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NEWSLETTER

The Committee on Women in the Curriculum

Vol. II No. 2

JANUARY, 1982

Before we overwhelm you with information about the four recently funded mini-projects, the schedule for our Tuesday luncheons, and miscellany, it seems necessary to clear up some confusion about who is responsible for all these activities. To clarify what is going on, first we need to fill in a little history.

In 1981 President Silverman first allocated funding for the Women in the Curriculum project. During Spring and Summer 1981 four faculty teams from different departments worked on identifying materials and developing guidelines for introducing the research and perspectives of women into their courses. During March and April two outside consultants were featured at our faculty colloquium.

It was in part because of the University commitment to the Women in the Curriculum project that JoAnn Fritsche was able to secure federal funding for the Leadership in Educational Equity Project, or LEEP. (We apologize to those of you who flinch at acronyms). Part of this two year grant involved hiring an Associate Director, Dr. Mary M. Childers, to assist faculty who are interested in curriculum development and the development of a truly coeducational university. Like Women in the Curriculum, the Leadership Project also includes a limited amount of funds for faculty projects and outside speakers.

Though Women in the Curriculum and LEEP intersect because of a focus on curriculum, another primary purpose of the Leadership in Educational Equity Project is to link UMO with other New England universities and colleges in which members of the administration and faculty wish to move toward educational equity. On February 1 Ms. Deborah Pearlman joined the UMO staff and began working on identifying and cooperating with these five other institutions of higher education.

If you have any more questions about the relationship between the Women in the Curriculum and the Leadership in Educational Equity Projects, you can come to the Tuesday luncheons to ask them or call Nancy MacKnight, JoAnn Fritsche, or Mary Childers.

FACULTY PROJECTS FUNDED

Four mini-projects proposed by faculty have been funded for the Spring semester. As a consequence, faculty and students will have many opportunities to learn about the reasons why information about women and the perspectives of women need to be integrated into the curriculum. The projects will acquaint us with the methods of engaging in the process of integration, as well as introduce us to some accomplished women who can share their knowledge and provide role models for students.

HISTORY

Feminist historians have helped to change the way many people imagine the field of history. In addition, they have investigated the methodological issues of women's studies in ways that can be applied to many disciplines. They have also focused on the history of the development of knowledge, disciplines and professions—a *potentially pertinent subject for all members of the university community*.

We are very pleased that Laura Graham and David Smith of the History department have invited two scholars from the University of Rochester to visit this campus on March 12. Dr. Bonnie Smith and Dr. Mary Young will lecture and run workshops about their work with the Organization of American Historians on developing syllabi for survey courses in American and European history. Their visit will be one of several ways we will be acknowledging National Women's History Week, March 7 - 13.

POLITICAL SCIENCE

Many women are now struggling both to be effective in the public world and to have the values of their private worlds recognized in the public sphere. Political scientists who want to be current and responsive need to be acquainted with the facts and direction of female political participation and the questions women are posing.

On April 3 Dr. Judy Baer from the State University of New York at Albany and Dr. Sarah

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Slavin from Buffalo State College will be discussing these issues with members of the Political Science faculty. Margaret Gates and Kenneth Palmer have invited them to work with the ten full time and part time faculty who teach the basic introductory course on American Government.

This highly focused and directed project may yield significant changes in a course that is taken by a large number of students. It may provide a substantive beginning for increased departmental consideration of female political participation, research by women on government and political science, and examinations of the way in which the most frequently relied upon definitions of political science tend to exclude the concerns and activity of women.

WOMEN AS AUDIENCE

This interdisciplinary project will give us a chance to witness and participate in a variety of innovative approaches to the crucial questions:

1. How are women identified as an audience for culture rather than creators?
2. How does this role affect women when they become students and creators?

The importance of these questions will be highlighted in a series of lectures on the history of the conception of women as a receptive but active audience that is integrally related to the history of literature, art and performance. By raising many concrete and theoretical issues, these lectures will form a basis for discussion of female responses to art and a female aesthetic, with particular application to the roles and realities of women in the classroom.

This program will include several cultural events as well as lectures and discussions: perhaps a woman's poetry reading; a film; a performance of texts; and maybe even a game.

Cathleen Bauschatz, Patricia Burnes, Kristin Langelier, Beverly Levy, Eric Peterson, Kathryn Shevelow and Mary Ann Stankiewicz have designed a project that may help many of us to understand and respect some distinctive features of women as an audience.

WOMEN IN NATURAL RESOURCES

As the proportion of women graduates in the School of Forest Resources increased dramatically in recent years, several faculty members recognized a need to define and address new departmental responsibilities. They acknowledge the importance of:

- *including the contributions of women in course content;
- *investigating classroom dynamics for possible sources of discouragement of female students;
- *providing role models;
- *increasing the realism of students' projections of their professional futures;
- *helping young women who are bedeviled by con-

cern about the relationship between choices about career and family.

On March 30 several professional women in resource-related jobs in industry, government and academia will discuss these issues with faculty and students.

Katherine K. Carter, K. Elizabeth Gibbs, Malcolm L. Hunter, Jr. and Terry A. May have planned a project that is a model of how to integrate many of the concerns of educators and students who are interested in creative and humane responses to changing sex roles. The School of Forest Resources deserves special recognition for its decision to contribute most of the funding for this program by inviting women to speak in its Distinguished Lecture Series.

MARY CHILDERS. The Associate Director of the Leadership in Educational Equity Project Introduces Herself

I'm very pleased to come to the University of Maine at Orono to work as the Associate Director of the Leadership in Educational Equity Project and for the Women in the Curriculum Project. During and after completing my Ph.D. at the State University of New York at Buffalo, I had a position that limited the amount of time I could spend working with faculty on integrating women into the curriculum. My intellectual, personal and political desire to contribute to this task seems more possible now that it is a major part of my job; that possibility increases even more when I think about the openness and cooperativeness of most of the people I have met at UMO.

My success in this position and the success of the projects depend largely upon the extent to which UMO faculty will feel inclined to see me as someone who can help them find materials and strategies for integrating women into the curriculum. I hope that you will indeed get in touch with me in order to identify materials that can be related integrally to the courses you teach and to get assistance in developing proposals for mini-projects. Guidelines and deadlines for proposals will be announced soon.

SCHEDULE FOR TUESDAY LUNCHEONS

February 9—*Endocrine Basis for Sex Differences*, Barbara Tennent

February 16—*Sexual Stereotype Research*, Dana Birnbaum

February 23—*Women in the Jewish Orthodox Faith*, Roberta Chester

There is a special Women in The Curriculum fund from which
REMINDER: These would be ordered

If you have suggestions for books relating to women or women's issues for Fogler Library, please send them to Pat Baron, 109 Alumni Hall.