WOMEN'S STUDIES PROGRAM

COURSE OFFERINGS

SPRING 1979
WOMEN'S STUDIES PROGRAM

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

The foundation of the program is the study of women, past and present, in all fields of inquiry. Too often ignored, their contributions minimized or misunderstood in traditional courses of study, women are today the focus of new and significant research and scholarship. The Women's Studies Program makes the best of this new knowledge available and encourages the student to design a program in areas of special interest. Each student, whether major or certificate minor, has a faculty sponsor, who assists in designing the program and takes particular interest in the 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 208 Bartlett, (413) 545-1922

COURSES OFFERED BY THE WOMEN'S STUDIES PROGRAM

**WoSt 291A**
**Issues in Women's Studies: Women and Work**
**Mary Lavo Ford**
**TuTh 2:30-3:45**

An interdisciplinary course designed to introduce the student to several related lines of inquiry, to the methodologies and resources appropriate to various disciplines, and to the ways in which they may be applied to the study of women. This semester we will draw on the resources of the social sciences, history, literature, and journalism to document women's involvement in various work situations: the labor market, housework, and pre-industrial economies. Feminist and marxian theoretical perspectives will be introduced. Class sessions will be divided between discussions and lecture. Written assignments are designed to develop students' analytical capabilities and to draw connections between the personal and the analytical levels. Readings include articles on library reserve and works of fiction in addition to: Oakley, Women's Work; Kreps, Sex in the Marketplace; Baxandall, Gordon & Reverby, eds., America's Working Women: A Documentary History; Howe, Pink Collar Workers.

**WoSt 390**
**Advanced Seminar: Religious & Mythic**
**Janice Raymond**
**Paradigms of Patriarchy**
**Wed. 10:00-1:00**

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

**WoSt 191A**
**Women's Folk Music: A Maid of Constant Sorrow**
**Mary Ruth Warner**
**MWF 1:25**

Lectures, demonstrations and discussion. To examine critically the historical, social and political role of women in Afro and Anglo-American folk music traditions--balladry (British Traditional, Broadside, Native American and Bawdy), lyric folksong including the blues and religious music. Some of the tradition bearers who will be studied include: Jean Ritchie, Maybelle Carter, Dolly Parton, Loretta Lynn, Bessie Smith, Bernice Reagon and Aretha Franklin. Readings: Hillybilly Women, Bessie, Singing Family of the Cumberlands, Coal Miner's Daughter, His Eye is on the Sparrow,
The Mind of the South, Introduction to Folk Music in the United States, plus selected readings from journals and periodicals. Open to all students. Requirements: 2 short papers and a term project. This course will involve a great deal of reading!

WoSt 391A/Anthro Black Women in the United States Johnetta Cole
391A MWF 11:15

Black women in the United States are said to suffer a triple jeopardy based on race, sex, class. We will explore this assertion through our study of Afro-American Women in the economy and within the life of Afro-American communities. We will also explore possibilities for changing conditions of Black women in America.

WoSt 290 H Issues in Women's Healthcare Pat Murphy
Cross-listed with OHI 290H. See Orchard Hill listing (p 7) for description.

WoSt 393A If Trees Could Talk: Women's Oral History Mary Ruth Warner
MWF 10:10

Lecture, demonstrations and discussion. To introduce students to the methods and materials of oral history. Major emphasis will be placed on the relevance of folk sources to the study of women's history and culture as well as the development of creative non-traditional methods of collecting and interpreting data. Selected oral histories and autobiographies will also be examined. Readings: Women in the Field, Guide for Field Workers in Folklore, Visual Anthropology, Photography as a Research Method, Oral Tradition: A Study in Historical Methodology. Requirements: class participation, 2 or 3 short assignments and a term project. Open to all students.

WoSt 397B/Eng Feminist Theory Arlyn Diamond/
397B Mon 2:30-5:30 Susan Yarbrough

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

WoSt 290  
Issues in Women's Studies: Women and Health  Pat Murphy  
Session F  May 30-July 10

An interdisciplinary course designed to introduce students to several related lines of inquiry, to the methodology and resources appropriate to various disciplines and to the ways in which they may be applied to the study of women. Women's health care issues will be the central focus, including the literature examining them in a political and social context. The relation between physical and mental health and social structure, the changing shape of health care practices over time, and beliefs about what women were/are supposed to be will be investigated. Topics include: sexuality, control of reproduction, motherhood, women's health and the workplace. Readings: Our Bodies, Ourselves; Against our Will; Complaints & Disorders: The Sexual Politics of Sickness; Witches, Midwives & Nurses; Wife Beating; Of Woman Born.

Feminist Writing Workshop  
Session S  July 12-August 2  Francine Krasno

An opportunity for students to concentrate on and develop writing skills by finding voices that express the meaning of their lives as women. Focus on journal writing and narrative prose - autobiography and short fiction. Emphasis on the use of material from students' lives: breakthrough in style and subject matter; how language is used by and about women in daily life; the relationship between women's personal lives and the social and political context in which we live. Long term course focus is a group project on the theme of mothers and daughters, using material gathered from interviews, life experience, stories handed down by our mothers. Weekly assignments for writing, journal writing. Topics include definitions of feminist writing, sex differentiation in language, images of women in literature, and feminist literary criticism.
DEPARTMENTAL WOMEN'S STUDIES COURSES

ANTHROPOLOGY

Anthro 391A/WoSt 391A
Black Women in the United States
MWF 11:15
Johnnetta Cole

See description under WoSt 391A

Anthro 591A
Women in Cross Cultural Perspective
Mon 7-9:30 pm
Johnnetta Cole

An exploration of the condition of several areas of the world through focused study of the roles, problems and possibilities for the liberation of women. Following a review of major theories on women in the literature of anthropology and political economy, the class will do case studies of the condition of women in a technologically advanced capitalist society, in a developed country, and in a socialist society.

ASIAN STUDIES

Chinese 254/ComLit 254
Chinese Literary Tradition II
C core
MWF 11:15
Donald E. Gjertson

Lecture and discussion. Designed to familiarize the student with major works of
Chinese fiction. Tales, short stories, and novels from the earliest times to the modern period will be discussed. Requirements: participation in class discussion, one 10 page paper, a mid-term and a final. No knowledge of a language other than English is required. Chinese Literary Tradition I is not a prerequisite for this course.

Japanese 244/  Japanese Literary Tradition II  C Core       William Naff
ComLit 244  
MWF 11:15

Japan's literary tradition was developed by women many centuries ago. Although women poets are not so prominent among modern Japanese writers as they were in early times, much insight into the role of women in Japan can be gained from this class, which is an introduction to the problems of traditional and modern, native and foreign as seen in Japanese literature between 1600 and the present. Analyzes haiku, popular fiction and the kabuki and banraku theaters, with consideration of the impact of Western thought and 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 and the West.

COMMUNICATION STUDIES

ComStu 250A    Women in Interpersonal Communication  
TuTh 1:00-2:15   Mach E35  
Fern Johnson  C core

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

COMPARATIVE LITERATURE

ComLit 244/  Japanese Literary Tradition II  
Japanese 244  MWF 11:15
William Naff

See Asian Studies for course description

ECONOMICS

Eco 697A/Labor Relations 697A  Women in the Labor Movement  
Tu 7-10 pm
Jane Humphries

A theoretical analysis of the interaction between class and gender will be used to structure and investigation into the part that women have played and are playing in the labor movement broadly defined. There will also be some comparative analysis between the U.S. and western Europe. The emphasis will be on class participation in the design of the course, the selection of readings, etc.

ENGLISH

Eng 131, sec 1  Literature and Society  
TuTh 9:30-10:45   Hert 205
C core       Jack Weston

Brief lecture followed by discussion. The instructor's Marxist approach to some modern novels, short stories, and oral autobiographies which deal with the class struggle and the oppressions of imperialism, race and sex. Disagreement with the instructor's perspective and the authors' values encouraged. Readings: Smedley, Daughter of Earth and Portraits of Chinese Women in Revolution; Cobb, All God's Children...
Dangers; Olsen, Tell me a Riddle and Ymondio; Wright, Uncle Tom's Children; Malcolm X, Autobiography; Kahn, Hillbilly Women; Shulman, Memoirs of an Ex-Prom Queen; Kromer, Waiting for Nothing; LeSuer, Women on the Breadlines; Achebe, No Longer at Ease. Requirements: About 10 short papers showing personal responses to the readings and discussions. No exams or quizzes. Attendance and participation in class discussions.

Eng 32, sec 2  Man and Woman in Literature  C core  Michael Wolff
TuTh 1:00-2:15  Bart 202

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

Eng 132A  Man and Woman in Literature  C core  Maurianne Adams
Mon 3:35-6:00

Focus upon characterization of men and women in literature, and the relationships that emerge between them. Discussion to suggest what the characters themselves see and feel, what the author is developing; and what we understand as readers responding to the characters and the literary works. Two short papers, and at least one writing workshop to discuss writing problems. Lecturing informal and used only for background information and clarification of issues. Wide range of readings in short story and novels by writers such as Lessing, Baldwin, Smedley, Morrison, Lawrence, and James. Discussions of growing up male and female, interaction of parents and children, wives and husbands, love and economic context of marriage, all issues of work, social and racial status for men and women.

222  Shakespeare  C core  P. Thoreau
TuTh 1:00-2:15

Lecture and discussions. Empahsis will be on women's parts in the plays under consideration. Their part in both public and private life (of special interest: the Roman Plays). Their dominant role in the comedies. And also an attempt to establish parallels (Kate and Cleopatra, or Rosalind and Cleopatra...for instance). Readings: The Signet edition of the following plays: Love's Labor's Lost, The Taming of the Shrew, As You Like It, Julius Caesar, Antony and Cleopatra, Coriolanus, Titus Andronicus, Othello, Macbeth, All's Well That Ends Well. Requirements: participation in class essential. Three papers (3-4 pages).

270C-1  Virginia Woolf  C core  Lee Edwards
TuTh 1:00-2:15  205 Bartlett

Discussion, occasional lecture. To study the techniques and preoccupations of Virginia Woolf's novels, short stories, and major essays; to consider the relationship of Woolf and her works to the larger contexts of 20th-century aesthetic and social movements. Readings: Woolf's principal fictions and essays; Bell's Biography of Virginia Woolf; Virginia Woolf's Writer's Diary. Requirements: 1 short paper; 1 imitation; 1 final paper or final exam; class attendance and participation in classroom discussions. No prerequisites, though some familiarity with major 19th and 20th century British novelists is helpful.
Eng 332-1  
**Woman as Hero** 
**Wed 2:30-5:00**  

Discussion and occasional lecture. We will read and discuss a group of 18th, 19th, and 20th-century novels as ways of examining both the general structure of heroic action and the specific nature of female heroism. Readings: Chosen from works by Wollstonecraft, Austen, C. Bronte, Elliot, James, Gissing, Hardy, Woolf, Sayers, Smedley, Arnow, Drabble, Morrison, and Lessing. Background reading will include selections from Jung, Rank, Neumann, and Janeway. Requirements: Class attendance and participation in discussions. A variety of written work.

Eng 397B/Wost397B  
**Feminist Theory**  

See description under WoSt 397B

**GERMAN**

Ger 352  
**Contemporary German Women Writers**  
**TuTh 2:30-3:45**  

To explore the exciting but almost unknown territory of contemporary German women's writing. We will try to understand how major women writers in East and West Germany have delineated, been circumscribed by, and have soared beyond the limits imposed on them by their societies, sometimes in ways specifically German, more often in ways common to other women's experience. We will also investigate the question of a specifically feminine/feminist aesthetic: whether and why women writers use space, time, metaphor, language, and literary structure in a way disctintively different from men. Readings: Luise Rinser, Nina; Ingeborg Bachmann, The Thirtieth Year; Christa Wolf, The Quest for Christa T.; Verena Stefan, Sheddings. Short stories by: Ilse Aichinger, Ingeborg Bachmann, Bariele Wohmann, Angelika Mechtel, Helga Novak, Marianne Herzog, Elisabeth Alexander and Irmtraud Morgner. Poetry by: Sarah Kirsch, Ingeborg Bachmann, Hilde Domin, Christa Reinig, Nelly Sachs. Requirements: Class Participation, several short papers; oral presentation. All literature will be in translation. No knowledge of german required.

**HISTORY**

Hist 389/696J  
**Twentieth Century British and American Women's History**  
**TuTh 2:30-3:45**  

An examination of women's experience in England and America from 1914 to the present, this course exploits the comparative focus to illuminate the historic interaction and shared values between America and England as well as to determine unique national influences and characteristics as they shape women's lives. We will explore how and why certain social norms come to prevail defining valid behavior for women, the relationships between these norms and actual female activity, the nature and sources community and division among women, the impact of immigration, migration, wars, economic depression and technological developments on women's experience. In addition, we will analyze female resistance to impediments to self-realization as well as the anti-feminist tradition with particular attention to its energetic female expression in the 1970's. Lectures alternate with discussion. Reading assignments will feature such works as: Mountain Wolf Woman, the autobiography of a Winnegabo Indian; Zora Neale Hurston, Dust Tracks on the Road; Maxine Hong Kingston, The Woman Warrior; Sheila Rowbotham, Stella-Browne-Socialist Feminist; William Chafe, The American Woman; Sullivan and Hatch, Plays by and About Women. Students will choose from several options in meeting course requirements. Graduate students will have additional reading and converse on alternate thursday evenings at my home.
HOME ECONOMICS - Center for the Family

HomEc 594B  Sexuality and Sex Roles  Roger Libby
Tues 9:05-12:05

The course will focus on the integration of sex roles with sexual expression and will consider the impact of social movements such as the women's movement on sexual-intimate expression.

ITALIAN

Ital 390  Italian Women Novelists  Annette Evans
MW 2:30

A survey in translation, of 20th. century women's novels. Cultural and historical background of the special problems of women in Italy to introduce the dilemma of the writer.

EGAL STUDIES

LegStu 450  Legal Research and Writing: Women and the Law  Susan Yarbrough
TuTh 11:15

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

ORCHARD HILL

OHI 190F  Family and Society  Cindy Deitch
MW 2:30-3:45

This course is about the relationship between families and societies in different social, historical and cultural contexts. 1. Four different theoretical approaches to the study of family and society--traditional social science/functionalist; Freudian/psychanalytic; Marxist; and feminist--will be compared. 2. Specific experiences of families in different sectors of contemporary American society--white working class, black, and affluent middle class--will be examined. 3. Several reading on historical and cross-cultural studies will be included. An underlying theme of the course is the family as a basis for sex role divisions and the possibilities for change. Readings: Rich, Of Woman Born; Rubin, Worlds of Pain; Stack, All Our Kin; Lessing, The Summer Before the Dark; Sidell, Women and Childcare in China; additional articles will be assigned in class.

OHI 290H  Issues in Women's Health Care
Lec 1, Thurs 7-10 pm  104 Field  Pat Murphy
Lec 2, Wed 7-10 pm  3 Chadbourne  Staff
Lec 3, Mon 7-10 pm  3 Chadbourne  Staff

This course is designed to introduce students to health care issues of particular importance to women and to provide the conceptual and empirical tools useful for the
analysis of these issues. Drawing material from a variety of disciplines, the major areas of inquiry are the following: 1. the history of health care systems, particularly the "delivery" of services to women and the control of such services; 2. the structural connections between medical/health care institutions and other social institutions (e.g. the state, economy, religion), and the implications of those connections for women's health practices; 3. the processes involved in the creations and legitimation of medical knowledge and the relationships between ideologies and beliefs about women in general and specific medical knowledge and practice; 4. the relationship between the status of women in any particular society and the quality of health care, and therefore, the life chances available to them. Readings include: Ehrenreich and Ehrenreich, The American Health Empire; Dreifus, ed., The Politics of Women's Health; Boston Women's Health Book Collective, Our Bodies, Ourselves; Frankfort, Vaginal Politics; Deley, Toth & Lupton, The Cure; Ehrenreich & English, Complaints and Disorders; Gilman, The Yellow Wallpaper; Mohr, Abortion in America; Arms, Immaculate Deception, Gordon, Women's Body, Women's Right: Birth Control in America; Brownmiller, Against Our Will; Rich, Of Woman Born; Stellman, Women's Work, Women's Health.

OHI 190L Women and Work Lynne Mingarelli
Wed 2:30-5:00


OHI 190S, sec 1 Sex Roles in American Society Sherry Flashman
MW 2:30-3:45 104 Grayson

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. alternative visions of non-sexist society through examples in socialist countries and science fiction.

OHI 190S, sec 2 Sex Roles in American Society DeAngelo
Thurs 4-6:30 429 Dickinson

To explore emotionally and intellectually how present adult values and sexual roles are shaped by the culture and, in particular, by childrearing practices. The course will examine relationships between the systematic mistreatment of children and the oppression of women. Finally, we will cover counseling skills related to sexism and human liberation.

PHILOSOPHY

Philo 290D Philosophy of Women Ann Ferguson
MWF 1:25

Examines different theories of male and female human nature, and theories of women's oppression. We will compare & contrast traditional male supremacy theories with marxist, radical feminist, existential, anarchist and bourgeois feminist thinkers. Students will be asked to connect theory to practice by doing a group project on a topic that relates to the current women's liberation struggles. Readings: selections from Plato, Aristotle, Rousseau, Wollstonecraft, Tiger, deBeauvoir, Firestone, Millett, Greer, Friedan, Gilman, Goldman, Engels, Daly, Mitchell, Rowbotham, Brownmiller. Requirements: contract system of grading; 4 components: journal attendance, group project and paper.
To articulate a theory of patriarchy which is both accurate and emancipatory, and which takes into consideration the complex and multi-faceted quality of patriarchal social relations. Given the problematic and intricate nature of this undertaking we will necessarily employ an interdisciplinary approach utilizing the insights and methods of anthropology, sociology, philosophy, psychology and political economy. The course will begin with an exploration of various theories of patriarchy including patriarchy as a materially-based property oppression, as psychological and emotional dominance, and as an epistemology and ontology (as a theory of knowledge and nature). We will address the following questions with regards to each approach to patriarchy: What is it? What are its historical origins? How does it reproduce itself? Where do we locate it in contemporary society? What political strategy is implied in each approach? What view of human liberation emanates from each (explicitly and implicitly)? We will go from there to explore the relationship between the domination of women and other forms of domination, including the domination of nature. We will be especially concerned with developing a feminist critique of instrumental rationality (the viewing of the natural world and human beings as manipulable objects) and investigating whether such rationality is the characteristic mode of patriarchal thought. We will then attempt to articulate a strategy which is both appropriate to explaining the reality of male-female relations, and integral to the human emancipatory project. Readings include: Dinnerstein, Mermaid and the Minotaur, Eisenstein, ed., Capitalist Patriarchy and the Case for Socialist Feminism; Scott, Does Socialism Liberate Women?; Mitchell, Psychoanalysis and Feminism; Horkheimer, The Eclipse of Reason; Reiter, ed., Toward and Anthropology of Women; Rosaldo and Lamphere, eds., Women, Culture and Society. Pre-requisite: A course in feminist theory or permission of instructors.

Psych 208
Psychology of Women
TuTh 1-2:15 203 Holdsworth
Sandy Kaplan

Exploration of the impact of biology and environment on the psychological development of women; both the factors that foster stereotypic responses and those that increase one's potential for androgyny. Sex bias in psychological research also considered.

Psych 891F
Research Seminar in Social Psychology: Gender, Power and Social Influence
Wed 2:30-5:00 506 Tobin
Alice Eagly

Seminar on the graduate level and is appropriate for psychology graduate students and others with considerable background in psychological research.

Rheth 110W
Rhetoric of the Women's Movement
TuTh 9:30
Susan Rae

In order to reclaim our past from obscurity, to understand our present and to discover our own voices, Rhetoric 100W will focus on 20th century feminist history in America. We will examine women's essays, speeches, letters, diaries, poetry and fiction. An appreciation of the variety and commonality of female experience; to raise class discussion on the constraints abstrucing the emancipation of women. Special emphasis on sexism and language and the language of women.
SOCIOLOGY

Soc 222 The Family D core Naomi Gerstal
TuTh 1-2:15

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

Soc 561D Family and Work Naomi Gerstal
TuTh 2:30-3:45

An examination of the relationship between world of work and world of the family from historical, cross-cultural and contemporary perspectives. Emphasizes on place of men and women, of different class positions in work and family at various points in life course. Premission of instructor required.

Soc 582 Sexuality and Fertility Alice Rossi
TuTh 8-9:15 am

Lecture/discussion course. Interdisciplinary analysis of human sexuality and fertility. Topics include: reproductive physiology, historical change in sexual and fertility behavior; homosexuality, illegitimacy, alternative sexual patterns. Readings include: Katchadourian and Lunde, Fundamentals of Human Sexuality, 2nd ed., 1975; Gordon and Johnson, Readings in Human Sexuality, Contemporary Perspectives, 1976; plus journal essays on library reserve. Requirements: two exams and an option of a paper or a take home exam at the end of the semester. Pre-requisites: introductory 100 level sociology course recommended but not required.

SOUTHWEST

SW 190V Sex Roles in Contemporary Society Staff

An attempt to gain an understanding of the female and male social roles in our culture. An analysis of the traditional definitions of feminine and masculine as well as critiques of these definitions through non-fiction and fiction. Provides an opportunity to discuss the alternative to those definitions that individuals and groups are exploring. Lecture, films and discussion. Requirements: class participation, journal and paper.

SW. Women's Improvosalsional Dance Irene Yesner-Ringawa
See Southwest catalogue for description.

SPORT STUDIES

Sport 150 Sex Differences in Sport Judith Toyama
TuThurs 9:30-10:45

The purpose of this course is to examine the role of female and male athletes and other people involved in sport. It will investigate physiological, psychological, cultural and legal factors as they influence and have influenced the roles in sport
based on sex. Other sport roles will include the fan, the coach, the sportswriter, the spouse of the athlete, etc. It is not intended, nor should be perceived as a course only about women athletes.
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 222  The Black Church in America  C core  Gilbert Caldwell

TuTh 9:30-10:45

The church as a continuing and powerful institution among Black Americans. The role of the church during different periods of history; functional interpretation of religion among Afro-Americans, and an analysis of various types of Black churches.

AfroAm 291A  Afro-American Autobiographies  Eugene Terry

MWF 2:30-3:20

A study of selected autobiographies of Afro-American men and women of the 19th and 20th century, noting the individuality of expression in these works which adhere to a common structure that makes them a distinct type within the genre. Readings will include: Frederick Douglass, Maya Angelou, Malcolm X, Ida B. Wells.

ANTHROPOLOGY

Anthro 104A  Introduction to Cultural Anthropology  Sylvia Forman

MWF 10:10  D core

Two lecture and one discussion session per week. Course is designed for actual and potential social science majors and others who need/desire firm grounding in social/cultural anthropology. Major themes include: cultural ecology as it pertains to all types of societies (including our own); the hows and whys of human cultural diversity; social and cultural change in past, present and future; the kinds of topics and problems studied in anthropology and the kinds of answers to them that anthropologists have. Activities (e.g., a multi-cultural meal) and films are used to enhance readings and lectures. Readings: Ethnographies, some theoretical articles and maybe a cross-cultural science fiction novel. Requirements: Several mini-exams (like quizzes) and several short reports on field projects, and active participation in discussion sections. Added Notes: An Honors discussion section will be offered with this this course (see Honors listings.)

COMPARATIVE LITERATURE

ComLit 101B  Somebody/Nobody: Fictions of the Self  Sally Lawall

TuTh 11:15-2:30  C core

Discussion, class analysis of texts. The individual: does (s)he exist? Readings in basic masterworks of Western literature as the concept of individual identity is discovered and asserted against other patterns of belief, including a modern skepticism that sees the individual as an artificial construct and social fiction. Readings: Siphocles' "Ajax," Euripides' "Hippolytus," Racine "Phaedra," La Rochefoucauld, selected maxims and Fascal, selected Thoughts, Lermontov, A Hero of Our Time, selections from Dada-Surrealism, Pirandello: "Six Characters in Search of an Author," Woolf, Mrs.
Dalloway, Brecht "Man is Man," Sartre, "No Exit," Borges, selected stories; Olsen, Tell Me a Riddle; Camus, The Fall; Wright, Native Son. Requirements: two short papers, one exam, attendance. No pre-requisites. All works in translation.

ComLit 101D On Liars and Lying C core W. Toupounce
MWF 11:15

To provide students with some general theories about lies and their function in literature and society. Course examines some general theories of lying proposed by philosophers with collateral readings in novels, plays, and essays from world literature. Psychological accounts of how unconscious desires shape our beliefs, notions of free play versus "real life," and deception and self-deception as a dramatic form. Close examination of the structure of lies in literary and political discourse. Readings include: Nietzsche, Birth of Tragedy; Sartre, Existential Psychoanalysis; Freud, Future of an Illusion; The Odyssey (selections); Shakespeare, Othello; essays by George Orwell and Oscar Wilde; Orwell, 1984; The Homeric Hymns; Flaubert, Madame Bovary; Boccaccio, The Decameron; Melville, The Confidence Man; selected poems from No More Masks, an anthology of women’s poetry, Rimbaud, Dickey, others. Requirements: three short papers.

ComLit 101E/JS 297L Mass Culture: Literary and Ideological Structures C core Ellen McCracken
lecture TuTh 11:15-12:05
check schedule book for discussion sections

Departing from a threefold distinction between popular culture, mass culture, and high culture, we will examine the literary and ideological structures of contemporary mass culture in the U.S. as well as several international examples. We will emphasize such mass cultural expressions as television and radio programming, movies, comics, best sellers, advertising, music and the recording industry, fashions, newspapers, magazines, and the fotonovela. Special attention to the role of and effects upon women and ethnic minorities within mass culture. Readings will include theoretical studies of mass culture such as those of Adorno and Horkheimer, Stanley Aronowitz, Roland Barthes, Herbert Gans, Horace Newcomb. Will Wright, Marjorie Rosen. Ariel Dorfman, Armand Mattelart, David Kunze, and others, as well as printed versions of mass culture where possible. Requirements: one 10 page term paper, midterm, final.

ComLit 109 Contemporary Literature of the Americas C core Ellen McCracken
TuTh 2:30-3:45

The widely acclaimed "Boom" of the contemporary Latin American novel has a counterpart in the cultural upsurge of minorities in the U.S. throughout the 1960's and beyond. Course studies the historical roots of these political/cultural movements, concentrating on the Latin American, Chicano, and Puerto Rican experiences. Readings: Garcia Marquez, One Hundred Years of Solitude; Rulfo, Pedro Paramo; Puig, Heartbreak Tango; Rivera, And the Earth Did Not Part; Anaya, Bless Me Ultima; Teatro Campesino, Actos; Piri Thomas, Down These Mean Streets; Soto, Spiks, Pinero, Short Eyes. Requirements: One 7-8 page term paper, midterm, final exam. Added Notes: Readings may be done wither in English or in Spanish.

ComLit 110 Myth, Fairy Tale and Children's Literature William Moebius
MW 12:20

Aim: to become familiar with a significant portion of the world's traditional fairy tale/folk tale literature, and to see this in relation to the human and social development of the child; to relate traditional fairy tale, as story pattern and instrument of individual and social development, to contemporary children's literature; to develop critical perspectives for understanding and further enjoying fairy tale/folk tale and children's literature.

ComLit 171
Fantasy and Literature
MW 10:10
C core
Joyce Vann

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

ComLit 201C/Ital 201C
Modern European Life in Film and Literature
Screenings/Lecture Tu 2:30-5:15
Discussion: (1) Tu 7-8:15 pm
(2) Th 2:30-3:45
C Core
Cathy Portuges/G. Palluchini

The course will analyze the impact of ideology on modern Western European cinema and literature. For example, how do films of the post-war period deal with issues such as fascism, resistance, political commitment and disillusionment, the role of women and their emergence in political life? We will explore the ways in which the language of cinema and literature is strategically organized to receive political "messages." Primarily French and Italian movies and novels will be examine. Taught in English. Films: Visconti's The Leopard, de Sica's Garden of the Finzi-Continis, Renoir's Grand Illusion, Renais' Hiroshima Mon Amour, Bertolucci's Before the Revolution, Resnais' La Guerre est Finie, Ophuls' Memory of Justice, & others. Readings: selected essays by Gramsci & Sartre; Pavese's The House on the Hill, The Leopard, filmscripts, and critical works appropriate to films under study. Requirements: 2 Papers, a longer final project. Lab fee:$10.00

ComLit 302
Utopias and Anti-Utopias
MWF 10:10
C Core
Daphne Patai

Imperfections of human society have for millenia served as the impetus for imaginings of an ideal world. These imaginative efforts to describe the good life and the perfectly ordered society have for centuries been referred to as utopian. In more recent times the desire for a better society has more often taken the literary form of a nightmarish vision of the future. This course examines utopian literature as it developed in the West, as well as its offshoot, the anti-utopias, which warn of the dangers of technocracy and other modern developments. Emphasis will be on the relationship between literature and society, and on utopias and anti-utopias as a literary genre. Writers to be studies include: Plato, More, Campanella, Edward Bellamy, William Morris, H.G. Wells, Eugene Zamiatin, E.M. Forster, Huxley, Orwell, Vonnegut, Anthony Burgess and Ray Bradbury. Prerequisites: Background in literature or consent of instructor. Requirements: Attendance and participation in class; reading of a dozen utopian/anti-utopian works; a take-home essay exam and a 10 page paper on some aspect of utopian or anti-utopian literature.
We will read and examine several novels which choose as their theme the phenomenon of human passion, and extrapolate from these works a hypothesis about the ways in which Western society has at various times sought to contain, reject, or assimilate passion. In addition, attention will be given to certain nonfiction texts on the subject. Readings: Constant, Adolphe; Bronte, Wuthering Heights; Flaubert, Madame Bovary; Woolf, Orlando; Mann, Death in Venice; Proust, Swann's Way; Nabokov, Ada; & others. Requirements: Probably two essays of about 7 pages each; other options may be entertained if the size of the class remains small. Prerequisites: At least one previous literature course in any department above the 100 level.

ECONOMICS

Econ 100A  Elements of Economics  Samuel Bowles
TuTh 1:25

To familiarize the student with basic economic ideas so as to better understand the working of the US economy today. Topics to be covered include inequality, growth, unemployment, sexism, inflation, racism, welfare policies, education and human resources, technology, environmental destruction and international economic relations. Readings: The Capitalist System, The Economic Report of the President, etc.

Econ 361  European Economic History  Jane Humphries
MW 7:00

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 571  Comparative Economic Systems  Diane Flaherty
TuTh 2:30-3:35

To examine competing analytic frameworks for the study of different economic systems and apply these theoretical perspectives to investigations of specific economies. The case studies will be both historical, i.e. analyzing feudalism, and current, i.e. looking at Yugoslav, Chinese and Swedish economies. Requirements: midterm, final exam or term paper. Pre-requisites: econ 103 or 104, 203 or 204.

ENGLISH

Eng 115B  The American West  Frederick Turner
TuTh 11:15
Lab Fee: $8.00

An exploration of the West as country of the mind, beginning in imaginings of ancient peoples; passing into realization of colonials; then into wilderness of white Americans; and at last once again as psychic/mythic zone where anything can happen -- and does. Readings: Egyptian, Hittite, Iroquois, Blackfoot narratives; Diaz, Longfellow, Cooper, Hueter, Toomer, Brazeau, Prather, and others.
Eng 131A  
**Literature and Society**
J. Matlak
TuTh 1-2:15

Emphasis upon careful reading and student participation, honest expression of responses and judgments, in exploring such themes as the tension between authority and conscience, the individual in mass society, law's order vs justice vs freedom, civil disobedience, forms of imprisonment (physical, social, racial, psychological, spiritual) and images of liberation as found in readings diverse in period and genre. Some choice as to exams, essays, journal projects. Readings include such authors as Sophocles, Thoreau, cummings, Melville, Malcolm X, Ibsen, Plath and Angelou.

Eng 132  
**Man and Woman in Literature**
P. Edwards
MWF 12:20

To appreciate literature as a reflection of life in terms of the social, psychological, and religious values expressed, as well as the past and present definitions of the masculine and feminine roles. Emphasis will be on the literary traditions and techniques employed by the various writers to render their artistic intentions. Readings: Works by Homer, Euripides, Hawthorne, Ibsen, Shaw, D.H. Lawrence, Kate Chopin, Margaret Drabble, and James Baldwin.

Eng 161  
**Western Children's Literature**
Michael Egan
Lecture Tu 9:30-10:45
Film Tu 7-10 Discussion Sec. see Schedule Book

This course attempts several things. First, it is a survey of children's literature, but it is also a history of the idea of childhood, and an attempt to understand how and why this idea has evolved. Additionally the course focuses on the content of children's books - it examines both the surface structure and deep structure of the books nominated. We look at the way these things are interrelated. And finally, the course develops a conceptual framework in which to understand the phylogeny of children's literature. This involves reading Freud, Marx and other thinkers. One of the interesting things examined is the nature of the social and sexual myths embodied in folk and fairy tales, both as a way of understanding the role of such material in socializing people and as a means of sensitizing ourselves so that we can perceive them in subtler guise in adult writing. Readings: Many of the classics of children's literature are on the reading list - Alice, Mother Goose, Grimm's collection of folk tales; but in addition we'll take a look at comic books and consider the impact and ideology of Saturday morning TV, etc. If the enrollment is high enough we may be able to afford some movies. Lab Fee: $5.00.

Eng 261 sec  
**The Modern Novel (1890-1930)**
Charles Moran
MWF 11:15

This course is designed to introduce the reader to the best writers of the period; to develop competence in reading fiction. Readings: William Faulkner, The Sound and the Fury; Edith Wharton, House of Mirth; Ernest Hemingway, The Sun Also Rises; Virginia Woolf, To the Lighthouse; Willa Cather, Death Comes for the Archbishop; Jean Toomer, Cane; James Joyce, Portrait of the Artist as a Young Man; D.H. Lawrence, Sons and Lovers; Ford Maddox Ford, The Good Soldier.
The aim of this course is to understand the treatment of significant themes -- sex, class, politics, imperialism, guilt, madness -- in serious (though not somber) fiction in English since WW II. Readings: Bellow, The Victim; Baldwin, Another Country; Mailer, Why Are We in Vietnam; Murdoch, Under the Net; Sillitoe, Loneliness of the Long-Distance Runner; Lessing, The Golden Notebook; Achebe, Things Fall Apart.

Eng 273 sec 1 American Realism  
TuTh 2:30-3:45  
Jules Chametzky

We will try to grasp the development of American realism from 1869 to 1900 in the context of unparalleled change in American life involving social and aesthetic perplexities. Mark Twain and the 1890's receive extended treatment. Readings: Becker, Documents of Modern Literary Realism; Twain, Roughing It, Life on the Mississippi, Huckelberry Finn; James, The Bostonians; Howells, A Hazard of New Fortunes; Cahan, Chopin, Crane, Short Stories; Dreiser, Sister Carrie, Riis, How the Other Half Lives.

Eng 281B Emily Dickinson  
TuTh 9:30-12:00  
David Porter

The course aims to discover the Amherst poet behind her disguises and her readers' misimpressions. A thorough handling of the poetry, letters and life, drawing on appropriate local resources will be attempted. We will do independent investigation rigorous presentation and application of fresh approaches to understanding this original artist. Readings: The complete poems, selections from the letters, the biographies.

Eng 350 Expository Writing  
Time to be arranged  
Arlyn Diamond

Provides training and practice in the writing of informative prose, reports and articles. Time arranged between student and instructor.

SCHOOL OF EDUCATION

Educ 215/515 Theory and Practice in Interviewing  
M 8:00-11:00 am  
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 alternatives 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.

Educ 522 sec 3 Education of the Self: Women as Winner  
M 1:30-4:30  
Linda Marchesani

Educational strategies for increasing self-knowledge. A laboratory approach to those processes, concepts and skills leading toward self-observation, pattern clarification, and the development of personal designs for response - experimentation are pursued. Journals and final papers. Permission of instructor required.
Selected problems and issues in modern education studied through the discipline of educational sociology, educational history, educational philosophy, comparative education or social psychology.

This course is planned in accord with a Massachusetts Board of Education priority that encourages infusion of the performing and visual arts into the total school curriculum. It is designed to serve a varied population. On the one hand, it may interest pre-service and in-service teachers at both the elementary and secondary levels because it cuts across academic subject areas and experiments with interdisciplinary approaches. On the other hand, the course may be an entry point into education for students who are specialists in art, theater, or music and wish to try out different ways of applying their training. The course has the following objectives for students: (1) to be introduced to a sampling of types of artistic expression such as creative writing, the visual and plastic arts, and creative dramatics; (2) to become acquainted with some influential theories of art that have application to human development and educational practices; (3) to review examples of recent work in experimental aesthetics; (4) to design curricula that uses arts activities as teaching vehicles. Texts: Duke, Creative Dramatics and English Teaching; Gardner, The Arts and Human Development; Lowenfeld and Brittain, Creative and Mental Growth; Read, Education Through Art.

In depth exploration of historical antecedents, present conditions, and future alternatives. Fulfills the foundations requirement for students seeking certification
HISTORY

Hist 338  Twentieth Century England
TuTh 4:00-5:15 Hert 210
Joyce Berkman

Concentrating on the evolution of political and social democracy and the transformation of national identity in 20th century England, this course examines the experience of women, the working class and ethnic/racial minorities in their efforts for social justice. England's imperial relations and foreign affairs will be studied only in so far as they cast light on the tensions of national life and the character of cultural values of a given period. Fictional works, biographies and autobiographies will be assigned in order to appreciate the interaction between the individual and her/his social milieu. Some of the reading of particular interest for Women's Studies students will be: Vera Brittain, Testament of Youth; Caryl Churchill's play "Owners"; Sheila Rowbotham, Stella Browne-Socialist Feminist; Ann Oakley, The Sociology of Housework; George Dangerfield, The Strange Death of Liberal England; Virginia Woolf, Three Guineas.

Hist 376  American Social History to 1860
Mario de Pillis

The beginning of a 2-semester survey, each semester of which may be taken independently. Main topics in American social history with emphasis on the family, women, social class, religion and social change. Alludes to today's social problems but only as related to the historical origin of some basic institutions like the asylum or modes of behavior like crime. Readings: About 6 paperbacks, including a book of readings (Private Side of American History) and some xeroxed primary sources on insanity, crime, and utopianism. Requirements: Mid-term and final: second mid-term only upon request. Students wishing to do a special project in audio-visual-graphic sources may be excused from one of the exams. Prerequisites: non-history majors are welcome and usually account for over 90% of the enrollment. Lower division students admitted with permission. Organization: lecture/discussion, possibly one field trip.

Hist 379  American Westward Expansion
TuTh 9:30-10:45
Stephen B. Oates

Lecture/discussion, plus slide shows and music. Lectures & readings focus on the Trans-Mississippi West. We will discuss Indian civilizations, trace the course and consequences of U.S. westward expansion out to the Pacific (Anglo, Spanish and Indian), giving special attention to white-Indian relations. Examines the role and contribution of frontier women in the saga of the West and the role of Blacks. 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 essay exams and optional independent work.

Hist 649  Topics in American Civil War Era
Th 4:00-6:30
Steven Oates

For details see university Course Description Guide
CENIC FOR THE FAMILY

Home Econ 595B  Alternative Lifestyles  Roger Libby
Thurs 9:05-12:05

An exploration of alternatives to sexually exclusive marriage and the nuclear family. Conceptual approaches and research will serve as two primary bases for discussion, but other sources will also be utilized. By permission of instructor only.

JOURNALISTIC STUDIES

JS 290C  Media Criticism  Ralph Whitehead
MWF 11:15-12:05

The goal of this course is to help students to master the literature of media criticism and to become media critics themselves. We'll focus on the work that has been done and the issues that have been raised by the new generation of reporters in the 60's and 70's - we'll look at advocacy reporting, investigative reporting, how reporters have tried to regulate the government and politicians and how the latter have tried to cope with the press. We'll read a number of magazines devoted to review and criticism of the media as well as several paperback books. There will be a take-home final.

JS 392A  Magazine Article Writing  Sara Grimes
A tutorial to research, propose and write an article for publication. Emphasis will be on developing ideas of interest to the student into a written marketable form. Sources of publications -- from the Daily Hampshire Gazette to the New York Times Magazine section -- will be explored. Variety of readings, including articles, short stories and poetry. Students will be asked to make a research report and to learn to write letters of proposal as well as to complete at least one article for publication. Actual acceptance is not required. Prerequisites: Juniors and seniors in Journalistic Studies or special permission of the instructor.

LEGAL STUDIES

Leg Stu 252  Law and Personal Freedom  Janet Rifkin
Examines legal materials concerned with the relationship of the individual to the state and society to understand the tensions inherent in that relationship, as well as the role of the legal system in channeling it. Both theoretical and empirical materials are used to study the limits of personal freedom imposed by law and the legal safeguards of individual autonomy and dignity. By focusing on these questions, the student can better understand the nature, function and role of the legal system in this society. Readings: Frankel, Law, Power and Personal Freedom; Heyman & Kenety, The Murder Trial of Wilbur Jackson; Law Without Lawyers, and other materials handed out in class. No Prerequisites. $4.00 Tab fee.

Leg Stu 320  Interdisciplinary Legal Studies  John Bonsignore, Coordinator
TuTh 1-2:15

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

LINGUISTICS

Ling 413  Sociolinguistics  Lisa Selkirk
TuTh 9:30

In this course we will be asking the following question: What can the investigation of language tell us about society? In particular, what can looking at American English tell us about American society? There will be two main areas of concern: 1. Non standard dialects, including Black English. To what extent do variations in linguistic patterns depend on social context, class, class consciousness and solidarity? What is the effect of the norm of a standard language on non-standard dialects and their speakers? 2. Women and language. Is there a women's language? (Are there structural differences between the language of men and women? Do women use language differently from men?) Is English a sexist language? (In what ways, if any, does the language reflect the social reality, or, on the other hand, determine how speakers view reality? Can language change bring about social change?) While focussing on these two empirical issues, we will critically examine important theoretical currents in sociolinguistics, including those inspired by Labov, Bernstein, Groffman, and Sapir and Whorf. For source material, we will draw on linguistic, sociological, and feminist literature. Requirements: Brief and informal weekly assignments, usually one or two page papers, and a final research paper and/or presentation.

PHYSICS

Physics 119A  Arms Policy and National Insecurity  Marvin Kalkstein
MW 2:30-3:45

This course is intended as a survey of contemporary developments in global arms policy in the nuclear era. Roughly half the course content will deal with the scientific and technical basis of modern weapons and strategic doctrine. The rest will deal with the development of arms policy since World War II focusing upon an analysis of several specific issues arising during the evolution of the policy. The political and economic implication of past and present policies will be considered with particular attention to factors affecting decision-making. Possible alternative solutions to the problems of national security will also be considered. In the science area, student will be exposed to the physics of nuclear energy, weapons and technology, and the physical and biological effects of weapons use. The mathematics underlying the stability or instability of strategic deterrence will be used. In addition, the course will provide broad consideration of the impact of a particular technology, in this case nuclear weapons, on social policy.
ORCHARD HILL

OH 190C Welfare Law and Policy Ken Neiman

An analysis of the implementation of state and federal welfare programs, focusing on the relationship of law and public policy. Issues surrounding public assistance benefit levels, work ethic, social services, privacy rights, due process. Emphasis on implementation of welfare programs in Mass., how welfare is used to regulate the poor. Readings: Cloward and Pivin, Regulating the Poor; Cooper, Income Maintenance.

PUBLIC HEALTH

P. H. 505 Current Health Issues Debbie Roter
MWF 1:25-2:15

A course designed to present an in-depth investigation of a selected number of current health issues. Included are: 1. Women's role as a health consumer and health gatekeeper; 2. The patient/provider relationship from the patient's point of view and from the provider's view; 3. self-help, self-care groups; 4. Health ethics/legal aspects of H.E. (informed consent); 5. Death and dying.

POLITICAL SCIENCE

Pol Sci 33/637 Government & Politics of China Franklin Houn

Examines, among other things, contemporary Chinese efforts to transform society and to reform man, including the mobilization of women for nation-building tasks outside the home.
ORCHARD HILL

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FIVE COLLEGE COURSES

AMHERST COLLEGE

American Studies 12 Work & Play in America (component)
MMF T:10:00-12:00 4 or 5 sections

An interdisciplinary approach to understanding how work and play and the connections between them have changed in the lives of modern Americans. The course opens by looking at pre-industrial America, how individuals experienced work then, the kinds of play available to them, and the ways in which work and play were integrated into individual and communal life. It moves on to explore the changing nature of blue-collar and of professional work in modern American and how these new forms of work are related to new forms of play. The meaning of sports, of popular culture, and of high culture for the individual and communal lives of Americans today will be investigated in a number of ways. These inquiries will lead into novels, diaries, films, and individual accounts of working and playing as well as into the writings of historians, sociologists, psychologists, economists, and philosophers.
Philosophy 62  Philosophical Issues in Feminist Thought  Vicky Spellman  
TuTh 10-11:30

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

HAMPIONSE COLLEGE

Humanities & Arts

H & A 234  The Literature of Lives  Lisa Gaughan, JoAnne Goldberg, Juill Lewis, Lisa Sightman
Tu 6:30, Th 9:00

Reading & discussion of the biographies & autobiographies of women, giving 
accounts from different historical moments, cultures, political realities & 
racial perspectives, of women's struggles to survive & change their lives & the 
world around them. Includes texts from France, Germany, Soviet Union, Britain, 
Spain, Brazil, USA, of different racial backgrounds, by women whose lives were 
emmeshed in political struggle & survival, who confronted political systems of 
oppression, whether state, economic, cultural, racial or sexual. Men are wel-
come to participate. Readings include: S. de Beauvoir, Carolina Maria de 
Jesus; Martha Martin, Dora Russell, Eva Braun, Alexandra Kollontai, Angela Davis, 
Lillian Hellman, La Passionaria, Harriet Tubman, Sojourner Truth, Emma Goldman, 
Stilla Brown & Margaret Sanger. Concludes by a look at women in the arts & 
the dimensions of women's experience their creativity involved: Kate Millet, 
Isadora Duncan, Janis Joplin, Billie Holliday, Sylvia Plath, Adrienne Rich, Ntozake 
Shange. Enrollment limited to 20. Requirements: Commitment to complete readings, 
collaborative participation in terms of research & class presentations, have read 
Sheila Rowbotham's Woman's Consciousness, Man's World before course begins.

Natural Science

NS 125  Topics in Women's Health  TuTh 10:30-12  Janice Raymond

A course designed for students who want to do specialized projects. 5-College 
students are also encouraged to develop such projects which will be graded for 
credit. The instructor will give several lectures in the early weeks of the 
semester, after which small study groups will be organized around the interests 
of students. Any topic may be proposed, but the following are some suggestions: 
1) the story of DES; 2) menstruation & menopause; 3) childbirth practices; hos-
pital & home deliveries; 4) Lesbian health issues; 5) the history of midwifery; 
6) sterilization techniques & policy; 7) treatment of ordinary female health 
problems; 8) the women's health movement.
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Hampshire College

Humanities & Arts

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Natural Science

NS 125  Topics in Women's Health  Janice Raymond  
TuTh 10:30-12

A course designed for students who want to do specialized projects. 5-College students are also encouraged to develop such projects which will be graded for credit. The instructor will give several lectures in the early weeks of the semester, after which small study groups will be organized around the interests of students. Any topic may be proposed, but the following are some suggestions: 1) the story of DES; 2) menstruation & menopause; 3) childbirth practices; hospital & home deliveries; 4) Lesbian health issues; 5) the history of midwifery; 6) sterilization techniques & policy; 7) treatment of ordinary female health problems; 8) the women's health movement.
Social Science

SS 102  Poverty & Wealth (component)  Laurie Nisonoff

Who gets the money in America and who doesn't? Why is there poverty in the richest country in history? What are the human terms of the economic activity known coolly as 'income distribution'? This course is designed to encourage inquiry into a hard accounting of this contemporary social & economic reality. Thematic units include: federal income measurement -- its facts & fictions, the business elite, taxation, family & sexual inequality and race, health care and genetic endowment, aging, education, and the history of social welfare programs and charity. With the goal of fostering an understanding of the way income inequality is perceived and measured, we will also examine 3 paradigms in economic inquiry, the radical, the liberal and the conservative. Readings include: David Gordon (ed.), Problems in Political Economy; H.P. Miller, Rich Man Poor Man; P. Roby, The Poverty Establishment; J.G. Scoville (ed), Perspectives on Poverty & Income Distribution; H. Ginsburg (ed), Poverty, Economics & Society. Course meets for 1 1/2 hours twice a week, limited to 18 students on a first come basis. Research papers on themes required.

SS 155  Professionalism & Social Change: An Historical View (Component)  Penina Glazer & Maureen Mahoney

An examination of social change & the emergence of the professions in the late 19th and early 20th centuries. We are interested in the defining characteristics of professional culture & specifically how and why those which were predominantly female differed from those in which men were the primary leaders. We will also attempt to assess the impact of careers in the professions not only on those groups who were seen as the beneficiaries of their services, but also on the lives of the professionals themselves. The course will investigate the following topics: changes in attitudes toward education & the narrowing of access to specialized training; professionalization, the increase of specialization, quantification & exclusivity and the development of a culture of professionalism; personal lives & the professions (differences between men & women); case studies of several professions (e.g. medicine, nursing, social work). Meets twice a week for 1 1/2 hours each session. Enrollment limited to 20, first come basis. Two papers required.

SS 180  White Women/Black Women (HA 124)  Jill Lewis & Gloria Joseph

The attitudes & life styles with regard to monogamy, family life, self-concepts and bonding relationships of Black women and White women will be the focus of this course. Life style options will be examined with class membership as the key variable. The course will have an interdisciplinary flavor as literature, history, sociology and psychology secrete their spices -- adding a tangy zest to the necessary investigations, analysis and discussions. More specific information regarding the course can be obtained from the instructors. Jill Lewis will return to campus for January term. Meets twice a week for 1 1/2 hours each meeting. Enrollment limited to 15 on a first come basis.
Decentralism: The Exploration of Community & Work Environments (Component)  
Myrna Breitbart

A consideration of how centralization evolved under capitalism, affecting people directly in their personal & working lives. We will also explore alternative modes of decentralist organization based on the ideas of social anarchism. Anarchism, as a broad philosophy of human development & revolution, will be discussed in the context of contemporary movements for decentralization, alternative technology, community & workers' control, social ecology, and women's liberation. An important aim is to examine how theoretical notions of anarchist-decentralism can be applied to promote a radical reshaping of the basi socio-economic relations & underlying values of this society. Topics to be addressed through written materials, personal experience & observation of current neighborhood & workplace organizations. Readings include: Kropotkin, Piercy, Bookchin, Ewen, Freire, Sennett & Cobb, Morris, Hess, Aronowitz, Horkheimer, Gorz, etc. Meets twice a week for 1½ hours each session. Students evaluated on the basis of class discussion, one or two short position papers and a self-designed project dealing with one of the above topics. Enrollment limited to 20, first come basis.

Labor & Community: The Dynamics of Struggle Under Capitalism (and the Alternatives)  
M. Breitbart, Nancy Fitch & L. Nosonoff

Explores the relationship between historical changes in the labor process under capitalism & the experience of workers in the workplace and larger community. We will also discuss contemporary alternatives, paying particular attention to movements for workers' control and decentralized socialism. Using an interdisciplinary approach, we consider a number of themes & questions focusing on the changing nature of conflict between labor & capital. Tentative texts include: Braverman, Labor & Monopoly Capital; Gutman, Work, Culture & Society; Harvey, Social Justice and the City; Case & Hunnius, eds., Workers' Control: A Reader on Labor & Social Change; Gordon, Theories of Poverty & Underemployment; Sennett & Cobb, The Hidden Injuries of Class; Ewen, The Captains of Consciousness. Course meets twice a week for 1½ hrs. per session, 5-College students welcome; enrollment open.

Social Problems & Social Policy  
Michael Ford, Barbara Linden & Stewart Shapiro

How are social science perspectives & empirical research studies related to the formation of public opinion & current proposals for changes in social policies? We address the central themes involved in these questions by focusing on several problem-policy areas (e.g. desegregation & busing, occupational health & safety, welfare reform, abortion legislation, & consumer protection). Analyzes the theoretical & empirical approaches to the formation of public attitudes & how these are used by politicians & others in changing legislation & funding. The political values of social scientists & the impact these have on research design & interpretation of results will be studied. Each area's study begins with readings emphasizing historical & cross-cultural perspectives. Students are required to lead specific class meetings, and to prepare one major research paper for presentation. Meets Once a week for 2 hours. Limited to 20.
Examines the interrelation of psychological and sociological theories as they address issues of personality development & socialization, through the work of Freud, Rousseau, G.H. Mead, Dewey, Durkheim, Parsons, Sullivan, Piaget & Marcuse. Some questions to be considered are: 1) how does the theorist define the relationship between innate motivation & learned values? What are the significant elements in socialization? what role does rationality play? 2) how do social cohesion & social order come into being? is societal conflict inevitable? are individuals necessarily & naturally brought into opposition with social order? what is self-interest? 3) why do certain theories give such importance to communication & meaning in the creation of social order, while other theories attribute more importance to self-preservation? The interdisciplinary focus will be represented by instructors as well as the subject matter. Enrollment open. Meets twice a week for 2 hours each session.

The course examines past and present theories of the capitalist and socialist state (emphasis on the former) and their relation to society. Theories of Hegel, Marx, Lenin, Weber, as well as writers engaged in the current debate, will be studied. Specific empirical topics include a look at one or more socialist states, the cause and nature of the modern capitalist welfare state, American ideology and consciousness regarding the state, the nature of contemporary American class structure, the role and function of American political parties and elections, the current fiscal crisis of the state, and scenarios for the future. Enrollment open. Meets 1 1/2 hours each session.

This is a research seminar and will involve data collection, analysis and interpretation. The topic, alternative life styles, refers to alternatives to traditional marriages: the forms these have taken in the past and other structures that Black women are experiencing today will be the focus of the course. Historical conditions, economic situations and radical conflicts today as in the past have a unique influence on today's Black woman. Her changing life style in marriage, her role in the family and new forms of intimacy will be explored. Meets twice a week for 2 hours each meeting. Additional time will be spent outside of class hours conducting interviews, administering questionnaires, etc. Enrollment open - permission of instructor required.

SS 253
Personality, Moral Development & Social Life
(component)
Margaret Cerullo/
Maureen Mahoney

SS 275
State and Society
(component)
Carol Bengelsdorf, Margaret Cerullo,
Frank Holmquist, Joan Landes & Lester
Mazor

IN
Alternative Life Styles - Part II:
Sexual Prerogatives of Black Women
Gloria I. Joseph

SS 295
The Therapeutic Relationship (component)
Eva Brown
Dimensions of Freedom (component)  
Margaret Cerullo & Lester Mazor

Freedom has many names. Liberty is the one which has been dominant at least since the 17th century ("life, liberty & the pursuit of happiness", the American Civil Liberties Union); liberation, a more recent term, we know primarily from contemporary movements (women, Third World, gay). This seminar will be an exploration of freedom through a comparison of these two concepts, one established, another emergent. Meets one evening each week for pot luck dinner & discussion around readings which may include Mill, On Liberty; Marcuse, On Liberation; Wollstonecraft, A Vindication of the Rights of Woman; de Beauvoir, The Second Sex; Brown, Love's Body; Paine, The Rights of Man; Fanon, The Wretched of the Earth; Bellamy, Looking Backward; and Piercy, Woman on the Edge of Time, among others. Enrollment limited to 12, by lottery if necessary.

Feminist Movements in Europe & America  
Carol Bengelsdorf, Nancy Fitch, Joan Landes

This course will compare the women's movement and its relationship to socialist politics in developed capitalist societies. In particular, we will consider the U.S., Germany, and Britain, and treat more briefly Italy and France. We intend to trace women's movements historically and then turn to examine their place in contemporary Europe and the US. The purpose of this course is to address three themes: the place of women's movements in the socialist revolution; the relationship between socialist women and non-socialist women; and the impact of class and racial divisions between women on the politics of the respective movements. The following issues will be considered: women's suffrage and equal rights; the right of women workers; personal relationships and sexual reform; and class struggle. We will conclude our course with a view of the relationship between left parties and the women's liberation movement in the present period. We will use original documents, historical materials, and autobiographical accounts. This course will be organized as a seminar and is open to Division III students and advanced Division II students. We are interested in providing students whose work touches upon these issues with a forum for discussing their own studies. Class meets once a week for 3 hours.

Mount Holyoke College

Anthropology 316 (01)  Socialization & Coming of Age in the USA: The Black Woman (Special Topics)  
Pat Guthrie  
M 1-2:30

An analysis of processes of socialization experienced by Black American women from varying socio-economic backgrounds. In particular, the course focuses on these questions: what in the socialization process prepares black women to respond to American racial oppression? Are there specific rites of passage that all black women experience in coming of age in the USA? how is black womanhood defined once the process of socialization reaches its conclusion? Readings include materials drawn from literature, sociology, and social anthropology. 4 credits.
IN Dimensions of Freedom (component) Margaret Cerullo & Lester Mazor

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Hist 275s  Women in Renaissance  Mr. Garret-Goodyear
TuTh 8:35-9:50  Fri 1:00-1:50  Skinner 102

1300-1700. An inquiry into the place of women in families and communities of late
medieval and early modern Europe, and into the institutions, practices and ideas
which determined or changed that place during centuries of "Renaissance," "Reformation," and "Expansion." Among the critical questions we shall ask: Are
labels such as "Renaissance" appropriate to the experience of women, or should we
reconsider the use of such categories in light of how women lived and thought
during those centuries? What were women expected to be and do in the aristocratic
Europe, 1300-1700? In addition to recent demographic and family studies that have
increased our understanding of the lives of women, members of the course will be
asked to investigate printed sources on Christian thought and piety both orthodox
and heretical, manorial life and estate management, guild organization and borough
governance, educational reforms by humanists, and advice on child-rearing, legal
and judicial development, and literary activity.

Hist 278s  Women and Men II: An Historical Inquiry into the
Social Relations of the Sexes  Mr. Farragher
TuTh 3:00-4:15  Skinner 101

The changing roles and relations of women and men in the industrial and capitalist
revolutions, focusing on changes in Europe and North America from 1750 to the
twentieth century; the growth of the feminist movement in the United States and
the modern world. Readings include: Pinchbeck, Woman Workers and the Industrial
Revolution; Ibsen, A Doll's House; Rowbotham, Woman's Consciousness, Man's World.

Hist 297fs Sec 1 Topics in Comparative History  Barrows & Bezucha
The Word, the Picture and the Page; The
Revolution in European Culture Since the
18th Century (component)
Class meets once at MHC & once at Amherst/week

Europe has experienced three revolutions in the past two centuries. The first was
political, the second was economic, and the third was what Raymond Williams calls
"the cultural revolution" -- the dramatic shift from a largely oral and iconographic
world to one of universal literacy and the technology of modern communications.
By means of readings, lecture, discussions, films, and slides, the class will
examine the meaning of this revolutionary change for the lives of ordinary men and
women, as well as the response of selected writers, artists, and social theorists
to the culture of democratization.

Hist 297 Sec 2  Topics in Comparative History:  Mr. Stokes
The Western World, 1880-1914 (component)

The course examines similar trends on both sides of the Atlantic during the closing
years of the nineteenth century and the first years of the twentieth. It begins
by looking at factors such as international trade that combined together during
this period to produce a genuinely "Western" world. It then focuses on four
countries -- the US, Great Britain, France and Germany. Topics to be dealt with
include anarchism, socialism, feminism, imperialism, and middle-class liberal
reform. It is hoped that there will also be time to deal with intellectual and
cultural developments that took place in these four countries over the same
period. It is not necessary for students taking this course to be fluent in French
or German, although a reading knowledge of either might be a help.
PolSci D100(03)  The Politics of Patriarchy  Jean Grossholtz & The Five-College Women's Studies Committee

The definition of womanhood in modern society. Women's discontent with the social, economic, political and academic roles assigned to them. Demands for change and for increased knowledge about women. The limitations and strictures of the academic disciplines with respect to women's lives and work. Strategies in the struggle against power and for change. Designed as an introduction to women's studies.

PolSci 348  Advanced Seminar in Feminist Theory  Joan Cocks

Tues 1:00-3:00

We will explore recent developments in feminist theory, including issues raised within the separatist, psychoanalytic and socialist-feminist traditions. Special attention will be given to the question of whether patriarchal relations are universalistic or historical. In at least partial search of an answer, we will examine the specific character of sexual politics in the dominant white and subordinate Black and Puerto Rican cultures in contemporary America. Pre-requisites: 8 credits of political science, 4 credits of women's studies.

SMITH COLLEGE

Comparative Literature

ComLit 222b  Women in Writing: 20th. Century Fiction  Ann Jones/

Mon 7:30-9:30  Marilyn Schuster

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

History

Hist 102b  Family, Church and School in 19th. Century America  Jill Conway

Mon. 3-5  (component)

Proseminar on topics in and approaches to history.

Hist 102b  The History of the Family  Donald Bell

Tues 3-5  (component)

The family as a changing institution in Western life, from pre-industrial to industrial society. Main focus on historical studies of family structure and function with some consideration of allied social science perspectives. Students may consider their own families as historical artifacts and do research upon the structure and development of their family lives.

Hist 383b  Introduction to the Sophia Smith Collection: The Reform Impulse: 1848-1920  Mary Elizabeth Murdock

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Hist 383b  Introduction to the Sophia Smith Collection: The Reform Impulse: 1848-1920  Mary Elizabeth Murdock
Mon 3-5
Documentation of women's role in the United States. Intensive analysis and evaluation of selected research topics as methodological problems by means of lectures, discussions and demonstrations. Admission by permission of instructor.

**GOVERNMENT**

Govt 205b  
**Political Participation**  
Mon, Thurs. 8:40-9:50  
(Martha Ackelsberg)

An examination of the place of participation in democratic theory serves as a 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.

Govt 211b  
**Sex and Politics**  
Mon 7:30-9:30  
(Susan Borque)

The impact of sex on power and influence in society. Permission of instructor required.

**Religion**

Rel 230B  
**History of Christian Thought**  
Mon, Thurs 10-11:50  
(Jean Higgins)

An historical survey of religious life and 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.

**Sociology**

Soc. 225b  
**Women and the Health System**  
(Johnny Raymond)

Issues of health care and delivery as they relate to women. Medicine as religion and the union of male myths, ministers, and ministrations. Women as health care workers and patients; the "sexual politics" of sickness; the doctor-nurse relationship; the nurse-practitioner movement; M.D. education and women; the self-help movement; gynecology and obstetrics; estrogen replacement therapy. The course will develop a critical perspective, with special attention to the ethical issues involved, and the development of alternative ethics and social policy.

Soc 336  
**Seminar on Women: The Adult Years**  
Tues 3-5

Sociological and social-psychological examination of particular aspects of women's lives.