WOMEN'S STUDIES PROGRAM

COURSE OFFERINGS

SPRING 1982
Women's Studies is an interdisciplinary academic program offering an individualized major and a certificate minor to students interested in designing a course of study suited to their own interests and goals.

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

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

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

Students in the Program have interests in common and a high level of energy and motivation. As the program sponsors continuing lectures, films, colloquia and other "happenings," students develop a network of social as well as intellectual interaction. This network of common interests and support is no small thing on a large campus.

The Program provides an opportunity for students to formulate an individually designed plan of study in consultation with a faculty sponsor, including departmental course, independent study, field work on campus and in the community, and Five College course. Two options are available:
1. Certificate: equivalent to a minor concentration, taken in addition to a regular major. Requires completion of 18 credits in Women's Studies including WOST 201 (Foundational of Feminism: The Classic Texts), WOST 301 (Feminist Theory).
2. Major: 36 credits in Women's Studies, including the following required courses, WOST 201 (Foundations of Feminism), WOST 301 (Feminist Theory), WOST 311 (Methods in Women's Studies), WOST 491 (Advanced Integrative Seminar), and a cross-cultural course on women, such as Black Women in the U.S., Asian Women, or Latin-American Women. All courses which count toward the major need not be listed "Women's Studies," but must relate to the proposed major focus.
WOMEN'S STUDIES PROGRAM/UNIVERSITY OF MASSACHUSETTS
AMHERST

This catalogue contains descriptions of all Women's Studies courses for which information was available in our office by our publication deadline for pre-registration. Please note that some changes may have been made in time, location, and/or syllabus since then.

Exact information on all courses may be obtained by calling the appropriate Department or College. Listings are arranged in the following order: courses offered by the Women's Studies Program (WOST); departmental Women's Studies courses; component courses; Five-College courses; and an Addendum. Materials on Southwest and Continuing Education course in Women's Studies will be on hand in our office (208 Bartlett) for those course not determined in time to be included here. Phone us at 545-1922 for more information.

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COURSES OFFERED BY THE WOMEN'S STUDIES PROGRAM

WoSt 191B  The 70's: Feminism and Women's Popular Fiction  Leila Ahmed
TuTh 1-2:15

We will read fiction by such authors as Marilyn French, Erica Jong, Margaret Atwood, Marge Piercy, Rita Mae Brown, Toni Morrison and Doris Lessing in an attempt to chart the landscape of the seventies. What changes in women's consciousness have accompanied this first decade of modern feminism? How did women of the seventies perceive and define themselves—in relation to other women, to men, as actors within the web of society and as explorers of inner, and outer, space.

WoSt 201  Foundations of Feminism: The Classic Texts  Lee Edwards
TuTh 9:30

Acquaints students with the classic texts in Women's Studies, emphasizing historical development of feminism and contemporary analyses of ideas and issues leading to Women's Studies as an academic specialization. A survey of the interplay of culture and biography in order to understand how individuals can create new ideas and styles from the conflict between self and society. Readings include: de Beauvoir, The Second Sex; Mitchell, Women's Estate: Rowbotham, Woman's Consciousness, Man's World; Freud, Three Essays on Human Sexuality; Woolf, A Room of One's Own; Millet, Sexual Politics: Child (ed.) Narrative of a Female Slave; Johnston, Lesbian Nation, and/or others. Texts vary with instructor. No prerequisites. Required for the major and certificate minor in Women's Studies, and for all further core courses. Honors option available under HON C111.

WoSt 291A/ STPEC 291A  Feminism, Black Nationalism, Marxism  Sara Lennox, John Bracey
STPEC 291A  MWF 11:15-12:05  Dan Clawson

This course will present feminist, Black nationalist, and Marxist critiques of U.S. society, comparing theoretical assumptions, methods for achieving change, and the compatibility of each critique with the others. We will examine our different understandings of what is important to look at in contemporary society (personal life? workplace relationships?) what we think is wrong with the U.S. right now, and how we propose to go about making it better. We also want to explore seriously whether these three critiques are reconcilable with each other (can feminism adequately address questions of race and class? Can Marxism solve problems of race and gender? Can Black nationalist women unite with white feminists— and if they aren’t reconcilable, what do we about it.) The course will be organized in a modified debate format: each instructor will present her/his position fully, and its adequacy will then be assessed by the other two instructors. (This course might be worth taking just for the fireworks!) On Fridays the class will be broken down into small discussion groups, led alternately by one of the three instructors. Readings, mostly articles, will address key issues of each of the three paradigms.

WoSt 292A  Women's Folk Music: The Blues  Mary Ruth Warner
Wed 7:00-9:30 PM

Suppose the only black female musical performer who survived centuries hence was the one painted by white Americans in blues research. What would people in a hundred years say of the black female singer of the blues? This rhetorical question, paraphrased from a statement by W.E.B. Du Bois in 1926 ("Criteria of Negro Art"), is significant for one who is a scholar of the blues and for considering the participation of the black female in this important art form. It is quite possible, due to the dearth of
of information available, that in a hundred years the female blues singer will be more
of a casualty than she is at present: she will be-- literally and figuratively-- missing in action. The purpose of this course is to introduce the student to the blues form and unearth for her/his examination and enjoyment the female contributors to the blues. This necessarily brief introduction to the blues will use the lives and artistry of major tradition bearers as an index to other traditional Afro-American musical forms, Afro-American history and culture, the classic blues period, the themes of 'blues literature', a critique of blues scholarship, and as an index to the effects of racism, sexism, and class bias on the blues, blues scholarship, and the female singer of the blues. Some of the tradition bearers to be studied will include: Gertrude "Ma" Rainey, Bessie Smith, Ethel Waters, Edith Wilson, Lucille Bogan, Dinah Washington, Big Maybelle, and Mahalia Jackson. §5 lab fee. Possible readings: Bessie, Mumbo Jumbo, In Love and Trouble, Black-Eyed Susans, Their Eyes Were Watching God, and Deep Blues; selected readings from journals and periodicals may also be required. Requirements: Two short papers and a term project.

WoSt 297B Eco-Feminism: The Ethics of Ecology and Feminism Jan Raymond
Mon 3:35-5:15, Wed 4:40-5:30

This course will bring together environmental issues, ecological theories, and feminist philosophy. More specifically, it will focus on: ideas of nature; environmental theories of health and disease vs. "specific etiology" theories; adaptationism: body and mind pollution; women and technology; and visions of the future. The course is designed to make creative connections between ecological and feminist ethics. Readings include: Rachel Carson, Silent Spring and The Sea Around Us; Pat Hynes, "The Ecology of Feminism," Carolyn Merchant, The Death of Nature; Helen Caldicott, Nuclear Madness; Barry Commoner, The Closing Circle; Nancy Henle, Body Politics; Wilson Bryan Key, Subliminal Seduction; and Susan Griffin, Woman and Nature. Films and slides will also be shown. The course format will be lecture/discussion.

WoSt 297L Women and the Law
MWF 11:15
TBA

The role of women in society as reflected through the law and the legal process. The historical and contemporary sources of the societal status of women, law and patriarchy. Major areas of current legal concern to women: violence (rape, pornography, self-defense), malpractice (medical and psychiatric), problems in the workplace (sexual harassment, occupational safety), and the liabilities of political activity.

WoSt 301 Feminist Theory Leila Ahmed
TTh 11:15

This is a newly developing and experimental course in which student and teacher will be working together as we consider three major questions: (1) What is theory? More specifically, what is the role of self-consciousness, the sources of our assumptions, the problems of objectivity? How do we choose a subject of study, and what is the nature of evidence and the use of personal experience? (2) What is the role of theory in the feminist revolution? How has modern feminist theory developed historically, and what is its relationship to other theories (e.g. Marxist, Freudian, Jungian)? As an example of the counterpoise between theory and practice we will examine the history of Women's Studies and its theory, and who are our theorists? We will study theories of the family (Dinnerstein, Chodorow, Rich), theories of lesbianism (Atkinson, Bunch), and socio-political theory (Eisenstein, O'Brien). Prerequisites for the course are WoSt 201 (Foundations of Feminism) or permission of the instructor. Requirements will include one long paper or a project of the student's own choosing, two or three brief exercises, extensive reading and class participation.
WoSt 311  Methods in Women's Studies: On the Uses and Abuses of the Methodological
Mon 12:20-1:10 Wed 12:20-2:10 Jan Raymond

The course will focus on selected issues in feminism from a methodological viewpoint. What is the value of method and of being explicitly conscious of one's method? Where has adherence to disciplinary methods prejudiced and preanswered feminist questions? The first part of the course will look at how certain feminist writers and scholars study and research their various subjects. How do they approach their material? How does the content of what they study influence their methods and vice versa? How do style and content mesh? Selected issues will include: woman-hating as exhibited in pornography and violence against women; the nature-nurture controversy; female friendship: the female creativity. The second part of the course will illustrate how various disciplinary methods, and the theory that emerges from such disciplines, can be used and/or critiqued to do Women's Studies. Guest lecturers from various fields will be invited to speak. Readings include Woolf, Three Guineas; Daly, Beyond God the Father; Dworkin, Pornography; Barry, Sexual Slavery; Hubbard and Lowe, Genes and Gender; Paderman, Surpassing the Love of Men; Olsen, Silences. Students are responsible for a major research paper on a selected issue in feminist studies, making clear their sources and techniques of gathering information and the methods used to investigate, analyze and interpret.

WoSt 391  Women and Health Issues
Tu 2:20-5:15 Jan Raymond

This course is designed as a general overview to acquaint the student with theories of health and issues of health care from a woman-centered perspective. Topics include: the history of women and healing: medical education and women; midwifery: gynecology and obstetrics; unnecessary surgery; menstruation; cross-cultural issues and theories of health and health care; and medicine and religion. Readings include: Ivan Illich, Medical Nemesis; Ehrenreich and English, For Her Own Good; Barker-Benfield, Horrors of the Half-Known Life; Mary Daly, Gyn-Ecology; Holmes, Hoskins and Gross, Birth Control and Controlling Birth; and others. Class format will be lecture/discussion with an emphasis on student projects.

WoSt 391D  Women's Utopias
MWF 10:10 C core Daphne Patai

Utopian and anti-utopian literature written by women; the specific features that set these books apart from the dominant (male)utopian tradition. Works include feminist and antifeminist utopias, and novels that ignore the issue. 20th century writers: Lessing, Piercy, Perkins Gilman, Le Guin, Wittig, 19th-century utopias studied. Prerequisite: ComLit 101, Utopias and Anti-utopias, or consent of instructor. Active class participation and two papers required.

WoSt 392C/ ComLit 396B  Women in Literature: Mothers and Lovers
TuTh 11:15 Elizabeth Petroff

A survey of literature written by and/or for women from antiquity to the Renaissance exploring the voices and roles women have assigned themselves and that have been assigned to them: lovers, mothers, scapegoats, saviors, witches, heroes. Effect on women's present consciousness. Readings: Inheduenna (Sumarian), Sappho, Sulpicia, Etheria, Saint Perpetua, Judith and Esther, myths of Pandora and Persephone, Cupid and Psyche, the Lais of Marie de France, Letters of Héloïse, spiritual writings of Machthilde of Magdeberg, Hildegaard, others. Requirements: several short papers or translations, take-home final exam. Prerequisites: background in literature, history, or women's studies.
WoSt 491  Advanced Seminar: Studies in Racism  Leila Ahmed
M 7-9:30

Through film and the written word we will study Western racism in its historical roots and in its two most virulent manifestations in the history of Western civilisation: anti-Semitism and the dominion of white over Black. We will also look at the forms, blatant and insidious, in which racism is current in the world today, and consider the psychological consequences and costs of racism for oppressor and oppressed, coloniser and colonised.

SUMMER SCHOOL COURSES

WOST 290D  Unlearning Racism  Joan Lester
Summer Session I  9:30
See Page 8 for description

WOST 290E  Women in Science Fiction  Rebecca Fisher
Time TBA
See page 8 for description

DEPARTMENTAL WOMEN'S STUDIES COURSES

Anthro 597C  Women in Cross-Cultural Perspectives  Sylvia Forman
M 12:20-3:15

This course will critically evaluate the major issues, debates and problems in the study of women from anthropological and Marxian perspectives. We will draw on examples primarily from the United States and Latin America in our exploration of seven topics: the evolution of sex roles and the sexual division of labor; women's power/women's status; women and the family, women in the capitalist periphery; the cases from Latin America; women and work; race, sex and class; women in revolutionary societies.

Art Hist 582  Women in Modern Art  Ann Mochon
W 2:30-5:15

Course studies the position and contribution of women artists in 20th century art. Emphasis on understanding work by women artists in relation to their participation in major movements in modern art, but with particular attention to prevailing concerns with nature, environment, social conditions and political action in their work from 1900 to the present. Students should have a background in modern art before taking this course.

Classics 339  Etruscan and Roman Women  Elizabeth Will
MW 12:20

The course considers the archaeological and literary evidence bearing on women's lives in the Etruscan and Roman periods.

ComStu 250A  Women and Interpersonal Communication  D core  Fern Johnson

Basic theory and practice of interpersonal communication. Emphasis on relationships between women's social roles and resulting communication patterns. Communication as transaction, communication and women's self concept/social image, verbal and nonverbal codes, relationship definitions, assertiveness, interpersonal politics.
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Continuation of Econ 148. In-depth study of the theory and practice of patriarchy: emphasis on is material foundations and effects. No prerequisites.

Econ 348  Political Economy of Women  D core  TBA
MW 2:30

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

Eng 132  Man and Woman in Literature  C core  Margo Culley
TuTh 9:30

Women's studies section. Discussion. Introduction to fiction and sex roles in literature, with emphasis on women writers, women's roles. Close reading with attention to structure and imagery. Class participation important. Readings: Jane Eyre, Bronte; Tess of the D'Urbervilles, Hardy; The Awakening, Chopin; I Know Why the Caged Bird Sings, Angelou; The Bluest Eye, Morrison; Rubyfruit Jungle, Brown. Short papers, midterm, longer paper, final.

Eng 170  George Eliot and her Times  Michael Wolff
W 3:35-6:35

Discussion. One of the greatest novelists of the Nineteenth Century. An introduction to her development as an artist, awareness of the situation of women, sense of human psychology, relationship to her public, response to the pressures of democracy, city and Empire. Her novels are not short, but emphasis on careful rather than extensive reading. Readings: Adam Bede, Mill on the Floss, Middlemarch and 2 other novels chosen in class. Requirements; participation, two short papers, and one longer one or equivalent in written work as planned individually.

Eng 281D  Emily Dickinson in Amherst  C core  David Porter
TuTh 1-2:15


Eng 297A  Foundations of Feminism: The Classic Texts  Lee Edwards
TuTh 9:30
See WoSt 201 for description.
Uncounted numbers of ordinary and extraordinary American women have kept diaries and journals. We will study this literary tradition of female culture in three ways: reading a selected group of published diaries; doing research on historical texts either in manuscript or published and out-of-print; keeping a personal journal. Connections will be made between the art of journal keeping as seen in these three arenas. Though you will keep a personal journal (not to be handed in) for the duration of the course, you need not have been a journal-keeper before. A course for the student who likes independent research and creative writing.

Hist 389
Comparative British and American Women's History: 1914 to Present
TuTh 4-5:15
Joyce Berkman

Nature and origins of social norms defining female behavior: sources of division and solidarity among women; women in and out of family settings; changing power and status of women; impact of wars, technology, and migration of women's lives. Close attention to social class, regionality, ethnicity and race. Interdisciplinary inquiry. Texts, readings: The American Woman, Chafe; Plays by and About Women, Sullivan and Hatch; Stella Browne, Sheila Rowbotham; and assorted other fictional and nonfictional paperbacks. Options: course journal; midterm exam and final; term paper and final. All exams-- take-home, essay-style. Prerequisites: sophomore standing or higher; spirited inquiry.

INQUIRY PROGRAM

IP 190-C
Contemporary Issues in Feminist Theory: The Politics of Difference
TuTh 4-5:15
Chris DiStefano

The question of sexual differences is one that has both plagued and motivated contemporary feminist analyses. While some regard sexual difference as an antiquated and discriminatory notion that legitimizes sexist social organization and culture, others view sexual difference as a reality that must be confronted and understood. Some feminists go so far as to affirm sexual difference as the critical and guiding force behind a truly revolutionary feminism. The focal question for this class will be: How can "difference" be approached--intellectually, personally and politically--in responsible, critical and rigorous ways? The question of difference is not "only" significant within feminist discourse and practice, it also strikes at the heart of issues and patterns of thought that are central to the Western intellectual tradition. These include ways of formulating the mind-body relation, conceptions of human nature, the definition and use of the categories of "culture" and "nature," and alternatives to the "difference=inequality" formulation. Readings have been drawn from a variety of disciplines, including philosophy, anthropology, psychology, linguistics and biology. Texts include: de Beauvoir, The Second Sex, Mead, Sex and Temperament, Midgely, Beast and Man, Miller, Toward a New Psychology of Woman, May, Sex and Fantasy, Spender, Man-Made Language, Hubbard and Lower, Genes and Gender.

P 190D
The Politics of Work: Race, Sex and Class
TuTh 9:30-10:45
Chris DiStefano

An introductory level approach to the study of work in the United States today, with explicit attention paid to the ways in which the experiences, limits, possibilities, politics and very definitions of work are centrally shaped by race, gender, and class. The approach will be a multidisciplinary one, drawing on studies from history, economics, sociology, anthropology, political science and autobiographical sources. A film series
An analysis of changes in the labor force participation rate, trade union membership and occupations of American working women from 1900 to the present. The course also covers 1) why women worked in certain occupations; 2) which women worked in particular occupations, and why (ethnicity, working class, and middle class); and 3) the relationship between working women and the left. Readings: Baxandall, Gordon and Reverby, America's Working Women; Chafee, The American Women--Her Changing Social, Economic and Political Roles, 1920-1970; Wertheimer, We Were There.

Review of sex differences and sex roles-- their origins and implications. Psychology of specific women's issues (e.g., violence against women, abortion and contraception, working women, feminism as a social movement) will also be discussed.

This course begins with an examination of the changing family from a socio-historical perspective, with particular emphasis on family structure and the roles of husbands and wives. In the second part of the course discussion focuses on the contemporary family as its members move through the life course; from the choice of a mate to the breakup of a family unit.

Through student presentations, determined in consultation with the instructor, this course will focus on three general issues: 1) distinguishing those aspects of gender differentiation and inequality which are universal from those that are historically or culturally specific; 2) analyzing the social forces which have created, constrained, and altered women's and men's role in the 20th century (e.g., childbirth and childcare; violence against women; media presentation of gender; transformation of domestic work into invisible labor, etc.); and 3) examining the theoretical debates around the sources and character of gender inequality and possibility for change.
Sexism and Racism in the Residence Halls
(a course for second Semester RA's)
Tu 7-9:30pm (also sections on Wed)

Through readings, films short lectures, structured experiences and open discussions, students will examine the backgrounds and theories of racism and sexism and will learn to apply this understanding to the residence hall setting. Topics to be covered include race, sex and sexuality; self-image; community issues; rape; cultural diversity.

Span 497A
Woman as Author and Character in Modern Hispanic Literature
MWF 9:05
Rosalie Soons

The principle objective of this course is to examine the contribution of women to Spanish and Spanish-American creative literature, with particular emphasis on the modern period. Women of earlier centuries, such as Santa Teresa of Spain and Sor Juana of Mexico, will be read as well. The works of these women will be examined as part of Hispanic literature and as the effort of specifically female writers within their Hispanic society with a view to pervasive themes, common preoccupations, and psychological tendencies. These authors are sometimes mentioned in other courses; it is now time to examine their work from a new point of view. Prerequisite: Span 140 or permission of instructor. Will be taught in Spanish.

STPEC 291A
Feminism, Black Nationalism, Marxism
MWF 11:15-12:05
Sara Lennox
John Bracey
Dan Clawson

See WoSt 291A for description.

SUMMER SCHOOL COURSES

WOST 290D
Unlearning Racism
Summer session I
9:30
Joan Lester

The course offers a social/historical perspective on racism and a supportive enviorn-ment in which to work through the racism we learn from this culture. We will discuss institutional and personal racism, providing analysis and exploration of participants experience with issues of race. We will also discuss ways to identify racism and to challenge its functioning.

WOST 290E
Women in Science Fiction
Time TBA
Rebecca Fisher

This course will address the common issues raised by women writers of science fiction/fantasy. We will look at works by women in which the main characters are women and/or the subjects are of particular concern and interest to women. As efftual "outsiders" in society women are in an advantageous position to both critique society and offer creative solutions to the problems of social organization and attitudes. The study of selected works in the genre of science fiction/fantasy provides an opportunity to explore ways in which different assumptions about human nature and sexual behavior can lead to different social configurations and cultural styles. In addition to considering some women writers' visions of a possible future society, students will be encouraged to do creative fantasizing of their own. A major focus of the course will be on strengthening writing and analytic skills. Frequent short papers, in-class writing, and practice in imaginative writing will help students acquire increased confidence and skill in writing and thinking critically.
COMPONENT COURSES

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

AFRO-AMERICAN STUDIES

Afro-Am 131  African History II  C core  Dovi Afesi
TuTh 1-2:15

Lecture, discussion. Surveys African history from the imposition of European imperialism and colonialism to the present (1800-1970's). Attention to the social, economic, political and ideological aspects of the colonial process, and the variety of African reactions and resistance. Themes such as imperialism, African nationalism/liberation struggles, pan-Africanism, social and neocolonialism. Special reports, midterm, final. $5 lab fee.

Afro-Am 132  Afro-American History, 1916-1860  C core  Bill Strickland
MWF 11:15-12:05

Lecture, discussion. Overview of the development, organization, practice and historical consequences of slavery in the United States. The colonizer to 1860. Topics such as the slave trade, African civilizations in the New World and the movement for emancipation, conditions of free blacks and the slave community. Regular quizzes, term paper, attendance, class participation.

Afro-Am 133  Afro-American History, Civil War  C core  John Bracey
MWF 10:10-11

Lecture. Major issues and actions from the beginning of the Civil War to the 1954 Supreme Court decision. Focus on political and social history: the transition from slavery to emancipation and reconstruction; the Age of Booker T. Washington; urban migrations, the rise of the ghettos, the various ideologies and movements from integrationism to black nationalism. Texts: The Negro in the Civil War, Quarles, Travaill and Triumph, Taylor: Three Negro Classics, Franklin; The Autobiography of Ida B. Wells; Key Issues in the Afro-American Experience, Vol. II, Huggins; Mid-Term, final paper.

Afro-Am 190G  Introduction to African Studies  Richards, Afesi
Tu 7-9:30

Lecture, discussion. Introduction to Africa from an interdisciplinary perspective. Historical approach, chronological sequence from prehistory to contemporary times. Political development and processes, the arts, ethnography, social structures, economies and modern nation building processes. Utilizes the experiences and resources of faculty members in the Five Colleges. Text: The African Experience, Paden, Soja, Mid-Term, final paper.

Afro-Am 331  Life and Writings of W.E.B. DuBois  Homer Meade
M 7-9pm

The Life and Writings of W.E.B. DuBois will examine the impact that this Black intellectual had upon the 20th century pan-American, pan African and also pan Asian societies. This course will view the role Dr. DuBois played in the formation of strong, viable and lasting civil rights organizations. This course will examine Dr. DuBois' role in formulation practical and theoretical frameworks which address (1)'the assumed pos-
positions" and "positions in actuality" of minority groups inter-United States, especially Afro-Americans and women, as well as 2) those same positions of "third world nations" internationally. Of special interest will be the examination of Dr. DuBois' philosophy given to the publishing of 19 books, 2 dramas, 5 journals and his numerous editorials, letters, essays, speeches, etc.

ANTHROPOLOGY

Anthro 104A Introduction to Cultural Anthropology  D Core Ralph Faulkingham
MW 1:25

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

Anthro 106 Cultures Through Film  D Core Joel Halpern
Tu.7-9:30

Films, lecture, discussion. Feature-length, ethnographic and documentary films present a cross-cultural perspective on values and modernization. Special attention to tribal and peasant societies in the non-western world and the ways in which they relate to our Euro-american culture. Topics covered include ecological adaptations, class, ethnicity, sex roles, revolution, and the effectiveness of film as a medium of communication. Text: Ethnographic Film, Heider; monographs and novels. Periodic film reports and evaluations. $10 lab fee.

Anthro 297A Popular Anthropology: Fads and Follies  Lori Godfrey
TuTh 2:30

Popular anthropology: its data, methods and "theories," and the reasons for its popularity. Current issues include ancient astronauts, creation research, Celtic settlers in the New World, popular sociology. This semester the course will focus on creation evolution, race and IQ and pseudoscience, and stone chambers.

Anthro 352 Rural and Peasant Societies  D core Joel Halpern
TuTh 4-5:15

Lecture, discussion. Theories of peasant societies as they relate to ongoing processes of urbanization, ecological change and government programs as well as political revolution. Case studies from Europe and Asia related to transformations in North America with respect to resource utilization and changing value patterns. Text: Peasants and Peasant Societies, Shanin; selected monographs and autobiographical accounts. Term paper, final. Student research projects encouraged.

Anthro 371 Human Evolution  Lori Godfrey
TTTh 11:15

The mechanism of evolutionary change, the fossil and archaeological evidence bearing on human evolution and an evaluation of the various interpretations of the evidence.
Lecture, discussion. The immense richness and variety of Japanese poetry, drama and prose fiction from 1600 to the present. Subjects include haikai and haiku, the kabuki and bunraku theaters, novelists from Kawabata to Mishimi, the role of women in literature, the impact of European literary theory and practice, and the major trends of popular culture and honor during the last 400 years. Texts: Modern Japanese Literature, Keene; Four Major Plays of Chikamatsu, Keene; others. 2 short papers, 1 long paper, take-home final. Participation in class discussion.

CLASSICS

Classics 224  Greek Mythology  Ed Phinney
TuTh 9:30-10:45

Ancient Greek myths as stories and patterns: mythemes which reflect social assumptions or conventions. Women will be especially interested in Greek assumptions about the division of labor between males and females and the resulting sexual stereotypes.

Classics 225  Near Eastern Mythology  Ed Phinney
MWF 12:20

Stories and patterns of myths of Sumerians, Babylonians, Hurrians, and Hebrews; mythemes which reflect social and religious assumptions. Women will be especially interested in Near Eastern cults of female gods and Hebraic abstractions.

COMLIT

ComLit 105  Short Story  Sarah Lawall
C core
Tect 1. TuTh 11:15

See University course catalogue for description.

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

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: Journeys to Other Worlds  Maria Tymoczko
TBA  C core

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

ComLit 201A Cinema and Psyche C core Cathy Portuges
Tu 2:30-5:00; Th 2:30-3:45 (lecture, screening & discussion)
An interdisciplinary exploration of the presence of psychoanalytic thought in contemporary film and literature. Examines the screen's fascination with the psyche in order to discover whether cinematic form is uniquely suited to artistic portrayal of psychological processes. Topics include: cinematic visions of dream and fantasy; dramatic portrayals of the patient/analyst relationship; filmic treatment of the boundaries between "sanity" and "insanity"; the self and others; women and madness. Films include Bergman's Persona & Wild Strawberries; Sigmund Freud's Dora; the Young Dr. Freud; Hitchcock's Spellbound; Fellini's Juliet of the Spirits; Truffaut's The Wild Child & Jules & Jim; Mildred Pierce; Rebel Without a Cause, and others. Studies in film history & readings in psychoanalytic theory including Freud, Jung, Laing, and Erikson. Occasional guest lecturers from the psychoanalytic field. Honors Students: additional readings and a single semester-long project, either an in-depth study of a film topic or a psychology-related theme. Lab fee: $20 for film rentals.

ComLit 202B The Avant-Garde in Film and Literature C core Don Levine
Tu 2:30-5:30
Explores modern origins of experimentation in film and literature in avant-garde "schools" such as Expressionism, Surrealism, Futurism—and contemporary results of this heritage. Analyzes cinema as the result of two concerns: the poetic, dream-like and fantastic, and the factual, realistic and socially critical or anarchic. Attention given to women filmmakers and critics such as Germaine Dulac, Susan Sontag, and Leni Riefenstahl, in addition to Renoir, Godard, Resnais, Straub, Fassbinder, Man Ray, Clair, Bergman, Warhol and others. 5-page take home midterm, 10 page take home final or final project, rewrite option. $15 lab fee.

ComLit 203 Madness in Literature C core Don Levine
TuTh 1-2:15
Madness is one of the most extreme forms of human existence. Often regarded in time as the inevitable condition of any truly human being. Various presentations of madness: the logic of madness: what it teaches us about experience, particularly our experience of ourselves. Readings: The Bacchae, Euripides; Hamlet, Shakespeare, short stories, by Poe, du Maupassant, Gogol; Miss Lonelyhearts, N. West; Nausea, Sartre; No Longer Human, Dazai, Diary, Nijinsky. 5-page take-home midterm; 10-page take-home final.

ComLit 204 Literary Masterpieces: Themes of Good and Evil, Male and Female C core Elizabeth Petroff
TuTh 2:30-3:45
A Survey of classic narratives of the conflict between good and evil and its consequences for male/female relationships. Spirituality and sexuality in Goddess religions, patriarchal religions. Developing consciousness of hero to cope with these conflicts. Readings from antiquity to Middle Ages: Epic of Gilgamesh, Odyssey, Poems of Sappho, hymns to Aphrodite and Ishtar, myths and legends of Christ and the Virgin Mary, Tristan and Isolde, Dante. Requirements: 3 short papers, take-home final
Lecture, discussion. Cultural and literary development of Spanish and English-speaking America: comparisons and contrasts. Chronicles of discovery and exploration, the role of women writers in colonial times, the evolution of the Indian and of the gauchocowboy as part of the American literary heritage. Readings: Faulkner's Absalom, Absalom! and Garcia Marquez' 100 Years of Solitude.

ComLit 522 Medieval Allegory: Alchemy of Desire Elizabeth Petroff
TuTh 1-2:15
The theory & practice of allegory as a path to transcendence: the ladder of vision reconciling earthly and divine. Readings: Prudentius' Psychomachia, Boethius' Consolation of Philosophy; Guillaume de Lorris' Roman de la Rose; Dante's Vita Nuova; Inferno; Chaucer's Parlement of Foules, House of Fame; The Pearl; Langland's Vision of Pers Plowman. Theoretical studies by Lewis, Frye, Singleton, Bennett Fletcher, Quilligan. Prerequisites: junior standing or equivalent background. Requirements: bibliographical project, short paper and oral report.

ECONOMICS

Econ 362 U.S. Economic History Carol Hein
TuTh 9:30-10:45
An analytic approach to structural change, economic growth, and the development of market institutions in the United States from colonial times to the present. Prerequisite: ECON 100 or 103.

EDUCATION

Educ HD 455 The Psychology of Middle and Old Age
TuTh 1-2:15
Psychological processes and adaptation as individuals move from middle through old age. Topics: theoretical orientations to aging; changes in biological systems over age, in sensation-perception, in psychomotor skills, in intellectual functioning and learning, and in personality, psychopathology and life review, reminiscing, dying and death. Midterm, final; term paper or 30 hours volunteer service in a setting serving older adults.

Educ I 514 Film Animation in Educational Settings Liane Brandon
W 1:30
Film animation, its use in classroom, means of personal expression. Animation will be used as means of personal expression. Animation will be two-dimensional, using cutouts and flip card techniques. Preparation of art work, story animation, camera work, lighting, editing, projection and sound. Lab Fee: $12

Educ H 515 Theory and Practice in Interviewing
MW 9-12
The dynamics of interviewing, theoretical bases for conducting interviews, types of interviews, research in interview behavior, data gathering procedures, opportunity
for practice and field work.

Educ I 523  The Arts in Education  Judith Speidel
Tu 3:30-6:00

An introduction to the possibilities for using various arts in teaching academic subjects, with consideration given to the role of the arts in human development.

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

Designed to explore and encourage the use of creative and stimulating films in educational situations; to examine the visual, psychological, and technical methods used by filmmakers to generate specific viewer responses; and to suggest a variety of techniques for structuring and integrating film discussions. A wide variety of films will be shown; their potential for use in many settings (English/Language Arts, Aesthetics, Social Studies, Special Education, Humanities, Values Education, etc.) will be explored; and whenever possible visiting filmmakers will come and discuss their work. Emphasis will be on using film in schools, developing critical, aesthetic, and social media awareness, examining sexual stereotyping and sex roles in the cinema, facilitating productive and open-minded discussions, and evaluating, scheduling and screening films. Requirements include an independent or small group project and active participation in the course. Readings: R. Lacey, Seeing With Feeling; R. Maynard, The Celluloid Curriculum; S. Kuhns, Exploring Film; and Media and Methods Magazine. Lab Fee: $4.

Educ I 548  Workshop in Educational and Institutional Racism  Barbara Love
2/5, 1-5; 3/5, 1-10: 3/6, 9am-10pm; 3/7, 9am-5pm; 4/23, 1-5pm
Plus a final meeting by arrangement.

The participants will be provided with and will receive training in the use of exercises for classroom or workshop aimed at developing an understanding of racism and counteracting racist behaviors. This will be accompanied by readings of growing awareness. Requirements: participation in and evaluation of the workshop.

P550  Conceptions of Liberal Education  Faradeh Seihoun
W 4-6:30

This course is proposed as a general elective for the University undergraduate community at large. It will encourage the student to analyze her/his own educational experience, especially at the university level, from the perspectives of historical and contemporary conceptions of liberal education.

I 590T  Documentary Filmmaking for Education  Liane Brandon
W 4-6:30

This course will concentrate on the creative and practical use of filmmaking to document a wide variety of educational activities. Emphasis will be on making super 8mm films using live-action photography as well as editing and sound techniques. Students will be expected to participate in group filmmaking experiences and to complete independent or small group projects related to education.

Educ I 682  Children's Literature  Rudine Sims
M 4-6:30

Lectures, demonstrations, discussions, practicum, and readings surveying the field.
Educ 1784  
Issues in Children's Literature  
M 4-6:30

Children's literature, examined in the light of issues such as sexism, racism, age, divorce, war, etc.

**ENGLISH**

**Eng 131**  
Society and Literature  
MWF 9:05  
C core Jack Weston

Aim: through fiction mainly (but also biography and oral history) to experience responses to kinds of oppression (nation, class, race, gender) and to relate these experiences to our present society to our lives. Readings: In Nueva York, Mohr; The Autobiography of Malcolm X; General in the Jungle, Traven; Hillbilly Women, Kahn: Their Eyes Were Watching God, Hurston: Tell Me a Riddle, Olsen; The Anarchists Convention, Sayles. Lecture and discussion, attendance required, a short paper on each book, no quizzes or exams.

**Eng 161**  
Children's Literature  
TuTh 9:30-10:45  
C core Michael Egan

This course takes a good, hard look at some of the classics of Children's Literature: Mother Goose, the stories of the Brothers Grimm, Peter Pan, Alice in Wonderland, Kipling's Jungle Books, etc. We also examine contemporary material such as Donald Duck and Saturday morning television. The idea is to 'decode' the material in order to find out the real nature of the social, political, and sexual myths embedded in it. To do this we have to develop a theory, and we do this, chiefly, by reading Freud and Freudian critics and Marx and Marxists.

**Eng 253**  
Novel from Scott to Hardy  
TuTh 1-2:15  
C core Michael Wolff

Discussion. These novels are a great imaginative effort to understand what is was like to be living in the first urban, industrial, and democratizing (i.e. modern) society. Keynote is coping with change. Focus on themes of "individual and community," "faith and doubt," "man and woman," "culture and anarchy." Readings: Jane Austen, Emma; Charlotte Brontë, Jane Eyre; Charles Dickens, Great Expectations; George Eliot, Mill the Floss; Thomas Hardy, Jude the Obscure; and one or two others chosen in class. Requirements: participation, two short papers, and one longer one of as worked out individually.

**Eng 261**  
Modern Novel, 1890-1930  
MWF 1:25  
C core P Hicks

Combined lecture, discussion, to introduce 7-8 novels representative of a "modernist" style and themes in fiction, parallel to changes in other arts, and science, and philosophy of the same years. Hardy, Jude the Obscure; James, What Maisie Knew; Conrad, The Secret Agent; Lawrence, The Rainbow; Joyce, A Portrait of the Artist As A Young Man; Woolf, To The Lighthouse; Faulkner, The Sound and the Fury; Wolfe, Look Homeward, Angel or a substitute. In subject, all feature childhood, youth and growth processes affected by dynamics of family relationships, social class, and social roles. Principally, however, the novels are selected to instance the emergence in this period
of new narrative techniques and forms, and to show that these strategies aim to explore new concerns pressing in Europe and America by the turn of the 20th century—such concerns as meanings of "consciousness" and "self," the nature of individuality, the possibility of "relatedness" between persons. Consistent participation in classwork (informal panel reports, brief writing exercises, and journal entries) is important; optional short essay may build from one report; exams are essay, open-text.

Eng 273
American Realism
MWF 11:15
C core Raymond

A study of American realism as portrayed in such regional writers as Mark Twain, Bret Harte, Sarah Orne Jewett, William Howells, Joel Harris, and in the fiction of Stephen Crane, Edith Wharton, and Theodore Dreiser. Works seen in context of social change as a result of the Civil War, westward expansion, and the rise of big business and industry, and as these changes affect the fictional characters in their struggle with perennial ethical, moral, and religious questions. Two quizzes, a final, part of which is a major papers. Brief oral reports.

Eng 273
American Realism
Sec. 2 MWF 2:30
C core Bell

Lecture, discussion, oral reports. Exploration of the development of American realism and social history between the end of the Civil War and the beginning of the 20th Century. Emphasis on Mark Twain, the evolution of realism, the Gilded Age and the triumph of industrialism. Other writers include Cable, Chopin, Chesnutt, Wharton, Howells, James, Crane and Dreiser. Class participation, an oral report, two papers, and a take-home final exam.

Eng 273
American Realism
Sec. 3-- MWF 9:05
Sec. 4-- MWF 10:10
C core Brook Thomas

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

Eng 275
American Poetry
TuTh 2:30-3:45
David Porter

The American poets who define our lives and our language, Walf Whitman to A.R. Ammons, Edgar Allan Poe to John Ashbery, Emily Dickinson to Sylvia Plath. A workshop survey with lectures to develop the senses and the mind to enjoy this great American resource. Two papers and a final examination. Not recommended for first year students.

Eng 280D
Comparative Themes: North and South American Literature
MWF 10:10
C core Nina Scott
(See ComLit 316 for description.)
Primarily discussion. Nine novels and selected short stories by top contemporary writer of phantasy and science fiction. Patterns of development in her fiction: her interest in psychology, anthropology, politics, her attitude toward SF and phantasy as genres; other themes and techniques. The role of women is a recurring theme in her work. Readings: Rocannon's World, Planet of Exile, City of Illusions, Lathe of Heaven, Left Hand of Darkness, The Dispossessed, Wizard of Earthsea, Tombs of Atuan, Farthest Shore, Wind's Twelve Quarters. No prerequisites. Class participation, oral reports, papers or exams, depending on class preference.

Eng 331 Political Novel
Sec t: Tu 7-9:30
C core Jack Weston

American political novels, mostly radical left-wing: concerned with struggles against social injustice, not with electoral politics. Readings: The Dollmaker, Arnow; Daughter of Earth, Smedley; Native Son, Wright; Jews Without Money, Gold; Yonondio, Olsen; The Girl, LeSueur; Death Ship and General from the Jungle, Traven; Union Dues, Sayles. Lecture followed by discussion, some in groups, Reading and participation required. Journal entries on every book and one integrative short paper. No quizzes or exams.

Eng 350A Expository Writing
Sec 5: MWF 4:40
Charles Moran

A course in expository writing, taught entirely by tutorial. Students will be required to write six to eight hours each week, and bring the product of this writing time to the tutorial. Prerequisite: completion of the Rhetoric requirement.

Eng 350B Expository Writing
Sec 2: M 7:45-10:45pm
McCarthy

Writing (about 1000) words due each week and discussed in personal conference Occasional group meetings.

Eng 352 Article Writing
Sec. 2 M 3:35-6:05
Jay Neugeborn

Practice in the writing or articles for newspapers and magazines. Workshop format. Class discussion and tutorials. Non-journalism majors welcome.

Eng 354 Introduction to Creative Writing: General Description

Workshop. Multiple sections. The various modes of writing fiction, poetry, and prose. Analysis of student writing, in class and individually; development of critical skills. $5 fee.

Eng 354 Creative Writing
Lec 4: Th 7:45-10:45
Robinson

Course is devoted to student manuscripts. You write fiction, poetry, whatever, copies of your work are run off, you read aloud, discussion follows, instructor returns work with written comments. Writing assignments will be given at first. You're expected to write regularly, each week, to develop the habit of writing, to rework manuscripts, to complete a reasonable amount of work by the end of the semester After two weeks class will meet at instructor's home. $5 lab fee.
For students who have successfully completed English 350 (or equivalent), and who wish to continue developing their writing skills at a more sophisticated level. A commitment to a fairly ambitious written project will be expected during the second half of the course. Method mostly tutorial, with occasional class meetings to share manuscripts and responses.

Env. Sci 497A    Topics in Environmental Ethics  
TBA

A small (limit of 15 students) research/dialogue oriented course which seeks to define the content and concerns of environmental ethics as well as current approaches for studying those issues. Topics will reflect the needs of the students' eco-feminism issues concerning the relationship of women and the environmental movement will be welcomed as appropriate topics.

HISTORY

Hist 100    History of Western Thought to A.D. 1600  
TuTh 1-2:15

Lecture/discussion. Interaction of the individual and society focusing on Ancient Greece, Ancient Rome, the Middle Ages, the Renaissance, and the European attitudes about war, women, government, and wealth. Discussions based on readings from great works of literature and/or from reader on the role of women. Two hour exams and a final.

Hist 201    New Approaches to History: The Lizzie Borden Murders  
Lecture 1: M 9:05
Disc. 1--M 10:10; 2--M 12:20; 3--W 10:10; 4--W 12:20; 5--F 10:10; 6--F 12:20.

Lecture, discussion. Intensive use of original sources to understand the Lizzie Borden murders and the world in which they took place. What drove Lizzie Borden to axe her parents to death? In trying to answer this question, we probe ever deeper into the inner life of the Borden family, into the history of Fall River (where the family lived), and ultimately into the most basic questions of class structure and sexual politics in industrializing America. By investigating these issues, students gain experience in the use of original sources. Texts, readings: Trial transcripts, newspapers, city directories, wills, and other original sources: one novel, The Rise of Silas Lapham (Howells). A series of short papers; one longer project.

Hist 282W    Topics in European History: History of the Family  
TuTh 1-2:15

The role of the family in Western culture, beginning with a survey of how the Hebrew writers, Greek philosophers, and Christian theologians envisioned the family. What was the family meant to do? What did it actually do? The second part of the course focuses on the family and class—has each class its own set of functions and its own family structure? Finally, ethnicity and religion are considered. Have different ethnic and religious groups evolved their own family systems over historic time? General text and xeroxed readings, many of them from primary sources. Two papers and final.

Hist 301    Ancient Rome  
TuTh 11:15-12:30

Robert Edbrooke
Lecture/discussion. Roman history from earliest times to those of the empire in the West. Changes in government as a reflection of social, economic, and personal conflicts from the Republic to the "decline and fall." The value systems of the Romans (includes the role of women); the rise of Christianity. Textbook and primary sources. Two hour exams and a final.

Hist 338  Twentieth Century England  C core  Joyce Berkman
TuTh 2:30-3:45

Lecture, discussion. Course concentrates on the social tensions accompanying the evolution of social democracy in 20th century England. Attempt to illumine the experience of different social classes, genders, ethnic and racial groups. Fictional and non-fictional literature serves to reveal the relationships between the individual and social-intellectual milieu. War, loss of empire, foreign affairs studied for impact on England's society and culture. Readings: assorted paperbacks, e.g., Dangerfield, Strange Death of Liberal England; Orwell, Road to Wigan Pier; Sheil Rowbotham, Stella Brown. Requirements: options: 1. journal, 2. mid-term and final, 3. term paper and final. Especially useful course for English majors, women's studies students, potential travellers to England.

Hist 370  Contemporary American History  D. Albertson
MWF 2:30


Hist 377/H08  U.S. Social History Since 1860  Mario DePillis
TuTh 2:30-3:45

Lecture, discussion. Survey with emphasis on social change (e.g., industrialization), social class, religious practices, immigration, women, family. Readings: collection of essays and paperbacks. Midterm exam (usually take-home) and final. Optional final paper based on primary sources. HONORS-- Hist H08; by arrangement with instructor.

HOME ECONOMICS

Home Ec 355  Behavioral Aspects of Clothing  Barbara Schreier
MWF 10:10

An interdisciplinary approach to the concepts and theories applied to the study of clothing and its expression and use in relation to self, society, sex roles, and cultural diversity. Discussion will focus on the significance of the fashion process to an individual's search for identity.

Home Ec 357  Contemporary Fashion Analysis  Barbara Schreier
MWF TBA

Exploration of the artistic expression of 20th-century fashions. Emphasis will be placed on the functions, purposes and consequences of fashion.
A topical study of the history of dress and the factors influencing the forms and functions of clothing. Those will include: women's roles, aesthetic concepts, technological developments, and political, social and economic conditions.

JOURNALISM

JS 297B New Approaches to History: The Lizzie Borden Murders  
See Hist 201 for description.  
Steven Nissenbaum

JS 370 Contemporary American History  
See Hist 370 for description.  
D Albertson

LEGAL STUDIES

LegalSt 397A Law and Culture in America  
TuTh 11:15  
Stephen Arons

An exploration of the relationship of law to American culture at different points in history. Law will be examined to see what it reveals about the world-view and assumptions of the culture as a whole. The focus of the course will be several notable trials and judicial opinions. Each will be discussed on its own merits for indications of the kind of culture which might have produced, condoned, or been moved by the case. The impressions will then be compared with those of intellectual and cultural historians who have written about the period of history being studied. Included in the cases will be: Trial of Anne Hutchinson and the Salem Witchcraft trials; trial of John Peter Zenger for libel and a slavery case, State vs. Mann; trial of Eugene Debs (Pullman strike) and several corporations; trial of John Scopes (Fundamentalism vs. Darwinism) and the case of Sacco and Vanzetti; Chicago Conspiracy Trial (1968). Required readings, one research paper, and either an exam or an additional paper. Discussion format. Some previous work in Legal Studies required.

ORCHARD HILL

OH 104C Introduction to Cultural Anthropology  
MWF 11:15  
Sandra Blanchard

The course will be organized around two themes: work and family. Students are of course familiar with both, but that very familiarity leads to unobservant acceptance of contemporary work and family life. The purpose of this course is to challenge that complacency by developing the students' abilities to observe and analyze their everyday life and to make cross-cultural comparisons. There will be two fieldwork projects which will involve students interviewing volunteer subjects on) family history and 2) work life. Students will be asked to draw on their readings in order to put the interview data into a theoretical perspective. Readings include xeroxed articles and Being Indian in Huegan, Friedlander; All Our Kin, Stack; The Cocktail Waitress, Spradley and Mann; Conformity and Conflict, Spradley and McCurdy.

OH 201 Society and the Arts  
Tu 7-9:30  
Helen Schuster

Lecture, discussion. To explore the relationship between a society's concept of art and culture and the political, economic and social forces at work within the society. The course will examine the role of visual and performing arts and of literary works as they both mirror and criticize society. In addition to required readings on various
aspects of Western culture, the course emphasizes visits to musical and dramatic performances, trips to galleries, and the improvement of the cultural tone of the living environment at the University. Readings, 3 papers, exam, project. No prerequisites.

PHILOSOPHY

Phil 381 Marxism
TuTh 11:15 Ann Ferguson

Lecture, discussion. An introduction to Marxist philosophy. Reading and critical analysis of classic texts by Marx, Engels, Lenin, and Mao. A summary of different American and Western European theoretical emphases within the Marxist tradition (e.g. Mills, Althusser, Thompson, Lukacs) in order to understand dialectical and historical materialist method and attendant theories of ideology, the State, and classes. Some attention to different Marxist perspectives on racial and sexual domination systems. Prerequisite: Either one course in social or political philosophy. Economics 100 or equivalent (permission of instructor). Contract system of grading: components will include two take-home exams (required), papers and a short individual or group class project.

POLITICAL SCIENCE

PolSci 161A Introduction to Civil Liberties C core John Brigham
TuTh 1-2:15

This course seeks to show the influence of legal thinking on politics in America, present the conceptual development and present practice of equality, due process and property, while explaining the process by which issues in constitutional law are decided. The readings included judicial opinions and some contemporary articles. There is a midterm, a final and three short papers.

PSYCHOLOGY

Psych 290G Cruelty and Kindness: The Psychology of Good and Evil
TBA Ervin Staub

This course will examine the whole range of kindness and cruelty. Human beings frequently inflict harm on others, but will also do much to benefit others. We will consider historical conditions, specific circumstances in a society, or of an individual, personal characteristics and psychological states which lead individuals or groups to kindness or cruelty. Concepts will include devaluation, anger, fear, deindividuation, scapegoating, prejudice, group relations, and the role of ideology on the one hand; and prosocial values, empathy and sympathy, feelings of responsibility and duty or obligation on the other hand. Economic conditions and the quality of individual and group life as conditions affecting kindness and cruelty will also be considered. The role of mental illness in cruelty (and kindness), to the extent it is relevant, will be discussed.

Soc 582 Sexuality and Fertility
TuTh 9:30-10:45 Alice Rossi

Cross-disciplinary analysis of human sexuality and reproduction.

Span 397B Comparative Themes: North and South American Literature
MWF 10:10 C core Nina Scott
(See Comlit 316 for description)
History of sport in the United States focusing on the origin and development of current issues, one of which is "Women in Sport."
SportsSt 202  History of Sport in the United States  Betty Spears
MWF 11:15

History of sport in the United States focussing on the origin and development of current issues, one of which is "Women in Sport."

FIVE COLLEGE COURSES

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

AMHERST COLLEGE

Eng 70  Readings in American Literature--Foremothers: American Women Novelists 1853-1935 (Time: TBA)  Laura Wexler

In a seminar setting we will discuss the works of major American women writers, most likely including Kate Chopin, Harriet Beecher Stowe, Charlotte Perkins Gilman, Sarah Orne Jewett, Edith Wharton, Willa Cather, Gertrude Stein, and Marie Sandoz. We will inquire into the relationship between these women's biographies and their work as well as discuss the formal values of their art. Requisite: a prior course on American literature. Open to Juniors and Seniors. Limited to twenty students.

Eng  Race and Sex  Margy Waller
TuTh 11:30

An interdisciplinary course for freshmen.

Psych 29  Human Sexuality  Haskell Coplin
TuTh 11:30

A review of the biological, psychological and social forces affecting the development and expression of human sexuality. Areas discussed include: physical aspects of sexual development, gender identity differentiation and development, pregnancy, childbirth, contraception and abortion, sexual variations, sex therapy, future sexual lifestyles.

Russ 23s  Russian Literature Since the Revolution  Jane Taubman
TuTh 11:30-1

Russian literature since 1917 in its cultural and political context. The artist and the revolution (Blok, Eisenstein, Trotsky); formalism and left art (Mayakovsky, Shklovsky); the fellow travelers (Zamiatin, Babel, Olesha); proletarian writers and socialist realism (Glaskov); the poet as witness and conscience (Pasternak, Mandel'shtam, Axmatova); fantastic and realistic vicissitudes of Stalinism (Bulgakov, Solzhenitsyn). Special attention will be given to the interaction of literature with the early Soviet film. Readings in translation or in the original, depending upon language proficiency.

Russ 28  Tolstoy and the Western Tradition  Stephanie Sanders
TBA

A study of Tolstoy's novels, stories, and essays in the context of the European cultural situation. Attention will be given to his attitudes toward women, especially in Anna Karenina and "The Kreutzer Sonata," as symptomatic of 19th Century views.
HAMPShIRE COLLEGE

HA 125: In the American Grain TBA Lynne Hanley

This course will pair literary works (usually in the same genre) by contemporary women and men in nineteenth and twentieth century America as a means of exploring both the cultural history of America and the response to that history of both its men and its women writers. For example, Emily Dickinson and Walt Whitman share a critical moment in America's emergence as a nation and a world power yet while Whitman exuberantly identifies himself with the fate of his nation, Dickinson writes from Mount Holyoke College to her brother at Amherst, "Can you tell me who is running for President, and is there a war on?" Similarly Joan Didion and Tim O'Brien both write post-Vietnam novels, but O'Brien's is set in Vietnam while Didon's treats the experience of an American mother whose daughter hijacks an L10-11 and disappears "underground." Participation, readings, and three five-page papers required. Limited to 25.

HA 222 George Eliot and Doris Lessing TBA Lynne Hanley

In her introduction to The Golden Notebook, Doris Lessing says of George Eliot, "there is a great deal she doesn't understand because she is moral," but Lessing also claims Eliot came as close as anyone in her time to producing a novel which faithfully described the intellectual and moral climate of mid-nineteenth century Britain. That task of rendering the cultural climate of a nation and an age Lessing herself attempts to perform for Britain in the mid-twentieth century. Both Lessing and Eliot bring to their task a self-consciously female perspective, and by pairing the two, I hope to explore (among other things) what a contemporary woman writer has in common with her nineteenth century counterpart, and what differences a century of feminism has made. Readings by both authors. Some knowledge of nineteenth and twentieth century English culture and some experience with reading long and hard novels would be extremely useful. Enrollment is limited to 15; students will be admitted on the basis of their preparation for the course. A journal which includes entries on each novel will be required.

HA 223 Schemas of Power TBA Jill Lewis

The sexual division of labour and the multi-layered problems in transforming the gendered relationships to production (paid work, power, and "significant" struggle against exploitation) and to reproduction (domestic work, childcare, and "neglected" forms of exploitation and powerlessness) haunt modern feminist energies. This course will involve reading and discussion of a range of texts by writers who highlight in contrasting ways, with contrasting emphasis, their visions of the significance of this dilemma, the forms it assumes, and the stakes it involves. Readings by South African, white and black American, British, East German, Italian, Nigerian and Soviet authors. Requirements: reading, four papers and a longer paper at the end of the course, at least one class presentation. Collaborative work projects encouraged. Enrollment is limited to 15 by permission of instructor.

HA 226 Twentieth Century French Literature: Subjectivity, Sexuality and Subversion (Time: TBA) Jill Lewis

This course will move from three focal literary articulations of the early 20th century in France--texts by Marcel Proust, Andre Gide, and works of surrealists--to explore questions concerning the construction of subjective consciousness, the significance of sexuality, and approaches to the subversion of social order which all resound throughout the "literary canon" of twentieth century France. Topics include "meaning" and "order"; art and political awareness and struggle; realism and attempts to revolutionize
literary practice; different attempts to challenge and subvert codes of sexual "normality"; shifting definitions of subjectivity and the functioning of the literary text. A reading knowledge of French would be helpful, but the main readings will be in translation. Students wishing to take this course should come having read already at least the first volume (Swann's Way) and last volume (Time Regained- Le Temps Retrouvé) of Proust's work In Search of Lost Time. Modern readers often experience difficulty in engaging in Proust's texts initially, so it is important that students have made significant headway in these texts before the course begins. Requirements: two mini-projects of research focus and a substantial paper or series of essays. Class presentations. Enrollment is limited to 20 by permission of instructor.

IN 333  Black Women: Their roles and Relationships in the Family and Community  (Time: TBA)  Gloria Joseph

In this course students will examine materials related to the historical and cultural experiences of Black women, in a broad range of historical and geographical settings, with special attention to the relationships among Black women. Relationships with their children, with Black men, and with significant others will also be included in the examination and assessment. The course is designed to provide resources that will help in the understanding of the psycho-social-sexual relationships between and among Black adults. Since there is little worthwhile material available that includes an analysis of the relationships among Black women, much of the course work will involve research, both archival and original. Enrollment is limited to 15 students.

IN 336  Feminist Theory: The Status of Women in Evolutionary Perspective  Joan Landes

We will examine the work of feminist anthropologists and historians in order to establish the status of arguments regarding women's past, their relationship to universal claims about women's position, and the methodological presuppositions upon which such claims are advanced. Topics include the transformation of women's work, primitive matriarchy, women's mothering, public and private life, the family and the public sphere. Readings by Eleanor Burke Leacock, Rayna Reiter, Michelle Zimbalist Rosaldo, Louise Lamphere, Nancy Chodorow, Dorothy Dinnerstein Natalie Zemon Davis, Joan Scott, Louise Tilly, Sherry Ortner, Claude Meillassoux, Anne Kuhn, AnnMarie Volpe, Sheila Rowbotham, and Juliet Mitchell. It is expected that students will have completed previous work in women's history and feminist theory, and may be working on an independent project in this area. Enrollment is limited to 12 by permission of the instructor required.

LC 245  Analysis of Television News  Susan Douglas

How do Americans get information about what's happening in America? Since the late 1960's, most Americans have come to learn about "the news" through television network news programs. What constitutes "news"? What criteria determine what's news and what isn't? How does news coverage help construct what comes to be perceived as reality? What values are endorsed and which activities and attributes are denounced in news coverage? Does coverage differ among the three networks? These are some of the questions we will wrestle with in this course. Through readings in such books as Deciding What's News (Gans) and Making News (Tuchman), we will discuss how stories are selected, where journalists get their information, what constitutes objectivity, what values are implicit in news coverage, and what economic and political pressures impinge upon the news-gathering and dissemination process. We will apply what we've learned in the reading to an on-going analysis of the news of all three networks, comparing the way reality is presented by ABC, NBC, and CBS. The course is best suited to those students with access to a television set between 6:30 and 7:30, as news watching is required. Enrollment is limited to 20 with permission of the instructor.
Why isn't this course titled "Scientific Research on Sex Similarities"? What is the usefulness of studying what rats and mice do "in bed"? Why was there so much fuss last year over little boys' and girls' mathematical abilities in the scientific and popular press? Is male dominance and aggression really "what comes naturally" as some sociobiologists have suggested? We will read the research literature on hormonal, genetic, physiological and behavioral sex differences. Participation, readings, and term project required. Permission of instructor.

This course will examine how workplace conditions cause disease. Topics include occupational reproductive hazards to men and women, chemical carcinogenesis, stress and coronary heart disease, and health hazards to office and hospital personnel. Other topics will include role of labor unions and current controversies over cost-benefit analysis. Participation, readings, and term project required. Permission of instructor.

This course will examine the family in cross-cultural and comparative perspective in order to explore the impact of economy, technology, and physiology and family roles and childrearing practices. Focus will be on contrasting societies (the Bushmen and the Eskimo); fully industrialized societies (the United States); and utopian communities that have attempted to change family roles (the Israeli Kibbutz and the Oneida Community). Who takes care of children? Is the mother given primary responsibility or is the child cared for by a network of adults who share the task and who are available to support the mother? What role are men expected to take with children? What has happened to "traditional" roles in utopian communities whose goal has been to change them? What is the impact on children of these various arrangements? How do the various arrangements complement or conflict with organizational and ideological goals of the society? Since the course will be co-taught by a development psychologist and an anthropologist, we shall also explore the different kinds of questions and methodologies each brings to course material. Reading will include a variety of ethnographic, sociological and psychological literature. Enrollment is limited to 20.

This course will introduce the richness and diversity of Southern history and literature through the exploration and analysis of the fiction and autobiography of some of its more prominent black and white authors. We will explore dichotomies and relationships between men and women, between black people and white people, and between rich people and poor people. Topics include the defense and critique of the plantation South, the split between rural and urban life, and the centrality of the black and white family. Readings by Harriet Beecher Stowe, William Gilmore Simms, William Wells Brown, Sojourner Truth, Ellen Glasgow, William Faulkner, Zora Neale Hurston, Lillian Smith, Carson McCullers, Eudora Welty, Alice Walker. Limited to 30 students, to be chosen by permission of the instructors. The class will meet twice a week for 1½ hours each session.

We will examine the following themes across these family systems with special attention
to defining and understanding the mechanisms of social change: (1) the relationship between power within the family and power outside of it; (2) the role of the family in sustaining capitalist, patriarchal, and socialist social orders and sometimes as harbinger of resistance to each; (3) sexual practices, attitudes, and ideology; (4) childrearing practices and attitudes; (5) the relationship between the family, work, and politics for women and men; (6) consumption patterns (especially dress and deportment).

SS 229  
**Breaking the Silence on Domestic Violence**  
Gloria Joseph

This course is designed to research the extent of violence in the American family within the patriarchal American society. The institutionalization of violence in our culture will be studied in its role as a "closeted" aspect of daily family life. Topics dealt with will include child abuse, battered women, fratricide, and sexual abuse of children. Emphasis will be placed on discovering the reasons why domestic violence must be bared and studied. Enrollment is limited to 20.

SS 250  
**American Social History in the Twentieth Century: The Development of Professional Culture**  
Penina Glazer, Miriam Slater

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

MOUNT HOLYOKE COLLEGE

Anthro 316  
**Special Topics: Anthropology of Gender and Sexuality**  
Andrew Laff

W 3-4:50

This course focuses on the human body as the primary experiential domain through which the sense of Self, as well as the cultural order, is expressed. Readings will cover such diverse phenomena as ritualized homosexuality, notion of pollution, beauty and bodily decoration in cross-cultural perspective. Prerequisite: Senior or permission of instructor.

Eng 325  
**Black Women as Writers and Characters**  
Andrea Rushing

TBA

This course will focus on writings by Africans and African-Americans. It will pay close attention to thematic and stylistic differences. Secondary readings in autobiography, drama, and literary criticism. Among the authors studied will be: Toni Cade Bambara, Gwendolyn Brooks, Lucille Clifton, Alexis De Veaux, Buchi Emecheta, Bessie Head, June Jordan, and Paule Marshall.

Eng 315  
**Women's Voices**  
Ann Boutelle

With the help of A Room of One's Own and Silences, we will listen to the voices breaking the silence, and attempt to trace some of the connecting themes and images in the work of women writers. Special attention will be paid to three areas: the female gothic (Mary Shelley's Frankenstein, Emily Bronte's Wuthering Heights); the moral and social vision (Jane Austen's Northanger Abbey, George Eliot's Middlemarch, Lillian Hellman's
to defining and understanding the mechanisms of social change: (1) the relationship between power within the family and power outside of it; (2) the role of the family in sustaining capitalist, patriarchal, and socialist social orders and sometimes as harbinger of resistance to each; (3) sexual practices, attitudes, and ideology; (4) childrearing practices and attitudes; (5) the relationship between the family, work, and politics for women and men; (6) consumption patterns (especially dress and deportment).

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Children's Hour); the quest or voyage (Kate Chopin's Awakening, Doris Lessing's Martha Quest). Additional readings will be drawn from seventeenth and eighteenth-century writers and the poetry of Emily Dickinson, Sylvia Plath, Gwendolyn Brooks, Margaret Walker, Nikki Giovanni, and Margaret Atwood. In these works, what special qualities and approaches can we find? Of what advantages and of what limitations are the writers conscious? Which perspectives do they share? Have they, in their turn, listened to the voices of the women who went before?

Hist 296 Women and Antiquity Carol Straw
MW 1-2:15

Early Judaism to Barbarian kingdoms in the Middle Ages. This course continues the study of women in antiquity moving toward early middle ages. We will begin by examining women, the family, sexuality, and attitudes toward property in Judaism and analyze the radical changes Christianity brings to these issues in late antiquity. Of particular concern is the status of women and the family under the New Dispensation wherein the "better part" is played by the ascetic virgin. Decline of the Roman Empire and the rise of Barbaric kingdoms in France, England, Ireland, Spain and Africa. 4 credits.

Hist 299 Women and Men: An Historical Inquiry into the Social Relations of the Sexes: Part II. Patriarchy and Feminism Text and Context TuTh 1:35-2:50 John Faragher

Reading and discussion of some of the basic texts of both patriarchal and feminist thought in the light of their historical contexts. Readings will include the Bible, Aristotle, Filmer, Wollstonecraft, Stanton, Kollanti, as well as Dove, Greek Homosexuality: Rowbotham, Women, Resistance, and Revolution: Piercy, Woman on the Edge of Time. Sophomores, Juniors, and Seniors. Freshmen by permission. 4 credits.

Soc 221 Social Roles of Women TBA
M 1-2:50

Sociological perspectives on the female experience covering personal and institutional levels of social existence. Women's participation in social change. Prerequisite: D 103, D 105.

Politics D100 The Politics of Patriarchy Joan Cocks

The definition of womanhood in modern society. Women's discontent with the social, political, economic and academic roles assigned to them. Demands for change and for increased knowledge about women. The limitations and structures 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.

Politics D207 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: implications of the equal rights amendment and its prospects for adoption. 4 credits

Politics 378 Advanced Feminist Theory Joan Cocks

This semester we will explore three theoretical hornet's nests: the "split" between reason and emotion: the extent to which our intentions and purposes determine sexual relations; and the conflict between modern feminism's universalistic claims and its
own particular context. We will begin by considering the ways in which these kinds of dilemmas are central to every critical theory of society. Then, we will investigate their relevance to major works in feminist analysis. Finally, we will review the experience of women who do not identify themselves with the feminist movement, in order to see what the limits to that movement, and the sources of those limits, are.

SMITH COLLEGE

Johnella Butler

Critical examination of the creative and analytical writings of Black women through literature and oral testimony. Permission of instructor required.

Economics 22IB Human Resources and Employment TuTh 2:10-4
Susan Carter

Determinants of earnings, employment, unemployment, poverty and discrimination.

Religion 110B Feminine Myths, Images and Symbols M 12:50-2:00 W 2:10
Jean Higgins

A survey of theological, literary, and artistic images of the feminine in the religious traditions of the West. Emphasis on the symbolic significance of Eve and Mary as prototypes of womanhood. Primary and secondary source readings supplemented by illustrated lectures.

Religion 232B History of Christian Thought III TuTh 12:50-2:00
Jean Higgins

An historical survey of religious life and thought from 1100-1800. Changing understanding of God, self and cosmos in selected men and women through the Middle Ages, the Renaissance, the Protestant and Catholic Reformations, the rise of modern science, the philosophic systems of the seventeenth century, and into the Enlightenment. Theological, philosophical, mystical, scientific, literary readings, supplemented by art and music.

Theat 314B Masters and Movements in Theatre Th 10:20-12:10
Leonard Berkman

Michel Tremblay and Contemporary Canadian Psychopolitical Drama. Playwrights studied beside Tremblay include Patricia Joudry, Margaret Hollingsworth, Carol Bolt, Beverly Simons, Joanna Glass, Ann Henry and Linda Griffiths.

Theat 262 Playwriting W 2-4
Andrea Hairston

This course is an exploration of the particular nature of playwriting as a form of expression. In addition to investigating the various skills and techniques inherent to playwriting we explore its options and possibilities. What is unique about the theatre? What does the live experience have to offer an audience? What is the political, social, economic context of the playwright and how does that affect his/her choices? How can we touch and nurture our creativity?

Theat 300b Women in American Theatre Tu 10:20-12:10 W 10:20
Helen Kirch Chinoy

Theater as a career for women; gender awareness and sexuality as it relates to women in the theater; images of women in plays by women, feminist theater; feminist criticism; contributions of women as actresses, playwrights, designers, directors and producers.
own particular context. We will begin by considering the ways in which these kinds of dilemmas are central to every critical theory of society. Then, we will investigate their relevance to major works in feminist analysis. Finally, we will review the experience of women who do not identify themselves with the feminist movement, in order to see what the limits to that movement, and the sources of those limits, are.

SMITH COLLEGE

Afro-Am Studies/Eng 348B
Literature of the Black Woman
M 9:20-11:10 Tu 9:20
Johnella Butler

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Economics 221B
Human Resources and Employment
TuTh 2:10-4
Susan Carter

Determinants of earnings, employment, unemployment, poverty and discrimination.

Religion 110B
Sec E
Feminine Myths, Images and Symbols
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