PROPOSAL FOR A MAJOR IN

WOMEN'S STUDIES

Dear Nancy,

This new proposal needs to be distributed to Ed Council members except:
- Me
- Birmingham
- Gis’s
- Dutta

THANKS! - Cook
Proposal For a Major in Women's Studies

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PART I: The Intellectual Task of Women's Studies

An emerging academic area, Women's Studies has been often characterized as an interdisciplinary field. In this view, Women's Studies represents the work of scholars trained in a traditional discipline, who turn to the work and experience of women to illuminate and expand the form of their discipline. To such an interdisciplinary understanding belongs the work of scholars who, trained as historians or scientists, for example, investigate the place and significance of women within institutions and the conceptions of social and physical reality. This interdisciplinary task may involve the recovery of women as subjects of history; the attempt to include women within the definition of the universally human finds its place here. So too, a Women's Studies scholar, trained as an ethicist, might explore the experience of women in order to raise questions about the place of compassion or caring, for example, within a Kantian understanding of the moral agent. These interdisciplinary tasks characterize the core of Women's Studies. At the same time, this work across disciplines has prompted new theoretical investigations.

Women's Studies scholars, under the influence of these theoretical questions, have taken up the task of defining an indigenous discipline. The conceptual obscurities, embedded in the notions of "experience" and "human or women's nature", have directed Women's Studies scholars to the modern and post-modern debates about knowledge and its expression as ideology. As a discipline, Women's Studies is developing a method of commitment. The "epistemological innocence" that refuses to recognize the mix of power and interests that all definitions of reality exert.

Several methodological strands appear in this emerging discipline. Some Women's Studies scholars analyze their material under the distinction of subject and object, or difference; others seek a fundamental unity in women's experience as embodied knowers; still others use the category of symbol, to identify and trace the shifting relation of gender to sex. The lively debate within Women's Studies about the status of these varying methods demonstrates its intellectual vigor, and the unfinished work that lies ahead.

Current research in Women's Studies draws on both approaches, the emerging discipline and the interdisciplinary field. They complement and enrich each other, making room for a variety of tasks and interests both at Middlebury and beyond.

Major works representing these positions can be found in Appendix A.
PART II: Proposed Major in Women's Studies

We propose a major which would ensure that students get a solid grounding in the theory and method of Women's Studies at the introductory level, do more advanced work in at least two different divisions of the College, and complete a major project as seniors. To guarantee some specialized expertise within a traditional discipline, we propose each student take a cluster of four courses within one department or area of study. The structure and emphasis of our proposed major closely correspond to those of Women's Studies majors at comparable colleges (see section V). The following outlines this major:

Two Introductory Level Courses in Women's Studies. At present we have one such course offered regularly (SA 191: Introduction to Women in Social Thought). A second course (FSC14: Images of Women in Literature) is being taught as a Freshman Seminar, and might rotate with EL 114 (Reading Women's Writing) and other courses (e.g., FR 120:Women Writers in France) as an introductory offering in the languages and humanities.

Six to Eight "200-500" Level Courses in Women's Studies and a Discipline. Students would satisfy three criteria here:

1. Division Requirement:
   Four upper level courses in Women's Studies in at least two different divisions. Two courses would be in a single division, and two courses in other divisions. (For example, TH 336, TH 206, GG 412, SA 390.)

2. Non-Western Requirement:
   At least one "non-Western" course. This requirement encourages exploration of women's issues in a cross-cultural context; it can be satisfied by a course in the Field discipline or in Women's Studies.

3. Field Requirement:
   A cluster of four courses in his or her special field of interest, at least one of which will be a designated Women's Studies course. This field will most likely be chosen from the offerings of a single department or discipline, but, given that the student presents a legitimate rationale, may alternatively be composed of four clearly related courses from several departments. If possible, we recommend that students take a "methods" course in their Field discipline. Students may "overlay" up to two courses to fulfill the Field and Division requirement.

   One "400" Level Course. During the junior or senior year, students will be required to take a seminar on the theory and method of Women's Studies.

   One or Two Semesters of "700" Level Work. Students will complete a senior thesis (or essay), applying the methods learned in their Field and seminar work.

Total Requirements: 10 courses, minimum.
Examples:

Amy Earhart (minimal major, doubling two courses: 10 credits)

Introductory Courses: SA 191 An Introduction to Women in Social Thought
EL 114 Reading women’s writing

Divisional Courses: *SA 304 Women Culture and Society
*SA 390 Sociology of Women
TH 206 Contemporary Women Playwrights
TH 336 Women and Film

Field Courses: *SA 304 Women, Culture and Society
(Sociology) *SA 390 Sociology of Women
SA 315 (Sociology of Education)
SA 308 (Sociology of Religion)

Women’s Studies Seminar
Senior Essay

*Note that this student has chosen to “overlay” these two courses within the major.

Tom Hardy (no doubling, senior thesis: 13 credits)

Introductory Courses: FS 014 Women in Literature
SA 191 An Introduction to Women in Social Thought

Divisional Courses: TH 336 Women and Film
TH 206 Contemporary Women Playwrights
GG 412 Seminar in Urban Geography
SA 390 Sociology of Women

Field Courses: EL 201 (Chaucer, Shakespeare, Milton)
EL 207 (Nineteenth-Century English Novel)
AL 260 Fiction by American Women
AL 301 (The American Novel: 1)
AL 450 (Henry James and Edith Wharton)

Women’s Studies Seminar
Senior Thesis

PART III. Steps Necessary to Achieve This Program

A. Appoint a Director of Women’s Studies.
We propose that a Director of Women’s Studies be appointed to launch the program and oversee it for its first three years. This could be an individual currently on the faculty who becomes Director of Women’s Studies for a three year period. The Director’s responsibilities would include the following:

1. Chair a Women’s Studies Committee consisting of faculty members offering courses in the major. This committee would evaluate the suitability of courses for the major.

2. Coordinate the major; advise students majoring in Women’s Studies; maintain the Women’s Studies Concentration; write catalogue copy, etc.

3. Teach at least one course in Women’s Studies.

B. One New Appointment in Women’s Studies.

We recommend to the TRC at least one Women’s Studies appointment with a departmental affiliation, or one visiting senior appointment rotating among departments.

C. Additional Recommendations.

Women’s Studies is a unique interdisciplinary program in that its subject matter spans all four divisions. Over the next three years we need to build on the rich resources we already have at the college by offering Women’s Studies courses in a wider range of departments. Many departments, including History, Psychology, and Philosophy, are working towards this goal. For a quality program we need also to offer at least one course in the Natural Sciences, e.g. Biology of Women, Women and Science.

PART IV. The Context for Women’s Studies at Middlebury

In keeping with its role as a recognized leader in liberal education, Middlebury College has always developed innovative programs while resisting attractions of fashion. Over the past three years, there has been a steady growth of commitment to Women’s Studies among Middlebury faculty and students. Middlebury faculty members whose courses count as part of the Women Studies Concentration are contributing dissertations, books, articles and papers to the field, while students are able to take courses in Women’s Studies in three of the four academic divisions -- humanities, social sciences and foreign languages. (See Appendix B and C). In addition, both students and faculty have participated in the highly successful Women’s Culture Series, now in its fourth year (see Appendix D).

These course offerings and campus activities received their initial impetus from a number of faculty members who began meeting several years ago to discuss their
common interest in gender and to coordinate relevant campus events. The Women's Culture Series was one of the first concrete results of this faculty effort. Its high quality presentations are now a staple offering in Middlebury's calendar of campus-wide events, and they include presentations as diverse as a reading by the well known fiction writer Grace Paley, a film series on women artists, a workshop on date rape, and a lecture on the image of women in advertising.

The interdisciplinary Concentration (Appendix E) in Women's Studies, in turn, was developed in order to make it possible for students to gain sustained academic experience in the field. The popularity of this concentration and its complement of courses has been demonstrated during the 1987-88 school year when approximately ten students were registered as concentrators, and just over two hundred students registered in nine courses in nine different departments, in three divisions.

Most recently, the College's Winter Term 1988 faculty seminar, "Women's Studies: Issues of Equality and Difference," brought a group of nationally known speakers to campus and helped some fifteen faculty members explore the contributions of Women's Studies to existing paradigms and critical models in the natural and social sciences and the humanities.

These developments at Middlebury are neither unique nor transitory. Rather, they occur at a time when fundamental and permanent changes are being forged in institutions of higher learning across the nation. (See Section V). We believe, therefore, that it is time for Middlebury to strengthen and formalize its offerings in this important field. A degree granting program in Women's Studies at Middlebury is the next step in maintaining the growth of this field and the commitment which has already been demonstrated by many groups within the college community.

The College is now in a strong position to capitalize on the momentum which its own long tradition of coeducation and more recent campus interest have established in this area, an area in which we are lagging behind comparable institutions. It is important that courses across the College curriculum make efforts to think in more inclusive terms about gender, as well as about race and class. But it is equally important that Women's Studies as a discipline be accorded the status of a major, so that students will be able to focus with sufficient sharpness and depth both on diverse aspects of women's experience and on the new critical methods which Women's Studies as a discipline made available. We are not here proposing radical curricular change but, instead, proposing that the College commit itself to developing fully its already considerable resources in the field.

The presence of a degree granting program and an appropriate staffing increment in Women's Studies would, we believe, help Middlebury sustain its reputation as a nationally ranked institution of higher education and contribute in exciting, important ways to the quality of intellectual life on campus.
PART V. Women's Studies Majors and Programs at other Colleges and Universities in the U.S.

Women's Studies Quarterly lists approximately five hundred programs in Women's Studies, including those at formerly all-male institutions like Amherst and Williams Colleges. A number of major institutions have faculty chairs in Women's Studies; there are over thirty research institutes around the country devoted to women's issues; and many professional Women's Studies conferences are held each year. Major journals in all fields are publishing articles in Women's Studies, and many journals are specifically oriented toward women's issues. With more than two decades of scholarly accomplishment and curricular development behind it, Women's Studies has amply proven its academic legitimacy.

Below is a partial list of colleges and universities with established programs in Women's Studies, including many colleges frequently compared with Middlebury:

- Amherst College
- Antioch College
- Bard College
- Bernard College
- Bennington College
- Bryn Mawr College
- Bucknell University
- Carleton College
- College of Wooster, Ohio
- Colorado College
- Connecticut College
- Dartmouth College
- Earlham College
- Goddard College
- Goucher College
- Grinnell College
- Hamilton College
- Hampshire College
- Haverford College
- Hobart and Williams Smith Colleges
- Kenyon College
- Lake Forest College
- Lewis and Clark College
- Mount Holyoke College
- Oberlin College
- Pomona College
- Saint Olaf College
- Sarah Lawrence College
- Smith College
- Trinity college, Hartford
- Vassar College
- Wellesley College
- Wells College
- Wesleyan University
- Williams College

A detailed look at Women's Studies programs at three of these colleges follows. (Material is taken from recent course catalogs.)

I. OBERLIN COLLEGE

Women's Studies is a multi-disciplinary program exploring topics concerning women and gender roles and gender differences in the humanities, social sciences and natural sciences. Course work emphasizes the contributions made by women to society and culture, literature and the arts, and history, and examines the experiences of the two sexes as a result of the cultural, social, psychological, and biological factors which govern their lives. Study of these topics often involves investigation of materials previously neglected by scholars and new approaches to...
materials customarily treated in other ways. Women's Studies course work may also entail revisions in the content, methods and assumptions of particular disciplines called for in light of recent feminist scholarship.

Major Work. Students may pursue a major in Women's Studies by submitting a major proposal to the Women's Studies Program Committee. The major consists of a minimum of thirty hours of course work, with twelve hours maximum at the introductory level; no more than 1/3 of the course work may be transferred, and at least twelve hours of major work should be done subsequent to submission of the major proposal. No more than fifteen of the total number of hours included in a Women's Studies major may be counted toward any other major. In addition, the following requirements and recommendations will normally apply:

1. Women's Studies 100 (Introduction to Women's Studies) by the end of the sophomore year. (4 credit hours)
2. Women's Studies 400 (Senior Seminar in Women's Studies) during the senior year. (4 credit hours)
3. Practicum in Women's Studies, to be fulfilled by either Women's Studies 301 (Practicum in Women's Studies) or an equivalent course. (2 credit hours)
4. The remaining 20 hours of course work in Women's Studies may be chosen according to one of the following two models:
   a. Disciplinary Specialization, 14 credits (at least 6 of which must be in cross-listed courses categorized as Women's Studies Core Disciplinary courses) in 2 related departments, and 6 hours of electives.
   b. Thematic Orientation, 20 hours (at least 6 of which must be in cross-listed courses categorized as Women's Studies Core Disciplinary courses), to be selected with relevance to a theme or problem as proposed by the student and approved by the Women's Studies Program.
5. At least one course in methodology must be taken in conjunction with 20 hours of disciplinary specialization or thematic works. Examples of such courses are: Art - Approaches to Art History; English - Feminist Literary Criticism; Government - Quantitative Research Methods; History - Researching Women's History; Psychology - Research Design and Analysis; Sociology - Anthropology - Research Design and Field Methods. Students should consult with their advisers to determine the most appropriate course to fulfill this requirement. If no course specifically designated as a methodology course is available in the area of specialization students may petition to substitute a course or private reading which is a comparable introduction to methodology.
6. All Women's Studies majors must take at least one course affording a cross-cultural perspective. This could be done by taking any Women's Studies core or related course dealing with women outside Western culture or with minority or Third World peoples.

Recommendations
1. The following courses are recommended for entry-level work in
Women's Studies within various departments: Art - Women in Greece and Rome; English - Introduction to Narrative Fiction, when subtitled either "Images of Women in Literature" or "Gender and Fiction"; History - Turning Points in Women's History (either 1790-1920 or 20th century); Philosophy - Nature and Status of Women; Religion - Religion and the Experience of Women.

2. It is recommended that students proposing a major in Women's Studies include in their planning a second major or (without official second major status) a thorough grounding in the theories and methods of at least one discipline.

{Oberlin also offers a minor in Women's Studies.}

Course Work. "Core" courses focus primarily on women or gender. They are subdivided into two categories: "Core Program" courses, which are offered only within the Women's Studies Program and not cross-listed; and "Core Disciplinary" courses, which are cross-listed between Women's Studies and at least one other department or program. "Related" courses are those in which a portion focuses on women's or gender-related issues, and in which a project related to Women's Studies can be pursued.

Honors. Students may conduct independent, original research under the supervision of their advisers, one of whom shall be a member of the Women's Studies Program Committee. Students are expected to prepare a substantive project or research paper and pass an oral examination on their research and its relationship to their major domain(s) of study. Students who qualify for honors and wish to undertake an honors project should consult with major advisers no later than the beginning of the second semester of their junior year.

{Winter Term projects in Women's Studies are also offered, and Women's Studies students are encouraged to spend at least one Winter Term pursuing such a project.}

Core Program Courses

100. Introduction to Women's Studies.
201. Library Internship.
301. Practicum in Women's Studies. {Placement in outside agency, institution or place of work dealing with concerns of women.}
400. Seminar: Gender, Race and Class.

Core Disciplinary Courses

102. Women in Greece and Rome.
103. English Composition: Special Topic (Writing Intensive Course).
105. Survey of Women in Mathematics.
106. Colloquium: Stereotypes, Gender and Communication (Writing Intensive Course).

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108. Introduction to Narrative Fiction ("Images of Women in Literature" or "Gender and Fiction").
212. The Nature and Status of Women (Writing Certification Course).
217. Gender and Imagination in Ancient Literature.
220. The Black Woman in America.
264. Women in Modern Art.
300. Psychology of Gender.
310. Feminist Theory and the Challenge of Third World Feminisms.
317. Sex, Gender and Identity in American History.
318. Feminist Criticism: Theories and Practice.
319. Roots of Feminist Analysis.
353. Researching Women’s History.
447. Interdisciplinary Topic: Sexual Symbols in Folklore and Society.
518. Gender in Sport.

Related Disciplinary Courses.

[Courses are listed in the departments of Art (3), Biology (1), Black Studies (1), Classics (2), Creative Writing (3), East Asian Studies (2), Economics (3), English (1), government (3), History (2), Judaic and Near Eastern Studies (5), Psychology (5), Religion (7), Romance Languages (4), and Sociology-Anthropology (6).]

II. SMITH COLLEGE

Interdepartmental Major and Minor in Women’s Studies

Over twenty courses that focus on women's experience are offered each year by separate departments including, in the second semester, a cluster of four courses that are coordinated through a lecture-discussion series on an interdisciplinary theme. The courses to be included in the spring 1988 course cluster, "Women Reading the Past, Writing the Self," are CLT 223b The Written Self: Forms of Autobiography, CLT 268b Latina and Latin American Women Writers, JUD 224b Introduction to Rabbinic Texts: Women in Rabbinic Literature, and MUS 101b Women Composing. Each course will require attendance at several Thursday evening lectures through the semester. To participate in the cluster a student may enroll in any one of the courses.
Director: The director of the advisory committee will serve as the director of the major and the minor and will verify completion of the major and minor on recommendation of the student's adviser and the committee.

GOALS FOR THE WOMEN'S STUDIES MAJOR

The goal of the interdisciplinary women's studies major is to demonstrate the usefulness of gender as a category of analysis. Students will develop interconnections among the fundamental questions raised by the scholarship on women through a selection of courses focused on women's experience in the humanities, social sciences, and natural sciences. A major in women's studies seeks to understand the experience and cultural production of women in a variety of social and historical contexts.

A major in women's studies examines the intersections of race, class, ethnicity and culture in the constructions and meanings of gender. A critical awareness of methodology (in the organization of knowledge and the frameworks for analysis) is important within each course in the major and throughout the body of the student's work.

REQUIREMENT FOR THE MAJOR

The major consists of 10 semester courses, including at least seven semester core course that focus on women or gender (at least two of these must be at the advanced level) from a list supplied by the advisory committee each year. With the approval of her adviser the student may choose the remaining three courses for the major from a list of component courses in which issues of women and gender form a substantial part of the course work [last part of this sentence reconstructed from illegible xerox].

DISTRIBUTION AND CONCENTRATION REQUIREMENTS

With her adviser the student will devise a plan for the major that will satisfy these requirements:

1. Her selection should allow her to examine the methodology and critical perspective of at least three disciplines and will normally include courses from more than one division of the college.
2. Her distribution of courses should also enable a student to understand the difference in women's experience by including one or more courses that focus on questions of race, class, or a culture other than that of the United States.
3. A student will participate at least once in the interdisciplinary course cluster on women's experience (offered each spring semester) that enables students to understand the use of gender as a category of analysis in answering questions about women raised in different fields.
4. A student will focus her study by taking at least three courses in one of three concentrations:
a. politics and society (including, among others, courses in Afro-American studies, economics, government, history, Jewish studies, anthropology, sociology, public policy); b. values and meaning (including, among others, courses in Afro-American studies, anthropology, art, history, literature, philosophy, religion and theater) and c. cross-cultural studies (including courses in fields such as East Asian studies, Afro-American studies, Jewish studies, and Third World development studies that together illuminate cultural differences).

With the approval of the committee, a student may designate another concentration.

5. With her adviser, a student will complete a statement reflecting on the interconnections between the courses in her major, the questions addressed, and the methods used, as part of her certification for the major.

With the approval of her adviser, a student may count Five College [i.e., Amherst, Mount Holyoke, University of Massachusetts and Hampshire, in addition to Smith] courses toward the major.

ADVISING

Members of the Advisory Committee on the Study of Women [13 faculty listed for 1987-88] will serve as advisers for the major in women's studies.

HONORS

A student may honor in women's studies by completing an eight-credit thesis, as two of the ten semester courses in the major, in addition to fulfilling the general requirements. Eligibility of students for honors work, supervision of and evaluation of the thesis are determined by the Advisory Committee on the Study of Women.

{Smith College offers a minor in women's studies, involving six core courses distributed over three or more disciplines.}

CORE COURSES

AAS 218b Ethnicity and Women's Writing.
AAS 326a The Socio-Cultural Development of the Afro-American Woman.
AMS 220b Colloquium in American Studies: Women's Culture.
ANT 235a Ritual and Myth.
CLT 222a The Cross-Cultural Construction of Gender.
CLT 268b Latina and Latin American Women Writers.
ECO 222b Women's Labor and the Economy.
ENG 239b American Women Poets.
ENG 346a Women and Literature (Topic for 1987-88: Feminist Literary Theory)
ENG 349b Women and Cinematic Representation.
GER 227b Topics in German Literature (Topic for 1987-88: Twentieth Century German Women Writers).
GOV 234a Problems in Political Development.
HST 253b Women’s History in Nineteenth-Century Europe.
MUS 101b Colloquium: Women Composing.
PHI 240a Philosophy and Women.
PHI 305a Topics in Feminist Theory: Gender and Human Identity.
PPL 259a Technology, Gender and Public Policy in Cross-Cultural Perspective.
PSY 276b Psychology of Women.
PSY 376b Seminar: Topics in the Psychology of Women.

COMPONENT COURSES

[The following departments offer courses with a substantial focus on issues related to gender and women’s studies:

Afro-American Studies (1), Art (2), comparative Literature (4),
English (1), Italian (1), Psychology (1), Religion (1), Sociology (1), Spanish (1),
Theater (4),]

III. WILLIAMS COLLEGE

Women’s Studies can be defined as the study of women, past and present, in all fields of inquiry. The program in Women’s Studies is therefore open to Students majoring in a wide variety of disciplines, who wish to focus in a coherent way on women and women’s achievements as part of their education. In addition, the program is designed to introduce students to the new scholarship in Women’s Studies, which has brought neglected material into established fields and raised
important methodological questions about sex and gender that cross disciplinary boundaries and challenge established intellectual frameworks.

To fulfill the requirements of the Women’s Studies program, student will take five courses. Women’s Studies 101, Introduction to Feminist Thought, introduces students to major works in the development of modern feminist thought and to issues central to Women’s Studies. Following this introductory course, students elect three Women’s Studies courses from at least two departments. Electives will vary according to the course offerings each year. In order to confront the breadth of issues raised by Women’s Studies as a new mode of inquiry, students are encouraged to distribute their choices in as wide a range of disciplines as possible. In their senior year, students are required to take Women’s Studies 401, a senior seminar in which they will write a substantial essay in an area of special interest. The seminar is also designed to explore questions of methodology in relation to a topic in Women’s Studies that will vary from year to year. This seminar may also be taken either as a tutorial or as an independent.

Students are urged to register in the Women’s Studies Program by the fall semester of their junior year.

[16 faculty, 1 affirmative action officer, and 1 reference librarian listed as members of the Advisory Committee.]

SEQUENCE COURSES

WS 101  Introduction to Feminist Thought.
WS 401  Senior Seminar

ELECTIVE COURSES

American Studies/History 308, Women and the Family in Modern America.
Anthropology 222, The Anthropology of Women.
Anthropology 321, Femininity and Masculinity in Japan.
Art History 461, Words, Images and Feminism.
Chemistry/Philosophy 217, Reproductive and Genetic Technologies: A Scientific and Philosophical Overview.
Economics 203, Gender in Economic Analysis.
Economics 375, Economic Demography.
English 219, Literature by Women.
English 317, Elizabeth and the Elizabethans.
English 332, Reigns of Terror: Toward a Theory of the Gothic.
English 335, The Victorian Canon and Feminist Criticism.
English 377, The Female Body of Imagination.
French 402, French Women Writers.
German 204/Theater 312, Theater in Berlin and Vienna Around 1900 (1987-88 only).
German 204, Modern Women Writers and the City.
History 317, African Women.
History 318/Russian, Soviet and East European Studies 402, Russian Women: The Limits of Revolutionary Change.
History 332  Class, Gender and Community in China 1700-1987.
History of Science 216, Gender, Science and Technology.
Music 131, Gender, Class and Race in Western Musical Society.
Political Science 236, Political Thinking about Women.
Political Science 311, Gender Gaps in American Politics: Women, Men and Political Action.
Psychology 342, The Psychology of Human Sexuality
Psychology 353, Gender Issues in Mental Health
Psychology 401, Perspectives on Psychology Issues.
Religion 235, Women in Patriarchy.
Sociology 205, The Family in Literature and Society.

COURSES OF RELATED INTEREST

Students are encouraged to consider the following courses of related interest. These do not ordinarily fulfill the elective requirement. However, depending on the topic(s) of their course papers and their ability and willingness to do supplemental reading, students can transform some of these courses into electives. Anyone who is interested in such an option must consult the Program Chair at the beginning of the semester in order to sign a course “contract”.

[Courses listed in American Studies (1), Anthropology (3), Art History (5), Biology (4), Chemistry (2), Classics (5, of which one is cross-listed with History of Ideas and one with Theater), Economics (3), Greek (2), English (8), Experimental Studies (1), History (of which one is cross-listed with African and Middle Eastern Studies and Religion), Mathematics (1), Philosophy (3, of which one is cross-listed with Political Economy), Political Science (1), Psychology (3), Religion (3), and Sociology (1).]


All three of the above Women's Studies programs have several features in common:

1) All emphasize the importance of an interdisciplinary approach, and structure their requirements in such a way as to ensure some interdisciplinary distribution.

2) All encourage exploration of women's issues in cross-cultural contexts, especially in non-Western cultures. A number of the courses listed as core courses or related offerings focus on non-Western peoples, and several courses combine issues of gender, race and culture.

3) Each program requires that participants take some course work in common. Oberlin and Williams have required introductory courses and senior seminars; Smith has an interdisciplinary "course cluster" that is designed to provide a measure of common experience for all majors,
leaving the timing and the specific orientation of the course work to individual choice.

4) Both Oberlin and Smith, which have full-fledged majors in Women's Studies, require some form of methods class in the particular discipline(s) on which the student chooses to focus. Each of those programs also allows the option of an honors thesis.

5) All programs include courses from the areas of humanities, social sciences, natural sciences and foreign languages.
APPENDIX A

Woman's Studies Theory and Criticism


--------. A Feeling for the Organism. A portrait of Barbara McClintok that raises critical questions from a feminist perspective about scientific method.

Ruth Hubbard, Mary Sue Henifin and Barbara Fried, Biological Woman. The Convenient Myth. Schenkman, 1982, with a bibliography.


APPENDIX B - FACULTY SCHOLARSHIP IN WOMEN'S STUDIES

Chela Andreu, Department of Spanish
Books: edition of and introduction to La Cruz del Olivar (1867), by Faustina Saez de Melgar (Madrid: Catedra, 1980); Galdos y la literatura popular (Madrid: SGEL, 1982);

Catherine Pease Campbell, Department of Chinese

Susan Cook, Department of Music
Work in Progress: biography of American social dancer Irene Foote Castle; monograph on musical imagery in the work of Carson McCullers; editing
Cecilia, a collection of essays on women in music; editing a Billie Holiday reader for the Smithsonian Press; editing Contemporary Concert Music by Women Composers, Volume 2, with Mary Brown Hinely, Judith St. Croix, and Cynthia Bell, for Greenwood Press.

Performance: collaborative performance with Andrea Olsen, dance professor, 1988

Professional Activities: Host of weekly radio program, WCBN-FM, Ann Arbor, Michigan, "Classical Women, 1983-85; Board Member, International League of Women Composers, 1986-present; directed the 8th, 9th and 10th "Search for New Music" competitions of the International League of Women Composers; member, Committee on the Status of Women for the American Musicological Society; member, American Women Composers, International League of American Women Composers; International Congress of Women in Music.

Diana Henderson, Department of English


Claudia Henrion, Department of Mathematics and Computer Science

Manuscript in progress: "Dialogues with Women in Mathematics: Their Lives and Their Work" (supported by an AAUW grant).


Joanne Jacobson, Department of American Literature and Civilization


Bethany Ladimer, Department of French


Edward A. Martin, Department of English

Tamar Mayer, Department of Geography
Professional Activities: elected Director (one of three) of the Geographic Perspective on Women (GPOW); Specialty Group of the Association of American Geographers (1988-90).
Current Research: Migration, Gender and Nationalism: The Case of Palestinian Arabs.

Brett Millier, Department of American Literature and Civilization

Margaret K. Nelson, Department of Sociology and Anthropology
Book: Circles of Care, editor with Emily K. Abel, under contract with SUNY Press
Articles: "Vermont Female School Teachers in the Nineteenth Century," Vermont History 49 (1981); "Client Response to a Discrepancy Between the Care They Wanted and the Care They Received," Women and Health (1981); "From the One Room Schoolhouse to the Graded School: Teaching in Transition," Frontiers 7:1 (1983); "The Impact of Childbirth Preparation," The


Research Reports: Evaluation of the Maternity Services at the Medical Center Hospital of Vermont, Burlington, Vermont, 1981 (with Helen L. McGough); The Regulation of Family Day Care, final report for EOSCoR Grant, 1987.


Work in Progress: Negotiated Care: The Experience of Family Day Care Providers.


Jennifer Post, Library


APPENDIX C

Women's Studies Courses

SA 191: An Introduction to Women in Social Thought
SA 304: Women, Culture and Society
SA 390: Sociology of Women
GG 411: Seminar in Economic Geography: Women in Development
GG 412: Seminar in Urban Geography: Women and the City
FS 014: Women in Literature: Myths, Images and Interpretations
AL 260: Fiction by American Women
AL 450: Henry James and Edith Wharton
EL 114: Reading Women’s Writing
EL 402: Modes of Reading: Drama, Gender, and Class
FR 120: Women Writers in France
FR 312: Women and the Novel of the Ancien Regime
MU 360: Women in Music
RE 290: Feminism and Religion: Gender Analysis in the History, Theology and Sacred Writing of the West
RE 311: Seminar in Buddhist Philosophy: Buddhism and the Feminine
SP 450: Women in Hispanic Literature
TH 206: Contemporary Women Playwrights
TH 336: Women and Film

Note: Several of the courses above share a number with seminars on other topics (e.g., AL 450). Only when the title is as listed above does this course number qualify as a Women’s Studies offering.

Past Freshman Seminar and Winter Term Offerings:

       ID 26.8 The Images of Chinese Women in The Story of the Stone
       FS 03.8 Discrimination by Race and Gender: Why?
       FS 08.8 Medieval and Renaissance Women
       HI 110B Women in English Society, 1500 to Present

1989 (tentative): Three American Women and their Letters
                 Goddesses and Doormats: Picasso’s Women
                 Women in Contemporary Chinese Literature
                 Women in Popular Music and Jazz
                 Taking Matters into Her Own Hands: Women and Detective Fiction
APPENDIX D

Women's Culture Series

Fall, 1986

Lecture: "The Equal Rights Amendment in Vermont", Eleanor Smeal, President of NOW, sponsored by the Armadilloes.

Film: Small Happiness (a movie about women in a modern Chinese Village).

Lecture: "Literature, Politics and Women", Grace Paley, fiction writer, co-sponsored by Departments of American Literature and Civilization and English.

Film: Choosing Children (a film that challenges our society's idea of the family), co-sponsored by the Psychology Department.

Lecture: Martha Rosler, a documentary film-maker and performance artist, sponsored by the Abernathy Series.

Lecture: "The Feminist Critique of Science", Ruth Hubbard, Professor of Biology, Harvard University, co-sponsored by the Science Department.

Spring, 1986

Films: Warrior Women, Soldier Girls

Film: Daughter Rite, in conjunction with College St. Film Series.


Films: Wilmar 8, The Life of Rosie the Riveter.

Film: Georgia O'Keefe

Musical Performance: Musica Femina, co-sponsored with Department of Music.

Film: Killing Us Softly.
**Spring, 1987**

- **Lecture:** “Echoes of War and Exile: Female Autobiography in Spain”, Shirley Mangini, co-sponsored with the Departments of Spanish and Italian.

- **Film:** *Tell Me a Riddle*, co-sponsored with the College St. Film Series.

- **Film:** *Antonia: A Portrait of the Woman*, co-sponsored with the Department of Music.

- **Lecture:** “Black Women in America”, Deborah King.

- **Film:** *Rape Culture*, discussion and workshop about Date Rape, Diane Farley (rape and sexual assault officer at Dartmouth).

- **Lecture:** “Mapping the State of Women in the World”, Joni Seager, co-sponsored with the Department of Geography.

- **Music Performance:** Ruth Schonthal, co-sponsored with the Music Department.

- **Film:** *Born in Flames*, co-sponsored with the College St. Film Series.

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**Winter, 1988** (A public lecture series presented in conjunction with the winter term faculty seminar)

- “Equality and Difference: Harriet Beecher Stowe’s 'Woman Controversy'”, Mary Kelley, Dartmouth College, co-sponsored with the Freshman Convocation Series.


- “Biology and Women's Studies”, Anne Fausto-Sterling, Brown University, co-sponsored with the Freshman Convocation Series.

- “Feminist Epistemologies: Can Women be Knowers?”, Sandra Harding, University of Delaware.

- “The Politics of Narrative in Margaret Atwood's *The Handmaid's Tale*”, Annette Kolodny, RPI, co-sponsored with the Freshman Convocation Series.

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**Spring, 1988**

- **Lecture:** Workshop on Sexual Harassment, Joy Livingston.
Lecture: And photographs of Third World Women, Wendy Walker, co-sponsored with the Dean of Students Office.

Film: A Woman in Flames, co-sponsored with the Department of German.

Film: Still Killing us Softly, a film about women and advertising.

Film: The Second Awakening of Christa Klages, co-sponsored with the Department of German.

Film: Global Assemblyline, co-sponsored with the Department of Geography.

Film: The Marriage of Maria Braun, co-sponsored with the Department of German.

Film: Las Madres, co-sponsored with College St. Film Series.

Fall, 1988

Workshops: and performances in dance and drumming, "African Diasporic Dance and Drumming", Sharon Klarich and DMOJA Drumming Ensemble, co-sponsored with the departments of Dance and Music, and the Black Student Union.

Lecture: Slides and presentation on the image of women in advertising, Jean Kilbourne, co-sponsored by the Counseling Office.

Lecture: And films on Women in the Avant Garde, films and discussion on Marjorie Keller's work, co-sponsored by the Department of Theatre, Dance and Film/Video.


Lecture: "Who is Billy Jean King Anyway?", Jean Rowlands, co-sponsored with the Department of Athletics.

Music Performance: Elizabeth Swados, co-sponsored with the Department of Theatre, Dance and Film/Video.

Lecture: Films and discussion on Video Art by and About Women, Barbara London, co-sponsored with Department of Theatre, Dance and Film/Video.

Lecture: "Feminist Humor", Marrie Bergman.

APPENDIX E

Concentration in Women's Studies

Any four courses: students must include courses from both groups.

1. SA 191 An Introduction to Women in Social Thought.
   SA 304 Women, Culture and Society.
   SA 390 Sociology of Women.
   GG 411 Seminar in Economic Geography: Women in Development.
   GG 414 Seminar in Urban Geography: Women and the City.

2. AL 260 Fiction by American Women.
   FR 120 French Women Writers
   FR 312 Women and the Novel of the Ancien Regime
   EL 114 Reading Women's Writing
   MU 360 Women in Music
   RE 290 Feminism and Religion: Gender Analysis in the History, Theology, and Sacred Writing of the West.
   SP 450 Women in Hispanic Literature.
   TH 406 Contemporary Women Playwrights.