This document on women's studies is organized into 3 major parts. The first section offers a listing of women's studies courses presently being offered in colleges and universities throughout the U. S. The second part presents a carefully selected group of course outlines and bibliographies that would be of interest to those interested in forming women's studies programs at their own institutions. The third and final part presents brief accounts of 17 women's studies programs currently offered. This last section is meant to serve the needs of students searching for a place to study, faculty interested in places to teach, and students and faculty organizing programs of their own. (HS)
FEMALE STUDIES III

Prepared for the Commission on the Status of Women of the Modern Language Association

Editors: Florence Howe and Carol Ahlum

December 1971

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Elaine Showalter, Douglass College
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ACKNOWLEDGMENTS

For the past eighteen months, the Modern Language Association's Commission on the Status of Women has functioned as a clearinghouse for information on new curricular developments in feminist studies. In December, 1970, the Commission published the first "Guide to Current Female Studies," a list of 110 courses, and Female Studies II, a collection of 66 syllabi and bibliographies. This volume replaces the "Guide" with a "New Guide" and includes additional curricular materials, as well as new information about Programs.

Female Studies III could not have been published without the Modern Language Association's continued support of the Commission on the Status of Women; nor without the cooperation of KNOW, Inc., a women's press, responsible (jointly with Sheila Tobias) for the idea of the series.

We owe special thanks also to the Women's History Research Center, Inc. (2325 Oak Street, Berkeley, California 94708) for their assistance in providing us with information about women's studies especially on the west coast. The Women's History Research Center welcomes inquiries about its publications and services. The Center needs contributions (tax-deductible) so that its important work may continue.

We wish to acknowledge also the assistance of research grant number RO-5085-72-54 from the National Endowment for the Humanities; and the State University of New York/The College at Old Westbury for an office and accompanying services.

Like its predecessors, Female Studies III could not have happened without massive cooperation from more than six hundred people who have used our services as a clearinghouse on women's studies. We will continue to function as a clearinghouse, at least for the purpose of publishing additions or corrections to the New Guide (pp. 1-30). We welcome your comments and advice. We thank you for your generosity.
INTRODUCTION

When Female Studies II was being put together in November, 1970, we had on hand 66 course outlines and bibliographies and several brief essays. We simply printed all the material we had, editing slightly to avoid repetition. At the time, we knew of approximately 50 other courses, 17 of which had already appeared in Female Studies I. One year later, as we began to work on Female Studies III, we had information about more than 600 courses and had received outlines and bibliographies for more than 300 of them. Obviously, the women's movement had spread onto campuses beyond even our optimistic expectations.

Given a similar format and production plan, we could not possibly print all the materials we had received. The limitation on space was increased further by another development in women's studies. Along with the proliferation of course-offerings has gone the growth of formal Women's Studies Programs. Last year at this time, we knew of two Programs--at Cornell and at San Diego State College. This year, we received sufficient information from 17 Programs to fill a book the size of this one. At least as many other institutions or individuals have notified us of their intentions to organize Programs and have asked for information about those in existence.

We decided, therefore, to organize Female Studies III in three parts. First, The New Guide to Current Female Studies (pp. 1-30) makes available as complete a listing as possible at this time of all courses. Second, a carefully selected and severely edited group of course outlines and (more rarely) bibliographies (pp. 31-139) rounds out the curricular materials in Female Studies I and II. Finally, brief accounts of the 17 Women's Studies Programs (pp. 140-181) serve the needs of students searching for a place to study, faculty interested in places to teach, as well as those students and faculty organizing Programs of their own.
This is not the place for a lengthy analysis of women's studies. For one thing, Female Studies IV: Teaching About Women, published simultaneously with this volume, will contain such an overview as well as essays by teachers of women's studies. For another, editing this volume has taken time away from essay-writing.* But we wish to comment here on several matters of particular consequence to the users of this volume.

First, the selection of courses for inclusion here. Since space was limited and courses were numerous, we established several simple guidelines: we would publish course descriptions that offered more than a bibliography; we would not publish anyone who had appeared in Female Studies II; we would publish not more than one course by a single individual; in general, we would not choose courses from Programs, since they were to have a good deal of space later in the volume. (We made exceptions to the last guideline when courses were unique.) On the other hand, we deliberately sought courses from teachers at small colleges and in Programs outside the academic world so as to illustrate the breadth of the movement. We were not, however, calculating enough about geographical distribution, and we regret, therefore, the repetition of several institutions represented among the 54 courses described.

What do the 54 courses included here tell us about the 600 courses we know are being offered nationally? The bulk of those 600 are still what we called, in Female Studies II, "Introductory and Interdisciplinary." And similarly large groups come from departments of English, Sociology and History (where women are employed in relatively generous proportions), and are also "introductory" or survey-like in character. In Female Studies III, we have published no general introductory courses, unless they are offered by "professional" departments (see below). Of the 83 course descriptions received from teachers of English, we selected 11; of 38 from historians, 6; of 48 from sociologists, 5. Taken alone, therefore, the courses included in Female Studies III do not offer an accurate national picture of curriculum. The
contents of Female Studies II are probably more generally representative of the 600 courses. The new volume must be read developmentally, placed beside the earlier volumes.

We were necessarily more inclusive with regard to fields where the supply of courses is minimal. We have published all the writing (1), French (2), economics (2), and anthropology (2) courses received; half of those from political scientists (4) and a third of those sent by psychologists (2). Similarly, we include one high school course, the first of a long and promising series of curricular developments in public school education.**

Like the single high school course, we received unique course descriptions also from a number of professional schools, graduate and undergraduate. We have grouped these courses along with a handful from education departments and schools and two from law schools (selected from a group of 7 because of their length and complexity) into a section called "Professional/Vocational." Several of these courses are varieties of the by now traditional "Introductory and Interdisciplinary," but they spring from new institutional affiliations, and in several cases are offered with the special consciousness that goes with breaking new ground. We see this as an important development in women's studies.

Like the spread of women's studies to the high school and into professional schools, the rapid development of Programs signals a future in which the question is not "should we" but "how should we?" The 17 Programs suggest not only that there are various strategies underway but that, in some cases, lessons have been learned from the precedents of Black Studies Departments and other alternate or parallel institutional experiments. Finally, if there is any doubt about the still strong connection between women's studies and the larger women's movement, consider the geographical distribution of Programs: Up the west coast from San Diego to Oakland to San Francisco to Sacramento to Portland and Seattle; Down the east coast from Vermont to Massachusetts to New York (and across from New
York City to Buffalo) out to Pittsburgh and down to New Jersey and Maryland.
With the single exception of Chicago (where there is a strong movement Program)
Women's Studies Programs follow the strength of the women's movement.

Old Westbury, 1971

---

* We are writing an essay on curriculum for Academic Women on the Move, edited
by Alice Rossi, to be published late in 1972. For a mimeographed copy, write
to the authors after February (Box 210, Old Westbury, New York 11568).

** If you know of individuals teaching women's studies courses in elementary
or secondary schools, please ask them to send their names to Carol Ahlum
(MLA Clearinghouse on Curriculum, Box 210, Old Westbury, New York 11568).
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Lucille Kuehn (Director of Program Development)  
Lynn Osen (Extension Division)  
Mary Kay Ritchie (English)  
Nancy Boxley Tepper (Extension Division)

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Women in Culture  
Women in Literature  
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Women Understanding the Female Personality  
**Linguistic Behavior of Male and Female  
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at LOS ANGELES 90024

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Virginia Gadt, Martin Van Buren, and Rick Tuttle (History)  
Temma Kaplan (Economics)  
Nancy Reeves (Law)

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Socio-Legal Status of Women and Children  
Relationships Between the Sexes  
Women and Capitalism  
Stereotypes of Woman's Place

at SAN FRANCISCO

University Extension

David Bearman  
Rosalyn Haberkern  
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Woman as Liberator: A Dramatic View  
Women by Women (Literature)  
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Sociology of Deviant Worlds: Homosexuality

at SANTA BARBARA 93106

Nancy Hoffman (English, see Portland SU)

Women in Literature

69-70
at SANTA CRUZ 95060
Arlie Hochschild (Sociology, see UC Berkeley)
Madeline Hummel (English)
Nancy Tanner, Adrienne Zihlman (Anthropology)

#CAMBRIDGE - GODDARD GRADUATE SCHOOL
Ann Froines, Linda Gordon, Sheli Wortis, Rochelle Ziegler

1878 Mass. Ave.
Cambridge, Mass. 02140

CANADA COLLEGE
Redwood City, Calif.

[no teacher indicated]

CARDOINAL CUSHING COLLEGE
Brookline, Mass. 02146

Rochelle Ziegler (History) and Ms. Simon

CARLETON COLLEGE
Northfield, Minn. 55057

Kirk Jeffrey (History)
Miriam Lacher (Psychology)

CARNEGIE-MELLON UNIV.
Pittsburgh, Pa. 15213

Lois Josephs Fowler (English)

CASE-WESTERN RESERVE UNIVERSITY
Cleveland, Ohio 44106

Marge Grevatt (American Studies)

CATHOLIC UNIVERSITY
Washington, D.C. 20017

Dr. Mednick (Psychology, at Howard U.)

CEDAR CREST COLLEGE
Allentown, Pa. 18104

Alice Kenny (History)
Leona Nelson (Sociology)
Alison Sulloway (English)

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Studies in Fiction: Men and Women Novelists 70-72
Studies in Fiction: Women's Consciousness 71-72
Biological and Cultural Bases of Role Behavior 71-72

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American Women: the Struggle for Liberation 70-72

Psychology of Women 71-72
Woman Thinking 71-72
The Sexual Revolution Jan. 70
Changing Sex Roles 71-72
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<tr>
<th>Institution</th>
<th>Instructor(s)</th>
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<tr>
<td>CHICAGO, UNIVERSITY OF Chicago, Illinois 60637</td>
<td>Joan Lasser (Downtown Extension)</td>
<td>Women</td>
<td>70-71</td>
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<td>Judy Lane Laws (Psychology, now at Cornell)</td>
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<td>69-70</td>
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<td>Paula Foster (Sociology)</td>
<td>Sociology of Women</td>
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<td>Liz Butters, Jenny Knauss, Vivian Rothstein</td>
<td>Study Group on the Family</td>
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<td>Debbie Dobbin, Linda Friedman</td>
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<td>Ellen Dubois</td>
<td>Women in the 20th c. United States 70-71</td>
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<td>Sue Flynn</td>
<td>High School Women's Liberation</td>
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<td>Robin Kaufman</td>
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<td>Women's Role in Cross-Cultural Perspective</td>
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<td>CINCINNATI, UNIVERSITY OF Cincinatti, Ohio 45221</td>
<td>Sue Cox (Psychology)</td>
<td>Evaluation of Female Personality 70-71</td>
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<td>Tamara K. Hareven (History)</td>
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<td>COLORADO STATE UNIVERSITY Fort Collins, Col. 80520</td>
<td>Margaret Hazaleus (Coordinator, Student Programs)</td>
<td>Contemporary American Women 70-72</td>
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<td>Amy Hackett (History)</td>
<td>Women in European History 71-72</td>
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<td>Esther Westervelt (Teachers College)</td>
<td>Educational And Vocational Implication of Bio-Social Sex Differences</td>
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CONNECTICUT, UNIVERSITY OF
Storrs, Conn. 06268
Shirley Raissi Bysiewicz (Law)
Joan Joffe Hall (English)
Marcia Lieberman (English)

#CORNELL UNIVERSITY
Ithaca, NY 14850
Susan Beraud (Education)
Jennie Farley (Rural Sociology)
Karen Feeny (Biological Sciences)
Andrew Hacker (Government)
Joy Ososky and others (Human Development and Family Studies)
(John Ososky now at Temple University)
Joanna Buss (English)
Barbara Wertheimer and Molly Burkart (Industrial and Labor Relations)
Mary Tyler Knowles (English)

DARTMOUTH COLLEGE
Hanover, NH 03755
Barbara Gates (Extension Division)
Settles (Extension Division)
Takahasiki (Extension Division)
Sandra Husbands (Sociology)
Mary Lou Finley (Sociology)
Linda-Gay Martos (Philosophy and Religion)

DELAWARE, U. OF
Newark, Del. 19711

DEPAUL UNIVERSITY
Chicago, Ill. 60604
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Pleasant Hill, Calif. 94523

Marilyn Braiger (History)  
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Lois Banner (History)  
History of Women in America 71-72

Mary Howard (Sociology)  
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Earrett Mandel (English)  
Literature of Autobiography: Men and Women 70-71

Dorothy Redden (English)  
**Coming of Age 70-71

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**Literature of Women's Liberation 70-72
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Department of English  
*Women Writers and the Feminine Mystique 69-70

DUKE UNIVERSITY  
Durham, N.C. 27706

Diane Alstad (French)  
[no title received]

Juanita Kreps (Economics), Anne Scott (History), Richard Kramer (Psychology), and Judith Fortney (Sociology)  
Contemporary Women: History and Prospects 70-71

Karla Simon, Karla Harbin (Law)  
Women and the Law 71-72

Peggy Simpson  
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Irene Thompson (English)  
Women in Literature from Ovid to Mailer 70-71

Sandra Herrmann (History)  
Women in American Politics and Social Movements 70-71

Lois McCarty (Sociology)  
Sex Roles and Sex Stereotyping 70-71

Bernice Zelditch (English)  
**American Women Poets 70-72

Department of English  
Freshman English: Literature by Women (three sections) 71-72
FRESNO STATE COLLEGE
Fresno, Calif. 93726

Lillian Faderman (English)
Judy Rosenthal (English)
Ingrid Wendt (English, now living in Eugene, Oregon)

GEORGETOWN UNIVERSITY
Washington D.C. 20007

Barbara Bowman (Law)

GEORGE WASHINGTON UNIVERSITY
Washington D.C. 20006

Gladys Kessler and Sue Ross (Law)

GODDARD COLLEGE
Plainfield, Vermont 05667

Marilyn Salzman-Webb
Judith Weiss (Education)
Fontaine Belford (English)
Gretel Chapman (Fine Arts)
Florence Howe (English, see Old Westbury, NY)
Alice Rossi (Sociology)

GOUCHER COLLEGE
Towson, Md. 21204

Fontaine Belford (English)
Gretel Chapman (Fine Arts)
Florence Howe (English, see Old Westbury, NY)

GUSTAVUS ADOLPHUS COLLEGE
St. Peter, Minn. 56082

Patricia Dean

HAMPDEN-SMITH COLLEGE
Amherst, Mass. 01002

Gayle Hollander (Social Sciences)
Sheila Houle (Literature)
Lester Mazor (Social Sciences)

HAMPSHIRE COLLEGE
Amherst, Mass. 01002

Gayle Hollander (Social Sciences)
Sheila Houle (Literature)
Lester Mazor (Social Sciences)

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Robert Rardin (Social Sciences)  
Hartford, Conn. 06105  
Human Sexuality  
70-71

Sneila Tobias (Coordinator, see Wesleyan U.)  
Ruth Ginsberg (Law)  
Matina Horner (Social Relations)  
Barbara Miller Solomon (Assistant Dean)  
Shirley Weitz (Psychology, see Wheaton College)  
Dneila Tobias (Coordinator, see Wesleyan U.)  
Hartford, Conn. 06105  
Lecture Series on Women  
71-72

HARVARD UNIVERSITY  
Cambridge, Mass. 02138  
Sex Discrimination and the Law  
71-72

**Pro-Seminar: Feminine Personality**  
70-71

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**Sex Roles: Psychological and Sociological Implications**  
70-71

HIRAM COLLEGE  
Hiram, Ohio 44134  
Colloquium: Sexual Politics  
70-72

HUMBOLDT STATE COLLEGE  
Arcata, Calif. 95521  
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HUNTER COLLEGE  
New York City 10021  
Women in Contemporary Society  
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JOHN CARROLL UNIVERSITY  
Cleveland, Ohio 44118  
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JOHNS HOPKINS UNIVERSITY  
Baltimore, Md. 21218  
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ILLINOIS, UNIVERSITY OF  
at CHICAGO MEDICAL CENTER 60680  
Women: Ideologies, Interactions, Situations  
70-71

at URBANA 61801  
Women in American Literature  
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Pauline Bart (Sociology)  
Women in America  
70-71

Nina Baym (English)  
Politics of Women's Liberation  
70-71

Bernice Carroll (Pol. Science)  
 Politics of Women's Liberation  
70-71
ILLINOIS INSTITUTE OF TECHNOLOGY
at CHICAGO 60680
Galen Cranz (now at Princeton U.)

INDIANA UNIVERSITY
Bloomington, Indiana 47401
Priscilla Allen (English)
Patricia Deduck (Comp. Literature) and Pamela Bennett (English)
Maccia (Phil. of Education), Peterson, (Psychology), Ramaley (Philosophy), Rogers (Student Personnel), Allen (English)

at SOUTH BEND 46615
Margaret Trowe (History)
Gloria Shapiro (English) and others

IOWA, UNIVERSITY OF
Iowa City, Iowa
Carol Ehrlich (American Studies, see U. of Maryland)
Patricia Addis (American Studies)
Nancy Dykes (Experimental College)
Dolores Noll (English)

KENT STATE UNIVERSITY
Experimental College
Kent, Ohio 44240
Selma Burkom (English)

KIRKLAND COLLEGE
Clinton, NY 13323
Lynda Blumenthal

LANEY COLLEGE
Oakland, Calif. 94606
Norma Hall
Lisa Kubens

LESLEY COLLEGE
29 Everett, Cambridge, Mass. 02138
Women's Studies Staff
Miriam Ritvo (Dean of Students)

LEWIS AND CLARK COLLEGE
Portland, Oregon 97219
Susan Kirschner (English)

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   Virginia Woolf  70-71

Joan Engle (Continuing Ed.) Media's Manipulation of Women 71-72

Norma Gluckstern (Continuing Ed.) Many Roles a Woman Can Play 71-72

Susan Grant (Continuing Ed.) Women and Applied Ecology 71-72

Susan La France (Continuing Ed.) Female Identity And Sexuality 71-72

Elaine Marks (French) Women and French Literature 71-72

Charles Page (Sociology) Sex and Sex Roles 70-72

Lois Phillips (Continuing Education) Communicate With Confidence 71-72

Alice Sargent (SW Residential College) Sex Stereotyping 71-72

Marianne Simon (Continuing Education) Intro. to Values Clarification 71-72

Helen Smith (Continuing Ed.) Assumptions about Women 71-72

Nina Alonso (English) Women Writers 70-72

Mary Anne Ferguson (English) **Image of Woman in Literature 70-72

Linda Gordon (History) Seminar on Women in European History 70-71
   (see Cambridge-Goddard)

Ritta Horsley (German) **Images of Women in German Literature 70-71

Linda Hunt (English) **Men and Women in 19th Century Literature 70-72

Monica McAlpine (English) Love in the Middle Ages 71-72

Rosamund Rosenneier (English) Colonial American Literature: the
   Captivity Theme 71-72

Annis Pratt (English, see Wisconsin/
   Madison) Readings in Feminist Fiction summer '71

Naome K. Gilbert Sociology of the Women's Movement 70-71
   Social Dynamics of Sex Roles 71-72
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<td>Ann Clay</td>
<td>Status and Psychology of Women</td>
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<td>Role of Women in Society</td>
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<td>Larry Krupka</td>
<td>Psychology of Women</td>
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<td>Judith Hardwick</td>
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<td>East Lansing, Michigan 48104</td>
<td>Nancy Moustakas (School of Social Work)</td>
<td>History of Women in America</td>
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<td>MICHIGAN, UNIVERSITY OF</td>
<td>Kathryn Sklar</td>
<td>On Being a Woman</td>
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<td>Ann Arbor, Michigan 48104</td>
<td>Diana Ekman (English), Ms. Arias, Ms. Provence</td>
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<td>MILLIS COLLEGE</td>
<td>Clark Chambers</td>
<td>Men and Women in U.S. Today</td>
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<td>Oakland, Calif. 94613</td>
<td>Caroline B. Rose</td>
<td>Life Styles of Educated Women</td>
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<td>MINNESOTA, UNIVERSITY OF</td>
<td>Anne Thorsen Truax</td>
<td>Freshmen English: Women (two sections)</td>
<td>71-72</td>
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<td>Minneapolis, Minn. 55455</td>
<td>Department of English</td>
<td>The Role of Women in Modern History</td>
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<td>Rebecca Wells</td>
<td>History of Women in United States</td>
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<td>Susan M. Hartmann</td>
<td>Changing Image of Women in Literature</td>
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<td>MISSOURI, UNIVERSITY OF at St. LOUIS 63121</td>
<td>Valerie Lagorio</td>
<td>**Economy and Sociology: Women</td>
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<td>Marjorie Childers</td>
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<td>James Ellis</td>
<td>**Daughters and Ducats</td>
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<td>South Hadley, Mass. 01075</td>
<td>Maureen Flory</td>
<td>Roman Women</td>
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<td>American Voice in Poetry</td>
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<td>Women in Hispanic Literature</td>
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<td>Through the Eyes of Women: Perspectives on Britain and America</td>
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<td>Albuquerque, NM 87106</td>
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<td>NEW SCHOOL OF SOCIAL RESEARCH</td>
<td>Carol Turbin (Sociology)</td>
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<td>66 W. 12th St. NYC 10011</td>
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<td>/BARUCH COLLEGE 10010</td>
<td>Frances Barasch (English)</td>
<td>Woman as Subject and Object in English and American Literature</td>
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<td>/MANHATTAN COMM. COLLEGE 10020</td>
<td>R. Leavitt (Psychology)</td>
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<td>Nan Maglin (English)</td>
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<td>Phyllis Chesler (Psychology)</td>
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<td>**NEW YORK, STATE UNIVERSITY OF at BUFFALO 14222</td>
<td>Ken Barney (Sociology)</td>
<td>Society, Sex Roles and Liberation</td>
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<td>% College of Women's Studies 108 Winspear Ave.</td>
<td>Gloria Beutner (English)</td>
<td>Women in American and British Literature</td>
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<td>Julie Boddy (Humanities)</td>
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<td>Gail Cook and Kathy Klug</td>
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Jane Donahue  
Women in The Labor Force  71-72

Fran Fabian  
Women and the Welfare System  71-72

Linda Felix  
Living on the Earth  71-72

L. Chantal Jennings (French)  
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Elizabeth Kaiser, Clarice Lecher  
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Liz Kennedy (American Studies) and others  
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Liz Kennedy and Margaret Small (American Studies)  
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Liz Kennedy, Margaret Small and Angela Keill  
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Adeline Levine (Sociology)  
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Laura Morgulis  
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Kathleen McCarthy and Diane Weckerle  
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Carol Olicker (English)  
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Bernice Poess (Admin. Assistant)  
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Carol Reichenthal  
Toward a Feminist Psychology  71-72

Jan Root  
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Mary Schwartz (Social Policy and Community Services)  
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Ann Scott (English), Siggelkow, Nelson, Mary Swartz  
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Margaret Small (American Studies)  
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Staff  
Childcare  71-72

Christine Stry  
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Marian Thacher  
Writing Workshop  71-72
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Madeline Williamson (Music)  Women in Music  71-72
Bonnie Zimmerman (English)  Women and Literature  70-71
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Evelyn Acomb Walker (History)  Women in History  71-72
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Eugene Link (History)  History of American Women  70-72
Joseph Katz (Human Development and Ed. Policy)  Role of Women in Modern American Society  70-71
Ilse Dusoir Lind (English)  Image of Women in American Literature  70-71
Anne Driver  Sexuality and the Sexes  69-72
Thayer Green (Religion Dept.)  Women and the Law  69-72
Eleanor Holmes Norton (Law)  Language of Sexism  71-72
Mary Orovan (School of Continuing Ed.)  Sexual Liberation Movements  71-72
Rosalyn Regelson (School of Continuing Ed.)  Woman as Artist  71-72
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Mary F. Lewis (History)  Women in History  71-72
Lillian Broderick (English)  Images of Women in Literature  71-72
Project Hinton and Paula Goldsmid (Psych.)  *Sex Roles in Contemporary Society  69-70
Jane DeHart Matthews (American Studies)  Social Protest Movements: Women  70-71
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<td>NORTH SEATTLE COMMUNITY COLLEGE</td>
<td>Joy Belle Conrad-Rice</td>
<td>Women's Rights, Women in Society</td>
<td>70-71</td>
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<td>1718 Broadway, Seattle 98122</td>
<td>Helen Sommers</td>
<td>Women's Rights, Women's Economic Discrimination</td>
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<td>NORTHAMPTON JR. COLLEGE</td>
<td>Sandy Durrett</td>
<td>[No title received]</td>
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<td>Northampton, Mass. 01060</td>
<td>June Sochen (History)</td>
<td>**Women in American History</td>
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<td>NORTHEASTERN ILLINOIS STATE COLLEGE</td>
<td>Rosemary Hurkamp (History)</td>
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<td>Chicago, Ill. 60625</td>
<td>Eleanore Godforey and Hannah Marshall</td>
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<td>NORTHEASTERN UNIVERSITY</td>
<td>Barbara White (English)</td>
<td>Woman—Myth</td>
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<td>Boston, Mass. 02115</td>
<td>Roberta Miller (History)</td>
<td>Status Of Women in America</td>
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<td>NORTHERN ILLINOIS U DeKalb, Ill. 60115</td>
<td>Wayne Lawson (Comp. Literature)</td>
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<td>NORTHWESTERN UNIVERSITY</td>
<td>Maris Mate (History) and Carol Loss (History)</td>
<td>Attitudes Toward Women in Middle Ages</td>
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<td>Laurel Walum (Sociology)</td>
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<td>OBERLIN COLLEGE</td>
<td>Helen Weinland (History) and Mary Young (History)</td>
<td>History of Women's Movements in U.S. and England: 19th and 20th c.</td>
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<td>Oberlin, Ohio 44074</td>
<td>Margaret DeBolt (Division of Continuing Education)</td>
<td>Women's Liberation—Now?</td>
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<td>OHIO STATE UNIVERSITY</td>
<td>Irma Sherwood and Don Taylor (English)</td>
<td>18th Century Women Writers</td>
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<td>Columbus, Ohio 43210</td>
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<td>French Feminist Literature</td>
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Karen Romer (English)  Roles and Images of Women in Medieval Literature  70-71
Cynthia Secor (English)  Female Novelists  71-72
Carroll Smith-Rosenberg (History)  History of Women in America  70-71
Norma Shapiro (Law)  Women and the Law  70-71

Nancy Donnelly (English) and Judy Rosenthal (English, see Frsno SC)  Women in Literature  70-72
Susan Kleinberg (History)  20th Century Women Writers  70-72
Marcia Landy, (English), Rosenthal, Kleinberg  History and Social Views of Women 69-70
Pru Rains, Landy, Rosenthal, and Gail Hornstein  Social and Literary Views of Women  71-72
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Elaine David  Changing World of Black Women  70-71
Judith Kapsal  Basic Feminism  70-71
Leah Klarmann  Basic Accounting  70-71
Frances Kolb  Women in 19th and 20th Century America  70-71
Rosemary McLaughlin  Pre-Teen Attitudes Toward Men and Women  70-71
Richard Ricker  Non-Fiction Writing  70-71
Pete Saelle  Self Defense  70-71
Linda Scott  Basic Information About Money  70-71
Audrey Wells  Female Domain of Politics  70-71

Lauren Blank (Philosophy)  Ethics and Women's Liberation  71-72
Lauren Blank, Nancy Hoffman (English) Introduction to Women's Liberation 71-72
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Horowitz (History) Poetry and the Female Consciousness 71-72
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Nona Malbin-Glazer (Sociology) Analysis of Changing Roles of Women 70-71
Hugo Maynard (Psychology) Sociology of Women 70-72
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*Politics of Male-Female Relations 69-70
Comparative Politics of Male-Female Relations and Modernization 71-72
Ann Wood (English) and Nancy Weiss (History) **Women in America 70-71
Ellen Morgan (Adult School) **Exploring the New Feminism 70-71
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<th>Institution</th>
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<td>Queens College</td>
<td>Rosalyn Baxandall (General Studies)</td>
<td>Seminar For, By and About Women in America</td>
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<td>Richard Davis (History)</td>
<td>**Feminine Mystique in American Fiction The Feminist Movement</td>
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<td>Wendy Martin (English)</td>
<td>The Many Faces of Eve</td>
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<td>Warner Berthoff (English) and Jeannette Bailey Cheek, John O'Connell</td>
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<td>Contemporary Womanhood</td>
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<td>Redlands, University of Isabel Conneil, Johnston College</td>
<td>Susan Reis (Education)</td>
<td>Issues and Perspectives in American History: Women</td>
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<td>Regis College</td>
<td>Ann Guggenheim (History)</td>
<td>The Gilded Age: Women in 19th Century America</td>
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<td>Sr. Madeline Nevins (English)</td>
<td>Sexual Politics: Women in Lit.</td>
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<td>Maurine Greenwald (History)</td>
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<td>Femininity: Roles and Conflicts</td>
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<td>C. Booth, M. Keenan, R. Wang (Nursing)</td>
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<td>Helen Upton, Wilson Ferguson (History)</td>
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Kristen Amundsen (Government)  
Betty Berutti (English)  
Alberta Curley (Anthropology)  
Margaret Goodart (History)  
Mary Jane Hamilton (History)  
Sue Ellen Jacobs (Anthropology)  
Karen Kennedy & Louise Kantor (Sociology)  
Elizabeth McDonald  
Betty Moulds (Government)  
Janet Shaban (Psychology)  
Ellen Smith (English)  
Sally Wagoner & Sandi Wilson  
Sally Wagoner (Psychology)  
Joan Wilson (History)  

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[no title received]  71-72  

Alan Graebner (History)  
Nancy Y. Hoffman (English)  
Judith Taylor (English, see San Diego SC)  
Ellen Bravo  
Dana Greene (History)
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<td>ST. PETER'S COLLEGE</td>
<td>Renee Kogel (History)</td>
<td>Women: A History</td>
<td>70-71</td>
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<td>SALEM COLLEGE</td>
<td>Mildred Byers</td>
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<td># SAN DIEGO STATE COLLEGE</td>
<td>Barbara Kessel (W.S. Program)</td>
<td>Socialization Process of Women</td>
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<td>Joyce Nower (W.S. Program)</td>
<td>Women and Education</td>
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<td>Carol Rowell (W.S. Program)</td>
<td>**Female Characters</td>
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<td>Roberta Salper (W.S. Program)</td>
<td>**Women Writers</td>
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<td>Rose Sommerville (Sociology)</td>
<td>Field Experience</td>
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<td>**Current Issues in the Women's</td>
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<td>SAN FERNANDO VALLEY STATE COLLEGE</td>
<td>Vern Bullough (History)</td>
<td>Sociology of the Family</td>
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<td>Jane Prather (Sociology) and Linda Fidel (Psychology)</td>
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<td>Continuing Ed. for Women: Seminar</td>
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<td>Eileen J. Rossi (Literature), Marcia Aron (Sociology) and Maryann Agustinovich (Psychology)</td>
<td>Women in the Modern World</td>
<td>70-72</td>
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<td>Beatrice Bain (Social Sciences)</td>
<td>Women as a Social Force</td>
<td>70-71</td>
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<tr>
<td>San Francisco 94112</td>
<td>Maria Domínguez (La Raza Studies)</td>
<td>La Raza Woman</td>
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<td>#SAN FRANCISCO STATE COLLEGE</td>
<td>Diana Ekman (Sociology)</td>
<td>Woman as a Social Force</td>
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<td>San Francisco, Calif. 94132</td>
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<td>Cultural Change Theory: Women</td>
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<td>Lois Flynne (Social Sci.)</td>
<td>Science and the Study of Women</td>
<td>San Jose State College</td>
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<td>Susan Griffin (English)</td>
<td>Voice of Women in Contemp. Lit.</td>
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<td>Jane Gurko (English)</td>
<td>Freshman Composition: Women in Literature</td>
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<td>The Written Woman</td>
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<td>Women's Legal History in United States</td>
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<tr>
<td>Eva Kollisch (English)</td>
<td>Women in Literature</td>
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<td>Gerda Lerner (History)</td>
<td>**The Many Worlds of Women</td>
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<td>Greta Nemiroff (Eng.) and Christine Garside (Phil.)</td>
<td>The Nature of Women</td>
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<td>Gloria DeSole (English)</td>
<td>Women in Literature</td>
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<tr>
<td>Mary Lynn (American Stud.)</td>
<td>Women in American Culture</td>
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Maurianne S. Adams and Mary Schroeder (English)
David Allmendinger (History)
Robert Averitt (Economics)
Susan Bauerque (Pol. Science)
Susan Bauerque and Jean Grossholtz (at Mt. Holyoke, Pol, Sc.)
Leonard Bickman (Psychology)
Ely Chinoy (Sociology)
Jan Dizard (Sociology)
Martha Fowles (Sociology)
Gerda Lorenz (Sociology)
Allen Weinstein (History)
Shelley Fedanzo and Patricia Raleigh (History)
Janice Wilson (English)
Elaine Dallman (English) and Annette Brodsky (Psychology)
Elizabeth Nall (Sociology), Annette Brodsky, Judy Little (English)
Carl Degler (History)
Penny Gold (Medieval Studies)
Linda Nochlin Pommer (see Vassar, Art)
Bryan Strong (History)

Literary Perspectives on Women 71-72
**Women's Rights Movement in America 70-71
**Pro-Seminar : Women in US Economy 70-71
**Sex and Politics 70-71
Sex and Politics 71-72
Male and Female 71-72
**Introduction to Soc.: Women in American Society 70-71
**Sociology of the Family 70-71
Introduction to Soc.: Sex Roles 71-72
Introduction to Soc.: The Family 71-72
The Family—And What of its Future? 70-71
**Approaches to the Study of American Feminism 70-71
Women in History 70-71
Women in Literature 70-71
Status of Women in Contemporary Society 71-72
Women Writers 71-72
*Race and Sex in the United States 69-71
Women in Cross-Cultural Perspective 70-71
Women in the Middle Ages 71-72
Image of Women in Art 70-71
American Feminism 70-71
STOUT STATE UNIVERSITY
Menomonie, Wisconsin 54751

SUFFOLK COUNTY COMMUNITY COLLEGE
Selden, N.Y. 11784

SYRACUSE UNIVERSITY
Syracuse, NY 13210

TEMPLE UNIVERSITY
Philadelphia, Pa. 19122

TEMPLE BUELL COLLEGE
Denver, Colorado 80220

TEXAS, UNIVERSITY OF
Austin, Texas 78712

TORONTO, UNIVERSITY OF
Toronto, 5, Ontario, Canada

TOWSON STATE COLLEGE
Towson, Maryland 21204

TUFTS UNIVERSITY
Medford, Mass. 02155

URSULINE COLLEGE
Cleveland, Ohio 44124

VASSAR COLLEGE
Poughkeepsie, N.Y. 12601

Sheila Tobias (See Wesleyan) and Ella Kusnetz

Sandra Lichenstein

Blanche Gelfant (English)

Joan Mandel (Sociology)

Margaret Masson (History, see U. of Maryland)

Charlotte Walt

Susan Crawford (American Studies)

Natalie Zeman Davis & Jill Conway

Barbara Martineau (English)

Fred Rivers (History)

JoAnn Fuchs (Philosophy)

Zella Luria (Psychology)

Adele Simmons (Dean, Jackson College) and Zella Luria

Sherrin Wyntjes (History) and Pat Arnold

Sister Michael Francis (English)

Sister Maureen Connors & Staff (Interdisciplinary Studies)

William Chafe (History)

Linda Nochlin Pommer (Fine Arts)

Topics in Family Studies

Sexism and the Humanities

Women and the Novel

Sociology of Women

Women in American History

Sociology of Women

The Woman Intellectual

History of Women: 1400-present

Women in the Twentieth Century

Biographical Studies in History: American Women

The Idea of Women in Philosophy

Psychology of Women

Women in America

Women as a Minority Group

Women in Literature

Contemporary Woman

Women in America

**Image of Women in 19th & 20th Century Art

Image of Women in Modern Art

summer 71

summer '71

summer 71

summer 71

summer 71

summer 71

summer 71

summer 71

summer 71

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71-72
VERMONT, UNIVERSITY OF
Burlington, Vermont 05401

Virginia Clark (English)  Women in Literature  70-71

Mary Aikin (History)  Women's Rights and Feminism  70-71

Julie Coryell & Anne E. Schwiesow  Women  70-71

Barbara Gardner & Joyce Nielson (Sociology)  Sociology of Sex Differences  70-71

Lynn Igitzen (Political Science) & Ann Johnson  Patriarchal Politics  70-71

T.F. Lewin and Lenora D. Mundt (Social Work)  Feminism and Contemporary Social Work Practice  71-72

Patricia Onion and Carolyn Platt (Eng.)  Role of Women in U.S. Economy  70-71

Tanya Roberts (Economics)  Economics of Race, Sex and Age Discrimination  71-72

Anne Firor Scott (see Duke U., History)  Search for the American Women  summer 71

P. VandenBerghe (Sociology)  Age and Sex Differences  71-72

Seena B. Kohl (Sociology)  The Family  71-72

WEBSTER COLLEGE
St. Louis, Missouri 63119

Patricia Spacks (English)  **Women Writers and Women's Problems  70-71

Ruth Benson (English)  Images of Women  70-71

Images of Women and Autobiography  71-72

Michael Danhy (French) and Priscilla Meyer (Russian)  Feminine Roles in French and Russian Literature  71-72

A. Gold (Psychology)  Psychology of Women  71-72

Donald Meyer (History)  History of Women  70-71

Sex, Race and the Profession of History  71-72

Carol Ohmann (English)  Women Writers  71-72

WESLEYAN UNIVERSITY
Middletown, Conn. 06457
<table>
<thead>
<tr>
<th>Institution</th>
<th>Faculty Name</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>WESTERN COLLEGE</td>
<td>Sheila Tobias</td>
<td><strong>Colloquium on Women in History</strong></td>
<td>70-72</td>
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<td>(Assoc. Provost)</td>
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<td>Richard Vann</td>
<td><em>Status of Women History of the Family</em></td>
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<td>Lynn Millard</td>
<td>Women's Liberation</td>
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<td>WEST VALLEY JR. COLLEGE</td>
<td>Mary Harrison</td>
<td>Women's Liberation</td>
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<td>WHEATON COLLEGE</td>
<td>Lee Flanagan</td>
<td>Women in Modern Fiction</td>
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<td>Peggy Rosenthal</td>
<td>Women and Literature</td>
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<td>Jane Ruby</td>
<td>Women in Western Civilization</td>
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<td>Dorothea Wender</td>
<td>Women, Sex, and Love in Greece and Rome</td>
<td>71-72</td>
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<td>Shirley Weitz</td>
<td>Psychology of Sex Roles</td>
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<td>Nancy Cort</td>
<td>Social History of Women in America</td>
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<td>WILLIAMS COLLEGE</td>
<td>Fredrick Rudolph</td>
<td>The American Woman</td>
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<td>Williamstown, Mass. 01267</td>
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<td>WISCONSIN STATE UNIVERSITY</td>
<td>Ron Hogeland</td>
<td>The American Woman</td>
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<td>at STEVENS POINT 54481</td>
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<td>Nancy Moore</td>
<td>Women in Literature Characteristics of Women in Literature</td>
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<td>Elsie Adams</td>
<td><strong>Women in Fiction</strong></td>
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<tr>
<td>at WHITEWATER 53190</td>
<td>(now at San Diego SC, W.S. Agate Krouse)</td>
<td><strong>Women in American Culture</strong></td>
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<td>Mary Briscoe</td>
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<td>Agate Krouse</td>
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</table>
Barbara Taylor Desmarais (English) [No title received] 71-72

Frank Battaglia (English, now at Staten Island Comm. Coll.) **Old English **Social Control: Men and Women and the Oppression of Women 70-71

Diane Kravetz and the Women's Research Group (Dept. of Social Work) Contemporary Trends: Women 71-72

Irving Kreutz (Ex. Division, English) Whatever Happened to Shakespeare's Sister 71-72

Annis Pratt (English) 20th Century British and American Literature: Men and Women Writers 71-72

Elaine Reuben (English) Female Authors and Feminist Criticism (Graduate) 71-72

Joan Roberts (Ed. Policy Studies) Education and Status of Women (Graduate and Undergraduate) 71-72

Joyce Stribling Steward (English) Women in Literature 71-72

Cecil Cary (English) Romantic Love 69-70

Diane Alstad (French, see Duke U.) **Images of Women in Literature 70-71

Barbara Bowman (Law) Women and the Law (Graduate) 70-71

Gail Falk and Ann Hill (Law) Women and the Law: Undergrad 70-71

Francine Weisskoff (Economics) **Women in the US Economy 70-71

Lenore Weitzman (Sociology) **Social Perspectives on Women 70-71

Esther Greenglass (Psychology) and others Women's Studies: Interdisciplinary 71-72
WOMAN IN EDUCATION

Required Texts:
Robert J. Lifton, The Woman in America
Robert Morgan, Sisterhood is Powerful

Introduction: Psychological views of women, female labor force participants, philosophies of education for women.

Feb. 5: In Lifton: Erikson, "Inner and Outer Space: Reflections on Womanhood"
McClelland, "Wanted: A New Self-Image for Women"

Feb. 10: In Women's Liberation: Notes from the Second Year:
Shulamith Firestone: "Love"
Meredith Tax, "Woman and her Mind"
In Morgan: Naomi Weisstein, "Kinde, Kuche, Kirche" As Scientific Law: Psychology Constructs the Female

"The Secretarial Proletariat," p. 86.
In Lifton: Bailyn, "Notes on the Role of Choice in the Psychology of Professional Woman"

Feb. 17: In Lifton: Rossi, "Equality Between the Sexes: An Immodest Proposal"
"Redstockings Manifesto," p. 533.


Feb. 24: Rousseau, Emile, pp. 130-150 (The education of women)
Lynn White, Educating Our Daughters, chap. 3, 5, 6.

Feb. Florence Howe, "Identity and Expression: a writing course for women"
"Educating Women: a Revolutionary Perspective"

Elementary Education and the Socialization of Women

Mar. 3 - 5: J. Ososky, "The Socialization and Education of American Females"


Mar. 17-19: P. Sexton, "How the American Boy is Feminized"
National Elementary Principal, Vol. 46, no. 2, "Sex Differences and the School" - read articles by Minuchin and Sears and Feldman (recommended also: Broderick, Bentzen)
Mar. 24 - 26: Children's books envelope:
Leah Heyn, "Children's Books" and Jamie Frisoff, "Textbooks and Channeling" in Women: A Journal of Liberation, Vol. 1, no. 1
Kari Skjonsberg, "Sex roles in boys' and girls' books," Hertha 1969
Read 3 books for young children chosen at random or watch a T.V. show for children (try 4 p.m.)

Women in Academe

April 7 - 9: Betty Friedan, "The Feminine Mystique, chap. 7.
Eli Ginzberg, Life Styles of Educated Women, chap. 2,3,6,8, 10.

April 14 -16: Jessie Bernard, Academic Women, chap. 8,10,11.

April 21 -23: How Harvard Rules Women, New University Conference

Secondary Education and Vocational Choice

Stinchcombe, Rebellion in a High School, pp. 60-71 and pp. 124-133.

In Morgan anthology, "High School Women: Three Views"
(Recommended: Doovan and Kaye, "Motivational Factors in College Entrance," chap. 4 in Nevitt Sanford, The American College)

May 12 - 14: Reports on individual and group research.
SPECIAL TOPICS IN HUMAN DEVELOPMENT:
SEX DIFFERENCES IN LEARNING AND MOTIVATION— (Graduate credit)

The over-arching purpose of the seminar is to develop student awareness of and sensitivity to sex as an individual difference that affects learning and motivation throughout life span. The social, biological and psychological bases for these sex differences in learning will be considered. Examination will be made of classroom activities and institutional structures in terms of these differences.

Course requirements:

1. Each student will be expected to prepare and submit a review and critique of the research literature that pertains to an aspect of the seminar topic that has significance to him.

2. Students are encouraged to conduct a field project whose hypotheses have emerged from the review of literature.

3. Each person will present to the seminar his plans for review of literature and field project. Subsequently, the student will provide progress reports to the seminar.

Prerequisites:

Students should have some depth of background in at least one of the following: human development, sociology, psychology, anthropology, educational administration, counseling, or health education. Questions about eligibility for the course will be answered by Dr. Grambs, x-2022.

Textbooks:


This experimental course is unique in the history of the University of Wisconsin. For the first time, a number of women faculty at this institution are joining together to present their thinking on the status of women and to engage in dialogue on this topic with students.

The purposes of this course are: to provide an overview of the research and thinking about the social conditions of women; to relate the status of women to education; to acquaint students with a large number of women professors and with their ideas on women; and to provide numerous possible role models for women students.

Organization: This class will meet bi-weekly in 148 Van Hise from 3:45-5:00 p.m. The format of each session will be the following: 1) A lecture of approximately 45-minute duration by the woman faculty member designated in the outline; 2) Brief reactions about critical ideas from two graduate students who will act as discussants. Students from the class may volunteer to act as discussants for a specific lecture of particular interest to them. Student discussants are expected to prepare with particular care for the topic being presented. Their reactions should provide a basis for subsequent discussion. 3) General class discussion in which the class is urged to express their own ideas and feelings about the topic being considered.

Requirements:

1. Because of the nature of the course, regular attendance is expected. Short bibliographies and short, recommended readings will be made available by each lecturer. You are expected to read the recommended readings in preparation for each lecture.

2. Because of the problem of connecting together ideas from diverse lecturers in many topical areas, it is necessary to require that a common base be established. For this reason, you are expected to read a minimum of four required readings and to provide a critical analysis of each of these. A variety of books are available at Brown's Bookstore. These books are starred on your bibliography.

Each critical analysis should include: a) Clear understanding of the author's major ideas; b) Analytical discussion of these ideas; c) Personal meaning of these ideas for your own life; d) Implications for societal or educational change.

You are expected to complete the critical analyses of your readings by November 23. Papers are due at bi-weekly intervals during the first eight weeks of the semester. In this way, you can be assured of adequate reading of your work and of better feedback about your thinking.

3. Two options are available for term papers. First, for those students who wish to read extensively, to discuss their thinking, and to raise their levels of awareness about women, small discussion groups of four to five students may be formed. These discussion groups may read intensively in one topical area in the course or they may read extensively in several topical areas.

Each individual in such groups is expected to keep a cumulative idea and attitude log of the major learnings experienced weekly. A summary and integration of the meaning of
your experiences at the end of the semester is also expected. This log is not a diary. It is a cumulative record of your cognitive and affective learning. It should give evidence that your reading, your thinking, and your feeling changed or did not change in ways that make sense to you as a person and as a scholar. Usual references to your readings are expected. The log is due January 13.

Second, for students who want to engage in action research, research groups of two to six students may be formed. Such groups should define a single research problem from among the course topics. This research problem must be critical to an understanding of women's problems. The research methods should be defined clearly and unambiguously. The method chosen must be possible given the training of group members. A step-by-step plan you will follow in studying the problem should be detailed. The possible implications of your study for knowledge in the area and for action should be specified. The specific relevance to education should be clarified.

For those students who wish to work alone, either option is available. All the above requirements stand with the exception of work with others in discussion or research groups.

Course Outline

Overview


Sept. 21 - Discussion Groups: What does it mean to be liberated.

Women in Social Perspective

Sept. 23 - Women in Philosophical Perspective - Professor Nancy Holstrom, Dept. of Philosophy

Sept. 28 - Women in Historical Perspective - Ms. Jeanne DuBois, Teacher, Middleton School System

Sept. 30 - Women in Legal Perspective - Dr. Kathryn Clarenbach, Extension Div.

Oct. 5 - Women in Literature - Prof. Elaine Reuben, Dept. of English

Oct. 7 - Women in Economic Perspective - Prof. Ann Seidman, Economist, Land Tenure Center and Sociology


Oct. 14 - Women in Minority Groups - Prof. Joyce Griffin, Dept. of Black Studies and School of Nursing

Oct. 21 - The Social Meaning of Women's Clothes - Prof. Mary Ellen Roach, Dept. of Family Resources Consumer Sciences
Women in Individual and Group Perspective

Oct. 26 - Social Psychological Sex Differences - Prof. Jane Piliavin, Social Psychologist, Dept. of Family Resources and Consumer Sciences

Oct. 28 - Biological Sex Differences in Physical Functioning - Dr. Ruth Bleier, Physician Dept. of Neurophysiology

Nov. 2 - Psychological Sex Differences in Intellectual and Emotional Functioning - Dr. Julie Sherman, Psychologist, Ext. Div.

Nov. 4 - Sex Socialization in Child Development - Dr. Julie Sherman, Psychologist Extension Division

Women and Families

Nov. 9 - Women and the Control of Production - Dr. Hania Ris, Physician, School of Medicine

Nov. 11 - The Future of Marriage and Family - Prof. Sheila Klatzky, Dept. of Sociology Ms. Rena Gelman, Specialist, Ext. Div.

Nov. 16 - Patterns of Child Care - Prof. Aurelia Strupp, Dept. of Family Resources and Consumer Science

Nov. 18 - Women and the Welfare System - Prof. Diane Kravitz, School of Social Work

Women and -

Nov. 23 - Sexism and Psychiatric Disabilities - Dr. Lorna Benjamin, Dept. of Psychiatry

Nov. 30 - Sexual Differences in Behavioral Disabilities - Prof. Mary Jane Ayer, Dept. of Behavioral Disabilities

Dec. 2 - Counseling of Women Students - Dr. Joy Rice, Univ. of Anthropology

Dec. 7 - Anthropological View of Masculinity and Feminity - Prof. Louisa Stark, Dept. of Anthropology

Women in "Men's" and in "Women's" Professions

Dec. 9 - Women in Medicine - Dr. Gloria Schoen, School of Nursing
Women in Library Science - Prof. Dorothy Schultz, Memorial Library

Women in Educational Perspective

Dec. 16 - Women and Girls in the Public School Curriculum - Dr. Eliz. Fennema, Dept. of Curriculum


Jan. 11 - Women and Higher Education - Dr. Karen Merritt, U. Office of Planning & Analysis
Jan. 13 - Integration of Ideas on Women's Status - Prof. Joan I. Roberts, Dept. of Educational Policy Studies
SEX-Stereotyping for Teachers


Recommended

Belleveau, Fred and Richter, Lin, *Understanding Human Sexual Inadequacy,*

Course Outline

1st 8 weeks - consciousness raising.

2nd 8 weeks - project: to develop curriculum or experiences for elementary or secondary students to help understanding of sex stereotyping.
Bibliographical resources are employed to examine theory and research findings on the nature and sources of physiological, psychological and sociological aspects of sex differences, followed by a more detailed examination (including independent study in an area selected by each student) of sex differences in learning, academic performance, educational and vocational choice and development, and related characteristics and behaviors from early childhood. The overall objective of the course is to increase basic understanding of sex differences by educators and thus instill in individuals of both sexes the broadest possible spectrum of abilities and interests to better equip them for the many kinds and facets of adult roles in a complex society.

COURSE OUTLINE

I. Sex Differences and Social Roles

February 6 -- Sex Differences in Personality and Sex Roles in Society and Culture in the Context of Social and Technological Change

February 13 -- Cross-cultural Comparisons of Sex Differences in Social Roles.

II. Physiological and Psychological Sex Differences

February 20 -- The Evolution of Bio-Social Sex Differences

February 27 -- Influences of Physiological Sex Differences on Personality and Behavior

March 6 -- Classic Psychological Theories of Sex Differences

March -- Sex Differences in Tested Aptitudes, Interests, Needs, Values, and Perception

III. Ontogenesis of Sex Differences

March 20 -- Effects of Socialization on Development of Sex Differences

March 27 -- Effects of Sex Differences on Acquisition of Behaviors and Characteristics

IV. Sex Differences and Educational Practices

April 10 -- Sex Differences in Learning Behaviors in Young Children (4-8)

April 17 -- Sex Differences in Learning Behaviors in Pre-pubertal Children (9-13)

April 24 -- Sex Differences in Academic Performance and Career Choice in Secondary School

May 1 -- Sex Differences in Individual Development and Social Behavior in Secondary School

May 8 -- Sex Differences in Academic Performance and Career Choice in Colleges and Universities
May 15 -- Sex Differences in Individual Development and Social Behavior during the College Years

May 22 -- Sex Differences in Career Development in Adult Life

COURSE REQUIREMENTS

Reading:
Required reading as indicated on the bibliography, plus the recommended and independent reading most appropriate to each student's interests and professional responsibilities. Class discussions will assume familiarity with reading assignments.

Report:
Every student is expected to submit a written report (due May 8) of an individual project. The project may take any of the following forms:

A small piece of empirical or experimental research to explore or test some aspect of sex differences among a selected group of children, young people or adults.

Biographical or autobiographical reports on educational and vocational development with an analysis of evidence contained therein of the effect (or lack of effect) of sex membership on the patterns of development.

A survey of some area of educational practice with which you are familiar and a critical evaluation, based on the data you have collected, of the differential effects on the two sexes of the surveyed practices in the light of objective observation and relevant theory and research about sex differences.

A proposal for instituting and evaluating some innovation in educational practice which would use relevant theory and research about sex differences to enhance and/or expedite academic and/or vocational development.

A review of literature on research in vocational development and a discussion of the implications of the psychological and social differences between the sexes for designs for research which will increase our understanding of career patterns (especially those which may be emerging) for both sexes.

A project of some other type, (for example, a cross-cultural or historical comparison of sex differences as portrayed in fiction) if approved by the instructor.

Each student is asked to prepare, as part of the preparation of his written report, an oral report for class discussion. Dates for these reports will be arranged.

Bibliographical references should be briefly annotated.

All students are required to buy:

Eleanor E. Maccoby, Editor
The Development of Sex Differences

(A 20-page bibliography accompanied this syllabus. Professor Westervelt's address is SUNY/Stony Brook, Long Island, New York.)
SOCIAL ROLES OF WOMEN IN AMERICA

When Tony Samenfink, dean of Home Economics at Stout State University in Menomonie, Wisconsin, asked us to teach a two-week version of the Cornell course to his summer session students last June, we were interested in the idea. His purpose, and ours in accepting the assignment, was to ascertain whether there might be a permanent place for women's studies in the regular home economics curriculum.

We agreed to call the course "The Social Roles of Women in America," but to treat these roles analytically rather than descriptively. That is, we would consider not simply what societal roles women traditionally fill, but specifically what cultural assumptions account for their secondary occupational status and their noticeable absence from national leadership. We would then go beyond an examination of these adult roles to look at the socialization process: how the self-esteem of girl children is lowered as they learn that sex-role differentiation is inevitable and that men and women naturally behave in opposing and mutually exclusive ways. Finally, we would move beyond analysis to feminist criticism: our personal belief that prevailing cultural assumptions are particularly damaging to the female and frustrating to normal human needs for an expressive life. It was a large order we set ourselves, but we felt on firm theoretical ground. Both pedagogically and intellectually, we see women's studies in terms of a frank critique of the culture.

We had come to this kind of critical approach to the study of women through the gradual development of our own thinking, a process influenced by a new feminist movement that was only coming of age ideologically during and after that first course at Cornell. At first we had believed that when we talk about women as a group we were talking about social problems: problems women have and problems women create. Betty Friedan and Caroline Bird were our original mentors. Friedan described, in The Feminine Mystique, a "problem without a name," the malaise and unhappiness of women in suburban ghettos; and Bird in Born Female documented a public problem, economic and legal discrimination against women in America.

These were pioneering works and they are still invaluable, but as analysis they were only a beginning. For to consider women as a "problem" is to accept unthinkingly certain cherished but at best dubious American myths: the open society, reward through individual initiative, the ideal of equality, the eagerness of society to reform if only people of good will would point the way.

Kate Millett's "theory of patriarchy" was by no means original with her, but when Sexual Politics was published in the summer of 1970, the implications of thesis struck everyone with devastating clarity. We began to suspect that the "woman problem" is no problem and no accident; indeed that the exclusion of women from national prominence is an essential, institutionalized feature of American society.

** For the entire essay/evaluation of this teaching experience, contact the authors, who work at Wesleyan U.
The Social Roles of Women in America

Day 1. Doris Lessing short story "One off the Short List" (out of print)
        Lionel Tiger "The Biological Origins of Sexual Discrimination" in
        THE OTHER HALF, ed. Goode and Epstein, Spectrum paperback.
        William J. Goode "Civil and Social Rights of Women" in THE OTHER HALF,
        op. cit.

Day 2. Marcia Lieberman "Female Acculturation through Fairy Tales,"
        unpublished essay. Elizabeth Fisher, "The Image of Women in Children's
        Literature," "The Happy Housewife Syndrome," chapter 2 in Betty
        Friedan THE FEMININE MYSTIQUE, Doubleday paperback.

Day 3. The Sexual Solipsism in Sigmund Freud,' in Friedan, THE FEMININE
        MYSTIQUE, op. cit.; Naomi Weisstein, "Psychology Reconstructs the Female,
        Matina Horner, "Women's Will to Avoid Success"; Evening assignment:
        To watch "All in the Family" a TV show.

Day 4. "The Employed Woman in America: Marny White; "Women in the Professions"
        and "The Secretarial Proletariat" in SISTERHOOD IS POWERFUL, Random House.
        "Equal Rights Amendment Testimony" M. Rawalt.; B. Sandler on the law
        and women. "Does the Law Oppress Women?" Diane Schulder in SISTERHOOD
        IS POWERFUL, op. cit.

Day 5. "The Female Animal Medical Views of 19th century Women," by Carroll Smith-
        Rosenberg; "The Origins of American Feminism" by William
        O'Neill in THE OTHER HALF, op. cit.

Day 6. Project Assignments.

Day 7. "Women in American History" Ch. 4. in Betty Friedan, THE FEMININE
        MYSTIQUE, op. cit.; "Historical Perspectives" in SISTERHOOD IS
        POWERFUL, op. cit.; "Notes of a Radical Lesbian" in SISTERHOOD IS
        POWERFUL, op. cit.

        IS POWERFUL, op. cit.; "Sexual Politics" by Kate Millett in THE OTHER
        HALF, op. cit.; Selections from KNOW package; Section 6 in THE OTHER HALF,
        op. cit.; Zoe Moss "The Aging Process" in SISTERHOOD IS POWERFUL, op. cit.

Day 10. "Elements and Types in Soviet Marriage" by Kent Geiger in THE OTHER
        HALF, op. cit.
Riane Eisler  
Law School/Grad. and Undergrad.  
U C/Los Angeles  
70-71

**WOMEN'S SOCIAL STATUS AND THE LAW**

The course will deal with the function of the law in sexual role-playing and the socialization process as well as with such topics as employment discrimination, family law, welfare law, women in prison and the future of the law.

An understanding of the peculiar social position of American women requires an inquiry into the relationship between cultural myths and law. The course will examine this relationship from an inter-disciplinary point of view and will include both legal and lay readings.

The class will divide into a number of work groups of approximately five students each; each group will follow its topic(s) through the quarter. Possible subjects will be: The problems of women in prison. Should protective labor laws be extended to men? A study of proposed child care legislation. Should California disability insurance cover disabilities connected with pregnancy? What has been the effect of the new California family law on women, including financial credit problems of divorced women? Students interested in other areas may design their own projects.

The instructor is a lawyer specializing in constitutional aspects of women's rights, and is director of the Women's Center Legal Program. The class is open to both graduate and undergraduate men and women and enrollment is limited to 30 students. Students will be selected on the basis of a brief written "statement of learning goals" sent to Ms. Eisler in care of CED, 2206 Murphy Hall, Please include a stamped, self-addressed post card.

Course Outline and Readings

**Session I**

- **A. Introduction to course**
- **April 1**
- **B. Outline of project areas and organization of research teams**
- **C. Course Framework: Women - Myth, Reality and Law, Part I**
- **D. Readings for next session:**
  3. Binder and Eisler, *Amicus Curiae Brief to the Supreme Court of the United States, on behalf of Emilia Perez (Perez v. Campbell)*, particularly pp. 11-30, (xerox copies avail.)
  4. *Bird, Born Female*, Chapter 2 (pp. 16-39)
  5. *The Philosophy of Aristotle, Politics*, Book I (pp. 382-391)
  7. Heilbroner, *Who's Running This Show*, (Critique of Who Rules America, xerox copies avail.)

**Session II**

- **A. Finalization of research teams and topics.**
- **April 8**
- **B. Course Framework: Women - Myth, Reality and Law, Part II**
- **C. Readings for next session:**
  1. Kanowitz, pp. 35-75 (marriage); pp. 93-98 (divorce)
  2. Cross-Bill of Sherri Myers, John William Meyers, Jr. v. Sherri Frances Myers. (xerox copies avail.)

4. **Millet, Sexual Politics**, pp. 120-127 (Critique of Engels, xerox copies avail.)

5. **Up From Under, Jan/Feb 1971, Edit.** pp. 1-4


**Session III**

**April 15**

A. **Family Law**
   - **Guest:** Phyllis Deutsch, Attorney

B. **Project Progress Reports**

C. **Readings for next session:**

1. Bird, *Born Female*, Ch. 4, pp. 61-83
3. Kanowitz, *Women and the Law*, pp. 100-111 (Title VIII),
4. Phillips v. Martin Marietta, 91 Supreme Court Reporter 496 (1971, xerox avail.)
6. "The Economic Function of the Oppression of Women" Notes from the Second Year, pp. 68-72

**Session IV**

**April 22**

A. **Employment Law**
   - **Guest:** Barbara Schlei, District Counsel for the Los Angeles Equal Employment Opportunities Commission

B. **Project Progress Reports**

C. **Readings for next session:**

   - (jury service) pp. 167-172 (sentencing differences)
3. Eisler, columns (2) from *Everywoman* (xerox copies avail.)

**Session V**

**April 29**

A. **Criminal Law**
   - **Guests:** Diane Wayne, Attorney; Mary Harkins, parole officer; a woman who has been in prison

B. **Project Progress Reports**

C. **Readings for next session:**

1. Domhoff, *Who Rules America*, pp. 84-87; 97-103; 107-114
3. Welfare rights lay advocacy training packet (xerox copies avail)

**Session VI**

**May 6**

A. **Welfare Law**
   - **Guest:** Valerie Vanaman, House Counsel, Los Angeles Welfare Rights Organization

B. **Project Progress Reports**

C. **Readings for next session:**

1. Abortion and Health
   - b. "Caution, health care may be hazardous to your health", *Up from Under*, May/June 1970 pp. 6-10
2. Child care
"Why Child Care?" Up From Under, Jan/Feb 1971, pp. 10-15

3. Education
"Textbooks and Channeling" Women, A Journal of Liberation, Fall 1969, pp. 26-28

4. Consumerism
"Consumerism and Women," Notes from the Second Year, pp. 72-75

Session VII
May 13
A. New Legislation
Guest: Judge Joan Dempsey Klein
B. Project Progress Reports
C. Readings for next session:

1. Domhoff, Who Rules America, pp. 127-131; 146-156
2. Fuller, Operating Manual for Spaceship Earth, pp. 91-120
3. The Philosophy of Aristotle, Politics, Books II and III pp. 392-409
4. Mazor, "The Fate of the Law," from The Center Magazine, January/February 1971 (xerox copies avail.)
5. "What It Would Be Like if Women Win," from Time Magazine, August 31, 1970 (xerox copies avail.)

Session VIII
May 20
A. The Future of the Law
Guest: Dr. Richard Farson, Dean, School of Design, California Institute of the Arts
B. Project Progress Reports

Session IX
May 27
Class Presentation of Research Projects

Session X
June 3
Women - Myth - Reality and Law, Conclusion

Project Areas and Research Teams

I. Research Projects - Suggested Areas of Work:

1. Family law

Five hundred family dissolution cases under the new (post 1970) California family law will be chosen at random. The files will be examined to determine the results (e.g., child custody, division of property, child and spousal support). Students will follow up the women in the cases. A questionnaire will be devised by the students dealing with such matters as financial credit problems, insurance, child support, child care, employment readjustment, personal readjustment, etc. The resulting evaluation of the new law should consider such questions as the husband's present exclusive control of the community property, the possibility of state funding for vocational retraining for housewives, as well as specific legislative recommendations to improve California family law.
2. Social Security, Unemployment and Disability

Many aspects of these state and federal plans treat men and women differently. Social security, for example, makes no provision for the work of housewives, except as widows. Training programs for the unemployed, as administered in California, blatantly favor men. California disability insurance specifically excludes any illness or condition associated with pregnancy from its coverage. Students will examine these programs, compare them with those of other countries (e.g. Sweden) and with some of the legislation that has already been proposed, and make specific recommendations for legislative improvements.

3. Protective Labor Legislation

The hours that women may work, the weights that they may lift, and the conditions under which they may work are regulated by state law. These laws do not apply to men, nor to women who do domestic, janitorial or farm work. Recent decisions have held that these laws are in conflict with Title VII of the Civil Rights Act of 1964. Students will study these laws, evaluate them and consider whether they should be retained, repealed, or extended to all workers. Specific economic, social and legislative factors should be considered and recommendations made.

4. Child Care

Day care facilities are available for only 10% of all children under six whose mothers work full-time outside the home. What is child care? Who should control it? Child care franchises packaged by businessmen, church programs, government-funded programs, state-licensed nurseries, and parent-controlled cooperatives are some of the possible alternatives. Legal, economic, social and educational factors should be considered in arriving at specific legislative proposals.

5. Women and the Educational Code

Our educational system channels boys and girls into predetermined sexual modes. Girls study home economics and boys study shop. Textbooks depict boys in active-achiever roles and girls in helper-follower roles. Boys are encouraged to pursue sports, while girls are not. Self-defense classes are not offered for girls. Lower grade teachers are still women while principals and administrators are overwhelmingly male. Students should evaluate the Educational Code and Regulations and make concrete proposals for legislative and administrative changes.

6. Women in Prisons and Jails

Most incarcerated women are there for non-violent acts connected with their low socio-economic status. Their problems are often very similar to those of men in prison. Students may wish to deal with their common situation and problems in a project. Over two-thirds of the women in California state prisons have minor children. What happens to these children legally, financially and emotionally? Students may wish to deal with this type of problem, which is unique to women. What is and should be the impact of change (technological and social) on our criminal system of justice? What is the future of our criminal and penal system in the society of tomorrow. Students may wish to explore this area alone, or in conjunction with the entire question of the future of the law.
During the past two years, Women and the Law courses have been given at several law schools, and in most of these courses students have written research papers. Many of the materials we will use in our course are the product of work students have done in previous courses. Through the coordinated efforts of men and women (mostly women) at various law schools, we are close to being ready to put together a textbook of women and the law materials.

In the second class meeting, we shall discuss some of the most well-known Supreme Court opinions on the legal status of women. As you read these cases (listed below), think about how the members of the Supreme Court have viewed women. Consider also how the Court's view of women has either shaped or justified constitutional interpretations of laws affecting women. And lastly, pay close attention to the Court's own rationale for viewing women as a separate or different group of people under laws regarding personal and civil rights.

Bradwell v. State of Illinois, 16 Wall 130 (or 83 U.S. 130) (1872)
Minor v. Happersett, 88 U.S. 162 (1874)
   (For a discussion of this case, see Flexner, Century of Struggle, pp. 164-170, on reserve at the Law Library)
Strader v. West Virginia, 100 U.S. 303 (1879)
Hoyt v. Florida, 368 U.S. 57 (1961)
   (Read Strader and Hoyt together for a comparison of the rights of Blacks to serve on juries and the rights of women to be jurors.)
Muller v. Oregon, 208 U.S. 412 (1908)
   (Compare the "rational scientific approach" of the Court in Muller with the scientific rationality applied by the Fifth Circuit Court of Appeals in a recent decision, Weeks v. Southern Bell Telephone and Telegraph Co., 408 F. 2d 228 (5th Cir. 1969), concerning the need for "special protection of women workers.")

CONSTITUTIONAL GUARANTEES OF EQUALITY —PART I

A. Theories of Equal Protection
The reading assigned for the first class on equality highlights the major doctrines or theories of equal protection which have been developed by the Supreme Court, as it has interpreted the Equal Protection Clause of the Fifteenth Amendment to the U.S. Constitution. The cases listed below have arisen in areas other than sex, such as race, poverty and criminal law. It is in these cases that the Supreme Court introduced and explained the concepts of state action, reasonable classification, suspect classification and fundamental interest. In the second week on equality, we will apply these concepts to cases in the area of sex.

Reading
1. For an overview of equal protection theory and case law, read "Developments in the Law — Equal Protection," 82 Harvard Law Review 1065 — 1132
Loving v. Virginia, 388 U. S. 1 (1967)

As you read these cases you will quickly notice that the constitutional theories of equal protection are not clearly defined by the Supreme Court. As a result, the opinions of many of the cases assigned above are confusing on the first reading (and on the second reading as well), because the Supreme Court itself deals rather indiscriminately with the four doctrines listed above.

CONSTITUTIONAL GUARANTEES OF EQUALITY -- PART II

Women and the Equal Protection Clause

State and federal courts have only recently begun to apply equal protection theories to cases involving sex discrimination. Three areas in which women have successfully challenged statutes or policies that arbitrarily differentiate between the sexes are jury service, education and criminal law. But the measure of success is still uneven, and the status of women under the Equal Protection Clause is still uncertain. The following cases and articles illustrate the tenuous relationship between sex discrimination and equal protection theories.

(Read at least one case in each category.)

1. Jury service

2. Education
   a. Allred v. Heaton, 336 S. W. 2d 251 (1960). If you have time
      Missouri ex rel Gaines v. Canada, 305 U.S. 337 (1938), a case about discrimination
      against blacks in admission to law school.
   b. Kirstein v. The Rector and Visitors of the University of Virginia, 309 F. Supp. 184 (E.D. Va., 1970). (The order issued by the Court calling for an end to sex discrimination and a three-year plan for desegregating the university is on reserve in the Law Library.)

3. Criminal Law -- Sentencing

4. Schneider, "Sex: A Suspect Classification" (January, 1971). This paper is on reserve in the Law Library.

CONSTITUTIONAL GUARANTEES OF EQUALITY -- PART III

We will focus on the proposed Equal Rights Amendment to the United States Constitution -- its form, its desirability, its impact. One issue that is raised by the reading is whether the Equal Rights Amendment is compatible with a theory of "separate-but-equal" for certain laws and regulations applying to men and women.

1. Brown, Emerson, Falk, Freedman, "Constitutional Basis of Equal Rights for Women" (Second draft)
3. Plessy v. Ferguson, 163 U.S. 537 (1896). This is the famous "separate-but-equal" case in the area of race. (Pay particular attention to the dissent of Justice Harlan.)
ABORTION READING LIST

4. Griswold v. Conn. 381 U.S. 479 (1965). Read carefully all the opinions; this is an important but difficult case.
5. U.S. v. Boyd Memorandum of Points and Authorities. OR ---

LAWS AFFECTING WORKING WOMEN: THE STRUCTURE OF FEDERAL FAIR EMPLOYMENT LEGISLATION

1. Economic and Social Background (optional if you have done reading about this).
   Twentieth Century Fund Background Paper on Working Women, articles by Weisskoff and Weitzman.


3. Taking on the Leviathan
   EEOC v. AT&T (brief submitted to the Federal Communications Commission)

SEX DISCRIMINATION IN ELEMENTARY AND HIGH SCHOOL EDUCATION

1. Tracking---Overt and Subtle
   a. Hobson v. Hansen, 269 F. Supp. 401 (D.D.C. 1967); Read the following pages only:
      442-446 ("IV. The Track System" to "C. The Tracks"); 457-458 ("2. Effects of the distribution pattern" to "E. Flexibility in Pupil Programming");
      488-492 ("Conclusion" to "Opinion of Law"); 511-515 ("VI. The Track System" to "headnote 40").
   b. Sisterhood is Powerful, articles by Connie Dworkin and Alice De Rivera on high school women. A copy is on reserve.
   d. "Extent of Tracking by Sex" (2 pages) or 1969 Handbook on Women Workers 221-225. On reserve.

2. Athletics
   a. Articles on including women on high school teams:
      3. Hamden girl wants to run on school cross-country team (Modern Times 1970)
   b. Amended Complaint and Plaintiff's Memorandum, Gregorio v. Board of Education (Supreme Court, New Jersey) Xeroxed on reserve.
3. Course Content

Articles on Curriculum (New Republic article and material on New Jersey "Words and Images" study;) Xeroxed on reserve.

4. Pregnant Women

a. Perry v. Grenada, 300 F. Supp. 748 (D. Miss.)


Note: The reason for this patchwork of materials, none of which probe very deeply into the subjects they describe, is that little work has been done on the legal implications of sex discrimination in public education, nor is there a good article that we know of on high school.

AFFIRMATIVE ACTION PLANS

Since passage of the Fourteenth Amendment, efforts to fight discrimination in this country have traditionally focused on securing equality of opportunity. People justifying the affirmative action plans say they too are merely attempts to secure equality of opportunity. Do you agree with this? If not, why do you think people find it so important to bring their plans within the rhetoric of equality of opportunity? Do you think affirmative action or rigorous enforcement of anti-discrimination laws will better serve women's employment needs over the long run? If you favor affirmative action, do you think the present Executive Order and guideline provide an adequate framework?

1. Materials for HEW review of Yale

   a. Women on the Yale Faculty
   b. HEW Hearings (Folders are on reserve with these names.)

2. Executive Order 11246 as amended by Executive Order 11375.


4. Memorandum, Guidelines, Questions and Answers about the Philadelphia Plan. (This will give you an idea of the mechanics of an affirmative action plan.)

5. Contractors Assn. of Eastern Pa. v. Secy of Labor, (Concentrate on the court's handling of the question whether an affirmative action plan conflicts with the no-discrimination law, Title VII?)

6. Ann Scott, "The Half Eaten Apple: or Univ. of Michigan Women, "The Feminine Mistake" (both in folders on reserve)

EMPLOYMENT OF WOMEN


3. Ross, Susan Deller, Sex Discrimination and Title VII. (in folder on reserve)

II. Day Care and the Private Employer

1. Rosenberg, Barbara and Meisel, Susan. *Day Care: An Overview*. (in folder on reserve)

2. Lafayette, Kate. *KLH Child Development Center, Inc.* (Two-page description of day care center run by private employer -- in same folder with Rosenberg article)


WOMEN, THE FAMILY, AND THE LAW

1. General Background

2. The State's Monopoly

3. The State as "the Man"

4. Some Details of the Rights of Husbands and Wives

PUNISHMENT OF WOMEN AS CRIMINALS AND DELINQUENTS


WOMEN AND THE MEDIA

1. Fairness Doctrine

   A. "Public Interest" and the First Amendment


   or

   B. Applicability of Fairness Doctrine in Handling of Controversial Issues of Public Importance (The Fairness Primer), 2 RR 1901 (1964).
What makes a "controversial issue of public importance"? Does the context in which the issue is aired make a difference? Does the Commission think that if a point of view is presented without opposition and as if it were universally held (or widely held by the community), that such a viewpoint is non-controversial? Does the length of time given to one side of an issue make the difference? How would you argue that the women's movement and the ideas of women's liberation should be given time to respond to sexist programs or advertisements? What kind of evidence would you produce to show the importance of the women's issue and to prove that a controversy exists? What exactly is the duty of "fairness" on the part of an individual station or broadcaster? Does it require "equal time"?

Read Banzhaf v. FCC, U.S. Ct. App. (District of Columbia), Nov. 21, 1968, 14 RR 2d 2061, for discussion of what constitutes a "controversial issue."

II. License Renewal Requirements

A. City of Camden, 16 RR 2d 555 (1969)

To what extent must a station seeking renewal of its license ascertain the needs of the community it serves in order to meet the FCC's ascertainment requirement?
Does the FCC require the station to make a survey of Community needs or of program preferences?
With whom -- what groups and individuals -- must the station consult in determining community needs?
What is likely to be the practical difference between consultation with women as leaders of women's rights groups and consultation with women as members of the general public?
What is the practical effect of the FCC's ascertainment requirement? How closely does the FCC scrutinize the local station's surveys and proposed programming?

B. Agreement between minority groups in New Haven, Fresno and Philadelphia with Capital Cities, following filing of "Petition to Deny" by Citizens Communications Center
Locally, WNHC - TV and AM and FM radio have been purchased by Capital Cities, a New York-based conglomerate. The purchase was challenged by the Citizens Communications Center in behalf of local minority groups, by filing a petition to deny the transfer of licenses with the FCC. Such a petition requires the FCC to hold a hearing on the pending sale, to determine whether it is in the public interest.

Could a women's group use this technique to challenge the sale or transfer of radio and TV stations to corporations that discriminate against women? Would the same issues be raised by women, as by minority groups.

III. FCC Regulations on Discrimination against Women

A. Fair Employment

2. Non-Discrimination in Employment Practices of Broadcast Licensees, 19 RR 2d 1571 35 FR 8825 (1970), 23 FCC 2d 430. This rule amended the first rule to include sex.

B. Now Petition to challenge FCC forms, and to compel FCC to amend statutes to prohibit sex discrimination. Read all.
RESEARCH TOPICS

The topics suggested here are subjects we thought you would learn a lot from working on and which would also be helpful additions to the growing body of women and the law materials; as far as we know, no one has written recently or adequately (or, in some cases, at all) about these suggested topics. This list isn't meant to limit the possibilities for research, but please discuss with us any research topic you pick that isn't on the list before you start on it because we are aware of at least some of the pitfalls in many fields. Also, do not assume that a 25-page research paper is the most appropriate work product for each topic; in some cases a model statute with a supporting memo, a handbook, or a detailed proposal for legal or nonlegal action may be more appropriate.

The topics are grouped into general subject headings. We hope that people who choose topics within each area will work together to coordinate their efforts and to plan the class or classes we will devote to the area. By the third class (2-26), and sooner if possible, write a short description of the project you intend to do. We need to have this commitment by then in order to plan the rest of the classes.

History
1. A study of women's legal status in some limited geographical area and time period in American history, with consideration of the relationships between women's legal status and their actual social status.
2. Comparison of the status of black people under slave codes and the legal status of married women in the late 18th century or early 19th centuries. Here too a consideration of the relationships between legal status and actual treatment would be very important.
3. Historical comparison of the development of equal protection doctrines for race and sex.
4. Analysis of the changing (or stationary) attitudes of the Supreme Court toward women as revealed in the text of opinions about women. Is there a coherent ideology?

Constitutional Law
1. Most of us have grown up thinking of "separate but equal" as a swear word. Where sex is concerned is it really so bad? Take one kind of institution, such as state school, prison, mental hospital and develop an argument pro or con separate but equal.
2. Consider in detail the impact of an Equal Rights Amendment on one of the following areas of law or institutions: One state's Offenses against Chastity; Fringe benefits in government employment: retirement ages, annuity payments, life, health and maternity insurance; Laws affecting homosexuals, including homosexual marriage; Welfare and Manpower training programs; Armed Services; Prisons and reforms schools; Mental hospitals, hospitals.

Control of the Body
1. What are the rules on consent of medical treatment (including contraception, abortion, sterilization) of minors and married women? What should the rules be? Discuss possible attacks on existing rules.
2. Comparison of laws applying to tubal ligations and vasectomies in the various states. Many of the laws have recently changed. What are the forces pro or con change. What are the laws concerning involuntary sterilization; should laws providing penalties for involuntary sterilization be strengthened, and should laws permitting involuntary sterilization be attacked? How?
3. Griswold v. Conn. is the landmark case in the area of privacy and control of the body. We have in New Haven the people who brought and carried through the suit. A history of the litigation could be fascinating.

Criminal Law
1. A study of prostitution laws in various states and analysis of the possibilities for Constitutional attack on these laws on the grounds that they deny equal protection of the laws, freedom of association, the right to privacy, or other rights.
2. A similar study of the "manifest danger" laws, which are used against teen-aged women, and a discussion of ways of challenging.
3. A study of alternative facilities to prison for teenage women who cannot live at home -- in Connecticut or in 2 or 3 states. An evaluation of what the need is. (To be meaningful you probably should consider facilities for men as well.) This topic was suggested by a law student who works at the State Farm for Women, and who says teenage women are sent there, not because they are "criminals" but for want of a better place to send them.

Other Countries
1. Take one type of law about the status of women (family law, maternity benefits, sterilization, criminal law, inheritance laws, anti-discrimination laws) and compare laws of a number of different countries to our own. If possible, compare both what the letter of the law says, and what the social reality is.

Child Care
1. Analysis of the laws of several states about child care including a discussion of the relationships -- explicit and implicit -- between public policies and the laws.

Family Law and Property Rights
1. Analysis of the support system? How do the support laws work? How much do they actually benefit women? Which women?
2. Discussion of the nature of the marriage contract: As current laws and opinions treat it; as it might be if people wrote their own marriage contracts. Consider Lucy Stone's attempt, current practices regarding ante-nuptial agreements. What do we want people to be able to contract away; What do we want to regulate by statute? How should such contracts be enforced?
3. A handbook on how to keep your name if you marry; how to get it back in case of divorce, or during your marriage. Include consideration of the complications of children, multiple marriage.

Employment
1. Study of laws which include domestic workers and laws which except them. What changes in the current laws should be made?
2. A detailed proposal for paying women for doing homework. Should the payments be made by the spouse? the spouse's employer? the state?
3. Take a sex-segregated profession such as law, medicine, education and figure out a comprehensive legal attack and affirmative action plan.
4. A study of state laws pertaining to pregnant women: laws forbidding women to work before and after childbirth, unemployment compensation, disability programs.
5. A study of the sex-discrimination complaints under Executive orders 11246 and 11375 (federal contract compliance), and the results so far?
Develop of the argument that the Executive Orders bar discrimination in admissions (on the theory that admissions is like entry into an apprenticeship program, or under any better theory you come up with).

Government Benefits
1. Discussion of Nixon's proposed regulations and the current regulations (WIN) requiring recipients of AFDC to go to work if work and child care facilities are available. Is this a helpful effort by Nixon to promote women's rights? Is it a good idea?
2. Investigation and analysis of discrimination against unwed mothers, unmarried or separated couples, couples with marital discord in public housing. What should the rules be?

Media
1. Use current FCC licensing guidelines to monitor a local radio station? Do the guidelines provide a usable tool to attack sexist broadcasting? What guidelines would you recommend.
2. A study of the "fairness doctrine." (Requirement of presenting both sides.) Will the doctrine help women?
3. A study of attacks on sex-segregated classified ads and newspapers' response since Title VII was passed.

Education
1. An examination of sex difference in high school athletic programs: What differences in budget and program exist? Find out about recent cases and changes in school policy. What remedies do we want (or what would equality be in this area)? What remedies can we get and how?
2. How would you go about documenting tracking in individual courses (home ec, shop) and in curriculum "choices" (business, vocational). What remedies do we want? What remedies can we get?
3. An analysis of the rules about nepotism and their application. To what extent do women bear the brunt of the burden of these rules? How can they be attacked?
4. See employment, #5 on college admissions.
5. A study of sex differentiation and discrimination in elementary school. How would you (or would you) attack this through the law?

Public Accommodations
1. Should Title II of the 1964 Civil Rights Act which forbids discrimination by public accommodations (such as hotels, restaurants, public parks) be extended to forbid discrimination on the basis of sex? Think through the difficulties this would entail.

A collection of reading lists on "Women and the Law," prepared by Barbara Bowman, Ann Freedman, Eleanor Norton, and Susan Ross is available from: Box 89, Yale Law School, New Haven, Conn. 06520, at a cost of $1.50.
FEMININITY: ROLES AND CONFLICTS


Requirements: Projects, Term paper, final Exam. In addition to the group project and presentation, each student will be required to write an in-depth study of a related area of interest. Students will be guided in the evaluation process. They will participate in self and course evaluations.

Overview: This course is designed to help the student explore her own self-identity, and awareness of the roles women are playing in contemporary society. The student will be provided with an opportunity to examine the various life experiences of women during their adolescent and adult development; such as the birth process, motherhood, career, separation from children, menopause, and the aging process. Conflicts that will be explored will include decisions regarding self-expectations in the educational process, marriage, birth control, abortion, career and personal development.

Methods of Teaching: A variety of methods of teaching will be used. At times the participating faculty will team teach. Students will be responsible individually or in groups for the presentation of some of the concepts of the roles of women and the ways in which they have observed these roles as they are evidenced in our society. In order to achieve this, students will have to become involved in the community at large. The faculty will guide the students in locating the resources available to them. Resource people will be invited to interact with students in the exploration of some of the conflicts surrounding the roles of women.

Since the emphasis in the course is on self-understanding, at least one hour per week will be spent in small groups (8-10 members), where one's feelings, attitudes, and coping mechanisms can be expressed. The participating faculty will act as group leaders.

Objectives:

1. To gain knowledge of the historical roles of the women in a variety of cultures, as a basis for understanding the contemporary beliefs about women.

2. To gain an appreciation of the contemporary attitudes of western culture toward the roles of women.

3. To explore and share our own experiences and feelings about the roles of women in our daily lives.

4. To gain insight into how we come to cope with changing roles and situations throughout the life cycle.

5. To gain knowledge of the biological and psychological functions of women and men in the reproductive process.

6. To explore the care-giving services available in our community which assist people in living to their fullest potential in all roles.
I. Historical Survey
   A. Eastern cultures
   B. Western cultures
      from prehistoric era
      through 19th century
      Roles in:
      Childhood, adolescence, marriage, single woman,
      middle years, aged.

II. Contemporary attitudes
   Women in the 20th century
   Woman's suffrage
   World War I
   World War II
   1950-1971

III. Biological and Psychological
   functions of women and men in
   the reproductive process.
   A. Biological
      1. Anatomy and physiology of
         reproduction: pregnancy, birth
      2. Family planning:
         Birth control, abortion, sterilization.
   B. Psychological
      1. Attitudes toward reproductions
      2. Conflicts surrounding family
         planning
      3. Self-identity:
         a. Conflicts and coping
         b. Role identification

IV. Care-giving services in the community
   A. Medical resources
   B. Psychological resources
   C. Spiritual resources

BIBLIOGRAPHY: Albretcht, Margaret, A Complete Guide for the Working Mother;
Anthony, E. James and Benedek Therese, eds. Parenthood: Its Psychology and
Psychopathology; Bird, Caroline, Born Female; deBeavoir, Simone, The Second Sex;
Erikson, E., The Challenge of Youth; Friedman, Alfred S., Therapy with Families of
Sexually Acting-Out Girls; Friedan, Betty, The Feminine Mystique; Loraine, John A.,
Sex and the Population Crisis; Michener, James, The Quality of Life; Millet, Kate,
Sexual Politics; Montague, Ashley, Sex, Man and Society; Peel and Potts, Textbook
of Contraceptive Practice; Pomeroy, Wardell, Boys and Sex, Girls and Sex; Stenchever,
Morton, Human Sexual Behavior: A Workbook in Reproductive Biology; Stuart, Martha,
The Emerging Woman; Tanner, Leslie, Voices from Women's Liberation.
NEW PERSPECTIVES ON WOMEN AND SOCIAL CASEWORK

Purpose of Course: The purpose of this course will be to explore the significance of certain new perspectives on women for social work practice. The emphasis is on the word practice." Students will be expected to examine their own work in field placement. This will involve an exploration of attitudes and values and a broad look at agency practice. Casework materials will be analyzed with a view toward re-examining basic social work concepts from newly-emerging points of view. Articles from the women's liberation movement will be looked at critically. Open to both graduates and undergraduates.

I. CASEWORKERS AS MODELS FOR IDENTIFICATION -- A NEW LOOK AT THE IMPORTANCE OF THE SEX OF THE THERAPIST.


II. REVIEW OF DIFFERENT POINTS OF VIEW OF THE PSYCHOLOGY OF WOMEN

1. Freud, Sigmund -- "On Femininity" -- New Introductory Lectures on Psychoanalysis
2. Erick Erikson, "Women and Inner Space"
3. Weisstein, Naomi -- "Kinder, Eucher, Kirche" as Scientific Law, in Morgan (ed.) Sisterhood is Powerful.
4. Sherfey, Mary Jane, M.D. -- A Theory of Female Sexuality, in Morgan (ed.) Sisterhood is Powerful.
10. The Sensuous Woman by J. -- (Woman as independent geisha girl)

III. THE FEMALE CASEWORKER - PROBLEMS OF SELF-DEFINITION

1. Hayes, Dorothy and Varley, Barbara -- "Impact of Social Work Education on Student's Values -- Social Work, July 65. (This article compares male and female social work students, and their 'value responses related to education and experience'.)
2. Broverman, Broverman, Clarkson, Rosenkrantz and Vogel -- "Sex Role Stereotypes and Clinical Judgements of Mental Health" (Therapists have different definitions of mental health for men and women.) Students will be asked to examine this, not only from the point of view of client goals, but also their own goals as social workers.
3. Horner, Matina -- "Why Bright Women Fail," Psychology Today, (Women have as much fear of success as failure.) What is the effect of this phenomenon on self-definition.
5. Schwartz, Mary -- "The pregnant social worker, advantages and disadvantages to casework process." (unpublished paper)

IV. CASEWORK WITH INDIVIDUALS AND FAMILIES

2. Satir, Virginia "Stress affecting the modern family" Chapter 4 - Conjoint Family Therapy (a fine, succinct statement of how our assigned sex roles at this point in history contribute to difficulties in communication for family partners).
3. Casebook on Family Diagnosis and Practice, F.S.A. (the casework questions presented in this book will be examined from a women's liberation perspective. The Nierman case will then be discussed).
4. Pearlman, Helen - Social Casework, pp. 23, 28, etc.
5. Ackerman, Beatman and Sherman - Expanding Theory and Practice in Family Therapy - This book, (written by 13 men and one woman) will be closely examined to understand the attitudes of family counselors toward male and female role. The verbatim last interview by Ackerman will be discussed to determine what goals are seen for both the mother, father and children.
6. Jackson, Donald, excerpts from Mirage of Marriage - Jackson's quid pro quo concept of marital counseling will be studied.
7. Bernard, Jessie, "The Paradox of the Happy Marriage," in Gornick and Moran (eds.) Women in Sexist Society (Wives make the greater adjustment in marriage, have more at stake. What are implications for family therapy?)
10. At this point, the student will be expected to bring in a case and examine what has been the treatment goals for male and female clients.

V. CASEWORK AND REPRODUCTION

A. Abortion:
2. Patterson, Robert Dr. A Follow-Up Study of Women Who Have Had an Abortion A Year Later.
3. A Speaker from Children's Aid about their experience in placing social workers in doctor's offices to work with women who are undergoing an abortion.
4. Speaker from welfare department about experiences in this department.
5. Wait, Adrienne, A Study of Young Black Men's and Women's Attitudes Toward Abortion in Buffalo (unpublished paper).
6. A report by two students, who found how difficult the bureaucracy in Buffalo was for someone who wants an abortion but has almost no money. The Buffalo picture will be discussed with particular emphasis on the role of the social worker in the process of obtaining an abortion. What has it been, what is it now and what should it be?

B. Keeping the Baby:
Some women are freer to have abortions, while others feel freer to have a baby without the benefit of a husband. Thus, what is happening is that women are developing more viable options. There will be a report on whether this change is being seen in maternity homes and influencing social work practices in Buffalo.

C. Adoption:
Changing casework standards for judging the suitability of an adoptive family will be examined.
VI. SPECIAL GROUPS OF WOMEN WHO FORM LARGE PARTS OF SOCIAL WORK CLIENTELE.

A. The adolescent girl
1. Josselyn, Irene, The Adolescent and His World, on the female role, pp. to be assigned.
2. Konopka, Gisela, The Adolescent Girl in Conflict. Konopka is particularly sensitive to how our double sexual standard and our lack of work options for women contribute to the adolescent girl’s self-destructive behavior.
3. Rudy, Arthur, "Sex Role Perceptions in Early Adolescence," Adolescence, Winter, 1968-69. This is a particularly useful article, as Rudy breaks it down to class perceptions of sex roles, with some surprising finding.

B. The Middle-Aged Woman
1. Bart, Pauline, "Mother Portnoy's Complaints"- Transaction, December, 1970 (overinvolved mothers who lose their maternal roles are the most depressed group).
2. Moss, Zoe, "It hurts to be alive and obsolete -- 'The Aging Women" by Morgan (ed.), Sisterhood is Powerful.
4. Case to be presented by student, of middle-aged women.

VII. The Advocate and Social Broker Roles in Casework

Largely because of the efforts of various women's liberation groups, many more effective resources are available for women, which social workers should be able to help their clients use effectively. The New York State Commission on Human Rights has recently had its powers concerning women expanded, and the Equal Rights for Equal Pay Division of the Dept. of Labor has been extremely effective in Buffalo. NOW has a special lawyer's committee to take legal cases. HEW is conducting investigations of certain institutions (including SUNY at Buffalo) to see if they discriminate against women, etc. Women's groups have become extremely sophisticated about how well various institutions are enforcing specific rights and this kind of knowledge is important for an effective advocate.

One of the most encouraging aspects of this picture is that women are banding together to get more effective treatment. In the best Social Work tradition, women are helping themselves through a concerted united effort that is at the heart of the movement. There are action groups, rap groups, educational groups, etc. all of which should be part of the worker's knowledge in her role as social broker. A report of these resources will be given.

Optional Topics (if there is time, and/or student interest)

VIII. THE WORKING MOTHER

A. The Job Picture
1. President's Task Force on the Status of Women (Excellent short summary of employment problems).
2. Fact sheet on the earning gap.
3. Epstein, Cynthia, Women's Place, a remarkable book about why there are so few professional women.
4. The Spokeswoman, excellent monthly newsletter about specific progress women are making, particularly on employment.
B. The Effect of the Wife's Working on the Family

1. Nye, and Hoffman, *The Employed Mother in America*, is a collection of well researched articles on such topics as marital interaction, maternal mental health, the husband-wife relationship, etc.; pages will be assigned.

2. Konopka, Gisela, *The Adolescent Girl in Conflict* -- this book is useful in its description of how work is regarded by many lower class girls.


IX. BLACK WOMEN AND WOMEN'S LIBERATION

Maids are organizing, women on welfare are marching, black people are dealing with the old and new black stereotypes for males and females. Some black women are in great conflict about the new roles that are expected of them. Are concepts of women's liberation relevant to black women, and what particularly can be learned that would be helpful in casework?


b. Case, "The Pill: Genocide or Liberation;"

c. Clar, "Motherhood"

d. Bond and Perry, "Is the Black Male Castrated?"

2. Essays from Morgan (ed.), *Sisterhood is Powerful*

a. "Double Jeopardy, To Be Black and Female," Beal.

b. Norton, Eleanor Holmes, "For Sadie and Maude;"


d. Case to be presented by student.
This course is open to undergraduate students of Boston College and to seminarians and graduate students of the seven theological schools of the Boston Theological Institute.

The course will be an investigation of how the women's liberation movement can effect basic changes in religious consciousness and in theological formulations. Since it will be dealing with new and exploratory concepts, it will have two aspects. First, there will be some general background on patriarchy, the oppression of women, and the meaning of women's liberation. Second, there will be an exploration of the insights emerging from the movement in an effort to see these in relation to basic theological problems, anticipating the effect these insights can and should have upon spiritual consciousness. Since there is very little material yet available on women's liberation in relation to theology, basic theoretical readings will in some cases be general readings to be criticized, applied, or revolutionized within the perspective of liberation. Since the course will be breaking new ground, its success will depend upon the degree of consciousness and creativity that the combined resources of professor and students bring to it.

I. The nature and conditions of patriarchy.
   Readings from Simone de Beauvoir, The Second Sex; Kate Millett, Sexual Politics; Friedrich Engels, The Family, Private Property, and the State.

II. Sex role socialization.
   Readings from Eleanor Maccoby, The Development of Sex Differences, Also, Naomi Weinstei, "Kinder, Kuche, Kirche as Scientific Law: Psychology Constructs the Female."

III. Christianity as patriarchal religion.
   Readings: Mary Daly, The Church and the Second Sex.

IV. Theoretical basis for change in social structures and religious symbols and values.
   Readings: Peter Berger, The Sacred Canopy.

V. Theological revolution: The problem of God.

VI. Theological revolution: The myth of the Fall.
   Readings from Paul Tillich, Systematic Theology, Vol. II; Thomas Szasz, The Manufacture of Madness. Articles from Notes from the Second Year: Carol Hanisch, "The Personal is Political;" Kathie Peslikis, "Resistances to Consciousness;" Jennifer Gardiner, "False Consciousness;" Pamela Kearon, "Man-hating."

VII. Theological revolution: Christian symbols.

VIII. Theological revolution: The transvaluation of values.

Mary Daly will give a second course, Spring '72, called Women's Liberation and the Church, in which she analyzes "the women's movement as essentially a spiritual revolution that can transform the church's being in the world." Her topics will include:

1) Sisterhood as a revolutionary phenomenon; 2) The Church and sexual caste; 3) Spiritual expatriates: sisterhood as anti-church; 4) The power of presence: sisterhood as church; 5) Toward the future: the sisterhood of man.
SEXUALITY AND THE SACRED

Sept. 27 Orientation and course description. Assignment of personal paper, 3 pp. maximum. Introductory statements: Mr. Greene, Mrs. Driver. Exploratory exercises and discussion.

Oct. 4 ORIGINS: MYTH, RELIGION, AND SEXUALITY I

Oct.11 ORIGINS: MYTH, RELIGION AND SEXUALITY II

Oct. 25 SEXUALITY IN WESTERN CHRISTENDOM II
1st hour Lecture and discussion. Mrs. Driver.
2nd hour Student paper and discussion.
Reading: The Allegory of Love, C. S. Lewis; *Male and Female, M. Mead.
Nov. 15 THE PSYCHOLOGY OF THE FEMININE I
1st hour Lecture and discussion. Mr. Greene.
2nd hour Student Paper and discussion.


Nov. 22 THE PSYCHOLOGY OF THE FEMININE II
1st hour Lecture and discussion. Mrs. Driver.
2nd hour Student paper and discussion.

Reading: *The Golden Notebook* D. Lessing, Ballantine.

Nov. 29 THE PSYCHOLOGY OF THE MASCULINE
1st hour Lecture and discussion Mr. Greene.
2nd hour Student paper and discussion.


Dec. 6 THE PSYCHOLOGY OF THE MASCULINE II
1st hour Remarks and discussion. Mrs. Driver.
2nd hour Student paper and discussion.

Reading: *Men In Groups* Lionel Tiger, Vintage.

Dec. 12 To be determined later.

Jan. 3 CONTEMPORARY POLEMICS AND DIALOGUE
1st hour Remarks and discussion. Mr. Greene, Mrs. Driver.
2nd hour Student paper and discussion.


In addition to the first three page paper, each student is expected to hand in two other assignments:

1. a 5-6 page paper on one book, chosen from the optional lists, due not later than the Friday before that subject is to be discussed. These papers should be written to be read in class and to provoke discussion; they should include a brief summary of the contents of the book, as the rest of the class will not have read it.

2. a 15 page paper, due on the last day of the course, Jan. 3, on an area of the course other than that of your 5 page report.
THE ROLE OF WOMEN IN SOCIETY

This course will be an investigation of the function that modern American women serve in our society. Focusing on this problem, the course will study the nature of change at a theoretical level. It will analyze the structural implications of the role of women, as a group, and the function this role plays in stabilizing society.

The prime thesis behind this course is that the theoretical nature of a problem must be understood in order for that problem to be solved. The seminar will examine two types of change: change in the functional role of women due to an evolving societal structure and the nature and form of the change necessary to liberate both men and women.

The course, which is open to both undergraduates and graduate students, will be student run, with the participation of guest lecturers. All students should plan to work individually or cooperatively on a project for class presentation.

COURSE OUTLINE

I. Introduction
   The role of women in American society today.
   Changes that women are trying to implement.

II. Women's Role as Defined by Societal Institutions
    Law, Media, Church, Welfare, Educational System, Economic System, Family, Prostitution, The Counter-Culture

III. Historical Movements for Changes
    1. Women and the Abolitionist Movement
    2. Feminist Movement - The Seneca Falls Convention of 1848
    3. The Suffrage Movement

IV. The Socialization Process
    Why Women Have Accepted their Role
    The Function of Ideology

V. The Present
   Through an understanding of history, ideology and the institutions of society. How can we understand the role of women in American society today.
   Why have past movements failed to bring about a change in women's roles?

VI. The Future - Incremental vs. Structural Change
    1. What are the implications of the short-range goals of the women's movement?
    2. What can this tell us about the implementation of long-range goals?
    3. How do we begin implementing both long and short range goals?

(A lengthy bibliography of books and articles follows -- available from the instructor.)
THE ROLE OF WOMEN IN ECONOMIC LIFE

(Bibliography: Partial & Tentative)

I. Introduction: Women's Two Roles


II. Education


III. Marriage and Divorce


Frederika Santos, Marital Instability and the Relative Wage of Females (yet to be completed Ph.D. dissertation for the Department of Economics, Columbia University).

IV. Fertility


V. Female Labor Force Participation

Juanita Kreps, Sex in the Marketplace; American Women at Work (Johns Hopkins Press, Baltimore, 1971).


VI. Economic Discrimination


VII. Government Policy


Alva Myrdal, Nation and Family (Harper & Bros., New York 1941).


VIII. Historical Comparisons


IX. International Comparisons


THE ECONOMICS OF RACE, SEX AND AGE DISCRIMINATION

I. Background information on the nature of the discrimination problem.
      Chap. II of SEXUAL POLITICS, Kate Millett, 1971; "The Feminine Mistake," Esquire, Ja 71, Mr 71, Apr 71; "Profiles; founding cadre: personalities of and dialogues among some Members of a New Women's Liberation Group," New Yorker, Nov. 28, 70; THE DIALECTIC OF SEX.


   c. Age:

II. Summary and review of economic tools
   a. Supply and demand in the labor market in the perfectly competitive model *labor market chapters from a standard text.

   b. What implicit assumptions are made in the derivation of a social welfare function from the perfectly competitive model? Why is GNP then used as a proxy for social welfare? Or is it the unemployment rate? Is the "socially optimum" distribution of income, that income which maximizes the rate of growth of GNP?


III. Exploration of the theoretical causes and dynamics of objective discrimination and subjective discrimination.
   A. Inside the framework of the competitive model discrimination can occur because:

   1. Employers, employees or consumers may have a taste for discrimination and they purchase discrimination in the marketplace just as they purchase any other good. How can these types be distinguished? (For example, consumers can discriminate against a black architect but would not be able to discriminate against a firm hiring women on the assembly line that produced frozen corn.)

2. Various classes of workers are discriminated against because:
   a. They choose not to invest in the objective skills which are necessary for the better jobs or these groups have a lower job tenure rate (which means the employer has a smaller time period in which to recover the fixed hiring, training, and learning curve costs associated with any new employee). Then we have to ask, why are these choices made? Are they independent of the economic structure or does the economic structure "channel" and elicit these choices?
   MANPOWER REPORTS OF THE PRESIDENT, APRIL every year.
   Economic Report of the President,
   Annual STATISTICAL ABSTRACTS (for sources of information on ed, etc.).
   "Employment and Earnings" for wages by industry, BLS.
   The Student Economists Handbook- Andreano & Faber (where to find various data).

b. There are imperfections in the human capital market.
   *POVERTY i DISCRIMINATION, ch. 5, Lester Thurow, 1969.

3. Information is costly for employers to collect and it may be more expensive for employers to accumulate data on the expected productivity and job tenure of women, blacks or those over 45 because of either their few numbers, the greater variance within the group (as compared with young white males) or lags as these groups become better educated and acquire the job experience necessary for the higher paying and higher status jobs.
   ENVIRONMENTAL ECONOMICS, Crocker & Rogers, ch. 5, 6, 7, 1971.
   (Example of how transactions and information costs do alter the distribution of income.)
   "The Returns from Information and Their Diminution," AN ECONOMIC THEORY OF DEMOCRACY, Anthony Downs.

4. The dynamic nature of the marketplace may allow firms to maximize secondary objectives after meeting some target rate of profits. In other words, rents are not immediately capitalized and this reduction relaxation of strict and automatic maximization of $ profits allows firms to subjectively discriminate without going bankrupt.
   Herbert A. Simon.

5. It is not obvious that the employers or the capitalists lose profits if they choose to discriminate. Depending on the elasticities of demand and supply for the discriminated-against-workers, the lower wage rates
employers pay may more than offset the quantity effect (of not hiring the discriminated-against-workers until their Marginal Value Product is equal to the going wage). Thus there is a difference in the micro implications of one employer deciding to discriminate and the macro implications of a large number of employers discriminating.

**"The Economics of Racism" by Michael Reich in PROBLEMS IN POLITICAL ECONOMY, David Gordon, ed., 1971.**

**"Laurel Strike is Broken" by Robert Anclavage in Merlmeistin's ECONOMICS: Mainstream Readings and Radical Critiques, 1970.**

B. The competitive model may not apply to many labor markets and the existence of oligopsony or bilateral oligopoly would allow the firm to subjectively discriminate without going bankrupt since there is no reason to expect the equating of Marginal Factor cost for the laborers, their wage rate, and their Marginal Value Product.


**"The Influence of Unions on Relative Earnings," "Evaluation and Prediction," ch. 4 and 12, ECONOMIC OF TRADE UNIONS, Albert Rees, 62.**


C. The Marxian dialectic is a better explanation of the functioning of labor markets than the competitive model and discrimination of women, blacks and those over 45 occurs as a result of the oppression of workers.


IV. Introduction to the statistical techniques which have been used in evaluating the extent of discrimination in the marketplace.

*HOW TO LIE WITH STATISTICS


V. Studies on the extent of discrimination in the marketplace.


**"The Economic Exploitation of Women," Marilyn Goldberg, Liberation Magazine, Oct. 69.**


**"The Negro Job Situation: Has It Improved," USDL, BLS, Special Labor Force Report 102.**

*James Gwartney, several articles in recent issues of American Econ. Rev.

VI. If discrimination does exist, can the political system be effectively used to eliminate both objective and subjective discrimination?

a. How responsive is the political process to the strongly held views of minorities or "oppressed" peoples?
   *"Political Organization," Robert Bish, THE PUBLIC ECONOMY OF METROPOLITAN AREAS, 1971

b. How easily can institutions be changed and how responsive are they to political pressure?

c. If legislation attempts to eradicate the objective factors of discrimination (providing more and better education and job training) and the subjective discrimination by declaring it illegal, is it likely that this legislation will be enforced?
   *"Equal Pay for Equal Work," Bull 800, USDL, Wage and Hour Div.
   *Civil Rights Act.
   *"Sex and the Single Arbitrator," Industrial and Labor Relations Review, Apr. '71. (History of Court Decisions on Sex Discrimination.)
   "Bar Women: N.Y. City Bar Association Decides to Admit Women" Time, 5-24-71.

d. Are the discriminated-against groups likely to get together and exert political pressure?
   *"Black Liberation and Women's Lib," Trans-Action, Nov. '70.
WOMEN IN THE MIDDLE AGES

I will lecture occasionally, but emphasis will be on general discussion of assigned reading. Besides the reading, each student will prepare a 20-minute oral report. A 1-2 page outline of the report and a bibliography will be handed in. Student work will be evaluated on the basis of the report, with the possibility of upward adjustment on the basis of the student's general classroom participation. I will use the standard grading system, with pass-fail option.

The course will be organized topically. After a general introduction and a brief glimpse at the image of woman in medieval art (using slides), we proceed from the material condition of women, to their participation in political life, to their participation in religious life, to their image in medieval religion, to their image in medieval literature, ending with the image of women in female medieval authors. The first week I will lecture. All succeeding classes will be a combination of informal lecture and discussion of the assigned reading. Starting in the third week, there will be two oral reports, with discussion of those reports, in the second hour of each class. The course will be aimed at providing a body of factual knowledge about medieval women, as well as developing the student's ability to interpret a medieval text.

(A partial list of suggested topics for oral reports are listed each week. An asterisk indicates a mandatory topic.)

1) Introduction: The Middle Ages and the Study of Women's History
2) The Image of Woman: Medieval Art
3) Secular Life: THE SOCIO-ECONOMIC POSITION OF WOMEN
   Reports: *The Legal position of women; Prostitution in the Middle Ages;
   Women in Medicine; The Goodman of Paris; The Paston Letters
4) Secular Life: POLITICS
   Reports: Eleanor of Aquitaine; Blanche of Castile; Anna Commena;
   Joan of Arc
5) Religious Life: THE CLOISTER AND RELIGIOUS MOVEMENTS
   Reports: *Heloise. (Further readings); The Ancrene Wisse; Beguines
6) Religious Life: WOMEN MYSTICS AND SAINTS
   Reports: *Women saints' lives; Juliana of Norwich; Witches; Margery Kempe
7) Religious Image: WOMEN IN THEOLOGY AND POPULAR RELIGIOUS WRITINGS
   Reports: The Play of Adam; *Miracles of the Virgin
8) Literary: THE LITERATURE OF AN EARLY MEDIEVAL SOCIETY
   Reports: Niebelungenlied; Gudrun; French Chansons de Geste
9) Literary: COURTLY LOVE AND ITS SEQUELS
   Reports: Chretien de Troyes; Tristan and Isolde; Fabliaux; Romance of the
   Rose; Dante
10) Literary Image: WOMEN WRITERS AND MEDIEVAL FEMINISM
    and Action
    Reports: Hrotsvitha,
    Assorted medieval poetesses (Beatriz de Dia, Agnes de
    Navarre-Champagne), Further readings in Marie de France
    or Christine de Pisan.
REQUIRED READING LIST

1) Introduction: The Middle Ages and the Study of Women's History. No reading.

2) The Image of Woman: Medieval Art
   Eileen Power, "The Position of Women," in Crump and Jacob, The Legacy of the Middle Ages, pp. 401-35; E. E. Evans-Pritchard, "The Position of Women in Primitive Society," in The Position of Women in Primitive Society and Other Essays, pp. 36-38; The Tres Riches Heures of Jean, Duke of Berry; Adam and Eve. These two picture books will be on reserve. The students will also be asked to browse through the library's collection of medieval art books.

3) Secular Life: The Socio-Economic Position of Women
   David Herlihy, Land, Family and Women in Continental Europe, 701-1200; Traditio, 18 (1962), 89-121; Eileen Power, Medieval People, pp. 99-124; Margaret Wade La Barge, A Baronial Household of the 13th Century, pp. 38-52.

4) Secular Life: Politics

5) Religious Life: The Cloister and Religious Movements
   R. W. Southern, Western Society and the Church in the Middle Ages, pp. 309-331; The Letters of Abelard and Heloise, selections.

6) Religious Life: Women Mystics and Saints
   H. O. Taylor, The Medieval Mind (Chap. XX: Mystic Visions of Ascetic Women, pp. 458-86); Catherine of selections from her writing.

7) Religious Image: Women in Theology and Popular Religious Writings
   John of Salisbury, Thomas Aquinas, Jacobus de Voragine: selections from their writings.


9) Literary Image: Courtly Love and Its Sequels

10) Literary Image and Action: Women Writers and Medieval Feminism
    Marie de France, selections from her writings; Christine de Pisan, selections from her writings.

In addition, all students are strongly recommended to read at their "leisure" over the quarter The Fear of Women by Wolfgang Lederer. If you don't know this book, take a look -- description of myths from various ages and cultures.
April 1 Introduction and summary of last quarter.


April 8 The Two Faces of Protestantism, Counter-reformation and Women
Read: (April 6): Three Shakespearean Comedies - As You Like It; Much Ado About Nothing; Merry Wives... Xeroxed selection from C. Camden; The Elizabethan Woman (pp. 240-271); (April 8): John Know, First Blast of the Trumpet Against the Monstrous Regiment of Women (xerox.); Keith Thomas, "Women and the Civil War Sects" (xerox).

April 13 The Law and Woman in Early Modern Europe; Women in the Professions.

April 15 The 90% Women as Peasants, and The Witch Persecutions in England.
(April 13) Read: Virginia Woolf A Room of One's Own; Linda Nochlin, "Why Have There Been No Great Women Artists?" Art News, January 1971; (April 15): Peter Laslett, The World We Have Lost, Chapt. 3-6; (Sg) A. MacFarlane, Witchcraft in Tudor and Stuart England.
PANEL: Women as Peasants. Work Problems before Industrial Revolution

April 20 The Eighteenth Century: Middle Class Life, Transformation of the Position and Image of Middle Class Woman, Myth of Feminine Evil Transformed.

April 22 Women and the Enlightenmment; The Aristocratic Woman.

April 27 French Revolution and Early Modern Feminism

PANEL: What Did Industrial Rev. Mean to Working Women?

May 4 Social Background to Feminist Revolt. Victorian Family Life and Oppression of Women.

PANEL: Kate Millett: Is Class or Sex More Important in Effecting Woman's Existence?
May 11  Socialism and Women. Part I Theory; also, Feminism and Class Division.

May 13  Part 2. Practice. Read: May 11, Marx plus others on The Woman Question; Engels, Origin of the Family; Dittoes.

Biography of either, Eleanor Marx, Rosa Luxemburg, Beatrice Webb, Anny Besant, Emma Goldman or any other Socialist heroine.


May 18  Liberated Women and Their Men, Salome and Werfel; Male Allies and Enemies: Ibsen and Strindberg.


May 25  The Russian Revolution and Reaction

May 27  The Fascist Regression to Barbarism; Read: Wilhelm Reich, The Sexual Revolution, (mostly on Russia) plus Dittoes; Millett, pp. 159-68. PANEL: Comparing Women in Stalinist Russia and Hitler's Germany. With The West in the Depression.

June 3  Feminism after the Vote; The Family in the Early Twentieth Century. Intellectual Women.

June 5  Conclusion and Final Reports. Read: Dittoes of Panel; June 3. PANEL: Intellectual Women in the Twentieth Century; Simone de Beauvoir, Simone Weil; Virginia Woolf, Gertrude Stein.
READINGS IN ORIENTAL STUDIES: THE RELATIVE ROLES OF MALE AND FEMALE

Section I: China in Early Times

The readings in this section indicate an early development of prescriptions regarding the relationships of men and women, a wide variation in practice beyond such prescriptions, and the development of characteristic attitudes about the moral and emotional relationships.

1. The classical setting: The Chou Dynasty.


C. P. Fitzgerald. The Empress Wu. Melbourne, 1955, pp. 3-34, 113-146.


Section II: China in Traditional Maturity

This section will show a more complex society, greater normative restrictions on women, and a few varities of achievement and behavior.


(A synopsis of the first chapters will be provided.)
Section III: China in Modern Times


Section IV: Japan in Early Times

The readings in this section may be considered in two categories, the first of the "prehistoric" era, in which females are prominent as goddesses and sovereigns; and the second of the advent of civilization, in which women, though socially subordinated, figure as the leaders of the civilization in a sense, and its recorders.


Section V: Japan in the Feudal Era


D. Keene, tr. *Chushingura*, Columbia pub. 1971


Section VI: Japan in Modern Times


Section VII: India; Traditional Views in Ancient and Modern Times

The readings in this section explore the relationships between men and three easily categorizable "types" of females in traditional Indian society, the goddess, the wife, and the courtesan/mistress. These ideal types are interwoven in a variety of ways in different contexts.

"Ideally, woman is regarded as a wholly devoted, self-forgetful mother, or as a dutifully subservient wife, who is ready to worship her husband as her lord. In fact, however, women are regarded with an alternation of desire and revulsion. Sexual love is considered the keenest pleasure known to the senses; but it is felt to be destructive to a man's physical and spiritual well-being. Women are powerful, demanding, seductive—and ultimately destructive. On the plane of creative phantasy, everyone worships the Mataji, the Goddess, who is a protective mother to those who prostrate themselves before her in abject supplication, but who is depicted also as a sort of demon, with gnashing teeth, who stands on top of her male adversary, cuts off his head and drinks his blood. The demon-goddess has the same appearance as a witch—and that brings her nearer home, because any woman whose demands one has refused is liable to be feared as a witch who may exact terrible reprisals."

Role definitions I

a. Epic views

b. Buddhist view

c. Orthodox brahmanic view

Role definitions II


Objects of worship: Mistresses and Goddesses; Lovers and Gods


d. Gītāgovinda of Jayadeva, selections trans. by Barbara Stoler Miller (mimeograph)

Showing and discussion of Satyajit Ray’s film Devi.

a. The Housewarming, by Rabinranath Tagore. Signet pub., 1965. These short stories are good background for the film.

b. Selected essays by Ram Mohan Roy, Rabinranath Tagore on aspects of "the woman problem," relevant to the conflict between tradition and modern ideas in the film. (mimeograph)

Inter-personal and family relationships:


Recommended Secondary Sources on India


A reprint of an earlier two-volume edition published in London in 1930, trans. from German. This is mainly concerned with the role and status of women as described in the epics.

Books to be purchased (paperbacks):
E. Flexner, Century of Struggle; E. Reed, Problems of Women's Liberation; M. Wollstonecraft, A Vindication of the Rights of Women; M. Beard, Women as a Force in History


I. The Beginnings - what do anthropology, myth and archaeology reveal about women in prehistoric times, read: Reed, pp. 6-41.

II. Babylon, Egypt, the Hebrews

III. Greece and Rome: Read Plato, The Republic, Book V, first half; de Beauvoir, Second Sex, Chap. VI.


V. Middle Ages, read: de Beauvoir, Chapter VII

VI. Women in other cultures; Medieval Japan, Ancient India

VII. The Renaissance

VIII. The World of the Witch

IX. The Seventeenth and Eighteenth Centuries; A) The English Working Women; B) The Enlightenment and Women; Read: Wollstonecraft, Vindication.

X. The Victorian Woman; Read: Neff, Victorian Working Women, Chapter I, Chapter VI; J. S. Mill, Subjection, Chapter I

XI. The Paris Commune, 1871

XII. The Suffrage Movement in Britain

XIII. Women in the United States: A) Up until the 19th century; B) Seneca Falls to 1900; C) Winning the vote; read: Riegel, American Woman, Chapters 2, 3, 6; Flexner, Century of Struggle; O’Neill, Woman Movement, Documents 2, 6, 10, 14

XIV. Socialism and the Woman Question

XV. The New Feminists; Read: Reed, pp. 42-63; Friedan, Feminine Mystique, Chapters 1, 2, 3, 12, 14
WOMEN IN THE LATE ROMAN EMPIRE AND THE MIDDLE AGES

1. Late Roman and Early Medieval Background

1. Legal and Social Position of Women in the Late Empire
   Donaldson, J. Woman, Her Position and Influence in Ancient Greece
   and Rome and among the Early Christians (London, 1907), 77-191,
   284-54; Dill, Samuel, Roman Society in the Last Century of the
   Western Empire (Meridian), 113-223; Seneca, "Consolation to Helvetia,"
   in the Stoic Philosophy of Seneca, ed. Hadas (Anchor), 107-36;

2. Patristic Views on Women: Eve and Mary
   Troeltsch, E. The Social Teaching of the Christian Churches (Harper),
   Fathers, IV, 430-36; Clement of Alexandria, "The Instructor;"
   The Anti-Nicene Fathers, II, 209-12, 257-95; Tertullian, Disciplinary,
   Moral and Ascetical Works (1959) to be assigned;
   Treatises on Marriage and Remarriage (1959) to be assigned;
   Crystal, James ed., Translation of All Acts and Articles Connected with the
   Third Ecumenical Synod (1908), pp. to be assigned.

Reports:
   Jerome, Select Work and Letters (Select Library of Nicene and Post-
   Nicene Fathers, 2nd Ser. 1912.)
   Dogmatic and Polemical Works (The Fathers of the Church, VIII,
   1965); The Letters of Paula and Eustochium to Marcella (Palestine Pilgrims
   Text, I, 1896); Early Christian and early medieval representations of
   Eve and Mary based on search in the Princeton Iconog. Index.

3. Women in the Germanic Kingdoms
   Stenton, D. M., The English Woman in History (1957), Ch. I; Lancaster, L.,
   "Kinship, Lordship and Association Kinship in Anglo-Saxon Society..."
   in Sylvia Thrupp, Early Medieval Society, 17-41; Tacitus, Germania,
   trans. Mattingly.

Reports
   Articles in Societe Jean Bodin, Receuils, XI-XII; La Femme, to be
   assigned; Visigothic Law, ed. Scott; Burgundian Law, Pennsylvania
   Gregory of Tours; Venantianus Fortunatus.

II. The High and Late Middle Ages

1. Wives and Mothers: Royal, Noble and Bourgeois Households
   Stenton, Ch. II-III; Herlihy, D., "Land, Family and Women in Continental
   Europe," Traditio (1962), 89-113; Kelly, Amy, Eleanor of Aquitaine,
   pages to be assigned.

Reports:
Del Lungo, Women of Florence (London, 1907); Joinville, Life of St. Louis; Froissart, Chronicle; Pierre Dubois, Recovery of the Holy Land; Eric and Eneide; Aucassin and Nicolette

2) Courtly Love

Reports:
Andreas Capellanus, The Art of Courtly Love; Chrétien de Troyes, works to be assigned;

3) Monastic Life

Reports:

4) Mystics and Beguines

Reports:
Hughes, M. J. Women Healers in Medieval Life and Literature (1943)

5) Women in Medicine

6) Fifteenth Century Feminism or Defense of Courtly Love
ROLE OF WOMEN IN MODERN HISTORY

From the Renaissance to the present time, women have filled roles comparable in their variety to those of men. Generally, however, only those women who have been outstandingly successful in traditionally masculine roles have been studied. There has been little or no research about women as such. Consequently, there has developed a rather unbalanced view of women's contributions in history, the dazzling characters in the foreground seeming to be quite divorced from the mass of women huddled beside the family hearth.

This course will balance the assessment by including both the exceptional roles and the lives of the majority of women in each period, showing that the latter were also far from being homogeneous. Factors such as class, religion, economic position and geographical location will be considered as contributors toward the development of the role of women. Finally, their role in each period, Renaissance, Baroque, etc., will be placed in the context of the atmosphere of that time, thus producing a synthesis of the role of women in modern history.

Method: reverse chronology, beginning with contemporary women's lib and then showing the historical context all the way back to the 15th century.

Bibliography: Best known modern works of Millett, Friedan, de Beauvoir, Bird, Flexner; standard biographies of such women as the salon hostesses, revolutionary participants, queens and courtesans of influence; general works on women by country or era; many contemporary articles, plus much use of bound periodicals—mainly to show changes of attitude toward, and of, women.
Priscilla Allen  
Dept. of English  
Indiana University  
71-72

THE REDISCOVERY OF AMERICAN WOMEN WRITERS

Only recently has attention been drawn to neglected female artists. Edmund Wilson, in Patriotic Gore, pointed out Kate Chopin, whose writing career was ended in 1899 by the brutal treatment that she and her last novel, The Awakening, received, Irving Howe, in a repeat essay, mentioned the high artistry of The Unpossessed, written in 1934 by Tess Slesinger. After decades of oblivion, The Man Who Loves Children by Christina Stead has now appeared in paperback. These breakthroughs may suggest the possibilities awaiting further exploration.

If one compares the quality of Chopin, Slesinger, or Stead to many (mostly male) authors in the accepted canon of American Literature," one wonders if they are not superior to nearly all of the lesser lights (e.g. Bret Harte, Hamlin Garland) and to many of the greater ones (e.g. Stephen Crane, Frank Norris, W.D. Howells). And if they are, how many other female artists remain forgotten whose thoughts and art could enrich our lives? This is a question that needs asking—and answering.

This question and related ones will inform the content of my section of L369. Its students will be encouraged to ask how the stature of writers is established, how the rediscovered authors compare to established authors like Edith Wharton or Willa Cather, whether there are other female writers given a sentence or paragraph in The Oxford Companion to American Literature who should be resuscitated. And, since the Companion is not all-inclusive, how would writers like Stead or Slesinger, who are not even mentioned in its pages, be found?

The need to answer such questions opens doors on a wide range of activities and thought: the development of library and bibliographical skills, careful reading and evaluation of "rediscovered" authors, original thinking about the nature of literary stature are a few of these.

Although the work of the students might vary with their motivation and particular interest, each might be expected to produce two papers, one of literary criticism on one writer's work, the other bibliographical (either an annotated bibliographical or a bibliographical essay) on another writer. If their response to this original research reflects the significance and felt need for their work (as one might suppose it would) the students might also prepare to publish and circulate their joint product for the use of students and teachers in other courses and schools.

At present count, courses on women in literature are offered at 30 colleges and universities. They make up a large fraction of the courses on women now offered at 65 institutions. This course would be similar to many of these courses in its literary content. But it will go beyond them in producing original and useful bibliographical materials for publication and circulation.
A comparative literature course designed to replace, for the year 1971-72, the comparative literature course titled "The Hero and the Anti-hero" (310); this would enable the students to take a second comparative literature course. These two courses could alternate, or become the core of a comparative literature program. The purpose of this course is two-fold.

A. It is designed to enlighten women in their search for themselves and to help men in their attempt to understand women and the problems they continue to face. Naturally, the course goes beyond the boundaries of national literatures, just as the problems of women are not limited to one country.

B. The course will acquaint the student with a number of texts chosen from a Western community of literary works. The study of these texts will relate several literatures to each other and will relate literature to artistic and ideological fields.

The course will show women as seen by both female and male writers. It will show how women experience love, man, child, society, dependence and independence, art, politics, creativity, their own creativity that is.

The student will see women in different periods, different countries, different social milieux. At the same time, he or she will examine a variety of literary styles and trends.
Examples:
- With Madame Bovary, the reader will become acquainted with a mis-educated woman, with 19th century provincial France, with Flaubert. Das Kathchen von Heilbronn shows a very innocent and very dependent German girl of the Middle Ages, as presented by a German writer of the romantic period. Doris Lessing, in The Golden Notebook, tells of a woman of the 20th century, alone with her child, in London. Anne Hébert, in Kamouraska, writes the story of a woman in 19th century Quebec.

Classes will meet three hours a week, for one hour of lectures and two seminar hours. It is planned to invite a certain number of guest lecturers, chosen from the Loyola faculty. The course will be open to all university students. It will, if possible, use both French and English as the languages of instruction.

TEXTS: Lessing, Minna von Barnhelm; Mme. de Lafayette, la Princesse de Cleves; Kleist, Das Kathchen von Heilbronn; Balzac, la Femme de trente ans; Flaubert, Madame Bovary; Ibsen, The Doll's House; Strindberg, The Father; Henry James, Portrait of a Lady; Virginia Woolf, To the Lighthouse; Montherlant, Pitié pour les femmes; Simone de Beauvoir, Mémoires d'une jeune fille rangée; Doris Lessing, The Golden Notebook, Margaret Atwood, The Edible Woman, Anne Hébert, Kamouraska.
THE HEROINE IN WESTERN LITERATURE

We intend to examine several works from classical, medieval, and modern literature in which the central character is a woman, considering different types of heroines and the cultural factors affecting their representation and, where possible, the relationship of these types to those of the hero.

Part I - Classical & Medieval

I. Introduction: theory, literary concept of heroine and hero.

II. The Heroine in Conflict with Tradition: Sophocles, Antigone; Euripides, Medea.

III. The Heroine in Conflict with the Hero: Ovid, The Heroides (Dido, Medea, Phyllis); Ovid's ideas on love.


V. The Medieval Romantic Heroine: Aucassin and Nicolette; Gottfried von Strassburg, Tristan (selections).

VI. The Spiritual Heroine: Dante, The Divine Comedy (selections).

VII. The "Fallen" Woman: The Prostituted Heroine: Rojas, La Celestina.

Part II - Modern

VIII. The "Fallen" Woman: Defoe, Roxana.

IX. The Christian Heroine: Chateaubriand, Atala.

X. The 18th Century Romantic Heroine: Jane Austen, Emma.

XI. The Bourgeois Heroine in Conflict with Tradition: Flaubert, Madame Bovary.

XII. The Bourgeois Heroine (continued): Ibsen, A Doll's House, Ghosts.

XIII. The Existential Heroine: Anouilh, The Lark, Antigone; Pauline Reage, Story of O.

XIV. Conclusion: class may examine several critical articles dealing with the concept of the heroine.
MODERN WOMEN IN LITERATURE

A note - this is a freshman-sophomore conference course, offered fall 1969 and again spring 1971, in several sections, with 15-20 students in each section. The method is: reading of assigned works and any several works from the supplementary reading list, writing, attending periodic lectures, and discussing in class and private conference. The goal for the student is hopefully a dual achievement: 1. historical-developing an understanding of the experience of different women, fictional and historical, at different times in England and America, 1795-1971; 2. critical-developing by analysis judgments about both the experience and its literary manner of expression.

I. Schedule:

Introductory lecture, materials and methods
Kate Millett's Sexual Politics, pp. 1-235
Austen's Emma
Bronte's Jane Eyre
Hardy's Tess of the D'Urbervilles
Wilde's Salome
Shaw's Mrs. Warren's Profession
Essay one
Spring recess
James' Daisy Miller
Woolf's Mrs. Dalloway
Lessing's Golden Notebook, 2 weeks
Research period for essay two, 2 weeks
Essay two
Concluding lecture
Examination

II. Papers:

Essay one: using readings on reserve in the library, and detailed analysis, determine what kind of a woman James' protagonist is in The Turn of the Screw and what happens to her.

Essay two: submit in person a topic of your choice. The only restriction is that the topic must be relevant to the course.
LITERARY REFLECTIONS OF WOMAN

Woman's infinite variety will be discussed as mirrored in the literature of past and present, East and West. In the first semester, discussion will focus upon images of the woman's private world: her relationships with men, other women, and children, and her individual and often lonely quest for personal identity; while the second semester's sessions will concentrate upon women and society and include works reflecting women's vocations, women and war, and the embattled woman. The course will be literary rather than psychological or sociological in emphasis and will deliberately avoid stereotyping but frustration, momism, prostitution, lesbianism, and protest movements will all be considered within a literary context.

Sept. 8 Introduction to course
Sept. 15 Ibsen, A Doll's House and Hedda Gabler
Sept. 22 Nabokov, Lolita
Sept. 29 Tolstoy, The Kreutzer Sonata
Tewfik Al-Hakim, The Tree Climber
Oct. 6 Kawabata, Snow Country
Oct. 13 Toomer, Cane (selections)
Oct. 20 D. H. Lawrence, The Fox
Oct. 27 Film showing, Ingmar Bergman's The Silence
TERM PAPER PROPOSAL DUE
Nov. 3 Virginia Woolf, To the Lighthouse
Nov. 10 Lorca, The House of Bernarda Alba & Blood Wedding
Nov. 17 Faulkner, As I Lay Dying
Nov. 24 James, The Turn of the Screw
Dec. 1 Emily Dickinson (selections)
TERM PAPER DUE
Dec. 8 Charlotte Bronte, Villette
Images of Women in English and American Literature

An historical and analytic exploration of the images of women in literature. At least one book from each topic is required.

I. Introduction: The Image of Women—Then and Now. Women's magazines (e.g., Ladies Home Journal); Millet's Sexual Politics; Flexner's Century of Struggle; Women's Liberation literature; Sisterhood is Powerful, ed. Robin Morgan.

II. Religion as a Molder of the Female Image: Ghosts, Ibsen; Hawthorne's Scarlet Letter; McCarthy's Memories of a Catholic Girlhood; Tess of the D'Urbervilles, Thomas Hardy.

III. Woman of the House vs. Woman of the Streets: Defoe's Moll Flanders; Richardson's Pamela; Maggie: A Girl of the Streets, Crane.

IV. Marriage as a Life's Work: Austen's Emma; Eliot's Middlemarch; Wharton's House of Mirth; Ibsen's A Doll's House; Lawrence's Women in Love; Hardy's Jude the Obscure; Chopin's The Awakening; Sue Kaufman, Diary of a Mad Housewife; John Updike, Couples; Mary McCarthy's The Group.

V. Mothers and Their Children: Lawrence's Sons and Lovers; Lawrence's The Rainbow; Roth's Portnoy's Complaint; Kopit's O Dad, Poor Dad....

VI. Women in the World of Business: Dreiser's Sister Carrie; Norris's The Pit

VII. Women in War and Politics: Adams' Democracy; DeForest's Miss Revenal's Conversion; James's Bostonians.

VIII. Third World Women in America: Marques, The Oxcart; Toomer's Cane; Marshall's Brown Girl, Brown Stones; Marshall's "Reena"; Hansberry's Raisin in the Sun. Zulu Woman, Rebecca Rehyer; The Black Woman, ed. Toni Cade; Coming of Age in Mississippi, Anne Moody; This Child's Gonna Live, Sarah Wright; Poems by Senia Sanchez; Nikki Giovanni; Plays by Alice Childress; Child of the Dark, Carolina Maria de Jesus; Their Eyes Were Watching God, Zora Neale Hurston.

IX. Sexual Alternatives: Stein's Three Lives; Stein's The Autobiography of Alice B. Toklas; Hall's Well of Loneliness; Barnes's Nightwood

X. Discontented Women: A--Rage and Insanity: Ibsen's Hedda Gabler; Frost's Poetry; Anderson's Winesbury, Ohio; Plath's The Bell Jar.

XI. Discontented Women: B--Towards Women's Liberation: Lessing's Golden Notebook; Karp's The Queen is in the Garbage Can.
L'Image de la femme et du féminin dans la littérature française

mardi le 14 septembre - INTRODUCTION: I: Quelques définitions. plusieurs problèmes:
A. Qu'est-ce qu'une femme? Faits et théories.
B. Qu'est-ce que le féminin?
C. Qu'est-ce qu'une image?

II. La littérature française: absence et présence de la femme et du féminin:
A. Auteurs
B. Personnages littéraires
C. Personnages historiques
D. convents, cours d'amour, salons, ...
E. Le deuxième genre: "la"

III. La structure du cours:
A. d'Iseut à Winnie.
B. à partir de Combray.

jeudi le 16 septembre - Féminisme et Antiféminisme en France de Dieu à J. J. Rousseau. La femme sous l'ancien régime.

Lectures: Simone de Beauvoir, Le Deuxième Sexe: "Destin" et "Histoire"

Extraits*: La Sainte Bible, Le Roman de la Rose, Le Jeu d'Adam, textes sur la Vierge, Christine de Pisan, Le Procès de Jeanne d'Arc.

Mile de Gournay, Poulain de la Barre, Fénelon, les "philosophes," Rousseau.

mardi le 21 septembre - Féminisme et Antiféminisme en France: du Code Civil à Simone de Beauvoir.

Lectures: Simone de Beauvoir, Le Deuxième Sexe: "Histoire."

Extraits: Le Code Civil, Rimbaud.

jeudi le 23 septembre: La France.


mardi le 28 septembre: Images.

Lectures: Extraits: Cantilène de Sainte Eulalie, Laustic, Aucassin et Nicolette; Le Roman de Tristan et Iseut.


mardi le 5 octobre: Images. Lectures: Extraits: Guillaume de Machault, Villon.


Extrait: Racine.


jeudi le 28 octobre et le 2 novembre:

jeudi le 4 novembre: Images. Lectures: Balzac, *La fille aux veux d'or*,
Extrait: les "romantiques."


jeudi le 16 décembre: Images: Lectures: Beckett, *Oh les beaux jours!*

mardi le 21 décembre: Conclusion: Programmes provisoires ....

*Extrait: textes divers choisis et réunis en vue de ce cours.*
THE WOMAN IN AMERICAN CULTURE

A. Women in Early America
1) Puritan culture (text #1); Anne Bradstreet; The Scarlet Letter (Hawthorne)
2) Southern plantation women, Southern woman in modern literature -- Faulkner, Tennessee Williams
3) Pioneer family -- theme in literature (text #2), Edna Ferber.

B. Women Activists in Nineteenth and Early Twentieth Centuries (text #4)
1) Abolitionist, Uncle Tom's Cabin
2) Suffragette movement -- (Susan B. Anthony)
3) Labor movement (Emma Goldman)
4) Margaret Sanger and Birth Control
5) Social Reform (Dorothea Dix - prison) Jane Addams - Hull House
6) Professions - Elizabeth Blackwell

C. Women Writers and Their Views
1) Text #3 - set in late 19th century
2) Poets - Emily Dickinson, Amy Lowell
3) Ellen Glasgow
4) Lillian Hellman
5) Short stories
6) Mary McCarthy

D. Women in the Popular Culture
1) Early ladies' magazines: Godey's Lady's Book, Woman's Home Journal, particularly as edited by Edwin Bok
2) Movies and female types; Mary Pickford and America's Sweetheart; Sex symbols: Jean Harlow, Clara Bow, Marilyn Monroe; Movie queens; Joan Crawford, Bette Davis
3) Contemporary media and advertising: Radio and TV dramas, commercials, contemporary women's magazines and women's sections of newspapers; fashion industry; men's magazines: Playboy

E. Men Writers and Their Views (Everybody will read some of these) (text #6)
*Norman Mailer, Ernest Hemingway, Henry Miller, Sidney Howard, The Silver Cord; James A. Herne, Margarett Fleming; other plays; Philip Wylie, A Generation of Vipers; Phillip Roth, Portnoy's Complaint, When She was Good
Many other possibilities

F. Contemporary Women's Movements
Now; Women's Liberation; professional groups; other groups (text #5) and other contemporary collections and single author books (Friedan, Bird, etc.)
Speakers from some of these organizations

Required Books:
1. Edmund Morgan, The Puritan Family, Harper
2. Willa Cather, My Antonia
3. Edith Wharton, The Age of Innocence
4. Eileen Kraditor Up from the Pedestal (historical approach) Quadrangle
5. Robin Morgan, Sisterhood is Powerful (contemporary)
TWENTIETH CENTURY BRITISH AND AMERICAN LITERATURE-INTEGRATING THE SURVEY

The typical literature survey course, with 300 students in each lecture section and a lecturer assisted by five or six section teachers, deals with predominantly male and almost entirely white literature. In the four typical syllabuses sent to me, one provided a good feminist set of readings (Frank Battaglia's), but in the other three (to be attended by 900 students) only one had a female writer at all—Flannery O'Connor. Typically the surveys take contemporary British and American Literature to consist of Joyce, Eliot, Yeats, Faulkner, Hemingway, Fitzgerald, Waugh, etc.

Although Women's Study Courses are valuable, there are far too few people familiar with the material. Graduate students and junior faculty can be familiarized with the material by its presence and presentation in large lecture courses that they will have to teach sections of. Women who decide to take Women's Study Courses are a tiny minority of the men and women who should be reached through all levels of the college curriculum.

Required Readings

1. Charles Chesnutt, The Marrow of Tradition
2. Kate Chopin, The Awakening
3. James Joyce, Portrait of the Artist as a Young Man
4. Yeats, Frost, Stevens, Moore, Auden, Vansan, Tate
5. Auden's For the Time Being
6. Lillian Hellman, The Little Foxes
7. Richard Wright, The Outsider
9. LeRoi Jones, The Lead Lecturer
10. Sylvia Plath, Ariel

Supplementary Lectures

"The Gilded Age and the Age of Guilt"
"The Feminist Novel at the Turn of the Century"
"Chopin and Joyce: The Backwards and Forwards Bildungsroman"
"Marxism and Modern Literature"
"Black and Women Writers under the Ruins"
"Who Killed Sylvia Plath?"

Questions and comparisons springing from this body of material would include the question of the relative freedom of Chopin's, Hellman's, and Lessing's heroines and a comparison of the social contexts involved; the question of existentialism and the solitary self as developed by Richard Wright, and the modernist poets and compared to the isolation of Lessing's Anna Wulf and Sylvia Plath; the relative merits of modernist and socially realist literature.
Since this course has not been offered before, and since registration for it requires permission of the instructor, it seems reasonable to provide some sense of what I would like to do in the course and the sort of persons I think might best profit from and contribute to it.

The necessity of ordering books, the responsibility to provide some structure in which to make choices, and the fact that I do have a point of view have led me to make some initial decisions about the shape of the course, but I will not feel it to be successful unless that shape meets the needs of the class and is further developed by us all collectively.

The first month of the course will essentially be devoted to an intensive exploration of the classics of feminist criticism: The Second Sex, Thinking About Women, Sexual Politics, A Room of One's Own, and a variety of articles and essays by academic and non-academic women which deal with women in the arts and the woman artist. Part of our task at this point will be to define our task, to arrive at some common sense of the questions to be asked and a common vocabulary in which to ask them.

During this time we will also be making choices about the work for the rest of the term. It is my sense that the best way to test whatever aesthetic we have begun to develop, and the best way to learn for ourselves how inadequate the traditional male stereotypes of women are, is to explore the literature by women, and particularly the literature by women (or about women) who do not fit those stereotypes. Rather than a historical or generic pattern, therefore, I would propose that we proceed thematically, and look at the literary portrayal of the lesbian, the working woman, the black woman, the woman conscious of herself, the woman as intellectual/reporter/critic, and the madwoman (other categories might be suggested; these are offered very broadly).

For each topic that we decide to pursue, a common reading assignment will be made to the whole class, and a bibliography provided for additional readings, both primary and secondary; for each topic we will try together to develop questions for investigation. The primary responsibility for each topic, however, will belong to at least two people, who will prepare, in consultation with me, to lead the discussion, make additional assignments, offer a presentation, or whatever seems to them most appropriate. Participation on one such topic team will be one requirement of the course, parallel to (though perhaps more demanding than) the traditional seminar report.

The remaining requirements will be decided with the group, to meet individual needs and to carry out joint purpose. By this obscure phrase I mean something like the following:

We will, inevitably, assume the traditional requirement of an additional, extended piece of work, equivalent to a seminar paper, and such a paper may be particularly appropriate for those who are beginning to develop dissertation topics. Others, particularly those who are concerned about the role of the female teacher, and the function of feminist criticism in the classroom, might wish to consider more curriculum-oriented papers, perhaps, and some may wish, singly or together with others, to develop further the materials of their report.

I would like, wherever possible, however, to avoid the one-way, student-to-teacher, end-of-the-term-and-then-it's-done process, and search for more collective ways of working,
in which we can really involve/share with others, in the class and perhaps outside. Thus, we may even wish to consider some sort of public presentation or publication or some other means of contributing our skills to others.

The semester will be very short for all there is to be done, and additional meetings may have to be scheduled from time to time; I will also encourage attendance at various related lectures and meetings. This will not be a class to drop in and out of; the very nature of the material will demand that our encounter with it be emotional as well as intellectual, which in turn will demand some coherent, continuing group dynamic.

There can be no academic prerequisites for the course, since the subject itself has only recently become academically respectable, and few formal courses have been available within the university. Formal courses are not the only way to learn things of course, and the contemporary women's movement, on and off the campus, has already accumulated a substantial body of ideas. As one rule of thumb, I would suggest that anyone who has not already read Sisterhood is Powerful and/or The Feminine Mystique, and/or reading them does not feel a basic sympathy and excitement, may not be at ease in the course or able to make the commitment asked. Precisely because I do intend this to be a literary course, there will be less time available for covering sociological or historical materials defining "the woman question" in the late 20th century, let alone proving there is one. We will be dealing with the interface of literary and social conventions, and my assumption is that those interested in the course will have done more thinking about the social than the literary status of women, and will wish now to return to literature, to integrate the insights it can provide.

To answer specifically one question which has been raised, the course is not limited to women (though, to be truthful, I might have if I could have). I do hope that most of the class will be women, and that interested men will be willing to struggle (as we leftists say) with whatever tensions their presence may create.

Our focus, chronologically, will be 20th century, and I would prefer to be able to assume that Lawrence, Joyce, Faulkner, Hemingway et.al., will not be unfamiliar; a solid 19th century background will also be an advantage, but all areas are cordially invited to apply!

A more complete reading list, a reserve list, and other materials will be available by the end of registration week or the first of the week when classes begin. Books for the course will be available only at Brown's Book Store, and must be asked for, since they will not be on open shelves. I will be available for questions and consultations in 7161 during registration week, and can be reached at home (221-1374) if you call late at night. I assume that I will be speaking to anyone who will actually be taking the course, but let me note here that there will be an assignment for the first meeting, available either from me or from the graduate office.
The social role women have played in Western society is, we can assume, revealed by and reflected in the roles they play in Western literature. The purpose of this course is to read and examine carefully a wide range of (mainly) English and American literature by male and female authors in order to discover the ways these writers conceptualize and experience "woman's place." We will attempt to discover how men conceive of women and whether these conceptions differ from women's own view of themselves; we will attempt to determine whether men desire the liberation of women, and how they see women achieving that liberation; we will attempt to discover how women view the possibilities of their own liberation.

The course is designed to make people in the class widen their experience of themselves and of their relations to one another as men and women. Explorations of psycho-sexual male and female roles in literature will, I hope, lead to personal explorations of expectations about and experiences of acted-out male and female roles. Literary conceptualizations of the why and how of liberation may lead to personal commitments to life-styles which best fulfill individual needs. This assumes, of course, that literature affects living, a chancy expectation at best. We can say, however, that the experience of literature widens self-concepts, which may in turn widen personal experience and commitment.

The course, as this description implies, has two purposes: one literary, the other political. Both will be important; neither will be pursued at the expense of the other.

During each class meeting we will discuss a literary work and our reactions to it. You should have finished the books scheduled for the week by the Wednesday class meeting. Written work will reflect the dual purpose of the course: you will keep a journal of your personal experience; you will be required to create a final paper or project which you should discuss with me by the end of Week VI (November 12).

The course is open to both men and women. I encourage men to consider taking the course.

Reading Schedule:

Week 1: Introduction; Strindberg, Miss Julie.
Week 2: Shakespeare, The Taming of the Shrew.
Week 3: Ibsen, A Doll's House, Hedda Gabler.
Week 4: Virginia Woolf, Mrs. Dalloway.
Week 5: Hardy, Tess of the d'Urbervilles.
Week 6: James, Portrait of a Lady.
Week 7: D. H. Lawrence, Women in Love.
Week 8: Hemingway, A Farewell to Arms.
Week 9: Mailer, An American Dream.
Week 11: Pauline Reage, The Story of O.
Feminist Writing Seminar

This will be a writing course for women to learn to get on paper what is on our minds. We will focus on the family as the prototype for power and control in the larger patriarchal society.

The family is regarded as normality, defining what is not within its limits as "abnormality" or deviance. Thus we find distinctions such as legitimate and illegitimate children, marital and extra-marital sex and so on. We will look at so-called deviance and try to understand what it is and who has the power to define it as such.

Women face repression in one of three ways—in terms of sanity, legality or economic security. We will examine two of these forms of repression and see how the definition of the family as the norm has created behavior which society terms insane or illegal. We will then look at that very behavior and see how, in other frames of reference, it can be seen as perfectly rational.

Our work will consist of reading, writing one piece (fiction, poem, whatever) each week and assembled as a booklet at the end, and visits to Vermont State Hospital and a women's federal penitentiary. One complete story or long poem will be required.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
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<tr>
<td>Wed. Sept. 15</td>
<td>Introduction</td>
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<tr>
<td>Fri. Sept. 24</td>
<td>Look at writing.</td>
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<tr>
<td>Fri. Oct. 8</td>
<td>Look at Writing.</td>
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<tr>
<td>Fri. Oct. 20</td>
<td>Look at Writing.</td>
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Fri. Oct. 22  Read Writings.


Fri. Oct. 29  Film Snake Pit.

Wed. Nov. 3  Mental Hospital as Psychic Jail. Have Read: One Flew Over the Cuckoo's Nest; Poems: "Belleview," "Stockton State."

Fri. Nov. 5  Look at writing and talk about Waterbury visits.


Fri. Nov. 12  Look at writing.


Wed. Nov. 24  VACATION: See Klute or Belle Du Jour while away, if you can.

Fri. Nov. 29  Prostitution, Welfare and Other Slaveries. Read: One Hundred Dollar Misunderstanding; Gover article on welfare.

Fri. Dec. 3  Read writings. Plan for booklet.


Fri. Dec. 10  Evaluations: What questions have we raised that have been left unanswered? Evaluation questions due.

Wed. Dec. 15  Work on booklet and distribute.

Fri. Dec. 17  Evaluations due and discussed.

Trips will be planned when they can see us.

We will practice journal writing during the first two weeks of class. After this each week everyone will write on dittos for us to share.
IMAGES OF WOMEN IN MODERN LITERATURE

1st week  Introduction

2nd week  Feminist Theory Kate Millett: Sexual Politics, chapter 2; Simone de Beauvoir: The Second Sex, "Introduction," "Childhood"

3rd week  Male Myths Simone de Beauvoir: The Second Sex, "Dreams.Fears. Idols"; Kate Millett, Sexual Politics, Chapter on Lawrence; D. H. Lawrence: "The Fox"; F. S. Fitzgerald: "Winter Dreams" *

4th week  Love and Sex Shulamith Firestone: Dialectic of Sex, "Love"; Edna O'Brien: "The Love Object"*; Doris Lessing: "One Off the Short List" *

5th week  Marriage and Motherhood Beverly Jones: "The Dynamics of Marriage and Motherhood" * (in Sisterhood is Powerful); Christina Stead: The Man Who Loved Children

6th week  The Adolescent Simone de Beauvoir: The Second Sex, "The Young Girl"; Christina Stead: The Man Who Loved Children


8th weeks The Woman as Artist Virginia Woolf: A Room of One's Own and To the Lighthouse

9th week  The Woman Poet An anthology including works by Diane Wakoski, Anne Sexton, Marge Piercy, May Swenson, Shirley Kaufman, Denise Levertov, Sylvia Plath*

11th week Sylvia Plath: Ariel

12th weeks The Independent Woman Doris Lessing: The Golden Notebook


* handout
Semaine #1 Historique
Laclos "De l'éducation des Femmes"

Semaine #2 Stendhal
Balzac
Vigny
Michelet
De l'Education des Femmes (in de l'Amour)
"Physiologie du mariage" (extrait)
"La Maison du Berger: Lettre à Eva."
L'Amour (extrait)

Semaine #3 Michelet
Baudelaire
La Femme (extrait); Proudhon: Amour et Mariage
(extrait); Flora Tristan: La Femme libre (extrait)
poèmes

Semaine #4 Baudelaire
Flaubert
G. Sand
choix de pensées sur la femme
Madame Bovary: (exposé et extraits)
Indiana (exposé)
A propos de la femme dans la Société politique (1848)

Semaine #5 Maupassant
Mauriac
L'Inutile beauté; Histoire d'une fille de ferme
"Thérèse Desqueyroux"

Semaine #6 Mauriac
Exposé: "Princesses de Science" de C. Yver

Semaine #7 Montebianc
Eliard
"Les jeunes filles" (extrait)
poèmes

Semaine #8 Claudel
Breton
Saint-Exupéry
"Le Soulier de Satin"; poème
"Arcane 17" (extrait)
"Vol de Nuit"

Semaine #9 N. Sarraute
Colette
A. de Noailles
exposé sur Gigi; "La dame du Photographe"
Poèmes

Semaine #10 C. Rochefort
"Stances à Sophie"
Exposés sur "Le Repos du Guerrier"
"Les Petits enfants du Siècle"

Semaine #12 S. de Beauvoir
"Le Deuxième Sexe" 2e volume
and 13

Lectures supplémentaires

Balzac: Le contrat de mariage
Michelet: La Sorcière
Goncourt: La Fille Elisa; Germaine Lacerteux
Flaubert: Madame Bovary
G. Sand: Horace
S. de Beauvoir: Le Deuxième Sexe 1er volume
S. Lilar: Le malentendu du Deuxième Sexe
Raymonde Machard: Les Françaises
This seminar takes a number of empirical cases in order to ask questions about the relationship between the structure of male-female relations and modernization. It deals with a number of questions that have usually been thought central to modernization, e.g., labor force participation, the evolution of new social classes, the effects of industrialization, political participation, and the like. Primarily, however, we shall be focusing on transformations in human consciousness as the crucial task and central focus of modernization. Similarly, in relating male-female relations to modernization we shall cover conventional topics like female participation in the labor force, changing birth rates, the effects of urbanization, changes in the legal position of women with regard to political rights, divorce and marriage laws, socialization of childcare and the like. Our central theoretical concern, however, will be qualitative changes in male-female relations as they effect the evolution of human consciousness. This involves studying male-female relations not just in terms of relationships between males and females — whether on the level of individuals or groups — but also, and crucially investigating male-female relations on the symbolic level of masculine and feminine as those archetypes effect social values and the very structure of consciousness. The two levels are intimately inter-related, since the way women are viewed and treated in any given society importantly shapes the way men deal with their own feminine aspects and the way they relate to symbolic values associated with femininity.

We need, therefore, to do a number of things in the course of the semester. First, we need to develop a systematic theoretical framework relating male-female relations to modernization on the level of transformations in human consciousness. This endeavor will take us far beyond the boundaries of political science as conventionally defined. This broadening of our scope is in any case essential for coming to grips with politics in a way adequate to deal with the fundamental transformations of the modern age. Secondly, we need to spend some time getting a sense of traditional society, particularly in terms of male-female relations. This is particularly important, since peasants still form the majority of the population in most countries in the world and also since this traditional social basis did not exist in the United States and is therefore less familiar to us. From that starting point we shall examine the way in which traditional society breaks down under the impact of the modern age. We shall need to do this both on the theoretical level and for some concrete cases. This section will focus both on the unintended and nondeliberate aspect of the breaking and on deliberate attempts made by would-be modernizers in these societies to transform themselves and their countrymen. Here comparisons are especially useful, because they allow us to see what the costs and benefits are of different approaches to social change. We shall use, inter alia, the work of George Massell on Soviet Central Asia and writings on social change in Algeria and Indonesia to compare and contrast different approaches to transforming Muslim society, particularly with respect to male-female relations.

Thereafter we shall come to some more specific subjects like education, changing family patterns, labor force participation and women's role in revolutionary politics. Throughout, our focus will be comparative in order to generate hypotheses which will hopefully be relevant to a large number of other cases. Finally, we shall discuss future prospects for male-female relations.
There are no pre-requisites for the course. It assumes, but does not demand, general familiarity with basic works on the contemporary American women's liberation movement. (It would certainly be desirable to have read The Second Sex, The Dialectics of Sex, and Sexual Politics.) Course requirements include a paper, normally 15-20 pages in length, due during the semester. In addition, in order to improve the quality of seminar discussion and to focus issues more sharply, students will be expected to turn in on the day preceding the seminar a list of two or three questions they would particularly like to discuss in connection with that week's reading. There will also be a take-home final exercise. Assigned readings will vary in length from week to week with the subject to be dealt with and with the kind of reading matter assigned, but will normally average 200 pp. of quite easy to read material.

One final word: this is not a seminar about women. Rather it is a study of male-female relations and about the way in which various forms of male-female relations effect and are effected by the process of modernization.

Margaret Mead, *Sex and Temperament in Three Primitive Societies*
Elizabeth Fernea, *Guests of the Sheik*
David Gordon, *Women of Algeria*
Cora Vreede-de Stuers, *The Indonesian Woman*
Rama Mehta, *The Western Educated Hindu Woman*
Ester Boserup, *Woman's Role in Economic Development*
Doris Lessing, *The Golden Notebook*

I. Politics, Religion, and Sexuality: Male-Female Relations in Primitive Societies (Week of Sept. 29)

Margaret Mead, *Sex and Temperament in Three Primitive Societies*, at least chaps. 5-7, 12, 15, 17-18; preferably all.
Supplementary
Simone de Beauvoir, *The Second Sex*, chaps. 4-5.
Lionel Tiger, *Men in Groups*, chap. 3.
Herbert Marcuse, *Eros and Civilization*, chap. 3.

II. Property, Class and Status: Male-Female Relations in Traditional Societies (Week of Oct. 6)

Elizabeth Fernea, *Guests of the Sheik*.
Moses I. Finley, *The World of Odysseus*, chap. 5.
Supplementary:

III. Repression and Secrecy: Masculine Consciousness and its Relation to the Feminine (Week of Oct. 13)

Trevor-Roper, two-part article on witches *Encounter*, vol. 28, pp. 3-25 (May 1967); pp. 13-34 (June 1967).
Supplementary:
IV. The Impact of the Modern Age on Traditional Societies (Week of Oct. 20)

Manfred Halpern, *THE DIALECTICS OF TRANSFORMATION IN POLITICS, PERSONALITY, AND HISTORY* (mimeographed).
Clifford Geertz, *ISLAM OBSERVED*, pp. 56-74.
Wilfred Cantwell Smith, *ISLAM IN MODERN HISTORY*, chap. 3.
M.M. Siddiqi, *WOMEN IN ISLAM*, (skim to get the general approach).
Supplementary:
Louis Kampf, *ON MODERNISM*.

V. The Transformation of Peasant Societies in Islam:
Algeria and Indonesia (Week of Oct. 27)

David Gordon, *WOMEN OF ALGERIA*.
Cora Vreede-De Stuers, *THE INDONESIAN WOMAN*.
Kay Boals, "The Transformation of Male-Female Relations in Northern Africa," (mimeographed).

VI. The Transformation of Peasant Societies under Communism:
The Russian Case (Week of Nov. 3)

Jessica Smith, *WOMAN IN SOVIET RUSSIA*

VII. The Role of Education in Changing Consciousness (Week of Nov. 10)

Rama Mehta, *THE WESTERN EDUCATED HINDU WOMAN*.
Supplementary:

VIII. Modernization and Changing Family Patterns (Week of Nov. 17)

William Goode, *WORLD REVOLUTION AND FAMILY PATTERNS*, (read any three chapters.)

IX. Male-Female Relations and Economic Modernization (Week of Nov. 24)

Ester Boserup, *WOMAN'S ROLE IN ECONOMIC DEVELOPMENT*
Supplementary:
Norton Dodge, *WOMEN IN THE SOVIET ECONOMY*
Padmini Sengupta, *WOMEN WORKERS OF INDIA*

X. Women's Participation in Revolutionary Politics (Week of Dec. 1)

Frantz Fanon, *STUDIES IN A DYING COLONIALISM*, pp. 35-67.

XI. Where Are We Now? Where Can We Go From There? (Week of Dec. 8)

Simone de Beauvoir, *THE SECOND SEX*, chap. 25.

XII. Male-Female Relations: A Novelist's View (Reading Period)

Doris Lessing, *THE GOLDEN NOTEBOOK*. 

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Patriarchal Politics

The following are principal texts which you are urged to buy:
Roszak and Roszak, Masculine and Feminine (Harper); Simone de Beauvoir, The Second Sex (Bantam); Mill, J. S., The Subjection of Women (MIT); Marx, Lenin, Engels, Stalin in The Woman Question (International); Shulamith Firestone, The Dialectics of Sex (Morrow).

Readings are arranged in order of importance; you are urged to read the items marked with an * so that our discussions will be able to focus on areas all of us are familiar with; supplementary books are included to assist those who wish to delve further, and for the individual seminars we will be forming in specific areas of interest. Books in the first category are on reserve in UGL and Pol Sci Library.

I. WOMEN IN POLITICS

(March 29) a) Women as marginal participants in traditional politics
Reading: *Robert E. Lane, Political Life, pp. 209-216.
Supplementary: Maurice Duberger, Political Role of Women, pp. 49-73.
Harold Gosnell, Democracy: Threshold of Freedom, pp. 50-77.

(April 5) b) Politics as masculine: patriarchal politics
Reading: *Aristotle, Politics, Book I.
*de Beauvoir, pp. 56-128.
*Roszak, "The Hard and the Soft"; also "The Man Problem."
*Firestone, Chapter 8.
*Mil, Subjection of Women, Chapter 1.
Supplementary: Lionel Tiger, Men in Groups, Chapter 2.
Lucy Komasar, "Violence and the Masculine Mystique."
Kate Millett, Sexual Politics, Chapter 2.
William Domhoff, Who Rules America?

(April 12) c) Women as active participants in issue-oriented politics
Reading: *Firestone, Chapter 2.
*Aileen Kraditor, Up From the Pedestal, pp. 183-287 (skim).
*Christopher Lasch, The New Radicalism in America, Chapters 1, 2, and 4.
Supplementary: Donald Meyer, The Positive Thinkers, Ch. 3.
William O'Neill, "Feminism as a Radical Ideology," in Young, Dissent.
Eleanor Flexner, Century of Struggle.
"Women in Revolution."
O'Neill, Everyone Was Brave; The Woman Movement.
II. THE PROPS OF PATRIARCHAL POLITICS

(April 19)  a) Sociological
Reading:  *de Beauvoir, pp. 249-347, "The Formative Years";  *Firestone, Ch. 4, "Down with Childhood";  *Fred Greenstein, Children and Politics, Ch. 6, "Sex Differences";  *Roszak, articles by Hacker, Rossei;  *Mill, Chap. 2, 3.

Supplementary: Betty Friedan, The Feminine Mystique;  Cade, The Black Woman;  Clark, Dark Ghetto, "Sex and Status";  Aries, Centuries of Childhood, A Social History of Family Life;  Goode, The Family;  Wylie, Generation of Vipers;  Merriam, After Nora Slammed the Door.

(April 26)  b) Psychological


(May 3)  c) Economic and Legal
Reading:  *The Woman Question;  *Roszak, pp. 166-245;  *Firestone, Chap. 1.

Supplementary: Kanowitz, Women and the Law, pp. 1-99;  Wollstonecraft, Vindication of the Rights of Women;  Bird, Born Female;  Rebek, Women and Socialism;  Gilman, Women and Economics;  Engels, Origin of Family, Private Property and the State.

(May 10)  d) Literary
Reading:  *de Beauvoir, Chap. 10, pp. 185-237;  *Firestone, Chap. 7, 8, 9;  *Roszak, "The Man Problem," pp. 3-50;  *Virginia Woolf, A Room of One's Own;  *Ibsen, The Doll's House.

Supplementary: Kate Millett, op. cit., Part III.;  Rousseau, Emile;  de Beauvoir, The Women Destroyed;  Masters and Lea, The Anti-Sex;  Ellman, Thinking About Women;  Lifton, Woman in America, article by Diana Trilling.

May (17)  e) Anthropological and Religious

Supplementary: Briffault, The Mothers;  Bachofen, Motherright;  Malinowski, Sex and Repression in Savage Society;  Mead, Male and Female;  Sex and Temperament;  Daly, The Church and the Second Sex;  Montague, The Natural Superiority of Women;  Ruth Herschberger, Adam's Rib.

III. THE CHALLENGE TO PATRIARCHAL POLITICS: POLITICS REDEFINED


Supplementary: Stambler, Women's Liberation: Blueprint for the Future, especially pp. 141 and 233;  Robin Morgan, Sisterhood is Powerful;  Tanner, Voices from Women's Liberation;  Koedt, Firestone, Notes from the Second Year.
The Female Domain of Politics

This course is an attempt to place women in the political system conceptually and give an account of their contributions to the "authoritative allocation of values" in our society. Male political scientists have overlooked women as subjects of study for the most part or portrayed them in the past as unimportant in the political process.

Just as Blacks had their own separate political system tied to the White, male political system by Uncle Toms, American women have their own domain of politics connected to the latter by Aunt Janes. The Female political system is not lateral but a subordinate system. It is dependent on the White, male dominated system which possesses the power in the society. One finds the female domain under the code name "volunteer work." Women run numerous organizations in the volunteer sphere, but their power is controlled by the superordinate system. There are token women in leadership positions in the superordinate system; some women hold elected political offices, but women usually do menial tasks and are excluded from the locus of power.

This course will explore the boundaries and contents of the female domain of politics, identify the mechanisms which perpetuate the sexual apartheid of political systems, and look for strategies which women might use to integrate the superordinate system where real power lies.

Women in political parties, in political office, in government employment, and political interest groups will be studied. There will be a discussion of the cultural influences and discriminatory practices which have worked against a fair representation of women in politics and an appraisal of the trends toward the professionalization of women candidates and a larger share of political power for women.

Outline of Topics

I. A Conceptual Framework: The Female Domain of Politics
II. Women in Politics: Their Recruitment
III. Mechanisms that Bar Women from Political Power
IV. Political Socialization and the American Female
V. The Influence of Women in Politics
VI. Strategies of Women Political Candidates: The Campaigns of Bella Abzug and Shirley Chisholm
VII. Interview with a candidate for Pittsburgh City Council
VIII. The Attitudes of Women toward Women in Politics and their Propensity to Support Female Candidates

An extensive bibliography accompanied this course outline. Contact Ms. Wells for a copy.
WOMEN IN POLITICS

FIRST THREE WEEKS: THE HISTORICAL PERSPECTIVE
An investigation of five major areas in which women were involved. What styles of participation have been open to American women? What resources did they bring to bear on these issues? What impact, if any, did their participation have upon the resolution of the issue?

I. Reform of the Polity: Anne Hutchinson
Battis, Ever, Saints and Sectaries: Anne Hutchinson and the Anti-Nomian Controversy in the Massachusetts Bay Colony; Curtis, E. R., Anne Hutchinson; Eriksen, Kai, Wayward Puritans: Study in the Sociology of Deviance.

II. Abolition of Slavery

III. Social Reform: Welfare Institutions and the Wider Society
Addams, Jane, The Long Road of Women’s Memory; _, Newer Ideals of Peace; _, Peace and Freedom in Time of War; _, Twenty Years at Hull House; _, Women at the Hague; _, Social Application of Religion; _, Democracy and Social Ethics; Conway, Jill, "Jane Addams: An American Heroine," Daedalus, Spring 1964; Drinnon, R., Rebel in Paradise (Biography of Emma Goldman); Goldman, Emma, Anarchism and Other Essays; _, Living My Life; _, My Disillusionment in Russia; _, The Psychology of Political Violence.

IV. Social Reform: Prohibition
Nation, Carry A., The Use and Need of the Life of Carry Nation; Earhart, Mary, Francis Willard: From Prayers to Politics; Stebbins, Jane, Fifty Years History of the Temperance Cause; see also background; Gusfield, Joseph, Symbolic Crusade.

V. Suffrage
Flesher, Eleanor – Century of Struggle; Kraditor, Aileen – Ideas of the Women Suffrage Movement; O’Neill, William – Everyone was Brave; Lutz, Alma – Created Equal (Biography of Elizabeth Stanton); _, Emma Willard; _____, Challenging Years; Hays, Elinor – Morning Star: A Biography of Lucy Stone; _____, Those Extraordinary Blackwells; Peck, May – Carrie Chapman Catt; Shaw, Anna – Story of a Pioneer; Stanton, Elizabeth – Eighty Years and More; Gilman, Charlotte Perkins, The Home: Its Work and Influence; _____, The Man Made World; _____, Women and Economics; _____, His Religion and Hers; _____, The Living of Charlotte Perkins Gilman; Doyle, William – Charlotte P. Gilman and the Cycle of Female Reform.

Note: Elizabeth Stanton and Ida Harper wrote a monumental six volume History of Women Suffrage.
General Background Reading for First Three Weeks

Bird, Caroline - Born Female, Ch. 2; Sinclair, Andrew - The Emancipation of the American Woman; Kraditor, Aileen - Up From the Pedestal; Selected Documents.

Other books of interest: Adams, Abigail - Familiar Letters of John Adams and His Wife Abigail; Benson, Mary - Women in the Eighteenth Century; Dexter, Elizabeth - Career Women of America 1776-1840; Colonial Women of Affairs: Women in Business and the Professions Before 1776; Martineau, Harriet - Society in America; Madison, Dorothy - Memoirs and Letters; Spruill, Ulia C. - Women's Life and Work in the Southern Colonies

FOURTH WEEK: POLITICAL IMPOTENCE SINCE SUFFRAGE?


I. Voting
Campbell, Angus et al., The American Voter; Lane, Robert - Political Life; Gruberg, Martin - Women in American Politics, p. 1-70; Hastings, Philip - "How and Howevers of the Women Voter," N.Y. Times Magazine, June 12, 1960

FIFTH WEEK: POLITICAL IMPOTENCE SINCE SUFFRAGE?

II. Women's Organizations
Croly, Jane - A History of the Women's Club Movement; Fletty, Valborg - Public Service of Women's Organizations; Gruberg, Martin, op. cit., p. 83-116

III. The Dilemma: Political Actresses or Political Helpmates
Bennett, Helen - American Women in Civic Work; Erickson, Joan - "Notes on the Life of Eleanor Roosevelt," Daedalus, Spring 1964; Flynn, Elizabeth Gurley, Alderson Story: My Life as a Political Prisoner; Daughters of America; Women in the War; Graham, Frank - Margaret Chase Smith; Harriman, Florence - From Pinafore to Politics; Lamison, Peggy - Few are Chosen; Loth, David - A Long Way Forward: Biography of Congresswoman Bolton; Mesta, Perle - My Story; Mitchell, A. - America's First Woman Mayor (Susanna Salter); Nastor, Agnes - Women's Labor Leader; Roosevelt, Eleanor - Autobiography; It's Up to the Women; My Days; This I Remember; This is My Story; Tomorrow is Now; Ladies of Courage
Gildersleeve, Virginia - Many a Good Crusade; Longworth, Alice - Crowded Hours.

This is a partial list. Check in the public library for popular accounts of President's wives. Note Ellen Proxmire, One Foot in Washington: The Perilous Life of a Senator's Wife.

SIXTH AND SEVENTH WEEKS: POLITICAL IMPOTENCE SINCE SUFFRAGE?

IV. Contemporary Legislation
General Reading: Citizens' Advisory Council on the Status of Women (Department of Labor), American Woman 1968; Ditzion, Sidney - Marriage Morals and Sex in America; Myrdal, Alva - Women's Two Roles: Home and Work; Rainwater, Lee - Workingman's Wife.

Employment: Kanowitz, Leo, op. cit., pp. 100, 49, 178-97; Bird, Caroline - op. cit., Ch. 4; Boone, Gladys, Women's Trade Union Leagues; Epstein, Cynthia - Professional Women; Etzioni, Amitai - The Semi-Professions; Peterson, Esther - "Working Women," Daedalus, Spring 1964; Cain, Glen - Married Women in the Labor Force; Clawson, Augusta - Shipyard Diary of a Woman Welder; Nye, Francis and Hoffman, Lois - Employed Mothers in America; Smuts, Robert W. - Women and Work in America; Woolf, Virginia - A Room of One's Own.

EIGHTH WEEK: MINORITY GROUP WOMEN
General Reading: Billingsley, Andrew - Black Families in White America; Kardiner, A., and Ovesey L., The Mark of Oppression, Part II; Rainwater, Lee - The Moynihan Report, read the report itself; Botkin, B. A. - Lay My Burden Down; Carson, Josephine - Silent Voices: Southern Women Today - Cade, Toni - The Black Woman (New American Library); Chisholm, Shirley - Unbought and Unbossed; Fauset, Arthur - Sojourner Truth; Forten, Charlotte - Journal; Daniel Sadie - Women Builders; Holt, Rackham - Mary M. Bethune; Matthews, Donald and Prothero, Jas. - Negroes and the New Southern Politics; Sterling, Dorothy - Freedom Train (Harriet Tubman); Sterne, Emma - Mary M. Bethune;

Reference: Davis, John - American Negro Reference Book

NINTH WEEK: CONTEMPORARY POLITICAL THEORIES
Firestone, Shulamith - Dialectic of Sex; Millett, Kate - Sexual Politics, p. 1-88; Morgan, Robin - Sisterhood is Powerful; Rossi, Alice - "Equality Between the Sexes: An Immodest Proposal," Daedalus, Spring 1964.
The course will attempt to achieve a number of goals. Among these will be:

1. A survey of theoretical and research literature dealing with a broad range of areas relevant to the psychology of women.

2. Intensive study of several problem areas on the bases of student and instructor interest.

3. Discussion of the impact of the readings on our own further development and future plans. (Consciousness raising?)

4. A delineation of major questions which must still be answered by further research.

TOPIC OUTLINE

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings (refer to reference list for full notation)</th>
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<tbody>
<tr>
<td>9/16</td>
<td>1. Introduction &amp; Planning Session</td>
<td>Bardwick: Ch. 1&lt;br&gt;Erickson, E. H.: (in Lifton or Daedelus)&lt;br&gt;Carlson, R. Gutmann, Freud, S., (1965) Horney, K., Weisstein</td>
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<tr>
<td>23</td>
<td>Theoretical issues, psychoanalytic theory and rejoinders.</td>
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<td>9/23</td>
<td>2. Sex Differences:</td>
<td>Bardwick: Ch. 2,3,4,5&lt;br&gt;Trilling, Mademoiselle, July 1971&lt;br&gt;Sherf M. J.; Money, Jo&lt;br&gt;Beach, 1965 (read appropriate parts)</td>
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<tr>
<td>30</td>
<td>(a) Biological Foundations</td>
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<td>10/7</td>
<td>(b) Female Sexuality</td>
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<td>Dr. Estelle Ramey, Speaker</td>
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<td>(c) Socialization Processes</td>
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<td>Identification; Development of Sex Role Identity</td>
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<td>(12 hours)</td>
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<td>10/19</td>
<td>3. Motivation and Personality:</td>
<td>Bardwick: Ch. 9,10,11&lt;br&gt;Hoffman (1971) &lt;br&gt;Horner; Carlson (others to be added)</td>
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<td>Identity, Ego Strength &amp; Self-Esteem:</td>
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<td>Affiliation and Achievement. Ability.</td>
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<td>10/28</td>
<td>4. The Sex Role Issue</td>
<td>Bardwick: Ch. 11&lt;br&gt;Broverman, Henley&lt;br&gt;Tangri, Nelson&lt;br&gt;Thobert&lt;br&gt;Status of Women in Sweden&lt;br&gt;Boserup, Weston &amp; Mednick&lt;br&gt;Mednick &amp; Puryear</td>
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<td>11/4</td>
<td>(a) Current Status &amp; Conceptions</td>
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<td>11</td>
<td>(b) Women and Achievement</td>
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<td>(c) Cross-cultural differences</td>
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<td>(d) Black women (speaker on 11/11- perhaps panel)</td>
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11/18  5. The Status of Women
Legal & illegal discrimination -
the subtle and the overt.
(Speaker: Catherine East -
Commission on the Status of Women)

12/2  6. The New Feminist Movement
"Hearings" 1970

Bird
A Matter of Simple Justice

Morgan Friedan
DeBeauvoir, Greer, Millett
Other materials to be arranged
Palme; Sawyer

REFERENCE LIST

NOTE: I have several long, extensive bibliographies available. I will try to
arrange for you to have access to these from time to time. The Bardwick book has
an excellent bibliography as do Maccoby, Lewis, and several of the others on the
list.

I. Textbooks (to be purchased and read in their entirety)
   Morgan, Robin (Ed.), Sisterhood is Powerful, Vintage V-539
   Bird, Caroline, Born Female: The High Cost of Keeping Women Down, 1968, McKay.
   DeBeauvoir, Simone, The Second Sex, 1948,(optional, except for assigned sections)

II. Purchase, if you can (optional reading)
   Millett, K., Sexual Politics
   Greer, G., The Female Eunuch

III. I will bring in reprints and dittos of a number of papers, have duplicates
made and kept on file at the reserve library. These are marked with a (1) in
the following list.

IV. Other references for assigned readings
   Beach, Frank A., ed. Sex and Behavior, Wiley, 1965
   Bem, S.C. & Bem, D.J., Training the Woman to Know her Place: the power of a
   non-conscious ideology in "Hearings" part 2.
   Bosrep, E., Women's Role in Economic Development, London; George Allen &
   Unwin, Ltd., 1970
   Carlson, Rae, Understanding Women: Implications for Personality Theory and
   Research, J. Social Issues, in press
   Broverman, et.al, Sex role stereotypes: a current appraisal, 1971, J. Social
   Issues, in press
   in press
   Erikson, Erik H., Inner and Outer Space: Reflections on Womanhood, in Lifton,
   Daedelus, 1964, 93, 582-606. See also: Identity, Youth & Crisis, Norton 1968
   Freud, 1965, Femininity: Lecture XXXIII, New Introductory Lectures on
   Psychoanalysis, Norton
   Fridsman, Betty, The Feminine Mystique, Dell, 1963
   Gutmann, David, Women and the Conception of Ego Strength, Merrill-Palmer
   Quarterly, 1965, II, 229-241
   Horner, M., Fail, Bright Women in Psychology Today and Hearings, part 2
(1)Henley, N., The Politics of Touch, 1971, unpublished manuscript
(1)Hoffman, L.W., Early Childhood Experience and Women Achievement Motives.
J. Social Issues, in press
120
(1) Mednick, M.S. and Puryear, G.R., Militancy, affective attachment and fear
of success in black college women, 1971, unpublished manuscript.
Money, Jo, Sex Errors of the Body, John Hopkins, Baltimore, Md., 1968, See
especially chapter on gender, identity and role (articles by same author
will be placed in library by MSM)
(1) Palme, O., The Emancipation of Man, J. Social Issues, in press
(1) Sawyer, J., On Male Liberation, Liberation, 1970, 15, No. 6, p. 32
Sherfey, M.J., The Evolution and Nature of Female Sexuality in Relation to
Psychoanalytic Theory, J. American Psychoanalytic Assoc., 1966, 14, 28-128
(replies to Sherfey in same journal in 1968)
Status of Women in Sweden (see if you can get a copy through Sedish embassy)
(1) Trilling, D., Female Biology in a Male Culture, Saturday Review, Oct. 10, 1970

Weisstein, N., Psychology Constructs the Female on the Fantasy Life of the
Male Psychologist, in Garskof, M. (Ed.), Roles Women Play: Readings Towards
Weston, P. and Mednick, M., Race, Social Class and the Motive to Avoid
Lewis, E.C., Developing Woman's Potential
UNDERSTANDING THE FEMALE PERSONALITY

Course Description:

A study of psychological assumptions about the female personality and how these assumptions are being questioned or verified by recent experimental studies. Psycho-social influences upon the developing psyche and behavior patterns of the female will be discussed, as well as sex differences and the interaction of the individual with the environment. Special emphasis will focus on attitude formation, gender role-learning, self-images, needs, values, fears and aspirations. The current renaissance of concern for women has brought demands for a re-examination of our ideas about the female personality and the socialization process which contributes to its development. This course is designed to stimulate thought, discussion and research into the changing nature and nurture of the female psyche.

BIBLIOGRAPHY:

KNOW packet
Selected journal articles

TOPICAL OUTLINE:

Week

9/21 Introduction to course
9/28 Cultural Development of Attitudes
10/5 Sexual Mythology/Influence of Myths on Psychological Theories
10/12 Role of Biological Factors
10/19 Development of Sex Differences in Cognitive Functioning
11/26 Contributions from Theory: Freud, Horney, Jung, Adler, Eriksen,
11/2 ) Allport, Maslow, Laing, etc.
11/9 Case Studies and Patterns of Development
11/16 Contemporary Psychology and the Study of Feminine Roles
11/23 Cross-Cultural Perspectives/Comparison of Soviet, Swedish
Theories of Personality Development in the Female
11/30 Quo Vadis/Reports/Finals
Session I.
*Linda Gordon, Families; *Juliet Mitchell, The Longest Revolution (first 5 pp.).

Session II.
*Frederick Engels, The Early Development of the Family (or read the entire Origins of the Family, Private Property and the State; Impolite Questions about Frederick Engels, written by Minneapolis W. L. optional; Margaret Mead, Sex and Temperament in Three Primitive Societies optional.

Session III.
*Summary of Mary Beard, Women as a Force in History; *Aries, Centuries of Childhood, parts will be suggested, or can read entire book; *Finish the Longest Revolution by Juliet Mitchell.

Session IV.
*Charlotte Perkins Gilman, Women and Economics; *O'Neill, Everyone Was Brave, 10-page excerpt; Ellen Dubois, Grimke Sisters article in Women's Journal optional; O'Neill, Divorce in the Progressive Era, optional but highly recommended.

Session V.
*Cade, Black Women Speak, suggested sections on the black family; *Peggy Morton, "A Woman's Work is Never Done"; *Benston, Political Economy of Women's Liberation; Blue-Collar Marriage optional.

Session VI.
*Firestone, Dialectic of Sex, sections on the family; *M. Tax, Woman and Her Mind, sections III and IV.

February, 1971
This is a summary of experiences in our family study group along with discussion questions which we used. It is reproduced in the hopes that it will be helpful to other women running similar classes.

Session I. General Discussion
Focus of the course is to see the family as an institution which has developed over time rather than a static institution which has always existed as it does today. We hope to develop an historical perspective on the conditions which created and maintain the family and the role the family has played at various times in history.

Discussion: The members of the class were asked why they're in the class and what they wanted to learn. They were asked to explain how their current living situation has raised questions for them about the family and what were the specific questions they had. We went around the room and the 30 women present gave brief pictures of what their lives were currently like and what they wanted out of the course. The discussion was very exciting because women present represented all the various living arrangements that women are in, and because it was clear that people hoped that the course would give them some intellectual understanding of their personal lives.
Session II: Discussion of Engels

The group was so large that we decided to meet for half the time in the large group in order to hear summaries of Engels and the critique of Engels, and then break into 3 small groups for discussion.

Discussion Questions:
1. How do our concepts of property influence us and how are they reflected in the way we regard other people who are close to us?
2. What would women's life be like in a matrilinear society?
3. Do you think that a group marriage in modern form would succeed in our society?
4. To what extent are economies and production at the root of women's oppression? Or did male supremacy precede class exploitation? Is so, what is the basis of women's oppression? To what extent is biology, including women's reproductive functions and her lesser physical strength, an important factor at the basis of women's oppression?
5. How valid is Morgan's anthropology? What difference does it make to the validity of Engels' conclusions?
6. Engels says that with equality, men and women would probably both be monogamous. What do you think? Is sex-love by its nature exclusive?
7. Was the change from group marriage to pairing marriage really advantageous to women as Engels suggests?

Following the small group discussions, we decided to restructure things again. We decided to meet in small groups for the whole time, followed by a short 15-minute business and evaluation meeting. We stressed the importance of doing the readings, so that our classes would be much more than mere rap groups. We encouraged people to have a short period of self-criticism at the end of each discussion.

Questions to Consider for Session III
1. What are the differences between the medieval and modern nuclear family, according to Aries? What functions did each type of family serve? What functions were unique to each and what were similar?
2. Engels suggests that among animals the family weakens the herd. "Before a herd can be formed, family ties must be loosened and the individual must have become free again." (p. 29). Aries said that the old medieval sociability became incompatible with the intimacy and privacy of family life. "One is tempted to conclude that sociability and the concept of the family were incompatible and could only develop at each other's expense." Do you think that this is true? If so what significance does it have for the women's movement?
3. Aries says that the modern family originated among the middle class, not the nobility or lower class. What do you think might be the significance of this?
4. Beard says that woman's status began to worsen with the rise of the powerful military state. What is the significance of this? How does women's lack of participation in the military then and now affect their total position in society? How does this relate to the question of physical strength in determining women's inferior status?
5. Compare the concepts of childhood in the Middle Ages and the modern family. How are they similar and different? How do the ideologies of the family, children and women reinforce each other? What implications does this have for understanding the oppression of children and the relationship between women's liberation and children's liberation?
6. How do you think women's position changed with the transition from the medieval to modern family? What do you think it was like to be a woman in the medieval family?
7. In what ways do you think the growth of the modern family may have been related to the growth of the feminist movement?
Session IV. Discussion Questions:
1. What do you think about what Gilman says about the fact that the economic dependence that women have on men leads to "over-sexed" characteristics in women? Do you think it's true?
2. Was your mother economically dependent on your father? What characteristics did she encourage in you?
3. Gilman and other early feminists were somewhat anti-sex. They saw relationships between men and women as purely economic ones, and they saw women's virginity as their bargaining element. Therefore, free love lowered the value of women's virginity and made it harder for all women to make advantageous economic arrangements. Do you think our movement should be as anti-sex as they were or should we advocate equal sexual rights with men?
4. Gilman says that the sexuo-economic sexual relations have prevented the development of socialism and a collective economic system because women are dependent on men and men have to compete economically to provide for their own family. Do you agree with this connection between the relationship of the sexes and our competitive economic system?
5. What is the relationship between Gilman's life and her ideology?
6. What is the role of divorce in perpetuating the family as an institution? It seems to allow the family to be more flexible and therefore helps it continue to exist. With legalizing divorce the emphasis is taken away from breaking up the family as an oppressive institution. It would be important to know what the remarriage rate is if one is trying to figure out if the family as an institution is breaking up, or if it is merely becoming more flexible.

Session V. Discussion Questions:
1. To what extent should we encourage women to enter the labor force?
2. To what extent is financial independence a precondition of women's liberation? If so, how do women achieve an independent financial base without being coopted into capitalism?
3. To what extent should a radical feminist strategy stress economic as compared to other types of issues? How important are economic issues? Is our lesser emphasis on such issues a reflection of our class background or of something else?
4. How can we best relate to working class black and white women? To what extent are their problems with the family structure similar to ours?

Session VI. Discussion Questions:
1. What is the role and importance of technology in the liberation of women? How has the pill changed your life? How would it have been different without the pill and other contraceptives? Is it necessary for women's liberation to demand that nature be "conquered" or controlled now? Would the ability to control biological functions break down the natural division of the sexes?
2. Women's position is determined by both her role in production and reproduction. Which do you think is the most basic in the oppression of women?
3. Firestone relates ecology and women's liberation. She sees women's liberation as being ecologically sound because it is anti-materialistic. Do you think that the women's liberation movement is anti-materialist? And what does that mean?
4. What do you think of Firestone's predictions for the future? Is her vision of the future adequate? What about a strategy for getting there? How do you think the development of communal forms of living relate to a strategy for building a new society?
5. What implications can be drawn from Morton's article which says that the winning of economic gains would lead to major changes in terms of women's role? This article is a good example of using an economic analysis of women's oppression to try to develop a strategy for the women's movement. Do you agree with it? If so, what kind of program should we have in the women's movement?
6. Would your parents have related to you differently if they had lived in a commune while they raised you?

Discussion of continuation of the family course:
The most popular idea was to study alternatives to the family structure. Alternatives in other socialist and communist countries, the history and failure of communal experiments in the U.S., present U.S. communal experiments, including all-women's communes, alternative methods of raising children were among the topics that the women wished to cover.
Another idea was also presented—to study the women's movement before and after the sexual revolution. What did the sexual revolution occur and what difference does it make to the development of our movement today? This course could also include a study of women like Gilman, Sanger and Goldman, their ideas, work and their impact, who were ahead of their time in ideas pertaining to the family, birth control and sexuality and who are clear predecessors of our movement today.

Suggestions for future classes on the family

1. Questions should be passed out before the reading is done, so they can be helpful in understanding the important questions raised by the reading.
2. It is very important that the reading be done by the members of the class. It is possible that individuals be assigned specific readings which they can give a report on to the rest of the class. This would avoid overly heavy reading loads.
3. Ideas for projects on the family came out of the class. One was to do research on whether the American family is really falling apart. Another was for several women from the class to live together in a women's commune for a week during the summer.
SOCIOLOGY OF THE FEMALE LABOR FORCE

Required Texts:
- Women's Bureau, Dept. of Labor, 1969 Handbook
- Thompson, M.L. (ed.) Voices of the New Feminism
- Cade, T. (ed.) The Black Woman: An Anthology
- Smith, F., Daughters of the Promised Land
- Packet of Readings:
  - Barry, H., "Cross-Cultural Perspectives..."
  - Bem, S. & D., "Sex-Segregated Advertisements..."
  - Broverman, "Family Size & Sex Role Stereotypes"
  - Chisolm, S., "The 51% Minority"
  - Horner, M., "Why Bright Women Fail"
  - Laws, J. L., "Social Psychology of Women..."
  - Ravall, M., "Legal Arguments for Equal Rights"
  - Scott, A., "The Half-Eaten Apple"
  - Fact Sheet on the Earnings Gap
  - Sixteen Reports on Status of Women

Suggested Texts:
- Morgan, Robin, Sisterhood is Powerful
- Lewis, Edwin, Developing Woman's Potential
- Bird, Caroline, Born Female
- Lifton, R. J., The Woman in America
- Friedan, Betty, The Feminine Mystique
- Epstein, C. F., Woman's Place
- Nye & Hoffman, The Employed Mother in America

I. Women's Work in American Society

Feb. 2  Introduction & Overview
       "Fact Sheet on the Earnings Gap" (Farley)
Feb. 4  Historical Perspective
       Smith, Chapters 3, 4 (Miller)
       Cowley, "Pioneers..." in Thompson
       Miller & Coghill, "Sex and the Personal Manager..."
Feb. 9  Women in the Professions
       Sixteen Reports on Status of Women (Gardner)
Feb. 11 Employment Discrimination & the Law
       (Lecturer to be announced)
Feb. 16 "Blue Collar" Women
       Keller, "American Lower Class Family...
Feb. 18 Summary
       Chisholm, "The 51% Minority"
       Koontz, "Women as Minority" in Thompson

II. Social-Psychological Factors Affecting Women's Participation in the Workforce

Feb. 23 Socialization to Work Roles
       Maccoby, Dev. of Sex Differences, Chap. 1
Feb. 25 Vocational Choices of College Women Horner, "Why Bright Women Fail"
Farley, "Graduate Women: Career..." (Gaffney)
Mar. 2 Women in Science Rossi, "Women in Science: Why So Few?"
Solomon, "Mobility of Academic Scientists" (Solomon)
Mar. 4 Women's Use of Law as Tool Rewalt, "Legal Arguments..." (C. Cook)
Mar. 9 Entry into the Workforce Readings: To be assigned (Egner)
Mar. 11 Education for Re-entry Samson, "Report on Continuing Education"
Likert, " Conversations with Returning Women: Farley, "Women Going Back to Work" (Samson)
Mar. 16 Division of Labor in Families Walker, "Time-Use Patterns for Household Work"
Walker, "Time Used by Husbands for Household Work" (Walker)
Mar. 18 Wife's Working & Marital Relationships Shea, Spitz, and Zeller, Dual Careers, Chapt. 1 & 6 (R)
Mar. 25 Summary Bem, "Training the Woman"
Mainardi, "The Politics of Housework" in Morgan Graham, "Women in Academe" (Farley)
III. Prospects for Change in the Female Labor Force
Apr. 6 Economic Effects of Women's Entry into the Workforce
Apr. 8 Fertility Control & Female Employment Stycos & Weller, "Female Working Roles & Fertility" (Francis)
Apr. 13 Societal Resistance to Change in Female Role Readings: To be assigned (Camhi)
Apr. 15 Male-Female Relations in the Workplace Rossi, "An Immodest Proposal" in Lifton Whyte, "Social Structure of a Restaurant" (Tobias)
Apr. 20 "Men's Jobs and Women's Jobs"
Barry, "Cross-Cultural Perspectives" Leathers, "Female Labor Force in Canada"
Bird, Born Female, Chapter 4 (Leathers)
Apr. 22 Working Women and Day Care Ruderman, Child Welfare (Henry)
Apr. 27 Job Mobility of Welfare Women Readings: To be assigned (Feldman)
Apr. 29 Changing Status of Professional Women Readings: To be assigned (Carry)
May 4 Women in Academic Life Scott, "The Half-Eaten Apple"
Pullen, "The Educational Establishment" in Thompson (Farley)
May 6 Black Women's Work in America Linda La Rue, "Black Liberation & Women's Lib"
Murray, "Liberation of Black Women" in Thompson (La Rue)
May 11 Female Studies & Women's Status Laws, J. L., "Social Psychology of Women" (Farley)
May 13 Summary: Smith, Chap. 22 "The Future of Women"
Naome Gilbert
Sociology
Merritt College

THE SOCIOLOGY OF THE WOMEN'S MOVEMENT
OR
THE COLONIZATION OF WOMEN AND THEIR DEMAND FOR LIBERATION

1) January 7th: Introduction: A Schematic Course Description
2) January 12th: The Origins of Women's Oppression: A Sociological Analysis
   A. Structurally
      Reed, Evelyn, A Marxist Approach: Problems of Women's Liberation
      (This is a condensed version of Frederick Engels' Origins of the Family, Private Property, and the State.)
   B. Functionally
      2. Hayden, Tom - Analysis of Monopoly Capitalism's Empire (Reprint)
3) January 19th:
   B. Functionally
      2. Hayden, Tom - Analysis of Monopoly Capitalism's Empire (Reprint)
   3) January 26th: Women's Oppression Presently: Capitalism's Cultural Correlatives
      A. Women's Place in The Political Economy
         1. Benton, Margaret - The Political Economy of Women's Liberation
         2. Roundtree, Michael - More On The Political Economy of Women
      B. The Dialectics of Women's Place in Political Economy
         1. Morton, Peggy - A Woman's Work is Never Done (reprint).
4) February 2nd: Sexual Politics: The Institutionalization of Social Schizophrenia
   A. The Nuclear Family: Mediation for Male Supremacy
   B. The Individual Woman: Objectified and Objected
      2. Tax, Meredith - Woman and Her Mind (N.F.T.S.Y.) pg. 10.
      3. Densmore, Dana - On the Temptation to be a Beautiful Object (repr).
   C. Internalizing Oppression: Women's False Consciousness/Real Needs
      1. Peslikis, Irene - Resistances to Consciousness pg. 8 (N.F.S.Y.).
      2. Gardiner, Jennifer - False Consciousness pg. 82 (N.F.S.Y.).

*/ Notes from the second year - Radical Feminists, N. Y., 1970.
6) February 9th: The Dynamics of Woman and Family: Social Nexus of Male Chauvinism
   The Married Woman - Part V Chap. XVI p. 400-455.
   Social Life - Part V Chap. XVIII p. 497-523.
   Woman's Life Today - Book 11 - Childhood p. 249-306.

7) February 16th: The Stratification of Women's Oppression: Social Class Effecting Social Role as Unpaid Laborer/Housewife.

8) February 23rd: The Stratification of Women's Oppression: The Identity Among Women Who Work
   2. Beauvoir, Simone - The Second Sex, Chap. XXV The Independent Woman, pg. 639-673.
   5. Rossi, Alice - Status of Women in Graduate Departments of Sociology in '68 - '69, in The American Sociologist, Fall 1969.

9) March 2nd: Archetypes of Female Oppression: The Psychic Construct of Our Social Reality

10) March 9th: Women's Liberation and Third World Women: Sisterhood is Powerful
    5. La Rue, Linda - The Black Woman and Woman's Liberation, The Black Scholar, 9-70.

March 11th: THURSDAY - Discussion: Women and Socialism—Revolt and Revolution

    A. Small Groups with a Big Job.
    B. Women's Liberation in Practice
    2. Beauvoir, Simone - The Second Sex, Conclusion, pp. 674-689.
Sisters: Ideally, a course like this which deals substantively with concepts and issues that affect our lives should be an exciting and intimate learning experience. It should provide information that stimulates critical thinking at the same time as it organically creates a feeling of sisterhood and solidarity one develops with other women in a small women's group. Unfortunately, both institutional constraints and class size limit this possibility. We should attempt to realize it within these limitations.

Since this is a course given for credit, it seems necessary to request a paper of an indeterminate length, i.e.: Whereby you say what you have to say. The main purpose of this paper is NOT the grade received. Rather it should be a means of measuring the value of the course in terms of the degree to which you simulate the material taught and exchanged among us, and the extent to which it helps you in creative problem-solving relevant to your own lives.

Therefore, the topic and theme of the paper will be:

The Social Phenomena of Women's Liberation: What I would like you to do is choose a real situation where you, as a woman, were being oppressed by the very fact of your "womanness." This experience might have occurred on any of the dimensions we have studied: Psychologically, socially, sexually, institutionally, in a job situation, etc. Using the theoretical constructs of Women's Liberation which we have discussed throughout the term, create a practice model for that situation that both analyzes, describes, and also CRITICALLY evaluates how you might have behaved in "a more liberated" way. Since The Second Sex was the major course text, we might define the term "liberated" here as Simone de Beauvoir defines it. In existential terms you may then approach it as an action or response you might have taken in your particular situation, that would have validated you as a Human Being rather reduced you to the sphere of the inessential as a Woman.

NOTE: THIS PAPER SHOULD BE BOTH SELF-REVEALING AND FUN!!!

-SISTERHOOD IS AS POWERFUL AS IMAGINATION-
Readings:

Robin Morgan, ed., *Sisterhood is Powerful*
Betty Friedan, *The Feminine Mystique*
F. Engels, *Origins of the Family, Private Property and the State*
Margaret Mead, *Sex and Temperament in Three Primitive Societies*
Eleanor Naccoby, ed., *The Development of Sex Differences*
K. Gough, "The Nayar and the Definition of Marriage" (Bobbs-Merrill Reprint)
Barry, Bacon, and Child, "A Cross-Cultural Survey of Some Sex Differences in Socialization" (Bobbs-Merrill Reprint)
J. Mitchell "Women: The Longest Revolution"
Benston, "The Political Economy of Women's Liberation"
H. Hacker, "Women as a Minority Group"

Recommended:

Fox, *Kinship and Marriage*
Schneider and Gough, *Matrilineal Kinship*
Service, *Primitive Social Organization*
Lifton, *The Woman in America*
Golde, *Women in the Field*
Fernea, *Guests of the Sheik*
Flexner, *Century of Struggle*
Turnbull, *The Forest People*
Millett, *Sexual Politics*
Liebow, *Tally's Corner*

On Reserve in Meyer Library:

Brown, *Roles and Status of Women in Soviet Russia*
Tiger, *Men in Groups*
Paulme, *Women of Tropical Africa*
Snow, *Women in Modern China*
Ward, *Women in the New Asia*
Geertz, *The Japanese Family*
Gibbs, *Peoples of Africa*
Baldwin, *Theories of Child Development*

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Week 1 -- March 30 - April 2  
**Reading:** Mead

Lecture 1: Introduction; organization of the course and its aims, built-in biases of this and other courses; our approach to cross-cultural materials.

Lecture 2: Universality and variation of sex roles.

Week 2 -- April 5-9  
**Reading:** Selections from Engels; Turnbull article in Gibbs

**Recommended:** *The Forest People, The Yanamamo, Service*
Lecture 1: Economics and division of labor; how technological development, organization of work, and status divisions relate to position of women. Engels; Engels' perspective.

Lecture 2: An evolutionary view of the position of women.

Week 3 -- April 12-16
Reading: Selections from Engels; Gough.
Recommended: Introduction to Matrilineal Kinship, Fox.

Lecture 1: Lineality ideology: how lineality systems of resource allocation affect the position of women. Power strategies and lineality; sons or brothers and keys to power. Effect of residence patterns and divorce.
Lecture 2: Myth of primitive matriarchy; African queens, Nayar family and other cases.

Week 4 -- April 19-23
Reading: Selections from Paulme and Ward; Geertz, LeVine.
Recommended: Fernea.

Lecture 1: Sources of power for women in traditional societies; sterile and menopausal women; differential mortality of women; modernization; labor migration.
Lecture 2: Mobility; wealth and age as competing status indices; caste and class.

Week 5 -- April 26-30
Reading: Mischel in Maccoby; D'Andrade in Maccoby; Barry, Bacon and Child.
Recommended: Liebow, Millett - pp. 176-234.

Lecture 1: Family structure and society; matrifocal families.
Lecture 2: Sex roles and socialization.
Lecture 3: Sex roles and socialization, initiation rites.

Week 6 -- May 3-7
Reading: Maccoby in Maccoby, Hamburg in Maccoby.

Lecture 1: Sex differences and cognitive development.
Lecture 2: To be announced. (More on cognitive development in U.S. society.)

Week 7 -- May 10-14
Reading: Millett in Morgan, Erikson in Lifton.

Lecture 1: Ritual power: women as priestesses and shamans.
Lecture 2: Ritual pollution: conceptualization and cementing of sex role. Differentiation through religious symbolism.

Week 8 -- May 17-21
Reading: Weisstein in Morgan, Ch. 5 & 6 in Friedan, Introduction plus any two chapters from Golde.

Lecture 1: Male bias in anthropological literature.
Lecture 2: Women as anthropologists.

Week 9 -- May 24-28
Reading: Hacker; Selections from Morgen, Brown, and Seitz, Joreen, B. Jones, Dunbar; Benston.
Recommended: Flexner.

Lecture 1: The woman in the USA now; status and role; effect of social class; unpaid labor in the economy.
Lecture 2: Media images and consumerism.
Lecture 3: The women's movement; methods and principles; past and present.

Week 10 -- May 31-June 3 (Dead week) -- no reading assignments
Lecture 1: Summing up -- how cross-cultural perspectives relate to and enrich our understanding of current problems; do the approaches used in the course help in thinking about social change?

NOTE: Most weeks a member of the collective will lecture on Monday and Wednesday. On Fridays guest lecturers or special programs will sometimes be presented (these will be announced). Discussion sections will be held once a week.
MODERNIZATION AND THE ROLE OF WOMEN

Note on the Readings.
We will be reading two kinds of books, books to be read as analysis and books to be read as data. Most of the readings will be of the first kind (e.g., Veblen, Transaction, Hacker) but some will be of the second kind (Ninki Burger, Lessing). For example, Ninki Burger is telling us what she thinks an executive's wife should be like. We can interpret her prescriptions in light of the various theorists we read.

Required Readings:
Rainwater, Coleman and Handel, Workingman's Wife
Toni Cade, The Black Woman: An Anthology: "Tell Martha Not to Moan" by Shirley Williams, "Black Romanticism" by Joyce Green and "Ebony Minds, Black Voices" by Adele Jones and Group
Ninki Burger, "The Man for Me" (a comic book, to be distributed)
Thorstein Veblen, The Theory of the Leisure Class, the entire book
Transaction Magazine, Special issue on the American Woman, the entire issue
Helen Hacker, "Women as a Minority Group," Bobbs-Merrill Reprint S-108
Willard Waller, "The Rating-Dating Game, Bobbs-Merrill Reprint 301
Doris Lessing, A Man and Two Women
Matina Horner, "Fail: Bright Women" (to be handed out--35 cents).
Naomi Weistein, "Woman as Nigger" (to be handed out--35 cents)
Philip Goldberg, "Are Women Prejudiced Against Women?"
A. H. Maslow, "Dominance, Social Behavior and Women" (on library reserve)

January 5, 7: Lecture
Introduction

January 12, 14: Socio-Economic Underpinnings of Images of Women

January 19, 21: The Social Construction of Vicarious Identity

January 26, 28: Thorstein Veblen, Social Class and "The Trickle Effect"

February 2, 4: Work and Women

Readings
Burger, The Executive's Wife all except Chap. 5, 11.
Rainwater, Coleman and Handel, Workingman's Wife
Helen Hacker, "Women as a Minority Group," BM reprint S-108
"To Room Nineteen" in A Man and Two Women by Doris Lessing
"Mother Portnoy's Complaints" by Pauline Bart, Transaction
Look through The Executive's Wife and Workingman's Wife again
Thorstein Veblen, The Theory of the Leisure Class
"The Man for Me" (comic book, to be distributed.)
Linda La Rue, "Black Liberation and Women's Lib." in Transaction
Marijean Suelzle, "Women in Labor" in Transaction
Goldberg, "Are Women prejudiced Against Women?" (on library reserve)
Margaret Benston, "The Political Economy of Women's Liberation" (on library reserve)
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<tr>
<th>Date</th>
<th>Topic</th>
<th>Authors/Books</th>
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<tr>
<td>February 9, 11:</td>
<td>Learning How to be Female</td>
<td>Toni Cade, <em>The Black Woman</em>, &quot;Tell Martha Not to Moan&quot; by Shirley Williams, etc.</td>
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<td>Jo Freeman, &quot;Growing Up Girlish&quot; (in <em>Transaction</em>)</td>
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<td>Matina Hotner, &quot;Women's Will to Fail&quot; in <em>Psychology Today</em> (to be distributed 35 cents)</td>
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<td>Naomi Weisstein, &quot;Woman as Nigger&quot; (to be distributed 35 cents)</td>
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<td>Barry, Bacon and Child, &quot;A Cross-Cultural Survey of Some Sex Difference in Socialization&quot; (Bobbs-Merrill reprint)</td>
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<td>&quot;Notes for a Case History&quot; in <em>Man and Two Women</em> by Doris Lessing</td>
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<td>February 16, 18:</td>
<td>Learning How to be Male</td>
<td>Williard Waller, &quot;The Rating Dating Complex&quot;</td>
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<td>&quot;A Woman on a Roof&quot; Lessing</td>
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<td>&quot;One Off the Short List&quot; Lessing</td>
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<td>February 23, 25:</td>
<td>Biology and Social Roles</td>
<td>Una Stannard, &quot;Adam's Rib or the Woman Within&quot; <em>Transaction</em></td>
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<td>Inge Powell Bell, &quot;The Double Standard in <em>Transaction</em></td>
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<td>A. H. Maslow, &quot;Dominance, Personality and Social Behavior in Women&quot; (on reserve in library)</td>
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<td>Alice Rossi, &quot;The Beginning of Ideology: Alternate Models of Sex Equality&quot; (on library reserve)</td>
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This class will examine patterns of family life in the context of the larger society in which it functions. It will be organized around the following issues:
1. The biosocial foundations of the family.
2. Legitimacy, illegitimacy and marriage.
3. Internal processes and family roles.
4. The family and the external system.

The books (see list below) cover a wide range of societies and family types. It is suggested that you begin reading immediately since the books will rarely be considered independently of one another. The expectations are that they should be completed by midterm.

TEXTS:  
Margery Wolf  
Michael Young and Peter Willmott  
Ezra Vogel  
J. R. Seeley, R. A. Sim, E.W. Loosley  
Margaret Mead  
A.S. Makaneko  
The House of Lim  
Family and Kinship in East London  
Japan's New Middle Class  
Crestwood Heights  
Children of their Fathers  
The Collective Family  

Additional readings will be made as the class progresses.

Final Assignment:  
Compare the 4 books: Family and Kin in E. London, Japan's New Middle Class, Crestwood Heights, Children of their Fathers in terms of the following:  
1. How does each author approach his study? What are the aspects of the family he is interested in examining? What is his theoretical rationale for his choice of aspects to study? How does he go about it?

2. Decide upon the way in which you will compare the families. This means you must choose specific units for comparison. Since some books have more information about some aspects than others the comparison will not be of even depth. Very briefly state how you made your choice of units for comparison.

3. Briefly list the differences and similarities.

FILM SCHEDULE  
Jan. 18: Orientation for course: The Issue of the Universality of the Family  
Jan. 25: The Four-Poster  
Feb. *1: The Leather Boys  
Feb. 8: Lecture: Legitimacy, Illegitimacy and Reciprocity  
Feb. 15: Man of Aran  
Feb. 22: The Good Earth  
Mar. 1: Lecture: Economics, Ideology, Status and Authority  
*15: Salt of the Earth  
*22: Raisin in the Sun  
29: Lecture: Family and Society  
Apr. * 5: Patha Panchali  
12: Lecture: Socialization  
19: 16 in Webster Groves  
26: 400 Blows  
May 3: There was an Old Couple  
May 10: Lecture: The Future of the Family  

Since the mails and film distributors are not without problems there may be some substitutions and changes. You are welcome to invite friends to the films; however they are requested to donate 75 cents to help defray the cost of the films.
WOMEN IN CULTURE

CREDO: Why Women's Studies? It has been observed that "higher education in the United States was designed almost exclusively for the White, upper or middle-class male. Its procedures, its content, its uninterrupted timetable, and its cost all but prohibit its use by women despite well-meaning, sometimes desperate, twentieth-century attempts to provide appropriate schooling for every qualified American citizen." Women's Studies in Comparative Culture are a beginning in the necessary reconstruction process whose goal is an examination of the totality of the human experience—male and female, men and women of all races and ethnic backgrounds, of all economic groups and classes. If successful, Women's Studies will outlive its usefulness, having accomplished this goal and will no longer be required after having restored the necessary ingredient of women into the study of history, literature, anthropology, psychology, sociology, economics and the laws and relationships which govern society. Therefore, of necessity, Women's Studies are interdisciplinary and dynamic, demanding a more sensitive interrelationship and shared responsibility between instructor and student than traditional single discipline curricula.

In the past women students have been estranged from their own experience and unable to perceive its shape and authenticity, in part because they do not see it mirrored in their academic pursuits. The masculine culture, reinforced by the male author, and, unusually, a male professor, is so all-encompassing that few women students can sustain the sense of a positive feminine identity in the face of it. They have been expected to identify as students with a masculine experience and perspective which is presented as the human one.

In view of this academic history, Women's Studies will provide more than a compensatory function, i.e., an admission of inequality and the need for remedial work. It will have an impact of consciousness raising & feminist cultural restoration at the same time that it serves to stimulate a new body of comparative research which leads to change in educational process and content as well as structure, methodology and curricula. An additional goal is the changing socialization of women which influences their career aspirations, choices and opportunities to assist them in reaching their fullest professional potential.

Contract for Comparative Culture 100

1. Journal -- 10 minutes a week class time -- personal donation of time as desired.

2. Two research papers -- minimum of 10 pages.
   a. Library research — due November 4
   b. Field research — due December 2-9

3. Discussion -- participation and organization
   use of reading assignment as basis for discussion

4. Extra credit -- responsibility for class presentation in area of your interest
   November 4-23
Students were asked to rank their interest in the following areas on a checklist that offered "much interest," "average interest," and "no interest."

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<td>1.</td>
<td>Affirmative Action Programs in higher education</td>
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<td>2.</td>
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<td>3.</td>
<td>Career Planning</td>
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<td>5.</td>
<td>Cross-cultural studies of women</td>
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<td>6.</td>
<td>Discrimination</td>
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<td>a. Social inequalities</td>
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<td>b. Economic inequalities</td>
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<td>Employment patterns and opportunities</td>
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<td>Family patterns</td>
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<td>11.</td>
<td>History</td>
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**Schedule weekly**

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<td>October 11</td>
<td>Indices of Social Mobility for Women: Women in the American Economy; Morgan, pp. 3-102, 115-124</td>
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<td>October 18</td>
<td>Sex Roles in Contemporary Society: Morgan, pp. 205-245; Mead, Part Four, Ch. XII, XIII, XIX</td>
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<td>November 1</td>
<td>The Chicana: Morgan 376-385</td>
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<td>November 8</td>
<td>Cross-Cultural Comparisons: Mead, Part Four, Ch. XV, XVI, XVII, XVIII</td>
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<td>November 15</td>
<td>Individual Class Presentations: Kraditor, Up From the Pedestal</td>
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<td>November 22</td>
<td>Women in Rock Music Women in India Sex-Role Determination in Marriage Sex-Role Patterns in Adolescence Women in Politics Women in Medicine What's Right with Women's Lib What's Wrong with Women's Lib A Study of the Media - Magazines, Children's Books</td>
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<td>November 29</td>
<td>The Woman in Black Culture</td>
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<td>December 6</td>
<td>Summary Discussion and Evaluation 138</td>
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An afterword:
Initially, the class was overscribed with the highest number of students in a non-required course in the Comparative Culture curriculum. A group of the students who expected solely a consciousness raising experience without academic assignments have withdrawn. Those who have remained are magnificent. They have derived consciousness raising out of the academic experience. I must confess that I have been exceedingly rigid in preserving academic integrity in the course content and plan for what, I hope, are valid reasons. If other similar courses are to follow that, it is incumbent that we present a posture of academic respectability for the Academic Senate and the Office of Academic Affairs. Secondly, I feel strongly that it is a great disservice to students to provide anything within the milieu of the classroom that is less than an academic learning experience with an accumulation of a new body of information and methodology for analysis and research. Finally, I believe that we must enhance and nurture the disciplines from which we have been spawned to include women as subject matter and as instructors. Within, and despite, these constraints (perhaps, because of them) the course "Woman in Culture" has been a tremendous growth opportunity (intellectual and personal) for both the students and me. Their journals, comments and papers bear testimony to this fact.

The choice of required texts for the course has proved to be most fortuitous. Using an edition of Margaret Mead's Male and Female, published in 1942, with an introduction written by her fifteen years later in 1962, and then utilizing discussion by a 1971-72 generation of university students has provided historical perspective as well as opportunity to examine cultural and sociological change. The next step was to juxtapose assigned readings in Morgan's Sisterhood is Powerful with Male and Female and selections from Kraditor's Up From the Pedestal. The lesson is self-evident the students came forth with an analysis that an instructor would hesitate to present for fear of being called "a sexist pig." Fem-lib rhetoric would benefit were it set in disciplinary methodology and were it to utilize better tools of scholarship.
Annette Baxter  
Department of History  
Barnard College  
1971-72

WOMEN IN AMERICA: AUTOBIOGRAPHIES, DIARIES, LETTERS

Feb. 16  Individual conferences with instructor
Feb. 23  The classic feminine autobiography  
Anais Nin, The Diaries, Vols. 1 and 2
Mar. 2  The autobiography of rebellion  
Zelda Fitzgerald, Save Me the Waltz  
Isadora Duncan, My Life (in paperback as Isadora)
Mar. 9  The autobiography of concealment  
Gertrude Stein, The Autobiography of Alice B. Toklas  
Alice James, The Journal of Alice James
Mar. 16  Continuing conference
Mar. 23  The autobiography as documentary  
Mary Chesnut, Diary from Dixie  
Charlotte Forten, The Journal of Charlotte Forten
Apr. 6  The autobiography of maturation  
Mary McCarthy, Memories of a Catholic Girlhood  
Katherine Dunham, A Touch of Innocence
Apr. 13  Continuing conference
Apr. 20  The autobiography of reform  
Mary White Ovington, The Walls Came Tumbling Down  
Jane Addams, Twenty Years at Hull House
Apr. 27  The autobiography of the black experience  
Mattie Griffiths, The Autobiography of a Female Slave  
Lorraine Hansberry, To Be Young, Gifted and Black
May 4  Evening meeting. Subject to be announced.

In the course of the semester students will write two papers, each about 6 to 8 pages, and deliver one oral report. There is no examination in the course.
THE MANY FACES OF EVE: IMAGES OF WOMEN IN 20TH CENTURY AMERICAN WRITING, FACT AND FICTION

Time of Meetings: 7:00-9:00 p.m., Thursdays, in the Cabot Hall Living Room. Each meeting will be preceded by dinner in the Whitman Alcove to which the students are invited.

Requirements: Each student will be required to submit: (1) an oral report of approximately twenty minutes duration, on either the reading for the particular session or a previously specified and approved outside topic; (2) a seminar paper (about twenty pages in length) dealing with a particular author or figure or with one of the major themes of the course, due sometime during the Reading Period. This paper may well be an outgrowth of the oral report.

Scope and Purpose: This course will attempt to come to an understanding of the nature and status of the American woman in the 20th Century. It will do this in two ways: first, historically, through the writings of real women whose lives are rooted in the context of their times. We will look both at the theoretical thinking about women and women's role as the century progresses and at some of the political and social movements in which women were involved. Given the brevity of the course this will be done by judicious sampling rather than by tracing continuous development. The second way will be through literature, by means of the imaginative representations of women in the fiction of the best American writers (of both sexes). The unique feature of the course is this integration of fact with fiction, of the "report from the field" so to speak, with the imaginative recreation of that report. Thus each acts as a check and comment on the other. The resulting synthesis will, hopefully, provide as objective and far-ranging an investigation of the subject as possible within the limits of an academic semester.

Suggested breakdown of topics and reading for the historical side of the Twentieth Century Faces of Eve:

1. Prelude as the Century Opens
An original mind theorizing about woman and her place inside and outside the home: Charlotte Perkins Gilman, Women and Economics (1898) and selections from The Forerunner (1904-1916) monthly magazine written and published by Charlotte Perkins Gilman.

2. Women and Social Action During the Progressive Era (1900-1915)
Jane Addams, Twenty Years at Hull House; Mary Kenney O'Sullivan, Autobiography unpublished, in the Schlesinger Library) or Leonora O'Reilly, Selected Papers (also in the Schlesinger Library); Muller v. Oregon, 208 U.S. 412 (1908) Main lines of argument in this Supreme Court Decision, revival pro and con today in relation to the Equal Rights Amendment.

3. Women and Political Action: Final Stages in the Battle for Suffrage 1910-1920
4. The Woman Scholar, Celibate or Married

5. Women and Changing Sex Roles
Margaret Mead, Sex and Temperament; Male and Female; Erik H. Erikson, 'Inner and Outer Space: Reflections on Womanhood' in Lifton, The Woman in America; The Kenistons, E. and K., An article in The American Scholar (1964); Alice S. Rossi, 'Equality Between the Sexes: An Immodest Proposal' in Lifton.

6. Women and the New Wave of Feminism
Betty Friedan, The Feminine Mystique (1963); Mary Ellmann, Thinking About Women (1968); Kate Millett, Sexual Politics, Chapter 2 (1970).

THE FICTION LIST

1. Prelude February 25
Kate Chopin, The Awakening (1899);
Recommended: Kate Chopin, short stories in Bayou Folk (1894) and Night in Acadie (1897), especially "Desiree's Baby."

2. Immigrants and Minorities: the self-reliant woman and the myth of success (March 11)
Theodore Dreiser, Sister Carrie (1900) or Jennie Gerhardt (1911);
Willa Cather, O Pioneers! (1912) or My Antonia (1918).

3. Portrait of the Emancipated Woman (March 25)
Sinclair Lewis, Main Street (1920); Edith Wharton, The Age of Innocence (1919);
F. Scott Fitzgerald, The Beautiful and Damned (1922).

4. The Woman as Artist and Writer (April 15)
Gertrude Stein, Three Lives (1909); Isadora Duncan, My Life (1921); Zelda Fitzgerald, Save Me the Waltz (1932);
Recommended: Selected Writings of Gertrude Stein (Modern Library edition)

5. Women and Changing Sex Roles (April 29)
Mary McCarthy, The Company She Keeps (1942) or The Group (1963);
Recommended: Truman Capote, Breakfast at Tiffany's.

6. Women in Suburbia and the Alienated Woman (May 13)
Evan S. Connell, Jr., Mrs. Bridge (1959); Joan Didion, Play It as It Lays (1970);
Recommended: Joan Didion, Slouching Towards Bethlehem; Sue Kaufman, Diary of a Mad Housewife.
Sept. 13  The Status and Role of Women in Roman Society

I. Reputable Women

Sept. 15  A. Portrait of a young girl about to be married: the qualities sought for and admired in a Roman woman and wife
read: in English: the introduction to the Pritchard and Bernard edition of Pliny pgs. 1-7
read: in Latin: Pliny, Epistulae, V.16 (Pritchard & Bernard #49)

Sept. 17  B. Selection of a husband: how he was chosen and who did the choosing; qualities admired and sought for in a Roman husband; a description of the betrothal
read: in Latin: Pliny, Epistulae, I.14 (P&B #9)
in English: Pliny, Epistulae, VI.26* (Anything with an * beside it will be passed out in class)
in English: J.P.V.D. Balsdon, Roman Women, pgs. 173-179
(on reserve in the library)

Sept. 20  C. The dowry system: why it existed, how it worked, its importance to the wife, to the husband, to the success of the marriage
read: in Latin: Pliny, Epistulae, VI.32*
in English: Balsdon, Roman Women, pgs. 186-89

The two types of marriage and the marriage ceremony
read: in English: either Baldson, Roman Women, pgs. 179-186 or Ugo Pacioli, Rome, Its People, Life and Customs, pgs. 114-118 (on reserve in the library)

Sept. 22 & 24  D. Marriage

1. In the Republic: Three Views
   a. An inscription from a gravestone, 3150 B.C.*
   b. A 'Republican's' view of marriage in the early years of the republic
      read: in Latin: Livy, ab urbe condita, I. lvii-lviii* (the Lucretia story)
   c. An Augustan's view of marriage in the early years of the Republic
      read: in Latin: Ovid, Fasti, II.721-852* (the Lucretia story)

2. In the Empire: Three Views
   a. The marriage of Pliny and Calpurnia
      read: in Latin: Pliny, Epistulae, IV.19 (=P&B #41); VI.4 (=P&B #54); VI.7 (=P&B #56)
   b. Pliny's descriptions of the marriages of some of his contemporaries
      read: in Latin: Pliny, Epistulae, III.16 (=P&B #31)
   c. A patrician's view of marriage in the freedman class
      read: in Latin: Petronius, Satyricon, sel. 1 & 2*
   Oct. 13  read: in Latin: Petronius, Satyricon, sel. 3 & 4*
Oct. 18 read: in Latin: Petronius, Satyricon, sel. 5*
Oct. 20 read: in Latin: Petronius, Satyricon, sel. 6 to end*
Oct. 22 The Art of Translation: Prose. Your translation of a passage from Petronius and a two page maximum written comparison with another version of the same passage
Oct. 25 d. A bawdy tale of marriage
read: in Latin: Petronius, Satyricon, the Widow of Ephesus episode*
Oct. 27 E. Children: dangers of childbirth; importance of children to the state; Augustan legislation concerning children; special rights of parents of three children
read: in Latin: Pliny, Epistulae, IV.2 (=P&B #36); IV.21*; X.2 (=P&B #86)
Oct. 29 F. Adultery and Divorce
1. In the moral middle class
read: in Latin: Pliny, Epistulae, VI.31*
2. in sophisticated circles
read: in Latin: Ovid, Amores, III.4

II. Less Reputable Women
A. Prostitutes and courtesans: their role in society, their social origins. Readings will be from Ovid's Amores, in which the poet describes the history of a typical young man-courtesan relationship
Nov. 1 & 3 1. Picking up a girl at the races
read: in Latin: Ovid, Amores, III.ii
Nov. 5 2. Trying to gain admittance to her house
read: in Latin: Ovid, Amores I.6i or II.ii
Nov. 8 3. Success?
read: in Latin: Ovid, Amores, II, xii; I.v
Nov.10 quiz
Nov. 12 4. An embarrassing failure
read: in Latin: Ovid, Amores, III.vii
Nov. 15 5. Crisis: abortion
read: in Latin: Ovid, Amores, II, xiii; II, xiv
Nov. 17 6. Cheating
read: in Latin: Ovid, Amores, II, vii; II, viii
Nov. 19 7. Disillusionment
a. Learning the facts of (Roman) life
read: in Latin: Ovid, Amores, I, viii (selections)
Nov. 22 b. "you mean you want me to pay to . . . ?"
read: in Latin: Ovid, Amores, I, x
Nov. 24 c. Another, richer lover. The end
read: in Latin: Ovid, Amores, III, viii; III, xi a
Nov. 29 The Art of Translation: Poetry. Your translation of a poem of Ovid or a passage of a poem and a two page maximum written comparison with another version of the same poem or passage
Dec. 1, 3, 6, 8, 10: On these days we will be reading from Ovid's Ars Amatoria, Book III, a handbook for courtesans. Topics include hairstyles, clothes, hygiene, how to attract men, how to behave at parties, how to get presents from men, how to be sexy in bed and out. Reading assignments will be passed out in Nov.
Dec. 13 III. A Woman's Voice: the poetry of Sulpicia*
THROUGH THE EYES OF WOMEN: CONTEMPORARY PERSPECTIVES ON SOCIETY 1972----

This was an Upper level course. An earlier course, Introduction to the History of the Women's Movement had been offered in Spring 1970 and again in Winter 1971. The content of these 2 courses was fairly standard—a good many contemporary readings from the Movement plus historical background, using William O'Neill's The Woman Movement. Most of the students taking Through the Eyes of Women had taken one of these Introductory courses. The others felt a lack of historical grounding.

This course will be a seminar—max. 20—based on a study of the writings of English and American feminists. The first part of the term (roughly six weeks) will be spent reading and discussing a core of works by women, or written in close conjunction with women. We shall also look at works by men who have been particularly important in setting the climate of ideas within which—or despite which—these women wrote. We want to discuss the social criticism which the women offer, their understanding of the problems faced by women in society, and of the nature of the roots of those problems. We want to look at their vision of a future world, at the same time seeing exactly how and when they arrived at a feminist consciousness. In the last part of the term participants should try to use any insights which we may have arrived at collectively in working on individual projects for class presentation, based on the writings of other women.

First Six Weeks: Mary Wollstonecraft, Vindication of the Rights of Women; John Stuart Mill and Harriet Taylor, Essays on Sex Equality; Emma Goldman, Living My Life and selections from Essays on Anarchism; Charlotte Perkins Gilman, Women & Economics; Shulamith Firestone, Dialectic of Sex.

Brief presentations and general discussions on works by Ruskin, Engels, Freud and Havelock Ellis, in addition to detailed analysis in small groups of works above. About three class sessions to each writer—consideration of historical background, lives, development of ideas, public reception of works on publication, later influence, etc.

Last Four Weeks: Continued discussions of points raised earlier according to interests of class. A psychologist-cum-literary critic came to talk further about Freud and expanded consideration of the influence of his views from women to homosexuals. Some of the editors of an anarcho-feminist journal offered a contemporary perspective on Emma Goldman. Women in the class gave presentations on the lives, thought, struggles of Elizabeth Cady Stanton, Margaret Sanger, Isadora Duncan, Ellen Key, Olive Schreiner and other women, using a series of questions and suggestions for an analytical basis prepared from small group discussions in the first six weeks.

Course Requirements:

The course is an effort to integrate psychological and historical material on women. The process of integration will go on during class discussion; therefore, regular class attendance and the completion of reading before each week's class are essential.

Before spring vacation, each student is asked to respond to a portion of one week's reading in a five-to seven-page paper.

A final research paper on any topic covered, or not covered, in the course will be due on April 29. (No extensions allowed.) Some of these papers will serve as the basis for the last two classes. All students should discuss their paper topics with either instructor before beginning the research.

The reading list below is long. Students are expected to read selectively, including some history and some psychology each week.

Reading Assignments

Texts:


I. Introduction. 19th Century Images of Women.


or -- Freud, S. Some psychological consequences of the anatomical distinction between the Sexes. (Xerox on reserve).
Deutsch, H. *The Psychology of Women*. Skim ch. 1, ch. 4, ch. 9. Get the hang of the logic. Note how masochism and narcissism are used.


III. March 4. Concepts of Inferiority; Physiology

Clarke, Edward H. *Sex in Education*. pp. 94-98, pp. 127-162 (you may also want to look at some of the clinical cases).


Kraditor, Aileen. *Ideas of the Woman Suffrage Movement*. 75-123.

pp. 17-107. (paperback) This is a popularization of Masters' and Johnson's research. (Students with some biology may prefer reading the original book by Masters and Johnson).

Also read pp. 291-311 by L. H. Farber; Bardwick, Chapter I.

IV. March 11. Concepts of Equality; Physiology (cont.)
Lasch, Christopher. New Radicalism, pp. 3-68.
Jane Addams, Twenty Years at Hull House, Chapter 3.
O'Neill. The Woman Movement, pp. 133-204.

V. and VI. March 18-25. Women's Education; Socialization.
Lohlberg, L. A cognitive-developmental analysis of children's sex role concepts and attitudes. (In Malcolm)
Maccoby, E. E. Sex differences in intellectual functioning.
Bardwick, Chapter 2.
Epstein, C. F. Woman's Place (University of California Press, 1970), ch. 1, pp.18-49.
Flexner, pp. 23-41, 113-191.
Barbara Cross. The Educated Woman. (paperback) Selection on M. Carey Thomas from the Introduction, and pp. 139-175.

Lillian Hellman, An Unfinished Woman.
Jane Addams. Twenty Years at Hull House, Ch. 1.

VII. Rapoport, Robert and Rhona. The Dual Career Family, Penguin.
NOTES ON WOMEN AND SOCIETY

A pass/fail course opened to members of both sexes and opened to students of all tracks and in all grades.

The following is a tentative outline and list of ideas and readings for the course. These are subject to addition, subtraction and general revision. The course is based on a problems approach. Several problems will be formulated (see below). Some readings will be done by the group. Most readings will be selected by the students from books and articles mentioned here and from others which students find as we explore an area. The films listed here are a partial listing. Speakers will be used extensively, as will be women with practical skills. Hopefully students will do writing on their own and other media and research projects. The course will be meeting, for the most part, at night for several hours at a time. The direction of the course and the time spent on issues will have a great deal to do with class interest and direction. It has been suggested that any one of these problems could use a semester or more of research and discussion. My intent at this point is to give people an idea of the vastness of the problems involved in the issues of Women and Society, to give them some sense of the variety of statements of these problems and to have them see the problems as they relate to their lives.

The following problems will serve as a basis for the course:
1. Are women born or made? Are they formed by their biology or their culture?
2. Are women oppressed? If so, by who or what? If not, why are they complaining and what do they want?
3. Do women have a history and culture of their own?
4. What alternatives do women have now? How will or how should women's lives change in the future?

Below is a partial listing of themes, ideas for classes and media for each problem.
1. Biology/Culture
   Themes: women's minds
       - emphasis on both personal experience and institutional influences.
   People - psychologist, doctor, self-defense people.
   Film - Abortion (Newsreel) and Make out, Six Become One (Randolph Film Library), TV images.

READINGS: G. Gilman - on Women and Freud, N. Y. Times, Jan. 31, 1971; Childrens' books, popular magazines for women and girls; Women and Their Bodies, New England Free Press (NEFP); M. Mead from Sex and Temperament, Anne Frank from The Diary; Mary McCarthy from Catholic Girlhood; S. Firestone chapter on Childhood, The Dialectic of Sex; Kristine Rosenthal, "Sexuality and Women's Liberation," from Modern Occasions, Fall 1970; Marian and Roger Gray, How to Take the Worry Out of Being Close; selections from Robin Morgan, Sisterhood is Powerful; Meredith Tax, "Woman and Her Mind" (NEFP); selections from Eleanor Maccoby, The Development of Sex Differences; Selections from Women (Baltimore Journal) 1st issue; selections from Myron Brenton, The American Male; stories by Marge Piercy and Harriet Summers from Bold New Women; selections from Tree Crows in Brooklyn, B. Smith.
II. Oppression
Themes: Economics and institutions: the law, church, school, family, men
People: welfare people, family counselors, sociologists, lawyers
Film: San Francisco Woman's Film (Newsreel)
Readings: "Women Workers: The Forgotten Third of the Working Class" and "Women Workers: Basic Statistics," Lise Vogel (NEFP); Della Cyrus, "What's Wrong with the Family," Nov. 1946, Atlantic; Shulder on law and Daley on the church in Sisterhood and selections on women at work also in Sisterhood; Leo Kanowitz, Women and the Law; U. S. Dept. of Labor, Women's Bureau Information; selections from the Journal (Boston) by Densmore; Toni Cade ed., The Black Woman; selected articles from Black Scholar on the Black Family and on Women (reprints by R. Staples and Shirley Chisholm); "Education," Adria Reich in Red Pencil.

The school and the family will be the focus of much discussion. Contemporary writers on these themes like Laing, Goodman, Holt, Cooper, Friedenberg, etc. will be referred to those students who wish to take a general theory and see if it relates to their own experiences in these institutions, J. Mitchell, "Women: the Longest Revolution"; M. Benston, "The Political Economy of Women's Liberation;" Phyllis Chesler, July Psychology Today 1971, "Men Drive Women Crazy."

III. History and Culture
Themes: What kind of history have women had, especially in the United States? What are the problems one encounters in finding out about the history women have had? Students will be asked to look into the past of the women in their families. They will be asked to look around for letters, diaries, old books, their grandmothers and mothers read. They will also be asked to question these women on their upbringing, mores, role in the house, other work, etc.
Culture and culture: Is there a male and a female culture (and Culture?)? Hopefully, we will plan some parties in which people in the class can read their poetry, play music, dress up in costume to act out cultural heroes and heroines they identify with. Kids will do some role playing and dramatizations of things like soap operas, love comics, etc.
People: musicians, artists, poets, critics, historians.
Media: records, TV, tapes, magazines.
Readings: Historical -- Eleanor Flexner, Century of Struggle; Mary Beard, Women as a Force in History; Page Smith, Daughters of the Promised Land; Women in American Life; Houghton Mifflin; Up from the Pedestal, A. S. Kraditor; Kate Millet, Sexual Politics, esp. chapters on 19th century England and 20th Century Germany and Russia; Sisterhood, 1st essay on historical perspectives. (The above books will be used as references and individual projects of a more specific nature will be encouraged).
Cultural: Depending on their interests students may read many works by a single author or read widely among many authors. There will be some as yet unchosen short stories and poetry: Lessing, Didion, Plath, Sexton, Moore, Browning, Min, Simone de Beauvoir, Eliot, Woolf, Sappho, Lady Maurisaki, etc. Students will also be encouraged to find out about women in other arts: dance, music, sculpture, crafts, painting, etc. Other readings will include: S. Firestone, Dialectics of Sex, Ch. 8; Ashra and literary materials from women's journals; 4th World Manifesto (part 2).

IV. Alternatives
Ideas: Have students write science fiction; have students write dreams of their future; have in and have interested students go out to skills classes on auto mechanics, self defense, home repairs, etc.
Other themes: women in other societies; future families; communal living; test tube babies, new types of birth control; homosexuality.
People: child care people, skills people, women who have lived in other cultures, in communal or non-nuclear family arrangements, gay women.
Media: Children's film, Bev Grant tapes, Boston Women's film
There are now eleven courses on women in the regular Barnard curriculum. Their appearance has been in keeping with Barnard’s academic style. Some of our faculty have had a long-standing interest in such materials and, in the present climate, have been encouraged to offer courses where they may share this interest with students. Other faculty members have developed their interest relatively recently, but have done so against a background of intense involvement with a field where the special experience of women has clearly been ignored.

Barnard’s courses on women are given in a variety of disciplines, with no major planned at the moment. Sometimes they are presented within the framework of a colloquium with a changing theme. In this case, the "women" theme may be succeeded in some future year by another topic. At other times, a course will be added as a regular offering. Its fate will be determined by the educational and practical considerations that guide departmental offerings, along with the impalpable criterion that applies to each course at Barnard: Does it have a convincing life of its own?

Some say that courses on women are needlessly particularizing and parochial. Might it not be more appropriate to think of such courses as a rearrangement of familiar materials and an introduction of forgotten or neglected materials? Whether these materials occupy center stage, as in courses specifically designed to deal with the woman factor, or whether they are in varying amounts incorporated in existing courses, they heighten our awareness of a whole dimension of human life. Indeed, far from limiting our vision, these courses allow a more complete estimate of the range of human experience and accomplishment.

One sometimes hears the objection: Why courses on women? Don’t they make as little sense as courses on men? Scholars are finding that differences exist in women’s experiences and that there may well be differences in their perceptions of those experiences; yet most courses center around the experiences and perceptions of males. In existing courses, moreover, attention is rarely given to the social and economic role of women and to the resulting psychological relationship between men and women, which in turn influences the nature of society and partly determines its values.

The question arises whether the inclusion of courses on women might upset our balanced curriculum and weaken its professional approach. If we acknowledge that the purpose of a liberal arts curriculum is not merely to provide pre-professional preparation for our students, but also to give them an appreciation of their cultural heritage, then, in an institution where women are educated, it is our duty to give them an awareness of their legacy as women. The nature of that legacy is riddled with problems of sexual definition. Since positive answers cannot be supplied, it is even more urgent to place the "woman question" within many scholarly perspectives. In so doing, our students will become aware of the variety of roles women have played, of the social and economic necessities which prompted them, and also of the dilemmas women have faced and the resources they have called upon.

Female and Male: An Interdisciplinary Approach. (fall) Mirra Komarovsky (Chairman), David Ehrenfeld, Clive Kessler, and Barbara Mates
Evolutionary, genetic, and physiological bases of sex: factors determining sex differences, hormones and behavior, pregnancy and motherhood, sex role strategies in the animal kingdom. Cultural definitions of sex roles in comparative perspective: ranges of variability and the significance of the constants. Psychological development of feminine and masculine behavior and behavioral sex differences in contemporary society. Personality theory and sex roles: Freud and Erikson. Current problems in sexual, familial and economic aspects of female-male relationships and in the status of women. Projections for the future and direction of social policy. (This is a joint offering of the departments of Anthropology, Biological Sciences, Psychology, and Sociology.)
The Role of Women in Modern Economic Life. (spring) Cynthia Lloyd
Topics to be discussed include the extent of women’s education; labor force participation by women; economic factors affecting marriage, divorce and fertility; economic discrimination against women; effect of government policy on women’s position; and international and historical comparisons.

Images of Woman in Literature. (fall) Catharine Stimpson
Sexual roles and the place of woman as represented in the Bible and in works by Shakespeare, Jane Austen, D.H. Lawrence, Doris Lessing, and others. Explorations of the identity of women writers.

Special Themes in Modern French Literature. III. Feminism. (spring) Sylvie Sayre-Weil
The role and struggle of women as seen by authors of the nineteenth and twentieth centuries. Readings from feminist authors and analyses of various literary idealizations of women. Authors include Michaud, Proudhon, Flora Tristan, Zola, Maupassant, Mauriac, Saint-Exupery, Christiane Rochefort, Nathalie Sarraute, Simone de Beauvoir.

French Women Writers. (spring) Tatiana Greene
A literary and cultural study of poets, prose writers, and influential groups, with emphasis on: Marguerite de Navarre, Louise Labe, the “Precieuses,” Madame de Sevigne, Madame de Lafayette, the eighteenth-century Salons, Madame de Stael, Marceline Desbordes-Valmore, George Sand, Colette, Simone de Beauvoir.

Colloquium: Women Writers of the Twentieth Century. (fall) Brigitte Bradley
A study of the works, prose and poetry, of Ilse Aichinger, Ingeborg Bachman, Hilde Domín, Nelly Sachs, Anna Seghers, Gabriele Wohmann, Christa Wolf. Introductory lectures and class discussions. A term paper on a topic to be chosen by the student, in English or German.

The History of Women in the Late Roman Empire and the Middle Ages. (spring) Suzanne Wemple
The origins of the legal and social position of women in medieval society as reflected in patristic writings, Roman and Germanic codes. The contributions of women in the high and late Middle Ages to feudal urban society, courtly love, mysticism, medicine, and literature, studied through primary and secondary sources. Colloquium.

History of Women in America: to 1890. (fall) Annette Baxter
An examination of important historical and literary sources for the study of American women from colonial times to 1890. Colloquium.

History of Women in America: since 1890. (spring) Annette Baxter
An examination of important historical and literary sources for the study of American women from 1890 to today. Colloquium.

Readings in Oriental Studies. (fall) John Meskill and Barbara Miller
Colloquium on major problems of Asian civilizations. Focus for 1971-72: the relative roles of male and female. An examination, through literary and historical sources, of the principal relationships of men and women—as lovers and companions, wives and husbands, mothers and fathers, and in their special roles in religious and mundane life—in traditional and modern India, China, and Japan.

Female and Male--A Sociological Perspective. (spring) Mirra Komarovsky
Economic, demographic and cultural changes modifying the traditional conceptions of masculinity and femininity. Stresses in female-male relationships at various stages of the life cycle and in the family, occupational world and other institutional settings. Class and race differences in social roles of the sexes. Not open to students who have taken Female and Male: An Interdisciplinary Approach.
"Education must be designed to liberate students from the confines of a narrow vision, to reach full potential. Students are urged to... make the experience of higher education one of the most exciting, most meaningful and most thorough of human experiences." —from the Department of Undergraduate Studies Bulletin, 1970-71, SUNY/Buffalo.

In order that women share in the type of educational experience which is truly "most meaningful and most thorough," it is proposed that a COLLEGE OF WOMEN'S STUDIES be established at the State University of New York at Buffalo.

Education in American universities is often the study of the culture and historical development of the middle and upper class white male. Neglected in the curriculum are the culture and struggles of groups, who out of their oppression, sought to change society. Women are one of these oppressed groups. We have been subjected to an educational system which has reinforced the stereotypic images of women as passive, dependent, unintellectual and unable to analyze and understand our own position in society. Education has not taught women the skills necessary to have a critical understanding of how a society operates. The lack of this knowledge reinforces our own sense of inferiority and is used to justify our oppression.

In the university, fields such as psychology and sociology have been used to convince women of the "facts" which form the basis of sexual differentiation. Sociology has taught us that not only is our role in reproduction natural, but that the social definition of what a woman is reflects natural laws as well. The history of woman as a class, and the history of women in non-Western societies, the study of which would illuminate the fact that there is a cultural basis for the the roles played by women in any society are denied us. Our education has served to make us content in the place this society has designated for us. It has not prepared us to struggle to realize our full potential or to create a society which allows women to be free.

We must, therefore, create our own education, an education that will begin to meet our needs as women. This education will not be an academic exercise; it will be an ongoing process to change the ways in which women think and behave. It must be a part of the struggle to build a new and more complete society.

In creating our own education, we must raise questions, issues and problems that will require careful definition and analysis. The development of our abilities to engage in these tasks will call for more talents and tools than any single discipline can provide; therefore, an interdisciplinary effort is crucial. A College for Women's Studies will serve two purposes in this endeavor. First, it will provide a focused place within the university where women can come together from their various disciplines to exchange perspectives and develop new ideas concerning the role of women. In this light, new courses, new directions in research, and new insights will be begun and developed. Secondly, it can serve as a base within the university to support efforts in all the departments and professional schools to improve their curricula with respect to the needs and realities of women's lives. This effort would initially include the cross-
listing of courses and would eventually lead to the development of curricula which deal with the relationship of women to each area of study and academic interest.

Both the form and content of education must be reanalyzed and redefined. This process can begin to undo the damage already done to human potential. A College of Women's Studies will bring these issues into the awareness of all members of the academic community, to help them carry the discussion into their non-academic lives, and to encourage the creation of a society in which all people can achieve freedom.

College Governance: We see the form of governance of the college as critical to its success. Since the realization of the rights of women requires change in the structure of society, the way we work together is one form of practice to achieve this change. In determining the structure of the college our goals are many: to ensure participation of all concerned with the college, to change traditional hierarchical forms, to develop group responsibility, and to break down the traditional distinctions between clerical or secretarial roles and decision making roles.

Form of Government: The college will be governed by a council of elected representatives....The elected council will be aided in its work by the college staff whose numbers will be determined by the needs of the college each term....The staff will not become the clerical servants of the college nor is it to be the decision-making elite. Everyone involved with the college should accept responsibility for the ongoing work of the college. In order to achieve this, staff duties will be held to a minimum. They will consist of the following: sending and receiving mailings, handling class-lists, responding to administrative problems which arise between meetings, ordering supplies, keeping the budget, organizing a system for the answering of phones which involves numerous participants in the college. Staff will not define college policy on their own, nor will they be expected to do jobs for individuals of the college, such as ordering books or xeroxing material.

Methods of electing representatives to the council, and selecting staff:
A. Each course in the college will elect one representative for every ten or fewer students.
B. The introductory course collective, i.e., the people planning and teaching the introductory course, will elect one representative for every ten or fewer members.
C. Advanced course collectives will form, based on common interest or work of the people teaching the courses, and will each elect one representative for every ten or fewer members.
D. The staff will be elected at the first college meeting; any woman who is participating in the college is eligible for these jobs. All staff will be expected to attend every college meeting; however, they will have only one voting representative, whom they will elect themselves.

Each of the above constituencies will evolve an appropriate system for rotating their representatives so that as many as possible can participate in the governing of the college.

The Role of Men in the College: This college is not a place to make women a subject to be studied but a place to break down prejudice built by our socialization about what women are and what they are capable of doing. It should be a place for women to discover their history and their needs, and to gain confidence in what are designated as male skills. Historically, the rights that have been
given to women were in the form of gifts handed to them by generous husbands, fathers and male legislators. Civil rights legislated by male governments are meaningless in a context of predefined masculine and feminine needs and roles. Therefore, although courses in the college will be open to men, women will be given first preference in admission to classes and in teaching appointments. In addition, all voting representatives of the college will be women.

INITIAL BUDGET:
MAINTENANCE AND OPERATION: $4,000.00

These funds will be used for office supplies, photo copying, office machines and tapes and films as required for courses offered in the college. Also, as we anticipate enrollment of at least 500 students, we will need people to do clerical work. We therefore request the time of four work-study people.

TEMPORARY SERVICES: $7,000.00

These monies will be used for the reimbursement of undergraduate teachers and honorarium for volunteer services. In order that people who are teaching have adequate time to prepare for their classes, it is essential that they do not spend most of their working hours at another job to earn a living. Therefore, we are requesting that our teaching staff get paid for the work. In addition, we intend to bring qualified people from the community into the college to enrich our program. Our Temporary Services budget also includes money for a program of speakers. An essential element of a college is a program that includes outside speakers to the campus.

SALARIES: $24,000.00

For the proper development of the college we see it necessary to hire two half-time fellows at $6,000.00 per year and four graduate students with teaching assistantships of $3,000.00 per year.

COLLEGE CURRICULUM: A women's college should make possible an integration between knowledge of the forces affecting women's lives and action to change the structures preventing women's equality in society. Therefore, the areas and aims of our courses are threefold:
1) To establish THEORETICAL FOUNDATIONS for our understanding of our role as women: Courses will center around the reading and examination of problems central to women's lives, and examination of history—the roles and images of women in various times and societies—and/or investigations into our uprisings.
2) To integrate our study with what is going on in modern America: STUDY AND FIELD WORK courses combine reading and discussion with extensive work outside the classroom. They may entail research on specific institutions in Buffalo or elsewhere in the U.S. to gather information which is not readily available; or the development of a strategy for changing some of the institutions affecting our lives; or the creating of alternative institutions.
3) To develop BASIC SKILLS in women that will facilitate their living as full human beings in this world! Such courses will provide women with some of the skills of male technology traditionally denied to them. (e.g. Women in Music, Audio-Tape Workshop.) We will offer an introductory course, "Women in Contemporary Society," which will normally be a prerequisite for all courses offered in the college and which encompasses all three of the above areas. It will provide a general study of the situation of women in the past and in modern society; it will encourage practice in working with other women to determine ways of altering those institutions
which continue the second-class status of women; and, finally, it will develop skills in writing and discussion.

SELECTED COURSE DESCRIPTIONS (see also The New Guide for full listing—we include here only those courses that are distinctive, either in subject or perspective):

THE POLITICS OF HEALTH
Kathleen McCarthy, Diane Weckerle
The primary focus of this course will be field work in local health institutions, through which we will study and develop an analysis of the medical-industrial complex: in particular, its operation as a profit-making industry under capitalism in comparison with health systems in other countries. Specifically, we will concentrate on the health worker at every level (from housekeeper to physician) and attempt to see clearly the strategy that divides these workers (both in terms of duties/responsibilities and salary/prestige—and even the color of their uniforms). We will also discuss how such health-related industries as drugs, hospital supplies, medical electronics, medical consulting firms, and health insurance further the profit-motivated interests of this giant monopoly rather than expand and improve health care. Preference for admission to the course will be given to students already working in hospitals—either as regular employees or as nurses or doctors in training. Others would be required to do volunteer or research work in local hospitals. The field work along with selected readings will serve as the basis of discussion of the problems of the present health system, what to do about it, how it has been handled elsewhere.

SEX, CLASS, RACE, AND THE OPPRESSION OF WOMEN
Elizabeth Kennedy, Margaret Small
The first semester will examine analytically and historically the development of sex, race, and class oppression. We will look carefully at the structures of American society, particularly the family, slavery, and the market economy to understand the origins and development of these three fundamental forms of exploitation. Within the framework developed the second semester will focus on different class, racial, and ethnic groups. Using sociological materials and popular literature, we will develop an understanding of the relationship between sex, race, and class in determining the position of women in each of these groups. Among the groups we will study are white middle class, white working class, black working class, black poor, urban Puerto Rican, Mexican-American, and native American. The final focus of the course will be upon existing theories of feminism in order to evaluate how inclusive they are of the dynamics of race and class oppression in analyzing the situation of women. Extensive reading and independent projects will be required.

AUDIO-TAPE WORKSHOP
Julie Boddy
We will develop rhetorical and technical skills using audio tape as an expressive tool. Along with that we’re going to consider what groups in the Buffalo area might use our tapes and, finally, to give them our tapes and hear their reactions and learn from that. Last year we established connections with Radio Free People, American Documentary Films and WBFO, and we’ll continue using these connections as sources for hearing the tapes other people have made and means of possible distribution of our own. The subjects of our tapes will be decided upon by the people in the class. Last year we dealt with the training and experience of women doctors and theories and actualities of women's job possibilities.
CHILD CARE

This course will be an introduction to the practical, theoretical/problems of establishing and operating community directed child care centers. Guided participation in the UB Cooperative Day Care Center will be used as a field experience. Resource persons from the university and the Buffalo community at large with experience in specific aspects of child care will be invited to participate. The course will aim to develop a model of child care that would truly serve the needs of the children and enhance their development, would free their mothers to work and study outside the narrow confines of the home, and would mobilize the community to act responsibly to its future. Men are encouraged to participate in this course.

WOMEN IN MUSIC

Women's contributions in the field of music can be classified into three areas: 1) as composers, 2) as performers, 3) in general as patrons, scholars and teachers. These three areas of women's music will be examined within the context of an historical period. An overall tableau of each era should be understood, and into this the individuals and their accomplishments will be placed and evaluated. Because of the paucity of material which exists on this subject, it is hoped that the students of the class would gather the bits and pieces and attempt to uncloud the picture.

WOMEN AND THE WELFARE SYSTEM

We will study the political and social aspects of the welfare system as it affects women and their families. Some topics to be covered: profile of recipients of welfare, reasons for being on welfare, various state budgets, Federal and State welfare legislation, living conditions—nutrition, housing, child care, health care, jobs of welfare mothers, welfare rights organizations, and how other countries deal with their "dependent" women. We welcome the participation of welfare recipients and concerned community women in the class. Permission of instructor required.

WOMEN AND WORK IN AMERICA

This course is open to students particularly interested in research in this area. There will be a general review of the participation of women in the labor force from colonial times to the present. The concentration of women in but a few of the highest level occupations provides the basis for a number of possible research topics in the area of roles, stratification, family, and occupations.

HUMAN SEXUALITY

This course is designed to develop an understanding of the dynamics of human sexuality including biological-constitutional, sociological and psychological aspects. An exploration of cultural and subcultural attitudes toward sexual behavior will be included.

Summer 1971
The Cambridge Goddard Graduate School for Social Change is designed for people interested in combining research and social action. The program leads to an M.A. degree granted by Goddard College. It is a place for those concerned with both the theory and the practice of social change; for those whose educational goals cannot be pursued in established universities and conventional graduate programs; and for those presently engaged in social action who desire to deepen their intellectual resources. The program is structured around projects on which a group of people work. The projects are proposed by faculty, then discussed and voted by the School's governing council in the spring. Students choose one project to work on during their time at the School. Students and projects will be encouraged to communicate with one another throughout the year both formally and informally. A percentage of each student's tuition will be made available to his or her project for educational services such as books, materials, etc. Cambridge-Goddard projects are evaluated by three criteria. One, that they emphasize shared work -- work done by students and faculty collectively. Two, that the projects' work have some application to and significance for the movements for social change in America. Three, that the progress and results of the projects' work, whether it be research findings or organizing experience, be made available in easily communicable form to people inside and outside the School.

The School's governing board is the People's Council, made up of representatives from each project, the salaried staff, and two representatives from Goddard College. This Council meets weekly. Its members share the administrative work, and set policy on admissions, degree requirements, and the distribution of resources (money, scholarships, space). Through the People's Council, projects will be in constant touch with one another.

The Radical Feminist Studies Program is basically a series of seminars from which each student chooses one. The "seminar" is merely the meeting time for a project which is the full-time work of its members for at least one year. In addition to the separate seminars, however, we hope to build a series of activities and discussions which will bring together all the feminist studies people. This part of the program will be developed by all the people involved after we begin work in the fall.

The list of seminars is very flexible. If there are many people interested in one field, we will offer several sections of a given seminar. If there is insufficient interest in a field (as a rough guide, we suggest a minimum of 4 people to make up a seminar), some seminars may have to be abolished and students may have to switch to another field. If enough student applications indicate interest in an area other than those mentioned, we will try to find faculty to fit that interest.

All but two of the seminars are open to women only. The exceptions are the seminar on child-rearing, open to women and men, and that on male sex roles, for men only.
The program is open, without charge, to people who do not want degrees. People in this category must be certain that they want to and can commit themselves fully for an entire year to the program. Such people should fill out the regular application form but instead of sending it to Cambridge-Goddard, should send it directly to Feminist Studies, c/o Arnold, 94 Bromfield Road, Somerville, Mass. 02144.

Seminars

1. Feminist History. The seminar will make use of all sorts of resource material and will not confine itself to the material usually defined as "women's history," but will continue the present seminar's attempts to find some new definition of history.

2. Cross-cultural studies of women. This seminar would revolve around studies of women in the Third World, especially North Vietnam, North Korea and China, in close relation to contemporary issues in the women's movement. We will examine the role and identity of women as individuals, as sisters, and in the family. We will look at how women are integrated into the economy; at the transformation of the extended and nuclear family in the context of a new collectivity; at the attitude of the whole society towards children. Discussion of some basic anthropological works plus our own experience as women in the U. S. will help us develop a vocabulary and a point of view for our main task in the program, the development of a theory of feminism.

3. Child-rearing and socialization of children. A seminar on the socialization of children, critically reviewing research and social practices which reinforce the prevailing ideology that the mother must have primary responsibility for rearing her children. We will do research on the effect of the nuclear family on the development of women and children, on development of sex roles, and will document alternative methods of child-rearing. More specific definition will be left to the seminar participants. Students will be able to work in day care programs and parent cooperative play-groups and to plan actions around issues related to child care.

4. Women and the Media. A study/organizing project involving women and the media in the Boston area. The project has three parts. The first is a study of the ways in which women are presented and manipulated by the media and by advertising. The second is the creation of a People's Media -- communication, techniques, etc., which point to people's real needs and aspirations. The third is an organizing effort, an attempt to reach women in the Boston area and organize them around the issues of their exploitation and manipulation by advertising.

5. Women and the Law. This subject will probably involve only one or two students who will work with an existing collective. Students will not only learn about the legal structure, but will assist in bringing actions and mounting cases to challenge that structure.

6. The economics of women's oppression. This seminar will study the present, and also the economic history of women, with special reference to the changes brought about in women's economic roles by the growth of capitalism.

7. Male sex roles, including the study of relevant materials from psychology, sociology, and history.

8. Feminist Psychology. As yet not further defined.
In the United States, people are taught only the skills they need to know in order to do their jobs. In other words, education is used simply to create citizens who will be useful to those in power. People are not taught to understand how the entire society operates, or how society could be changed.

For most women, this means that education only fits us for such roles as housewife and mother, follower and listener, secretary and unskilled worker, sex object and emotional comforter.

In this country, knowledge is purposely given out to women in a very special way. That is, most women are taught only the skills and information necessary for them to serve men. Women are almost never given the information which would help them control their lives, change society, or become independent. We are almost never taught how a corporation runs, what inflation is, why America is at war, how a car works or how an electric appliance can be repaired. We are rarely taught the history of struggles in the past for women's rights. This lack of knowledge not only makes women feel inferior but keeps us passive and dependent upon males for guidance.

THE LIBERATION SCHOOL FOR WOMEN will be a step towards challenging women's oppression. Through this school, we will be able to learn about ourselves, our histories, our roles in society, our strengths and our intellectual capabilities.

THE LIBERATION SCHOOL will offer introductory courses which will help women understand how they are oppressed and what liberation could mean. These courses could include women's history, sex education, and women in literature. The school will also offer several kinds of skills courses, including self-defense, photography, and repairing such things as home appliances and automobiles. There will also be study groups in such things as health, the family, economics, and American foreign policy. These courses will help women develop a unified and radical understanding of how American society operates. They will give us confidence in our ability to think and act for ourselves.

THE LIBERATION SCHOOL is a project of the Chicago Women's Liberation Union, 2875 West Cermak, Room 9, Chicago, Illinois 60623 (927-1790). Each class will be held either one night a week or on Saturday morning, for six weeks. They are open to any woman who registers and who gives $3.00, if possible, in order to keep the school running. The specific courses offered will change from time to time.

Courses: A Selection (for a complete listing, see the New Guide)

READINGS IN WOMEN'S LIBERATION. Why are women uniting? How are they uniting? Introduction to basic ideas of women's liberation on how we've been oppressed at home, at school, on the job, as sex objects. Find out for yourself in a six-week rap and study course. Convenors: Ruth Mintz, Vivian Rothstein, Mim Desmond, and Pat McGauley.

HIGH SCHOOL WOMEN'S LIBERATION. High school women experience a twofold oppression—as women and as high school students. Understanding our oppression is the first step towards liberation. Discussion will include the topics of drugs, birth control, alternate education, marriage and alternatives to it, and women's liberation in general. We hope to have activities such as camping, going to movies and a party. Convenors: Pat McGauley, Elaine Wessel.
THE POLITICS OF HEALTH. Wednesday evenings, 7:30-9:30, beginning February 10. The focus for this course will be on answering the following questions: what are the requirements for good health; Why are Americans generally so unhealthy; How is health care tied in with gender oppression; How is ill health made into a profit-making business; How do institutions like the Food and Drug Administration and the American Medical Association contribute to ill health; What possible models are there for alternative systems of health care; Convenor: Linda Friedman and Debbie Dobbin.

SCIENCE FOR WOMEN. Monday evenings, 7:30-9:30, beginning February 8. This course is about science -- how science has been used for profit instead of for the people; how science has been controlled by men. Knowledge is power. In this context we will discuss gravity and electromagnetism from Newton through Maxwell to Einstein, and we will discuss brain functions and computer imitations of human intelligence. Convenors: Chris Riddough and Naomi Weisstein.

WOMEN IN THE UNITED STATES IN THE 20TH CENTURY. Monday evenings, 7:30-9:30, beginning February 8, we will be asking ourselves if things have gotten better or worse for women since we won the vote 50 years ago. Some topics to be examined: the last decade of the women's suffrage movement; the flapper, was she liberated? World War II, Rosie The Riveter, was she liberated? The feminine mystique, the Women's Liberation Movement. Convenor: Ellen DuBois.

FIX IT COURSE. Thursday evenings, 7:30-9:30, beginning February 11. In this course we will work together to overcome our ingrained fears of machines, electricity, and work with tools. This will be done by working on practical projects such as the following: fixing home appliances, toilets, car repairs, and building things which involve work with wood or electricity. Specific projects will be chosen with the help of the class. Convenor: Robin Kaufman.

ORGANIZING. This course is designed to help women develop their skills as organizers. It will include both technical skills such as leaflet writing, organizing meetings, and the evaluation of group process, and discussion of questions such as whom do we organize, around what issues, and what is the relationship of working for reforms and building a radical movement. Women who take the course should have previously been part of a rap group or some kind of women's liberation organizing project. Convenors: Day Creamer and Deb Dobbin.

MARXISM AS A WAY OF THINKING. The purpose of the course is to familiarize ourselves with some basic concepts of Marxist analysis so that we can better understand the forces at work in American society, and build a movement to transform it. Ideas to be explored will include materialism, dialectics, class in America. Convenors: Vivian Rothstein and Heather Booth.

AUTO MECHANICS. This is going to be an introductory course on finding out how a car works, and how to make minor repairs. Enrollment is limited to 20. Convenors: Carol Whiteside and Maryann Gilpatrick.

DREAMING. In this course we will look at the significance of dreaming. We will discuss and read about how we can interpret and direct our dreams; how the increasing repressiveness of our society is reflected in our dreams, how our dreams relate to our sexuality and male-female conflicts; how dreams might have relevance to the women's movement. Write down some of your dreams and bring them to the first session. Convenors: Doralee Grindler and Liz Buttors.

Summer, 1971.
In retrospect, it might be said that the Female Studies Program at Cornell began with the 1969 Cornell Conference on Women. Not many of the thirty people who organized the conference had any idea how radicalizing the conference was going to be, let alone any plans for a Female Studies Program, which was unheard of at that time. The questions that were raised at the conference attacked basic assumptions about the sexes and our society, e.g. Is the "woman question" a political one? Is there equality in education for women? Are the psychological differences between men and women innate or the result of acculturation? Perhaps the question which affected people most profoundly was "How do men look at women, and how do women look at themselves?" Because this question implies that women are defined by men and that what they see in themselves is what men see in them, it related in a very basic way to all women; and in this way it was consciousness-raising and in many cases radicalizing.

The excitement that was generated at the conference did not end when the panelists and speakers left. Rather, the organizers and others who became interested in the questions raised by the conference realized that they knew much less than they had thought and were less sure of some of their basic assumptions. A group of students, faculty and administrators began to meet weekly, and has met regularly since that time, to educate themselves. Some of us had far-reaching personal revelations as a result and began to answer some of the questions that were raised as well as to raise new ones. If the question of male-female relations is a political one, how should we function in our communities? Some answered this question by forming a NOW chapter on the campus to organize women and to make certain demands on the University. If the education of women is not equal, what could be done to equalize it? NOW could agitate for more women faculty and an end to the quota system, but what about the curriculum? Was there something about the curriculum that made it unequal for women? A group of faculty and students began to think about a course that would concentrate on these and other questions. They developed the first interdisciplinary course on women offered for credit at a major university. It was entitled, "Evolution of the Female Personality: History and Prospects." The results were astounding. With little publicity, the course drew over 200 students of whom 34 were male, plus many auditors. Heartened by the success of the course several of us felt that the time was right to think about a program. Students were asking for more and some of the faculty were willing to cooperate. In order to focus this interest and explore Cornell's potential resources in this area, we held a one-day conference of the future of Female Studies at Cornell and other campuses in the area. From other universities a dozen scholars specializing in teaching and research related to women were brought to the conference to serve as resource persons.

The conference helped point us in the direction of areas in need of research, and a subsequent questionnaire to all Cornell faculty helped us identify individuals working in an area related to women and/or sympathetic to a Female Studies Program.

To begin the development of new courses and the sponsoring of research requires financial resources. We needed not only an office, but someone to coordinate this entire undertaking. Despite a universally tight budget situation, we were fortunate in raising sufficient funds from various sources within the University to enable us to operate for one year. We received seed money grants from the University Provost, the deans of the Colleges of Arts and Sciences and Human Ecology and from the Center for Research in Education. The latter also provided us with office space and secretarial help. On August 24, 1970, a half-time Executive Director was hired. Her job was to coordinate the activities then in progress, to encourage new course development and research on campus, to obtain funds for the academic year 1971-72,
to establish communications with persons on campus and off who are interested in Female Studies, to service the University's extension programs by providing materials, speakers, etc., and to explore the possibilities for a creative relationship with the Women's Liberation Movement.

The small ad hoc Female Studies committee that had been meeting regularly over a year to engineer all of the above had grown by now to almost 30 members. Reconstituting itself the Steering Committee for Female Studies, it was decided that the various operations required to maintain and expand Female Studies could be performed best in small subcommittees. It soon became apparent, however, that the resources of one half-time staff member and the volunteer efforts of the various subcommittees were insufficient for the amount of work that needed to be done. Accordingly, it was decided that another half-time member was needed; specifically, someone who could devote her time primarily to academic questions such as developing communications with faculty, following up on their interests and coordinating Female Studies research proposals. Also, since the problem of funding is crucial to the continued existence of Female Studies, it was felt that this person should aid the Executive Director in seeking outside funding. On December, 1970, the Steering Committee, on a one woman, one vote basis, elected its first half-time Academic Coordinator.

It is interesting to note that the structure of the Female Studies Steering Committee was, from the beginning, very loose and it has remained so. The Committee usually works by consensus; but when it does have to take a vote, the only requirement is that people have attended a few meetings of the committee. Therefore, students, faculty, administrators and townspeople can play a significant role in the direction of the program just by being interested and participating in the work that needs to be done. We have, in fact, attracted a variety of people to the committee, from full professors to undergraduates.

At the moment, the Female Studies Program at Cornell is neither a center nor a department. We work through the existing departments, since we can neither give credit, nor can we give faculty status to the personnel participating in the program. Our function varies from hiring a teaching assistant to teach sections to co-sponsorship with a department which assumes full responsibility for the course. In either case, all of the courses are taught by people who are on the Female Studies Committee. Members of the committee are involved in pertinent research and we have some co-appointments with departments when the research is our area. We also participate in various public service projects within the University and in the community. As noted above, we also sponsor conferences and speakers.

Directed Research Seminar. This course grew out of the desire of students who have taken Evolution of the Female Personality, or have done some reading in the area and wanted to do more research. Female studies as such gives no credit for the course. With our help, however, students have found faculty members who gave them independent study credit for their projects. Participation involves attendance at a bi-weekly seminar conducted by various members of the Steering Committee. Students may undertake either individual or group projects. An example of the latter is the preparation of a series of lectures on Women and Health subsequently given in downtown Ithaca.

See the New Guide for a complete list of courses.

January 1971
The program for women at Douglass College covers a number of areas in addition to curriculum: freshman orientation, departmental advising, career counselling, and alumnae relations all emphasize the effort to liberate women from narrow roles and encourage them to choose from a wide range of life styles. In 1969, the faculty of the college voted to remain a women's college dedicated to preparing its students for "full partnership and equal participation" in society. In 1970 a report on women's education by an Ad Hoc Committee of students and faculty called for increased curricular offerings in women's studies; expanded programs for older women, particularly minority women; changes in career counselling; revision of college publications; changes in student regulations, and many other recommendations. At the present time these recommendations are being implemented in most areas under the supervision of the Women's Program.

In 1971-72 Douglass offers courses on The Educated Woman in Literature; Twentieth Century Woman Writers; History of Women in America; The Role of Women in Contemporary Society; Biology of Sex; Female Personality and Female Motivation. In addition, students may take courses at any of the other branches of the University in the New Brunswick area, particularly through the Eagleton Center for the American Woman and Politics, located on the Douglass campus, which offers field work and seminars on practical politics related to women. Although there is no formal major in women's studies, it is possible for students to design independent majors, and in 1971-72 there is one such major in The Legal and Social Status of Women.

Fall 1971
I. Defining "Women's Studies"

Before listing the major reasons for the formation of the committee and its proposed membership, it will be useful to delineate the scope of our academic concerns. In referring to Women's Studies in the Five-College area, we have in mind the following types of courses:

1. Those dealing primarily or exclusively with women and taught under the auspices of a particular department by a person trained in a specific discipline. There are many such courses among those listed in this year's Five-College list compiled by Pat Sackrey ("Courses on or About Women Offered in the Five Colleges," January 15, 1971, Women's Center, Northampton).

2. Interdisciplinary approaches to the subject of women, usually taught collectively by a number of people representing various fields of study. At present there seem to be no such courses in the Valley, but an example is "Social Roles of Women in America," led by Sheila Tobias at Wesleyan University.

3. Courses which deal with sex roles or male-female relations in general, such as Sociology 391, "Sex and Sex Roles in Changing Society" taught at the University of Massachusetts by Charles Page. We should note that our inclusion of such courses is not done in a spirit of academic imperialism, but for the sole purpose of coordinating information on courses which are heavily oriented toward the role of women in society; often these "sex role" courses deal more with women than with men.

4. Courses on the Women's Movement. Sometimes these are included in the above categories but sometimes not; for example, "Exploring the New Feminism" by Ellen E. Morgan at the Princeton Adult School falls into this category. (Again, there seem to be no such courses in the Valley at present.)

5. Discipline or field courses at Hampshire College are Gayle Hollander's "Soviet Political Life," which has a unit on Soviet women, and Penina Glazer's seminar on political and social dissenters, "The Outsiders," which has a unit on Nineteenth Century Feminists.

6. Discipline courses which ordinarily are assumed to deal primarily with women, such as "Marriage and the Family."

This list makes it clear that Women's Studies is not an attempt to supplant or compete with any of the established scholarly disciplines in an organizational sense. Rather, it is a field concentration, much like Slavic Studies, American Studies, or any of a number of interdisciplinary associations of scholarly subject matter. As such it will augment and enrich the usual offerings in traditional disciplines and in most cases help to provide a new perspective on those fields.

II. Membership of the Committee

At two preliminary meetings, representatives from the various institutions agreed that the following people will serve as members of the Five-College Committee on Women's Studies:
III. General Purpose of the Committee

The committee has been formed because people teaching courses on women feel a need to get together and talk on a regular basis; to exchange information about speakers, faculty members, bibliographic and other materials for teaching and research; and to collect and make available information for people who would like to become more familiar with the history and present status of women. To facilitate information-sharing and efficient use of resources, we felt that at least one readily identifiable person should be available at each institution and should maintain contacts with counterparts at other institutions.

IV. Specific Activities

We envision our activities as encompassing several concrete tasks:
1. To prepare annually a Five-College Course Listing including the types of courses mentioned in Section I. (North Burn is currently preparing such a list for 1971-72, and we offer to assume this task in the future.)

2. To start and maintain two complementary rosters of people teaching courses on women or having access to important research materials: one a Five-College list and another including people working elsewhere in the United States. A base for the formation of such a roster already exists, but it needs to be systematically organized and constantly updated.

3. To assess the quantity and quality of course offerings on women in the Valley, pointing out gaps and unnecessary duplication (not to imply that all duplication is undesirable) so that departments and colleges can use this information in planning new courses and hiring new faculty.

4. To be available (or provide others) for visits to departments and colleges which want to know more about Women's Studies, what it can contribute to a curriculum, and what role it might play in a student's career or life plans.

5. To coordinate speakers and funding for speakers on the subject of women (essentially we would be a clearing house for information on speakers to aid in the efficient use of now scarce financial resources at each institution).

6. To plan a Five-College seminar on Women's Studies to begin in the fall of 1971. At this point we envision the seminar as a forum where those working or interested in the field can inform themselves and each other. We hope to begin by presenting a series of sessions at which the treatment of women in the various academic disciplines will be discussed, and later proceed to the presentation of papers on more specific topics of research and teaching. (We would be grateful for any funds which the Five-College Coordinator's Office might make available to us for the purpose.)

7. To plan a Five-College Symposium on Women, probably to be held in the spring of 1972.

8. To undertake or sponsor the preparation of a guide to research materials on women in the New England area. We have begun this task by requesting Gai Carpenter and Judith Watts of the Hampshire College Library Center to gather information on the strengths and weaknesses of specific collections in the libraries of the five Valley institutions (including a summary of information about the Sophia Smith collection at Smith College).

9. To act as liaison with groups or departments elsewhere in the country, (such as the Women's Studies Programs at Cornell, San Diego State, Douglass, and so on).
Goddard is a small experimental college in the middle of Vermont. Although it has only about 400 students in residence at any one time, the student body ranges up to 1500. Goddard is on a trimester system and in any one trimester some students are working, some are here, some are doing other non-resident work and some are involved in one or another adult or external degree programs. So the student body is highly transient, just like the youth culture it embodies. People need only be in residence four trimesters to graduate, and most of the educational work takes place around planning and reflecting on what is done outside of the school setting. So our women's studies program reflects this transience, and much energy is taken in individual planning with students about lives away from school and how work and experiences they have on the outside relates to our overall program in women's studies.

In the past years women at Goddard have had much interest in the issues raised by the women's liberation movement. There have been consciousness-raising groups and study groups meeting regularly in and around Goddard, and the college has been a meeting/conference/festival center for women throughout the state.

In the spring of 1970 part of the demands of the student strike at Goddard were the establishment of a Radical Studies Program. Feminism was one aspect of this program, and I was hired in response. Previously there had been no formal courses in women's issues. In the fall of 1970 I began teaching courses in philosophical and political issues raised by the women's movement, but since many students prefer to study independently, I was working with students whose interests ranged from literature and writing to history, sociology, the family, sexuality, physiology, psychology and anthropology—clearly one would have had to be a Renaissance humanist to cover all that well! So we all thought there was a great need for a separate women's studies program and for more faculty to be hired.

By Spring trimester a Women's Studies Program was a reality, mostly in name, because we had only minimal additional staffing, but we did get a lot more organized. All dorms are coed; some are cooking dorms; many make attempts at being a collective. This means they have consciousness-raising meetings, discuss what they are learning and thinking, and make some tentative plans together for when they leave plus some even try to undertake some campus projects. In the spring women set up a cooking dorm of their own and attempted to act as a collective. I should make clear that this is a very important step. There are no classrooms at Goddard, and all courses are taught in dorm lounges. Usually each dorm is a special interest area, so setting up one dorm as a women's base was a significant step toward building a cohesive program. This raised some problems, however, the main one being that collectives are hard to form when students come and go every three months, and they don't all come or leave together. Some may be here two in a row, some not at all; plans are made individually unless there is some strong program that does it all together. We didn't get that together yet, although the women's dorm has continued this fall with some of the same people from last spring.

Skills courses were added to academic ones in the spring. There were almost twenty offered in the form of mini-courses, some of which lasted one session, some three weeks, some the whole trimester. Courses ranged in content from auto mechanics, carpentry and marksmanship to children's literature, feminist dance, woman poets and sex role differences. All these courses were taught by women and open only to women. Both students and non-students have always been welcome.
This fall we have hired someone to teach auto mechanics, carpentry and graphics full time. We have another woman teaching feminist dance part time. I should make it clear that not all these teaching positions are paid positions (which I feel ambivalent about because, lord knows, women are always volunteering everywhere, but we have so little money). We have tried to incorporate other faculty and women in the surrounding area in whatever skills programs and classes we have.

Students have welcomed speakers, visiting poets and artists, have organized women's conferences and festivals, and generally act as a catalyst for the Goddard Community (which includes surrounding Vermont towns).

We are in the process of adding additional faculty members to our program beginning in the winter trimester. Most likely we will now offer courses in psychology, history, anthropology, writing and literature, although all faculty members are free to teach at any time what they are interested in. We have no departments, so we can grow ourselves along with the students. We are concerned that most really profound learning students does not take place in any school, and that college is usually a time when women have a false sense of equality they will never have in the real world. So we are trying to figure out a better plan to help students find non-resident placements where women are -- in factories, telephone company, health clinics, Planned Parenthood, interviewing women (old and young), etc. We hope they can develop the anger and the depth of experience so our courses and discussion times can be of great depth.

We are also concerned that women's studies will not become another area for pure academic study, and we are trying to see what relationship our studies can have in deepening the scope of the movement feeding into action against patriarchy rather than only studying its existence.

Because of this concern we also are hoping that what our students leave with is not only a body of knowledge, but a reason for learning it, a context to fit it in, but most important, a strong sense of an inner core of self that most women never develop. We want them to be able to act on the world, and in the world.

Two courses in feminism are offered this trimester (71-72). One will be in session A, the other in session B of the Spring trimester. Both courses will be taught by Marilyn Salzman-Webb.

Class during A session: Feminism trips out
A traveling, reading and writing workshop on women in institutions: the family, prisons and mental hospitals. Heavy emphasis on writing and graphics portraying our studies and visits. Much reading in feminism. Be prepared to produce one or two booklets of poems, stories, etc.

Class during B session: Families, Tribes and Collectivism
A study of sexuality and suppression under various social organizations. What are the politics of our "family"? How do they aid an authoritarian state? How could "growing up" be organized differently? Collectives? Communes? How have other societies done this?

Skills are essential for our survival. We will have 2-3 week crash mini-course throughout the trimester in those skills and subjects listed below:

- Women and their Bodies; Feminist Dance Workshop; Auto Mechanics; Women's Radio Programming; Carpentry; Videotape; Karate and Marksmanship; Women Poets; Tumbling; Wrestling, Swimming; Development of Sex Role Differences; Medical Survival; Sexuality Seminar.

October 1971
OUR PURPOSE

To gather information about women and pass that knowledge on to those who are interested, especially other women.
To help women look earnestly at their lives, and to better themselves as they see fit.
To help women realize there is no ceiling whatever on what they can do.
To help each woman discover her talents and learn to take action in the world.

WHY WOMEN'S STUDIES

Because women...all women...are oppressed because they are Women. That commonality of oppression gives us a perspective we must learn to develop and articulate or else we'll stay oppressed. Also because we are different, and, for far too long, these differences have kept us alienated from each other. We will study the world through our own women's eyes, and study ourselves in relation to each other and that world.

Women's studies can provide a sense of personal identity and direction, and also a heightening of political understanding for women. An individual who has been oppressed, made invisible by the larger society, who has been taught to doubt her personal worth and her capabilities, must first understand how and why her own oppression occurred.

With this understanding she can begin to free herself from the constraints and roles this society enforces on her so that she can become a self-defined, self-determined person. From this developing consciousness can come an understanding of how the society in general is based and maintained on a set of principles which holds one sex, race and culture superior to all others.

The following courses will be offered in the Fall, 1971:

FEMINISM AS REVOLUTION (Philosophy)                Lynda Blumenthal

We shall develop a Feminist perspective of social, political, economic, cultural revolution. The members of the class shall work independently and in small groups to develop this perspective through research, discussion, and writing. We will use varieties of materials and persons as resources, but will use our own growing understanding as the final authority.

WOMEN'S LITERATURE (English)                        Norma Hall

Composition and Reading: Women's literature can be taken for individual study. An examination of selected novels, plays, short stories and poetry with an emphasis upon how various writers--women and men--have portrayed the female in their works.

WOMEN IN AMERICAN HISTORY (History)                 Lisa Rubens

An examination of the roles all women have played in American history. How and why historians and society in general have viewed women in America. A critical analysis of the politics of oppression.
LESBIANISM: FROM MYTH TO REVOLUTION (A non-credit seminar for women)  

Lynda Blumenthal

Who is the lesbian woman? Is she sick or sane? Is she part of a small disturbed minority or is she rapidly appearing in numbers? Is she a white people's problem or does she live in all ethnic communities? Is she a threat to the women's movement, or is she what the movement is about? We shall deal with these questions and more in an attempt to frankly confront both the stigma and the beauty of lesbianism, understand the role of lesbianism in the contemporary women's movement, and see what the lesbian is in terms of revolution. Texts: The Well of Loneliness, Radclyffe Hall; A Place for Us, Isabel Miller; Lesbians Speak out.

INDIVIDUAL STUDY

Individual and group projects in experience, research, and writing. Contact Women's Studies staff women.

CONSCIOUSNESS RAISING GROUPS

This will be a basic course on Women's Liberation. Through books, tapes and films, we will attempt to learn about the causes of women's oppression and what this means in terms of change. Credit can be arranged through Women's Studies instructors.

In addition to offering these courses, one of the aims of our program is to encourage women to pursue training and careers in those fields, which have been almost entirely closed to women: drafting, metallurgy, carpentry, sheet metal, construction technology, mill-cabinetry, electronics, machine and metal, electrical wiring, refrigeration.

Additional Recommended Courses:
1. Economics; Maudelle Shirek
2. Biology; Urion Gallin-Galler
3. Art; Evelyn Glaubman
4. Karate Club

A Women's Center would provide a place for women to come together and create ways of meeting our needs. Some of its services will include: a clearing house for information; a network for small groups; an organizing center to work on problems, such as extending child care on campus; a sexism grievance center on our campus; a comfortable place to relax and be together.

Fall, 1971
The justification for women's studies seems clear. At a time when universities endorse East Asian Studies, Far Eastern, Jewish, etc., it seems that, in the light of past experiences, courses in women's studies provide a major key to unlocking immemorial negative attitudes toward women. However, there are multiple reasons for the university supporting a center for women's studies. Briefly, we could list them as follows:

1) The concept of the family is undergoing extreme alteration and central, of course, is examining the traditional role of the mother, the father, and children. In all fields - psychology, sociology, anthropology, social work - this is a present concern. The role of Women's Studies is to coordinate and re-examine this problem in relation to the neglected study of women.

2) No existing department as yet or in the near future can deal with the study of women except in the most conventional of terms. A new structure must influence reassessments in the various departments. This new structure must not be home economics departments but must relate centrally to existing departments.

3) The hiring of a small core faculty in a center for women's studies should influence and stimulate hiring of women in the various disciplines (there should be a policy of loaning core faculty to departments and of departments loaning women faculty to the Women's Studies Program).

4) Some problems relating to women fall outside departmental or separate disciplinary purview and into an interdisciplinary center. Those women's studies courses which face the necessity of interdisciplinary studies can be most successful in stimulating the intellectual climate and scholarship within a university. The advantages, of course, of such a program feed back into the scholarship and teaching of individual departments.

5) Since women have been kept outside of the decision-making process, a women's studies program allows for two significant innovations: (a) an opportunity for women to be actively engaged in directing and administering and, (b) an opportunity for women to participate in studying the decision-making process of institutions heretofore dominated by men.

The Structure of Women's Studies.

a) There should be a central academic structure -- a center or program for Women's Studies with a core faculty at the regular academic ranks -- some responsible for research programs, others mainly responsible for undergraduate education.

b) In the various departments, appointments should be made to teach in women's studies on a half-time, third-time basis or in part or full-time research loan. Members from the core faculty could work out loans of faculty members to the various departments if necessary; but the object is to spread research and teaching throughout the university rather than keeping it confined to one isolated structure. The central structure is necessary for research, coordination and teaching purposes.

c) The program should have course offerings stressing particularly those offerings which are: a) multi-disciplinary in nature, b) new and experimental. It should cross list courses offered in individual departments and encourage the creating of courses in individual departments.
d) The program should offer a major in women's studies; and should also encourage undergraduate and graduate students to take courses in order to stimulate research in:

1) various disciplines but particularly in advanced work growing out of the interdisciplinary studies which have been associated with anthropology, sociology, history, philosophy, the theoretical approaches generated from the sociology of knowledge and from the contemporary European critical context. Women's Studies is an appropriate center for the academic examination and application of techniques generated from the separate disciplines.

2) information-gathering studies which focus on the family, sex roles, institutional structures, and problems of understanding and change.

3) coordination and study of child care research, education and training. There should be direct relationships between women's studies and the central administrative coordinating structure for the existing and expanding child care program.

e) The program should be directly concerned with the quality and content of its own and existing undergraduate programs as they relate to women; e.g., particularly it should examine the degree to which courses are heavily oriented toward male performance, male dominance, and toward the perpetuation of male hegemony in the definition of professional standards and values. It should examine distortions in content and also the absence of relevant ideas and facts relating to women. For example, are courses in history concerned also with the history of women - women as rulers, leaders, working women? Are students in history departments being taught by women? Is the research that is being turned out and studied by the students reflecting more cognizance of the role of women? Do the undergraduate offerings reflect changing attitudes toward women and particularly toward the woman student? The same situation applies to literature. Are more courses by and about women being studied? Are women writers included? Women critics? Is there any examination of women's past and present roles? In undergraduate innovation, are new models of decision-making developing whereby the movement is away from the man as the final authority figure? In other words, in style as well as content is the curriculum reflecting non-authoritarian, non-male dominated alternatives? Are more procedures being developed to insure that undergraduate women are not being restricted in opportunity?

f) The administrative structure advocated is that the core faculty select its first chairwoman, or director; that the director maintain the position for three years and that the position be a rotating one. The chairwoman or director, in conjunction with core faculty, will be responsible for academic and administrative decisions. The initial core faculty should be selected by a search committee chosen by the ACWO. The core faculty of at least five feminists should be so selected that it reflects:

1) Some faculty who have administrative skill and can share this with other women faculty not only in the core faculty but in various departments throughout the university.

2) Some who are primarily concerned with research; who can devote much of their time to doing their own research; also encouraging and facilitating research in the program and through the various departments. University fellowships should be created to encourage research by women faculty on projects related to women.

3) Some who are primarily concerned with teaching and can be available for consultation within the program and outside, also for encouraging new courses, advising and counseling in existing courses, developing new techniques for teaching and creating learning and evaluation structures.
4) Some who are concerned with the community, with doing field work, with developing university and community projects, who can act as consultants for the community, can further solidify university-community connections, can also coordinate with existing university and community programs.

Advantages of Women's Studies for the University.

a) Part of the general trend of undergraduate and graduate educators at Pitt has been highly innovative, and the proposed program would expand the university's commitment to excellence and originality in teaching. Pitt cannot afford to remain behind when other schools are considering and establishing women's programs because it must -- like any top university -- be in touch with the major currents of research in other places. No existing program or department does for women what e.g. Black Studies does for black people. The prestige of Pitt will be higher as a result of this new integrated women's program.

b) Pitt has been deeply concerned with a commitment within the university to minority and oppressed groups. A Women's Studies Program would be a further extension of this valuable commitment. A Women's Studies Program would stimulate originality in teaching which would be a further enhancement to the University of Pittsburgh's scholarly reputation. Women's Studies can: 1) get women hired, and 2) create new work patterns for women. Pitt has given its commitment to hire more women and to end discrimination against them; therefore, rather than looking at the program as costing more, it should be regarded as a significant way of developing the stated commitment to improving the status of women. The University spends much time, money and energy on educating women. It can cash in on that investment.

Selected Courses (see New Guide for a full list):

**Woman's Role in Society**

Prudence Rains (Sociology), Ellen Rudt (Sociology), Cynthia Sheehan (Sociology), Phyllis Kitzerow (Sociology), Malinda Orlin (Social Work). 71-72.

The aim of this course will be to explore the sociology and social psychology of woman's status. This is to be done by examining the institutional bases of woman's status-role complex. Cross-cultural analyses will be made in terms of women's positions and life styles in the least differentiated (traditional) and most differentiated (modern) societies. The course will be primarily concerned with the latter societies, and the U.S., in particular. Analyses of class-based differences in values and life-styles will be treated extensively. And the societal psychology of American women's status will be treated in terms of socialization theory and the effects of inequality.

This course is to be taught by five women social scientists. Each will lecture on a specialized area, e.g. "socialization." Each will also lead a weekly discussion section. Also participating in the course presentation will be several persons qualified to discuss the institutional bases of women's status in other societies, e.g. India and China.

The five women teaching the course will also be involved in a female oriented sociology workshop - for faculty and graduate students. This latter course will
be especially designed to stimulate research interests and formulate appropriate problems. It is expected that an intellectual cross-fertilization will take place between those involved in both the graduate and undergraduate courses.

The undergraduate course will require the reading of ten books, and a number of pertinent journal articles. An extensive list of optional readings will also be provided for the students. In addition to readings, students will be required to keep a journal in which the sociology and social psychology of their own sex-based status may be recorded and interpreted. The journal should make empirically relevant the more abstract concepts with which the course will often deal. Those students choosing to receive a grade for the course will also be expected to write a research paper.

**Dynamics of Female Identity**

In the proposed course — The Dynamics of Female Identity — we will be concerned with the origins of sexual stereotypes, the current definitions of masculine and feminine, and the functions of sex role stereotyping. Additionally we want to explore with the class the methods of social conditioning and the factors influencing the effectiveness of sex role learning.

We hope to relate insights from psychology and social psychology to those derived from anthropology and political science. We hope that the blending of concepts from different disciplines will enable a greater depth of analysis of the complex issues involved than would the vantage point of one discipline alone.

We would like to limit enrollment in this course to 40 or 50 in order to vary our methods from the traditional lecture style. Since there will be two of us, we envision using a variety of discussion groups — both structured and informal; presentations by members of the class; informal debates; joint lectures and other methods in addition to lecture/class discussion. We intend to keep the structure flexible so as to involve the class, raise issues, and encourage discussion of different points of view.

Materials for the course will come from the immediate culture — e.g. television, advertising, and movies — as well as from the attached source reading list.

**Mythology of Women**

Marcia Landy 71-72

This course will focus on common myths of women, their sources, their manifestations in literature. Readings will include Greek and Roman mythology, the Bible, Medieval romance, Elizabethan dramas, Gothic and contemporary novel.

Frank, The Bible; Hesiod, The Theogony, Trans. N.O. Brown; Aeschylus, The Oresteia; Ovid, The Art of Love; Milton, Paradise Lost; Moliere, "School for Wives"—Eight Plays; Middleton, Women Beware Women; Austen, Emma; Lawrence, Women in Love; Platt, The Bell Jar; Didion, Play It As It Lay; Hays, Dangerous Sex; Rogers, The Troublesome Helpmate.
Description: Women's Institute and Resource Center

The Portland State Ad Hoc Women's Institute and Resource Center has not yet presented itself officially to Portland State University nor has that community sought its acquaintance. Yet some four hundred students have participated in one or several of the eleven courses we offered this year, and we expect more courses and students next year. The Ad Hoc Women's Institute and Resource Center (WIRC), the name we have given our informally created organization, has a history worth describing in light of the problems of launching university based women's programs.

A group of women students, many of whom had been members of a class in the Sociology of Women, came together in the last months of 1970 to discuss Women's Studies. They met with several interested women and men faculty and decided first to organize a weekly lecture series on women open to the university and city communities, and second, to survey faculty interest in offering women's studies courses. The lectures were arranged through the university's educational activities program; speakers--students, faculty and community women--shared the program which ran the gamut from female sexuality to the history of the interconnection between abolition and female rights. No outside "stars" were brought in, and the emphasis was on audience engagement, particularly in small groups after each presentation. The faculty survey, done as a sociology project for academic credit by two students, revealed numerous interested faculty members who were willing to ask their department chairman's permission to teach under omnibus Special Studies course numbers a variety of women's studies courses. During Spring registration we printed and distributed the catalogue and met with an enthusiastic response. We had, in effect, established a shadow or underground department of women's studies which was student-controlled and free of administrative interference.

Now some of us would like to build a legitimate university institute for Women's Studies that could provide funds for paying students and faculty for administering the program, office space, secretarial help, and official course designations. We are submitting a proposal for a certificate program in Women's Studies; we all agree not to sacrifice our loose administrative procedures, or our power to shape the program.

When we first considered writing a proposal for Women's Studies our intention was to ask for resources to develop an experimental program to meet the needs of students, staff and community for a Woman's Institute and Resource Center. Several deans to whom we talked suggested we apply for a Certificate in Women's Studies following the procedures and form established by the OSBHE for such a program. The Chairman of the English Department gave us the Black Studies Center proposal approved by the Board of Higher Education in Oregon as a guide. Our first puzzlement came in reading that document and its various supplementary explanations and justifications: the questions and answers seemed anomalous not only with the realities of the Black Studies program as we knew it but with a candid attempt to let a program shape itself organically, based on a process the products of which no one would as yet have any way of measuring, if indeed measurement were to the point. The more we as an Ad Hoc Committee conferred, the more alien we felt: the questions we sought to answer on the form seemed
either inappropriate to our exploratory way of thinking or forced us to premature conclusions simply to gain credibility and status. Legitimacy, whether we wanted it at all, became the key issue. We had read of the unfortunate experience at San Diego State College where the Women's Studies Program in gaining funding and recognition by a Foundation connected with the College lost its autonomy, its staff and student control. We wondered. Did we want "legitimacy" and at what cost? If legitimacy were not a primary goal, and risk of losing our ends in the means were not a price we were willing to pay, what could we do to demonstrate our seriousness and enthusiasm, our belief that a need exists for a Women's Studies program at Portland State, that our experience to date in offering courses and services to students and the community has substantiated our belief in Women's Studies and, of equal importance, at the same time suggest the need for more flexible procedures to be set up for requesting the State's aid in such matters?

In the end, we decided that since our proposal for a certificate program in women's studies was not likely to reach the appropriate committee of the Oregon State Board of Higher Education for at least one year, and more likely two, that we would submit a proposal pro forma, but would put our efforts into continuing to build our independent Women's Studies Program organically, and according to our needs. As we had done in 1970-71, we would continue to add courses to the curriculum in varied departments and academic divisions where students and faculty shared an interest and resources became available. We would continue to meet as an Ad Hoc Women's Institute and Resource Center, to publish our own catalogue of course offerings, to experiment with a governing structure, and to avoid the problem of official university legitimacy at least until we could evaluate two developmental years.... But we have also attempted to say honestly, in our own language and independent of our formal proposal, what we find are the important issues in establishing a developmental program for Women's Studies at Portland State....

In reading material from the several Universities and Colleges in the country which have this past year formulated Women's or Female Studies programs we are struck by the tone of "victimization." Women have been excluded from history and we must study why. Women have had their roles circumscribed to the hearth and family; we should ask why and study the consequences of their exclusion from positions of power and influence in the larger society. Although it is true that in Western society our culture, history and institutions have been primarily defined and codified by men, often to the exclusion of the interests of women as whole human beings, women have and historically have had a unique point of view and their experience of being outside the dominant frame of reference gives them a privileged point of vantage. They who from time immemorial have been charged with the producing and raising of children know that knowledge cannot be divorced from consideration of human need. Our history, culture and institutions suggest that such a divorce is the rule, not the exception. This, then, is the point from which we propose to begin our study.

A Woman's Studies program as we envisage it should be concerned with developing an intellectual activist consciousness of the experience of being a woman. The proposed program would draw upon often over-looked material in the arts, the social and natural sciences, particularly feminine views of power, influence, technology, and research with the goal of encouraging the open-ended questioning of the received status of women, her social, legal, economic role, her relative absence from positions of power outside the family, her distinctive psychology not viewed through the masculine-dominant lens of reference, and her role in the arts both as producer and as subject. In asking for resources to develop further the experimental program already begun, our intention is three-fold; scholarly
research with emphasis on an inter-disciplinary "problem centered" approach, an approach which would seek new paradigms of knowledge; development of new perspectives in teaching and class participation; and encouragement of new feminist writing and criticism. Our governing awareness as we establish our objectives is the documented waste of human potential lost to the larger world when one half of the population is relegated by sex to a subordinate position in society. Further, we acknowledge the recognized trends in technology and population which provide the "environmental backdrop against which changed roles for women will necessarily be developed" in Western society.

Below are listed course descriptions for some courses which have appeared or will appear under the offerings of the Ad Hoc Women's Institute. No courses are yet designated Women's Studies in the Portland State catalogue, nor have any yet gained permanent approval by the state board of higher education.

SELECTED COURSES (see New Guide for a full list):

- **Literature by Women**
  - Nancy Hoffman

  Using *The Second Sex* by Simone de Beauvoir and *A Room of One's Own* by Virginia Woolf as background material, the class will explore works in which the identity and definition of women are primary. For example, we might analyze "free women" in *The Golden Notebook*, explore the connections between madness and creativity in Sylvia Plath's *The Bell-Jar* and *Ariel*, and Anne Sexton's poems; explore the analogy between racial and sexual oppression in such works as Le Roi Jones' *Dutchman*; analyze the woman as family member in *The Man Who Loved Children* and *To The Lighthouse*; discuss themes of female homosexuality in Anais Nin's *Diaries* and the poetry of Sappho. This course is meant as a survey (and an exploration) of the writing of women.

- **How Women Are Made: A Look at the Issues of the Women's Liberation Movement**
  - Diane Pannkost

  The course was designed on the basis of the idea that Women's Liberation has something to say to social workers--personally and professionally--who deal with the social and psychological problems of individuals and groups. Reading assignments were from new feminist literature, covering the major issues of Women's Lib as well as focusing on areas of particular interest to social workers (women on welfare, minority group women, and women in therapy). Guest speakers discussed such matters as women in psychological literature, male chauvinism in anthropological literature, gay liberation, and problems of being a female social worker in a male-dominated profession.

- **Ethics and Women's Liberation**
  - Lauren Blank

  (Philosophy)

  The course will consist in part in doing case studies in the Portland area which will raise important ethical issues in Women's Liberation. Some examples of the area in which case studies are 1) unwed mothers' homes and the values that make them the way they are, 2) studies of some Portland High Schools: how do men and women learn to view themselves with respect to their intelligence.
Men's Group  
(Sociology)  
David Cressler  
The Men's Group is a student-initiated haven for men who want to explore the implications for their lives of the movement to alter women's status in our society. It is designed to respect and make use of the principle of separatism in the effort to change male consciousness because changes in the relationships between men and women require that men change too. Begun Winter Quarter 1971, it evolved as an open group with both non-student and student (i.e. registered for credit) participants. During the Spring Quarter many of the Winter members returned. It seemed to satisfy the needs of many men with a sincere interest in restructuring their personal relationships with other men as well as with women.

Economic Position of Women  
Helen Waerher  
This course will help the student gain a factual understanding of the economic position of women in the U.S. economy. Topics to be covered: the changing pattern of labor force participation; characteristics of the female job market; economics of sex discrimination; pay differences--causes and cures--female poverty and affluence; special problem of women's dual role; women's role in other countries with specific reference to their implications for the U.S.

Introduction to Women's Liberation Studies  
Blank, Hoffman, Porter  
Designed as a survey of problems central to the women's movement, lectures will cover such topics as the suffrage movement, female sexuality, economic position of women, female creativity and art, women and the law, the family, growing up female, and issues of the contemporary women's liberation movement. Lecturers include PSU faculty, students, Portland community members. Readings: Up Against the Wall, Mother... and Voices From Women's Liberation. Discussion sections, separate for men. A project required for completion of the course.

Poetry and the Female Consciousness  
Nancy Hoffman  
This course ventures into an area hitherto largely unexplored, and asks an open question: what kinds of valuable and illuminating distinctions, if any, can we make between the poetry of women and of men? Is there a distinctive female language, a specific imagery, a particular way of handling poetic convention? Are there female themes? And more complex, by tracing historically the evolution of a poetic convention (for example, that of female beauty) can we begin to distinguish the ways in which women poets have simply conceptualized the world by adopting a masculine vision? Our basic readings would be drawn from representative female poets: Plath, Sexton, Levertov, Rich, Bishop, Rukeyser, Bogan, Dickinson, Rosetti. Each student would select the male poets most appropriate to her/his particular problem. Such as: Hughes, Lowell, Roethke, Williams, Pound, Lawrence, Yeats, Thomas, and further back the romantic poets, the metaphysicals and sonneteers—Donne, Marvell, Shakespeare, Sidney. Secondary sources: Eriksen's "Inner and Outer Space: Reflections on Womanhood," some studies of the development of sexual identity, readings in the works of Laing, perhaps some children's poems from Kenneth Koch's Wishes, Lies, and Dreams.

Fall 1971
The first women's course, "Women and Society," was offered at Richmond in the spring of 1970. A group of women students and faculty members who had been meeting together for consciousness raising felt the need for a course specifically about women. The women felt that the courses offered at present taught a primarily male chauvinist interpretation of history, personality, society, politics, economics, literature, etc.

The enrollment in the class was high and the next semester the course offerings were expanded. The courses were so successful that a group of women decided to organize for a complete Women's Studies program, including a major, in the spring of 1971.

The Women's Studies program is intended to provide a more balanced education giving a broad introduction to new materials previously ignored or distorted due to societal prejudices. We want women and men to re-examine and to develop new ideas about their society, values, themselves, and their relationships.

As an alternative educational program we will also try to develop new ways of learning and expressing ourselves by confronting stereotyped teacher-student roles and traditional classroom experiences. The emphasis will be on collective participation where committed members will directly shape the programs philosophy, policies, and curriculum.

We also intend that our influence be felt beyond the classroom and beyond the walls of the university. Women have already been successful in setting up a day care center, starting a Women's group which sponsors films, speakers, consciousness raising groups, self-defense classes, etc., working with high school women, working with Family Planning services in the area, and developing the Staten Island Women's Center which offers birth control and abortion counseling, pregnancy tests, health classes, study groups, a growing feminist library, and a place where women can grow and learn together.

We view Women's Studies and our community activities as our part in the struggle against oppression of all minority groups that is so prevalent in American society.

Proposal passed by faculty 5/71; Approved by the Board of Higher Education Subcommittee 12/71; Awaiting approval by the Board of Higher Education.

Course Descriptions. Most of our courses are offered under general topic areas; the others are special ones that do not fit into any particular category. Most of the courses are co-educational except Sociology of Women (all women) and Sociology of Men (all men). However, students in some courses have split up into groups along sex lines.

Topics in Women and Society.

CULTURAL PERSPECTIVES ON SEX ROLES ......................... DOROTHY RIDDLE
This course, for us, is the introductory survey course on women, especially for people who do not know much about the women's movement or feminism. In it we talk about bits of everything which is left out of traditional academic courses plus sharing our own personal experiences as women.

The course is open to men and we encourage men to take it before they take any other Women's Studies courses. For the men, the course is a reverse experience -- they get everything from a woman's perspective and then try to apply it to themselves, the situation which women are in in most classes.
SOCIOLOGY OF WOMEN
In this course we will be looking at the role of women in U.S. society. We will be reading and discussing issues such as how we are and have been affected by the general roles we have been socialized into, the family, the work situation, the media, and our educational institutions. We will also be looking at how women are divided by age, class and race.

SOCIOLOGY OF MEN
Emphasis will be on the male in U.S. today. Discussions of male socialization as a dominant group, the effects on women as a subordinate group, how one moves toward liberation. In order to have men students participate meaningfully in the Women's Studies Program, males will be required to take this course as a pre- or co-requisite.

WOMEN IN SCHOOLS .............................................. JUDITH STACEY
I hope to be teaching a section of Women in Society with the focus on education. If no one slips a nail under the bureaucratic wheels, it may be possible to offer it as a graduate course which would also be open to undergraduates. If this happens, I would anticipate a heterogeneous enrollment including teachers, prospective teachers, and people who are just interested in how educational institutions and processes contribute to sex role development. Because of this mix, I would like to organize the course around a variety of research and action projects in the area of early socialization, high school education and higher education for women. At the moment I am envisioning a research collective in which together we would read and discuss basic works in each area, while individuals, pairs and groups select specific topics for a more intensive investigation, analysis or experimentation. In this way I would hope we could contribute to the mounting documentation of sexism in schools, and thereby to the development of a feminist critique of schooling.

FEMINISM AND MARXISM
What are "feminist" politics; what is their relationship to Marxism; how can women begin to build a theoretical understanding of their oppression; is the division of labor between women and men the true class struggle; or is the primary contradiction the system of imperialism itself; is racism a product of sexism or capitalism???? I see the need for us to begin to ask (and hopefully answer) these questions, so that we can better build a revolutionary Women's movement. I also hope that we will have time to look at revolutionary countries around the world and see how "feminist" their revolutions have been or are developing and why the struggle for women's liberation is different in other cultures.

HISTORICAL PERSPECTIVES ON WOMEN IN AMERICA .................... VICKI WURMAN
Using our own personal experiences and readings, we will try to get a sense of what the lives of women have been like, what women themselves thought, and what was thought about them. Integrating this past with the issues and ideas of the present Women's movement will be our primary objective. There will be an emphasis on certain crucial points in the history of Women in America, such as the development of the 19th century women's movement.

COMMUNITY WORKSHOP ........................................... CAROL BLOOM
This course will be organized as an independent study collective which will be doing field work in educating the community regarding sexism, and organizing for social change.
Topics in Individual and Small Groups

HUMAN SEXUALITY ........................................ DOROTHY RIDDLE
This course deals with a variety of aspects of sexuality -- basic factual material on the physiology and sexual response to dispel some of the many myths we have; attempting to define what we mean and/or might want to mean by sexual, sensual, sexy, etc; trying to tease apart the relationships or nonrelationships between sex and love and commitment; and discussing what it means to feel sexual feelings and towards whom -- i.e., heterosexuality, homosexuality, bisexuality, asexuality. We talk about all of these issues both as a class and in small groups (which are homogeneous by sex), and try to grapple with what are things we really feel and want and what are things we do because we have been told we ought to.

GAY OPPRESSION AND LIBERATION .................. LARRY MITCHELL
An analysis of the oppression of homosexuals (women and men) in Western Societies. Consideration will be given to the functions this oppression has in a heterosexual society, the relations between male domination and homosexual oppression, the personal consequences of this oppression and the emergence of gay liberation movements. Novels, films, and social science reports will be used.

PSYCHOLOGY OF WOMEN ................................ SANDRA TANGRI
An examination of the biological, social, and psychological roles women play, how we learn these roles, how various professions perpetuate these roles, and how we can change them. Materials to be studied include research on women, the mass media, some films, and ourselves.

SURVIVAL SKILLS WORKSHOP
A workshop for students to learn skills which were neglected due to sex-role socialization. These would include self-defense, auto mechanics, "industrial arts" (repair, wiring, woodwork), "domestic arts" (cooking, cleaning, sewing), etc.

Topics in Women in the Arts

WOMEN IN LITERATURE
This course is designed to examine the role of women as they are portrayed in novels and poetry. The emphasis will be placed on the self-image and struggle for identity by modern women. This semester we will focus on 20th century writers such as Sylvia Plath, Virginia Woolf, Anais Nin, Doris Lessing, Jean Genet, George Eliot, Leo Tolstoy, Gustav Flaubert, Albertine Sarrazin and others.

WOMEN IN FILM: OR FEMINISM IN THE BALCONY OR WHAT TO DO WHEN A MAN OLD ENOUGH TO BE YOUR FATHER SITS DOWN NEXT TO YOU DURING THE CARTOONS AND STARTS BREATHING HEAVILY..........
Seeing films (at school and in the real world) and talking about them (at school, in restaurants, at each other's homes). Some films are: Anna Karenina, The Pumpkin Eater, Salt of the Earth, The Killing of Sister George, Boys in the Band, Persona, Two Women, La Strada, Nights of Cabiria.

Independent Study
Students also have the opportunity to receive credits for work and projects outside of the classroom.

Dialogue on Development and Governance of Female Studies
A forum for ongoing critique of, and open exchange of ideas about, our program. Students and faculty actively involved in the program would participate to discuss and develop educational and administrative policy, curricula, program evaluation, and general direction.

October 1971
Sacramento State has had women's courses since spring '70-2. Fall '70-3; spring '71-6; fall '71-11. Enrollment, beginning in fall '70, has been about 300 students each semester. The trend has been to offer more courses, less general and more specific in title and content, and smaller classes. An apparent need arose in spring '70 as to coordination, more specifically, what is the area of Women's Studies all about? Who shall define it for what purposes? Who can teach Women's Studies? How should the administration be dealt with, etc. Many, if not most, of these questions are ones also confronting ethnic studies programs.

From the beginning the independent Sacramento women's movement (on and off campus women, mostly on, non-Ph.D.) has had an influential part in the development of women's courses. Three such women obtained Teaching Assistantships in the spring '71. Thus, from the beginning there was a blend of "professional" and "movement" women sporadically meeting and discussing the development of Women's Studies. Of course, neither category is exclusive; we had/have a good working relationship. We have as a lesson model before us that of San Diego State College W. S., as well as other contacts in W. S. along the West Coast.

Thus forewarned of pitfalls before us, we went to battle, almost literally, for maintenance of our 3 part-time teaching positions, the T.A.'s for fall '71. Without those, our W. S. courses would be minus movement ties. The vehicle used to construct a Women's Studies program—group was the Women's Caucus, a group of staff—student—faculty women meeting since mid-spring. Once a week 20-30 women met—truly a phenomenon on our campus. We agreed to elect a Women's Studies Board and to make sure every woman knew of the election in order to avoid any questions of elitist secrecy which might arise in the future. The election brought a discussion of board structure, number of members and their qualifications, functions and relationship to W. S. instructors, courses, and the administration. A Board of 7 members was agreed upon: one staff (secretary), one faculty, and five students. The Board will serve until early October when their work will be reviewed and a vote taken as to whether they should continue. Thereafter, a Board shall serve for one year.

The Board has informed different parts of the administration of its existence, that it is the organ through which W. S. speaks and operates. We will continue to discuss campus status we seek after the current academic year. Shall we push ourselves as a major/minor, leading-to-the-B.A.? Or should we encourage students to take our courses, major in something else, and take their new knowledge and insight back to their sexist fields of psychology, art, sociology, etc.? Shall we be content to remain decentralized—teaching women's courses out of different departments and using "their" faculty women to do so—; or centralize—having some, if not all, courses taught within a separate department of Women's Studies? The latter course conjures up more institutionalized bureaucratic entrenchment, less ties with Women's Liberation as a movement. Another question is that of Directorship. We don't want one woman singled out as our "leader," decision maker, etc. The Board makes decisions cooperatively and collectively. And no sister is then ever alone in dealing with the administration, coopted by fear of being put "on the red carpet," so to speak. Power is always on the side of the administration in those one to one relationships.

Funding could be a problem in the future. We have received "seed" money for our office for one year, from our student government. We have obtained new space for the fall, no small task on a cramped campus.
Probably the most important task of the W. S. Board so far has been the development of a policy statement on Women's Studies. We got the idea for this from the Women's Institute, Portland State University. Here is what most of the instructors in women's courses minimally agree to:

Women's Studies was set up to provide us with tools to analyze the source of our oppression and to lead us to action that will end that oppression.

We will seek to rectify the distorted view of our past.

We will struggle to overcome the race and class biases which have divided women in the past.

All women are oppressed as a caste group.

Oppression of women varies with race, class and country.

Although men suffer in a sexist society, men as a class oppress women. All men do not oppress women but all women are oppressed by men.

We do not consider lecture/exam/research paper orientation as a valid approach to a women's studies class. We are fighting academics vs. consciousness.

Sisterhood is the second revolution. It has culminated itself on this campus in the form of a women's studies program. With a collective board of one faculty, one staff and five students, a variety of classes will be offered this fall in an organic movement to reach women. Now merely a fistful of women it is hoped it will become quite a revolution indeed.

Each instructor of a women's course is sent a copy of the statement and then interviewed by the Board to determine the course's acceptance as part of W. S. She is asked questions about her position on women's liberation, how she structures her class as to allow maximal student self-direction, what she thinks W. S. is or should be, how she plans to teach the course, etc. These are friendly meetings; practically everyone knows everyone teaching a course as we've been working together for a semester. The instructor can also get feedback on her ideas for her course.

It seems to many of us who have been working on the creation of W. S. at SSC that such a program, expanded to include skill courses, is but one of the logically evolutionary directions the women's liberation movement shall be making in the next few years. And we hope it can be linked with similar happenings in the non-campus community.

WOMEN AND POLITICS IN CONTEMPORARY AMERICA

Betty Moulds

This course will be an examination and evaluation of several approaches to women's equality in America today. Among those approached to be considered will be: short-term community action projects such as child care improvement, birth control program improvement, attacks on discrimination in the professions etc.; electoral politics—the use of women as candidates and public officials and the use of women's organizations as agents of pressure; consciousness raising—the attempt to radicalize women as individuals and to create a collective spirit with revolutionary potential.
The method of the course will be two-fold. Readings and discussion pertaining to the above topics will begin the course and set out the areas desired for further inquiry. Then, students will be asked to design and carry out community studies in the Sacramento area of some aspect of the women's movement. Particular attention will be paid to the scope of attempted goals and political tendencies utilized by those being studied.

ECONOMICS OF SEX ROLES (SOCIOLOGY)  Karen Kennedy, Louise Kantor

To what degree does a country's economic system control the sex role options available to its people, especially women? And what is the connection, if any, between a country's economic structure and its socialization mechanisms, i.e., the family? How have specific countries created different economies, family structures, and sex role socialization patterns than those of the U.S.?

In addition, we'll give focus to the class by having guest speakers discuss what several scholarly fields have had to say about female sex roles (anthropology, biology, psychology, history, sociology). Then we shall use U.S. as a case in point: what is its economic system; how are familial relations structured; what are the sex role options available; what influence does the counter-culture provide regarding new life/familial styles, especially for women and children? The course will conclude with a comparative look at an older socialist country, perhaps Scandinavian, and post-revolutionary China. To answer the final question, is socialism the answer to a feminist revolution, we hope to have a panel of radical feminists and socialist organizers speak.

Summer, 1971
Last fall (1969) when San Diego State College Women’s Liberation and its Committee for Women’s Studies first started investigating the possibilities of establishing a Women’s Studies Program at San Diego State College, over 600 Students signed petitions indicating their support of a Women’s Studies Program and their interest in taking courses offered under such a program. By the Spring of 1970 an informal Women’s Studies Program was established consisting of five courses with contents changed to emphasize the role, status, identity, and potential of women, and forms altered to permit student-initiated learning. All classes had full enrollment even though two of the courses were not listed in the Class Schedule and had to depend on a brochure to publicize their existence.

Through the continued efforts of the Committee for Women’s Studies and Women’s liberation, a formal proposal for a Women’s Studies Program at San Diego State College in the Fall of 1970 was guided through committee channels and received final approval by the Faculty Senate on May 22, 1970. During this process the Program was allocated a one-year position for a “Distinguished Visiting Professor” and 1.5 instructional positions pending curricular approval. Requests for supplementary allocations to meet the original request of 5.5 instructional positions would be made after final approval was received by the Senate. As of this date no additional allocations have been secured.

The Women’s Studies Program will provide an educational environment in which students have the freedom and space to initiate their own learning and confront those issues and problems that have meaning and relevance for their lives. The Women’s Studies Program will be a program of upper division electives offered within the College of Arts and Letters and directly responsible to the Dean and Committees of the College of Arts and Letters. A Faculty Advisory Committee, composed of tenured faculty from existing departments at San Diego State College will serve for administrative purposes as the senior faculty of the Women’s Studies Program, and will make recommendations to the College of Arts and Letters concerning recruitment, retention, promotion, and tenure decisions for that Program.

Fall 1970

Note: For an account of the SDSC Program during the academic year 1970-71, see issues of The 2nd Revolution: Newsletter of the Women's Studies Program; also a leaflet called "Some Politics of Women's Studies," with lengthy articles by Barbara Kessel and Roberta Salper; and see Roberta Salper, "Women's Studies," in Ramparts, December 1971.

The Women’s Studies Program at San Diego State College has enrolled 360 students for the fall 1971 semester. Women’s Studies at SDSC has received nationwide recognition as the first autonomous academic program in the country offering a full complement of courses on the status of women. The Program consists of a series of classes which are aimed at raising women's consciousness about the socialization process through which women are tracked into prescribed and stereotyped roles. There is also an attempt to create new dynamics in the classroom by encouraging students to actively participate in class planning and discussion and to test principles brought out in the classroom through observation in the community; that is, in movies, on TV, in magazines, and places of work. At the same time, the program emphasizes
the substantive aspects of education. It is offering pioneering courses bringing together data on the sociology of women, the history of women, the psychology of women, and women in comparative economic systems.

The Women’s Studies Program is directed by a board of women consisting of the faculty and staff of Women’s Studies and ten student representatives elected by the women students in the Women’s Studies classes. The board makes all decisions concerning publicity, finances, hiring of faculty and curriculum for the program. The student representatives ask the women on campus what they want from a Women’s Studies Program. This is done by discussions with the women in the classes and also by the use of questionnaires.

A Faculty Advisory Board of five tenured faculty is chosen by the Women’s Studies board, with the approval of the Dean of the College of Arts and Letters, and operates on behalf of the Women’s Studies Program with the administration.

Students cannot take a major or minor in the program, though a minor in Women’s Studies may be possible in the near future.

Classes are not closed to men. However, they are addressed to women, and only about ten percent of the enrollment is male. Small discussion groups that occur in the class are frequently sex-segregated.

In addition to the chairwoman, Nancy Hollander, from UCLA, this year’s Women’s Studies faculty includes one returning member, Barbara Kessel, and two new faculty, Judy Taylor, from St. Joseph’s College in East Chicago, Indiana, and Elsie Adams, from Wisconsin State University.

September 1971

See New Guide for course listing. New courses received too late for inclusion in the Guide follow here:

Women's Studies 100

Women in Comparative Cultures. At the beginning of the semester the students will divide into small rap groups to informally discuss the materials prepared. These groups will meet together in class during the semester to discuss the assigned readings. A paper on women in India will be required; should students wish to work on other projects (individually or in groups) as an alternative, please see me before beginning the research. There will be a mid-term exam on November 23 which will cover all material til that date. There will be a brief take-home final toward the end of the semester.

Women's Studies 120

Self-Actualization of Women. Readings: Laing, The Politics of Experience; Plath, Ariel; Morgan, ed., Sisterhood is Powerful; The Radical Therapist; additional reprints, essays, short stories. Self-actualization psychology, emphasizing individual uniqueness and the maximization of human potential; theories of human behavior as they are applied to women; development of women's self-concept in American society.

Women's Studies 180

Status of Women under Various Economic Systems. Readings: Liberation Now; The Second Sex; Burns, An Introduction to Marxism; Fanon, The Wretched of the Earth, Komarovsky, Blue-Collar Marriage; Lewis, Five Families; Marx, Engels, etc., The Woman Question. Historical and contemporary institutional factors influencing the social and political status of women under various economic systems; economic implications of alternatives.
The Advisory Committee on Women's Studies—a flexible organization chaired currently by Mrs. Bain, Lecturer in Social Science, Interdisciplinary Social Sciences—now consists of over a dozen people offering courses with a focus on women, either experimental or as a part of their own department's regular offering. The committee sees its role as a coordinator of courses with concern for women's studies; as an expeditor for those wishing to develop such courses within other relevant disciplines, and as an information center to expand knowledge of women's activities. The program also functions as an instigator of research in problems related to women and as a center for developing and focussing women's interests and activities both at San Francisco State and over the Bay Area.

The project arose from two stimuli: 1) a desire for communication among those instructors offering courses on women, 2) an administrative need to refer a growing group of inquiries about courses on women to some entity on the campus.

A Social Science (Interdisciplinary) major with a "focus on women" theme has been developed for students who wish it. Members of the Advisory Committee are available for consultation. This undergraduate major provides an opportunity for students to construct an individually designed program which crosses disciplinary boundaries in the social and behavioral sciences. In consultation with an advisor, each student's program is designed around a theme. The 12 units of required courses (see Departmental Bulletin) are supplemented by at least 24 units of electives centered around such a theme, or coherent program. If such a theme were to be THE CHANGING ROLE OF WOMEN IN CONTEMPORARY SOCIETY or a similar special emphasis on women, these elective courses are suggested:

- Social Sciences 130--Women as a Social Force
- Anthropology 165.2--Anthropology in the Modern World: the Role of Woman
- Psychology 133.1--Developmental Psychology
- Sociology 161--Race and Ethnic Relations
- Social Science 172--Power, Conformity and Dissent in America
- Political Science 159--Community Field Work in Politics
- La Raza Studies 150--La Raza Woman
- History 175--Social History of the United States
- Sociology 164--Problems of the American Family

Among the elective units no more than 9 units of courses with F/NR grading or 199 or 177 designation are normally accepted. Some courses which might be included in the theme in Spring, 1971 are:

- Social Science 177.02--Woman: Her Search for Identity
- Economics 177.02--Economic Issues of the '70's
- Psychology 177.01--Aspects of Sexual Identity in Contemporary America

Other suggested electives that might be incorporated in the Woman Theme:

- Sociology 181--Community Structure and Organization
- History 170--American Biography
- Social Science 170--Perspectives on American Culture
- Economics 115--Economic Analysis for Non-Majors
- Social Science 160--Individual and Society
- Psychology 131--Behavior Problems of Children
- Economics 110--Economic and Social History of the United States
LA RAZA WOMAN

Maria Domínguez

A critical analysis of La Raza Culture from traditional to contemporary times, with emphasis on the female perspective. Examination of the male and female roles and the cultural aspects which derive from both, for the acquisition of insight into the problems facing the total culture. Emphasis of the La Raza Woman and her position in La Raza Culture. The political socialization process will be one of the methods used to illustrate the dynamics of cultural roles and institutions. The development of individuals' potential will be stressed. Focus on patterns for change in cultural marginality of a people caught between two cultures, and the struggle for the survival of the La Raza individuality.

FIELD WORK IN POLITICAL SCIENCE

Kay Lawson

Political Science 159, Field Work in Political Science, will be focused next semester on student participation in local pressure politics. Students will be asked to form teams, adopt a political goal and join an organization in order to pursue that goal: seeking a particular action by an agency or representative of government. The change may be the passage or repeal of a law, the allocation of funds by an administrative agency, public support from an elected official for a group project, etc. The government agency or means to be employed can be any action within the law which might reasonably be expected to achieve the desired end. Students will work within the groups as teams, preparing and carrying out strategy plans, keeping journals of their activities, analyzing their degree of success, devising strategies for further pursuit of the same or related goals. Success in group action will not be a criterion for evaluation; persistence will be.

WOMEN AS A SOCIAL FORCE (Social Science)

Beatrice Bain

"Men live for themselves; women for others." Myth or reality. Is there a special interaction between women and movements for social reform? Or are women in groups basically resistant to change and thus act as a constraint on social flexibility? Have women's rights been strengthened in the process of combination with the struggle for other social reforms or will contemporary feminism -- discouraged with past failure and lack of identification -- revert to a generalized urge toward individual autonomy? Will the contemporary women's movement be diversionary or will it play a leadership role in social change? Is it fragmenting to direct attention to women's rights while seeking human rights or is it an emphasis which is necessary to realign society's directed view of womankind? What are the goals of this struggle? What are the prospects for social change or the possible advantages for society of the expansion of women's roles? Is equality a realistic goal? Can society reconcile the implementation of equal rights of women with the responsibilities attendant upon the female of the species?

LANGUAGE AND EXPERIENCE: RHETORIC

Maria von Bolschwing

PROPAGANDA AND LITERATURE (English)

This course will examine literature and social change: do literature and art bring about revolution? Is so, which is more effective, works of 'literary' value or the immediacy (and often propaganda) of newspapers, posters, broadsides? Also to be discussed will be the relation of the individual conscience to the collective: are personal solutions possible?
Faculty in five areas of the Humanities (Art, English, History, Modern Languages, and Philosophy), together with faculty in Psychology and Sociology, would create a set of ten to twelve courses, some departmental, some interdisciplinary. We have the enthusiastic support of staff in the above departments for developing courses within their departments and for exploring interdisciplinary possibilities. In the latter area we envision courses that would combine art and literature; philosophy and history; sociology, psychology, and literature; and comparative studies of American, British, and European literature, among others.

Given Towson's philosophical commitment to a program of higher education that is open, flexible, and exploratory, and given the nature of the student body and the community it serves, we believe that we might in time become a center for Women's Studies in the Baltimore-Washington area.

1) During the past year Towson has been engaged in intensive reexamination of its curriculum and its nature as a college. As a result, two new majors have been introduced, in General Studies and in Liberal Arts and Science, whereby the individual student can create his or her program regardless of departmental lines. Opportunities have been or are being created, based largely on existing courses, for concentration in such areas as Black Studies, Urban Studies, and American Studies. Clearly, a program in Women's Studies should be added to this list.

2) Also during the past year the college has committed itself to exploring and instituting ways in which older women, usually married women, can embark upon higher education or complete previously interrupted work for a degree. They have established a Directed Independent Study Program as part of this effort. A program in Women's Studies is especially relevant in this context.

3) Our student body is 62% women, 38% men. All of the scholarship and research done in the past few years in the hitherto neglected area of women's studies indicates both the lack of attention paid to women by traditional academic disciplines, and the imperative need to have students explore traditional sexual stereotypes. The Towson student body is largely lower-middle class, where the stereotypes are especially firmly held, and a large proportion of our students are training to be teachers in the public schools, where their attitudes and assumptions will influence the next generation.

4) Our college is committed to serving the community. We would anticipate making our offerings in women's studies available in as many ways as possible, such as public lectures and evening courses.

5) No other college or university in the Baltimore-Washington area gives evidence of embarking on a program in women's studies although several offer a few courses.

Current Courses:
Biographical Studies in History: American Women, Prof. Rivers (Fall 1971)
The Idea of Woman in the Works of Philosophers, Jo Ann Fuchs (Spring 1972)

Proposed Courses:
1. The Image of Woman in Art and Literature (interdisciplinary course) (Emphasis on contemporary works); 2) The Image of Woman in Art (historical survey); 3) The History of Feminism in the United States; 4) The Educated French Woman as Mirrored in Literature (study of changing ideals and patterns from Moliere to S. de Beauvoir); 5) Women Writers in the Major European Languages: French, Spanish, Italian, German, Russian; 6) Sociology and Women; 7) Psychology and Women; 8) Image of Women in 19th and 20th Century American Literature.
The ad hoc Committee on Women's Studies was charged with the investigation of the possibility of creating a course of study called Women's Studies. Our first, most difficult task was to define what Women's Studies is and to learn in what ways the University has means of pursuing such a course of study. Briefly, Women's Studies is an interdisciplinary academic study of the quality and shape of reality that women experience. In common with other interdisciplinary programs, Women's Studies would begin with an "untraditional" focus (sex differentiation) and then draw on disciplines in the humanities (e.g. English and History), the social sciences (e.g. Sociology and Psychology), and the professions (e.g. Communications and Education). We assume that if the experience of women is made the object of study, the expertise of the University will allow new questions to be asked, new answers to be found, and human potential to be expressed more fully. The Committee feels that the intellectual, professional, social, and psychic roles demanded of women are coherent, significant realities touching the lives of all of us and that therefore the University has a proper duty to explore the origins, effects, and implications of those roles. We feel that the program would be "new" only in its focus: the methodology and academic rationale have been a part of the University's life for many years.

Recommendation.

1. Establishment of a Women's Studies Major, Organized Within the Framework of the Department of General and Interdisciplinary Studies.

The ad hoc Committee on Women's Studies proposes a program leading to a Bachelor of Arts degree under the auspices of the Division of General and Interdisciplinary Studies. The degree program should meet the general College of Arts and Sciences requirements for the B.A. degree. It should also require the fulfillment of one core course in Women's Studies, presenting an overall view of the field; 35 credits in a single department offering courses relevant to Women's Studies; and at least four upper-division Women's Studies courses designated on a curriculum list for all majors. All students should be required to write a senior thesis on some aspect of Women's Studies with the guidance of a faculty advisor.

The Committee recommends that existing courses in Women's Studies be continued. It would be desirable that these courses be incorporated, in due course, into the framework of regular departmental offerings.

Briefly, the reasoning on which this recommendation is based is the following: the area of Women's Studies has emerged recently and with impressive rapidity as a focal point for academic inquiry into individual life and social organization. The establishment of a major program would strengthen opportunities for initiating research in the field, and present a readily identified center for development of innovative course offerings, and for student commitment to this area of study.

2. Administration of Program

Interdisciplinary Committee: We propose that the program be administered by a committee of interested faculty members, graduate students, and undergraduate students (majors in the field of Women's Studies). We believe that persons in a wide variety of fields would be interested in the program. However, the committee's work in building a strong academic major would be facilitated if representatives of fields which are closely allied to Women's Studies were explicitly included in this body. The Com-
mittee would have jurisdiction over the requirements set for the major — total credits, number and kinds of required courses — and would determine what courses would be applicable to the Women's Studies major.

Director: The person chairing the committee would be designated director of the program. He/She would handle all administrative matters and would be the Women's Studies advisor. We propose that this person be a regular faculty member (probably one who teaches a course connected with the program) who maintains a part-time affiliation with his/her department. The College of Arts and Sciences would pay the salary for that portion of time allocated to the Women's Studies Program.

Suggested Fields of Concentration:

The following list of fields potentially suitable for academic concentration was prepared on the basis of experience of members of the present ad hoc Committee. Starred fields appear to offer special advantages for concentration. We must emphasize, however, that the suitability of a particular academic field is dependent not only on its theoretical aspects, but also on the approach and content of actual courses, and the interests of individual faculty members. One of the important functions of the interdisciplinary committee which we propose to administer the Women's Studies program would be survey of departmental offerings, identification of potentially appropriate courses which might be added to the roster of regular offerings, and the continued fostering of interest in the area of Women's Studies.


Questions and Problem Areas:

During the course of its discussions, the Committee identified certain questions and problem areas related to the establishment of a major program in Women's Studies. These are listed below, with comments summarizing Committee opinion.

1. There are difficulties inherent in the definition of the area of Women's Studies. Certain individuals may question whether Women's Studies can serve as an appropriate basis for a sound academic major because it is a relative newcomer in the academic world. We believe that an orientation of study centered on Women's Studies is valid, in just such a manner as orientation around newly accepted areas such as geographical or political groupings, or racial differentiation. Within the framework of the proposed major, students would concentrate in a relevant established academic field, such as History, Political Science, or Sociology.

2. Would a major in Women's Studies offer a sound basis for the major student's later development, in and out of academic life? A student who majored in Women's Studies might continue in graduate school in disciplines which had formed the nucleus of undergraduate concentration. Alternatively, the student proceeding into a non-academic career should take from the undergraduate major a sense of scholarly commitment and human understanding quite as useful, in its own way, as that resulting from any other undergraduate major.

3. Problems may arise related to competition between the proposed Women's Studies program and other new programs such as Black Studies or the newly established area programs. Such competition is indeed a hazard, from a financial standpoint, and wisdom and justice must be exercised by University administrators in order to insure that emergent programs do not suffer from mutual conflict. Yet this problem would be transitory in character, existing only while such programs are at the early stages of development.
recognized as innovative, during which they need special support from University and external resources. Competition should cease once the programs are established.

Further Considerations
We extended our discussion to consider the longer-range implications of development of a major program in Women's Studies. We discussed such questions as these: Is the field of Women's Studies, as such, a discipline of potentially permanent role in the University? In what ways can the University increase its effectiveness in fostering the intellectual and ethical development of the individual?

Undoubtedly, the present era represents a time of crisis. Academic fields are undergoing revision and redefinition, and conventional course structures are being scrutinized to see how fully they meet the real educational needs of today's students. Definition of the academic area of Women's Studies is a response to urgent societal problems, but once women's roles have been defined with more concern for equity and adequate expression of individual promise, it is possible that Women's Studies will merge with other fields concerned with definitions of human characteristics, capabilities, and potential. In the meantime, establishment of an academic major and a stable advisory program would insure continuing commitment on the part of the University to the intellectual needs of women in particular.

Although the direct charge of this ad hoc Committee is to make recommendations concerning an academic program in Women's Studies in the College of Arts and Sciences, it is impossible to isolate this area, even on theoretical grounds, from other aspects of the position of women in this University. Major progress must be made towards establishing more equitable conditions at every level -- student, faculty, and staff -- and the work of concerned individuals and groups should be recognized as directly supportive of positive developments in the academic area. Further, the members of this Committee are concerned about the special problems of women who have been out of the classroom for long periods of time and are in need of a visible point of re-entry to the University. These individuals are likely to require assistance in determining their area of study, such as that offered by programs of the University's Division of Continuing Education. The Committee commends the University for its development of innovative programs for returning women students; and urges expansion of the opportunities for flexible, intermittent enrollment for all students.

Courses (Those starred * are listed in the New Guide)

FALL
GIS 255 Introduction to Women's Studies (Mary Aickin)

WINTER
Linguistics: Language of Sexism (Sharon Katz)
Comparative Literature: Women Poets of the Renaissance (Frank Warnke)
German: German Women Authors (Diana Behler)
*Political Science: Patriarchal Politics (Lynn Iglitzen)
GIS 320—PROPOSED (Sociology): Sociology of Sex Differentiation (Lynn Hansen)
*GIS 320—(History): Women's Rights and Feminism (Mary Aickin)
*GIS 381—(English): Women in Literature (Patricia Onion, Carolyn Platt; approved by Psychology: Mental Illness & Commitment: Focus on Women (Ace Davis) Professor Stevik)

SPRING
Romance Languages: Women in French Literature
GIS (Economics): Economics of Sex and Race Discrimination (Helen Sommers)
Art: Women and the Visual Arts (Kingsbury)

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FEMALE STUDIES III

Prepared for the
Commission on the Status of Women
of the Modern Language Association

Editors: Florence Howe
and
Carol Ahlum

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