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CLOSEUP: WOMEN'S STUDIES AT THE COLLEGE OF NEW ROCHELLE

In the fall of 1973, the College of New Rochelle will offer an interdisciplinary major in Women's Studies. Student and faculty enthusiasm and a sympathetic administration have made possible the rapid expansion of the program from two courses in the fall of 1971 to eight courses this year. By the fall of next year, eight departments will participate in the program through course offerings, and tutorials will be available in five other departments.

The keynote of the major will be flexibility within a structure designed to ensure breadth and depth. The program includes 36 credits in Women's Studies accumulated through either courses or tutorials (at least 9 credits to be in advanced work in a focal department); a methodology course appropriate to the focal department; at least one interdisciplinary seminar; in the senior year, a project designed by the major, to be carried out under tutorial guidance. Courses to be offered in 1973-74 include: "Mythology: The Feminine Archetype," "Image of Woman in the Modern Novel," "Woman in Biography," "Image of Woman in the Modern Drama," "Woman in European History," "Psychology of Adolescent Women," "Theology of Woman," "Sociology of Woman and the Family," "Philosophy of Woman," "Origin of Feminine Stereotypes" (interdisciplinary seminar using methods and materials of literature, sociology and psychology).

Some courses in the program will be offered each year; others will be cycled. Cycled courses to be offered in 1974-75 include "Woman in Antiquity"; "Three Woman Novelists: Woolf, Lessing, Oates"; "Psychology of Woman"; "Woman in American History."

The presence on campus of the Ursuline Religious Order has been a positive force in the program's development. Although the college is now a legally and financially separate institution, it was founded in 1904 by women of this order, which has been active in women's education since the sixteenth century. Several of the women religious currently on the faculty have been part of the struggle with Catholic hierarchy for recognition and advancement of women in the Church. Sr. Kristen Wenzel, chairwoman of the sociology department and one of the original supporters of the Women's Studies Program, is presently chairwoman of both the New York State Chapter of the National Assembly of Women Religious and the 1973 National Convention of this Assembly. Five of the ten faculty actually teaching in the program are members of the Order.

Students have been active in the program to date in suggesting both the content of courses and the direction they should take. Over two hundred students, or one fifth of the undergraduate population of the college, have taken Women's Studies courses, and six seniors are currently doing tutorials in such topics as "Woman in the Plays of Tennessee Williams," "Woman and Madness in the Contemporary Novel," "The Status of Woman in Underdeveloped Nations."

The Women's Studies major will be qualified for either traditional or interdisciplinary graduate work. More important, her consciousness of herself, her past as a woman, and her society will be raised to enable her to make autonomous and fulfilling choices governing her own life.

Katherine Henderson

CLOSEUP: HAWAII'S WOMEN'S STUDIES PROGRAM

As the University of Hawaii seeks to cut its budget and its position count, Women's Studies at the Manoa campus can only hope that its modest requirements, low profile, absence of an administrative head, and experience in developing within the most precarious of situations may allow it to survive. None of the faculty have tenure; only two out of eight have career ladder positions; three of our faculty will not know until late summer whether they have even part-time jobs; one has been fired; and the rest have job security for one more year.

At Manoa most of the courses are targeted toward undergraduates, although two graduate seminars (in public health and education) were offered on a one-semester-only basis. Four core courses deal with women in history; one with psychosocial issues; one with literature by women; one with literature about women; one with women and the law. Next year two new core courses will be given: "Sex Differences in the Life Cycle" (biological and psychological bases) and "Women in Art," and another, "Women as Filmmakers and Social Commentators," has been proposed but not received funding or approval.

The development of Women's Studies at Manoa is a case study in how to create the maximum of curriculum with the minimum of money and institutional support. The only direct funding received was a \$400 course development grant in 1972. Spent on books, journal subscriptions, slides, and a film, this grant provided us with crucially important contacts with research and acquisition librarians. Three faculty members developed courses that are given through the Interdisciplinary Studies/Honors Program where the director arranged for three one-quarter positions at the assistant professor and instructor levels; the rest were proposed through traditional academic departments. While Liberal Studies had neither funds nor positions to contribute, the director incorporated Women's Studies into its degree-granting program. Our main institutional achievements consist in having survived for three years, having passed our courses through the rigorous and not always friendly scrutiny of curriculum committees, and having developed a coordinated core of courses on an "informal" basis.

The pioneer course was an interdisciplinary introduction to the determinants of the status of women taught through the Honors Program by a psychologist from the School of Public Health. Then the psychologist and an historian proposing a women's history introduction decided to put their courses together and evolved a method by which two courses could be taught in the same room at the same time but without collapsing the two into one. They attended each other's courses regularly for the preceding semester, did a great deal of shared reading, and spent many hours in philosophical conflict. Eventually, a single framework and a unique teaching method were created for the two courses by organizing them around a set of themes or problems. As a result of their methods, student participation is assured, discussions are focused on the theme, a prodigious amount of material can be utilized, and the benefits of a small class and a large class can be combined.

The process not only resulted in closer integration of several disciplines but also served to develop new courses distinguished by content. The combination, conceived as

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