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NEWSLETTER

The Committee on Women in the Curriculum

Vol. III, No. 1

October, 1982

LEADERSHIP IN EDUCATIONAL EQUITY AND WOMEN IN CURRICULUM PROJECTS

Several projects are occurring in the fall. You will soon receive Requests for Proposals for the spring and summer.

Fall '82 Projects

Canadian-American Center: Two women scholars were invited to give lectures in a number of Canadian Studies courses, work informally with faculty on the Canadian Studies Committee, and give general lectures. The information they can make available through dialogue and citing sources will result in the transformation of at least the introductory Canadian Studies course. Dr. Margaret Rose Conrad, an historian from Acadia University, Canada, was on campus from Wednesday, October 13 to Friday, October 15. Dr. Paula Gilbert Lewis, Associate Professor of French literature from Howard University, will be on campus from Wednesday, November 17 to Friday, November 19. This project is co-sponsored by the Wellesley Center for Research on Women.

College of Forest Resources: In addition to two of them giving formal presentations on their work, four panelists discussed issues affecting women and, frequently, men in natural resources on Tuesday, October 19 at 7:30 p.m. in 100 Nutting Hall. They encouraged conversation about some of the intersecting educational, professional, and personal issues that particularly affect female students. Such discussion, hopefully, will increase the ability of students to make conscious, informed choices about how they will manage or avoid the often competing claims of career and family. The visitors also met with several of the members of the Forest Resources Curriculum Committee.

(see Fall '82 Projects - page 2)

WOMEN IN CURRICULUM TUESDAY NOON LUNCHEON SCHEDULE

November 2 - Barry Clemson, Department of Education, will lead a discussion on how faculty can respond to the issues raised by "The Classroom Climate: A Chilly One for Women?" North Bangor Lounge.

November 9 - Discussion of an article by Joan I. Roberts, "The Ramifications of the Study of Women"; the article will be distributed and will be on reserve in the library. North Bangor Lounge.

November 16 - Cleo Berkun will present some of her research and thinking on the cessation of menstruation and women's life cycles. North Lown Room.

November 23 - Cassie Gibbs will talk about her "Search for Edith Patch"--her research project on the life and work of a woman who was Chairperson of the Department of Entomology at UMO from 1904 to 1937 and who published numerous scientific articles and books as well as natural history books for children. North Bangor Lounge.

November 30 - Discussion of "Age and the Subworlds of Children and Girls", a chapter from Jessie Bernard's The Female World; the article will be distributed and placed on reserve. North Bangor Lounge.

December 7 - Renate Delphendahl will report on her attendance at the Women in German conference. North Bangor Lounge.

December 14 - Planning for the spring semester. North Bangor Lounge.

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Fall '82 Projects (from page 1)

Members of the panel are: Sally Fairfax, College of Natural Resources, University of California at Berkeley; Karen Gustafson, Stewardship Director, Maine Chapter, The Nature Conservancy; Sue Haseltine, Research Biologist, U.S. Fish & Wildlife Service; Donna Cassese Haynes, Field Forester, Scott Paper Company.

History Department: Eileen Keremitsis, Jerry Nadelhaft, and William Tebrake are members of the Women in History Curriculum Committee. They are assuming responsibility for working with the faculty to develop a suitable project. At this point they are getting ready to choose among several different feminist scholars.

Humanities, BCC: Earl Booth, Peggy Danielson, David Klocko and Ruth Nadelhaft are preparing to design a course on Women in the Humanities for their outreach program. Outreach courses are usually taught by part-time, transient instructors. If sufficient attention is going to be given to the work of women, a syllabus that can be used year after year is necessary. As a preliminary first step, each of the participating humanities faculty is separately developing a five-week module so that their individual courses will reflect the contributions of women and so that the curriculum for the outreach course can be tested before it is used. Earl Booth has been funded for release time in the fall so that he can work on women and film. This project is a continuation of the Humanities Department's long-standing commitment to integrate women into the curriculum.

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Faculty Projects Implemented During the Summer

Social Welfare Program: Cleo Berkun held two full day workshops to train field supervisors who work with student interns from Social Welfare. June 30 was devoted to identifying factors of the field experience that fall under the

rubric of "women's issues". On July 7, Dr. Berkun and collaborating field instructors started developing instructional materials that will help students, teachers and agency personnel grapple with sexism and sex-role socialization.

Cleo Berkun is now preparing to hold a follow-up workshop for UMO faculty. The workshop will help faculty increase their facility at recognizing and combatting sexism and sex-role socialization insofar as they have negative effects on the practicum and internship experiences of students in many disciplines.

Educational Administration: Billie DeMont continued her efforts to integrate into the curriculum the concerns of women and men who have comprehensive views on gender. This summer she held two afternoon workshops on career strategies and a workshop on sex equity in education. Most of the participants were already familiar with the obstacles facing women students and educators. They came together to discuss personally and professionally satisfying strategies for career advancement and to acquaint themselves with the small library of materials on educational equity. Dr. DeMont has acquired with the help and support of the Women in Curriculum project.

Foreign Languages: Cathleen Bauschatz and Jim Herlan read and studied intensively in order to teach in the fall an intermediate French course that will use writings by women. They have increased their knowledge of a number of women writers so that they can now integrate them into other courses that only include male authors. As was anticipated, several of the students who signed up for the course could not identify even one female author and were eager to be able to do so. By working together, Jim Herlan and Cathleen Bauschatz perpetuate the valuable tradition established by the first Women in Curriculum pilot projects: male and female teams.

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1982 WIC LIBRARY ACQUISITIONS

Affirmative Action in Higher Education:
A Sourcebook

LB 2331.72 V36

American Novelists Revisited: Essays in
Feminist Criticism

PS 374 W6 A45

The American Woman in Transition: The
Urban Influence, 1870-1920

HQ 1426 W555

Audiovisuals for Women

Ref Z 7961 N67

Background in Tennessee

PS 3537 C89 Z463 1980

Blue Collar Women: Pioneers on the Male
Frontier

HD 6095 W19

Building Feminist Theory: The Best of
Quest

HQ 1426 B83

Career Patterns in Education: Women, Men
and Minorities in Public SchoolAdministration

LB 2831.62 O 77

Elizabeth Cady Stanton--Susan B.Anthony--Correspondence, Writings,
Speeches

HQ 1412 S72

Fanny Burney: An Annotated Bibliography

Z 8134 G7

Fanny Kemble

PN 2598 K4 F87

Feminism and Socialism in China

HQ 1767 C76

Feminist Frameworks

HQ 1426 F47

From Home to Office: U.S. Women at Work,
1870-1930

HD 6073 M392 U57 1981

The Grand Domestic Revolution: A History
of Feminist Designs

HQ 1426 H33

Guide for Sex Equity Trainers

LC 212.8 S222

Images of Ourselves: Women with
Disabilities Talking

HV 3011 I 4

Instructor's Manual for a Woman's Place

PE 1417 M618 instructor's manual

Jean Rhys: Woman in Passage

PR 6035 H96 Z8 1981

The Jewish Feminist Movement in Germany:
The Campaigns of the JudischerFrauenbund

DS 135 G33 K29

Ladies on the Loose: Women Travelers of
the 18th and 19th Centuries

G 465 L32

Literary America, 1903-1934: The Mary
Austin Letters

PS 3501 U8 Z53 1979

The Lost Sisterhood: Prostitution in
America 1900-1918

HQ 144 R76 1982

Male Novelists and Their Female Voices:
Literary Masquerades

PR 830 W6 T39 1981

Men's Studies Modified

HQ 1399 M4 1981

New York Nightingales: The Emergence of
the Nursing Profession at Bellevue and
New York Hospital

RT 80 N72 N55 1981

On Women and Judaism: A View from
Tradition

BM 729 W6 G73

Oppression and Resistance: The Struggle
of Women in Southern Africa

DT 737 L36

Political Women in Japan: The Search for
a Place in Political Life

HQ 1236 P46

The Politics of Reproduction

HQ 1206 O 24

The Politics of the Second
Electorate--Women and Public
Participation

HQ 1236 P64

A Portrait of Marginality: The Political
Behavior of the American Woman

HQ 1391 U5 P67

Prevention of Handicap and the Health of
Women

RJ 91 W96

Pulling Our Own Strings: Feminist Humor
and Satire

PN 6231 W6 P78

The Role of Women in Conflict and Peace

JX 1965 R64

Sex Equity Handbook for Schools

LC 212.2 S22

Silent Hattie Speaks: The Personal
Journal of Senator Hattie Caraway

E 748 C228 A34

Sisters and Wives: The Past and Future
of Sexual Equality

GN 479.7 S2

The State, the Family, and Education

LC 225.33 G7 D38

(Library Acquisitions cont'd.)

A Survey of Spousal Violence Against Women in Kentucky

HV 6626 S38 1981

The Theory and Practice of Homosexuality

HQ 76 H35

This Bridge Called My Back--Writing by Radical Women of Color

PS 509 F44 T5

The Undergraduate Woman: Issues in Educational Equality

LA 227.3 U44 1982

Unsung: A History of Women in American Music

ML 82 A45

Virginia Woolf's "The Years": The Evolution of a Novel

PR 6045 O 72 Y3437

A Woman's Place: Rhetoric and Readings for Composing Yourself and Prose

PE 1417 M618

Woman's Worth: Sexual Economics and the World of Women

HQ 1381 L32 1981

Women and Colonization

GN 479.7 W65

Women 1870-1928: A Select Guide to Printed and Archival Sources

REF HQ 1593 B36

Women Have Always Worked

HD 6095 K45 Guide

Women, Health and Reproduction

RG 123 W65

Women in Educational Administration: A Book of Readings

LB 2831.62 W65

Women in the Community

HQ 1593 W573

Women, Work, and National Policy: The Kennedy-Johnson Years

HQ 1420 Z44 1982

Women's Life in Greece and Rome

HQ 1127 W653 1982

Women's Studies: An Interdisciplinary Collection

HQ 1181 U5 W655

Women's Studies Service Learning Handbook

HQ 1181 U5 W66

A World of Women

GN 479.7 W67

Yaqui Women: Contemporary Life Histories

E 99 Y3 K44

THE LEADERSHIP IN EDUCATIONAL EQUITY PROJECT

September 30 marked the end of one year of work on the Leadership in Educational Equity Project (LEEP). In addition to the UMO activities under the aegis of the Women in the Curriculum Project, LEEP includes an outreach component that is coordinated by Deborah Pearlman. By working with and visiting seven colleges and universities in New England with either JoAnn Fritsche or Mary Childers, Deborah Pearlman has cultivated increased general understanding of the rationale and procedures for integrating women into the curriculum. As a result, several other campuses have recently begun planning pilot projects on integrating women into particular courses. These projects have been made possible through the combined support of LEEP and administrative and faculty interest on other campuses. The campuses that have thus far expressed a strong interest in working in LEEP are: Dartmouth College, University of New Hampshire at Durham, University of Maine at Farmington, University of Maine at Presque Isle, University of Southern Maine, and Westbrook College.

The University of New Hampshire and Westbrook College have now received matched funding from LEEP to begin faculty initiated work on mainstreaming. The University of Maine at Presque Isle has offered to match the total amount of LEEP funds per campus with a 1:1 match of \$2,500 for curriculum integration.

One example of faculty initiated work on mainstreaming at another institution is the course being developed by Dona Lethbridge and Raelene Shippee-Rice at the University of New Hampshire. They are developing a course on women's health for both the general education and nursing curricula.

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