

SPRING 1976

WOMEN'S STUDIES PROGRAM

The Women's Studies Program offers a wide variety of courses and field work to highly motivated and self-directed students. In recent years there has been a resurgence of interest in issues of concern to women, largely generated by the women's movement. Considerable research has been done on the relationship of women to many traditional disciplines; one result is the large and expanding body of knowledge subsumed under the rubric of Women's Studies.

The Program provides an opportunity for students to formulate an individually designed plan of study in consultation with a faculty sponsor, which may include regular courses offered at the University and in the Five Colleges, independent study and field work on campus and in the community. At present a program in Women's Studies may be approached in either of two ways:

1) A student may earn a Certificate, equivalent to a minor concentration, in addition to a regular major. This requires the completion of the introductory interdisciplinary course and the advanced integrative seminar in Women's Studies, as well as 18 additional credits which may be earned through courses chosen from a large selection listed in the Women's Studies catalogue.

2) A student may major in Women's Studies in conjunction with BDIC. The plan of study must be acceptable both to BDIC regulations for the major and the Women's Studies Program. Majors take 36 credits in Women's Studies as well as the introductory and advanced seminars. All courses which count toward the major need not be listed "Women's Studies" but must relate to the proposed course of study.

For more information and a guide to all Women's Studies courses, please contact us at 508 Goodell, (413) 545-1922.

WOMEN'S STUDIES

WoSt 290 Introductory Seminar - Issues in Women's Studies: Women's Lives
Tu Th 4-5:15, Goodell 607 Maurianne Adams

Organization: Seminar/discussion; Aim of course: An interdisciplinary course designed to introduce the student to several related lines of inquiry, to the methodology and resources appropriate to various disciplines, and to the ways in which they may be applied to the study of women. Using some major disciplines, we will focus on a specific issue: the study of women's lives. Guest lecturers will use the techniques and insights of Women's Studies in dealing with fields such as psychology, history, sociology and literature. Students will be asked to apply these approaches to the study of selected lives, including Mary Wollstonecraft, Billie Holiday, Charlotte Perkins Gilman, Charlotte Brontë and Emma Goldman. Readings will be composed of biographies and autobiographies of the selected figures, some of their writings, and contextual material. Requirements: Students will be expected to complete two projects: 1) a short paper using two or more approaches, and 2) a life study of one of the selected figures or a contemporary woman. Prerequisites: Enrollment through Women's Studies Program only (508 Goodell). Added notes: this course is restricted to Women's Studies majors and certificate students. Enrollment limited to 30.

WoSt 390/Poli Sci 391A Seminar - Feminist Political Theory Jean Elshtain
Mon 7:00-10:00, Goodell 602

Organization: Seminar; Aim of course: This semester's advanced integrative seminar will focus on mothers and daughters; it provides a forum for advanced students to share their knowledge and insights through research of mutual interest.

An in-depth study of mothers and daughters, exploring the topic from a variety of disparate but interrelated perspectives. The readings will help us to recreate the experiences of mothers and daughters, to link those experiences to history, politics and social class, to locate the specific dynamics at work in mother-daughter relationships, and to determine both the strengths and weaknesses which infuse mother-daughter ties. We will take a close look at what happens when daughter becomes mother and recapitulates in her own life, with her own children, the experiences of her own childhood. Readings: Several novels, a book of poetry, autobiographies of famous mothers, discussions of families and class, feminist theories which link the personal and the political, and writings which explore the theme of the "power of the mother" in psychoanalytical, political and historical literature. Prerequisites: Enrollment through Women's Studies Program, (508 Goodell, 5-1922), permission of instructor required. Restricted to women's studies majors and certificate students who have taken the introductory seminar, and political science students who have taken Feminist Politics. Enrollment limited to 20.

WoSt 390H/Comp Lit 390H-700 Feminist Research in Literary Studies Elizabeth Martin
Wed 1:25-4:25, Machner W-11

Organization: Seminar; Aim of course: To provide a background in how to do research in literature, covering traditional methods and resources, and to show where those resources need to be supplemented or re-evaluated when the research concerns literature by and about women. What constitutes evidence? How can we weigh and sort the fragmentary evidence we possess? How is literary history determined? How does a feminist concern change history or the evidence upon which history is written? How do we judge the importance or value of literary texts by women? The reading material for the first half of the course will come from my own research on the lives and writings of women saints living in Italy between 1200 and 1500. After that, the course will concern itself with students' interests. We can work together developing a way to study critically the writers and literature which interest you. We should be able to work with several different writers, their times and places. Readings: various saints' lives, The Golden Legend, Curtis' European Literature and the Latin Middle Ages, sourcebooks on medieval history, translations of medieval biographies and autobiographies. Requirements: Class participation, one oral report, one long paper. Priority to Comparative Literature and Women's Studies majors. May be used as an option for the women's studies advanced integrative seminar. Added notes: Enrollment limited to 20. Permission of instructor required.

NS 108 (Hampshire College) A Women's Studies Analysis of Bio-Medical Issues II
Tu Th 1:30-3:00, Patterson 107 J.Raymond/N.Goddard

A continuation of NS 107 but may be taken separately. Three areas will be considered: 1) selected health care and delivery issues: medicine as ritual, medical education, the nurspractitioner movement, the women's self-help movement, among others; 2) questions of death and dying with special attention to the meaning and context of death in this society and the euthanasia debate; 3) sex conversion surgery (transsexualism) with special attention to questions of gender identity and sex role socialization.

For this semester, an introductory study of the function of religion in the oppression of women. An analysis of the Judaeo-Christian tradition's androcentric symbols, myths, ritual, theology, ethics and social structure. A specific examination of the symbol of God the Father as it has functioned on a social-institutional level, the myth of the Fall, and patriarchal concepts of sin and salvation. A study of female religious movements within and without Christianity (nuns and witches). The transformation of patriarchal religious ideology and ritual into the modern secular religions of psychiatry and psychology. Beyond this type of analysis, the course will explore the spiritual and theological dimensions of the women's movement itself, God as Verb, processes of androgyny and beyond, and finally will move toward the development of a feminist ethics.

COMPARATIVE LITERATURE

Comp Lit 101B Film and Literature--Masculine/Feminine C. Portuges/J. Watson
Screenings: Mon 7-10 p.m.; Discussions: Tu Th

Organization: Lecture, film screening, discussion section. **Aim:** to explore the roles of women and men as characters and creators in selected cinematic and literary works. We will consider representations of femininity and masculinity that suggest recurrent myths of sexuality in Western culture and reflect on these patterns through critical essays and personal introspection. The course will examine the following: 1) a spectrum of sexual attitudes, stereotypes and perspectives; 2) specific narrative and visual modes by which these points of view are conveyed; 3) our response to cultural stereotypes of masculinity and femininity; 4) the power of film and fiction to reflect and shape our image of ourselves and women and men. The films present a selective history of sexual consciousness in terms of the idealized "stars" (Garbo, Harlow, Gable, Grant, etc.) and screen romances of the Hollywood Thirties, the more problematic realism of partnerships in the Forties and Fifties, and personal auteur vision in subjective fantasies of the Sixties. Readings Selections from the work of Shakespeare, Ibsen, D. H. Lawrence, V. Woolf, Hemingway, D. Lessing, and others. Critical essays by Freud, S. de Beauvoir, Mailer. Films: It Happened One Night, She Done Him Wrong, Dinner at Eight, Rules of the Game (La règle du jeu), Ninotchka; Mildred Pierce, The Big Sleep, Adam's Rib, The Lady Eve; Lucia, 8½, Jules et Jim, The Married Woman (Une femme mariée). **Requirements:** Two 5-page papers, journal, class participation, final exam. A ten-dollar lab fee is required of all participants.

Comp Lit 385/700Q Mystics, Mysticism, and Devotional Literature of the 14th Century
(Honors) Tu Th 2:30, W-25 Machmer Elizabeth Martin

Seminar. The reading of this course is taken from my current research into the real lives and literary biographies of women saints in the 13th and 14th centuries, and much of what I hope to share with students is being formed now so that my hypotheses can be tested in a classroom situation. What I have learned about three women mystical writers does not correspond to generally accepted notions of mystical literature and I would be delighted to find students who want to challenge traditional notions of the "medieval world" and the "age of faith." The course will be a study of the lives and writings of 14th century women mystics, such as Margery Kempe and Julian of Norwich in England, St. Catherine of Sienna and Angela da Foligno in Italy, seen against the social and literary history of their time, and in comparison with male writers of devotional and mystical literature of the same period.

Readings: The Book of Margery Kemps, The Revelations of Divine Love of Julian of Norwich, Richard Rolle's Fire of Love, The Cloud of Unknowing, selections from Walter Hilton's Scale of Perfection, Catherine of Siena's Libro della Divina Dottrina, Angela of Foligno's Il Libro delle Visioni, and selections from the writings of St. Bonaventure. Prerequisites: Reading knowledge of Middle English, Italian, or Latin. The Italian works were accessible in the 14th century in both Latin and Italian versions; modern translations are difficult to obtain, so students should be prepared to spend some time working with the original texts. Students whose major languages are Latin or Italian will find that all the Middle English works exist in accessible translations. Please consult the instructor concerning language preparations. Note: the course is open to honors students and graduate students only unless permission of instructor is obtained.

INTERPERSONAL COMMUNICATION

Com Stu 210A Interpersonal Communication and Women
Tu Th 1-2:15

F. Johnson

Organization: Lecture-Discussion; Aim: The aim of the course is to focus on introductory concepts and issues in interpersonal communication as they relate to women. We will cover major topics such as perception, role behavior, values, non-verbal communication, cooperation, competition, and conflict. A portion of the course will be devoted to assertiveness training. In general, we will be describing and explaining interpersonal communication, discussing women as communicators, and building a base for the actualization of women's potential through health communicative processes. Readings: several texts plus selected library readings. Requirements: willingness to participate actively in class activities, participation in a group project focusing on some aspect of interpersonal communication and women, 2 or 3 short papers, and 2 exams. Prerequisites: None. Added Notes: The course will be taught from a feminist perspective.

ENGLISH

Engl 141-1 Man and Woman in Literature MWF 10:10 SWWC Margo Culley

Through a series of nineteenth and twentieth century novels and short stories we will examine the struggle of men and women, sometimes together-sometimes alone, to achieve full personhood. The artistry of each work will be our concern as well as "issues" raised by the books individually and together, such as the effect of sex and class upon the fate of the female and male hero. Papers: several short and one longer. Reading list: Edwards and Diamond, eds., American Voices, American Women; Drabble, Thank You All Very Much; Bryant, Ella Price's Journal; Smedley, Daughter of Earth; Chopin, The Awakening; Bronte, Jane Eyre; Hardy, Tess of the D'Urbervilles; Lawrence, Lady Chatterly's Lover, Faulkner, Light in August.

Engl 287B-1 Woman as Hero (continuation of Eng. 287A) MWF 1:25 Bart.212 Lee Edwards

Engl 287B is a continuation of 287A. Students generally will not be admitted to Engl 287B unless they have taken 287A; those wishing to dispense with this prerequisite require the permission of the instructor. Reading list: 20th century British and American fiction, probably including Mrs. Dalloway (Woolf); Women in Love (Lawrence); Gaudy Night (Sayers); Jerusalem the Golden (Drabble); Daughter of Earth (Smedley); The Dollmaker (Arnow); The Golden Notebook (Lessing); Surfacing (Atwood). In addition, we will read a selection of theoretical works by Jung, Neumann, Lord Raglan, Campbell, etc., devoted to considering the general nature of the hero to the surrounding culture.

We will start with the title of the course. We'll sample cultural attitudes towards women by men and women writers. At the same time, we will try to understand the meanings and uses of the word "hero" both as a literary and a social idea. Not: the course is not "Woman as Heroine." I should also like to examine what the need for this sort of course says about the past, present, and future of sex-roles and the way people think about gender. I will be responsible for selecting most of the texts, for administering the requirements, and for starting the class off. The rest is up to the class (e.g., students will be asked for suggestions for added or substitute readings). Requirements: read the assignments, attend class and participate, write five or six short papers (or the equivalent). Examinations given individually at your request. Reading list: the stories of Eve and Mary from the Bible; the comic book Wonder Woman; some poetry, Jane Eyre (Brontë); Alice in Wonderland (Carroll); Tess of the D'Urbervilles (Hardy); Sula (Morrison); short stories by D. H. Lawrence, Doris Lessing, Grace Paley and others; plays about Antigone by Euripides and Jean Anouilh

Engl 287H-1 Woman as Hero (Honors section) MWF 9:05 SWWC Margo Culley

19th and 20th Century novels by women (with one exception) chosen to help us explore a range of options open to the strong woman. "Attention must be paid" to aspects of the art as well as issues raised by the creations of the imagination. Several papers/perhaps a "project" to help you demonstrate your commitment to a 4-credit course. Reading list: Lessing, A Man and Two Women; Drabble, Thank You All Very Much; Olsen, I Stand Here Ironing, Smedley, Daughter of Earth, Chopin, The Awakening, Bronte, Jane Eyre; Phelps, The Story of Avis; Edwards and Diamond, eds., American Voices, American Women; James, Portrait of a Lady; Woolf, A Room of One's Own.

Engl 382B-1 Virginia Woolf Tu 7:45-10:45, Emerson Lee Edwards

We will be concerned particularly with Virginia Woolf's development as a novelist, and will use class time to discuss her technique, her philosophical, aesthetic, and political preoccupations, and her place within the context of 20th Century literature and thought. Some familiarity with the traditions of 18th and 19th Century British fiction is strongly recommended. Two short papers on assigned topics and one final project of each student's own devising will be required. Reading list: All of Virginia Woolf's major fictions, plus a selection of essays.

Engl 383H The Beecher Family Tu Th 2:30-3:45, Bartlett 314 Jim Matlack

Seminar Format Little lecturing. Individual responsibility essential. An interdisciplinary course dealing with a remarkable clan. Major figures are Lyman Beecher (the father), Catherine, Henry Ward, and Harriet Beecher Stowe. This family articulated or exemplified most of the important developments in American religious, social, intellectual, literary, and political life through the 1800's. Among issues or areas of prime concern are: religious, church and theological history; women's rights, social roles, domestic ideals, and the struggle for female suffrage; education, especially for women, controversies over slavery and Blacks in American society; westward migration, New England declension, and the Civil War; popular taste and culture; mid-century American literature, especially regional writing; spiced with the biggest sex scandal of the post-Civil War era. Each student will choose own area for research and 20-25 page paper (or equivalent project). Additional short assignments, with choice, depending on numbers and exact format of class. Some previous experience with 19th century American literature/history desirable. I hope that the broad and varied significance of the Beechers will become clear for the class while allowing each participant to pursue in depth a line of investigation suited to her/his own background and interests. Texts: Unvanquished Puritan, Stuart Henry; Uncle Tom's Cabin and Regional Sketches, H.B. Stowe; Harriet Beecher Stowe, John Adams; Nook Farm-Mark Twain's Hartford Circle, Ken Andrews; additional materials in bound xerox reprint and on Reserve in library.

HISTORY

Hist 384W Topics in Women's History--Women in England and America in the 20th Century
Tu Th 2:30-3:45 Joyce Berkman

This course, which will examine women's experience from 1920 to the present, has as its objective an understanding of the relationship between individual women's consciousness and social forces and movements. We will explore, for example, the impact of world wars, modern technology and new currents of thought on the definitions of women's nature and role in society. We will also explore how women have, through their actions and attitudes, shaped social developments. Readings: An assortment of fiction and non-fiction, all paperback purchases. Additional hardback book assignments will be available in the reserve book room. Among the assignments will be Sheila Rowbotham, Man's World, Women's Consciousness; Lee Rainwater, And The Poor Get Children; William Chafe, The American Woman. Pre-requisites: Sophomore standing or above. Students with some background in either contemporary history or women's studies will benefit most from this course. While the course constitutes the sequel to History 390I offered Fall 1975 on 19th century women, that course is not a pre-requisite for this one.

LEGAL STUDIES

Legal Studies 290X Sex Roles, Law and Society Tu Th 9:30 110 SBA J.Rifkin/L.Mazor
Discussion Format. Aim: To examine the nature of categorization according to sex fostered by the law and legal process; to intensively consider the role of women and men as determined and affected by the interaction of law and society. Readings: cases and materials dealing primarily with women and the law. Requirements: students will be expected to participate in an intensive and demanding analysis of the legal and social dynamics affecting individuals in our society. Students will be expected to demonstrate analytical ability, both written and verbal. Prerequisites: Legal Studies 201 and/or permission of instructor. Note: Legal Studies majors taking this course as a requirements will have priority in admission.

PSYCHOLOGY

Psych 290C/700C Counseling and Women in Schools MWF 2:30, Tobin 622 Joan Hemmer
Organization: Lecture and discussion. Aim: This is a research-oriented course to enable students interested in the counseling of women to survey the changing field. Major topics to be introduced include the psychology of career choice for women; intelligence and testing; social-developmental considerations--i.e. aggression, modeling, achievement, self-esteem; the effects of federal legislation; group counselling; language; academia and frameworks for counseling women. Readings: tentative, including C. Epstein, Women's Place, E. Maccoby, The Development of Sex Differences, APGA, Women and Counselors, APA, Counseling Women. Pre-requisites: Juniors or seniors with background in psychology, education or women's studies, or graduate students. Some field experience in counseling is desirable. Requirements: Library reserve and selected readings. Students will be expected to participate actively in research groups and discussion. A mid-term, final and research proposal will be required.

Psych 290B Psychology of Women Tu Th 1-2:15, Hold. 203 Sandy Kaplan

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

RHETORIC

Rhet 100S Women's Rhetoric (tentative) Morahan, Broselow, Chinchor, Cowell, McNett
This course will satisfy the second half of the Rhetoric requirement. Prerequisites: completion or exemption from the first half of the Rhetoric requirement and a commitment to groupwork.

Rhet 110S-1 Language and Women Tu 2:30-5:30 Morahan et. al.
We plan intensive and collaborative study of the relationship between linguistic usage, and pattern of sex discrimination and role specialization. We will emphasize collective writing by the class group. Fulfills requirement for second half of rhetoric.

SOCIOLOGY

Soc 105 Self, Society and Interpersonal Relations Tu Th 12:20 Marcia Westkott
Lecture and discussion. Aim: To explore the idea of the intersection of biography and history as the "sociological imagination." Readings: works by Maya Angelou, Malcolm X, Erik Erikson, Simmel, Marx, Mumford, Goffman, Lessing. Requirements: Quiz, short paper, examination, final examination. Lab fee: \$1.00.

SPANISH

Spanish 344/644 Modern Hispanic Women Writers (In Spanish) Rosalie Scons MWF 1:25-2:15
Organization: Informal lectures and class discussion. Guest lecturers. As the Hispanic woman takes an increasingly active role in her society she emerges from her stereotyped, traditional image and thereby gains an authentic sense of self, an authenticity expressed in lively fashion by many Spanish and Latin American women authors. This course will examine their works in order to gain fresh insight into the modern era via the feminine point of view. Readings: A variety of texts from representative Hispanic women writers, among them Emilia Pardo Bazan, Gertrudis Gomez de Avellaneda, Ana Matute, Aurelia Capmany and Julieta Campos. A diversity of genres will be studied: Prose fiction, essay, poetry and drama. Requirements: Consistent class attendance will be important since class discussions will depend on lively student analysis and interpretation of textual materials. Pre-requisites: Spanish 220, 221 or equivalent. Spanish 161 or 162 will also be acceptable. Class will be conducted in Spanish.

CONTINUING EDUCATION CE 100B Back To School-Into The Job Market Marcia McCann
This course will focus on a brief summary of Women/Work/Education with a concentration on Personal Life Planning, Career Development and Women's Issues as they relate to working women. The course is designed to allow women to experience a planned personnel and professional development process, listen and interact with guest speakers, visit various job locations, and complete a project in connection with women and work. Readings will be assigned. Continuing Education courses are not regular University courses. There is a fee for this course.

COMPONENT COURSES

The following courses do not necessarily focus directly on women, but include a significant 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.

COMPARATIVE LITERATURE

Comp Lit 201 Institutions and Individual Freedom MWF 11:15, Machmer W-25 Mary Pratt
Lecture/discussion. The novels in this course are all studies of how social and political institutions become sources of oppression rather than security, and of how people react when they find themselves confined to roles which make personal happiness and fulfillment impossible. The novels all deal with specific cultural and political situations in Latin America, North America and rural Europe; at the same time, through male figures like the concentration camp internee, the military cadet, the disillusioned village priest and female figures like the rebellious daughter, the unwilling mother, or the exploited wife, the novels all pose the broader question of whether we can have "orders" which do not lead to repression--and hence to revolt. Readings: Mauriac, Thérèse Desqueyroux; Flaubert, Madame Bovary; Solzhenitsyn, A Day in the Life of Ivan Denisovich; Yanez, The Edge of the Storm; Rulfo, The Burning Plain (short stories); Vargas Llosa, The Time of the Hero (La ciudad y los perros); Hebert, Kamouraska; Silone, Bread and Wine; Blais, A Season in the Life of Emmanuel; Cela, The Family of Pascual Duarte. Requirements: Class attendance, midterm test, one long (10 pp) or two short (5 pp) papers. Students who wish to read any of the works in the original language are welcome to do so. Time for individual consultation with instructor will be available.

Comp Lit 290J/Engl 380I Yiddish Literature in English Translation Jules Chametzky
Tu Th 11:15-12:30, Bartlett 205

Lecture/discussion. A survey of one hundred years of Yiddish literature, concentrating on fiction of the classical age of Mendele, Peretz, Sholom Aleichem, through the Holocaust, and the work of the contemporary Isaac Bashevis Singer. Poems by Morris Rosenfield, Di Yunge, Glatstein, Sutskever will be read, as well as essays by Bialik, Zhitlovsky, and others. The work will be seen against the background of Jewish life and letters in Eastern Europe, the United States, the Soviet Union and Israel. Independent study and research will be encouraged. Readings: Howe and Greenberg, A Treasury of Yiddish Stories (Shocken, 1973); I.B.Singer, Satan in Goray, The Magician of Lubin, Enemies, A Love Story, The Family Moskat. Others: Joseph Landis, ed., The Dybbuk and other Great Yiddish Plays (Bantam, 1966), Howe and Greenberg, eds., A Treasury of Yiddish Poetry (Holt, 1969); Voices from the Yiddish (Shocken, 1975).

Comp Lit 211 Medieval Literature and Society MWF 2:30, Machmer W-25 David O'Connell

The aim of the course is to study the relationships between important literary masterpieces (including different genres from various cultures and epochs) and the societies that nurtured them. The course will include analyses of works produced in feudal, chivalrous, and other contexts, class structure, and the relationships between women and men in medieval France, England and Germany as seen through literature. The instructor encourages research on issues concerning women. Readings: Beowulf, Song of Roland, El Cid, Tristan and Isolde, Yvain, Chrétien de Troyes, Inferno, Piers the Ploughman, Langland; selections from Canterbury Tales; Chaucer, The Little Testament and Ballads, Villon.

ECONOMICS

Econ 804B Research Seminar on the Family and the School Sam Bowles &
Tu Thu 7:30 pm Thompson 919 Herb Gintis

The aim of this course is to develop research skills in the study of social reproduction with particular emphasis on the development of economic and historical insights into the evolution and functioning of families and schools. We will stress quantitative and theoretical aspects of the materials. The student is expected to be actively engaged (or prepared to become so) in research on the above topics, to participate in class discussions, and to write and present to the seminar a substantial piece of research. Readings cover research methods, the theory of reproduction, and exemplary pieces of current research. Limit: 12 students. (graduate course)

EDUCATION, SCHOOL OF

Educ. 3653 Educational Broadcasting Thurs 1:30-4:00 Liane Brandon

A history of educational broadcasting; the current status, development and availability of radio & television programming for educational purposes; evaluation of radio & television in accordance with instructional objectives. This course will explore the creative & practical applications of sound & tape recording techniques in a wide variety of educational & community situations. Basic skills such as effective taping, editing, simple mixing & special effects will be covered; areas such as radio documentary, oral history, slide-tape recording, interview techniques and educational & commercial programming will be examined. Resources will include the staff & studio of WMUA. (Topics pertaining to the issue of women in the media will be addressed in class and may be pursued in individual projects).

Educ. 3914 Introduction to Film Production & Recording Techniques in Education Wed 4-6:30 Liane Brandon

This course will provide an overview of film & audio production, its use in educational situations, & a survey of styles, techniques & issues. Discussion of various formats (Super-8, 16mm, cassettes 1/4 inch, AM, FM, etc.), and an intro. to terms (documentary, dramatic, experimental, cinéma-verité, animation synch, "wild" sound effects, etc.) will be included. Budget preparations for educational film & radio projects, sources of teaching materials, & practical suggestions for creating media programs will be covered. A wide variety of films will be screened, demonstrations given, & small group audio workshops planned for participants' use in a wide variety of educational settings. (Topics pertaining to the issue of women in the media will be addressed in class and may be pursued in individual projects).

Educ. 7865 Integrating Art & Literature in the Secondary Curriculum (grad. course) Wed. 3-6:00 Judith Speidel

Educ. 7870 Arts & Humanities Mon 3-6:00 Judith Speidel
see School of Ed. listings

Eng. 131 Society and Literature (sec. 4)
 Tu. Thurs. 2:30-3:45 SWWC

Arlyn Diamond

The class will focus on understanding how literature, in its broadest sense (fiction, drama, essays, biography, film) can be used to explore the tension arising out of the conflict between ordinary human lives (especially as they are determined by class, sex and race) and the value of society. Discussion based on close reading of the texts combined with an exploration of the social/historical issues they raise. Students have the option of doing 4 short papers /projects/reports or a journal. Tentative reading list: Austen, Pride & Prejudice; Morrison, The Bluest Eye; Terkel, Working; Orwell, Shooting an Elephant; Achebe, Things Fall Apart; Shaw, Major Barbara; Woolf, Three Guineas; Olsen, Tell Me a Riddle.

Eng. 141 Man and Woman in Literature (sec. 2)

David Porter

Sexual antagonism, psychic rupture, social pathology, and forms of literature. A speculative study of their links, including an Ancient Greek probe and a Renaissance England probe, leading to concentration on American writing. Development of critical skills together with independent work on the portrayal of man and woman in non-verbal art forms, e.g. painting, sculpture, photography, architecture. Reports, papers, projects. Selections from Rich, Sexton, Plath, Albee, Mailer, Nabokov, Hemingway, Chopin, Dickinson, Hawthorne, Shakespeare and Homer.

Eng. 384A Emily Dickinson (sec. 1) Mon 3:35-635
 Bartlett 203

David Porter

Discovering the Amherst poet behind her own disguises and her readers' clichés. A thorough handling of the poetry, letters and life, drawing on appropriate local resources. Independent investigation, rigorous presentation, application of fresh approaches to poetry, free-wheeling discussion.

Eng. 391C American Autobiographical Literature
 Mon. 2:30-5:30 Bartlett 312

Muthu Blaising

This course will focus on American autobiographical literature rather than on strictly autobiographical recordings. The subject to be studied is the writer's creation of literature out of his or her historical self, and the reading list is designed to provide examples of personal writing in various stages of transformation from history into "fiction." Thus this course will investigate how history is converted to form and how literary forms, in turn, may function as "strategies for living." Readings: Franklin, The Autobiography of Benjamin Franklin; Thoreau, Walden; Whitman, Song of Myself; Twain, Life on the Mississippi; Adams, The Education of Henry Adams; Stein, The Autobiography of Alice B. Toklas; Hemingway, A Moveable Feast; Wright, Black Boy; Kerouac, On the Road; W.C. Williams, Patterson; Anne Sexton, selected poems; Frank O'Hara, Lunch Poems; John Ashbery, Three Poems.

FOOD & AGRIC. ENG.

S-1 Power Units Thurs. 3:35-5:30, Ag. Eng. 120

E.A. Johnson

A basic understanding of the theory & principles of operation of internal combustion engines as used in industrial & automotive applications. Topics will include present practices, possible alternatives to the internal combustion engine, air quality protection, and future directions in power sources.

This laboratory will be set aside for women, provided there is adequate enrollment, & will furnish practical experience with problems of current engines & transmissions.

Ger 161 Readings in German Literature
MWF 2:30 Herter 117

Susan Cocalis

An introductory course intended to increase reading comprehension and fluency. The literary texts are selected from the major works of German literature of the 19th and 20th centuries. Readings: "The Gretchen Episode" of Goethe's Faust, a tale of E.T.A. Hoffman, Brecht's Mother Courage, and prose selections from post-war German literature. Pre-requisites: German 140 or equivalent (established by examination by department). One midterm, one final. A written paper may be substituted for the mid-term.

Ger 332 Brecht and the Modern German Drama (in German) Susan Cocalis
MWF 10:10

The aim of the course is to analyze the major dramas of Berthold Brecht and to relate them to subsequent developments in the contemporary German theater. The latter would be represented by Frisch, Dürrenmatt, Weiss and Handke, among others. All of the plays would be viewed in the context of the evolution of a radically new form of the theater, such as has developed during the course of the 20th century. One paper or mid-term and a final exam. Pre-requisites: German 161 or 201 or equivalent.

HISTORY

Hist 238/538 Twentieth Century England Joyce Berkman
TuThurs 4:00-5:15 Herter 210

A study of social values in 20th century England with the objective of understanding the interplay between the individual consciousness and social movements. We will pay particular attention to social class interaction, the role of women and youth, the impact of both world wars and the demise of empire. The concerns of various groups for power or status or security as well as other social anxieties and aspirations are often treated acutely by writers and artists whose work and lives will be an important course focus. A variety of assigned readings including plays, novels, autobiographies and biographies; I plan to order only paperbacks, e.g.: V. Woolf, Three Guineas; G. Orwell, The Road to Wigan Pier; A. Marwick, The Deluge. Students will be offered several options for satisfaction of course requirements, e.g. mid-term & final exam (essay style) or keeping an analytic journal on all assignments or writing an essay & taking a final exam. Active participation in class is expected. Not recommended for freshmen. The prominence of fiction in the assigned readings should make this course particularly useful for those students majoring in literature who seek an interdisciplinary approach to social understanding. This course will also be of assistance to women's studies certificate minors and majors.

Hist 331/631 American Social History Since 1860 M. S. De Pillis
TuThurs 2:30-3:45, Dickinson 114

An introduction to the main facets of American social history. For several years this has been a traditional survey in that it attempted to cover (to some extent) all the topics relevant to the instructor's socio-psychological definition of social history, viz., the history of American behavior. It used to include such matters as folklore, humor, and values, but now the emphasis is on social change, the family, class, ethnicity, and religion. Readings: a minimum

of six paperbacks, including one by C.P. Gilman on the family and Meister on ethnicity and probably Comer's Beyond Black and White; a few articles; Xerox copies of primary sources provided by the instructor. Mid-term & final; a small extra assignment for graduate students. Non-history majors are welcome. This is a junior-senior course, but lower division students may be admitted with the permission of the instructor--if there is room. Students wishing to do a special project in audio-visual sources for social history may be excused from one of the examinations.

PHILOSOPHY

Phil 290M Medicine and Ethics MWF 3:35

Kathy Parsons

An investigation of our health system and some of the moral problems it faces. The aim will be to try to set out the moral problems in such a way that we can see how to go about solving them from our particular position in the health system (whether as patient or medical worker). We will look at moral problems arising in distribution of health services, in the structure of the health profession, etc. Students will form small investigative groups which will research some areas of the health system in the Valley, writing up group reports half-way through the course. The investigative groups will then be sources of expert knowledge for the class to draw on. We will also have as many outside speakers as possible. People in nursing, pre-med or other health areas are welcome as well as those who will meet the system as patients.

POLITICAL SCIENCE

PolSci 274 Problems in Political Thought
MWF 10:10 Machmer W-26

William Connolly

An exploration of theories of social structure, in particular theories of inequality and work life, in order to ascertain their connection to central issues in political theory and political life. The emphasis will be on alternative explanations and evaluations of the same social and political arrangements. Each student will be expected to evaluate the alternative theories critically and to bring those deliberations to some tentative conclusions. Readings will include Braverman, Labor in Monopoly Capital; Sennet & Cobb, The Hidden Injuries of Class; Connolly & Gordon, Social Structure & Political Theory, Young, The Rise of the Meritocracy and essays by Herrnstein, Williams & others. Two short papers (8-10 pages) and a final examination. Earlier work in political theory or philosophy helpful but not required.

RHETORIC

Rhet 140 Rhetoric of Imaginative Writing
(U.W.W.) Tues. 7:30 pm, Wysocki House

Diana Diamond

A more advanced writing course designed to help students develop skills in expository writing and critical thinking. The course will focus on issues of sex, class and race in our own experience and in the recorded experience of selected writers such as Richard Wright, Agnes Smedley, and Eldridge Cleaver. The class will be run as a writing workshop in which students critique and discuss each others' papers as well as the readings. Requirements for the course include regular class attendance and frequent short papers. The first meeting of this class will be in Amherst on Tuesday evening, September 9 at 7:30 p.m. in Wysocki Attic. You may register for the course at that time.

FIVE COLLEGE COURSES

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

AMHERST COLLEGE

Anthro/Soc 32 Sex Roles: A Cross-Cultural Perspective . Tu Th 10:00 Lois Beck

An analysis of sex roles in society. From a cross-cultural perspective, we will examine the ways cultural factors modify and exaggerate biological sexual differences. Consideration will be given to biological and cultural evolution, the origin of sex roles, and the positions and roles of men and women in the division of labor and in social, economic, and political systems at various levels of subsistence. Special attention will be given to the symbolic aspects of sexual dichotomization, to the ways in which sexual differences are expressed in religious and ideological systems, in ritual and myth. The course will conclude with a study of changing sex roles, with particular focus on contemporary American society.

Black Studies 40 Studies in the "Afro-American" Woman MW 9-10:00 Andrea Rushing

An examination of the nature of the Black woman's role in the black community as it relates to the significant social and historical forces within the American environment that produced both the "mammy" and the matriarch. Topics range from African background to modern-day efforts to reclaim identity.

Black Studies 48 The Black Family in the United States (Component Course) Douglas Davidson

An interdisciplinary study of the black family in the United States, with an emphasis on post-civil war family structure and the impact of urbanization upon the family as a unit.

Black Studies 49 Seminar on the 1960's (Component Course) Andrea Rushing/John Bracey

This course will concentrate on the civil rights movement and Black liberation activities during the 1960's. The course will also focus on both the political and cultural aspects of the 1960's with an eye towards emphasizing the interrelatedness of these two aspects. Extensive reading on the literature and analytical studies of the 1960's will be required. It is hoped that the student will have a general background knowledge in Afro-American history.

Philosophy 62/Anthropology 316s (Mount Holyoke) Seminar: Persons and Personal Identity
(Component Course) Wed 2:00 Vicki Spellman/Kay Warren

An examination of ideas about what it is to be a person, and views about the extent to which a person can change and yet remain the same person. The philosophical discussion of these issues centering around the works of Descartes, Locke, Hume, Kant, Ryle, Strawson and Shoemaker will be examined in light of some cross-cultural anthropological studies of various peoples' conceptions of person and personal identity. Permission of Instructor required. Elective for Juniors.

Psychology 27 Developmental Psychology (Component Course) Rose Olver

A study of human development with emphasis upon the general characteristics of various stages of development from birth to adolescence and upon determinants of the development process. Prerequisites: Psychology 11. Elective for Freshman.

Psychology 29 Human Sexuality

Tu,Th 11:30

Haskell Coplin

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 42 Social Movements (Component Course)

Beate Riesterer

Using the example of a social movement on the local level, this course inquires into the origins and the development of social movements. Special emphasis will be placed on movement leaders, members and public. Prerequisites: either Anthro 11, 12 or 23, or Soc 11, 12 or consent of the Instructor.

HAMPSHIRE COLLEGE

HA 223 Literature of Patriarchies Tu Th 2-3:30 Donut 4

Jill Lewis

This course will be a re-consideration of a selection of major texts acknowledged as key points of the established cultural heritage, with the aim of combining the study of their literary achievements with an exploration and critique of power hierarchies and types of human relationships assumed, maintained, or constructed in the symbolic universes the art form contains. Art is never neutral or passive, but is an active component in the structuring, reinforcing, or perpetuating of patterns of social and personal interaction. The texts studied will be by male writers writing in patriarchal societies. Their novels, love poetry, philosophizing, and analyses will give us a basis for understanding material and ideological implications of patriarchy and the types of oppression interwoven with it. Reading: Proust, Un amour de Swann (from Vol. I in In Search of Time Lost); Flaubert, Madame Bovary; Michel Butor, The Modification; D. H. Lawrence, The Plumed Serpent; John Berger, G; Chekhov, Three Sisters (and selected short stories); Henry Miller, Sexus; Norman Mailer, The Naked and the Dead; Wilhelm Reich, The Sexual Revolution; Rousseau, Emile or On Education; Freud (essays, Female Sexuality; Femininity; Schopenhauer, On Women and The Metaphysics of the Love of the Sexes; Lenin, On the Emancipation of Women (Progress Publishers, Moscow). Other authors to be studied in the course are de Sade, Balzac, Camus, Ibsen, Tolstoi, Fitzgerald, Updike, C. S. Lewis, Ruskin, John Stuart Mill, Nietzsche, Hitler, and Engels. It is essential that students taking the course have read extensively into the reading list before the course begins so that individual authors can be explored in greater depth as the course progresses.

HA 236 Women Into Literature and Criticism MW 3-5:00 Donut 5

Jill Lewis

In this course we will be reading and discussing poetry, novels, essays, and analysis by women in the context of changing contemporary perspectives on political experience--in the fullest sense of the word political. The course will include study and presentations on specific "literary" texts, to examine new attitudes, areas of dilemma and experimentation coming through poetry, fiction, autobiography, film, etc. It will combine with this literary reading critical approaches of women in specific areas of literary criticism, social criticism, and exploratory analyses in other disciplines where questions explored through art forms are also being raised to evolve new theoretical perspectives in specific fields of study--for example, in psychology, anthropology, history, political theory, etc. The aim will be to locate important questions and theoretical implications evolving from them in the diverse forms of writing which the Women's Movement is influencing. Reading: Adrienne Rich, Selected poems and articles; Robin Morgan, Monster and Goodbye to All That (two-page pamphlet); Rita Mae Brown, Rubyfruit Jungle; Fay Weldon, Down Among the Women; Doris Lessing, The Golden Notebook and A Proper Marriage; Barbara Demming, We Cannot Live Without our Lives; Meredith Tax, Culture Is not Neutral; Whom Does It serve; Rayna Reiter (ed.), Toward an Anthropology of Women; Juliet Mitchell, Women's Estate and Psychoanalysis and Feminism; Sheila Rowbotham, Women, Resistance and Revolution and Hidden from History; Denise Levertov, Hypocrite Women.

Psychology 29 Human Sexuality

Tu,Th 11:30

Haskell Coplin

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 42 Social Movements (Component Course)

Beate Riesterer

Using the example of a social movement on the local level, this course inquires into the origins and the development of social movements. Special emphasis will be placed on movement leaders, members and public. Prerequisites: either Anthro 11, 12 or 23, or Soc 11, 12 or consent of the Instructor.

HAMPSHIRE COLLEGE

HA 223 Literature of Patriarchies Tu Th 2-3:30 Donut 4

Jill Lewis

This course will be a re-consideration of a selection of major texts acknowledged as key points of the established cultural heritage, with the aim of combining the study of their literary achievements with an exploration and critique of power hierarchies and types of human relationships assumed, maintained, or constructed in the symbolic universes the art form contains. Art is never neutral or passive, but is an active component in the structuring, reinforcing, or perpetuating of patterns of social and personal interaction. The texts studied will be by male writers writing in patriarchal societies. Their novels, love poetry, philosophizing, and analyses will give us a basis for understanding material and ideological implications of patriarchy and the types of oppression interwoven with it. Reading: Proust, Un amour de Swann (from Vol. I in In Search of Time Lost); Flaubert, Madame Bovary; Michel Butor, The Modification; D. H. Lawrence, The Plumed Serpent; John Berger, G; Chekhov, Three Sisters (and selected short stories); Henry Miller, Sexus; Norman Mailer, The Naked and the Dead; Wilhelm Reich, The Sexual Revolution; Rousseau, Emile or On Education; Freud (essays, Female Sexuality; Femininity; Schopenhauer, On Women and The Metaphysics of the Love of the Sexes; Lenin, On the Emancipation of Women (Progress Publishers, Moscow). Other authors to be studied in the course are de Sade, Balzac, Camus, Ibsen, Tolstoi, Fitzgerald, Updike, C. S. Lewis, Ruskin, John Stuart Mill, Nietzsche, Hitler, and Engels. It is essential that students taking the course have read extensively into the reading list before the course begins so that individual authors can be explored in greater depth as the course progresses.

HA 236 Women Into Literature and Criticism MW 3-5:00 Donut 5

Jill Lewis

In this course we will be reading and discussing poetry, novels, essays, and analysis by women in the context of changing contemporary perspectives on political experience--in the fullest sense of the word political. The course will include study and presentations on specific "literary" texts, to examine new attitudes, areas of dilemma and experimentation coming through poetry, fiction, autobiography, film, etc. It will combine with this literary reading critical approaches of women in specific areas of literary criticism, social criticism, and exploratory analyses in other disciplines where questions explored through art forms are also being raised to evolve new theoretical perspectives in specific fields of study--for example, in psychology, anthropology, history, political theory, etc. The aim will be to locate important questions and theoretical implications evolving from them in the diverse forms of writing which the Women's Movement is influencing. Reading: Adrienne Rich, Selected poems and articles; Robin Morgan, Monster and Goodbye to All That (two-page pamphlet); Rita Mae Brown, Rubyfruit Jungle; Fay Weldon, Down Among the Women; Doris Lessing, The Golden Notebook and A Proper Marriage; Barbara Demming, We Cannot Live Without our Lives; Meredith Tax, Culture Is not Neutral; Whom Does It serve; Rayna Reiter (ed.), Toward an Anthropology of Women; Juliet Mitchell, Women's Estate and Psychoanalysis and Feminism; Sheila Rowbotham, Women, Resistance and Revolution and Hidden from History; Denise Levertov, Hypocrite Women.

Other authors to be studied in the course are Sylvia Plath, Pauline Réage, Margaret Drabble, Violette Leduc, Grace Paley, Margaret Atwood, Tilly Olsen, Andrea Dworkin, Kate Millett, Ann Oakley, Shulamith Firestone, Emma Goldman; also pamphlets by Alexandra Kollontai and Barbara Ehrenreich with Deirdre English and articles by Marge Piercy, Susan Sontag and Kate Millett. Students are encouraged to do as much reading, initially, of texts before the course begins. The class will be limited to 15 students. Those taking the course should be fully willing to participate in structuring the classes and taking organizational initiative.

HA 257 The United States in the 1890's Tu Th 1:30-3:00 Patterson 106 (Component Course)
Richard Lyon and Lester Mazor

In the decade of the allegedly gay 90's, the United States faced new and ominous problems generated by its drive to urban, industrial, and imperial power. Strikes, worker and militia riots, prolonged depression, war, corruption in business and government forced a redefinition of issues. A re-examination of the national character and purposes was undertaken by social theorists, politicians, philosophers, labor leaders, artists, economists, historians. These spokesmen of "the restless decade," continuing the country's long and self-conscious dialogue with itself, continue it in light of new needs and hopes. In order to examine these seed-bed years of the modern America, we will focus on certain central events, issues, and personalities of the 1890's. These are the years of the Oklahoma land-rush and the Klondike gold-rush, the well-publicized closing of the frontier, the Homestead and the Pullman strikes, the Chicago world's fair, new means for the repression of black s, the rise of yellow journalism, agricultural revolt, the Spanish-Cuban-U.S. War.

IN 301 Feminist Theory and Practice (Time to be arranged) Laurie Nisonoff/Jeanne Curry*

This seminar is intended for women whose studies focus around issues related to social change. It is hoped that women studying in a variety of disciplines, and with a variety of work experience will participate. The aim of the seminar is to evaluate particular ways in which we might effect social change, dealing with issues particular to both work in alternative organizations and within existing institutions. Specific issues to be dealt with will include health-care delivery and planning labor organizing, community organizing, legal and para-legal work, and media; other areas of interest to members of the group will be incorporated as well. Throughout, we will evaluate our political perspectives as feminists in an attempt to develop criteria for effective political work. Discussions will be supplemented by readings and outside speakers. The course will meet once a week for two hours. Enrollment is limited to 10 students.

*Jeanne Curry is a Division III student at Hampshire College.

IN 312 Women In Socialist Thought and Practice W 9-12:00 PHC-1 J.Landes/J.Tallman

The emphasis in most feminist circles has been on historical and current aspects of women's situation in "western" capitalist societies. Yet feminist theory tends to point beyond the social relations which obtain in such societies. We want therefore to provide an opportunity for people to share their research and thoughts about non-capitalist societies and post-capitalist social theory. The main theoretical emphasis will be on Marxist-socialist thought, although we will also consider anarchist influences on the issues involved. Our focus is threefold: 1) Marxist-socialist theories in their relation to women's liberation and family life; 2) Women's daily life in socialist countries today; 3) Women's participation in socialist and anarchist movements and revolutions. We would like to start the seminar by reading some books in common, and the focus for the rest of the term on the ongoing work of the participants, with readings suggested by all of us. Our initial readings will include: F. Engels, Origin of the

Family, Private Property and the State; S. Rowbotham, Women, Resistance and Revolution; Woman's Consciousness, Man's World; E. Goldman, selected essays from Red Emma Speaks. Interested students please contact one of the instructors before the course begins to give us an informal idea of who will be taking the seminar and of what your interests are. Advanced Five-College students are also invited to attend.

LC 147 Conversation Analysis WF 1:30-3:30 EDH 17 (Component Course) Janet Tallman

For three years now many Hampshire students and I have been developing the field we call conversation analysis. Our methods and questions have come from sociolinguistics, the study of the relationship between language and social structure. We have looked at natural conversations from several perspectives; how group size influences the way we talk, how our styles of speaking express our relationships to one another, and how conversations themselves are patterned. We have focused on many issues; for example, sex differences in speech; topic patterning; dominator and mediator roles in conversations; and speech styles--intimate, personal, social, and public. The format of the course is as follows: We begin with theoretical readings from Gumperz, Hymes, Goffman, Brown, Bernstein, and others in anthropology, sociology, and psychology who have dealt with language and social interaction. At the same time, students individually or in teams find groups to tape and problems they want to investigate. For several weeks we discuss methods and areas in which work has been done or needs to be done in conversation. Toward the end of the course, students present the findings from the analysis they have done of the conversation or conversations. If you think you are interested in this course, you might read the packet I've written on conversation analysis to get an overview of the questions and problems in the field. It is on reserve in the Library under LC 145 and in the L&C Advising Center. Enrollment limit: 25, first come, first served. No grades will be given to Five-College students.

NS 108 A Women's Studies Analysis of Bio-medical Issues II Janice Raymond/Nancy Goddard
(See U.Mass listing for description)

SS 108 The Historian's Use of Biography: Examination of a Mode of Inquiry Miriam Slater
(Component Course) MW 9-11:00 FPH 105

Accurate reconstruction of the past requires a variety of methodologies and materials. In recent years, biographical techniques have become increasingly sophisticated. Change in biographical studies has proceeded along three major lines: 1) Individual, full-length biographies of impressive literary as well as substantive quality found in such works as Frazier's biography of Mary, Queen of Scots; 2) The Psycho-biographies which utilize interpretive models borrowed from the behavioral sciences of which Erik Erikson's study of Lut is perhaps the best known; 3) Prosopography or group biography; this method, borrowed from European historians has been given its most detailed formulation in works by Lawrence Stone on the English aristocracy and in articles by the latter which deal with the methodology of mass biography, although other historians have also used this method. In this course we shall examine the usefulness and limitations of these three biographical styles in the following way. In the first half of the semester we shall read several biographies from the early modern European period which illustrate the strengths and weaknesses of individual biography. This period also provides us with several good examples of psycho-biographies within which we may compare them. Psycho-history has also been the subject of lively scholarly debate and we shall read some of the critical evaluation of this method. In the last half of the semester we will study the techniques of prosopography or group biography, and students will select an historical group of their own choosing as subjects for study.

SS 110 Social Class and the Democratic Ideal in American Politics Today Joan Landes
(Component Course) MW 1:30-3:30 Patterson 105

This course focuses on the way in which politics affects and is affected by the demands of millions of Americans for political, economic, and social justice. It emphasizes the confrontation between democratic ideals and social reality. It asks how the reality must be transformed if the ideals are to be put into practice. The multiple barriers and possibilities for change are situated in an historical context and in light of contemporary economic and political structures of power. Particular emphasis is placed on the changing situation and the conscious political activity of black people, women, students, and working people. This will be investigated through the application of a theoretical perspective on social class. Course readings will include some of the following selections: W. A. Williams, The Contours of American History; C. Anderson, The Political Economy of Social Class; S. Aronowitz, False Promises: The Shaping of American Working Class Consciousness; R. Allen, Black Awakening in Capitalist America; K. Sale, SDS; E. Altbach, From Feminism to Liberation. This course will meet twice per week. Division I Hampshire students and five-college students are invited to attend. Enrollment is limited to 25.

SS 124 Community: Commitment and Freedom in Utopias, Communes, and Colleges (Component)
(Time to be arranged) Barbara Turlington

The aim of this seminar is to introduce students to some of the basic questions (and ways of trying to answer those questions) about the relationship of the individual and society. We will examine some of the theoretical concepts of community as they apply to interpersonal relationships, social structure, and social change, and to the larger questions of commitment to a group and individual freedom. Utopian works (Plato, More, Huxley, Skinner) will be read for their ideas on how society shapes (and should shape) the individual through education, leadership, or conditioning. Theoretical works and studies of individual communities such as Whyte's Street Corner Society, Duberman's Black Mountain, Zablocki's The Joyful Community, and Kanter's Commitment and Community, will be discussed for their contributions of our understanding of the mechanism, benefits, and costs of commitment to a group. We will look at some of the new literature on communes to try to establish the advantages and problems of some of those groups. Students will be asked to apply some of these concepts to their own experience in communities and to their own aspirations for community. Several short papers and one longer project will be expected. Enrollment is limited to 20 students. The class will meet twice a week for an hour and a half.

SS 141 A Critical Analysis and Interpretation of the Research on Inequality in Educational Opportunities (Component Course) G.I. Joseph/M. Sutherland

The main focus will be on the results and findings of Jencks study on "Inequality" and Moynihan and Mosteller's "On Equality of Educational Opportunity." This course offers an opportunity for students to explore Social Science theories development through the use of data analysis applied to real world data. A four-week module, Month of March, open to all students who have read and therefore are familiar with Jencks' book "Inequality", Enrollment is Unlimited.

SS 142 (ES 119) The Significance of the Roles of Prominent Blacks (Educators, Leaders, Statesmen, Ministers, Orators, etc.) In the History of Black Education in America (Component Course) Time to be arranged Gloria I. Joseph

Education today is a great obsession. Contrary to popular belief, education for Blacks has traditionally been a great obsession. Black men and women throughout American history have been intensely involved in providing an education for their people in the face of overwhelming obstacles. Most were not reknown scholars. Their contributions have been neglected. This module will familiarize students with little known, but

important figures such as Charlotte Fortren, Preacher Jack, David Walker as well as DuBois, Booker T., Frederick Douglass and Margaret McLeod Bethume. A three or four week module offered in April. Enrollment is limited to 8 or 10 students in Division II (Division I by permission of instructor).

SS 208 Political Theory: American Liberal Thought (Component Course) J.Landes/M.Wittow*
Tu Th 11-1:00 FPH 107

This course is designed to introduce students to the main contours of American liberal thought. It begins with the foundations of American liberalism in 17th century England and proceeds to an examination of the American political tradition over the last 200 years. We will investigate the writings of Locke, the Founding Fathers, de Tocquerville, Tom Paine, Wintrop, Corwin, Calhoun, Weber, Carnegie, Turner, Dewey and Dahl, and Rawls. Our objective will be to trace how certain ideas originating in Christian theology, democratic philosophy and natural law theory were adapted to liberal political ideas. We will attempt to situate the resulting tensions (on the level of ideas) which have been identified by various critics of the dominant liberal tradition including T. Lowi, R. P. Wolff, H. Marcuse, G. Wills, Marx, W. A. Williams. This course will meet twice a week for 1½ hours per session. Enrollment is unlimited. Five College students are invited to attend. *Mark Wittow is a Division II student.

SS 216 Twentieth Century America (Component Course) Tu Th 1:30-3:00 Penina Glazer

This course will cover social and political history of the twentieth century from the Progressive period to the Kennedy years. It is intended to provide broad historical coverage for those interested in U. S. history and American studies. One major emphasis will be on those major social groups--labor, women, minority groups, the left and the "radical right"--which are often ignored in "survey" courses. Students will write one long paper and contribute to one oral presentation to the class. Enrollment is unlimited.

SS 245 Controversies in American Labor History and Theory S. Warner/L. Nisonoff
(Component Course) Tu Th 1-2:30 Merrill

The labor process is central to the structure of contemporary American capitalism and to an understanding of political economy. The course will focus on a series of controversies. From an historical perspective, we will explore such questions as: What is the relationship between the organization of the labor process and different stages of capitalism? What are the limits to viewing American labor history with a class struggle model? Other controversies of a more contemporary nature have generated a new set of concepts for explaining labor markets and the labor process: e.g., dual labor market, labor market segmentation, human capital theory, paid vs. unpaid labor and the business cycle as a political phenomenon. Throughout the course we will test different theoretical paradigms with the aid of empirical evidence. The readings for the course will draw from the writings of Karl Marx, E.P. Thompson, Philip Foner, Selig Perlman, David Gordon, Michael Piore and Peter Doeringer, Jacob Mincer and Harry Braverman. The course is intended for students concentrating in political economy. While we assume no prior background in economics, the course will involve extensive independent or collective work outside the class. The enrollment is open and 5-College students are welcome.

SS 248 Sex Roles, Law and Society
(See Legal Studies for Course Description)

L. Mazor/J.Rifkin

MOUNT HOLYOKE COLLEGE

Poli Sci 220 Sex and Politics Tu 3-5:00, Th 2-3:00 Borque, Olver, Grossholtz
The influence of sex on politics; society's use of sexual categories as the basis for the distribution of social and political roles; the translation of sex differences into restrictions on political participation; the effect of those restrictions on the polity's ability to achieve its stated values. Readings will include John Stuart Mill, Kate Millet, Emma Goldman and M. Duverger. The course will use materials and speakers from other disciplines.

History 275 The Woman in History: America MW 11-12:15 Phyllis Palmer
Beginning with the colonial period the course will define the image of the ideal woman as it has developed into the twentieth century. It will examine the relation of the ideal to the actual conditions of women's lives, looking at legal status, work activities, and social roles. The protests women have made against both ideal images and actual conditions will be studied, looking at individual attempts to enlarge women's role and organized efforts to change women's position. The course will end with an examination of contemporary protest, asking how much has changed between Anne Bradstreet's poetic protests of the 1640's and those of Robin Morgan in 1962.

Sociology 221 The Social Roles of Women MW 11-12:15 Marjorie Childers
A sociological perspective on the female experience covering personal and institutional levels of social existence. Women's participation in social change.

Soc/Anthro 330 Religion in a Patriarchal World (see U/Mass WoSt listing) Raymond

History D102 The Recent Past MW 8:35-9:50 Ms. Palmer
Women in the Cities, 1880-1930. An examination of social workers, socialites, working girls, factory women, prostitutes, immigrant wives and mothers, and radical feminist to determine the structure and quality of life in urban society. Students will use a variety of source materials: novels, popular magazines, film and photographs, autobiographies, government reports, newspapers, and oral history interviews to see how various groups analyzed, adapted to, or changed the urban environment.

Class 212 Greek and Roman Drama (Component MWF 11-11:50) Kromer
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 Oresteia, 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.

Poli Sci 221 Marxism: Theory and Praxis (Component) TuTh 1-2:50 Martin
Discussion of several major contributors to the Marxist tradition--Marx, Lenin, Trotsky, Bernstein, Luxemburg, and Gramsci. Consideration of their work as political theory and an evaluation of their impact as political strategists and actors.

Freshman Seminar 127s Life Story (Component) Ms. Childers
The title of this seminar was chosen to suggest the two sides of autobiographical writing--fact and creation. First-person writings (diaries, autobiographies and oral histories) will be used to study the continuing process of socialization and its shaping of reality, as well as the writer's role in further selecting and emphasizing certain aspects in the re-telling of his or her life. Among topics to be discussed are sex and age roles, public and private selves, truth and myth, and techniques and purposes in revealing oneself to others. 2 75-minute meetings 4 credits

English D102 Section 09 The Insider (Component)

Elaine Beilin Brown

A study of some literature in which the protagonist tests the limits of a particular social environment. Works will include William Wycherley's The Country Wife, George Eliot's The Mill on the Floss, Edith Wharton's The House of Mirth, Kate Chopin's The Awakening, Margaret Atwood's Surfacing, and selected poetry and short fiction.

History D100 The French Revolution (Component)

Mr. Schwartz

An intensive investigation of the French Revolution, which is intended to provide an introduction to the variety of materials and approaches historians use to study and write history. Accordingly, readings and discussions will be devoted to the exploration of varying, often conflicting interpretations of the causes, major events, and consequences of the Revolution and to the examination of selected topics, including the role of women in the Revolution, regicide, and the concept of bourgeois revolution.

Philosophy D101, Section 03 Philosophy of Sex Difference

Mr. Tovey

An investigation of sex difference in ethics, metaphysics, and other areas of philosophy, both from contemporary and historical standpoints. Readings will include a broad spectrum of writings by contemporary philosophers as well as works by Plato, Aristotle, Augustine, Aquinas, Hobbes, Locke, Rousseau, the Mills, Kant, Hegel, Schopenhauer and Nietzsche.

Sociology 290 (see Colloquium 4 at Amherst) American Values and the Hollywood Musical
(Component)

Richard Pini/ Marjorie Childers

The very success of film musicals indicates that they express essential strains of American culture. We intend to concentrate on seven major examples from 1930 to 1965 and see what values, life-styles and myths regarding economic and social success, family life, sexuality are propounded here. The story content, the various levels of narration, the mythology of the musical star, and the modes of escape from everyday life, will all be examined in this perspective. Readings will be on the sociology of Popular Culture, the history of Hollywood musicals, and the Hollywood view of women. They will include Hortense Powdermaker's Hollywood, the Dream Factory, Gilbert Seldes' The Seven Lively Arts, Marjorie Rosen's Popcorn Venus, Arlene Croce's study of Astaire and Rogers, Morello & Epstein's Judy and essays by Ortega y Gasset, Dwight MacDonal, Lucien Goldmann, Jean Duvignaud, Georges Gurvitch, Frank Kermode. One 2-hr seminar per week and one film viewing session (seminar at Amherst, film viewing at Mt. Holyoke).

SMITH COLLEGE

Econ. 224 Women & the Development of Capitalism Tu 3-5:30

Grace Horowitz

The development of capitalism in its relation to such factors as changes in women's labor force participation and occupational patterns, male-female earnings differentials, and women's contribution to family income. Particular emphasis on England since the early 17th century, with comparative materials for the U.S. Permission of the instructor.

English D102 Section 09 The Insider (Component)

Elaine Beilin Brown

A study of some literature in which the protagonist tests the limits of a particular social environment. Works will include William Wycherley's The Country Wife, George Eliot's The Mill on the Floss, Edith Wharton's The House of Mirth, Kate Chopin's The Awakening, Margaret Atwood's Surfacing, and selected poetry and short fiction.

History D100 The French Revolution (Component)

Mr. Schwartz

An intensive investigation of the French Revolution, which is intended to provide an introduction to the variety of materials and approaches historians use to study and write history. Accordingly, readings and discussions will be devoted to the exploration of varying, often conflicting interpretations of the causes, major events, and consequences of the Revolution and to the examination of selected topics, including the role of women in the Revolution, regicide, and the concept of bourgeois revolution.

Philosophy D101, Section 03 Philosophy of Sex Difference

Mr. Tovey

An investigation of sex difference in ethics, metaphysics, and other areas of philosophy, both from contemporary and historical standpoints. Readings will include a broad spectrum of writings by contemporary philosophers as well as works by Plato, Aristotle, Augustine, Aquinas, Hobbes, Locke, Rousseau, the Mills, Kant, Hegel, Schopenhauer and Nietzsche.

Sociology 290 (see Colloquium 4 at Amherst) American Values and the Hollywood Musical
(Component)

Richard Pini/ Marjorie Childers

The very success of film musicals indicates that they express essential strains of American culture. We intend to concentrate on seven major examples from 1930 to 1965 and see what values, life-styles and myths regarding economic and social success, family life, sexuality are propounded here. The story content, the various levels of narration, the mythology of the musical star, and the modes of escape from everyday life, will all be examined in this perspective. Readings will be on the sociology of Popular Culture, the history of Hollywood musicals, and the Hollywood view of women. They will include Hortense Powdermaker's Hollywood, the Dream Factory, Gilbert Seldes' The Seven Lively Arts, Marjorie Rosen's Popcorn Venus, Arlene Croce's study of Astaire and Rogers, Morello & Epstein's Judy and essays by Ortega y Gasset, Dwight MacDonal, Lucien Goldmann, Jean Duvignaud, Georges Gurvitch, Frank Kermode. One 2-hr seminar per week and one film viewing session (seminar at Amherst, film viewing at Mt. Holyoke).

SMITH COLLEGE

Econ. 224 Women & the Development of Capitalism Tu 3-5:30

Grace Horowitz

The development of capitalism in its relation to such factors as changes in women's labor force participation and occupational patterns, male-female earnings differentials, and women's contribution to family income. Particular emphasis on England since the early 17th century, with comparative materials for the U.S. Permission of the instructor.

SMITH COLLEGE (cont'd).

Eng. 346 Literary Perspectives on Women Th. 7:30 Susan Van Dyne

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

Gov't. 261 Problems in Democratic Thought (Component) Philip Green
Mon Th. 1:40-2:50

A consideration of such topics as majority rule, the role of minorities, the nature and function of public opinion, centralism and decentralism, obligation and disobedience. The emphasis will be on contemporary arguments about these problems.

Gov't. 363 Seminar in Political Analysis (component) Philip Green

Problems of interpretation and evaluation in the practice of political science, as encountered in the study of one topic. Topic for 1975-76: Equality. Th 4-6.

Hist. 272 (L) United States Social History Since 1815 Mr. Salisbury
Th F 8:40-9:50 (Component)

The human implications for growth and modernization. Focal topics include the family, sex roles, labor, ethnicity, poverty and affluence, alienation and community, social ideologies and movements.

Psych. 241 Psychology of Adolescence (Component) Diedrich Snoek
Th F 8:40-9:50

Problems of role and identity will be discussed in relation to adolescents' needs for acceptance, autonomy, and intimacy.

Psych. 274 Psychology of Attitudes and Opinions Diedrich Snoek
Tu 3-4:50, Th 4:00

The course will consider the formation and change of beliefs, attitudes and values as a function of personal experience, interpersonal influence, and mass communications.

Psych. 276 Psychology of Sex Roles MTW 2:00 Jacquelynne Parsons

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

Religion 230 History of Christian Thought, II (Component) Jean Higgins
W 10, F 10-11:50

An historical survey of religious life & thought from Aquinas to Kierkegaard. Emphasis on the changing understanding of God and self paralleling major cultural shifts in the West. Theological, philosophical, mystical, devotional and autobiographical readings from men and women significantly contributing to the Judaeo-Christian heritage.

SMITH COLLEGE (cont'd)

Religion 340 Problems in Theology Mon 3-5:00 Jean Higgins
Seminar. Topic for 1975-76: The myth of Eve. The image of woman through the centuries of Jewish-Christian tradition. The meanings read into the Genesis story of Eve by biblical writers, patristic, medieval, and modern theologians and artists. The impact of the Eve myth on the status of woman in the West.

Soc. 304 Seminar on Deviant Behavior Tues. 3-5 Estelle Disch
Theories of deviance and social disorganization and their application to the changing role of women today. Course will focus on the relationship between women, work, and power.

Theater & Speech 321 Advanced Studies in Dance (Component) Susan Waltner
M 12, Tu 11-1
Topic for 1975-76: Isadora Duncan. The historical and artistic climate and her contribution to the dance art.

ADDENDUM

U/MASS
ENGLISH

Eng. 262 sec. 1 The Modern Novel (Component) Jules Chametzky
1930-1960 Tu Th 9:30-10:45, Bart 209

A survey of important currents in the modern and contemporary novel. Works of some formal difficulty or unconventionality will be encountered, with an eye towards enlarging appreciation of the dimensions of the novel form, but the emphasis will be on important social & intellectual issues--the American Dream/Nightmare, racism, imperialism, the woman question. A mid-term & final exam will be required. Reading list: Fitzgerald, Tender is the Night; Dos Passos, The Big Money; West, The Day of the Locust; Wright, Native Son; Hawkes, The Cannibal; Murdoch, Under the Net; Achebe, Things Fall Apart; Lessing, The Golden Notebook..

Eng. 771 (graduate) Contemporary Fiction (Component) Jules Chametzky
An examination of some books & writers that provide memorable expression of significant literary and social concerns of the last 25 years. Technically, there is an extension, questioning, perhaps upsetting of the great modernist tradition of language and the novel; thematically, a probing of the problems of sexuality, roles and definition of the human in a random universe, madness and order. Requirements: much reading, discussion 2 short analytical papers, one long one. Texts: Lessing, The Golden Notebook; Bellow, Herzog; Mailer, Why Are We in Vietnam? Roth, Portnoy's Complaint; Erica Jong, Fear of Flying; Baldwin, Another Country; Toni Morrison, The Bluest Eye; Sylvia Plath, The Bell Jar; J. Hawkes, Second Skin; T. Pynchon, Gravity's Rainbow. Wed. 9-12 am