UCLA WOMEN'S STUDIES PROGRAM

PROPOSAL FOR DEPARTMENTAL STATUS

APPENDICES

UCLA Women's Studies Program
2225 Rolfe Hall, Box 951504
Los Angeles, CA 90095-1504
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(310) 206-7700 fax
Chair, Christine Littleton
http://www.womensstudies.ucla.edu
Appendix A

Women's Studies Programs and Departments in the U.S.
(Alphabetical)

-A-

Albertson College of Idaho - Gender Studies Department
Albion College (MI) - Anna Howard Shaw Center for Women's Studies
Alfred University (NY) - Women's Studies Program
Allegheny College (PA) - Women's Studies Department
Alma College (MI) - Women's Studies Minor
American University (DC) - Women's and Gender Studies Program
American University (DC) - Washington College of Law
Amherst College (MA) - Department of Women's and Gender Studies
Antioch College (OH) - Women's Studies Concentration
Appalachian State University (NC) - Women's Studies Program
Aquinas College (MI) - Women's Studies Center
Arizona State University - Women's Studies Program
Auburn University (AL) - Women's Studies Program
Augsburg College (MN) - Women's Studies Department
Augustana College (IL) - Women's Studies Program
Augustana College (SD) - Gender Studies Minor
Austin College (TX) - Gender Studies
Austin Peay State University (TN) - Women's Studies
Avila University (MO) - Women's Studies Program

-B-

Barnard College (NY) - Department of Women's Studies
Bates College (ME) - Program in Women's Studies
Bellevue University (NE) - Women's Studies
Beloit College (WI) - Women & Gender Studies
Bennett College (NC) - Women's Studies
Bentley College (MA) - Gender Studies Minor
Berea College (KY) - Women's Studies Program
Berry College (GA) - Women's Studies Program
Boston College (MA) - Women's Studies
Boston University (MA) - Women's Studies Program
Bowdoin College (ME) - Women's Studies Program
Bowling Green State University (OH) - Women's Studies Program
Bradley University (IL) - Women's Studies Program
Brandeis University (MA) - Women's Studies Program
Brandeis University (MA) - Hadassah International Research Institute on Jewish Women
Brescia University (KY) - Contemporary Woman Program
Bridgewater State College (MA) - Women's Studies Minor
Brigham Young University (UT) - Women's Research Institute
Brooklyn College (NY) - Women's Studies
Brown University (RI) - Gender Studies
Bryn Mawr College (PA) - Feminist and Gender Studies
Bucknell University (PA) - Women's and Gender Studies Program

-C-

California Institute of Integral Studie - Graduate concentrations in Women's Spirituality and in
   Gender, Ecology & Society
California Lutheran University - Women's Studies minor
California Polytechnic State Univ., San Luis Obispo - Women's Studies Program
California State University, Chico - Center for Multicultural and Gender Studies
California State University, Dominguez Hills - Women's Studies Program
California State University, Fresno - Women's Studies Program
California State University, Fullerton - Women's Studies Program
California State University, Hayward - Women's Studies Program
California State University, Long Beach - Department of Women's Studies
California State University, Northridge - Women's Studies
California State University, Sacramento - Women's Studies Program
California State University, San Bernardino - Women's Studies
California State University, San Marcos - Women's Studies Program
California State University, Stanislaus - Ethnic and Women's Studies
California University of Pennsylvania - Women's Studies Program
Canisius College (NY) - Women's Studies
Carleton College (MN) - Women's and Gender Studies Program
Case Western Reserve University (OH) - Department of Women's Studies
Central Michigan University - Women's Studies Program
Century College (MN) - Women's Studies
Chatham College (PA) - Women's Studies
City University of New York - Graduate Certificate Program in Women's Studies
   Graduate Certificate in Women's Studies
Claremont Colleges (CA) - Intercollegiate Women's Studies Program
Claremont Graduate University (CA) - Applied Women's Studies
   Masters in Applied Women's Studies
Claremont Graduate University (CA) - Women's Studies in Religion
   M.A. and Ph. D. in Women's Studies in Religion
Clarion University of Pennsylvania - Women's Studies
Clark College (WA) - Women's Studies
Clark University (MA) - Women's Studies Program
Clark Atlanta University (GA) - Africana Women's Studies
Clemson University (SC) - Women's Studies
Coe College (IA) - Gender Studies Program
Colby College (ME) - Women's, Gender, and Sexuality Studies
Colgate University (NY) - Women's Studies Program
College of Charleston (SC) - Women's and Gender Studies Program
College of Mount St. Joseph (OH) - Women's Studies Program
College of New Jersey (formerly Trenton State College) - Women's and Gender Studies
College of New Rochelle (NY) - Women's Studies
College of St. Catherine (MN) - Women's Studies
College of St. Scholastica (MN) - Women's Studies Program
College of Staten Island, CUNY (NY) - Women's Studies
College of the Holy Cross (MA) - Women's Studies Program
College of William and Mary (VA) - Women's Studies
College of Wooster (OH) - Women's Studies Program
Colorado College (CO) - Women's Studies Program
Colorado State University-Pueblo - Women's Studies Program
Columbia University (NY) - Institute for Research on Women and Gender
Certificate in Feminist Scholarship
Connecticut College (CT) - Program in Gender and Women's Studies
Contra Costa College (CA) - Women's Studies
Cornell College (IA) - Women's Studies Program
Cornell University (NY) - Feminist, Gender, and Sexuality Studies

-D-

Dartmouth College (NH) - Women's and Gender Studies Program
Davidson College (NC) - Gender Studies Concentration
Denison University (OH) - Department of Women's Studies
DePaul University (IL) - Women's Studies Department
DePauw University (IN) - Women's Studies Department
Dickinson College (PA) - Women's Studies Program
Drake University (IA) - Women's Studies Department
Drew University (NJ) - Women's Studies
Drexel University (PA) - Minor in Women's Studies
Duke University (NC) - Women's Studies Program
Duquesne University (PA) - Women's and Gender Studies

-E-

Earlham College (IN) - Women's Studies
East Carolina University (NC) - Women's Studies Program
East Tennessee State University - Women's Studies Program
Eastern Illinois University - Women's Studies Minor
Eastern Kentucky University - Women's Studies Program
Eastern Michigan University - Women's and Gender Studies Program
Master of Liberal Studies in Women's and Gender Studies
Eastern New Mexico University - Women's Studies Program
Eastern Oregon University - Gender Studies
Eastern Washington University - Women's Studies Program
Eckerle College (FLA) - Women's and Gender Studies
Elon College (NC) - Women's/Gender Studies Program
Emmanuel College (MA) - Women's Studies
Emory University (GA) - Department of Women's Studies
Emporia State University (KS) - Ethnic/Gender Studies Program

-F-
Fairfield University (CT) - Program in Women's Studies
Five College Women's Studies Research Center
Florida Atlantic University, Boca Raton - Women's Studies Center
Florida International University - Women's Studies Center
Florida State University - Women's Studies Program
Foothill College (CA) - Women's Studies Major
Fordham University (NY) - Women's Studies Program
Franklin & Marshall College (PA) - Women's and Gender Studies
Franklin Pierce College (NH) - Women's Studies
Frostburg State University (MD) - Women's Studies Program

-G-
George Mason University (VA) - Women's Studies Program
Georgetown University (DC) - Women's Studies Program
George Washington University (DC) - Women's Studies Program
Georgia College & State University - Women's Studies Minor
Georgian Court University (NJ) - Women's Studies Minor
Georgia State University - Women's Studies Institute
Georgia Tech (GA) - Women, Science & Technology Program
Gettysburg College (PA) - Women's Studies
Gonzaga University (WA) - Women's Studies Program
Grand Valley State University (MI) - Women and Gender Studies Program
Greenfield Community College (MA) - Women's Studies
Greensboro College (NC) - Women's Studies
Grinnell College (IA) - Gender and Women's Studies Concentration
Guilford College (NC) - Women's Studies Major

-H-
Hamilton College (NY) - Women's Studies
Hamline University (MN) - Women's Studies Program
Hartford College for Women (CT) - Women's Studies
Hartwick College (NY) - Women's Studies Minor  
Harvard University (MA) - Studies of Women, Gender, and Sexuality  
Haverford College (PA) - Feminist and Gender Studies  
Hobart and William Smith Colleges (NY) - Women's Studies  
Hollins University (VA) - Women's Studies  
Hope College (MI) - Women's Studies  
Howard University (DC) - Graduate Program in Women's Studies  
Humboldt State University (CA) - Women's Studies

-I-

Idaho State University - Women's Studies Program  
Illinois State University - Women's Studies Program  
Indiana State University - Women's Studies Program

Indiana University - Gender Studies  
Indiana University Northwest - Women's Studies Program  
Indiana University/Purdue University Fort Wayne - Women's Studies Program  
Indiana University South Bend - Women's Studies Program  
Indiana University of Pennsylvania - Women's Studies  
Iona College (NY) - Women's Studies Program  
Iowa State University - Women's Studies Program  
Ithaca College (NY) - Women's Studies Program

-J-

James Madison University (VA) - Women's Studies Program  
Jewish Theological Seminary (NY) - Dept. of Jewish Women's Studies  
The Johns Hopkins University (MD) - Program for Studies of Women, Gender & Sexuality

-K-

Kalamazoo College (MI) - Women's Studies Concentration  
Kansas State University - Women's Studies Program  
Keene State College (NH) - Women's Studies  
Kenyon College (OH) - Women's & Gender Studies Department  
Kinsey Institute for Research in Sex, Gender, and Reproduction (IN)  
Knox College (IL) - Gender and Women's Studies Program

-L-

Lafayette College (PA) - Women's Studies  
LaSalle University (PA) - Women's Studies Minor  
Lawrence University (WI) - Gender Studies
Lehigh University (PA) - Women's Studies
Lehman College, CUNY (NY) - Women's Studies
Lewis & Clark College (OR) - Gender Studies
Lexington Community College (KY) - Women's Studies Program
Linfield College (OR) - Gender Studies Minor
Lock Haven University of Pennsylvania - Women's Studies Minor
Louisiana State University - Women and Gender Studies
Loyola Marymount University (CA) - Women's Studies Program
Loyola University (IL) - Women's Studies Program
Luther College (IA) - Women's Studies
Lycoming College (PA) - Women's Studies Department

-M-

Macalester College (MN) - Women's and Gender Studies Program
Mankato State University (MN) - see Minnesota State University, Mankato
Mansfield University (PA) - Women's Studies Program
Marian College (WI) - Women's Studies Program
Marietta College (OH) - Gender Studies Program
Marist College (NY) - Women's Studies Program
Marquette University (WI) - Women's Studies Program
Marshall University (WV) - Women's Studies Minor
Mary Baldwin College (VA) - Women's Studies
Maryville University of St. Louis (MO) - Women's Studies Program
Massachusetts College of Liberal Arts - Women's Studies Minor
Massachusetts Institute of Technology - Women's Studies Program
McDaniel College (MD) - Women's Studies Program
McNeese State University (LA) - Women's Studies
Mesa Community College (AZ) - Women's Studies Program
Messiah College (PA) - Women's Studies Minor
Metropolitan State College of Denver (CO) - Institute for Women's Studies and Services
Miami University (OH) - Women's Studies Program
Michigan State University - Women's Studies Program
Middlebury College (VT) - Women's and Gender Studies
Middle Tennessee State University - Women's Studies Program
Millersville University (PA) - Women's Studies Minor
Mills College (CA) - Women's Studies Program
Millsaps College (MS) - Women's Studies
Minnesota State University, Mankato - Women's Studies Department
Minnesota State University, Moorhead - Women's Studies Program
Mississippi State University - Women's Studies Program
Mississippi University for Women - Women's Emphasis Group
Monmouth College (IL) - Women's Studies Program
Monmouth University (NJ) - Women's Studies Program

A.6
Montana State University, Bozeman - Women's Studies Program
Montclair State University (NJ) - Women's Studies Program
Monterey Peninsula College (CA) - Women's Studies Department
Montgomery College (MD) - Women's Studies Program
Moorpark College (CA) - Women's Studies Degree Program
Moravian College (PA) - Women's Studies
Mt. Holyoke College (MA) - Women's Studies Program
Mount Union College (OH) - Gender Studies Minor
Muhlenberg College (PA) - Women's Studies

-N-

Nazareth College (NY) - Women's Studies
Nebraska Wesleyan University - Women's Studies
New College of California
Newcomb College (Tulane Univ.) (LA) - Center for Research on Women
New Jersey City University - Women's Studies Department
New Mexico State University - Women's Studies Program
New York University - Center for the Study of Gender and Sexuality
New York University - Draper Interdisciplinary Program
North Carolina State University - Women's and Gender Studies

North Dakota State University - Women's Studies Program
Northeastern Illinois University - Women's Studies Program
Northern Arizona University - Women's Studies Program
Northern Illinois University - Women's Studies Program
Northern Kentucky University - Women's Studies
Northwestern University (IL) - Gender Studies
Notre Dame College of Ohio - Women's Studies

-O-

Oakland University (MI) - Women's Studies Program
Oberlin College (OH) - Gender and Women's Studies Program
Occidental College (CA) - Women's Studies/Gender Studies
Ohio State University - Department of Women's Studies
Ohio University - Women's Studies Program
Ohio Wesleyan University - Women's Studies Program
Ohlone College (CA) - Women's Studies
Oklahoma State University - Women's Studies Program
Old Dominion University (VA) - Women's Studies Program
Olivet College (MI) - Women's Studies Minor
Oregon State University - Women's Studies Program
Pace University (NY) - Women's and Gender Studies
Pacific Lutheran University (WA) - Women's Studies Program
Pennsylvania State University - Women's Studies Program
Pennsylvania State University, Erie - Women's Studies/Gender Studies
Pitzer College (CA) - Gender and Feminist Studies
Point Loma Nazarene University (CA) - Margaret Stevenson Center for Women's Studies
Pomona College (CA) - Women's Studies
Portland State University (OR) - Women's Studies Certificate Program
Princeton University (NJ) - Program in the Study of Women and Gender
Principia College (IL) - Women's Studies Program
Providence College (RI) - Women's Studies Program
Purdue University (IN) - Women's Studies Program

Queens College, CUNY (NY) - Women's Studies Program

Radcliffe College (MA) - Graduate Consortium in Women's Studies Radcliffe College (MA)
Radford University (VA) - Center for Gender Studies
Rampapo College (NJ) - Women's and Gender Studies
Randolph-Macon Woman's College (VA) - Women's Studies
Reconstructionist Rabbinical College (PA) - Kolot Center for Jewish Women's and Gender Studies
Rice University (TX) - Program for the Study of Women and Gender
Richard Stockton College (NJ) - Women's Studies Program
Rider University (NJ) - Gender Studies Program
Rivier College (NH) - Department of Women's Studies
Rochester Institute of Technology (NY) - Women's Studies Program
Roosevelt University (IL) - M. A. in Women's and Gender Studies
Rosemont College (PA) - Women's Studies Program
Rowan University (NJ) - Women's Studies
Russell Sage College (NY) - Upton Center for Women's Studies
Rutgers University (NJ) - Women's and Gender Studies
Rutgers University, Camden (NJ) - Women's Studies Program
Rutgers University, Newark (NJ) - Women's Studies Program
Rutgers University (NJ) - Center for the American Woman and Politics
Saddleback College (CA) - Women's Studies Program
St. Cloud State University (MN) - Women's Studies
St. Joseph's University (PA) - Gender Studies Program
St. Lawrence University (NY) - Gender Studies
Saint Louis University (MO) - Women's Studies Program
Saint Mary's College of California - Women's Studies
St. Mary's College (IN) - Women's Studies
St. Mary's College of Maryland - Women, Gender, and Sexuality Studies
Saint Michael's College (VT) - Gender/Women's Studies
St. Olaf College (MN) - Women's Studies Department
Salem State College (MA) - Women's Studies
San Diego State University (CA) - Women's Studies Department
San Francisco State University (CA) - Department of Women's Studies
Santa Clara University (CA) - Program for the Study of Women and Gender
Santa Monica College (CA) - The Women's College
Sarah Lawrence College (NY) - Women's Studies
Scripps College (CA) - Gender and Women's Studies Department
Shippensburg University (PA) - Women's Studies Program
Simmons College (MA) - Women's Studies Program
Simmons College (MA) - Center for Gender in Organizations
Skidmore College (NY) - Women's Studies
Slippery Rock University (PA) - Women's Studies Program
Smith College (MA) - Women's Studies Program
Sonoma State University (CA) - Women's and Gender Studies Program
South Dakota State University - Women's Studies Program
Southern Connecticut State University - Women's Studies Program
Southern Illinois University at Carbondale - Women's Studies Program
Southern Illinois University at Edwardsville - Women's Studies Program
Southern Methodist University (TX) - Women's Studies
Southern Oregon University - Women's Studies
Southwestern University (TX) - Feminist Studies Program
Southwest Missouri State University - Gender Studies Program
Southwest Texas State University - Center for Multicultural and Gender Studies
Spelman College (GA) - Comparative Women's Studies
Stanford University (CA) - Feminist Studies Program
Stanford University (CA) - Institute for Research on Women and Gender
State University of West Georgia - Women's Studies Program
Stetson University (FLA) - Women and Gender Studies Program
Suffolk County Community College (NY) - Women's Studies Program
Sul Ross State University (TX) - Women's Studies
SUNY at Albany - Women's Studies Department
SUNY at Binghamton - Women's Studies Program
ITEM 6: Appendices A-R

SUNY at Brockport - Women's Studies program
SUNY at Buffalo - Women's Studies Program
SUNY at Buffalo - Institute for Research and Education on Women and Gender
SUNY at Cortland - Women's Studies
SUNY at Fredonia - Women's Studies
SUNY at Geneseo - Women's Studies Program
SUNY at New Paltz - Women's Studies Program
SUNY at Oneonta - Women's and Gender Studies Program
SUNY at Oswego - Women's Studies Program
SUNY at Plattsburgh - Women's Studies Program
SUNY at Potsdam - Women's Studies Minor
SUNY at Purchase - Women's Studies Program
SUNY at Stony Brook - Women's Studies Program
Swarthmore College (PA) - Women's Studies Concentration
Sweet Briar College (VA) - Women and Gender Studies
Syracuse University (NY) - Women's Studies Program

-U-

Temple University (PA) - Women's Studies
Tennessee Technological University - Women and Gender Studies Minor
Texas A & M University - Women's Studies Program
Texas A & M International University - Women's Studies Program
Texas Tech University - Women's Studies Program
Texas Woman's University - Women's Studies Program
Tompkins Cortland Community College (NY) - Women's Studies
Towson University (MD) - Women's Studies Program
Towson University (MD) - Institute for Teaching and Research on Women
Trinity College (CT) - Women, Gender, and Sexuality
Trinity College (DC) - Women's Studies
Truman State University - Women's and Gender Studies
Tufts University (MA) - Women's Studies Program

Union College (NY) - Women's Studies Program
University of Akron (OH) - Women's Studies Program
University of Alabama in Huntsville - Women's Studies Program
University of Alabama, Tuscaloosa - Women's Studies
University of Alaska, Fairbanks - Women's Studies
University of Arizona - Women's Studies Program
University of Arkansas - Gender Studies Program
University of California at Berkeley - Women's Studies Department
University of California at Davis - Women's Studies
University of California Irvine - Program in Women's Studies
University of California Los Angeles (UCLA) - Women's Studies Program
University of California at Riverside - Women's Studies Department
University of California, San Diego - Critical Gender Studies
University of California at Santa Barbara
University of California at Santa Cruz - Women's Studies
University of Central Florida - Women's Studies Program
University of Central Oklahoma - Women's Studies Minor
University of Chicago (IL) - Center for Gender Studies
University of Cincinnati (OH) - Center for Women's Studies
University of Colorado, Boulder - Women's Studies
University of Colorado, Colorado Springs - Women's Studies
University of Colorado, Denver - W.S. Certificate Program
University of Connecticut - Women's Studies Program
University of Dayton (OH) - Women's Studies Program
University of Delaware - Women's Studies Program
University of Denver (CO) - Women's Studies Program
University of Detroit, Mercy (MI) - Women's Studies Program
University of Florida - Center for Women's Studies and Gender Research
University of Georgia - Women's Studies Program
University of Hawaii at Manoa - Women's Studies Program
University of Hawaii - Office for Women's Research
University of Houston (TX) - Women's Studies Program
University of Houston, Clear Lakes (TX) - Women's Studies
University of Idaho - Women's Studies Program
University of Illinois at Chicago - Gender and Women's Studies
University of Illinois at Chicago - Center for Research on Women and Gender
University of Illinois at Springfield - Women's Studies
University of Illinois at Urbana-Champaign - Women's Studies Program
University of Iowa - Women's Studies Program
University of Kansas - Women's Studies Program
University of Kentucky - Women's Studies Program
University of Louisville (KY) - Women's Studies Program
University of Maine at Farmington - Women's Studies Program
University of Maine, Orono - Women's Studies
University of Maryland, Baltimore County - Women's Studies Program
University of Maryland, College Park - Women's Studies Department
University of Massachusetts at Amherst - Women's Studies Program
University of Massachusetts, Boston - Women's Studies Program
University of Massachusetts, Dartmouth - Women's Studies Program
University of Massachusetts at Lowell - Gender Studies
University of Memphis (TN) - Women's Studies Program
University of Miami, Coral Gables (FLA) - Women's Studies
University of Michigan, Ann Arbor - Women's Studies Program

A.11
University of Michigan - Center for the Education of Women
University of Minnesota, Duluth - Women's Studies Program
University of Minnesota (Twin Cities) - Women's Studies Department
University of Minnesota (Twin Cities) - Center for Advanced Feminist Studies
University of Mississippi - Sarah Isom Center for Women's Studies
University of Missouri - Columbia - Women's and Gender Studies Program
University of Missouri, Kansas City - Women's and Gender Studies Program
University of Missouri, St. Louis - Institute for Women's and Gender Studies
University of Montana - Women's Studies Program
University of Nebraska, Kearney - Women's Studies Program
University of Nebraska, Lincoln - Women's Studies Program
University of Nevada, Las Vegas - Women's Studies Program
University of Nevada, Reno - Women's Studies Program
University of New Mexico - Women's Studies Department
University of New Orleans (LA) - Women's Studies Program
University of North Alabama - Women's Studies
University of North Carolina at Asheville - Women's Studies Program
University of North Carolina, Chapel Hill - Women's Studies
University of North Carolina, Charlotte - Women's Studies Program
University of North Carolina, Greensboro - Women's & Gender Studies Program
University of North Carolina, Wilmington - Women's Studies Program
University of North Dakota - Women Studies Program
University of Northern Colorado - Women's Studies
University of Northern Iowa - Women's Studies Program
University of North Texas - Women's Studies Program
University of Notre Dame (IN) - Gender Studies Department
University of Oklahoma - Women's Studies Program
University of Oregon - Women's Studies Program
University of Oregon - Center for the Study of Women in Society
University of Pennsylvania - Women's Studies Program
University of Pittsburgh (PA) - Women's Studies Program
University of Puget Sound (WA) - Women's Studies
University of Redlands - Women's Studies Program
University of Rhode Island - Women's Studies Program
University of Richmond (VA) - Women's Studies Program
University of Rochester (NY) - Susan B. Anthony Institute for Gender and Women's Studies
University of San Diego (CA) - Gender Studies Minor
University of Scranton (PA) - Women's Studies Concentration
University of the South (TN) - Women's Studies Concentration
University of South Carolina, Columbia - Women's Studies
University of South Carolina, Upstate - Women's Studies Program and Center
University of South Florida - Department of Women's Studies
University of Southern California - Gender Studies Program
University of Southern Maine - Women's Studies Program
University of Tennessee, Knoxville - Women's Studies
University of Texas at Arlington - Women's Studies Program
University of Texas at Austin - Center for Women's and Gender Studies
University of Texas, Dallas - Gender Studies Program
University of Texas, El Paso - Women's Studies
University of Toledo (OH) - Department of Women's and Gender Studies
University of Tulsa (OK) - Women's Studies Program
University of Utah - Gender Studies Program
University of Vermont - Women's Studies Program
University of Virginia - Studies in Women and Gender
University of Washington, Seattle - Women's Studies Department
University of West Florida - Women's Studies Program
University of Wisconsin System - Women's Studies Consortium
University of Wisconsin, Eau Claire - Women's Studies
University of Wisconsin, Green Bay - Women's Studies
University of Wisconsin, La Crosse - Women's Studies Department
University of Wisconsin, Madison - Women's Studies Program
University of Wisconsin, Milwaukee - Center for Women's Studies
University of Wisconsin, Oshkosh - Women's Studies Program
University of Wisconsin, Parkside - Women's Studies Program
University of Wisconsin, Platteville - Women's Studies Department
University of Wisconsin, River Falls - Women's Studies Program
University of Wisconsin, Stevens Point - Women's Studies Program
University of Wisconsin, Stout - Women's Studies Program
University of Wisconsin, Superior - Women's Studies Program
University of Wisconsin, Whitewater - Women's Studies Department
University of Wyoming, Laramie - Department of Women's Studies
Utah State University - Women's Studies Program

- V -

Valdosta State University (GA) - Women's Studies
Valparaiso University (IN) - Gender Studies
Vanderbilt University (TN) - Women's and Gender Studies
Vanderbilt University (TN) - Carpenter Program in Religion, Gender, and Sexuality
Vanguard University (CA) - Center for Women's Studies
Vassar College (NY) - Women's Studies Program
Villanova University (PA) - Department of Women's Studies
Virginia Commonwealth University - Women's Studies Program
Virginia Tech - Women's Studies Program
Virginia Wesleyan College - Women's and Gender Studies
Viterbo University (WI) - Women's Studies
ITEM 6: Appendices A-R

-W-

Wabash College (IN) - Gender Studies
Wake Forest University (NC) - Women's and Gender Studies
Washington State University, Pullman (WA) - Women's Studies Program
Washington University (MO) - Women's Studies Program
Wayne State University (MI) - Women's Studies Program
Weber State University (UT) - Women's Studies Program
Webster University (MO) - Women's Studies Program
Wellesley College (MA) - Women's Studies Department
Wellesley College (MA) - Wellesley Centers for Women
Wesleyan University (CT) - Women's Studies
West Chester University (PA) - Women's Studies Program
Western Connecticut State University - Women's Studies Program
Western Kentucky University - Women's Studies Program
Western Michigan University - Program in Women's Studies
Western Washington University - Women Studies Program
West Virginia University - Center for Women's Studies
Wheaton College (MA) - Women's Studies Program
Whitman College (WA) - Gender Studies
Whitworth College (WA) - Women's Studies Program
Wichita State University (KS) - Center for Women's Studies
Widener University (PA) - Women's Studies Minor
Willamette University (OR) - Women's Studies Minor
William Patterson University (NJ) - Department of Women's Studies
Williams College (MA) - Women's and Gender Studies
Wilson College (PA) - Women's Studies Program
Winona State University (MN) - Women's Studies Program
Wittenberg University (OH) - Women's Studies Program
Wright State University (OH) - Women's Studies Program

-Y-

Yale University (CT) - Women's, Gender, & Sexuality Studies
York College of Pennsylvania - Women's and Gender Studies
APPENDIX B
Appendix B
Women's Research Units in the U.S.

ARIZONA

University of Arizona
Southwest Institute for Research on Women
1103 East University Boulevard, Communication 108
PO Box 210025
Tucson, AZ 85721

CALIFORNIA

Mills College
Women's Leadership Institute
5000 MacArthur Boulevard
Mills Hall 128
Oakland, CA 94613

Stanford University
Institute for Research on Women and Gender
Serra House, 556 Salvatierra Walk
Stanford University
Stanford, CA 94305

University of California, Berkeley
Beatrice M. Bain Research Group
3415 Dwinelle Hall #2050
Berkeley, CA 94720

University of California, Davis
Chicana/Latina Research Center
One Shields Avenue
168 Kerr Hall
Davis, CA 95616

University of California, Davis
Consortium for Women and Research
One Shields Avenue
Davis, CA 95616

University of California, Los Angeles
Center for the Study of Women
Box 957222
Public Policy 1400H
Los Angeles, CA 90095 -1504
University of California, Los Angeles
Higher Education Research Institute
UCLA Graduate School of Education & Information Studies
305 Moore Hall, Box 95121
Los Angeles, CA 90095-1521

University of Southern California
Center for Feminist Research
Mark Taper Hall of Humanities, 442
3501 Trousdale Parkway
Los Angeles, CA 90089-4351

COLORADO

University of Denver
Higher Education Resource Services (HERS)
University of Denver
The Chambers Center
1901 East Asbury Avenue
Denver, CO 80208

DISTRICT OF COLUMBIA

American Association of University Women
Educational Foundation
1111 Sixteenth Street, NW
Washington, DC 20036

American Council on Education
Office of Women in Higher Education
One Dupont Circle, NW 8th Floor
Washington, DC 20036

American University
Women and Politics Institute
4400 Massachusetts Avenue
Washington, DC 20016

Association of American Colleges and Universities
Program on the Status and Education of Women
1818 R Street, NW
Washington, DC 20009

B.2
Business and Professional Women's Foundation  
1900 M Street, NW, Suite 310  
Washington, DC 20036

Center for Policy Alternatives  
1875 Connecticut Avenue, NW, Suite 710  
Washington, DC 20009

Center for Women Policy Studies  
1211 Connecticut Avenue, NW, Suite 312  
Washington, DC 20036

George Washington University  
The Women's Studies Program  
837 22nd Street, NW  
Washington DC 20052

Howard University  
African American Women's Institute  
P.O. Box 590492  
Washington, DC 20059

Institute for Women's Policy Research  
1707 L Street NW, Suite 750  
Washington, DC 20036

International Center for Research on Women  
1717 Massachusetts Avenue, NW, Suite 302  
Washington, DC 20036

National Center for Policy Research for Women and Families  
1701 K Street NW, Suite 700  
Washington, DC 20006

National Council of Negro Women, Inc.  
633 Pennsylvania Avenue NW  
Washington, DC 20004

National Women's Law Center  
11 Dupont Circle, NW, Suite 800  
Washington, DC 20036  
Phone: 202/ 588-5180 Fax: 202/ 588-5185
Society for Women's Health Research  
1025 Connecticut Avenue, Suite 701  
Suite 625  
Washington, DC 20036

Women's Institute for a Secure Retirement  
1725 K Street, NW, Suite 201  
Washington, DC 20006

The Women's Research and Education Institute (WREI)  
1750 New York Avenue, Suite 350  
Washington, DC 20006

Young Women's Christian Association of the USA  
1015 18th Street, NW, Suite 1100  
Washington, DC 20036

FLORIDA

University of Florida  
Center for Women's Studies and Gender Research  
3324 Turlington Hall  
PO Box 117352  
Gainesville, FL 32611

GEORGIA

Georgia Institute of Technology  
Center for the Study of Women, Science & Technology (WST)  
Atlanta, GA 30332-0345

Spelman College  
Women's Research and Resource Center  
350 Spelman Lane, Box 115  
Cosby 2nd Floor  
Atlanta, GA 30314  
IDAHO

Boise State University  
Gender Studies Program  
1910 University Drive  
Boise, ID 83725-1925
ILLINOIS

Loyola University Chicago
Ann Ida Gannon Center for Women and Leadership
Loyola University Chicago
6525 North Sheridan Road, Sullivan 200
Piper Hall
Chicago, IL 60626

University of Illinois at Chicago
Center for Research on Women and Gender
M/C 980,
1640 West Roosevelt Road, Room 503
Chicago, IL 60608-6900

University of Illinois at Urbana-Champaign
Women and Gender in Global Perspectives Program (WGGP)
320 International Studies Building
910 South Fifth Street
Champaign, IL 61820

INDIANA

Girls Incorporated
National Resource Center
441 West Michigan Street
Indianapolis, IN 46202

Saint Mary's College
Center for Women's InterCultural Leadership (CWIL)
Saint Mary's College
9 Havican Hall
Notre Dame, IN 46556-5001

LOUISIANA

Tulane University
Newcomb College Center for Research on Women
Tulane University
200 Caroline Richardson Hall
New Orleans, LA 70118
MAINE

University of New England
Women's Center for Ethics in Action in Alliance with Men
Westbrook College Campus
716 Stevens Avenue
Portland, ME 04103

MARYLAND

National Women's Studies Association
7100 Baltimore Avenue, Suite 502
College Park, MD 20740

University of Maryland
Consortium on Race, Gender, and Ethnicity
2103 Tawes-Fine Arts Building
College Park, MD 20742

Towson University
Institute for Teaching and Research on Women
8000 York Road
Towson, MD 21252-001

MASSACHUSETTS

Babson College
Center for Women's Leadership
Nichols 100
Babson Park, MA 02457-0310

Brandeis University
Hadassah Brandeis Institute
Epstein Building
515 South Street, Mailstop 079
Waltham, MA 02454

Brandeis University
Women's Studies Research Center
Epstein Building
515 South Street, Mailstop 079
Waltham, MA 02454
Harvard University  
Radcliffe Institute for Advanced Study  
10 Garden Street  
Fay House  
Cambridge, MA 02138

Harvard University  
Women and Public Policy Program  
John F. Kennedy School of Government  
79 John F. Kennedy Street  
Cambridge, MA 02138

Mount Holyoke College  
Five College Women's Studies Research Center  
50 College Street  
South Hadley, MA 01075

Simmons College  
School of Management  
Center for Gender in Organizations  
School of Management  
409 Commonwealth Avenue  
Boston, MA 02215

Smith College  
Project on Women and Social Change  
Seelye Hall, Room 210  
Northampton, MA 01063

University of Massachusetts, Boston  
Center for Women in Politics and Public Policy  
John W. McCormack Institute of Public Affairs  
100 Morrissey Boulevard  
Boston, MA 02125-3393

Wellesley College  
The Wellesley Centers for Women  
106 Central Street  
Wellesley, MA 02481

MICHIGAN

University of Michigan  
Center for the Education of Women  
330 East Liberty  
Ann Arbor, MI 48104
University of Michigan
Institute for Research on Women and Gender
1136 Lane Hall
Ann Arbor, MI 48109-1290

MINNESOTA

College of Saint Catherine
Abigail Quigley McCarthy
Center for Research on Women
2004 Randolph Avenue, Mail #4150
St. Paul, MN 55105

University of Minnesota
Hubert H. Humphrey Institute
Center on Women and Public Policy
301 19th Avenue South
130 Humphrey Center
Minneapolis, MN 55455

NEVADA

University of Nevada Las Vegas
Women’s Research Institute of Nevada
4505 Maryland Parkway
Box 455083
Las Vegas, NV 89154-5083

NEW JERSEY

Rutgers University
Center for American Women and Politics
 Eagleton Institute of Politics
191 Ryders Lane
New Brunswick, NJ 0890-8557

Rutgers University
Center for Women’s Global Leadership
Douglass College
160 Ryders Lane
New Brunswick, NJ 08901

Rutgers University
Center for Women and Work
School of Management and Labor Relations
391 George Street 3rd Floor  
New Brunswick, NJ 08901-8555

Rutgers University  
Institute for Research on Women  
Douglass College  
160 Ryders Lane  
New Brunswick, NJ 08901-8555

Rutgers University  
Institute for Women's Leadership  
Douglass College  
Ruth Dill Johnson Crockett Bldg.  
162 Ryders Lane  
New Brunswick, NJ 08901

NEW YORK

The Association of Junior Leagues International  
90 William Street, Suite 200  
New York, NY 10038

Barnard College  
The Barnard Center for Research on Women  
101 Barnard Hall  
3009 Broadway  
New York, NY 10027

Catalyst  
120 Wall Street, 5th Floor  
New York, NY 10005

CUNY Graduate School and University Center  
Center for the Study of Women and Society  
365 5th Avenue, Room 5103  
New York, NY 10016

Columbia University  
Institute for Research on Women & Gender  
763 Schermerhorn Extension  
1200 Amsterdam Avenue  
Columbia University, MC 5508  
New York, NY 10027

Cornell University  
Institute for Women and Work
New York School of Industrial and Labor Relations
16 East 34th Street, 4th Floor
New York, NY 10016

The Feminist Press at the City University of New York
365 Fifth Avenue, Suite 5406
New York, NY 10016

Girl Scouts of the USA
420 Fifth Avenue
New York, NY 10018-2798

Girls Incorporated
120 Wall Street
New York, NY 10005

Hadassah
50 West 58th Street
New York, NY 10019-2500
Phone: 212/355-7900 Fax: 212/303-8282

Hamilton College
Kirkland Project
198 College Hill Road
Clinton, NY 13323

Hobart and William Smith Colleges
The Fisher Center for the Study of Women and Men
Demarest 212
Geneva, NY 14456

Hunter College
Center for the Study of Family Policy
Room 1036 East
695 Park Avenue
New York, NY 10021

Legal Momentum
395 Hudson Street, 5th Floor
New York, NY 10014

Marymount College Tarrytown
The Institute for the Education of Women and Girls
100 Marymount Avenue
Tarrytown, NY 10591-4917
Ms. Foundation for Women  
120 Wall Street, 33rd Floor  
New York, NY 10005

New York University  
Center for the Study of Gender and Sexuality  
285 Mercer Street, 3rd Floor  
New York, NY 10003-6653

Planned Parenthood Federation of America  
434 West 33rd Street  
New York, NY 10001

State University of New York at Albany  
Center for Women in Government & Civil Society  
135 Western Avenue  
Draper Hall, Room 302  
Albany, NY 12222

State University of New York at Albany  
Institute for Research on Women  
1400 Washington Avenue, Social Science 341  
Albany, NY 12222

State University of New York at Binghamton  
Women's Studies Program  
P.O. Box 6000  
Binghamton, NY 13902

State University of New York at Buffalo  
Institute for Research & Education on Women and Gender  
216 Harriman Hall, Box M  
3435 Main Street  
Buffalo, NY 14214

Women's Interart Center  
549 West 52nd Street  
New York, NY 10019

The White House Project  
110 Wall Street, 16th Floor  
New York, NY 10005
NORTH CAROLINA

Duke University
Women's Studies Program
210 East Duke Building
Box 90760
Durham, NC 27708

OHIO

University of Cincinnati
Center for Women's Studies
Center for Women's Studies
P.O. Box 210164
Cincinnati, OH 45221

Ohio State University
Department of Women's Studies
286 University Hall
230 North Oval Mall
Columbus, OH 43210

OREGON

University of Oregon
Center for the Study of Women in Society
1201 University of Oregon
340 Hendricks Hall
Eugene, OR 97403

PENNSYLVANIA

University of Pennsylvania
Alice Paul Center for the Study of Women in Society
411 Logan Hall
249 South 36th Street
Philadelphia, PA 19104

RHODE ISLAND

Brown University
Pembroke Center for Teaching and Research on Women
194 Meeting Street
Box 1958
Providence, RI 02912
TENNESSEE

University of Memphis
Center for Research on Women
339 Clement Hall
Memphis, TN 38152

TEXAS

University of Texas, Austin
Center for Women's and Gender Studies
405 West 25th St. Suite 401
Austin, TX 78705

UTAH

Brigham Young University
The Women's Research Institute
The Women's Institute
Brigham Young University
1063 JFSB Bingham Young University
Provo, UT 84602-5548

University of Utah
Women's Resource Center
200 South Campus Drive, Room 293
Salt Lake City, UT 84112

Utah State University
Women and Gender Research Institute
UMC 4205
Utah State University
Logan, UT 84322-4205

VIRGINIA

The Feminist Majority Foundation
1600 Wilson Boulevard
Suite 801
Arlington, VA 22209
Eleanor Smeal, Director

International Association for Feminist Economists
P.O. Box 9430
Richmond, VA 23228
Radford University
Center for Gender Studies
Radford University, Box 6946
Radford, VA 24142

Virginia Tech
The Science and Gender Equity Program
253 Lane Hall
Virginia Tech
Blacksburg, VA 24061

WASHINGTON

Washington State University
Women's Resource Center
P.O. Box 644005
Pullman, WA 99164

WISCONSIN

University of Wisconsin, Madison
Women's Studies Research Center
108 Ingraham Hall,
1155 Observatory Drive
Madison, WI 53706

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11 Hanover Square, 24th Floor, New York, NY 10005
212.785.7335 | Info: ncrw@ncrw.org
APPENDIX C
Appendix C
Women's Studies Programs and Departments - International

Australia

Australian National University - Centre for Women's Studies
  M.A. and Ph.D in WMST by research, MLitt by coursework, MLitt by research, Graduate Diploma by research
Australian National University - Gender Relations Project
Edith Cowan University - Applied Women's Studies
Flinders University of South Australia - Women's Studies Programme
  M.A. and Ph.D in Women's Studies
Macquarie University - Institute for Women's Studies
  Postgraduate Diploma and Postgraduate Certificate, M.A. in Women's Studies
Monash University - Centre for Women's Studies and Gender Research
  M.A. and Ph.D in Women's Studies; Masters Qualifying Program
University of Adelaide - Gender Studies
  M.A. and Ph.D in Gender Studies
University of Melbourne - Gender Studies
  M.A. and Ph.D in Gender Studies
University of New England - Women's and Gender Studies
  Graduate Diploma,
University of New South Wales - Women's and Gender Studies Program
  M.A. (By Research) and Ph.D. in Women's and Gender Studies
University of South Australia - Research Centre for Gender Studies
University of Sydney - Department of Gender Studies
  MPhil and Ph.D in Gender Studies
University of Western Australia - Centre for Women's Studies
  Graduate Diploma and MPhil in Women's Studies
University of Wollongong - Master of Arts in Women's Studies
  M.A. in Women's Studies
Victoria University - Gender Studies

Austria

Interuniversitäre Koordinationsstelle für Frauenforschung Wien
Koordinationsstelle für Frauenforschung & Frauenstudien Graz
Rosa-Luxemburg-Institut - Verein für interdisziplinäre Forschung und Praxis
Universität Innsbruck - Interfakultärtä Koordinationsstelle für feministische Forschung und Lehre
Universität Linz - Koordinationsstelle für Frauenforschung & Frauenstudien
Universität Salzburg - Zentrum für Frauen- und Geschlechterforschung

Barbados

University of the West Indies - Centre for Gender and Development Studies
Belarus

ENVILA Women's Non-State College - Minsk Center for Gender Studies
European Humanities University - Centre for Gender Studies
   Master's degree in gender studies

Belgium

University of Antwerp - Women's Studies Program
University of Ghent - Centre for Gender Studies
Vrije Universiteit Brussel - Centrum voor Vrouwenstudies

Brazil

Universidade Estadual de Campinas - Núcleo de Estudos de Gênero

Canada

Acadia University - Women's Studies Program
Athabasca University - Women's Studies
Bishop's University - Women's Studies
Brock University - Women's Studies Program
Carleton University - Pauline Jewett Institute of Women's Studies
College of Saint Benedict/Saint John's University - Gender and Women's Studies
Concordia University - Simone de Beauvoir Institute and Women's Studies
Dalhousie University - Women's Studies Program
   M.A. in Women's Studies (w/Mount St. Vincent and St. Mary's Universities)
Douglas College - Women's Studies and Gender Relations
Lakehead University - Women's Studies Program
   Collaborative Master's Program
McGill University - Centre for Research and Teaching on Women
McMaster University - Women's Studies Programme
Memorial University of Newfoundland - Women's Studies Programme
   Master of Women's Studies Degree
Mount Saint Vincent University - Department of Women's Studies
   Joint M.A. in Women's Studies
Nipissing University - Gender Equality and Social Justice
Ontario Institute for Studies in Education - Centre for Women's Studies in Education
   M.Ed. Specialization in Gender Equity and Education
Queen's University - Institute of Women's Studies
St. Francis Xavier University - Women's Studies Program
St. Mary's University - Women's Studies Program
Simon Fraser University - Women's Studies Department
  M.A. in Women's Studies
Thorneloc University - Women's Studies Programme
Trent University - Women's Studies Program
Université Laval - Études féministes
University of Alberta - Women's Studies Program
University of British Columbia - Centre for Research in Women's Studies and Gender Relations
  M.A. and Ph.D. in Women's Studies and Gender Relations
University of Calgary - Women's Studies Programme
University of Guelph - Women's Studies Program
University of Manitoba - Women's Studies Program
University of New Brunswick, Fredericton - Women's Studies Program
University of New Brunswick, Saint John - Gender Studies
University of Northern British Columbia - Women and Gender Studies
  M.A. in Gender Studies
University of Ottawa - Women's Studies
  Collaborative program in Women's Studies at Master's level
University of Prince Edward Island - Women's Studies Program
University of Regina - Women's Studies Program
University of Saskatchewan - Women's and Gender Studies
  Advanced Certificate in Women's and Gender Studies
University of Toronto - Women's Studies
  Graduate Collaborative Program in Women's Studies
University of Victoria - Women's Studies
University of Waterloo - Women's Studies
University of Western Ontario - Centre for Women's Studies and Feminist Research
University of Windsor - Women's Studies Program
University of Winnipeg - Women's Studies
Wilfrid Laurier University - Women's Studies Program
York U. - School of Women's Studies
  M.A. in Women's Studies, Ph.D in Women's Studies
Yukon College - Women's Studies Program

Chile

Centro de Estudios de la Mujer
Fundacion Instituto de la Mujer - Diplomado de Género
Universidad de Chile - Centro Interdisciplinario de Estudios de Género
  Magister en Género y Cultura (Mención en Ciencias Sociales)
Universidad de Chile - Centro de Estudios de Género y Cultura en América Latina
  Magister en Estudios de Género y Cultura

C.3
China

Peking University - Women's Studies Center
Tianjin Normal University - Center for Women's Studies

Colombia

Universidad del Valle - Centro de Estudios de Género, Mujer y Sociedad

Costa Rica

Universidad de Costa Rica - Centro de Investigación en Estudios de la Mujer (CIEM)
Universidad Nacional - Instituto de Estudios de la Mujer
Maestría Regional en Estudios de la Mujer
University for Peace
M.A. in Gender and Peace Building

Croatia

Centar za ženske studije Zagreb

Cyprus

Mediterranean Institute of Gender Studies

Czech Republic

Charles University - Gender Studies
M. A. in Gender Studies
Gender Studies Centre
Masaryk University - Gender Studies

Denmark

Aalborg University - FREIA: The Feminist Research Centre in Aalborg
Københavns Universitet - Center for kvinde- og kønsforskning
KVINFO - Danish Centre for Information on Women and Gender
University of Aarhus - CEKINA: Centre for Gender Studies in Aarhus
Dominican Republic

Instituto Tecnológico de Santo Domingo - Centro de Estudio del Género
Maestría en Género y Desarrollo

Egypt

Ain Shams University - Faculty of Women
Postgraduate Diploma in Women and Development
American University in Cairo - Institute for Gender and Women's Studies

Estonia

Tallin Pedagogical University - Estonian Women's Studies and Resource Centre
University of Tartu - Unit of Gender Studies

Finland

Åbo Akademi University - Institute of Women's Studies
The Christina Institute for Women's Studies
   Interdisciplinary Graduate (Master's level) Programme
Joukaisun yliopisto - Naistutkimus
University of Oulu - Women's Studies
University of Tampere - Centre for Women's Studies
University of Turku - Centre for Women's Studies

France

American University of Paris - Gender Studies Minor
Université Paris VIII - Études Feminine
   Le diplôme d'études approfondies (DEA)
Université de Toulouse-le-Mirail - Équipe Simone

Germany

Fachhochschule Kiel - Institut für Frauenforschung
Free University of Berlin - Zentraleinrichtung zur Förderung von Frauenstudien und Frauenforschung
Heinrich Böll Foundation - GLOW: Global Center for Women's Studies and Politics
Humboldt-Universität zu Berlin - Zentrum für interdisziplinäre Frauenforschung
Rheinische Friedrich-Wilhelms-Universität Bonn - Arbeitsgemeinschaft Frauenforschung
Universität Bremen - Zentrum für feministische Studien
Universität Dortmund - Frauenstudien
Universität Duisburg-Essen - Essener Kolleg für Geschlechterforschung
Universität Hannover - Gender Studies
University of Bielefeld - Interdisziplinäres Frauenforschungszentrum
University of Kiel - Zentrum für interdisziplinäre Frauenforschung

Greece

University of the Aegean
   M.A. in Gender, New Forms of Education, and New Technologies; Ph.D. in Gender Studies

Hong Kong

The Chinese University of Hong Kong - Gender Research Centre
The Chinese University of Hong Kong - Gender Studies Program
   M.A. in Women's Studies, M.Phil and Ph.D. in Gender Studies

Hungary

Central European University - Program in Gender and Culture
   M.A. and M.Phil in Gender Studies; Doctoral Specialization in Gender & Culture Studies

India

Jadavpur University - School of Women's Studies
Pondicherry University - Centre for Women's Studies
   M. Phil in Women's Studies
   PG Diploma and M. Phil in Women's Studies
Shivaji University - Centre for Women's Studies
   M. Phil and Ph.D. in Women's Studies

Ireland

National University of Ireland, Galway - Women's Studies Centre
   M.A. and Ph.D. in Women's Studies
Trinity College Dublin - Centre for Gender and Women's Studies
   M.Phil Programme of Study
University College Dublin - Women's Education Research and Resource Centre
HDip, M.A., M.Litt., and Ph.D. in Women's Studies
University of Limerick - Programmes in Women's Studies
Graduate Diploma/Master of Arts in Women's Studies

Israel

Bar-Ilan University - Gender Studies
   M.A. and Ph.D. in Gender Studies
Bar-Ilan University - Fanya Gottesfeld Heller Center for the Study of Women in Judaism
Ben Gurion University - Gender Studies Program
Schechter Institute of Jewish Studies
   M.A. in Women's and Gender Studies
Tel Aviv University - The NCJW Women and Gender Studies Program

Italy

Società italiana delle storiche (GopherDonna)
Università della Calabria - Women's Studies (Centro interdipartimentale)
Università degli Studi di Torino - Centro Interdipartimentale di Ricerche e Studi delle Donne

Japan

Ochanomizu University - Institute for Gender Studies
Tokyo Christian Woman's University - Institute for Women's Studies

Korea

Asian Center for Women's Studies
Catholic University of Korea - Gender Equality Institute
Chonnam National University - Institute of Women's Studies
Dongduk University - Women's Studies Center
Ewha Womans University - Women's Studies
Ewha Womans University - Korean Women's Institute
Ewha Womans University - Ewha Institute for Women's Theological Studies
Hanyang University - Women's Studies
Mokwon University - Institute of Women's Studies
Pusan University - Women's Studies Center
Seoul National University - Gender Studies Major
Seoul Women's University - Women's Studies Institute
Silla University - Center for Women's Studies
Sogang University - Gender Studies
Sookmyung Women's University - Research Institute of Asian Women
Sungshin University - Women's Studies
Yonei University - Center of Women's Studies and Development
Yonsei University - Culture and Gender Studies

Lebanon

Institute for Women's Studies in the Arab World

Lithuania

Vilnius University - Gender Studies Centre

Malaysia

Universiti Sains Malaysia - Women's Research Development Center

Mexico

El Colegio de México - Interdisciplinary Program in Women's Studies
Universidad Nacional Autónoma de México - Programa Universitario de Estudios de Género

Mongolia

Gender Center for Sustainable Development

The Netherlands

International Information Centre & Archives for the Women's Movement
Institute of Social Studies
Master's program in Women, Gender, Development
Netherlands Research School of Women's Studies (Universiteit Utrecht)
Full Ph.D. training
Radboud Universiteit Nijmegen - Institute for Gender Studies
University of Amsterdam - Belle van Zuylen Instituut
University of Groningen - Centrum voor Gender Studies

C.8
New Zealand

Massey University - Women's Studies Program
  M.A. in Women's Studies; M.Phil, Ph.D.
University of Auckland - Women's Studies Programme
  M.A. and Ph.D in Women's Studies
University of Canterbury - Feminist Studies Department
  M.A. and Ph.D in Feminist Studies
University of Otago - Gender and Women's Studies
University of Waikato - Women's and Gender Studies
Victoria University of Wellington - Gender and Women's Studies
  M.A. and Ph.D. in Women's Studies

Norway

Høgskolen i Stavanger - Feministisk forskning
Norges teknisk-naturvitenskapelige universitet - Senter for kvinneforskning
Northern Feminist University (KVINNE Universitetet Nord)
University of Bergen - Senter for humanistisk kvinneforskning
  M. Phil in Gender and Development
University of Oslo - Senter for Kvinneforskning
University of Tromsø - Centre for Women's Studies and Women in Research

Palestine

Birzeit University - Institute of Women's Studies
  Master's program in Gender, Law, and Development

Peru

Centro de Estudios La Mujer en la Historia de América Latina

Poland

Adam Mickiewicz University - Women's Studies Interdisciplinary Research Group

Romania

Babes-Bolyai University - Interdisciplinary Group for Gender Studies
ANA: Romanian Society for Feminist Analyses
Russia

Moscow Center for Gender Studies

Slovakia

Comenius University - Gender Studies Centre

South Africa

University of Cape Town - African Gender Institute
   Graduate Programme in Gender and Transformation
University of Natal - Gender Studies
   M.A. in Gender Studies
University of Pretoria - Centre for Gender Studies
University of South Africa - Institute for Gender Studies
University of the Western Cape - Women's and Gender Studies Programme
   M. Phil in Women's and Gender Studies

Spain

Universidad de Alicante - Centro de Estudios sobre la Mujer
Universidad Autónoma de Madrid - Instituto Universitario de Estudios de la Mujer
Universidad de Granada - Instituto de Estudios de la Mujer
Universidad de la Laguna - Centro de Estudios de la Mujer

Sri Lanka

Centre for Women's Research

Sudan

Ahfad University for Women
   Master's degree in Gender and Development
Sweden

Göteborgs Universitet - Institutionen för Genusvetenskap
Karlstads Universitet - Genusvetenskap
Linköpings Universitet - Forum för genusvetenskap och jämställdhet
Linköping University - The Tema Institute: Gender Studies
Luleå University of Technology - Dept. of Gender & Technology
Lunds University - Centre for Gender Studies
Södertörns University - Genusvetarprogrammet
Stockholms Universitet - Centrum för Kvinnoforskning
Umeå University - Kvinnovetenskapligt forum
Uppsala Universitet - Centrum för genusvetenskap

Switzerland

Universität Basel - Zentrum Gender Studies
Universität Bern - Interdisziplinäres Zentrum für Frauen- und Geschlechterforschung
Universität Freiburg - Gender Studies
Universität Zürich - Kompetenzzentrum Gender Studies
Université de Genève - Etudes genre Doctorat

Thailand

Asian Institute of Technology - Gender and Development Studies
Chiangmai University - Women's Studies Center
Thammasat University - Women's Studies
    M. A. Program in Women's Studies

Trinidad

The University of the West Indies, St. Augustine Campus - Centre for Gender and Development Studies

Turkey

Ankara University - Women's Studies Centre
    Women's Studies Graduate Programme
Middle East Technical University - Gender and Women's Studies Graduate Program
    M. S. in Gender and Women's Studies
Uganda

Makerere University - Department of Women and Gender Studies  
M.A.

Ukraine

Kharkov Center for Gender Studies

United Kingdom

Anglia Polytechnic University - Gender Studies  
M.A. in Women's Studies
Cambridge University - Cambridge Centre for Gender Studies
Hull University - Gender Studies Programme  
MA/MSc and Ph.D. degrees in Gender Studies
Institute for Feminist Theory and Research
Lancaster University - Centre for Women's Studies  
M.A. in Women's Studies, MPhil and Ph.D
Leeds Metropolitan University  
M.A. in Feminist Studies
London Metropolitan University - The Women's Library  
M.A. by Research in Modern British Women's History
LSE Gender Institute - Research Institute and Graduate Programs in Gender Studies  
MSc in Gender (Developmental Studies); MSc in Gender (Gender Relations);  
MSc in Gender (Social Research Methods); MPhil/Ph.D Research Program in Gender
Manchester University - Women's & Gender Studies Centre  
Graduate Diploma, M.A and Ph.D. in Women's Studies, M.A. in Gender,  
Sexuality & Culture
Oxford University - Women's Studies  
M.St. in Women's Studies
Oxford University - International Gender Studies Centre
Queen's University, Belfast - Centre for Women's Studies  
Master's degree in Gender and Women's Studies
Stow College, Glasgow - Women's Studies
University of Aberdeen - Women's Studies
University of Bradford - Gender Studies and Social Policy  
M.A. in Gender and Women's Studies
University of East Anglia, Norwich  
M.A. in Gender Analysis and Development
University of East London - School of Cultural and Innovation Studies  
M.A. in Gender, Sexualities, and Ethnic Studies
University of Essex  
M.A. in Gender History  
University of Exeter - Centre for Women's Studies  
M.A. in Women's Studies, MPhil/Ph.D in Women's Studies  
University of Glasgow - International Centre for Gender and Women's Studies  
University of Gloucestershire - Women's Studies  
University of Hull - Centre for Gender Studies  
M.A. in Gender Studies, M.A. in Gender and Development  
University of Kent at Canterbury - Centre for Women's Studies  
M.A. and MPhil/Ph.D. in Women's Studies  
University of Leeds - Centre for Interdisciplinary Gender Studies  
M. A. in Gender Studies, M.A. in Gender Studies and History & Philosophy of Science, Ph.D  
University of London - Centre for Gender & Religions Research  
M. A. in Gender Studies and Religion  
University of Newcastle - Centre for Gender and Women's Studies  
M. A. in Gender Studies  
University of Reading - Centre for Italian Women's Studies  
University of Strathclyde - Women's Studies  
MLitt in Women's Studies  
University of Sussex - Gender Studies  
MA in Gender Studies and in Gender & Media; MA and DPhil in Gender and Development  
University of Warwick - Centre for the Study of Women and Gender  
M.A. in Interdisciplinary Women's Studies; M.A. in Gender and International Development; M.A. in Gender, Literature, and Modernity; MPhil and Ph.D  
University of York - The Centre for Women's Studies  
M.A. in Women's Studies, MSc in Women, Development and Administration, M.A. in Women's Studies by research, MPhil/DPhil in Women's Studies  

Venezuela  

Universidad Central de Venezuela - Centro de Estudios de la Mujer  
Maestría en Estudios de la Mujer
APPENDIX D
Appendix D

Women's Studies Programs in U.S. Granting Post-graduate Degrees

American University
Antioch University McGregor
Appalachian State University
Brandeis University
California State University, Long Beach
Claremont Graduate School
Cornell University
DePaul University
Duke University
Eastern Michigan University
Emory University
Florida Atlantic University
George Mason University
Georgia State University
Indiana University, Bloomington
Iowa State University
Kansas State University
Louisiana State University
Loyola University Chicago
Minnesota State University, Mankato
Northeastern University
Ohio State University
Ohio University
Oregon State University
Pennsylvania State University
Rutgers, The State University of New Jersey
San Diego State University
Southern Connecticut State University
Syracuse University
Texas Tech University
Texas Woman's University
Towson University
United Theological Seminary of the Twin Cities
University at Albany, SUNY
University at Buffalo
University of California Los Angeles
University of California Santa Barbara
University of California, Santa Cruz
University of Cincinnati
University of Connecticut
University of Georgia
University of Illinois at Chicago
University of Kansas
University of Louisville
University of Maine
University of Maryland
University of Massachusetts Amherst
University of Memphis
University of Michigan
University of Minnesota
University of Missouri-Columbia
University of Missouri, St. Louis
University of Nebraska
University of Northern Iowa
University of Rhode Island
University of South Carolina
University of Illinois at Springfield
University of Washington
VA Polytechnic Institute and State University
Washington University, St. Louis
West Virginia University
Western Kentucky University
APPENDIX E
Appendix E
Women's Studies Programs/Departments that Grant a Ph.D.

Arizona State University - Ph.D. in Gender Studies

Claremont Graduate University, Claremont, CA - Ph.D. and M.A. in Women's Studies in Religion

Emory University, Atlanta, GA - Ph.D. in Women's Studies

Indiana University, Bloomington - Ph.D. in Gender Studies

Ohio State University - Ph.D. and M.A. in Women's Studies

Rutgers University, New Brunswick, NJ - Ph.D. in Women's Studies

University of California, Los Angeles - Ph.D. and M.A. in Women's Studies

University of Iowa, Iowa City - Ph.D. in Women's Studies

University of Maryland, College Park - Ph.D. and M.A. in Women's Studies

University of Minnesota, Minneapolis - Ph.D. in Women's Studies. Added bonus: Center for Advanced Feminist Studies

University of Washington, Seattle, WA - Ph.D. and M.A. in Women's Studies
APPENDIX F
Appendix F
Degree Requirements for the Women’s Studies Major and Minor

Undergraduate Major

The Women’s Studies major is open to all undergraduates in the College of Letters and Science; students in other Schools may petition. All courses must be taken for a letter grade. A grade of C or better is required for all preparation courses and core courses; courses for which a grade of "C-" or lower is earned will not count.

Admission to the major requires a minimum GPA of 2.0 and is done by petition. Students meet with the WSP undergraduate counselor to review the requirements, to complete the registration and petition forms, and to plan their course of study. This should be done early but must be done no later than three quarters prior to graduation.

Preparation for the major:
WS-10 Introduction to WS: Feminist Perspectives on Women in Society
[In addition, students are expected to complete lower division prerequisites for those upper division WS-content courses they plan to take.]

Core Courses:
A] Theory - One from:
WS-110A Feminist Theories: Social Sciences;
or WS-110B Feminist Theories: Humanities;
or WS-M110C Feminist Theory: Philosophy

B] Ethnic Studies - One from:
WS-130 Women of Color in the U.S.;
or a WS-content course in one of the ethnic studies programs within the Institute of American Cultures

C] Research - WS-187 Senior Research Seminar

Distribution of Electives:
Four upper division courses – one each from four different fields – chosen from the quarterly WS-credit lists. Lists are available in the WS offices or on-line here.

Concentration:
Six additional upper division courses in one or two areas of study, fields – chosen from the quarterly WS-credit lists. A Concentration may be in a discipline sampled in the Distribution or a major topic addressed in the Core. If a dual concentration is selected, courses may be apportioned in a ratio of 3:3 or 4:2. Concentrations must be declared by petition at least three quarters prior to graduation. No more than four units of WS 195-199 may be applied without special permission.
Honors in the major may be earned by petition. See the "Departmental Honors" summary for criteria and procedures. The 2-quarter honors course, 198A/B, counts as the 6th concentration course.

**Undergraduate Minor**

The Women's Studies minor augments and enriches study in a traditional field. Students participating in this program are required to complete both a departmental major and the Women's Studies minor.

To enter the minor, students must have an overall grade-point average of 2.0 or better and file a petition in 2528 Hershey Hall, no later than three quarters before graduation. They are encouraged to declare the minor as early as possible and to discuss their proposed course of study with the chair or undergraduate adviser.

**Required Lower Division Course (5 units):** Women's Studies 10. Students must also complete departmental lower division requisites [such as introductory cultural Anthropology, English, History, Philosophy, Psychology, Sociology] as applicable, for upper division women's studies courses in the disciplines. Usually, this may be done in the process of completing the General Education or IGET-C.

**Required Upper Division Courses (minimum 28 units):**
(a) One feminist theory course from Women's Studies 110A or 110B or M110C;
(b) 120 or 187 or an equivalent senior research seminar approved in advance; and
(c) five upper division elective courses [4-unit or more] from the approved list of women's studies courses issued each term by the program. At least three elective courses must be taken in departments other than the major department. One individual tutorial [4 units of courses 195 through 199] may be applied; more that one requires departmental consent.

All minor courses must be taken for a letter grade, with an overall grade-point average of 2.0 or better. Courses in which students receive a grade of C- or lower may not be applied toward the core requirements in the minor. Successful completion of the minor is indicated on the transcript and diploma.

**Attached are five samples of Academic Plans (4-year and 2-year) for Women’s Studies Majors:**

Academic Plan #1: Four-year Student Women’s Studies Major with Environmental Studies Minor
Academic Plan #2: Four-year Student Double Major Women’s Studies and International Development Studies
Academic Plan #3: Four-year Student Women’s Studies Major (no minor)
Academic Plan #4: Two-year Transfer Student Women’s Studies Major with Public Affairs Minor
Academic Plan #5: Two-year Transfer Student Women’s Studies Major (no minor)
ITEM 6: Appendices A-R

### Appendix F – Academic Plan #1

#### Four-year Student: Women’s Studies Major with Environmental Studies Minor

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**Total UC Units completed:** 162.0
**Total non-UC Units transferred:** 32.0
**Total number of Units:** 194.0
**GPA:** 3.881
# Appendix F – Academic Plan #2

## Women’s Studies and International Development Studies

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**Total UC Units completed:** 203.0

**Total non-UC Units completed:** 26.5

**Total number of Units:** 229.5

**GPA:** 3.612
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**Total UC Units completed:** 138.0  
**Total non-UC Units completed:** 57.0  
**Total number of Units:** 195.0  
**GPA:** 3.458
# Appendix F – Academic Plan #4

## Two-year Transfer Student: Women’s Studies Major and Public Affairs Minor

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<th>Units</th>
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**Total UC Units completed:** 98.0  
**Total non-UC transferred:** 82.5  
**Total 3 of Units:** 180.5  
**GPA:** 3.731
## Appendix F – Academic Plan #5
Two-year Transfer Student: Women’s Studies Major (no minor)

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**Total # of Units:** 2 + 13 = 15

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<td>Theater</td>
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<td>Com Hlt. 179</td>
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**Total # of Units:** 17 + 12 = 29

### Prep for the Major
- Wom Std 10
- IGETC

### Core requirements
- Wom Std M110C
- Geog 144
- Wom Std 187

### Distribution of electives
- Wom Std M124
- Wom Std M165
- Wom Std M128
- Wom Std M162

### Six Concentration courses
- Comm Std 149
- LGBTS M147A
- Theater 108
- Wom Std M133A
- Wom Std 171
- Wom Std M174

**Total UC units completed:** 90
**Total non-UC transferred:** 100.5
**Total # of units:** 190.5
**GPA:** 3.184
APPENDIX G
Appendix G

Undergraduate Women's Studies Core Courses

Lower Division Course
10. Introduction to Women’s Studies: Feminist Perspectives on Women and Society. (5)
Lecture, three hours; discussion, two hours. Introduction to study of women and men in society, covering comparative issues of social, political, and economic position in the workplace, family, cultural institutions; historical basis of women's subordination; the female experience; the male experience; relations between women and men; intersections of ethnicity, class, and gender; violence against women; cultural images of women and men; social roles of women and men and movements for social change. P/NP or letter grading.

Upper Division Courses
105. Topics in Women and Medicine. (4)
Lecture/discussion, three hours. Examination of medical conditions of women in context of issues that impact women's health, health care, and health care providers. Discussion of basic health concepts and self-care; consideration of a woman's health speciality and ways to deliver health care to women. Exploration of roles and lifestyles of female physicians. P/NP or letter grading.

110A. Feminist Theories in Social Sciences. (4)
Lecture/discussion, three hours. Requisite: course 10. Multidisciplinary explorations of theorists' attempts to describe, explain, and critique social institutions, considering impact of race, ethnicity, class, etc. Emphasis on relation of theories to change in law, work, politics, education, economics, family, religion, sexuality, etc. Applications of theories to research questions and methodologies. P/NP or letter grading.

110B. Feminist Theories in the Humanities. (4)
Lecture/discussion, three hours. Requisite: course 10. Examination of theoretical positions on gender and women in study of literature and the arts. Analysis of ways in which women and sexuality have been represented in cultural production, considering impact of race, ethnicity, class, etc. Applications of theories to research questions and methodologies. P/NP or letter grading.

M110C. Philosophical Analysis of Issues in Feminist Theory. (4)
(Formerly numbered M192.) (Same as Philosophy M187.) Lecture, three hours. Requisite for Women's Studies majors: course 10; for other students: one philosophy course. Examination in depth of different theoretical positions on gender and women as they have been applied to study of philosophy. Emphasis on theoretical contributions made by new scholarship on women in philosophy. Critical study of concepts and principles that arise in discussion of women's rights and liberation. Philosophical approach to feminist theories. May be repeated for credit with consent of instructor. Letter grading.

120. Internship in Women's Studies. (4)
Seminar, three hours; internship, eight hours. Preparation: at least two upper division women's studies courses. Requisites: courses 10, 110A or 110B. Field studies course combining seminar with field placement. Practical experience in working on women's issues and connecting these experiences to methodological and theoretical themes explored in course 110A or 110B. Letter grading.

125. Women and Health Care in the U.S. (4)
Lecture/discussion, three hours. Requisite: course 10. Examination in depth of various ways women provide health care in both paid and unpaid capacities and of political, economic, and social factors affecting women as recipients of health care. P/NP or letter grading.


168. Feminist Economics in Globalizing World. (4) (Formerly numbered 188.) Lecture, four hours. Preparation: satisfaction of Letters and Science Writing II requirement. Requisite: course 10. Designed for juniors/seniors. Overview of field of feminist economics, with emphasis on development experiences in globalizing world economy. Overview of gender inequalities such as gender division of labor in paid and unpaid work, patterns of employment and unemployment, and wage gaps between men and women in different world economy regions; feminist critiques of economics and of theoretical debates within gender and development field on topics such as structural adjustment, feminization of labor force, and poverty; examination of efforts and proposals by governments, international policy-making institutions, and civil society organizations to make economic policies and structures gender-equitable. P/NP or letter grading.

171. Jurisprudence of Sexual Equality. (4) Lecture, four hours. Requisite: course 110A or 110B or Political Science 10 or Philosophy 6 or 9. Exploration of models of equality described and/or advocated by legal theorists -- equality of opportunity, equality of outcome, equality of respect, etc. -- using specific problems of women (e.g., sexual harassment or pregnancy leave policy) for purposes of comparison and critique. Consideration of sexual equality theories to issues of gender equity as they pertain to sexual orientation or gender identity. Study of legal status of women outside the U.S. or from perspectives of international human rights. May be repeated for credit with topic or instructor change. P/NP or letter grading.

185. Special Topics in Women's Studies. (4) Lecture, three hours. Preparation: one prior women's studies course. Designed for juniors/seniors. Specialized or advanced study in one area within women's studies. May be repeated for credit with topic and/or instructor change. P/NP or letter grading.

187. Senior Research Seminar: Women's Studies. (4) (Formerly numbered 197.) Seminar, three hours. Requisites: courses 10, and 110A or 110B or M110C. Designed for advanced junior/senior Women's Studies majors or minors. In-depth study of major theme in feminist research. Themes vary by instructor and term. Students pursue independent research related to course theme, with guidance from instructor, then share and critique other student works in progress. Letter grading.
195. Internship in Women's Studies. (2 or 4)
Tutorial, eight hours. Requisites: course 110A or 110B or M110C, or two upper division women's studies courses not in 189 to 199 series. Limited to juniors/seniors. Internship in supervised setting in community agency, organization, or business approved by program. Content of student work must apply gender analysis or be focused on some aspect of women's studies. Students meet on regular basis with instructor, provide periodic reports on their experience on-site, and submit final report. Must be taken for 4 letter-graded units to be applied toward Women's Studies major or minor. May be repeated for maximum of 8 units. Individual contract with supervising faculty member required. P/NP or letter grading.

197. Individual Studies in Women's Studies. (4)
Tutorial, four hours. Preparation: at least two upper division women's studies courses. Requisite: course 110A or 110B or M110C. Limited to juniors/seniors. Individual intensive study, with scheduled meetings to be arranged between faculty member and student. Content may include themes in feminist discourse, application of feminist theoretical perspectives to disciplinary field, or emerging areas of inquiry. Assigned reading and tangible evidence of mastery of subject matter required. Individual contract required. Letter grading.

198A-198B. Honors Research in Women's Studies. (4-4)

199. Directed Research in Women's Studies. (2 or 4)
Tutorial, to be arranged. Preparation: at least two upper division women's studies courses, minimum 3.0 grade-point average. Requisite: course 110A or 110B or M110C. Limited to junior/senior Women's Studies majors and minors. Supervised individual research or investigation under guidance of faculty mentor on specific topic within women's studies. Culminating paper or project required. Individual contract required. Letter grading.
APPENDIX H
Appendix H
Multi-listed Courses offered by Women's Studies in conjunction with Departments

** Please note: all Multi-listed Courses will transfer to the Women's Studies Department.

Upper Division Courses

M101A. Lesbian and Gay Literature before Stonewall. (5)
(Same as English M101A and Lesbian, Gay, Bisexual, and Transgender Studies M101A.) Lecture, four hours. Requisite: English Composition 3 or 3H. Survey of lesbian and gay literature in English from earlier periods through the 1960s. Works by such authors as Walt Whitman, Oscar Wilde, Radclyffe Hall, E.M. Forster, Willa Cather, Virginia Woolf, James Baldwin, Christopher Isherwood, William S. Burroughs, John Rechy, Audre Lorde, and Edward Albee. P/NP or letter grading.

M101B. Lesbian and Gay Literature after Stonewall. (5)
(Same as English M101B and Lesbian, Gay, Bisexual, and Transgender Studies M101B.) Lecture, four hours. Requisite: English Composition 3 or 3H. Survey of lesbian and gay literature in English since 1969, year of Stonewall Riots in New York City, commonly recognized as beginning of modern lesbian and gay culture. Works by such authors as Adrienne Rich, Jane Rule, Maureen Duffy, Brigid Brophy, Larry Kramer, Bertha Harris, Edmund White, Rita Mae Brown, Alan Hollinghurst, and Emma Donahue. P/NP or letter grading.

M101C. Special Topics in Lesbian and Gay Literature. (5)
(Same as English M101C and Lesbian, Gay, Bisexual, and Transgender Studies M101C.) Lecture, four hours. Enforced requisite: English Composition 3 or 3H. Variable specialized studies course in lesbian and gay literature. Topics focus on particular problem or issue in terms of its relationship to lesbian and gay culture and writing. May be repeated for credit. P/NP or letter grading.

M104C. Diversity in Aging: Roles of Gender and Ethnicity. (4)
(Same as Gerontology M104C and Social Welfare M104C.) Lecture, four hours. Exploration of complexity of variables related to diversity of the aging population and variability in aging process. Examination of gender and ethnicity within context of both physical and social aging, in a multidisciplinary perspective utilizing faculty from a variety of fields to address issues of diversity. Letter grading.

M107A. American Women Writers. (5)
(Same as English M107A.) Lecture, four hours. Enforced requisite: English Composition 3 or 3H. Survey of literary works by American women writers, with emphasis on roles of women, portrayal of nature and society, and evolution of forms and techniques in writing by American women. P/NP or letter grading.

M107B. British Women Writers. (5)
(Same as English M107B.) Lecture, four hours. Enforced requisite: English Composition 3 or 3H. Survey of literary works by British women writers, with emphasis on roles of women, portrayal of nature and society, and evolution of forms and techniques in writing by British women. P/NP or letter grading.

M107C. Special Topics in Women and Literature. (5)
(Same as English M107C.) Lecture, four hours. Enforced requisite: English Composition 3 or 3H. Variable specialized studies course in women and literature, with emphasis on a period, genre, particular theme, or non-national literary grouping. P/NP or letter grading.

M108. Love and Sex in German Literary Tradition. (4)
(Same as German M108.) Lecture, three hours. Study of major literary works that address issues of idealized desire, emotional/sexual boundaries, and development of sexual identity. Letter grading.

M108S. Violence against Women. (4)
(Formerly numbered M187.) (Same as Social Welfare M108S.) Lecture, three hours. Requisite: course 10. Factual information and theoretical analyses regarding various forms of violence against women and girls in their homes, workplaces, and communities through critical examination of social structures and social science research. Letter grading.
M109. Women in Jazz. (4)
(Same as Afro-American Studies M109 and Ethnomusicology M109.) Lecture, four hours; discussion, one hour. Sociocultural history of women in jazz and allied musical traditions from the 1880s to the present. Survey of women vocalists, instrumentalists, composers/arrangers, and producers and their impact on development of jazz. P/NP or letter grading.

M111. Women and Film. (6)
(Same as Film and Television M111.) Lecture, eight hours; discussion, one hour. Historical issues and critical approaches to women and cinema that may include authorship, stardom, female genres, and images of women in Hollywood cinema, alternative cinema, and independent cinema from silent era to the present. Letter grading.

M114. Introduction to Lesbian, Gay, Bisexual, and Transgender Studies. (5)
(Same as Lesbian, Gay, Bisexual, and Transgender Studies M114.) Lecture, three hours; discussion, one hour. Introduction to history, politics, culture, and scientific study of lesbians, gay men, bisexuals, and transgendered people; examination of sexuality and gender as categories for investigation; interdisciplinary theories and research on minority sexualities and genders. P/NP or letter grading.

M115. Topics in Study of Sexual and Gender Orientation. (4)
(Same as Lesbian, Gay, Bisexual, and Transgender Studies M115.) Lecture/discussion, three hours. Requisite: course 10 or M114. Studies in arts, humanities, social sciences, and/or life sciences on aspects of sexual orientation, gender identity, and lesbian, gay, and/or bisexual issues; variable topics may include cultural representations, historical and political change, life and health experiences, and queer or transgender theories; multiethnic and cross-cultural emphases. May be repeated for credit. Letter grading.

M116. Sexuality and the City: Queer Los Angeles. (4)

M117. Women and Politics. (4)
(Same as Political Science M107.) Lecture, three or four hours; discussion, one hour (when scheduled). Designed for juniors/seniors. Introduction to rapidly growing body of empirical and theoretical scholarship on women and politics in both national and international contexts. Topics may include women's movement in the U.S. and globally; women's electoral participation; representation of women in Congress and in legislatures worldwide; women as heads of government and state; feminist critiques of political science; women and human rights; ERA; struggle for suffrage; mothers as political actors; women and the military; women, development, and globalization. P/NP or letter grading.

M118. Queering American History. (4)
(Same as Lesbian, Gay, Bisexual, and Transgender Studies M118.) Lecture, four hours. History of sexual and gender minorities in the U.S. Topics include changing norms, romantic friendships, medical discourse, liberation politics, post-Stonewall culture, AIDS, transgender movement, queer theory and politics. P/NP or letter grading.

M119. Tristan, Isolde, and History of Heterosexuality. (4)
(Same as German M104.) Lecture, three hours. German, French, and English versions of Tristan and Isolde story from Middle Ages to the 20th century. Particular attention to relation between representation of "heterosexual" love in each text and contemporaneous ideas about human sexuality. P/NP or letter grading.

M124. Psychology of Language and Gender. (4)
(Formerly numbered M137J) (Same as Communication Studies M124.) Lecture, four hours. Examination of current topics at intersection of gender and language. Topics include sex differentiation in language cross-culturally; sex bias in lexicon and usage; sex differences in lexicon, syntax, phonology, and nonverbal behavior; development of sex-differentiated language in children; "women's" and "men's" language in various racial/ethnic/class/sexual preference groups; and conversational interaction. Letter grading.

M127. Women in Russian Literature. (4)
(Same as Russian M127.) Lecture, three hours. Designed for juniors/seniors. Lectures and readings in English. Introduction to "alternative tradition" of women's writings in Russia and the Soviet Union. Emphasis on images of women expressed in this tradition as compared with those found in works of contemporary male writers. P/NP or letter grading.
M128. Roots of Patriarchy: Ancient Goddesses and Heroines. (4)
(Same as Honors Collegium M118.) Lecture, three hours. Examination of ancient goddesses and heroines -- European, Neolithic, Near Eastern, Celtic, Scandinavian, Balto-Slavic, Indo-Iranian, and Greco-Roman -- using translations of ancient texts, archaeological evidence, and feminist methodology in order to discover implications of ancient patriarchy on modern society. P/NP or letter grading.

M132A. Chicana Feminism. (4)
(Same as Chicana and Chicano Studies M110.) Lecture, three hours. Requisite: course 10 or Chicana and Chicano Studies 10A. Examination of theories and practices of women who identify as 'Chicana feminist.' Analysis of writings of Chicanas who do not identify as feminist but whose practices attend to gender inequities faced by Chicanas both within Chicana/Chicano community and dominant society. Attention to Anglo-European and Third World women. P/NP or letter grading.

M132B. Contemporary Issues among Chicanas. (4)
(Same as Chicana and Chicano Studies M154.) Lecture, two and one-half hours. Requisite: course 10. Overview of conditions facing Chicanas in the U.S., including issues on family, immigration, reproduction, employment conditions. Comparative analysis with other Latinas. P/NP or letter grading.

M133. Chicana Lesbian Literature. (4)
(Same as Chicana and Chicano Studies M133 and Lesbian, Gay, Bisexual, and Transgender Studies M133.) Lecture, three hours. Exploration of intersection of radical First and Third World feminist politics, lesbian sexuality and its relationship to Chicana identity, representation of lesbianism in Chicana literature, meaning of familia in Chicana lesbian lives, and impact of Chicana lesbian theory on Chicana/Chicano studies. Letter grading.

M133A-M133B. History of Women in Europe. (4-4)
(Same as History M133A-M133B.) Lecture, three hours; discussion, one hour (when scheduled). Designed for juniors/seniors. History of social, political, and cultural roles of women in Western Europe from early Middle Ages to the present. P/NP or letter grading. M133A. 800 to 1715; M133B. 1715 to the Present.

M133C. History of Prostitution. (4)
(Same as History M133C.) Lecture, three hours; discussion, one hour (when scheduled). Designed for juniors/seniors. History of prostitution from ancient times to the present. Topics include toleration in medieval Europe, impact of syphilis, birth of courtesan, regulation in 19th-century Europe, white slavery scare, and contemporary global sex trade. Readings include novels, primary sources, and testimony by sex workers. P/NP or letter grading.

M135C. Bilingual Writing Workshop. (4)
(Formerly numbered M190.) (Same as Chicana and Chicano Studies M135.) Seminar, four hours. Writing sample required on first day of class; access to course Web page mandatory; need not be bilingual to enroll. Technical instruction, analysis, and theoretical discussion of bilingual creative expression, with focus on specific genre (i.e., autobiography, poetry, fiction). Emphasis on memory, identity, gender, and sexuality. Central theme of bilingualism as politics and aesthetics. Peer critique of weekly writing assignments. Letter grading.

M136. Music and Gender. (5)
(Same as Music History M136.) Lecture, four hours; discussion, one hour. Analysis of gender ideologies in several musical cultures; representations of gender, the body, and sexuality by both male and female musicians; contributions of women to Western art and popular music; methods in feminist and gay/lesbian theory and criticism. Letter grading.

M137E. Work Behavior of Women and Men. (4)
(Same as Psychology M137E.) Lecture, two and one-half hours. Requisite: course 10 or Psychology 10. Designed for seniors. Examination of work behavior of women and men. Topics include antecedents of career choice, job findings, leadership, performance evaluation, discrimination and evaluation bias, job satisfaction, and interdependence of work and family roles. P/NP or letter grading.

M140. Women's Studies in French Literature. (4)
(Same as French M140.) Lecture, three hours. Exploration of a selected aspect of the situation of women in French literature as author, character, symbol, etc. P/NP or letter grading.
M141. Women, Health, and Aging: Policy Issues. (4)
(Same as Gerontology M141 and Health Services CM141.) Lecture, three hours; discussion, one hour. Preparation: two upper division social sciences courses, two upper division biological sciences courses. Social and economic context of older women's aging, major physical and psychological changes older women experience, delivery of health services to this population, and policies that respond to their health needs. Letter grading.

CM143. Women Healers, Ritual, and Transformation. (4)
(Same as World Arts and Cultures CM140.) Lecture, four hours. Designed for juniors/seniors. Examination of role of women healers, historically and within contemporary culture-specific contexts. Exploration of psychological functions served by rites of passage and healing rituals and of role of arts in healing troubled communities. Concurrently scheduled with course CM243. P/NP or letter grading.

M144. Women's Movement in Latin America. (4)
(Same as Chicana and Chicano Studies M144.) Lecture, four hours. Course on women's movements and feminism in Latin America and Caribbean to examine diverse social movements and locations from which women have launched political and gender struggles. Discussion of forms of feminism and women's consciousness that have emerged out of indigenous rights movements, environmental struggles, labor movements, Christian-based communities, peasant and rural organizing, and new social movements that are concerned with race, sexuality, feminism, and human rights. Through comparative study of women's movements in diversity of political systems as well as national and transnational arenas, students gain understanding of historical contexts and political conditions that give rise to women's resistance, as well as major debates in field of study. P/NP or letter grading.

M146. Feminist Geography. (4)
(Same as Geography M146.) Lecture, three hours; discussion, one hour. Critical engagement of gender as concept of geographic inquiry. Gender as spatial process, analysis of feminist geographic theory and methods, landscapes of gender, challenges of representing gender. Spaces of femininity, masculinity, and sexuality. P/NP or letter grading.

M147A. Psychology of Lesbian Experience. (4)
(Same as Lesbian, Gay, Bisexual, and Transgender Studies M147A and Psychology M147A.) Lecture, two hours; discussion, one hour. Requisite: course 10 or Lesbian, Gay, Bisexual, and Transgender Studies M114 or Psychology 10. Designed for juniors/seniors. Review of research and theory in psychology and women's studies to examine various aspects of lesbian experience, impact of heterosexism/stigma, gender role socialization, minority status of women and lesbians, identity development within a multicultural society, changes in psychological theories about lesbians in sociohistorical context. P/NP or letter grading.

M147B. History of Women in Colonial British America and Early U.S., 1600 to 1860. (4)
(Same as History M147C.) Lecture, three hours; discussion, one hour (when scheduled). Designed for juniors/seniors. Introduction to major themes in history of early American women from initial confrontation of English and American Indian cultures in the early 17th century to rise of women's rights movement in the mid-19th century. P/NP or letter grading.

M147C. Transnational Women's Organizing in Americas. (4)
(Same as Chicana and Chicano Studies M147.) Lecture, four hours. Feminist theories of transnational organizing. Examination of gender and race as central to processes of globalization and essential to economic and political struggles encompassed in transnational power relations. Exploration of how questions of race and gender influence global economic policies and impact local actors and their communities. In time when people, capital, cultures, and technologies cross national borders with growing frequency, discussion of process of accelerated globalization has been linked to feminization of labor and migration, environmental degradation, questions of diaspora, sexuality, and cultural displacement, as well as growing global militarization. Problems and issues created by globalization and cultural, social, and political responses envisioned by transnational organizing. P/NP or letter grading.

M147D. History of Women in the U.S., 1860 to 1980. (4)
(Same as History M147D.) Lecture, three hours; discussion, one hour (when scheduled). Designed for juniors/seniors. Introduction to major themes in history of American women from abolition of slavery and Civil War to rise and consequences of second-wave feminism. P/NP or letter grading.
M148. Women in Higher Education. (4)
(Same as Education M148.) Seminar, three hours. Designed for juniors/seniors. Overview of issues related to experience of women in higher education. Topics include curricular transformation, feminist pedagogy, gender equity, women faculty members, and intersection of gender and race. Letter grading.

M149. Media: Gender, Race, Class, and Sexuality. (5)
(Same as Communication Studies M149.) Lecture, four hours; activity, one hour. Limited to junior/senior Communication Studies and Women's Studies majors. Examination of manner in which media culture induces people to perceive various dominant and dominated and/or colonized groups of people. Ways in which women, gay, lesbian, bisexual, transgendered, racial, and ethnic marginalized peoples, class relations, and other subaltern or subordinated groups are presented and often misrepresented in media. Investigation and employment of practical applications of communications and feminist theories for understanding ideological nature of stereotyping and politics of representation through use of media, guest presentations, lectures, class discussions, and readings. Introduction to theory and practice of cultural studies. Letter grading.

M151. Marriage, Family, and Kinship. (4)
(Same as Anthropology M151.) Lecture, three hours. Requisite: Anthropology 9. Examination of understandings of kinship in cross-cultural perspective and impact of kinship on interpersonal relationships, gender roles, and sociocultural systems. Readings from popular materials and formal ethnographic accounts. P/NC or letter grading.

M153. The Media and Aggression against Women. (4)
(Same as Communication Studies M153.) Lecture, four hours. Social scientific study of intersection between mass media and men's aggression against women. Particular consideration of sexual aggression, pornography, and characteristics of aggressive men. Analysis of interaction between "nature and nurture." Letter grading.

M154P. Gender Systems: North America. (4)
(Same as Anthropology M154P.) Lecture, three hours. Requisite: course 10. Designed for junior/senior social sciences majors. Comparative study of women's lives and gender systems in North American cultures from anthropological perspective. Critical review of relevant theoretical and practical issues using ethnography, case study, and presentations. P/NC or letter grading.

M154Q. Gender Systems: Global. (4)
(Same as Anthropology M154Q.) Lecture, three hours. Requisite: course 10. Designed for junior/senior social sciences majors. Comparative study of gender systems globally from an anthropological perspective. Outline of material conditions of women's lives in the world -- gender division of labor, relationship of gender to the state, and colonialism and resistance movements. P/NC or letter grading.

M155. Women's Voices: Their Critique of Anthropology of Japan. (4)
(Same as Anthropology M155.) Lecture, three hours. Preparation: introductory sociocultural anthropology course. The anthropology of Japan has long viewed Japan as a homogeneous whole. Restoration of diversity and contradiction in it by listening to voices of Japanese women in various historical contexts. P/NC or letter grading.

M155Q. Women and Social Movements. (4)
(Same as Anthropology M155Q.) Lecture/discussion, three hours. Recommended preparation: prior women's studies or anthropology courses. Comparative studies of social movements (e.g., nationalist, socialist, liberal/reform), beginning with Russia and China and including Cuba, Algeria, Guinea-Bissau, Mozambique, Nicaragua, and Iran. Analysis of women's participation in social transformations and the centrality of gender interests. P/NC or letter grading.

M158. Women in Italian Culture. (4)
(Same as Italian M158.) Lecture, three hours; discussion, one hour. Examination of role of women in Italian society through history, politics, literature, film, and art. Italian majors required to read texts in Italian. P/NC or letter grading.

M159. Pornography and Evolution. (4)
(Same as Communication Studies M159.) Lecture, three hours. Discussion of theories and research on why pornography exists and its effects. Use of topic to illustrate value of evolutionary theory to social sciences generally. Letter grading.
M162. Sociology of Gender. (4)
(Same as Sociology M162.) Lecture, three hours; discussion, one hour. Requisite: course 10 or Sociology 1. Examination of processes by which gender is socially constructed. Topics include distinction between biological sex and sociological gender, causes and consequences of gender inequality, and recent changes in gender relations in modern industrial societies. P/NP or letter grading.

M163. Gender and Work. (4)
(Same as Sociology M163.) Lecture, three hours. Requisite: course 10 or Sociology 1. Exploration of relationship of gender to work, concentrating on the U.S. experience but also including some comparative material. Particular emphasis on analysis of causes and consequences of job segregation by gender and of wage inequality. P/NP or letter grading.

M164. Politics of Reproduction. (4)
(Same as Sociology M164.) Lecture, three hours; discussion, one hour. Title refers to intersection between politics and life cycle. Topics include social construction of gender and population, reproductive issues, politicization of mothers, motherhood, and mothering, surrogacy, and new reproductive technologies. Letter grading.

(Same as Asian American Studies M164.) Lecture, four hours. Study of various forms of violence done on women not only in and of themselves but also in light of larger systems of oppression, with focus on Filipina, Vietnamese, Singaporean, and South Asian cultures. Letter grading.

M165. Psychology of Gender. (4)
(Same as Psychology M165.) Lecture, three hours. Consideration of psychological literature relevant to understanding contemporary sex differences. Topics include sex-role development and role conflict, physiological and personality differences between men and women, sex differences in intellectual abilities and achievement, and impact of gender on social interaction. P/NP or letter grading.

M166. Women in Socialist and Post-Socialist States. (4)
(Same as Sociology M166.) Lecture, three hours; discussion, one hour. Exploration of diverse aspects of women's lives in socialist and post-socialist states. Although transition from socialism occurs differently, gender differences are everywhere central to democratization and marketization. Discussion of ways in which state policies affect women. Letter grading.

M167. Contested Sexualities. (4)
(Same as Lesbian, Gay, Bisexual, and Transgender Studies M167 and Sociology M167.) Lecture, three hours; discussion, one hour. Sociological perspectives on formation, control, and resistance of lesbian, gay, bisexual, and transgendered people. Variable topics include identity and community; age, class, gender, and racial diversity; and analysis of contemporary issues affecting contested sexualities. Letter grading.

CM170. Alternate Traditions: In Search of Female Voices in Contemporary Literature. (5)
(Formerly numbered M170.) (Same as Comparative Literature CM170.) Seminar, three hours. Designed for upper division literature majors. Investigation of narrative texts by contemporary French, German, English, American, Spanish American, African, and Asian women writers from cross-cultural perspective. Common themes, problems, and techniques. May be concurrently scheduled with course CM270. Undergraduate students read all works in translation. P/NP or letter grading.

M170C. History of Women in China, A.D. 1000 to the Present. (4)
(Same as History M170C.) Lecture, three hours; discussion, one hour (when scheduled). Designed for juniors/seniors. Topics include women and family, women in Confucian ideology, women in literati culture, feminist movement, and women and communist revolution. P/NP or letter grading.

M172. The Afro-American Woman in the U.S. (4)
(Same as Afro-American Studies M172 and Psychology M172.) Lecture, two and one-half hours. Designed for juniors/seniors. Impact of social, psychological, political, and economic forces which impact on interpersonal relationships of Afro-American women as members of a large society and as members of their biological and ethnic group. P/NP or letter grading.
M173B. Women in 20th-Century Japan. (4)
(Same as History M173B.) Lecture, three hours; discussion, one hour (when scheduled). Designed for juniors/seniors. Japanese women in Japanese and world history through state documents, autobiographical voices, contemporary television, and other varying historical sources, including topics such as women and new political order (1900 to 1930), women, war, and empire (1930 to 1945), and women in consumer society (1980s to 1990s). P/NP or letter grading.

M174. Sociology of the Family. (4)
(Same as Sociology M174.) Lecture, four hours. Theory and research dealing with the modern family, its structure, and functions, including historical changes, variant family patterns, family as an institution, and influence of contemporary society on the family. P/NP or letter grading.

M175. Women and the City. (4)
(Formerly numbered M194.) (Same as Urban Planning M175.) Lecture, three hours. Limited to juniors/seniors. Examination of relationship between women and cities: (1) how cities have affected women's opportunities for economic and social equality, (2) women's contributions to development of U.S. cities, and (3) contemporary strategies and efforts to create urban environments that reflect women's needs and interests. P/NP or letter grading.

CM178. Critical Media Literacy and Politics of Gender: Theory and Production. (4)
(Same as Education CM178.) Seminar, three hours. Use of range of pedagogical approaches to theory and practice of critical media literacy that necessarily involves understanding of new technologies and media forms. Study of both theory and production techniques to inform student analysis of media and critical media literacy projects. Concurrently scheduled with course CM278. Letter grading.

CM178L. Critical Media Literacy and Politics of Gender: Laboratory. (2)
(Same as Education CM178L.) Laboratory, two hours. Co-requisite: course CM178. Hands-on production experience as integral component of course CM178. Concurrently scheduled with course CM278L. Letter grading.

M180B. Historical Perspectives on Gender and Science. (4)
(Same as History M180B.) Lecture, three hours; discussion, one hour (when scheduled). Designed for juniors/seniors. Historical cases illustrating how gender enters practices and concepts of science. Topics include gendered conceptions of nature, persona of "man of science," role of women in scientific revolution, scientific investigations of women and femininity. P/NP or letter grading.

M186. Voices of Women in Scandinavian Literature. (4)
(Same as Scandinavian CM186.) Discussion, three hours. Requisite: Scandinavian 5 or 15 or 25. Knowledge of a Scandinavian language not required for non-majors. Readings and discussion of writings by Scandinavian women writers analyzed in historical, theoretical, sociological, critical, and comparative contexts. P/NP or letter grading.

M186A. Global Feminism, 1850 to the Present. (4)
(Same as History M187A.) Lecture, three hours; discussion, one hour (when scheduled). Designed for juniors/seniors. Introduction to women's rights (educational, political, economic, sexual, and reproductive) around world and over one and one-half centuries. P/NP or letter grading.

Courses Offered By Standing Departments Granted Credit In Women's Studies

Afro-Am/Ethnomu M107. Cultural History of Rap
Asian American 187D. Race, Ethnicity, Gender and Sexuality.
Anthropology 137. Food and Culture.
Chicano Studies 128. Race, Gender and the U.S. Labor Force.
Chicano 141. Chicana and Latina Literary Narratives.
Chicano 149. Gendered Politics.
Chicano 150. Affirmative Action.
Classics 150A. The Female in Greek Literature and Culture.
Classics 150B. The Female in Ancient Roman Literature and Culture.
Geography 187. Middle East: Space and Gender
Honors 122. Violence against Women in Cross-cultural Perspective.
Honors 129. Cultural Constructions of Gender & Sexuality: Masculinities
[also listed as Anthro/LGBT Studies M134]
Honors 165. Women and Literature in Southeastern Europe.
Psychology 129E. Human Sexuality.
Psychology 187C. Sex and the Law.
South Asian 185. Women and Gender in Ancient India.
Spanish 151A. Women and Hispanic Literature: Literature of Spain.
Spanish 151B. Women and Hispanic Literature: Spanish America.
Theater 108. Gender, Sex and Performance.
Theater 138. Acting Myth. [also listed as Honors 15]
World Arts & Cultures 100A. Art as Social Action.
World Arts & Cultures 100B. Art as Moral Action.
# Appendix I

## Women's Studies Courses 2000-2006

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L.11
Appendix J
Degree Requirements for the PhD in Women’s Studies

Advising
The Graduate Advisor provides assistance and general information about policies and procedures, funding opportunities and resources. In addition, entering graduate students are assigned a faculty advisor to assist in research planning and other substantive decisions. Students may change faculty advisors at any time, but all advisors must be core Women’s Studies faculty (see the list of affiliated faculty on the Women's Studies website). If you would like to choose an advisor whose name does not appear on the list, contact the Chair for approval. Students must inform the graduate advisor about any changes in faculty advisor.

Major Fields or Subdisciplines
A major field will be developed by the student with the assistance of the faculty advisor. Examples include: feminist theory; women and health; sexuality; comparative gender roles; women of color; transnational feminisms. Click here for a list of faculty specialties.

Foreign Language Requirement
Reading proficiency in at least one foreign language is required. The language requirement must be satisfied before your qualifying oral exams. The language requirement may be satisfied in one of three ways: 1) By passing one full year of a university level foreign language course. 2) By completing a summer intensive language course. 3) By passing the appropriate language exam. See the Graduate Advisor for more information.

Course Requirements
Doctoral students are required to complete 60 units. Units beyond the minimum may consist of practicums, 500-level courses or additional classroom units.
TOTAL: 60 Units

Required courses include:
16 units of Women's Studies core courses: 201, 202, 210 and 204 (204 is a one-unit seminar sponsored by the Center for the Study of Women and must be taken for four quarters).

- 4 units of Research Methods (Social Sciences) or Critical Theory (Humanities).
- See graduate advisor before enrolling in any of these courses.
- 40 units of electives, none of which can be 500-level courses (of the 20 units, 8 of these may be upper division undergraduate courses).

Please Note:
Students are expected to be full time and enroll in 12 units per quarter. Four of these units may be from the 500-level series upon approval of faculty member. 500 level courses do not count toward degree required units.
Elective units should include three courses (12 units) in a field of emphasis. The courses should relate to the student's major field and be part of a disciplinary or interdisciplinary area of study.

Teaching assistants should enroll in Women's Studies 375 each quarter they hold a teaching appointment. These units will not count toward the degree requirements, but may be part of a 12-unit full-time course load.

Students may enroll in up to 12 units of 599 (dissertation research) while completing their dissertation.

**Qualifying Examinations**

Before embarking on the dissertation, Ph.D. students must pass two written and one oral examinations. The written exams test the candidate's understanding of women's studies as a discipline (a "breadth" requirement) and of her/his major field (a "depth" requirement). The oral examination is a defense of the candidate's dissertation proposal. No oral defense of the completed dissertation is required.

1. **Pre-qualifying Written Examinations**

   **A. The Breadth Exam**
   
   The first written exam tests basic knowledge and understanding of the field of women's studies – including feminist theory, current and historical debates within the field, methodological and pedagogical issues -- and is taken after completion of the core course series (WS 201, 210, 202). It is recommended that students schedule their breadth exam for the fall quarter of the second year, although it may be deferred until the end of that year. The breadth exam is a week-long take-home designed and graded by a committee appointed by the Chair from faculty teaching in the core series. All committee members must find the exam satisfactory in order for the student to pass. This exam may be retaken once, within a time set by the grading committee, without petition.

   **B. The Depth Exam**
   
   The depth exam covers the student's major field, and is designed by the faculty advisor with the assistance of other faculty as appropriate. It may be taken at any time after successful completion of the breadth exam and the minimum course requirements. Students have a week to complete their depth exams. The completed exam must be judged satisfactory by both the student's advisor and the Graduate Chair (or designate). Students may retake this exam only by petition.

2. **Qualifying Oral Examination**

   The oral qualifying exam is scheduled by the student only after: (1) passing both written pre-qualifying exams; (2) completing the dissertation proposal, subject to acceptance by the student's faculty advisor; and (3) appointment of a doctoral committee in accordance with University regulations. See the Graduate Division website at:
http://www.gdocet.ucla.edu/gasaa/library/hominintro.htm

The doctoral committee administers the exam, which takes approximately two hours. The members of the doctoral committee are chosen by the student in consultation with the faculty advisor, and subject to approval of the Chair. The committee must be comprised of the student’s advisor, two other women’s studies faculty, and one outside faculty member whose academic expertise relates to the dissertation topic. After successful completion of the oral defense, one of the two women’s studies faculty members may be excused from the committee, and the remaining members (designated the “certifying members”) become the candidate’s dissertation committee. Students may retake the oral qualifying examination once without petition. Advancement to candidacy is dependent on successful completion.

**Dissertation**

Ph.D. candidates must satisfy the dissertation requirement with a dissertation prepared under the supervision of an advisor in the Women's Studies Graduate Program and approved by all three certifying members. An oral defense is not required unless a committee member (or the student) requests it.
APPENDIX K
Appendix K

Graduate Courses offered by the Women's Studies Program

Students are required to complete WS 201, 202, 210, four quarters of 204 and WS 203 or another appropriate methods course (see graduate advisor for more information). The academic quarter is 16 weeks long and each class is worth four units of credit, except WS 204 which is only one unit. Listed below is a comprehensive list of Women's Studies Graduate Courses.

Women's Studies Required Core Courses

201. Feminist Knowledge Production: Early/Modern. (4)
Lecture/discussion, three hours. Examination of early and modernist feminist theories and epistemologies in context of global flows of people, ideas, and goods and in diverse socioeconomic settings. Evaluation of varied forms of feminist knowledge production and multicultural critiques of theories of modernity. Letter grading.

202. Multicultural Feminist Knowledge Production: Contemporary. (4)
Lecture/discussion, three hours. Examination of contemporary multicultural and transnational feminist knowledge production within contexts of globalization, neocolonialism, diaspora, exile, and dislocation. Concentration on feminist debates on modernism, postmodernism, cultural and critical race studies, postcolonial theories, sexuality, and queer studies. Letter grading.

203. Research Methods in Studies of Women and Gender. (4)
Lecture/discussion, three hours. Preparation: prior or concurrent enrollment in graduate research methods course in discipline or focus area, one or more undergraduate or graduate courses in women's studies. Requisites: courses 201, 202. Topics in advanced critique of sexist research methods, models of inclusion of women in research and theory, nonsexist research methods from conception through interpretation, what constitutes "feminist" research, inclusiveness and attention to diversity issues, appropriate frameworks in comparative research. Supplements disciplinary offerings on research methods. Letter grading.

204. Current Research in Women's Studies. (1)
Seminar, to be arranged. Designed for graduate students in any discipline conducting research on women/gender-related issues. Attendance and participation in Feminist Research Seminar sponsored by Center for Study of Women; presentations in interdisciplinary women's studies research and theory, with their significance and methodology discussed and critiqued in depth. May be repeated for credit. S/U grading.

210. Topics in Women and Public Policy. (4)
Lecture, four hours. Designed for graduate women's studies students. Introduction to background, decision-making processes, and current debates over public policy directly affecting women in one or more major spheres of public life (e.g., work, family, political system, health care, legal regulation). Topics may focus on public health, political science, medicine, workplace studies, and social welfare. May be repeated for credit with topic or instructor change. Letter grading.
Approved Elective Courses

205. Gender and Politics of Information. (4)
Seminar, three hours. Designed for graduate students. Examination of gendered dimensions embedded in information technologies. Critical feminist assessment of information as resource and commodity; impact of Internet and information technologies on women and men and gendered distinctions between who builds and who “owns” information technology resources; race, class, gender relations in cyberspace and electronic communications. Letter grading.

215. Topics in Study of Sexuality and Gender. (4)
Seminar, three to four hours. Designed for graduate students. Multidisciplinary studies on aspects of sexual orientation, gender identity, queer and transgender theory, interdisciplinary research on minority sexualities, and social construction/deconstruction of gender. May be repeated for credit with topic or instructor change. Letter grading.

220. Cultural Studies in Gender, Race, and Sexuality. (4)
Seminar, three hours. Designed for graduate students. In-depth study of representations of gender and sexuality in literature and performance culture, with special attention to race. Topics include flow of artistic cultural production across national borders, theorizing femiqueer as diasporic or multicultural formation. Letter grading.

M238. Feminist Theory. (4)
(Same as Sociology M238.) Seminar, three hours. Designed for graduate students. Analysis of current American feminist theory relevant to sociologists. Exploration of critiques of second wave feminism by working class feminists and/or feminists of color, feminist scholars from other countries, and recent “antifeminist” feminists. Discussion of directions for future feminist sociology. Letter grading.

(Same as World Arts and Cultures CM240.) Lecture, four hours. Designed for graduate students. Examination of role of women healers, historically and within contemporary culture-specific contexts. Exploration of psychological functions served by rites of passage and healing rituals and of role of arts in healing troubled communities. Concurrently scheduled with course CM143. S/U or letter grading.

M252. Selected Topics in Sociology of Gender. (4)
(Same as Sociology M252.) Lecture, two hours; discussion, two hours. Designed for graduate students. Seminar on selected topics in sociology of gender. May be repeated for credit. Letter grading.

M255. Cross-Cultural Perspectives on Gender. (4)
(Same as Sociology M255.) Seminar, three hours. How does gender manifest itself in lives of different groups of women in the U.S. and abroad? Are universal analytical categories or united feminist movements possible or is gender too different cross-culturally? S/U or letter grading.

M259A-M259B. History of Women. (4-4)
(Same as History M259A-M259B.) Seminar, three hours. Course M259A is prerequisite to M259B. History of women’s social and political issues seen in U.S. and comparative context. In Progress (M259A) and letter (M259B) grading.

M261. Gender and Music in Cross-Cultural Perspective. (4)
(Same as Ethnomusicology M261.) Seminar, three hours. Designed to foster in-depth understanding of gender in study of music as culture. Topics range from ethnography of gender and sexuality, (de)codification of messages of resistance, and gender representation to gendered politics via musical production. S/U or letter grading.

M263P. Gender Systems. (4)
(Same as Anthropology M263P.) Seminar, three hours. Current theoretical developments in understanding gender systems cross-culturally, with emphasis on relationship between systems of gender, economy, ideational systems, and social inequality. Selection of ethnographic cases from recent literature. S/U or letter grading.
CM270. Alternate Traditions: In Search of Female Voices in Contemporary Literature. (5)
(Same as Comparative Literature CM270.) Seminar, three hours. Preparation: reading knowledge of one appropriate foreign language. Investigation of narrative texts by contemporary French, German, English, American, Spanish American, African, and Asian women writers from cross-cultural perspective. Common themes, problems, and techniques. May be concurrently scheduled with course CM170. Graduate students required to prepare papers based on texts read in original languages whenever possible. S/U or letter grading.

CM278. Critical Media Literacy and Politics of Gender: Theory and Production. (4)
(Same as Education CM278.) Seminar, three hours. Use of range of pedagogical approaches to theory and practice of critical media literacy that necessarily involves understanding of new technologies and media forms. Study of both theory and production techniques to inform student analysis of media and critical media literacy projects. Concurrently scheduled with course CM178. Letter grading.

CM278L. Critical Media Literacy and Politics of Gender: Laboratory. (2)
(Same as Education CM278L.) Laboratory, two hours. Corequisite: course CM278. Hands-on production experience as integral component of course CM278. Concurrently scheduled with course CM178L. Letter grading.

285. Special Topics in Women's Studies. (4)
Lecture/discussion, four hours. Designed for graduate students. Selected topics or special problems. In-depth study of aspects of feminist theory or research methods or gender analysis within disciplinary studies in social sciences, humanities, health sciences, arts, or professional programs. May be repeated for credit with topic or instructor change. Letter grading.

Professionalization and Tutorial

375. Teaching Apprentice Practicum. (1 to 4)
Seminar, to be arranged. Preparation: apprentice personnel employment as teaching assistant, associate, or fellow. Requisite or corequisite: course 495. Teaching apprenticeship under active guidance and supervision of regular faculty member responsible for curriculum and instruction at the University. May be repeated for credit. S/U grading.

495. Feminist Pedagogy. (2)
Seminar, two hours. Preparation: appointment as teaching assistant in Women's Studies Program. Introduction to feminist methods of teaching, with emphasis on reciprocity and dialogue and de-emphasis on hierarchy. Required of students while serving as teaching assistants (first time only) in undergraduate women's studies courses. May be repeated for credit. S/U grading.

596. Directed Individual Study or Research. (2 to 12)
Tutorial, to be arranged. Requisites: courses 201, 202, 203. Directed individual research and study in area related to women's studies/gender studies, arranged individually by student with instructor. May be repeated for credit. S/U or letter grading.

597. Preparation for M.A. Comprehensive Examination or Ph.D. Qualifying Examinations. (2 to 12)
Tutorial, eight hours. Limited to graduate women's studies students. Reading and preparation for written M.A. comprehensive examination or Ph.D. qualifying field examinations. May be repeated for a maximum of 12 units. S/U grading.

598. Research for M.A. Thesis. (2 to 12)

599. Research for Ph.D. Dissertation. (2 to 12)
APPENDIX L
Appendix L

Women's Studies
2007-2008 Allocation of Graduate Division Student Support

Please see Footnotes below for explanation of how this page differs from the Report Distribution System (RDS).

Unrestricted Fellowship funds

Unrestricted Block Grant $85,310.00

Total available Unrestricted Fellowship funds $85,310.00

TOTAL GRADUATE DIVISION FUNDS $85,310.00

Chancellor's Prize (1) $10,000.00

For your information, the Unrestricted Block Grant Allocation factors in enrollment by degree objective and limits the number of quarters that a student may be counted. Below are enrollment numbers for your department based on Fall 2006 third week count of registered graduate students.

Total Registered Graduate Students 17

Total Graduate Students Counted 16

PhD Students Pre-Candidacy (maximum 12 quarters) 15
PhD Students Advanced To Candidacy (maximum 9 quarters) 1

Footnotes
This page displays your department's initial allocation of Graduate Student Support and your graduate student enrollment numbers. RDS provides the status of each award recommendation and the balance available to offer. RDS can be accessed through http://dds.ais.ucla.edu/ or the OASIS menu.

For more information about the Student Support Allocations, RDS, or to report an inconsistency with the data, please contact Ana Lebon in the Graduate Student Support Office at alebon@gdnet.ucla.edu.

Student Support Allocations

The report is refreshed as needed. Last Update: 2/14/2007
Women's Studies
2006-2007 Allocation of Graduate Division Student Support

Please see Footnotes below for explanation of how this page differs from the Report Distribution System (RDS).

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Total available Unrestricted Fellowship funds $62,344.00

TOTAL GRADUATE DIVISION FUNDS $62,344.00

Chancellor's Prize (1) $10,000.00

For your information, the Unrestricted Block Grant Allocation factors in enrollment by degree objective and limits the number of quarters that a student may be counted. Below are enrollment numbers for your department based on Fall 2005 third week count of registered graduate students.

Total Registered Graduate Students 17

Total Graduate Students Counted 15

PhD Students Pre-Candidacy (maximum 12 quarters) 14
PhD Students Advanced To Candidacy (maximum 9 quarters) 1

Footnotes
This page displays your department's initial allocation of Graduate Student Support and your graduate student enrollment numbers. RDS provides the status of each award recommendation and the balance available to offer. RDS can be accessed through http://ddi.ais.ucla.edu/ or the OASIS menu.

For more information about the Student Support Allocations, RDS, or to report an inconsistency with the data, please contact Ana Lebon in the Graduate Student Support Office at alebon@gdnet.ucla.edu.

Student Support Allocations

The report is refreshed as needed. Last Update: 1/30/2006
Women's Studies
2005-2006 Allocation of Graduate Division Student Support

Please see Footnotes below for explanation of how this page differs from the Report Distribution System (RDS).

Unrestricted Fellowship funds

| Unrestricted Block Grant | $51,520.00 |
| Fee/NRT Increase Supplement | $1,440.00 |
| Competitive Supplement | $30,000.00 |

Total available Unrestricted Fellowship funds $82,960.00

Quality of Graduate Education Restricted funds $10,000.00

TOTAL GRADUATE DIVISION FUNDS $92,960.00

Chancellor's Prize (2) $20,000.00

Department may not re-offer or convert 1 of the awards to one-time only recruitment supplements.

For your information, the Unrestricted Block Grant Allocation factors in enrollment by degree objective and limits the number of quarters a student may be counted. Below are enrollment numbers for your department based on Fall 2004 third week count of registered graduate students.

Total Registered Graduate Students 14

Total Graduate Students Counted 13

Academic Master's Students (maximum 6 quarters) 1
PhD Students Pre-Candidacy (maximum 12 quarters) 11
PhD Students Advanced To Candidacy (maximum 9 quarters) 1

Footnotes
This page displays your department's initial allocation of Graduate Student Support and your graduate student enrollment numbers. RDS provides the status of each award recommendation and the balance available to offer. RDS can be accessed through http://tti.ais.ucla.edu/ or the OASIS menu.

For more information about the Student Support Allocations, RDS, or to report an inconsistency with the data, please contact Ana Lebon in the Graduate Student Support Office at alebon@gdnet.ucla.edu.

Student Support Allocations

The report is refreshed as needed. Last Update: 3/29/2005
APPENDIX M
# Appendix M.1

## Women's Studies Department

**Proposed Faculty**

### Current Split Appointments in Women's Studies Program:

1. Sondra Hale 50%
2. Elizabeth Marchant 50%
3. Grace Hong 50%
4. Purnima Mankekar 50%

### Current Department:
- Anthropology and WSP
- Spanish & Portuguese and WSP
- Asian American Studies and WSP

### Faculty to be appointed:

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<td>Juliet Williams</td>
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<td>Emily Abel</td>
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<td>Kathryn Norberg</td>
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<td>Sharon Traweek</td>
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<td>Karen Brodkin</td>
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Appendix M.2
Women's Studies Department Proposed Faculty
Abbreviated Biographies

Faculty Currently Holding Appointment in Women's Studies:

Sondra Hale (50%)
- Sondra Hale is a Professor of Anthropology and Women's Studies as well as the Coordinator for the UCLA/Global South Gender Initiative. She served as the Acting Chair of the Women's Studies Programs from 2003 to 2005. In addition to over 13 works currently in progress or awaiting publication, Hale is also the author of recent texts such as "Colonial Discourse and Ethnographic Residuals: The 'Female Circumcision' Debate and the Politics of Knowledge" in Female Circumcision and the Politics of Knowledge (2005) and "Edward Said—Accidental Feminist: Orientalism and Middle East Women's Studies" in Amerasia Journal (2005). Additionally, she authored the book Gender Politics in Sudan: Islamism, Socialism, and the State (1996) and has recently received such awards as a UCLA Nomination for the Carnegie Grant and a Women's Studies Faculty Award for Excellence in Teaching.

Grace Hong (50%)
- Grace Hong is an Assistant Professor of Asian American Studies and Women's Studies. A recipient of a University of California President's Postdoctoral Fellowship. She has just finished a manuscript called Worlds of Difference: Race, Gender, and American Modernity, and is the author of The Ruptures of American Capital: Women of Color Feminism and the Culture of Immigrant Labor.

Purnima Mankekar (50%)
- Purnima Mankekar is a Professor of Asian American Studies and Women's Studies. Professor Mankekar's book entitled Screening Culture, Viewing Politics (1999) won the Kovacs Award from the Society of Cinema Studies and an honorable mention for the Sharon Stephens Award given by the American Ethnological Society. She is currently working on two book manuscripts: India Travels: Transnational Public Cultures, Gender, and the Reconfiguration of Belonging, and Counterpublics? South Asian Identity and Community after "9/11."

Elizabeth Marchant (50%)
- Elizabeth Marchant is an Associate Professor of Spanish and Portuguese and Women's Studies. She currently serves as the Graduate Chair of the Women's Studies Programs. In addition to Critical Acts: Latin American Women and Cultural Criticism (1999), Marchant has authored publications such as "National Space as Minor Space: Afro-Brazilian Culture and the Pelourinho" in Minor Transnationalisms (2005) and "Minha vida de menina: Rereading Helena Morley's Diary" in Mester (2003). She was also the recipient of a 2005 Distinguished Teaching Award.
Proposed Faculty upon establishment of Women's Studies Department:

Emily Abel
- Emily Abel is a Professor of Public Health and Health Services. She teaches courses in aging, the history of public health, and women and health care. Dr. Abel received her B.A. from Swarthmore College, her M.A. in history from Columbia University, her Ph.D. in history from the University of London, and her M.P.H. from the UCLA School of Public Health. Her most recent book is *Who Cares for the Elderly? Public Policy and the Experiences of Adult Daughters*. She currently is writing a history of women's care for the sick and disabled family members in the United States from 1850-1940.

Maylei Blackwell
- Maylei Blackwell is an Assistant Professor in the Department of Chicana/o Studies and the Chavez Center. She recently co-edited *Time to Rise: US Women of Color – Issues and Strategies*, a report to the UN World Conference Against Racism issued by the Women of Color Resource Center. She is currently a board member of the International Gay and Lesbian Human Rights Commission and is also completing a book on early Chicana feminism — a journey she began in 1991 when she started conducting oral history interviews with Anna Nieto Gomez and members of the Hijas de Cuauhtémoc. She continues to research transnational women's organizing and she works with the Continental Indigenous Women’s Network. Some of her more recent awards include the University of California President’s Postdoctoral Fellowship and the Ford Foundation's "Revitalizing Area Studies" Program Initiative Research Fellowship.

Ruth Bloch
- Ruth Bloch is a Professor in the Department of History. She served as the Chair of the Women's Studies Program from 1996-1999 and Chair of the Advisory Committee from 2002-2003. She is the referee for articles and book manuscripts for journals such as the *Journal of American History*, *William and Mary Quarterly*, *Journal of the Early Republic*, and *American Quarterly*. She is the author of recent publications such as *Gender and Morality in Anglo-American Culture, 1650-1800* and "Changing Conceptions of Sexuality and Romance in Eighteenth-Century America" in the *William and Mary Quarterly* (2003).

Karen Brodkin
- Karen Brodkin is a Professor of Anthropology. Her 1988 book *Caring by the Hour: Women, Work and Organizing at Duke Medical Center* was awarded the Conrad Arensberg Award and her 1998 book *How Jews Became White Folks and What That Says About Race in America* was awarded a Gustavus Myers Outstanding Book Award. More recent publications include *Making Democracy Matter: Identity and Activism in Los Angeles* (2007). Her work has garnered awards such as the 206 Prize for Distinguished Achievement in the Critical Study of North America and a 2001 Excellence in Teaching Award.
Carole Browner
- Carole Browner is Professor in Residence in the Department of Psychiatry and Biobehavioral Sciences. In September 2003 Browner began a study with National Institutes of Health's support to look at "Use of Genetics in Neurologists' Clinical Practices." The National Science Foundation, the Agency for Health Care Policy Research, and the Centers for Disease Control and Prevention as well as a number of private foundations have funded Browner's research. She is the author of numerous journal articles such as "I'm Not the One They're Sticking the Needle Into: Latino Couples, Fetal Diagnosis, and the Discourse of Reproductive Rights" in Gender & Society (2003) and "The Roles of Trust and Cross-Cultural Miscommunication in Clinical Decision-Making" in Californian Journal of Health Promotion (2003).

Sue-Ellen Case
- Sue-Ellen Case is a Professor and the Chair of Critical Studies in the Theatre Department at UCLA. A past editor of Theatre Journal, Professor Case has published over thirty articles in journals such as Theatre Journal, Modern Drama, differences, and Theatre Research International and in many anthologies of critical works. Her books include Feminism and Theatre and The Domain-Matrix: Performing Lesbian at the End of Print Culture. Along with Philip Brett and Susan Leigh Foster, she edits a book series with Indiana University Press entitled Unnatural Acts. Professor Case has been an invited professor in residence at Swarthmore College, Stockholm University, and the National University of Singapore. Her work has received several national awards.

Ellen DuBois
- Ellen DuBois is a Professor of History. Her research interests include the history of U.S. women with a focus on political history, especially the woman suffrage movement in the United States. Her most recent book, with Lynn Dumenil, is Through Women's Eyes: An American History with Documents (2005). She is also the editor of Unequal Sisters: A Reader in Multicultural U.S. Women's History (1994). Currently, she is working on a large project on the history of international feminism. DuBois is a recipient of a 1999 Guggenheim Foundation Fellowship.

Alicia Gaspar de Alba
- Alicia Gaspar de Alba is an Associate Professor of Chicana/o Studies as well as a founding faculty member of the César Chávez Center for Chicana/Chicano Studies at UCLA. She is also a longstanding member of the Lesbian, Gay, Bisexual, and Transgender Studies Faculty Advisory Committee, and is an Affiliated Faculty of the Women's Studies Programs. In 2000-01, she served as Interim Director of the LGBT Studies Program, and from 2002-2004, she was appointed Associate Director of the UCLA Chicano Studies Research Center. In Fall 2003, Alicia organized "The Maquiladora Murders, Or, Who Is Killing the Women of Juárez?" a 3-day international conference co-sponsored by Amnesty
International. She is the author of numerous texts including *Desert Blood/The Juárez Murders* (2005) and *Sor Juana's Second Dream* (1999), which received the Best Historical Fiction Award in the Latino Literary Hall of Fame in 2000. Among her previous awards are a Ford Foundation Dissertation Scholarship, a Rockefeller Fellowship, and a UC Mexus Grant.

**Sandra Harding**

- Sandra Harding is a Professor in the Graduate School of Education and Information Studies. Harding is the editor or author of 12 books, including *The Science Question in Feminism* (1986), *Whose Science? Whose Knowledge?* (1991), *Is Science Multicultural?* (1998) and *Science and Social Inequality* (2006). She was also the coeditor of *Signs: Journal of Women in Culture and Society* from 2000 to 2005. She has also served as a consultant on epistemology and philosophy of science issues for several UN organizations, including the Pan American Health Organization; the United Nations Educational, Scientific, and Cultural Organization (UNESCO); the UN Development Fund for Women (UNIFEM); and the UN Commission on Science and Technology for Development.

**Douglas Kellner**

- Douglas Kellner is a Professor of Philosophy and has been the George F. Kneller Chair in the Philosophy of Education at UCLA since 1997. Kellner is the author and/or editor of over 25 books and numerous articles. Some of his most recent accomplishments include the 2005 publication of *Media Spectacle and the Crisis of Democracy* and the 2003 publication of *From September 11 to Terror War: The Dangers of the Bush Legacy*. Kellner has previously received such awards as the Michael Harrington Book Award (1998), a Fulbright Professorship (1996) and a Bonnier Professorship (1996).

**Gail Kligman**

- Gail Kligman is a Professor of Sociology whose expertise spans the domains of women's studies, anthropology, and cultural studies. She is currently serving as the Director of the Center for European and Eurasian Studies in the UCLA International Institute. She is the recipient of the Chicago Folklore Prize (1982) for her book *Calus: Symbolic Transformation in Romanian Ritual*; and has won the Heldt Prize of the Association for Women in Slavic Studies twice, in 1998 for *The Politics of Duplicity: Controlling Reproduction in Ceausescu's Romania*, and in 2001 for *The Politics of Gender after Socialism: A Comparative-Historical Essay* (with Susan Gal). She has received many prestigious grants, including from the National Endowment for the Humanities, the American Council of Learned Societies, the Woodrow Wilson Center, the MacArthur International Peace and Cooperation Fellowship, the Soros Foundation, and, most recently, a Russell Sage Foundation grant for 2004-05.
Kathleen Komar

- Kathleen Komar is a Professor in the Comparative Literature Department and holds an affiliated appointment in the Department of Germanic Languages at UCLA. She is currently President of the American Comparative Literature Association (ACLA). Komar has published on a wide variety of topics from Romanticism to the present in both American and German literature. Her books include *Pattern and Chaos: Multilinear Novels by Dos Passos, Faulkner, Doblin, and Koeppen* (1983), *Transcending Angels: Rainer Maria Rilke's "Duino Elegies"* (1987), and *Reclaiming Klytemnestra: Revenge or Reconciliation* (2003). She co-edited with Ross Shideler the volume *Lyrical Symbols and Narrative Transformations* (1998). A recipient of the Distinguished Teaching Award in 1989, Professor Komar's classes include courses on feminist theory, modernism, and contemporary women's literature. She served as Chair of the Academic Senate at UCLA in 2004-05.

Rachel Lee


Francoise Lionnet

- Francoise Lionnet is a Professor of French and Francophone Studies. Lionnet is the author of *Autobiographical Voices: Race, Gender, Self-Portraiture* (1989), and *Postcolonial Representations: Women, Literature, Identity* (1995); co-editor of a special double issue of *Yale French Studies* entitled "Post/Colonial Conditions: Exiles, Migrations, Nomadisms", and a special issue of *Signs* on "Postcolonial, Indigenous, and Emergent Feminisms." Additionally, Lionnet directed the 1995 NEH Summer Institute in French Cultural Studies on "Identities, Communities, and Cultural Practices." Her research interests include comparative and Francophone literatures, postcolonial studies, autobiography, and race and gender studies. Currently she is working on a book entitled *Dissonant Echoes: Seduction and Disavowal in Postcolonial Novels* and is the Project Director for the Multicampus Research Group on Transnational and Transcolonial Studies.

Christine Littleton

- Christine Littleton is a Professor of Law. From 1993 to 1996, she served as Director of the undergraduate Women's Studies Program and since 1999 has chaired the expanded Women's Studies Programs, overseeing the undergraduate and graduate programs at UCLA. Additionally, from 2003 to 2005, she served as
Director of the Center for the Study of Women. As a feminist legal theorist, she published the classic "Reconstructing Sexual Equality" and a number of articles expanding on the relationship between legal theory and feminism; and organized the West Coast Feminist Critical Legal Scholars, which helped enable a flourishing of feminist legal scholarship in the late 1980's. She also helped to found the California Women's Law Center and continues to work actively with the center.

**Susan McClary**


**Kathleen McHugh**

- Kathleen McHugh is a Professor of English and the current Director of the Center for the Study of Women. She is the author of *American Domesticity: From How-To Manual to Hollywood Melodrama* (1999), the co-editor of *South Korean Golden Age Melodrama: Gender, Genre and National Cinema* (2005) and the co-editor of a special issue of *SIGNS* on Film Feminisms. She has published articles on domesticity, feminism, melodrama, the avant-garde, and autobiography in *Cultural Studies, Jump Cut, Screen, South Atlantic Quarterly, and Velvet Light Trap*. Her book on Jane Campion is forthcoming from the University of Illinois Press.

**Sara Melzer**

- Sara Melzer is an Associate Professor of French and Francophone Studies. She is the author and/or editor of *From the Royal to the Republican Body: Incorporating the Political in 17th and 18th Century France* (1998), *Rebel Daughters: Women and the French Revolution* (1992), and *Discourses of the Fall: A Study of Pascal's Pensées* (1986). Melzer was the recipient of an ACLS Grant in 1998.

**Ruth Milkman**

- Ruth Milkman is a Professor in the Department of Sociology and Director of the UCLA Institute of Industrial Relations. Milkman is the author of 5 books and numerous articles. Her most recent publications include *L.A. Story: Immigrant*

Kathryn Norberg
- Kathryn Norberg is an Associate Professor of History. In 1991, she became Director of the Center for the Study of Women where she organized public programs and UCLA working groups on feminist theory, women and science and women and politics. She also helped establish the Stone Fellowship for Graduate Students and the Twin Pines Endowment which funds graduate student travel to conferences and research sites. Additionally, 1990 to 1991, she served as Interim Chair of Women's Studies and as co-chair again from 1998 to 2000. Her publications include Rich and Poor in Grenoble (1984), "Did the Women of Old Regime France have a Political History?" in French Historical Studies (2003), and Prostitution in France: From Ninon to Manon (forthcoming in 2007).

Felicity Nussbaum
- Felicity Nussbaum is a Professor of English. She has been awarded numerous academic honors, including a Guggenheim Fellowship, an Andrew Mellon Fellowship at the Huntington Library, and an NEH Fellowship. She has also held a Marta Sutton Weeks Fellowship at the Stanford Humanities Center, and a Rockefeller Humanist-in-Residence Fellow at the Institute for Research on Women, Rutgers University. Nussbaum is the author most recently of The Limits of the Human: Fictions of Anomaly, Race, and Gender in the Long Eighteenth Century (2003), and editor of The Global Eighteenth Century (2003). In addition, she has published Torrid Zones: Maternity, Sexuality, and Empire in Eighteenth-Century Narratives (1995); The Autobiographical Subject: Gender and Ideology in Eighteenth-Century England (1989), co-recipient of the Gottschalk Prize for the best book in its field for 1989; and The Brink of All We Hate: Satires on Women, 1660-1750 (1984).

Carole Pateman
- Carole Pateman is a Professor of Political Science and has been on the faculty at UCLA since 1990. She is a Fellow of the American Academy of Arts and Sciences, a former Guggenheim Fellow, and a former Fellow at both the Center for Advanced Study in the Behavioral Sciences, Stanford, and the Institute for Advanced Study, Princeton. She has been active in the discipline of political science, and was the first woman to be President of the International Political Science Association (1991-94). Among her publications are Participation and Democratic Theory (19th reprinting 1999), The Problem of Political Obligation, and The Sexual Contract (translated into seven languages).

Lucia Re
- Lucia Re is a Professor of Italian. Her translation into Italian of Borges: A Literary Biography by Emir Rodriguez Monegal received the 1982 Comisso...
Prize. Professor Re's book *Calvino and the Age of Neorealism: Fables of Estrangement* (1990) was awarded the MLA Marraro prize for the best book in Italian studies in 1990-92. She has received a National Endowment for the Humanities Fellowship and a Getty Senior Research Grant. She was appointed by the President of the University of California to be Director of the Education Abroad Program in Italy for 1994-96. In 1996 she was the organizer of an international conference on Gender in Critical Studies held at the University of Bologna. She is a member of the advisory committee of the UCLA Center for Modern and Contemporary Studies.

Karen Rowe

- Karen Rowe is a Professor of English. As the founding director of the Center for the Studies of Women, Karen Rowe worked from 1984 to 1988 with staff, faculty, and students to develop a range of programs at the center, including colloquia, graduate student grant support, faculty/curriculum transformation projects, affiliated scholars' programs, and conferences. Under Rowe's leadership, the CSW received grants and support from the Ford Foundation, California Council for the Humanities, NEH, Gould Foundation, and the AAC Consortium. Rowe received a UCLA Distinguished Teaching Award in 1982 and served as Chair of the Faculty from 1999 to 2003.

Abigail Saguy

- Abigail Saguy is an Assistant Professor of Sociology. She is author of *What is Sexual Harassment?: From Capital Hill to the Sorbonne* (2003) and journal articles such as "French Women Don't Get Fat? French News Reporting on Obesity" in *Health at Every Size Journal* (2006) and "The Epidemiology of Overweight and Obesity: Public Health Crisis or Moral Panic?" in *International Journal of Epidemiology* (2006). Among other awards, Saguy received a Center for the Study of Women Faculty Development Grant and a Center for American Politics & Public Policy Faculty Fellowship in 2006.

James Schultz

- James Schultz is a Professor of Germanic Languages and the Program Director of the Lesbian, Gay, Bisexual, and Transgender Studies Program at UCLA. With two colleagues from Chicago he edited a collection of essays, *Constructing Medieval Sexuality*, published in 1997. He has recently completed a book, *Courtly Love, the Love of Courtliness, and the History of Sexuality*, which brings the kinds questions that have been asked by historians of sexuality to bear on one of the most contentious topics in medieval studies.

Jenny Sharpe

- Jenny Sharpe is a Professor of English. She is author of * Allegories of Empire: The Figure of Woman in the Colonial Text* (1993), which analyzes how problems of imperialism are staged in narratives of sexual violence and *Ghosts of Slavery:*
A Literary Archeology of Black Women's Lives (2002), which challenges a paradigm that equates agency with resistance and self-determination, and introduces new ways to examine women's negotiations for power within the constraints of slavery. She is currently working on "Relocating the Postcolony in an Age of Globalization," a book length study that engages current debates on globalization and transnationalism with the objective of placing the rural/urban dynamics of nations within a global frame and bringing the Caribbean as a region into the conceptual framework of the Black Atlantic.

Sharon Traweek
- Sharon Traweek is an Associate Professor in the History Department at UCLA. Her first book, Beantimes and Lifetimes: The World of High Energy Physicists was published in 1988 and her second and third books are both forthcoming. Additionally, Traweek has published 25 articles in books and journals of anthropology, Asian studies, communications, cultural studies, history, and women's studies. Her research has been supported by, among others, the Danforth Foundation, the Fulbright Association, the Luce Foundation, the National Science Foundation, MIT, Rice University, UCLA, the University of California, and the Japanese government.

Haiping Yan
- Haiping Yan is an Associate Professor of Theatre at UCLA. She has also been Professor of Humanities at Tsinghua University in Beijing since 1997 and Zijiang Chair Professor of Humanistic Studies at East China Normal University in Shanghai since 2002, conducting advanced summer seminars. Since the early 1980s she has published numerous essays in her specialized areas in both English and Chinese and in a number of seminal anthologies of transnational studies of dramatic cultures and cultural theories. Her recent book publications include Theatre and Society: An Anthology of Contemporary Chinese Drama (1998 & 2000), The Journey of Homecoming: A Collection of Essays on Gender, Culture, and Global Politics (1996 & 1998), and Chinese Women Writers and the Feminist Imagination 1905-1945 (forthcoming). Her accolades include China's 1980-1981 First Prize for Excellence in Drama (the equivalent of the Pulitzer Prize in the U.S.) for her ten-act historical play titled Li Shimin, Prince of Qin and she is currently the President Elect for Women and Theatre Association and an elected member of the Executive Committee of the American Society for Theatre Research.
Appendix M.3
Faculty to be Appointed
Confirmations of Intent

Original Confirmations of Intent are on file in the Women's Studies office. They are collated below for ease of reference.

>TO: Christine A. Littleton, Chair, Women's Studies Program
>FROM: Emily Abel
>DATE: April 11, 2007

I will seek an appointment in the Department of Women's Studies:

___ 0% (with or without review/voting at later option)
___ 25% (split)
___ X 50% (split)
___ 75% (split)
___ 100%

TO: Christine A. Littleton, Chair, Women's Studies Program
FROM: Maylei Blackwell
DATE: April 11, 2007

I will seek an appointment in the Department of Women's Studies:

___ X 0% (with or without review/voting at later option)
___ 25% (split)
___ 50% (split)
___ 75% (split)
___ 100%

TO: Christine A. Littleton, Chair, Women's Studies Program
FROM: Ruth Bloch
DATE: 11 April 2007

I will seek an appointment in the Department of Women's Studies:

___ 0% (with or without review/voting at later option)
___ 25% (split)
___ X 50% (split)
___ 75% (split)
___ 100%
TO: Christine A. Littleton, Chair, Women's Studies Program

FROM: _Karen Brodkin _______________________

DATE: _4/11/07__________

I will seek an appointment in the Department of Women's Studies:

_x_ 0% (with or without review/voting at later option)
__ 25% (split)
__ 50% (split)
__ 75% (split)
__ 100%

TO: Christine A. Littleton, Chair, Women's Studies Program

FROM: __Carole H. Browner______

DATE: ____April 11, 2007_____

I will seek an appointment in the Department of Women's Studies:

_x_ 0% (with or without review/voting at later option)
__ 25% (split)
__ 50% (split)
__ 75% (split)
__ 100%

TO: Christine A. Littleton, Chair, Women’s Studies Program

FROM: _Sue-Ellen Case________________________

DATE: __4/11/07______________________

I will seek an appointment in the Department of Women's Studies:

_x_ 0% (with or without review/voting at later option)
__ 25% (split)
__ 50% (split)
__ 75% (split)
__ 100%
TO:   Christine A. Littleton, Chair, Women’s Studies Program

FROM:   __Ellen Carol DuBois________________________

DATE:   _4/12/07_________________________

I will seek an appointment in the Department of Women’s Studies:

_XX_  0% (with or without review/voting at later option)
   _25% (split)
   _50% (split)
   _75% (split)
   ___100%

TO:   Christine A. Littleton, Chair, Women’s Studies Program

FROM:   __Alicia Gaspar de Alba________________________

DATE:   __4/11/07________________________

I will seek an appointment in the Department of Women’s Studies:

_XX_  0% (with or without review/voting at later option)
   _25% (split)
   _50% (split)
   _75% (split)
   ___100%

TO:   Christine A. Littleton, Chair, Women’s Studies Program

FROM:   __Sandra Harding________________________

DATE:   __4/17/07________________________

I will seek an appointment in the Department of Women’s Studies:

   _0% (with or without review/voting at later option)
   _25% (split)
   _XX  _50% (split)
   _75% (split)
   ___100%
TO: Christine A. Littleton, Chair, Women's Studies Program

FROM: ___Douglas Kellner____________

DATE: _____April 11, 2007_____________

I will seek an appointment in the Department of Women's Studies:

___X__ 0% (with or without review/voting at later option)
___ 25% (split)
___ 50% (split)
___ 75% (split)
___ 100%

TO: Christine A. Littleton, Chair, Women's Studies Program

FROM: __Gail Kligman_______

DATE: ___________April 10, 2007_________

I will seek an appointment in the Department of Women's Studies:

___X__ 0% (with or without review/voting at later option)
___ 25% (split)
___ 50% (split)
___ 75% (split)
___ 100%

TO: Christine A. Littleton, Chair, Women's Studies Program

FROM: Kathleen L. Komar ________________

DATE: 4/11/07_____________________

I will seek an appointment in the Department of Women's Studies:

___X__ 0% (with or without review/voting at later option)
___ 25% (split)
___ 50% (split)
___ 75% (split)
___ 100%
TO: Christine A. Littleton, Chair, Women's Studies Program

FROM: ____ Rachel Lee ____________

DATE: __April 17, 2007______________

I will seek an appointment in the Department of Women's Studies:

___ 0% (with or without review/voting at later option)
___X 25% (split)
___ 50% (split)
___ 75% (split)
___ 100%

TO: Christine A. Littleton, Chair, Women's Studies Program

FROM: ____Christine A. Littleton____________

DATE: __April 18, 2007______________

I will seek an appointment in the Department of Women's Studies:

___ 0% (with or without review/voting at later option)
___ 25% (split)
___XX 50% (split)
___ 75% (split)
___ 100%

TO: Christine A. Littleton, Chair, Women's Studies Program

FROM: _Françoise Lionnet_______________

DATE: _4/11/07_____________________

I will seek an appointment in the Department of Women's Studies:

___X 0% (with or without review/voting at later option)
___ 25% (split)
___ 50% (split)
___ 75% (split)
___ 100%
TO: Christine A. Littleton, Chair, Women’s Studies Program

FROM: Sara E. Melzer

DATE: April 11, 2007

I will seek an appointment in the Department of Women’s Studies:

_x_ 0% (with or without review/voting at later option)
___ 25% (split)
___ 50% (split)
___ 75% (split)
___ 100%

TO: Christine A. Littleton, Chair, Women’s Studies Program

FROM: Ruth Milkman

DATE: 4/13/07

I will seek an appointment in the Department of Women’s Studies:

_xx_ 0% (with or without review/voting at later option)
___ 25% (split)
___ 50% (split)
___ 75% (split)
___ 100%

TO: Christine A. Littleton, Chair, Women’s Studies Program

FROM: Susan McClary

DATE: April 11, 2007

I will seek an appointment in the Department of Women’s Studies:

_x_ 0% (with or without review/voting at later option)
___ 25% (split)
___ 50% (split)
___ 75% (split)
___ 100%
TO: Christine A. Littleton, Chair, Women’s Studies Program

FROM: Kathryn Norberg

DATE: April 11, 2007

I will seek an appointment in the Department of Women's Studies:

___ 0% (with or without review/voting at later option)
___ 25% (split)
_X_ 50% (split)
___ 75% (split)
___ 100%

>TO: Christine A. Littleton, Chair, Women's Studies Program
>FROM: Felicity Nussbaum
>DATE: April 17, 2007

I will seek an appointment in the Department of Women's Studies:

___ X 0% (with or without review/voting at later option)
___ 25% (split)
___ 50% (split)
___ 75% (split)
___ 100%

TO: Christine A. Littleton, Chair, Women’s Studies Program

FROM: Sule Ozler

DATE: 4/17/07

I will seek an appointment in the Department of Women's Studies:

___ 0% (with or without review/voting at later option)
___ 25% (split)
___ 50% (split)
___ 75% (split)
_X_ 100%
>TO: Christine A. Littleton, Chair, Women's Studies Program
>
>FROM: Carole Pateman
>
>DATE: 13 April 2007

>I will seek an appointment in the Department of Women’s Studies:

X 0% (with or without review/voting at later option)
25% (split)
50% (split)
75% (split)
100%

TO: Christine A. Littleton, Chair, Women's Studies Program

FROM: Lucia Re

DATE: April 17, 2008

I will seek an appointment in the Department of Women's Studies:

X 0% (with or without review/voting at later option)
25% (split)
50% (split)
75% (split)
100%

TO: Christine A. Littleton, Chair, Women’s Studies Program

FROM: Karen E. Rowe, Department of English, UCLA

DATE: April 11, 2007

I will seek an appointment in the Department of Women's Studies:

X 0% (with or without review/voting at later option)
25% (split)
50% (split)
75% (split)
100%
TO:  Christine A. Littleton, Chair, Women's Studies Program

FROM:  Abigail Saguy

DATE:  April 11, 2007

I will seek an appointment in the Department of Women's Studies:

X  0% (with or without review/voting at later option)
   25% (split)
   50% (split)
   75% (split)
   100%

TO:  Christine A. Littleton, Chair, Women's Studies Program

FROM:  James A. Schultz

DATE:  April 11, 2007

I will seek an appointment in the Department of Women's Studies:

X  0% (with or without review/voting at later option)
   25% (split)
   50% (split)
   75% (split)
   100%

TO:  Christine A. Littleton, Chair, Women's Studies Program

FROM:  Jenny Sharpe

DATE:  April 11, 2007

I will seek an appointment in the Department of Women's Studies:

X  0% (with or without review/voting at later option)
   25% (split)
   50% (split)
   75% (split)
   100%
TO: Christine A. Littleton, Chair, Women's Studies Program

FROM: Sharon Traweek

DATE: 10 April 2007

I will seek an appointment in the Department of Women's Studies:

___ 0% (with or without review/voting at later option)
___ 25% (split)
___ 50% (split)
___ 75% (split)
___ 100%

TO: Christine A. Littleton, Chair, Women’s Studies Program

FROM: Juliet Williams

DATE: April 11, 2007

I will seek an appointment in the Department of Women's Studies:

___ 0% (with or without review/voting at later option)
___ 25% (split)
___ 50% (split)
___ 75% (split)
___ 100%

TO: Christine A. Littleton, Chair, Women’s Studies Program

FROM: Haiping Yan

DATE: April 13, 2007

I will seek an appointment in the Department of Women's Studies:

___ * 0% (with or without review/voting at later option)
___ 25% (split)
___ 50% (split)
___ 75% (split)
___ 100%
APPENDIX N
Appendix N
Women’s Studies Department Bylaws

I. Bylaws

1. **Bylaws:** These bylaws contain the core principles by which the Department has chosen to govern itself. They should be read in tandem with the *Standing Rules and Procedures* of the Department which regulate current departmental practices.

2. **Amendment:** Amendments to these bylaws may be proposed by any voting member of the Department. This recommendation will be presented for discussion and vote to the entire Department at a meeting, notice of which must be given at least one week in advance. Amendment of departmental bylaws requires a two-thirds vote of the members present.

3. **Access:** These bylaws shall be posted on the departmental website and be accessible without restriction. At the beginning of each academic year, the Chair will be responsible to distribute a copy of the bylaws to each voting member of the Department and designated student representatives. In addition, a copy of the bylaws shall be kept in the Chair’s office.

II. Department Membership, Meetings & Voting Rights

1. **Membership:** Membership in the Faculty of the Women’s Studies Department is defined by Divisional Bylaws 50 (A) and 184 and include ladder rank (Academic Senate members), 100% appointment in Women’s Studies and faculty who hold joint appointments (0-100%) within the WSD.

2. **Non-Faculty Members**

   a. Non-faculty members – staff and lecturers – may attend departmental business meetings, place items on the agenda for departmental consideration and participate in deliberations.

   b. Non-faculty members are eligible to vote at departmental meetings. However, their votes shall be recorded separately per UCLA Academic Senate By-Law 45E5 (http://www.senate.ucla.edu/FormsDocs/bylaws/ch4-3.htm#b45) They cannot vote on personnel matters in accordance with the requirements outlined in the UCLA Faculty Senate Bylaw 55 (CALL Appendix 4) (http://www.apo.ucla.edu/call/append4.htm).

3. **Student Representatives:** Two graduate students and two undergraduates shall be appointed annually to serve as student representatives to the Women’s Studies department. These students will be elected by the appropriate student organizations.
a. They shall be invited to participate in all departmental meetings, except those dealing with personnel actions, and shall be asked to provide input on issues that directly affect the department’s curriculum and teaching programs at both the graduate and undergraduate levels.

b. Student representatives are eligible to vote at departmental meetings. However, their votes shall be recorded separately per UCLA Academic Senate By-Law 45E5 (http://www.senate.ucla.edu/FormsDocs/bylaws/ch4-3.htm#b45) Student representatives are not allowed to vote on personnel matters in accordance with the requirements outlined in the UCLA Faculty Senate Bylaw 55 (CALL Appendix 4) (http://www.apo.ucla.edu/call/append4.htm)

1. Department meetings: Department meetings take place at the call of the Chair, with one week’s notice, except when the Chair finds that an emergency or urgent matter makes this impossible. The Chair or a designated substitute presides at the meeting.

a. Per Academic Senate regulations (Bylaw 55, II-6, http://www.apo.ucla.edu/call/append4.htm), “upon the request of 3 Senate members, the Chair must schedule and hold a meeting within ten days.” Three Senate members may also request that an item be placed upon the agenda of a previously scheduled meeting.

5. Minutes: Written minutes of the department meetings, excluding meetings devoted to personnel actions, shall be taken by a staff member and distributed by email in timely fashion to the whole voting faculty, as well as to designated student representatives. These minutes are subject to approval by majority vote at a subsequent faculty meeting. Minutes are to include a list of individuals present at the meeting.

a. A copy of minutes from all departmental meetings will be preserved in the Chair’s office, where any voting member of the department may consult them on demand. A copy of the minutes will be sent to all members.

III. Voting Rights

1. Department members who belong to the Academic Senate and meet the requirements outlined in the UCLA Faculty Senate Bylaw 55 (CALL Appendix 4) (http://www.apo.ucla.edu/call/append4.htm) and who have not waived their right to review by the WSD may vote on all matters, including personnel cases, in department meetings.

a. Mode of Voting: Voting on departmental business is usually by a show of hands, unless a motion is made for a secret ballot. Voting on personnel matters is by secret ballot only. In order to vote on a personnel matter, a faculty member must be present at the meeting where the case is discussed. All departmental votes are majority votes unless otherwise specified.
b. **Quorum:** One-third of the Academic Senate members in residence at the time of the meeting constitutes a quorum to conduct department business during that quarter. One-half of the Department members in residence constitutes a quorum for matters of appointments and one-half of the Department members who have elected to be reviewed by WSD and are in residence constitutes a quorum for personnel matters.

**IV. Officers**

1. **Chair:** The Chair is appointed by the Chancellor upon the recommendation of the Dean of Social Sciences in consultation with the department. The Chair serves at the Dean’s discretion on an annual basis, although the term generally runs for three years with the possibility of renewal. The following constitute the main responsibilities of the Chair:¹
   
a. Academic personnel review: maintenance of records and reports concerning recruitment, tenure and promotion.
   
b. Appointment of departmental officers, including the Committee Chairs.
   
c. Appointment of departmental committees.
   
d. Supervision and evaluation of staff.
   
e. Planning and review of undergraduate and graduate teaching, scheduling and monitoring classes.
   
f. Scheduling and recommending sabbatical and other leaves to Chancellor.
   
g. Maintaining and assigning departmental work facilities.

2. **Departmental Officers**
   
a. **Acting Chair:** The Chair will designate one of the Vice Chairs to assume his/her place on a temporary basis during absence due to illness or travel. Notification of this designation should be given to all departmental staff, faculty, and students.
   
b. **Committee Chairs:** The Chair may select Committee Chairs to aid in the performance of her/his duties per APPM 245, Appendix A (http://www.ucop.edu/acadadv/acadpers/apm/apm-245.pdf)
   
c. **Chair of the Committee for Graduate Affairs:** The Chair of the Committee for Graduate Affairs supervises all matters related to the Department’s graduate students. This oversight includes:
      1) coordinating graduate admissions and awards.
      2) supervising the TA training process.

¹ For a more extended enumeration of the Chair’s duties, see APPM 245, Appendix A. (http://www.ucop.edu/acadadv/acadpers/apm/apm-245.pdf)
3) evaluating the progress of all graduate students at the end of each academic year.

4) mediating between graduate students and faculty.

5) approving forms related to student performance and progress (petitions, passing language examinations, advancements to candidacy, etc.).

6) coordinating funding of new and continuing students.

3. Chair of the Committee for Undergraduate Affairs. The Chair of the Committee for Undergraduate Affairs supervises all matters related to the Department’s undergraduate students. This oversight includes:

   a. approving new undergraduate courses
   b. planning undergraduate curriculum
   c. overseeing the undergraduate Honors Program
   d. preparing the self-review of the Undergraduate curriculum for the 8th year review

V. Departmental Committees

1. Committee Work: Much essential work in the Department is conducted through committees comprised of faculty members. The active participation of faculty members on committees is indispensable to the functioning of the Department.

   a. Mode of Selection: With the exception of the elected Executive Committee, all committees are appointed by the Chair.

   b. Student Participation: Student members elected or designated by their peers may serve as members of most standing committee, but they are not permitted to review personnel files. They may vote, but their votes shall be recorded separately per UCLA Academic Senate By-Law 45E5 (http://www.senate.ucla.edu/ FormsDocs/bylaws/ch4-3.htm#b45).

2. The Executive Committee has the responsibility to make sure that appropriate salary and rank are recommended in appointments and personnel actions, ranks soft money allocations, and advises on planning and budget as well as other matters brought to it by the Chair.

   a. Committee Composition: The Department will elect three members to serve on the Executive Committee. The Chair of the Department will serve ex-officio. Term of office is one year.

3. Undergraduate Committee shall oversee Department's undergraduate program. The Undergraduate Committee’s mandate includes determining new teaching needs, removing courses that no longer meet departmental needs, overseeing the
undergraduate WS major, and supervising the undergraduate Honors program. The Committee also examines proposals for new courses after they have been approved (where appropriate) by the relevant field and before they are sent on for approval by the University’s Undergraduate Curriculum Committee. The UC also is responsible for conducting the periodic self-review of the undergraduate program. The Committee considers any questions or problems regarding the undergraduate program referred to it by the Chair of the Department and makes recommendations to the Department.

a. **Committee composition:** The Chair shall select five Department members representing one-year terms. In addition, an undergraduate and graduate student representative shall serve on the Committee. Term of office is one year.

4. **The Graduate Committee** oversees Department’s graduate program including awards and admissions. The GC’s mandate includes review graduate curriculum, admission of new students, allocation of graduate funding and self-review of the graduate program in years when the Department is under review, and approval of graduate student petitions.

   a. The Graduate Committee evaluates all applications for admission and all fellowship and teaching assistantship dossiers of continuing. It determines how many fellowships to award and in what amounts (according to University allocations); makes fellowship award recommendations to the University Fellowship Committee; ranks applicants for University "restricted" fellowships; makes recommendations to the Graduate Dean for campus-wide fellowships; makes recommendations for non-resident tuition awards; makes recommendations for appointments and reappointments of teaching assistants; and reviews criteria for fellowship and teaching assistantship awards.

   b. **Committee composition:** The Chair shall select four Department members in consultation with the Chair of the Graduate Committee. Two graduate students selected by the appropriate organization will serve on the GC. Grad students advanced to candidacy will participate in but not vote on admissions.

5. **The Faculty Excellence Awards Committee** oversees the awarding of faculty awards for Excellence in Teaching and Service. The Department Chair will appoint the Awards Committee Chair and two other faculty members for a term of one year.

**VI. Appointments**

1. **Search Committees for Regular Ladder Appointments.** When a regular ladder appointment has been authorized by the Dean, the Chair shall appoint a search committee. Normally, the Search Committee will invite its three leading candidates to campus in order to present a talk to the Department. It will then make a
recommendation and write a report on the top candidate, which should be accessible to Department members at least ten working days before the departmental discussion and vote. The committee will work in concert with the Chair to prepare a file and report for departmental discussion. Search Committees must adhere to all affirmative action laws, policies, and guidelines (http://www.apo.ucla.edu/call/append5.htm).

a. **Voting**: An affirmative vote of two-thirds of those present and constituting a quorum for matters of personnel and appointments (half of the faculty in residence) is required to authorize a ladder appointment at any level.

b. **Student participation**: Departmental search committees may invite one or more graduate students to serve as consulting members of the committee. These students will be asked to provide an evaluation in either written or oral form of the writings and public appearances of all candidates considered by the Search Committee, but may not under present University rules have access to confidential material (placement files, letters of recommendation, etc.).

2. **Visiting Appointments**: Visiting Appointment can be made by the Chair in consultation with the Department.

3. **"Soft-Money" Appointments**: Soft-money appointments are non-ladder appointment made for a defined and limited duration. Appointments are made by the Chair after consulting as widely as possible among colleagues (??) in the file.
APPENDIX O
Appendix O

UNIVERSITY OF CALIFORNIA
WOMEN’S STUDIES STATISTICS
(as of 02/2007)

University of California, Berkeley
Department of Gender and Women’s Studies
Year: 1976 as Program; 1991 as Dept
Faculty: 5.0 FTE
Staff: 2.25 FTE
Majors: 30-40 Minors: 30
Graduate Program? No (Proposed)
Graduate Emphasis/Certificate? Yes
Affiliated Faculty: 73
Website: http://womensstudies.berkeley.edu
Current Chair: Barrie Thorne

University of California, Los Angeles
Women’s Studies Programs (proposed: Department Status)
Year: 1975; Grad Program: 1999
Faculty: 2.0 FTE
Staff: 3.75 FTE
Majors: 150 Minors: 41
Graduate Program? Yes (Ph.D. Students: 20)
Graduate Emphasis/Certificate? Yes
Affiliated Faculty: 60-70
Website: www.womensstudies.ucla.edu
Current Chair: Christine Littleton

University of California, Davis
Women and Gender Studies Program
Year: 1981
Faculty: 7.25
Staff: 1.5
Majors: 59 Minors: data not collected
Graduate Program? No
Graduate Emphasis/Certificate? Yes
Affiliated Faculty: 70-80
Website: http://wms.ucdavis.edu/wgssite/
Current Director: Anna Kuhn

University of California, Riverside
Women’s Studies Department
Year: 1993
Faculty: 8.75 FTE
Staff: 1.5 FTE
Majors: 48 Minors: 45
Graduate Program? No (proposed)
Graduate Emphasis/Certificate? No
Affiliated Faculty: 60
Website: http://www.womensstudies.ucr.edu
Current Chair: Alicia Arrizon

University of California, Irvine
Women’s Studies Program (proposed: Department Status)
Year: 1992 (present form)
Faculty: 5.0 FTE
Staff: 3.0 FTE
Majors: 31 Minors: 55
Graduate Program? No (proposed)
Graduate Emphasis/Certificate? Yes
Affiliated Faculty: 52
Website: http://www.humanities.uci.edu/womensstudies/
Current Director: Jennifer Terry

University of California, Santa Barbara
Women’s Studies Program (proposed: Department Status)
Year: 1991
Faculty: 9.2 FTE
Staff: 2.25 FTE
Majors: 90 Minors: 42
Graduate Program? No (proposed)
Graduate Emphasis/Certificate? Yes
Affiliated Faculty: 36
Website: http://www.womst.ucsb.edu
Current Chair: Leila Rupp

O.1
University of California, Santa Cruz
Feminist Studies Department
Year: 1974
Faculty: 7.0 FTE
Staff: 2.0 FTE
Majors: 150    Minors: None
Graduate Program? No (proposed)
Graduate Emphasis/Certificate? Yes
Affiliated Faculty: 65-70
Website: http://feministstudies.ucsc.edu/
Current Chair: Karen Barad

University of California, San Diego
Critical Gender Studies Program
Year: 1992
Faculty: 1.0 FTE
Staff: 1.75 FTE
Majors: 21    Minors: 18
Graduate Program? No
Graduate Emphasis/Certificate? No (in development)
Affiliated Faculty: 73
Website: http://cgs.ucsd.edu/
Current director: Martha Lampland

University of California, San Francisco
Emphasis on Gender, Race, Class, Health, and Feminist Science and Technology Studies in Sociology Doctoral Program
Year: 1973
Faculty: 3.0 FTE
Staff: 0.75 FTE
Majors: No undergrads at UCSF
Graduate Program? Yes (Ph.D.: 38)
Graduate Emphasis/Certificate? Yes
Affiliated Faculty: 8
Website: www.ucsf.edu/medsoc
Current director: Adele Clark
APPENDIX P
Center for the Study of Women, UCLA  
15-Year External Review

This is a report on the 15-year external review of the Center for the Study of Women at UCLA conducted on January 12-14, 2005. It is submitted by a team of five reviewers: two from inside UCLA (Professor Roshan Bastani, Associate Dean of Research at the School of Public Health and Professor Jeannie Oakes, Director of IDEA and UC ACCORD in the Department of Education), and three from outside (Professor Linda Martin Alcoff, from the Philosophy Department and Director of Women’s Studies at Syracuse University; Professor Inderpal Grewal, Director and Professor of Women’s Studies at UC, Irvine; and Professor Abigail Stewart, Professor of Psychology and Women’s Studies, and former director of both the Women’s Studies Program and the Institute for Research on Women and Gender at the University of Michigan).

The different perspectives brought to the review by the team members (in terms of Women’s Studies as a field, as well as a range of disciplines, including humanities and social sciences as well as both liberal arts and professional school orientation, experience with ORUs at UCLA and elsewhere) were enormously valuable. Despite the widely differing past experiences and perspectives, the team—after meeting with over 35 people associated with CSW, and reviewing many documents and materials—easily came to a consensual view of the Center’s value and role at UCLA. We have organized our report in terms of the specific questions that were posed to us by the Vice Chancellor for Research, because we found that they allowed us to address the issues outlined in the more general charge to all 15-year review committees.

In addition to the Vice Chancellor, who provided the Charge, the team met with the Dean of Social Sciences (by conference call), the Interim Director and staff of CSW, two past directors (Harding and Norberg), the Faculty Advisory Committee (about 10 faculty), a group of 7 UCLA faculty not on the Advisory Board but affiliated with the Center, a group of six Research Scholars, and a group of about eight graduate students from a range of fields. We drew on all of these meetings in coming to our conclusions.

1. Do CSW contributions to research justify continuing the Center for an additional 15 years?

The review committee concluded that CSW serves a vital purpose on campus and should be continued. It is nationally visible, has a distinguished history and meets important needs for fostering and supporting interdisciplinary scholarship on women and gender at UCLA among faculty and students. The Center has worked hard to incorporate faculty and students into a community of scholars, including scholars of color, and CSW provides these scholars with intellectual connections that are not available elsewhere on campus. Its research contributions include programming, fostering collaboration among faculty, and enabling research for a wide array of people on and off campus. Several graduate students and faculty made clear that the presence and distinction of CSW was pivotal to their decision to come to UCLA. There is also evidence of considerable collaboration with other units on campus, particularly in joint programming; There is also
evidence that CSW has enabled other research units on campus to come into existence and has taken an interest in the growth of related research units on campus.

2. Please give examples of areas where CSW’s programs are at the forefront of the nation.

The faculty associated with CSW are spectacular. The Center itself has been in the forefront nationally in the past, though its visibility and leadership role has perhaps fallen off in the past few years, perhaps largely due to budgetary constraints. However, this national role can be reclaimed, with new leadership. CSW has played an important role in enabling new areas of study and research units to emerge and become nationally and internationally discussed—these have included LGBT studies, transnational studies, including Global South, women and science, and more.

The editorial leadership of Signs has been a signal accomplishment, both financially and substantively, drawing heavily on the faculty for the editorial board and for 5 special issues. It is important that UCLA recognize that Signs is absolutely the premiere journal in interdisciplinary women’s studies scholarship, and it is a competitive and sought-after honor to be awarded it. The editors (Professors Harding and Norberg) were past directors of CSW, and drew heavily and creatively on the CSW community of faculty and students in running the journal. For example, they brought a long list of affiliated faculty on board as Associate Editors (in the current issue, we count 23 from UCLA). They also had two paid students per year working on the journal, and five student interns each year, drawn from several UCLA departments where work is done in feminist scholarship. Harding and Norberg did a presentation each year for the Graduate Student Conference that the Center for the Study of Women organized on the topic of publishing a journal article, taking students through each step of the process as it occurs with Signs.

Also during their 5 year editing of Signs, five special issues were edited by UC faculty, four by UCLA faculty and one by UC Riverside faculty. The ones edited by UCLA faculty are as follows:

1. Valerie Smith and Marianne Hirsch on "Cultural Trauma" (Smith was at UCLA before she recently moved to Princeton).

2. Francoise Lionnet (UCLA) et al on "Development Cultures"

3. Vivian Sobchack (UCLA) and Kathleen McHugh (UCLA) on "Film Feminisms"

4. Kate Norberg (UCLA) and Sandra Harding (UCLA) on "Feminist Methodology and Social Research" (due out 7-01-06)

Signs editorial responsibility can only be awarded for one five-year term, but the UCLA group is recognized nationally for having accomplished a significant reinvigoration of the journal, fostering and encouraging cutting-edge scholarship in areas traditionally underserved by Signs. There is no doubt that the presence of Signs at UCLA brought a
very high level of visibility and distinction for the past five years, and in some ways was the culmination of many years of support and leadership in CSW.

The Research Scholars Program is a unique program supporting independent scholars and integrating them into the larger academic intellectual community at UCLA. They and their work make a serious contribution to CSW, and CSW plays a vital role in the scholars’ research work. The Center could take even more advantage of this unique resource by involving the Scholars in a wider range of Center activities. For example, graduate students would benefit from interactions with the Scholars. The Scholars could also play a key role in identifying and facilitating fundraising opportunities for the Center.

3. Are there activities in the Center which are perhaps not worth pursuing or which should be phased down?

The review team concluded that CSW should sharpen its focus on research and make this priority clear in the way it documents its achievements and represents itself publicly. This includes a more systematic documentation of the scholarly products of CSW affiliated faculty, research scholars, and graduate students. We attach a listing of publications for the past five years that Dr. Regina Lark of CSW compiled at our request (Appendix 1). We believe that it does demonstrate a high level of productivity in a wide range of fields. But it is clear that documentation of this kind of activity is not routinized at the Center. We believe the Center should request annual or biennial reports on scholarly activity from affiliated scholars, and should maintain an active and up-to-date database documenting the research activities of the faculty. This will provide CSW with the basis for describing its reach and strength to potential donors, as well as in grant proposals and administrative reports.

CSW should keep its priority on research, and resist the pressure to provide service. For example, although organizing and administering the workshops the Gender Equity Summit no doubt helped build connections between CSW and the rest of campus, it consumed staff and faculty resources that could have been used to foster and support research activities, such as grant writing, unless of course the gender equity initiative involved original research done by CSW faculty.

Equally, the review team believes that programming should serve and support research purposes and the research agendas of faculty, particularly when resources are limited. Reviving the earlier models of topic-oriented working groups to organize conferences and speakers (with seed grants) would help focus attention more on scholarly work, and keep faculty engaged in setting the Center’s programming agenda. It would also incorporate new and junior faculty into the CSW and foreground their research. It would also be helpful if CSW routinely solicited input from graduate students in this process; in that way CSW could be sure it is providing graduate students with one kind of intellectual and research support.
Given the limited resources available at this time, it appeared to us that CSW might relinquish the Visiting Scholars program. This was recommended in the last review, and seems to be acceptable within the community. Moreover, the Global South project has the potential to provide a more coherent program of transnational work and perform the function that the Visiting Scholars was intended to serve.

4. Is the faculty associated with CSW of the quality, depth, and vision which will help ensure that the Center will continue to be vibrant and active in the foreseeable future?

The senior CSW faculty are the leading scholars in their fields, with extraordinary depth, quality, and vision in their own work. As individuals they are absolutely outstanding and they are producing critical scholarship in a wide range of fields. However (and we note that this is not uncommon among humanities scholars in particular), they do not seem to have a strong collective vision for CSW’s intellectual work as an ORU. Moreover, CSW leaders are extremely senior and divided in their responsibilities on campus.

It appears that few junior faculty are engaged in CSW leadership (which may, of course, be the result of appropriate protection of the time of junior scholars). However, we believe CSW must find ways to cultivate the participation of junior faculty, and their investment in the Center’s future.

The Center has made progress on expanding beyond the disciplines most often in the field, e.g., into theater and television, and the life and physical sciences. It has also made progress in including faculty and students of color. In fact there are faculty of color on the Advisory Board, and nearly half of the students with whom we met were students of color. Moreover, the students of color each pointed to specific aspects of the kind of research done in the Center that interested them (e.g., the Global South Initiative, and work in transnational feminist issues such as the Maquiladora conference). As mentioned above, we were also impressed with the strong group of Research Scholars who participate in the CSW community. It is clear that the Center has succeeded in reaching out to students and faculty of color, to graduate students more generally, and to research scholars in the community.

While we recognize that this is the sort of issue that is subject to local politics we may not understand, we suggest that the Center’s affiliated faculty consider adding “and Gender” to their name. It is clear to us that they have a broad vision of feminist scholarship in keeping with the field (e.g., to include the study of masculinity and sexuality), and it might be valuable to signal that breadth of coverage while at the same time keeping clear their emphasis on women.
5. What concrete steps should the UCLA Administration undertake to strengthen the Center?

The most important support that the administration can provide is to ensure that the new director is a visionary leader who will help the Center reclaim its intellectual leadership and focus on the cutting edge.

The position of director of CSW will only be attractive to such a leader if the administration increases resources at least to the middle range of comparable centers; new resources should include:

- Contiguous space for all of its activities and with WS, and provision of space over which CSW and WS have control; we note that the information provided in CSW's report about square footage was not complete; we attach, as Appendix II, a revised table listing all square footage supplied to us by Dr. Regina Lark.
- Space for affiliated faculty, since the lack of faculty presence in the CSW space is problematic. This could be rotated office space; or, faculty playing a prominent role in the WS program could be housed in the space.
- Creation of faculty lines (FTE) in Women Studies so that the two units can support each other and provide a strong profile for feminist, gender and women’s research. At present, UCLA lacks a women’s studies unit which can be a coherent project – as are many such units across the country, and thus CSW ends up doing projects that are outside its research function.
- More financial support for staff positions. Sharing the staff with WS has saved costs even under budget cuts but to the detriment of both programs. For instance, we note that CSW needs to collect information on the research of its members but without additional staff resources such work cannot be routinized.
- More financial support for faculty working groups focused on substantive and emerging research areas
- Increased support for Center leadership (.3 FTE is not enough for the director; there is a need for an associate director)

While specific review of Women’s Studies is outside the scope of our mission, it is obvious that the fate and success of the Center is deeply intertwined with that of Women's Studies. Given the way that resources, particularly FTE, flow only to departments at UCLA, the departmentalization of Women Studies seems essential for CSW's longterm health and success.

It is equally important to provide certainty about the external search for a CSW director. It is impossible successfully to recruit an outside director under the current allocation of .5 to CSW and .5 to WS. The Center Director should have a full FTE, with a courtesy joint appointment in the appropriate department, which might or might not be Women’s Studies.

An increased staff for CSW would allow the Center to develop and routinize more compelling and complete documentation of its work, and the work of affiliated faculty. This is an important task for CSW that will enable more successful fundraising.
As part of the effort to involve the next generation of faculty in leadership roles, and thereby to ensure the future vibrancy of the center, the currently vacant Associate Director position could be filled on a rotating basis. Resources should be provided for this position, which could be filled by a faculty member in the social sciences when the director is in the humanities and in the humanities when the director is drawn from the social sciences. Or perhaps more scholars with interdisciplinary degrees or interests (and there are more and more such candidates) could provide connections between fields. In this way the leadership of the Center can be attentive to the full range of fields reflected at least at the center of women’s studies.

6. **Is the level of support for the Center adequate to support its mission? How does it compare to similar other centers in the nation?**

The Center has done an extraordinary job of stretching its meager resources, but that should not be taken to mean that its resources are sufficient.

This is a resource-starved center, both in terms of dollars for staff and programming and in terms of the lack of FTE in the Center and Women’s Studies that makes the generation of a coherent CSW program of research difficult. Given the talent and interests at UCLA, this situation is easily rectifiable with additional resources.

There has been a huge reduction in staff, and the merging has meant that both CSW and WS have both suffered from the reduction. The reduction in staff has limited their ability to continue the activities that have helped CSW earn its well-deserved reputation. The simultaneous development of the PhD program in WS has exacerbated the impact of the staff reduction, in that graduate advising has been absorbed by already burdened staff.

It is difficult to make comparisons across different Centers, but by nearly any standard it seems clear that this Center is under-resourced with approximately 2.5 staff FTE allocated to CSW. For example, the University of Michigan Institute for Research on Women and Gender, which is much younger than CSW (established in 1995) has 8.5 staff FTE (including the faculty director, who is .5 FTE; and a shared receptionist with WS). In addition, two faculty hold half-time tenure-track appointments in IRWG (along with departmental appointments) and one staff member holds a half-time research track appointment. These three partial FTE, along with the director, all carry responsibility for pursuing sponsored research. This core group of faculty supported by FTE and a strong staff to pursue grants has, along with many faculty with appointments only in other units, ensured a stable flow of external funding at the Institute.

This may not be the kind of Center CSW aspires to be. With its current staffing and space allocation, it could not possibly pursue an aggressive sponsored research program. It would take investment of significant resources, with a commitment for a shift in the proportion of budget responsibility over time, to enable a major program of funded research and training activity at CSW. The Center has played, and can continue to play, a significant role at UCLA and nationally without that kind of support. But a new director

P.6
needs to be clear about the kind of Center UCLA aspires to have, and needs to be provided the resources to achieve that aspiration.

The Center staff had information about staffing and other demographic characteristics of Women's Studies programs within the University of California system. We were not provided with any comparable information about centers, but drawing on our collective knowledge we do not believe that any UC campus provides the ideal benchmark for UCLA's CSW. The Beatrice Bain Center for Research at UCBerkeley comes close with some similar programs, and it has become reenergized by housing the ORU on Sexual Cultures. However, it too has been decimated by budget cuts over the last few years. Instead we recommend that the Advisory Board or the search committee for a new director be asked to identify one or more institutions nationally that have the kind of center (in terms of composition, scale, type of activity, etc.) that UCLA is aiming for, and then use that center or centers as a benchmarking comparison over the next five years. The absence of a comparative benchmark is, we think, an obstacle to enhancing the Center's status on campus and nationally.

7. Can you suggest ways CSW can replicate its success with Signs?

A new interdisciplinary journal in an extremely important area has recently been established: *Journal of Middle East Women*. We were told the journal is likely to come to UCLA. We all believe this will be an appropriate publication venture for the Center, and one that fits with the Global South Initiative, among other CSW activities. However, because it's a new and narrower journal, it cannot have the stature of *Signs*. We also heard that there is some interest in developing a new journal in collaboration with the law school on *Women, Law, and Feminism*. This kind of activity, if it fostered linkages between liberal arts and legal scholars could be very attractive. It would be optimal if it involved other and deeper ties between scholars and students in the law school and in some fields within the CSW community (e.g., political science, history, economics, etc.).

We feel there are two different potential goals implicated by this question: one is the Center's continued activity around publication; the other is the Center's strong intellectual leadership role nationally (and internationally). We believe that it is useful, perhaps even crucial, for the Center to pursue both of these goals, but not necessarily with the same activities. For example, the former could be satisfied by publishing one or both of the journals mentioned above. Alternatively, the faculty could regularly produce an edited book or a special issue of a journal. A working paper series posted on the website would greatly enhance the center's visibility.

The second goal (intellectual leadership) could be met by a major activity other than publication. For example, CSW could apply for grants from Mellon or Rockefeller or Ford to support a coherent program of scholarship and/or curriculum development or training, such as the Global South program.
8. Are there arguments for merging CSW with the WS IDP into a free-standing Department?

We believe that the notion of "merger" is complex and separate from the question of departmentalization of Women's Studies. It seems to the review team that there are clear reasons that Women's Studies should be a free standing department (discussed above) and there are also clear reasons that there should continue to be an autonomous CSW as an ORU. The constituencies of the two units, though overlapping, are not identical, and the functions of the two are also quite distinct. In fact, we believe it would be helpful if there were sharper clarification of leadership roles and staff assignments as the two units' relationship evolves, though we recognize that the details will likely depend on the preferences and strengths of two particular directors. It is important, as the two units evolve, to ensure that Women's Studies remains a lively intellectual unit, and is not relegated to a "mere" curricular or service role, since it is a coherent and vibrant field of study on its own. It is also clear that Women's Studies doctoral students derive a number of benefits from CSW and they provide clear evidence of the importance of CSW to graduate research on campus. The research needs of faculty in CSW are also different from the needs of Women's Studies program; it is not the case that all faculty involved in CSW are committed to the project of Women's Studies, though they may support it. There are many areas where CSW and WS can collaborate, but there should also be some separation in their activities and functions, and WS should be free to develop research programming and activities that serve curricular, scholarly and other needs of its constituencies.

9. Comment on the effect the present Interim Director has had on the Center.

Professor Littleton has selflessly stepped into a crisis and ably kept CSW afloat. She has a deep and wide knowledge of the Women's Studies Program and of CSW. She has used her strong entrepreneurial skills to maximize the use of very meager resources both in the Center and elsewhere on campus. She has also fostered important relationships with other campus units and the central campus administration.

We recommend that the next CSW director should
- Be a visionary leader who will help the Center reclaim its intellectual leadership and focus on the cutting edge.
- Have a vibrant program of her/his own research at the leading edge of the field. For example, given the faculty and student interests in transnational social movements, the intersection of gender, race, and sexuality; women in science and technology, the new director might be a scholar in one of these or other cutting edge areas.
APPENDIX Q
1997-98 ACADEMIC SENATE REVIEW OF
WOMEN'S STUDIES INTERDEPARTMENTAL PROGRAM

Internal Review Team:

Carol Fisher Sorgenfrei, Theater, Undergraduate Council, Chair of Review
Melissa L. Meyer, History, Undergraduate Council
Vy Tram Nguyen, Student Representative, Undergraduate Council

External Reviewers:

Barbara T. Christian, African American Studies, UC Berkeley
Marianne LaFrance, Psychology, Boston College

Report Date: August 4, 1998
Approved by the Undergraduate Council: June 5, 1998

CONTENTS

Narrative of Internal Review Team

Appendix 1: External Reviewers' Reports

Appendix 2: Site Visit Schedule

Appendix 3: Self Review Report
1997-98 ACADEMIC SENATE REVIEW OF THE
WOMEN'S STUDIES INTERDEPARTMENTAL PROGRAM

By all accounts, the Women's Studies (WS) Interdepartmental Degree Program (IDP) at UCLA is at the forefront nationally. Both external reviewers agreed to participate largely because of the program's preeminence. Its energetic, committed faculty continue to expand course offerings and prepare for embarking on a graduate program.

The program has grown substantially in every area since the last review in 1989-90. The number of courses offered has increased by 94%, from 52 to 101. The number of enrolled students has grown by 60%, from 2,619 to 4,183. The number of majors and minors has skyrocketed, with percentage increases of 240% and 75% respectively. Today, 61 faculty from 17 departments and 5 professional schools affiliate with the WS IDP, with a core group of around 12 teaching regularly in the program.

Despite these ample virtues, the WS IDP labors under the same difficult conditions as other IDPs at UCLA. The present and former directors had difficulty controlling the FTE allocated to them, particularly when individual faculty decided that teaching directly within the WS program no longer suited them. Departments have offered replacement money, but this means that many WS core courses are staffed by non-ladder, visiting faculty—sometimes even by advanced graduate students. Both external reviewers found this aspect of the WS IDP most distressing, to the point where their primary recommendation is an altered institutional arrangement in the form of either a department or a center for interdisciplinary instruction. We internal reviewers do not echo this recommendation, largely because of a lack of enthusiasm from those with whom we spoke within the WS IDP.

The institutional issue that we found most pressing relates to the merger between the staffs of WS IDP and the Center for the Study of Women (CSW). Since the summer of 1997, the directors of the WS IDP and CSW have worked with staff to effect this merger. Nevertheless, confused lines of authority and incomplete revisions of job descriptions continue to hamper this effort and contribute to a sense of demoralization. We became acutely aware of this unfortunate administrative situation over the course of the site visit. However, it was not until our discussion with Director Ruth Bloch that we learned how the extensive efforts to ameliorate this situation have so far yielded disappointing results. The external reviewers did not have the opportunity to discuss this matter at length with Professor Bloch because of scheduling snafus during their visit. For this reason, their reports only allude to the problem in general, while our report makes this our first and most pressing recommendation.

Several factors have impeded the merger. Three closely related issues seem paramount: 1) Lines of responsibility and coordination of staff remain unclarified; 2) Energy and morale have been depleted on personnel issues that are still unresolved; 3) CSW and the WS IDP both have needs, some of which are inter-related, which must be addressed and coordinated by a

Women's Studies Review Report

Q. 2
single, combined staff position (possibly a sort of "super MSO"), which is equally accountable to both.

Many efforts have been made by the WS IDP Director (Ruth Bloch) to relieve WS IDP staff of a heavy workload and to foster staff development of more sophisticated computer skills. The former Assistant to the Chair, a long time staff member, was reassigned and the position was eliminated. This function has been fragmented and parcelled out to different individuals. This places an impossible burden on the Chair to sort out work assignments.

The reassignment of this staff member has been accompanied by considerable tension. Everyone regards her with good will. She has had no revised job description since July 1997. This is demoralizing for her. The WS IDP Director (Ruth Bloch), Director of CSW (Sandra Harding) and MSO (Dawn Waring) are all uncomfortable and unsure of their roles in dealing with the personnel issues involved in the merger. Consultation with and intervention by the Dean’s assistant (Lianna Anderson) and the Personnel Office (Mike Ollsen) have not solved the problems.

This situation has languished and remained insoluble since July 1997. The head of the CSW staff currently handling both units, is not equally accountable to or responsible for programmatic needs of the WS IDP. Until this is rectified, the WS IDP will remain hampered and unable to accomplish its work. One solution might be to appoint a super "MSO." The WS IDP needs to hire someone with adequate computer skills in a permanent staff position. Dean Eiserling provided funds to hire a temporary research assistant with appropriate computer skills, but the funds will soon evaporate without having solved the larger problem. All aspects of the present condition and future prospects of the WS IDP are foundering because of this administrative impasse. They must be resolved ASAP or the entire program is in jeopardy.

While no clear consensus emerged, there appears to be a need to rethink the core curriculum. Students seem enthusiastic about WS 10, but some faculty commented that the course needs to be reconceptualized in line with two decades of scholarly advancement in the field. Some feel that students are not adequately prepared for upper division course work, particularly in regard to WS 110, feminist theory, and WS 197, a culminating research seminar. Some thought might be given to designing courses to prepare students more effectively for upper division work, or drawing courses already offered in departments (e.g., History 99: methods and interpretation). On the other hand, faculty in Public Health and Health Sciences found Women's Studies students to be among their best because of their interdisciplinary background and perspectives.

Student advising needs improvement. Each quarter a list of all WS and WS-approved courses is printed and made available to students. However, not all relevant courses appear on this list. Efforts to identify and, perhaps, cross-list courses from other departments must be increased. Oddly, students seemed unaware of ample course offerings in Public Health and

Women's Studies Review Report

2

Q. 3
Health Sciences even as they clamored for courses in this area. This concentration is praised as distinguishing UCLA among Women’s Studies programs nationally. A curriculum committee might give some attention to alleviating student ignorance in this regard. Regularizing the compilation of courses offered each quarter is needed. Use of computer technology to survey course web sites will help. This is already underway with the use of temporary research assistance funds, but needs to be systematized on a permanent basis. A curriculum committee might also contact faculty planning to offer variable topics courses (197s) during the upcoming academic year to ascertain whether the topics will pertain to women’s studies. In this way students might be enabled to plan in advance of the immediate quarter. This committee might also suggest tracks of courses leading to specializations in Public Health, for example, or other popular specializations. Students need direction to identify existing courses that are not labeled or cross-listed as Women’s Studies courses per se.

However, there are other curricular issues that cannot be addressed simply by forming a curriculum committee. Psychology has been an extremely popular concentration in Women’s Studies. However, the retirement of and failure to replace Nancy Henley and the discontent of Vickie Mays with the status of women of color courses leaves only Anne Peplau teaching regularly in the program. The Psychology faculty interested in gender issues are too senior to embark on teaching new courses at the undergraduate level and, moreover, the department is not likely to give priority to women’s/gender issues in its own hiring agenda. Those interested in Psychology seem to feel that an FTE from Women’s Studies is the only way to remedy this lacuna.

We also heard repeated complaints about too few courses on minority women, even though quite a number of courses are offered and Rachel Lee has recently been hired in conjunction with the English Department expressly to fill this need. Typically overburdened, minority women told the same story over and over: they owe their first allegiance to the department with their tenure line, their second allegiance to an ethnic study center, and their third, vastly overextended allegiance to Women’s Studies. Their hearts, academic interests, and sympathies may lie with Women’s Studies, but, pragmatically, their affiliation was not likely to be extensive. Nonetheless, courses about various ethnic women do exist. Perhaps revisions in pinpointing such courses and advising students of their scheduling might allow more Women’s Studies majors and minors to take advantage of them.

In light of the above discussion, we make the following recommendations:

RECOMMENDATIONS

Administrative Issues:

1) To the Dean:

Women’s Studies Review Report

3

Q. 4
Foster the closest possible relationship between the Women's Studies Program and the Center for the Study of Women.

Work with the Chair and Director to clarify and regularize responsibilities for staff who provide services to the Women's Studies Program and the Center for the Study of Women.

- Ensure an adequate degree of accountability of joint staff to WSP.
- Hire someone with adequate computer skills on a permanent basis.
- Ensure adequate advising of students.

2) To the Dean:

Create contiguous, adequate office space. Currently staff must traverse the halls and stairways just to access xerox & FAX machines. On site office space is lacking for teaching assistants and visiting instructors. Furnishings of the Women's Studies Program office space are embarrassingly decrepit. Desks, tables, chairs, and shelves need replacing and computers and software need upgrading. Taken together, these conditions create and sustain the impression of a less than important program.

3) To WS IDP FAC:

Undertake a systematic evaluation of the benefits of both a different divisional location and unit structure (department or CII) to the relevant WS IDP faculty, Deans, and Provost.

Although no clear consensus emerged regarding the appropriateness of housing the WS IDP in the Life Sciences division, most faculty seemed at least contented. They felt that available resources were more forthcoming in Life Sciences and that there would be increased competition for scarce resources in the Humanities or Social Sciences.

Dean Eiserling expressed pride in his support of the WS IDP, but acknowledged that he had no influence over departmental decisions in the Social Sciences or Humanities, the homes of most of the involved faculty and courses. At least some faculty felt that the Deans of Humanities and Social Sciences were supportive, even though the IDP was not housed in their division.

While both external reviewers advocate an altered unit structure that would give WS more control over its FTE and increased resources, neither the Director nor most of the faculty evinced much enthusiasm for such a change.

Curricular Issues:

1) To WS IDP FAC and Dean:

Women's Studies shares with other IDPs an inability to exercise effective control over the FTE.
that it has allocated to departments. If faculty hired with Women’s Studies FTE undertake
administrative responsibilities or simply decide that teaching Women’s Studies core courses no
longer suits them, the WS IDP is merely compensated with funds from the department to hire
visiting faculty replacements. This undermines the integrity of the program and interferes with the
ability of majors and minors to develop relationships with core faculty. Many of the WS IDP’s
core courses are not taught by ladder faculty. The problem is endemic to IDPs. There is no quick
solution. Resolve this in accord with recommendations of the Multidisciplinary Task Force in
Interdisciplinary Instruction.

2) To WS IDP FAC:

Improve advising of students. Students seemed unaware of an impressive array of courses in
Public Health and Health Sciences focusing on women’s issues. They listed these among the
courses they would most like to see offered. Help students identify
courses that may not be designated or cross-listed as Women’s Studies. Computer technology
can now survey course web sites to locate courses appropriate for Women’s Studies that may not
include “women” or “gender” in their course titles.

3) To WS IDP FAC:

Consider whether the core courses continue to function adequately. Although some are satisfied
with WS 10, others suggest that it needs to be reconceptualized in line with new developments in
the field. Does it need to do a better job of preparing students for more complex, abstract
thinking associated with WS 110, feminist theory? Do students need additional training in
methods and critical thinking specifically for Women’s Studies, or can they draw on courses that
already exist in other departments (e.g. History 99, methods and historical interpretation)?

4) To WS IDP FAC:

Establish a curriculum committee to contact related faculty in departments who are planning to
offer courses with variable topics numbers (197s) in the upcoming academic year to determine
what the topics might be. This might help students to plan courses further in advance of the
immediate academic quarter. The curriculum committee might also take on the task of
reconsidering the appropriateness of the core curriculum. It might also map out tracks of courses
to prepare students to specialize in certain popular areas (Public Health, representations, minority
women, women internationally).

5) To WS IDP FAC:

Create a prioritized “wish list” of future FTE allocations to guide negotiations with the Dean and
departments. In which areas is student demand unsatished (psychology, minority women)?
6) To WS IDP FAC, the Dean, and Graduate Council:

In light of this review, it is essential to carefully reconsider the impact of the creation of a Ph.D. program on the undergraduate program. Specifically, to avoid depleting already meager resources and to protect the quality of both the current undergraduate degree and the proposed graduate program, issues of space, faculty, and staff discussed above must be clarified.

SUMMARY CONCLUSION:

An internal report regarding progress on these compelling issues must be completed in two years (AY 1999-2000). Specific issues to be addressed in that report are:

-relationship of WS IDP with CSW
-housing of program (Life Sciences, Humanities, or Social Sciences?)
-core courses
-advising
-staffing

Respectfully submitted:

Carol Fisher Sorgenfrei, Theater, Undergraduate Council, Chair of Team
Melissa L. Meyer, History, Undergraduate Council

Date of Report: August 4, 1998
Approved by Undergraduate Council: June 5, 1998
Appendix I: External Reviewers' Reports

Barbara T. Christian, Department of African American Studies, UC Berkeley

Marianne LaFrance, Department of Psychology, Boston College
EXTERNAL REVIEWER REPORT
ON THE
WOMEN'S STUDIES PROGRAM
UCLA SITE VISIT

Prepared by
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The Women's Studies Program (WSP) at UCLA is a long established and very highly regarded interdisciplinary program offering both an undergraduate major and an undergraduate minor. In addition, there are plans to offer graduate degrees in Women's Studies and to merge the Program with the Center on the Study of Women (CSW).

From its inception, the WSP has been a prototypical Interdisciplinary Program (IDP). At the time of the last review in 1989-1989, there were 2,619 students enrolled in 52 WS courses across 15 departments by 25 ladder faculty as well as by several part-time, visiting and adjunct faculty. Since then, the WSP has continue to grow in breadth and depth. In 1996-1997, 4,183 students were enrolled in 101 courses which represents a 60% increase in enrollment and a 94% increase in the number of offered courses under the WS rubric. In 1989, 32 undergraduates registered for the specialization and 32 for the major. As of Spring 1997, 109 majors and 56 minors were pursuing the program which represents increases of 240% and 75% respectively. Regarding faculty involvement in teaching, there is also strong evidence of increasing cross-disciplinary participation. The 1997-1999 General Catalogue will list 61 faculty from 17 departments and 5 professional schools of whom a core group of 12 teach regularly in the WSP's core curriculum. In sum, the WSP has grown substantially since the last review. More to the point, the WSP has shown equally impressive intellectual growth. Nonetheless, it is my strong impression, that a number of changes will be necessary in order for the program to maintain and even enhance its current high national standing.

In what follows, I outline these recommended changes.

Recommendations

Consider Alternative Institutional Arrangement

1. As is the case with IDPs in general, the WSP needs greater control over the FTE of its teaching faculty in order to have regular and predictable
course offerings. This, of course, is not new nor unique to WS; however, there are some unique aspects about the WSP which strongly suggest the need for an alternative institutional arrangement such as transforming the WSP from its current status as an IDP into a Center for Interdisciplinary Instruction (CII). At the least, there is need to allocate 2-3 new FTE to the program, 100% of whose time is controlled by the program and from which the WSP can build a core faculty.

As noted, the WSP is a unique program requiring an alternative institutional arrangement. It is unique in several respects: i) it is unique in its size and its cross-disciplinary scope and this breadth is only likely to expand in the next decade; ii) it is relatively unique in the strong likelihood that it will soon have a graduate program; and iii) it is unique with respect to its proposed merger with the Center for the Study of Women. Separately, each aspect strongly argues for some 100% FTEs in WS; combined they present a formidable case for an arrangement that has faculty who are fully committed to teaching and research in WS.

Although there a several substantive areas in which these additional FTEs could be located, two areas seem particularly salient. First there is need for a person whose expertise is in Third World Women or a person specifically focused on International Women’s issues. Despite the recent joint FTE with the English Department of a person who speaks to some of this need, it appears to have merely scratched the surface. Secondly, there is need for a person with expertise in the Psychology of Gender. This latter recommendation might appear somewhat self-serving given the fact that this particular reviewer calls that area home. Nonetheless, the combination of heavy demand by students for courses in this area (a not unusual state of affairs), the growth of the field of health psychology which addresses several growth areas in the psychology of gender, the recent retirement of Nancy Henley, the likely cessation of the regularly taught psychology course taught by Jackie Goodchilds means that a significant gap is looming with Anne Peplau the only psychology ladder faculty teaching courses in this area. Given the current emphasis within the Psychology Department at UCLA, it appears unlikely that the department would independently propose a Psychology of Gender appointment. In this context it is worth noting that Harvard has recently created an endowed Chair in the Psychology of Gender.

2. There is also need to consider whether the appropriate location of the WSP is in Life Sciences. There are arguments both for maintaining the status quo and for moving the WSP to Social Sciences or Humanities. Nonetheless, if WSP is to remain for the foreseeable duration under the auspices of Life Sciences, there is need for more informed and active leadership at the Dean’s level, particularly with respect to the following: greater advocacy for resources for the program; active collaboration with the Director of Women’s Studies in devising creative solutions for staffing WS
courses; clear communication of tradeoffs with Department Chairs with respect to joint FTE appointments when a faculty member asks to be relieved of teaching in WS; and formulating explicit arrangements with departments regarding WS input into tenure decisions especially for joint FTE appointments.

Reconceptualize the Undergraduate Major

As noted above, the growth of the major in Women's Studies has been substantial and shows every potential of continuing to expand. Moreover, the quality of undergraduates majoring in Women's Studies is very high. These students were repeatedly described as singularly above average precisely in those characteristics that prompted the creation of IDPs in the first place, namely the ability to adopt alternative intellectual perspectives, the capacity to think both theoretically and practically, and a commitment to substantive issues that does not simply derive from career concerns. It is also apparent that some of the best TAs at UCLA come from the ranks of those interested in teaching the introductory WS course (WS10).

Despite these considerable strengths, there are indications of the need for some improvements in the organization of the undergraduate curriculum. The specific recommendations are as follows:

1. Establish a formal WS curriculum committee made up of members of the Women's Studies Advisory Committee.
   
   Despite continuous efforts to identify courses which can satisfy the requirements for a WS major or minor (e.g., approved courses that are not listed as WS or as cross-listed with WS), there are indications that not all relevant courses are located or communicated to students in a timely manner or organized manner. An ongoing WSP curriculum committee could be an effective means of carrying out this sizable task. A computer-based search to identify relevant courses should also be systematically implemented. Next, this committee should look into university procedures for how courses can be officially cross-listed with WS. For example, there are indications of inconsistency across departments as to which does and does not allow cross-listed (e.g., history frowns on this). Finally, the WS Director is urged to be more proactive in proposing and eliciting additional offerings from departments throughout the university and presenting them to students in some way that more clearly indicates suggested groupings and/or unique opportunities.

2. Implement a required research methods/library course.
   
   Despite indications that WS majors receive broad academic exposure to an ever broadening substantive domain, it appears that some significant proportion of students lack sufficient research skills in order to do independent research in the senior seminar or even to master the upper level
required theory courses. A required research methods course, either offered in WS or from an approved list in other departments might well significantly enhance students' ability to do first rate work in WS after they have declared it as a major. More generally, we ask the Director and Advisory Committee to consider proposing several possible course sequences or tracks for WS majors which move in a logical order from introductory through more advanced offerings. For example, the WSP at Yale requires its majors to choose one among several tracks along with a set of common core courses.

3. Review WS10 coverage in light of changes in the field of Women Studies.

WS10 is clearly an eye-opening experience for many students and a career-altering one for those who choose to concentrate in WS on the basis of their exposure to this course. While the strengths of this course are many, some feel that new theoretical and scientific developments in WS are given less weight than perhaps they should. Consider arranging teaching workshops involving teachers of WS10 with teachers of WS 110 in order to better integrate content and expectations for students.

4. Improve advising of undergraduate majors.

Counseling WS majors and minors is complex and consuming task that requires better coordination between the WS Counselor and the Director of WS and perhaps with a yet to be formed Curriculum Committee. It is not always clear that students are being given information on the full array of possible courses or possible concentrations within or tracks through the major. Nor does it seem always clear to students that approved but not cross-listed courses are just as relevant and viable as WS listed courses. Next, the WSP might consider systematizing its progress reports of majors. Finally, advising will also be enhanced if sufficient financial support is given to the continued development of a WSP web page. This task is currently underway and in the capable hands of a doctoral student in Education, Jo Anne Beazley. This should definitely continue and could be a model for other IDP Web Pages.

Consider Carefully the Creation of a Graduate Program in WS

A proposal for the creation of a graduate program at this time in WS would be greeted with tremendous enthusiasm by many at UCLA and such a program would likely quickly move to the forefront of such programs nationally. Feminist scholarship continues to have enormous impact on the academy as well as society more generally and so now seems a particularly auspicious time to implement such a program. To increase the chances of its success, the WSP might want to consider doing the following:

1. Conduct an "undergraduate impact study".
Before initiating a graduate program in WS, it will be important to thoroughly investigate the implications for the undergraduate program. For example, how might the creation of new graduate courses affect the ongoing difficulty of providing predictable staffing of the WS undergraduate core courses?

2. Confirm resource availability.
Graduate programs require huge resources in faculty, staff, space, stipends, computers etc. What WS faculty will teach graduate courses and how will this be determined? What is the appropriate number of graduate students to admit? What is the implication of offering a graduate degree in a program rather than a department or a CII?

3. Consider a specialty.
The graduate program might begin by carving out an area that could draw on existing resources and which might quickly put it on the map as having a singular identity, as for example, a graduate program in Women's Health. For example, collaboration with the Pacific Institute of Women's Health would be likely and profitable on many counts.

Enhance Likelihood of Successful Merger Between WSP and CSW

The merger of WSP and CSW has great potential which is more likely to come off successfully if the following can be done:

1. Establish more and contiguous office space.
Given the merger of support staff, it is very important that support people and equipment be close at hand to each other. Contiguous space would also substantially enhance collaboration on programming between the Directors of WSP and CSW and on the integration of graduate students across the university as well as those that might be specifically in the WSP. Some space for undergraduate majors and minors would do much to enhance the sense of intellectual community.

2. Provide new computers and furniture and upgrade existing software.
Current equipment and furniture is not commensurate with the status of the WSP in particular.

3. Employ human resources management at UCLA to provide recommendations on communication and coordination between and among Directors and Staff.
Mergers of programs at the best of times require outside expert consultation on matters of organizational change. It is even more crucial at present given some tension and ambiguity around how the WSP is evolving and maturing as an intellectual entity.

Q. 13
Improve Staff Functioning

The support staff in the WSP and one member in particular has a long and distinguished commitment to the program but there are indications at present that some immediate changes are needed and especially now as the merger with CSW is underway.

1. Conduct a job audit and management review by UCLA human resources personnel.
   There are clear indications that staff in the WSP and CSW have unclear job descriptions, ambiguous lines of accountability, and insufficient explicit feedback on job performance. This needs prompt attention.

2. Initiate immediate training in computer skills.
   Staff, especially long time staff need to be brought up to date on the range of new and more efficient ways to handle many aspects of record keeping, communication, accounting etc. via computer.

3. Hire a Assistant to the Director of WSP
   Funding must be provided to hire a new Assistant to the Director Position. Staff that has previously served this function appears to no longer fit the bill.
Report on Interdepartmental Degree Program in
Women's Studies
UCLA Site Visit
February 26-27, 1998

by
Professor Barbara T. Christian
African American Studies Dept
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External Evaluator

The Women's Studies Interdepartmental Degree Program at UCLA is
well known as one of the best Women's Studies programs in the United
States. I wanted to be a part of this review because Women's Studies
at UCLA numbers among its faculty who regularly teach in the program
many of the trailblazers in Women Studies and Feminist Theory.
Graduates from WSP have gone onto prestigious graduate and
professional programs to make significant even innovative
contributions to Women's Studies and Gender Studies.

In an era when some Women Studies faculty in other parts of the
country appear to be burnt out I was particularly impressed by the
energy, commitment and vision of the faculty with whom the Review
committee met: the WASPAC Faculty Advisory Group, the Faculty
Humanities Group, the Faculty Social Science Group, the Faculty Public
Health Group, WSP faculty in other IDP's, the Director of the Center
for the Study of Women, Teaching Assistants, Women's Students Majors,
Staff as well as past Chairs and the present Chair of WSP. These
meetings confirmed for me that while some Women Studies programs in
the U.S. have floundered in the last decade, Women's Studies at UCLA
has continued to diversify its curriculum offerings and, with a
positive eye to the future, to work constructively with various
departments and programs at UCLA. At the same time the written
documents with which I was furnished, (including the Report of the
Multidisciplinary Studies Task Force) forcefully support my conclusion
that Women's Studies at UCLA cannot maintain its quality without some
fundamental structural changes. I begin with the institutional
arrangement of Women's Studies because I think this is the fundamental
problem and that all my other suggestions are piecemeal, even
cosmetic. Of course, I realize as a result of my long history in the
UC system, that ultimately any changes in the Women's Studies
configuration is as much about resources as it is about intellectual
concepts.

Institutional Arrangement

There are five different institutional structures on UCLA's
campus: the department, the interdepartmental degree program (IDP),
the Center for Interdisciplinary Instruction (CII), the ORU and the center.
Women's Studies is an Interdepartmental degree program. IDP's provide
flexibility, fluidity and resource economy, as existing faculty can
come together to create new ways of approaching traditional
disciplines. However IDP's do not "own" faculty and must rely largely
on departmental offerings and faculty for most of their courses. As
the Minority Report on Multidisciplinary Programs points out such an
arrangement means that "program directors cannot count on particular
The concept of an IDP is clearly a viable way of developing faculty's interest in new interdisciplinary approaches. But because the field of Women's Studies has expanded so rapidly in the last two decades, I believe that this IDP has outgrown this institutional arrangement. While 61 faculty from 17 departments in the College and five professional schools are listed in the 1997-99 General Catalogue to teach crosslisted Women's Studies courses, only six professors at UCLA in Women's Studies history have been hired with an explicit commitment to teach regularly the core curriculum of the Women's Studies Program. Consequently WSP continues to depend heavily upon temporary faculty to staff its core courses.

It was clear from our meeting with Faculty, especially those from Psychology and the Humanities and those who teach Women of Color Classes, as well as from our meeting with students, that it is becoming increasingly difficult to persuade departments to hire faculty with the priorities of Women Studies in mind, and to recruit already very busy existing or non-tenured faculty to teach outside of their departments. For example, Psychology is clearly a major area in Women's Studies. Yet despite the fact that there is only one faculty committed to teaching Women's Studies classes, there is currently no hiring targeted for gender in that department. Newly hired faculty in both the Humanities and Social Sciences and especially women of color faculty who are called upon to wear many "hats" in the Ethnic Studies programs, and in their house department (a major element in their tenure reviews) do not have the time to commit themselves to Women Studies Courses. Even when there are faculty teaching relevant women studies courses in their department, the department may opt, as History does, not to crosslist these classes with Women's Studies. Faculty who teach courses are after all the backbone of any curricular program.

These situations are not new to me. As a professor in an interdisciplinary area, African American Studies, and as a faculty affiliate with UCB's Women Studies Department, I am aware of the ways in which a candidate considered to be truly interdisciplinary in their approach, and precisely the kind of faculty we would like to hire is sometimes seen by a traditional department as not being "disciplinary" enough in her approach. While Women's Studies at UCLA has performed remarkably in delivering courses to its majors and minors as well as to other students, it is clear that its long range planning of curriculum, and its relationship with students on a long term basis is affected if it cannot count on faculty to teach the courses it needs. Departments, in effect, control faculty teaching and research as well as long-range planning—a situation inappropriate to an interdisciplinary field as established and important as Women's Studies is at UCLA.

Traditional departments sometimes use the words gender or women to indicate that a course focuses in some way on the subject of women or relationships between genders; however such designations do not necessarily mean that these courses incorporate the underlying assumptions of Women's Studies. WSP at UCLA has succeeded where others have not in that it has, up to now, focussed on Women's Studies
approaches even as it has reached out to the traditional departments. UCLA needs to decide whether it wants to commit resources, always a difficult decision in the UC system, to support an IDP that is on the verge of becoming world class in its delivery of research and teaching. Too often, programs that are successful because of the superior quality and overwhelming work of their faculty as well as the serious investment of their students in education perform so well that their subsequent development is thwarted because there seems to be no critical need for change.

Curriculum

Core Courses in WSP are the introductory course (WS10), feminist theory course (WS110) and a final integrative research seminar (WS197). WS 10 is taught regularly, usually by non-ladder faculty who have specialized in teaching this course. Up till now, non-ladder faculty have been extremely effective; one of them received the university's distinguished teaching award. Still I think that it is important that ladder faculty sometimes teach the program's introductory class so that students interested in the major can begin to develop relationships with them.

Both social science and humanities faculty and students praised the multiple perspectives and multi-ethnic emphases in WS10. Students we met with praised WS10 Faculty for their knowledge of the field, availability, and thoroughness. Some ladder faculty, particularly in the humanities, thought that students could be better prepared for the theoretical orientation of WS110 and that some students were not adequately prepared for the senior seminar where they are expected to conduct independent research. Other ladder faculty praised Women Studies students as being more involved in their courses than many other students they teach, precisely because "WS students have an investment in the material that is not just vocational."

My sense is that there needs to be more coordination between WS 10 and WS110. Given the amount of material covered in WS 10, I wonder if the faculty might explore the need for a course between 10 and 110 which might more adequately prepare students for the intensity of contemporary feminist theory. One of the review committee members suggested that such courses might already exist, e.g. in History.

The relationship between WS10, WS110 and the senior seminar however is indicative of the importance of more effectively coordinating course offerings in the program. For example, after meeting with faculty in the health professions whose offerings are exciting and various, we consequently met with WS majors who listed as one of their priorities, the need for more courses in health. We were surprised by their lack of awareness of the many courses in health available to them. Perhaps more than the initiating new courses, students need to be aware of the existing relevant cross-listed courses. Students we met with noted that even WS core courses are often scheduled at the same time so that is difficult for them to take the required classes that are being offered in that quarter. To some extent, this problem will be eased by the new computer systems being developed in the program to identify courses being taught about women. Still, the fact that faculty in other departments do not often notify WSP soon enough so that students know what courses are available to
them is another indication of WS's dependence on the departments for its curriculum.

The Assistant to the Chair has been responsible for much of the program's outreach to other departments. Perhaps a WSP curriculum committee might be instituted to assist person in reaching out to other faculty. Perhaps that committee might also aid students by suggesting "clusters" that students with particular emphases might consult when making choices.

Graduate Program

WPA should begin planning for a graduate program. Clearly there is enough interest among students. There is exciting research and scholarship in the field. WSP at UCLA os ready to move in this direction in that graduate work is already happening there. What is especially impressive about the program is the fine array of courses on gender in the Health Science professional schools. WSP at UCLA could distinguish itself from other WS graduate programs that are just starting up by further developing this emphasis on gender and health.

Of course if WS does develop a graduate school, the question of the program's control of its FTE will be further exacerbated. And of course the program will need more staff and space.

Staff

At present, because of the reorganizational process in which that WSP and The Center for the Study of Women is now involved, staff do not have clear job descriptions. In fact it is not even clear whether the Director has an Assistant. The result is some amount of confusion as to who is responsible for what. The University should, as soon as possible provide the staff of WSP with clear job descriptions. If staff know what they are responsible for, communication among them would be more effective and if job training is necessary for some staff, that route could also be pursued. The present ambiguous situation is not healthy for the program, its Chair, faculty and students as well as for the staff itself.

Space

Every effort should be made to provide adjacent space next to the Center, especially since staff from WSP and the Center work so closely together. It is difficult to understand how part-time faculty, T.A's and faculty from departments can effectively hold office hours etc. when only one small room is available to them which is not even connected to the rest of WSP's office space. The furniture at WSP is really worn and should be replaced. The dinosaur computers would be replaced with up-to-date computers.

Recommendations

1. The program needs more control over the FTE of its teaching faculty. I am particularly concerned about areas that are not sufficiently taught such as psychology, humanities and women of color courses because faculty are not available. I am not sure whether the program should become a department or a CII, which is a new institutional form, just beginning to be tested at UCLA. Nevertheless, there needs to be some discussion about what
institutional form of WS that would most efficiently allow it to continue to be the excellent program it now is to develop its potential. I am concerned that the program will begin to lose some of its quality if it is not allowed to develop. Such development means more program stability and more control over faculty resources.

2. There needs to more coordination between WS10, WS110 and the senior seminar. Possibly a class might be introduced that would serve as a transition, especially in relation to theory, from WS10 to WS110.

3. A working curriculum committee that advises the Chair and her assistant might be one way of more effectively reaching out to faculty across the campus, and of having faculty contribute to the coordinating of courses and even scheduling. A curriculum committee might even consider developing certain clusters of emphases, (e.g., such as the health services) that the student advisor might use in helping students with course choices.

4. Majors should be required to come into the office, not only when they declare the major but also to make progress reports.

5. WPA should begin making plans for a graduate program, one of the emphases being the health-science area.

6. The university and the program needs immediately to provide clear job descriptions for its staff. The Chair needs an assistant. At present it is not clear whether the position exists or not.

7. It would be beneficial for both programs if WPA and the Center for the Study of Women occupied space adjacent to each other.

8. Computers for part-time faculty etc need upgrading. The program needs new office furniture.
APPENDIX R
2001-02 ACADEMIC SENATE INTERNAL REVIEW OF THE
WOMEN'S STUDIES INTERDEPARTMENTAL PROGRAM

Internal Reviewers:

Susan Curtiss, Linguistics, Graduate Council, Chair of Review
Gordon Henderson, Music, Undergraduate Council

Date of Site Visit: April 30, 2002

Date of Report: June 19, 2002

Approved by the Graduate Council: June 7, 2002
Approved by the Undergraduate Council: June 7, 2002

Appendix I: Site Visit Schedule

Appendix II: Self-Review Report
2001-02 ACADEMIC SENATE INTERNAL REVIEW OF THE
WOMEN'S STUDIES INTERDEPARTMENTAL PROGRAM

On April 25, 2002, the Women's Studies Program was reviewed by a member of the Undergraduate Council, Gordon Henderson, and a member of the Graduate Council, Susan Curtiss. The issues of concern and recommendations made after the 1997-98 Review were revisited at this time. The results of this review are described, herein. They have been divided into 4 areas: (1) Administrative issues, (2) Curricular issues, (3) Graduate student funding and (4) Conclusions.

Administrative Issues

1. Merger of CSW and WSP — clarify and regularize staff responsibilities.

The 1997-98 report raised concerns about the merger of the Center for the Study of Women (CSW) and the Women's Studies Program (WSP). The merger of these two units seems at this point to have been quite successful. The Chair of the WSP, Christine Littleton, together with the former and current MSOs (now, Regina Lark) have clarified and put into writing the responsibilities of each staff member. The staff appear to be a well-functioning, committed and talented group of women, who appear to have an excellent working relationship with each other. However, in order to adequately assume all the responsibilities pursuant to administering the CSW, WSP, the IDP and the new graduate program in WS, there is an acute need for additional staff. The hiring of a .5 Administrative Assistant (AAII) is recommended to deal with at least a portion of the current administrative overload.

2. Create contiguous, adequate office space.

A second issue raised in the 1997-98 report concerned inadequate space. Unlike the administrative merger, the space situation does not appear to have been ameliorated, and if anything, has worsened since the creation of the graduate program. The space situation is in dire need of improvement. The allotted office space is divided into two areas on opposite ends of the second floor of Kinsey Hall. The Women's Studies Program Main Office is located in Room 288. Although the furnishings have been upgraded since the last Review, the amount and configuration of the space is sorely inadequate.

Room 240 in Kinsey houses the Undergraduate Advisor, Mary Margaret Smith, a student "lounge" that has two computers used primarily for checking email, and a separate room with two desks and computers shared by graduate students that is also used in the evenings for student meetings. Two major problems with this space are that it does not allow the Undergraduate Advisor to have private counseling sessions with students, and that it is so far from the Main Office. A third problem is that there is no assigned desk space for graduate students. As it currently stands, there is no space allotted for the WS graduate students to do their work or to gather as an intellectual community. Complaints
about space were heard from all quarters — staff, faculty and students, and as the graduate program continues to grow, this problem will only worsen.

A possible partial solution to the space problem would be to acquire office space adjacent to or very near the WS Main Office in Kinsey 288. The office next door to the WS Main Office is Kinsey 284, Turkic Program, which appears to be underutilized. The Marcus Garvey Papers Project in Room 280 could swap space with Room 240, or it may be more appropriately housed in an off-campus location. The Student Affairs Information & Research Office (SAIRO) in Room 274 is another possibility — it may be more appropriately housed in Murphy Hall or Kerckhoff Hall.

3. **Undertake a systematic evaluation of the benefits of both a different divisional location and unit structure to the relevant WS IDP faculty, Deans, and Provost.**

Since the 1997-98 Review, the WSP (and the CSW) moved from the Division of Life Sciences to the Division of Social Sciences. WS Chair, Chris Littleton, has an excellent working relationship with Social Sciences Dean, Scott Waugh, and Dean Waugh appears to be very supportive of the Program, making good on his promise to make this shift "budget neutral", and working to improve the space and budget problems the WS program faces. He has also shown solid support of the new graduate WS IDP.

**Curricular Issues**

1. **Women's studies shares with other IDPs an inability to exercise effective control over the FTE that it has allocated to departments.**

The 1997-98 Review recommended that the UCLA Administration assign a .5 FTE to the WS director. This has not been done. To date, there has been only one 50% FTE appointed to WSP in total, despite the creation of a new multi-track graduate program. Despite the strong commitment to the WS Program of many outstanding and prestigious faculty across campus, the WS Program is still almost totally dependent on the good will of the home departments of these faculty to allow them release time for teaching WS courses, creating and teaching new WS courses, or participating in curriculum development. The Administration needs to take the steps necessary to ensure adequate FTE for the WS IDP, especially for its new graduate program, for which it gave its approval with the recommendation that a solid curriculum be created and instantiated. Without additional FTE, the viability of the new, very promising graduate program is in jeopardy.

2. **Improve advising to students.**

The Web site for the Women's Studies has been substantially upgraded over the past four years and it clearly outlines the requirements for the undergraduate major and minor, as well as the graduate degrees. The Undergraduate Advisor, Mary Margaret Smith, receives universally high praise from the students for her commitment to the Program, and her

R. 3

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ability to remember students’ names and monitor their progress. As discussed above, Ms. Smith’s office situation is a major problem, primarily for the lack of privacy for discussions with students.

Until recently, graduate student advising seems to have been somewhat of a hit-and-miss affair. This situation has been greatly improved with the appointment of MSO Regina Lark as Graduate Advisor effective April 1, 2002.

3. Consider whether the core courses continue to function adequately.
4. Establish a curriculum committee. Develop course tracks.

The 1997-98 Review recommended that a graduate curriculum committee be formed to plan the core courses for the new WS IDP graduate program. Such a committee has been formed and continues to meet to create and evaluate curricula. There are now four required core graduate courses with two additional courses to be added in academic year 2002-2003. The graduate students expressed uniform praise for these courses but also expressed frustration that there were not more graduate courses in the curriculum. As the graduate program is so new, we expect that such complaints will dissipate over a fairly short period of time. Staff are actively working on ensuring that all students, undergraduate and graduate, know of all potentially relevant courses offered each quarter at UCLA, by listing these courses on the WSP Web site.

5. Create a prioritized “wish list” of future FTE allocations to guide negotiations with the Dean and departments.

WSP Chair, Chris Littleton, has a prioritized “wish list” of future FTE allocations; however, initial FTE allocations promised have yet to materialize. According to the Chair, the WSP was promised three faculty FTE to fund six new joint appointments based upon its undergraduate enrollment, and that additional FTE would be forthcoming as needed once the graduate program was begun. All of these FTE commitments have been put on hold due to the present concerns over the budget.

If the new WS IDP graduate program is to be successful, the administration must ensure that adequate FTE be committed to it. The reviewers were impressed with how well the program is doing to date, but are concerned that the program faces insurmountable difficulties realizing its plans without more administration support.

6. In light of this review, it is essential to carefully consider the impact of the creation of a Ph.D. program on the undergraduate Program. Specifically, to avoid depleting already meager resources and to protect the quality of both the current undergraduate degree and the proposed graduate program, issues of space, faculty, and staff discussed above must be clarified.

Since the 1997-98 Review, the undergraduate program has grown from 109 to 144 majors, and the graduate program, which accepted its first students for Fall 2000, currently has 8 students, and will have 11 in the Fall (8 Ph.D. students, 3 Masters).
admissions process for graduate students is highly selective and has focused on the Ph.D. degree – for Fall 2002, 50 applications were received, six Ph.D. students were admitted and four have accepted.

The addition of the graduate program is seen as a positive development by both the faculty and the students. The undergraduates interviewed do not sense any loss of resources or attention with the addition of the graduate program, and the presence of graduate students has had several positive effects, including the elevation of classroom discussions and giving the undergraduates a vision of how they can pursue their interests in the future as graduate students. Some undergraduates did say that they initially felt somewhat intimidated by the presence of graduate students in their classes, but this was usually overcome quickly.

The number of undergraduate courses has grown each of the past four years, despite challenges created by competition for faculty from departmental incentives to teach “cluster” courses, as well as other budget limitations in cooperating departments.

7. Graduate student funding

The WSP currently has 2.3 TA FTE that support 14 quarters of TA assignments. Twelve of these are assigned to WS 10: Introduction to Women’s Studies. The courses WS 105 and WS 130 each have one TA assigned to them. The Women’s Studies Ph.D. students and M.A. students after their first year of study, are given priority for these assignments. The WSP also receives a block grant of $15,000 that helps pay for graduate students’ fees.

The graduate students interviewed had high praise for Chris Littleton’s support and efforts on their behalf. However, two of these graduate students felt that they were deserving of more financial support from the WSP and were frustrated that they sometimes had to take off-campus jobs to be able to continue their studies.

The Chair feels that an additional 1 to 1.5 TA FTE is needed to support the growing WSP Program. Although the graduate student acceptance rate is quite high (2/3 or better for all three years), the WSP is increasingly competing with better-funded programs. If this new graduate program is to succeed and be competitive, it, like all graduate programs, must be able to provide better support packages to its students.

Overall conclusions of the reviewers

The reviewers would like to note that morale and enthusiasm seemed high from all individuals and groups we met with – the Chair, the Dean, faculty, lecturers, staff and students. Women’s Studies is alive and well at UCLA with respect to there being an impressive array of academics committed to this area of inquiry, both students and faculty. The WSP, CSW, WS IDP and the new graduate program combine to make UCLA one of the most exciting places in the country to be engaged in WS. The success
of the new graduate WS program is notable and due in no small part to the hard work and dedication of Christine Littleton, who is to be congratulated for her efforts.

The WS IDP and its new graduate program are in jeopardy, however. It would be a shame to see this vibrant community and set of programs fail to realize its promise or remain competitive for lack of adequate administrative support at UCLA.

RECOMMENDATIONS TO THE ADMINISTRATION

1. The administration should fulfill its previous commitments of faculty FTE to the WSP IDP and new graduate program in WS, and an additional .5 administrative staff FTE should be provided to WS to accommodate the new administrative burdens of the merger and the new graduate program.

2. Problems of inadequate space need to be addressed. In particular,
   a. The UG counsellor and graduate counsellor should be given space, such that private conversations between students and the counselling staff be made possible.
   b. Contiguous space on the second floor of Kinsey should be committed to the WSP and WSIDP.

3. Adequate graduate student support must be provided, so that graduate student recruitment can remain competitive as the program grows.

The Undergraduate and Graduate Councils recommended scheduling the next review in AY2005-06.

Respectfully submitted:

Susan Curtiss, Linguistics, Graduate Council, Chair of Review
Gordon Henderson, Music, Undergraduate Council

Approved by the Undergraduate Council: June 7, 2002

Approved by the Graduate Council: June 7, 2002
Appendix I: Site Visit Schedule
Women's Studies Program
Academic Review – Site Visit
April 25, 2002

8:00am
Initial organizing session
355 Kinsey – breakfast
Susan Curtiss, Gordon Henderson
[hereafter: SC, GH]

8:30
Meeting with IDP Chair
355 Kinsey – breakfast continued
SC, GH, Chris Littleton

9:00
Meeting with Dean
355 Kinsey
SC, GH, Scott Waugh

10:00-12:00
Meetings with Faculty
355 Kinsey
10:00: Sondra Hale, Sandra Harding
10:30: Sharon Bays
11:00: Laura Miller
11:30: Susan McClary, Sara Melzer,
SC, GH, __________________

12:00
Working lunch, meet with administrators
355 Kinsey – luncheon
SC, GH, Regina Lark, MSO,
Van do-Nguyen, Finance Officer,
Rex King, Administrative Assistant

1:00
Meeting with undergraduate counselor
240 Kinsey
Meeting with graduate students
355 Kinsey
1:00: Sharmila Lodhia, Karina Billaeras
1:30: Danielle Carrig, Bert Maria Cueva
SC, __________________

2:00
Additional meetings with faculty
355 Kinsey
2:00: Elizabeth Marchant, Cheryl Harris, Miriam Dexter,
SC, GH, __________________

2:30
Additional meetings with students
355 Kinsey  Tim Dang, Hilary Dark [undergrad students]  GH,
288 Kinsey  Alissa Fox, Shirin Ershadi [grad students]  SC, _________

3:00
Meeting on graduate advising
288 Kinsey
SC, Ellen DuBois, Regina Lark,
and Chris Littleton

Meeting with undergraduate students
355 Kinsey
3:00: Kate Tellis, Kathleen Mangan, Cynthia Ace
3:20: Elena McCoy, Christina Chala
3:40: Tara Nelson
GH, __________________

4:00
Final meeting with IDP Chair
288 Kinsey
SC, GH, Chris Littleton
Appendix III: Self-Review Report
May 7, 2001

TO: Elizabeth Bjork, Chair
    Undergraduate Council

FROM: Christine A. Littleton, Chair
       Women's Studies Programs

RE: Internal Report on Women's Studies

The following report is in response to the Undergraduate Council's recommendation in closing the 1997-98 review of the IDP in Women's Studies. As requested, it provides a progress report on five specified issues.

In preparing to submit this report, I have consulted with all of the members of the Women's Studies Programs Advisory Committee, both formally (as an agenda item at a regular WSPAC meeting) and informally. That consultation included our student representative. I have talked with the staff, all of whom are now shared with the Center for the Study of Women (CSW), and have met with the CSW Director Miriam Silverberg and with the Manager of our joint staff Dawn Waring. In addition, I held a series of meetings with students enrolled in the largest women's studies course (WS 10. Introduction to Women's Studies), and with graduate students in our new Masters, PhD and Concentration programs. I have not, however, submitted a draft of this report to WSPAC for comment. If this is considered necessary or desirable, I will be happy to place it on the agenda for our next meeting on June 11, 2001.

1. Staff issues related to the administrative merger.

During the first year of the administrative merger, several staff members found it difficult to adjust to the new shared system. When I became Chair in July, 1999, formal job re-descriptions were unavailable and staff were uncertain about their responsibilities and the lines of authority. Dawn Waring and I worked together to formalize both of these, and to provide thorough formal reviews to all staff. In cases in which there were actual or anticipated difficulties, I attended the review itself.

Although this process was difficult and painful, the results have been well worth the effort. With few exceptions, the staff have pulled together to act more as a team, and initial objections to the arrangement have been overcome. All staff members have been given the opportunity and encouragement to attend staff development programs offered by the University. Dawn holds regular staff meetings, and Dawn, Miriam and I meet regularly to discuss and jointly decide issues that affect both WSP and CSW, including staff issues.

Overall, this has been a successful merger, creating some significant synergies. The remaining difficulties are largely attributable to the lack of contiguous space for WSP and CSW. Thus, the main office for both units is at the other end of a long hallway.
from both the WSP Chair’s office and the WSP curricular support office. Requests for additional and contiguous space, however, have been placed on hold pending retro-fitting of Kinsey Hall.

### 2. Relationship of WS IDP with CSW

As noted above, we now hold regular meetings (approximately every six weeks) of “Fem I,” i.e., the Chair of WSP, the Director of CSW, and the Manager of the shared staff. This has proved invaluable as a way of improving and deepening ties between the units. We have been able to arrange sharing of large equipment purchases, sharing of conference room, and cooperation with programming of benefit to both units.

We have also been able to arrange for the Center’s Feminist Research Seminar series to be restructured as a credited course for graduate students in WS, with coordination of WS 204 being shared among Miriam, myself, and WSP’s Graduate Advisor Ellen Dubois. We are now in the process of discussing how to more fully integrate our new WS graduate students into the research community of the Center, and how to do more joint programming.

Although there has been discussion, from time to time, about the possibility of formal or informal merger of the Advisory Committees of the units, or even the units themselves, the majority of affiliated faculty find the current system more desirable than either complete separation or any further merger. There is some overlap between the Advisory Committees, and the head of each unit sits ex officio on the Advisory Committee of the other. We look forward to continued cooperation as both units grow and develop.

### 3. The status of the proposal for a new graduate program

Through the efforts of my predecessor Ruth Bloch, the graduate program was approved in 1999, and we began recruiting last year. In fall 2000, we admitted two Ph.D. candidates (Karina Eileras and Alissa Fox) and one Masters candidate (Sharmina Lodhia). We also have had between eight and twelve graduate students each quarter enrolled in our Concentration program (for students in other departments).

We have established three required core graduate courses, and are working on a fourth. These courses have been staffed with ladder faculty who have been involved in Women’s Studies for many years, but who had not been teaching in the Program recently. Offering them the opportunity to teach graduate students has brought them back into a teaching role without tapping faculty who would otherwise teach in the undergraduate curriculum. In the next few years we will have to add faculty in order to develop the graduate program without sacrificing any depth or breadth in the undergraduate program, and we have been assured by our current Dean that additional faculty FTE will be available.

R. 11
4. Improvements in ladder faculty involvement (core courses and advising)

This is the area in which there has been the least improvement since the 1997-98 review. As noted above, the new graduate program has not taken ladder faculty away from the undergraduate curriculum, but that simply maintains the status quo ante.

Additional faculty FTE, which we expect to result in joint appointments with cooperating departments, is the only long-term solution. In the meantime, I have instituted a program of preferring adjunct faculty with long-term relationships with UCLA. This provides some of the advantages of having ladder faculty: these instructors are available to students for counseling and advising before, during, and after the particular course they are teaching; they are encouraged to develop and enrich the core courses they teach because they know they will be able to repeat the same course and thus capture the gains from additional work; they know the staff and other faculty and provide continuous and valuable feedback and collegiality.

The Curriculum Committee of WSPAC has begun the process of revising our core undergraduate curriculum, with three specific goals: (1) integrating new scholarship and pedagogy in women's studies; (2) more fully integrating multicultural issues; and (3) attracting new ladder faculty. Three of us will be meeting over the summer to begin this process.

I should add that our most cooperative departments (English, Political Science, Sociology, Law) have continued to release ladder faculty to teach in Women's Studies, despite additional pressure on their own resources. Additional faculty FTE, in the form of joint appointments, would make it easier to extend this list of "most favored nation" departments.

Primary advising responsibility for undergraduate students continues to reside in our Student Affairs Officer, Mary Margaret Smith. Therefore, Dawn Waring and I have made additional efforts to make sure that Mary has access to training in counseling offered by the University, and that she is aware of all course offerings throughout the University that are related to women's studies. I have instituted regular office hours in Kinsey Hall as well, and have been able to meet with undergraduate students who "drop in" (even though they are reluctant to make a formal appointment).

At the risk of belaboring the obvious, all units on campus are under pressure from the current and anticipated increase in undergraduate admissions. Additional ladder FTE are anticipated, and if delivered, will provide the only viable long-term solution to the difficulty of staffing core courses in the undergraduate program.
5. Any changes in its current divisional location in the Division of Life Sciences.

In the spring of 1999, the Women's Studies Programs (and the Center for the Study of Women) was shifted from the Division of Life Sciences to the Division of Social Sciences. We now report to Dean Scott Waugh.

This has been a positive move overall. We were promised that the move would be budget neutral, and that promise has been kept. Dean Waugh has been very supportive of the Programs, and his staff have made the shift as easy as possible.

When I was Chair before (1993-96), I instituted a practice of working closely with the Deans of all cooperating departments. Thus when the Programs were moved into Social Sciences, I already had a good working relationship with Dean Waugh. This has made the transition easier for me, and I believe for the Programs as well.

Conclusion

We now refer to the IDP as the Women's Studies Programs (plural), to reflect the fact that we offer both undergraduate and graduate programs. One additional step that we have taken to assure that the graduate program does not overwhelm or drain the undergraduate program is to have a faculty, rather than staff, Graduate Advisor. Ellen Dubois (History) is the current Graduate Advisor, and she has primary responsibility for admission, counseling and assuring support for our graduate students. Thus I, as Chair of the Programs, can continue to concentrate on the undergraduate program, although I do have responsibility for staffing both programs.

UCLA's Women's Studies Programs continues to occupy a prestigious place in the UC system and the nation. We have been identified as a "benchmark" program for schools undertaking new women's studies programs. Our undergraduate major continues to grow at a steady rate: we currently have 114 majors. In short, WSP is in very good shape and, so long as the anticipated faculty resources are provided, will continue to grow and develop in both the undergraduate and the graduate areas.

Please feel free to contact me directly should you or anyone else need further information or explanation. We would be happy to supply documentation or arrange for whatever meetings you desire.

Cc: Scott Waugh, Dean of Social Sciences