

Country Institutional Report: New Zealand

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1. Background on the Women's and Gender Studies Programme at the University of Waikato

Waikato University pioneered the development of Women's Studies as an academic discipline in New Zealand, with the first paper on this subject being offered in 1974. By 1982, a programme of papers was offered within five departments and the subject could be taken as a second supporting subject. A Centre for Women's Studies was established in 1986, and, by 1988, was offering five taught core undergraduate papers and six electives, all of which could be taken towards a first or second support. A supporting BSocSci major in Women's Studies became available in 1988, along with a Diploma in Women's Studies. The full major became available in 1990. At this time, the major comprised a limited selection of core Women's Studies papers complemented by a wider range of elective papers offered by other departments. This structure ensured that the programme had strong interdisciplinary, and in some cases inter-faculty linkages, along with wide support across the university through a network of elective teachers. These linkages appear to have facilitated strong growth in student numbers during the late 1980s and early 1990s.

On the basis of the growth in enrolments, the centre was upgraded to a stand-alone Department of Women's Studies in 1992. At the same time, a foundational Professor (Anna Yeatman) was appointed, along with two other full-time academic staff members (who replaced other staff already teaching in the centre), bringing the total number of academic staff to four by 1993. The professorship changed hands in 1994 to Professor Marion de Ras. In 1996, the department was renamed the Department of Women's and Gender Studies. From 1994-97, the Women's and Gender Studies major was progressively restructured in ways that limited the number of elective papers students were permitted to take as part of their degree. In some cases, this move severed longstanding interdisciplinary linkages and the department became progressively more isolated as an academic unit during the mid-1990s.

A steady decline in undergraduate enrolments occurred from 1994 on, leading eventually to staff redeployments in 1998, followed by the department being disestablished in 1999. Women's and Gender Studies became one of seven academic programmes incorporated within a newly-formed Department of Sociology and Social Policy. The programme also underwent a significant

reduction in its staffing level, from 1998-2000, through redundancy, resignation and redeployment. The number of papers offered declined along with staffing levels to the point where the major was considered unviable. The BSocSci major in Women's and Gender Studies and all graduate programmes were subsequently disestablished (BSocSci(Hons), MSocSci, MPhil, PhD). Needless to say, Women's and Gender Studies was facing serious challenges in terms of its viability as a subject area during this period.

Since 2000, the programme has undergone significant restructuring and repositioning. An interdisciplinary Women's and Gender Studies Advisory Committee was established to oversee the programme's development and help rebuild linkages with other staff and subject areas. New links to Sociology and Labour Studies (both are programmes within the Department of Sociology and Social Policy) have been introduced at undergraduate level, through a jointly taught first-year paper and the cross-listing of papers at part 2 under Sociology and Labour Studies respectively. This, along with a review of paper content and teaching, appears to have positively impacted on undergraduate enrolments, which have steadily increased since the low of 1999, despite an overall decline in numbers within our faculty.

Staffing levels have not significantly changed, however, we currently have the equivalent of one full-time dedicated academic staff member, which constrains our ability to offer any additional papers, although a new second-year paper was introduced this year and a new graduate module will be taught in 2004. Women's and Gender Studies continues to be available as a support subject for the BSocSci and BA. Students can also enrol in individual undergraduate papers, and a limited number of graduate research papers, but they cannot major in this subject nor currently enrol for graduate qualifications in this subject. Given the increase in undergraduate enrolments since 1999, a proposal has been put forward to reinstate the Women's and Gender Studies major in 2005, based on the original structure of a limited required core offerings supplemented by elective papers.

2. Profile of Women's and Gender Studies at Waikato

A. Enrolment Profile:

Undergraduate Degree	Number of <i>Paper</i> Enrolments	Number of Students Enrolled in Women's or Women's and Gender Studies as a <i>Major or Supporting Subject</i>
Year programme commenced: 1982	95	1
Year the major was first offered: 1990	403	15
Year of highest paper enrolments: 1990	403	15
Year of highest enrolments in Women's Studies as a major or support: 1994	294	72
1998	193	37
1999	119	28
2000	138	18
2001	134	10
2002	160	9
2003	185	5
Graduate Diploma		
Year commenced: 1985		1
Year of highest enrolments: 1986		12
1998		1
1999		–
2000		–
2001		–
2002		–
2003		–
Honours		
	All level 5 papers	
Year commenced: 1990		–
Year of highest paper enrolments: 1992	38	2
Year of highest enrolments in honours: 1999		3
1999	4	3
2000	8	2
2001	2	–
2002	1	–
2003	1	–

Master's		
Year commenced: 1990		9
Year of highest enrolments in Master's: 1992		18
1999		3
2000		2
2001		2
2002		–
2003		–
PhD		
Year commenced: 1990		
Year of highest enrolments: 1996		7
1999		4
2000		4
2001		4
2002		3
2003		2

B. Graduate Profile:

Graduates	Total Graduates
Undergraduate Degree:	
Year of highest no. of graduates: 1997	13
1998	6
1999	9
2000	4
2001	2
2002	3
Graduate Diploma:	
Year of highest no. of graduates: 1989	4
1998	–
1999	–
2000	–
2001	–
2002	–

Honours:	
Year of highest no. of graduates: 1992	2
1998	1
1999	1
2000	1
2001	–
2002	–
Master's:	
Year of highest no. of graduates: 1992	4
1998	1
1999	–
2000	1
2001	1
2002	–
PhD:	
Year of highest no. of graduates: 1998	1
1998	1
1999	–
2000	–
2001	1
2002	1

C. Current Faculty Profile:

Qualifications	Number of Staff Teaching Women's & Gender Studies
Part-time staff	
PhD	3
Total teaching staff (Equivalent)	1

D. Core Courses Offered:

Undergraduate:	
WGST 101	Women in Society: Representations & Realities
WGST 101	Women in Society: Representations & Realities (Off campus location)
SOCY 101	Introduction to Sociology
SOCY 101	Introduction to Sociology (Off campus location)
WGST 209	Rethinking Women, Sex and Gender
WGST 211	Gender @ Work
WGST 315	Contemporary Themes in Women's & Gender Studies (not taught in 2003)
WGST 390	Directed Study
Graduate:	
WGST 590	Directed Study
WGST 592	Dissertation
WGST 504m	New Natures: Gender, Culture and New Technologies (half paper) (offered from 2004)
Degree programmes to which Women's and Gender Studies papers can be cross-credited:	
Sociology (WGST 209 Rethinking Women, Sex and Gender)	
Labour Studies (WGST 211 Gender @ Work)	

E. Research Profile 1999-2003:

By Women's & Gender Studies Graduate Students		
1999-2001	Carrie McDermott – Women's Fiction	PhD
	Denise Bates – Transsexual Narratives in the Gendered Landscape	MPhil/PhD – 2003 – transferred
	Rachel Simon-Kumar. Contradictory discourses, state ideology and policy interpretation: a feminist evaluation of the Reproductive and Child Health Programme (RCH) in Kerala, India.	PhD – 2002
	Agnes Kavinya-Chimbiri – Women's Empowerment, Spousal Communication and Reproductive Decision-Making in Malawi	PhD – 2002 transferred
	Tess Huia Moeke-Maxwell, Bringing home the body: bi/multi racial Maori women's hybridity in Aotearoa/New Zealand.	PhD – 2003
2000	Bongfen Ngum; Women's nutritional status in Sub-Saharan Africa.	Master's Dissertation

2000	Teresa Underhill; The social experience of full-time mothers.	Master's Dissertation
2001	Sylvester Amara Lamin; Women's access to and progress within tertiary education in Sierra Leone.	Master's Dissertation
2001	Carolyn Miers, Barriers gifted women face and resulting 'double-lives.'	Directed Study
2002	Elizabeth Amalo, Feminism and Islam.	Directed Study
2002	Lyn Connelly – Adults' perceptions of children's cross-gender friendships.	Master's Dissertation
By Women's & Gender Studies Academic Staff		
1999	Lapsley, Hilary. <i>Margaret Mead and Ruth Benedict: The Kinship of Women</i> . Amherst, MA: University of Massachusetts Press.	Book
1999	Mohanram, Radhika. <i>Black Body: Women, Colonialism and Space</i> . Minnesota: University of Minnesota Press.	Book
1999	Kingfisher, Catherine. 'Rhetoric of (Female) Savagery: Welfare Reform in the United States and Aotearoa/New Zealand.' <i>NWSA Journal</i> 11(1):1-20.	Journal article
1999	Lapsley, Hilary. (1999) Review of Women's Studies Journal, In: <i>New Zealand Education Review</i> , October 22, p. 11.	Review
1999	Michelle, Carolyn. Review of Hugh O'Donnell, 'Good Times, Bad Times: Soap Operas and Society in Western Europe,' In: <i>Media International Australia</i> , 92, pp. 151-152.	Review
1999	Weaver, C. Kay and Michelle, Carolyn, 'Public communication compromised: The impact of corporate sponsorship on a pro-social media campaign.' <i>Australian Journal of Communication</i> , 26(3), 83-98.	Journal article
1999	Lapsley, Hilary. 'Margaret Mead and Ruth Benedict: A Case Study of Collaborative Friendship Between Women in the Social Sciences,' In: <i>Cheiron: Proceedings of XXX1st Annual Meeting</i> , Ottawa (June 1999).	Paper in Conference Proceedings
2000	Mohanram, Radhika, & Crane, Ralph (eds.) <i>Shifting continents/colliding cultures: diaspora writing of the Indian subcontinent</i> .	Edited Book

2000	Weaver, C. Kay and Michelle, Carolyn, 'Telling it like it is? Discursive representations of domestic violence within a public issues management campaign.' In <i>Proceedings of the 1999 Conference of the Women's Studies Association</i> . Wellington: University of Victoria.	Conference Proceedings
2000	Lapsley, Hilary, Nikora, Linda Waimarie and Black, Rose. 'Women's Narratives of Recovery from Disabling Mental Health Problems.' Jane Ussher (ed.) <i>Women's Health: Contemporary International Perspectives</i> . British Psychological Society.	Book Chapter
2000	Lapsley, Hilary, Review of Janice Haaken, 'Pillar of Salt: Gender, Memory and the Politics of Looking Back.' <i>Feminism and Psychology</i> .	Review
2002	Lapsley, Hilary. "Kia Mauri Tau!": narratives of recovery from disabling mental health problems/ Wellington [N.Z.]: Mental Health Commission.	Book
2003	Michelle, Carolyn & Weaver, C. Kay, 'Discursive manoeuvres and hegemonic recuperations in New Zealand documentary representations of domestic violence.' <i>Feminist Media Studies</i> , 3(3). Forthcoming.	Journal article

3. Women/Gender in Development:

How does Waikato Women's and Gender Studies address national or regional women/gender in development issues in the curriculum?

Such issues are primarily addressed in two of our core papers, and are also examined in various Women's and Gender Studies elective papers offered by other departments. In terms of the core curriculum in part one, this includes a substantial component of relevant material delivered in lectures, readings and student assignments. We begin with an examination of cultural and social constructions of women and gender as articulated in media, advertising and society. We then briefly examine a number of national and international women's issues of relevance to UN conventions and goals as expressed in CEDAW, while also introducing a significant cross-cultural dimension. Topics covered include women's health issues locally and globally (including women's nutritional status, access to health services, HIV/AIDS, reproductive freedom, medicalization, cervical screening and others) – which are directly relevant to Article 12 of CEDAW. We also examine the issue of violence against women and discuss a New Zealand media campaign addressing this issue (CEDAW Article 16). The part one curriculum also explores perspectives and critiques offered by indigenous, Black and Third World women,

along with forms of women's accommodation and resistance from a cross-cultural perspective.

National women's issues and relevant government policies are addressed in more depth in our new part two paper, *Gender @ Work*. This paper offers lectures, readings and assignments on topics, such as the results of the recent New Zealand time use survey (one of the anti-discrimination measures introduced to address Article 2 of CEDAW), aimed at recognising and quantifying women's and men's paid and unpaid work. This paper also addresses the wider social and economic implications of women's reproductive role, a variety of issues relevant to Article 11 of CEDAW on Employment (including occupational segregation, pay equity, and the National childcare survey). Other lectures and student presentations address issues such as the feminization of work, gender and unions, sexual harassment, paid parental leave and EEO (of relevance to Article 4 of CEDAW – Acceleration of Equality between Men and Women). Wherever possible, data is disaggregated by gender and ethnicity in order to demonstrate the variable impacts on Maori, Pacific and Pakeha women and men. A regional/international perspective is incorporated into this paper through lectures and student presentations on women and work in the developing nations in the Pacific and Southeast Asia, trafficking in women (relevant to Article 6 – Suppression of the Exploitation of Women), gender, globalization and the reorganization of work.

Many of the above issues are also relevant to the Beijing Declaration and Platform for Action in terms of recognizing women's unpaid work and address the gender pay gap. Various guest speakers contribute to this paper, including one of the researchers involved in conducting the national childcare survey, and another who was involved in writing the Ministry of Women's Affairs paper on pay equity. Various key discussion papers and other government and NGO publications are required reading for students in *Gender @ Work*, including the following:

- Ministry of Women's Affairs (2002) 'Article 11 – Employment,' in: *The status of women in New Zealand 2002* (Fifth CEDAW Report). Wellington: MOWA.
- National Advisory Council on the Employment of Women/Department of Labour (1999) *Childcare, Families and Work: The New Zealand Childcare Survey 1998: A Survey of Early Childhood Education and Care Arrangements for Children*, [Online] Available from URL: http://www.nacew.govt.nz/fldPublications/labour_report.pdf
- New Zealand Council of Trade Unions (2002) "Thirty families – work hours. Interim report of the *Thirty Families Project: The Impact of Work Hours on New Zealand Families*." [Online] Available from URL: <http://www.union.org.nz/publications/102729065521731.html>

- Ministry of Women's Affairs (2002) *Next steps toward pay equity: A background paper on equal pay for work of equal value*. Wellington: Ministry of Women's Affairs.
- Human Rights Commission (1991) *Sexual harassment in the workplace*. Auckland: Human Rights Commission.

How effective are we in addressing these issues?

At present, given very limited resources and lack of specialist training in this area, Women's and Gender Studies at Waikato is doing a reasonably effective job of addressing WID/GAD issues by mainstreaming them within core papers, but could perhaps do better. Ideally, we would like to offer more papers in this area, but due to staffing constraints, are unable to deliver a full complement of core papers, let alone specialist topics. We do, however, acknowledge the growing degree of interest in this area among students from developing nations. I, myself, have supervised a limited number of graduate dissertations and theses on topics in this area, and there exists a range of expertise within the wider faculty, with colleagues in geography, political science and demography working on GAD issues and supervising students in their research.

While there remains no established programme in gender and development studies at Waikato, we do receive regular inquiries from students from developing countries who express an interest in undertaking PhD or Master's level study in this area. In the past, such students have been able to take a selection of papers from across a range of disciplines that appear to serve their needs to some extent, but do not really constitute a coherent programme of study and in this sense remain unsatisfactory. Some of the relevant graduate papers include the following:

- Advanced Development Studies (Geography)
- Fertility and Family Formation (Demography)
- The Demography of Health and Health Planning (Demography)

While the possibility of establishing a graduate programme in gender and development has been mooted at Waikato in recent years, we have also been faced with a serious funding crisis in the faculty, in response to which programmes have been cut and staffing levels reduced. In this context, the suggested introduction of a new programme seems inadvisable. Also, the introduction of programmes in Development Studies at Auckland and Massey implied the possibility of undesirable duplication at different New Zealand universities, at a time when Government policy was to reduce such duplication.

Alongside this, we have increasingly found that students from developing countries are encountering serious difficulties securing funding. All of the inquiries I receive

ask about available scholarships or other funding, and yet in recent years there has been a reduction in the number of NZODA (now NZAID) study awards and scholarships available to international students for tertiary study, in favour of increased investment at lower levels of education. This move has unfortunately introduced another element of uncertainty around the likelihood of attracting sufficient enrolments to make a new programme in this area economically viable (such viability is apparently now the primary criterion for determining the value of academic programmes in this country). All of these factors work against any attempt to more seriously address issues around gender and development at Waikato.