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## Women in the Curriculum and Women's Studies Program 1995-1996

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# WOMEN IN THE CURRICULUM

*and Women's Studies Program of the*

**UNIVERSITY OF MAINE 1995-96**

## WIC Grant Recipients

Each year WIC offers a number of grants to faculty members interested in revising or expanding existing courses in order to create a more gender-balanced classroom experience. Three of the 1994 grant projects are featured in this newsletter. They include an anthology edited by four women (below); a summer reading project on feminist science issues (Sandra Haggard); and a research project on biological and psychological issues connected to postpartum depression (Marie Hayes). To receive the 1996 grant guidelines, contact the WIC office at x1228.



humanities and social sciences committed to the representation of diverse ethnic groups. The project offers a unique opportunity for multicultural curriculum development and for collaboration within the University and between the University and the community."

The anthology has been completed, and a limited number have been printed for use in classes. The group is also considering publication. Copies are available for borrowing at the WIC/WRC library, the Franco-American Center, and Fogler Library.

WIC talked to these four women to hear more about the process of compiling and editing their anthology. They talked, among other things, of how they conceived the project, how Lanette came to join them after they had begun, where and how they worked (moving back and forth between University conference rooms and Lanette's dining room table), and what it was like to "work across the boundaries" of culture and of University structure. See page 6 for highlights of the discussion.

## *I am Franco-American and proud of it: An Anthology of Women's Voices*

Concerned by the lack of source material written by Franco-American women, in the spring of 1994 four University and community women formed an unusual partnership and received a 1994 WIC grant to work on a project editing an anthology of writing by Franco-American women. Participants were professors **Kristin Langellier** (Communication and Journalism) and **Kathryn Slott** (French), professional employee **Rhea J. Côté Robbins** (editor of *Le Forum*) and classified employee **Lanette Petrie** (secretary, Employee Assistance Program). Each brought unique contributions, both academic and personal, to the project.



"Our goal," they stated in their grant proposal, "is to produce an anthology of Franco-American women's writings from *Le Forum*, a bilingual journal published by the Franco-American Center at the University of Maine since 1972. This anthology would address the need for accessible and authentic source materials written by and about women from the largest ethnic group within the state. The anthology we propose would provide readings for WST 101 Introduction to Women's Studies, FAS 101 Introduction to Franco-American Studies, FRE 440 Franco-American Civilization, and other courses in the

## In this issue . . .

- WIC Grant Project Interviews
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  - Upcoming Conferences
  - 1995 WIC Summer Grants
  - Grant Project Updates
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## Sandra Haggard: Environmental Science and Women's Studies

WIC interviewed Sandra Haggard, of University College, to learn more about her 1994 summer reading project. Haggard used grant money to buy books and to spend her time reading and exploring issues in ecofeminism and in feminism and science. She brought her new ideas directly to students in her science and Women's Studies classes, and to other teachers of science via a WIC 1995 summer reading group.

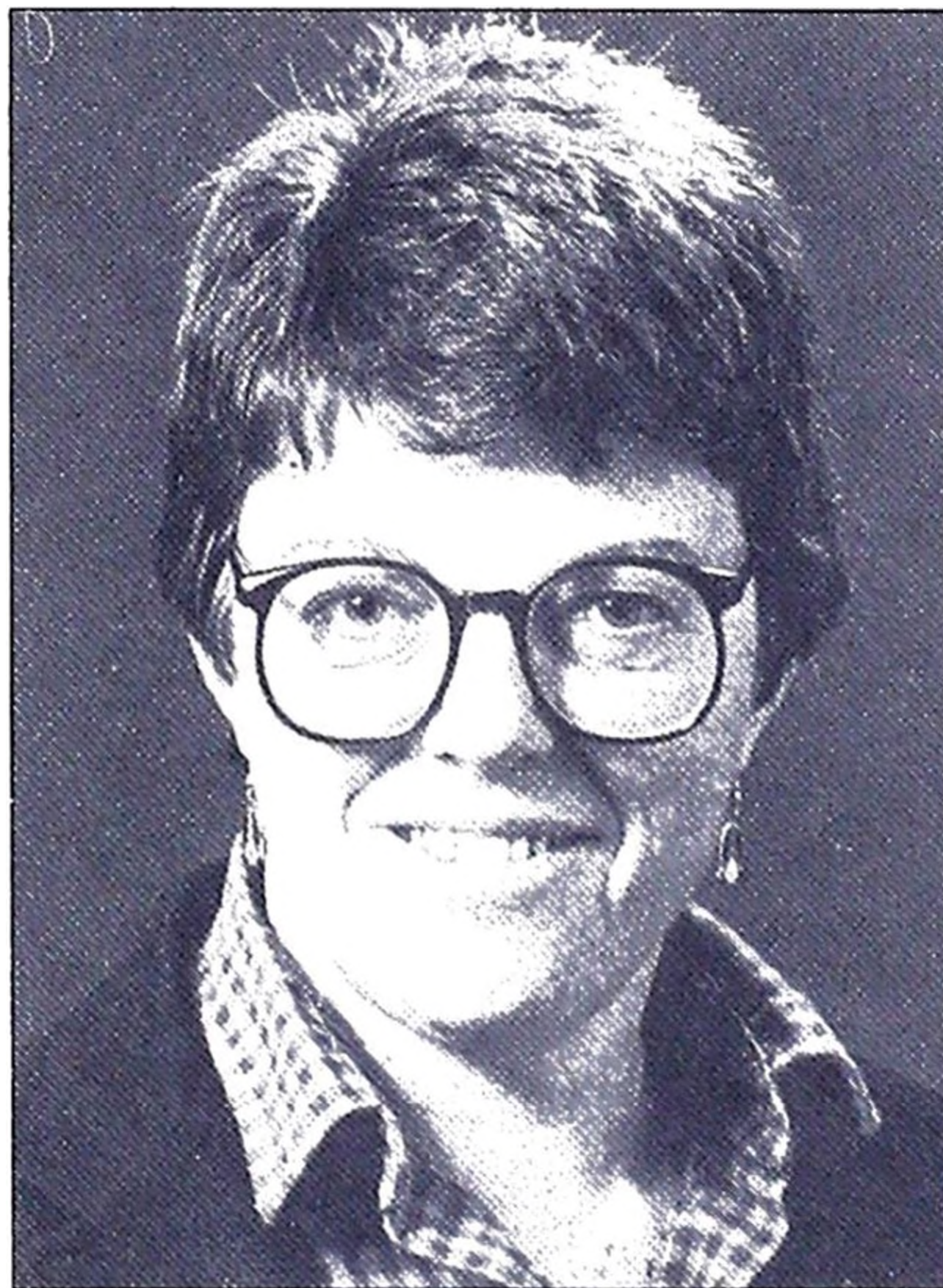
When Sandra Haggard studied science in college, she felt very torn: she found that becoming a *scientist* and becoming an *adult woman* were two very different things that did not mutually reinforce each other, as they did for men scientists. Thinking about and researching this problem ever since, she has worked throughout her career on feminist science issues.

Haggard regularly teaches courses both in environmental science and Women's Studies. Unlike most branches of science, which emphasize dualism and separation, environmental science is about making connections and entails a more holistic vision. Thus, a more connected, holistic, and relational science is "a natural" in terms of a feminist approach, Haggard says.

Haggard names as the genesis of her project a conference she attended in 1993 in Costa Rica, the 5th International Interdisciplinary Congress on Women. She credits this conference with giving her "a global perspective on ecology." It also inspired her to pursue reading in ecofeminism, which she describes as a feminist approach to environmental issues.

As a teacher, Haggard is working on changing the way people teach science. According to Haggard, this requires a change in the relationship between teacher and student (and in science, between researcher and researched) to a more nonhierarchical one. In Women's Studies, this means saying to students, "This is your class." She tries to give students control, but the real challenge, Haggard says, is getting them to accept it.

Haggard also worked with WIC to develop a summer reading group (1995) to discuss issues of feminist pedagogy in the teaching of science. Meeting weekly, the group of about a dozen professors and graduate students, about half women, half men, read a



book called *Teaching the Majority: Breaking the Barrier in Science, Mathematics, and Engineering*, edited by Sue Rosser. They discussed particular teaching strategies for science, engineering, and mathematics, and explored the meaning of a feminist philosophy of science. Haggard emphasizes the importance of the feminist perspective for *everybody*, not just for women, and uses a phrase that applies to both an environmental and a feminist perspective, "We all live downstream."

Some of Haggard's favorite books from her summer reading included Joni Seager's *Earth Follies: Coming to Feminist Terms with the Global Environmental Crisis* (1992); Donna Haraway's *Simians, Cyborgs, and Women: the Reinvention of Nature* (1991); Vandana Shiva's *Staying Alive* (1991); and Sandra Harding's *Whose Science? Whose Knowledge?* (1991). For her complete list, contact the WIC office. ■

## Women's Studies Journals at WIC

The following is a list of some of the Women's Studies journals that the WIC/WRC Library has that Fogler does not. Journals which Fogler also has but for which we have earlier issues are indicated by an asterisk. We also have back copies for some journals not listed here if you are looking for an older issue of a journal. You are welcome to come consult or photocopy them here.

*Connexions\**

*Differences*

*Feminist Collections*

*Feminist Periodicals*

*Feminist Teacher\**

*Frontiers: Journal of Women's Studies\**

*IRIS: a Journal about Women*

*Lesbian Connection*

*Maine Women's Lobby Newsletter*

*National NOW Times*

*National Women's Studies Association Journal*

*New Books on Women and Feminism*

*Off Our Backs\**

*On Campus With Women*

*Sage: A Scholarly Journal on Black Women*

*Sing Heavenly Muse: Women's Poetry and Prose*

*Sinister Wisdom*

*Sojourner*

*Update on Women and Family Issues in Congress*

*Women and Environments*

*Women and Therapy\**

*Women's International Network News*

*Woman of Power*

*Women's Review of Books*

*Women's Rights Law Reporter\**







## Marie Hayes: Psychology

WIC talked to Marie Hayes and learned more about her research project exploring postpartum depression. Hayes, Assistant Professor of Psychology, has a longstanding interest in and has done animal research for some years on the maternal-infant attachment bond, particularly the role of the mother in initiating and maintaining this relationship. The WIC grant enabled her to expand her research into biological contexts and to examine these from a feminist perspective. The project led to curriculum development, as Hayes brought this research into her graduate course PSY 520, *Infancy*, and also into her treatment of reproductive issues, mothering, and infancy in her undergraduate courses.

Hayes' research project enabled her to review a large body of psychological literature on the early stages of mother-infant attachment and to explore the causes of postpartum depression. She and graduate



student Shawn Roberts travelled to Boston to do research at the Postpartum Program of the Institute for Human Resources in Brookline and at libraries for women's health in the Boston Area.

According to Hayes, postpartum depression has been under considerable reevaluation over the past ten years and is no longer considered to be a separate diagnosis from depression in general. Although dramatic fluctuations in hormone levels have been found in many studies, *psychosocial* or environmental factors—things like the quality and supportiveness of the home environment—may be the most significant influences.

Hayes sums up the question. "For a psychology person, the issue here is this: is postpartum depression a unique condition related to the postpartum period? Or is it that postpartally, women just experience a life change and life stress—and that if, instead of having a baby, you got married, got a new job, moved to California, and your mother died, and you added up all those life stressors, you may be just as likely to experience a depression."

Hayes concludes that while some forms of postpartum psychosis involve a quick-onset response and represent a distinct condition related to disturbance in the central nervous system, the more common later-onset depression is caused by a complex of factors, including the lack of social support and modern cultural practices which may increase stress for women after birth.

Hayes has identified several aspects of our culture that predispose women to late-onset depression, which affects 15-20% of women postpartally. New mothers need two types of support: *instrumental* support—help in cooking, cleaning, and night feedings—and *psychosocial* or emotional support—which includes the quality of relationships in the mother's life. In the postpartum period, many women experience a lack of both instrumental and emotional support that can lead to depression.

In her feminist and crosscultural reading, Hayes learned how other societies respond when women give birth. In many nonindustrialized societies, for example, women are given a great deal of support, both instrumental and psychosocial. In many of these societies, the mother sleeps with her infant to facilitate lactation and night feedings and to combat sleep deprivation for the mother. Hayes cites this as a strong example of a common cross-cultural practice which may be in the best interests of the mother and infant, but which is not condoned in our society. Another example in which our cultural *morés* conflict is in the pressure put on women to return to work and to balance mothering, caring for the household, and working simultaneously.

"It's interesting to ask, 'What are the women's issues here?' One could suggest that society should be more sensitive to the challenges of being a reproductive woman in our time. Some of those challenges involve perhaps the need for extended work leave, or work leave with pay."

Similarly, Hayes says, women need to complain when they don't get enough instrumental support. "Women have to put the brakes on—to complain, to say, 'Hey, too much expected of me.' Most people think the last thing you want is the mother-in-law interfering while you try to take care of the infant. But in fact, in most cultures, that kind of cross-generational support is just what you need."

In her feminist reading Hayes also explored the myth of the "maternal goddess," which suggests that following birth, new mothers receive the message that they have just experienced the most momentous of life events and should be euphorically happy. This myth conflicts so dramatically with the complex emotional response many women experience, Hayes says, that it creates part of the problem. The expectations of new mothers are often too high, both from society in general and from family members.

Hayes believes that motherhood should be respected as a vocation and that women should be encouraged to enjoy and value motherhood as earlier generations of women did. In trying to gain status for women in our society, we must be careful, Hayes says, not to degrade the traditional parenting role. "We should say, *not* that the role of mother is not important for women, but that it's too much for women to do alone and we want some help." ■



## Upcoming Conferences

*Consider attending one of these important Women's Studies conferences this year and next. (Deadline for abstracts or proposals indicated in parentheses.)*

**Maine Women's Studies Conference, "Women, Education: The Difference It Makes,"** University of Southern Maine, December 1-2, 1995

**Berkshire Conference on the History of Women,** University of North Carolina, Chapel Hill, June 7-9, 1996

**National Women's Studies Association Conference, "Borders/ Crossings/ Passages: Women Reinterpreting Development,"** Skidmore College, Saratoga Springs, New York, June 12-16, 1996 (November 1, 1995)

*Other Women's Studies conferences you may be interested in are listed below. For information on any of these conferences, ask to see the conference folder in the WIC office, 101 Fernald.*

**"Changing Times, Evolving Issues: New Ideas about Women's Development,"** Menninger Clinic, Topeka, Kansas, November 2-4, 1995

**"Women in Higher Education,"** El Paso, Texas, January 6 -7, 1996

**"Feminist Generations: An Interdisciplinary, International, All-Ages Conference,"** Bowling Green State University, Ohio, February 2-4, 1996

**"American Women of Color Across the Women's Studies Curriculum,"** Marquette University, Milwaukee, March 15-16, 1996 (November 1, 1995)

**"Pedagogy of the Oppressed,"** University of Nebraska at Omaha, March 21-23, 1996

**"Women and Aging: Bodies, Cultures, Generations,"** University of Wisconsin, Milwaukee April 18-20, 1996 (December 1, 1995)

**"A Woman's Place: A Conference on Women in Engineering, Science, and the Humanities,"** Rose-Hulman Institute of Technology, Terre Haute, Indiana, April 18-20, 1996 (November 1, 1995)

**"Virginia Woolf and the Arts,"** Clemson University, Clemson, S.C., June 13-16, 1996 (February 1, 1996)



## 1995 WIC Summer Grants

Five individual faculty members and three teams of faculty and professional staff members have received summer grants totaling \$13,000 from the Women in the Curriculum and Women's Studies Program. Funded work includes projects designed to improve the academic climate for women students, research projects incorporating curriculum transformation, and a reading grant. For information about next summer's grants program, please contact WIC Director Ann Schonberger, x1228.

**Alice Bruce**, Associate Professor of Chemistry, and **Mitchell Bruce**, Associate Professor of Chemistry, "Improving the Academic Climate for Women in Chemistry."

**Linda Kling**, Associate Professor of Animal and Veterinary Sciences, **Joanne Tynon**, Assistant Professor of Forest Management, and **Mary Wiedenhoef**, Associate Professor of Agronomy, "Female Role Models and Mentors for Students in Agriculture, Aquaculture, and Forestry."

**Robert Lad**, Associate Professor of Physics, "Improving the Academic Climate and Encouraging Careers in Physics for Women."

**Nancy Ogle**, Associate Professor of Music, **Kathleen Lignell**, Communications Coordinator, Sea Grant, poet/scholar, and **Scott Brickman**, independent scholar in music, "Collaboration of American Women in Music and Poetry: Women Composers' Use of Texts by Women Poets of the 1950s."

**Harlan Onsrud**, Associate Professor and Chair of Spatial Information Science and Engineering, "A Branch of Engineering Attractive to Women."

**Kristin Sobolik**, Assistant Professor of Anthropology and Quaternary Studies, "Sex Determination and Dietary Analysis of Prehistoric Human Paleofeces."

**Claire Sullivan**, Assistant Professor of Communication and Journalism, "Women's Ways of Coping: Support and Adjustment During the Breast Cancer Experience."

**Marie Tessier**, Instructor in Communication and Journalism, "Feminist Fundamentals: A Reading Grant for a Journalist, Journalism Instructor, and Journalism Critic."



# *Juggling Act: Stephen Marks' Art of Professing and Holding Back*

UM Sociology Professor Stephen Marks teaches an upper-level undergraduate course on the sociology of gender. In his essay "**The Art of Professing and Holding Back in a Course on Gender**," Marks describes and analyzes his teaching process in ways that may prove illuminating for other teachers struggling to address issues of gender inequity in the classroom.

Marks identifies himself as a feminist instructor concerned with issues of equity and justice. In his teaching, he tries to find the balance between "professing" and "holding back until the student is ready." He offers the contents of his own "tool box" for other teachers to examine and choose from.

His agenda is firmly feminist, but his approach includes strategy and timing. Most importantly (and controversially?), he refrains from letting students know initially that he works from a firmly feminist position, giving them time to become versed in some feminist concepts before they argue the basis of the course, which is the "not negotiable." He uses strategy in his word choice as well: using such weighted terms as *patriarchy* and *oppression* only gradually, and *male supremacy* never. (Marks prefers *male privilege*.) He also holds back generalizations until students are prepared for them, aiming to help keep students grounded in concrete examples which they can identify with.

One of Marks' most interesting methods—to which he adheres most firmly, and which is easily adopted by other teachers—is his use of small circles and short reaction papers. He favors 1-3 page reaction papers to ensure careful reading before the discussion. Then, four to six students, selected at least a week in advance, make up a small, central circle, while the rest of the class and instructor make up a larger circle

around them. The smaller circle members are allowed to give their reactions to the reading first, and only then is discussion open to the larger circle. He aims in all this to "decenter" himself: "the course seems to work best when I get out of the way enough to let the students interact with each other. . . . The more I stay out of the way, the more I find that students are happy to fill the void. The more I get involved, the more they become silent and are content to let me do the work."

He recounts his struggles with "polarization," the tendency of the class to polarize into two hostile camps: feminist vs. antifeminist, men (and male-identified women) vs. women. The best way to avoid this, Marks says, "is to ground students in an honest self-exploration of their own gendered identities—what they are, and what is gratifying and what is painful about them." "This grounding," he goes on, "is best cultivated in readings that link student discussions to issues of everyday life." Small circles work especially well, he says, for readings that are controversial but not too theoretical.

Sometimes Marks finds he has "held back" so thoroughly that the class runs itself, and he even has trouble getting a word in edgewise: "On one occasion, with five minutes left of class, I was so eager to make my point that I raised my hand, hoping that professorial privilege would finally grant me some attention. Seeing my hand, the students laughed, one woman calling out, 'No, Stephen, we're not going to let you speak!' I had no doubt, then, that I had effectively decentered myself."

*Several copies of Marks' essay, which was published in a special collection on "Impassioned Teaching" in the April 1995 edition of Family Relations, are available for borrowing at WIC.*

## Grant Project Updates:

**Patricia Dooley**, Assistant Professor in the Department of Communication and Journalism and **1993 grant recipient**, taught the course she developed for her grant, **JMC 498: Women and Mass Media**, in the spring of 1995. Her grant also enabled her to research and develop a very complete annotated bibliography on "Women and the Mass Media," which includes specific sections on the portrayal of women in mass media, women as producers of mass communication, women as audience, women and pornography, and sex role stereotyping in television and radio. **Dooley's bibliography is on file at WIC and available for photocopy.**

**Laura Cowan**, Associate Professor of English, received a **1994 grant** for scholarly research on Rebecca West. She wrote an article called "'The Fine Frenzy of Artistic Vision': Rebecca West's *Return of the Soldier* as Feminist Analysis of World War I," for which she is seeking publication. Cowan has also contracted to write a book on Rebecca West, a general critical overview of West's work that will be part of Macmillan Publishing Company's Twayne Authors Series, which publishes books on every major British and American author. Cowan considers this book one of the most important projects of her career. As West's books are currently out of print, Cowan managed to get copyright permissions for *The Return of the Soldier* and *Harriet Hume*, enabling her to teach them in her graduate and undergraduate British and modern literature classes this year.





## Putting Together an Anthology of Franco-American Voices



### How did you conceive this project?

**Rhea**—Three summers ago there was a WIC summer reading group dealing with Franco-American and Native American women. I was in charge of choosing materials for the Franco-American week. It was very difficult to find material to bring to discussion.

**Kristin**—That's the most important thing, realizing we didn't have the materials. Every time I thought about teaching more Franco-American women's experience, the only thing I could think of was to ask Rhea or Lanette or Kathy to come talk to my classes.

**Kathy**—And we decided we couldn't do [the project] without Rhea.

**Kristin**—And that was the most important decision, realizing that Kathy and I had neither the information nor the cultural authority to be the only grantees, and so our first effort was to have a grant that included a nonfaculty member. This was a first for a WIC grant, and maybe for the University.

We wanted the grant to provide material for two courses, Women's Studies 101 and the newly developed Franco-American Studies 101, because it was a curriculum development grant. We thought of it as getting in at the ground level. I've spent my whole career integrating women's materials into existing courses, and here we could do it from the beginning.

### Can you describe your process?

**Kathy**—It was funded with the three of us, but it became apparent to Rhea that she didn't want to be the only nonfaculty person.

**Rhea**—This whole thing deals with *cultures*—both Franco-American or other cultures, and also *University* culture. At this point—this is going to sound bizarre—but I was experiencing Kristin and Kathy *as men*, because they're faculty, and they had this way of dealing, and there were these assumptions of how business goes, and I said, "This is not going to work unless we bring in another community person." Within the University hierarchy I have my place, but at the same time, within the context of this project, I am a community person. So I called Lanette and said, "What do you think about joining us?"

**Lanette**—And I said, "If there are people talking, I want to be there." I was born and raised and still live in the same Franco-American community. My experience, even as a Franco woman, is different from Rhea's. Within the culture, there are all kinds of shades

of culture. Even though Kristin, Rhea and I are all Franco-American women, our experience of that has been different. So Rhea didn't feel comfortable speaking for all Franco women.

**Kathy**—There were some other interesting things that happened with Lanette participating. A lot of our meetings took place at Lanette's house, around the dining room table, which changed a lot of the discourse. Another thing was that we realized that Lanette was an equal partner while only three of us were getting funded, so we worked with WIC to redistribute the grant so that Lanette would get paid.

### What sort of writing were you looking for?

**Lanette**—For me, what mattered in this project was that it remain something that *looked* and *felt* like us, and that my sisters and the women in my church could pick up and find their experience there, and it not be a textbook which we would find very intimidating and where we would find someone *else's* expression of who we are.

**Kristin**—I think what I was looking for that I didn't exactly find—and I think these are the untold stories—would be a Franco-American woman writing specifically about what it means to be a Franco-American *woman*. And that's hard to find, I think, in public writing—even in that kind of forum that *Le Forum* is. There *weren't* a lot of women talking about women's things; but there *was* a diversity of voices. When you gather it in one place it looks so different than when it's scattered in other contexts. That was a very happy surprise, how much there was.

### This project involves a type of cultural reclamation for Franco-Americans. Is there any reason it had to be a women's project?

**Rhea**—*Had* to be—that's an interesting choice of words. One of the things that we noticed—we divided the issues of *Le Forum* into trimesters, and we found that when there were women editors, there were more women represented, and when there were male editors, there were fewer women represented. Also, I have noticed that ethnic women are often the informants, but not the participants in research. This was unique because we were not just informants, but participants.

I wanted there to be, alongside of Jack Kerouac and these other highly visible published writers, a *women's* way of being in Franco-American culture. For me the interesting piece is to value the women's experiences, but not through men's voices—to hear the women speaking for themselves.

*continued on following page*



**Lanette**—We are also in reclamation of our womanhood. All that stuff has been invisible, while we've been busy raising families. I feel like at 45 years old, I woke up one day and realized "I'm a Franco-American woman." This work is as important to me as a woman as it is as a Franco-American.

Is there any advice you would give to others who want to propose a *collaborative* project?

**Kristin**—Allow way more time than you think it's going to take.

**Lanette**—Make sure everyone is committed time-wise because time is the biggest enemy. We were amazed how long it took.

**Rhea**—It was not straight work. You cannot remain separate from the work. It's not a business proposition.

You go deep; it's personal.

**Kristin**—You have to deal with power issues. I don't mean between us as individuals, but in the institutional arena.

**Rhea**—There are these unseen forces which play out. If people are going to be working together, there have to be new approaches, new ways found for interacting. The success of this work is that the University came together with the community at large and worked together in collaboration. So I feel there was an equalizing there.

**Kristin**—And something different emerges. I think each one of us would say—we could not have arrived at the same product, even with resources and time, on our own. Being in dialogue changed how we could hear these voices, how we could situate them, what they meant. ■



## Women's Studies, Fogler Library, and the Internet

Nancy M. Lewis, Reference Librarian, Fogler Library

The Internet, with all its complexities and opportunities, provides many sources of information in the field of Women's Studies. This includes academic resources such as syllabi, bibliographies, and full text reports, as well as textual data, images, and sound. And it includes many lists of community and support network resources and also allows for increased communication among those working in Women's Studies, with discussion lists and e-mail capabilities.

Fogler Library recognizes this and has responded by providing access to this wealth of information. From any URSUS terminal or connection, you may access several textual data sources (gopher) that are useful in Women's Studies. From the main menu of URSUS, choose **3) Other Information Resources**, then **3) Internet Resources Arranged by Subject**, then **1) University of Maine**, then **18) Social Sciences**, and then **8) Women's Studies**. Here you will find connections to the University of Maryland's InForm database (a wealth of valuable information), the University of Wisconsin's Women's Studies Librarian's Office (great bibliographies), and the University of Minnesota's Women's Center.

The **World Wide Web**, another type of Internet access, is also available in Fogler. There are two public terminals at the Library, one in Reference and one in the Science and Engineering Center. Both of these terminals allow complete Web searching, with no restrictions. However, there is no printing capability; you must bring a formatted 3 1/2 x 5" disk or send files to your e-mail account.

The Web provides graphical access to files and is the fastest growing type of Internet resource. A good place to begin your Web search is the Yahoo site; the Yahoo address is **<http://www.yahoo.com/>**. This address is known as the URL; look for the menu choice "Open URL" when you use the Netscape Web software provided at the Library stations. When in Yahoo, choose **Social Science** by moving the mouse to the phrase and clicking on it; you will then see a choice for **Women's Studies**.

Web sources can also be accessed from your CAPS account, but you will receive only the textual data. When you login to CAPS, type **www**. At the University of Maine Home Page, press F2 (Other Keys) and then F11 (Go to URL). You will receive a prompt to type in any URL you wish.

There was a class for those interested in exploring Women's Studies resources on the Internet held in Fogler Library during the fall semester and will be another held in the spring. Contact Gretchen Gfeller at [Gretchen\\_Gfeller@voyager.umeres.maine.edu](mailto:Gretchen_Gfeller@voyager.umeres.maine.edu) or 581-1675 for information.

There is also a local Internet resource. You may access a World Wide Web site containing the monthly list of Women's Studies books acquired by Fogler Library; the address is

**<http://libinfo.ume.maine.edu/womenbib.ht>**.

If you have questions about Women's Studies resources at Fogler, on or off the Internet, please contact me anytime. You can reach me at

**[Nancy\\_Lewis@voyager.umeres.maine.edu](mailto:Nancy_Lewis@voyager.umeres.maine.edu)**  
or 581-3613.



## New Materials on Women and Art

Assistant Professor Elizabeth Hoffman, formerly of the Art Department, used her grant to design a new course for art educators, AED 474/574, *Women and their Art: Methods, Materials, and Curricula*, taught during the summer of 1995. The purpose of the course was to build awareness of the roles of women as artists, art teachers, and art critics from the Middle Ages through the twentieth century.

As a result of Hoffman's curriculum development, many new materials are now available on women and art. There are four new art videos housed at WIC, and about 300 new slides on women's arts in the slide library housed at Carnegie (including slides of the Bayeux Tapestry, of works by Hildegard of Bingen, as well as of the Old West and by women printmakers of Maine). Also, a reference book of materials from Hoffman's course is being assembled by art student Janna Youngs and will be available at WIC.

### Visit the WIC/WRC Library

Be sure to visit the Women in the Curriculum and Women's Resource Center Library, located in 101 Fernald Hall. The library includes over 2,500 volumes, audiocassettes and videos, and a number of periodicals, many of which are not available at Fogler Library. Many materials may be checked out. We also have vertical files and literature racks with information available for all kinds of research. While our collection is growing, our library is still manageably sized and inviting, enabling both serious research and comfortable browsing. Come look for yourself from 8:00 to 4:30, Monday through Friday.

101 Fernald Hall  
(207) 581-1228

The WIC/WRC facility is accessible.



## Women in the Curriculum and Women's Studies Program

The Women in the Curriculum Program began in the fall of 1980 when Dr. JoAnn Fritsche, Director of Equal Opportunity and Women's Development at the University of Maine, convened a meeting to develop strategies for the inclusion of women's experiences and perspectives in the University's curriculum. Today the WIC Program administers an 18-hour interdisciplinary course concentration in Women's Studies and encourages the development of departmental and interdisciplinary Women's Studies courses. It also continues a long-standing effort toward revising existing courses so that they represent equally the experiences, values, contributions, and perspectives of both women and men. In addition to Women's Studies and curriculum transformation, other WIC Program components include the Maryann Hartmann Awards, weekly WIC Lunch Series, the Feminist Oral History Project, the University's Women's History Celebration, discussion groups, and programs of speakers and performers.

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