

December 15, 1994

Proposal for a Minor in Women's Studies

Prepared by the Task Force on a Minor in Women's Studies

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Introduction

This proposal is a response to the task force's charge to study the feasibility of a Women's Studies minor at UAH. After a thorough examination of U.S. Women's Studies programs and UAH's existing curriculum and resources, the task force proposes that UAH approve a proposed 21-hour minor. The program design draws chiefly on existing, regularly offered courses, taught by seventeen regular faculty members in four colleges of the university. The enthusiasm of this number of faculty members for the proposed program, together with a three-year history of faculty and student interest in a Women's Studies curriculum, indicate a strong likelihood of success for the program.

Background on Academic Programs in Women's Studies

Since its origin in 1970, Women's Studies has become a thriving and extensive area of scholarship which enhances traditional academic paradigms. From Women's Studies, a theoretical and methodological foundation has emerged to form a recognized intellectual discipline with a meaningful body of literature and its own scholarly organizations. As an area of scholarship, the principal focus is on the contributions, perspectives, and experiences of women in all areas of human endeavor. These include the status, portrayal, or achievements of women in areas such as art, history, science, and the professions. The Women's Studies perspective exposes an overwhelming amount of knowledge that had previously been invisible in our intellectual environment and develops theoretical perspectives concerning those omissions.

Women's Studies programs have grown rapidly since 1970 because of the intellectual need they fulfill and the unique interdisciplinary viewpoint they employ. The National Women's Studies Association (NWSA) lists approximately 600 Women's Studies programs in U. S. colleges and universities, including such institutions as MIT, Harvard, Vanderbilt, the University of North Carolina in Chapel Hill, and the University of Wisconsin. In addition, there are more than 60 women's research centers in the United States alone.¹ There is no sign that this growth is abating. In fact, there has been a 20% increase in formalized Women's Studies programs since 1988.² A recent survey by the American Council on Education reveals that 68 percent of all universities offer some Women's Studies courses.³ There has also been an enormous expansion of professional publications in Women's Studies, and professional organizations predict continued interest and growth in Women's Studies scholarship.

Women's studies is more than just an addition in content to the curriculum; it is an academic framework through which to view critical intellectual issues. This perspective provides unique

epistemological and pedagogical components to both male and female students interested in this field of study.⁴ As in other academic areas of scholarship, the Women's Studies area does not preclude multiple and diverse theoretical specializations.

While a primary goal of Women's Studies is to provide an intellectual environment in which gender issues can be examined and explored by faculty and students in the university, another goal is to create a curriculum for those who wish to concentrate their studies in that area. NWSA reports that 187 U.S. colleges and universities offer programs with majors in Women's Studies, 425 offer minors, and 102 offer graduate study. All three major research universities in Alabama offer Women's Studies programs, and all eight of the universities to which UAH is compared for SACS accreditation offer Women's Studies programs (see Table 1). This is clearly an appropriate program for public universities such as UAH. In fact, Women's Studies has become a typical offering at public universities, as letters from Women's Studies Directors at the University of Alabama at Birmingham and the University of Alabama, Tuscaloosa, attest (see Appendix A).

Table 1
Women's Studies at Institutions to which UAH is Often Compared

Alabama Research Universities

The University of Alabama, Tuscaloosa (WS minor and M.A.)
The University of Alabama, Birmingham (WS major and minor)
Auburn University (WS minor)

Universities Used for Comparison in the Current SACS Report

University of California, Irvine (WS major and minor)
SUNY Stony Brook (WS minor and graduate certificate)
University of South Florida (WS minor, major, and graduate courses)
University of Central Florida (WS minor)
George Mason University (WS minor)
University of Maryland, Baltimore County (WS major and minor)
Oakland University (WS concentration)
University of Texas at Dallas (WS concentrations, graduate and undergraduate)

Justification for a Minor at UAH

The task force studied the feasibility of a Women's Studies minor as opposed to a major or a cognate. The minor continues to be a flexible option for those interested in combining Women's Studies courses with more traditional disciplines. The structure of most of the programs offering Women's Studies minors is a series of courses grounded in traditional academic disciplines. In addition, there are typically some "interdisciplinary" or "transdisciplinary" courses that take gender theory as the organizing principle for investigation. This structure offers students, both men and women, an understanding of the methodological approaches of traditional bodies of knowledge while integrating Women's Studies. It requires core faculty who have backgrounds in traditional academic perspectives and also have the expertise to incorporate the sophisticated theory and research tools developed within Women's Studies scholarship. Further, a minor can be supported with faculty who have primary responsibility in other programs.

Organizing the curriculum as a minor, rather than a cognate, indicates that there is a disciplinary organization of Women's Studies that is widely recognized in the academic world. Cognates

are typically for those study interests which extend beyond those areas usually designated as disciplinary programs. The very existence of 621 Women's Studies programs in U.S. colleges and universities reflects the disciplinary maturity that Women's Studies has reached since its inception.

The sum of the minor experience will reveal the depth and diversity of gender analysis, which is often over-simplified when subordinated to other concerns. At UAH, an increasing number of courses related to Women's Studies are offered (see Curriculum and Faculty Resources section, below). Organizing these course offerings into a cohesive program as a minor in Women's Studies would serve the following functions:

- o Relate existing courses in a coherent structure where the sum of the experiences provides a more comprehensive insight into the discipline of Women's Studies than the individual courses provide on their own.
- o Organize the curriculum to expose students to the discipline of Women's Studies as recognized in the academic world, and to the array of contemporary research and theory in the field.
- o Provide an interdisciplinary experience that would include examination of women's status through history and across cultures, in their economic, health, family, political, and social roles.
- o Expand the bounds of critical thinking by organizing the student's experience in gender analysis to investigate the works of traditional disciplines within the context of another discipline.
- o Enhance workplace skills through improved understanding of gender dynamics. Insofar as most all occupations are integrated by gender to some extent, this is an advantage for both men and women. The advantages are particularly great in fields such as management, public policy, social work, law, health care, education, and clinical work.
- o Prepare students for careers in community agencies such as battered women's shelters, counseling centers, rape crisis centers, women's health and vocational agencies. In some cases, a Women's Studies minor may serve as a qualifying degree.
- o Prepare students for graduate work in Women's Studies or in fields where gender is a central focus.

Feasibility of Women's Studies at UAH

A substantial basis for the development of a Women's Studies program currently exists at UAH. In fall 1990, a group of faculty and staff formed the Women's Studies Interest Group (WSIG) as an open group of faculty, students, and staff interested in promoting Women's Studies at UAH. WSIG has focused on coordinating Women's Studies efforts around campus, organizing colloquia, identifying and promoting courses related to Women's Studies, establishing a women's resource center, and collecting information concerning Women's Studies for the community. These accomplishments reflect the work of faculty from many of the University's colleges, and the Library and Honors Program.

This organized effort identified the basis for a formal Women's Studies program. For example, WSIG contacted faculty in order to determine courses that were currently being taught in existing academic departments that could be identified as "Women's Studies" courses. Interviews with faculty across campus have identified seventeen faculty members from four colleges who are currently offering courses with a Women's Studies focus, and another six faculty members interested in proposing courses relevant to the minor (see below, Curriculum and Faculty Resources). Between summer 1991 (when WSIG began publishing lists of these courses) and fall 1993, 26 course offerings were listed as Women's

Studies courses, enrolling a total of 614 students. An average of 20-23 students per course enrolled in courses listed during the 1991-1992 and 1992-1993 academic years.

As with any program, it is difficult to assess the amount of interest that will emerge after the program is in place. The amount accomplished without a program shows substantial interest among faculty and students. Four indicators suggest that implementing a minor would be both feasible and successful:

- 1) The example of widespread success of a large number of Women's Studies programs throughout the country.
- 2) Letters of support from present and former students (male and female), and from Women's Studies directors at the two other universities in the UA System (see Appendix A).
- 3) A selective survey of UAH students. Student survey results are from the fall 1993 term. It seemed reasonable to survey the students then enrolled in the five courses that were identified as Women's Studies during that term.⁵ This provided a sample of 84 students who might be presumed to have some interest in and exposure to Women's Studies. Results indicate a substantial level of interest for offering future Women's Studies courses and for developing a minor. Of the students surveyed, 83 percent were interested in taking other Women's Studies courses at UAH when they are made available. When surveyed about their interest in pursuing a Women's Studies minor, 55 percent reported that they might consider a Women's Studies minor if it were offered at UAH.
- 4) Predictions from department chairs that a Women's Studies minor would allow them to offer more courses relevant to the Women's Studies curriculum.

The expertise of the current faculty and the interest revealed by the students enrolled in those courses indicate the potential for a Women's Studies program. The current offerings would provide a substantial part of the requirements for a minor in many Women's Studies programs at other universities. A minor at UAH would provide an organized focus for students with strong interests in Women's Studies, as well as an academic structure to develop it to its fullest scholarly potential.

A Women's Studies minor would also enable the University to use existing resources to further meet the University's mission, such as the commitment to maintaining a "diverse academic community of the highest quality, and to provide an environment that facilitates intellectual, cultural, personal, and professional growth." It also "fosters leadership, creative and critical thinking, clear communication, respect for knowledge and the pursuit of truth, and an engagement in the challenge and pleasure of a lifetime of learning."

Community Interest in Women's Studies

The wider community of Huntsville and North Alabama has revealed a substantial interest in Women's Studies. This has been exhibited by the high attendance in programs sponsored by WSIG. Recent programs, such as the performance of Virginia Woolf's A Room of One's Own, attracted over 140 university and community attendees. The quarterly newsletter published by WSIG is mailed to nearly 200 individuals off campus, most of whom have requested being placed on the mailing list. These off-campus mailings represent some potential students. It is clear that interest in Women's Studies is substantial in this community. No other academic organization is meeting this need. None of the colleges and universities in North Alabama that we contacted currently has a Women's Studies program nor has plans to establish such a program. These include Alabama A&M University, Athens State College, Calhoun State Community College, Oakwood College, and the University of North Alabama.

Curriculum and Faculty Resources

The committee studied curricular offerings and requirements of 27 minors in Women's Studies in U.S. schools.⁶ Our proposed curriculum is both similar to other programs and more rigorous. Our plan is similar to others in that

- (a) an introductory course is required,
- (b) a capstone course is required,
- (c) "core" courses are provided by other departments, and
- (d) non-required courses with a Women's Studies prefix consist of Special Topics and/or Independent Studies courses.

Our plan is more rigorous and inclusive than most of the others surveyed in that

- (a) we require more credit hours, (21 rather than the mode of 18 hours),
- (b) we provide course offerings in health, science, business, and technology, whereas few other programs do so, and
- (c) we require that students enroll in courses across areas (such as humanities, social sciences, physical sciences, health, and business).

After studying the criteria for courses to be included in the Women's Studies core curriculum, we adopted the criteria used by the University of Maryland, Baltimore County, as well as by other campuses across the United States. This is a well-respected Women's Studies program, and this is one of the universities to which UAH is being compared for SACS accreditation. Core courses in Women's Studies must meet the following criteria:

1. Women are a central focus of the course (including gender roles, women's issues, women's physiology and health, and the status or portrayal of women in history, arts, professions, or sciences).
2. The course material reflects knowledge of contemporary scholarship on the study of women.

Women's Studies Curriculum

The curriculum proposed for the Women's Studies minor primarily focuses on two issues: (a) developing a coherent and pedagogically sound program of study, and (b) utilizing current resources, in terms of faculty and courses already in place. Table 2 shows the proposed curriculum. Every course in the proposed minor, except for the new Introduction to Women's Studies course, currently fulfills a department requirement or elective. Consequently, these are part of the current department workloads and are open to students pursuing those degrees. Individual departments determine faculty workloads and appropriate enrollments in these courses, and, as in all minors, some courses are more popular than others. The experience of other universities shows that Women's Studies enhances enrollments through recruiting people not currently enrolled as students in any program. Department chairs recognize the potential of a Women's Studies minor to enhance their current enrollments.

Table 2 describes a three-tier program design consisting of a) required courses (introductory and capstone), b) core courses, and c) electives. The **required courses** provide disciplinary and conceptual background and focus for the curriculum. **Core courses** in a variety of disciplines place women, gender, or topics essential to understanding Women's Studies issues at the center of inquiry. **Elective courses** include women or gender issues as a substantial component, or teach methods essential for understanding Women's Studies issues. Examination of five-year plans shows that at least six courses in the first two tiers are scheduled each year, and another four courses among the electives are scheduled each year. This array gives students at least ten courses to choose from in any given year.

Table 2
Requirements for Women's Studies Minor

To obtain a minor in Women's Studies, a student must complete 21 semester hours, of which 12 must be 300 or above.

<u>COURSES</u>	<u>SCHEDULE</u>	<u>HOURS</u>
1. Required Courses:		6 hours
WS200	Introduction to Women's Studies	Each year
WS460	Feminist Theory	Alternating
2. Core Courses -- 4 courses required from the following: (See notes below)		12 hours
<u>Humanities:</u>		
CM416	Woman Orators	Alternating
EH418	Women Writers	Each year
FH409	Gender and Representation	Alternating
EH340	Special Topics: African Amer. Women Writers	Variable
HY202/399	Special Topics: Women in U.S. History (Plans to regularize)	Alternating
<u>Social Sciences:</u>		
SOC106	Marriage and Family	Each semester
SOC306	Gender Roles	Each year
PSC480	Special Topics: Sex Discrimination	Variable
PY420	Special Topics: Psychology of Women	Variable
<u>Health, Sciences, Business and Technology</u>		
MGT462	Gov. Regulation of Human Resource Mgt	Each year
NUR325	Human Sexuality	Each year
3. Elective Course -- 1 course from the following:		3 hours
<u>Humanities:</u>		
ARH201	Contemporary Art/Issues	Each Year
CM330/PY330	Psy. of Non-Verbal Communication	Each Year
EH391	Victorian Prose and Poetry	Alternating
EH493	The English Novel	Alternating
EH500	Literary Criticism and Theory	Alternating
FH399	French Cinema	Alternating
PHL202	Introduction To Ethics	Each Year
PHL303	Contemporary Philosophy	Alternating
<u>Social Sciences:</u>		
PSC438	Contemporary Political Thought	Alternating
PY/SOC375	Social Psychology	Each year
SOC315	Population, Environment and Development	Alternating
<u>Health, Sciences, Business and Technology:</u>		
BYS318	Vertebrate Reproduction	Alternating
TOTAL		21 HOURS

Note:

- At least 6 hours within a single subject area and at least 6 hours outside that subject area.
- No more than two of the courses applied to the minor can be from the student's major field of study. No course can be counted toward both the major and minor.
- WS340 (Special Topics) or WS499 (Independent Study) may count as Core Courses.

Required Courses

For the minor to provide disciplinary coherence, courses that provide a conceptual framework and integration for interdisciplinary work are needed. Two courses provide that coherence, one new introductory course, WS 200 Introduction to Women's Studies, and a capstone course that has previously been taught as Special Topics in Sociology and is now being regularized as SOC 460 Feminist Theory. Most programs cross-list the Introduction to Women's Studies course with other departments. Departmental support for cross-listing our course in this way would eliminate potential reliance on part-time faculty to cover released time for faculty teaching WS 200. Appendix B provides sample syllabi for these and all other courses for the proposed curriculum. Course summaries follow.

Introduction to Women's Studies (WS 200). The Introductory course (WS 200) should be offered (initially, at least) once a year, with interested faculty from different departments teaching the course in rotation as part of their regular teaching load. The text could be a generic Introductory Women's Studies text, with ancillary readings. Depending on the instructor responsible for the course, the course might have a slightly different disciplinary "flavor" each term. In addition, the instructor could invite guest speakers from different disciplines to offer varying perspectives. We suggest that the course be numbered at the 200-level to discourage first semester students from taking a course which will require some intellectual maturity, exposure to discussion courses, and basic writing skills. We also believe that such an interdisciplinary course would benefit all UAH students as a general education requirement (i.e., in the humanities or social sciences). We propose that WS 200 be considered for addition to the list of courses fulfilling a GER for liberal arts, soliciting support for the course from other colleges.

Feminist Theory (WS 460). In addition to the shared experience of the introductory course, Women's Studies students will all enroll in a capstone course aimed at synthesizing the knowledge the students have gained from courses taken across various disciplines. This capstone course, Feminist Theory (WS 460) will provide several conceptual frameworks from which to view women and women's issues. A model for this course has already been established in the Special Topics course taught by Dr. Nancy Finley as SOC 340 Feminist Theory (spring 1992). The Sociology Department is now regularizing this course as SOC 460, and it will become a regular part of the Sociology curriculum.

Core Courses

Having established a Women's Studies disciplinary framework through the introductory course, the Women's Studies minor curriculum can further provide an interdisciplinary component through already existing courses that are clearly relevant to the previously specified criteria, as well as through Women's Studies Special Topics courses (WS 340) or Independent Study (WS 499), for which new course proposals are included in this proposal. Core courses from the existing curriculum have women and/or gender at the center of inquiry, in terms of the subject matter or an approach that develops critical thinking relevant to the understanding of Women's Studies issues.

Four Core courses, cross-cutting academic areas, will be required. Three academic areas have been targeted: humanities (i.e., communications, English, foreign languages, history, philosophy), social sciences (economics, political science, psychology, sociology), and health, sciences, business, and technology (biology, computer science, management, nursing, physics). Students will be required to take at least two Core courses in one academic area, and two Core courses outside of that area. The following summaries illustrate the array of available courses. Syllabi for existing courses may be found in Appendix B. Appendix C tabulates prerequisites for these courses.

CM 416 Woman Orators. This is a rhetorical studies course in the tradition of "public address" courses examining notable speakers, their speeches, and their speaking situations. The purpose of such examination is not primarily historical, but critical, seeking to understand the artistic, yet practical form of discourse known as public speaking. The primary focus of the course is on the philanthropic role

women played as speakers on behalf of various social movements (i.e., abolition, temperance, women's suffrage, and equal rights).

EH 340 African-American Women Writers. A survey of representative texts by writers significant in African-American literary history, such as Frances E. W. Harper, Harriet Jacobs, Zora Neale Hurston, and Toni Morrison. Course objectives are a) to orient students to African-American women writers in American literary history; b) to develop critical awareness of feminist issues in these writings; and c) to explore literary and other traditions that connect these writers to each other.

EH 418 Women Writers. This course covers texts by representative women writers. Selected texts vary with instructors (see syllabi), but it has most often been taught as a thematic survey, covering texts written in English from medieval to modern times. Course objectives for the thematic survey version are a) to orient students to English-speaking women writers in literary history; b) to develop critical awareness of feminist issues in literature; and c) to explore literary traditions in writings by women.

FH 409 Gender and Representation. Women authors, philosophers, and reformers studied in relation to ideologies of sexuality and social justice. Aspects of women's images and self-fashioning from Marie de France to contemporary feminism, including modern media.

HY 202/399 Women in U. S. History. The course focuses on ideas about women and juxtaposes these ideas with the variety of women's experience in the United States from the colonial period to the present. The course provides students an opportunity to read and think critically about some of the important texts in the history of women in this country. It also encourages independent study and research in the experiences of particular American women.

MGT 462 Government Regulation of Human Resource Management. This course provides an excellent way for students to become acquainted with their legal rights as employees under laws dealing with employment discrimination, workplace health and focuses on laws prohibiting employers from discriminating against their employees on the basis of gender, race, religion, age, national, origin, or having a disability (EEOC). It covers issues such as Title VII, sexual harassment, comparable worth, family medical leave, and provides in-depth analysis of rights of women as employees.

NUR 325/500 Human Sexuality. This course addresses theories and issues related to female and male sexuality in health and illness. Emphasis is placed upon both theory and clarification of human sexuality needs. An analysis of disability and sexuality is required.

PSC 480 Sex Discrimination and the Law. An historical treatment of discrimination based on sex, and the development of American law related to such discrimination. The course focuses on the way that the law was used as an instrument for defining and maintaining a systematic pattern of sex-based discrimination in American life throughout the bulk of our history. Attention is given to a) the attempts to use the law as an instrument to reduce the impact of sex-based discrimination in the last generation, and b) judicial and legislative actions in this arena. These activities are related to social, economic, and political changes in the United States. The positive and negative implications of these policies are addressed.

PY 420 Psychology of Women. This course has as objectives: develop a feminist, interdisciplinary, multicultural perspective about women; explore the extent to which society constructs roles for people based upon sex, ethnic background, sexual orientation, social class, and physical disability; develop awareness of the consequences of social construction of roles upon the psychological health of women; and increase sensitivity regarding differences among peoples as pertains to psychological treatment issues.

SOC 106 Marriage and the Family. This course examines the relationship between family and other social institutions in the U.S. and in other societies. It provides the opportunity to study the roles, positions, and structures of the family institution, including analysis of how gender influences these dynamics.

SOC 306 Sex Roles. The objectives of this course include: to introduce the sociological perspective of gender in society and to familiarize students with the basic theories, concepts, and techniques used by contemporary sociologists to study gender; to assist students in analyzing the status of women and men in society and the consequences for women as a minority group and men as a dominant group; to overview the maintenance of gender stratification through norms, roles, structure and social institutions; and to help develop an understanding of the current issues concerning women and men in society.

WS 340 Special Topics. Most Liberal Arts Departments have a generic course designation, Special Topics, for courses offered irregularly. The Women's Studies curriculum would use the Special Topics designation in the same way, for courses developed specifically for a Women's Studies audience.

Proposed catalog copy: WS 340 Special Topics. Pre-announced special areas in Women's Studies, addressed in seminar format, laboratory work, or practicum. May be taken twice for credit. Prerequisites: WS 200

WS 499 Independent Study. Many departments (10 Liberal Arts, 4 Sciences, and Nursing) provide a course for students who want to pursue in-depth work in a particular specialty area within the field. Such a course would be optional and would require a faculty member willing to supervise the course (which would count as service rather than toward a faculty member's teaching load). This is not a main component of the proposed curriculum, rather an option for interested and advanced students.

Proposed catalog copy: WS 499 Independent Study. Readings and/or individual research in an area of specialized interest to both student and instructor. Permission of instructor required.

Elective Courses

To complete their minor, students will have the option of choosing one remaining course from Core courses or Elective courses. Elective courses are courses that either (a) have a significant course component that meets the WS criteria and are enhanced in the context of the minor; or (b) have content or methods useful in interpreting or analyzing gender issues. These courses offer students the opportunity to apply Women's Studies methodology and theory in courses where gender is addressed as an aspect of a different issue or topic. This model is similar to that employed by other Women's Studies programs (e.g., Gettysburg College).

The following summaries emphasize the Women's Studies component of the electives identified in Table 2. Syllabi for each may be found in Appendix B. Appendix C tabulates prerequisites for these courses.

ARH 201 Contemporary Art and Issues. The course provides an historical analysis of five "areas" of art: Abstract Expressionism, Pop Art, Post-Painterly Abstraction, Feminism, and Post-Modernism. Students will be involved in research related to each area.

BYS 318 Vertebrate Reproduction. For humans and other vertebrates, issues include: mechanisms that control sexual behavior, treatment of gender through comparative analysis, understanding sexual orientation, and sexual determinism and differentiation.

CM 330/PY 330 Psychology of Nonverbal Communication. Focuses on body language, gestures, and paralinguistics. Many studies note the gender differences in these nonverbal behaviors.

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EH 391 Victorian Prose and Poetry. Surveys both male and female authors' selections, specifically addressing what the Victorians called "The Woman Question." This prolonged and multifaceted debate on "woman's nature" drew from medicine, law, socio-economics and cultural politics.

EH 493 The English Novel. This course focuses on the Victorian novel as the primary genre documenting the central place of domesticity in Victorian ideology. The course is divided between male and female authors and organized in three pairings: money, gendered fictional autobiographies, and sexuality.

EH 500 Literary Criticism and Theory. This course contains a specific unit on feminist criticism and theory, it engages gender issues in various other schools of thought (psychoanalytic, Marxist, formalist, new historicist, multiculturalist, structuralist, post-structuralist, etc.), and it analyzes writings by women who have developed and/or modified useful and interesting theoretical approaches. Students have an opportunity to investigate gender concerns in some depth, for they are asked to write analyses of texts by various critics/theorists not covered in class.

FH 399 French Cinema. For all the French films covered, gender issues will be discussed. In addition, many films are analyzed from a feminist perspective.

PHL 202 Ethics. The first portion of the course focuses on three central texts from the history of ethical theory; feminist issues are raised during in-class discussion by both professor and student comments. The second portion of the course focuses on critical responses to the mainstream tradition in ethics (i.e., Marx, Nietzsche, and Freud, as well as feminist rewritings of these critiques). The third portion of the course allows students to deal with issues of contemporary interest.

PHL 303 Contemporary Philosophy. The major objective of this course is to foster a capacity to grasp both sympathetically and critically what is read and heard. As a final component of the course, contemporary feminist critiques of and responses to the themes that have been developed throughout the semester will be addressed. In addition, recommended and required secondary sources often pursue Women's Studies and feminist perspectives raised in the primary texts.

PY/SOC 375 Social Psychology. An analysis of the way an individual's thoughts, feelings, and behaviors are influenced by other people and by social situations. The goal of the course is toward acquisition of the skills necessary to become a critical and sophisticated analyst of human behavior. Sensitivity to two situational and structural variables that affect human behavior provide focus --gender and culture.

PSC 438 Contemporary Political Thought. Systematic study of recent and current thinking on issues and problems of politics, social theory, and ethics. Theoretical perspectives include liberalism, libertarianism, neomarxism, communitarianism, feminism, and postmodernism.

SOC 315 Population, Environment, and Development. This course examines the interrelationships among population growth, environmental problems, and economic development on a global scale. A significant component of the course will examine the effects of economic development and population policies on women in developing countries.

Women's Studies Curriculum Development

The proposed curriculum capitalizes on current resources. However, discussions with deans, Liberal Arts chairs, and faculty in Administrative Science, Nursing, Science, and Liberal Arts indicate that interest in the Women's Studies minor is widespread. Additional courses have been suggested by faculty, chairs, and deans (beyond those in Table 2). In some cases, the likelihood of these courses being offered depends on the establishment of the minor in Women's Studies. Thus, although interest in Women's Studies is prevalent across disciplines and colleges at UAH, the viability of Women's Studies courses in some disciplines may depend on the existence of a Women's Studies minor. A strong majority of Liberal Arts chairs indicated that making their courses part of a Women's Studies minor would enhance their enrollments.

Faculty Resources

Seventeen faculty members from four different colleges of the university (Administrative Science, Liberal Arts, Nursing, and Science) currently teach courses in the proposed curriculum. Twelve of these teach core courses for the proposed curriculum and list gender issues as part of their academic research agenda. Another six would like to propose core courses for the curriculum, bringing to 23 the total number of current UAH faculty interested in participating in a Women's Studies program. This broad interest argues not only for the viability of the proposed minor but also for its usefulness in recruiting and retaining faculty. The minor would enable many faculty to develop and regularly offer courses directly related to their research interests.

Faculty Teaching WS Minor Courses

Dr. Ann Boucher (Honors Program and History)
Dr. Sandra Carpenter (Psychology)
Dr. Julie Early (English)
Dr. Nancy Finley (Sociology)
Dr. William Garstka (Biological Sciences)
Dr. Cynthia Gramm (Management)
Dr. Craig Hanks (Philosophy)
Dr. Dona Lethbridge (Nursing)
Dr. Roy Meek (Political Science)
Dr. David Neff (English)
Dr. Rose Norman (English)
Dr. John Pottenger (Political Science)
Dr. Clarke Rountree (Communications)
Dr. Bhavani Sitaraman (Sociology)
Dr. David Stewart (Art History)
Dr. Florianne Wild (Foreign Languages)
Dr. James Winchell (Foreign Languages)

Additional Faculty Interested in Proposing Core Courses

Dr. Carol Farr (Art History)
Dr. Linda Maier (Foreign Languages)
Dr. Peter Meister (Foreign Languages)
Dr. Sam Campbell (Biological Sciences)
Dr. Carolyn Sanders (Music)
Dr. Jane Cholewinski (Nursing)

Library Support

An analysis of library holdings in the areas covered by Women's Studies indicates that the book holdings are sufficient to provide research support for the minor. Adding selected titles to the serials holdings, including back issues, will strengthen the general collection at a relatively low cost.

Evaluation of Current Holdings

For many years, the librarian selecting acquisitions for Psychology, Sociology, and Language/Literature has made a deliberate and effective effort to purchase materials which support Women's Studies. Comparing the Library's holdings with the titles listed in the two editions of *Women's Studies: A Recommended Core Bibliography* shows that the book collection is strong; we hold over 50% of the titles listed in the first edition and almost 35% of those listed in the second, less selective edition.

The Library's periodical holdings will need to be enhanced to support the minor in Women's Studies. Of 57 titles listed in the second edition of *Women's Studies: A Core Bibliography*, the UAH library has only five: *Feminist Studies, Ms., Psychology of Women Quarterly, Sex Roles*, and *Signs*.

Recommended Additions to Periodicals Holdings

Although many other journals held by the Library include articles relevant to research in Women's Studies, the University would be better able to support coursework and research in this area if a select few journals specific to the field are added.

The task force reviewed a list of potentially appropriate journal titles drawn from the standard core lists and abstracting sources and selected 11 which should be considered for addition to the Library. Three of these are major Women's Studies periodicals which the task force ranked as first priority titles. They should be added to the periodical collection as soon as possible.

Recommended first-priority journals. These first priority journals and their subscription costs are:

<i>Feminist Issues: A Journal of Feminist Social and Political Theory</i>	\$68
<i>Hypatia: A Journal of Feminist Philosophy</i>	\$50
<i>Women's Studies Quarterly</i>	\$35

Recommended second-priority journals. Eight other journals are ranked as second priority. These second-priority journals, and their subscription costs, are:

<i>Connexions: An International Women's Quarterly</i>	\$24
<i>Frontiers: A Journal of Women's Studies</i>	\$33
<i>Legacy: A Journal of Nineteenth-Century American Women Writers</i>	\$35
<i>Sage: A Scholarly Journal on Black Women</i>	\$25
<i>Tulsa Studies in Women's Literature</i>	\$16
<i>Women and Language</i>	\$15
<i>Women and Politics</i>	\$160
<i>Women's Review of Books</i>	\$30

All of these periodicals are indexed in *Women's Studies Abstracts*, the primary indexing source for Women's Studies, and the majority are also indexed in Expanded Academic Index on CD-ROM.

Adding subscriptions to these journals will strengthen the Women's Studies program and aid significantly in both student and faculty research. Furthermore, acquiring back runs of some of these journals would greatly enhance the usefulness of the collection. Although costly, this would be a one-time expense which might best be spent early in the program.

Recommended back runs. Back runs for the following recommended first- and second-priority journals are available from University Microfilms (UMI):

<i>Feminist Issues</i>	\$380.70
<i>Frontiers</i>	\$316.00
<i>Women's Review of Books</i>	\$324.50
<i>Women's Studies Quarterly</i>	\$202.10

Additional back-run recommendations. The second-priority journal *Women & Politics* is also available from UMI, but at so high a cost (\$3,120.00) that we might better seek external funding or subscribe and evaluate the need for back issues later on. Back runs also may be available for some of the other journals, and purchase of these should be considered at a later time.

Administration and Budget

As with any new program, it is important that the proposed minor in Women's Studies be efficiently administered and adequately budgeted. This section covers the topics of administrative organization and budget.

Administrative Organization

Although the Women's Studies program is an interdisciplinary one, current faculty resources and appropriate course work lie primarily in the College of Liberal Arts. Consequently, we recommend that the program initially be housed in that college. We recommend that the Women's Studies program be administered by a Program Advisory Committee (PAC), chaired by a Director of Women's Studies, to be appointed by the Dean of Liberal Arts from among candidates recommended by the PAC. At the beginning of the program's fourth year, it is suggested that a review be made of the overall management structure: location of program, director's responsibilities, appointment process, etc.

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The responsibilities of the Director of Women's Studies should include the following:

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December 15, 1994

2. Actively publicize the new program through such devices as preparing a program brochure and fliers, placing articles in the *exponent*, *UAH Insight*, and other appropriate print media, and developing a regular colloquium series.
3. Advise all Women's Studies minors, working, as needed, with faculty members in the participating units.
4. Seek departmental support for counting WS 200 toward an existing major, and University support for adding WS 200 to the list of courses that count toward the GER in liberal arts.
5. Chair the Program Advisory Committee.

Budget Recommendations

The projected expenses for the first year of the new program total \$8,500, as shown in Table 3. Of this total, \$1,250 is a one-time cost for back issues of four journals that will strengthen the library's periodicals holdings in Women's Studies. The library's monograph collection is currently adequate to support a Women's Studies minor, but we recommend adding annual subscriptions to eleven "Priority 1" or "Priority 2" journals at a cost of \$500 a year. Annual costs after this first year total \$7,250 (Table 3). Before implementing the Women's Studies program, the Dean of Liberal Arts will request from central administration an increase of \$8,500 to the College operating budget, earmarked for support of the Women's Studies minor and intended to supplement college resources for student assistance, supplies and printing, additional part-time costs, and library acquisitions.

Table 3
First-Year Women's Studies Budget Recommendations

Annual Costs	
Faculty Resources	\$ 3,950
Student worker (half-time: 10 hrs/wk, 40 wks)	1,800
Subscriptions to 11 priority 1 and 2 journals	500
Supplies, duplication, and printing	<u>1,000</u>
Subtotal, annual cost	\$ 7,250
 One-time Costs	
Back issues of priority 1 and 2 journals	\$ 1,250
Grand Total, first year	<u><u>\$ 8,500</u></u>

ENDNOTES

¹ National Women's Studies Association, *Liberal Learning and the Women's Studies Major*, 1991.

² Ibid.

³ Ibid.

⁴ Some useful recent books on the theories and methods of the discipline include:

Cheris Kramarae and Dale Spender, *The Knowledge Explosion: Generations of Feminist Scholarship* (Williston, VT: Teachers College Press, 1992); Jane Duran, *Toward a Feminist Epistemology* (Lanham, MD: University Press of America, 1994); Shulamit Reinharz, *Feminist Methods of Social Research* (NY: Oxford University Press, 1992); Hilary Hinds, Ann Phoenix, and Jackie Stacey, *Working Out: New Directions for Women's Studies* (London: Falmer Press, 1992).

⁵ All students who were currently enrolled in courses identified as Women's Studies were surveyed (N=84). This included classes such as SOC 106 Marriage and Family, which are required by certain majors. Thus many of the students were enrolled for reasons other than the Women's Studies content. Students were from various majors and colleges, including engineering (15%) and nursing (12%). Thus, the 55% interested in pursuing a Women's Studies minor represents a fairly broad-based interest in Women's Studies.

⁶ These data are from responses to an Internet query about requirements for a Women's Studies minor. Respondents included a mix of liberal arts colleges, major research universities, and others, including three of the universities to which UAH is being compared for the SACS self-study (starred below). The 27 comparison Women's Studies programs are Connecticut College; Eastern Illinois University; Florida Atlantic University; Gettysburg College; Gustavious Adolphus College; James Madison University; Kenyon College; Morehead State University; Nebraska Wesleyan; Oberlin College; Ohio State University; Suffolk University; SUNY Albany; SUNY Plattsburgh; University of Alabama at Birmingham; *University of California, Irvine; University of Delaware; University of Houston; University of Illinois, Chicago; University of Illinois, Urbana-Champaign; University of Kentucky, *University of Maryland, Baltimore County; University of New Mexico, Albuquerque; *University of South Florida; University of Wisconsin, Superior; Virginia Commonwealth University; Willamette University; William and Mary College.

December 15, 1994

**Appendix A:
Letters of Support**



THE UNIVERSITY OF ALABAMA
College of Arts and Sciences

DEPARTMENT OF WOMEN'S STUDIES

27 November 1994

TO: Rose Norman, Chair, Women's Studies Task Force

FROM: Alice Parker, Chair, Women's Studies Department

RE: Proposed Women's Studies Minor at UAH

We at the University of Alabama in Tuscaloosa are in full support of your proposal to initiate a Women's Studies Program at the University of Alabama in Huntsville with a minor in Women's Studies. In fact, it is difficult to imagine any comprehensive university any longer without such a program.

First, your proposal is coherent, comprehensive, and very well articulated. In Tuscaloosa we have had a program since the early seventies, with our first full-time director hired in 1976. We have a minor concentration at the undergraduate level, and an M. A. This arrangement has worked very well for us, as it enables students both at the undergraduate and graduate levels to combine feminist studies with another area of concentration.

Women's Studies has moved way beyond the compensatory function it originally fulfilled in the 1970s to a veritable explosion of research on issues related to gender asymmetry. A cursory glance at publishers' catalogs confirms the perception that interest and scholarship related to feminist studies continues to mushroom. Further, we have found that having a program—here a department—of Women's Studies enhances the University's image, and recruitment and retention prospects for young women and minority faculty. However undeserved, The University of Alabama continues to suffer from the historical image of the State as backward and illiberal. We are always happy to be good will ambassadors as we attend meetings around the country, surprising people with our program and faculty research interests and accomplishments.

Finally, the Women's Studies Program is a beacon at the University, providing resources and reassurance for any student interested in working through gender issues, and for faculty engaged in research focused on the interrelated issues of gender, race and class. We help both students and faculty with theory, methodology and praxis in an increasingly rich, complex and exciting interdisciplinary field. Since feminist theory and methodology have challenged so many traditional scholarly assumptions and canons, many areas of the social sciences and humanities as well as the hard sciences have been put under scrutiny with the purpose of formulating new paradigms. Obviously, I cannot go here into such epistemological shifts—which relate to postmodernisms and quantum physics.

Please do not hesitate to contact me for any further information or documentation that would be helpful.

The University of Alabama at Birmingham
Women's Studies Program
205/934-9680
Telex 888826 UAB BHM

December 6, 1994

Rose Norman, Ph.D.
Women's Studies Task Force
c/o Department of English
University of Alabama at Huntsville
Huntsville, AL 35899

Dear Dr. Norman:

We, at the Women's Studies Program at the University of Alabama at Birmingham, are pleased to support the development of a Women's Studies Program at the University of Alabama at Huntsville. Acceptance of your program means that the University of Alabama system will finally have Women's Studies at all of our campuses. That fits squarely with the now conventional nature of such programs. They came into being nationally three decades ago, while the regional impetus began only within the last two decades. We, in Alabama, began instituting such programs only within the past ten years.

There are many reasons why any university should have a program of this nature. First, it meets the pedagogical needs of any institution that has an interest in making sure that its students have access to a well rounded education. This is one discipline in which students are required to constantly engage in critical thinking. Second, it fulfills the requirements of some faculty for a particular kind of teaching and research environment. Third, it provides an important service to the community through the sponsorship of events such as seminars and performances and helps to foster an atmosphere in keeping with the philosophy of Women's Studies.

The proposed program is well and reasonably designed. It is strong academically and has widespread and diverse faculty support. Of particular merit in your program is the fact that it is interdisciplinary. This is certainly the current wave in higher education. It is good for students and their job futures because employers increasingly seek applicants with a broad academic background. An interdisciplinary approach is a necessary form of cross-pollination for faculty who seldom have such an opportunity. In fact, the search for different but complementary perspectives seems to be a major reason why young faculty being interviewed on our campus typically ask to speak with someone

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UAB STUDENT

DEC-08-94 THU 11:10

from Women's Studies. I can't imagine their reaction if they were told that there was no Women's Studies program on campus. Our administration has come to rely upon us to help recruit these younger, less tradition bound scholars.

It is my understanding that the students at Huntsville are atypical in terms of age, previous education and economic status. Of necessity, any uniqueness must be accommodated locally. It will be interesting for representatives of various programs to compare our student populations and their needs. One of the strengths of programs of this sort is the willingness to use each other to help keep us from having to start anew and in isolation. We certainly look forward to having more contact with faculty and students from your campus.

Given hard economic times, it is well that the University of Alabama at Huntsville is so well situated to undertake a program at negligible cost. You are utilizing a range of existing courses and, at the same time, will encourage the development of diversity in regular offerings. Typically, an unrecognized plus from programs of this sort is that they stimulate change elsewhere in the university. The library, with a modest expenditure, will sustain the program.

If there is any way in which we at UAB can help with the development of your Women's Studies Program, please don't hesitate to ask. As noted above, we are glad to have you join us and are pleased that your program is so strong.

Sincerely,

Michele Wilson
Michele Wilson,
Director

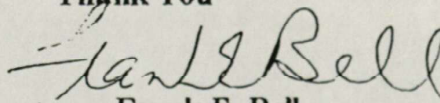
Dear Women's Studies Steering Committee:

I am writing this letter in the hope that I can add my voice to those requesting a minor in Women's Studies here at the University of Alabama in Huntsville. I believe that such a program would be a positive step for the University as a whole and a benefit to those many students who have expressed an interest in such a program to me over the past year.

As a volunteer at the Women's Studies Research Library, I have constantly been asked for information concerning this possibility. Interest in a Women's Studies program seems to be stronger than ever. I would very much like to see such a program established here at our University.

The sooner this possibility becomes a reality the better. And rest assured, I would be one of the first students to apply for this minor.

Thank You

A handwritten signature in cursive script that reads "Frank E. Bell". The signature is written in dark ink and is positioned above the printed name.

Frank E. Bell

Student Number 098511

November, 22 1994

To Whom This May Concern:

I am writing in support of the proposed Women's Studies minor. I graduated from UAH in the Winter 1994, with a B.S. in Psychology and I am currently in the Master's program in Psychology at UAH. I plan to continue my education and receive a Ph.D. in psychology. The field of study in which I am most interested is Psychology of Women. The ideal minor for me would have been Women's Studies, and in the undergraduate program I took five courses which were identified as Women's Studies courses. These courses were very beneficial to me. In my opinion, they supplemented a largely underrated and neglected part of academia. I consider this discipline to be very important, informative, and extremely motivating. Many universities have established Women's Studies programs as major, minor or graduate areas of study and I believe such a program would be beneficial to UAH as well as to North Alabama.

The interdisciplinary nature of the Women's Studies courses I have taken and those being currently offered is a distinct advantage. I received a much more integrated education than I would have, if I had not taken any Women's Studies courses. The courses in which I participated integrated many disciplines, and my perception was that they seemed to complement each other well. The faculty has been outstanding in these courses. Their collective interdisciplinary backgrounds have been a benefit to the field of Women's Studies.

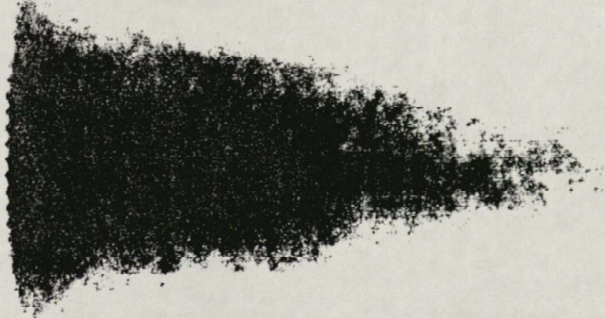
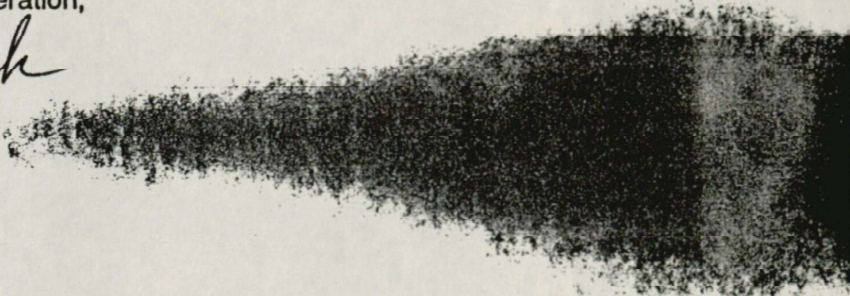
Another important point concerning Women's Studies is that it is not about negativity; it is about positivity. There were men and women in each of the classes which I attended. Not only did we all learn material with which we were unfamiliar, but we also shared experiences with each other and learned through our class discussions. Women's Studies emphasizes the contributions of women and alternative theories which are not yet accepted into mainstream academia. I have been exposed to many professors teaching mainstream subject matter since my elementary education and I have only felt left out or alienated because the curriculum contained only traditional subject matter which, unfortunately, often excludes or leaves out numerous important female contributors.

I sincerely urge the University to implement a minor program of study in the area of Women's Studies. I believe It would complement many majors and be a benefit to any student who takes any courses in it.

Thank you for your consideration,

Sheri Lyn Clark

Sheri Clark





THE PRIMARY CARE CENTER OF NEWPORT

November 8, 1994

To Whom it May Concern:

I am a Family Nurse Practitioner in Newport, Tennessee. I graduated from the University of Alabama in Huntsville in 1993. I received both my undergraduate and graduate education from the College of Nursing at UAH. While working on my undergraduate degree I took several courses in the school of sociology. The most influential of these courses included "Sex Roles" and "Marriage and the Family," instructed by Dr. Nancy Finley. I feel that these courses were beneficial to me in my nursing education as well as in my personal life. I enjoyed the classes so much that I thought seriously about pursuing a double major in Sociology and Nursing. I soon found that this would require more time and expense than I could afford.

I know that if I had been given the opportunity I would have pursued a Women's Studies degree (either major or minor) as this is my main interest in sociology. For this reason, I am expressing my support for an official Women's Studies program at UAH. I am aware of other students that would also be interested in that program of study either as their major or minor degree. I hope that you will consider the importance of broadening the types of degrees offered at UAH. I feel that this could only serve to increase the attractiveness of the university to future students.

Thank you for your consideration in this matter.

Sincerely,

Kim M. Thomas, RN, CSFNP

Where Your Health Is Our Primary Concern

Thomas W. Conway, M.D. FFAFP

University of Maryland 1982

434 Fourth Street / Suite 310 • Newport, Tennessee 37821

(615) 623-0640 • FAX (615) 623-7615

November 22, 1994

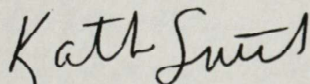
Women's Studies Minor Task Force
University of Alabama in Huntsville
Huntsville, AL 35899

To whom it may concern:

As a former student of UAH, I would like to give my support to a Women's Studies minor. While an undergraduate, I took numerous courses that might have been included in a Women's Studies minor curriculum; including, Marriage and the Family, Gender Roles, Women in Literature, African American Women in Literature, and two directed study programs involving women and communication and women and psychology. These were among the most enriching courses I took at UAH.

If a Women's Studies minor had been an option when I was in school, I would have chosen it as a minor. I hope future students will have this valuable option.

Sincerely,

A handwritten signature in cursive script that reads "Kath Smith". The signature is written in dark ink and is positioned above the printed name.

Kathryn Smith

December 15, 1994

Appendix B:
Course Syllabi

Summary of Women's Studies Courses

Course syllabi for all courses listed in the proposed curriculum are included as an appendix to this document. The following summaries provided by instructors highlight Women's Studies course content.

*Detailed
syllabi
provided
separately*

Core Courses

CM 416 Woman Orators. This is a rhetorical studies course in the tradition of "public address" courses examining notable speakers, their speeches, and their speaking situations. The purpose of such examination is not primarily historical, but critical, seeking to understand the artistic, yet practical form of discourse known as public speaking. The primary focus of the course is on the philanthropic role women played as speakers on behalf of various social movements (i.e., abolition, temperance, women's suffrage, and equal rights).

EH 418 Women Writers. This course covers texts by representative women writers. Selected texts vary with instructors (see syllabi), but it has most often been taught as a thematic survey, covering texts written in English from medieval to modern times. Course objectives for the thematic survey version are a) to orient students to English-speaking women writers in literary history; b) to develop critical awareness of feminist issues in literature; and c) to explore literary traditions in writings by women.

FH 409 Gender and Representation. Women authors, philosophers, and reformers studied in relation to ideologies of sexuality and social justice. Aspects of women's images and self-fashioning from Marie de France to contemporary feminism, including modern media.

MGT 462 Government Regulation of Human Resource Management. This course provides an excellent way for students to become acquainted with their legal rights as employees under laws dealing with employment discrimination, workplace health and focuses on laws prohibiting employers from discriminating against their employees on the basis of gender, race, religion, age, national, origin, or having a disability (EEOC). It covers issues such as Title VII, sexual harassment, comparable worth, family medical leave, and provides in-depth analysis of rights of women as employees.

NUR 325/500 Human Sexuality. This course addresses theories and issues related to female and male sexuality in health and illness. Emphasis is placed upon both theory and clarification of human sexuality needs. An analysis of disability and sexuality is required.

SOC 106 Marriage and the Family. This course examines the relationship between family and other social institutions in the U.S. and in other societies. It provides the opportunity to study the roles, positions, and structures of the family institution, including analysis of how gender influences these dynamics.

SOC 306 Sex Roles. The objectives of this course include: to introduce the sociological perspective of gender in society and to familiarize students with the basic theories, concepts, and techniques used by contemporary sociologists to study gender; to assist students in analyzing the status of women and men in society and the consequences for women as a minority group and men as a dominant group; to overview the maintenance of gender stratification through norms, roles, structure and social institutions; and to help develop an understanding of the current issues concerning women and men in society.

APPENDIX B: Course Syllabi

Core Special Topics Courses

EH 340 African-American Women Writers. A survey of representative texts by writers significant in African-American literary history, such as Frances E. W. Harper, Harriet Jacobs, Zora Neale Hurston, and Toni Morrison. Course objectives are a) to orient students to African-American women writers in American literary history; b) to develop critical awareness of feminist issues in these writings; and c) to explore literary and other traditions that connect these writers to each other.

HY 202/399 Women in U. S. History. The course focuses on ideas about women and juxtaposes these ideas with the variety of women's experience in the United States from the colonial period to the present. The course will provide students an opportunity to read and think critically about some of the important texts in the history of women in this country. The course will also encourage independent study and research in the experiences of particular American women.

PSC 480 Sex Discrimination and the Law. An historical treatment of discrimination based on sex, and the development of American law related to such discrimination. The course focuses on the way that the law was used as an instrument for defining and maintaining a systematic pattern of sex-based discrimination in American life throughout the bulk of our history. Attention is given to a) the attempts to use the law as an instrument to reduce the impact of sex-based discrimination in the last generation, and b) judicial and legislative actions in this arena. These activities are related to social, economic, and political changes in the United States. The positive and negative implications of these policies are addressed.

PY 420 Psychology of Women. This course has as objectives: develop a feminist, interdisciplinary, multicultural perspective about women; explore the extent to which society constructs roles for people based upon sex, ethnic background, sexual orientation, social class, and physical disability; develop awareness of the consequences of social construction of roles upon the psychological health of women; and increase sensitivity regarding differences among peoples as pertains to psychological treatment issues.

Elective Courses

ARH 201 Contemporary Art and Issues. The course provides an historical analysis of five "areas" of art: Abstract Expressionism, Pop Art, Post-Painterly Abstraction, Feminism, and Post-Modernism. Students will be involved in research related to each area.

BYS 318 Vertebrate Reproduction. For humans and other vertebrates, issues include: mechanisms that control sexual behavior, treatment of gender through comparative analysis, understanding sexual orientation, and sexual determinism and differentiation.

CM 330/PY 330 Psychology of Nonverbal Communication. Focuses on body language, gestures, and paralinguistics. Many studies note the gender differences in these nonverbal behaviors.

EH 391 Victorian Prose and Poetry. Surveys both male and female authors' selections, specifically addressing what the Victorians called "The Woman Question." This prolonged and multifaceted debate on "woman's nature" drew from medicine, law, socio-economics and cultural politics.

EH 493 The English Novel. This course focuses on the Victorian novel as the primary genre documenting the central place of domesticity in Victorian ideology. The course is divided between male and female authors and organized in three pairings: money, gendered fictional autobiographies, and sexuality.

APPENDIX B: Course Syllabi

Elective Courses (continued)

EH 500 Literary Criticism and Theory. This course contains a specific unit on feminist criticism and theory, it engages gender issues in various other schools of thought (psychoanalytic, Marxist, formalist, new historicist, multiculturalist, structuralist, post-structuralist, etc.), and it analyzes writings by women who have developed and/or modified useful and interesting theoretical approaches. Students have an opportunity to investigate gender concerns in some depth, for they are asked to write analyses of texts by various critics/theorists not covered in class.

FH 399 French Cinema. For all the French films covered, gender issues will be discussed. In addition, many films are analyzed from a feminist perspective.

PHL 202 Ethics. The first portion of the course focuses on three central texts from the history of ethical theory; feminist issues are raised during in-class discussion by both professor and student comments. The second portion of the course focuses on critical responses to the mainstream tradition in ethics (i.e., Marx, Nietzsche, and Freud, as well as feminist rewritings of these critiques). The third portion of the course allows students to deal with issues of contemporary interest.

PHL 303 Contemporary Philosophy. The major objective of this course is to foster a capacity to grasp both sympathetically and critically what is read and heard. As a final component of the course, contemporary feminist critiques of and responses to the themes that have been developed throughout the semester will be addressed. In addition, recommended and required secondary sources often pursue Women's Studies and feminist perspectives raised in the primary texts.

PY/SOC 375 Social Psychology. An analysis of the way an individual's thoughts, feelings, and behaviors are influenced by other people and by social situations. The goal of the course is toward acquisition of the skills necessary to become a critical and sophisticated analyst of human behavior. Sensitivity to two situational and structural variables that affect human behavior provide focus --gender and culture.

PSC 438 Contemporary Political Thought. Systematic study of recent and current thinking on issues and problems of politics, social theory, and ethics. Theoretical perspectives include liberalism, libertarianism, neomarxism, communitarianism, feminism, and postmodernism.

SOC 315 Population, Environment, and Development. This course examines the interrelationships among population growth, environmental problems, and economic development on a global scale. A significant component of the course will examine the effects of economic development and population policies on women in developing countries.

Appendix C:
Prerequisites for Courses
in Women's Studies Minor

COURSE AVAILABILITY

For the both the College of Liberal Arts and the College of Science, in fulfilling the General Education Requirements, students could fulfill the vast majority of the prerequisites to WS minor course prerequisites by their sophomore or junior year. For each College, the prerequisites above and beyond requirements that could be fulfilled by GER requirements are listed.

	Course	Liberal Arts	Science
1.	WS 200		
	WS 460		
2.	CM 416	1 CM and permission	
	EH 418		
	FH 409	Upper level language	Upper level language
	EH 340		
	HY 202/399		
	SOC 106		
	SOC 306		
	PSC 480		
	PY 420	3 PY	3 PY
	MGT 462		
	NUR 325		
3.	ARH 201	1 additional ARH	1 additional ARH
	CM 330/ PY 330	1 course CM	
	EH 391		
	EH 493		
	EH 500	senior standing	senior standing
	FH 399		
	PHL 202		
	PHL 303		
	PSC 438		
	PY 375/ SOC 375		
	SOC 315		
	BYS 318		

Administrative Organization

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Subtotal, annual cost	\$ 7,250

One-time Costs

Back issues of priority 1 and 2 journals	\$ 1,250
Grand Total, first year	<u>\$ 8,500</u>