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INTRODUCTION

Welcome to Women's Studies!

This handbook is designed to ease your transition into the M.A. Program in Women's Studies, University at Albany. It contains answers to frequently asked questions regarding advisement, program requirements, procedures, courses, and guidelines for the final project. The appendix provides samples of several forms used by the department to mark the progress of a student. For details on University policies and procedures, see the University at Albany Graduate Bulletin (www.albany.edu/grad/). This handbook does not discuss the admissions process. For more details on that process, see the Women's Studies web site (<http://www.albany.edu/ws/graduate.html#application>).

This version of the Handbook was produced by Glenna Spitze, Debbie Neuls, and members of the Women's Studies Graduate Committee and faculty. It will be updated periodically. We welcome suggestions for changes or additional topics that would be helpful to graduate students in our program.

M.A. Program Goals

Our faculty did an intensive self-study in 2003, resulting in the following mission statement for the department:

"Women's Studies at the University at Albany has as its mission feminist undergraduate and graduate education and research for social justice. We seek to connect our work as academics with the social and political world outside the university; to educate our students about social inequalities that result from sexism, racism, classism, heterosexism, and ethnocentrism; and to link knowledge, teaching, and activism. We seek to engage students in the discovery and production of knowledge that emerges from feminist perspectives on culture and society; on literature and the arts; on history, law, and public policy; on the social sciences; and on health, science, and technology; and that closes gaps in traditional higher education resulting from the exclusion of women and other marginalized groups. We seek to provide students with the analytic competency that results from engagement with a curriculum focused on the intersections of gender, race, ethnicity, class, sexuality, and nation and that promotes responsible citizenship in a diverse global environment. We seek to empower students through a feminist critique of social, cultural, and institutional structures that enables them to think more critically about their own lives and that inspires them to work as active citizens for social justice."

We agreed upon the goals for the master's program:

Students who graduate from our program will:

1. understand Women's Studies as an interdisciplinary field of study and research;
2. understand intersectional feminist theory at an advanced level;
3. apply feminist theory to research, scholarship, or creative work that engages gender, race, class, sexuality, and nationality as intersectional vectors of feminist analysis;
4. learn concepts and theories of feminist pedagogy and observe feminist pedagogy in practice;
5. have the opportunity to add advanced feminist education to other graduate work, for students concurrently enrolled in master's or doctoral programs in other departments at the University at Albany (e.g., sociology, anthropology, English, Africana Studies, Latin

American, Caribbean, and U.S. Latino Studies, history) or programs (Humanistic Studies);

6. prepare for careers in government and public policy, non-profit and social justice organizations, educational institutions, or human resource positions in private industry and the arts; or prepare to pursue doctoral work in Women's Studies or other graduate and professional degrees.

In addition:

The M.A. program contributes to the Strategic Goals [of the University] in the following ways:

Goal 1: We provide a distinguished M.A. program that is competitive regionally, nationally, and internationally for students of exceptional academic ability.

Goal 2: The M.A. program is committed “. . . to the pursuit and advancement of knowledge, for its own sake and for its practical benefits to society.”

Goal 3: Our program is committed to the core value of societal responsibility; we assure inclusiveness and access to our program, and we support the application of our teaching and research to the needs of society.

Goal 4: We have engaged in fund-raising for a department-based endowment that contributes to the goal of expanding and diversifying our sources of revenue.

Brief History of the Women's Studies Department

By Bonnie Spanier and colleagues

Women's Studies at the University at Albany started with its first course on images of women in literature (in 1971) and grew rapidly to become an interdisciplinary Program. The first Women's Studies faculty were Joan Schulz (English, now Emerita), Diva Daims (English, now Emerita), June Hahner (History, now Emerita), Judith Fetterley (English, now Emerita), and Linda Nicholson (Education/Political Philosophy). Undergraduates first majored in Women's Studies as a Student-Initiated Interdisciplinary Major, and then as a Faculty-Initiated Interdisciplinary Major beginning in 1981, developed under the leadership of the first externally hired Program Director, Christine Bose. By 1984 we had a state-approved major in Women's Studies, created under Program Director, Iris Berger. We officially gained status as a Department in 1990 (**check date?**), under Director/Chair Bonnie Spanier, who was the first person to gain tenure in Women's Studies instead of a disciplinary department. More recent Chairs have included Vivien Ng, Marjorie Pryse, and Christine Bose, with others who filled in on an interim basis including Judith Barlow, Judith Johnson, and Linda Nicholson.

Faculty and students have worked by consensus over the years to promote a student-empowering and student-centered curriculum that evolves as Women's Studies does. The "Teaching Collective" is a group of students chosen each year to develop the syllabus of Introduction to Feminisms (AWSS 101) and teach the course sections using feminist pedagogy. Graduate students are Instructors-of-Record in this innovative model of active learning.

In addition to theory and research, other special features of the undergraduate curriculum include: community action internships, courses on the intersections of class, race, and gender (the model for the University's "Human Diversity" requirement), and increasing attention to global/transnational approaches to women's studies.

Graduate courses were offered within schools and departments (such as Sociology, English, and Education) offering their own graduate degrees, and were often cross-listed with Women's Studies. Interdisciplinary courses, such as the Research Seminar in Women's Studies, were first offered as "shared resource courses" including both graduate students and senior-level

undergraduates. Interest in graduate work in Women's Studies grew rapidly, and students were able to concentrate in Women's Studies through interdisciplinary degree programs (the M.A. in Liberal Studies and the former Doctor of Arts in Humanistic Studies). There were (and still are) departments, such as Sociology and English, with faculty strength in Women's Studies and Ph.D. concentrations in gender.

The M.A. Program in Women's Studies accepted its first entering class in the Fall of 1999 and we graduated our first student in the spring of 2000.

Women's Studies Faculty

CORE FACULTY

[Maia Boswell](#) (Ph.D., University of North Carolina, Chapel Hill)
Literary theory; environmental justice; feminist pedagogy.

[Virginia Eubanks](#) (Ph.D., Rensselaer Polytechnic Institute)
Information technology and urban poverty in the United States; the relationship between public policy and feminist and anti-racist activism; collaborative research, design and educational approaches such as popular education and participatory action research.

[Janell Hobson](#) (Ph.D., Emory University)
Women in the African Diaspora, postcolonial feminist theories, critical race theories, film and popular culture.

[Vivien W. Ng](#) (Ph.D., University of Hawaii)
Asian American studies; modern Chinese social history; transnational studies; film and popular culture; production of interactive hypertext narratives.

[Marjorie Pryse](#) (Ph.D., University of California, Santa Cruz)
Interdisciplinarity, methodology, and field development in Women's Studies; feminist theory; regionalism in American fiction; issues of canonicity and multiculturalism in the humanities; psychoanalytic object relations.

[Bonnie Spanier](#) (Ph.D., Harvard University)
Science and politics of breast cancer; women's health policy; feminist science studies; gender, race, class, sexuality, and ableness in the sciences; ideologies of difference in biology, particularly molecular biology.

JOINT FACULTY

[Edna Acosta-Belén](#) (Ph.D., Columbia University)
Gender and development in Latin America and the Caribbean; cultural studies; U.S. Latinas; global women's studies.

[Judith Barlow](#) (Ph.D., University of Pennsylvania)
American women playwrights; feminist critical theory and theater; gender and writing.

[Iris Berger](#) (Ph.D., University of Wisconsin)
Women and gender in Africa; comparative perspectives on women; women's history; labor history; South Africa.

[Roberta Bernstein](#) (Ph.D., Columbia University)

Art history; art since 1945; painting, sculpture, printmaking; special interest in art of the 1950s and 1960s; iconography including gender issues.

[Christine E. Bose](#), Chair (Ph.D., Johns Hopkins University)

U.S. historical demography; gender and employment in Latin America; social stratification and the labor market; household technology.

[Sarah R. Cohen](#) (Ph.D., Yale University)

Sixteenth through eighteenth-century art in Europe; women in art.

[Judith Johnson](#) (B.A., Barnard College)

Feminist fiction; poetry and poetics; popular mythology; horror, fantasy and science fiction.

[Gwen Moore](#) (Ph.D., New York University)

Comparative elite studies, analyses of gender and authority, and investigations of personal, community and national network structures.

[Glenna Spitze](#) (Ph.D., University of Illinois)

Gender, families and aging; household labor; intergenerational relations; work and family issues.

BIBLIOGRAPHER

[Deborah LaFond](#) (M.L.I.S., University of California, Berkeley)

Role of the Director of Graduate Studies and the Graduate Committee

The Director of Graduate Studies (DGS) oversees advisement, admissions, and other relevant tasks, and chairs the Graduate Committee, calling meetings, setting agendas, and carrying out policies. Each semester, students should plan to meet with the DGS to discuss plans for the following semester's courses and to receive their AVN (Advisement Verification Number). We also encourage students to look ahead toward their Final Project and to discuss with the DGS and other faculty members possible topics and committee members as early as possible.

The Graduate Committee of faculty and 1-2 graduate student representatives takes up issues from the Women's Studies Department's governance group as well as issues brought by graduate students. The Graduate Committee makes recommendations to the DGS or to the governance group. Its purview includes reviewing or changing curriculum, requirements, informational materials, and other matters pertaining to the graduate program.

MASTER OF ARTS PROGRAM IN WOMEN'S STUDIES

Degree Requirements

Women's Studies encourages students to reexamine their own lives and the work around them in relation to gender, race, class, and sexuality. The 32-credit graduate curriculum reflects new knowledge, theories, and methodologies based on a cross-cultural, multidisciplinary approach to

the study of women and society. At Albany, students find faculty strength to cluster in three general areas:

- Women, Society, and Public Policy
- Feminist Writing and Creative Practice
- Global and Historical Perspectives

In the creation of new knowledge, Women's Studies builds connections to the social and political environment outside the university and prepares students to pursue doctoral or professional degrees or to find careers in government and public policy, non-profit and social justice organizations, educational institutions, and a range of human resource positions in private industry and the arts.

The core requirements for the program are:

- WSS 510 Feminist Pedagogy & Theory (1-2 credits)
- WSS 565 Feminist Theory (4 credits)
- WSS 590 Research Seminar (4 credits)
- Graduate course that considers the intersections of race, class, and sexuality with sex/gender (3-4 credits)
- WSS 690 Final Project (3-4 credits)

The remaining credits should include at least three courses that form a coherent field of study in one of the clusters listed above, and should be chosen in consultation with the Graduate Director.

Transfer Credit

Students may “double-count” up to 30 percent of the credits in a first Master’s program towards a second master’s degree program (this number is always rounded down) with the permission of the second program’s department. Thus, students should consult with the DGS regarding courses taken as part of a Master’s program in another department at this University.

With the approval of the Department and the Office of Graduate Studies, students may be able to apply up to 8 credits of graduate work from another institution toward our program. If you have taken relevant courses elsewhere at the graduate level, see the DGS about whether they may be transferable.

Final Project

The following is a list of steps you should take as you begin the process leading to your final project:

- Investigate the research areas of the faculty in the department. The Director of Graduate Studies can help you.
- Based on the research areas and perhaps what you have learned in a particular class, choose your final project chair.
- Work with your final project chair to find a second committee member.
- Write your proposal. Make sure that both members of your committee have seen the proposal and are comfortable with it.

- Submit the proposal, signed by both committee members, to the Director of Graduate Studies.
- Register for WSS 690.

Final Project Committee

Chair. Your final project committee consists of two members: the chair and a second member. The chair is the faculty member with whom you will work most closely on your project. The committee chair is normally a member of the Women's Studies core or joint faculty, chosen by you, with expertise in the research/creative project area. She or he should be someone you trust and with whom you enjoy working.

Second Member. Typically the other committee member is a Women's Studies faculty member (core, joint, affiliated), but exceptions to this rule are sometimes allowed. This committee member is responsible for assisting you with research as needed, reading one or two of the drafts, and giving you comments on those drafts. Some members meet with the student almost as regularly with students as the chair; while others become involved only at significant points.

If you choose the final examination option, the exam committee is your final project committee.

Please note that a copy of your proposal and your completed final project will become part of the permanent files of the department as well as your own individual file.

Final Project Options

1. Final Examination: The examination will be based on a reading list of at least 25 book-length texts developed by the student in consultation with her or his final project committee. The exam is intended to provide students with an opportunity to synthesize what they have learned in the M.A. program as well as to make theoretical connections between their Women's Studies core courses and their area(s) of concentration. The list should be compiled in consultation with the two members of the final project committee who will serve as examiners and whose areas of expertise correspond with the student's interests. At least one of the members of the exam committee, typically the chair, will meet regularly with the student during the compiling of the list to insure that the list emerges from a developmental and synthetic process, that it undergoes revision over time, and that the final list is coherent and focused. The Director of Graduate Studies must approve the reading list; a copy of the list becomes part of the department's permanent file, as does the completed examination. Students who choose this option are strongly encouraged to sit for the three-hour written examination within one year after the completion of their other coursework.
2. Final Paper: Students may choose to write a final paper of approximately 40-50 pages in length, with additional pages for endnotes and "works cited." This paper should be treated as a brief thesis rather than simply another term paper. At least one member of the final project committee, typically the chair, will meet regularly with the student during the process of researching and writing the paper to insure that the paper emerges from a developmental and synthetic process, that it undergoes revision over time, and that its final draft reflects more depth than the typical seminar paper. If the paper is based on research involving the use of human subjects, the student will need to secure the approval of the Institutional Review Board at the University at Albany.

3. Creative Project: Students may choose to produce a creative project in any medium, depending on the availability of materials, faculty expertise, and students' own talents and experience. Creative projects should reflect a student's prior work rather than a desire to explore an unknown field. In consultation with the final project committee, the student will submit a proposal for the project that clearly outlines its goals and relation to the student's program of study. The Director of Graduate Studies must also approve the proposal. When the student has completed the project, she or he will submit it to the final project committee along with an essay (10-15 pages long) describing the project's process and assessing its outcome. Typically, essays accompanying final projects will also demonstrate the student's understanding of the theoretical issues raised by the project, place the project in the context of related feminist creative work, and include a bibliography of sources consulted in the process of creation. At the student's option, the presentation of the creative project may be open to the larger Women's Studies and feminist community.
4. Community Project:
 - A. Applied Research Project: Students may choose to initiate a project in conjunction with a community organization or an activist group. Typically, 40 hours of on-site work is required for the semester in which the research is done. The final project committee may include a third member from the non-academic community who will be involved in the student's work. At the conclusion of the project, the student will submit a written report describing the project and assessing its progress or outcomes. Typically this report includes a discussion of feminist theories applied to the conception and implementation of the project, an analysis of the project's effectiveness and what the student might do differently in the future, as well as a bibliography that demonstrates the theory base for the project.
 - B. Pedagogy Project: Students may choose to design a course, seminar, workshop, conference, curriculum plan, or an educational program that incorporates feminist pedagogy. This could also include a plan for library and archival acquisitions or the creation of a database for educational resources. The project may envision a course or an alternative educational outlet designed for the college classroom and campus or beyond the academic setting (i.e., local school, community center, nonprofit, company, prison, house of worship, museum, "classroom without walls" field study, distance learning, etc.). The written work should include a rationale and educational philosophy, description of possible venue(s) and resources for teaching, and a detailed syllabus, with course goals and objectives, required texts, assignments, and schedule. A bibliography demonstrating the theory base for the project must also be submitted. Students may engage in actual teaching (as paid work) while completing this project; in all cases, the student must include an analysis of the impact of feminist pedagogy.

Final Project Options for Doctoral Students

Students should normally enroll in WSS 690 for the semester in which they plan to exercise one of the following options for the Women's Studies M.A. degree, although, with the permission of the DGS, this timing may vary.

Ph.D. students in Sociology may fulfill their requirements for the M.A. in Women's Studies final project by passing, as one of their doctoral specialization exams, the exam in gender. (Other exams, such as race and ethnicity, or sexualities, may be allowed upon petition to the Graduate Committee and consultation between the DGS and Sociology faculty members). Upon successful completion of the exam, the student becomes eligible to receive the M.A. in

Women's Studies, whether or not the student successfully passes her or his other doctoral specialization exams.

Ph.D. students in other departments may work out similar arrangements to fulfill their requirements for the M.A. in Women's Studies by successful completion of a written exam that would also be part of their doctoral qualifying exams. Details may vary depending on the other department's format for the construction of reading lists and policies for constituting exam committees; specific guidelines are subject to the approval of both departments.

Final Project Proposal

Every final project is officially launched with a proposal. A proposal is a statement that briefly describes the questions, materials, and methods that you will use in your final project. It is generally 4-6 pages long, double-spaced (not including the bibliography).

A proposal should:

1. Contain a clear, concise introduction to the topic of the final project.
2. Include the main research question(s) that you wish to answer and/or feminist theories that you intend to apply to the project.
3. Include the basic arguments that surround the research topic. (Not required for Creative Projects.)
4. Include a statement explaining how the final project reflects the student's area(s) of concentration in the program.
5. Include a bibliography.

The Director of Graduate Studies (or the department chair if the DGS is also the committee chair) must approve the proposal before the student is permitted to enroll in WSS 690. In the case of the final exam option, the reading list constitutes the proposal.

Some Advice to Proposal-Writers

By Virginia Eubanks

If I am your chair, there are certain things I would like to see completed so that 1) you have a clear, concise statement of a “do-able” Masters’ project; and 2) all members of the committee have a shared understanding of the project that is to be completed. These requirements are primarily organizational. In your proposal, I would like to see the following sections represented (adapted from Maxwell 1996):

1. Background/Introduction Section

The Background Section gives a broad description of your project, and explains the context for your desire to do this specific project. This “sets the stage for your research, explaining...what you want to do and why” (Peters 1992: 202).

2. Literature Review

The Literature Review surveys the work that has already been done in the field you are exploring, and explains what contribution you hope to make to a scholarly debate or conversation current in the Women’s Studies community (or other discipline). This section should illustrate how your proposed research fits into what is already known (its relationship to existing theory and research), how it makes a contribution to our understanding of your topic, and to explain the theoretical framework that informs your study.

3. Description of Proposed Research/Project

The Description of Proposed Research should include a list of your research questions. You MUST have a research timetable, with clearly delineated steps, in this section.

4. Description of Research Methods

Use this section to justify and explain the particular methodological decisions you've made. A description of the setting or social context (your research "site") is helpful for clarifying your choice of questions and methods. This section may (but does not *have to*) include: a description of your research design, your methods of sampling, data collection, and data analysis.

5. Relevance/Impact, Outcomes

This section describes the implications of your study: both scholarly and "on-the-ground." Why is it important to do *this* study *now*? What are the social justice implications of your work?

6. Bibliography/References

SPECIAL PROGRAMS

Certificate in Women and Public Policy

The Certificate Program on Women and Public Policy is a graduate-level program designed for students in existing degree programs such as Women's Studies, Sociology, or any of the professional programs on the downtown campus, as well as Center for Women in Government Fellows and practitioners.

The goals of the program include providing students with the tools and skills necessary to enhance the status of women in our society through the public policy process. For instance, students gain a familiarity with feminist theory and learn how to apply it to practice. The program also provides students with managerial and leadership skills, in accordance with their own personal styles and what organizational cultures support.

The Certificate Program requires a minimum of 18 credit hours. There are two required core courses for all Certificate students:

- AWSS/EAPS 525/R PUB 525Q/R POS 525Q - Feminist Thought and Public Policy
- R PAD 675Q - Gender, Race, Class and Public Policy

The remaining ten credit hours (minimum) may be taken in a particular policy field or a combination of policy fields. Students in a specific graduate program are encouraged to take the remaining Certificate courses from the courses offered in their graduate program.

For students pursuing the M.A. in Women's Studies, the two core requirements for the Certificate are acceptable as electives or as part of the coherent field of study, Women, Society, and Public Policy. PAD 675Q can also fulfill the core Intersections requirement. Other core and cross-listed courses can count for both the remaining ten credit hours of the Certificate program and the M.A. requirements. The Certificate program was designed by a committee of Women's Studies affiliated faculty in a period before Women's Studies had introduced its master's degree program; thus, the certificate coordinates particularly well with that master's program. Please consult with the Graduate Director of Women's Studies for further details.

B.A./M.A. Program

The combined B.A./M.A. program provides an opportunity for students with outstanding academic abilities to receive both a B.A. and an M.A. degree in five years (ten semesters).

Requirements for Admission:

Undergraduate students who have completed a minimum of 60 credits with a GPA of 3.2 or above are eligible to apply. Students will apply directly to the M.A. program in Women's Studies by submitting an application to the Office of Graduate Admissions. (The department office has information and application packets; the application form is also online at www.albany.edu/graduate.) Students will be admitted upon the recommendation of the department's Graduate Admissions Committee, whose decision will be based on the student's grade point average, statement of purpose, writing sample, and supportive letters of recommendation from faculty.

Students accepted into the combined B.A./M.A. program may apply up to 10 credits of graduate work toward both their undergraduate and graduate degree requirements. We expect students to take two 4-credit graduate courses in addition to WSS 510 (1-2 credits), Advanced Feminist Pedagogy and Theory, to fulfill this requirement.

The combined program demands a minimum of 142 credits, of which 32 must be graduate credits. Students must fulfill all university, college and department requirements for both the undergraduate major and the M.A. in Women's Studies.

GRADUATE STUDENT SUPPORT

Assistantships and Fellowships

We are able to support only a small number of our graduate students with departmental funding. Generally, we award a graduate assistantship to one new student each year, with the expectation that this will be continued for one additional year if the student is making satisfactory progress and performing her/his duties appropriately. We also are occasionally able to support students in underrepresented groups with University fellowships, allocated through the College of Arts and Sciences Dean's office.

In some years if the department has available funds we can offer part-time teaching to a student who has experience assisting in our courses. We also are able to offer summer teaching each year to one or two experienced students.

There are some assistantships that are allocated to administrative offices on campus. These are awarded by the directors of the respective offices: e.g., Advisement Service Center, Office of the Registrar, Undergraduate Admissions, Institutional Research, etc. Calls for applications are generally held in the spring of each academic year. When we hear of such opportunities, we try to make them known to our unfunded students and support them in applying for such positions.

Graduate students who receive an assistantship award are assigned by the Chair to work with one or two faculty members. The expected work commitment for a full-time assistant is 20 hours per week. Graduate assistants generally help with teaching, although they also may be involved in faculty research or other professional activities, depending on the needs of the

faculty member to whom a student is assigned. Assistants are expected to perform their duties following the academic calendar and are expected to assist during final examination periods.

Fellowships carry no work obligations. However, the responsibilities and duties associated with assistantships offer important graduate training, and the department will accommodate fellows who wish to work with a faculty member. During those semester(s) a fellow works on research with a faculty member, the student may register for three credits in an independent research course, with that faculty member as the instructor of record, and register for nine credits of regular course work.

Students who are on full assistantship are expected to register for 9 credits each semester. Assistants on a full assistantship are eligible for a tuition scholarship of up to 9 credits per semester. University policy requires fellows to register for a minimum of 12 credits per semester and a minimum of 24 credits per academic year. Fellows are eligible for a tuition scholarship for up to 12 credits per semester.

All assistants and fellows who are non-NYS residents and who have been at the University for a minimum of 12 months will have their tuition support provided for at the in-state tuition rate. Non-U.S. assistants/fellows who are not eligible for NYS residency will receive tuition support at the out-of-state rate. Graduate students who receive an assistantship or fellowship award are required to apply for the Tuition Assistance Program (TAP), whether eligible or not, during their second semester at the University. Any TAP awards are applied toward tuition before the University tuition scholarship is applied.

Departmental Award

Each spring we award the Graduate Student award, which is designed to recognize the outstanding achievements of a student enrolled in the Women's Studies M.A. program. The award will be based on academic excellence, contributions to women's communities, and financial need.

Initiatives for Women (IFW) Awards and Scholarships

IFW is an annual competition of awards and scholarships that support a wide range of women-focused projects or facilitate the educational advancement of women. Previous recipients have received awards towards research expenses, conference attendance, books and materials, and partial tuition. Funding is available to any person or group currently affiliated with the University at Albany, SUNY. Awards range from \$500 to \$2000 and categories of funding include general, presidential, and endowed awards. Emphasis is given to awards that will "make a difference." Applications are due in February or early March. For more information check IFW's website at www.albany.edu/ifw.

GSO Awards

The Graduate Student Organization offers grants of up to \$500 for funding research projects (research grants), travel, and other costs associated with conference/ exhibition/ participation (travel grants). Research grants may be used for travel to research facilities, purchase of equipment and supplies, remuneration of human subjects, costs associated with specialized training, and other research related expenses. Travel grants may be used to cover travel expenses and room and meals, and are available only to individuals presenting papers, posters, literary work, or art work or to individuals serving as a chair, panelist etc, for a symposium.

Separate funding pools for UA-GSO research and travel grants are set up for each of the three funding periods: fall, October-January 31; spring, February 1-May 31; and summer, June 1-September 30. Full-time students registered at the University who have paid the mandatory graduate student activity fee for the current semester are eligible to apply. Part-time students registered at the University at Albany who have voluntarily paid the graduate student activity fee for the current semester are eligible to apply. Full or part-time students who pay the graduate student activity fee during the spring or subsequent fall semester are eligible to apply during the summer. Complete information and application forms are available from the GSO office located in Campus Center 165B.

University at Albany Benevolent Association Research Grants

The University Benevolent Association offers grants of up to \$500 to assist advanced degree candidates pursuing research projects integral to the dissertation or master's thesis or for other projects related to more preliminary stages of advanced graduate research. However, preference is given to applications that seek funding to complete the final stages of dissertation research or its equivalent; secondary preference is given to masters thesis/project research or to preliminary project research at the doctoral level. Competitions are held each fall and spring semester: the spring competition is intended to support research activity for the following summer and fall, and the fall competition is in support of research activity in the coming spring semester.

The Benevolent Association Research Grant can be used to support the direct costs of research, including travel to libraries, archives, laboratories and other research facilities and resources, costs of information access, remuneration of human subjects, purchase of supplies or rental of equipment, and other research-related expenses. Expenses associated with having manuscripts typed, bound and/or photocopied, and travel to present results of research at scholarly meetings will not be supported. Applications for reimbursement of previously incurred expenses will not be accepted. Applications should be sent to the DGS, who will forward the Department's recommendation, including a brief statement and a rank order for each proposal, to the University's Research Incentives Committee. The basic criterion employed by this campus-wide committee in the selection of final award recipients is the quality and feasibility of the proposed research project. Beyond that, the committee relies in its decision-making on departmental rankings, which are to be based on the published criteria.

GRADUATE COURSE DESCRIPTIONS

Wss 501 Sexuality, Race, and Class in Science and Health (4)

This seminar will investigate the rich and problematic relationship between the sciences and issues of sex/gender, sexuality, race, class, and ableness, including cultural bias in science and health. within an historical context, the course will emphasize the impact of antiracist feminism on the sciences and health in the past three decades. Key analytical questions include: How is scientific knowledge made, believed, and used? What forces control its production and use? What constitutes evidence in science--for scientists and for citizens, and how is the decided? What role do "western" science and technology play in globalization and its impact on people's lives within the U.S. and throughout the world? What forces are working to transform science to increase social, political, and economic justice? what theoretical and practical insights accrue from "intersectional feminist analyses (working with the intersections of sex/gender, racial/ethnic heritage, class, ableness, and global status) of science and health? What is the potential for feminist science studies to transform the sciences and health?

Examples of specific topics may be addressed are biological determinism, environmental pollution, and breast cancer science and politics.

Wss 510 Advanced Feminist Pedagogy and Theory I (1-2)

This proseminar analyzes current scholarship on critical pedagogy within the history and development of women's studies interdisciplinarity and in the context of feminist activism. Course also prepares students for WSS 520. Prerequisite: Admission to M.A. program in Women's Studies or permission of instructor. Course carries variable credit. Most students enroll for 2 credits; students who wish to take the course for 1 credit must advise and receive permission from the Women's Studies department's Director of Graduate Studies.

Wss 512 Race, Gender and Cultural Politics in Asian America (4)

With an emphasis on historical perspectives as well as the intersections of gender, class, and race/ethnicity, this course studies the experience of Asians in the U.S. Topics include: immigration laws; labor and work; family and community formation; the processes of reconstruction history and memory; politics of media representation. Research project required.

Wss 513 (His 513) Sexual Politics in Chinese History (4)

This course examines sexual politics in the Chinese historical/cultural context. Issues discussed and analyzed include: constructions of gender and sexuality (including homosexuality); "policing" of family and kinship structures; ideological indoctrination through education and other means; rape laws; sex crimes; forms of dissent or protest. Readings include literature in translation. Research project required.

Wss 520 Advanced Feminist Pedagogy and Theory II (2)

Continuation of Wss 510. Advanced students with experience in feminist teaching work in a collaborative collective mode to apply feminist pedagogical and political theory to specific teaching situations. Work may be coordinated with "teaching collective" group in Wss 310, 320, and 322 when possible. Analysis of current scholarship on pedagogy required, along with analysis of the practical applications of theory in specific teaching situations. Prerequisite: Wss 510.

Wss 525 (Pub 525Q, Pos 525Q, Aps 525) Feminist Thought and Public Policy (4)

Examination of the implications of public policy research and implementation from a feminist perspective; the coherence or lack of it amongst different models of public policy formation, different perspectives on specific public policy issues, and different orientations within the women's movement.

Wss 530 (Aas 529) Environmental Justice: Racism, Classism, Sexism (4)

In Environmental Justice: Racism, Classism, and Sexism we will explore how, racism, classism and sexism effect current environmental "events", including environmental policy-making, public health outcomes, and the rhetoric and politics of environmentalism. Surveying the development of environmental awareness among the public, philosophies behind such awareness and resulting shifts in policy, we will focus on the growth of the environmental justice movement, and will consider how various groups have addressed environmental degradation and justice. Also, under consideration will be a set of related issues: how globalization has effected these events,

the feminist critique of science and its impact, relationships between grass-roots activism (for example, native American activists and other Environmental Justice group) and between these groups and more scholarly approaches and contributions by artists, labor-rights groups, religious leaders, animal rights activists, and deep ecologists.

Wss 540 (Aas 541, His 540) Black Women in U.S. History (4)

This reading and research seminar will examine the history of black women in the United States. It will focus upon the range of demands placed on black women during the Gilded and Progressive eras--the founding of the National Association of Colored Women in 1896, their participation in the women's suffrage movement and other liberation struggles. Their creative expressions and labor force participation, and interracial activities also will be discussed.

Wss 550 The Literature of Feminism: An Interdisciplinary Seminar (4)

Draws upon the entire body of writing (fictional and nonfictional) that concerns feminism. In different semesters, it may focus on different themes, periods, ideas, or issues related to feminism. Combines readings, lectures, seminar discussions, and research. May be repeated for credit when topics differ.

Wss 551 (Lcs 551, His 551) Gender and Class in Latin American Development (3)

The study of the historical interplay of cultural, ideological, and structural factors affecting women's lives during the course of Latin America's experience with modernization and industrialization during the nineteenth and twentieth centuries. Topics covered may include: household work, paid work, migration, growth of female headed households, women's political participation, and women's participation in social movements. Prerequisite(s): Any course in Latin American Studies and/or Women's Studies and/or History.

Wss 560 Families (3)

Reading and discussions of the research literature on families, with emphasis on recent and contemporary U.S. patterns. Topics include theoretical perspectives on families, relationship formation and dissolution, gendered patterns and power relations, parent-child relations, paid and unpaid work, relations with extended family members, violence, and family policies. Readings emphasize diversity among families, and we examine research literature with a critical eye toward underlying assumptions. The course is designed to meet the needs of students from various programs, including Sociology, Women's Studies, Social Welfare, Public Administration and Policy, and other social sciences.

Wss 561 (Arh 561) Women in Film (3)

Women in Film gives a multi-dimensional look at women in cinema – as they are seen in films, as they make films, as they see films. The course will examine the contributions of women through the first 100 years of cinema and analyze various genres. Women to be studied include: Dorothy Arzner, Marilyn Monroe, Bette Davis, Joan Crawford, Anita Loos, Frances Marion, Ida Lupino, Verna Fields, Barbara Streisand, Lillian Gish, Lenore Coffee, and others. Prerequisite: Arh 260

Wss 562 (Ant 562) Folklore and Feminist Theory (4)

Focuses on feminist theoretical approaches to the study of folklore. Course material investigates how expressive cultural behavior is shaped by gender, in conjunction with other factors, such as race, ethnicity, class, and sexual identity. The course examines how women and men create folklore and manipulate it to inscribe gender identity in a wide array of cultural circumstances. Prerequisite: At least one course in women's studies or anthropology.

Wss 565 Feminist Theory (4)

Examination of key changes in feminist theory from the late 1960s to the present. Assessment of changes in the way feminists have thought about such topics as: motherhood, sexuality, the origin and nature of women's oppression, class, race, and differences amongst women. Attention to the political implications of changes in theory. Written analysis required of feminist theory in relation to the foundation of traditional disciplines studied by students. Prerequisites: Wss 490Z, 590 recommended.

Wss 575 (Arh 575) Women in Art (3)

Surveys of women artists from 1550 to the present, including Artemesia Gentileschi, Elizabeth Vigee-Lebrun, Mary Cassatt, Alice Neel. Also includes a feminist analysis of images of women since the Renaissance.

Wss 590 Research Seminar in Women's Studies (4)

Seminar in the theory and practice of women's studies research to examine: what distinguishes women's studies from other disciplines; the relationship between research and community/political activism; how research is changing the traditional disciplines and the methods used in research. Permission of instructor required.

Wss 592 Graduate Internship (2)

The graduate internship gives M.A. students either professional experience in the non-profit or local government sector or hands-on participation in an ongoing departmental Institutional Review Board-approved action research project in the community outside the University. There are two components of the internship. (1) Students are expected to spend 6-8 hours per week at their placements or engaged in action research. Each student works closely with a feminist mentor or faculty member who provides guidance on projects as well as an analysis of the structure and function of the non-profit or community organization and its role in social change. (2) Students attend a weekly 80-minute academic seminar where they apply feminist theory and analysis to their work in their placement or their community action research project and complete a final paper summarizing their work. Prerequisites: Wss590 and/or permission of instructor.

Wss 597 Independent Study (1-4)

Study in an area of special interest not treated in courses currently offered. Work performed under direction of a professor chosen by the student on a topic approved by the program. May be repeated with approval. Not open to undergraduates.

Wss 599 Topics in Women's Studies (1-4)

Consideration of topics or issues in women's studies selected on the basis of faculty and student interest. May be taken more than once with different content. Potential topics include seminar in sex role development or cross-cultural study of women. Consult schedule for specific title.

Wss 617 (Pad 617) Equal Employment Opportunity (4)

Equal employment opportunity and affirmative action (EEO-AA) from historical, legal, administrative as well as normative perspectives. Primary emphasis placed on EEO-AA in the public sector employment. Prerequisites: Pad 500 and Pad 506.

Wss 639 (His 639) Readings in Gender and Society (4)

Examination from a theoretical and historical perspective of the ways that gender analysis has shaped discussion of a variety of historical issues. Readings may focus on one or more geographic areas, themes, or historical periods. May be repeated for credit with consent of instructor.

Wss 640 (Soc 640) Gender Inequality (3)

Recent data, theories, and policies regarding earnings and employment differentials, occupational segregation, and political power differences between men and women, including an examination of racial, ethnic and class differences among women.

Wss 641 (His 640) Seminar in Gender and Society (4)

Individual research in historical materials resulting in a scholarly paper on some aspects of gender studies. May be repeated for credit with consent of instructor.

Wss 645 (Soc 645) Selected Topics in Gender Research (3)

Intensive investigation of theories and research findings pertaining to a specific topic in the area of sociology of gender, such as feminization of poverty, gender and politics, women's role in economic development, reproductive technology, gender and aging, and work and family roles. Topic will be announced. May be repeated for credit.

Wss 690 MA Final Project (3-4)

Research leading to successful completion of a three hour written examination; or a 25-30 page paper; or presentation of creative work or a project involving political action. Prerequisite: admission to MA program in Women's Studies and permission of Women's Studies Graduate Faculty Adviser.

Wss 695 Topics in Women's Studies (1-4)

Advanced treatment of topics or issues in women's studies selected on the basis of faculty and student interest. May be taken more than once with different content. Consult schedule for specific title. Prerequisite: Permission of instructor.

Wss 697 Advanced Independent Study (1-4)

Study by a student in an area of special interest not treated in courses currently offered. Work performed under direction of a professor chosen by the student on a topic approved by the department. May be repeated with approval. Prerequisite: permission of instructor.

Wss 698 Advanced Topics in Women's Studies (3-4)

Consideration of topics in women's studies. May be taken once with different content. Consult semester schedule for specific title. Prerequisite: Permission of instructor.

Wss 797 Advanced Independent Study (1-4)

Study by a student in an area of special interest not treated in courses currently offered. Work performed under direction of a professor chosen by the student on a topic approved by the department. May be repeated with approval. Prerequisite: permission of instructor.

Wss 798 Special Topics in Women's Studies (3-4)

Advanced topics in women's studies offered in conjunction with other departments. May be taken more than once with different content.

OTHER INFORMATION OF INTEREST

What Do Graduates do with an MA Degree in Women's Studies?

By Shahin Kachwala and Christine E. Bose

The frequently asked question, "What will you do with an MA in Women's Studies?" prompted a research project and resulted in our "Report on Women's Studies Master's Degree Recipients," which will be available on the University at Albany website soon. In the Fall 2004 semester, Professor and Department Chair Christine Bose and graduate student Shahin Kachwala surveyed various Women's Studies programs in the United States, seeking information on the career choices that Women's Studies MA graduates had made. Initially, we contacted 17 graduates from our own MA program and then, in order to get a broader picture, we began to contact other Master's degree programs. To date we have career information on about 168 graduates from 15 out of 25 US universities that have a free standing Masters Degree program in Women's Studies.

The survey was informal, but we found that almost two-thirds (60%) of all the graduates are involved in education, either as students or faculty. Most of these (52%) are still in school, either pursuing a second MA or enrolled in a Ph.D. program, while 8% are teaching at various levels. Many of the Women's Studies MA's who continue their education (16%) have gone on to get a Ph.D. in Women's Studies. Considering how few institutions offer Ph.D.s in Women's Studies, this number is impressive. On the local level 59% of University at Albany MA graduates are continuing their education—slightly more than the national average. We suspect that these numbers are so high because our Master's program is relatively new and therefore our graduates are relatively recent.

Not surprisingly, about 13% of the MA graduates nationally were involved in activism, which was the second largest activity after education. Many were working in non-profit organizations, and these activists were fairly evenly spread among those working against domestic violence, on health issues, for LGBT concerns and in union work, but the single most common activity was to

work in a women's shelter. Since most received their MA's in the last 5-6 years, the trends are only suggestive. Nonetheless, the activists appear to have received their degrees more recently (2001+) than those in the social services, policy research work, or corporate jobs (2000 and earlier). This may indicate that recent graduates are more activist-oriented than earlier ones, or it could merely mean that it takes a while to obtain (or need) government related or corporate jobs. Activist pursuits were even more common among Albany graduates—23% of our graduates did so. We assume this inclination has a lot to do with the pedagogical practices of Women's Studies, which encourages students to imagine alternatives to inequality and to participate in social change.

Here is what some of our graduates are doing now:

Akiko Buyo (M.A. 2004) is working at the Goodwill Industries, Albany and plans to go back to Japan in August 2005.

Menoukha Case (M.A. 2004) is working on her Ph.D. dissertation in English at the University at Albany.

Hui-Yin Chen (M.A. 2004) is at the University of Texas at Austin, working on her Ph.D. in Asian Studies.

Q Diamond (M.A. 2005) has been accepted to the Ph.D. program in Sociology at the University at Albany, SUNY. Q will also be running the Women's Studies Teaching Collective for the 2005-2006 academic year. She will be continuing her work as a local organizer and plans to continue teaching.

Emily Dimon (M.A. 2004) is doing case-management for a women's safe home in Rhode Island.

Diana Gibaldi (M.A. 2004) is at York University, working on her Ph.D. in Women's Studies.

Minjeong Kim (M.A. 2001) is ABD in the University at Albany Sociology Ph.D. program. She recently won the Allen Liska prize for best dissertation proposal, entitled "Filipina Wives of South Korean Farmers under Globalization: Gendered International Migration and the Reproduction of Labor and Gender Identities in South Korea." She also won honorable mention for the Coser Award of the Eastern Sociological Society.

Anne Lotito (M.A. 2004) is teaching at Middle College High School, an alternative school for "at-risk" youth, in Long Island City, Queens. She is also pursuing a Master's degree in education from CUNY, Queens College.

Tara Monastero (M.A. 2005) is completing her thesis on book clubs and cross-cultural readers, and is looking forward to a career in publishing. She and two colleagues have recently received and accepted a contract to edit a collection of selected essays over the course of the next year.

Grace Mose (M.A. 2003) is pursuing her D.A. at the University at Albany. For the past two years she has also been the director of the New York State Coalition Against Domestic Violence hotline.

Erin O'Brien (M.A. 2001) is a labor organizer for CSEA.

Katsuhiko Suganuma (M.A. 2004) has been accepted to the Ph.D. program in Cultural Studies at the University of Melbourne, Australia, beginning in July 2005. Currently he serves on the graduate student advisory caucus of "Sexualities, Genders and Rights" for "Asia: 1st International Conference of Asian Queer Studies."

Nora Yates (M.A. 2000) is the Coalitions Coordinator at the Empire State Pride Agenda, New York's statewide advocacy organization for the lesbian, gay, bisexual, and transgender New Yorkers and our families. She coordinates the LGBT Health and Human Services Network, the Dignity for All Students Coalition which works to end harassment, and the statewide GENDA Coalition, working for equal rights for transgender and gender variant New Yorkers. Nora is also pursuing a Master's in Public Administration, and is an adjunct professor in Women's Studies at the College of St. Rose and her alma mater, University at Albany.

CATALYST (Community Activists Taking Action, Learning from Yesterday, Shaping Tomorrow)

By Alison Kenner

CATALYST is a Recognized Graduate Student Organization (RGSO), a sub-organization of the Graduate Student Organization (GSO). In addition to our participation with the GSO, the goals of CATALYST are as follows:

- a. To facilitate communication between University at Albany students and faculty especially within the Women's Studies department.
- b. To advocate for Women's Studies students interests within the larger university community (i.e. have a CATALYST representative that attends GSO assembly meetings and is afforded a vote).
- c. To provide a link between academia/campus and the rest of the community regarding issues of social justice.
- d. To enhance the academic, activist, cultural, and social environment of the University at Albany.

During the Fall and Spring semesters CATALYST holds meetings at least once a month. In accordance with GSO regulations, CATALYST will elect six officers (President, Vice President, Secretary, Treasurer, Assembly Representative and Alternate Assembly Representative) each semester. However, in accordance with Women's Studies beliefs of shared leadership, cooperation, and non-hierarchical power/authority, these official positions will be perfunctory gestures. In practice, all members of CATALYST share responsibilities for leading meetings, planning events, drawing up documents and all other CATALYST business on an informal, voluntary, and rotating basis. CATALYST goals and activities will be collectively envisioned at the beginning of each semester depending on the needs/desires of members and the community at large.

Current contact information is available through the Women's Studies department.