

**Proposal for a Graduate Certificate in Women's Studies  
Women's Studies Program, University of Nevada, Las Vegas  
August 25, 2000**

**Background and Rationale**

Women's Studies is an interdisciplinary field offering a unified approach to the study of the ways in which gender interacts with race, age, class, and sexual orientation to shape human consciousness and determine the social, political, and cultural organization of human society throughout history. Noting with pride the Ford Foundation's ongoing financial support of one of his foundation's oldest programs, the Dissertation Grants in Women's Studies, Robert Weisbuch, President of the Woodrow Wilson Educational Foundation, observed that the creation of Women's Studies in our lifetime has responded to a crucial range of human concerns . . . beginning not only in the discontent of women in a society tilted away from their self-realization, but also in the worries and wishes all of us encounter in regard to our identity as sexed women and men. @

Because gender systems exist in all cultures and many domains of life, women's studies scholars work across the disciplines and combine methodologies and theoretical paradigms in new, transformational ways. Weisbuch calls it Aa model for interdisciplinarity. @ In the last quarter of the 20th century, feminist scholarship transformed the knowledge base in many disciplines. But research within existing disciplines cannot provide the interdisciplinary perspective that characterizes the knowledge base of women's studies and informs the curricula of established women's studies programs.

The Women's Studies Program at UNLV has developed a genuinely interdisciplinary curriculum informed by the most advanced scholarship and by feminist pedagogical principles. Having offered an undergraduate degree program for over a decade, the Women's Studies Program is now prepared to offer a graduate certificate program that will allow students to pursue interdisciplinary study in this flourishing field and thereby enhance their educational background and career opportunities. The graduate certificate will:

Systematically add interdisciplinary breadth to the student's program.

Develop expertise in women's studies theory and methodology.

Offer focused study of the relatively new scholarship on gender in its intersections with race, ethnicity, class, and sexuality.

Provide a professional credential to supplement other training.

Because graduate study typically centers on one discipline, students usually encounter women's studies scholarship only piecemeal or in a relatively haphazard way. The more systematic, course-centered focus of a certificate program will remedy this problem and offer a credential that can be a substantial asset in the job market. Many academic searches in a number of disciplines in the humanities, social sciences, and (increasingly) natural sciences list women's studies expertise as a desirable secondary qualification, and applicants with a graduate certificate will be much more credible than those who simply allege a background in the field.

**More on Market Demand for Graduates with Women's Studies Certification**

In the late 1960s, only a handful of so-called Awomen's studies@ courses were taught nationwide. Today there are more than 600 undergraduate women's studies programs in the US alone, and in recent years many of them have become departments. Hence, there is now a demand for faculty to teach in women's studies departments, as well as an ongoing need in other departments for faculty with interdisciplinary training in women's studies

that will qualify them to offer courses and advise students in women's studies programs that have not yet sought departmental status.

In 1998, the Graduate Group in Women, Gender, and Sexuality at the University of California-Berkeley ascertained that graduate training in the interdisciplinary field of women's studies was available at 111 colleges and universities in the US. Six universities granted PhDs (Union Institute, Emory University, Clark University, and the Universities of Minnesota, Iowa and Washington); beginning in fall 2000, students could also earn a PhD at UCLA and the University of Maryland-College Park, and for some years the University of Michigan has offered interdepartmental PhD programs in women's studies and psychology, women's studies and English, and women's studies and history. Some 46 colleges and universities nationwide grant Master of Arts degrees in women's studies, and at 47 others it is possible to earn a graduate certificate in women's studies to complement a Master's degree or PhD in a traditional discipline.

Some states offer multiple and varied forms of graduate education in women's studies. In California, for example, students can work towards the PhD (at UCLA), add a women's studies concentration to a PhD in another discipline (at the California Institute of Integrated Studies, UC-Berkeley, UC-Davis, UC-Irvine, and UC-Santa Cruz), or earn a Master's degree (at Claremont University, New College of California, San Diego State University, and San Francisco University). Next door in Nevada, however, it is currently impossible for a student even to add an emphasis in women's studies to any of the graduate degrees offered by either of the state's universities.

Although UNLV boasts a visible and successful undergraduate major and minor in women's studies, the lack of any coursework at the graduate level places this university behind national and regional trends (in addition to the plethora of options for graduate work in women's studies available in California, students may earn a PhD or an MA at the University of Washington, an MA at the University of Arizona, a graduate certificate at the University of Oregon, or a graduate minor at Oregon State University). UNLV is equal to most institutions mentioned above in resources to support a graduate certificate in women's studies. To be competitive with other institutions that attract graduate students wishing to focus on gender-related scholarship, UNLV should formalize its graduate offerings in women's studies, thereby providing an added incentive for recruitment and retention of quality graduate students in a number of disciplines.

More broadly speaking, a graduate certificate program in women's studies can help the university respond creatively to local, state, and regional needs. At a time when the understanding of diversity is recognized as essential to our strength as a nation, formalized course work in women's studies at the graduate level prepares students for careers not only in education at all levels but in social service work, health services, business, public policy, government, and nongovernmental organizations. The program is also intended for post-baccalaureate working professionals such as psychologists, social workers, nurses, librarians, and teachers who wish to obtain information and skills in women's studies to aid them in their professions.

#### Administration, Faculty Strengths, and Resources

While a graduate certificate in women's studies will ultimately require additional resources (chiefly additional faculty lines), it can be built on existing strengths.

1. Graduate Coordinator. This position could be filled either by the Director of the Women's Studies Program or by another faculty member affiliated with the program with appropriate reassigned time (i.e., one course per year). While the Director of Women's Studies might not seek additional reassigned time if s/he were to assume the additional duties of graduate coordinator, it should be understood that her or his teaching would necessarily be divided between undergraduate and graduate courses, necessitating additional faculty to staff required courses at both levels.

2. Faculty. At the present time, the Director of Women's Studies is the only faculty member whose entire teaching load is in women's studies (and it is a reduced load, because of her administrative assignment).

Michele Berger was hired in 1999 as an assistant professor of political science, one third of whose professional obligations were to be in women's studies (including one third of her annual teaching load). Michele has designed the required graduate course in principles of feminist inquiry and will teach it on a regular basis, commencing with the fall 2002 semester. From fall 2000 through spring 2002, however, she will be off campus, completing a Robert Wood Johnson postdoctoral fellowship at UC-Berkeley. For the last three years, we have requested authorization to hire at least one faculty member, and when the Women's Studies Program was reviewed in 1999, the external reviewers (seconded by the Faculty Senate Program Review Committee) recommended the addition of four [faculty] lines over the next five years. As yet, however, no faculty searches for Women's Studies have been authorized.

Pending the addition of faculty lines, the Women's Studies Program must seek the support of department chairs to release faculty from teaching obligations in their home departments in order to teach required core (as opposed to crosslisted) courses in both the undergraduate and graduate curricula. Megan Becker-Lekrone (English), for example, has designed the required graduate course in feminist theory, but we have not yet been assured by her chair that she will be allowed to offer it on a regular basis.

3. Support Staff. At present, the Women's Studies Program is supported by one half-time Management Assistant I. In 1999, even before we proposed to add a graduate certificate program, the external reviewers, seconded by the Faculty Senate Program Review Committee, recommended changing the current clerical support position to a full time position at the MA II level. I have therefore requested the expansion of the Women's Studies clerical support position from half- to full-time and have initiated, with Human Resources, the process of upgrading the position from MA I to MA II.

4. Space. The Women's Studies Program is housed in Wright Hall 199, a three-room suite comprising the director's office, an office/reception area for the management assistant, and a small storage room. To house the four faculty we hope to hire over five years, we will request four additional faculty offices.

5. Library Resources.

The women's studies bibliographer, Diane VanderPol, describes the library's current holdings as adequate to support the required graduate courses in theory, methodology, and pedagogy. The adequacy of library resources for any courses now on the books that might be eligible for cross-listing has already been verified. Any faculty member proposing new courses for crosslisting with women's studies would have to submit a Library Resource Evaluation form and Diane assures me that if the library's holdings are not adequate to support the proposed course, her budget is sufficient to order materials to supply the lack. The required directed reading capstone experience might pose a challenge if the library's holdings in that area (e.g., Native American women's literature) were inadequate to support the student's research. But in every case she could imagine, Diane said the necessary materials could be procured via interlibrary loan or access to online journals.

#### Admissions Procedures and Qualifications for Entrance into the Certificate Program

The certificate is open to graduate students in any discipline and in any college at UNLV. It is also open to non-degree seeking students who hold a baccalaureate degree from an accredited institution with a minimum grade point average of 3.0. In addition to submitting an application to the Graduate College with official transcripts of all college-level work, each applicant must show:

A minimum of 6 undergraduate credits in women's studies, preferably including courses in feminist theory and/or methodology; or demonstrable familiarity with/background in feminist theory and methodology; or satisfactory completion of WOM 301, Feminist Theories.

A minimum undergraduate grade point average of 3.00, with a grade point average of at least 3.30 in women's studies courses.

A statement of purpose describing the relationship of the certificate to the applicant's intellectual and professional goals (500-1000 words).

At least three letters of recommendation, preferably from former instructors or supervisors who can knowledgeably evaluate the applicant's ability to do graduate level work in women's studies.

#### Requirements for Completion of the Certificate

Graduate (700-level) courses in feminist theory (3 credits), principles of feminist inquiry (i.e., feminist methodology, 3 credits), and a directed reading and research capstone experience (3 credits), plus a minimum of 6 additional credits in graduate WOM or departmental courses cross-listed with women's studies, of which at least 3 credits must be at the 700 level. We will certainly offer a 700-level course in feminist pedagogy, which will be required of all students who wish to teach WOM 101, Gender, Race, and Class. As yet, we have no cross-listings at the 700 level, but there are existing 700-level courses in some departments that may be candidates for cross-listing (e.g., SOC 774, Seminar in Feminist Theories and Research--although this might duplicate the proposed new required courses in feminist theory and principles of feminist inquiry; SOC 747, Seminar in Marriage and Family; SOC 770, Seminar in Interethnic Conflict; COU 711, Issues in Counseling Women; COU 725, Multicultural Counseling; COU 764, Family Systems Theory; EPY 714, Multi-Culturalism: Perspectives for Educators; ESP 722, Multicultural Perspectives in Special Education; ETS 634, Constructions of Racial Ambiguity; ICE 723, Topics in Elementary School Science: Gender in Science; ICG 701, Multicultural Education; ICG 702, Theory and Research in Multicultural Education; ICG 722, Multicultural Literature and Materials; ICG 739, Literacy Issues for a Diverse Society; PTS 751, Women's Health in Physical Therapy); and many more might be developed, e.g., Communication and Aging (cross-listed with both Communications and Gerontology) and numerous possibilities in liberal arts disciplines like English, history, and sociology. At present, there are 18 departmental courses at the 600 level cross-listed with women's studies: COS 607, Communication Between the Sexes  
ETS 607, Making Gender, Sexuality, and Race  
ENG 627, Gender and Early Literature  
CRJ 628, Women and Crime  
HIS 632A, History of American Women to 1870  
HIS 632B, History of American Women, 1870 to the Present  
ENG 633, Gender and Renaissance Literature  
POS 634, Constitutional Rights of Women  
ENG 639, Gender and Modern British Literature  
ENG 645, Gender and Modern American Literature  
SOC 648, Gender and Social Interaction  
POS 653, Women in Politics  
SOC 678, Women and Society  
ENG 681, Gender and Literature  
HIS 691A, Women in the Ancient World  
HIS 691B, Women in Medieval Culture  
HIS 692, Women's Role in European History: 1750-1970  
HIS 695, Special Topics in Gender and History

Candidates for the certificate who are also candidates for a graduate degree may elect no more than 3 credits in their home discipline. Non-degree candidates may elect no more than 3 credits in any one department.

#### Administration of the Certificate

1. Anticipated Enrollments/Recruiting Activities. Candidates for the certificate will come from two sources: 1) currently enrolled graduate students who want to add expertise in interdisciplinary women's studies to their qualifications in a discipline and 2) post-baccalaureate working professionals who wish to add academic certification in women's studies to their credentials. In any semester, we receive inquiries about and requests for graduate work in women's studies from at least half a dozen local social service providers, and there are

currently at least 15 graduate students in the College of Liberal Arts who have said they would welcome the opportunity to include graduate work in women's studies in their qualifications when they enter the job market. With this degree of interest before a graduate certificate program is even in place, we can anticipate annual enrollments of at least 25-30 students after the program is approved. Recruitment efforts and costs for students entering a graduate degree program at UNLV could be folded into the efforts and budgets already in place in those units, with new publicity materials provided by the Women's Studies Program. Recruitment efforts for local post-baccalaureate professionals would be undertaken by the Women's Studies Program, with help from the 25 business people, professionals, and social service providers who comprise Community Associates of Women's Studies (CAWS).

**Western Kentucky University**  
**Graduate Certificate in Women's Studies**  
**Proposal**

Rationale:

The purpose of the Graduate Certificate is to facilitate exploration of the rapidly expanding interdisciplinary scholarship in women's studies, thereby enriching Western's current graduate curricula. Even in those disciplines that include scholarship on women, students often encounter it in a marginal way. The systematic focus of a certificate will remedy this situation and offer a credential that can be a substantial asset in the job market. Students' ability to articulate what they have learned about interdisciplinary scholarship as it pertains to gender, race, and class, will enhance their potential for success in their professions.

In most fields of university study, scholarship on women and gender has become increasingly influential because of its path-breaking theoretical perspectives and its empirical findings. Due to the number and range of studies, theories, and perspectives, it is difficult for any one discipline to keep up with current scholarship; in Women's Studies, the interdisciplinary analysis of gender makes it possible to examine those connections and thus to round out the student's graduate-level knowledge and experience. The Graduate Certificate will make it possible for WKU graduate students to obtain significant knowledge of feminist scholarship and of its implications in their own professions.

Goals:

Designed for students already enrolled in a graduate degree program at Western Kentucky University, the Certificate in Women's Studies consists of graduate coursework totaling 15 credit hours. The certificate aims to provide:

analyses of contemporary feminist theoretical frameworks, methodologies, issues, and topics, and their relation to traditional disciplines

a focus on issues of gender, race, class, and sexuality

an opportunity to broaden and enrich analytical skills in one or more disciplines while drawing on the interdisciplinary perspectives of Women's Studies

a challenge to the traditional separation of academic theory from political and professional practice, by encouraging involvement in the Women's Studies Program as well as in internship opportunities in the community.

Requirements for the Certificate:

15 hours, as follows:

A. Core Courses (6 hours):

WOMN 545 Theories of Gender, Race, and Class

WOMN 555 Feminist Methodologies and Global Perspectives

B. Electives (9 hours):

Students may take any three of the electives listed in either C or D, with the following stipulations: one of the three electives must

be outside a student's primary discipline; electives selected from D must be approved by the Women's Studies Curriculum Committee.

C. Electives (currently meet Women's Studies cross-listing guidelines)

COMM 474G Gender Differences in Communication

ENG 488G Victorian Literature

- ENG 496G Women's Poetry
- ENG 497G Women's Fiction
- FLK 480G Women's Folklife
- HE 464G Women's Health
- HIST 446G American Legal History
- HIST 453G Women's History
- PSY 430G Psychology of Women
- SOCL 435G Family Violence

D. Electives (require approval from the Women's Studies Curriculum Committee)

- Academic Discipline 589 Internship in Women's Studies (see pp. 15-16)
- AG 468G World Food Development
- CNS 555 Social and Cultural Diversity
- CNS 580 Family Life Studies
- ENG 579 Studies in Victorian Literature
- GEO 571 Quality of Life, Environmental Problems and Ecological Solutions
- PSY 550 Personality Theory
- SOC 551 Sociology of the Family

E. Other courses that faculty deem relevant to the Graduate Certificate may be cross-listed upon approval of the Women's Studies Curriculum Committee.

Indication of Prior Committee Approval	Date:
Women's Studies Curriculum Committee	_____
Women's Studies Steering Committee	_____
Graduate Council	_____
Academic Council	_____

Women's Studies Program  
New Course Proposal (I)

1. Identification of Proposed Course

1.1 Title, level, and number: Theories of Gender, Race, and Class, graduate level, WOMN 545.

1.2 Hours of credit: 3 hours credit

1.3 Prerequisites: Graduate standing

1.4 Instructor qualifications: Faculty with academic expertise and graduate faculty status

1.5 Special information: WOMN 545 is one of two required core courses in the Graduate Certificate; it can also be used as an elective in other graduate programs.

1.6 Frequency of offering: Every fall

1.7 Catalog description: Historical grounding in feminist theory with an emphasis on contemporary theories of gender, race, and class.

2. Rationale

2.1 Reason for developing course: A solid grounding in theory is essential for understanding the ways in which gender impacts the individual and society, particularly with regard to diverse experiences of race and

class. For the Graduate Certificate, the core courses provide the foundation for further work in Women's Studies and in students' home disciplines.

2.2 Prospective demand: All those seeking the Graduate Certificate in Women's Studies will be required to take this course. The course will appeal especially to graduate students in the humanities, social sciences, counselor education, and government policy studies.

2.3 Discussion of the level of the course: Although an undergraduate emphasis on the analysis of gender and/or women's experiences would be beneficial, WOMN 545 does not require a specific undergraduate major. Additional readings may be useful to students with little exposure to feminist thought.

2.4 Relationship of course to courses now offered by the department: No other graduate courses are currently offered in the Women's Studies Program. The Graduate Certificate is, however, a logical continuation for those who earn the undergraduate minor in Women's Studies.

2.5 Relationship of course to courses offered in other departments: The material in this course is interdisciplinary, with a strong emphasis on diversity. There are no others courses similar to WOMN 545.

2.6 Relationship of course to courses offered elsewhere: Many universities that offer graduate degrees have graduate minors or master's degrees in Women's Studies. It is well recognized nationally that specific training in Women's Studies enhances other graduate degrees.

2.7 Relationship of course to University mission and objective: The University "supports diverse scholarship" and "recognizes human diversity" as part of its educational commitment to traditional and nontraditional students. The University's mission statement also recognizes the need "to evolve in response to regional, national, and global changes." WOMN 545 exposes students to diverse interdisciplinary scholarship on women, and it recognizes human diversity by insisting on the integration of gender, race, and class in feminist analysis. These emphases are consistent with the University's mission.

### 3. Objectives of Course

The objectives of the course support the overall goals of the Graduate Certificate:

- to analyze contemporary feminist theoretical frameworks and their relationship to traditional disciplines;
- to understand issues of gender, race, class, and sexuality;
- to broaden and enrich analytical skills by comparing and interpreting various theoretical approaches; and
- to challenge the traditional separation of academic theory from political and professional practice by providing opportunities in subsequent courses to apply and adapt theoretical perspectives.

### 4. Content Outline (see pp. 5-7)

### 5. Student Expectations and Requirements

Students will be expected to write a 20- to 30-page paper analyzing and comparing various feminist frameworks; to lead class discussion at least one day; to participate regularly and to keep up with readings; and to fulfill one additional writing assignment (e.g., a paper that applies a particular feminist theory to a specific event or text; an annotated bibliography; or a review of the literature of a particular theoretical stance).

### 6. Texts and Special References (see attached Content Outline, pp. 5-7)

7. Bibliography (see attached Content Outline, pp. 5-7)

7.1 Listings: See attached library resources form.

7.2 Special provisions: None

7.3 Availability of library resources: All books currently owned or ordered by the library; some journal articles will be copied and placed on Reserve.

8. Budget Implications

8.1 Proposed Method of Staffing: Existing Women's Studies faculty with graduate standing will teach this course.

8.2 Special Equipment Needed: None

8.3 Expendable Materials Needed: None

8.4 Laboratory Supplies Needed: None

9. Recommended Date of Implementation: Spring 1999

10. Indication of Prior Committee Approval      Date:

Women's Studies Curriculum Committee \_\_\_\_\_  
Women's Studies Steering Committee \_\_\_\_\_  
Graduate Council \_\_\_\_\_  
Academic Council \_\_\_\_\_

Content Outline: Theories of Gender, Race, and Class  
(First of Two Core Courses for the Graduate Certificate in Women's Studies)

Course Texts

Allison, Dorothy. *Skin: Talking About Sex, Class & Literature*. Ithaca, NY: Firebrand Books, 1994.

Anzaldoea, Gloria. *Making Face/Making Soul: Haciendo Caras: Creative and Critical Perspectives by Feminists of Color*. Aunt Lute Press, 1990.

Caraway, Nancie. *Segregated Sisterhood*. Knoxville: University of Tennessee Press, 1992.

hooks, bell. *Yearning: Race, Gender, and Cultural Politics*. South End Press, 1991.

Jaggar, Alison M., *Feminist Politics and Human Nature*. Rowman & Allenheld, 1983.

Jones, Kathleen B. *Compassionate Authority: Democracy and the Representation of Women*. Routledge, 1993.

[packet of additional readings, also on Reserve]

Week 1--First Meeting: Introductions

Week 2--Liberal Feminist Theories and Movements

Jaggar, Alison:

ch 1: "Feminism as Political Philosophy"

ch 2: "Political Philosophy and Human Nature"

ch 3: "Liberal Feminism and Human Nature"

ch 7: "The Politics of Liberal Feminism"

Rossi, Alice S. Ed. *The Feminist Papers: From Adams to Beauvoir*. Northeastern UP, 1988.

Seneca Falls Convention Declaration

de Beauvoir, Simone, "The Second Sex"

Mill, J.S., "The Subjection of Women"

Wollstonecraft, Mary, "A Vindication of the Rights of Women"

Friedan, Betty. "The Problem That Has No Name." *The Feminine Mystique*. Dell Publ. Co, 1963.

Week 3-4--Decentering the Sovereign Subject in Feminist Theory: The Trouble with Authority

Anzaldoea, Gloria. "Introduction," *Making Face/Making Soul*.

Caraway, Nancie. "Introduction: Voice, Representation, and Authority: Fragments on Speaking Difference." *Segregated Sisterhood*

Collins, Patricia Hill. *Black Feminist Thought: Knowledge, Consciousness and the Politics of Empowerment*. Unwin Hyman, 1992.

Chapter 2, "Defining Black Feminist Thought"

Chapter 10, "Toward an Afrocentrist Feminist Epistemology"

Harding, Sandra. "The Instability of the Analytical Categories of Feminist Theory," *Signs* (1986)

Hartsock, Nancy. "The Feminist Standpoint: Developing the Ground for a Specifically Feminist Historical Materialism." In her *Feminist Standpoint Revisited*. Westview Press, 1998.

Jaggar, ch. 11: "Feminist Politics and Epistemology: Justifying Feminist Theory"

Jones, Kathleen B. "Introduction: Feminist Paradoxes and the Trouble with Authority"

MacKinnon, Catherine. Excerpt from *Toward a Feminist Theory of the State*. Harvard UP, 1989.

Smith, Dorothy. "Woman's Perspective as a Radical Critique of Sociology." In her *The Everyday World As Problematic: A Feminist Sociology*. Northeastern UP, 1989.

Week 5-7--Race and Gender Exclusions: Theory as Problem and Recourse

Anzaldoea, Gloria. *Making Face/Making Soul*

Christian, Barbara. "The Race for Theory"

Lugones, "Hablado Cara a Cara..."

Lugones, "Playfulness, 'World'-Traveling"

Uttal, "Inclusion Without Influence..."

Uttal, "Nods That Silence"

Zinn et. al., "Racism and Women's Studies"

Caraway, *Segregated Sisterhood*

Chapter 1, "'Other' Paradigms and Postcolonial Connections"

Chapter 4, "Gender Tyranny: Coded Bodies, Feminity, and Black Womanhood"

Chapter 5, "'Now I Am Here': Black Women and the First Wave of Feminism"

Higginbotham, Evelyn-Brooks. "The Metalanguage of Race." *Signs* (1994)

hooks, bell. "Black Women: Shaping Feminist Theory." In her *Feminist Theory: From Margin to Center*. South End Press, 1984.

Mohanty, Chandra. "Under Western Eyes" In *Third World Women and the Politics of Feminism.*, ed. Mohanty et. al. Indiana UP, 1992.

Week 8-9--Authenticity and Authority: Speaking for and about Women's Experiences

Alcoff, Linda. "The Problem of Speaking for Others." *Cultural Critique* (Winter 1991-2): 5-32.

Anzaldoea, Gloria. *Making Face/Making Soul*

Alarcón, "The Theoretical Subject(s) of This Bridge Called My Back"

Rebolledo, "The Politics of Poetics: Or, What Am I, A Critic, Doing in This Text Anyhow?"

Section 2, "Denial and Betrayal"

Section 3, "(De)Colonized Selves: Finding Hope Through Horror"

Jones, chapter 5

Sanchez, Carole Lee. "Sex, Class and Race Intersections: Visions of Women of Color." A Gathering of Spirit, ed. Beth Brant. Firebrand Books, 1988.

Scott, Joan. "Experience." Feminists Theorize the Political, ed. Joan Scott. Routledge, 1992.

Week 10-11--Languages and Story-telling: Truth, Knowledge, Power

Allison, Dorothy. Skin: Talking About Sex, Class & Literature. Firebrand Books, 1994.

Anzaldoea, Part 4, "In Silence, Giving Tongue: The Transformation of Silence into (An)other Alphabet"

Jones, chapters 3-4

Lionnet, Françoise. Autobiographical Voices: Race, Gender, Self-Portraiture. Cornell UP, 1989.

Pratt, Minnie Bruce. "Identity: Skin Blood Heart." In Yours in Struggle, by Pratt, Barbara Smith, and Elly Bulkin. Firebrand Books, 1984.

Week 12-13--Feminism and Psychoanalysis

Abel, Elizabeth. "Race, Class, and Psychoanalysis? Opening Questions." In Conflicts in Feminism, ed. Marianne Hirsch and Evelyn Fox Keller. Routledge, 1990.

Chodorow, Nancy. Feminism and Psychoanalytic Theory. Yale UP, 1989.

Ch. 3, "Oedipal Asymmetries and Heterosexual Knots"

Ch. 4, "The Fantasy of the Perfect Mother" with Susan Contratto

Contratto, Susan. "Father Presence in Women's Psychological Development." In Advances in Psychoanalytic Sociology, ed. Jerome Rabow. Krieger, 1987.

Flax, Jane. Thinking Fragments: Psychoanalysis, Feminism and Postmodernism in the Contemporary West. U California Press, 1990.

Rubin, Gayle. "The Traffic in Women: Notes on the Political Economy of Sex." In Toward an Anthropology of Women, ed. R.R. Reiter. Monthly Review Press, 1975

Weeks 14-15--Race, Class, and Gender: Postmodern Perspectives

Butler, Judith. Excerpt from Gender Trouble: Feminism and the Subversion of Identity. Routledge, 1990.

duCille, Ann. "The Occult of True Black Womanhood: Critical Demeanor and Black Feminist Studies." Signs 19 (1994): 591-629.

Fuss, Diane. *Essentially Speaking: Feminism, Nature and Difference*. Routledge, 1989.

hooks. *Yearning*.

Keller, Evelyn Fox. "Feminism, Science, and Postmodernism." *Cultural Critique* (1989): 13:15-32.

Scott, Joan. "Deconstructing Equality vs. Difference: Or the Uses of Post-Structuralist Theory for Feminism." *Feminist Studies* (1988): 14:33-48.

Spivak, Gayatri. Excerpt from *In Other Worlds*. Routledge, 1988.

---. *The Post-Colonial Critic: Interviews, Strategies, Dialogues*. Routledge, 1990.

"The Post-modern Condition: The End of Politics"

"The Post-colonial Critic"

"The New Historicism: Political Commitment and the Postmodern Critic"

Women's Studies Program  
New Course Proposal (II)

## 1. Identification of Proposed Course

1.1 Title, level, and number: Feminist Methodologies and Global Perspectives, graduate level, WOMN 555.

1.2 Hours of credit: 3 hours credit

1.3 Prerequisites: Graduate standing

1.4 Instructor qualifications: Faculty with academic expertise and graduate faculty status

1.5 Special information: WOMN 555 is one of two required core courses in the Graduate Certificate; it can also be used as an elective in other graduate programs.

1.6 Frequency of offering: Every spring

1.7 Catalog description: Examination of a wide range of feminist methodologies, including both disciplinary and interdisciplinary approaches, with an emphasis on global perspectives.

## 2. Rationale

2.1 Reason for developing course: A thorough examination of feminist methodologies is invaluable for understanding the ways in which knowledge is constructed. The emphasis on global perspectives will provide exposure to cutting-edge research and will increase students' abilities to respond to international events and issues. For the Graduate Certificate, the core courses provide the foundation for further work in Women's Studies and in students' home disciplines.

2.2 Prospective demand: All those seeking the Graduate Certificate in Women's Studies will be required to take this course. The course will appeal especially to graduate students in the humanities, social sciences, counselor education, and government policy studies.

2.3 Discussion of the level of the course: Although an undergraduate emphasis on the analysis of gender and/or women's experiences would be beneficial, WOMN 555 does not require a specific undergraduate major. Additional readings may be useful to students with little exposure to feminist thought.

2.4 Relationship of course to courses now offered by the department: No other graduate courses are currently offered in the Women's Studies Program. The Graduate Certificate is, however, a logical continuation for those who earn the undergraduate minor in Women's Studies.

2.5 Relationship of course to courses offered in other departments: The material in this course is interdisciplinary, with a strong emphasis on diversity. There are no others courses similar to WOMN 555. This course would provide a complementary perspective for the proposed Center for Policy Studies.

2.6 Relationship of course to courses offered elsewhere: Many universities that offer graduate degrees have graduate minors or master's degrees in Women's Studies. It is well recognized nationally that specific training in Women's Studies enhances other graduate degrees.

2.7 Relationship of course to University mission and objective: The University "supports diverse scholarship" and "recognizes human diversity" as part of its educational commitment to traditional and nontraditional students. The University's mission statement also recognizes the need "to evolve in response to regional, national, and global changes." WOMN 555 exposes students to diverse interdisciplinary scholarship on women, and it recognizes human diversity with its focus on global perspectives. These emphases are consistent with the University's mission.

### 3. Objectives of Course

The objectives of the course support the overall goals of the Graduate Certificate. They are:

\*to analyze contemporary feminist methodologies from interdisciplinary perspectives and to study their relationship to traditional disciplines;

\*to understand how research methods and results can affect and construct our perceptions of gender, race, class, and sexuality;

\*to broaden and enrich analytical skills by comparing and interpreting various methodological approaches; and

\*to challenge the traditional separation of academic theory from political and professional practice by providing opportunities to apply interdisciplinary approaches.

### 4. Content Outline (see pp. 11-13)

### 5. Student Expectations and Requirements

Students will be expected to write a 20- to 30-page paper analyzing and comparing various methodological approaches; to lead class discussion at least one day; to participate regularly and to keep up with readings; and to fulfill one additional writing assignment (e.g., an annotated bibliography; or a review of the literature of a particular methodological approach).

6. Texts and Special References (see attached Content Outline, pp. 11-13)

7. Bibliography (see attached Content Outline, pp.11-13)

7.1 Listings: See attached Library Resources Form.

7.2 Special Provisions: Available through applicable academic discipline.

7.3 Availability of library resources: All books are currently owned or have been ordered by the library. Additional journal articles will be put on Reserve.

8. Budget Implications

8.1 Proposed Method of Staffing: Existing Women's Studies faculty will teach this course

8.2 Special Equipment Needed: None

8.3 Expendable Materials Needed: None

8.4 Laboratory Supplies Needed: None

9. Recommended Date of Implementation: Spring 1999

10. Indication of Prior Committee Approval      Date:

Women's Studies Curriculum Committee \_\_\_\_\_

Women's Studies Steering Committee \_\_\_\_\_

Graduate Council \_\_\_\_\_

Academic Council \_\_\_\_\_

Behar, Ruth. *Translated Woman: Crossing the Border with Esperanza's Story*. Boston: Beacon Press, 1993. The life story of a Mexican woman, told by a Cuban-born University of Michigan anthropologist who weaves Esperanza's story into her own.

Bozzoli, Belinda. *Women of Phokeng: Consciousness, Life Strategy, and Migrancy in South Africa, 1900-1983*. Portsmouth: Heinemann, 1991. An exploration of the lives of 22 South African women through their own interpretations of their histories.

Mohanty, Chandra, et al. *Third World Women and the Politics of Feminism*. Bloomington: IUP.

Personal Narratives Group. *Interpreting Women's Lives*. Indiana UP, 1989

Reinharz, Shulamit. *Feminist Methods in Social Research*. NY: Oxford UP, 1992.

[packet of additional materials]

Week 1??First Meetings: Introductions

Week 2-3??General Principles: What is a Feminist Methodology?

DuBois, B. "Passionate Scholarship: Notes on Values, Knowing, and Method in Feminist Social Science." In *Theories of Women's Studies*, ed. Gloria Bowles. Routledge, 1983.

Eichler, M. "The Relationship between Sexist, Non-sexist, Women-centered and Feminist Research." *Studies in Communication*, V. 3, 1986.

Fonow, Mary Margaret and Judith A. Cook. Excerpt from *Beyond Methodology: Feminist Scholarship as Lived Research*. Indiana UP, 1991.

Harding, Sandra. "Introduction" and "Conclusions: Epistemological Questions." In her *Feminism and Methodology: Social Science Issues*. Indiana UP, 1987.

Keller, Evelyn Fox. "A World of Difference." In her *Reflections on Gender and Science*. Yale UP, 1986.

Reinharz, Shulamit. *Feminist Methods in Social Research*.

"Feminist Interview Research"

"Feminist Experimental Research"

Video: "Science and Gender with Evelyn Fox Keller"

Weeks 4-5??Patriarchal Methods vs. Non-Sexist Research

Addelson, K. "The Man of Professional Wisdom." In *Discovering Reality*, ed. Sandra Harding and Merrill B. Hintikka. D. Reidel Publ. Co., 1983.

Blau, F. "On the Role of Values in Feminist Scholarship." *Signs*, V. 6, #3, pp. 538-540.

Blier, F. "Lab Coat: Robe of Innocence or Klansman's Sheet?" In *Feminist Studies: Critical Studies*, ed. Teresa De Laurentis. Indiana UP, 1986.

Eichler, Margrit. "Guidelines for Non-sexist Research." Ch. 7, *Non-sexist Research Methods*. Unwin Hyman, 1988.

Halpin, Z.T. "Scientific Objectivity and the Concept of 'the Other.'" *Women Studies International Forum*, V. 12, #3, 1989.

Keller, Evelyn Fox. "Spirit and Reason at the Birth of Modern Science." In her *Reflections on Gender and Science*. Yale UP, 1986.

Reinharz, Shulamit. *Feminist Methods in Social Research*.

"Feminist Content Analysis"

"Feminist Case Studies"

"Original Feminist Research Methods"

Smith, Dorothy. "Institutional Ethnography: A Feminist Research Strategy." In her *The Everyday World as Problematic*. Northeastern UP, 1989.

Wallsgrrove, R. "The Masculine Face of Science." In *Alice Through the Microscope: The Power of Science over Women's Lives*, ed. Brighton Women and Science Group. Brighton Press, 1983.

Weeks 6-7??Ethnographic Concepts

Behar, Ruth. *Translated Woman: Crossing the Border with Esperanza's Story*.

Devault, M. "Talking and Listening from Women's Standpoint." *Social Problems*, V. 37, #1, 1990.

Kelly-Godol, J. "The Social Relation of the Sexes: Methodological Implications of Women's History." *Signs*, V. 1, #4, pp. 809-823.

Oakley, A. "Interviewing Women: A Contradiction in Terms." *Doing Feminist Research.*, ed. Helen Roberts. Routledge, 1981.

Reinharz, Shulamit. *Feminist Methods in Social Research*.

"Feminist Ethnography"

Rosaldo, M. "The Use and Abuse of Anthropology: Reflection on Feminism and Cross-cultural Understanding." *Signs*, V. 5, #3, pp. 389-417.

Week 8??Hearing Women's Voices

Barry, K. "Biography and the Search for Women's Subjectivity." *Women's Studies International Forum*, V. 12, #6, 1989.

Smith-Rosenberg, C. "Writing History: Language, Class, and Gender." In *Feminist Studies: Critical Studies*, ed. Teresa de Laurentis. Indiana UP, 1986.

Personal Narratives Group. *Selections from Interpreting Women's Lives*. Indiana UP, 1989.

Reinharz, Shulamit. *Feminist Methods in Social Research*. "Feminist Oral History"

Weeks 9-11??Feminism and "Third World" Politics

Ong, Aihwa. *Spirits of Resistance and Capitalist Discipline: Factory Women in Malaysia*. NY: Suny, 1987.

Escobar, Arturo. Excerpt from *Encountering Development: The Making and Unmaking of the Third World*. Princeton UP, 1995.

Mohanty, Chandra, et al. *Third World Women and the Politics of Feminism*.

Accad, "Sexuality and Sexual Politics: Conflicts and Contradictions for Contemporary Women in the Middle East"

Barroso and Bruschini, "Building Politics from Personal Lives: Discussions on Sexuality among Poor Women in Brazil"

Chow, "Violence in the Other Country: China as Crisis, Spectacle, and Woman"

Johnson-Odim, "Common Themes, Different Contexts: Third World Women and Feminism"

Mohanty, "Cartographies of Struggle: Third World Women and the Politics of Feminism"

---. "Under Western Eyes: Feminist Scholarship and Colonial Discourses"

Russo, "'We Cannot Live without Our Lives': White Women, Antiracism, and Feminism"

Video: "The Global Assembly Line" (58 min)

Weeks 12-13??Studying Class and Sexism

Croll, Elizabeth. "The Sexual Division of Labor in Rural China." In *Women and Development: The Sexual Division of Labor in Rural Societies*, ed. Lourdes Beneria. NY: Praeger, 1982.

Staudt, Kathleen. "Women Farmers and Inequities in Agricultural Services." In *Women and Work in Africa*, ed. Edna Bay. Boulder: Westview, 1982.

Smith, Joan, et al, *Racism, Sexism and the World-System*, Greenwood Publ. Group, 1989.

Lutz, "Images of Docility: Asian Women and the World-economy"

Wallerstein, "Ideological Tensions of Capitalism: Universalism Versus Racism and Sexism"

Weeks 14-15??Women's Bodies in the World System: Reproduction & Pollution

Greenhalgh, Susa. "Controlling Births and Bodies in China." *American Ethnologist*.

Shiva, Vandana. *Close to Home*. New Society Publishers, 1994.

Shiva, "The Seed and the Earth: Biotechnology and the Colonization of Regeneration"

Usher, "After the Forest: AIDS as Ecological Collapse in Thailand"

Philose, Pamela. "Women Act: Women and Environmental Protection in India." In *Healing the Wounds: The Promise of Ecofeminism*, ed. Judith Plant. New Society Publ., 1989.

Videos: "Manmade Famine," "An African Recovery"

Women's Studies Program  
Course Proposal (III)  
(New Section of Existing Course)

## 1. Identification of Proposed Course Section

1.1 Title, level, and number: Academic Discipline 589: Internship in Women's Studies.

1.2 Hours of credit: 3 hours credit

1.3 Prerequisites: Graduate standing

1.4 Instructor qualifications: A University graduate faculty member from the academic discipline will coordinate the internship. A faculty member from the Women's Studies Program will serve as consultant and liaison.

1.5 Special information: The internship must be pre-approved by the Women's Studies Curriculum Committee.

1.6 Frequency of offering: Annually

1.7 Catalog description: Supervised work situation with cooperating business, industry, social or governmental agency whose primary purpose is advocacy for women. Emphasis on the application of advanced knowledge and skills in women's studies and applicable academic discipline.

## 2. Rationale

2.1 Reason for developing course: Hands-on experience in advocacy work for women is a significant part of women's studies, since it makes an important connection between scholarship and social activism. Working with such an organization will give students an opportunity to question and apply the training in theory and methodologies provided by the Graduate Certificate.

2.2 Prospective demand: All those seeking the Graduate Certificate in Women's Studies will have the option to take this course. It will be of special interest to those students who are also seeking a master's degree from the academic discipline.

2.3 Discussion of the level of the course: The internship is open to graduate students who have taken or are currently enrolled in one of the two core courses, WOMN 545 and WOMN 555.

2.4 Relationship of course to courses now offered by the department: This internship is part of the existing graduate curriculum.

2.5 Relationship of course to courses offered in other departments: Many departments offer internship courses that are appropriate for students seeking the Graduate Certificate.

2.6 Relationship of course to courses offered elsewhere: Many Women's Studies Programs that offer graduate degrees provide internship opportunities. The University of Kentucky and the University of Louisville both offer internships at the graduate level.

2.7 Relationship of course to University mission and objective: The University's commitment to promote inquiry that "contributes to the solution to societal problems" and to provide ways for students to "see the relation between content and practical experience" are supported by the opportunities and requirements of this course.

### 3. Objectives of Course

The main objective of the course is:

\*to provide concrete experience in an organization whose primary purpose is to advocate for women;

\*to challenge the traditional separation of academic theory from political and professional practice by providing opportunities to apply interdisciplinary approaches to projects in the community.

### 4. Content Outline: Not Applicable

### 5. Student Expectations and Requirements

5.1 To negotiate a proposal between the academic discipline and Women's Studies.

5.2 To participate in a setting that serves the needs of women.

5.3 To meet with faculty members at intervals throughout the term.

5.4 To produce field notes, a journal, or a report on activities and their relevance to women's studies course material.

### 6. Texts and Special References: None

### 7. Bibliography: None

7.1 Listings: Library and supplemental materials available in current holdings or through Interlibrary Loan.

7.2 Special Provisions: Available through applicable academic discipline.

7.3 Availability of library resources: Adequate

8. Budget Implications

8.1 Proposed Method of Staffing: The internship experience will require coordination between the Women's Studies Program and the academic discipline and will generate credit to the academic department and the Women's Studies Program.

8.2 Special Equipment Needed: None

8.3 Expendable Materials Needed: None

8.4 Laboratory Supplies Needed: None

9. Recommended Date of Implementation: Spring 1999

10. Indication of Prior Committee Approval      Date:

Women's Studies Curriculum Committee \_\_\_\_\_

Women's Studies Steering Committee \_\_\_\_\_

Graduate Council \_\_\_\_\_

Academic Council \_\_\_\_\_