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WOMEN'S STUDIES PROGRAM - (Donna Garr's committee
Spring '72)

Problem: The University has failed to reach women. It has failed to provide alternative ways of looking at women and at the assumptions of our culture, and it has failed to provide information about women, their history, and their accomplishments.

Goal: To change this situation, the University of Wisconsin should institute and encourage to the fullest extent programs in women's studies on all campuses. Already, women on most of the campuses around the state have begun trying to set up women's studies courses in their own fields of interest, just as women around the country have, within the last year, originated new courses in every discipline from history and literature through the social sciences to microbiology.¹

Affirmative action in the form of women's studies directly complements President John Weaver's latest message on University merger. The President stated in Faculty Memo, 15 February, 1972, "It is my firm intent to call for top priority funding in 1973-75 biennium for the revitalization of the 'Wisconsin Idea.'" To do this, Weaver proposed a six-step program; one step is "to identify persons and groups the University so far has failed to teach but who need the University"

Women's studies must consist of fully accredited courses in the regular University curriculum, courses that are recognized as endeavors that are as scholarly as any of the others in which faculty and students engage. It is necessary, then, not only to encourage the development of women's studies where such studies are already beginning or flourishing, but to support the introduction of such studies

^{1/} Florence Howe, professor of humanities at State University of New York/College at Old Westbury, stated that there were more than 500 women's studies courses offered in American colleges during the fall semester of 1971, ten times as many as in the fall of 1970. ("Sexual Stereotypes Start Early," Saturday Review, 10/16/71, p. 93.)

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in unified programs.

Specifically the goal must include commitment to the following principles:²

1. That Women's Studies is a legitimate academic enterprise at every level of education: primary, secondary, higher, community, continuing; including home economics, counseling education, and professional schooling such as medicine and law.
2. That Women's Studies is integrally related to the status of all women on every academic campus and the position of all women in the larger community.
3. That since education has heretofore been predicated on male values and assumptions about women that are not true, we shall work within and without our own disciplines to correct the biases and omissions in all educational materials and practices, including the public media.
4. That new research and the reinterpretation of old research on and about women, sex roles, etc., is urgent and must get institutional support and funding.
5. That Women's Studies should be educationally innovative, exploring, experiential, consciousness-raising, and as effective as more traditional modes of teaching.
6. That continuing education programs should be expanded to meet the needs of women, especially those outside current financial aids structures.

Implementation:

1. Women's studies courses are to be offered in most departments. Broad areas of concern should include at least the following:

- a. Introductory courses

Interdisciplinary approaches to topic areas to be pursued in subsequent, more specialized courses; a critical introduction to the status of women in contemporary society.

^{2/} Statement of commitment adopted by the participants of the Midwest Conference on Women's Studies, Alverno College, Milwaukee, Wis., October 22-23, 1971.

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b. Literature and Culture

Investigation of images, roles, and stereotypes of women in literature, the media and the arts; of female artists and their work.

c. History-Anthropology-Political Science-Economics

Survey of social, cultural, economic, and intellectual history of women; women in comparative cultures, classes and ethnic groups; impact of various family models, kinship systems, and economic patterns on women's role.

d. Psychology-Sociology

Investigation of the biological criteria in theories of human development and behavior; contradictions between self-actualization and sex stereotypes; sexuality and self-concepts; the socialization process as it affects women.

e. Education

Analyses of the educational process (curriculum, texts, classroom methods and environments, admission process, etc.) as it socializes or excludes women; consideration of innovative learning methods and environments. (Similar analyses would be possible of other social institutions such as law or medicine.)

f. Philosophy

Investigation of the place of women in the systems of major philosophers; attention to the liberation of women in various philosophies of revolution; the ethics and phenomenology of sex and other hierarchical distinctions.

2. Interdisciplinary courses are to be developed and coordinated by faculty budgeted for that purpose.
3. A specific stated budget is to be set up for the operation of the program.
4. Time and money are to be specifically budgeted in departments for faculty to teach women's studies courses.
5. A special budget must be allocated for research, available to both faculty and students.

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6. Special library facilities and staff are to be set up with a specific stated budget.
7. There should be mobility from campus to campus without obstacles such as loss of credit or lack of women's studies courses offered so that an actual statewide program does exist.
8. Courses are to be offered through correspondence study, WHA Radio, WHA-TV, Educational Telephone Network (ETN), Statewide Engineering Educational Network (SEEN), including all statewide delivery systems to be utilized for day and evening study.
9. Needs must be met of those who, because of age, geography, financial, or family responsibilities cannot matriculate in a traditional four-year program. It must serve part-time students, evening students, off-campus students, students who need financial aid or child care, students working towards a degree, and those pursuing their continuing education.
10. Open admission must be available to those who do not bring with them the traditional prerequisites; in short—"persons and groups the University so far has failed to reach" (J. Weaver)