

SIMON FRASER UNIVERSITY

S. 83-53

MEMORANDUM

To..... SENATE

From..... SENATE COMMITTEE ON ACADEMIC PLANNING

Subject..... M.A. PROGRAM IN WOMEN'S STUDIES

Date..... April 26, 1983

The proposal for an M.A. Program in Women's Studies was considered by the Senate Committee on Academic Planning at its meeting of April 13, 1983. The following motion was approved:

"That SCAP approve, and recommend approval to Senate, the proposed M.A. Program in Women's Studies."

The approval of the motion was not unanimous.

In support of the motion, it was pointed out that Women's Studies is a multi-disciplinary area of study which has academic value, is growing in acceptance in Canada and has been identified as a major area of research by SSHRC. Women's Studies at Simon Fraser is well established with a Minor in existence and an investment in jointly appointed faculty who are willing to take on the extra teaching load required to support the proposed program.

In opposition, reference was made to the fact that the program was too narrow in scope and stemmed from a sociological problem that will become nonexistent in 50-75 years. It was suggested that a more appropriate route would be to establish a research institute and accommodate graduate students via special arrangement programs.

MOTION:

"That Senate approve, and recommend approval to the Board of Governors, as set forth in S.83-~~43~~, the proposed M.A. Program in Women's Studies."

SIMON FRASER UNIVERSITY

MEMORANDUM

SCAP 83-2
(SUPPLEMENT)

To..... Dr. J. Chase, Secretary, Senate.....	From..... Dr. A. Doerr, Associate Dean.....
..... Committee on Academic Planning.....	 of Graduate Studies.....
Subject..... M.A. in Women's Studies.....	Date..... February 21, 1983.....

At the SCAP meeting of February 16, 1983, several Committee members requested information on the Assessment Committee report on the Women's Studies' graduate proposal. The Assessment Committee met three times. At the first meeting, the Assessment Committee moved that the proposal be sent out for evaluation and identified three external assessors. At the second meeting of the Committee, the draft proposal and the letters of assessment were considered. Following this meeting, the program proposers were asked to provide responses to a series of questions identified by the Committee. (Copies of the questions and the response are attached.)

At the third meeting of the Committee, the proposal was approved subject to a rewrite of the proposal which incorporated the responses to the Committee's queries and other recommended revisions. (See memo of November 3, attached).

The revised proposal was then considered by the Senate Committee on Graduate Studies. It was passed subject to the re-examination of the course title of W.S. 800 (see memo of December 23 and response of December 30).

Doerr
If there is anything further let me know.

Attachments

Monday, October 4, 1983

Assessment Committee of SCGS - Proposed M.A. program in Women's Studies

1. The Committee met at 2.00 p.m. Dr. Webster in the Chair; Drs. Day, Sutton, Anderson, Boland, MacPherson, Steig present. Also present were Dr. A. Doerr and M. McGinn, Assistant Registrar.
2. The following additional information was requested following consideration of external letters of assessment:
 - a. More detailed information on admissions policy:
 - qualifications of students
 - preliminary screening of applicants
 - disciplinary basis of students as well as interdisciplinary grounding
 - b. Reasons why an M.A. in Women's Studies is necessary if students can currently pursue research through regular disciplinary degree such as History or Psychology for example. Alternatively, has any attempt been made to have students pursue Special Arrangements M.A.'s to meet the same objectives. General issue here is the relationship of Women's Studies to other programs.
 - c. Where is the academic strength of this program? Is the real objective to offer a pseudo-professional or academic research degree.
 - d. More specific information on career profiles for students pursuing Women's Studies. Is the program directed to those areas where women's needs in the short and long term are the most pressing? (Business versus literature, for example).
 - e. Is the program truly inter-disciplinary or simply multi-disciplinary?
 - f. Are resources adequate. Qualifications of faculty raise questions about ability of current faculty to sustain a graduate program.
 - g. Question of approving a program being offered as overload by faculty. This is not a good or perhaps acceptable precedent.
 - h. Problem of student support needs to be addressed.

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Audrey Doerr..... Associate Dean, Graduate Studies.....	From..... Meredith Kimball..... Coordinator Women's Studies.....
Subject..... Women's Studies M.A. Proposal	Date..... October 25, 1982.....

Attached you will find our response to the various concerns raised by the Committee. Each section responds to the specific section outlined in your comments to us. Could you see that committee members each get a copy of this response? Also, if I don't hear from you, I assume the meeting is on for November 1 at 3:00. Nikki and I will come to your office shortly before 3:00.

Meredith Kimball

MK/jr

Encl.

Response to Assessment Committee of SCGA - Proposed M.A. Program in Women's Studies

The following comments are provided in response to the concerns expressed by the Assessment Committee of SCGS about the proposed MA program in Women's Studies.

a) Admissions Policy.

In addition to the information outlined on pages 17 and 18 of the proposal, the Graduate Program Committee, which will include all the continuing faculty in the program, will look for the following qualifications:

- 1) good B.A. degree
- 2) specialized disciplinary training and broader interdisciplinary work concerned with women.
- 3) an expressed interest in an area of study that coincides with an area of expertise of one or more of the continuing faculty in Women's Studies. (a student will not be admitted unless there is a faculty member prepared to work with her/him)

Because there are so few interdisciplinary programs in Women's Studies which prepare students for graduate work in the discipline, it is not possible to draw up a simple profile of what an entering student will look like as it is in most traditional disciplines. If the student does not meet the requirements laid out by the Committee but otherwise has an excellent record, the proposal specifies that a student may be required to take up to 12 hours of undergraduate work. Generally this extra undergraduate work would consist of upper level Women's Studies courses, including the advanced methodology course (W.S. 400). However, it is possible that a student would apply with an adequate Women's Studies background but with an inadequate preparation in the traditional discipline(s) that form a critical part of their proposed program. In this case, the student would be required to take upper level courses in the appropriate discipline before beginning graduate work in Women's Studies.

b) The necessity of a Women's Studies M.A. in addition to regular disciplinary degrees and the Special Arrangements M.A.

The M.A. in Women's Studies will attract a different set of students than those interested in doing research about women within the regular disciplinary degree programs. In particular, students with either a background in Women's Studies or those who deal with a broad array of women's issues in their work, will find a graduate program in Women's Studies more suited to their needs. Other students, who wish to take a degree in a traditional discipline, with a focus on women, will continue to do so.

The M.A. in Women's Studies is definitely superior to the Special Arrangements M.A. The M.A. program would provide each student with a group of scholars who are individually and collectively engaged in work on women as well as a group of other graduate students engaged in similar types of study. Such a community would not be provided to students doing Special Arrangements M.A. In addition the M.A. in Women's Studies would provide an important structure to foster the development of knowledge in the area of Women's Studies. Using the Special Arrangements M.A. would not provide such a structure to either the faculty in Women's Studies or to the individual student. Simon Fraser University has pioneered in the development of Women's Studies, and the introduction of the M.A. program represents another step in the continuing development of Women's Studies as an academic discipline.

c) Objective of the Program.

The M.A. program is designed to be a strong academic research degree. As with other disciplinary areas, it is possible that the academic work required for the M.A. will be of use to the student in terms of their professional development and advancement. However, that is not the primary purpose of the degree. Some students will be gathering specific knowledge about some aspect of women's lives for later professional use, but all students will be developing their abilities to understand women's lives and positions within society, to analyze new situations, and to organize their knowledge. Furthermore, not all students enter any M.A. program for professional advancement alone. Many choose to do work beyond the M.A. level because of a strong interest in developing intellectual and analytical skills within a specific area of study. As with other M.A. programs, we assume some of our students will enter the program for these reasons.

d) Career profiles of students. Short vs. long-term.

The M.A. program has been designed to encourage and foster the development of teaching and research in Women's Studies. Thus the present limits of the program are time and areas of expertise, not those of matching the short or long term needs of women. That is, the goals of the program are academic. We assume students who enter the program will do so in order to pursue their academic interests concerning women. That their work in the program might also contribute to their other long or short term goals is a definite possibility but it is not a primary consideration in the development of this academic program.

e) Interdisciplinary vs. Multi-disciplinary.

All Women's Studies courses, undergraduate as well as the proposed graduate courses are designed to be interdisciplinary. Indeed in the original designing of the minor in Women's Studies it was located in FIDS because of the need for an interdisciplinary program. Had the focus been multi-disciplinary then the program would have been designed using various courses within traditional academic departments. The same goals apply to the proposed M.A. program. Courses focus, of necessity, more on some disciplines than others, but all courses are interdisciplinary in methodology and perspective. For example, a course examining the psychological development of women would examine the material not only with a focus on the individual but also on how individual development is affected by and affects the social and economic context. Similarly a course focusing on the economic situation of women would also consider the importance of psychological and social variables.

f) Adequacy of Resources.

Several points should be made concerning this issue:

- 1) If the concern is with the lack of a full professor, it should be pointed out there are fewer than five full professors in Canada doing serious academic work concerning women and these people are working within traditional disciplines rather than in interdisciplinary programs. Furthermore, no department in the university requires that a faculty member be a full professor to supervise, sit on the committee, or to evaluate the work of a graduate student. As all the current faculty in Women's Studies hold joint appointments, we are all eligible and most of us do supervise graduate students in our home departments.
- 2) Some of the referees who speak on this issue in their letters may not be aware of the use of secondments and designated courses at SFU. We are fortunate to have several resource people who, in addition to the regular Women's Studies faculty, will participate in the program from time to time and thereby strengthen and broaden the program.
- 3) Attached you will find the CV of Dr. Kaja Silverman (Associate Professor in Women's Studies and Centre for the Arts). Her CV was not included with original proposal. As you can see, her expertise considerably strengthens us in the area of fine arts, in particular literature and film theory. Also, since the M.A. program was first designed,

Dr. Karlene Faith has been appointed DISC coordinator in the Criminology department. She has considerable expertise in the area of women and the criminal justice system as well as other areas of Women's Studies and has agreed to serve as a resource person. Her CV is also attached.

g) Overload Issue.

On this issue we are realists. We are aware both of the economic situation and the limits on our time. With this in mind, the following points speak to the overload issue:

- 1) The program at the beginning, and until additional resources are available, will be small. We will admit only the students we can reasonably handle both in terms of their interests overlapping with ours and in terms of our time.
- 2) All graduate supervision at SFU and some teaching in other departments is being done on an overload basis. Since this is the norm at SFU, we should not be judged as unusual in this respect.
- 3) Where possible we will adjust faculty assignments and commitments so that non-teaching responsibilities will be lightened while faculty are teaching graduate courses.
- 4) The proposal includes teaching credit for the graduate methodology course (W.S. 800).

h) Student Support.

Although we may not be able to guarantee full support to all our students, this is not unusual; many departments are no longer able to guarantee support to all students. However, in spite of this, we recognize this as an important issue and thus see the following areas of support:

- 1) Half-time TA position associated with W.S. 100 for two out of every three terms.
- 2) We are developing several DISC courses and positions of Tutor/Marker will be available for these courses.
- 3) We expect some RA money will be available either from individual research grants or from conferences the program sponsors from time to time. For example, just this term, money was made available from SSHRC to hire a bibliographic researcher. This money was the result of a conference, Women in the Canadian Economy, which was funded by SSHRC and

organized by Women's Studies and Continuing Education.

- 4) Our students would be eligible for various university, community, and SSHRC scholarships.
- 5) We expect some of our students will enroll as part-time students. This will allow them to also work part-time outside the university.

SIMON FRASER UNIVERSITY

MEMORANDUM

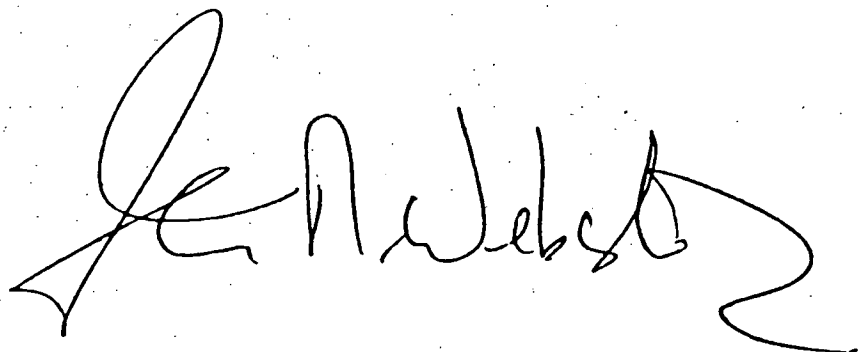
To.....	Dr. Meredith Kimball	From.....	John M. Webster
	Co-ordinator, Women's Studies		Dean of Graduate Studies
Subject.....	Women's Studies M.A. Proposal	Date.....	November 3, 1982

At its meeting of November 1, the Assessment Committee passed a motion recommending to the Senate Committee on Graduate Studies the approval of the Women's Studies proposal subject to the following revisions:

1. A re-writing of pages 17 and 18 of the proposal to clarify and give details of admissions requirements, supervisory committees, degree requirements, including clarification of "extended papers";
2. review and revise the list of SFU Faculty and staff resources, and
3. incorporate, where appropriate, the additional material provided in your October 25 memo.

The Committee suggested that you might consider doing a complete rewrite of your proposal at this time so that the proposal that goes to the Senate Committee on Graduate Studies is a complete and cohesive presentation.

If you have any questions do not hesitate to call me or Audrey Doerr for further discussion. I look forward to receiving the revised version at your earliest convenience.



SIMON FRASER UNIVERSITY

MEMORANDUM

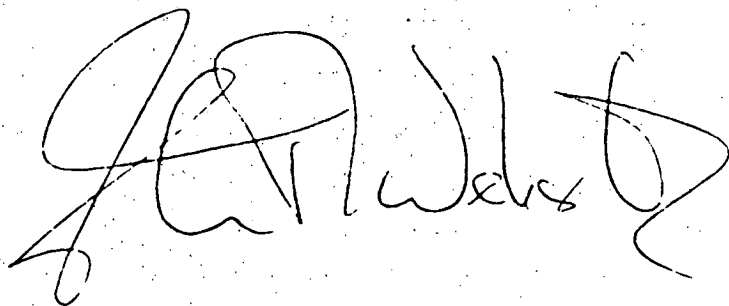
To..... Dr. M. Kimball
..... Dr. V. Strong-Boag
..... Dr. S. Wendell
Subjed..... Prbposal for an M.A. in
..... Women's Studies

From..... John M. Webster
..... Dean of Graduate Studies
Date..... December 23, 1982

At the meeting of the Senate Committee on Graduate Studies on December 20, 1982, the proposal for an M.A. in Women's Studies was passed by the Committee. The motion to approve the proposal contained a clause suggesting a re-examination of the title of the methodology course W.S. 800. I urge you to do so and to state a rationale for its retention or change.

The major concern raised in the general discussion of the Proposal related to mounting the programme on a teaching overload basis. You may well be addressing this question again in SCAP, Senate, etc. and should be well prepared for it. It might also be useful to include in your proposal description more detail about the availability of external research support from SSHRC and other sources in this subject area.

The Proposal must now go to SCAP and the next meeting of SCAP is January 10. Material must be deposited with the Secretary to the Committee, John Chase, on or before January 3. I am attaching a copy of formal guidelines for proposals to SCAP and UCRC. If you have any questions about these or other matters related to the proposal do not hesitate to call me.



attachment

APPENDIX B

PROPOSAL FOR NEW PROGRAMS (Guidelines for the Universities)

I - GENERAL INFORMATION

1. title of the program
2. credential to be awarded to graduates
3. faculty or school, department or unit to offer the program
4. date of Senate approval
5. schedule for implementation

II - PROGRAM DESCRIPTION AND RELATED MATTERS

1. objectives of the proposed program
2. relationship of the proposed degree to the role and mission of the university
3. list and brief description of existing programs at the other institutions related in content and similar in objectives to the proposed program
4. indication of how the proposed program will:
 - (a) either complement existing similar programs within the institution or at the other institutions
 - (b) or be distinct from other programs in the field at the other institutions
5. curriculum: courses directly identified with the program:
 - (a) existing courses
 - (b) new courses
6. for professional degrees: evidence of formal consultation with the professional organizations or licensing agencies which accredit programs of the type proposed
7. for professional degrees: if the university already offers a program at another level in the same field, evidence that the existing program is accredited by the professional organization
8. details of consultation with non-university agencies such as likely employers, trade groups, etc.

III - NEED FOR PROGRAM

1. indication of cultural, societal or professional needs the program is designed to meet in addition to the objectives, already mentioned
2. enrolment:
 - (a) evidence of student interest in the program (written enquiries, etc.)
 - (b) enrolment predictions, indicating the proportion of new and transfer students (program's impact on the total university enrolment)
 - (c) evidence (other than (a)) to support enrolment estimates
 - (d) proposed growth limits and minimum enrolment

3. types of jobs for which the graduates will be suitable
4. for Ph.D's and professional degrees: estimate of (annual) employer demand for graduates, provincially and nationally
5. for Ph.D's and professional degrees: estimate of number of current candidates for appropriate (annual) openings in the employment market, provincially and nationally,
 - (a) from the institution itself
 - (b) from the other two B.C. universities
 - (c) from Canadian universities
6. (as a further indicator of demand) if the department already offers graduate or professional programs: indication of student placement patterns in these programs over the last three years (teaching, industry, professional, government, other)

IV - PRESENT AND PROJECTED RESOURCES

1. administrative personnel (to be hired or reassigned)
2. faculty, including T.A.'s and R.A.'s (to be hired or reassigned)
3. library resources (existing and proposed)
4. capital costs attributable to the new program (classrooms, labs, office, etc.)
5. indication of anticipated external funds
6. Budget requests will be calculated according to the methodology outlined in New and Emergent Programs: Budget Submission Guidelines.
7. for graduate programs: indication of faculty research awards in the department (amount and sources)

V - EVALUATION

1. evaluation of the proposal by the other B.C. institutions referring to:
 - (a) need for the proposed program, particularly in the context of the relationship to existing programs which have a similar or complementary purpose
 - (b) academic quality of the proposed program
 - (c) feasibility of the proposed program
 - (d) probable impact of the proposed program on existing and anticipated programs at the other institutions
2. any external evaluation of the proposal obtained from experts in the field of the program
3. procedures for institutional evaluation of the program during and subsequent to implementation
4. plans for future external evaluation

APPENDIX CPROGRAM BUDGETS

The Program Coordinating Committee and the universities have the following responsibilities in the area of program budgets.

1. When the Program Coordinating Committee recommends a program to Council, the Committee will advise Council on an appropriate budget for that program. Furthermore, if that program is to be an emergent program in the succeeding years, the Committee will provide an estimated budget appropriate for each of those years, at the time of recommendation.
2. In a program's emerging year(s) enrolment figures will be provided by the relevant institution by the deadline for program proposals, and Council will review funding for the following year(s) accordingly.
3. If a new program proposal states that the program does not require funds for its implementation and continuation, no funds may later be requested for that program under new or emergent program categories from the Universities Council.
4. Budgets will be calculated according to the methodology outlined in New and Emergent Programs: Budget Submission Guidelines.

MEMORANDUM

To..... Dr. John Webster, Associate
Vice-President Academic

From..... Susan Wendell, Women's Studies
Program

Subject..... Women's Studies M.A. proposal

Date..... 30 December 1982

The Co-ordinator of Women's Studies has asked me to reply to your memo of 23 December about the Women's Studies M.A. proposal.

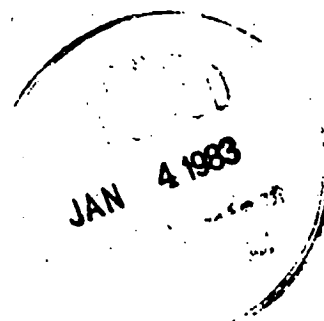
With regard to the title of W.S. 800, "Methodology in Women's Studies Research," I would like to point out that my use of the word "methodology" in the title is standard both in philosophical discourse and in ordinary English. However, if the committees of Senate believe that the present title of the course will be confusing to the academic community, I do not object to changing the title to "Research Issues and Methods of Criticism in Women's Studies."

We believe that the other issues that arose in the Senate Committee on Graduate Studies are dealt with adequately in our proposal, but should they arise again in the further progress of the proposal, we will be happy to answer questions regarding them.

Susan Wendell
Susan Wendell

c.c. John Chase, Secretary to SCAP

SW:kw



MEMORANDUM

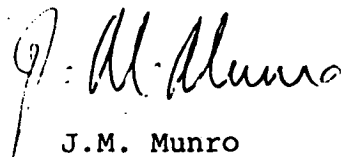
To..... Dr. T.W. Calvert
..... Dean, Interdisciplinary Studies
Subject..... Proposed M.A. Program,
..... Women's Studies

From..... J.M. Munro
..... Vice-President, Academic
Date..... January 17, 1983

Before the proposed M.A. Program in Women's Studies is considered by the Senate Committee on Academic Planning, there are a few matters which should be addressed through extension of the proposal document.

1. Relationships with other programs at Simon Fraser University should be discussed. Similarly, UCBC will expect some additional discussion of the program offerings of the other two Universities in the province.
2. The question of resources required to mount the program is dealt with by the statement that "no additional resources will be required". How, then, will the program be mounted? If the plan is for faculty members in Women's Studies to teach the graduate courses on a free overload basis, that should be included in the program document. If, on the other hand, the plan is to reduce the commitment of faculty resources to the undergraduate Women's Studies program, then that should be stated.
3. There appears to be no statement from the Library concerning the ability of present library resources to support the program. This should be obtained.
4. Most new graduate programs have been preceded by some experience with graduate students working under the special arrangements mechanism. Have there, in fact, been any special arrangements graduate students in Women's Studies? If not, why not?

The next meeting of the Senate Committee on Academic Planning is on February 9, 1983. If this proposal is to be included on the agenda for that meeting, a revision of the program document addressing the matters listed above will have to be received by the secretary of the Committee, John Chase, by February 3, 1983.


J.M. Munro

/ds
C.C. John Chase
Alison Watt

SIMON FRASER UNIVERSITY

MEMORANDUM

To.....Dr...J.M...Munro.....
.....Vice-President..Academic.....
Subject.....WOMEN'S STUDIES M.A. PROPOSAL

From.....T.W. Calvert.....
Dean,
.....Faculty of I.D.S.....
Date.....February 8, 1983.....

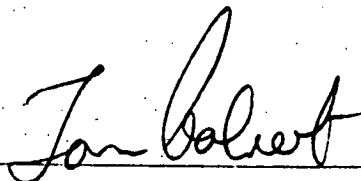
I attach a response from Women's Studies which addresses the questions raised in your memorandum of January 17. A statement from the Library is also attached.

I hope that this proposal can be discussed at SCAP on February 16, 1983.

TWC/rj
Encl:

cc: M. Benston,
Co-ordinator,
Women's Studies Program

John Chase, (attachment) ✓
Director,
Analytical Studies



SIMON FRASER UNIVERSITY

MEMORANDUM

To..... Dr. T. W. Calvert
Dean, IDS

From..... Margaret Benston
Coordinator
..... Women's Studies Program

Subject..... Proposed M.A. Program
..... Women's Studies

Date..... February 2, 1983

In answer to Dr. Munro's memo of Jan. 17: Questions 1 and 4 are most easily answered together. First of all, as far as our relationship with other graduate programs is concerned, the program we are proposing is unique. There are no similar graduate programs in British Columbia or, indeed, in Canada. As we mention in the proposal itself, the only graduate program in Women's Studies anywhere in the country is a very limited program in Women and Education at the University of Saskatchewan.

We expect to have complementary relationship with the other graduate programs at SFU. While the graduate offerings in Women's Studies will form the core of our students programs, these offerings can be supplemented in some cases by courses from other departments, depending on individual students' needs and background. Many of the departments in the social sciences and humanities offer one or more courses that may be of interest to these individual student.

We would stress, however, that even though various courses appropriate for a Women's Studies student exist at present in the various departments they can not, by themselves, provide the basis for a graduate program in Women's Studies. An area which is developing a coherent interdisciplinary scholarship cannot be approximated by a multidisciplinary approach which simply selects courses from a number of existing areas. It is for this reason that we have not had any students doing graduate work under special arrangements. The lack of graduate courses appropriate for a degree specifically in Women's Studies has, in fact, discouraged several students who inquired about the possibility of graduate work. (Some students with more strictly disciplinary interests have been accommodated in the home departments of Women's Studies faculty. W.S. faculty have also served on graduate committees in other departments, such as Communications and English.)

Many of our courses may be of interest to graduate students in the various disciplines and we would encourage this kind of exchange as beneficial to all the students involved.

Continued p. 2.....

In answer to your second question, as stated in the proposal (on page 4) most of the courses will be taught on overload. The only exception to this may be W.S. 800. Ordinarily this will be taught in conjunction with W.S. 400, with a special section for the graduate students (as is common in several other SFU departments). If there are too many students to be accommodated in this fashion, then the instructor would be freed from one undergraduate course. We would hope to replace her with a sessional instructor for that course but if that were not possible, then at most every two or three years we might have to reduce our undergraduate offerings by one course. Even if this is necessary, and it is in fact quite unlikely, the benefits of the M.A. program overall will more than outweigh such a relatively insignificant change in our undergraduate offerings. The graduate program will, in fact, complement and strengthen the undergraduate one by providing a structure for women's studies faculty to continue to add to and keep abreast of the latest research in this rapidly developing field.

In answer to the third question, I have contacted Ms. Eve Szabo in the library and the required form is attached.

Margaret Benston

MW KE in 1/11/74

MB/jr

SIMON FRASER UNIVERSITY LIBRARY COLLECTION EVALUATION

(To be completed only for new course proposals; not needed for re-numbering)

Course number and name Women's studies MA proposal

1. Evaluation of current library collection (indicate method used, as applicable):

See attached sheet

2. Recommended additions to collection (monographs, serials, other); attach supplementary lists as necessary:

3. Estimated costs:

A. Initial costs

monographs _____

serials _____

Total _____

B. Continuing costs

monographs _____

serials _____

Total _____

4. Special budget and scheduling factors (include special processing, equipment, and servicing costs):

5. Other pertinent details:

Eve Syabo
For LibraryDate: Jan. 31, 1983W. Benston
For Faculty DepartmentDate: Feb. 3, 1983

Monitoring the Library's collection to insure there is adequate support for women's studies courses has been an on-going process for several years. We have systematically expanded the collection and there are now sufficient materials available to support a master's program as outlined in the Proposal for a Master of Arts Degree in Women's Studies at Simon Fraser University which was prepared in December 1982.

The Library's book collection is quite comprehensive in English language materials and covers a wide range of subjects, e.g. sociology, education, employment, history, literature, as they relate to women's studies. We also have extensive bibliographic resources as indicated by the Women's studies bibliography which is included in Appendix 6 of the proposal.

Our serials holdings are extensive. We subscribe to, and have backfiles for, the major journals in the field and also have the indexes necessary to access their content. The bibliography Serials for women's studies, which is included in Appendix 6 of the proposal, describes these materials in detail.

If our budget allocations remain at their present levels, we will be able to continue to maintain and enhance the strength of the collection by following our existing acquisitions policy.

SIMON FRASER UNIVERSITY

MEMORANDUM

To..... John M. Webster.....
Dean of Graduate Studies

From..... Meredith M. Kimball.....
Coordinator
Women's Studies

Subject..... Women's Studies.....
M.A. Proposal

Date..... December 13, 1982.....

Enclosed you will find the revised Women's Studies M.A. proposal. I understand that it will go before the Graduate Studies Committee at their meeting on December 20. I would appreciate it if you could inform me when and where the committee will meet. My understanding from Dr. Doerr was that it would not be necessary for a representative of the program to be present at the meeting. However, should the Graduate Studies Committee have any specific questions, both Dr. Strong-Boag (3150) and Dr. Wendell (3328) will be available in their offices on December 20th during the time of the meeting.

Meredith Kimball

MK/jr

c.c. S. Wendell
V. Strong-Boag

Approved by the Assessment Committee for New Graduate Programmes at their Meeting
on November 1, 1982.

PROPOSAL
FOR A MASTER OF ARTS
DEGREE IN WOMEN'S STUDIES
AT SIMON FRASER UNIVERSITY

December, 1982

Table of Contents:

- I. Members of the Women's Studies Coordinating Committee
- II. Summary
- III. Rationale for a Graduate Program in Women's Studies.
 - 1. Employment Opportunities
 - 2. Relevance of a Graduate Program in Women's Studies
 - 3. Role of Simon Fraser University
 - 4. Preferability of a Graduate Program to a Major Program
 - 5. Advantages of a Women's Studies MA in addition to Disciplinary and Special Arrangements MA's.
 - 6. Student Support.
 - 7. Conclusion
- IV. Proposed Graduate Calendar Entry M.A. Program in Women's Studies.

Appendices:

- 1. Graduate Course Proposal Forms and Course Descriptions.
- 2. Correspondence Resulting From Consultations
- * 3. Letters of Inquiry regarding an M.A. in Women's Studies.
- 4. Universities and Colleges in Canada and the U.S.A. offering graduate programs in the Women's Studies area.
- 5. SFU Faculty and Staff Resources for an M.A. in Women's Studies.
- * 6. Library Holdings in Women's Studies.
- 7. Letters of Appraisal.
- * On Senate distribution Appendices 3 and 6 were deleted but may be seen at Secretariat Services if required.

I. Members of the Women's Studies Coordinating Committee

<u>NAME</u>	<u>RANK</u>	<u>AFFILIATION</u>
Margaret Benston	Assistant Professor	Women's Studies/ Computing Science
Meredith Kimball	Associate Professor	Women's Studies/ Psychology
Mary Lynn McDougall	Assistant Professor	Women's Studies/ History
Veronica Strong-Boag	Associate Professor	Women's Studies/ History
Susan Wendell	Assistant Professor	Women's Studies/ Philosophy
Kaja Silverman	Associate Professor	Women's Studies/ Centre for the Arts
Andrea Lebowitz	Lecturer	English
Honoree Newcombe	Staff Representative	English
Arlene McLaren	Assistant Professor	Sociology/Anthropology

II. Summary

Women's Studies, as an expanding field of scholarly inquiry, needs a program of advanced studies to foster assessment of the new data and theories. Since the subject matter and much of the scholarship transcend traditional disciplinary boundaries, comprehensive evaluation and integration of the new information requires a rigorously interdisciplinary approach.

The proposed M.A. Program would assess previous scholarship, foster interdisciplinary methods, and sponsor needed research on local women's issues. The program includes a required course on methodology, optional courses in five well-developed areas of research on women, and a required research thesis or two extended essays. Each course would examine traditional approaches to the topic and evaluate alternative, interdisciplinary approaches. Supervisors would help students select the courses most appropriate to the preparation of their theses.

Simon Fraser University is uniquely well suited to offer an M.A. in Women's Studies because the University has a Faculty of Interdisciplinary Studies and the first, and most fully developed, undergraduate program in Women's Studies in Canada. The proposed program would enrich the existing undergraduate program by developing methodologies and analyses, as well as by generating much needed research and information on women in B.C., to be utilized in our undergraduate courses. The program would also enhance programs elsewhere through the contribution of our faculty members to curriculum development and teaching in their home departments, as well as through the participation of faculty

members of other departments in the supervisory committees of Women's Studies students. In general, the interdisciplinary nature of the program should encourage interdepartmental and interfaculty research and program development.

The program would draw, first and foremost, on the existing faculty in the Minor Program in Women's Studies, and secondarily on associated faculty in other departments who have agreed to sit on the supervisory committees of students in the Program (see Appendix 5). The Womens' Studies Program has expanded in the past five years and can provide a faculty member trained in the discipline most closely associated with the topic for each of the courses listed in the Proposed Graduate Calendar Entry. Furthermore, the faculty presently teaching the the Women's Studies Program can supervise students in five of the most vital areas of research on women: the psychology of women, feminist theory, women's history, and feminist art and literary criticism. Because our inquiries and inclinations suggest a small enrollment of two to five students per year in the first five years, and because we intend to attract and serve part-time students, it should be possible to teach all the courses, except the required methodology course, on overload. All graduate supervision and most graduate teaching in other departments is done on an overload basis. The Women's Studies MA program will be similar to other small graduate programs in this respect. Where possible we will adjust faculty assignments and commitments so that non-teaching responsibilities will be lightened while faculty are teaching graduate courses. Graduate teaching will be

assigned so as to guarantee the continued high quality of teaching in undergraduate courses.

Since the Library has been accumulating publications in Women's Studies for five years, and since graduate students have access to older sources in the University of B.C. Library, library resources should be adequate (See Appendix 6). Of course, a modest acquisition policy would be necessary to keep up with the number of new publications in the field.

The proposed program will fill the need for advanced training in Women's Studies felt by teachers, government officials, legislative assistants, civil servants, social workers, nurses, counsellors, therapists, archivists, museologists, and personnel officers. For all government, professional and business people, a graduate degree which improves their credentials is more attractive than an undergraduate minor or major. There are no graduate programs in Women's Studies in the province of British Columbia or any other province in Canada. The only related graduate program in the country has just recently been established at the University of Saskatchewan as the narrowly-defined M.A. in Women and Education. Simon Fraser which took the lead in developing a comprehensive undergraduate Minor in Women's Studies, has the opportunity to perform the same service at a graduate level. At this time no other undergraduate program in Women's Studies in the country is able to take this initiative. They will be watching our progress with considerable sympathy and interest.

The Women's Studies Minor Program has built a reputation for academic excellence and already draws undergraduate students to SFU. Since we have received a substantial number of inquiries about the possibility of graduate work in Women's Studies in the past three years, we believe that the proposed program, which reflects our current strengths on a more sophisticated level, will attract graduate students to the University. Furthermore, our effort to facilitate part-time graduate studies in particular will encourage people working in relevant fields, and especially women who have been out of school for years, to return to academe. This potential client population is important in a time when traditional reliance on younger, full-time students is no longer sufficient for the university looking to the future.

III. Rationale for a Graduate Program in Women's Studies

1. Employment Opportunities

We expect a substantial proportion of students in this program already to have employment and to be seeking a postgraduate degree in order to upgrade their job or career qualifications. These students, whether enrolled on a part-time basis--we would estimate the majority--or on a full-time basis with leave of absence from their employers will have significant labour force attachment and presumably a pragmatic appreciation of jobs and career opportunities. A Fall 1981 telephone survey of recent graduates in the Women's Studies Minor, for example, identified just such a client group. Graduates affirmed that their minor had proven employment relevance--in work in women's transition houses for example--and in addition, indicated considerable interest in pursuing a senior degree, on a part-time basis, in Women's Studies. As foreseen the degree would be used to upgrade qualifications for already existing employments.

The remainder of our anticipated student population--those without a significant existing attachment to the labour market which they wish to pursue--will find ample opportunities for employment. Educational institutions are the most obvious places requiring people with a background in Women's Studies. During the last decade Women's Studies courses and programs have been instituted in the public

schools as well as at colleges and universities across North America. In the province of British Columbia, for example, well-established Women's Studies courses exist at the high school and community college level. One of the consequences of this development is the need for trained teachers and scholars to staff these programs and courses. Public school teachers, involved in teaching Women's Studies or interested in doing so, also need access to courses which will provide them with the training necessary to inform their own students of the rapid development of Women's Studies scholarship. These teachers have requested courses which will enable them to improve their professional credentials.

In addition, there are many professionals and policy makers for whom post-B.A. training in Women's Studies would be useful, if not essential. Governmental agencies concerned with Human Rights and Justice make increased demand for specialized expertise in Women's Studies areas such as family, law, violence against women, and sexual discrimination. In addition, legislative assistants and researchers regularly need information on questions pertaining to women and public policy as do civil servants in social welfare and educational ministries in particular. Since social workers are frequently concerned with social and economic dilemmas particular to women and children, an understanding of the legal, economic and social situations of women in the past as well as the

present would be enormously helpful. Other professional areas for which work in Women's Studies would seem increasingly essential include counselling, therapy, archival and museum work, communication, corrections, and law--to name but a few. In addition, there is a growing need in the business world for personnel officers with information on the status and role of women. Such information has become critical because of the increasing numbers of women in the workforce. Business and industry have expressed repeated interest in attracting and keeping female personnel at all levels. Their ability to establish the appropriate policies is dependent on informed decision-makers. An M.A. in Women's Studies would be a way of creating the expertise needed for long-range business planning. In short, professionals in many kinds of public and private institutions are looking for post-graduate programs which offer them the additional knowledge and official certification they need to perform their tasks successfully and to advance within their chosen fields.

The steady increase in demand for specialized knowledge regarding women's issues is a relatively recent phenomenon but there is every indication of its permanence. The entry of unprecedented numbers of women into the paid workforce, the concern with the rising level of female criminality, the demographic significance of the female elderly, the continued influence of the feminist movement, and the commitment of major political parties to sexual equality

mean that demand for expertise in Women's Studies is here for the foreseeable future.

2. Relevance of a Graduate Program in Women's Studies

With the growing need for people with training in Women's Studies, there has been a general increase in requests for graduate courses and/or M.A. programs. In the United States graduate programs have already been instituted. In Canada the Faculty of Education at the University of Saskatchewan has just inaugurated an M.A. in Women and Education. (See Appendix 4 for examples of graduate programs in Canada and the United States). Simon Fraser University has one of the finest undergraduate Women's Studies program in Canada, and it is not surprising that many requests for more advanced training are directed to us. The majority of these requests have been in the form of phone calls which the various coordinators calculate at some ten to fifteen a year for the last four or five years. There have also been a steady flow of written requests. (See Appendix 3) Such unsolicited demand suggests very strongly that SFU can take the lead in developing an M.A. program as we did with our undergraduate program.

The timeliness and legitimacy of a more advanced degree in Women's Studies is affirmed by the vastly increased body of scholarship dealing with all aspects of female experience. The well-established and respected Canadian review, Resources for Feminist Research (Toronto) has

attempted to act as a facilitator and clearing house for Canadian research developments. In this it has been very successful, confirming the wide-spread interest in Canadian Women's Studies. The success of research programs subsidized and promoted by the Advisory Council on the Status of Women, the Canadian Committee on Learning Opportunities for Women, the National Committee on Women and the Law, the Vancouver Women's Research Centre and the Canadian Research Institute for the Advancement of Women also indicate that this is an opportune time for the inauguration of a post-graduate degree in Women's Studies at a Canadian university. Only an organized program of study and training can undertake the tasks of integrating, applying and expanding the data and analytical base upon which further work in the area of Women's Studies ultimately depends. As with any other research area, a graduate program is the most appropriate method for fostering the development of more sophisticated approaches.

3. Role of SFU

SFU is in a unique position to undertake this advance in Women's Studies. We have an integrated, interdisciplinary, undergraduate program with six years experience and a core of committed students interested in pursuing their studies. In addition we have a group of established faculty with joint appointments in Women's Studies and Psychology, History, Philosophy and Fine Arts. We also have a group of SFU faculty in Literature, Education, Sociology and Communications who have given designated courses for Women's Studies and who are available to be seconded for assistance in a graduate program. Finally, with modest supplementation, Library resources are adequate for the initiation of graduate work (See Appendix 6). In short the existing program offers structure--institutional and intellectual--upon which to develop a graduate program.

13

4. Preferability of a graduate program to a major program

Perhaps it might be suggested that a major program, rather than a graduate program, would be the next appropriate step in the development of Women's Studies. However, the need to develop scholarship in Women's Studies, the demand of students and the resources presently available make a graduate program the more meaningful and effective development. Given faculty numbers, a major program would put an enormous strain on faculty perhaps at the expense of their own research and hence contribution to the development of Women's Studies internationally as well as at SFU. The projected size of the enrolment and the relevance of a graduate program to their own research means that the Women's Faculty are willing to teach graduate students on overload, a procedure which is not uncommon in other departments. It is less costly and more efficient to allow faculty to combine their own research interests with graduate instruction rather than to strain these resources to the breaking point by mounting a major program when it is obvious that little if any new hiring could be possible at this time. Further the present primary need is for training at the post-BA level. Hence demands, for graduate training is compatible with the available faculty resources. A graduate program would allow SFU to respond to an identifiable need for further expertise and to assume leadership in the development of post-BA studies which would complement this university's 1975 initiative in

undergraduate instruction in Women's studies. In this way, SFU could provide guidance and service not only to our own students but to interested students and scholars across Canada.

5. Advantages of a Women's Studies MA in addition to Disciplinary and Special Arrangement MA's.

The M.A. in Women's Studies will attract a different set of students than those interested in doing research about women within the regular disciplinary degree programs. In particular, students with either a background in Women's Studies or those who deal with a broad array of women's issues in their work, will find a graduate program in Women's Studies more suited to their needs. Other students, who wish to take a degree in a traditional discipline, with a focus on women, will continue to do so.

The M.A. in Women's Studies is definitely superior to the Special Arrangements M.A. The M.A. program would provide each student with a group of scholars who are individually and collectively engaged in work on women as well as a group of other graduate students engaged in similar types of study. Such a community would not be provided to students doing Special Arrangements M.A. In addition the M.A. in Women's Studies would provide an important structure to foster the development of knowledge in the area of Women's Studies. Using the Special Arrangements M.A. would not provide such a structure to either the faculty in Women's Studies or to the individual

student. Simon Fraser University has pioneered in the development of Women's Studies, and the introduction of the M.A. program represents another step in the continuing development of Women's Studies as an academic discipline.

6. Student Support

Although we may not be able to guarantee full support to all our students, this is not unusual; many departments are no longer able to guarantee support to all students.

However, in spite of this, we recognize this as an important issue and thus see the following areas of support:

- 1) Half-time TA position associated with W.S. 100 for two out of every three terms.
- 2) We are developing several DISC courses and positions of Tutor/Marker will be available for these courses.
- 3) We expect some RA money will be available either from individual research grants or from conferences the program sponsors from time to time. For example, just this term, money was made available from SSHRC to hire a bibliographic researcher. This money was the result of a conference, Women in the Canadian Economy, which was funded by SSHRC and organized by Women's Studies and Continuing Education. (September, 1982).
- 4) Our students would be eligible for various university, community, and SSHRC scholarships.
- 5) We expect some of our students will enroll as part-time students. This will allow them to also work part-time outside the university.

7. Conclusion

In summary, a Master's Program in Women's Studies will be an interdisciplinary program which draws on the resources of faculty in many areas of Arts and Science as well as Interdisciplinary Studies. Whether students elect to take a single course or a full M.A. program, they will receive instruction designed to suit their scholarly, professional or employment interests and goals.

IV. PROPOSED GRADUATE CALENDAR ENTRY

M.A. PROGRAM IN WOMEN'S STUDIES

The Master's Program in Women's Studies is an interdisciplinary program which draws on the resources of faculty in many areas of the Arts and Sciences as well as Interdisciplinary Studies. It is therefore possible for the Master's student to create, in cooperation with the Women's Studies Graduate Committee, an individualized program of studies to suit her/his scholarly interests and goals.

Admission Requirements:

Applicants must satisfy the Women's Studies Graduate Program Committee that they are prepared academically to undertake graduate-level work in Women's Studies.

In addition to University requirements, listed in the General Regulations section, the program requires:

1. A sample of scholarly work in the form of a substantial essay which is scholarly in format and approach. The paper submitted may be an undergraduate essay previously prepared, or one specially written for this purpose.
2. A short statement of interests and goals in Women's Studies; normally students will be expected to present a definite proposal for their research.
3. A short description of previous relevant course work and/or employment. Previous course work should include both specialized disciplinary training and broader interdisciplinary work concerned with women.

Qualified students will be accepted into the M.A. program only if a suitable senior supervisor is available and willing to supervise the student. Senior supervisors will only be selected from joint appointees in Women's Studies and continuing faculty members on the Co-ordinating Committee of the Women's Studies Program.

A student with incomplete academic preparation for the M.A. program may be required to take up to 12 hours of additional work in either the Women's Studies or another program relevant to her/his program. The Graduate Committee will specify these requirements for the incoming student. The Graduate Committee, which will deal with admissions and all matters pertaining to individual students, will consist of all continuing faculty members on the Coordinating Committee.

The Program

Description

The M.A. program is designed to lead to a strong academic research degree. As with other disciplinary areas, it is possible that the academic work required for the M.A. will be of use to the student in terms of her/his professional development and advancement. Some students will be gathering specific knowledge about an aspect of women's lives for later professional use, but all students will be developing their abilities to understand women's lives and positions within society, to analyze new situations, and to organize their knowledge. Students will be expected to develop and demonstrate intellectual and analytical skills within a specific area of study.

The Program recognizes the special needs of persons already working who may wish to improve their qualifications. Some graduate courses will regularly be offered at night, and part-time students are permitted (though

University regulations require that all M.A. students must complete their work within five calendar years of their first enrolment).

Requirements

The student will normally complete the following requirements:

1. A minimum of 20 semester hours of graduate seminars, including W.S. 800-5, maintaining at least a 3.0 CGPA, and
2. Submit a thesis or two extended essays giving evidence of independent research and critical abilities. An MA thesis is expected to be an in-depth empirical or theoretical study. The normal length of the thesis is 60-120 pages. Extended essays are defined as scholarly papers that meet the same standards of excellence as a thesis; they will be examined in the same way as a thesis, prepared in the same format, bound, and placed in the Library. Normally, the length of each essay is 30-60 pages. The extended essays are expected to demonstrate a breadth of knowledge and competence over several areas of study.

The student will be required to take an oral examination on her or his thesis or papers at the end of the M.A. program. For further information, see the General Regulations section of the Graduate Studies calendar.

Supervisory Committee

Following enrolment by the student in the Program, a Supervisory Committee will be formed, which shall have the responsibility for determining, in consultation with the student, the projected program of study, selecting appropriate research topics, and ensuring that the candidate fulfills all degree requirements. The Committee will consist of at least two faculty members from Women's Studies. The senior supervisor will be selected from

joint appointees in Women's Studies and continuing faculty members on the Coordinating Committee. Other faculty outside the Program who are considered necessary by the student and her/his supervisors may also be added to the Committee.

Description of Women's Studies Graduate Courses:

W.S. 800-5 Methodology in Women's Studies Research

An interdisciplinary seminar in methods of research in Women's Studies. Students will examine theoretical issues in Women's Studies methodology and study examples of research and criticism from Women's Studies in History, Art/Literary Criticism, Philosophy, Psychology and the Social and Natural Sciences. Emphasis will be placed on developing a rigorous and creative interdisciplinary approach to problems. Students will apply methods studied in the course to their own areas of concentration.

W.S. 820-5 Graduate Seminar in Women's History

This course will examine one or two critical issues in the history of women. Canada, England and France are of special interest in this course, but students, with the permission of the instructor, may focus their work on North America and/or Europe more generally.

W.S. 821-5 Graduate Seminar in Psychology of Women

This course will consist of an in depth exploration of both traditional and feminist theories of the development of female personality. Special consideration will be given to the impact of social and economic factors on women's psychology and the extent to which such factors are or are not taken into account.

W.S. 822-5 Graduate Seminar in Feminist Theory

This course will analyse and compare major feminist social and political theories, including those that have emerged from liberal, socialist and radical feminist traditions. The relationship among theories of sexism and political goals and practices will be discussed.

W.S. 823-5 Graduate Seminar in Feminist Art/Literary Criticism

This course will examine the development of feminist aesthetic theories with particular reference to literary, cinematic and/or art forms. The fundamental assumptions of feminist literary and/or art criticism as well as the principles of art forms will be discussed.

W.S. 824-5 Graduate Seminar on Women and Social Policy

This course will focus on one or more social issues and policies in such fields as law, health, economics, social welfare, and science and technology.

W.S. 825-5 Graduate Seminar in Women, Technology and Social Change

This course will focus on relationships between changes in the technological and scientific bases of a society and changes in other major aspects of that society, particularly as they affect women's roles and ideas about women. Emphasis will be on Europe and North America.

W.S. 830-5 Selected Topics Graduate Seminar I

W.S. 831-5 Selected Topics Graduate Seminar II

W.S. 840-5 Directed Studies

W.S. 898 M.A. Thesis

APPENDIX 1

GRADUATE COURSE PROPOSAL FORMS AND COURSE DESCRIPTIONS

CALENDAR INFORMATION:

Department: Women's Studies Course Number: 800

Title: Methodology in Women's Studies Research

Description: See attached

Credit Hours: 5 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 3-4 When will the course first be offered: 1982-3

How often will the course be offered: Annually

JUSTIFICATION:

This will be a required course in interdisciplinary methods of studying women to prepare M.A. candidates for their theses or extended papers.

RESOURCES:

Which Faculty member will normally teach the course: Dr. S. Wendell and other faculty

What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Yes

- Appended:
- a) Outline of the Course
 - b) An indication of the competence of the Faculty member to give the course.
 - c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: _____ Date: _____

Senate Graduate Studies Committee: _____ Date: _____

Senate: _____ Date: _____

Women's Studies 800-5 Methodology in Women's Studies Research

An interdisciplinary seminar in the methods of research in Women's Studies. Students will examine theoretical issues in Women's Studies methodology and study examples of research and criticism from Women's Studies in History, Art/Literary Criticism, Philosophy, Psychology and the Social and Natural Sciences. Emphasis will be placed on developing a rigorous and creative interdisciplinary approach to problems. Students will apply methods studied in the course to their own areas of concentration.

Faculty Competence

S. Wendell, M.L. McDougall and M. Kimball have taught the Advanced Seminar in Women's Studies Methodology (W.S. 400-5). They and other W.S. faculty will participate in the course from time to time. However, Sue Wendell will most frequently teach the course. S. Wendell has twice taught PHIL 231, Sexual Equality, which involves a review and critique of major social philosophers on the subject of women. Her experience in analysis and criticisms of social and political theories about women is extensive. Since her Ph.D. thesis on J.S. Mill's The Subjection of Women, feminist social and political theory has remained her major area of research interest, and she has published two papers on the subject. In addition, she has substantial background in biology and psychology and graduate training in the philosophy of science, and she has published in the philosophy of biology.

Library Resources

The library resources for this course are very good.

Women's Studies 800-5 Methodology in Women's Studies

Course Outline

Please note: Although the aims and the interdisciplinary approach of this course will remain the same, the subjects on which it focusses will differ from time to time. Occasionally, it will be team-taught by S. Wendell and other faculty or taught entirely by other faculty in Women's Studies to enable us to focus on criticism in the arts or on methods of Women's Studies research in history. What follows is a sample course description.

The course is divided in two major sections.

Section 1

In the first half of the course, some historically influential attempts by philosophers to explain and/or justify women's roles in the family and in political and economic life will be studied in the context of their over-all views of society. Emphasis will be placed on Locke and Engels, although one or more of Plato, Aristotle, Rousseau and Mill may be studied as well. Critiques of these theories and alternative theories of scholars in Women's Studies, such as Lorene Clark, Christine Pierce, Juliet Mitchell and Gayle Rubin will also be studied. We will focus on uncovering assumptions about human nature and about natural difference between the sexes and understanding how these assumptions shape the theories. This process of uncovering assumptions and their implications is essential to critical method in Women's Studies.

Section 2

In the second half of the course, we will examine questions about the scientific study of women, especially: In what ways do commitments to values and/or social goals (such as sexual equality or inequality) enter into and affect the work of scientists, including social scientists? What sorts of objectivity can we hope to attain in the scientific study of human behavior? How should we evaluate claims that successful explanations of social phenomena (sexual divisions of labour) have implications for social policy?

In this section of the course we will make use of some theoretic work in the philosophy of science in addition to studying some scientific theories, such as sociobiology and Freudianism, and the rival theories of their critics in Women's Studies. Our aim will be to find good methodological principles for the scientific study of women as well as to increase our abilities to evaluate the claims of science and social science about women.

Reading List (Readings will be selected from the following):

Reading List (Readings will be selected from the following):

Section I:

Locke, Two Treatises of Government
Engels, The Origin of the Family, Private Property and the State
Plato, The Republic
Aristotle, Politics
Rousseau, Emile
Mill, The Subjection of Women
Clark and Lange, The Sexism of Social and Political Theory
Okin, Women in Western Political Thought
Gould and Wartofsky, eds., Women and Philosophy
Macpherson, The Political Theory of Possessive Individualism

Section II

Ryan, The Philosophy of Social Science
Nagel, The Structure of Science
Feigl and Brodbeck, eds., Readings in the Philosophy of Science
Kuhn, The Structure of Scientific Revolutions
Easlea, Liberation and the Aims of Science
Strouse, Women and Analysis (selections on Freud and his critics)
Goldberg, The Inevitability of Patriarchy
Dawkins, The Selfish Gene
Hubbard and Lowe, eds., Genes and Gender II
Hubbard, Henifin and Fried, eds., Women Look at Biology Looking at Women
Pierce, Natural Law Language and Women
Trebilcot, Sex Roles: The Argument from Nature

Course Requirements:

Students will be expected to make brief oral presentations on the readings and to write two short take-home exams and a substantial paper (about 20 pages). The paper will normally be a methodological critique of selected research on women in the student's own major area of study.

CALENDAR INFORMATION:

Department: Women's Studies Course Number: 820

Title: Graduate Seminar in Women's History

Description: See attached

Credit Hours: 5 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 3-4 When will the course first be offered: 1983-1

How often will the course be offered: According to student demand

JUSTIFICATION:

This will be the core seminar for any M.A. candidate preparing to write a thesis or extended papers on women's history; it will also provide useful background to other graduate students in Women's Studies.

RESOURCES:

Which Faculty member will normally teach the course: Dr. V. Strong-Boag or Dr. M. L. McDougal

What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Yes

- Appended:
- a) Outline of the Course
 - b) An indication of the competence of the Faculty member to give the course.
 - c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____

Faculty Graduate Studies Committee: _____ Date: _____

Faculty: _____ Date: _____

Senate Graduate Studies Committee: _____ Date: _____

Registrar: _____ Date: _____

W.S. 820-5 Graduate Seminar in Women's History

This course will examine one or two central issues in women's history. Canada, England and France are of special interest in this course, but students, with the permission of the instructor, may focus their work on North America and/or Europe more generally.

Faculty Competence and Library

The history of women in Canada is a well-recognized specialization in Canadian history. As the recent publication, True Daughters of the North. Canadian Women's History: An Annotated Bibliography by Beth Light and Veronica Strong-Boag (Toronto: 1980): 210 p. demonstrates, there is a substantial body of scholarly work on which to draw. The development of this field was acknowledged in 1979-80 by the creation at Concordia University of the first graduate course in the history of Canadian women offered anywhere. Since that date, the field has developed rapidly. (1) Dr. Strong-Boag was the instructor in that first course. As her attached curriculum vitae shows, she has a successful record of teaching and publishing in that field.

Mary Lynn McDougall has published articles on women's work in modern Europe and is currently doing research on protective labor legislation for women in France, 1874-1914. She has taught European women's history in upper-level undergraduate courses since 1976 and has taught European social and labor history, with major units on women in the family, women in the labor force, and women and unionization, since 1978. As in most fields of European history, it would be necessary to supplement our Library resources with the more extensive collections of older sources in the University of B.C. Library. Access to these collections (and more precisely to the marvelous microform collections in European women's history) has never been a problem.

(1) see Veronica Strong-Boag, "'Be Sure and Tell It Like It Is: A Review Article", Journal of Canadian Studies, forthcoming.

Dr. M. L. McDougall

Women's Studies 820-5 Women and Private Life in
Modern Europe (1600- 20th Century)

Course Outline

The course examines the role(s) of Western European women in the family and the home, as well as the meaning of private life to these women, through reading in the history of women, the family, domestic life, and, more particularly, through autobiographical sources.

Course Requirements and Grading

Students will be responsible for a brief weekly report on one or two of the weekly reading assignments; these reports will be worth 40% of the final grade. Each student will also present a longer report on their major research paper; it will be worth 20% of the final grade. The research paper will be based on original sources and will account for 40% of the final grade.

Unit One:

Was there a "private life" in the modern sense in early modern Europe? What did family, home, privacy mean? Were women responsible for family, home and private life in early modern Europe?

Readings selected from:

P. Aries, Centuries of Childhood.
R. Bridenthal and C. Koonz, Becoming Visible: Women in European History.
A. Clark, Working Life of Women in the 17th Century.
Family and Inheritance: Rural Society in Western Europe, 1200-1800.
J.L. Flandrin, Families in Former Times.

- D. Hunt, Parents and Children in History.
- P. Laslett, The World We Have Lost.
- D. Levine, Family Formation in an Age of Nascent Capitalism
- I. Pinchbeck & M. Hewitt, Children in English Society, I, From Tudor Times to 18th Century.
- L. Stone, The Family, Sex and Marriage in England, 1500-1800.
- C. Tilly, Historical Studies of Changing Fertility.
- L. Tilly and J. Scott, Women, Work and Family.
- R. Wheaton and T.K. Harevan, Family and Sexuality in French History.

And what did the "ladies" think of their lives, families, homes?

Readings from:

- M. Astell, Some Reflections upon Marriage.
- A. Behn (d. 1689), Ten Pleasures of Marriage.
- Mary Granville Delany, (1700-1788), The Autobiography and Correspondance.
- Ann Herbert, Countess of Pembroke (-1676), Diary (1923).
- Dorothy Osborne, Letters from to Sir William Temple (1648-54).
- Mme. de Sevigne (1626-96) Letters.

Unit 2:

The invention of domesticity (and private life) in the 18th century?

Selections from

- Aries, op.cit.
- P. Branca, Women in Europe Since 1750.
- Bridenthal & Koonz, op.cit.
- J. Donnison, Midwives and Medical Men: A History of Interprofessional Rivalries and Women's Rights.
- P. Fritz, Women in the 18th Century.
- T. Gisborne (1758-1846) An Inquiry into the Duties of the Female Sex.
- H.J. Habakkuk, Marriage Settlements in the Eighteenth Century.
- Levine, op.cit.
- S. Mason, Daniel and the Status of Women.
- I. Pinchbeck, Women Workers in the Industrial Revolution.
- Pinchbeck & Hewitt, op.cit.
- B. & P. Ranum, Popular Attitudes toward Birth Control in Pre-industrial France and Ireland.
- J.J. Rousseau, Emile (section on Sophie).
- Stone, op.cit.
- R. Trumbach, The Rise of the Egalitarian Family: Aristocratic Kinship and Domestic Relations in 18th Century England.
- Wheaton and Harevan, op. cit.

And what did the women have to say? Did they initiate, or support, the changes?

Selections from:

- F. Burney, Cecilia or Evelina.
Mrs. Cartwright, Letters on Female Education, (1777).
M. & L. Edgworth, Practical Education.
I. Ehrenpreis, The Lady of Letters in the 18th Century.
A.K.C. Elwood, Memoirs of Literary Ladies of England.
M. Reynolds, The Learned Lady in England, 1650-1760.
L.P. Stebbins, London Ladies; True Tales of the 18th Century.
P. Wakefield, Reflections on the Present Condition of the Female Sex.
M. Wollstonecraft, Thoughts on the Education of Daughters.

Unit 3:

The triumph of domesticity and the "angel of the hearth" in the 19th century.

Selections from:

- M. Anderson, Family Structure in 19th Century Lancashire.
Aries, op.cit.
J.A. and O. Banks, Feminism and Family Planning in Victorian England.
F. Basch, Relative Creatures: Victorian Women in Society and the Novel.
Branca, op.cit.
Branca, Silent Sisterhood: Middle Class Women in the Victorian Household.
Bridenthon & Koonz, op.cit.
J. Calder, The Victorian Home.
J. Calder, Women and Marriage in Victorian Fiction.
W. Camp, Marriage and the Family in France Since the Revolution.
L. Davidoff, The Best Circles.
G. Eley, The Ruined Maid: Modes and Manners of Victorian Women.
G.R. Drysdale, The Elements of Social Science.
R.J. Evans and W.R. Lee, The German Family.
M. Foucault, The History of Sexuality.
P. Fryer, The Birth Controllers.
I. Gibson, The English Vice: Beating, Sex and Shame in Victorian England and After.
B. Harrison, Separate Spheres: The Opposition to Women's Suffrage in Britain.
F. Harrison, The Dark Angel: Aspects of Victorian Sexuality.
M. Hewitt, Wives and Mothers in Victorian Industry.
L. Holcombe, Victorian Ladies at Work.
W.S. Johnson, Living in Sin: The Victorian Sexual Revolution.
A. McLaren, Birth Control in 19th Century England.
J. Michelet, Woman.
W. Neff, Victorian Working Women.
G. Petrie, A Singular Iniquity: The Campaigns of Josephine Butler.
Pinchbeck, op.cit.
E. Van de Walle, The Female Population of France in the 19th Century.
M. Vicenus, Suffer and Be Still.
M. Vicenus, A Widening Sphere.
A. Walker, Women Physiologically Considered As to Mind, Morals, Marriage....
Wheaton and Harevan, op.cit.

And what did the angels of the hearth contribute to the ideology of domesticity and the child-centered family? Power in private virtue, or constraint in the home?

- A. Adburgham, Women in Print; Writing Women and Women's Magazines From the Restoration to the Accession of Queen Victoria.
- L. Agress, The Feminine Irony: Women on Women in Early 19th Century English Literature.
- C. Bramsted, The Journal of ..., 1800-1832.
- M. Brunton, Self-Control.
- J.B. Carlyle, Letters to her Family, 1839-63.
- M.B. Edwards, Mid-Victorian Memories.
- S. Ellis, The Daughters of England (1843)
, The Wives of England (1843).
- C. Fox, Memories of Old Friends, 1835-1871.
- H. Martineau, Autobiography (1877-).
- H. More, Strictures on the Modern System of Education For Women.
- E. Pankhurst, My Own Story (1914).
- G. Sand, History of My Life.
- O. Schreiner, Women and Labour.
- E. Sewell, Principles of Education (1866).
- J. West, Letters to a Young Lady (1811).

PROPOSED OUTLINE OF WOMEN'S STUDIES 820-5

PROF. V. STRONG-BOAG

THE HISTORY OF WOMEN IN CANADA

W.S. 820-5 examines the experience of women in Canada and assumptions regarding that experience from the period of New France to the present day. Although the focus of the course will be on Canadian materials there will be frequent reference to British and American studies.

Recommended Reading

- A. Prentice, S.M. Trofimenkoff, The Neglected Majority. Essays in Canadian Women's History
- J. Acton, et.al. Women at Work
- M. Hartman, L. Banner, Clio's Consciousness Raised
- M. Jean, Quebecoises du 20e siecle
- M. Gagnon, Les femmes du Quebec vues par les hommes
- Linda Kealey, A Not Unreasonable Claim. Women and Social Reform in Canada
- M. Lavigne, Y. Pinard, Les femmes dans la societe quebecoise
- B. Light, V. Strong-Boag, True Daughters of the North

Workload

There is one major research paper of 30 typed pages. This paper will focus heavily on primary materials. The topic will be selected in consultation with the instructor early in the semester. A 5 page proposal, outline and bibliography (annotated) are due the end of October. These will count for 15% of the final grade. The final draft is due the last week of classes. This will count for 50% of the final grade. Two typed copies are required.

Participation in seminar discussions is an essential part of this course. This will count for 35% of the final grade. Each student will be expected to lead at least one seminar. Should the class decide a certain part of this grade may depend on peer evaluation.

Seminar Topics

1. The Study of Women: Problems and Methodology

- G. Lerner, "Placing Women in History", Feminist Studies, v. 3, no. 1 & 2, 1975.
V. Strong-Boag, "Cousin Cinderella", in Women in Canada, ed. M. Stephenson.
V. Strong-Boag, "Raising Clio's Consciousness in Canada", Archavaria, v. 6, Summer 1978.
M. Andrews, "Attitudes in Canadian Women's History, 1945-1975", Journal of Canadian Studies, Summer 1977.
M. Dumont-Johnson, "Note critique: peut-on faire l'histoire de la femme?" RHAF, Dec. 1975.
A. Prentice, "Writing Women into History," Atlantis, Spring 1978.
J. Kelly-Gadol, "The Social Relations of the Sexes", Signs, Summer 1976.
R.M. Morantz, "The Perils of Feminist History," Journal of Interdisciplinary History, Spring 1974.
Patricia Kruppa, "The American Woman and the Male Historian", Social Science Quarterly, Dec. 1974.
C. Degler, "Is there a History of Women?" Feminist Studies, v. 3, no. 3 & 4, 1975.
B. Roberts, "They Drove Him to Drink", Canada. An Historical Magazine, Dec. 1975.
C. Smith-Rosenberg, "The New Woman and the New History."

2. The Founding Mothers: Religion, Class and Power in New France

- W. Eccles, The Canadian Frontier
J. Marshall, Word from New France
M. Innis, The Clear Spirit
N. Griffiths, Penelope's Web, ch. 2-3
Prentice, Trofimenkoff, The Neglected Majority, article by 2. Foulche-Delboac.
J. Chalmers, "Marguerita Bourgaoy", in R.S. Patterson, Profiles of Canadian Educators.
J.E. McDowell, "Madame la Framboise", Michigan History, Winter 1972.
L. Plamondon, "Une femme d'affaires en Nouvelle-France", RHAF, Sept. 1977.
M. Jean, "L'etat et les communautes religieuses feminines au Quebec, 1639-1840", Studia Conanica, 1972.
R.L. Seguin, "La Canadienne au XVIIe et au XVIIIe siecles", RHAF, v. 13, 1959-60.

- M. d'Allaire, "Origine sociale des religieuses de l'Hopital General de Quebec, 1692-1764", RHAF, Mars 1970.
- L. Lacourciere, "Le triple destin de Marie-Josephte Corriveau", Les Cahiers de dix, v. 33, 1968.

3. Indian Women, White Men: The Political Economy of Interracial Sex

- S. Van Kirk, Many Tender Ties.
- S. Van Kirk, "'Women in Between': Indian Women in Fur Trade Society in Western Canada", CHA Historical Papers, 1977.
- S. Van Kirk, "The Impact of White Women on Fur Trade Society", The Neglected Majority.
- S. Van Kirk, "'The Custom of the Country': An Examination of Fur Trade Practices".
- S. Van Kirk, in L. Thomas, ed., Essays in Western History Thanadelthw, The Beaver, Spring 1974.
- J. Brown, "A Demographic Transition in the Fur Trade Country", Western Canadian Journals of Anthropology, v. 6, no. 1.
- J. Brown, "Changing Views of Fur Trade Marriage and Domesticity", WCJA, v. 6, no. 3, 1976.
- J. Brown, "A Colony of Very Hands", The Beaver, Spring 1977.
- F. Pannekoek, in C. Berger, The West and the Nation.
- Judith Brown, "Economic Organization and the Position of Women Among the Iroquois", Ethnic History v. 17.
- D. Chaput, "Charlotte de Rocheblave: Metisse Teacher of the Teachers", The Beaver, Autumn 1977.
- Alice Kehoe, "Old Woman Had Great Power," WCJA, V. 6, NO. 3, 1976.
- E. Leacock, "Montagnais marriage and the Jesuits in the 17th Century" WCJA, v. 6, no. 3, 1976.
- J. Brown, Strangers in Blood

4. The Maintenance of Gentility: The Upper Canadian Pioneers

- N. Griffiths, Penelope's Web, ch 4-6.
- Prentice, S. Houston, Family, School and Society in 19th Century Canada, Intro and Pt. I.
- A.S. Millar, The Journals of Mary O'Brien, 1828-1838
- C. Traill, The Journals of Mary O'Brien, 1828-1838
- S. Moodie, Roughing It in the Bush
- "The Strickland Sisters" in M. Innis, The Clear Spirit
- A. Morris, The Gentle Pioneers
- V. C. Fowke, "The Myth of the Self-Sufficient Pioneer", Transactions of the Royal Society of Canada, Series III, v. 56, 1962.
- R. Mathews, "Susanna Moddie, Pink Toryism, & 19th Century Ideas of Canadian Identity", JCS, Aug. 1975.

5. The West: Building a Nation

- C. Philip, "The Fair Frail Flower of Western Womanhood", in A. Rasporich & H. Klassen, ed., Frontier Calgary.
- S. Jameson, "The Social Elite of the Ranch Community and Calgary", in Frontier Calgary.
- L. Salverson, Confessions of an Immigrant's Daughter.
- N. McClung, Clearing in the West.
- L. Berton, I Married the Klondike.
- M. Black, My 90 Years or My 70 Years.
- M. Ormsby, A Pioneer Gentlewoman in British Columbia.
- H. Purdy, D. Dagan, eds., "Pioneering in the North West Territories", Canada. An Historical Magazine, June 1975.
- S. Roberts, Us and Oxen.
- S. Jameson, "Women in the Southern Alberta Ranch Community, 1881-1914", The Canadian West, ed., H. Klassen.
- L. Rasmussen, A Harvest Yet to Reap.
- G. Binnie-Clark, Wheat and Woman.

6. Wages for Housework: The Domestic Servant

- R. Pierson, "Home Aid", Atlantis, Spring 1977, Pt. II.
- Leonore Davidoff, "Mastered for Life: Servant and Wife in Victorian and Edwardian England", Journal of Social History, Summer 1974.
- W. Turner, "80 Stout and Healthy Looking Girls", Canada. An Historical Magazine, Dec. 1975.
- S. Buckley, "Some Schemes for the Emigration of British Females to Canada, 1884-1931", ms. 1976.
- B. Roberts, "Daughters of the Empire and Mothers of the Race", Atlantis, Spring 1976.
- G. Leslie, "Domestic Service in Canada, 1880-1920", Women at Work.
- Strong-Boag, J. Stoddart, "...And Things Were Going Wrong at Home", Atlantis, Fall 1975.
- S. Cross, "The Neglected Majority", in The Neglected Majority.
- Y. Piggott, "Fredericton 1861: The Experience of Working Women", Paper presented at the CHA meetings 1977.
- M. Katz, The People of A Canadian City Hamilton, Canada West.
- C. Gaffield, D. Levine, "Dependence and Adolescence on the Canadian Frontier: Orillia, Ontario in the Mid-19th Century", History of Education Quarterly, Spring 1978.

7. Women's Work in Industrial Canada

- E. Pleck, "Two Worlds in One: Work and Family", Journal of Social History, Winter 1976.
- S. Trofimenkoff, "102 Muffled Voices: Canada's Industrial Women in the 1880s", Atlantis, v. 3, Fall 1977.
- G. Kealey, Canada Investigates Industrialization
- A. Klein, W. Roberts, "Besieged Innocence...", Women at Work
- W. Roberts, Honest Womanhood
- M. Katz, The People of a Canadian City

- T. Copp, The Anatomy of Poverty, ch. 3,4.
 S. Cross, "The Neglected Majority", in The Neglected Majority.
 J. Sangster, "The 1907 Bell Telephone Strike", Labour/Le Travailleur, 1978.
 Winda Bohneen, "Women Workers in Ontario: A Socio-Legal History", University of Toronto Faculty of Law Review, 1973.
 M. Lavigne, J. Stoddart, "Women's Work in Montreal at the Turn of the Century", in Women in Canada (1977).

8. A Special Education

- Prentice, Houston, Family, School and Society, pp. 244-69.
 I. Davey, "Trends in Female School Attendance...", Social History/Histoire Sociale, No. 1975.
 D. Ronish, "The Montreal Ladies' Educational Association", McGill Journal of Education, Spring 1971.
 R. Stamp, "Adelaide Hoodless", in Profiles of Canadian Educators or "Teaching Girls their "God Given Place in Life", Atlantis, Spring 1977.
 J. Conway, "Perspectives on the History of Women's Education in the United States", History of Education Quarterly, v. 14, no. 1, Spring 1974.
 L. Lemieux, "La fondation de l'ecole menagere de St. Pascal 1905-9", RHAF, no. 3, 1971.
 M. Royce, "Arguments Over the Education of Girls", Ontario History, March 1976.
 M. Royce, "Methodism and the Education of Women in the 19th Century Ontario," Atlantis, Spring 1978, Pt. 1.
 M. Innis, "Adelaide Hunter Hoodless", in The Clear Spirit.

9. The Respectable Professions

- K. Archibald, Sex and the Public Service.
 D. Garrison, "The Tender Technicians...", Clio's Consciousness Raised, ed. Hartman & Banner.
 A. Prentice, "The Feminization of Teaching", The Neglected Majority.
 A. Boivin & K. Landry, "Francoise et Madeleine. pionnieres du journalisme feminin au Quebec," Atlantis, Autumn 1978.
 M. Street, Watch-Fires on the Mountains.
 Strong-Boag, "The Forging of Reformers", in L. Kealey, A Not Unreasonable Demand.
 V. Strong-Boag, ed., A Woman with a Purpose.
 E. Graham, "Schoolmarm and Early Teaching in Ontario", Women at Work.
 A. Strauss, "The Structure and Ideology of American Nursing", The Nursing Profession: 5 Sociological Essays.
 J. Coburn, "'I see and am Silent'...", Women at Work.
 D. French, High Button Boot Straps.
 S. Cross, "The Neglected Majority", The Neglected Majority.
 C. Hacker, The Indomitable Lady Doctors.

10. Woman Reformers and Urban - Industrial Society

- B. Brigden, "One Woman's Campaign for Social Purity and Social Reform", R. Allen, The Social Gospel in Canada.
M. Lavigne, Y. Pinard, J. Stoddart, "La Federation Nationale St.-Jean-Baptiste et les revendications feministes au debut du 20e siecle", Les Femmes dans la societe quebecoise, ed. M. Lavigne, Y. Pinard and RHAP, Dec. 1975.
N. McClung, In Times Like These.
W. O'Neill, Everyone Was Brave.
B. Welter, "The Feminization of American Religion", Clio's Consciousness Raised.
J. Conway, "Women Reformers and American Culture", Journal of Social History, Winter 1971-72.
R. Cook, "Francis Marion Beynon...", C. Gerger, R. Cook, The West and the Nation.
W. Morrison, "'Their Proper Sphere'...", Ontario History, March and June 1976.
W. Roberts, "6 New Women", Atlantis, 3, no. 1, Fall 1977.
N. Sutherland, Children in English Canadian Society.
L. Kealey, ed., A Not Unreasonable Claim.

11. The Suffragists and their Enemies

- D. Gorham, "English Militancy and the Canadian Suffrage Movement", Atlantis, Fall 1975.
C. Cleverdon, The Woman Suffrage Movement in Canada.
N. McClung, In Times Like These.
A. Kraditor, The Ideas of the Woman Suffrage Movement.
Lavigne, Pinard, Stoddart, "La Federation Nationale St. Jean-Baptiste...", Les Femmes dans la Societe quebecoise or RHAF, Dec. 1975.
T. Casgrain, A Woman in A Man's World.
W. O'Neill, Everyone was Brave.
M. Jean, Quebecoises du 20e siecle.
B. Tennyson, "Premier Hearst, The War and Votes for Women", Ont. History, Sept. 1965.
P. Voisey, "The Votes for Women Movement", Alberta History, Summer 1975.
C. Bacchi, "Liberation Deferred", HS/SH, Nov. 1977.
S.M. Trofimenkoff, "Henri Bourassa and 'The Woman question'", The Neglected Majority and Les Femmes dans La societe quebecoise.
S.M. Trofimenkoff, "Les femmes dans l'oeuvre de Groulx" RHAF, Dec. 1978.
G. Smith, Essays on the Questions of the Day.
A. Bowker, The Social Criticism of Stephen Leacock.
A. Mécphail, Essays in Fallacy.
W. Mitchinson, R. Cook, The Proper Sphere.
J. Stoddart, "The Woman Suffrage in Quebec", Women in Canada (1978).
M. Gagnon, Les femmes vues par le Quebec des hommes.

12. The 1920s: Consolidation and Conservation

- W. Chafe, The American Woman.
M. Vipond, "The Image of Women in the Canadian Mass Circulation Press in the 1920's", The Neglected Majority.
Strong-Boag, "Canadian Feminism in the 1920's: the Case of Nellie L. McClung", JCS, Nov. 1977.
Strong-Boag, "The Girl of the New Day", Labour/Le Travailleur, 1979.
Strong-Boag, "Wages for Housework", JCS, Summer 1979.
Strong-Boag, The Parliament of Women, ch. 8.
Lavigne, Stoddart, in Women in Canada (1977).
D. Durkin, The Magpie.
E. Freedman, "The Woman...", Journal of American History, 1974.
K. Yellis, "Prosperity's Child...", American Quarterly, Spring 1969.
V. Strong-Boag, "Intruders in the Nursery: Childcare Professionals Reshape the Years from One to Five, 1920-1939", in J. Parr, ed., Essays in the History of Canadian Children.
D. Page, "The Development of a Western Canadian Peace Movement", S. Trofimenkoff, The Twenties in Western Canada.
E. Murphy, The Black Candle.
L. Trifiro, "Une Intervention a Rome dans la lutte pour le suffrage feminin au Quebec", RHAF, Juin 1978.
M. Hallette, "Nellie McClung and the Fight for the Ordination of Women in the United Church of Canada", Atlantis, Spring 1979.
M. Lapointe, "Le syndicat catholique des allumettieres de Hull, 1919-1924", RHAF, Mars 1979.

13. The War and Beyond

- R.R. Pierson, "'Jill Canuck', CWAC of all Trades, But No Pistol Packing Momma", CHAFP, 1978.
Women's Emancipation and the Recruitment of Women into the Canadian Labour Force in WWII", The Neglected Majority.
M.J. Gagnon "Les Femmes dans le mouvement syndical quebecoise", in Les Femmes dans la societe quebecoise.
W. Chafe, The American Woman.
P. & H. Armstrong, The Double Ghetto.
J. Lamarsh, Bird in a Gilded Cage.
F. Barry, Le Travail de la femme.
Royal Commission on the Status of Women.
M. Luxton, More Than a Labour of Love.

CALENDAR INFORMATION:

Department: Women's Studies Course Number: 821
Title: Graduate Seminar in Psychology of Women
Description: see attached
Credit Hours: 5 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 3 - 4 When will the course first be offered: 1982-3 (?)
How often will the course be offered: According to student demand

JUSTIFICATION:

This will be the core seminar for any M.A. candidate interested in writing a thesis or extended papers on the psychology of women; it should provide a useful perspective to graduate students in all areas of Women's Studies.

RESOURCES:

Which Faculty member will normally teach the course: Dr. M. Kimball
What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____
Faculty Graduate Studies Committee: _____ Date: _____
Faculty: _____ Date: _____
Senate Graduate Studies Committee: _____ Date: _____
Senate: _____ Date: _____

Women's Studies 821-5 Graduate Seminar in Psychology of Women

This course will consist of an in-depth exploration of both traditional and feminist theories of the development of female personality. Special consideration will be given to the impact of social and economic factors on women's psychology and the extent to which such factors are or are not taken into account.

Faculty Competence

Dr. Meredith Kimball has taught a number of undergraduate courses in related areas including: Female Roles in Contemporary Society (W.S. 203), Women and Therapy (W.S. 301), Developmental Psychology (PSYC 351), Social Psychology of Sex Roles (PSYC 460), The Development of Sex Differences (PSYC 450) and Adult Development and Aging (PSYC 456). In the spring of 1982 Dr. Kimball will be teaching Women and Psychoanalysis (W.S. 300). For 10 years she has been active in research concerning women and achievement. In addition to this main research interest, Dr. Kimball has also investigated the influence of media sex roles and children's attitudes, written papers on sex role development, and most recently, reviewed the area of biological theories advanced to explain intellectual sex differences.

Library Resources

Although the Library has most of the journals and books needed to teach such a course, one journal is not in the Library which would be needed for such a course: The Psychology of Women Quarterly.

Women's Studies 821-5 Graduate Seminar in Psychology of Women

Course Outline

This course will consist of two parts. The first one will focus on psychoanalytic theories of female development. Using an historical framework we will begin with Freud. In addition to reading carefully his work on feminine psychology we will also examine the personal, social, and economic factors that influenced his work. Next several traditional psychoanalysts including Deutsch, Horney, and Thompson will be studied. For the final section of this part, modern feminist psychoanalytic theorists such as Chodorow and Dinnerstein will be studied. For each of the theories the historical context in which they were created as well as the implications for social change will be examined.

In the second part of the course we will return to the beginning of psychology as a discipline but will this time examine the empirical tradition within psychology and how this body of work has examined female psychology. Beginning with the early works on individual differences, we will follow this line of work through the first half of the 20th century ending with the work of Maccoby and Jacklin, feminist responses to this work, and modern feminist thinking on the issue of sex differences. Again as with the psychoanalytic theories, the historical context of this empirical work will be examined.

Throughout the course students will be expected to focus on core questions such as: What is the best way to study sex differences? Do we need new methodological tools to study women's experience? What responsibilities do scientists have for how their results are used? What questions need to be asked that we haven't yet asked?

Each student would be expected both to present several seminars on the readings throughout the term and to write a major paper examining either an issue in the psychology of women or a major theorist in the area.

Readings for the first section of the course will be selected from:

- Benjamin, J. The bonds of love: Rational violence and erotic domination. Feminist Studies, 1980, 6, 144-174.
- Chasseguet-Smirgel, J. (Ed.) Female Sexuality, Ann Arbor: University of Michigan Press, 1970.
- Chodorow, N. The Reproduction of Mothering: Psychoanalysis and the Sociology of Gender. Berkeley, Calif: University of California Press, 1978.
- Dinnerstein, D. The Mermaid and the Minotaur: Sexual Arrangements and the Human Malaise. N.Y.: Harper & Row, 1976.

- Flax, J. The conflict between nurturance and autonomy in mother-daughter relationships and within feminism Feminist Studies, 1978, 4, 171-189.
- Fliegel, Z.O. Feminine psychosexual development in Freudian theory. Psychoanalytic Quarterly, 1973, 42, 385-408.
- Garrison, D. Karen Horney and feminism. Signs, 1981, 6, 672-691.
- Hirsch, M. Mothers and daughters. Signs, 1981, 1, 200-222.
- Horney, K. Feminine Psychology. N.Y.: Norton, 1967.
- Lorber, J. et. al. On The Reproduction of Mothering: A methodological debate. Signs, 1981, 6, 482-514.
- Miller, P.Y. & Fowlkes, M. R. Social and behavioral constructions of female sexuality. Signs, 1980, 5, 783-8--.
- Ruddick, S. Maternal Thinking. Feminist Studies, 1980, 6, 342-367.
- Schafer, R. Problems in Freud's psychology of women. Journal of the American Psychoanalytic Association, 1974, 22, 459-485.
- Strouse, J. (Ed.) Women and Analysis, N.Y.: Grossman, 1974.
- Thompson, C. Psychoanalysis: Evolution and Development, N.Y.: Grove Press, 1950.
- Thompson, C. On Women. N.Y.: New American Library, 1964.
- Weisskopf, S. Maternal sexuality and asexual motherhood. Signs, 1980, 5, 766-782.

Readings for the second section of the course will be selected from:

- Allen, C. N., Studies in Sex differences. Psychological Bulletin, 1927, 24, 294-304.
- Allen, C.N. Recent research in sex differences. Psychological Bulletin, 1935, 32, 343-354.
- Anastasi, A. Differential Psychology, 3rd. ed. N.Y.: MacMillan, 1958.
- Anastasi, A. Four hypotheses with a derth of data: Response to Lehrke's "A Theory of X-Linkage of Major Intellectual Traits". American Journal of Mental Deficiency, 1972, 76, 620-622.
- Burt, C. and Moore, R.C. The mental differences between the sexes: IV Journal of Experimental Pedagogy, 1912, 1, 355-388.
- Calkins, M.W. Community of ideas of men and women. Psychological Review, 1896, 3, 426-430.
- Caplan, P. J. Sex differences in anti-social behavior: does research methodology produce or abolish them? Human Development, 1975, 18, 444-460.
- Castle, C. A statistical study of eminent women. Columbia University contributions in Philosophy and Psychology, 1913, 22 (no. 27), 1-90.
- Cattell, J.M. A statistical study of eminent men. Popular Science Monthly, 1903, 62, 359-377.
- Eagly, A.H. Sex differences in influenceability Psychological Bulletin, 1978, 85, 86-116.
- Ellis, H. Man and Woman: A Study of Human Secondary Sex Characteristics. London: Walter Scott, 1894.

- Ellis, H. Variation in man and woman. Popular Science Monthly, 1903, 62, 237-253.
- Fraiser, G. W. A comparative study of the variability of boys and girls. Journal of Applied Psychology, 1919, 3, 151-155.
- Frodi, A., Macaulay, J., and Thorne, P.R. Are women always less aggressive than men? A review of the experimental literature. Psychological Bulletin, 1977, 84, 636-660.
- Furomoto, L. Mary Whiton Calkins (1893 - 1930), fourteenth president of the American Psychological Association. Journal of History of the Behavioral Sciences, 1979, 15, 346-356.
- Galton, F. Hereditary Genius: An Inquiry into its Laws and consequences. 1869; 2nd ed. N.Y.: Horizon Press, 1952.
- Geddes, P. and Thomson, J.A. The Evolution of Sex, N.Y.: Scribner and Welford, 1890. Ch. 19.
- Goodenough, F.L. The consistency of sex differences in mental traits at various ages. Psychological Review, 1927, 34, 440-462.
- Hall, G.S. The contents of children's minds on entering school. Pedagogical Seminary, 1891, 1, 139-173.
- Gilligan, C. In a different voice: Women's conceptions of self and morality. Harvard Educational Review, 1977, 47, 481-517.
- Hollingworth, L.S. Variability as related to sex differences in achievement. American Journal of Sociology, 1914, 19, 510-530.
- Hollingworth, L.S. The comparison of the sexes in mental traits. Psychological Bulletin, 1918, 15, 427-432.
- Hyde, J.S. How large are cognitive gender differences? A meta-analysis using w^2 and d . American Psychologist. 1981, 36, 892-901.
- Jastrow, J. A study in mental statistics. New Review, 1891, 5, 559-568.
- Jastrow, J. Community and Association of ideas: A statistical study. Psychological Review, 1894, 1, 152-158.
- Jastrow, J. Community of ideas of men and women. Psychological Review, 1896, 3, 368-371.
- Jastrow, J. Reply to Calkins. Psychological Review, 1896, 3, 430-431.
- Lamber, H.H. Biology and equality: A perspective on sex differences. Signs, 1978, 4, 97-117.
- Lowe, M. Sociobiology and sex differences, Signs, 1978, 4, 118-125.
- Maccoby, E.E. and Jacklin, C.N. The Psychology of sex Differences, Stanford, Calif: Stanford University Press, 1974.
- McNamar, Q. and Terman, L.M. Sex differences in variational tendency. Genetic Psychology Monographs, 1936, 18, 1-66.
- Miles, C.C. and Terman, L.M. Sex differences in the association of ideas. American Journal of Psychology, 1929, 41, 165-206.
- Montague, H. and Hollingworth. L.S. The comparative variability of the sexes at birth. American Journal of Sociology, 1914, 20, 335-370.

- Nevers, C. Dr. Jastrow on community of ideas of men and women. Psychological Review, 1895, 2, 363-367.
- Parlee, M.B. Psychology and women. Signs, 1979, 5, 121-133.
- Rosenthal, R. Covert communication in the psychological experiment. Psychological Bulletin, 1967, 67, 356-367.
- Rossiter, M.W. women scientists in America before 1920. American Scientist, 1974, 62, 312-23.
- Shield, S.A. Ms. Pilgrim's progress: The contributions of Leta Stetter Hollingworth to the psychology of women. American Psychologist, 1975, 30, 852-857.
- Shields, S.A. Functionalism, Darwinism, and the psychology of women: A study in social myth. American Psychologist, 1975, 30, 739-754
- Shields, S.A. The variability hypothesis: The history of a biological model of sex differences in intelligence. Signs, 1982, 7, 769-797.
- Staff of the Division of Psychology of the Institute of Educational Research, Teachers College, Columbia University. Sex differences in status and gain in intelligence test scores from thirteen to eighteen. Pedagogical Seminary, 1926, 33, 167-181.
- Staff of the Division of Psychology of the Institute of Educational Research, Teachers College, Columbia University. On the variability of boys and girls from thirteen to eighteen. Pedagogical Seminary, 1926, 33, 182-184.
- Tanner, A. The community of ideas of men and women. Psychological Review, 1896, 3, 548-550.
- Thompson, H.B. The Mental Traits of Sex. Chicago: University of Chicago Press, 1903.
- Tyler, L.E. The Psychology of Human Differences, 3rd. ed. N.Y.: Appleton Century Crofts, 1965.
- Walker, L.J. Sex differences in the development of moral reasoning: A critical review of the literature. Paper presented at the Canadian Psychological Association meetings, Montreal, June, 1982.
- Wooley, H.T. A review of the recent literature on the psychology of sex. Psychological Bulletin, 1910, 7, 335-342.
- Wooley, H.T. The psychology of sex. Psychological Bulletin, 1914, 11, 353-379.
- Wooley, H.T. An Experimental Study of Children, N.Y.: Macmillan, 1926.

CALENDAR INFORMATION:

Department: Women's Studies Course Number: 822
Title: Graduate Seminar in Feminist Theory
Description: See attached
Credit Hours: 5 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 3-4 When will the course first be offered: 1983-1
How often will the course be offered: According to student demand

JUSTIFICATION:

This seminar will prepare M.A. candidates for a thesis or extended papers in the area of Feminist theory as well as introduce other graduate students in Women's Studies to sophisticated theory in their field.

RESOURCES:

Which Faculty member will normally teach the course: Dr. S. Wendell
What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): yes

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____
Faculty Graduate Studies Committee: _____ Date: _____
Faculty: _____ Date: _____
Senate Graduate Studies Committee: _____ Date: _____
Senate: _____ Date: _____

Women's Studies 822-5 Graduate Studies in Feminist Theory

This course will analyse and compare major feminist social and political theories, including those that have emerged from liberal, socialist and radical feminist tradition. The relationship among theories of sexism and political goals and practices will be discussed.

Faculty Competence

S. Wendell has twice taught Feminist Theory as a 5-credit Special Topics course in Women's Studies (W.S. 300-5). Feminist theory has been her major research area for the past five years. She expects to publish an annotated Bibliography of Feminist Theory with Women's Press and is working on a book of comparative feminist theory. She has published two articles in this area.

Library Resources

Library resources for this course are adequate. The Library's collection of relevant periodicals is good. Its collection of books on feminist theory is generally adequate, when supplemented by inter-library loans from U.B.C.; however, it must keep up with the rapidly-growing body of literature in this field. Local bookstores are often our first sources for these books, but the instructor has had no trouble so far guaranteeing students' access to the necessary material.

Women's Studies 822-5 Graduate Seminar in Feminist Theory

Course Outline

In this course we will study theories of the nature and origin of inequalities between the sexes. These theories can be categorized, according to the historical traditions from which they arise, as liberal feminist, Marxist and other socialist feminist, and radical feminist. Liberals have emphasized the importance of the prejudice, ignorance and immorality of individuals and the reinforcement of these by governments and institutions. Marxists and other socialist feminists have focussed on the economic conditions which demand and perpetuate women's oppression. Radical feminists have analyzed sexist societies in terms of a basic male/female split and the nearly universal undervaluing of whatever is associated with females. In this seminar we will study some of the most interesting and influential analyses from each of these traditions and the political goals and strategies they generate.

We will criticize and compare theories about the nature of sexual inequalities, their historical and/or biological origins and the conditions which perpetuate them. We will also examine various conceptions of the desirable future for women and views about the best methods of creating that future. Students will be encouraged to make use of valuable elements from all the readings in beginning to develop their own feminist theories.

Reading List (Reading will be selected from the following):

Liberal Feminism:

Mary Wollstonecraft, A Vindication of the Rights of Woman
John Stuart Mill, The Subjection of Women
Juliet Mitchell, "Women and Equality," in Mitchell and Oakley, The Rights and Wrongs of Women.

Traditional Marxist Feminism:

Engels, The Origins of the Family, Private Property and the State
Evelyn Reed, "Women: Caste or Oppressed Sex?" in Jaggar and Struhl, Feminist Frameworks

Socialist Feminism:

Peggy Morton, 'Women's Work is Never Done,' in Women Unite
 Juliet Mitchell, Woman's Estate
 Mariarosa Dalla Costa, Power of Women and the Subversion of the Community
 Sheila Rowbotham, Woman's Consciousness, Man's World
Beyond the Fragments: Feminism and the Making of Socialism

Radical Feminism:

Shulamith Firestone, The Dialectic of Sex
 Ti-Grace Atkinson, Amazon Odyssey
 Adrienne Rich, Of Woman Born
 Mary Daly, Gyn-ecology

Others:

Simone de Beauvoir, The Second Sex
 Sandra Harding "Feminism; Reform or Revolution?" in Gould and Wartofsky,
Women and Philosophy, and other anthologies.
 Angela Miles, "Feminism and Class Analysis," in Atlantis, Vol. B, No. 2,
 Spring, 1978.

Anthologies:

Jaggar and Struhl, eds., Feminist Frameworks
 Rossi, ed., The Feminist Paper

Course Requirements:

Students will be expected to make brief oral presentations on the readings and to write two short papers on assigned topics and one long paper on an issue in feminist theory or an important feminist theorist or set of theorists.

CALENDAR INFORMATION:

Department: Women's Studies Course Number: 823
Title: Graduate Seminar in Feminist Art/Literary Criticism
Description: see attached

Credit Hours: 5 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 4 - 5 When will the course first be offered: 1983-1(?)
How often will the course be offered: As student demand requires

JUSTIFICATION: This will be the central seminar to prepare M.A. candidates for theses or extended papers on women's art or literature, and feminist criticisms of art or literature. It should also provide useful background and critical training to other graduate students in Women's Studies.

RESOURCES:

Which Faculty member will normally teach the course: A. Lebowitz, English or K. Silverman, W.S. and Film
What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course
b) An indication of the competence of the Faculty member to give the course.
c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____
Faculty Graduate Studies Committee: _____ Date: _____
Faculty: _____ Date: _____
Senate Graduate Studies Committee: _____ Date: _____
74 Senate: _____ Date: _____

Women's Studies 823-5 Graduate Seminar in Feminist Art/Literary Criticism

This course will examine the development of feminist aesthetic theories with particular reference to literary, cinematic and/or art forms. The fundamental assumptions of feminist literary and/or art criticism as well as the principles of art forms will be discussed.

Faculty Competence and Library Resources

A. Lebowitz has taught Feminist Literary Criticism at the graduate and undergraduate level in the Department of English. In addition A. Lebowitz is supervising two English M.A. students, who are preparing a critical bibliography of Feminist Literary Criticism since 1975. This bibliography will be a valuable addition to the SFU resources. For further information, see C.V.

K. Silverman has taught Feminist Film Criticism as units within graduate and undergraduate courses on Semiotic Theory and in undergraduate courses on Film Theory and Representations of Women in American Fiction and Film. In addition, she treats the topic in her forthcoming book on Semiotics: A Methodological Guide (Oxford Press, 1982) and articles in Framework and New German Critique. For further information, see C.V. When she teaches this course some reasonable additional funding for film rental and purchase may be necessary. A normal library acquisition policy reflecting the major growth of the film area in the Centre for the Arts should, however, rapidly eliminate present weakness in SFU holdings.

Women's Studies 823-5 Graduate Seminar in Feminist Art/Literary Criticism

Course Outline

The following is a sample only, since both the theoretical and practical section of the course will vary with different faculty and/or topics.

Generally, for literature, the outline would be:

1. Review of major schools of literary criticism (2 weeks).
2. Review of contemporary avant garde critical theories (2 weeks).
3. Introduction to Feminist Literary Criticism (3 weeks). This would include a chronological and thematic survey of Feminist Literary Theory since approximately 1975. The student would become familiar with some of the assumptions common to all Feminist Literary Criticism; with the development of critical questions and methods for pursuing these assumptions; with the development of debates among Feminist Literary critics; and with the relationship of Feminist Literary criticism to other critical theories.
4. Application of the theory to one or two individual writers (6 weeks). The artist(s) selected for this section of the course would vary from semester to semester.

Requirement

--Two seminar presentations (one during the first theoretical part of course and one during the second part on the individual artist).

--25-30 page essay.

Note:

In any one semester, W.S. 823-5 will investigate one area of the arts. The area will change over the semesters as faculty are available. Presently, there are regular faculty members in literature and film, who could do the course. However, the course could also be taught by someone in the field of painting, music, etc. Although we do not have full time faculty members in these areas at this time, we hope to be able to offer these variations of the course in the future with visiting, sessional or exchange faculty. Hence, we are making the course description broad in order to accommodate this future possibility.

CALENDAR INFORMATION:

Department: Women's Studies Course Number: 824-5

Title: Graduate Seminar on Women and Social Policy

Description: see attached

Credit Hours: 5 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 3 - 5 When will the course first be offered: 1983-3(?)

How often will the course be offered: According to student demand

JUSTIFICATION:

This course will prepare students interested in research on social problems and policies for their thesis and provide useful background for any student interested in women's history and feminist theory.

RESOURCES:

Which Faculty member will normally teach the course: M. L. McDougall and S. Wendell

What are the budgetary implications of mounting the course: None at the present,

since Faculty will teach small courses on overload.

Are there sufficient Library resources (append details): _____

- Appended:
- a) Outline of the Course
 - b) An indication of the competence of the Faculty member to give the course.
 - c) Library resources

Approved: Departmental Graduate Studies Committee Date: _____

Faculty Graduate Studies Committee: Date: _____

Faculty: Date: _____

Senate Graduate Studies Committee: Date: _____

Senate: Date: _____

W.S. 824-5 Graduate Seminar on Women and Social Policy

Course Outline:

This course will focus on one or more social issues and policies in such fields as law, health, economics, social welfare, and science and technology.

Faculty Competence and Library Resources:

M.L. McDougall has published in the area of labour history for six years and in the more specific area of women's labour history for the past four years. She is presently engaged in research on protective labour legislation for women in France. In all her historical work, she has relied upon the work of labour economists and sociologists specializing in the sociology of work. She is currently reading political theory of social policy and law in preparation for a book on protective labour legislation. In addition, she has taught modern European labour and economic history at the graduate level since 1978, and has taught upper-level undergraduate courses on women and work. See C.V. for further details.

Library resources are adequate for the proposed course.

2

Women's Studies 824-5 Graduate Seminar on Women and Social Policy

Professor M.L. McDougall

This semester the seminar will examine the economic, social and political problems associated with women in the labour market and the social policies designed to cope with or perhaps cover up these problems. Some specific topics will be: job ghettos, wage differentials between men and women, women in a male-dominated and male-oriented labour market, women's broken work patterns, the economic and sociological explanations of sexual segregation, wage gaps, the lack of day care and flexible work hours, and the political responses of antidiscrimination or human rights and equal pay legislation.

Course Requirements and Grading

Students will be expected to present a brief oral report every week on one or two of the weekly reading assignments; these reports will be worth 40% of the final grade. Students will also make a longer oral presentation on their research paper worth 20% of their final grade. The research paper will count for 40% of the final grade.

Unit One:

The Problems: Economic Data and Theories

Selected readings from:

World's Women Data Sheet of the Population Reference Bureau, Inc. (and UNICEF)

Labour Canada, Women's Bureau, Women in the Labour Force, Facts and Figures.

Province of B.C., Ministry of Labour, Labour Research Bulletin.

Blaxall and Reagon, Women and the Workplace: The Implications of Occupational Segregation.

Marchak, The Working Sexes

Stromberg and Harkess, Women Working

G. Becker, Human Capital

Mincer and Polachek, "Family Investments in Human Capital: Earnings of Women", Journal of Political Economy, 82: 2 (1974).

R. Mancke, "Lower Pay for Women? A Case of Economic Discrimination?" Industrial Relations (Oct. 1971).

E. Phelps, "The Statistical Theory of Racism & Sexism", American Economic Review (1972).

M. Strober, "Lower Pay for Women: A Case of Economic Discrimination? Comment", Industrial Relations (May 1972).

F.B. Weisskoff, "Women's Place in the Labor Market", American Economic Review, 62 (May 1972).

B.R. Bergmann, "Occupational Segregation, Wages and Profits When Employers Discriminate by Race or Sex", Eastern Economic Journal, (April-July 1974).

K. Arrow, "The Theory of Discrimination" in Discrimination in Labor Markets (Princeton U. Press, 1973)

M.H. Stevenson, "Wage Differences Between Men and Women: Economic Theories", in Stromberg/Harkess.

J. Madden, The Economics of Sex Discrimination.

B. Deckard & H. Sherman, "Monopsony Power and Sex Discrimination". Politics and Society (1974).

Edwards, Reich and Gordon, Labor Market Segmentation (especially Mary Stevenson essay).

M.J. Piore, "The Dual Labor Market: Theory and Implications" in Problems of Political Economy (ed. Gordon).

Stevenson Article in Edwards et. al.

H. Zellner, "Discrimination Against Women, Occupational Segregation and the Relative Wage", American Economic Review (May 1972)

M.L. Wachter, "Primary and Secondary Labor Markets: A Critique of the Dual Approach", Brookings Papers on Economic Activity, v. 3.

P. Connolly, Last Hired, First Fired.

Critique: P. Marchak, "Introduction", The Working Sexes.

Unit Two: Sociological Perspectives:

J. Acker, "Women and Social Stratification: A Case of Intellectual Sexism", American Journal of Sociology 78 (1973).

C.F. Epstein, "A Different Angle of Vision: Notes on the Selective Eye of Sociology", Social Science Quarterly, 55 (1974).

L. Marsden, "Livelihood: A Feminist View of the Sociology of Work", Atlantis, vol. III, no. 2, pt. 2 (1978).

D.E. Smith, "Women's Perspective as a Radical Critique of Sociology", Sociological Inquiry, 44 (1974).

R.L. Coser & G. Rokoff, "Women in the Occupational World: Social Disruption and Conflict", Social Problems, 18 (1971).

R. Collins, "A Conflict Theory of Sexual Stratification", Social Problems, 17 (1971).

S. Firestone, The Dialectics of Sex (1970).

P. Morton, "Women's Work is Never Done", in Women Unite.

J. Mitchell, Women's Estate.

M. Della Costa, Power of Women and the Subversion of the Community.

A. Miles, "Feminism and Class Analysis", Atlantis, vol. 3, no. 2 (Spring 1978).

P. Armstrong, "Marxism and Feminism", Atlantis, vol. 4, no. 2 (Spring 1979).

Unit Three: Social Problems (Two of the following):

Impact of Women's Work:

On Women's Health:

J. Stellman, Women's Work, Women's Health.

P.J. Andrisani, "Job Satisfaction Among Working Women", Signs (Spring 1978).

E. Cumming, C. Lazer & L. Chisholm, "Suicide as an Index of Role Strain Among Employed and Not Employed Married Women in British Columbia", Canadian Review of Sociology and Anthropology, 12:4 (1975).

S. Welch & A. Booth, "Employment and Health Among Married Women With Children", Sex Roles, 3:4 (August 1977).

Impact on Children:

Cohen, S.E., "Maternal Employment and Mother-Child Interaction", Merrill-Palmer Quarterly, vol. 24, no. 3.

D. Gold & D. Andres, "Relations Between Maternal Employment and Development of Nursery School Children", Canadian Journal of Behavioural Science, 10:2 (1978).

D. Gold, "Full-Time Employment of Mothers in Relation to Their Ten-Year Old Children", Atlantis.

L. Hoffman, "Effects on Child" in Working Mothers, ed L. Hoffman and I. Nye (1974).

On Family Relations:

S. Bahr, "Effects on Power and Division of Labor in the Family", in Working Mothers.

S. Clark & A.S. Harvey, "The Sexual Division of Labor", Atlantis, 2 (Fall 1976).

M. Meissner et al, "No Exit for Wives", Canadian Review of Sociology and Anthropology, 12 (1975).

R. & R. Rapoport, Dual Careet Families Reexamined (1976).

J. Robinson et al, "Sex Role Differences in Time Use", Sex Roles, 3:5 (1977).

Women and Unemployment:

H.L. Robinson, "A Secondary Majority; The Hidden Unemployed", Canadian Forum, October 1977.

D. Werneke, "The Economic Slowdown and Women's Employment Opportunities", International Labour Review, vol. 117, no. 1 (Jan-Feb. 1978).

Women and Welfare:

Women and Poverty; A report by the National Council of Welfare (Oct. 1979).

E. Wilson, Women and the Welfare State (1977).

Women in the Professions:

- S. Cheda, "That Special Little Mechanism", Canadian Library Journal, 31 (1974).
- C.F. Epstein, Women's Place: Options and Limits in Professional Careers (1970).
- "Feminism and Professionalism in Librarianship", Canadian Library Journal, 31 (1974).
- A. Rossi & Calderwood, Academic Women on the Move (1973).
- R.L. & I.H. Simpson, "Women and Bureaucracy in the Semi-Professions" in A. Etzioni, The Semi-Professions and Their Organization.
- A. Theodore, The Professional Woman (1971).
- P.A. White-Tanabe, "Social Work as a Women's Profession: Image and Reality", Atlantis, 4:2 (Spring 1979).

Women and the Trades:

- A. Smedley, Daughter of Earth.
- L. Rainwater, Blue Collar Workers.
- L. Rainwater, Blue Collar Marriage.
- T. Wetherby, Conversations: Working Women Talk About Doing a 'Man's Job' (1977).

Women and White Collar Work:

- H. Braverman, Labor and Monopoly Capital, chapter 15.
- M. Hennig & A. Jardim, The Managerial Woman (1976).
- L. Kapp Howe, Pink Collar Workers: Inside the World of Women's Work (1977).
- J. Tepperman, Not Servants, Not Machines; Office Workers Speak Out (1976).

Unit Six: Legislative Solutions:

- Resources for Feminist Research, vol. 7 (1979) Special publication on (Un)equal Pay: Canadian and International Perspectives.

- S. Gelber, "Women & Work in Canada: A Study of Legislation", Women's Bureau, 1974.
- M. Gunderson, "Male-Female Wage Differentials and the Impact of Equal Pay Legislation", Review of Economics and Statistics, 57 (1975).
- N.C. Agarwal & H.C. Jain, "Pay Discrimination Against Women in Canada: Issues and Policies", International Labour Review, vol. 117, no. 2 (March April 1978).
- H.C. Jain, "Race, Sex and Minority Group Discrimination Legislation in North America and Britain", Industrial Relations Journal, vol. 9, no. 2 (1978).

CALENDAR INFORMATION:

Department: Women's Studies Course Number: 825
 Title: Graduate Seminar in Women, Technology and Social Change
 Description: See attached
 Credit Hours: 5 Vector: _____ Prerequisite(s) if any: _____

ENROLLMENT AND SCHEDULING:

Estimated Enrollment: 3-4 When will the course first be offered: 1983-1
 How often will the course be offered: According to student demand

JUSTIFICATION:

This seminar will prepare students interested in research on the social implications of technology for their thesis as well as introduce other graduate students in Women's Studies to current developments in this field.

RESOURCES:

Which Faculty member will normally teach the course: Dr. M. Benston
 What are the budgetary implications of mounting the course: None

Are there sufficient Library resources (append details): Yes

Appended: a) Outline of the Course
 b) An indication of the competence of the Faculty member to give the course.
 c) Library resources

Approved: Departmental Graduate Studies Committee: _____ Date: _____
 Faculty Graduate Studies Committee: _____ Date: _____
 Faculty: _____ Date: _____
 Senate Graduate Studies Committee: _____ Date: _____
 Senate: _____ Date: _____

W.S. 825-5 GRADUATE SEMINAR IN WOMEN, TECHNOLOGY AND SOCIAL CHANGE

This course will focus on relationships between changes in the technological and scientific bases of a society and changes in other major aspects of that society, particularly as they affect women's roles and ideas about women. Emphasis will be on Europe and North America.

Faculty Competence

M. L. Benston has been teaching in the area of social implications of technology for the last ten years. For the last two years she has focussed on the issues of women and science and women and microtechnology. Besides publishing two articles she has given a number of invited or keynote talks at conferences in these areas. A complementary research interest is in the area of the social impact of telematics and she has just finished a major policy report for the Federal Department of Communications in this area. She is heading a pilot project to establish a computer-based communications network for women's groups in Vancouver which has been funded by the Department of Communications.

Library resources are adequate for this course.

W.S. 825-5 GRADUATE SEMINAR IN WOMEN, TECHNOLOGY AND SOCIAL CHANGE

Modern Canadian society is highly dependent on scientific and technological practice and knowledge. Ideas about women, the work that they do and the lives they lead have been shaped in very important ways by the growth of a scientific and technologically based society. The purpose of this course is to analyze that shaping and the extent to which its effect has been different for women than for men. There are two main areas of difference to be explored: first, women have been largely excluded from the development or practice of either science or technology. second, as receivers and consumers of technology, women's lives have been very different from those of men, both in their work lives and by changes in reproductive technologies.

While the bulk of the material in the course will deal with 20th century Canadian and U.S. material, a brief introductory section will examine scientific and technological theories and developments in England and N. America in the 19th and early 20th centuries. This will provide a background for the analysis of modern developments. Factors in that period tending to exclude women from science and technology, among them the separation of scientific and technological expertise from everyday life, the growth of a mechanistic world view, and the ideas of women's place and women's nature current during this period will be reviewed. The impact of the new technologies of the time on women's lives, particularly in the areas of household technology, factory work and medical science will also be examined briefly.

In the main section, an exploration and analysis of the reasons for and consequences of the exclusion of women from participation in scientific and technological work will be the first area of study. A second major theme to be explored will be the effects on women's lives of major technological changes after the early part of the century. Case studies will include consequences of automation, particularly in office work, changes in household technology, the individual and social consequences of the new birth control technology and the potential of advances in biology, especially in genetics. The analysis of women's exclusion from the practice of technology will be brought to bear in the case studies to provide a framework for understanding reasons why the technology may have developed in ways that do not serve women's or more general social interests.

Selected References (A sample of possible books, articles are not included)

- Baslea, B., Science and Sexual Oppression.
Ehrenreich, The Cultural Crisis of Modern Medicine.
Groberstein, A., A Double View of the Double Helix.
Hayden, D., The Grand Domestic Revolution.
Menzies, H., Women and the Chip.
Merchant, C., The Death of Nature: Women, Ecology and the Scientific Revolution.
Rose, H. and Rose, S., (ed.), Ideology of/in Natural Sciences.
Zimmerman, J., Future, Technology and Women.

APPENDIX 2

CORRESPONDENCE RESULTING FROM CONSULTATIONS

Jane Rule
The Fork Rte 1
Galiano, British Columbia
VoN 1P0

May 12, 1981

Dear Mary Lynn:

I'm delighted to hear of the possibility that Simon Fraser may offer an M.A. program in Women's Studies. It seems to me even more important at this level than at the undergraduate level because of the huge amount of work to be done in recovering our history, literature, re-evaluating the dicta of psychology, politics, criticism, which must go on before the undergraduate programs are as strong and diverse as they should be.

I, of course, know a great deal more about the literary content of such a program. Because of the women's movement, large numbers of books relevant to such studies are being reprinted in reasonably priced editions, scholarly studies published, as well as new work ~~being~~ offered. And you could draw on a number of literary figures in Canada to supplant your staff for short periods of time not only under your existing program of distinguished visitors but also by applying to the new program of short term (between 4 and 10 days) writers in residency sponsored by Canada Council, in which work shops are encouraged. As you know, I would be very much interested in contributing to such a program as I am sure would Audrey Thomas and a number of other women writers who are concerned with feminist issues, seeing them as an integral part of the study of literature, a neglected area of the history of ideas which has been a respected approach to literature for years.

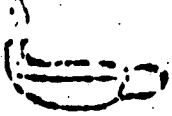
I know it is the concern of most universities now to redefine their usefulness to the community, to see that serving the 18 to 22 year olds is only one of their functions. Though all extension programs seem to me valuable, I am particularly interested in seeing strong academic programs developed to encourage older students to return to the academy not only to become qualified professionally but to have an opportunity to use universities as they have been traditionally used for the open exploration of knowledge. Women's Studies is not a new discipline, a fad, but a neglected area of academic concern in which the fundamental values of higher education can be affirmed. If ever we needed knowledge first of all for its own sake, it is about women, and all the disciplines you already have at your command in your undergraduate program should ensure that scholarship will be of the highest standard.

If I can be of any assistance, please let me know.

Warmest regards,

Jane Rule

BRITISH COLUMBIA teachers' federation



105 - 2235 BURRARD STREET,
VANCOUVER, BRITISH COLUMBIA,
V6J 3H9
TELEPHONE (604) 731-8121
General Secretary
R.M. Buzza

May 27, 1981

TO WHOM IT MAY CONCERN:

It has come to our attention that SFU is considering the development of a master's program for women's studies.

The BCTF supports such a program. One significant element in addressing the problem of discrimination against women is making people aware of its existence and of women's contributions to history and society. A master of arts in women's studies would allow students to pursue this knowledge with the same credibility provided to other disciplines.

Our organization would be pleased to publicize the existence of the program to teachers and students.

Yours sincerely,

Larry Kuehn,
First Vice-President.

LK:djs



Surrey Teachers' Association

OF THE BRITISH COLUMBIA TEACHERS' FEDERATION

TELEPHONE: 594-5353
596-9914

Our PERMANENT address is:

6205 136th Street,
Surrey, B.C. V3W 5E3.

(corner of 62nd Ave.)

February 18th, 1981.

Ms. McDougall,
History Department,
Simon Fraser University,
Burnaby Mountain,
Burnaby, B.C.

Dear Ms McDougall:

Our committee would like to see a graduate program developed in Women's Studies for the following reasons:

- (a) Women must be provided with the expertise in education which is essential to them to participate in the development of specific programs for women.
- (b) A course is needed to promote an extended awareness of women's issues so that they can be dealt with more effectively, and to bring about changes in areas which have affected women drastically; notably in the socio-economic structure.

Please advise us if there is any way we can be of more assistance in attaining these goals.

Yours truly,

STATUS-OF-WOMEN COMMITTEE,
Surrey Teachers' Association

Per:

MS/SP
Marlyn Sparks, Mbr.

MS:jd



HOUSE OF COMMONS
CANADA

SVEND ROBINSON, MP
BURNABY

TELEPHONE
OTTAWA (613) 996-5597
BURNABY (604) 434-4022

OTTAWA
May 20, 1981

Ms. M.L. McDougall
Coordinator
Women's Studies Program
Simon Fraser University
Burnaby, B.C.
V5A 1S6

Dear Ms. McDougall:

Thank you very much for your recent letter on the subject of your proposal for a Master of Arts in Women's Studies to be presented to your University Senate. Having carefully reviewed the nature of your Minor Program, I can say without hesitation, that such a Masters program would appear to be of very great value. The issues which would be addressed in such a Master's Program are of great importance in Canadian society today. At a time of economic cut-backs in which women are often the first to suffer, it is essential that such issues be addressed in depth. As Justice Critic for the New Democratic Party, I would also find such a program of great assistance in providing me with resources to approach various issues arising in Parliament particularly affecting women. In short, such a program would be most worthy of support and I hope that the University Senate gives very serious consideration to it.

I'd appreciate being informed of the progress of your proposal.
Good luck!

Sincerely yours,

Svend J. Robinson, M.P.
Burnaby

SJR/sl



HOUSE OF COMMONS
CHAMBRE DES COMMUNES
CANADA

June 1, 1981

Miss Mary Lynn McDougall
Co-ordinator of Women's Studies
Simon Fraser University
Burnaby, British Columbia
V5A 1S6

Dear Miss McDougall:

Thank you for your recent letter regarding the proposal for a Master of Arts program in Women's Studies at Simon Fraser University.

I can assure you that I fully support your efforts to introduce a Women's Studies Program at the graduate level. Indeed, I wholeheartedly endorse any initiative that will further our understanding of the particular problems and issues that face women, not only in today's society but also those that we will face in the future.

I was very impressed by the range of courses you already offer at the minor level and can think of only one area into which you might like to expand. For some time now I have been interested in the problem of Women and Aging. While examining government programs one question seems to come up over and over again: do our social security and pension programs treat women fairly? Because of the special problems that elderly women have, the answer to that question is more often than not in the negative.

... 2

How our Social Security system deals with women represents but a small fraction of the obstacles and problems of elderly women. But I have found, while attempting to pursue this issue, that very little has been written, and research material is scarce. It would seem to me to be a worthwhile field for students in your Masters Program to investigate.

We are entering into a period where the elderly will represent an increasingly larger percentage of the population and more than half of those senior citizens will be women. I believe it is our duty to ensure that women can look forward to a future free from insecurity or financial hardship, and one of the way this can be achieved is through research into the special problems women will encounter as they near retirement age.

I wish you every success with your Masters program and I hope that my suggestion is of some help.

Sincerely,

Flora MacDonald

Flora MacDonald, P.C., M.P.
Kingston and the Islands



NATIONAL ACTION COMMITTEE
on the status of women
LE COMITÉ NATIONAL D'ACTION
sur le statut de la femme

Suite 306
40 av. St-Clair est
40 St. Clair Ave. E.
Toronto M4T 1M9
(416) 922-3248

September 1, 1981

V. Strong-Boag
Acting Coordinator of the
Women's Studies Program
Simon Fraser University
Burnaby, B.C.
V5A 1S6

Dear Professor Strong-Boag:

The National Action Committee on the Status of Women, at its meeting of June 21, expressed its support for your plans to institute a Master of Arts program in Women's Studies at Simon Fraser.

Please let me know what specifically we can do to support your project.

Sincerely,

Chaviva Hosek
Secretary, NAC Executive

CH:jp



HOUSE OF COMMONS
CHAMBRE DES COMMUNES
CANADA

PAT CARNEY, M.P.
VANCOUVER CENTRE

House of Commons
Ottawa, Ont. K1A 0A6
(613) 995-7691

CONSTITUENCY OFFICE
1357 Hornby Street,
Vancouver, B.C. V6Z 1W7
(604) 687-3330

June 17th, 1981

Ms. Mary Lynn McDougall,
Coordinator,
Women's Studies Program,
Simon Fraser University,
Burnaby, B.C.
V5A 1S6

Dear Ms. McDougall:

Please accept my apologies for not replying sooner to your letter of April 27th. I was away from Ottawa for most of May and am just now able to clear the backlog of mail.

I welcome the Women's Studies Program at the undergrad level. However, I would question having a Master's Program at this stage unless it was employment-oriented and could be used in some professional capacity.

I feel you are doing great work in the area of women's studies and fully support your efforts.

Yours sincerely,

Pat Carney, M.P.
Vancouver Centre

PC/jw



HOUSE OF COMMONS
CHAMBRE DES COMMUNES
CANADA

PAT CARNEY, M.P.
VANCOUVER CENTRE

House of Commons
Ottawa, Ont. K1A 0A6
(613) 995-7891

CONSTITUENCY OFFICE:
1357 Hornby Street,
Vancouver, B.C. V6Z 1W7
(604) 687-3330

9 September 1981

Dr. Veronica Strong-Boag
Co-ordinator
Women's Studies Program
Simon Fraser University
Burnaby, B. C.
V5A 1S6

Dear Dr. Strong-Boag:

I received a letter from Dr. McDougall in August advising me that after receiving suggestions and letters of support from many people the Women's Studies Program has decided to go ahead with the application for a Master of Arts in Women's Studies.

This letter is to let you know how pleased I am to hear that, and to wish you continued success in your efforts.

I look forward to hearing that your application has been approved.

Yours sincerely,

Pat Carney

Pat Carney, M.P.
Vancouver Centre



MINISTER OF NATIONAL HEALTH AND WELFARE

MINISTRE DE LA
SANTÉ NATIONALE ET DU BIEN-ÊTRE SOCIAL

OTTAWA, K1A 0K9

27 VII 1981

Mary Lynn McDougall,
Coordinator,
Women's Studies Program,
Simon Fraser University,
BURNABY, British Columbia.
V5A 1S6

Dear Mary Lynn McDougall:

Thank you for your letter describing your plans for a graduate degree to be offered in Women's Studies.

My Department has, as you may know, a major role to play in the National Plan of Action for the Decade of Women, which sets forth many of the issues requiring more study in this country. Examples of problems addressed include pensions and income security for women; violence against women and within the family; the health - reproductive, occupational and general - of all Canadian women, disabled women, Native women; the questions of maintenance obligations, child support, and support services to assist families.

I am enclosing a copy of the Annual Report for 1979-80 on the National Plan of Action - Towards Equality, which discusses these matters and other important points in some detail.

.../2

Mary Lynn McDougall

I believe we could all benefit from further research and study of these issues. Within my Department, we continue to fund many projects directed to or of concern to women through our grants and contributions programmes in both health and welfare. Should you require further information about my Department's programmes, please contact Freda Paltiel, Senior Adviser, Status of Women, who will be pleased to assist you.

I trust you are gaining the support you seek in developing a Master of Arts Programme in the field of Women's Studies, and I wish you success in your worthy endeavours.

Yours truly,

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

Monique Bégin.

Encl.

May 28, 1981

Professor Mary Lynn McDougall
Co-ordinator of Women's Studies
Simon Fraser University
Burnaby, B.C.
V5A 1A6

Dear Professor McDougall,

I have recently learned of plans to institute a Master's programme in Women's Studies at Simon Fraser University and I want to express my support for that venture. The information I received indicated that the approach is an interdisciplinary one and suggested as well that it might be related to the concept of "public history". If so, the latter should be exceptionally useful, not only in creating opportunities for employment but also strengthening research areas not traditionally defined as women's fields. Research for and about women and their situations should eventually lead to the development of policies which are informed by the results of such research.

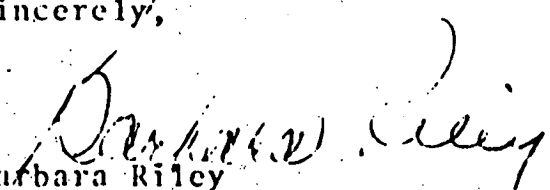
Further research into and knowledge about women in the past is a prime requisite for the proper presentation of life in the past, as demonstrated by museums and historic sites. There is a need for much more information on women's traditional activities and roles, particularly the domestic ones, so as to correctly illustrate the concerns and responsibilities of our ancestors. My own research on domestic food preparation is the first that I am aware of in this country while the subjects of housekeeping and child care in the home have hardly been touched. Historic sites and historical museums have found that exhibitions dealing with home life in the past are among the most appealing and most educational for the general public since they deal with a context which is universally familiar. Because of this familiarity the historical information and interpretation is more easily assimilated by the visitor.

The very lack of information on women's lives in the past is justification enough for the establishment of a specialized programme to encourage such research since it will take decades to right/present historical imbalance. The more students in women's studies, the greater the demand for the collection and preservation of research material which can shed light on women in the past. It is interesting to note that while museums have collected artifactual evidence of women's activities for decades, archives have been reluctant

to expand into the acquisition of textual and visual evidence. Increasing numbers of graduate students will lend weight to the campaign for more active and aggressive archival collecting. The key word is "aggressive" since the written and visual record of women's activities is not contained in the usual traditional sources which are collected passively, with little initiative on the part of archives. Information on women is rather found in a host of materials - from rape crisis centres, women's networks, family photographs, women's works - which are not known outside the immediate group and which will disappear once the group disbands. Only an active aggressive collector will find and salvage any of these primary sources.

I wish you and your colleagues well in this endeavour. I am interested in receiving detailed information about the programme once it is officially established.

Sincerely,


Barbara Riley
Assistant Chief (Curatorial)
History Division

12845 - 102nd Avenue
Edmonton, Alberta, Canada

T5N 0M6

1 June 1981

Professor Mary Lynn McDougall, Coordinator
Women's Studies Program
Simon Fraser University
Burnaby, B.C.
V5A 1S6

Dear Professor McDougall;

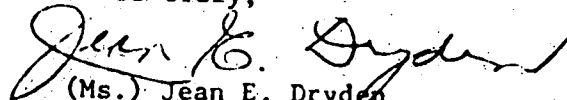
I recently learned that the Women's Studies Program at Simon Fraser University is considering the establishment of an M.A. program, and I would like to express my support for this step.

During my eight years as an archivist at the Public Archives of Canada and the Provincial Archives of Alberta, I have been aware of an increasing number of requests from researchers for historical records documenting the experience of Canadian women.

Various archival institutions and individual archivists have attempted to meet this need but with uneven results. There are undoubtedly a number of reasons for this; however one significant factor is lack of background on the part of staff attempting to identify, acquire and preserve such historical material. Speaking from my own experience and from discussions with others, it has been difficult to carry out a systematic approach to collecting women's records because of a lack of specialized knowledge of women's issues and history. Canada has lacked such a graduate level program in women's studies, and the establishment of an M.A. program would go a long way toward correcting this weakness by providing both archivists and users of archives with the necessary background and depth in the field.

I would like to reiterate my support for the program and express the hope that it will be underway in the near future.

Yours truly,


(Ms.) Jean E. Dryden
Senior Archivist

APPENDIX 4

**UNIVERSITIES AND COLLEGES IN CANADA AND THE U.S.A. OFERING
GRADUATE PROGRAMS IN THE WOMEN'S STUDIES AREA**



UNIVERSITY OF SASKATCHEWAN
COLLEGE OF EDUCATION

DEPARTMENT OF EDUCATIONAL
FOUNDATIONS
306-343-2259

6 October 1981

SASKATOON, CANADA
S7N 0W0

Professor Veronica Strong-Boag
Coordinator of Women's Studies, and
Associate Professor of History
Simon Fraser University
Burnaby, B.C.
Canada V5A 1S6

Dear Professor Strong-Boag,

I am delighted to respond to your request for information concerning our new master's program with a focus on Women and Education. I have enclosed a copy of the outline of the program as well as the course outline for the introductory class. Our program was born and bred on the prairies; we are quite untainted by any American models! I am sure in many ways that our program is not ideal. When planning, you keep one eye on what you perceive to be needed and the other on that magnetic field on what is administratively and politically possible and all of this in the light of what resources you have at your disposal. Still, I think we have made a very good start and we can look forward to improvements in the future.

As for the origins of the program and its future prospects, I would prefer to wait until we could meet. Conversation is on points like this so much more satisfactory than letter writing. I expect to be passing through Vancouver and spending a day or two there around the Christmas vacation period. Is there any chance that you will be in town at that time?

Yours sincerely,

Don Cochrane

DC/lmh

1. UNDERGRADUATE REQUIREMENTS: The regular College standards pertain; further, students must have completed EDFDT 581 (formerly EDFDT 416) or its equivalent. EDFDT 582.3 and SOC. 239A, EDFDT 582.3 and HIST 307B are among the combinations that would suffice. Those not having this latter requirement will take the needed make-up classes in addition to their graduate courses but can be admitted as "conditionally qualified".
2. A DISCIPLINE BASED APPROACH: In addition to selecting this special focus of study, a student will choose a disciplinary approach from among these options: the historical, philosophical, sociological and comparative.
3. PROGRAM COMPONENTS:
 - A. FOUNDATIONS CORE² (ONE FULL COURSE)
Chosen from the following:
 1. Historical - EDFDT 822.3, Seminar in History of Canadian Education
- EDFDT 823.3, Education and Canadian Minorities (formerly EDFDT 806)
 2. Philosophical - EDFDT 835.3, Problems in Philosophy and Education
(formerly EDFDT 803 A/B)
and one additional half course in philosophy chosen in consultation with the advisor
 3. Sociological - EDFDT 840.3, Methods of Inquiry in Sociology of Education
- EDFDT 841.3, Sociological Theories of Education
 4. Comparative - EDFDT 850.3 Comparative Studies in Education
(formerly EDFDT 809) and one additional half course in comparative education in consultation with the advisor
 - B. RESEARCH COMPONENT (ONE FULL COURSE)²
All students will take EDRES 895A (Research Methods), and one other half-course appropriate to his/her research interests.
 - C. WOMEN AND EDUCATION COMPONENT (ONE FULL COURSE)
 1. EDFDT 872.3, The Experience of Women in Canadian Education
 2. EDFDT 873.3, Feminist Thought and Its Implications for Canadian Education

¹ A Masters degree without thesis can also be planned.

² Students will be encouraged to shape the major projects in these courses to further the aims of the Women and Education focus.

D. ELECTIVES (ONE FULL COURSE)

Students in consultation with their advisor will choose courses to a minimum of one full course. They may draw on existing courses within the department or beyond. They may choose options from Sections A not originally selected.

EDFDT 891.3 - 895.6 (formerly EDFDT 590), Individual Reading in Educational Foundations, may prove useful in fulfilling a student's particular interests and in preparing for the thesis. The range of possible topics is very broad; aspects of the following could be considered:

- Sex Roles and Social Relationships
- History of Saskatchewan Native Women and Education
- Women and Contemporary History
- History of Women and Biblical Allusions in Literature
- Specialized Studies in History of Women in Education
- Development of Stereotyping Attitudes in Education
- Native Women and Emerging Self Image
- N. McClung and Education
- Rural and Indigenous Women and Education
- Women and Existentialism
- Women and Their Image in Philosophical Thought
- Women and Philosophy
- Moral Education and Women

THE FOCUS OF STUDY ON WOMEN AND EDUCATION IS REPRESENTED ON THIS DIAGRAM:

FOUNDATIONS CORE* - choose one disciplinary area

History	Philosophy	Sociology	Comparative
EDFDT 822.3 and EDFDT 823.3 (formerly EDFDT 806) Seminar in History of Canadian Education and Education and Canadian Minorities	EDFDT 835.3 (formerly 803A or B-) Problems in Philosophy and Education and one additional half course	EDFDT 840.3 and EDFDT 841.3 (formerly EDFDT 808) Methods of Inquiry in Sociology of Education and Sociological Theories of Education	EDFDT 850.3 (formerly EDFDT 809) Comparative Studies in Education and one additional half course

RESEARCH COMPONENT* - take both

1. EDRES 895A or B - Research Methods

2. EDCNT 899B Research Methods in Continuing Education (for those with a special interest in historical and philosophical inquiry).

OR

2. EDRES _____ one half course appropriate to research interests.

WOMEN AND EDUCATION COMPONENT - take both

1. EDFDT 872.3 - The Experience of Women in Canadian Education

AND

2. EDFDT 873.3 - Feminist Thought and Its Implications for Canadian Education

ELECTIVES - take a minimum of one full course

THESIS



THE
GEORGE
WASHINGTON
UNIVERSITY

Women's Studies / 2025 I Street, N.W. / Washington, D.C. 20052 / 202-676-6942

June 20, 1979

To those developing graduate programs in women's studies:

I apologize for the use of a form letter, but as one of the few graduate training programs in the country, we receive a large number of queries about our program, which require an inordinate amount of time to answer individually. If, after reading the following description of the program and the pertinent materials enclosed, you still have some specific questions, please address them to me; I will be happy to answer them in so far as I can.

The Women's Studies Program operates at GWU under the administrative umbrella of the Graduate School of Arts and Sciences as one of a number of inter-disciplinary M.A. programs in special studies overseen by the Graduate School. (Included in our format are programs in Urban Learning and Criminal Justice, for instance.) When the Women's Studies Program was proposed in 1972, therefore, it fell into an existing graduate format, although it differed in two important ways from the other special studies M.A. programs. First, the Women's Studies Program was planned by the director of Continuing Education for Women and adopted certain features of CEW: its own office, an administrative budget, and faculty appointments and course listings separate from existing academic departments. From the beginning, then, the Women's Studies Program was more than a collection of departmental courses taught by existing University faculty and administered by the Graduate School. Second, due to its administrative budget, the Program could issue a newsletter, use postage for various mailings, operate a speakers' program, fund students to attend national meetings like the National Women's Conference in Houston. The budget also includes a small library fund with which to buy periodicals, reports and some monographs for the Women's Studies library.

For faculty, the Program depends primarily on regular appointments in other departments to turn up friendly faculty with competence to teach courses that can be cross-listed with Women's Studies. This is sometimes problematic as the department involved will allow a faculty member to teach an undergraduate course on women (which can be taken for graduate credit), but will not allow the faculty person to teach a graduate course appropriate for women's studies. The Program has only one faculty position, which is shared with American Studies, and there are funds to hire two to three people a year to teach single courses in the Women's Studies Program. Hiring for a single course has been common in Feminist Theory, for instance, since there was no GWU faculty member prepared to do it and a rich supply of feminist theorists in the Washington area.

The courses taught under the Women's Studies rubric are inter-disciplinary courses. Either by pairing faculty from different disciplines or by working cooperatively to formulate course content and syllabi, the Program has generally avoided teaching courses of the "Woman and..." variety. This is still a difficult issue, but one which we feel is essential to confront.

In addition, students in WST220 and WST225 have been systematically trying to formulate basic questions and data that define this new discipline. While we have not yet arrived at the new paradigms of a Women's Studies discipline, this is the ultimate goal.

The Women's Studies courses provide an analytic grounding for taking related courses to fill out the 36 hours of the Program. Students clump the course work outside Women's Studies around one other department or around a specific topic of interest. That is, many students take a substantial number of courses in Public Administration, a good department here and one with some excellent women faculty. Other students focus on issues such as employment and occupational segregation and take appropriate courses in Economics and Sociology. There are enough sympathetic faculty in various social science and humanities departments, as well as in the Schools of Governments and Business Administration and Education so that students can find helpful instructors and advisors, even if they are not always teaching courses specifically on women.

The Program is governed by a steering committee made up of regular faculty, including some who do not teach courses on women, Program staff, and two students. In addition, four students constitute a Student Advisory Board that funnels recommendations to the steering committee. Students and faculty committee members work together on task groups that make recommendations to the committee on curriculum, hiring, publications, academic advising, and Program-sponsored activities. All staff, including secretarial support, meet weekly to plan work schedules, and the secretarial staff people are members of the task groups as well.

Ideologically, the Program is committed to the ideal of integrating theory and action. As will be evident in some of the syllabi, courses are organized so as to develop theoretical approaches and then to test or to assess the practical-political applications and implications of the theoretical approaches. In addition, students are encouraged to do research on real problems faced by various women's community groups and national organizations in the Washington area -- to provide academic expertise to people working in the field. Recently we have concluded a working agreement with the research arm of the Congresswomen's Caucus, which will allow Women's Studies students to do year-long internships in the offices of the women members of Congress. Students will also work in research assistantships on research projects designed to summarize existing theory and data in a field like wife abuse and provide Congresswomen with legislative recommendations based on the research summary.

Since 1974 the Program has graduated 84 students. As of fall, 1979, approximately 37 students will be in the Program as degree candidates, and numbers of other students will be taking individual courses or using Women's Studies as a cognate field in Ph.D. programs. The students range in age from 23 to 60, with the bulk concentrated in the late 20's. Most of the students have work or voluntary organization experience, and most have to work and/or maintain family responsibilities while they are in the Program. Most students expect to work on women's issues in service agencies, women's commissions, government agencies, national women's organizations, or in business. Since the internship and practical applications are so central to the Program, most students do work in such places during their time in the Program. Students in the past have had work experiences at sites including the Women's Program office of the Office of Education, The National Women's Political Caucus, the Commission on Working Women,

and in the offices of various Federal Women's Program Managers. The graduates have a good employment record, working at places like the National Council for Alternative Work Patterns, the National Commission on Working Women, and the Women's Equity Action League Fund. Others have worked on setting up community action and training programs for women. The successes of the Programs' graduates have demonstrated that professional women's specialists can be trained who have both information and theoretical grounding in women's issues and that a graduate training program can provide the technical and analytic skills necessary to detect and to offer alternatives to gender biases in public policies.

Enclosed is a brochure from the Program and syllabi from the introductory course (220), Feminist theory (225), and a literature course (251) that integrates women's literature with social science material. If there is other specific information lacking, please feel free, as I said earlier, to contact us again.

Sincerely,

Phyllis M. Palmer

Phyllis M. Palmer,
Academic Coordinator



San Francisco State University

1600 HOLLOWAY AVENUE • SAN FRANCISCO, CALIFORNIA 94132

SCHOOL OF HUMANITIES

We received your letter asking for information about an M.A. degree in Women Studies. We started our B.A. degree in Women Studies in the Fall, 1976. We do not have an M.A. degree in Women Studies. There are two graduate degree options available.

Option 1: A few women get approval for a cross-disciplinary, individually designed M.A. as a "Special Major (Women Studies)". There are some of us on the faculty who are willing to serve as advisors for developing such a special major. The program must then be approved by the Dean of Graduate Studies.

Option 2: The Interdisciplinary Social Sciences Department offers a second option. If your interest is in the social science area, you may develop an M.A. program with a "Focus on Women" theme. Write to Sue Bessmer, Department of Interdisciplinary Social Sciences, for more information.

Applications for admission must be requested from the Office of Admissions and Records. You may obtain a current University Bulletin by sending a request along with \$ 3.90, to Franciscan Shops, Campus Bookstore, Student Union, San Francisco State University, San Francisco, CA 94132. It will include information on graduate programs in general, and on Special Major requirements in particular. All types of financial aid must be arranged through the Office of Student Financial Aid.

Enclosed is our latest brochure listing courses for this semester which have a focus on women. Special Majors (Women Studies) include many courses like these in their programs. Write to me, if you need more information about the Special Major Option.

Sincerely,

Jane Gurko
Associate Dean
School of Humanities
(415) 469-1109

JG:jd

1-2

ADMISSION TO THE WOMEN'S STUDIES GRADUATE PROGRAM

San Jose State University

University Requirements:

Students must meet University minimum requirements. See Section III of Graduate Catalog.

Lower division Requirements: 15 units in the Social Sciences.

Upper division Requirements:

Option 1 - For students who plan to take Option 1 of the MA Program (Concentration in one social science field and women's studies)

Requirements: 21 upper division units in both fields selected for the Master's Program (B average)

Option 2 - For students who are concentrating in Women's Studies.

Either 30 units in Social Science or a minimum of 12 units in Social Sciences, including Social Science 195, and upper division Women's Studies classes equalling a total of 30 units.

For more information, contact Women's Studies (408) 277-2352

This is a Master of Arts in Social Science with a concentration in Women's Studies offering two options on the graduate level for student selection in consultation with the program coordinator.

114

re. Graduates of the Women's Program at KU emerge uniquely equipped to apply an interdisciplinary approach to a variety of disciplines and occupations. Recent graduates have pursued careers in penal counseling, psychology, clinical urban planning, or law, to name a few. Although a graduate degree is yet offered at KU, interested study women in the context of established graduate programs, or an advanced degree in Special Education courses numbered 500 or 600 for graduate credit.

The Women's Studies Program at KU is directed by the Women's Studies Advisory Committee, a policy-making body of graduate and undergraduate librarians, instructors, and the Coordinator. The Coordinator is directly responsible for policy implementation and management of the program. The Committee was officially established in its inception. In addition to courses, the Advisory Committee sponsors the monthly Women's Studies Newsletter, compiled in the fall and distributed to over 600 members. The Advisory Committee collects materials, strengthens library holdings, sponsors public lectures, and workshops. In 1976, the Committee published an article in Studies on the Gerritsen Collection. The Committee now plans to develop a Women's Studies Program by sponsoring a Research Institute on Public Lives, supported by the National Endowment for the Humanities.

Additional Features of the Program

The Women's Studies Collection and Librarian

The University of Kansas libraries provide firm, in-depth support for the Program courses and research. The Gerritsen collection, mentioned above, forms the foundation of the scholarly resources. Collected by Dr. Aletta H. Jacobs, it contains 4,000 books, pamphlets and periodicals emphasizing nineteenth and early twentieth century material on European and American women. This collection is complemented by an active acquisition program in contemporary feminist books, periodicals and reference works. Other resource materials include the History of Women Collection, with 12,000 books, 2,000 pamphlets, and 1,000 photographs. Additionally, our libraries have the microfiche collection, Bibliography of Women. The KU libraries are recognized as one of the major United States repositories for research materials on women.

Mary Finnegan, who may be found in the 2nd floor reference area of Watson Library, is a specialist in the area of Women's Studies. Mary received her M.L.S. from Indiana University with a Certificate in Women's Studies, from the University of Oregon. She has been at Watson since last October and in that time has become an expert in the Women's Studies holdings. She is available to work with Women's Studies students in helping them locate resources for papers, research or other interests. Her direction has saved students many hours of frustration which can then be devoted to study. She may also be reached by phone at 864-3347.

Advising

Advising may be done by any of the Women's Studies Faculty, a list of whom is available in the Program Office (2131

others who are interested in exploring Women's Studies as a major or part of a double major are strongly encouraged to become acquainted with the Women's Studies staff. They are Diane McDermott, Program Coordinator; Ann Schofield, Assistant Professor; Women's Studies, and Susan Watts, Program Assistant. The staff is willing and eager to spend time on individual concerns and to assist the students in becoming well-informed and comfortable with the goals and directions of her academic life.

Student Participation

Women's Studies is more than the content of courses. It is also the process by which courses are taught and faculty and students interact. The Women's Studies Program, from its inception, has attempted to break down the traditional authoritative structures and to incorporate students in decision making in an equal sense. Students are invited to attend and participate on the Women's Studies Advisory Committee, the Program's policy making group. Further, Women's Studies faculty strive to maintain an openness of communications, which may not be readily available in the wider University Community.

Social and Support Systems

The Women's Studies Program attempts to provide a cohesive community for its students. There are regular lunches Mondays or Wednesdays in 2131 Wescoe, where faculty and students get together to discuss anything of interest. A Fall, First-of-the-Semester Picnic is planned for all majors and others interested in the Program. The Women's Studies Study Group is an off campus activity coordinated by the Program Staff and serves to bring together women interested in discussing issues related to the Women's Movement. In addition to these activities there are plans for other get-togethers; suggestions

The Program and Its Objectives

Women's Studies at the University of Kansas is an interdisciplinary program of courses with primary or significant emphasis on women. These courses are drawn from a number of departments throughout the College of Liberal Arts and Sciences. Fifteen to twenty courses are offered each semester by at least 20 different instructors.

The objectives of the Women's Studies Program are:

- 1) to provide majors with an academically sound program;
- 2) to sensitize all students to Women's Studies as a substantive aspect of their education;
- 3) to incorporate new research findings into courses;
- 4) to aid students in learning the results and implications of new research findings by means of the classroom experience. This last objective is particularly important, as it serves to fully include women as a part of the total study of human life.

The Women's Studies major requires 30 hours of course work for a B.A. or B.G.S. (Bachelor of General Studies) degree. Included in these hours is a core of four required courses and either a Social Sciences or Humanities path relating to the study of women. The required courses are as follows:

1) Women's Studies 201: U.S. Women Today: An Interdisciplinary Introduction. An introductory course especially designed for new majors. Taught by the Program Coordinator or other participating faculty.

2) Human Development and Family Life

546: Woman in Contemporary Culture. An advanced survey.

3) Student's choice of one of the following:

a. History 609: Sex Roles and Family Structure in Modern America, 1880-1970;

b. Speech Communication and Human Relations 552: Rhetoric of Women's Rights; or

c. English 572: Women and Literature.

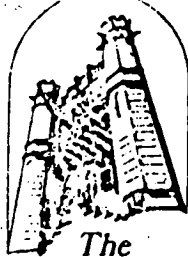
4) Women's Studies 601: Seminar in Women's Studies. Designed primarily for graduating seniors, this seminar includes directed readings, independent study or internships in the student's area of interest conducted under faculty supervision.

Students concentrating in social sciences will take four social science courses crosslisted under Women's Studies and two such humanities courses. Students pursuing a humanities path will take four crosslisted courses and two social science courses. Twelve hours of the student's electives must be upper-division level courses. Representative cross-listed courses include: History 608: Sex Roles and Family Structure in Preindustrial America, 1600-1880; African Studies 388: The Black Woman; History of Art 476: Women in Art; Human Development and Family Life 552: Women in Other Cultures; Human Development and Family Life 608/ Psychology 608: Sex Role Development; Psychology 388: Psychology of Women; Religion 536: Women and Religion; and Sociology 623: Women and Employment.

A major in Women's Studies can be successfully combined with a complementary second major, or with study in a professional school, such as journalism or

social welfare. Graduates of the Studies Program at KU emerge equipped to apply an interdisciplinary perspective on women to a variety of careers and occupation. Graduates have pursued career reform, counseling psychology, psychology, urban planning, and name just a few. Although a graduate is not yet offered at KU, students may study women in the of other established graduate programs may pursue an advanced degree in Studies. All courses numbered above are offered for graduate credit.

The Women's Studies Program administered by the Women's Studies Advisory Committee, a policy-making undergraduate and graduate studentatives, librarians, instructors, Coordinator. The Coordinator is responsible for policy implementation day-to-day management of the. The Committee was officially formed in 1972, and has been a full coalition from its inception developing courses, the Committee publishes the monthly Studies Program Newsletter, coordinates program office and distributes readers. The Advisory Committee resource materials, sponsors holdings, and sponsors public seminars and workshops. In 1986, the committee researched and published in Feminist Studies on the Geri section. The Committee now plans to develop the Women's Studies Program further sponsoring a Research in Women's Public Lives, supported by the Ford Foundation.



The
University of Oklahoma at Norman

Women's Studies Program

April 7, 1981

M. L. McDougall, Co-ordinator
Women's Studies Program
Simon Fraser University
Burnaby, B.C. V5A 1S6

Dear Mary Lynn McDougall:

The University of Oklahoma Women's Studies Program offers an individualized interdisciplinary M.A. as a planned program through the Graduate College.

Only one student has pursued such a degree program at this time. She is a Humanities student, whose program includes courses in literature, History, and the Social Sciences. She is writing a thesis on the diaries of women artists.

This Program works very well, I think, for a student who know exactly what she wants to accomplish and who can derive what her program needs from a range of courses whose classroom focus may be different from that of her plan.

Our Program is primarily directed to undergraduates. The enclosed list for Fall, 1981 will give you an idea of the courses we offer. Those numbered 4000 or 5000 may be taken for graduate credit.

I hope this answers your question adequately.

Sincerely,

Barbara Hillyer Davis
Barbara Hillyer Davis, Director
Women's Studies Program

BHD:eb



WOMENS STUDIES ON THE GRADUATE LEVEL . . .

. . . through the M.A. IN HUMANITIES degree

Graduate level programs on topics in Womens Studies are available through the M.A. degree in Humanities, an interdisciplinary program in which students design individualized programs by taking approved courses from at least three of the following fields: Art History, Economics, English, Foreign Languages and Literature, History, Music, Philosophy and Religious Studies, Political Science, Sociology and Anthropology, and Speech and Drama.

The graduate Humanities program is designed to accommodate the individual's interests and needs. Students interested in Womens Studies may pursue study plans consisting of courses specifically on or about women and courses which will allow independent study and concentration on women-related issues. The following are samples of the kinds of programs that are possible:

WOMEN IN MODERN CULTURE

Humanities 601, 602, 694 (required)
History 543: Making of Victorian England
History 618: Social History: American Feminism
History 689: Oral History Seminar: Women in Virginia
English 538: The British Novel: 1900-1940
English 692: Women in American Literature
English 692: Seminar: Virginia Woolf and Doris Lessing
Art 595: Women in Modern Art
Art 595: Topics: Modern American Painting
Womens Studies 599: English Women in Life and Literature, 1790-1900

WOMEN AND POLITICS

Humanities 601, 602, 694 (required)
History 596: Constitutional History
History 618: Social History: American Feminism
History 595: Women in the non-Western World
History 689: Oral History: Women in Virginia
Pol. Sci. 504: Political Rights
Pol. Sci. 604: Comparative Legal Cultures
Pol. Sci. 597: Topics: Women in Developing Nations
French 595: Women and Engage Literature
A&L 595: Feminism and Utopianism

Admission Requirements: B.A. or B.S. and averages of 2.50 overall and 3.00 in the Humanities or major field and 24 hours in the liberal arts. Applicants with less than 24 liberal arts hours may be admitted upon demonstration of approximate equivalency through extensive reading, strong motivation for pursuing studies, life experiences, or test scores. Students who have missed admission applications deadlines may still register for 6 credits (2 courses) which will count toward the degree once final transcripts have been submitted.

Program Requirements: Two introductory courses, Humanities 601 (Culture and Politics) and 602 (Humanities on Trial), will examine past and present concepts of the humanities, efforts to maintain humanistic values in times of adversity and the relevance of the humanities today. Students may elect a 33-hour thesis option or a 36-hour non-thesis program. A comprehensive theme paper is required in the final seminar, Humanities 694 (Integration of the Humanities). There is no language requirement. All courses are available evening or late afternoons and some on Saturday mornings. Students have 6 years to complete the degree.

Inquiries may be addressed to Dr. W. Francis Ryan, Director, Institute of Humanities, Old Dominion University, Norfolk, Virginia 23508 (telephone: 440-3821). Application forms may be obtained from the ODU School of Graduate Studies (telephone: 440-3256).

APPENDIX 5

SFU FACULTY AND STAFF RESOURCES FOR AN M.A. IN WOMEN'S STUDIES

GRADUATE PROGRAM IN WOMEN'S STUDIES - FACULTY RESOURCES

JOINT APPOINTMENTS

Margaret Benston, Computing Science	Women in Science; computing methods
Meredith Kimball, Psychology	Women and achievement; development of sex roles
Mary Lynn McDougall, History	Women in Europe, especially France
Kaja Silverman, Centre for the Arts	Women in film; semiotics
Veronica Strong-Boag, History	Women in North America, especially Canada
Susan Wendell, Philosophy	Political theory; ethics; pornography

COORDINATING COMMITTEE

Andrea Lebowitz, English	Modern British Literature; 19th and 20th Century American Literature; Feminist Literary Criticism
Arlene McLaren, Sociology/Anthropology	Sociology of Education; Gender Roles; Sociology of the Family

PRELIMINARY LIST OF EXTERNAL FACULTY RESOURCES

These faculty have indicated their willingness to advise graduate students because of their interest in the ways women do or do not figure in their areas of expertise. Although few are engaged directly in research on women they would be able to provide essential contextual and methodological advice.

Elinor Ames, Psychology	Developmental psychology, child- rearing, infancy
-------------------------	---

Robert Anderson, Communications

Technology, Political
Economy of
International
Relations

David Copp, Philosophy

Ethics; Philosophy of
Law

M.A. Covell, Political Science

Comparative
government and
politics-Africa

Rod Day, History

History of Children
and education in
Europe

Audrey Doerr, Political Science

Public administration
Canadian government

Karlene Faith, Criminology
(DISC Coordinator)

Women in the Criminal
Justice System

Michael Fellman, History

American history

Beverley Gartrell, Sociology/Anthropology

Africa, Women in
Development

Janet Kendell, Education

Reading

Theresa Kirschner, DLLL

Spanish Literature

Jean Koepke, Psychology

Developmental
Psychology, Infancy,
Child Rearing

Robert Koepke, History

French history

Jack Little, History

French-Canadian
history

Kathy Mezei, English

British, Canadian
(especially French-
Canadian) literature

Bryan Palmer, History

Canadian popular-
culture, Labour
History

Liora Salter, Communications

Public Policy

Alan Seager, History

Canadian West, Labour
history

Bernice Wong, Education

Learning Disabled
Students

GRADUATE TEACHING EXPERIENCE
WOMEN'S STUDIES COORDINATING COMMITTEE

MARGARET BENSTON

Simon Fraser University

Supervisory Committee (Chemistry):

R. Ferguson
 M. Mobley

Senior Supervisor:

A. V. Anantaraman, Ph.D. 1974

Supervisory Committee (Communications):

Udo Keding, M.A., ongoing.

External Examiner

Angela Miles, Ph.D., University of Toronto, Department of Political Science, 1980.

MEREDITH KIMBALL

Simon Fraser University

Senior Supervisor (Psychology):

Valerie Whiffin, M.A., 1981; PhD. in progress
 Leslie Joy, Ph.D., in progress

Supervisory Committee (Psychology):

Patricia Hadoway, M.A., 1979.
 Patricia Hadoway, Ph.D., in progress.
 Mary Russell, Ph.D.,
 William Roberts, Ph.D., in progress.

Supervisory Committee:

Kate Braid, M.A. Department of Communications, 1980.

University of British Columbia

Senior Supervisor (Psychology):

Toby Yan, M.A., 1973.

Developmental Graduate Seminar.

External Examiner

Sharon Kirsch, Ph.D., Department of Psychology, University of Toronto, 1981.

ANDREA LEBOWITZ

Simon Fraser University

Supervisory Committee (English):

David Anido, M.A., 1969.
 Margo Dunn, M.A., 1976.
 Sally Seymour, M.A., 1979.

Mildred Wirtanen, M.A. 1980.
 Sheenah Andrews, M.A., 1981.
 Barbara Wild, M.A. 1981.
 Gautam Kundu, M.A. 1981.
 Jean Giltrow, Ph.D. 1981.
 Jean Mallinson, Ph.D., 1981.
 Michele Valiquette and Wendy Frost (joint thesis), M.A.,
 ongoing
 Trudianne King, M.A., ongoing.
 Pat Maika, M.A. ongoing.

Graduate Courses:

English 808-5 Studies in 20th Century Literature
 English 841-5 Directed Readings A
 English 942-5 Directed Readings B

External Supervisor (History):

Barbara Roberts, M.A., 1976

MARY-LYNN MCDOUGALL

Simon Fraser University

Senior Supervisor (History):

F. Roberts, M.A., ongoing.
 E. Bernard, Ph.D., ongoing.

Supervisory Committee:

M. Ewen, M.A., withdrew.
 L. Fernig, M.A., 1980.
 G. Huxley, M.A., ongoing.
 D. Davidson, M.A., ongoing.
 M. Mabin, M.A., ongoing.
 J. Sproule, M.A., ongoing.
 E. Watts, M.A., ongoing.
 L. Rudland, M.A., ongoing.
 A. Khaki, M.A., ongoing.

Graduate Courses: (History):

History 827 European Social History, 1978.
 History 827 European Social History, 1978.
 History 824 Modern France, 1979.
 History 897 Supervised Readings, 1979.
 History 827 European Social History, 1980.
 History 822 Modern Great Britain, 1980.

ARLENE MCLAREN

Simon Fraser University

Supervisory Committee (Sociology):

Marc Hale, M.A., 1982.
 Wayne Simonson, M.A., ongoing.
 Brent Andrews, M.A., ongoing.

Graduate Courses: (Sociology):

Sociology 853, in Sociology I, 1981.
Sociology, 853, Readings in Sociology I, 1982.

VERONICA STRONG-BOAG:

Concordia University

Graduate Courses (History):

History 623 (823) Topics in the History of Canadian Women,
1979-80.

Senior Supervisor (History):

Three students 1979-80

Senior Co-Supervisor (Humanities):

Roberta Hamilton, Ph.D., ongoing.

Simon Fraser University

Senior Supervisor (History):

Lorrie Rudland, M.A., ongoing.

Susan Walsh, M.A., ongoing.

Jane Sproule, M.A., ongoing.

Supervisory Committee (History):

G. Huxley, M.A., ongoing.

Graduate Courses (History):

History 897, Supervised Readings, 1980.

History 897, Supervised Readings, 1981.

External Supervisor:

Cerise Morris, Ph.D. Department of Sociology, McGill
University, 1978, ongoing.

Gillian Weiss, D.Ed., Department of Educational Foundations,
University of British Columbia, 1980, ongoing.

SUSAN WENDELL

Simon Fraser University

Supervisory Committee (Philosophy):

Barbara Kassen, M.A., ongoing.

Nicholas Sleigh, M.A., ongoing.

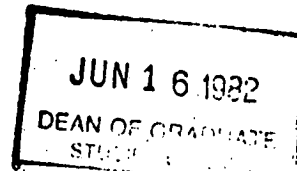
APPENDIX 7

LETTERS OF APPRAISAL

University of Toronto

DEPARTMENT OF SOCIOLOGY
1 SPADINA AVENUE
TORONTO M5S 1A1

14 June, 1982



Professor Bryan P. Beirne,
Dean of Graduate Studies,
Simon Fraser University,
Burnaby, B.C. V5A 1S6

Dear Dean Beirne,

I am most distressed to hear that you have not received my review of your proposed MA programme in Women's Studies. I am even more distressed to find that although our office log shows that the letter was typed and sent to you April 2 last no one, including me, can put a hand to a copy. Everyone remembers the letter (which was several pages long) and I have my rough notes. When the letter turns up I will send you a copy, but in the meanwhile here is a reproduction of the content of that letter.

Overall, I regard your proposal as one worthy of support. If there is to be a Master's programme in Women's Studies in Canada, you have the best resources and the best chance of success in my view.

However, I have some reservations about certain aspects of the programme. For example, I am concerned that your admissions procedure will allow a very broad range of students into the programme who will not be equal to the level of work which must be undertaken. I would be inclined to recommend that in the first years of the programme at least, some closer fit between the undergraduate degree and the courses offered (which are quite restricted) should be specified.

In response to your specific questions, I have reviewed the material you sent again and have the following responses.

1) You have in your faculty some of the best minds at work in the field at present. However, I believe the proposed programme promises more than those individuals can deliver. For example, the fit between the stated needs of students (p. 3) and the needs expressed in the letters of support and reference is most unclear. In particular, strength in the field of social policy or social administration, and of economics or business administration seems a requirement of your potential students and no one listed among the faculty has that knowledge. The students want to know how to operate in social agencies and in the community; your faculty want to teach feminist theory and philosophy. I see a potential but not insurmountable problem.

2) There are hardly any institutions in the field. I think the quality of your graduates depends upon the admissions process and on the resolution of the potential problem raised in point one. There is no a priori reason, however, why your students should not be as good as any. Note, however, that many graduates of OISE with a specialty in women's studies are failing to find academic positions or even research positions. Part of the explanation is the state of the job market, but some of it has to do with the ill defined nature of the training and skills learned.

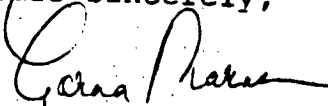
3) In my opinion, the needs expressed by your potential students for training to continue their work in the field of social welfare, politics and in the community generally are probably the clearest need in this field. I doubt if feminist theorists are going to win jobs on the basis of that specialization, but social workers, businesspeople, teachers and others may find that their work is enhanced by some practical and theoretical training in women's studies.

4) Assuming that the objectives are stated in the summary, then I think that there is a somewhat difficult lack of fit between the objectives of those being trained and those who are teaching. To "assess previous scholarship, foster interdisciplinary methods and sponsor needed research on local women's issues" are useful objectives but it is not clear that the types of research that the women identified on page 5 will under take will support those objectives.

In summary, I believe that this initiative is one that is worth undertaking but I would encourage you to consider hiring or finding faculty with strength in those areas which would have appeal to the constituency identified by the proposal and the letters of support.

My apologies for the difficulties surrounding this letter. I mailed the first reply so long ago that I have moved back to my research office. I hope that the delay in this reply has not delayed the assessment of the project. I telephoned the moment I got your recent letter to ensure that you would know that overall my response is a positive one.

Yours sincerely,



Lorna Marsden
Professor

THE UNIVERSITY OF MICHIGAN

DEPARTMENT OF ENGLISH LANGUAGE AND LITERATURE

7607 HAVEN HALL

ANN ARBOR 48109

April 15, 1982

Dean Bryan P. Beirne
Dean of Graduate Studies
Simon Fraser University
Burnaby, British Columbia V5A 1S6

Dear Dean Beirne:

I have now had an opportunity to read through all the material presented for the proposed M. A. in Women's Studies. First I would like to say that I strongly concur with the proposers' argument that Simon Fraser University is ideally suited to be the first Canadian university to offer an M. A. in Women's Studies. Simon Fraser's long tradition of experimental and flexible educational programs makes it especially suited for the kind of M. A. that is proposed. Moreover, I believe that Women's Studies is growing as an important adjunct to the established disciplines; an M. A. in Women's Studies would help those entering the social services, teaching and the arts.

I am pleased to see the widespread support for Women's Studies among women and men in a variety of fields. This will make it possible to supervise theses in many areas. I am especially glad to see that Professor Strong-Boag specializes in Canadian women's history as I believe that Simon Fraser should offer courses that meet specific Canadian needs. The proposed program, however, suffers from a problem faced by virtually every Women's Studies Program in North America, namely the lack of tenured full professors. Presumably time will correct this problem, but I think that the graduate program would be greatly assisted by the involvement of more advanced faculty. I am also concerned to find that only one faculty member is available from the Department of English, and one as an external resource from Spanish. Since languages and literature are particularly important areas of study, I would recommend seeking a joint appointment in Women's Studies and one of the literature departments.

I approve of the decision to begin with a small program, under the assumption that over a five-year period the reputation of the M. A. will grow sufficiently to attract a regular clientele, or will reach a flexible minimum that can be carried as an overload. I am concerned, however, about the decision to teach all of the courses as an overload, and would recommend teaching the required methodology course every other year as part of a regular load, and working towards this pattern for all the seminars. I believe that the credibility of the program would be strengthened by such a decision. I also think that the methodology course should be taught by a rotating group of faculty members, so as to offer different perspectives on the subject. Professor Wendell has quite rightly emphasized her strengths, feminist philosophy and the philosophy of science, while someone in a different speciality would offer something rather different in terms of Women's Studies methodology. I also feel that the feminist theory course could be broader and strengthened by more input from different fields.

Related to my concerns about the content and format of the course offerings is an issue which I offer most tentatively. Since I am not thoroughly familiar with Simon Fraser's M. A. requirements, beyond your catalogue, I do not feel in a position to comment definitively on the course requirements. Nevertheless, four courses of five hours' credit apiece before writing the thesis seems rather few. I noticed that this is the requirement of such departments as Philosophy, and that English requires twenty hours of seminar work. My problem is that the courses, as outlined, seemed to be the equivalent of three hours credit, rather than five. I would feel more comfortable with the requirement of four courses in Women's Studies at three hours each, and two courses in an area of specific interest to the student before the thesis.

Additional courses in an established field, such as sociology, psychology or literature, would help a student interested in writing a thesis to use the research tools of these disciplines. This will help obviate the problem of offering a Women's Studies methodology course that does not, for example, include sociological statistical methods or literary criticism. Many of the students will be interested in writing theses that will involve some knowledge of such methodologies (for example, a student in social work with the aged would want an advanced course in statistics to analyze demographic data), yet we cannot expect a limited number of faculty to meet all needs. The major contribution intellectually which Women's Studies makes to academia is its interdisciplinary approach, but I do not think we can lose sight of the need for tools from specific disciplines that will help students in doing original research. Every Women's Studies student should be rooted in a specific discipline, while being thoroughly familiar with the interdisciplinary approach of Women's Studies.

Turning more directly to the questions you posed in your letter, I do think that the available academic expertise is sufficient to implement the program, but I recommend an additional appointment of a faculty member in Women's Studies and a literature department, as well as the long-term proposal of seeking a major figure in Women's Studies at the full professor level. The latter appointment could be considered in five years, after the M. A. program (and the on-going B. A. program) have proved themselves. Such an appointment, while difficult to make in these times of financial cutbacks, would add considerably to the national and international prestige of the program, in addition to attracting graduate students from all areas of Canada. Another temporary alternative would be the hiring of visiting professors on a one-semester or occasionally annual basis.

I think that the graduates would be of an equivalent quality to those produced at other universities, such as George Washington University, if sufficiently stringent requirements are established in regard not only to the courses offered, but also the thesis. Since a student will not be accepted unless there is someone to direct her/his thesis, quality will be maintained. Through additional experience in teaching the feminist theory and methodology courses, the faculty will be able to confront whatever difficulties they might have in teaching an interdisciplinary approach to research. I am particularly attracted to the possibilities of writing a thesis that will be of specific assistance to persons who are upgrading their skills for their job or in search of another job.

Since no other similar program exists in Canada, it is difficult to estimate how great the demand will be for the proposed M. A. I think the modest beginning is correct, and assume that as the M. A. gains a wider reputation, it will steadily grow. I would recommend an external review of the M. A. in five years, with an eye to the possibilities of further hiring, the institutionalization of courses as part of a regular workload, and the necessity of further expansion or contraction. Obviously the quality of the students and the completed work for the M. A. should be thoroughly assessed at that time.

Finally I feel confident that the proposed program will meet the stated objectives. The combined library facilities of Simon Fraser, University of British Columbia and the University of Victoria are outstanding, and the past commitment of Simon Fraser to buying in the area of Women's Studies will have already provided a firm foundation for library research.

In sum, I recommend acceptance of the program as proposed, with the proviso that the Committee consider the possibility of extending the course requirements to include two additional courses in a field of the student's choice, and that the long-term plans be initiated for strengthening the program in literature. Efforts should also be made to attract senior faculty to participate more actively.

I will keep the materials you have sent to me, unless you wish to have them returned. Please feel free to telephone me or write for further details, if you have any questions about my report.

Sincerely yours,

Martha Vicinus

Martha Vicinus
Professor

MV:1kb

REPORT

on the

PROPOSAL FOR A MASTER OF ARTS DEGREE IN WOMEN'S STUDIES AT SIMON FRASER UNIVERSITY

prepared by Dr S.M. Trofimenkoff, Associate professor
and former chairman, Department of History, University
of Ottawa

Let me say first that I have always been somewhat ambivalent about women's studies courses and programs. The subject matter itself is still too easily dismissed by the traditional disciplines and hence the danger of isolation continues, the approach has to be interdisciplinary and that is a very difficult undertaking given the formal training of most scholars, and the ultimate aim surely is to do away with just such courses and programs as the study of women finally becomes part of any academic undertaking. Indeed, many of the arguments used in this particular proposal could as easily support the integration of more material on women in such areas as psychology, social work, public administration, education, commerce and law. But since that is not happening with the speed or thoroughness that the subject deserves, a distinct program is the only viable alternative. The proposal in fact offers a very cogent argument -- some aspects of which were new to me and which I found very compelling -- for just such a program and I think Simon Fraser should encourage and support it. The proposed program is interesting, innovative and important; it will draw the attention of students and scholars to Simon Fraser and allow the university to embark on an academically exciting venture without much cost. For all those reasons the proposal merits the university's favour.

Indeed, I would like to register for such a program myself in order to be exposed to the multi-disciplinary facets of the study of women. Such a possibility, however, raises a number of difficulties about the presentation of the program itself. How, for example, would I be admitted? Who would my professors be and would they deliver what the calendar promises? And what would I do afterwards? I do not think these difficulties should result in the scrapping of the program but I do think they should be addressed by the proposers themselves and by the various committees of assessment. Depending on the administrative structures and practices of Simon Fraser, some of the problems may be of little consequence but they do stand out to an outsider.

The question of admission to the M.A. in women's studies is not adequately covered in the proposal itself. Given the clientele the proposal prides itself on being able to attract, the omission is serious.

Does one need a background in women's studies, as the phrase "incomplete academic preparation" on p. 18 seems to imply, for admission to the program? If so, how will I, with only a history background, or another already in the labour market in, say, personnel management, or another still who has "been out of school for years" (p.6) qualify for admission? If any of these people have to do extensive make-up work either in women's studies, or for that matter, in the various disciplines grouped in the program, they may be much less inclined to embark on such studies, particularly on a part-time basis and if their primary purpose is professional upgrading.

Assuming the admission hurdle is overcome and that the University's residency requirements can be met by the part-time students the program hopes to attract, what will the student do in the program itself? Each of the proposed courses is thorough and sound in itself (and, I presume, open to students in other programs) and the patterns of course choices are most interesting with the academically inclined likely doing 800, 822, 820 and 823 and the professionally oriented 800, 822, 821 and 824. What, however, does "an individualized program of studies" on p. 17 mean? Is it something different from the possible combination of courses outlined in the proposal? Moreover, the extended descriptions for those courses do not always match the calendar entry at least for the Methodology course and the Canadian history course, the latter of which covers far more than the "one or two critical issues" which the calendar entry states. The Methodology course in particular is not what I would call Methodology at all: it's not a "how to" course from various disciplinary perspectives although the calendar entry suggests it might be that, but rather a history or philosophy of ideas about women. And with the course being obligatory, a student might well, depending on the other course offerings in any given year, end up with Professor Wendell for three of the four courses and even as the thesis supervisor. This would not be healthy for the student, the program or the professor who would indeed be overloaded. (I am not sure what the expression "overload" means in the SFU context but as an administrator I would be uneasy about sanctioning much of it, no matter how willing the faculty.)

Within each course, how is a student with no background in a given discipline to cope with both the subject matter, the approach to it and the required work? For in spite of the program's claim to interdisciplinarity, most of the courses are strictly disciplinary and it is difficult to see how someone with no background in history or psychology, for example, will be able to handle those courses. Either they will be too difficult or they will deliberately be made too simple. Simon Fraser may have solved such problems already with its other interdisciplinary programs and certainly they are questions that should be resolved as universities attempt to attract non-traditional students but this particular proposal does not raise the matter at all. I think

there are ways around some of the difficulties by designing different but equivalent types of written work but there is no indication in the proposal that such a format has been considered.

Finally, in a program that might better be labelled multi-disciplinary, it is difficult to see just how the student is to acquire an inter-disciplinary training. The latter would seem to be a happy result, occurring more by osmosis than by deliberate fostering in the classroom. Given that, I would like to see some kind of research seminar attached to the program in which all students would have to expose the topics of their research papers from the various courses and their theses to each other for comment, criticism, and suggestions about how, for example, literature, psychology or history could contribute to a topic in philosophy. Such a seminar may well develop informally in a program such as the proposed one but students usually take formally structured seminars more seriously. Without such a seminar I see the benefits of interdisciplinarity accruing more to the professors involved in the program than to the students. Not that that is necessarily a bad thing; it is just not what is implied by the proposal.

My third area of concern is what students from such a program will do afterwards. I am quite convinced by the proposal that the employment opportunities are many and expanding, probably more so in the business and social policy fields than in institutions like museums or archives where I foresee directors and training centres (such as Toronto's museology program) remaining sceptical for another generation. Where I am less sure is the academic field. Could a student continue to a Ph.D. program and in what field? Doctorates in women's studies are only available in the United States but could a student have an undergraduate degree in, say, history or psychology, do an M.A. in women's studies at SFU and then go on to a Ph.D. in history or psychology at a Canadian university? In other words, is the proposal designing a professional degree, a terminal degree? I would have no quarrel with either and the rationale for the program would seem to suggest both, but whatever it is, it should perhaps be stated.

The foregoing comments may seem overly long and overly critical; they reflect perhaps as much my academic training, sceptical nature and administrative experience as any serious flaws in the proposed program. The academic expertise is certainly there, if being stretched a bit too broadly in one case as mentioned above; graduates of such a program will have a thorough exposure to the major issues and approaches in the field and will be the only ones in Canada; as such they will not only find jobs but invent them themselves; and with the particular exceptions noted above, the program itself is well designed to meet its stated objectives. I would therefore recommend that my queries be raised with the proposers of the program but that the University proceed to approve and implement it. Simon Fraser is noted for its academic innovation and it might as well maintain its reputation, particularly in such an intellectually stimulating and socially relevant field.

August 20 1982