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GRADUATE PROGRAMS IN WOMEN'S STUDIES

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GRADUATE PROGRAMS IN WOMEN'S STUDIES

The following report is the latest addition to a continuing series of reports on graduate opportunities in Women's Studies, of which the first two reports may be found in the Fall 1978 (Vol. VI, No. 1) and Winter 1979 (Vol. VII, No. 1) issues of the Women's Studies Newsletter.

Women's Studies Programs offering graduate degrees were asked to respond to the following questions:

1. What is the curricular shape and major emphasis of your program? How flexible is it? How many (and which) credits and other requirements must be completed for the degree? Name your degree(s).
2. What kinds of students are you interested in? What are your official (and unofficial) requirements and expectations of students? Provide relevant information about application deadlines, interviews, etc.
3. What is the cost of your program? Are forms of financial aid or teaching assistantships available? Is housing available or especially difficult or expensive to obtain?
4. Can you estimate the number of graduates of your program, as of Summer 1979, and can you describe what they have gone on to do?

Earlier issues provided brief reports on graduate programs in Women's Studies at SUNY/Binghamton, Cornell University, Wichita State University, George Washington University, California State University/Chico, Eastern Michigan University, the University of Iowa, Northeastern Illinois University, and the University of Northern Colorado. In future issues, we will continue this series, as a service to prospective students and their advisors.

Women's Studies Program, San Jose State University, San Jose, CA 95192—Selma R. Burkom, Coordinator.

1. Women's Studies may be pursued on the graduate level as an emphasis in the Social Science Program. Students may earn the M.A. either by taking 15 units in Women's Studies courses, 12 units in one other Social Science field, and 3 units in Social Science methodology, or by taking 30 units centering around Women's Studies, of which 18 units may be in Women's Studies per se, and 6 of the total 30 units may be taken outside of Social Science. The first option prepares students in a field additional to Women's Studies; the second option allows students to focus on Women's Studies topically. In either instance, the program is very flexible. Most programs are individually designed. All students have the option either of writing a thesis or of taking an oral examination.

2. We are interested in all students who want to do graduate work in Women's Studies. Admission to the Graduate School is the primary requirement. Students are also expected to have completed 15 lower division units in the Social Sciences; deficiencies in this area may be made up after the student is admitted to the university.

3. California residents pay $100 per semester; out-of-state students pay $900 per semester. Thus, the 30-unit degree costs somewhere between $200 and $1,800. Work-study funds are available to those students who qualify, as are loans. While there is adequate housing in the area, it is expensive.

4. More than 35 students have graduated from the M.A. program. Most are employed as public school teachers, high school counselors, junior college instructors, and social workers in various private and public agencies. Six graduates have organized women-helping agencies on CETA funds, and one has become a successful professional writer.

Women's Studies Program, University of Wisconsin, Madison, WI 53706—Elaine Marks, Chairperson; Susan Friedman, Graduate Student Advisor.

1. Graduate students may develop a Ph.D. minor in Women's Studies, after being admitted to the Graduate School in one of the departments that offer a Ph.D. degree. The Women's Studies Program does not offer its own graduate degree. Twelve credits in Women's Studies constitute the Ph.D. minor. Up to 6 credits may be selected from the Women's Studies Program curriculum of 13 per-

Department of English, University of Arizona, Tucson, AZ 85721—Edgar A. Dryden, Chair; Women's Studies Program—Myra Dinnerstein, Chair.

1. The University of Arizona offers a minor in Women's Literature for the Ph.D. degree in English. Students can take 15 units of Women's Literature courses offered by the Department of English or combine 9-12 units of English courses with 3-6 units of graduate Women's Studies courses in other disciplines. The minor is combined with the following major in English (beyond the M.A. degree in
Continuing Education.

1. We are interested in English majors who have completed a B.A. or M.A. degree. Students interested in teaching assistantships should apply by March 1.

2. Arizona residents currently pay $302.50 for 7 or more units and $33.00 per unit for less than 7 hours. Non-Arizona residents pay $852.50 for 12 or more units, $71.50 per unit for 7-11 units, and $33.00 per unit for 6 hours or less. Teaching assistantships are available in the Department of English.

3. Since this program began in the fall of 1979, we do not have any data at this time.

CUNY GRADUATE CENTER FOR THE STUDY OF WOMEN AND SEX ROLES

The Center for the Study of Women and Sex Roles at the Graduate School and University Center of the City University of New York (CUNY) will offer, beginning in the fall of 1980, an interdisciplinary cluster of courses in Women's Studies as electives to students enrolled in CUNY's Graduate School. The cluster will consist of four core courses:

Women, Politics, and Society
Developments in Feminist Theory
Teaching Women's Studies
Research Seminar in the Study of Women and Sex Roles

In addition, interdisciplinary seminars and courses focusing on women within the various disciplines will be offered.

Plans to offer a Certificate of Graduate Studies in Women's Studies are under way. The Certificate Program will be open to students fulfilling the requirements of one of the existing graduate programs; to students wanting to design an interdisciplinary program of their own; to alumnae; and to students entering under Continuing Education.

For further information, write or phone Mary Brown Parlee, Director, Center for the Study of Women and Sex Roles, Graduate Center, Room 1400, 33 West 42nd Street, New York, NY 10036; (212) 790-4435/4550.

Women's Studies Program, University of Maryland, 0204 Behavioral and Social Science Building, College Park, MD 20742—Carol Pearson, Director. Additional information is available from Gene Wise, Director, American Studies; and from Emory Evans, Chair, or Hilda Smith, Department of History.

1. The Women's Studies Program is in the process of developing a 15-credit graduate certificate program. As envisioned, the certificate will be available to students receiving the Master's degree or Ph.D. in other campus units and as a free-standing credential for people in the helping professions (counselors, social workers, ministers, etc.), educators, and people working in the area of equity and social change in government, business, or community organizations.

In addition, two departments offer graduate specialization at the Master's level. The American Studies Program, in cooperation with the Women's Studies Program, now offers a Master's degree with a concentration in Women's Culture Studies. The degree includes both multidisciplinary work, taken in a number of programs and departments offering in-depth courses on women, and core interdisciplinary courses offered through the American Studies Program. The 30-credit program leading to this degree offers both a thesis and a non-thesis option. Students also have the opportunity to include an internship as part of their course of study.

The History Department offers a specialization on women at the Master's level. The requirements are the same as for other Master's degrees in history: 5 courses in a major area (in this case, women's history) and 4 courses in a minor area, plus a Master's thesis. Women's history courses are offered principally in the areas of American and British history, but there are also courses in women's history within African, ancient, and Latin American history. A Ph.D. with a specialization in women's history can also be arranged.

The Women's Studies Program encourages students to take advantage of the rich opportunities for internships in the Washington, D.C., area, in the state of Maryland, and on the College Park campus—most notably in the administrative headquarters of NWSA and Feminist Studies.

2. We are interested in all students who wish to pursue work in Women's Studies at the graduate level. Most students accepted into the History Department's Master's program have been undergraduate majors in history or Women's Studies. Students in the Women's Culture Studies Program may have been Women's Studies or American Studies majors or they may have majored in such fields as art and architecture, English, government and politics, history, journalism, psychology, or sociology.

3. Applications for admission are available from the Graduate School, University of Maryland, College Park, MD 20742. Tuition fees are $55 per credit hour for Maryland residents, and $100 for nonresidents, with approximately $37 in miscellaneous fees, including registration, recreation, vehicle registration, and health fees. First-time applicants to the University of Maryland must also pay a one-time $15 matriculation fee.

Forms of financial assistance are available to incoming graduate students. Stipends for graduate teaching and research assistants begin at $4,400 per 10-month-period, plus waiver of tuition.

Maryland Fellowships offer a stipend of $2,500 with remission of tuition for those who agree to teach in Maryland for three years following receipt of their doctoral degree. Graduate School Fellowships are awarded on a competitive basis. The stipend is $1,000 plus remission of tuition. The standard application for financial aid serves as application for this fellowship program and must be submitted by February 1. Special fellowships are available for qualified minority students. Additional details and application materials are available from the Fellowships and Finance Office of the Graduate School. Loan programs are also available to graduate students, including the National Direct Student Loan and the Guaranteed Student Loan programs.

There is no on-campus housing provided for unmarried graduate students. The off-campus housing office, in cooperation with many local landlords and apartment managers, maintains an extensive and up-to-date list of vacancies. The University itself operates two apartment complexes for married graduate students and for a
limited number of single graduate students, within walking distance of campus. Rent for a one-bedroom apartment is $160-180 a month, with two bedrooms running about $15 more. There is usually a waiting list, with priority given to married, full-time graduate students. Information and applications can be obtained from the Rental Office, 3424 Tulane Drive, Hyattsville, MD 20783.

4. The Women’s Culture Studies emphasis has just been instituted and therefore has not yet had any graduates. American Studies graduates, however, often find professional employment in government, politics, and museums as well as in the academy.

Women’s Studies Program, Darwin College, University of Kent at Canterbury, Canterbury CT2 7NY, England—Mary Evans, Coordinator.

1. Beginning in October 1980, the Women’s Studies Committee at the

The “Superwoman” Phenomenon
By Carolyn Elliott

Ed. Note: The following article, originally a speech delivered to the Mary Elizabeth Garrett Symposium of the Johns Hopkins University School of Medicine, provides a glimpse into the research that is going on at the Wellesley College Center for Research on Women. We would welcome similar reports from other women’s studies research centers for an ongoing series in the Women’s Studies Newsletter.

In an effort to establish themselves professionally, while preserving their identities as women, many women today are trying to do everything: to become “superwomen.” Men are supporting women in this effort, not in the expectation that women will make men unnecessary, but in order to assure themselves that women can still be women while also being professionals. Two studies done at the Wellesley College Center for Research on

Women bear on the “superwoman” phenomenon. One is a study of how women manage child care and household tasks while they are employed—women, that is, without extra income to purchase services freely.1 The other is a study of how college-educated women weigh the costs and benefits of having a child either early or late in their career development.2

These studies show that when women talk on new tasks, they don’t give up old responsibilities. This happens, in part, because the chores need to be done and it is difficult to find someone else to do them. Another reason is that women expect to have complicated lives with multiple commitments, as has been shown by research on the developmental patterns of adolescent girls. Women are socialized to assume responsibility and to maintain relationships. Finally, it appears that women continue their old responsibilities because they feel guilty. Thus, they may do such extra housework as putting new sheets on a bed every day, as was found in the case of one family with a newly-employed mother that the researchers studied. Working women may also become overly solicitous of their children. Time-budget studies show, for instance, that children are not asked to help more when their mother is employed than when the mother is at home (this may, of course, be because it takes time to get a child to help, as every mother knows). The result is often that everyone in the family does well except the mother: standards of housework don’t decline, community involvement changes but is still sustained—only the mother gets less sleep.

Let us turn more directly to the question of guilt. Careful listening to interviews with women talking about going back to work after the birth of a child suggests that they are feeling, in addition to guilt, a sense of loss. Mothers commonly feel that they are missing important moments of a child’s life when they are absent from home. This sense of loss cannot be assuaged by demonstrations that the children are doing well while the mother works, because the issue is not how the child feels but how the mother