elementary and secondary level. Stress on planning and teaching in problem areas (i.e., sex education, mental health, and drugs). Junior or senior standing or consent of the instructor required.

PUBHL 505 Current Issues in Health Nellie Kanno
M 5-7:30

Latest issues in the field of health. Emphasis on controversial issues such as sex, drugs, and suicide education.

SPORT 150A Sport and the Fan Judith Toyama
Wed 7-9:30

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 202 History of Sport and Physical Activity Betty Spears
MWF 10:10-11:00

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

FIVE COLLEGE COURSES

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

AMHERST COLLEGE

BLACK STUDIES

BS 35 Short Fiction From the Black World (component) Andrea Rushing
Emphasizes the thematic and stylistic threads that knit oral and written story-telling together in Africa, the Caribbean, and the United States.

BS 34 Introduction to Afro-American Poetry Andrea Rushing

BS 40 Images of Black Women in Black Literature Andrea Rushing
Readings in autobiographies, fiction, poetry about women of African descent in the motherland and the New World diaspora.

DRAMATIC ARTS

DRAM ARTS 31 Women in American Theater TBA

ENGLISH

ENG 25 Men's Lives/Women's Lives Elizabeth Bruss
For sophomores and above, a course in the way men and women come into being in their language, with attention to characteristic fantasies and styles and questions about the limits of gender as these affect the imagination of self and other.

HISTORY

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

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

PSYCHOLOGY

PSYCH 27 Developmental Psychology (component) L. Raskin

A study of human development with emphasis on the general characteristics of various stages of development from birth to adolescence and on determinants of the developmental process. Prerequisite: Psych 11.

PSYCH 29 Human Sexuality (component)

Haskell Copelin

A review of biological, psychological and cultural factors affecting sexual development and expression in humans. Among topics covered are gender and sex role differentiation, psychosexual development, physiology of sexual response, pregnancy and childbirth, conception control, sexual dysfunctions, and alternative sexual lifestyles.

SOCIOLOGY

SOC 17 The Family

Jan Dizard

HAMPSHIRE COLLEGE

NATURAL SCIENCE

NS 142 The Biology of Women

Nancy Goddard

Daily pressures by our society encourage women to be consumers of services and products claimed to make them feel healthier, look and feel young longer. A better understanding of one's anatomy and physiology will enable a woman to sort out the myths, be aware of ways that health can be enhanced, and thus be a more enlightened consumer. In this course we will study relevant systems of the body and learn ways in which women can play an active role in maintaining their own health.

NS 218 Current Issues in Contraceptive Technology

Nancy Goddard

This group will meet weekly to explore current research on contraceptive technology. Students are expected to have a basic knowledge of reproductive biology and the ability to read and research scientific literature. Emphasis will be placed on discussion of the most recent technological developments. Evaluation will be based upon extent and quality of input into these discussions.

NS 133 Origins of Sex Hormones

Nancy Goddard
Michael Gross

Following a brief introduction to current theories about the effects of sex hormones, we will trace how scientists first learned of their existence and assigned them their biological role and psychological functions in the 1920's. Students will learn how to gain access to and read primary research literature in science. Limit 25.

SOCIAL SCIENCE

SS African Women: An Historical Perspective

E. Frances White

Western feminists have recently "discovered" African women. Some have come to the subject as Africanists, motivated by their own, personal feminism. Others have come as scholars or activists seeking to broaden their international perspectives. As outsiders, we are faced with the problems not only of sexual stereotyping, but also of cultural bias. In this course we will struggle to go beyond an ethnocentric view of African women and come to an understanding of the evolution of African women both in the context of African culture and in a comparative, international perspective. The course will have an historical bias as we study the changing roles of African women in three main stages: precolonial, colonial, and independent Africa.

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SS DIV I The Child in American Society (Component) Maureen Mahoney

In this course we will ask what children require for healthy development and examine American social structure and values to determine the extent to which they enhance or inhibit this development. We will look at the way in which the discipline of developmental psychology has traditionally viewed children and research with children to see whether it helps answer our major question and then propose alternatives to this traditional view. Class discussion and reading will include the following topics: the nature vs. nurture controversy, the child in the family, in alternative care, in early intervention programs, in school, and in peer groups. In order to sharpen our focus on development in the United States, we will contrast the American child's experiences with those of children in other cultures, especially the Soviet Union, China and Israel.

SS DIV I The History of the Family (mainline) Maureen Mahoney
Miriam Slater

This course will focus on the development of the family in the early modern period of Western Europe (17th and 18th centuries). Historical studies of Western European and Colonial American family life will be used as the substantive materials for the course. It will, however, be interdisciplinary in approach because we will employ the conceptual tools of the behavioral sciences in formulating questions and in analyzing the historical material. The course will examine the following problems: the structure of the family; the functions of the family; the patriarchal family--relationships; marriage; children; hypothetical model of the traditional family. Some texts to be used include: Gordon, Michael, ed., The American Family in Social Historical Perspective; Hunt, David, Parents and Children in History; DeMause, Lloyd, "The Evolution of Childhood" in History of Childhood Quarterly; Laing, R.D., Politics of the Family; Firestone, Shulamith, Dialectic of Sex; L.Stone, Marriage, Sex and the Family.

SS DIV I Kids and Kin: The Social Organization of Childrearing Maureen Mahoney
Barbara Yngvesson

In this course we will examine the family in cross-cultural and comparative perspective in order to explore the impact of economy, technology, and physiology, on family roles and childrearing practices. In order to do this, we shall focus on contrasting social organizations: pre-industrial hunting and gathering societies (for example, the Bushmen and the Eskimo), fully industrialized societies (e.g., the United States), and utopian communities that have attempted to change family roles by consciously rearranging child-rearing practices (for example, the Israeli Kibbutz, and the Oneida Community). Since the course will be co-taught by a developmental psychologist and an anthropologist, we shall also explore the different kinds of questions and methodologies each brings to course material. Reading will include a variety of ethnographic, sociological and psychological literature.

SS Family in Cross Cultural Perspective Kay Johnson
Miriam Slater
Barbara Yngvesson
E. Frances White

The power of families lurks somewhere in most of our lives. This course will provide an historical and cross cultural perspective on the power of the family. We will examine family structure, practices and values in a comparison of European, Chinese, African and North American societies from the 17th to the 20th centuries. While giving special attention to defining and understanding the mechanisms of social change, we address the following themes: 1) the relationship between power within the family and power outside of it; 2) the role of the family in sustaining capitalist, patriarchal, and socialist social orders and sometimes as harbinger of resistance to each; 3) sexual practices, and attitudes; 4) the relationship between the family, work, and politics.

SS 229

Breaking the Silence on Domestic Violence

Gloria Joseph

The course is designed to research the extent of violence in the American family within the patriarchal American society. The institutionalization of violence in our culture will be studied in its role as a "closeted" aspect of daily family life. Topics dealt with will include child abuse, battered women, fratricide and sexual abuse of children. Emphasis will be placed on discovering the reasons for the silences surrounding family violence as well as the reasons why domestic violence must be bared and studied.

SS Div. II

The Legal Process: Women and Children Under the Law

Lester Mazor

This course 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. It will examine the changing legal status of women and 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.

SS Div. II

American Social History in the 20th Century: The Development of Professional Culture

Penina Glazer,
Miriam Slater

This course will examine the changes in the economic and social system which gave rise to the emergence of modern professionalism. The professions became not only important conduits for the upward mobility of the middle class but significant attention to the growing empirical and theoretical literature especially as it illuminates the variables of race, class, and gender in the study of modern society. We will read among others B. Bledstein, The Culture of Professionalism; M. Walsh, Doctors Needed, No Women Need Apply; M. Larson, The Rise of Professionalism: A Sociological Analysis; R. Kanter, Men and Women of the Corporation.

MT. HOLYOKE COLLEGE

ANTHROPOLOGY

ANTHRO 230

Language in Culture and Society

Pat Guthrie

Language is a primary tool of communication in all human societies. This course examines selected topics of current interest in the anthropological study of language. Particular emphasis is placed on the reflection of social organization in the formal aspect of verbal behavior. Topics to be studied will include ethnosemantics, linguistics and sociocultural change, Black English, transformational grammar, women's language, and language and social policy.

ANTHRO 303F

The Black Family in Western Societies

Monica Gorden

ENGL. 393

The World of Emily Dickinson
Weds. 3-6

Susan Snively
Jane Crosthwaite

Major poems of Dickinson will be examined as attempts to define the poet's relationship with complex worlds; her response to the intellectual, religious, and historical contexts in which she formed her consciousness. Class discussion will try to uncover a variety of interpretations for single poems.

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HIST 252 Living and Dying in Europe: 1750-1950 S. Barrows

An introduction to the patterns of everyday life primarily in Great Britain and France since the mid-18th Century. The course will examine the impact of industry, technology mobility, and the urban universe upon the lives of Europeans. Readings will stress the patters of life in the countryside and the city, the changing nature in the family, the rise of literacy and education, and the rhythms of work and leisure.

HIST 275 Women in Antiquity C. Straw

FRENCH 358 Women and Power in Medieval France M. Switten
(Medieval Studies)

PHIL. Women and Philosophy Meredith Michaels

Abortion, preferential treatment, exploitation and sex-role stereotyping are issues of obvious interest and importance to women. Among the philosophical problems raised by these issues are the following-- What is a person? To what extent does a person have a right to control over his or her body? What assumptions underlie the claim that women can't do certain things? Does preferential treatment conflict with our concept of justice? We will discuss these problems and attempt to determine whether any of them bear uniequly on women. In addition, we'll provide an analysis of the concept of sexism and its relation to racism.

POL SCI 237 Women and Work Penny Gill

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

SMITH COLLEGE

FRENCH/
COMLIT 222a Women Writing: Twentieth Century Fiction Ann Jones
MT 1:10, Wed. 2:10, Th. 1:10 Marilyn Schuster

Twentieth century fiction written by women in French and English. 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. Woolf, Lessing, Colette, Morrison, Olsen, Stein, Rule, Beauvoir, Atwood, Rochefort, Wittig, and others. Knowledge of French required. Spring 1982.

ECON 222 Women's Labor and the Economy S. Carter

An investigation of the sexual division of labor that characterizes women's work, both paid and non-paid. An analysis of women's work for direct use within the family is combined with an examination of women's participation in the exchange economy. 110b

EDUC 323a Seminar in Humanism and Education S. Freeman

Moral Development and Social Change.

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Moral Development and Social Change.

FRENCH 216a Readings in Modern French

C. Spenser

Literature: Women's Lives, Contexts and Texts.

HIST 266a The Colonial Experience in North America

K. Salisbury

Social, political and cultural developments in the British colonies from the earliest Indian-European contacts to the outbreak of the American Revolution.

PHIL 234a Philosophy and Human Nature: Theories of the Self

Kathryn Pyne
Parsons Addelson
Robert Solomon

What is a self? What is a human being? What am I? A study of answers to these questions by such philosophers as Aristotle, Aquinas, Descartes, Sartre, and by such philosophical movements as behaviourism, mysticism, and psychoanalysis. These theories will be compared with respect to their treatment of such puzzles as: Does the self die? Can one know another loves her? Is there a world apart from self? A previous course in philosophy is recommended but not required.

PHIL 237a Women and Philosophy

Kathryn Pyne
Parsons Addelson

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. 243a Adult Development

D. Snoek

The study of lives from a life-cycle perspective with special emphasis on the adult lives of women as compared to men. Topics included psychological theories of life-cycle longitudinal and psycho-biographical approaches, career developments, friendship and love relationships, pregnancy and parenthood, retirement and old age.

SOC 315a Sociological Perspectives on Women and Work

Martha Fowlkes

Examination and analysis of women's work roles paid and unpaid inside and outside the home. Discussion of the assigned readings will be student led. In addition, all students will be required to present a paper or a research report.

THEATER 214 Black Theater

Andrea Hairston

This course is concerned with the Black experience as it has found expression in the theater from the 1950's to the 1970's. In addition to reading several women playwrights (Hansberry, Sanchez, Shage, 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.