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NEWSLETTER

THE COMMITTEE ON WOMEN AND THE CURRICULUM University of Maine at Orono

Vol. 1 No. 1

May 1981

Beginnings

Having announced the establishment of the Committee on Women and the Curriculum in his Inaugural Address of February 2, 1981, President Paul H. Silverman appointed to the Executive Committee the following:

Dr. John Alexander, Civil Engineering
Dr. C. Stewart Doty, History
Dr. JoAnn Fritsche, Office of Equal Employment Opportunity, Vice Chair
Dr. James Gallagher, Sociology
Dr. Mary Ann Jerkofsky, Microbiology
Dr. Nancy MacKnight, English, Chair of the Committee
Dr. Ann Schonberger, Developmental Mathematics, Bangor Community College
Dr. Erling Skorpen, Philosophy

The committee will report to Acting Vice President for Academic Affairs Frederick Hutchinson. The charge to the committee is 1) to study the needs and aspirations of women students, 2) to make recommendations on curriculum content concerning women and 3) to consider the appropriateness of our traditional modes of delivery of educational and support services, particularly in the light of the new scholarship pertaining to women.

Advisory Committee

The contribution of everyone interested in and concerned about women and the curriculum is welcome and valuable. Presently, the members of the Advisory Committee are:

Kenneth Ahn, Political Science
Douglas Allen, Philosophy
Steven Barkan, Sociology
Veronica Barry, Onward Program
Cathleen Bauschatz, Honors Program
Cleo Berkun, Sociology
Lisa Blank, History
Lloyd A. Brightman, Human Development

Rosemary Caffarella, Education/Graduate School
Richard Campana, Botany & Plant Pathology
Lewis Clark, International Agricultural Pro.
John Collins, Jr., Registrar
Cristanna Cook, Agri. & Resource Economics
Barbara Csavinszky, Human Development
Shirley Davis, Liberal Studies
Evelyn Dearborn, Fogler Library
Renate Delphendahl, Foreign Lang. & Classics
Billie DeMont, Educational Administration
David Ebitz, Art
Richard Fenn, Sociology
Louis Fourman, Cooperative Extension Service
Saundra Gardner, Sociology
Melvin Gershman, Animal & Vet Sciences
Elizabeth Gibbs, Entomology
Stewart Goltz, Plant & Soil Sciences
Marie Grady, Political Science
Jeanne Gula, Broadcasting
Pushpa Gupta, Mathematics
Joyce Henckler, Student Affairs
James Herlan, For. Lang./Canadian Studies
Katie Hillas, Student Affairs
Terry Hughes, Geological Sciences & Quat. St.
Malcolm Hunter, Forest Resources
Elizabeth Hyatt, Human Development
Sally Jacobs, Biochemistry
Bette Katsekas, Education
Dona Kercher, For. Languages & Classics
David Klocko, Liberal Studies
Yvon A. Labbe', Franco/American Affairs
Kristin Langellier, Speech Communication
Phil Locke, Mathematics
Laura Luszczyńska, For. Languages & Classics
James MacCampbell, Libraries
Jeanne McGowan, Bureau of Public Admin.
Raymie McKerrow, Speech Communication
Irene Mehnert, Education
Robert Mitchell, Me. Council on Econ. Educ.
Ruth Nadelhaft, Liberal Studies
Tim Okeefe, Forestry
Kenneth Palmer, Political Science
Constance Perry, Education
Marisue Pickering, Speech Communication
Marianne Pinkham, Residential Life
Charles Ryan, Education
Rosemary Salesi, Education
Alpheus Sanford, Education
Walter Schoenberger, Political Science

Howard Schonberger, History
 Edward Schriver, History
 Elizabeth Simmons, Graduate School
 Geddes Simpson, Entomology, MLSAES
 David Smith, History
 William Soule, Mathematics
 Mary Ann Stankiewicz, Art
 Kay Storch, Nat. Science and Math
 Donald Stratton, Music
 James Toner, Education
 Marie Urbanski, English
 Irene VonHoffmann, Residential Life
 Kathleen Wall, Animal & Vet. Science
 Karl Webster, Mech. Eng. Technology
 William Whitaker, Sociology
 David Wihry, Economics
 Jim Wolfhagen, Chemistry
 Patricia Wolman, Cooperative Ext. Service
 Bonnie Wood, Zoology
 Lucille Zeph, Education

Pilot Project

The Committee on Women and the Curriculum is beginning its work with a pilot project involving a male-female faculty team in four academic areas. These teams are engaged in examining the content of curriculum in at least one course in order to make plans for integrating women's material into the courses. The teams and fields to date are:

1. Educational Administration--Professor Billie DeMont, Assistant Professor Barry Clemson
2. English--Associate Professor Nancy MacKnight, Associate Professor Dwight Cathcart
3. Sociology--Assistant Professor Sandra Gardner, Assistant Professor Steven Barkan
4. Sciences--team not yet identified

Consultants on the Integration of Women's Materials into the Curriculum

On March 4, Dr. Evelyn Fox Keller, bio-physicist from SUNY - Purchase, currently a fellow in MIT's Program in Science, Technology and Society, conducted a faculty seminar for faculty in the biological sciences. A tape of her lecture on Gender and Science and a summary of her faculty seminar are available in the Office of Equal Employment, 259 Aubert.

On April 3, Dr. Jane Blankenship, head of the Rhetoric Program at the University of Massachusetts at Amherst, conducted a faculty seminar in communication skills.

On April 8, Dr. Catharine Stimpson, professor of English at Rutgers University and past editor of Signs, conducted a faculty seminar in the humanities and social sciences.

Resource Center and Resource Materials

Materials--books, journals, pamphlets--regarding the new scholarship on women are being collected and are currently housed in the Office of Equal Employment, 259 Aubert.

Among the materials received recently is a book on Sex and Gender in the Social Sciences: Reassessing the Introductory Course by Judith M. Gappa and Janice Pearce of Utah State University. It discusses courses in Introduction to Sociology, Introduction to Psychology and Principles of Microeconomics.

Materials have also been received from the American Physical Society, American Psychological Association and the Organization of American Historians.

May Symposium

A two-day symposium, primarily a progress report from the teams engaged in the project, will be held on Tuesday and Wednesday, May 19 and 20.

Coming Attraction

On Friday, November 6, Dr. Germaine Greer, author of The Female Eunuch and The Obstacle Race and director of the Tulsa Center for Study of Women's Literature, will conduct a faculty seminar.

The Newsletter Itself

The purpose of this piece of paper is to keep you informed of the work of the Committee on Women and the Curriculum. Comments and contributions for future issues may be directed to Patricia Baron in Alumni Hall.

NOTES from the noon lecture on GENDER AND SCIENCE by Evelyn Fox Keller, March 4, 1981
by Sandra Haggard

Feminist reflections on the role of women in science began with the simple concern of how to get more women into science. Twenty years ago the launching of Sputnik gave patriotic impetus to a more complete use of all the scientific talent in the nation.

A conference at MIT in 1964 found that the factors to address were institutional, political, and social barriers and "affirmative action" was begun. The next question to be asked was: if more women enter science, will we have the same kind of science?

Feminist theory began with demographics and progressed to a critique of the character of science. The "liberal" tactic was affirmative action, while a more radical approach examined science's claims to objectivity.

In examining science for androcentric bias the following myths and assumptions must be examined:

1. Science is unaffected by things outside science.
2. Uses of science are influenced by gender. Women would make more humanitarian uses of technology.
3. Questions addressed are influenced by gender.
4. Bias in design and interpretation of science. The effect of language used has been shown in the "soft" sciences, and this shows that they are not really scientific.
5. Philosophy and history of science. Feminist theory is developing an understanding of science as a social process.

If there is no understanding of science as a social process, we can't understand the androcentric bias to science. There is a myth that scientific theories are fixed and determined by the truth. If science is a social process, then the truth is more flexible.

The question of gender and sciences is very difficult and threatening to the traditional scientific community because it raises the possibility of personal influences on science. The feminine is seen as emotional and the masculine as objective. We must re-evaluate objectivity.

In summary, the question of why there are so few women in science can be answered by noting that the idea of science as masculine keeps women out. Why is science masculine? How did it get a gender? It is supposed to be objective.

The thrust of Fox Keller's investigation into objectivity focuses on the development of self-concept and awareness of a self/other dichotomy. She maintains that what one finds objective is part of one's cognitive and personal style and that this is interwoven with gender.

Dr. Keller finished by reiterating the question: How would science be different with more women in it? She stated that a look at history will show a pluralism and competition in science with selection of the best theories and grounds for rejection of other theories which gives a basis for undermining masculine science.