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WOMEN IN THE CURRICULUM

and the Women's Studies Program of the

UNIVERSITY OF MAINE 1996 - 97

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. In 1995, WIC awarded six grants. Four of these grants are profiled in this newsletter. They include an analysis of women's ways of coping with the breast cancer experience (Claire Sullivan); the introduction of female mentors for students in agriculture and forestry (Linda Kling, Jo Tynon, Mary Wiedenhoeft,); a project to increase the recruitment of women in the Department of Spatial Information Science and Engineering (Harlan Onsrud); and research using human paleofeces to understand gender differences in prehistory (Kristin Sobolik). The 1997 grant guidelines are available in the WIC office, 101 Fernald Hall.

Linda Kling, Jo Tynon, and Mary Wiedenhoeft: Female Mentors in Forestry and Agriculture

In order to foster mentoring opportunities for their female students and increase the retention of women in their departments, Linda Kling, Associate Professor of Animal, Veterinary, and Aquatic Science, Joanne Tynon, Assistant Professor of Forest Resources, and Mary Wiedenhoeft, Associate Professor of Agronomy, received a WIC academic climate grant for, "Female Role Models and Mentors for Students in Agriculture and Forestry." With additional support from their college and their individual departments, Tynon, Kling, and Wiedenhoeft arranged for professional women who are successfully working in agriculture and forestry to speak to classes and small groups of women students. While aimed at providing role models for female students, the visiting speakers exposed both male and female students to the diversity of careers held by women professionals and provided practical knowledge about job qualifications, gratifications, and responsibilities.

For more about their grant project, please turn to page 6.

Kristin Sobolik:

Diet, Health, and Nutrition in Prehistory

Assistant Professor of Anthropology and Quaternary Studies Kristin Sobolik is involved in groundbreaking research using fecal steroid and DNA analysis to understand gender differences in diet, health, and nutrition in prehistory. To help further this work, WIC awarded Sobolik a research grant which allowed her to take time from her usual summer fieldwork to read the literature on gender roles in ethnographic and prehistoric societies and on feminist methodology. The WIC funding also made possible the writing of a larger grant and of three articles for major journals in archaeology and anthropology. Sobolik believes this research will revolutionize our understanding of prehistoric societies and of gender roles within them.

To learn more about this exciting work, please turn to page 3.



In this issue . . .

- **WIC Grant Project Reports**
- **Upcoming Conferences**
- **Women's Studies Journals at WIC**
- **1996 WIC Summer Grants**
- **Computer Resources For WST**
- **New Books on Women of Color**
- and more . . .

Claire Sullivan: Women's Ways of Coping

Breast cancer strikes approximately one in eight women in the United States sometime during their lives and is the most commonly diagnosed cancer among women in Maine. Yet while breast cancer remains a major cause of death for women, more and more are living longer following their diagnoses. Recognizing this, Assistant Professor Claire Sullivan of the Department of Communication and Journalism sought to identify and understand the ways that women cope with this illness. Sullivan received a WIC research grant for "Women's Ways of Coping: Support and Adjustment During the Breast Cancer Experience." Sullivan hopes her research will contribute to the revision of traditional coping theories to include women's voices.

The research began with in-depth interviews with eight Maine women who have experienced breast cancer. Sullivan used narrative analysis and a feminist perspective to analyze the women's stories. She found that the key to understanding women's coping skills is to look at them in the context of their daily lives.

"Because a lot of the research in the past used the quantitative approach, women were labeled as deficient and inactive copers," Sullivan said. "What I found is that they are very active in their coping. They use many different strategies that have to do with the relationships in their lives, especially the caregiver role." One woman, for example, when faced with a decision about adjunct therapy, declined to investigate her options. She chose the therapy that was "the easiest way out at the time." At first glance it would appear that this woman took a passive approach. Yet a different story emerges when the woman's life situation is considered. At the time, her daughter--the mother of three small children--was dying of cancer. The woman recognized that there were other options which she might have chosen, but at that time she needed to continue her role as caregiver and to focus on her family. Such an example, according to Sullivan, "provides a clear rationale for studying women as they experience their lives."

Sullivan found that most of the women she interviewed actively participated in their medical decision making. Most did extensive research and in some cases provided information to their doctor. The women sought out emotional support from family, friends, and others who were dealing with breast cancer. Some women attended support groups regularly; others found the groups did not meet their needs. Most noted how important it was to share the experience with those who intimately understood their feelings, fears, and needs.

As part of her grant, Sullivan did extensive reading in narrative analysis, feminist theory, and women's health care. One way Sullivan put her new

knowledge into practice was through the interviews. Trained primarily as a quantitative scientist, Sullivan found it difficult at first to leave behind such techniques as following a predetermined list of questions. Instead, she asked very general questions such as, "Tell me about your breast cancer experience." Sullivan commented, "I really see the benefits of just letting them talk about their stories and interjecting, but it is much more spontaneous. You can't really plan ahead and have the control that you are used to."

In addition to bringing her research to classes and to academic audiences, Sullivan felt a responsibility to share it with the community. She gave a presentation to ENCORE, a breast cancer support group, and organized a WIC lunch. At the 1995 Maine Women's Studies Conference, Sullivan's panel included several of her interviewees discussing the differences between being the researcher and being the researched.

Sullivan's research is ongoing. She hopes to do more interviews and eventually to write a book. Her paper, "Women's Ways of Coping with the Breast Cancer Experience" and her bibliography are available in the WIC office. Also, one of Sullivan's interviewees generously donated an extensive collection of breast cancer materials to the WIC/WRC library. The Women's Resource Center created a brochure "Women and Cancer" which lists these and many more resources. Stop by 101 Fernald Hall to pick up a brochure or browse through the collection.

Next time you are on First Class, check out the Women in the Curriculum conference. To find it, click the "classroom" icon on your First Class desktop. The folder is updated regularly with information on upcoming speakers and events, current issues, and Women's Studies classes. It is a place for faculty, staff, and students to make announcements and start discussions as well. And this spring, look for us on the World Wide Web. We hope to have our web site up and running soon!

Here are just a few of the many discussion lists in Women's Studies available to those with an e-mail account. For information on how to sign up for these and other lists, please ask to see the computer resources file in the WIC office.

ME-Women: Maine Women
H-Women: History of Women
WMST-L: Women's Studies
EcoFem: Women and the Environment
FAH: Feminist Art History
FMST-L: Feminist Theory
COSWA-L: Women in Archeology
WISNET: Women in Science and Technology
ICWP-L: Women in Theater

Kristin Sobolik: Sex Determination and Dietary Analysis of Human Paleofeces

Kristin Sobolik of the Department of Anthropology is one of several scholars working on new, interdisciplinary approaches to archaeological subsistence and gender studies. A nutritional archaeologist by training, her research involves the analysis of DNA and fecal steroids in human paleofeces. This data determines the sex of the depositor and provides clues into the preparation, consumption, and overall economy of food for a specific group of people. This method of hormonal analysis is a relatively new technique and is the first which allows for sex determination. Because of this, such research has the potential to revolutionize the study of prehistoric diet, health, and nutrition, and of gender roles within prehistoric populations.

One of the reasons this work is so important, Sobolik says, is that while people have speculated about what men and women did in the past--that men hunted and women gathered--there has never been any direct evidence to prove it. Because these techniques allow researchers to differentiate between male and female remains, this much needed direct evidence is finally available. It will also influence the way teachers discuss prehistory in their classrooms, as until now they have not had the evidence to speak of premodern humans in anything but generalities.

Sobolik collected some of her specimens at Mammoth Cave in Kentucky, one of the largest cave systems in the world. Radiocarbon dating showed that the twelve specimens were between 2500 and 3000 years old. Sobolik laughs recalling the reaction she and her colleagues had upon finding a specimen several miles deep in the cave. "We were a group of female researchers and we were going to show that women came down into the caves too. But we got our twelve samples back and they were all male!" Sobolik noted that the sample size was small, and that the important part is that while this may suggest that men went into the caves, it is equally essential to learn what the women did.

If the women in premodern societies were the gatherers, it is likely that they spent their days near their rock shelters. Sobolik collected specimens at a shelter in southwest Texas which may provide evidence of this. She is waiting for the results of the DNA analysis to determine whether the specimens are predominantly female, and while she chooses not to speculate until she receives them, it is clear why this work could so pro-

foundly affect our assumptions about hunter-gatherer societies.

Sobolik's research team at Mammoth Cave was unique because it was all female. Put together by legendary archaeologist Patty Jo Watson, Sobolik believes the all-women aspect was more by chance than design. Some of the very best people doing this work, she says, just happen to be female.



Nonetheless, Sobolik enjoyed the experience. "I had always worked with just males," Sobolik said, "and that was fine. But then I started working with these females and everything was easier. Now I find myself seeking them out because the work is just easier." While the group may not work on another big project together, Sobolik says she continues to write articles with the other women. As for Watson, Sobolik found her inspirational and a role model for all archaeologists. "She is the perfect example for everyone," Sobolik says, "of how to do things right."

The background reading that Sobolik undertook as part of her WIC grant exposed her to feminist methodology and theory for the first time. But while she understands the feminist critique of the scientific method, she is not ready to abandon it for herself. "Maybe because my brain is so geared toward it (the scientific method), I think this direct evidence will be great. It will tell us one way or the other." Fed by her attendance at conference sessions on "engendering archaeology," her readings, and discussions with colleague Cynthia Mahmood, Sobolik believes her field needs to grow past the debate over scientific method and synthesize it with its critiques. She says she is skeptical about the likelihood of this, but believes projects such as hers are a starting point.

Sobolik received good news this fall when she learned that she received a grant from the Human Genome Research Foundation. The money will be used primarily to test more samples for DNA, a very expensive process. She is waiting to hear about three other large grants as well. The grant writing process was also part of her WIC grant project, as was the preparation of three articles which have appeared in the major journals in her field, The Journal of Physical Anthropology, Current Anthropology, and The Journal of Archaeological Sciences. If you would like information on receiving a similar WIC research grant, please call 581-1228 to request the guidelines.

Upcoming Conferences

Consider attending one of these important conferences. (Proposal deadlines which have not passed are indicated in parenthesis). For more information, please contact the WIC office, x1228, and we will send you a copy of the meeting announcement.

"Women Succeeding in the Sciences:
Theories and Practices Across the Disciplines,"
Sweet Briar College, VA, April 3-6, 1997

"History of Women in Maine,"
Margaret Chase Smith Library, Skowhegan, ME,
April 5, 1997

"Women in Jewish Life and Culture,"
University of Arizona,
Tuscon, AZ, April 6-8, 1997

"Virginia Woolf and Her Influences,"
Plymouth State University, NH, June 12-15, 1997

National Women's Studies Conference,
"Currents and Crosscurrents:
"Women Generating Creativity and Change,"
St. Louis, MO, June 18-22, 1997

"Lead, Blood, and Tears:
A Conference on Women and the Civil War,"
Frederick, MD, June 28 & 29, 1997

"American Rural and Farm Women in
Historical Perspective,"
Baylor University, Waco, TX,
September 18-21, 1997

"Celebrating the American Woman:
Native Voices"
Columbia College, Columbia, SC
October 17-19, 1997 (March 31, 1997)

Other 1995 Grant Recipients

A total of seven grants totaling \$13,000 were awarded by WIC in 1995-96. In addition to those highlighted in this newsletter, WIC funded academic climate grants in Chemistry and Physics, one reading grant, and one research proposal. The goals and results of these grants are described below.

Alice and Mitchell Bruce, Associate Professors of Chemistry, "Improving the Academic Climate for Women in Chemistry." The project took a two-step

approach. Weekly training sessions brought together faculty and teaching assistants. Discussions focussed on ways to encourage female students to participate actively. To provide strong role models for female chemistry students, the Bruces coordinated a visiting lecture series. Three women chemists visited the campus this fall to present research seminars to the department and speak with students about their careers in the field of chemistry.

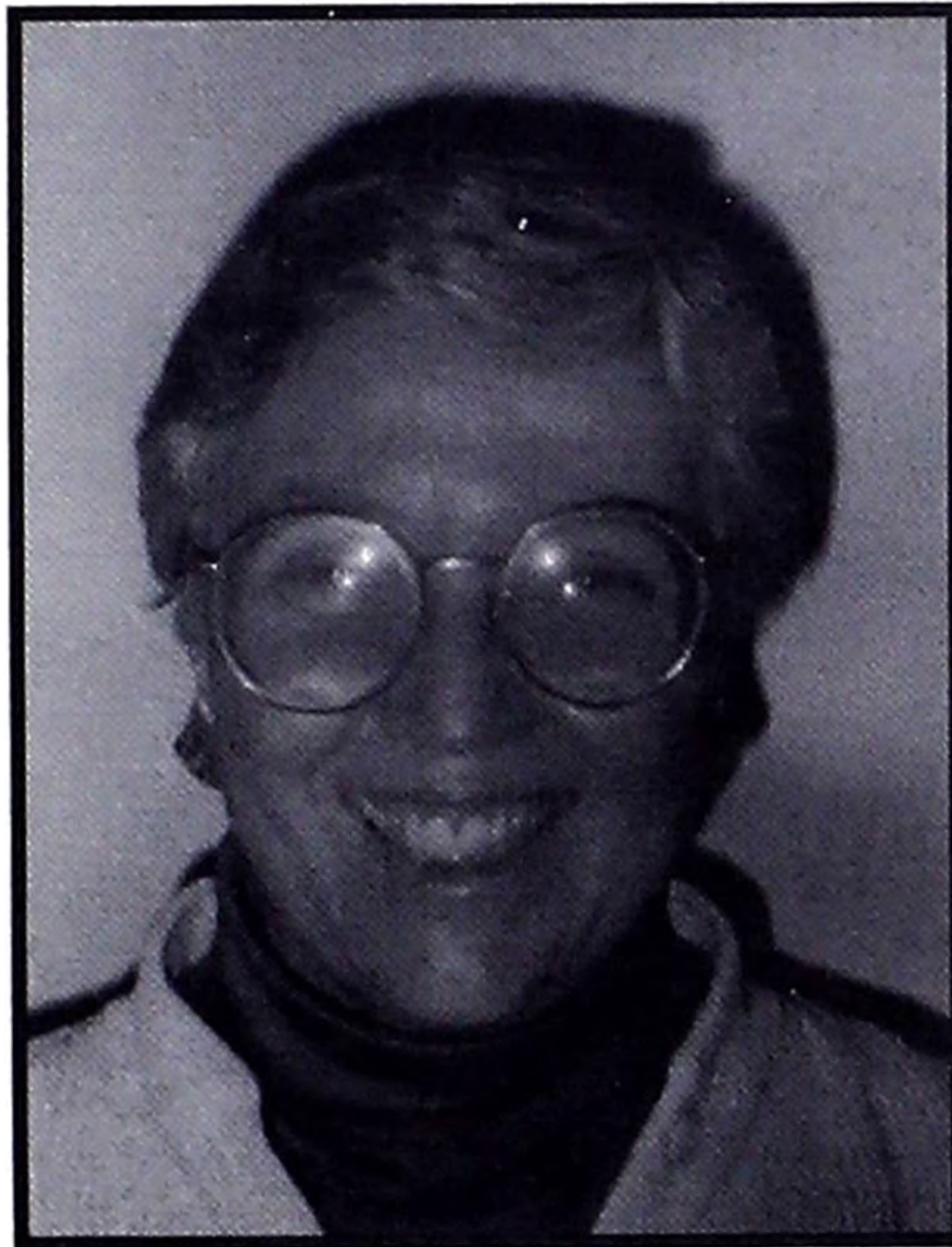
Robert J. Lad, Associate Professor of Physics, "Improving the Academic Climate and Encouraging Careers in Physics for Women." Building on successful work on gender equity begun by Associate Professor Susan McKay, who received WIC grants in 1992 and 1994, Lad arranged for seven prominent women physicists to visit the University. Each physicist gave a technical talk to the department, participated in a Women in Physics luncheon, and met with undergraduates to discuss career opportunities.

Nancy Ogle, Associate Professor of Music, **Kathleen Lignell**, Instructor of English, and **Scott Brickman**, now a faculty member at UM Machias, "Collaboration of American Women in Music and Poetry: Women Composers Use of Texts by Women Poets in the 1950s." The project scholars identified eighty works by women poets of the 1950s that have been set to music by women composers. The project illuminates the contributions of women poets and composers over the past four decades. The scholars believe that the evolving status of women composers and poets mirrors the political tenor of the time and that acknowledgement of their work is a reflection of the changes brought on by the second wave of feminism. Ogle, Lignell, and Brickman presented their research in performances on campus, around Maine, and in Wellesley, MA, and Ogle presented it to the League of Women Composers (NYC).

Marie Tessier, Instructor in the Department of Communication and Journalism, "Fundamentals of Feminism: A Reading Grant for a Journalist and Journalism Critic." The grant allowed Tessier to take time from her 1995 summer schedule to strengthen her intellectual foundation in feminist studies. While already well grounded in the feminist critique of news coverage and the mass media, Tessier desired broader knowledge of feminist and anti-feminist studies and of new directions of scholarship in social science, science, and the humanities. As a news writing and editing instructor, Tessier deals with student understanding of gender issues and social analysis on a regular basis. In addition, she believes this research will inform her involvement in the Students in Interdisciplinary Studies Project. Tessier's annotated bibliography is available in the WIC office.

Phyllis Brazee: Creating Constructionist Classrooms

Phyllis Brazee, Associate Professor of Education, has been in the business of teaching and learning for over 26 years. From the beginning of her career, Brazee has "been searching for a philosophy of teaching and learning that I would call democratic, emancipatory, social-justice oriented." The results of her work and reflection are valuable not only to her education students, but to students and teachers in all fields.



Brazee has a simple description of her role and her philosophy. "My teaching," she says, "is about helping people flink." Brazee coined the term "flink" to reflect her belief that "think" generally implies a lack of emotion. By infusing the logical side of thinking with human feeling, Brazee hopes that we will begin to recognize the need for both in the learning process.

While "flinking" is central to Brazee's teaching philosophy, many other ideas influence her classroom. As an example, Brazee cites Nel Noddings' description of the different stages of feminist theory. The second stage, "relational feminism," is where Brazee locates herself. "As a feeling person," she says, "I am always focused on relationships. To me that is part of a new worldview that I think we need to be moving toward." This new worldview centers on relationships and on achieving an equality between men and women. But equality, Brazee adds, is not gained by "outmanning the men," or simply changing existing systems. Instead, it is reached through "thinking of new systems for living in a whole different world."

Brazee calls "emancipatory knowledge construction" the social justice strand of her philosophy. Essential to this is helping students recognize and build

on the prior knowledge they bring to a classroom. It is important to remember, Brazee says, that each student is constructing meaning from texts and discussions, and that, while teachers may pretend they control the information, they really don't. In a constructionist classroom, the goal of the teacher is not to control, but to open up and invite in different perspectives.

A large part of Brazee's teaching is with young women in early elementary education. In these women Brazee often sees herself when she began her career: shy and afraid to use her voice. These women students keep Brazee in touch with her roots as a teacher and influence her when she develops her courses. An example is EDU 500, Gender Studies in Education, which Brazee team teaches with John Pickering.

The class itself reflects Brazee's commitment to creating a constructionist classroom. The instructors move the class out of the traditional setting and into Brazee's living room. This eliminates power positions such as the lectern and the head of the table, and invites students to share control. The instructors also encourage freedom of opinion. "I really invite divergent voices into my classroom," Brazee says. She recognizes that to facilitate this, she must "set up an environment that is safe, respectful, and that honors each person's intelligence." Once this is established, Brazee can create situations that challenge students to question their preconceived ideas, but that allow them to do so in a nonthreatening environment.

Despite her well developed teaching theory, Brazee continues to learn from every class. For example, each session of EDU 500 begins with small-group discussion. In the beginning Brazee found herself wanting to "float" from group to group as instructors often do. She credits Pickering with showing her that her presence might actually hinder the discussions as she did not participate in its full development. These kinds of challenges are healthy, Brazee says, since they remind everyone that the teacher is as much a learner as the students. "It is one of the joys," Brazee says, "and one of the reasons I have done this for 23 years!"

1996 WIC SUMMER GRANTS

Three individual faculty members and one team of faculty members received summer grants totaling \$12,000 from the Women in the Curriculum and Women's Studies Program. Funded works include the revision of two existing classes to integrate feminist theory and multicultural perspectives, the development of a new class in the Department of English, and feminist biographical research. Additionally, WIC has funded for the first time a major departmental transformation. For information on next summer's grant program, please call Ann Schonberger at 1-1229.

Sandra Hardy, Associate Professor of Theater, **Jane Snider**, Associate Professor of Theater/Dance, and **Patricia Riffin**, Assistant Professor of Theater, "Departmental Initiative to Transform the Theater Curriculum."

Margaret Lukens, Assistant Professor of English, "Native American Women Writers and Storytellers." This class is being offered Spring semester 1997.

Renate Klein, Instructor in Family Studies, "Feminist Scholarship in Family Studies."

Jennifer Pixley, Lecturer in English, "Studying Ruth Moore."

Advancing the Careers of Women in Science

Tynon, Kling, and Wiedenhoft arranged for each speaker to make a formal presentation to a class and to meet in smaller, more personal groups with women students. While the visitors represented a wide variety of career options, they had some important shared experiences. None of the women is working in academia, and, while a few have masters degrees, most are employed in their field with only a bachelor's degree. "The whole idea was to bring women mentors to campus but basically not Ph.D. people," Kling explained, "we wanted to address students at the level that they probably are going to be at when they graduate,"

Most of Kling's students, for example, come to the University aspiring to be veterinarians. By the time they reach their junior year however, it is clear to many students--men and women--that the academic requirements of veterinary school are too rigorous. This leaves students wondering, "What am I going to do with this degree?" To address this concern, Kling organized a panel of women, all with similar degrees in Animal Science, who are not veterinarians. All five live in the local area and have positions which will be accessible to new graduates: a sales representative for Agway; a technician from a commercial aquaculture testing lab; an agricultural economist with Cooperative Extension; an employee of an animal shelter; and a woman working with endangered species. Wiedenhoft believed the panel "planted important seeds," noting that most of the students probably didn't recognize its value at the time, but later, if veterinary school is ruled out, they will be glad to have the information.

All the speakers are working in fields that are traditionally assumed to be male. Tynon, for example, invited a wilderness planner with the United States Forest Service and the chief crew boss of a Hot Shot firefighting crew in Alaska. Both very effectively broke down stereotypes. The students were nothing short of awed by the firefighter--a small, soft spoken woman who rappels out of helicopters in full firefighting gear.

Both women spoke to the realities of their jobs personally and professionally. The wilderness planner, for example, said she took a job as a lifeguard in the Virgin Islands just to get on the federal register. She presented a slide show called "A Day in the Life of A Wilderness Planner." Many students were amazed that her job in the wilderness involved more contact with people than with trees. The firefighter spoke to the challenges of being married to another federal employee who also has a seasonal job.

Wiedenhoft's guests were in unending demand. One works for the Natural Resources Conservation Service and the other is the manager of a small

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New Videos on Women and Science

Professors Kling, Tynon, and Wiedenhoft used the money remaining in their WIC grant to purchase new videos on women and science. The videos are available in the WIC Library for two-day check-out to faculty, staff, students, and community members.

Who Found the Missing Link?

The story of German scientist Lisa Meitner, whose work led to the splitting of the atom, and the man who took the credit and won the Nobel Prize.

Gro Harlem Brundtland

Brundtland, the first woman Prime Minister of Norway, speaks to the sense of environmental urgency facing policymakers today, the concept of "sustainable development," and the increasingly important role of women in politics.

Maxine Singer: Ethics and Scientific Progress

Singer, a geneticist, discusses the ethics of science and the consequences that often accompany scientific progress.

Jessica Tuchman Mathews

Mathews, a Ph.D. in biochemistry and physics, addresses the seriousness of the "greenhouse effect." She suggests that advances in technology and industrial cooperation are necessary if the world is to save itself from ecological disaster.

Evelyn Fox Keller: Science and Gender

Keller, a theoretical physicist who works in mathematical biology and the history of science, discusses how gender plays a significant role in the language that scientists use to describe their work.

Discovering Women: Six Remarkable Women Scientists (Series)

This series chronicles the exciting achievements and the challenges faced by contemporary women scientists. Within the context of real scientific dramas, all speak candidly about the pressures and prejudices they overcame to succeed in what remain male-dominated professions.

High Energy: Physicist Melissa Franklin

Jewels in a Test Tube: Biochemist Lynda Jordan

Earth Explorer: Geophysicist Marcia McNutt

Secrets Underground:

Archaeologist Patty Jo Watson

Silicon Vision: Computational Neuroscientist

Misha Mahowald

DNA Detective: Molecular Biologist

Lydia Villa-Komanoff

community farm, both the kinds of work that Wiedenhoeft's students are interested in. For that reason, she made them widely available to student groups. In her smaller session Wiedenhoeft purposely included her women colleagues and graduate students. Wiedenhoeft noted that she brought these women in particular because each had valuable personal insights to offer the female students.

The farm manager balances her career with raising her family. The conservationist does not have a family in part, Wiedenhoeft believes, because she chose to concentrate on her career. These issues, while undeniably pertinent to female students pursuing professional careers, are not typically raised in the classroom. "We don't have the opportunity to just sit around and talk about the whole picture with our female students," Wiedenhoeft commented, "and this was a real person doing this job, not me 'the expert' telling them how it is." Wiedenhoeft, Kling, and Tynon all agreed that the students benefited from the evening gatherings where these issues could be realistically discussed.

Each emphasized, however, that she did not want to exclude men. All agreed on the importance of exposing both male and female students to the professional information the women shared, but also they wanted the male students to see that "here is a woman doing the same job I aspire to." Doing it this way, Kling noted, was much more effective than simply telling the Class "Women should be doing this." Instead, they showed their students that women ARE doing this.



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 which we have earlier issues for are indicated by an asterisk. You are welcome to come consult them here.

*Connexions**
Differences
European Journal of Women's Studies
Feminist Collections
Feminist Periodicals
*Feminist Teacher**
*Frontiers: Journal of Women's Studies**
Inform: a Quarterly Newsletter by Maine Women
IRIS: a Journal about Women
Lesbian Connection
Maine Women's Lobby
Ms. Magazine
National NOW Times
National Women's Studies Association Journal
New Books on Women and Feminism
*Off Our Backs**
On Campus With Women
Sing Heavenly Muse: Women's Poetry and Prose
Sinister Wisdom
Sojourner
Update on Women and Family Issues in Congress
Violence Against Women
Woman of Power
Women and Environments
*Women and Therapy**
Women's Review of Books
*Women's Rights Law Reporter**

Harlan Onsrud: Spatial Information Science and Engineering

WIC awarded an academic climate grant to Associate Professor and Chair of Spatial Information Science and Engineering Harlan Onsrud for his innovative proposal "A Branch of Engineering Attractive to Women."

In 1993, Onsrud and Associate Professor of Business Jeffrey Pinto completed a comparative analysis of alternative names for academic disciplines. Onsrud concluded that the name "Department of Spatial Engineering" was a significant impediment to attracting women to the discipline. In response, he convinced his faculty to adopt the new name, Department of Spatial Information Science and Engineering. Onsrud believes this new title softens the aspects of the discipline which

are seen as "male" and reflects the humanistic and social values of the information systems design process.

Onsrud's WIC grant allowed him to spend the summer developing outreach materials, including redesigning the department brochure, and distributing the materials to high schools. He prepared himself by reading several texts on women and science, including, *Female Friendly Science* by Sue Rosser and *They're Not Dumb, They're Different*, by Shelia Tobias.

Onsrud has completed two cycles of distribution, and while it is too early to assess the overall effect, initial feedback shows that his efforts will have positive results. Look for an update on Onsrud's work in next year's newsletter. Faculty members interested in similar departmental revisions are encouraged to contact Ann Schonberger, x1229, for more information on this year's grant process.

New Books by Women of Color

Last fall an anonymous donor generously gave a large collection of books. Included were many new titles on multicultural women. Please visit the WIC/WRC Library to borrow these and other titles:

Julia Alvarez, How the Garcia Girls Lost Their Accents and In the Time of the Butterflies; Sandra Cisneros, The House on Mango Street, Loose Women, and Women Hollering; Anchee Min, Katherine, and Red Azalea; Dorothy Allison, Bastard out of Carolina, The Women Who Hate Me, and Trash; Amy Tan, The Hundred Secret Senses.

Compilations include Contemporary Short Stories by New Zealand Women and The Woman That I Am: The Literature and Culture of Contemporary Women of Color.

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 signed out on loan. 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 between 8:00 and 4:30, Monday through Friday.

101 Fernald Hall
(207) 581-1228

The WIC/WRC office space 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, the 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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