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**WOMEN AT THE CENTER:
HISTORY OF WOMEN'S STUDIES
AT THE UNIVERSITY OF DELAWARE**

TAPE LOG

Dr. Barbara Settles of the University of Delaware is Professor of Human Development and Family Studies. She was active in the founding of Women's Studies and served on the Commission on the Status of Women.

Name of person(s) interviewed: Barbara H. Settles

Other people present: Robert Andrew Settles ("Andy")

Interviewer: Elise Wolpert

Date of interview: Wednesday April 18, 2012

Location of interview: 404 Dove Drive, Newark DE 19713-1214

Special conditions (noise, interruptions, etc.): Phone rings at 50:55 but she continues to speak until 51:30 while husband, Andy, answers the phone. Andy reenters room and tells who called. Continues at 52:22.

General description of contents: Barbara discusses her experiences as a woman in academia at the University of Delaware. She also shares the history of Women's Studies as well as Human Development and Family Studies programs as she observed it.

Recording Format and disc number: Video interview

Total Running Time: 105 minutes, 21 seconds

Page 1 of 6

TOPIC SUMMARY

Counter No. Contents

00:06 Arrival in Delaware: 1968 after long "nation-wide search for two jobs in one location" with husband, Andy; attracted to Graduate Program in Home Economics at University of Delaware, more opportunity.

TOPIC SUMMARY

Page 2 of 6

Counter No. Contents

01:13 Undergraduate education: Worked at Otterbein College while husband finishing degree; received undergrad education at Ohio State in Home Economics Education and Extension; later went on to obtain her PhD also at Ohio State.

01:39 How did undergraduate courses impact career? Came from family of women who were elementary or home economics teachers; saw home economics provided good jobs, mobility and always assumed that she would be working; influenced to seek graduate education during semester at Merrill-Palmer Institute.

04:01 Discussion of undergraduate classes? Courses taken in undergraduate education for transfer credits; taught by leaders in family studies. Took job after bachelors in Extension service, worked with women & 4H: help women prepare suits for job interviews. Participated in Women's Movement even though she hadn't thought of being in it; encouraged by fiancé and mother to pursue graduate school instead of working.

06:39 Encouraged by your fiancé and mother to continue with studies. "Yes, they both did not want me to blame their other things they wanted me to do as reasons why I couldn't go onto grad school."

07:10 Question about family expectations. Engaged to fiancé; mother's influence and hopes for her daughter: family did not hold her back and believed in her talent; Civil rights movement: bus at Otterbein provided students transportation to sit-ins.

09:55 Discussion about similarities between the civil rights movement and women's movement. Policies at UD. Can be found throughout history; secret ballot and importance to her grandmother's generation. When she came to Delaware, found out she was pregnant but University of Delaware didn't have maternity leave; paid for her own substitute. President Trabant asked all departments to strategically plan out 2, 5, 10 year plans and cross-committees to work on issues, bringing faculty together and Faculty Senate Committee emerged. No personnel policies so she became involved with AAUP (American Association of University Professors). Sex education task force and experimental courses.

17:35 Describes her role in Women's Studies first course: balancing work and family; cross listed and summer courses offered; developed a course called *Emerging Lifestyles for Men and Women*.

22:05 Question about differences between the opportunities for women and men in classes? Home Economics appealed to women in its nature and organization from its roots. Smaller number in major but greater at the graduate level. Women's Studies and Human Sexualities

TOPIC SUMMARY

Page 3 of 6

Counter No. Contents

address same issues. State legislature requested syllabus & film showings but Dean and Provost backed her and said she did not have to comply.

25:40 Question about adversity towards Sex Ed or Women's Studies courses? International travel. Never saw any resistance to Women's Studies courses; did not always cross list; felt Women's Studies was well supported. Grant to Department of Agriculture allowed her chance to work on Women in Development Committee; traveled to Panama and Costa Rica and addresses issues for women internationally.

27:52 Discussion about teaching responsibilities and WOMS classes: Women on Delaware's campus had large teaching load so splitting responsibility kept Women's Studies courses going; UD transforming from Liberal Arts College into research based university. Keys taken during the summer because on nine month contract and summer was designated as a time for research and publication. Interdisciplinary subjects (Women's Studies, Black American Studies, Latin American studies) asked for research and publication programs but professors have little time to do so with course load.

31:20 Retreat for Women's Studies: Dean Gouldner takes women in Arts & Science on retreat to discuss for Women's Studies program, difficult to extend program as a university-wide area of study. Gerontology runs through many different departments but failed to be concentrated in one particular college.

35:05 Difference between the failures of gerontology and the successes of Women's Studies? Women's Studies began to form during a time that new programs welcomed; during the 1970s, women with credentials hired on campus and in a position to put together research and writing programs. Women's Studies as a workshop where women helped each other. Faced challenges in promotion to full professorship. Assisted Lindy Geis in writing her dossier; women share in a sense of collegiality.

40:31 Discussion about criticism of dossier by [Faculty Promotion Tenure Committee] and interdisciplinary work: "They couldn't understand how sexuality, and women's studies, and family studies, and theory and family policy were related. How could that be a program? It didn't seem to them that I had focus". Interdisciplinary work harder to understand. Importance of wonderful colleagues in organizations both national and international that supported her work and value in it throughout her career. Attended the first international conference on sex roles (1975): Groves Conferences throughout the 1970s provided opportunity to deliver paper on feminist ideology and legitimized discussions. "closed networks of important men" threatened by changing policies surrounding women's rights.

TOPIC SUMMARY

Page 4 of 6

Counter No. Contents

47:52 Discussion of 1973-74 the Women's Studies Interdisciplinary Committee and the Commission on the Status of Women. Different missions: Women's Studies Interdisciplinary Program focused on organizing Women's Studies whereas, Commission on the Status of Women addressed how women are treated at the university in general; "I think it's hard to realize how firmly it was embedded in academic life that departments that had a lot of women in them could expect to have lower wages and heavier workloads"; sense that inequity had to stop, but still not gone today at the University; she was not given raise for tenure because President Nixon feared inflation.

52:22 Phone interrupts, more on The Commission on the Status of Women. Hard fought battle for women to feel equal; she recounts a story about a professor in graduate school who hit on the women in his courses: Sister Angelina, a nun and in the same PhD program as her, said "Oh he's been hitting on me too. Don't think you're the only one." Speaks on her strong collective bargaining experiences and how it impacted her involvement in hot topics. Protected by tenure and able to speak out, controlled the curriculum.

56:15 Part 1 of interview ends.

56:35 Discussion about the International aspect of Women's Studies and importance of WOMS training. Supportive colleagues all around the world; International Sociological Association: President of The Committee on Family Research for two terms. Collegiality and insights gained; Women's Studies on campus today is preparation for particular career path, informs future discipline or leads to professional training.

59:12 Question about Women's Studies programs in other countries. Women have had the opportunity in the United States to be true members of the academy. Universities were designed to be monasteries and women seen as "guests" and not taken seriously; organization keeps women out of academia and not seen as permanent.

63:29 Question about UD Women's Studies professors facing challenges going after a tenure track. Addresses the position Joyce Walstedt faced in balancing Women's Studies and psychology. Interdisciplinary topics not viewed as contributive to one another; financial resources lacking; Women's Studies strength in teaching over research.

67:01 Question about pay gap and resistance to Women's Studies. Structural component of the University, not individually targeted because of sex; Home Economics as a college faced break down of area studies into different colleges. Addresses sexism and micro inequities in academia; Women's Studies on UD's campus well established and institutionalized.

TOPIC SUMMARY

Page 5 of 6

Counter No. Contents

74:08 Most significant contribution Women's Studies has brought to UD? Continual showcasing of women's scholarship; collegial sense of support and togetherness as key to success and contribution to UD. Women feeling empowered. Explores the Human Development and Family Studies Department's battle to be recognized. Complexity and importance of family not easily measured; successful interdisciplinary studies scares Universities.

79:10 What frightens them about interdisciplinary studies like Women's Studies? Don't readily understand complex issues without a "brand"; larger processes don't have simple answers; "I mean, I think right now people think they know what biology is. But you know, biology has become interdisciplinary." Administration's need to be informed, but women not inclined to promote themselves.

82:31 Why don't women self-promote? Women don't want to overstep their knowledge or cut out for themselves something they haven't done; perception of women's competency and role in society; "Nobody knows that you're being discriminated against if you don't knock on a door that doesn't open. If you never go to knock on the door, then you don't know that you wouldn't have gotten in." Reveals her click moment(s): first pregnancy, husband diagnosed with lymphoma; working provides sense of security for women; Women's Studies battles are never finished.

89:18 Discussion about what a Woman's Studies major can provide to students. Leadership to women on campus in other majors; women don't feel welcomed in STEM (Science, Technology, Engineering, Math) fields. Need for a Women's Studies Conversion; consultants of information to others.

92:39 What does Women's Studies still need to address? Research and focus on women's issues; extension and service to community; tell its own history; advertising and promoting major and minor; funding for colloquium on campus and insights from women's studies.

95:38 How has Women's Studies enlightened her work? Opportunity, particularly international; "It got me started"; gives credit to various women who helped further Women's Studies (Marian Palley; Jessica Schiffman; Sue Cherrin); Office of Women's Affairs and Women Studies put together a book of readings: provided women on campus instant publication.

98:45 What has held back Women's Studies? Importance of typing and computer knowledge; women have not had infrastructure to publish; skills needed to write grants and rise funding for support; "You have to really work hard to say to yourself, I'm more than a teacher"; collegial ties: mentors and peer review.

TOPIC SUMMARY

Page 6 of 6

Counter No. Contents

104:15 What are you most proud of? "The variety and number of people who've been involved, and the range of courses and topics that they've dealt with"; inclusive program; welcoming to new ideas

105:21 Part 2 of interview ends. Barbara signs the release form.