

# Proposal for Major in Women's Studies

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## **ABSTRACT**

### **WHAT IS WOMEN'S STUDIES?**

- \*a 25-year old academic discipline
- \*a challenge to traditional ways of thinking in established disciplines
- \*an agent for social change
- \*a pedagogical approach as well as a subject matter

Begun as a distinct academic discipline twenty-five years ago, women's studies places at its center the role of gender in organizing social, professional and political life. Women's studies programs "establish the social construction of gender as a focal point of analysis in a complex matrix with class, race, age, ethnicity, nationality, and sexual identity as fundamental categories of social, cultural, and historical analysis" (Reports from the Fields, Association of American Colleges, 1991). Women's studies challenges traditional ways of thinking in established disciplines as it "formulates new paradigms and organizing concepts in all academic fields" (Reports from the Fields, 1991). The Chronicle of Higher Education states that "the scholarly reach of this young field is impressive . . . . The result is an exciting body of knowledge and theory that draws on and contributes to scholarly dialogue about the meaning of such issues as citizenship, economic development, post-colonialism, and sexuality" (April 26, 1996). Women's studies encourages civic and social responsibility in the academic community and beyond, serving as a locus for educating women and men about how constructions of gender affect social and economic justice (recent examples at Oakland University include women's studies sponsorship of a film festival on the lives of third-world women and a lecture by a Kenyan activist on female genital mutilation). Women's studies has a strong focus on classroom pedagogy: "More than establishing a sequence of courses, outlining a subject area, or positing fresh critical frameworks, women's studies also is about personal and intellectual growth, both for faculty and for the students. It is attentive to and creative about the classroom climates and methods that enhance learning. It empowers male and female students as active learners and as social change agents" (Reports from the Fields, 1991).

### **PHILOSOPHY OF WOMEN'S STUDIES**

Women's studies constitutes an interdisciplinary field devoted to the description and analysis of women's experiences in historical and contemporary societies, the representation of women in literature, art, and the media, and the treatment of women by medical and biological sciences. Women's studies "provides students with the opportunity to discover the variety and richness of women's historical, cultural, social and political contributions...[and to] examine the dynamics of gender, race, class, and sexual inequality as they have been experienced and contested by women around the world" (UCSB, 1999). Women's studies uses feminist methodologies and theories to describe and analyze the impact of social movements, historical events in societies, public policy, and other social facts and forces on women's positions in societies, paying specific attention to the conditions that promote and impede women's progress toward equality and liberation. What makes women's studies unique is that it explicitly devotes itself to the study of women, whose experiences have been neglected in conventional scholarship. Women's studies is committed to integrating scholarly inquiry, critical problem solving methods, professional

training, cooperative leadership skills, and practical strategies for intervention in real life situations affecting the well-being of women locally and globally.

Women's studies as a discipline relies on feminist theories for its interpretive and analytic approaches. The impressive and rapid development of feminist theories during the past three decades is in large part responsible for the intellectual breadth and sophistication of women's studies as a discipline. Always centered on the experience of women, the status of the feminine, or the construction of sexual difference, feminist theorists have taken up issues as diverse as the patriarchal underpinnings of the welfare state and the implications of women's absence from medical research for our understanding of human biology. Falling along a political continuum as well, feminist theories offer diverse strategies for reducing sexual stratification and increasing women's status in society. In sum, as Treichler (1985) stated more than a decade ago, "[f]eminist theory, emphasizing the importance of women's individual and shared experience and their political struggle in the world, seeks to build general accounts of experience from particularities."

### **WHY DO WE NEED A MAJOR IN WOMEN'S STUDIES AT OAKLAND UNIVERSITY?**

- \*it offers more than a concentration
- \*it underscores our commitment to diversity and academic excellence
- \*it meets the unique needs of our student population
- \*it prepares students to meet future professional challenges
- \*it is important to a liberal arts curriculum

The asking of such a question, at the theoretical level, contains its own answer. Women's studies faculty wish that in 1999 American culture and society, as well as its citizens, functioned through a system of sexual equality at all levels and in every aspect of civil and personal life. Unfortunately, as we know too well, our society, culture, and citizens live and function far from this ideal. It is this ideal that motivates and necessitates a major in women's studies.

How does women's studies work toward this ideal goal? Ultimately we believe that education constitutes an incremental process, and that this process matters. We believe that students' minds can be opened and transformed. As a discipline, women's studies allows students to pursue traditional and non traditional subjects through a lens that allows them to view sex as an analytic category. The social organization of sex constitutes a fundamental cultural system that shapes how we perceive ideas, attain experience, and arrive at any kind of knowledge, including the most traditional. To make students aware at a conscious level that the social organization of sexual difference informs their choices, their desires, and their academic pursuits, and that the very knowledge they attain in traditional classrooms is itself the product of these influences, is the greatest gift of awareness we can give our students. Women's studies exists to do this. The curricular focus of women's studies dovetails with the institutional priorities of Oakland University, and in particular with the vision statement of the Strategic Plan, which vows to "create a climate which encourages and supports human diversity and development" and with Strategy 3's important goal that "to promote the recruitment, retention and success of its students, Oakland will provide an environment rich in human diversity" An undergraduate degree in women's studies may be shaped around disciplines, professions, or themes and institutions

(Women's Studies Quarterly, 1997). Since the social organization of sex determines many of the differentials of power and opportunity within a given culture, the study of women's lives and experiences opens up a dialogue about male-centered historical perspectives. Oakland University's student population, 65% female and increasingly "non-traditional," will be aided by a women's studies major to imagine alternatives to gender inequalities in the home, workplace, and academy. While some faculty in other university departments include some gender-oriented study and scholarship, a women's studies major gives additional visibility to the importance of asking questions about women's experiences in an academy dedicated to rigorous intellectual inquiry. The professional opportunities that grow out of a women's studies major include preparation for: advanced degrees in every discipline; corporate America, where knowledge of the changing workforce is a critical asset; areas within the legal and medical professions that focus on providing woman-centered services; community agencies, such as substance abuse programs and battered women's shelters; public sector opportunities in local, state, and national government; and the arts, helping to recognize and encourage the creative talents of women.

## **HISTORY OF WOMEN'S STUDIES AT OAKLAND UNIVERSITY**

Women's studies (WS) courses have been offered at Oakland University since 1977. Fifty-four separate courses across ten disciplines have been taught as women's studies classes. This growth reflects the growing national interest in a new field of interdisciplinary study which takes the perspective of women and provides new conceptual paradigms and distinct methodologies that are not generated within the parameters of a single discipline. Today, over 2,000 accredited colleges and universities offer women's studies curricula; 200 provide majors, including seven colleges and universities in Michigan: Albion College, Central Michigan University, Eastern Michigan University, Kalamazoo College, Michigan State University, University of Michigan, and Wayne State University.

A number of additional factors support this proposal for a major in women's studies: First, enrollment in WS 200, the women's studies core course, rose from 24 in 1987 to 260 in 1997. Second, the number of courses cross-listed with women's studies in the past ten years has been 43, with 12 to 16 of these courses taught each year, and the courses varying with faculty interest and availability. Third, student surveys taken here and at Oakland Community College indicate substantial interest in the women's studies major. Many Oakland faculty have indicated their support for this program in a petition for a change in the women's studies program's status and support for a women's studies director to guide and shape the program. Today 60 faculty members, men and women across the university, identify themselves as connected with the women's studies concentration. With a new director-designee, the women's studies major proposal can resume its movement through the university governance process.

## **CURRICULUM AND JOB OPPORTUNITIES**

The proposed curriculum will require 40 credits for a major and 20 for a minor. In addition to WS 200, WS 300 and five interdisciplinary courses, the program will require a cooperative education experience, courses in feminist theory and analysis, and a capstone course. These

courses will facilitate critical thinking and analysis, focusing on issues of concern to women in a range of disciplines. This major will benefit its students in these ways:

- the interdisciplinary emphasis prepares students for the comparative analysis required for many graduate degrees;
- with a broader background in women's and minorities' histories, graduates are poised to work with advocacy groups, human rights organizations, environmental and consumer groups, health care organizations, and youth, elderly and social services;
- with a greater awareness of how gender identity is constructed, majors have an increased sense of what is important in creating strong families and social relationships;
- with an emphasis on understanding difference and discovering intersections among racism, homophobia/heterosexism, sexism, classism, and other forms of oppression, women's studies graduates are well-suited for entry-level positions in a wide variety of settings, including policy and lobbying organizations, research centers, trade and international associations, unions, and think tanks;
- majors who choose occupations in which men and women are not equally represented find a women's studies major provides them with additional personal support in the pursuit of their goals;
- careers in government are a natural place to find women's studies graduates, because their knowledge about power relationships and injustice makes them determined to use their skills to change their world, starting in their own communities;
- the interdisciplinary nature of women's studies well-prepares those involved in education and library service by opening students' eyes to the many sources of information and support available to them. As professionals, those employed in these careers must be experts in finding and using information on contemporary social issues;
- majors feel they are well prepared to enter the medical professions, where their expanded insight and sensitivity to social concerns are useful skills in the provision of health care;
- degrees in women's studies are increasingly relevant to issues facing the legal profession;
- women's studies graduates who work in the creative arts have an important awareness of how gender shapes art as a cultural product, as well as the lived experience of women artists.

See Appendix I for further discussion of employment patterns among women's studies majors and sample letters from employers regarding the value of women's studies degrees in the labor force.

### **STAFFING:**

Staffing needs include a full-time tenure-track faculty member in the College of Arts and Sciences as a women's studies director who will manage as well as teach in the program and publish scholarship in women's studies. The women's studies director-designee began work August 15, 1999 with a 60% appointment in Sociology/Anthropology and a 40% appointment in women's studies. If the major increases as anticipated, a second full-time tenure-track appointment in women's studies will be needed in three years. The major also requires the hiring of one or more part-time instructors. The addition of a half-time secretary is also required. The concentration has four part-time faculty (see Appendix F) who teach the required courses and are paid out of the college budget. Cross-listed courses regularly are taught by full-time faculty. It is

not unusual for women's studies programs to rely on part-time faculty, as these programs typically face under-funding and are run with small staffs. Part-time faculty bring to their teaching not only expertise in women's studies theory and methodology, but also the expertise of other kinds of professional training (for example, Oakland's lecturers also work as journalists, counselors and psychologists).

## **I. RATIONALE**

### **NATIONAL TRENDS IN WOMEN'S STUDIES**

Since the 1970's, women's studies programs have flourished in the United States. Today, women's studies curricula are offered at more than 2,000 accredited colleges and universities (Chamberlain and Berstein, 1992), and provide majors in almost 200 institutions throughout the nation. The rapid growth in women's studies has been attributed to two major trends in higher education: 1) the growth of a diverse student body increasingly older, female, racially and economically diverse, first generation college, differently abled and 2) a movement to transform the traditional academic curriculum into one which is more expansive and inclusive (Maher and Tetreault, 1994). For more than a quarter of a century, diversification in the student body has been reflected in the theoretical underpinnings of women's studies. From the beginning, women's studies programs have insisted that the entirety of human experience and the variety of human identity form a composite whole. In the case of curriculum transformation, this trend began as an effort to incorporate the study of women into existing disciplines in which they previously had been neglected or omitted from the "codified knowledge" (Robinson, 1993). However, the end result has been the development of a new field of study which not only addresses those gaps left in extant knowledge bases about the study of women, but also provides new conceptual paradigms and distinct methodologies concerning gender and multi-cultural experiences not generated within the parameters of a single discipline. Women's studies draws upon an interdisciplinary core which places women's diverse experiences, and the issue of gender at the center of inquiry. Once again, this type of curricular focus helps implement the vision statement of Oakland's Strategic Plan which aims to "create a climate which encourages and supports human diversity and development," and also supports Strategy 3 of the Strategic Plan that: "to promote the recruitment, retention and success of its students, Oakland will provide an environment rich in human diversity...." The presence of a women's studies major on campus provides unique opportunities for exploring human diversity, both through rigorous study and innovative classroom environments.

### **WOMEN'S STUDIES AT OAKLAND UNIVERSITY**

Women's studies at Oakland is, like programs throughout the nation, interdisciplinary. Since 1977, women's studies courses have been offered by faculty from a broad range of disciplines: art and art history; curriculum, instruction, and leadership; English; history; international studies; management and marketing; modern languages and literatures; philosophy; political science; psychology; rhetoric, communication, and journalism; and sociology/anthropology. Moreover, faculty participation in teaching represents not only diversity among departments, but across the college and schools within the university: for example, the School of Business Administration

and the School of Education and Human Services have provided course offerings through women's studies ("Men and Women at Work," and "Gender Socialization in Schools").

For the past two decades, the number of women's studies courses has been increasing steadily. In 1977, the first course in women's studies, NCC 152, was offered as part of the New Charter College curriculum. Two years later, that course was being offered once a year under the women's studies rubric. In the winter of 1987, just ten years after the first women's studies class was scheduled, course offerings in women's studies had significantly increased: four courses were cross-listed with women's studies, representing the disciplines of history, anthropology, English, and political science. Moreover, two additional courses that previously had not been offered ("Women in Transition," and "Projects in Women's Studies") were scheduled directly out of the women's studies concentration. Since then, 43 separate courses, across ten disciplines, representing a diverse range of topics (see Appendix A for listing of courses), have been scheduled under the women's studies' rubric. The interdisciplinary nature of the program in women's studies strongly supports the intent of Strategy 7 of Oakland's Strategic Plan which states that "Oakland will create an empowered community of diverse, unified, committed and motivated employees who focus their collective skills, talents and knowledge toward realization of the university's mission and vision."

## **EVIDENCE OF SUPPORT FOR A WOMEN'S STUDIES MAJOR**

### **Course Offerings**

The expansion of course offerings in women's studies over the last ten years indicates substantial program growth. Part of this growth can be attributed to the building of an interdisciplinary curriculum throughout the college; over this period, a growing number of departments, programs, and concentrations have cross-listed courses a number of times with women's studies courses, as indicated below.

<b><u>Number of Courses</u></b>	<b><u>Department</u></b>
34	Sociology/Anthropology (23 in Sociology; 11 in Anthropology)
18	History
8	English
7	Rhetoric, Communications, and Journalism
5	Political Science
4	Philosophy
3	Curriculum, Instruction, and Leadership
3	Modern Languages and Literatures
3	Cinema concentration (interdepartmental)
2	Psychology

The expansion of the curriculum is also an indication of increasing student interest in the field of women's studies. Enrollment figures in the women's studies' core course, Introduction to Women's Studies (WS 200), lend support to this claim. In 1987, student enrollment was 24;



eleven years later that figure rose to 236. The number of students who have declared concentrations in women's studies has also risen. In 1988, one student filed for concentration status; in the decade since then, the concentration has graduated 42 students. The number of concentrators in women's studies may actually under-represent potential student interest in women studies courses as the requirements for a concentration involve more credit hours than a minor (average 28 vs. 20). We expect to have at least as many majors as we have concentrators which at any given time is between eight and ten and in all likelihood more. Additionally, while the major may cause some decline in the number of majors within existing programs, it is also likely to cause an increase in the numbers of students who apply to Oakland, as indicated by informal student comments. Moreover, the ability to offer a major means we would have the flexibility to offer a minor (20 hours) and thus much more successfully meet the needs of Oakland University's student body. Anecdotal student evidence in WS 200 courses, for instance, suggests that five classes for a minor would constitute an achievable goal for the tremendous number of transfer students arriving in their junior year. The additional courses required for the women's studies concentration prove to be too difficult for many students to schedule in addition to their major and university requirements. Transfer students would have greater choice if they were able to combine more traditional majors i.e., education, business, political science with a minor in women's studies. It should be noted, however, that the difficulties encountered by transfer students under the current women's studies concentration testify to the strength of the students' interest in women's studies and a potential pool for women's studies majors.

## **Student Surveys**

Increasing numbers of concentrators, along with expanded course offerings, mark student interest in women's studies, and signal potential interest in a major (also see letters of support from students in Appendix B). In order to evaluate that potential more fully, the women's studies concentration conducted three surveys. The first was administered in the fall of 1993 to all students (n=120) who were currently enrolled in WS 200 (Introduction to Women's Studies) classes. At that time, participants were queried about their interest in pursuing a major in women's studies. The results from that survey revealed that 30% of the students would be interested in majoring and 60% in minoring in a women's studies degree.

The second survey was conducted four years later, in the winter of 1997. Again, all students (n=117) in WS 200 (Introduction to Women's Studies) courses were asked about their interest in pursuing a major in women's studies. The findings from this survey were consistent with the first: 29.1% of the students reported an interest in majoring and 70.9% in minoring. In the responses from both surveys, many students qualified their "no" answers with written statements that suggested it was too late in their academic career (i.e. junior or senior status) to pursue a different major. Such statements indicate that the survey results may actually under-represent the number of potential majors in women's studies at Oakland.

To determine interest among transfer students, a convenience survey was conducted at Oakland Community College. In the winter of 1997, 316 students were administered questionnaires regarding their interest in women's studies. These students were selected across disciplines, ranging from business to the social sciences. Twelve percent of those students reported that they would be interested in pursuing a major in women's studies, and twenty-six

percent a minor in that area. It is interesting to note that, among those surveyed, 11.6% were undecided in their major and 8.2% indicated they were enrolled in general studies. Both may represent a source for future majors. The results from these surveys lend empirical support to the claim that there is growing student interest, from both inside and outside the university, in the development of a major in women's studies at Oakland.

### **Faculty Support for Women's Studies**

Faculty support for a major in women's studies is also evident. When women's studies was first considering the proposal of a major, a petition stating support for a change in program status from a concentration to a major was circulated to all women's studies faculty, a majority of whom supported such a change. Moreover, increasing faculty support for women's studies appears to be on the rise at Oakland in general. For example, every year faculty across the university are surveyed about their interests in women's studies and solicited to participate in the program (through teaching, committee work, advising, and participation in lectures). This year, one faculty member who does not teach in the concentration, Mary VanSell, volunteered to create a web page for women's studies to increase our visibility. Currently, almost sixty faculty members, men and women across the university, identify themselves in connection with the women's studies concentration (see Appendix D).

University-wide faculty involvement additionally has been visible in the attendance at several activities sponsored by the concentration in women's studies: weekly Brown Bag lunches held in the Oakland Center to discuss issues relevant to the discipline; public lectures held during the month of March celebrating Women's History month; and the annual Women's Studies Film Festival which highlights works by and about women, and provides a forum for women film makers, critics, and scholars. The recent women's studies essay contest is also evidence of faculty support: as a result of faculty encouragement, twelve students from several disciplines submitted papers involving gender analysis to a student paper competition sponsored by the women's studies concentration. Finally, among some recent hires there is evidence of the importance of women's studies: several new faculty members during their interviews specifically asked whether there was a vital women's studies program at Oakland (personal communication with faculty from the departments of History, English, Art & Art History). Collectively, these examples suggest the importance of a resource like women's studies for us at Oakland.

### **STRATEGY FOR DEVELOPMENT OF WOMEN'S STUDIES MAJOR**

Given the results of the student surveys and the indicators of faculty support for a major in women's studies, the Women's Studies Executive Committee the governing board of the concentration made the decision to explore developing a major (see Appendix E). Letters of support for the change to a major from department chairs who have historically cross-listed courses with women's studies were obtained (see Appendix E). Additionally, to assess the viability of this programmatic change, input was sought from the Women's Studies Advisory Council. The council unanimously supported the decision to pursue the major (see Appendix E for letters of support), with the recommendation that program development should proceed by an examination of other women's studies programs, both local and national, in order to identify the

constitutive elements of women's studies majors and to discover what offerings would give us local distinctiveness.

### **Examination of Other Women's Studies Programs**

In order to implement this recommendation, members of the Women's Studies Executive Committee examined a representative sample of women's studies majors. For some of these programs (e.g. Rutgers University, the University of Delaware), the major evolved out of a concentration. As would be the case at Oakland, these schools have majors that are interdisciplinary and that focus on women's studies. Within these degree programs, students are exposed to critical issues within the field and to feminist methodologies and theoretical perspectives through core courses such as Introduction to Women's Studies, Methods of Feminist Analysis, and Feminist Theory. Multi-disciplinary specialty classes are also required for completion of a degree in women's studies.

As of 1990, only two institutions in Michigan had undergraduate degree programs in women's studies: Albion College and the University of Michigan. Today, however, that figure has more than tripled; seven schools in the state now offer majors in this field: Albion College, Central Michigan University, Eastern Michigan University, Kalamazoo College, Michigan State University, the University of Michigan, and Wayne State University. The requirements for a major at these institutions are comparable to those proposed for Oakland (see Section III of this proposal). For instance, as part of the core curriculum at these schools, both Introduction to Women's Studies and a Capstone Seminar are required (with the exception of Albion which has an individualized major and doesn't require the seminar.) At Albion College, Michigan State University, and Wayne State University, a feminist theory course is also required. Michigan State University includes a feminist methodology course as part of its curriculum.

### **Curricular Uniqueness at Oakland University**

The proposed curriculum at Oakland distinguishes itself from these programs in several ways. First, the requirements for a major at Oakland would stipulate that students supplement their course work in women's studies with a cooperative education experience, and subsequently integrate their classroom and external learning in a capstone seminar. Other schools in geographic proximity to Oakland, such as Wayne State University, require students to select between these two valuable experiences. Eastern Michigan University does not offer field experience. It is our contention that the cooperative education experience moves the boundaries of the classroom into the community, providing students with opportunities to apply theory to practice, to observe women's workplace experiences systematically, and to learn skills useful to them as future members of the workforce. In addition, cooperative education placements build bridges between the university and the community by giving employers opportunities to contribute to students' educational experiences and by enhancing connections between students, university faculty, and cooperative education supervisors. This supports Strategy 5 of the Strategic Plan: "Oakland views community outreach as an integral component of its activities, and will expand its efforts to serve the community consistent with the university's mission and vision." Second, based upon the curriculum proposed for a major at Oakland, students could focus their entire plan of study on course work in the field of women's studies. Third, in the

proposed curriculum at Oakland, the core requirements would expose students to both theory and methods. These courses would facilitate critical thinking and analysis, focusing on issues that extend to a range of disciplines. Such courses represent constitutive components of majors in women's studies at leading programs in the country (e.g. the University of California at Berkeley, the University of Michigan). But, these courses are not part of the requirements for a major at other institutions in proximity to Oakland. Eastern Michigan University does not require either class; Wayne State University does not include a course in methods. Additional strengths of the proposed major at Oakland involve its curricular diversity: course offerings would be available initially in ten disciplines, providing an array of subjects as the source of inquiry. The Director-designee will work closely with all departments which cross-list courses in women's studies to ensure that the curriculum is varied while maintaining continuity in the women's studies major and minor.

### **Women's Studies Faculty:**

Women's studies teaching faculty consist of two groups: those teaching departmental courses which are cross-listed with women's studies [i.e., Women and Politics (PS 311) or Sociology of Gender (SOC 336)] and those who teach courses with only a WS prefix [i.e., Introduction to Women's Studies (WS 200) or Women in Transition (WS 300)], which are necessarily interdisciplinary. In the first category, the Women's Studies Executive Committee seeks instructors with expertise in a women's studies area of their discipline. This might mean that the faculty member possesses at least a minor in their undergraduate or graduate work, that the faculty member has publications with a women's studies emphasis, or that the faculty member is able to otherwise demonstrate expertise in women's studies. In the second category, the Women's Studies Executive Committee is in the process of formalizing guidelines. In general, a person who teaches WS courses must have true interdisciplinary expertise, whether through a degree program or through some other more informal training process. All instructors in WS courses must prove the interdisciplinary nature of all courses presented to the Women's Studies Executive Committee. The instructor is required to explain her/his perspective, from which the interdisciplinary nature of her/his thinking should be apparent. It is neither desirable nor required that faculty tow a narrow ideological line or that they articulate a specific feminist theory. What is required is that all courses designated WS be informed by contemporary women's studies scholarship and provide students with an understanding of at least some of the numerous feminist perspectives which inform the issues under consideration.

The women's studies faculty is drawn from a number of departments and represents a variety of intellectual perspectives. Whether students elect individual courses within women's studies or pursue a degree in women's studies, our goal is to enhance their understanding of (1) the half of the human race which has been systematically left out of consideration in many traditional fields of study; (2) differing concepts of gender (the norms of "femininity" and "masculinity") that all cultures construct somewhat differently on the basis of sex ("female" and "male" biological status); and (3) their own situation as women and men in this society as the twenty-first century begins. Women's studies courses are taught by faculty whose appointments are specifically in women's studies and by faculty in traditional departments whose courses are cross-listed with women's studies. Among those faculty are women and men with national and international reputations, both for their feminist research and scholarship, and for their work

focused on other issues. If the growth anticipated in women's studies actually occurs, we will need to provide additional faculty support to the women's studies major and minor by hiring at least one Ph.D. in women's studies within the next three years. Appendix F provides vitae for all women's studies faculty.

## **ADVANTAGES OF ESTABLISHING A MAJOR IN WOMEN'S STUDIES**

By establishing an undergraduate major in women's studies at Oakland, we will join a growing national trend to provide students of higher education a more inclusive curriculum. Such a programmatic change facilitates the goal of the Strategic Plan (Strategy 6) which emphasizes the pursuit of institutional distinction: "Oakland will develop and support areas of institutional excellence and distinction that contribute to national eminence." By responding to the changing demographic needs of our student body (which is currently 65% female), by addressing the experiences of women in social, cultural, historical, economic, and political contexts, and by further developing our academic curriculum, we will respond to the challenge set forth in the Strategic Plan which calls for positive, innovative strategies to help guide Oakland University successfully into the twenty-first century, offering excellence in education for its students and creating learning environments "to educate a diverse body of students to be productive, contributing members of society" (Strategy 1).

### **Career Opportunities for Women's Studies**

A major or minor in women's studies from Oakland University would give students a competitive edge by providing them expertise in women's studies. This would be particularly beneficial for students preparing for professional roles within such disciplines as business, education, criminal justice, social work, counseling, international studies, medicine, journalism, consumer services, law, and government. Graduates in women's studies would develop skills that promote sensitivity to women's issues and gender dynamics that may help them directly or indirectly as employees in the work place. Direct application of a women's studies degree might include administration of businesses or agencies that serve primarily a female clientele or that center on women's politics, art, or health care; work in organizations dedicated to ending violence against women and children; or employment in women's advocacy positions at all levels of government. The Executive Director of the Women's Survival Center of Oakland County has commented on the value of a major in women's studies: "those coming from a program focused on women's studies issues are better equipped to handle individual, group, and family situations encountered during an internship [at the Survival Center]. A degree in women's studies would greatly enhance their employment opportunities. It would also provide a strong background of information to relate with clients and their children" (See Appendix E for letter in full). More indirectly, a degree in women's studies could benefit a personnel manager dealing with issues of sexual harassment and gender equity in the workplace, an educator developing in-school programs to promote girls' interests in math and science, or a sales manager developing strategies aimed at the growing women's market. Finally, because graduate studies increasingly provide the specialization which complements undergraduate degrees in the liberal arts a national trend students with a women's studies major could use it as a stepping stone to a professional degree: a 1995 study of women's studies graduates reported that a majority of these students were currently doing or planned to do graduate work.

At the broadest level, a women's studies major will give students skills that prepare them for any career requiring critical reasoning, communication, research and writing skills, sensitivity to diverse points of view, interpretive analysis, and leadership. These will certainly make our graduates competitive in the marketplace and facilitate their entry into the twenty-first century.

## **II. SELF-STUDY OF THE ACADEMIC UNIT**

At present women's studies offers an interdisciplinary concentration in which students are required to complete a minimum of 28 credits (8 credits more than many minors in the college). WS 200: Introduction to Women's Studies, in addition to being a core requirement for the concentration, also serves the college by fulfilling College of Arts & Sciences distribution requirements. Given the credit-hour delivery in women's studies right now, as well as clear student interest, a minor could easily be put in place (see student survey information, Appendix B). Furthermore, most of the staff and resources necessary to institute an interdisciplinary major are currently available. By formalizing current administrative operations for the concentration, the college can institute an interdisciplinary program which will attract and retain students, enrich their educations, and provide new expanded options within the college as well as within the other schools at Oakland. When a women's studies major and minor come into existence, the concentration will be phased out.

### **STAFFING NEEDS**

The former Women's Studies Coordinator held a Visiting Assistant Professorship in Sociology/Anthropology while maintaining her duties as coordinator (the position title has now been changed to Director). Given the increasing duties of the director class scheduling; hiring and evaluating of faculty; student advising; curriculum development; college, university, and community correspondence and outreach, etc a full-time, tenure-track faculty director-designee from the College of Arts and Sciences has been hired effective August 15, 1999. Further, the Women's Studies Executive Committee, in concert with the Associate Dean of the College of Arts and Sciences, has agreed that the new director-designee will gradually assume the administrative responsibilities of the program, in order to familiarize herself first with the university and the women's studies concentration. It is vital to remember that there is an active, experienced group of senior faculty, the Women's Studies Executive Committee, to aid in the program's growth and the director-designee's transition and growth. A second tenure-track faculty member, as well as one or more part-time instructors, will be needed by year three of the new program if enrollments reach anticipated levels. As the major and minor in women's studies are implemented, they will need the support of a half-time administrative assistant, in addition to the on-going part-time secretarial support from staff in the Department of Sociology/Anthropology.

As a relatively new academic discipline, women's studies programs nation-wide continue to receive fewer material resources than more established programs, and this is true at Oakland University as well, thereby explaining the need to rely on experienced women's studies lecturers for some core courses in the program. However, the women's studies lecturers are carefully screened for appropriate credentials, their teaching evaluations are regularly reviewed and, like

other part-time faculty across the university, they provide a standard of excellence despite their part-time status (see Appendix F for individual vitae of women's studies faculty).

### **FACULTY QUALIFICATIONS** (See Appendix F for individual vitae)

The concentration has four part-time faculty who teach the required courses and are paid out of the college budget. Cross-listed courses regularly are taught by full-time faculty committed to women's studies whose departments have the scheduling resources and flexibility to share course offerings with the concentration. Examples of participating faculty include:

<b><u>NAME</u></b>	<b><u>UNIT</u></b>	<b><u>COURSES</u></b>
Susan Baker	Women's Studies	WS200
Lizabeth Barclay	Management	NCC301
Marilyn Becker	Women's Studies	WS200/WS300
Linda Benson	History	WS375
Judy Brown	Anthropology	WS305/WS337
Carlo Coppola	Director, Center for Int. Studies, Hindi-Urdu	WS301/LIT375
DeWitt Dykes	History	WS361/WS362
Wilma Garcia	Rhetoric, Communications & Journalism	WS200/ENG341
Susan E. Hawkins	English	WS401/ENG400
Sharon Howell	Rhetoric, Communications & Journalism	WS200, WS301/ COM 380/ COM480
Rose Hughes	Women's Studies	WS200/WS300, WS301
Barbara Mabee	Modern Languages: German	WS401/WS301
Jay Meehan	Sociology	WS301
Karen Miller	History	WS322
Lynetta Mosby	Sociology	WS335
Mary Papazian	Assoc. Dean, CAS; English	WS401
Michelle Piskulich	Political Science	WS311
Phyllis Rooney	Philosophy	WS301/PHL305
Dyanne Tracy	Curriculum/Instruction/Leadership	WS481/EED481
Martha T. Zingo	Political Science	PS440

### **ASSESSMENT OF WOMEN'S STUDIES**

The role and mission statement for the university was adopted by the Oakland University Board of Trustees on June 21, 1982. It emphasizes four essential ingredients for the direction of the university: excellence and relevant instruction, high quality basic and applied research and scholarship, responsive and effective public and community service, and a comprehensive schedule of student development activities. First, in the area of instruction, the mission is to "provide students with knowledge and skills they will need in a rapidly changing work place

through rigorous educational programs. A strong core of liberal arts is the basis on which undergraduates develop the skills, knowledge and attitudes essential for successful living and active, concerned citizenship. A variety of majors and specialized curricula prepare students for post-baccalaureate education, professional schools or careers directly after graduation." Second, in the area of research and scholarship, the mission is to have "research and scholarship reinforce the instructional mission of the University. Wherever possible, students are involved in research projects, and the results of research and scholarship are integrated into related courses of instruction." Third, in the area of public service, the mission is to "apply the expertise of the university to the issues of society in general or the region in particular so as to further enhance the quality of life in the service areas of the university." Fourth, in the area of student development, the mission is "to integrate cognitive learning with the personal growth of the individual student in the emotional, social, physical, cultural, ethical and interpersonal domains. In so doing, the university seeks to facilitate the development of those personal skills that will contribute to informed decision making and productive citizenship."

**MISSION STATEMENT 1:** "curricula prepare students for post-baccalaureate education, professional schools or careers directly after graduation."

**WS GOAL:** Prepare students for graduate education or any career requiring critical reasoning, communication, sensitivity to diverse points of view, interpretive analysis, and leadership; in particular, to prepare students to integrate and analyze women's concerns in the workplace and graduate-level research

**Operational Goals:** Graduates will succeed in gaining admission to graduate/professional programs; students will acquire knowledge and learn skills which will help them succeed in their careers.

**Mode of Assessment:** Placement in employment as indicated in alumni surveys; acceptance into graduate or professional programs as indicated in alumni surveys; supervisor assessment of cooperative education performance; focus groups with graduating seniors; Kansas State IDEA Survey administered in sample of major classes.

**Data Collection Synthesizers:** Executive Committee or subcommittee will assemble results of IDEA Survey, focus groups, placement, cooperative education performance, and acceptance into graduate/professional programs, and report to women's studies director.

**Use of Assessment Data:** Women' studies will revise curriculum and/or instruction to improve progress toward these goals.

**MISSION STATEMENT 2:** "...research and scholarship reinforce the instructional mission of the University. Whenever possible, students are involved in research projects."

**WS GOAL:** Provide training in research methodology for all women's studies students, including opportunities for application of that training in projects assigned in specific classes or faculty research.

**Operational Goals:** Students will know how to conduct research, think critically, and communicate their results both in written and oral form; they will know how to develop research designs, analyze data, and make appropriate use of library resources.

**Mode of Assessment:** Successful completion of WS 405 (capstone); successful completion of WS 321 (methodology); successful completion of WS 320 (theory); record of student research submitted to external sources; record of student participation in essay contests (e.g. women's studies essay contest); focus groups with graduating seniors; record of authorship or



acknowledgment of students and graduates in published or presented work; performance of students in independent and directed study classes.

**Data Collection Synthesizers:** Executive Committee or subcommittee will review work produced in direct and independent study classes and other published and presented work and report to the women's studies director.

**Use of Assessment Data:** Women' studies will revise curriculum and/or instruction to improve progress toward these goals.

**MISSION STATEMENT 3:** "apply the expertise of the university to the issues of society in general or the region in particular so as to further enhance the quality of life in the service areas of the university."

**WS GOAL:** Prepare students to participate in the community and provide outreach to the surrounding community

**Operational Goals:** Students will acquire knowledge and learn skills which will help them to participate in the community and to succeed in their careers. The faculty and students in women's studies will prepare and participate in programs designed to enhance the connection of women's studies with the surrounding community.

**Mode of Assessment:** Alumni surveys; cooperative education supervisor's report; focus groups with graduating seniors; participant response forms distributed at conclusion of all women's studies public activities.

**Data Collection Synthesizers:** Executive Committee or subcommittee will review reports of cooperative education supervisors and public response forms and report to the women's studies director.

**Use of Assessment Data:** Women' studies will revise curriculum and/or instruction to improve progress toward these goals, and will revise public activities to improve community outreach.

**MISSION STATEMENT 4:** "to facilitate the development of those personal skills that will contribute to informed decision making and productive citizenship."

**WS GOAL:** Prepare students to become informed decision makers and enhance their ability to read, write, and think critically.

**Operational Goals:** Students will acquire knowledge and learn skills which will help them learn how to make informed decisions and to read, write, and think critically.

**Mode of Assessment:** Successful completion of WS 405 (capstone), WS 321 (methodology), and WS 320 (theory); Kansas State IDEA Survey administered in sample of major classes; focus groups with graduating seniors; performance of students in independent and directed study classes; cooperative education supervisor's report.

**Data Collection Synthesizers:** Executive Committee or subcommittee will assemble results of IDEA Survey, focus groups, and cooperative education performance, and report to women's studies director.

**Use of Assessment Data:** Women' studies will revise curriculum and/or instruction to improve progress goals.

**CRITERIA FOR CROSS-LISTING COURSES:**

Generally, cross-listed courses are proposed and developed by faculty with an interest in women's studies within their home department. The proposed courses must be approved by the home department as well as by the Women's Studies Executive Committee. In some cases, there are courses already offered that the previous women's studies coordinators have believed might be appropriate for women's studies students. In those instances, the coordinators have approached the specific instructors teaching the classes to discuss the issue. If the contents of a course made it appear that the course was appropriate for cross-listing, the coordinator has proposed the course to the Executive Committee and the normal approval process was begun. It should be noted that the mere appearance of the word "women" in the title of a course is not sufficient for inclusion in the women's studies curriculum. For a course to be deemed appropriate, its approach must critically analyze women's experiences, representations, or positions in society.

In those instances where there are multiple sections of a course, for example Women in Film, the decision to cross-list the course in women's studies is made on a course-by-course basis. While more than one instructor may be approved by the Executive Committee, all instructors may not have an interest in having their course cross-listed or the content of a specific section of a course may not be appropriate for cross-listing. All courses and instructors are independently evaluated.

As a matter of policy, all new courses to be cross-listed in women's studies and the specific instructor's approach to a course will be evaluated by the Women's Studies Executive Committee for suitability prior to being accepted for cross-listing. All existing courses will be re-evaluated by the Women's Studies Executive Committee between September 2000-August 2001 to ensure that the current courses conform to the curriculum standards of women's studies.

In order for courses to be approved for inclusion in the women's studies curriculum, the Women's Studies Executive Committee needs information about the proposed course. The Committee does not ask, nor even desire, that faculty subscribe to a specific feminist ideology; we do ask, however, that courses designated WS be informed by contemporary women's studies scholarship and provide students with an understanding of feminist perspectives. Where appropriate, we recommend the inclusion of course material that reflects the diversity of women's experiences. We thus require the following information from all faculty:

1. A detailed course description or syllabus, including the list of readings and a description of one's teaching method.
2. A response to the following questions:
  - a) Is the central focus of the course gender roles, women's issues, and/or the status of or portrayal of women in social sciences, the arts, the humanities, or the sciences? Explain.
  - b) How does the course material reflect knowledge of contemporary feminist scholarship about women?
  - c) Why do you feel that this course is a women's studies course rather than just a course that includes content on women?
3. Any additional material or information that might help in assessing the course's suitability in the women's studies curriculum.

As a general rule, courses are approved which contain an even distribution of the following intellectual guidelines:

1. Critique: Courses which encourage the development of a critical perspective through the study of women, gender, and feminist scholarship;
2. Comparison: Courses which encourage the development of comparative thinking within the context of each student's women's studies focus work;
3. Connection: Courses which encourage the development of connections between theory and practice, between ideas and experiences.

## **FACILITIES**

While additional classroom space will be necessary for the increase in course offerings, no laboratory or studio space will be needed to implement the major. Currently women's studies occupies 221 Varner, which serves the students, faculty (women studies' mailboxes are located there), and visitors. The women's studies office on the second floor of Varner Hall serves as well as a center for advising students, conducting women's studies meetings, and disseminating information about women's studies events and other issues specifically concerning women (for example, sexual harassment and rape). This space is insufficient as part-time instructors have no space in which to work or meet students. A few years ago, 219 Varner provided the necessary office space for the part-time women's studies instructors, but that space is no longer available. Clearly, the women's studies instructors are entitled to adequate work space. We would like to see office space allocated on the fifth floor of Varner for use by women's studies faculty, due to women's studies connection with Sociology/Anthropology. We would also like to have allocated space in the Oakland Center as a women's resource center and place for advising students at night.

## **LIBRARY REPORT MEMORANDUM**

### **III. PROGRAM PLAN**

#### **REQUIREMENTS FOR THE LIBERAL ARTS MAJOR IN WOMEN'S STUDIES, B.A. PROGRAM**

The major requires a minimum of 40 credits in women's studies: 20 credits of core courses and 20 credits of elective women's studies courses. To fulfill requirements for graduation, students must complete the following core program: WS 200 ("Introduction to Women's Studies"), WS 320 ("Feminist Theory"), WS 321 ("Methods of Feminist Analysis"), WS 399 ("Cooperative Education Experience"), and WS 405 ("Capstone Seminar"). Students must achieve a GPA above 2.00 in WS 200 and WS 320 to achieve major standing. To remain in good standing, students must maintain an average of 2.00 in their women's studies courses. The remaining 20

credits in women's studies are electives to be selected from the following list of courses or any other cross-listed courses approved by the women's studies' director-designee:

AH/WS 351	Women in Art - 4 credits
AN/WS 337	Women's Lives in Cross-Cultural Perspective - 4 credits
COM 327	Gender Communication - 4 credits
EED/WS 481/CIL 561	Gender Socialization in Schools - 4 credits
HST/WS 361	History of American Families - 4 credits
HST/WS 322	Women in Modern America- 4 credits
HST/WS 362	History of African-American Women - 4 credits
PHL 305	Philosophy of Gender - 4 credits
PS/WS 311	Women and Politics - 4 credits
SOC/WS 335	The Family - 4 credits
SOC/WS 336	Sociology of Gender - 4 credits
SOC/WS 352	Women and Work - 4 credits
COM/WS 380	Language of Oppression - 4 credits
WS 300	Women in Transition - 4 credits
WS 301	Special Topics in Women's Studies - 4 credits
WS 401	Advanced Topics in Women's Studies - 4 credits
WS 400	Directed Research in Women's Studies - 2 or 4 credits

## **REQUIREMENTS FOR THE LIBERAL ARTS MINOR IN WOMEN'S STUDIES**

To earn a minor in women's studies, students must complete a minimum of 20 credits in women's studies, including WS 200 (Introduction to WS), WS 320 (Feminist Theory), and WS 321 (Methods of Feminist Analysis) and at least 8 additional credits at the 300-400 level.

### **COURSE OFFERINGS IN WOMEN'S STUDIES:**

#### **WS 101 Introductory Topics in Women's Studies (4)**

Course content varies.

#### **WS 200 Introduction to Women's Studies (4)**

Core course provides an overview of women's studies theories and methods. Strictly interdisciplinary and comparative in approach, offering a general education in women's studies literature, history, economics and culture. May be used in lieu of one of the College of Arts and Sciences' Distribution categories.

#### **WS 201 Topics in Women's Studies (4)**

Course content varies.

**WS 300 Women in Transition (4)**

Focuses on life experiences unique to women. Major issues include identity and independence, marriage, childbirth, adulthood and aging.

**WS 301 Special Topics in Women's Studies (4)**

Course content varies. Representative topics have included: gender, ethnicity and representations; black women in America; women in German literature and culture.

**WS 305 Anthropological Perspectives on the Life Cycle (4)**

Identical with AN 305.

**WS 311 Women and Politics (4)**

Identical with PS 311.

**WS 320 Feminist Theory (4)**

Overview of the development of 19th and 20th century western feminist theories, with special emphasis on the history of the women's movement in the U.S. and controversies in contemporary feminist thought and practice. Includes analysis of categories such as gender, sexual identity, race, and class. [See Appendix H for model syllabus]

**WS 321 Methods of Feminist Analysis (4)**

Explores how connections between epistemologies, methodologies, and research methods are formed in traditional disciplines, why they are problematic, and feminist critiques of these epistemologies. Students become acquainted with feminist critiques of research and a range of research methods utilized by feminist scholars. [See Appendix H for model syllabus]

**WS 322 Women in Modern America (4)**

Identical with HST 322.

**WS 335 The Family (4)**

Identical with SOC 335.

**WS 336 Sociology of Gender (4)**

Identical with SOC 336.

**WS 337 Women's Lives in Cross-Cultural Perspective (4)**

Identical with AN 337.

**WS 351 Women in Art (4)**

Identical with AH 351.

**WS 352 Women and Work (4)**

Identical with SOC 352.

**WS 361 History of American Families (4)**

This course satisfies the university ethnic diversity requirement. Identical with HST 361.

**WS 362 History of African-American Women (4)**

This course satisfies the university ethnic diversity requirement. Identical with HST 362.

**WS 374 Psychology of Women (4)**

Identical with PSY 374.

**WS 375 Women in Modern East Asia: Holding Up Half the Sky (4)**

Identical with HST 375.

**WS 399 Cooperative Education Experience (4)**

Cooperative education experience in women's studies with faculty supervision. An academic project involving field work or community activism around an issue of importance in women's studies. May not be repeated for credit.

Prerequisite: WS 200 and 12 credits in women's studies or approved women's studies electives.

**WS 400 Directed Research in Women's Studies (2, 4)**

Directed individual study and advanced scholarly research in women's studies.

Prerequisite: Approval of faculty adviser and women's studies director.

**WS 401 Advanced Topics in Women's Studies (4)**

Course content varies. Representative topics include research methods in women's studies.

**WS 405 Capstone Course in Women's Studies (4)**

Provides students the opportunity to integrate their theoretical and practical work in women's studies. Students examine a subject using critical analysis and methodological skills, and demonstrate their abilities through class discussions, presentations, and critical writing assignments. [See Appendix G for model syllabus]

**WS 481 Gender Socialization in Schools (4)**

Identical with EED 481 and CIL 561.

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**Sample Four Year Curriculum for Majors**

	<u>Fall</u>	<u>Winter</u>
Year 1	WS 200	Elective in WS Elective in WS
Year 2	Elective in WS	Elective in WS
Year 3	WS 320 (Feminist theory) Elective in WS	WS 321 (Methods)
Year 4	WS 399 (Coop. Educ. Exp.)	WS 405 (Capstone)

**IV. IMPLEMENTATION**

## COMPARISON OF CREDITS FOR WOMEN'S STUDIES CONCENTRATION WITH PROPOSED MAJOR AND MINOR

<u>Required Course</u>	<u>Concentration</u>	<u>Major</u>	<u>Minor</u>
WS 200	4	4	4
Feminist Theory Course		4	4
Feminist Methods Course		4	4
Courses above WS300	24	20	8
Capstone Course		4	
Cooperative Educ. Exp.		4	
Total Credits Req.	28	40	20

Women's studies has become firmly established as a discipline in colleges and universities across the country and offers unique opportunities for increasing our student population's understanding of diversity issues. We do not anticipate that the popularity of women's studies courses for general education will change. We do anticipate that having a major and a minor available will mean an increase in the number of students taking women's studies courses. As Diane Tumidajewicz, MSW, CSW, a women's studies concentrator who found her women's studies training especially useful in earning her Master's of Social Work and in practicing as a psychiatric social worker, states: "I felt then as I do now that a concentration, by definition, is limited in what it can offer students. It is, so to speak, an appetizer whereas a major would constitute a feast of information and experience. A major in women's studies would broaden the course work and provide students the opportunity to gain a deeper understanding of the relevant issues concerning women and their impact on society as a whole" (see Appendix E).

The history of student enrollment in women's studies core and cross-listed courses indicates an on-going interest in the discipline among students. (See Appendix A for enrollments in core and cross-listed courses from 1987 through 1999.) Enrollment in core courses increased steadily during the 1987-1988 academic year through the 1993-1994 academic year. During the academic years from 1994-1995 through 1997-1998, enrollments in core courses decreased slightly, then began to climb again during the 1998-1999 academic year. Enrollment in cross-listed courses followed a slightly different trajectory: they ranged from 107 one 188 annually during the academic years from 1987-1988 to 1991-1992, from 237 to 263 during the academic years from 1992-1993 through 1994-1995, then dropped again to 140 in the 1995-96 academic year. Over the last four years for which figures are available, enrollments in cross-listed courses have once again climbed to more than 200 annually.

Women's studies faculty attribute the fluctuations in enrollments over this period to the absence of a permanent director, to a perception among students and faculty that little administrative support for women's studies existed, to the unavailability of a major and minor in women's studies, and to the challenges wrought by the "rotating coordinator" leadership structure in place over this period. Despite various administrative difficulties faced by women's studies during these years, between 476 and 663 students have annually enrolled in women's studies courses. With renewed administrative support for women's studies and a tenure-track faculty

member designated to become the director of the program, the outlook for increasing both faculty interest in teaching, and student interest in enrolling in, women's studies courses is extremely high.

To estimate the number of students who would enroll in a women's studies major and minor, a survey was conducted in 1997 of 433 students, 316 from Oakland Community College, and 117 from among WS 200 students at Oakland University. Of the 117 OU students, 34 (29%) said that they would be interested in a women's studies major, and 83 (71%) said they would be interested in a women's studies minor. Of the 316 OCC students, 38 (12%) said they would be interested in a women's studies major, and 82 (26%) said that they would be interested in a women's studies minor.

We have taken as an estimate what we feel is a conservative number of 12 majors and 25 minors a year, with only half those numbers the first year. The following budget and course diagrams assume, for convenience, that a women's studies major student who attends OU full-time would take WS 200 as a sophomore, the two new courses Feminist Theory and Methods in the junior year, and the Capstone Seminar and the Cooperative Education Experience as seniors. The other required five women's studies courses numbered over 300 would be spread between the junior and senior years. For a women's studies minor, we assume that the students would take WS 200 as a sophomore, the theory course as junior, and the two other courses in the senior year. The financial implications of these assumptions are shown in our budget. The impact on faculty need is shown in the chart of courses for the first five years of the programs.

### **PROJECTED ENROLLMENTS IN COURSES TO BE TAKEN BY WOMEN'S STUDIES MAJORS AND MINORS**

<b>Courses</b>	<b><u>Year 1</u></b>	<b><u>Year 2</u></b>	<b><u>Year 3</u></b>	<b><u>Year 4</u></b>	<b><u>Year 5</u></b>
WS200	18	37	37	37	37
Feminist Theory		18	37	37	37
Feminist Methods		18	37	37	37
Courses>WS300 Majors		12	54	60	60
Courses>WS300 Minors			24	50	50
Capstone			6	12	12
Coop. Educ. Exper.			6	12	12

### **V. REVENUE AND COST ANALYSIS**

Multiplying these course enrollments by the tuition for 4-credit courses gives the total tuition revenue anticipated from the programs. WS 200, since it is a sophomore-level class, costs \$448 per student. All other courses cost \$492.40 per student.

### **FACULTY POSITIONS**



There is already a faculty member allocated to women's studies. Since the director-designee's salary is not an expense of the proposed programs, we have not included it as a new budget item. The director-designee will teach one women's studies course per semester (i.e., the capstone course, cooperative education supervision, or methodology). If our assumptions are not exceeded, new students can fit into current sections of WS 200 the first year and the new women's studies faculty person will cover the core courses the second year. Two part-time faculty members are needed for the second year to cover a section of WS 200 and an additional 300-level course.

Assuming that our estimates of students for this program are correct or (as we believe) too conservative, we believe that the program will need and will pay for a second full-time, tenure-track position in the College of Arts & Sciences by the third year. This person would regularly teach the feminist theory and methods courses, WS 200, and at least two other courses. Depending on the qualifications and preferences of this person and of the director of the program, they could trade the responsibility for the core courses, capstone course, and cooperative education supervision.

### **OTHER EXPENSES AND SPACE REQUIREMENTS**

Currently, secretarial work is provided by Kathy Barrett, Secretary in the Department of Sociology/Anthropology. A part-time secretary is budgeted for the program, with the understanding that the new major and minor would account for half of the time of a secretary (and the duties currently performed by Kathy Barrett would account for the other half time of a full-time clerical worker). The budget also includes one-time expenses for office equipment. Other on-going budget items are for library materials, part of a Xerox machine, supplies and services, and administrative travel. Work-study staff will be required. Women's studies needs space of its own in the Sociology/Anthropology Department, in addition to the office of the women's studies director. Other anticipated expenses include research and development money for women's studies faculty.

### **ESTIMATED BUDGET FOR WOMEN'S STUDIES MAJOR**

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>
Enrollment Majors - New	6	12	12	12	12
Enrollment Majors-Returning		6	18	24	24
Minors - New	12	25	25	25	25
Minors - Returning		12	37	50	50
Revenue*	\$8,064	\$52,029	\$109,147	\$118,010	\$118,010

\*Tuition for freshmen and sophomores is \$112 per credit hour, \$448 a 4-credit course. Numbers are rounded off to nearest dollar.

Expenses                      Year 1 Year 2 Year 3 Year 4 Year 5

Faculty salary*			46,800	46,800	46,800
Secretary (half time)	14,000	14,000	14,000	14,000	14,000
Computer	3000				
Software	700				
File Cabinet	100				
Laser Printer	1,100				
2 Bulletin Boards	60				
Library	2,500	1,740	1,305	1,385	1,465
1/3 Photocopier	1,000	1,000	1,000	1,000	1,000
Supplies and Services	2,000	2,000	2,000	2,000	2,000
Travel (Director-designee)	2,000	2,000	2,000	2,000	2,000
Research and Development	2,000	2,000	2,000	2,000	2,000
Programming and Events	6,000	6,000	6,000	6,000	6,000
Printing	1,000	1,000	1,000	1,000	1,000
Student Employment	<u>1,000</u>	<u>1,000</u>	<u>1,000</u>	<u>1,000</u>	<u>1,000</u>
Total Expenses	36,460	30,740	77,105	77,185	77,265
Net Revenue	(- 28,396)	21,289	32,042	40,825	40,745
Cumulative Net Revenue	(- 28,396)	(- 7,107)	24,935	65,760	106,505

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## **APPENDIX A:**

### **CURRICULUM AND COURSE ENROLLMENTS**

#### **Courses Taught in Women's Studies Since Winter 1987**

WS 201- Topics in Women's Studies (HST 229) History of Women Since 1750  
WS 300- Women in Transition  
WS 301- Special Topics (AN 337) Women in Cross-Cultural Perspective  
WS 301- Special Topics (ENG 341) Ethnic Literature of Women  
WS 400- Project Women's Studies  
WS 301- Special Topics (PS 311) Women in Politics  
WS 200- Introduction to Women's Studies  
WS 201-Topics in Women's Studies (HST 224) History of American Families  
WS 301- Special Topics (SOC 336) Sex Roles in Modern Society/Sociology of Gender  
WS 301-Special Topics (AN 305) Child Rearing and Human Development  
WS 401-Advanced Topics in Women's Studies (ENG 400) Modern Writers of the 20's  
WS 301-Special Topics (SOC 392) Current Problems in Sociology  
WS 301-Special Topics (SOC 335) The Family  
WS 301-Special Topics (HST 323) Topics in African American History: Black Women in America  
WS 301- Special Topics (SCN 480) Women and Power  
WS 301- Special Topics (HST 339) History of Women: Modern Europe  
WS 325- Psychology of Women (PSY 325)  
WS 301- Special Topics (ML 390) Equal Right in Both Germanys: Ideology and Reality  
WS 301- Special Topics (ENG 300) Gender Ethnicity and Representation  
WS 352- Women and Work (SOC 352)  
WS 399- Field Experience  
WS 401-(CIN 450) Advanced Topics in Film  
WS 481-(EED 481) Gender Socialization in School  
WS 301- Special Topics (PHL300) Feminism and Philosophy  
WS 301 Special Topics Women's Studies (ENG 304) Romance  
WS 305- (AN 305) Anthropological Perspective of the Human Life Cycle  
WS 301-Special Topics Women's Studies (PHL 300) Gender and Culture  
WS 301- Special Topics (CIN 350) Women in Film  
WS 301- Special Topics (LIT 375) Asian Women Writers  
WS 305- (AN 305) Anthropological Perspective of the Human Life Cycle: Child Rearing & Human Development

WS 301-Special Topics (ENG 302) Cultural Studies  
 WS 301- Special Topic (SCN 380) Special Topics in Communications  
 WS 301- Special Topics (HST 375) Women in Modern East Asia: Holding Up Half the Sky  
 WS 301-(COM 380) Language of Oppression  
 WS 301- Women, Crime, and the Criminal Justice System  
 WS 301- Special Topics (COM 480) Rhetoric, Women and Politics  
 WS 301- Special Topics (JRN 480) Women and Men in Media  
 WS 311- (PS 311) Women and Politics  
 WS 322- (HST 322) Women in Modern America  
 WS 401-Advanced Topics in Women's Studies: German Women Writers  
 WS 301-Special Topics (SOC 190) Cultural and Interpersonal Violence Toward Women  
 WS 301-Special Topics Women and Work in the Contemporary Political Economy  
 WS 301- Special Topics (PS 400) Public Law Seminar: Critical Legal Studies, Feminist Jurisprudence, Critical Race Theory, and Queer Theory  
 WS 401-Advanced Topics in Women's Studies (PSY 435) Seminar in Social Psychology: The Psychology of Media Effects  
 WS 401- Advanced Topics in Women's Studies (ENG 452) Writing Across Gender in the Renaissance: Donne, Specht, and Lanyer

#### **APPENDIX B:**

##### STUDENT LETTERS OF SUPPORT

Available in the Office of the Provost

#### **APPENDIX C:**

##### MAJOR INFORMATION FROM 1997 OCC STUDENT SURVEYS

Available in the Office of the Provost

#### **APPENDIX D:**

##### WOMEN'S STUDIES FACULTY AND ASSOCIATES

<u>Name</u>	<u>Department or School</u>
Hoda Abdul Zohdy	School of Engineering & Computer Science
Amber Ault	Sociology/Anthropology; Director-designee, Women's Studies
Susan Baker	Women's Studies
Rose Hughes	Women's Studies
Marilyn Becker	Women's Studies
Liz Barclay	School of Business Administration
John Bello-Oguno	Rhetoric Communications & Journalism
Linda Benson	History
Peter Bertocci	Sociology/Anthropology
Jane Bingham	School of Educ. & Human Services: Reading & Language Arts

Thomas Blume	School of Education & Human Services: Counseling
Sr. Mary A. Bodde	Campus Ministry
Judith Brown	Sociology/Anthropology
Nicole Buffard-O'Shea	Modern Languages & Literatures-French
Sarah Chapman	History
Natalie Cole	English
Carlo Coppola	Director, Center for International Programs;
Indra David	Interim Dean of the Library
DeWitt Dykes Jr.	History
David Downing	Dean, College of Arts & Sciences,Mathematical Sciences
Kevin Early	Sociology/Anthropology
Mary Eberly	Psychology
Andrea Eis	Art/Art History
Wilma Garcia	Rhetoric, Communications & Journalism
Renate Gerulaitis	Modern Languages & Literatures-German
Kevin Grimm	English
Stacey Hahn	Modern Languages & Literature-French
Barbara Hamilton	Rhetoric, Communications & Journalism
Susan Hawkins	English
Niels Herold	English
Linda Hildebrand	Library
Edward Haworth-Hoeppner	English
Sharon Howell	Rhetoric, Communications & Journalism
Jacqueline Lougheed	School of Education and Human Services: Education (CIL)
Barbara Mabee	Modern Languages & Literatures-German
Tamara Machmut-Jhashi	Art/Art History
Jay Meehan	Sociology/Anthropology
Fatma Mili	School of Engineering & Computer Science
Karen Miller	History
Kathleen Moore	Chemistry
Lynetta Mosby	Sociology/Anthropology
Mary Otto	Dean, School of Education and Human Services, Education
Mary Papazian	English
Kathy Pfeiffer	English
Margaret Pigott	Rhetoric, Communications & Journalism
Michelle Piskulich	Political Science
Phyllis Rooney	Philosophy
Mary Hrabik Samal	History

Janice Schimmelman	Art & Art History
Gary Shepherd	Sociology/Anthropology
Dyanne Tracy	School of Education & Human Services: (CIL)
Mary VanSell	School of Business Administration: Management
Susan Wood	Art & Art History
Helen Woodman	Academic Skills Center
Martha T. Zingo	Political Science
Mohamed Zohdy	School of Engineering & Computer Science

**APPENDIX E:**

LETTERS OF SUPPORT FROM THE WOMEN'S STUDIES EXECUTIVE COMMITTEE, CHAIRS OF DEPARTMENTS THAT CROSS-LIST WITH WOMEN'S STUDIES, AND THE WOMEN'S STUDIES ADVISORY COUNCIL

Available in the Office of the Provost

**APPENDIX F:**

FACULTY VITAE

Available in the Office of the Provost

**APPENDIX G:**

CURRENTLY HELD JOURNALS AND JOURNAL TITLES TO BE ADDED TO LIBRARY

Title	Print	Online*
American Health for Women		HRC
American Journal of Family Therapy	RC 488.5 .I54	
Camera Obscura: A Journal of Feminism and Film Theory	PN 1995.9 .W6 C28	
Families in Society: The Journal of Contemporary Human Services	HV 1 .J56	PerAbs
Family Planning Perspectives	HQ 763 .F33	PerAbs
Family Process	RC 488.5 .A1 F3	
Family Relations	HQ 1 .F36	PerAbs
Feminist Issues		PerAbs
Feminist Studies: FS	HQ 1101 .F46	
Frontiers: A Journal of Women Studies		PerAbs
Gender and Education		PerAbs
Gender, Place and Culture		PerAbs
Genders	PN 56 .S5 G46	
Hecate: A Women's Interdisciplinary Journal		PerAbs
Hypatia: A Journal of Feminist Philosophy	HQ 1101 .H96	PerAbs
Initiatives (Natl. Assoc. for Women Deans, Administrators & Counselors)	LC 1567 .N3	
International Journal of Fertility and Women's Medicine	QP 251 .I62	
Journal of Comparative Family Studies		PerAbs, WS
Journal of Family History	HQ 503 .J67	
Journal of Family Issues		PerAbs
Journal of Family Violence	on order	
Journal of Gender Studies		PerAbs

Journal of Homosexuality	on order	
Journal of Marital and Family Therapy		PerAbs, WS
Journal of Marriage and the Family	HQ 1 .J6	PerAbs
Journal of Men's Studies		WS
Journal of Sex Research		HRC, PerAbs, WS
Journal of Women and Religion		PerAbs
Journal of Women's History		PerAbs
Ms.	HQ 1101 .M552	PerAbs
Outlook (Amer. Assoc. of University Women)	LC 1756 .A2 A5	
Psychology of Women Quarterly	HQ 1206 .P76	
Sex Roles	HQ 768 .S4	
Signs: Journal of Women in Culture and Society	HQ 1101 .S5	
Tulsa Studies in Women's Literature	PN 471 .T84	
Violence Against Women		PerAbs
WIN News (Women's International Network)		PerAbs
Woman's Art Journal	N 72 .F45 W64	WS
Women & Politics	HQ 1236 W63	
Women and Environments		PerAbs
Women and Language		WS
Women Artists News Book Review		WS
Women's Review of Books		PerAbs
Women's Sports and Fitness		HRC, PerAbs, WS
Women's Studies	HQ 1101 .W77	
Women's Studies in Communication		WS
Working Woman	HQ 1101 .W78	PerAbs
*NOTE: Journals available online are accessed through the following databases:		
HRC=Health Reference Academic (available through InfoTrac)		
PerAbs=Periodical Abstracts (available through FirstSearch)		
WS=WilsonSelect (available through FirstSearch)		

## APPENDIX H: NEW COURSE SYLLABI

### WS 320: Feminist Theory COURSE DESCRIPTION

This course offers an overview of the development of Western feminist theories through the 19th and 20th centuries; the history of women's movements in the U.S.; and controversies in contemporary feminist thought and practice. Throughout the course we will pay particular attention to alliances and tensions between white and black women in the U.S.

### REQUIRED READINGS

#### Books:

R. Tong, *Feminist Thought: A Comprehensive Introduction*

M. Schneir, ed. *Feminism: The Essential Historical Writings*

Course-pack on reserve in Kresge Library:

D. Spender, "Why Didn't I Know"  
 P. Ross, "Women, Oppression, Privilege, and Competition"  
 P. McIntosh, "Interactive Phases of Curricular Re-Vision: A Feminist Perspective"  
 M. Frye, "Oppression," "Sexism," "A Note on Anger"  
 J. Donovan, "Enlightenment Liberal Feminism"  
 J. Donovan, "Cultural Feminism"  
 S. Glaspell, "A Jury of Her Peers"  
 C. Smith-Rosenberg, "The Female World of Love and Ritual"  
 L. Rupp & V. Taylor, "The Women's Movement Since 1960: Structure, Strategies, and New Directions"  
 P. Collins, "The Politics of Black Feminist Thought"  
 A. Rich, "Compulsory Heterosexuality and Lesbian Experience"  
 G. Lerner, "Origins"  
 R. Milkman, "Women's History and the Sears Case"  
 L. Blum, "Possibilities and Limits on the Comparable Worth Movement"  
 C. MacKinnon, "Feminism, Marxism, Method, and the State: Toward Feminist Jurisprudence"  
 H. Harman, "The Unhappy Marriage of Marxism and Feminism: Towards a More Progressive Union"  
 S. Harding, "What is the real Material Base of Patriarchy and Capital?"  
 J. Scott, "Deconstructing Equality-versus-Difference"  
 K. Ferguson, "Interpretation and Genealogy in Feminism"

#### CLASS FORMAT

The course will be organized as a seminar. Students will be fully responsible for completing the reading for every class period, for contributing to class discussions, and for listening and responding to classmates.

#### EVALUATION OF STUDENTS' WORK

Journal	35%
Bibliography for research project	5%
Final paper on research project	40%
Class participation	20%

NOTE: Your class participation will be evaluated according to the following criteria: attendance and quality of participation. High quality participation includes listening carefully and responding thoughtfully to classmates' ideas, in addition to expressing your own ideas about the course material. Remember that I am more interested in the content of what you say and in how you listen to others, than I am in how much you have to say.

#### NEW COURSE

#### **WS 321: Methods of Feminist Analysis**

#### Model Syllabus

#### Description:

This course is aimed at providing students with a range of understandings and techniques for designing research in Women's Studies. This course is informed by the interdisciplinary nature



of Women's Studies, with an emphasis on the methodological discourse of the social sciences and the theoretical discourse of humanities-based fields of studies. Students will be encouraged to develop an awareness of the problems besetting scholars pursuing Women's Studies from diverse and more tradition bound disciplines. The course will begin with a discussion of the characteristics and origins of feminist research methods, emphasizing the social construction of academic knowledge, the influence of values and social relations, and research as a path of empowerment. The topics covered in this course will include the formation of research questions within disciplines, the exploration of problems from different disciplinary perspectives, and the link between theoretical perspectives and practical techniques used in research. Attention will be given to the principles which guide feminist research design e.g., the significance of gender, a concern for women's consciousness, challenging the norms of objectivity, researcher roles, ethical implications, etc. Finally, students will be introduced to a variety of practical research issues and strategies, including the selection of research sites and participants, data collection, analysis and interpretation, and how to communicate new knowledge in ways that allow the subjects of the research to confront and challenge oppression. Students will also become acquainted with feminist critiques of research, and a range of research methods which may include participant observation, ethnography, interview techniques, oral history, content and discourse analysis, documentary research, literary criticism and other techniques as required by student interests and needs.

#### Required Texts:

Burt, Sandra D. and Lorraine Code. *Changing Methods: Feminists Transforming Practice*. Broadview Press, 1995.

Marshall, Catherine and Gretchen B. Rossman. *Designing Qualitative Research*. Altamira Press, 1999. [3d ed.]

Shulamit, Reinharz and Lynn Davidman (eds.). *Feminist Methods in Social Research*. Oxford, 1992.

#### Course Hand-Outs

#### Recommended Texts:

Ely, Margot, et.al. *Doing Qualitative Research: Circles Within Circles*. Falmer Press, 1991.

Gluck, Sherna and Daphne Patai. *Oral Women's Words: The Feminist Practice of History*. 1991.

Kirby, S. and Kate McKenna. *Experience Research Social Change: Methods from the Margins*. Garamond, 1989.

#### Course Requirements:

Class attendance and participation (15%): Students are expected to attend all classes and come prepared to actively engage in discussions and in class exercises. Each student will lead/facilitate a class discussion on a set of readings. This entails the careful reading of class materials and the drafting of a set of questions you want the class to address.

Three short exercises (5% each/15% total): Students will be required to complete the following tasks which will ultimately help students think through their research proposal.

- A. Define key concepts that are central to your research interest
- B. Locate your research interest from different disciplinary perspectives
- C. Limit previous research in terms of sexism and interdisciplinarity.
- D. Articulate your research question [recommended but not required]

Methodological critique or theory paper (20%)

Two methodological exercises (10% each/20% total): Students are required to gain practical experience in at least two of the techniques-participant observation, interviews, discourse/textual analysis, archival research and government documents, case study research, focus groups, how to question statistics, non-obtrusive methods, literary criticism, etc.

Research proposal (30%)

Topics:

- Introduction: Discussion of student interests and course structure. Interdisciplinarity and the questions posed within disciplines.
- Why feminist research? What is feminist scholarship? Effects of feminist approaches to research methodologies; power in the research process
- Theoretical basis of disciplines and interdisciplinarity, and feminist critiques of research: history, sociology, anthropology, psychology, economics, law/jurisprudence, philosophy, literary studies, political science, religious studies, art history
- Feminist epistemologies: feminist empiricism, feminism standpoint theories (positionality), and feminist postmodernism
- Examining the qualitative/quantitative debate within feminism: Thinking about research design in qualitative and quantitative research; who counts-numbers, interpreting quantitative data, making women's experience visible; women and surveys; women and standardized testing
- Doing Qualitative Feminist Research: Selection of research sites; participant-observation; interviewing; textual analysis; archival research and government documents; oral history; ethnography and cross-cultural research; focus groups; how to question statistics; collecting data; non-obtrusive methods; literary criticism.
- Interpreting and analyzing qualitative data
- Ethical implications of doing feminist research
- Issues of difference in the research process
- Political implications of doing feminist research
- Feminist research and social change: Feminist policy research; participatory and community action research
  
- Validity, objectivity, and truth
- Communicating knowledge

New Course

### **WS 405: CAPSTONE COURSE**

Model Syllabus

Course Description:

This course provides an opportunity for students to integrate their theoretical work in women's studies. Students will be encouraged to examine a subject using critical analysis and methodological skills acquired in the course of their women's studies course work. They will be expected to demonstrate their abilities through class discussions and critical writing assignments. Students will have an opportunity to refine presentations skills through frequent presentations of materials in class.

Evaluation:

- 50% Research Paper
- 30% Journal for responding to critical questions
- 20% Preparation and presentation of women's studies research articles

Readings:

Caplan, P. and J. Caplan (1994). *Thinking Critically About Research on Sex and Gender*. New York: Harper Collins.

Farganis, S. (1994). *Studying Feminism: From Thought to Action*. Thousand Oaks, CA: Sage Publications.

Additional Readings:

Each student will be responsible for identifying 3-5 refereed journal articles approved by the instructor, to contribute to class reading assignments. These articles will serve as the foundation for the students' in-class presentations as well.