WOMEN’S STUDIES PROGRAM

COURSE OFFERINGS

SPRING 1978
WOMEN'S STUDIES PROGRAM

Women's Studies is an interdisciplinary academic program offering an individualized major and a certificate minor to students interested in designing a course of study suited to their own interests and goals.

The foundation of the program is the study of women, past and present, in all fields of inquiry. Too often ignored, their contributions minimized or misunderstood in traditional courses of study, women are today the focus of new and significant research and scholarship. The Women's Studies Program makes the best of this new knowledge available and encourages the student to design a program in areas of special interest. Each student, whether major or certificate minor, has a faculty sponsor, who assists in designing the program and takes particular interest in an responsibility for the student's progress. In addition, Program staff gives both academic and career counseling to those in the program or to students who think they might wish to consider it. While in the program, each student is encouraged to do some field work or an internship/practicum; the program arranges field work placements appropriate to students' area of study, and this work might be the equivalent of one course or of an entire semester. Students have worked in health care clinics, on a feminist newspaper, in a legal aid office, an alcohol treatment center, with a women's prison project, in a resident program for adolescent women. Field work is not required but students find it a particularly valuable way to make connections between what they learn in the classroom and the lives of women in the community, as well as a useful way to test interest in a possible career.

Because of the individual attention each student receives, the Women's Studies Program is especially attractive to the non-traditional or older student returning to school. The Program feels these students make a particularly valuable contribution to its constituency. Women's Studies is also committed to expanding its offerings in the study of minority cultures and places a high priority on involving more minority faculty and students in its activities.

The faculty of the Women's Studies Program are concerned about issues of pedagogy, that is, teaching methods appropriate to women's studies courses. The faculty takes seriously class process as well as course content, believing that the issues of women's lives do not disappear when they enter the classroom. The classroom is a form of social interaction itself which may be appropriate for study. So, too, may be the life experience students bring to that classroom. The faculty is equally committed to the development of students' verbal skills both oral and written, as well as the particular skills appropriate to a discipline or career.

Students in the Program have interests in common and a high level of energy and motivation. As the program sponsors continuing lectures, films, colloquia and other "happenings," students develop a network of social as well as intellectual interaction. This network of common interests and support is no small thing on a large campus.
The Program provides an opportunity for students to formulate an individually designed plan of study in consultation with a faculty sponsor, including departmental courses, independent study, field work on campus and in the community, and Five-College courses. Two options are available:

1) Certificate: equivalent to a minor concentration, taken in addition to a regular major. Requires completion of the introductory interdisciplinary course and the advanced integrative seminar in Women's Studies, in addition to 18 credits earned through courses selected from the program's catalogue.

2) Major: the program offers a B.A. in conjunction with BDIC. Students take 36 credits in Women's Studies in addition to the core seminars. All courses which count toward the major need not be listed "Women's Studies" but must relate to the proposed major focus.

For more information, please contact us at 508 Goodell, (413) 545-1922.

COURSES OFFERED BY THE WOMEN'S STUDIES PROGRAM

WoSt 290  Introductory Seminar: Women in Society  Pat Murphy
TuTh 2:30-3:45  Hert 224

An exploration of the relationships between women and the societies in which they live, using methodologies & resources of various disciplines, with particular attention to the experience of contemporary American women. Investigates the effects of sexism on women's lives, the functions of sexism for the social system, & the relationships among racial, ethnic & social class distinctions. Readings include Rowbotham, Woman's Consciousness, Man's World; Gornick & Moran, Woman in a Sexist Society; Firestone, Dialectic of Sex & others.

WoSt 390  Advanced Integrative Seminar
Wed 7:00-10:00  Hert 217

Provides a forum for advanced students in Women's Studies to share their knowledge & insights through research and projects of mutual interest. This semester's topic to be arranged.

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

An analysis & historical survey of women figures in literature from the Greeks to the Renaissance; their roles as archetypal mothers, lovers, scapegoats, saviors, witches, and heroes. Background reading on why women have been assigned these roles and the effect these roles have on women's present consciousness. Readings: Medea & Hecuba; poems of Sappho; Ovid; Heroides, Amores; Catullus, Lesbia poems, selections on Cleopatra; Golden Ass; Bible: Genesis, Judith, Esther; Pandora & Persephone myths, Virgin Mary;
medieval women saints; Chaucer, Boccaccio, Shakespeare, Glory of Hera, Great Mother; Goddesses Whores Wives & Slaves; anthologies by Bell & O'Faoloin; Alone of All Her Sex. (Note: you do not have to buy all these; they will be on reserve and xeroxes will be available for any assigned readings.) Requirements: final oral report or paper on some aspect of women in history; journal on readings in course or several short papers. Pre-requisites: background in literature, history or women's studies. See instructor if in doubt. Note: this is not a class in all the bad things men have done to women; it is about the power & creativity of women despite oppression. May be taken as the advanced seminar.

WINTERSESSION

WoSt 192  Lives in Tension: Emma Goldman, Ida B. Wells, Agnes Smedley  Dale Melcher & Arlene Ryan

(check Wintersession catalogue for time & place)

Historically women have been an integral part of American movements for social change. On a political level they have been asked to put aside attention to women's condition in order to avoid jeopardizing a political cause; on a personal level patriarchal attitudes, even within movements for social change, restrict the range of activity and personal freedom of women. Using the autobiographical writings of Emma Goldman, Ida B. Wells & Agnes Smedley, the course examines their reasons for becoming activists in a particular political movement. The course explores the exact nature of the conflict when it arises between an analysis of women's oppression & the more general analysis of a people's oppression. Readings: Goldman, Living My Life, v. 1 & 2; Wells, Crusade for Justice; G. Lerner, ed., Black Women in White America; Smedley, Daughter of Earth.

CONTINUING EDUCATION

WoSt 191A  So You Think You Can't Write!  Julia Demmin

Mon 7:00-10:00

A skills approach to personal, practical and professional writing problems and issues, geared to lessening fears and increasing confidence, with emphasis on creating improvement in a supportive context, combining affective concerns with technical assistance. The instructor is a feminist writing therapist in private practice, with special interest and expertise in women's writing.
ART HISTORY

Art 582  Themes in Western Art—Women & Modern Art: 1850 to the Present  Ann Mochon
Tu 7:00-10:00  Bart 319

This course deals with women artists, dealers, critics and patrons within the changing historical context of Realism through Contemporary art, with emphasis on women's relationship to existing institutions and the avant-garde in each period. Prerequisite is Art 287 (Survey in Modern Art, 1880-present), but advanced students in other fields without this course may request admission by talking with the instructor before registration. Organization: lecture/seminar; limited to 20 students.

ASIAN STUDIES

Japan 254  Japanese Literary Tradition II  Wm. Naff
TuTh 11:15-12:30

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 the problems of traditional & modern, native & foreign as seen in Japanese literature between 1600 & the present. Analyzes haiku, popular fiction & the kabuki & bunraku theaters, with consideration of the impact of Western thought & literary forms. Special emphasis on the development of the Japanese novel during the past century; works analyzed from purely literary point of view as well as for the light they shed on cultural relations between Japan & the West.

COMMUNICATION STUDIES

ComStu 250A  Interpersonal Communication and Women  F. Johnson
TuTh 9:30-10:45  Mach W22

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.
COMPARATIVE LITERATURE

ComLit 104  Spiritual Autobiography  Elizabeth Petroff  
TuTh 2:30-3:45  Hert 217

Organization: lecture and discussion  
Aim of course: An exploration of the spiritual crises women and men have always faced in their lives; solutions they have found in love, sex, work, mysticism; the suffering and joy they have experienced in developing greater consciousness. Taught by a mystical feminist. Readings: St. Augustine, Confessions; Dante, Vita Nuova; St. Teresa of Avila, Autobiography; The Book of Margery Kempe; Lady Sarashina, As I Crossed a Bridge of Dreams; Revelations (women's diaries); Carlo Levi, Christ Stopped at Eboli; Joyce, Portrait of the Artist; Sylvia Plath; Carlos Casteneda. Requirements: five two-page autobiographical papers; one oral report or paper on a biography or autobiography not read in class. Prerequisites: none. Non-traditional students welcome.

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

See WoSt 390C for description.

ECONOMICS

Econ 597I/  Special Topics - Economic Roles of Women  Ann Seidman  
AfroAm 494 in the Third World  
Tu 2:30-5:30  Hert  118

Organization: Seminar discussions. Aim: To provide students with an opportunity to examine the impact of development and underdevelopment on the changing status of women in the labor force. After an overview of theories purporting to explain the changing economic roles of women, students, working alone or in pairs, will be expected to prepare reports examining the extent to which theoretical explanations appear to be consistent with available evidence relating to the economic status of women in specific countries. Possible policy implications will be considered. Readings: To be announced. Requirements: The reports to the seminar will be written up as a term paper.

ENGLISH

Eng 132  Man and Woman in Literature  Michael Wolff  
sec. 1  TuTh 11:15-12:05  Bart 212

Organization: informal lecture & discussion. Aim: To see how literature can help us understand current expectations of men & women both in their social roles & in their relations with each other. Particular attention paid to finding out how it got to be the way it is: what survives from the past, what we'd like to keep, and what we'd like to change. Reading: Odyssey, bits of the Bible, some Chaucer, de Beauvoir (Second Sex), Playboy,
Cosmopolitan, Jane Eyre, Jude the Obscure, Bell Jar, Catcher in the Rye, perhaps some short stories, pornography. Requirements: 5 short papers, do reading, come to class; exams optional.

Eng 297B  Contemporary Women's Fiction  Margo Culley
MWF 2:30  Bart 203

Organization: lecture/discussion. Aim: Women's novels of the 1970s, American, English and Canadian. Attention to artistry and social context. Begins with the following questions: women have always written prolifically and been widely read, but few of their works survive as "classics." Why? Which contemporary works will continue to be admired and why? In what ways are the current creative efforts of women related to the second phase of feminism in the western world? Good reading! Readings: Altizer, Kinflicks; Atwood, Surfacing; Bainbridge, Sweet William; Brown, Rubyfruit Jungle; Kingston Woman Warrior; Laurence, The Diviners; Lessing, Memoirs of A Survivor; Morrison, The Bluest Eye and Sula; short stories in Bitches and Sad Ladies.
Requirements: short papers, a longer paper. Prerequisites: None.

Eng 332 (287)  Woman as Hero  Lee R. Edwards
TuTh 1:00-2:15  Bart 203

Organization: Discussion. Aim: To read a group of 18th, 19th & 20th-century fictions in order to examine both the general structure of heroic action & the specific nature of female heroism. Readings: Will include such authors as Defoe, Richardson, Austen, C. Bronte, Eliot, James, Gissing, Hardy, Chopin, Woolf, Smedley, Arnow, Sayers, Morrison, Drabble, & Lessing. Background readings will include selections from Jung, Campbell, Rank, Neumann, & Janeway. Requirements: Participation in class discussion and a choice of written projects. Prerequisites: None, though some prior work in either critical theory or the development of the novel is helpful.

Eng 332A  Woman as Hero  Maurianne Adams
M 3:35-6:35  Coolidge  5th fl. lounge

A series of reading and discussions examining the nature, depiction, and possibilities for the female hero in the 19th and 20th century novels written by women and men. Some of the questions we will raise involve: What actions and consciousness embody female heroism? Do expectations of women heroes differ from those of men? Does society hem in or punish the heroic woman? Is there such a thing as heroism in daily life? A journal and two short papers will be the basis for the grades. Reading includes novels by Charlotte Bronte, Agnes Smedley, Henry James, Doris Lessing, Kate Chopin, Thomas Hardy, and others.

Eng 337A  Advanced Expository Writing  Lee R. Edwards
1st meeting TuTh 4:00
Tutorial arrangement with instructor.
Women's Studies students welcome.
This course is a two-semester sequence with the same students enrolled both semesters if at all possible. The major purpose of the course will be to give students an opportunity to do original research and then to disseminate the results of this research. Research will focus on Women's Literature and history from a regional perspective. The research may take the form of oral history, interviews, or a search for letters, diaries, journals found in archives, or an investigation of out-of-print literature by "lost or little-known authors. Funding will be available for student research, project development and public presentation.

An examination of the regional roots of the "lost" fiction of American women--Smedley, Kelley, Hurston, Phelps, Austin, Chopin, Freeman, others. Background readings in socio-psychology and "sexcio-economics."

French

French 144 Women in French Fiction
sec. 3 MWF 1:25 Herter 111

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

French 490 Women in Modern French Society
MWF 1:25 Southwest

The organization of the course is lecture/discussion (conducted in French). This course is an exploration of the French woman and of her place in French society. Special emphasis is given to the modern French woman, but cultural background information and an historical perspective on the evolution of the French woman are also included. Readings (tentative): Simone de Beauvoir, Le Deuxieme Sexe; Pierrette Sartin, Aujourd'hui la femme; Francoise d' Eaubone, Le Feminisme; Evelyne Sullerot, Le Femme dans le monde moderne; Christiane Rochefort, Stances a Sophie; plus articles from newspapers and magazines. Several short papers, one oral report, one major research project with paper due at the end of the semester.
LEGAL STUDIES

LegSt 371  Sex Roles, Law and Society
TuTh  1:00-2:15

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

ORCHARD HILL

OHI 190F  Practicum in North Village Day Care Center
By arrangement

Organization: Discussion/practicum. Aim: To learn while working as teaching assistant in North Village Children's Center (ages 2½-5) through directed individualized study with professional staff. Sponsorship of School of Ed. students are part of teaching team in pre-school setting, including curriculum planning, weekly staff meetings, outside preparation of activities, suggested readings.

OHI 190N  Sex Roles and Human Identity
MW 2:30-4:30

Organization: Lecture/discussion. Aim: Course will explore the nature of the sexual division in the U.S. studying 1) the learning of gender roles (cross-cultural, social learning, and psychoanalytic perspectives) 2) relationship of family structure to social and economic roles for women and men 3) variation in gender roles based on race and class differences and 4) alternatives visions of non-sexist society through examples in socialist countries and science fiction.

OHI 190W  Women's Consciousness and Health Care
Lec. 1 - Th  7:00-10:00 pm
Lec. 2 - M  7:00-10:00 pm
Lec. 3 - W  7:00-10:00 pm

Organization: Lecture/discussion. Aim: To examine current issues in the health field pertaining especially to women. Our Bodies, Ourselves serves as a foundation for the course, to build a supportive atmosphere, sharing ideas and experiences of class members. Contemporary social values and institutions and their effect on decisions women make about their health. Topics include beauty and self image, birth control and sexuality, human relationships, rape and self-defense, pregnancy and childbirth.
Organization: Lecture/discussion. Aim: This course is intended for resident assistants whose specialties and interests are in the area of combating sexism. Within a seminar format the course will examine the awareness levels of the participants and will provide training in facilitation, workshop design, curriculum planning and developmental counseling in reference to sexism.

**Assertiveness Training & Power Dynamics in Interpersonal Communication**
(Tentative)  
Lorraine Masterson

The course aims to increase the students' consciousness of her/his behavior & its impact on others and of power dynamics in intimate as well as group relationships. It will also provide the student with behavioral skills that will help her/him to assert herself/himself in moderate to high risk interpersonal situations, to expose the student to some theories in leadership & group dynamics & help her/him to apply those theories to her/his own & others' behavior and to increase the student's awareness of the relationship between sex roles & power & assertiveness in interpersonal dynamics. The course will consist of lectures, group discussion, role play, structured exercises journal keeping. Readings: Fensterheim Baer, Don't Say Yes When You Want To Say No; Argyrie & Schon, Theory & Practice: Increasing Professional Effectiveness; Hershey & Blanchard, Management of Organizational Behavior; Henderson, On Integrating the Personal & the Political; Janeway, Man's World, Woman's Place.

**PSYCHOLOGY**

Psych 208  Psychology of Women  
**TuTh 1:00-2:15**  
S. Kaplan

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

**SOCIOLGY**

Soc 222/ D39 Honors  The Family  
**MW 1:25**  
(See below for discussion sections)  
Charles Key

This course examines the social structure of the family in the U.S. and other societies. Special attention will be given to factors contributing to change in the modern family & its alternatives. Readings include: K. Kammeyer, Confronting the Issue: Sex Roles, Marriage & The Family; M. Gordon, The Nuclear Family in Crisis: The Search for an Alternative. Requirements:
3 exams. Prerequisites: intro. sociology.

Discussion sections:
1) M 3:35
2) W 11:15
3) F 10:10
4) F 1:25

Honors section meets with lecture discussion F 1:25.

Soc 582 Sexuality & Society A. Rossi
TuTh 8:00 am Thompson 102


Requirements: two exams and an option of a paper or a take home exam at end of semester. Prerequisites: introductory 100 level sociology course recommended but not required.

SOUTHWEST

SW 190 Sex Roles Beth Schneider
Sec 1 M 2:30-5:00

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

Ann McComb

SW 190 Sex Role Awareness: Sex Roles in Contemporary Society TBA
Sec 2

This course will study sex roles in contemporary American society, examine the determinants of such sex roles, and make comparisons with existing sex roles in other societies. There will be an investigation of the relationship between sex role expectations and personality traits, and an analysis of the relationship between biological properties and sex role expectations, and an analysis of the causes and consequences of change in culturally patterned sex roles.

Readings: Woman in Sexist Society, Men and Masculinity, Toward a Socialization of Women, 49% Majority. Requirements: two exams, one oral presentation, one paper based on that oral presentation. This course is designed for first and second year students.
This course begins to analyze the position of women within the present medical system through a study of women's anatomy and physiology. Recurring questions will be raised throughout the course: What myths have evolved around female physiology that reflect and strengthen oppressive ideologies of women? How do women effectively smash these myths? How do women gain control of their bodies in the tangle of science, technology, and governmental control? Requirements: a group project aimed at the needs of Southwest women; individual journals which will include investigations of our personal medical histories, option of a take home final OR a research paper. Readings will be drawn from Our Bodies, Ourselves, Immaculate Deception: Childbirth in America, The Hite Report, The Curse: A Cultural History of Menstruation, and various pamphlets, newspapers and magazines.
will trace the flowering of the Lincoln legend, from Walt Whitman down to Carl Sandburg. In sum, we will examine the Lincoln of real life, the Lincoln of contemporary opinion, and the Lincoln of mythology. In the process, we will discover how a troubled, embattled man--beset with self doubts and genuine personal sorrow--got inflated into a flawless folk hero, a god of marble and stone. **Readings:** Biographies of Abraham and Mary Lincoln; contemporary letters and speeches and petulant newspaper accounts; books, poetry, and essays that promote the Lincoln of legend.

**Requirements:** Take-home exam and independent papers and reports.

**Prerequisites:** While one need not be in the Honors Program to enroll, one must be prepared to do more reading and contribute more to class discussion than in a regular course. All students, Honors or not, are required to sign up for four hours credit.

**Hist 379**

**U.S. Westward Expansion**

Lecture sec 1  TuTh 9:30-11:45

Stephen Oates

Lecture/Discussion, plus slide shows about the people and sights and scenery of the American West. Lectures and readings focus on the Trans-Mississippi West, that vast frontier region between the Mississippi River and the Pacific Ocean. We will discuss the remarkable Indian civilizations which flourished there before Columbus and what happened to them with the coming of the Spanish and the Anglo-Americans. Then we will trace the course and consequences of U.S. westward expansion out to the Pacific, stressing those events and human conflicts that helped make America and Americans (Anglo, Spanish, and Indian) what they are today. We will, of course, give special attention to white-Indian relations: we will discuss the federal government's changing Indian policy (now Indian removal, now Indian extermination, now Indian segregation on the reservations), and we will take a long, realistic look at the bitter Indian Wars and the true condition of the Indians in modern America. We will also examine the various frontier stages the United States passed through as she marched inexorably westward. And we will analyze all the celebrated frontier types--the fabled mountain men, the pioneers, the forty-niners, the gunslingers, the vigilantes, the cattle barons and cowboys, and the homesteaders. In addition to the men, we will talk, too, about the role and contribution of frontier women in the saga of the West. Throughout, we will attempt to strip away the layers of myth that surround the pioneers and the history of the frontier, in an attempt to understand realistically what the American westering experience was all about. **Readings:** Biographies, historical narratives, and realistic historical fiction which capture the drama of the West and bring the people and events to life. **Requirements:** Two exams and optional independent work.

**Prerequisites:** None

**LEGAL STUDIES**

**LegSt 252**

**Law & Personal Freedom**

Janet Rifkin

sec 1:  TuTh  11:15
sec 2:  TuTh  2:30

This course is concerned with the relationship of the individual to the state...
& society. We will examine the legal safeguards of personal dignity & autonomy & the limits on personal freedom when it conflicts with social values. Course focus will be on specific areas, such as freedom to be deviant, freedom of expression & privacy. We will also examine the legality & ethics of group action to alter the relationship of the individual to the state. Readings: Frankel, Law, Power & Personal Freedom & other materials.

LegSt 390C  Crime, Law & Social Policy
W 7:00-10:00 pm

ORCHARD HILL

OHI 190U  Urban Experience in Literature   Helen Schneider
Th 7:00-10:00 pm   Gorman 131

Lecture/discussion. To explore the urban experience through imaginative literature, focusing on urban life in 19th and 20th century England and America. Issues examined include sense of community or alienation in cities, ethnic identity, impact of the labor movement and of industrialization, psychological effects of poverty, effects of concentration of population on the individual and the community. Readings: Dickens, Hard Times; Gaskell, Mary Barton; H. Crane, poems; S. Crane, Maggie; Davis, Life in the Iron Mills; Joyce, Dubliners; Brown, Manchild in the Promised Land; Yezierska, Bread Givers; Petry, The Street; H. Roth, Call It Sleep; Thomas, Down These Mean Streets. Requirements: three essays, one exam project. Prerequisites: None
PHILOSOPHY

Phil 160  Ethics
          sec 2:  MWF 11:15

Considers contrasting theories of freedom of different philosophical schools & related theories of oppression in order to use them to analyze race, sex & class oppression in the U.S. today. Examines conservative as well as radical philosophers & writers. The course will be taught from a marxist feminist perspective but students will not be graded on their divergent views; rather, the goal will be to allow them to develop skills to defend their own perspective critically. Readings: J.S. Mill, On Liberty; Friedman, Capitalism & Freedom; Caine, Bluestchild Baby; Kaufman, ed. Existentialism from Dostoevsky to Sartre; Tillie Olsen, Tell Me a Riddle; Edwards, Reich & Weisskopf, eds., The Capitalist System. Contract system of grading: 4 components (journal, attendance, group project & paper).

Phil 492A Sem/ Art and Society
    790A
    sec 1:  W 3:30-5:30
    sec 2:  Th 7:30-8:30

We will develop a marxist theory of art and culture and contrast it with formalist theories of art. The sorts of issues we will be dealing with will include questions such as the following: Can art communicate universal messages independent of social conventions? Does art serve different functions in different societies? What is the relationship between art and ideology? What is the relation between folk, mass and high culture? What criteria are valid for judging the worth of works of art? The reading on these issues will include Land and Williams, ed. Marxism and Art, Baxandall, ed. A Radical Perspective in the Arts, Ernst Fischer, The Necessity of Art, John Berger, Ways of Seeing; Nelson Goodman, Languages of Art; Gombrich, Art and Illusion; Clive Bell, Art; Ortega y Gasset, The Dehumanization of Art. The last part of the course will involve the application of the theory form the first set of readings to the practice of evaluation and criticism. We will choose three recent controversial works of art (e.g. Margaret Atwood's Surfacing, Wm. Styron's The Confessions of Nat Turner) to deal with the issue of whether there are distinctive feminist, black and class aesthetics (i.e., standards of style and content) from which works of art can be judged. This course is open to graduate and undergraduate students with a background in art or aesthetics. Permission of instructor required. Students will be expected to keep a journal, write a paper and give a presentation to the class. There will be outside speakers with expertise in some area of art who will present material to the seminar on Thursday nights.

POLITICAL SCIENCE

PolSci 374  Psychological Theory & Political Theory
          MWF 9:05

An imaginative & rigorous exploration of the relationship between theories of psychology & theories of politics. Some major questions include: What is the
theorist's understanding of human nature & what are the political implications of this understanding? How & through what mechanisms can "mind" (or psyche) and politics be said to connect? Can a theory of psychology serve as the basis for a general social & political theory? What are the connections between sex, race & class oppression & psychology? Can psychological theory illumine the problem of false consciousness? What is the nature of the nexus which pertains between political leaders & their followers? Lecture-discussion; 2 short (6-8pp) analytic papers & a final exam. Readings: Freud, Civilization & Its Discontents; The Future of an Illusion; New Introductory Lectures; Jocoby, Social Amnesia; Laing, Politics of Experience; Sagan, Cannibalism: Human Aggression & Cultural Form; Skinner, Beyond Freedom & Dignity.

PSYCHOLOGY

Psych 390B/ 700E The Psychology of Middle & Old Age Barbara Turner

Focus on psychological processes & psychological adaptations as individuals move from middle to old age. Topical outline: intro. to the study of middle & old age; theoretical orientations to aging; changes in biological systems over age; changes in sensation-perception over age; changes in intellectual functioning & learning over age; changes in personality; psychopathology associated with aging; gender differences in aging; summary & implications; life review, reminiscing, dying & death; planning & designing for the welfare of the aged. Required texts: J. Botwinick, Aging & Behavior; Butler & Lewis Aging & Mental Health: Positive Psychosocial Approaches. Midterm & final exams; one 10-15 page term paper.

SPORTS STUDIES

Sports 197A The Sport Fan Judith Toyama

Lecture/discussion. Study who sport fan is, describe fan behaviors, and study why this activity is so popular. Topics will include effects of mass media on sport, sport knowledge, collective behavior, viewed aggression as well as aggression by spectators, betting and gambling behavior. Readings: Not definite at present. Several readings in library. Requirements: Two exams, three short assignments, and a project. Prerequisites: None.

Sports 197B Olympic Games Betty Spears

Lecture. A study of the origins of the ancient Olympic Games, their revival, their development, and their effects on contemporary sport. Slides, movies, guest speakers. Readings: P. Graham & H. Ueberhorst, The Modern Olympic Games, Requirements: 3 quizzes (20% each); final (40%). Prerequisites: None.
Sports 201  Psychology of Sport and Physical Activity  Judith Toyama

Lecture/discussion. Survey course. First half of course deals with motor skill acquisition, second half covers social psychology of sport. Topics include learning, practice, information processing, personality, competition, aggression, etc. Primarily review of literature and theories with some practical applications. Relevant to people teaching sport skills and those involved in sport. Readings: Information Processing in Motor Skills by R. G. Marteniuk. Social Psychology and Physical Activity by R. Martens. Readings in Library. Requirements: Three exams and three assignments. Prerequisites: None.

Sports 561  World History of Sport  Betty Spears

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

Sports 563 (263)  Social Psychology of Sport  Judith Toyama

Lecture/discussion/class presentations. Survey course. Topics include social facilitation, competition/cooperation, achievement, aggression, attitudes, personality, and small groups as related to sport. Primarily review of literature & theories. To develop competence in understanding research in this area. Readings: Social Psychology and Physical Activity by R. Martens. Social Psychology: An Experimental Approach by R. B. Zajonc. Several readings in Library. Requirements: Two exams, three assignments and two papers (the second paper orally presented). Prerequisites: Sports 201 for undergraduates.

SOCIOLOGY

Sociol 444 (250)  Deviance and Social Order  Charles Key

Lecture/Discussion. To review the development of the sociology of deviance in the United States by focusing on the following major theoretical perspectives: A) Functionalism--Social Disorganization and Culture Conflict--Anomie (Structural Condition) B) Differential Association--Reference Groups--Neutralization and Drift. (Interactional Process) C) Labeling and Deviance (Institutionalized Process of Social Control and Social Definitions). To critically examine the assumptions underlying these approaches by analyzing the politics and biases of class, gender and ethnicity under-girding the study of deviant behavior. Readings: Theories of Deviance, Traub & Little eds. plus at least one other paperback (required). Requirements: Two exams. One paper dealing with current or deviant related issues such as "homosexuality," "rape," "abortion," "Women and Deviance," "ethnicity and deviance," "Class, Opportunity and Deviance," "Political Prisoners," etc. Prerequisites: Jr. and above or permission of Instructor.
COMPONENT COURSES

The following courses do not necessarily focus directly on women, but include a perspective or a segment related to Women's Studies. Women's Studies students should note that these courses do not automatically receive WoSt credit toward the major or certificate; the usual procedure should be followed if credit is desired.

AFRO-AMERICAN STUDIES

AfroAm 251  Black Drama  Esther Terry

Organization; Lecture. Aim: Investigation of problems of aesthetics in Black drama through a close study of representative plays and existing criticism (by whites) of such plays. Period covered: five decades from the twenties through the sixties, with a cursory look at the current "street theatre."

ANTHROPOLOGY

Anthro 103  Introduction to Physical Anthropology  A. Swedlund

MWF 10:10

Organization: Lecture, Honors; lab sections available. Aim: Survey of human biological and behavioral adaptations with an emphasis upon 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. Projects on women will be welcomed. Readings: Two assigned texts: The Primates, Life Nature Library, publisher; and Human Biology and Behavior, by Weiss Mann, Little and Brown, publisher. Requirements: two hourly exams and one final exam; one project or short paper optional. Prerequisites: None. Added Notes: The laboratory sections are scheduled in conjunction with the Honors Program.

Anthro 233  Kinship & Social Organization  Judy Pugh

MWF 9:05  Mach W17
Anthro 371 Human Evolution
Honors D67 TuTh 11:15-12:30        Mach W15
Laurie Godfrey

Organization: Lecture/Honors discussion with laboratory.
Aim: Emphasis on evolutionary theory and paleoanthropology. The fossil
evidence for human evolution; interpretation of similarities and differences
in form. Changing adaptive strategies inferred from biological, cultural
and environmental remains.
Honors students will concentrate on learning evolutionary theory and methods
of analysis in detail, then applying methods to fossil hominid casts or a
data set derived from the literature. Study problems of special interest
to them--e.g., sexual dimorphism, dental wear.
Readings: Poirier, Fossil Evidence: the Human Evolutionary Journey, 2nd
Edition, plus readings in evolutionary theory. Requirements: Two exams plus
final. Laboratory project for honors students (including written description of
results). Prerequisites: None.

Anthro 690G Psychological Anthropology
(Graduate)                        Dorea Slade

ASIAN STUDIES

Chinese 254 Chinese Literary Tradition I
MWF 11:15

Aims to familiarize students with the major genres of Chinese literature.
The fall semester looks at major poetical works, including: Birch, Anth-
ology of Chinese Literature; Liu & Lo, Sunflower Splendor; Liu, The Art
of Chinese Poetry. No knowledge of a language other than English is
necessary.
CLASSICS

Classics 206/506 The Ancient City
Honors D26
MWF 11:15
Elizabeth Will

Organization: Lecture and discussion. Most lectures illustrated with slides.
Aims: The cities of ancient Greece and Italy, particularly Athens and Rome, will be studied in an effort to define and put into perspective the term "city." The characteristics and the problems of ancient cities will be studied with a view to seeking solutions for modern urban problems.
Readings: Mason Hammond, The City in the Ancient World. Readings will also be assigned in books and articles on reserve.
Requirements: a journal to consist of class notes, notes on readings, and original contributions. Graduate and honors students will also be asked to write a 20-page research paper on a topic suggested by the work of the departmental course. Prerequisites: None

COMPARATIVE LITERATURE

ComLit 201A Cinema & Psyche
Tu 2:30-5:00 Screenings/lecture
Th 2:30-5:00 Discussion

Lecture/discussion/screenings. An interdisciplinary exploration of the presence of psychoanalytic thought in contemporary film and literature. Examines the screen's fascination with the psyche in order to discover whether cinematic form is uniquely suited to artistic portrayal of psychological processes. Topics include: cinematic visions of dream & fantasy; dramatic portrayals of the patient/analyst relationship; filmic treatment of the boundaries between "sanity" and "insanity"; the self and others; women and madness. Films include: Bergman's Persona; Cocteau's Les Enfants Terribles; Buñuel's Belle de Jour; Hitchcock's Spellbound; Fellini's Juliet of the Spirits; Now Voyager; The Snake Pit. Literary texts by Lawrence, Duras, Lessing, Fitzgerald, Sartre, as well as readings in psychoanalytic theory including Freud, Jung, Laing & 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. Individual supervision by the instructors.
Lab fee: $10.00 for film rentals.

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

Lecture/Discussion. An historic overview of parallel themes developed by writers in the Americas: discovery and exploration; women in colonial literature; the struggle for political independence, followed by a much longer fight for intellectual emancipation from Europe as well. Literary treatment of the American landscape, the figure of the Indian and the gaucho/cowboy and finally, a comparison of works by Faulkner and Garcia Marquez as examples of American themes and expression on a universal level.
Readings: B. Diaz del Castillo: The Conquest of New Spain (selections);
John Smith: Newes from Virginia; Description of New England (selections); Cooper: The Last of the Mohicans (selections); Lopez y Fuentes: El Indio; Wister: The Virginian (selections); R. Guiralde's: Don Segundo Sombra; Faulkner: Absalom, Absalom!; Garcia Marquez: 100 Years of Solitude. Some duplicated material, at cost. All readings are in English, but qualified students are encouraged to read the Latin-American works in the original.

Requirements: Two exams, one final paper. Papers may be done in English or Spanish. Prerequisites: None. Added Notes: This is a course which relates well to a variety of fields and in the past has attracted majors from History, Anthropology, etc., as well as from English, Spanish and Comparative Literature.

COMMUNICATION STUDIES

ComStu 250 Interpersonal Communication Nancy Mihevc
sec. 1 MWF 10:10 Mach W23
sec. 2 MWF 11:15 Mach W23

Designed to provide students with a basic theoretical & practical understanding of the process of interpersonal communication. Lecture/discussion format with experiential learning in & out of the classroom in order to provide a broad base of understanding. Among topics covered are communication as transaction, self-concept & interaction, listening, person perception, trust & self-disclosure, verbal & nonverbal codes, roles & relationships. Students interested in person-oriented careers (e.g. nursing, education, administration, counselling, etc.) will find this course useful. Readings vary, usually required are two texts.

ECONOMICS

Econ 361 European Economic History Jane Humphries
MW 7:00-10:15 pm Mach E35

This course will focus on the lives of ordinary working people in nineteenth century Britain, and particularly on their struggle for a better existence. In short, we will be concerned with class struggle. Contemporary documents such as newspapers, working class autobiographies, parliamentary reports, transcripts of trials, social commentaries, etc., will be used to uncover the realities of working class life. Marxist theory and concepts will be employed and so familiarity with the writings of Karl Marx and Louis Althusser will be developed. A particular attempt will be made to view the ideological state apparatuses as both the site and the stake of class struggle. This means that the role of the family and of working class women will be of particular interest. Prerequisites: Econ 597A and/or Econ 505 would be useful.

Econ 366/ Economic Development Ann Seidman
AfroAm 366 M 7:00-10:00 Mach W13

To provide students with an opportunity to study theory as a potential guide to understanding the problems of development and underdevelopment, drawing on case materials from African countries. Topics to be covered include:
the problems and causes of poverty and oppression; and the possibilities of restructuring the inherited political economic institutions to achieve balanced integrated economies capable of providing productive employment and rising standards of living for all inhabitants. Readings: To be announced. Requirements: Effective class participation and a term paper.

Econ 538 Economics of Health Diane Flaherty
TuTh 11:15-12:30 Mach Wll

Lecture and discussion. The purpose of this course is to develop a critical analysis of the health care system in the U.S. The first part of the course will be an examination of traditional techniques of economic analysis as applied to health care and a presentation of alternative theoretical frameworks. The second part will cover selected topics (some to be chosen by the class) such as the evolution of birth control and its dissemination, the role of health maintenance organizations and occupational health and safety. Readings: See instructor. Prerequisites: None.

EDUCATION, SCHOOL OF

Educ 215/515 Lynn Simek/Allen Ivey

The course will meet in laboratory sections of three hours for approximately one and one-half hours of experiential-didactic instruction. This will be followed by direct practice in helping skills utilizing videotape equipment. Focus in the course will be on alternative approaches to helping ranging from Rogerian to Gestalt to psychodynamic. Radical therapy and feminist therapy will receive special consideration. One week-end workshop will be required. Requirements: presentation of typescript of helping interview developed and analyzed by the student, small group work in student led seminars, final examination. Limited to 48 students who will be divided into two working groups with the instructors plus small group sessions with six members each.

Educ Using & Understanding Film in Education L. Brandon
W 4:00-6:30 Educ 21B

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

L. Brandon  

Tu 4:00-6:30  

Workshop. This course will concentrate on the creative and practical use of filmmaking in a wide variety of educational settings, its relevance to particular subject matter areas, and its interdisciplinary applications. Problems of working in the "typical" classroom with large classes, little equipment, rigid schedules and no money will be explored. Emphasis will be on making super 8mm films using live action, animation, pixillation, editing and sound techniques, facilitating film discussions and activities, and building functional film related curricula. Students will be expected to participate in group filmmaking experiences and to complete independent or small group projects related to elementary or high school education. Readings: List to be supplied. Requirements: Project and short paper. Prerequisites: None. Lab Fee: $9.00.

Tape Recording Techniques and Educational Audio Production

Liane Brandon  

Th 2:30-3:45 + Lab  

This course will explore the creative and practical applications of sound and tape recording techniques in a wide variety of educational and community situations. Basic skills such as effective taping, editing, simple mixing and special effects will be covered; and areas such as radio documentary, oral history, slide-tape recording, interview techniques, and educational and commercial programming will be examined. Resources will include the staff and studio of WMUA or other local studios. Requirements will include independent or small group projects, active participation in the course, and a short paper. Media and bibliographic material will be suggested. Readings: Tony Schwarts, The Responsive Chord; Studs Terkel, Working; WMUA Handbook (see Scott Backerman about this); A. C. Heintz, Persuasion; Paul Stevens, I Can Sell You Anything; Abbot and Rider, Handbook of Broadcasting; Broadcasting in America, published by Houghton-Mifflin Co.; Media Method magazine and other miscellaneous articles. Lab Fee: $4.00

GERMAN

Contemporary German Literature

Sara Lennox

MWF 10:10  

Hert 112

Lecture and discussion. To examine recent works by East and West German writers as exemplary of literary responses to social and political changes in both Germanies since 1960. We will try to gain a critical understanding of the cultural context in which contemporary literature is written, and we will consider the variety of literary forms (for instance, socialist realist novel, post-Brechtian drama, political ballad) in which the writer's
attempt to come to terms with the present may be expressed. Readings: Works by male and female East and West German authors, including Christa Wolf, Hans Magnus Enzensberger, Sarah Kirsch, Peter Weiss, Wolf Biermann, Ulrich Plenzdorf, Peter Schneider, Heinrich Boll and Verena Stefan. Requirements: Participation in discussion; term paper; two short take-home exams, or bi-weekly journal. Prerequisites: German 261, 310 or equivalent.

HISTORY

Hist 282A Twentieth-Century Autobiography by William Johnston
American & European Intellectuals
Tu 4:00-6:45 Hert 746

Seminar. This course will attempt a new approach to teaching intellectual history. Masterpieces of twentieth-century autobiography will be read and discussed in a number of contexts: 1) Differences between male & female life histories. 2) The role of eyewitness accounts in exposing scandal. 3) The quest for identity among "outsider" groups, e.g. Jews, army veterans, women. Readings: Paperback editions of autobiographies by Robert Graves and Vera Brittain (on World War I), Malcolm Cowley and Gertrude Stein (on Americans in Paris), Chaim Weizmann (on Zionism), and C.G. Jung (on his psychological quest). Requirements: a research paper comparing two or more autobiographies by intellectuals such as Sartre, Beauvoir, Koestler, C.S. Lewis, Bertrand Russell, or hundreds of others. Prerequisites: None

Note: The purpose of this course is to immerse students in some of the most fascinating writing our century has produced. Questions raised by these authors should help students to pursue more effectively their own quest for identity and for a life's vocation. Problems of women's history and of ethnic minorities (especially Jews) will be stressed.

Hist 284L Abraham Lincoln and the American Civil War Stephen Oates
Honors C43 Th 4:00-6:45 Hert 640

A four-credit Honors-Course which meets once a week for extended discussion of readings. An in-depth examination of that prodigious and contradictory man who presided over America's greatest national tragedy. We will discuss and read about the real Lincoln, set against a sweeping backdrop--the escalation of sectional hostilities over slavery (and finally over Lincoln himself) and the outbreak of a catastrophic civil war. We will examine the personal side of Lincoln, too, and his relationship with his wife Mary. In truth, the course will focus a good deal on this much-maligned woman, and will reveal what she and her brooding husband were like as real people who actually lived. We will also study how others saw the controversial Civil-War President. We will trace the image of Lincoln in the North as well as the slave-holding South; will see what contemporary black people (slave and free alike) thought of Lincoln, and contrast that with opinions of blacks in our own uncertain time; and will find out what travelers, soldiers, nurses, vitriolic editors, poets like Walt Whitman, and novelists like Harriet Becher Stowe all made of the enigmatic man in the White House. After a careful study of the assassination (which will demolish a number of popular myths and misconceptions), we
FIVE COLLEGE COURSES

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

AMHERST COLLEGE

Black Studies 34 Intro. to Afro-American Poetry Andrea Rushing
(component)

This course surveys the folk & formal poetry of the Afro-American experience. It is grounded in a study of sermons, spirituals & the blues and goes on to close reading of such poets as Gwendolyn Brooks, Michael Harper, Robert Hayden, Langston Hughes & Sterling Brown. Emphasis on themes, tone & imagery.

Black Studies 40 The Black Woman 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.
Readings: Maya Angelou, I Know Why the Caged Bird Sings; Alice Walker, In Love and Trouble; Toni Cade Bambara, Gorilla My Love; Gwendolyn Brooks, Selected Poems; Toni Morrison, Sula; Margaret Walker, Jubilee; Ernest Gaines, The Autobiography of Miss Jane Pittman; Ama Ata Aidoo, No Sweetness Here.

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

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

English 24 Men & Women in Literature Liz Bruss & Richard Townsend

How does literature help us to imagine, define & explore sexual identity? What are the changing shapes of femininity & masculinity, the attributes of character & fate, the promises, delusions & dilemmas of relationships between men & women (love & hate, parenthood & childhood, subservience & dominance?). Comparing male & female authors, the course will also raise questions about the role of gender in shaping literary imagination itself. Do women authors have a different vision than their male counterparts, different concerns or sympathies, different powers or voices? Elective for Sophomores (& Freshmen with consent of instructors). Limited to 20 men & 20 women.
Philosophers in the Western philosophical tradition have, on the whole, distinguished between minds and bodies. We shall be looking at the variety of ways in which that distinction has been made. It is noticeable that on the whole the body, and not the mind, has been considered the source of particular philosophical woes: for example, with respect to epistemological issues, the body has been seen as the source of deception; with respect to ethical issues, the body has been seen as the source of temptation and downfall. Moreover, our bodies have often been thought of as undermining our claims to freedom and immortality. So we must also ask to what extent the mind/body distinction implicitly or explicitly carries with it a higher valuation of mental activities over physical activities. If it does, then to what extent does the mind/body distinction contribute to and reflect the degradation of lives that are seen as essentially involved in bodily activities?

A study of human development with emphasis on the general characteristics of various stages of development from birth to adolescence & on determinants of the developmental process. Requisite: Psychology II

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.

An examination of the socialization processes throughout life that produce and maintain sex-typed behaviors. The focus is not on sexual behavior but rather on the development of the psychological characteristics of males and females and the implications of that development for participation in social roles. Consideration of the biological and cultural determinants of masculine and feminine behaviors will form the basis for an exploration of alternative developmental possibilities. Careful attention will be given to the adequacy of the assumptions underlying psychological constructs and research in the study of sex difference. Requisite: Psychology II plus at least one course in developmental or adolescent psychology and consent of the instructor. Elective for Sophomores.
Philosophers in the Western philosophical tradition have, on the whole, distinguished between minds and bodies. We shall be looking at the variety of ways in which that distinction has been made. It is noticeable that on the whole the body, and not the mind, has been considered the source of particular philosophical woes: for example, with respect to epistemological issues, the body has been seen as the source of deception; with respect to ethical issues, the body has been seen as the source of temptation and downfall. Moreover, our bodies have often been thought of as undermining our claims to freedom and immortality. So we must also ask to what extent the mind/body distinction implicitly or explicitly carries with it a higher valuation of mental activities over physical activities. If it does, then to what extent does the mind/body distinction contribute to and reflect the degradation of lives that are seen as essentially involved in bodily activities?

A study of human development with emphasis on the general characteristics of various stages of development from birth to adolescence & on determinants of the developmental process. Requisite: Psychology II

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.

An examination of the socialization processes throughout life that produce and maintain sex-typed behaviors. The focus is not on sexual behavior but rather on the development of the psychological characteristics of males and females and the implications of that development for participation in social roles. Consideration of the biological and cultural determinants of masculine and feminine behaviors will form the basis for an exploration of alternative developmental possibilities. Careful attention will be given to the adequacy of the assumptions underlying psychological constructs and research in the study of sex difference. Requisite: Psychology II plus at least one course in developmental or adolescent psychology and consent of the instructor. Elective for Sophomores.
HAMPIONE COLLEGE

HA 124  Black Women, White Women: Literature, Politics & Our Lives
        Jill Lewis

An introductory course for Division I students interested in beginning to explore the relevance of women's literature, the experiences it deals with, & the political implications of the social conditions it relates to & the sexual oppression & imposed historical silences it reflects. Meets once a week to discuss one book or set of readings. Course covers some basic analyses coming from the women's movement concerning issues such as marriage, sexuality, class oppression, love, self-image, material conditions determining women's experience--& then examine how different women writers from different class or racial backgrounds express their attitudes to these in their literature. Enrollment limited to 15, by interview with the instructor.

HA 183/283 Women and Leadership
        TuTh 1:00-3:00
        Rene Carew

NS 105/205 Bio-Medical Issues and Feminism (II) Janice Raymond

A continuation of NS 148/248 but may be taken separately. Two major areas will be explored: 1) Questions of death and dying--special attention will be devoted to: the meaning and context of death in western, patriarchal society and how this same society has viewed mortality and immortality; new definitions of death; the euthanasia debate; the rituals of death (religious and secular) and their comparison to the "rituals" of socialized femininity. 2) Theories of sex differences, especially as developed in the work of John Money. We will study transsexualism as an example of testing these theories, doing an analysis of its various causation theories and some autobiographical accounts. Class will meet twice a week for 1 ½ hours. Enrollment is by interview with instructor.
The Black woman will be viewed as a rebel - a perspective which is not often associated with the struggles of Black woman in America. The status and roles of Black woman will be viewed from two different viewpoints: (1) as a member of the larger society; (2) within their own group. The course will cover topics such as: survival skills; the battered woman; the concept of work; sexual prerogatives and sanity vs. "going crazy." All behaviors and life styles of the Black woman will be viewed from the perspective of -- the Insurgent Sister. Enrollment is by permission of instructor, and limited to 20. The course will meet twice a week for 1½ hours each session.

*Carol Oliver is a Division II Hampshire College student.

For some time the work on the history of the family has suggested that the family has been a dynamic institution which has changed considerably over time rather than a static one. Recent research further suggests that the changes in family structure, as well as the attitudes of members toward marriage and domesticity has also changed. Further it is clear that these developments have not been linear but vary with work patterns, life cycle, geographical area and time period. For example, it appears that there was an ameliorization of family life during the 18th century which improved the position of women and children and a subsequent decline in their positions in the 19th century. This generalization further varies with class and ethnicity.

The concept of "modernization" has long been offered by sociological theory as the critical variable in explaining these changes. Recent research on the history of the family, however, suggests that this model is inadequate and simplistic. This course will be an interdisciplinary attempt to refine the "modernization" hypothesis by examining the nature of marriage and family and its relationship to the ongoing process of industrialization. This will take us to an examination of: changes in child rearing practices; the position of women in the family and society; myth and reality surrounding the black family; the separation of the domestic and public spheres, as well as of the significant decline of arranged marriage and the rise of romantic marriage as a pervasive phenomenon. We shall attempt to trace the relationship between these changes and the emergence of increasing specialization and professionalization in the wider society which is a defining characteristic of the 19th century. In addition, we shall discuss the rise of a variety of impersonal institutions, (hospitals, asylums, orphanages, prisons, schools, etc.) which take on the functions previously assumed by the family. Each student will also assemble a personal family history which will permit the gathering of a relevant genealogical data and will involve the student in examining a wide range of research materials. The course will meet twice a week for 1½ hours each session. Enrollment is limited to 35.
This course focuses on women as agents of social change and reform in the late 19th and early 20th centuries. We are interested in the defining characteristics of predominately female reform movements and specifically in how and why they differed from those in which men were the primary leaders. We will also attempt to assess the impact of reform activity not only on those groups who were seen as the beneficiaries of these changes but also on the lives of the reformers.

We shall begin with the theoretical considerations which bear on questions concerning the motivation of reform activity more generally, and then review the relevant historical background which forms the context of reform movements of this period. We shall proceed to an examination of the major institutions and structures which are causally related to the nature of reform and to the public and personal style of its leadership. Toward this end we will examine the following topics:

I. Changes in attitudes toward education and the narrowing of access to specialized training.

II. Professionalization: the increase in specialization, quantification, and exclusivity; the carving out of parallel professional routes for women.

III. Friendship: The nature of friendship patterns and its relationship to leadership roles among women.

IV. Case Studies: three models of reform - Jane Addams, Emma Goldman, Margaret Sanger.

The course will meet twice a week for 1 1/2 hours each session. Enrollment is limited to 35.

Marxism and psychoanalysis are two major traditions in twentieth century social and political thought. The first is said to refer to political economic matters, the second to individual psychological life. Within this course we will move beyond such categorization to explore the psychological implications of Marxist theory and the political dimension of Freud's thought. We will begin with an examination of the writings of Marx and Freud, moving on to later writers who attempt to bridge the two traditions. In particular, we will focus on the contributions of German Freudo-Marxists, critical theorists and feminists: Wilhelm Reich, Herbert Marcuse, Max Horkheimer, Juliet Mitchell, Russell Jacoby and others.

We will address the methodological dimension of each theory. Substantively, we will focus on Freud's dynamic conception of the mind and Marx's theory of alienation. Major topics to be considered include: the theory of class consciousness; sexual repression and political domination; the "making" of female sexuality; authority relations in personal life; and the constitution of subjectivity in the modern world. Students are urged to provide evidence of background readings in both traditions by way of courses or independent studies by consulting with the instructor during preregistration period. A list of recommended readings to be completed during January term will be provided for those who wish to enroll in the course but do not have the suggested preparation. Limit: 20 students. By permission of the instructor. The course will meet once a week for two hours.
MOUNT HOLYOKE COLLEGE

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

Beginning with poetry and prose of the 1st millennium, B.C., this course will deal with the roles and behavior of women behind the current status of women in China and Japan. Topics will include: rules for female behavior in traditional society, women in production, the structure of the family, women's literature, and the changing status of women in revolutionary China and post-war Japan. Texts will include biographies, fiction, poetry, journalism, and scholarly studies. 2 meetings (Soph Jr Sr; Fr per D)

PolSci D207s Women and the Law  Mr. Stewart

An assessment, in terms of political power, of the manner in which the legal order impinges upon women in American society with an examination of the legal rights of women in a number of areas of substantive law, equal opportunity of education, employment, and credit; selected aspects of the law governing marital status, the family, and property; implications of the equal rights amendment and its prospects for adoption. 2 or 3 meetings.

PolSci 220  Sex and Politics  Jean Grossholtz

Tu 1:00-2:00

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.

PolSci 222s  The Political Systems of Southeast Asia  Jean Grossholtz

MW 11:00-12:15 (component)

Parties, legislatures, and political authority in selected Southeast Asian states. An examination of the ways in which these political systems handle social conflict, economic development, and questions of legitimacy and participation, and the position of women in different patriarchal systems. 3 meetings.

PolSci 343s  Seminar in Comparative Politics.  Woodward

(component)

Power and Politics. Problems involving the scope, devolution, and organization of power in domestic European politics, including women's rights, cultural nationalism, and workers' democracy. 1 2-hour meeting
SMITH COLLEGE

Hist 383b  The Reform Impulse, 1848-1920  Mary-Elizabeth Murdock  
Documentation of Women's Role in  
the United States  
M 3:00-5:00

An Introduction to The Sophia Smith Collection (Women's History Archive).  
Intensive analysis and evaluation of selected research topics or archival  
mетодological problems by means of lectures, discussions or demonstrations.

Phil 111b  Basic Philosophical Problems  Mr. Connolly,  
(component)  Ms. Parsons

Reading and discussion of some of the most important classical and modern  
philosophical works. Students will consider such topics as the nature  
of the state, justice, sources of knowledge, freedom and determinism,  
nature and status of ideas.

PolSci 204b  Political Participation  Martha Ackelsberg  
MTu 8:40-9:50

An examination of the place of participation in democratic theory serves  
as background to a discussion of political participation in advanced  
industrial societies, particularly the United States. Of particular  
concern: the impact of restricting or expanding participation on  
individuals and groups, and on the political system as a whole.

Psych 241b  Psychology of Adolescence  Diedrich Snoek  
ThF 8:40-9:50  (component)

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

Psych 274b  Psychology of Attitudes and Opinions  Diedrich Snoek  
(component)

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  C. Golden

Exploration of the behavioral similarities, differences and relationships  
between males and females. Topics include: sex role behavior and stereo-  
types, comparative animal behavior, sex role development, cross-cultural  
findings, psychological and behavioral differences, sexism, sexual behaviro,  
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

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.

Soc 101a  Introduction to Sociology  (component)  Estelle Disch

Perspectives on society culture, and social interaction. Topics will include: community, class, ethnicity, family, sex roles, and deviance.

Soc 215b  Criminology  (component)  Estelle Disch

TW 11:00-12:50

Analysis of delinquency, crime, corrections and criminal justice in American society with particular emphasis on the relationship between social class and crime. Theories of crime. Course structure includes discussion groups and field observations. Field work or field research is encouraged. Optional use of documentary photography as an adjunct to field research.

Soc 225b  Women and the Health System  Janice Raymond

Lecture/Discussion. The course will focus on many issues of health care and delivery, as they specifically relate to women. On a normative level, we will examine medicine as religion and the function of male myths, ministers, and ministrations. On an issue-oriented level, we will explore the subjects of women as health care workers and as patients; the "sexual politics" of sickness; the doctor-nurse relationship; the nurse-practitioner movement; M.D. education and women; the self-help movement and women's clinics; gynecology and obstetrics; estrogen replacement therapy. The course will develop a critical perspective with special attention devoted to the ethical issues involved and a view toward developing alternative ethics and social policy.

Soc 304  Seminar on Deviant Behavior  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.