PROPOSAL
for
B.A. DEGREE PROGRAM
in
WOMEN STUDIES

San Francisco State University
PROPOSAL FOR A NEW DEGREE MAJOR PROGRAM IN WOMEN STUDIES

1. Definition of the Proposed Degree Major Program

   a. Name of the California State University or College submitting the request, the full and exact designation (degree terminology) for the proposed degree major program, and academic year of intended implementation.

      San Francisco State University requests a Bachelor of Arts degree program in Women Studies to be implemented in the fall of 1976.

   b. Name of the department, departments, division or other unit of the campus which would offer the proposed degree major program.

      Because of the cross-disciplinary nature of the program, Women Studies will be under the jurisdiction of the Dean of Undergraduate Studies.

   c. Name, title and rank of the individual(s) primarily responsible for drafting the proposed degree major program.

      The individuals primarily responsible for drafting the proposed degree major program are:

      Edith Arrick
      Beatrice Bain
      Mina Caulfield
      Sally Gearhart
      Jane Gurko
      Dorothy Haecker
      Janice Hays
      Rachel Kahn-Hut
      Naomi B. Katz
      Kay Lawson
      Mary Lowenthal-Felstiner
      Nancy G. McDermid
      Carol Roland
      Florence Schwartz
      Harriet Talan
      Elizabeth Wright

      Administrative Assistant, Dean of Undergraduate Studies
      Lecturer, Social Science
      Lecturer, Anthropology
      Assistant Professor, Speech Communication
      Associate Professor, English
      Lecturer, Philosophy
      Lecturer, English
      Associate Professor, Sociology
      Associate Professor, Anthropology
      Associate Professor, Political Science
      Assistant Professor, History
      Professor, Speech Communication
      Lecturer, Social Science
      Coordinator, Academic Advising Services
      Assistant Librarian, Education
      Assistant Professor, Foreign Language

      Advisory Group:

      Clara Rosen Camarda, M.A. candidate, special major, Women Studies
      Susan Laraine, M.A. candidate, special major, Women Studies
      Bonnie Roosma, B.A., special major, Women Studies
      Lani Silver, Speech Communication
      Estelle Jelinek, English
      Nanci Stern, M.A. candidate, English
      Kathleen Williams, B.A. candidate, Philosophy
1. Definition of the Proposed Degree Major Program (continued)

d. Objectives of the proposed degree major program.

The objectives of the B.A. degree major program are best expressed in terms of the student and in terms of the campus as a whole.

**For the student:** Sex-role differentiation and stereotyping have invaded every aspect of our lives and need a holistic, cross-disciplinary framework in which to be properly examined and understood. This B.A. program in Women Studies will allow students to choose any aspect of women's cultural experience and examine it from a number of different angles or disciplines. Under close supervision by a Women Studies advisor, students will select a focus or a general approach and the particular courses best suited for the study of that focus or that approach. With this B.A., a student should then qualify for a number of higher degree programs, having emphasized those disciplines or courses necessary as an introduction to a given graduate field. For example, students could be prepared, upon completion of this degree, for

1. More productive use of personal potential in any job or position through increased understanding of one's human options and abilities to succeed;

2. A positive, enriched approach to any academic higher degree program, with an especially expanded view on methods of research and the critical questions to be asked;

3. Training in counseling, media, administration, public relations, public health, or any vocational skill, with emphasis on and expertise in women's or sex-role issues.

**For the campus:**

1. In addition to its offering of a cross-disciplinary program, the Women Studies B.A. degree will provide an additional framework for existing courses with a focus on women.

2. Further, it will constructively affect departments and individual faculty wishing to find new approaches to traditional subject matter. Its own core and experimental courses will be models for new subjects and teaching methods; its faculty and advisors will be available as consultants for other departments or campus groups/individuals; its majors will provide FTE and a stimulus to existing departments to offer new and more varied Women Studies courses and materials.
1. Definition of the Proposed Degree Major Program (continued)

e. Total number of units required for the major. List all courses, by catalog number, title, and units of credit, to be specifically required for a major under the proposed degree program. Identify those new courses which are 1) needed to initiate the program and 2) needed during the first two years after implementation. Include proposed catalog description of all new courses.

The Women Studies major is 36 units minimum, including no more than 9 lower division units. The following core courses are required:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units per Course</th>
<th>Total Units Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.S. 200 FEMINISM: THE BASIC QUESTIONS</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Either</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.S. 401 TRANSLATING WOMEN'S EXPERIENCE</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.S. 402 COMPARATIVE MODELS OF WOMEN'S EXPERIENCE</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Either</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.S. 403 WOMEN IN GROUPS</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>W.S. 404 WOMEN AS CREATIVE AGENTS</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>W.S. 690 SENIOR INTEGRATIVE SEMINAR</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>12</strong></td>
</tr>
</tbody>
</table>

Needed to initiate the program: W.S. 200, 401, 402, 403, 404

Needed during the first two years: W.S. 690
1. Definition of the Proposed Degree Major Program (continued)

c. (continued)

The proposed catalog descriptions follow. An outline of each of these courses is included as Appendix A.

Women Studies 200  FEMINISM: THE BASIC QUESTIONS 3

A survey course designed to give a general view of feminist perspectives on women and society. To be taken before or simultaneously with core courses in the 400 series.

Women Studies 401  TRANSLATING WOMEN'S EXPERIENCE 3

An exploration of various ways to translate women's cultural experience into writing. Students will express, analyze and act upon women's experience in several modes: personal and critical essays, journals and autobiographies, fiction and poetry, socio-political action writing. Prerequisite: 3 units of lower division composition.

Women Studies 402  COMPARATIVE MODELS OF WOMEN'S EXPERIENCE 3

An evaluation of theoretical models which are used in various disciplines, e.g., Marxism, psychoanalysis, phenomenology, behaviorism, functionalism. An examination of the problems and possibilities inherent in the application of such models to the analysis of women's experience.

Women Studies 403  WOMEN IN GROUPS: COMMUNICATION AND PROCESS 3

Examination of women's communication practice, both verbal and non-verbal. Analysis of the roles of women as leaders within groups as well as of the functioning of leaderless groups. Attention to the experiences of women as participants in communication.

Women Studies 404  WOMEN AS CREATIVE AGENTS 3

Examination of society's attitudes toward women and their creative works. Cross-cultural exploration of "art" and "craft" in relation to women. An opportunity for experiencing the creative process in a situation as free as possible from sexist constraints.

Women Studies 690  SENIOR INTEGRATIVE SEMINAR 3

A small seminar for majors in Women Studies. A focus on contemporary issues. Designed to provide the concluding integration for students in the field. Limit of 15. Prerequisites: completion of at least 27 units of the major, including the core requirements.
1. Definition of the Proposed Degree Major Program (continued)

f. List of elective courses, by catalog number, title, and units of credit, which can be used to satisfy requirements for the major. Identify those new courses which are 1) needed to initiate the program and 2) needed during the first two years after implementation. Include proposed description of all new courses.

1) Courses previously taught which are appropriate for consideration as electives within the Women Studies Major:

**PERMANENT COURSES** Many of these courses originated as "special topic" or experimental courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology 590</td>
<td>Introduction to Asian American Women (3)</td>
</tr>
<tr>
<td>Asian American Studies 620</td>
<td>Women in Literature (3)</td>
</tr>
<tr>
<td>English 614</td>
<td>Sex and Family Life (3)</td>
</tr>
<tr>
<td>Health Education 320</td>
<td>(Prereq. Bio 100 or equivalent)</td>
</tr>
<tr>
<td>History 620</td>
<td>Women in the United States (3)</td>
</tr>
<tr>
<td>History 622</td>
<td>Women in Three Societies (3)</td>
</tr>
<tr>
<td>History 624</td>
<td>Women in Latin America (3)</td>
</tr>
<tr>
<td>Home Economics 323</td>
<td>Pregnancy and Infant Development (3)</td>
</tr>
<tr>
<td>Home Economics 500</td>
<td>Women in Contemporary Society (3)</td>
</tr>
<tr>
<td>La Raza Studies 410</td>
<td>La Raza Women (3)</td>
</tr>
<tr>
<td>Nursing 510</td>
<td>Pregnancy, Childbirth and the Newborn Infant (3)</td>
</tr>
<tr>
<td>Physical Education 191</td>
<td>Personal Defense for Women (2)</td>
</tr>
<tr>
<td>Physical Education 302</td>
<td>Women and Sport (3)</td>
</tr>
<tr>
<td>Political Science 465</td>
<td>Women and Politics (4)</td>
</tr>
<tr>
<td>Psychology 436</td>
<td>The Development of Sex Differences (3)</td>
</tr>
<tr>
<td>Social Science 335</td>
<td>Women: her Being and Becoming (3)</td>
</tr>
<tr>
<td>Social Science 340</td>
<td>Women as a Social Force (3)</td>
</tr>
<tr>
<td>Social Science 350</td>
<td>Homosexuality as a Social Issue (3)</td>
</tr>
<tr>
<td>Social Science/International Relations 544</td>
<td>Women in the World (3)</td>
</tr>
<tr>
<td>Sociology 464</td>
<td>Sociology of the Family (4)</td>
</tr>
<tr>
<td>Sociology 469</td>
<td>(Prereq. Soc 105)</td>
</tr>
<tr>
<td>Speech Communication 503</td>
<td>Sex Roles and Society (4)</td>
</tr>
<tr>
<td>Speech Communication 652</td>
<td>(Prereq. Soc 105)</td>
</tr>
<tr>
<td></td>
<td>Sex Roles and Communication (4)</td>
</tr>
<tr>
<td></td>
<td>Women and Words (4)</td>
</tr>
</tbody>
</table>

**SPECIAL TOPIC COURSES** Most of these courses have been offered two to five times.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Broadcast Communication Arts 495</td>
<td>Women in the Media (3)</td>
</tr>
<tr>
<td>Comparative Literature 420</td>
<td>Women in Literature (3)</td>
</tr>
<tr>
<td>Creative Arts 350</td>
<td>Women in the Arts (3)</td>
</tr>
<tr>
<td>English 512</td>
<td>Pot and Pedestal: Women in 18th Century Lit. (3)</td>
</tr>
</tbody>
</table>
1. Definition of the Proposed Degree Major Program (continued)

f. 1) (continued)

SPECIAL TOPIC COURSES (continued)

<table>
<thead>
<tr>
<th>Course</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 529</td>
<td>American Search for Identity (3)</td>
</tr>
<tr>
<td>English 630</td>
<td>Homosexuality and Lit. (3)</td>
</tr>
<tr>
<td>English 630</td>
<td>Literature and Sexual Identity (3)</td>
</tr>
<tr>
<td>English 630</td>
<td>Women Poets(3)</td>
</tr>
<tr>
<td>Film 304</td>
<td>Women in Film (3)</td>
</tr>
<tr>
<td>French 595</td>
<td>Seminar: Women in French Lit. (3)</td>
</tr>
<tr>
<td>History 486</td>
<td>American Biography (3)</td>
</tr>
<tr>
<td>History 656</td>
<td>Reproduction and Sexuality in Latin American Women (3)</td>
</tr>
<tr>
<td></td>
<td>(Prereq. previous introduction to topic)</td>
</tr>
<tr>
<td>Philosophy 102</td>
<td>Current Consciousness (3)</td>
</tr>
<tr>
<td></td>
<td>(Prereq. 2 upper division philosophy courses)</td>
</tr>
<tr>
<td>Philosophy 472</td>
<td>Women's Perspective (3)</td>
</tr>
<tr>
<td>Philosophy 475</td>
<td>Feminist Thought (3)</td>
</tr>
<tr>
<td></td>
<td>(Prereq. 2 upper division philosophy courses)</td>
</tr>
<tr>
<td>Philosophy 475</td>
<td>Law and Society (3)</td>
</tr>
<tr>
<td>Philosophy 475</td>
<td>Class, Caste, Race: Female Consciousness (3)</td>
</tr>
<tr>
<td>Philosophy 475</td>
<td>Philosophy and Society (3)</td>
</tr>
<tr>
<td>Psychology 105</td>
<td>Deviations of Sex Differences (3)</td>
</tr>
<tr>
<td>Psychology 305</td>
<td>Cross-Cultural Perspectives of Child Development (3)</td>
</tr>
<tr>
<td>Psychology 305</td>
<td>Women and Madness (3)</td>
</tr>
<tr>
<td>Social Science 610</td>
<td>Women and Law (3)</td>
</tr>
<tr>
<td>Social Science 610</td>
<td>Marxism and Feminism (3)</td>
</tr>
</tbody>
</table>

EXPERIMENTAL COURSES

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>English - 6 courses</td>
</tr>
<tr>
<td>Film - 1 course</td>
</tr>
<tr>
<td>Health Education - 2 courses</td>
</tr>
<tr>
<td>History - 5 courses</td>
</tr>
<tr>
<td>New School - 9 courses</td>
</tr>
<tr>
<td>Philosophy - 2 courses</td>
</tr>
<tr>
<td>Psychology - 1 course</td>
</tr>
<tr>
<td>Speech Communication - 3 courses</td>
</tr>
<tr>
<td>Theater Arts - 2 courses</td>
</tr>
</tbody>
</table>
1. Definition of the Proposed Degree Major Program (continued)

f. (continued)

2) Electives not presently available through departments which should be taught as experimental courses during the first two or three years of the program:

We will develop courses in specific areas not covered by current campus offerings. Topics will include: women's roles in various social institutions--economics, education, health care; differences in women's experiences based on such factors as race, class, appearance; studies of experiences unique to women's life cycle; analysis of how women have been discussed in culture--mythology, philosophy, psychology; and the effects of sex role stereotyping on men as well as women.

Some of these courses may be taught as lower division classes; students may apply a total of 9 units of lower division work to their major.

As experimental courses are found to be successful--both academically and in terms of enrollment--the Women Studies Program will urge traditional departments to offer these courses.

3) In addition to the courses listed in 1.f.(1) and 1.f.(2), students who are working on a theme or focus in Women Studies (Pattern B described in 1.g.) can take certain courses within existing departments, which relate in a specific and perhaps more traditional way to the theme selected. All electives are chosen with the consent of a Women Studies advisor.

g. If any formal options, concentrations or special emphases are planned under the proposed major, explain fully.

The 24 elective units of the Women Studies major may be taken in one of two patterns:

Pattern A: All 24 units will be chosen by the student under the guidance of a Women Studies advisor from approved women studies courses.

Pattern B: The 24 units will be chosen with consent of a Women Studies advisor from courses that are relevant to a particular focus, theme, issue, or set of skills. This pattern will include approved women studies courses as in Pattern A, but it will also include other courses (not specifically women studies courses) which are necessary or helpful to coherent study or to pre-graduate school training in areas relevant to Women Studies.
1. Definition of the Proposed Degree Major Program (continued)

h. Course prerequisites and other criteria for admission of students to the proposed degree major program, and for their continuation in it.

Women Studies 200 (Feminism: the Basic Questions) must be taken before or simultaneously with core courses in the 400 series. In addition, 3 units of lower division composition are required for Women Studies 401 (Translating Women's Experience). There may, of course, be prerequisites for individual elective courses taken in other departments. Women Studies 690 (Senior Integrative Seminar) must be taken in the senior year, after 27 units of the major are already completed, including the rest of the core (W.S. 200, 401 or 402, 403 or 404).

The 400 series will be available to freshmen and sophomores with the consent of the instructor. A total of 9 lower division units will be accepted towards the major.

Continuation in the major depends upon regular consultations with a Women Studies advisor for approval of all elective courses.
TABLE I. DISTRIBUTION OF COURSE CREDIT UNITS (CCU)
FOR A TYPICAL STUDENT MAJOR

List units required for completion of this specific major only. Indicate ranges of units, where appropriate, in the body of the table. If a requirement is to be fulfilled by choosing among a set of alternatives that fall in more than one discipline category, indicate the units in each category and mark them with an asterisk.

<table>
<thead>
<tr>
<th>DISCIPLINE CATEGORY*</th>
<th>CCU Required for the Major (include prerequisites)</th>
<th>CCU Strongly Recommended for the Major</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>LD</td>
<td>UD</td>
</tr>
<tr>
<td>Agriculture &amp; Natural Resources</td>
<td></td>
<td></td>
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<tr>
<td>Architecture &amp; Environmental Design</td>
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<tr>
<td>Area Studies</td>
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<tr>
<td>Biological Sciences</td>
<td></td>
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<tr>
<td>Business &amp; Management</td>
<td></td>
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<tr>
<td>Communications</td>
<td></td>
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<tr>
<td>Computer &amp; Information Sciences</td>
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<tr>
<td>Education</td>
<td></td>
<td></td>
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<tr>
<td>Physical Education</td>
<td></td>
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<tr>
<td>Industrial Education</td>
<td></td>
<td></td>
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<tr>
<td>Engineering</td>
<td></td>
<td></td>
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<tr>
<td>Fine and Applied Arts</td>
<td></td>
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<tr>
<td>Foreign Languages</td>
<td></td>
<td></td>
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<tr>
<td>Health Professions</td>
<td></td>
<td></td>
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<tr>
<td>Nursing</td>
<td></td>
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<tr>
<td>Home Economics</td>
<td></td>
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<tr>
<td>Letters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Library Science</td>
<td></td>
<td></td>
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<tr>
<td>Mathematics</td>
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</tr>
<tr>
<td>Military Science</td>
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<tr>
<td>Physical Sciences</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Public Affairs and Services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
<td></td>
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<tr>
<td>Interdisciplinary Studies</td>
<td></td>
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</tr>
<tr>
<td><strong>TOTAL UNITS</strong></td>
<td></td>
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</tr>
</tbody>
</table>

1. Definition of the Proposed Degree Major Program (continued)
   1. Complete Table I in as much detail as possible, using the list of courses and their credit values from part 1., sections e., f., and h., in order to identify the broad discipline areas in which a typical student major will generate student credit units. Include only the units required for completion of this specific major. Do not include general education or free electives.

SEE NEXT PAGE FOR EXPLANATION.
1. Definition of the Proposed Degree Major Program (continued)

i. (continued)

As has been indicated, with the exception of four required courses from within the Women Studies core, each student will, with an advisor, develop an individual program focusing on a theme. Therefore, as the choice of appropriate courses is on an individual basis, a "typical student major" cannot be described.

However, possible models of Pattern B adapted from those programs developed within the scope of the Special Major and related to Women Studies follow:

Note: Courses marked with an asterisk (*) or their equivalents are available at many community colleges or at other California State Colleges or Universities.

(1) FILM: The Art and the Industry and Its Reflection of Women

Core Courses
*WS 200  Basic Feminism  3
WS 402  Comparative Models  3
WS 404  Woman as Creative Agent  3
WS 690  Senior Integrative Seminar  3

Social Sciences
Anthro  Anthropology of Women  3
Soc  Sex Roles and Society  4
Hist  Women in the U. S.  3
Hist  Women in Three Societies  3

Film
*Film  History of Motion Picture & Broadcasting  3
Film  Doc. Film Workshop  3
*Film  Film and Social Change  1
Film  Film Appreciation  3
*Film  Experimental Film  3

English/Speech Communication
Sp Comm  Women and Words  3
Eng  Contemporary Women Authors  2

Total  46
1. Definition of the Proposed Degree Major Program (continued)

i. (continued)

(2) WOMEN'S HEALTH STUDIES

<table>
<thead>
<tr>
<th>Core Courses</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>*WS 200</td>
<td>Basic Feminism</td>
</tr>
<tr>
<td>WS 401</td>
<td>Translating Women's Experience</td>
</tr>
<tr>
<td>WS 403</td>
<td>Women in Groups</td>
</tr>
<tr>
<td>WS 690</td>
<td>Senior Integrative Seminar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Biological Sciences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Human Anatomy</td>
<td>3</td>
</tr>
<tr>
<td>Human Physiology</td>
<td>5</td>
</tr>
<tr>
<td>General Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>Human Sexuality</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Health Education/Nursing</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Health in Society</td>
<td>3</td>
</tr>
<tr>
<td>Community Health</td>
<td>3</td>
</tr>
<tr>
<td>Fieldwork in Community Health</td>
<td>6</td>
</tr>
<tr>
<td>Nutrition, Health &amp; Disease</td>
<td>3</td>
</tr>
<tr>
<td>Women's Health - Problems and Issues</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Sciences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The Family</td>
<td>4</td>
</tr>
<tr>
<td>Women &amp; Madness</td>
<td>3</td>
</tr>
<tr>
<td>Development of Sex Differences</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>56</td>
</tr>
</tbody>
</table>

(3) WOMEN STUDIES: Roles and alternatives in contemporary society.

<table>
<thead>
<tr>
<th>Core Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>*WS 200</td>
<td>Basic Feminism</td>
</tr>
<tr>
<td>WS 402</td>
<td>Comparative Models</td>
</tr>
<tr>
<td>WS 404</td>
<td>Woman as Creative Agent</td>
</tr>
<tr>
<td>WS 690</td>
<td>Senior Integrative Seminar</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Social Sciences</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>NS</td>
<td>Women, Race, Class</td>
</tr>
<tr>
<td>Psych</td>
<td>Women and Madness</td>
</tr>
<tr>
<td>Soc Sci</td>
<td>Women and Law</td>
</tr>
<tr>
<td>Hist</td>
<td>History &amp; Ideology of American Feminism</td>
</tr>
<tr>
<td>Soc</td>
<td>Sex Roles &amp; Society</td>
</tr>
<tr>
<td>Soc</td>
<td>The Family</td>
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<td>Pol Sci</td>
<td>Women and Politics</td>
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<td>La Raza</td>
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<td>AAS</td>
<td>Asian American Women</td>
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<table>
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<th>Philosophy</th>
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<tr>
<td>Women's Perspective</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>45</td>
</tr>
</tbody>
</table>
2. Need for the Proposed Degree Major Program (continued)

b. Relation of the proposed degree major program to the projected curricular development, respectively, of the department, division and/or school, and campus.

A Women Studies B.A. degree is related in four important ways to campus curricular development:

(1) It contributes to the system- and nation-wide trend away from separate departments and disciplines and toward holistic, cross-disciplinary approaches to learning. Our own New School has been successful in its cross-disciplinary experiments so far. Early experimentation with a Women Studies program was done through New School, and women studies courses continue to be taught there. If a whole School of Experimental or Inter-disciplinary Studies were ever to be created, Women Studies would be a natural part of it.

(2) The effect of Women Studies has already been felt by many existing departments which, encouraged by interested faculty, have offered new courses with a focus on women. As far back as 1969, the Dean of Undergraduate Studies appointed an Advisory Committee on Women Studies to examine current curricula, to suggest new courses or encourage faculty to do so, and in general to recruit interest and information. A Women Studies B.A. degree program will continue to influence individual faculty and departments in the following ways:

(a) Through our creation of new courses and methods, we will continue to be resource personnel to those departments or individual faculty who would like to develop new courses and curricula of their own;

(b) The increased FTE will encourage existing departments to offer new and more Women Studies courses in their own fields;

(c) As departments respond to the need for new courses and curricula, members of the Women Studies program will be ready to act as consultants on recruiting of qualified faculty to staff new courses. In this way Women Studies personnel will be acting in concert with university affirmative action policies and with the SFSU Affirmative Action Committee.

(3) A Women Studies degree program will also attract new undergraduate students to the campus, once they know that such a program exists. We have already received numerous inquiries about B.A. possibilities, indicating interest in the degree.
2. Need for the Proposed Degree Major Program (continued)

b. (continued)

(4) The Women Studies degree program does not conflict with any part of the Master Plan.

c. List of other curricula currently offered by the campus which are closely related to the proposed program. Enrollment figures during the past three years in specified courses or programs closely related to the proposed degree major program. If a formal minor is offered in the proposed subject area, indicate the number of students enrolled.

Students may develop a theme in Women Studies in the Liberal Studies Major or the Special Major or an emphasis in Women Studies in Interdisciplinary Social Sciences.

See 1.f.(1) of this proposal for the list of other courses currently offered by the campus which are related to the proposed Women Studies degree program.

For enrollment figures for 1970-1975 in Women Studies courses, see 2.d.(2).

d. Results of a formal survey in the geographical area to be served indicating demand for individuals who have earned the proposed degree and evidence of serious student interest in majoring in the proposed program. Justify any discrepancies between national/statewide/professional manpower surveys and local findings.

Demand in Geographical Area

Since Women Studies is a relatively new field and since many job opportunities for women have only recently opened up, no "formal" survey indicating demand for Women Studies majors is possible. We have, however, the following data which make clear that there is demand and that it is increasing.

EMPLOYMENT WITH A B.A. IN WOMEN STUDIES:

The following sample job listings were taken from The Chronicle of Higher Education, the Women's Studies Newsletter, the Newsletter of the Bay Area Women's Coalition, and notices from U.C. Berkeley's Center for Continuing Education for Women:

Director Women's Vocational Institute, San Francisco
Fundraiser Women's Vocational Institute, San Francisco
Affirmative Action Officer, State University of New York, Binghamton
Women's Job Development Specialist, William Paterson College, N.J.
Assistant Director of Personnel and Affirmative Action, State University of New York, Canton
2. Need for the Proposed Degree Major Program (continued)

d. (continued)

Federal Women's Program Personnel, Los Angeles
Executive Director for Connecticut Women's Education and
Legal Fund, New Haven
Assistant Project Coordinator and Field Coordinator for Project
Agility: provides counseling, support and physical training
for women beginning as police officers or other protective
service officers, San Francisco
Public Relations Assistant for Home Economics Newspaper, Bay Area
Book Editor, Distribution Manager, Clearinghouse Coordinator
and Managing Editor of Women's Studies Newsletter,
Administrator/in-service Teacher at the Feminist Press,
Old Westbury, N.Y.
Counseling Assistant for Center for Continuing Education
of Women, U.C., Berkeley
Manager, Women's Resource Center, U.C., San Diego
Assistant Director of Athletics, especially women's team sports
and clubs, Manhattanville College, N.Y.
Counselor for Women's Shelter, Berkeley

For vocational possibilities with higher degrees, see 2.f.

COMMUNITY INTEREST:
The following is a list of community groups and agencies which
deal specifically or peripherally with women's problems and
services, or with issues of sex-role differentiation and affirm-
avative action. The starred groups (*) have to date sent letters
supporting the proposed Women Studies major and testify to the
need in the community for individuals earning this degree.
A check mark (x) indicates a member organization of the Bay Area
Women's Coalition, which wrote a joint letter representing the
entire group.

x American Civil Liberties Union Women's Rights Committee
x Advocates for Women
Alyssum
American Indian Women's Center
Aquarius House
x Arriba Juntos
American Association of University Women
Asian Community Health Clinic
Bay Area Association of Household Technicians
*Bay Area Consortium on Educational Needs for Women
Bay Area Women against Rape
*Bay Area Women Planners
x Bechtel Women for Affirmative Action
Berkeley Feminist Counseling Collective
Berkeley-Oakland Women's Union
2. Need for the Proposed Degree Major Program (continued)
   d. (continued)

   Berkeley Women's Center
   Berkeley Women's Health Collective
   Berkeley YWCA (Women's Refuge Center)
   Big Sisters
   x Black Women's Organization for Action
   Black Women's Unit-Y House
   Boalt Hall Women's Association
   Breakaway
   Campus Women's Forum (U.C. Berkeley)
   Center for Feminist Counseling
   Center for Special Problems
   x Change for Children
   Childcare Center Licensing
   x Childcare Switchboard (and Single Parent Resource Center)
   Ching Nin Clinic
   x Coalition to Open the Protective Services
   x Coalition of Labor Union Women
   Commission on the Status of Women
   x Concilio Mujeres
   x Coyote
   Daughters of Bilitis
   *Demeter House
   x Democratic Women's Forum
   Dojo (Self-defense)
   Economic & Social Opportunities, Inc.
   Equal Employment Opportunities Commission
   Fair Employment Practices Commission
   Feminist Research Center
   x Feminist Women's Health Center
   x Filipina Women's Group
   Florence Crittendon Home
   *Genesis Church and Ecumenical Center
   Golden Gate Business & Civic Women's Club
   Haight-Ashbury Women's Clinic
   In Focus (Women and alcoholism)
   *Institute for Scientific Analysis
   KPFA Women's News Collective
   League of Women Voters
   x Lesbian Mothers Union
   National Sex Forum
   x National Organization for Women (two chapters)
   x National Women's Book Association
   x National Women's Political Caucus
   Oakland YWCA
   x Pacific Telephone Women Employees for Affirmative Action
   Parental Stress
   Planned Parenthood
   Potrero Hill Neighborhood House
   x Pregnancy Control Center
   Progress House
2. Need for the Proposed Degree Major Program (continued)

d. (continued)

- Public Advocates, Inc.
- Puerto Rican Women's Union
  - Radical Psychiatry
  - Raphael House
- San Francisco Neighborhood Legal Assistance Foundation
  - San Francisco Skills Center
- San Francisco Women's Center
  - San Francisco Women's Health Center
  - San Francisco Women's Needs Center
- San Francisco Young Adults Network
  - Shilow House
  - Stepping Stone (women's alcoholic rehab.)
  - Studio 10 (for women over 40)
  - Third World Women's Prison Collective
- Union WAGE
- U.N.I.T.E.
  - WAVE Project (divorce)
  - Women's Art Center
  - Women's Bureau of Labor
  - Women's Center for Creative Counseling
  - Women's Equity Action League
  - Women for Peace
  - Women for Women
- Women in Apprenticeship
- Women in Media Committee
  - Women's Legal Center (Berkeley)
- Women's Litigation Unit
- Women's Organization for Employment
  - Women over 30
  - Women's Press Collective
  - Women's Switchboard
- Women's Vocational Institute

Over 47 letters have been received from individuals, groups, and agencies in the community who are supporting our Women Studies program. (Samples of these letters can be found in Appendix B.)

We have three sets of figures indicating serious student interest in the Women Studies major:

1) Results of a survey taken in spring 1972 by Dr. Lois Flynne (Social Science). Based on a random sample of 440 students enrolled in courses only in the School of Behavioral and Social Sciences and in the English Department, the study had a response rate of 52%. Here are the pertinent questions and figures:
2. Need for the Proposed Degree Major Program (continued)
   d. (continued)

   (a) "How strongly do you feel about courses in Women
       Studies being offered on this campus?"

       Extremely in favor

       Female: 64%  Male: 43%  Total: 53%

   (b) "How interested would you personally be in enrolling
       in a course in Women Studies next semester, assuming
       that it would fit in with your schedule, your program,
       and your future plans?"

       Sure to enroll

       Female: 44%  Male: 10%  Total: 28%

   (c) "How interested would you be in majoring in the area
       of Women Studies?"

       Highly interested

       Female: 14%  Male: 2%  Total: 8%

Eight per cent interested in a new major constitutes a
viable number of students, even taking into account that
students in English and the Behavioral and Social Sciences
are more likely to show interest than those, say, in the
Biological and Physical Sciences.

(2) The second set of figures below summarizes enrollment by
semester in courses "with a focus on women" since spring 1970.
(Note: We have counted only those courses specifically created
to deal with women's issues and perspectives; we did not in-
clude already existing courses whose content may have changed
to reflect a growing interest in women's issues, such as
"Problems in the American Family.")

<table>
<thead>
<tr>
<th>Semester</th>
<th>Number of Courses</th>
<th>Enrollment</th>
<th>Number of Departments</th>
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<tbody>
<tr>
<td>Sp 70</td>
<td>4</td>
<td>159</td>
<td>3</td>
</tr>
<tr>
<td>F 70</td>
<td>5</td>
<td>150</td>
<td>4</td>
</tr>
<tr>
<td>Sp 71</td>
<td>3</td>
<td>111</td>
<td>3</td>
</tr>
<tr>
<td>F 71</td>
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<td>Sp 72</td>
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<td>305</td>
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<td>819</td>
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</tr>
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<td>Sp 74</td>
<td>25</td>
<td>729</td>
<td>14</td>
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<td>F 74</td>
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</tr>
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<td>759</td>
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</tr>
<tr>
<td>F 75</td>
<td>33</td>
<td>1173</td>
<td>21</td>
</tr>
</tbody>
</table>

(*) This was the semester in which a block of nine Feminist
    Studies courses were offered through New School.

(**) New School was counted as only one department. Therefore,
    there were 12 departments in addition to New School
    offering courses.
2. Need for the Proposed Degree Major Program (continued)

d. (continued)

Taking into consideration the typical drop between fall and spring enrollments and the special New School semester, these figures show a steady rise in both faculty interest and student demand. In addition, large but unrecorded numbers of students have consistently been turned away from many classes. Interest in these courses has increased so much, in fact, that when five Women Studies courses had to be scheduled on the same night one semester, they all filled anyway.

(3) The third set of figures indicates the number of letters we have received from students around the country, who either thought or hoped that we already had a major or an M.A. in Women Studies. From February 1974 to October 1, 1975, we have received over 300 inquiries.

e. For graduate programs, the number of declared undergraduate majors and the degree production over the preceding three years for the corresponding baccalaureate programs.

Not applicable.

f. Professional uses of the proposed degree major program.

As a preparation for vocations, without additional graduate work, the program prepares women for several specific areas on the job market. Most obvious opportunities are as affirmative action officers in government, business, industry, and educational institutions; in personnel and career counseling where there is a special emphasis on women; and as directors of women's centers, or coordinators of women's programs in agencies and school districts, with special attention to re-entry women's and adult education programs. For documentation, see 2.d.

As a preparation for graduate programs, Women Studies offers a variety of opportunities to its majors. We have discussed the proposal with many department chairpersons on the campus; approximately twenty of them, comprising nearly a third of the university department chairpersons, have indicated that the proposed major B.A. program in Women Studies could provide an undergraduate background which would, with some usually minor course augmentation, be adequate for admission to their graduate degree programs. These departments include Social Work, History, Economics, Political Science, Social Sciences, Sociology, Anthropology, Counseling, Comparative Literature, Humanities, Education, English, Philosophy, Speech Communication, Foreign Languages, Creative Writing, and Art. This acceptance of a B.A. degree in Women Studies is increasingly evident, not only at this institution, but elsewhere in the nation. Particularly receptive
2. Need for the Proposed Degree Major Program (continued)

f. (continued)

to students with degrees in Women Studies are schools of education and their special programs, schools of behavioral and social sciences, and schools of humanities and creative arts. In fact, such a degree is welcomed wherever there is recognition of the phenomenon of sex-role differentiation and of the impact of women as a social entity. The breadth and depth of the student's choices within the program are suggested in Pattern B. (See 1.g.)

With careful advising, the undergraduate course work in Women Studies can be articulated with a particular graduate program so that very few additional prerequisite courses would be required. In combination with carefully chosen political science and history courses, the degree can prepare students for law school, with an enriched outlook on the legal status of women. With certain science courses, medical school is a possibility, and areas within psychiatry and medicine then become options for professional employment of students who will bring to those professions a specialized knowledge of women.

The following sample job listings were taken from The Chronicle of Higher Education, the Women's Studies Newsletter, the Newsletter of the Bay Area Women's Coalition, and clippings and notices sent to us from U.C. Berkeley's Center for the Continuing Education of Women, Advocates for Women, Women Organized for Action, Women's Vocational Institute, and several university and junior college Placement Centers:

EMPLOYMENT WITH M.A. (WITH B.A. IN WOMEN STUDIES):

Affirmative Action Researcher, Rutgers University, N.J.
Director of Affirmative Action for Women, University of Washington, Seattle
Project Director, Equal Rights for Women in Education, Denver
Training Consultant for National Women's Organization, N.Y.
Associate Director of Campus Programming, especially for needs of women students, Washington University, St. Louis
Assistant to Coordinator for Minority Affairs/Women's Programs, University of Nebraska, Omaha
Administrative Head at Center for the Continuing Education of Women, U.C., Berkeley
Women's Re-entry Coordinator, Napa College
Director of Center for Continuing Education, Claremont College
Assistant Dean for Student and Minority Affairs, State University of New York, Stonybrook
Director of Women's Studies, University of Cincinnati
Director of Women's Studies, University of Alabama
Lecturer in Women's Studies (Behavioral & Social Sciences), San Diego State University

-22-
2. Need for the Proposed Degree Major Program (continued)

f. (continued)

EMPLOYMENT WITH PH.D. OR M.D. (WITH B.A. IN WOMEN STUDIES)

Psychologists with interest in Women's Studies, York
College, City University of New York
Director of Women's Studies, University of Oklahoma
Curriculum Coordinator for Training Institute on Sex
Desegregation in Public Schools, Continuing Education
for Women, Rutgers University, N.J.
Woman Historian/Coordinator Women's Studies Program,
Newark College, Rutgers University, N.J.
Woman Historian with specialty in Women in History, U.C., Davis
Sociologist or Social Anthropologist in Women's Studies,
Governors State University, Ill.
Assistant Professor Sociology to teach Sociology of Women,
University of Pittsburgh
Sociologist specializing in Sociology of Women, University
of Maryland, Baltimore
Associate Professor of Women's Studies, to teach advanced
Feminist Theory, Douglass College, N.J.
Coordinator of Women's Studies Program, State University
College, New Paltz, N.Y.
Director of Women's Studies, University of Connecticut
Positions in European and Western Civilization, specialty
in Women and/or Ethnic Studies, Sangamon State University, Ill.
Director of Women's Studies, Ohio State University, Columbus
Assistant Professor of Women's Studies (Psychobiology),
University of Washington, Seattle
President, Wells College, New York
President, Barnard College, New York
Gynecologist and OB/GYN Nurse Practitioner to coordinate
Women's Health Clinic and Family Planning Clinic,
Provincetown, Mass.
Feminist Doctor for Women's Health Clinic, Iowa City
Physician for non-profit Health Clinic for Women, Vermont
Women's Health Center, Burlington

In addition, as evidence of increasing interest in and demand
for persons with expertise in Women Studies, we note the following
kinds of groups and services developing in all geographical areas
of the country (women's magazines and journals carry numerous
advertisements to demonstrate this):

Feminist Counseling Centers
Feminist Career and Educational Counseling Centers
Feminist Referral Agencies
Feminist Financial Consultants
Feminist Health Collectives and Clinics
2. Need for the Proposed Degree Major Program (continued)

f. (continued)

In the Bay Area alone, there are twenty-five (25) Women's Centers, on and off campuses, which are usually locally funded and provide counseling, referral, workshops, job information banks, childcare, newsletter-and-switchboard services, and sometimes temporary shelter. Most have a few paid positions, and are being increasingly recognized by local communities as an important part of social and mental health services.

It is clear that the Women Studies major will prepare students for employment at the B.A., M.A., and Ph.D. levels. At the B.A. level, pattern A prepares for women's center or women's program positions, or work which involves general counseling, referral, outreach (re-entry) and public education. Pattern B prepares for affirmative action officer, career counseling, publishing, public interest work, and a variety of graduate programs leading to academic, legal, medical, psychiatric and other careers.

g. Indicate the expected number of majors in the year of initiation and three years and five years thereafter. Indicate the expected number of graduates in the year of initiation and three years and five years thereafter.

A constantly increasing enrollment in courses which focus on women, student interest in Women Studies major based on a recent campus survey, and an impressive number of letters of inquiry indicate that enrollment in a B.A. program in Women Studies would be viable.
3. **Existing Support Resources for the Proposed Degree Major Program**

a. Faculty members, with rank, highest degree earned and professional experience, who would teach in the proposed program.

**Arrick, Edith, M.S., University of California, Berkeley.** Student Affairs Officer and part-time instructor in Biology. Is interested in health and nutrition for women and investigations of biological sex and cultural gender.

**Axelrod, Joseph, Ph.D., University of Chicago.** Professor of Comparative Literature and Humanities. Teaches "Sex in Modern Fiction."

**Bain, Beatrice, M.A., (with advanced study) Radcliffe.** Lecturer in Interdisciplinary Social Sciences. Advisor for women studies theme in Interdisciplinary Social Sciences. Developed and taught many courses, including "Women as a Social Force," "Women in the World," "Woman: Her Being and Becoming."

**Ballard, Evelyn, M.D., Stanford University Deputy Medical Director, Student Health Service; Lecturer in Health Education.** Teaches "Sex and Family Life."

**Banford, Suzanne A., Ph.D., Stanford University.** Assistant Professor of Counseling. She has taught undergraduate and graduate courses in Psychology of Women and Counseling Women. She is a practicing psychotherapist in both institution and private settings.

**Bobak, Irene, M., M.S.N., University of California at San Francisco (with advanced study.)** Associate Professor of Nursing, School of Education. Has studied couples during period of pregnancy and post-birth adjustment. Is interested in effect on children of maternal heroin addiction.

**Campbell, Paula, Ph.D., New York University.** Lecturer in Speech Communication. Teaches "Sex Roles in Communication."

**Caulfield, Mina, Ph.D., University of California at Berkeley.** Lecturer in Anthropology. Teaches "Women in Society" and has developed an interdisciplinary course, "Women and Work: Cross-Cultural Data and Theory."

**Costa, Natalia Z., Ph.D., University of California, Berkeley.** Associate Professor of Foreign Languages. Teaches "Great Figures: Italian Women Writers."

**Cox, Grace, Ph.D., University of California, Berkeley.** Associate Professor of Psychology. Teaches "Child Development from a Cross-Cultural Perspective" and "Psychology of the Family."
3. Existing Support Resources for the Proposed Degree Major Program (continued)

a. (continued)

Commerton, Joan M., B.S.W., Washington University, St. Louis. Associate Professor of Social Work Education. Has special interest in feminist counseling and has led consciousness raising groups and has been an advisor to re-entry women. Through her interests in social welfare as a women's issue, she initiated a graduate seminar on "Sex Role Stereotyping in the Human Services."

Dubitsky, Mildred, Ph.D., Harvard University. Lecturer in Psychology. A founding member of the Center for Feminist Counseling. Teaches "Women and Madness."

Ferraro, Pat, M.A., San Francisco State University. Instructor in Creative Arts Interdisciplinary. She does extensive advising of women in the area of creative arts.

Flynne, Lois, Ph.D., Syracuse University. Associate Professor of Social Science. Teaches "Women: Her Being and Becoming" and "Homosexuality as a Social Issue."

Fraser, Kathleen, B.A., Occidental College. Lecturer in Creative Writing; Director of the Poetry Center. Teaches "Special Problems in Writing Poetry: Women." She is active in women's poetry groups, and her own poetry has appeared in many anthologies.


Gershman, Martin, M.D., University of Cincinnati. Lecturer in Health Education. Teaches "Sex and Family Life."

Gurko, Jane, Ph.D., University of California, Berkeley. Associate Professor of English. Teaches courses in women and literature.

Haecker, Dorothy, M. Ph. (with advanced study) University of Kansas. Lecturer in Philosophy. Developed and teaches "Feminist Thought."
a. (continued)

Hays, Janice, M.A. (with advanced study), University of California, Berkeley. Lecturer in English. Teaches "Images of Women in the Literature of Male Authors," "Women's Literature" (with special emphasis in poetry and drama). She has done research on literature of re-entry women, women's fantasies as manifested in their literature, and on adolescent maturation as reflected in literature (women's and men's). She worked on a joint project of the Bay Area four-year and two-year colleges and the National Institute for Campus Ministries to develop a survival kit for re-entry women.

House, Kay S., Ph.D., Stanford University. Professor of English. She has editorial experience on the Champaign-Urbana local newspaper and has pioneered the field of science writing.

Illick, Joseph, Ph.D., University of Pennsylvania. Professor of History. Teaches "American Biography."

Johnson, Roberta Ann, Ph.D., Harvard University. Lecturer in Political Science. Teaches "Women in Politics." Has delivered many papers and slide shows to women's groups and college classes.

Kahn-Hut, Rachel, Ph.D., Brandeis University. Associate Professor of Sociology. Teaches "Sociology of the Family."


Kinch, John, Ph.D., University of Washington. Professor of Sociology. Teaches "Social Psychology of Sex Roles."

Lovett, Sally, Ed.D., University of California, Berkeley. Third year law student at San Francisco Law School. Associate Professor in the Counseling Center. Extensive counseling experience with re-entry women. Has special concerns in women's vocational development.

Lowenthal-Felstiner, Mary, Ph.D., Stanford University. Assistant Professor of History. She has taught a number of women's history courses including "Comparative French and American Women's History," "Reproduction and Sexuality in American History," "Women in Latin American History."

Mablin, Virginia, M.S.W., University of Southern California. Associate Professor of Social Work. Is developing a course on "Women and the Practice of Social Work."
3. Existing Support Resources for the Proposed Degree Major Program (continued)

a. (continued)

McCoy, Norma, Ph.D., University of Minnesota. Associate Professor of Psychology. Teaches "Development of Sex Differences."


Nierenberg, Edwin, Ph.D., University of Pittsburgh. Professor of English. Teaches "The Pit and the Pedestal: Women in 18th Century English Literature."


Pratt, Branwen, Ph.D., Stanford. Lecturer in English. Teaches courses on women in literature.


Rowe, Carol, Ph.D., Northwestern University. Instructor in Film. Teaches "Women and Film" and has had extensive experience in women's film and video groups.

Schwartz, Florence, B.F.A., M.A., University of Illinois; Cornell University. A painter who has exhibited her work. Advises women returning to education. Developing a course on Woman as Creative Agent.

Sheehy, Terry, M.A., San Francisco State University. Instructor in Film. She has taught "Big League Blond in Film."

Sumi, Patricia, B.A. (with advanced study) San Francisco State University. Lecturer in Asian-American Studies. Teaches "Introduction to Asian-American Women."

Syfers, James, Ph.D., University of Iowa. Associate Professor of Philosophy. Has taught two courses on sexism for men students. Has special interests in women in the law and modern European philosophical "justifications" for sexism.
3. Existing Support Resources for the Proposed Degree Major Program (continued)
   a. (continued)

Van Allen, Judith, M.A. (with advanced study) University of California, Berkeley. Lecturer in Political Science. Teaches "Women and Politics."

Warren, Mary Anne, Ph.D., University of California, Berkeley. Lecturer in Philosophy. Teaches "Philosophy of Feminism."

Weinberg, Janet, Ph.D., Columbia University. Lecturer in Psychology. Teaches "Women and Madness."

Wright, Elizabeth, M.A., Hunter College (with advanced study) New York University. Assistant Professor of Foreign Languages. Teaches a seminar on "Women Novelists in France."

b. Space and facilities that would be used in support of the proposed program. Show how this space is currently used and what alternate arrangements, if any, will be made for the current occupants.

The Women Studies program will use the facilities of the Women's Center as a clearing house for certain information and as one conduit for publicity and announcements. The Women Studies program will maintain contacts with the Women's Center but will not make claims on the very limited space or on the inadequate budget of the center for the plans of the degree program.

c. Library resources to support the program, specified by subject areas, volume count, periodical holdings, etc.

The San Francisco State University Library currently possesses a comprehensive core collection of books on the subject of women. The library has approximately 1500 volumes in this area. Many of these are recent acquisitions which were purchased as a result of the special effort over the past four years to expand the resources needed to support the numerous classes focusing on women.

Subheadings in which there are the greatest number of items include: history and social conditions, employment, rights of women, social and moral questions, women in literature. Titles in the card catalog indicate that the library has a broad collection about women in other countries. Almost all of the titles available on Black women appear in the collection.
3. Existing Support Resources for the Proposed Degree Major Program (continued)
   c. (continued)

The library presently subscribes to no periodicals on women. Because of general budget stringencies, few new periodical titles in any field have been added over the past few years. However, a small number of women's periodicals such as MS., Union Wage and Spokeswoman have been or are being received as gifts. Women Studies Abstracts is currently received by the library because one of the university's academic departments has purchased the subscription. Most of the periodicals indexed by this service appear to be in the library holdings. The periodicals indexed range from the fields of sociology and political science to education and counseling. The subject of women's education is covered very extensively in the ERIC microfiche files to which the library is a subscriber.

Overall, the library appears to own a basic collection of resources on women.

d. Equipment and other specialized materials currently available.

The Audio-Visual Department owns a small collection (about forty-five) of good films and tapes by and about women, all of which are catalogued under "WOMEN." Most of the films have cross-disciplinary value, being about writers, artists, and history. They are, therefore, useful to various existing departments as well as to Women Studies. This is a good beginning collection, but new purchases should be made in order to add to this collection some of the many audio-visual works being produced by women across the country. A large selection of women's films is available for rental by San Francisco State University.
TABLE II. PROJECTED CAMPUS' TOTAL STUDENT CREDIT UNITS (SCU) AND FULL-TIME EQUIVALENT FACULTY (FTEF) ATTRIBUTABLE TO THE PROPOSED DEGREE PROGRAM

This table should be prepared in consultation with the campus administrators responsible for faculty staffing and instructional facilities allocation and planning.

<table>
<thead>
<tr>
<th>DISCIPLINE CATEGORY**</th>
<th>YEAR OF INITIATION</th>
<th>3 YEARS THEREAFTER</th>
<th>5 YEARS THEREAFTER</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WITHOUT THE PROGRAM</td>
<td>WITH THE PROGRAM</td>
<td>WITHOUT THE PROGRAM</td>
</tr>
<tr>
<td></td>
<td>SCU FTEF</td>
<td>SCU FTEF</td>
<td>SCU FTEF</td>
</tr>
<tr>
<td>Agriculture and Natural Resources</td>
<td>270 0.75</td>
<td>270 0.75</td>
<td>270 0.75</td>
</tr>
<tr>
<td>Architecture and Environmental Design</td>
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<td>27 0.125</td>
<td>27 0.125</td>
</tr>
<tr>
<td>Area Studies</td>
<td>150 0.5</td>
<td>188 0.625</td>
<td></td>
</tr>
<tr>
<td>Biological Sciences</td>
<td>184.5 0.5</td>
<td>184.5 0.5</td>
<td>184.5 0.5</td>
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<tr>
<td>Business and Management</td>
<td>96 0.125</td>
<td>96 0.125</td>
<td>96 0.125</td>
</tr>
<tr>
<td>Computer and Information Sciences</td>
<td>28.5 0.125</td>
<td>28.5 0.125</td>
<td>28.5 0.125</td>
</tr>
<tr>
<td>Education</td>
<td>38 0.125</td>
<td>75 0.25</td>
<td></td>
</tr>
<tr>
<td>Fine and Applied Arts</td>
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<td>79.5 0.125</td>
<td>79.5 0.125</td>
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<tr>
<td>Foreign Languages</td>
<td>506 1.42</td>
<td>506 1.42</td>
<td>506 1.42</td>
</tr>
<tr>
<td>Health Professions</td>
<td>38 0.125</td>
<td>75 0.25</td>
<td></td>
</tr>
<tr>
<td>Home Economics</td>
<td>604.5 2.00</td>
<td>604.5 2.00</td>
<td>604.5 2.00</td>
</tr>
<tr>
<td>Letters</td>
<td>1185 4.00</td>
<td>1185 4.00</td>
<td>1185 4.00</td>
</tr>
<tr>
<td>Library Science</td>
<td>38 0.125</td>
<td>75 0.25</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>261 0.75</td>
<td>261 0.75</td>
<td>261 0.75</td>
</tr>
<tr>
<td>Military Science</td>
<td>261 0.75</td>
<td>261 0.75</td>
<td>261 0.75</td>
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<tr>
<td>Physical Sciences</td>
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<td>Psychology</td>
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<td>1185 4.00</td>
<td>1185 4.00</td>
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<tr>
<td>Public Affairs and Services</td>
<td>5118 16.29</td>
<td></td>
<td></td>
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<tr>
<td>Social Sciences</td>
<td>4481 14.17</td>
<td>4481 14.17</td>
<td>4481 14.17</td>
</tr>
<tr>
<td>Women Studies Core &amp; Elect.</td>
<td>2057 5.92</td>
<td>2057 5.92</td>
<td>2057 5.92</td>
</tr>
</tbody>
</table>

*Does not reflect 315 SCU & 1.125 FTEF generated by New School.

**SEE FOLLOWING TWO PAGES FOR DETAILS.
TABLE II. PROJECTED CAMPUS' TOTAL STUDENT CREDIT UNITS (SCU) AND FULL-TIME EQUIVALENT FACULTY (FTEF) ATTRIBUTABLE TO THE PROPOSED DEGREE PROGRAM

We do not plan to ask for an increase in faculty allocation during the first five years of the program. Enrollment in Women Studies will increase. The number of Women Studies courses will increase. However, the structure of this program encourages expansion of elective course offerings in existing departments. Over the first five years we hope to house most of our experimental courses in existing departments and use that time to expand the number of core course sections to meet the needs of our increasing number of majors.

While for the first year we were able to project SCU and FTEF figures on the basis of present Women Studies enrollments, we cannot accurately anticipate those figures for the future because we have no control over departmental offerings.
4. Additional Support Resources Required (continued)

a. (continued)

First Year of Initiation

** Team-taught courses

** Electives: (Experimental Courses, Variable Topics) in Women Studies

<table>
<thead>
<tr>
<th></th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.S. 200</td>
<td>3**</td>
<td>W.S. 200</td>
</tr>
<tr>
<td>401</td>
<td>3</td>
<td>401</td>
</tr>
<tr>
<td>402</td>
<td>3**</td>
<td>402</td>
</tr>
<tr>
<td>403</td>
<td>3</td>
<td>403</td>
</tr>
<tr>
<td>404</td>
<td>3**</td>
<td>404</td>
</tr>
<tr>
<td>8 sections</td>
<td></td>
<td>690</td>
</tr>
</tbody>
</table>

Courses Taught Under Aegis of Women Studies
(excludes elective requirements in major program from other departments)

Enrollments

1st Semester----25 students X 16 sections X 3 units = 1200 SCH ÷ 15=80 FTES
2nd Semester 25 students X 15 sections X 3 units = 1125 SCH ÷ 15=78 FTES
15 students X 1 section X 3 units = 45 SCH ÷ 15=78 FTES
2370 SCH ÷ 15=158 FTES

A  2 \( \sqrt{158} \) = average FTES per semester

B  4 \( \sqrt{79.00} \) = average student/faculty ratio

C  2 \( \sqrt{2370} \) = average SCU per semester

D  32 sections X 3 units X 1 WTU = 96 WTU ÷ 24 = 4 FTEP (See 4.b.)

b. Describe any special characteristics of the additional faculty or staff support positions needed to implement the proposed program.

The program requires four faculty positions and appropriate secretarial time. From .25 to .50 of one of the four faculty positions will be used for co-ordination of the program.
4. Additional Support Resources Required (continued)

c. Indicate the amount of additional lecture and/or laboratory space required to initiate and sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campuswide priority of the facility, capital outlay program priority, and projected date of occupancy.

Classroom allocation will be needed for the six core courses and for the several experimental courses which are offered each semester. At least one laboratory space is desirable for small group work, video-tape exercises, and creative presentations. This space will be useful for the three courses: Women as Creative Agents, Women in Groups, and the Senior Integrative Seminar. The Women Studies faculty and majors could use such space for projected work with "re-entry women," with groups from the community, and with seminars for high school and junior college students and teachers.

Office space will be needed for faculty members.

Office space will be needed for secretarial assistance.

d. Describe additional library resources needed. Indicate the commitment of the campus to purchase or borrow through inter-library loan these additional resources.

Examples of additional library materials which would help support a Women Studies program include the following:

1) the set of microfilmed periodicals and newsletters prepared by the Women's History Center. The set includes journals which have appeared during the past several years of the women's movement.

2) formerly out-of-print books. Some are being made available on microfiche by such agencies as Microcard Editions. Book dealers, such as Bookland in Southern California, have issued lists of rare and out-of-print books that they handle. Some of these historical items should be added to the collection.

3) titles appearing in Books in Print which have not been ordered but which would be helpful in a collection supporting a women studies program.

Because of the cross-disciplinary character of Women Studies, many of the materials will be useful in the fields of psychology, history, creative arts, education, etc.
4. Additional Support Resources Required (continued)

e. Additional equipment or specialized materials that will be 1) needed to implement the program, and 2) needed during the first two years after initiation. Indicate source of funds and priority to secure these resource needs.

A budget is requested for each of the first two years for media resources, guest speakers, periodicals, curriculum material, and travel expenses. There is a special need in the Women Studies program for video tapes, films and other audio-visual material because this source material is such a recent and important part in the area. Speakers and other resource people will supplement our existing campus resources. The money for travel is especially needed during the first few years because by talking with others who are designing and developing similar programs, we can avoid many errors and improve our own program.

Office equipment will be needed. The Women Studies program will need access to machines for dittoing, xeroxing, thermofaxing, collating, etc. Because Women Studies is not a department, special arrangements must be made for supplies and use of equipment for the general organization and coordination of the degree program.
5. Abstract of the Proposal and Proposed Catalog Description

Women Studies is proposed as a cross-disciplinary B.A. degree program to be under the jurisdiction of the Dean of Undergraduate Studies and implemented in fall 1976. The program would offer students coherent training of a kind not presently available in the university. Whereas we now offer a number of courses with a focus on women, the proposed program would provide students with an integrated, multi-faceted study of sex-role differentiation and its effect, past and present, on human development. The rationale for such a study is that sex-role differentiation and stereotyping have permeated modern culture and affected every aspect of our lives. We believe that students in this institution should have the opportunity systematically to analyze the influence of this stereotyping on human knowledge and experience and to prepare themselves for the socio-sexual realities of the modern world.

The degree program would consist of several core courses designed to offer basic skills and ideas pertaining to sex-role issues, plus a set of department-based electives chosen, under advisement, to suit each student's specific post-graduate goal. This training would prepare individuals for jobs and/or graduate work in counseling, public health, law, community organizing, administration, or for any field which calls for expertise in women's or sex-role issues; and for graduate work in any academic discipline for which proper elective courses have been chosen.

Strong campus-wide interest in a B.A. degree has already been demonstrated both by a formal survey of the student body and by constantly increasing enrollment in women studies courses. We will be the first campus in the California State University and Colleges System to offer a degree program. We also have job descriptions from employers indicating a demand for individuals earning this degree.

The program will be related to the rest of the campus in two ways: First, since the degree will consist chiefly of electives taken in existing departments, the program will supply departments with FTE and stimulate the development of new courses within established disciplines. Second, program personnel will be available as a resource to any department or individual faculty member who wishes to expand material or methodology. As a cross-disciplinary degree, Women Studies is in the mainstream of academic development toward more holistic, less isolated programs and will naturally fit into a School of Interdisciplinary Studies if that were ever created.
5. Abstract of the Proposal and Proposed Catalog Description (continued)

The program requires four full-time faculty positions for coordination and for teaching the core and experimental courses. Five core courses and about seven additional elective courses not presently available through departments are needed to initiate the program; one more core course (a senior seminar) and certain elective courses are needed during the first two years after implementation. The program needs classroom/office space commensurate with its four positions, and an operating expense budget for its first two years. The library and audio-visual center have already made good starts on material resources.

The details of the program are evident in the proposed catalog description below.

WOMEN STUDIES

Women Studies is a cross-disciplinary, university-wide program leading to a Bachelor of Arts degree. Its objective is to give students a full understanding of their options as human beings in a culture marked by sex-role differentiation and stereotyping. The program 1) provides students with a number of different approaches to the study of sex-role differentiation and its effects on culture, and 2) aids students in preparing for a variety of jobs and graduate programs. In the Core (12 units), students are asked to take one course in basic issues, two courses in basic skills, and one senior integrative seminar. The 24 remaining units will be taken in elective courses selected under supervision from a Women Studies advisor to suit each student's individual goals.
5. Abstract of the Proposal and Proposed Catalog Description (continued)

Bachelor of Arts in Women Studies

Major: 36 units

Beyond the standard general requirements for graduation, 36 units are required for the major, up to 9 of which may be lower division and 12 of which must be chosen from the core courses in the following manner:

<table>
<thead>
<tr>
<th>Course</th>
<th>Units Taken</th>
</tr>
</thead>
<tbody>
<tr>
<td>W.S. 200 FEMINISM: THE BASIC QUESTIONS (3)</td>
<td>3</td>
</tr>
<tr>
<td>Either: W.S. 401 TRANSLATING WOMEN'S EXPERIENCE (3)</td>
<td></td>
</tr>
<tr>
<td>or: W.S. 402 COMPARATIVE MODELS OF WOMEN'S</td>
<td>3</td>
</tr>
<tr>
<td>EXPERIENCE (3)</td>
<td></td>
</tr>
<tr>
<td>Either: W.S. 403 WOMEN IN GROUPS (3)</td>
<td></td>
</tr>
<tr>
<td>or: W.S. 404 WOMEN AS CREATIVE AGENTS (3)</td>
<td>3</td>
</tr>
<tr>
<td>W.S. 690 SENIOR INTEGRATIVE SEMINAR (3)</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 12

The remaining 24 units of the major are elective and may be taken in one of two patterns:

Pattern A: All 24 units will be chosen by the student under the guidance of a Women Studies advisor from approved women studies courses.

Pattern B: The 24 units will be chosen with consent of a Women Studies advisor from courses that are relevant to a particular focus, theme, issue, or set of skills. This pattern will include approved women studies courses as in Pattern A, but it will also include other courses (not specifically women studies courses) which are necessary or helpful to coherent study or to pre-graduate school training in areas relevant to Women Studies.

W.S. 200 (FEMINISM: THE BASIC QUESTIONS) must be taken before or simultaneously with the rest of the 400 series. Women Studies 690 (SENIOR INTEGRATIVE SEMINAR) must be taken in the senior year, after 27 units of the major are already completed, including the rest of the core (W.S. 200, 401 or 402, and 403 or 404).

The 400 series is available to freshman and sophomores with consent of instructor. The only prerequisite for the Women Studies 400 series is the three (3) units of lower division composition required for Women Studies 401.
APPENDIX A

DESCRIPTIONS OF SIX CORE COURSES FOR WOMEN STUDIES DEGREE MAJOR
FEMINISM: THE BASIC QUESTIONS

Description:

A survey course designed to give a general view of feminist perspectives on women and society.

Justification:

This course will examine the roles of women in contemporary society in a way that identifies the special issues related to women and in a way that recognizes the gaps in current treatment of those issues. It will also be concerned with areas where reassessment of existing teaching and learning must be made to include the considerations of women.

The course will be basic to the core of courses offered for the student preparing an undergraduate degree in Women Studies. It can also, however, be taken by non-majors who wish to understand the questions raised by feminist perspectives, wherever their further academic work lies. Although other courses with a focus on women are offered throughout the university, this course can be considered a comprehensive introduction to all those now being given.

Objectives:

1) To reexamine basic assumptions about women's identity and the relationship of biological/physiological/psychological knowledge to the pattern of life for women. To ask what the actual difference and what the attributed difference is in the female/male differentiation.

2) To examine the interrelationship of sex-role stereotypes and the translation of sex-role into social institution; description and analysis of the socialization of women into social and individual roles--the social structure and social institutions which both serve and are served by the differential treatment of the female/male roles. Contemporary American society will be the major focus.

3) To describe, analyze, and discuss various meanings of feminism; implications of these interpretations for further definition of the goals and purposes of feminism as a social movement; to ask the basic questions related to the broad interpretations of feminism; to ask why these questions are so threatening to both women and men.

4) To explore feminism as social change; with some historical background, to identify areas of major inequality and to define the direction of needed change in both individuals and in legal, political, social, economic, and educational structures. To ask what the consequences are of "sexism," particularly in relation to age, race, class, lifestyle, physique, lesbianism.
Feminism: the Basic Questions (continued)

Outline and Methodology:

A. The fundamental units of the course will be:

   I. Exploration of women's place in western society
   II. Individual and societal implications of sex role differentiation
   III. Analysis of feminism as an agent of social change

B. The course should be team-taught; it should involve as much class participation as possible. Though emphasis and focus are flexible, the central charge in the conduct of the course will be the raising of questions about societal values, practices, and goals from the point of view of women.

The methodology of the course will thus take the form of assignment/lecture/discussion. Occasionally the class will be broken down into smaller groups for the discussion portions.

Readings:

A large literature of outstanding books and articles is constantly being updated and increased by new additions. Background classics for parallel or required reading will include Margaret Mead's MALE AND FEMALE and her SEX AND TEMPERAMENT IN THREE PRIMITIVE SOCIETIES, Simone de Beauvoir's SECOND SEX and her COMING OF AGE, Kate Millett's SEXUAL POLITICS, and Eleanor Flexner's CENTURY OF STRUGGLE.

Shorter articles will be used such as are found in Robin Morgan's edited collection, SISTERHOOD IS POWERFUL, Gornick and Moran's WOMAN IN SEXIST SOCIETY, and in Anna Kocot's RADICAL FEMINISM. Theoretical structure, advanced by Juliet Mitchell in WOMEN'S ESTATE and Shulamith Firestone's THE DIALECTIC OF SEX, will be tempered by pragmatic approaches such as Jessic Bernard's WOMAN AND THE PUBLIC INTEREST or Cynthia Epstein's WOMAN'S PLACE. The staying power of social mythology may be demonstrated in a study like Elizabeth Janeway's MAN'S WORLD, WOMAN'S PLACE. An effort will be made to introduce the most recent literature available having to do with women of racial minorities in the United States.

Considerable use will be made in the beginning of the pathbreaking OUR BODIES/OURSELVES compiled and written by the Boston Women's Health Collective. This will be complemented by such literature as Anne Oakley's SEX, GENDER, AND SOCIETY or Betty Yorburg's SEXUAL IDENTITY. Personal and literary life histories will be encouraged as supplementary reading--such as Maya Angelou's I KNOW WHY THE CAGED BIRD SINGS or Alix Kates Shulman's MEMOIRS OF AN EX-PROM QUEEN.

Requirements:

Students will read and discuss assigned materials. They will prepare oral and written reports on the material; they will present a final report or project.

Evaluation:

Grading of students will be based on their participation and on their preparation of reports and projects.
TRANSLATING WOMEN'S EXPERIENCE

Prerequisite: 3 units of lower-division composition

Description:

An exploration of various ways to translate women's cultural experience into writing. Students will express, analyze and act upon women's experience in several modes: personal and critical essays, journals and autobiographies, fiction and poetry, socio-political action writing.

Justification:

Writing is a basic analytic and communicative tool which human beings have developed to express and shape their experience; and in doing so, they discover themselves. Many people feel, however, that this is a male-dominated culture in which female experience has either never been accepted as worthy of analysis (or as important to men's experience) or never, because of political censorship, been accurately described. Many women feel that they have thus been denied this important tool because they have been discouraged from making any genuine connection between their actual experience and what and how they write. This course will attempt to rectify the problem by reestablishing that connection, and by re-opening to both women and men a pathway to self-knowledge which has for too long been closed.

Although a course focusing so much on writing might seem to be the purview of the English Department, in this case it is not. Writing in the English Department is taught as a skill in itself, an objective rather than a method. In W.S. 401, writing is used simply as a tool, one method (among others used in other courses) of discovering and analyzing a body of human experience hitherto hidden or distorted. Women's cultural experience is not the purview of the English Department, and so the course should be offered by Women Studies. (Note: lower-division composition is listed as a prerequisite so that general problems of grammar and literacy need not be dealt with.)

Objectives:

1) To understand women's personal cultural experience by translating it into various forms of written expression; and

2) Conversely, to discover how each of several written modes can be used to express and analyze different areas of women's experience (e.g., practical, intellectual, imaginative, political).
Translating Women's Experience (continued)

Outline and Readings:

The fourteen working weeks (after a first week introduction) will be broken down approximately as follows:

Intellectual Experience (composition): 5 weeks
  Personal essay: 1 wk.
  Critical essays (on feminist articles, advertising, etc.): 2 wks.
  Critical essay on novel or fiction: 1 wk.

Imaginative Experience (fiction & poetry): 4 weeks
  Stories: 2 wks.
  Poems: 1 wk.
  Group work: 1 wk.

Autobiographical Experience (journal): 3 weeks
  Conferences: 1 wk.
  Discussion of writing techniques (imagery, analogy, point of view, etc.): 2 wks.

Action & Problem-Solving (letters or other action writing): 2 weeks
  Individual letters on any issue: 1 wk.
  Group letter on a chosen issue: 1 wk.

Readings in this course will be minimal since the emphasis is on writing at home and in class. The teacher may choose any appropriate articles and a novel (e.g., Kate Chopin's The Awakening).

Methodology:

The course will employ various kinds of written exercises designed to express, analyze, and act upon a broad spectrum of female experience. Considerable class time will be spent analyzing individual student's work; at least three weeks will be spent on group composition of several types of writing. Topics will be drawn from both external subjects--articles, novels, media--and personal experience.

Requirements:

Three critical essays
One short story
Some short poems
Several action letters
One semester-long journal

Evaluation:

Grading of critical essays and action writing will be based on clarity, logic, and development of ideas; of personal essays and fiction, on vividness and emotional affectiveness; of journal, on thoroughness and depth of examination of personal experience.
COMPARATIVE MODELS OF WOMEN'S EXPERIENCE

Description:

An evaluation of theoretical models which are used in various disciplines, e.g., Marxism, psychoanalysis, phenomenology, behavioralism, functionalism; and an examination of the problems and possibilities inherent in the application of such models to the analysis of women's experience.

Justification:

A. Course content: A vast amount of material about women has been generated over the past few years. With this new material there has arisen the increasingly evident need for adequate methods of analyzing and understanding it. This course will seek to make a beginning in the filling of that need. It will evaluate the usefulness of traditional models for the analysis of the body of material. Where necessary, modifications of these traditional models will be developed and the possibility of creating new models will be explored.

B. Teaching method: The course is cross-disciplinary. Thus no single instructor can encompass all the skills necessary for such an approach. The availability of two instructors from different disciplines will allow the examination of a broad range of models and materials.

Objectives:

1) To examine the relationship between various types of data (e.g., statistical, interview, field, participant observation, literary, etc.) and the use of models of analysis. To make students aware that the meaning and interpretation of data will vary according to the inherent assumptions of the models used. (For instance, a Marxist and a phenomenologist might interpret the same body of data in completely different ways and arrive at widely divergent conclusions.)

2) To have students evaluate the models presented in order to determine how useful they are for the analysis of aspects of women's experience in society.

Methodology:

Each time the course is taught students will concentrate on examining two or three theoretical models. They will be introduced to the traditional literature which amplifies and clarifies each model. They will then read and evaluate at least one study based on the use of each model. Such an approach will allow students to examine a single problem relating to women from a number of perspectives.
Comparative Models of Women's Experience (continued)

Outline and Readings:

A sample course outline will best demonstrate the order that the course might take and the materials useful to that order.

Topic: Women and the Family

Required Readings:

McLellan, The Thought of Karl Marx
Engles, The Family, State, and Private Property
Durkheim, Rules of the Sociological Method
A selection of readings in family by Goode, J. Scott, Coser, Parsons
Erikson, Childhood and Society
Demos, Little Commonwealth
Gornick and Moran, Women in Sexist Society

Outline of course:

I. General introduction to theory
   Theory and the "fact"
   Systems of thought and perspectives on the world
   Objectivity and subjectivity

II. General introduction to data
    Critical evaluation of written sources
    Qualitative vs. quantitative analysis
    Comparative methods

III. Family as a social institution: categories of analysis
     Kinship and the definition of family
     Reproduction, sexuality, and the family
     Patterns of marriage
     Property, ownership, and family
     Socialization
     Household and domestic relations

IV. Functionalism
    Reading: Durkheim and selection of articles
    Discussion of functionalism as a system of analysis, and the ways in which functionalism can be used to examine the family and women's roles in relationship to it.

V. Marxism
   McLellan and Engles
   (Same procedure as above)

VI. Psychoanalysis
    Erikson and Demos
    (Same procedure as above)

VII. Critique and Evaluation
     Gornick and Moran

-45-
Comparative Models of Women's Experience (continued)

Requirements:

Students will write an evaluation of each model examined. The purpose of this paper will be to determine the strengths and weaknesses of each approach.

A term project will be required. For it the student will develop a research proposal in which the methods of data gathering and the theoretical foundations of the analysis will be presented.

Evaluation:

Students will be graded on the written papers and class participation. Evaluation by the instructors will be based on the student's awareness of the problems and issues that have been developed in the readings, in the material presented, and on the student's logic of analysis and sensitivity in the use of approach.
Women Studies 403

WOMEN IN GROUPS: COMMUNICATION AND PROCESS

Description:

Examination of women's communication practice, both verbal and non-verbal. Analysis of the roles of women as leaders within groups as well as of the functioning of leaderless groups. Attention to the experiences of women as participants in communication.

Justification:

While there has been extensive study of group process and its function, there has been little attention to or analysis of the particular patterns that operate in communicative situations made up exclusively of women.

Evidence mounts that the verbal and non-verbal patterns of women in the presence of other women differ not only from the patterns of men but from the patterns of women in the presence of men. It is also true that, in the presence of men in particular, women's behavior is counted deviant while men's is counted normal. (This evidence is provided not only by women from women's consciousness-raising groups but as well by a number of scholars; of them the best is Robin Lakoff in an article, "Language and Woman's Place," LANGUAGE AND SOCIETY, Vol. 2, #1, April 1973. See also Inge K. Broverman, et al., "Sex-Role Stereotypes and Clinical Judgments of Mental Health," JOURNAL OF CONSULTING AND CLINICAL PSYCHOLOGY, Vol. 34, #1, 1970.) Women need to explore individual communication skills and styles and to identify and deal with differences in age, in class, in race, in physique, and in lifestyles, both lesbian/heterosexual and mothers/non-mothers.

Objectives:

1) To acquaint the student with the literature and activities surrounding the questions of women's communication and to encourage application of material and forms that are appropriate and self-affirming.

2) To provide opportunities for students to observe and identify the patterns that women use in communicating.

3) To encourage communication about the experiences of women--not only those common to all women but those which vary across lines of age, race, class, physique, sexual orientation and experiences with relationships to children.

Course Outline and Readings:

The course will be divided into two parts:
Women in Groups: Communication and Process (continued)

Course Outline and Readings (continued)

I. Analysis of and practice around individual needs in group communication.

A. Analysis of barriers to oral communication and to non-verbal communication (reticence, "over-talk," lack of clarity, voice and diction, etc.)

B. Practice relative to individual needs.

II. Practice and analysis of group communication.

A. Experiments with leaders and followers.

B. Experiments with structure and structurelessness.

C. Experiments with the free-space model: opening up, sharing, analysis, abstraction.

The following are only the core articles in what will be a far larger bibliography:


Methodology:

The course will be an interweaving of:

A. Lecture and/or discussion dealing largely with response to reading material, field experience, and classroom exercises.

B. Participatory interaction in dyads, in conference with instructor, in small groups, in specific field or classroom experiences utilizing psychodrama, non-verbal experiments, simulation circumstances.

C. Field experiences: for cognitive input such as Bay Area films, lectures; for observations of women's organizations as exemplary of women's communication; for experience of participation in special events.

Requirements:

Participation in class activities, written response papers to either class or field activity, written reports on articles or books, research paper or analysis of some aspect of women's communicative experience.

Evaluation:

Grading will be the responsibility of the instructor(s) on the basis of the student's participation in oral and written classroom assignments and activities.
**Women Studies 404**

**WOMAN AS CREATIVE AGENT**

**Description:**

Examination of society's attitude toward women and their creative works. Cross-cultural exploration of "art" and "craft" in relation to women. An opportunity for experiencing the creative process in a situation as free as possible from sexist constraints.

**Justification:**

A. Creative expression is not only the product of an individual artist but of society--its values, its definitions, its stereotyped images and roles. Woman as artist and her art has been shaped or hindered by these factors. For example, women's externally directed role of caring for the personal lives of others conflicts with the artist's need for focus on self-discovery and self-expression. Women as serious creative artists have not had an atmosphere of support and respect because of their socialized role.

B. Traditional courses in the creative arts do not offer an approach relevant to women as women, nor do they explore the works of women artists except as isolated individuals.

**Objectives:**

1) To make students aware of the definition of "art" and "artist" as culturally determined by both time and place.

2) To increase students' awareness of social constraints so that they can create an environment in which these constraints are minimized. Only in such an atmosphere may students successfully create.

3) To focus, not on art, but on woman as artist.

4) To examine the absence or presence of women in major art movements, including work currently being produced. Each semester the course will focus on a selected period, culture, or movement.

**Methodology:**

A. There will be lectures, discussions, readings; students will examine varying definitions of "art" in contrasting cultures and the changing definition in our own culture. (Does the current acceptance of weaving as worthy of museum exhibition have any relationship to the women's movement?)
Woman as Creative Agent (continued)

Methodology (continued)

B. Guest artists, film makers, poets, dancers will discuss and illustrate their own creative experience in a societal framework.

C. Throughout the course, opportunities will be provided for "exercises in creativity" and a large block of time, possibly a weekend, will be set aside for the culmination of a creative project. This may take the form of a painting, music, sculpture, poetry, a play, or a combination of these and will be essentially autobiographical.

D. This course should be team-taught to help insure a broad base of familiarity with a variety of art forms (drama, film, music, art, dance, etc.).

Outline and Reading:

The course will explore a number of genres in art. Within each genre guest resource people or the instructors will offer input; background materials will be assigned and discussed, and students will explore their own creative expression within one or more genres.

Books will be selected from the following list. An attempt will be made to include books written during the late nineteenth century. Included as well will be other articles by and biographies about women dancers, artists, photographers, writers such as Pavlova, Dorothy Thompson, Dorothea Lange, Margaret Bourke-White, Isadora Duncan.

I. Literature (Fiction, Non-fiction, Biography, Poetry, Drama)

Angelou, Maya, Gather Together in My Name
" " Just Give Me a Cool Drink of Water 'Fore I Die
Brooks, Gwendolyn, Report from Part I
Hansberry, Lorraine, To Be Young, Gifted, and Black
Hellman, Lillian, An Unfinished Woman

II. Music

Boroff, Edith, An Introduction to Elizabeth-Claude Jacquet de La Guerre
Drinker, Sophie, Music and Women
Litzen, B., Clara Schumann: An Artist's Life

III. Film

Haskell, Molly, From Reverence to Rape: the Treatment of Women in the Movies
Mellen, Joan, Women and Their Sexuality in the New Film
Outline and Reading (continued)

IV. Art

Hess & Baker, Art and Sexual Politics (see especially article by Linda Nochlin, "Why There Have Been No Great Women Artists")
Kollwitz, Kathe (see biographies, diaries and letters)
Morisot, Berthe, The Correspondence of Berthe Morisot (see other related works)
Storm, John, The Valadon Drama

V. General Historical

Penny, Virginia, "How Women Can Make Money," article in Think & Act

Requirements:

A. Short response papers or other forms of response to readings, films, guest lecturers, etc.

B. Paper or presentation contrasting two art exhibitions or two poetry readings, two plays, one by a woman (or women) and the other by a man (or by a mixed group).

C. Participation in class discussions and small groups.

D. Participation in creative exercises and one major creative endeavor.

Evaluation:

Grading will be based on the students' involvement in the classroom participation and on reports and presentations.
Women Studies 690

SENIOR INTEGRATIVE SEMINAR

Description:

A seminar for majors in Women Studies. A focus on contemporary issues. Designed to provide the concluding integration for students in the field. Limited to 15.

Justification:

Because Women Studies embraces such a wide spectrum of subspecialties and such a variety of faculty trained in different disciplines and because we see the new field as an integral part of an ongoing movement, the need for integration and focus is particularly urgent for our students. This seminar will bring together students with different specialties within Women Studies so that they can exchange data and viewpoints, put their own foci into perspective, and produce a final project related to current problems.

Objectives:

1) To integrate on an individual level:

   a. The student will bring together the skills, methods and analyses gained from the courses taken in Women Studies and other courses, along with the experiential data of her own life where applicable, to prepare a unified project in her specialty. This project may be undertaken in conjunction with other members of the seminar or with individuals or groups in the community if desired, or on an individual basis, but in any case the whole range of insights gained from the Women Studies experience will be integrated and applied to an original project.

   b. The sharing of various experiences in group discussion will provide each student with an overview on a more advanced level than was possible in the introductory course.

2) To integrate on the group level:

   a. The senior seminar will provide the Women Studies faculty and students with continuing critical appraisal of the program, as the variety of different experiences with the courses and materials is discussed and analyzed. Each graduating class will prepare an organized critique and suggestions for improving and expanding the program.

   b. Since the course will be centered around contemporary issues for women in society today, each seminar will have contributions to make to the women's community and to the women's movement, in the form of theoretical writings, practical work projects in the community, and suggestions for further areas of research and organization.
Senior Integrative Seminar (continued)

Outline, Methodology, and Readings:

A. Preplanning sessions: During January week prior to the start of the spring semester and during advising days in May prior to the fall semester, meetings will be held with members of the Women Studies faculty and students who plan to take the senior seminar in the upcoming term. These discussions will be designed to define the major issues of current concern to the women's community and to the Women Studies program, which will be dealt with in the integrative seminar. At this time, readings will be selected by the group for the first four-week section of the course, and proposals can be made for possible guest speakers in the various areas of current issues.

B. First four weeks: The seminar will discuss in depth the areas decided on in the preplanning sessions, and each student will organize her own project with close cooperation with her advisor and/or any member(s) of the Women Studies faculty. The Women Studies faculty must all make themselves available for intensive advising at this time.

C. Nine weeks: Class presentations by the students. The required reading for this section of the course will be drawn up by the class members, with each student contributing two or three articles (or poems, plays, etc.) which she feels best represent the special field within Women Studies which she has made her concentration. Before each class presentation, the class will be expected to have read the materials suggested by the student(s) presenting that day, thus insuring that the discussion will be informed. Since the classes will be small, acquiring copies of the required reading will not be too great a problem; the instructor will of course assist in finding, duplicating, and insuring the sharing of available copies.

D. Two weeks: Group preparation of a critique of the Women Studies program and suggestions for further research, additional courses, and organization in the community.

Evaluation:

Students will be graded on the basis of 1) seminar discussion, 2) major presentation and reading list, and 3) contributions to the group reports in the final two weeks.
APPENDIX B

SAMPLE LETTERS OF SUPPORT FROM INDIVIDUALS AND ORGANIZATIONS IN THE COMMUNITY
January 20, 1975

President Paul Romberg
San Francisco State University
1600 Holloway Avenue
San Francisco, California

Dear President Romberg:

I am writing in support of the proposal to institute, at San Francisco State University, the Women Studies B.A. Degree Program. It has been my experience as a professor in the Humanities at the University of California at Berkeley for the past twelve years that women preparing for professional careers are desperately in need of educational programs devoted to the socio-sexual realities that they will face.

Given the deplorable ratio of employment of women in higher education, law, and medicine, I can think of no program which shows more promise of forwarding an equity with which intelligent and moral men can identify. I urge you to support this effort, one which compliments San Francisco State University's initiative.

Very truly yours,

[Signature]

Todd Gray Willy
Professor of Rhetoric
January 13, 1975

Dr. Paul Romberg,
President,
San Francisco State University
1600 Holloway Avenue
San Francisco, California 94132

Dear Dr. Romberg,

I am writing to you to urge that you actively support the proposal to establish a curriculum leading to a BA degree in Women's Studies. There are several reasons that you should support this proposal.

The program appears academically sound and innovative. It includes both core courses and an opportunity for the student to take courses in other departments, along with the requirement that the student put together what /s/he has learned in an integrated senior seminar. The program definitely appears to me to be one that will cause study and re-examination of the role of and constraints upon women and our society, and to combine that study with vocational education.

Second, from my perspective as a law student and attorney, I can assure you that the problem of sex discrimination is one that touches upon almost everyone in almost any area of endeavor. Our office is overloaded with the problems (legal) of sex discrimination. Women who enter or re-enter the work force with an awareness of these problems will be better able to serve themselves and others.

Finally, as a law student I wrote a proposal for a Sex Discrimination curriculum at my law school. There we were faced with the
question of whether the legal problems of sex-based discrimination could better be covered as a segment within existing courses. It was the decision of the student committee, the law school administration and a faculty committee that separate coverage of this subject was needed. At the undergraduate level, with a broader scope of topics and perspectives, the need for a separate program that will give students an overview and an opportunity to integrate the subject matter would seem to be even clearer.

Therefore, I urge you to support the establishment of a separate BA program in Women's Studies.

Sincerely,

Mary Vail
Attorney, Women's Litigation Unit
January 6, 1975

Paul F. Romberg, President
San Francisco State University
1600 Holloway
San Francisco, CA 94132

Dear Dr. Romberg,

I recently saw your proposal for a women studies degree program at San Francisco State University and found it to be one of the most interesting of the many now beginning across the country. I congratulate you on this innovative step; it is time that such a degree was available here in the San Francisco Bay Area.

From my perspective your women studies degree proposal has two major strengths. First, there is an obvious concern to maintain academic standards. The proposal shows the importance of teaching students who major in this field the traditional skills of writing and logic which we expect in college graduates. Second, the proposal presents a major program which is flexible enough for the graduate to apply the training, knowledge and skills in many areas.

In my own specialty of research, I frequently receive requests for recommendations of people with interest, knowledge and research skills in women's issues. And I am asked to recommend people for university positions which require expertise in women studies as well as a traditional academic discipline. The interdisciplinary nature of this degree proposal ensures that those who complete the program will have a good basis on which to plan for either such career.

I look forward to recommending your graduates in the future. And so I hope that this degree proposal will soon be implemented. I
am certain that this program will bring renown to San Francisco State University. And in my new post as Director of the Program on Women at Northwestern University, I propose to implement some of the suggestions I learned from you.

Most cordially,

Arlene Kaplan Daniels
Director, Program on Women
Northwestern University

AKD:cbc
cc: Women Studies c/o Sociology Dept.
    San Francisco State University
    The Honorable Milton Marks
    The Honorable George Moscone
December 11, 1974

Dr. Paul Romberg
President
San Francisco State University
1600 Holloway Avenue
San Francisco, California
94132

Dear President Romberg:

"Black women are not serious about college; supposedly they don't stay long enough to obtain their degree. Supposedly once black men achieve full equality, black women won't need as much education."

The above, taken from a press release from the Association of American Colleges; Project on the Status and Education of Women, refutes these and other myths that have surrounded minority women and limited their opportunities.

The report continues...

"Often minority women are forgotten in affirmative action efforts. When people speak of equal opportunity for minorities, they often mean minority men; when they talk of affirmative action for women, they often think of white women."

President Romberg, I am an alumnus of San Francisco State University.

I am a former staff member at San Francisco State University.

I was the Affirmative Action Consultant at San Francisco State University.

...and I am a black woman.

I know well the traditional assumptions that are made about black women and I know well the maze of the educational bureaucracy that many black women find irrelevant in terms of their own lifestyles.

I know too well the institutional doors opened to the disenfranchised and then banged closed when they enter the trap of a new, learned bureaucracy -- into a system which professes their welfare but in which they do not fare well.

It is for all of the above reasons that I urge you to take whatever steps are necessary to implement the proposed Women's Studies Program leading to the BA degree. I have seen the prospectus of the program and feel it is one that will mitigate the defeat of retreat from an unfamiliar world and the frustration of moving forward in a strange milieu.
It is a real opportunity to practice Affirmative Action; to implement the goals of full and equal opportunity.

While I recognize the program will be of particular value to the minority women, I do want to emphasize that non-minority women will also find it an avenue more conducive to trod the academic halls. Its value to the older, re-entry woman -- white or minority -- should not be overlooked.

I have shared the prospectus of the program with a number of women and it has been wholeheartedly supported by them.

May I close by thanking you in advance for your consideration of this program and offer whatever support I can for its implementation.

Sincerely yours,

Jean Kresy
Paul Romberg, President
San Francisco State University
San Francisco, California

December 3, 1974

Re: Women's Studies Program

Dear President Romberg,

I am writing to express our organization's support for the proposal for a B.A. degree in Women's Studies. Many of the country's most outstanding universities have adopted women's studies programs in the past few years. We, as Californians, are particularly pleased and proud that two California institutions of higher learning pioneered in this field.

The women's studies program, as proposed for San Francisco State University, seems carefully planned to provide essential core courses while allowing for wide flexibility. Each student will be able to plan her program around her special interest and experience.

We at Change for Children have been working to eliminate sex role and racial stereotyping in schools. We are concerned with the ways school policies and curriculum reinforce stereotyping. We have been conducting workshops with teachers and parents, maintain a resource lending library of alternative books and developing alternative materials and curriculum.

Our work has convinced us of the immense possibilities of a women's studies program integrated with the education field for training new teachers.

We hope to see the women's studies program at San Francisco State University adopted for the coming school year.

Sincerely yours,

Susan Shargel
Coordinator,
Teacher Education

2588 Mission Street, No. 226
San Francisco, California 94110
(415) 282-3142
February 25, 1975

Dr. Paul Romberg, President
San Francisco State University
1600 Holloway Avenue
San Francisco, CA 94132

Dear Dr. Romberg:

I am writing to express my interest in the possibility of a program offering a B.A. degree in Women Studies at San Francisco State University. I understand that such a proposal has been made to you and want to lend my support to it.

On the community college level, there has been increasing interest among students, faculty and administrators in coursework which uses women as the subject of curriculum. We know that a key reason for our overall rise in student population is due to our offering subject matter which is both academically sound and relevant to contemporary experience. As women have begun to redefine our own competencies and goals, women's studies courses have become more comprehensive.

I have been teaching women's studies for four years, and have aided many students in their transfer to four year institutions. Each semester, I am asked for referrals to B.A. programs in this field. Although my students have a wide variety of academic and vocational objectives, it seems clear that a loosely structured degree program in women's studies would meet their needs.

Therefore, I urge you to carefully consider the proposal offered by your Women Studies Committee and to work with their suggestions for a B.A. program. As I'm sure you are aware, faculty can be creative only to the extent that they are supported by administrators.

Please let me know if I can be of assistance in the process of exploring this matter.

Sincerely,

Joyce Unger, Instructor
Women's Programs

copy: Women Studies Committee
     c/o Department of Sociology
     San Francisco State University
November 29, 1974

Paul F. Romberg, President
California State University, San Francisco
1600 Holloway
San Francisco, California 94132

Dear President Romberg:

We have heard of the proposed BA in Women's Studies and are very glad to hear that you are considering this as a program on your campus. The Board of Directors of the San Francisco chapter of NOW, which represents over 300 women members, has discussed the program and asked that I write you to encourage your consideration of the BA.

We have a real understanding of the need for this type of training. For example, we have an ongoing informational switchboard. We take over 1500 calls a month from women all over the Bay Area. We know from these calls of the need for Women's Studies, because we often hear from women who have elected to write papers in this subject area. And we also hear of the need for women who could be trained professionals - women's lawyers, doctors, mental health counselors, affirmative action officers, clinicians, job counselors, etc. It is our understanding that the BA in Women's Studies, used as a cross-disciplinary program, could prepare students for graduate work in those professions. We feel very strongly that Women's Studies is the correct background for women who will later work in those fields.

As a personal note, let me say that when I was going to school, there were no such classes available. When, later in my adult life, I began to tune in on women in history, in the arts, in literature, as an influence in politics, I felt terribly cheated that these things were not part of my educational process. It is important to me as a woman to understand my heritage and the effects of sex-role differentiation on society.

You can provide that kind of education for the young women who are coming to your campus through the establishment of the BA program in Women's Studies. Please give it every consideration.
Paul Romberg  
President, San Francisco  
State University  
1600 Holloway Avenue  
San Francisco, CA 94132

Dear President Romberg:

I am an attorney in private practice in San Francisco, and I have spent a good number of years working in the field of prisoners' rights, and more recently, in the women's rights field. I am a director of the Women's History Research Library and of the northern California ACLU and its Women's Rights Committee. My own education was at Berkeley High School, Reed College, the University of California at Berkeley, and the University of Chicago Law School. None of these institutions, at the time I attended them, contributed to my understanding of the role of women in past or present society, and I know that my own legal career would have been helped enormously by more education in that area. I am impressed with the developments in the educational institutions in recent years with women's studies curricula, and I know that the young women lawyers whom I meet these days have benefitted tremendously from participation in those studies and the atmosphere which occurs in an institution of learning when those studies are taken seriously. I see the difference in their self-confidence and demeanor, and I think they are more effective lawyers and citizens than were their counterparts in previous years.

I urge you to follow the recommendations of those scholars and women who believe that there should be a major in Women's Studies at the University.

Sincerely,

Fay Stender

fs/swm
December 19, 1975

President Paul Romberg
California State University, San Francisco
1600 Holloway Avenue
San Francisco, Ca. 94132

President Romberg:

We are happy to indicate our support for the establishment of a B.A. degree in Women's Studies at C.S.U.S.F.

Our reasons for doing so are practical ones. Our experience over the past two years has been primarily in the areas of childcare referrals and advocacy, and community organizing. Our phone lines are open, and we deal on a daily basis with the problems of mothers, particularly poor mothers, in San Francisco. This experience has made us very aware of the need for qualified, skilled people in all areas of government, social services, etc., who have a basic awareness of the needs of women.

It is our feeling that the proposed B.A. program is one that is practically oriented; one that will be of benefit to people like us and the people that we deal with. We believe that the multi-disciplinary approach is a healthy one that will mitigate against the establishment of an enclave of theoreticians.

We would be pleased to have the opportunity to elaborate on the reasons for our support of this proposal in person.

Thank you.

Sincerely,

David Roche
for the Childcare Switchboard/Single Parent Resource Center

cc: Women's Studies
c/o Sociology Dept.
C.S.U.S.F.
1600 Holloway
San Francisco, Ca. 94132

BGR/1b
January 27, 1975

Paul Romberg, President  
San Francisco State University  
1600 Holloway Avenue  
San Francisco, CA 94132

President Romberg:

Over the years I have gained a tremendous amount of respect for the innovative and in-depth curriculum offered by C.S.U.S.F. The University has continued to recognize the need for programs integrating vocational goals with the highest level of education. Accordingly, I recommend the development of a comprehensive program in Woman's Studies, offering a Bachelor's Degree, supported by a curriculum relevant to the needs of our community.

As the Director of one of San Francisco's largest vocational centers for women, I have witnessed the frustrations of hundreds of female college graduates who are facing career roadblocks fostered by the lack of "adequate" education. The education they lack is one centered in the acculturation process of centuries and, for most of the woman, cannot be supplemented by a handful of unrelated courses.

Perhaps there was little validity in supporting a Woman's Studies degree during the 50's or 60's but, most assuredly, the wealth of documentation and the trends of social change dictate a reevaluation of the University's curriculum.

I trust that our recommendation will be given the highest consideration.

Respectfully,

Kandra Sue Driggs

KSD/ap  
cc/Woman Studies Committee  
c/o Department of Sociology  
San Francisco State University
1. Definition of the Proposed Degree Major Program (continued)

   i. (continued)

(4) **WOMEN STUDIES**: Psychological & Sociological values as expressed and focused through literature and speech.

**Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>WS 200</td>
<td>Basic Feminism</td>
<td>3</td>
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<tr>
<td>WS 401</td>
<td>Translating Women's Experience</td>
<td>3</td>
</tr>
<tr>
<td>WS 403</td>
<td>Women in Groups: Communication &amp; Process</td>
<td>3</td>
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<tr>
<td>WS 690</td>
<td>Senior Integrative Seminar</td>
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**English**

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<tr>
<td>*Eng</td>
<td>Recurring Mythic Themes of Women</td>
<td>3</td>
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<tr>
<td>*Eng</td>
<td>Women in Literature</td>
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<td>Women and Poetry</td>
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**Speech Communication**

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<td>Sp Comm</td>
<td>Sex Roles in Communication</td>
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<td>Sp Comm</td>
<td>Rhetoric of Sexual Liberation</td>
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**Social Sciences**

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<td>SS</td>
<td>Women and Social Change in U.S.</td>
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<td>Anthro</td>
<td>Anthropology of Women</td>
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<td>Psych</td>
<td>Women and Madness</td>
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**Film**

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<td></td>
<td>Women and Film</td>
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(5) **WOMEN STUDIES**: Pre-legal studies.

**Core Courses**

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**Social Sciences**

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<td>Pol Sci</td>
<td>Women and Politics</td>
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<tr>
<td>Pol Sci</td>
<td>Individual Rights in Constitution</td>
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<tr>
<td>Soc Sci</td>
<td>Women and Law</td>
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<td>Soc Sci</td>
<td>Homosexuality as Social Issue</td>
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**Humanities**

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<td>Sp Comm</td>
<td>Argumentation and Debate</td>
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<tr>
<td>Sp Comm</td>
<td>Issues in Free Speech</td>
<td>4</td>
</tr>
<tr>
<td>Philos</td>
<td>Philosophy of Law</td>
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**Ethnic Studies**

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<td>La Raza</td>
<td>La Raza and the Law</td>
<td>3</td>
</tr>
<tr>
<td>BLS</td>
<td>Law and Black Community</td>
<td>3</td>
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42

43
1. Definition of the Proposed Degree Major Program (continued)

j. Explanation of special characteristics of the proposed degree major program, e.g., in terminology, units of credit required, types of course work, etc.

The Women Studies major is cross-disciplinary.

k. Provisions for articulation of the proposed major with community college programs.

Courses taken in community colleges may be applied toward the Women Studies major upon the approval of the student's Women Studies advisor. Nine (9) units of lower division work can be applied toward the major in this way.

l. Provision for meeting accreditation requirements, where applicable, and anticipated date of accreditation request.

Not applicable.
2. **Need for the Proposed Degree Major Program**

a. List of California State University and Colleges currently offering or projecting the proposed degree major program; list of neighboring institutions, public and private, currently offering the proposed degree major program. Differences, if any, from these programs.

No other California State University and Colleges campus is offering or projecting such a degree or major program. A careful survey has been made of the women studies offerings on all nineteen campuses. In the San Francisco Bay Area there is a range of interest in Women Studies. The University of San Francisco and Lone Mountain College offer scattered courses with a women studies focus. The University of California at Berkeley has an individual group major with core requirements. Only the University of California at Santa Cruz offers an organized women studies program. Study has been made of a number of programs all over the country and in Australia and England. Women studies courses are taught on over 900 campuses; on 112 campuses women studies courses have been organized into "programs". The following institutions are some of those now offering B.A. degrees in Women's Studies: Brooklyn College, CUNY; Douglas College, Rutgers University; Florida International University; Goddard College; University of Hawaii; University of Kansas; University of Massachusetts; University of Minnesota; SUNY, Buffalo; SUNY, Old Westbury; University of Utah; University of Washington. A few institutions are now offering M.A. degrees in Women's Studies; among these are Goddard Graduate School; George Washington University; and SUNY, Buffalo. One institution, SUNY, Binghamton, offers the Ph.D. in Women's History.