

The University of Maine

DigitalCommons@UMaine

---

Maine Women's Publications - All

Publications

---

6-1-1999

## Wome in the Curriculum and Women's Studies Program 1998-1999

Womein in the Curriculum and Women's Studies Program, University of Maine Staff  
*Womein in the Curriculum and Women's Studies Program, University of Maine*

Follow this and additional works at: [https://digitalcommons.library.umaine.edu/maine\\_women\\_pubs\\_all](https://digitalcommons.library.umaine.edu/maine_women_pubs_all)



Part of the [Women's History Commons](#)

---

### Repository Citation

Staff, Womein in the Curriculum and Women's Studies Program, University of Maine, "Wome in the Curriculum and Women's Studies Program 1998-1999" (1999). *Maine Women's Publications - All*. 666. [https://digitalcommons.library.umaine.edu/maine\\_women\\_pubs\\_all/666](https://digitalcommons.library.umaine.edu/maine_women_pubs_all/666)

This Report is brought to you for free and open access by DigitalCommons@UMaine. It has been accepted for inclusion in Maine Women's Publications - All by an authorized administrator of DigitalCommons@UMaine. For more information, please contact [um.library.technical.services@maine.edu](mailto:um.library.technical.services@maine.edu).

# WOMEN IN THE CURRICULUM AND WOMEN'S STUDIES PROGRAM

UNIVERSITY OF MAINE 1998-1999

## *WIC News: 1997 Grant Recipients*

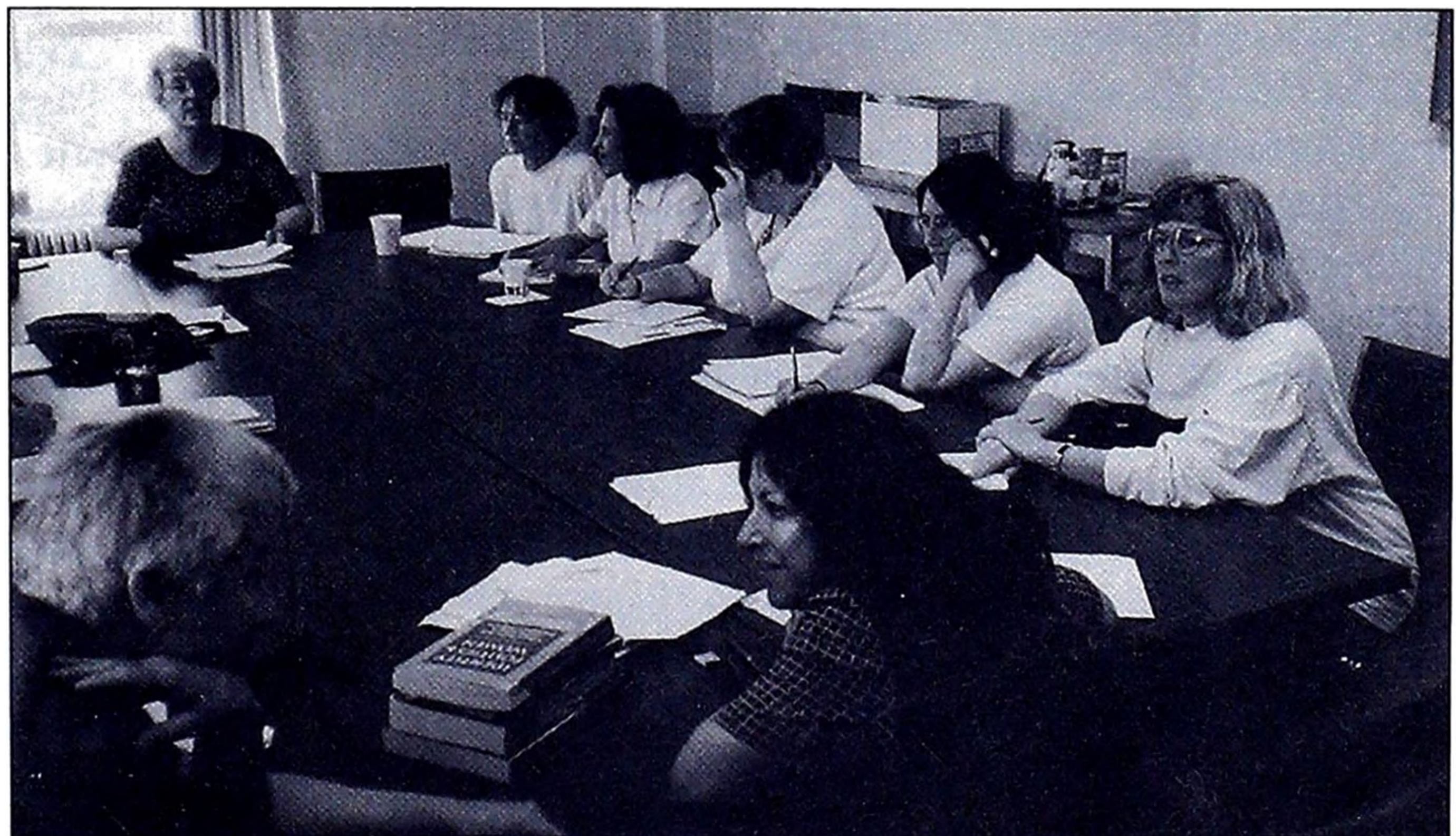
Each year WIC/WST offers a number of grants to faculty members interested in revising or expanding existing courses in order to create a more gender-balanced classroom experience. In 1997, eight faculty members received summer grants totaling more than \$9,000. Featured in this newsletter are four grant projects: the first-ever WIC grant to a faculty member in Cooperative Extension (Aileen Fortune), two research grants, one in food science (Mary Ellen Camire) and one in history (Marli Weiner), and one reading grant aimed at enabling teachers to create a better learning environment for women in mathematics classes (Pao Hsu). For information on this summer's grants, please call Ann Schonberger at 581-1229 or stop by the WIC Office, 101 Fernald Hall, to pick up the 1999 guidelines.

"University courses should reflect the reality of a very diverse world," says Mazie Hough, WIC staff associate and Women's Studies faculty member. She believes that "Women's Studies challenges what is being taught to be accurate and reflective of society." This was the philosophy behind the development of the Multicultural Women's Studies Institute. When Women's Studies and Multicultural Studies merge, the result is a powerful and more complete picture of the world, reflecting the inclusion of groups whose experience has not traditionally been affirmed in academia. The Institute provided approaches for revising curricula to fill some of these gaps.

*continued on page two...*

## *Teaching What You're Not: The Multicultural Women's Studies Institute*

WIC's first-ever Multicultural Women's Studies Institute met for seven weeks last summer and it was a resounding success. Funded by a Libra Professorship, the program was designed with the goal of enabling faculty to include more multicultural perspectives in their Women's Studies and departmental courses. Five nationally recognized scholars were invited to work closely with core faculty and meet with other interested people to develop awareness of multicultural issues and techniques for incorporating them into the classroom. Faculty appreciated the opportunity to discuss issues pertaining to multiculturalism. For instance, Kathleen March, Professor of Spanish, called the Institute "one of the best educational experiences I have had at UM."



### **In this issue:**

- WIC Grant Project Profiles
- Upcoming Conferences
- Electronic Resources in Women's Studies
- New Videos on Multiculturalism and Women of Color and more...

...continued from page one

The Institute began with a visit from Betty Trout Kelly, Assistant to the President for Diversity at Bowdoin College. She conducted a preliminary session to familiarize faculty with one another and the Institute's goals. The five visiting scholars followed, each spending three days on campus to meet with students and faculty in both formal and informal settings, presenting public lectures, and working with the core faculty on issues surrounding multiculturalism. As Associate Professor of English Margo Lukens says, "individual testimonies are helpful in transforming one's own teaching."

Recognizing this, visiting scholars were invited to discuss not only their scholarly work, but also their own experiences with multicultural teaching.

Scholar Darlene Clark Hine, for example, provided fascinating examples of African American women who should be, but are often not, included in history texts. Hine is John A. Hannah Professor of History at Michigan State University and has written several books on African American women's history. She was followed by Carol Cornelius, Area Manager of the Oneida Cultural Heritage Center and formerly of the University of Wisconsin-Green Bay. During her visit she drew upon her own experience as a Native American woman and introduced the framework for multicultural education she has developed, entitled "Teaching About Cultures Respectfully." The next presenter was Edna Acosta-Belén, Director of the Center for Latino, Latin American, and Caribbean Studies at the University at Albany (SUNY), who led discussions on her work transforming the curriculum to incorporate Latin American experience. Eloise A. Brière, also of the University at Albany (SUNY), is Professor of French Studies. She offered her perspectives on her Franco-American heritage and the French presence in Africa and the Caribbean. Concluding the series was Amrita Basu, Professor of Political Science and Women's Studies at Amherst College, who discussed global approaches to feminism. According to Liam Riordan, Assistant Professor of History, "Overall the quality of the outside speakers was very high and [from them] I gained important insights."

Prior to each visit, core faculty received packets of readings provided by the visiting speakers. This enabled faculty to begin generating ideas, and served to create a common knowledge base among the Institute's participants. Carol Toner, who coordinates the Maine Studies Program and also teaches courses in History and Women's Studies, felt the format worked "because it allowed for the guest speaker to introduce her particular research material, it gave us a chance to respond to the reading materials, and it also provided an opportunity to present our own questions and classroom issues."

Faculty were also provided with Katherine J. Mayberry's book, Teaching What You're Not: Identity Politics in Higher Education, which was discussed at a final, wrap-up session. Overall, faculty found the Institute beneficial and commented on how they plan to incorporate ideas from the Institute into their classes. Consistent with WIC's goals was the assessment of Sheila Pendse, faculty member in Public Administration. She said that the Institute was a success simply because "it helped to create a critical mass of people interested in the issues."

The Multicultural Women's Studies Institute added considerably to our resources at 101 Fernald Hall. We now have videotapes of the following lectures:

**\*Amrita Basu, "Women's Movements in Global Perspective."**

**\*Edna Acosta-Belén, "From Settlers to Newcomers: Latino(a)s in the Making of the United States."**

**\*Eloise A. Brière, "An Identity of My Own: In Search of the Elusive Franco-American."**

**\*Carol Cornelius, "Iroquois Corn in a Culture-Based Curriculum: A Framework for Teaching About Cultures Respectfully."**

**\*Darlene Clark Hine, "A Shining Thread of Hope: The History of Black Women in America."**

**\*Darlene Clark Hine, "A Stronger Soul Within A Finer Frame: Writing a Literary History of Black Women."**

Each presenter sent a packet of readings that included such articles as "Opening New Paths: Research in Latin America and the Caribbean" by Edna Acosta-Belén and "Appropriating Gender: Women's Activism and Politicized Religion in South Asia" by Amrita Basu. For a list or a copy of the assigned readings or for a copy of the final report on the Institute please contact WIC at 581-1228.

## Marli Weiner: Race, Gender, and Antebellum Health Care in the South

WIC awarded Marli Weiner, Associate Professor of History, a 1997 summer research grant to help further her study of Southern women's history and race relations. The funding enabled Weiner to travel to North and South Carolina, where she had access to valuable document collections unavailable elsewhere. The project, entitled *To Nurse the Sick: Women, Healing, and the Politics of Care on the Antebellum Plantation*, marked a new direction in Weiner's scholarship: "I've been writing on women in the South and race relations for my whole academic career," she said, "but the medicine is the new part."

Indeed, the field is new not only to Weiner but to historians in general. She describes it as "part of an ongoing debate and discussion on how to understand race and gender in the South," although very little scholarly material has been written in Southern history on antebellum healthcare. For Weiner, this meant "looking at sources other people have looked at before, that I've looked at before. The material itself isn't new, it's the questions that you ask of it."

With her WIC grant, Weiner was able to explore the collections at the Medical College of Charleston, the South Carolina Historical Society, the Duke University Special Collections Library, and Duke's Medical Center Library. She says that these are "among the best repositories in the South" for the material she was seeking, including obscure Civil War-era medical journals, plantation records and ledgers, white women's letters and diaries, and the recorded folklore and oral history of former slaves. "It's wonderful to be able to finally get this material," she said.

Weiner found that in the antebellum South, women did an "unimaginable" amount of health care. According to her research, physicians were scarce. They might be called upon during emergencies, as might plantation masters and overseers, but in the meantime, women "had an enormous amount of knowledge and were not reluctant to use it when they had to." Weiner's interests lay in the politics of healthcare during this time, areas where gender and cultural influences both diverged and overlapped.

For instance, she found that slaves tended to attribute illness to religious causes, while whites favored the theory that an "imbalance in the humors" caused sickness. Additionally, it was very clear that among whites, men had the medical authority; they were the physicians. They performed diagnoses and issued prescriptions, and women would administer the treatment. This division was less clear cut in the slave community,

however, where both men and women were caretakers with equal authority.

"Who decided when a slave was too sick to work was a very political decision," Weiner says. Understandably, slaves wanted to make their own decisions about health issues, but it was white plantation owners who ultimately decided whether or not slaves would work, if and when they would see a doctor, and what treatment they would receive. Eager to squeeze as much labor as possible out of their slaves, whites were reluctant to excuse slaves from work, but they also recognized that it was in their interests to maintain "at least minimal standards of health" among their slaves.

Once a slave was deemed too sick to work, choosing the course of treatment became part of a constellation of conflicting ideas about medicine and health care. Would slaves be allowed to choose the method of treatment or be forced to go along with white decisions?

"It's that contest, that debate I'm interested in," Weiner says.

She likens the

research process to detective work. "I have spent more hours than I care to talk about ruining my eyes looking at microfilm," she jokes. WIC funding helped Weiner to unearth more of the details surrounding race, gender, and healthcare in the antebellum South. She is currently integrating the new material into HTY 416, the American South, HTY 332, Womanhood in America, and HTY 414, African American History. A previous WIC grant enabled Weiner to complete research for her book, *A Heritage of Woe: The Civil War Diary of Grace Brown Elmore*. A new book exploring race, gender, and healthcare in the antebellum South is in the works. Another exciting result of the WIC grant was Weiner's invitation to present a preliminary paper at the upcoming Berkshire Conference on the History of Women to be held in Rochester, New York. This prestigious conference devoted to women's history will be the perfect arena for Professor Weiner to share her findings.



*The miracle of modern medicine: Weiner discovered this rendering of a slave with a disfiguring "prominence" over one eye. Antebellum doctors were able to treat the woman.*

*For more information about the Berkshire Conference in June as well as a listing of other upcoming conferences, please turn to page seven.*

## Mary Ellen Camire: Examining Women's Use of Dietary Supplements

WIC was pleased to fund Mary Ellen Camire's recent project, entitled *Internet Survey of Women's Beliefs About Dietary Supplements*. Camire, Associate Professor



of Food Science and Human Nutrition, got the idea for the project after reviewing related surveys from the past twenty years. These studies indicated that a growing percentage of the adult population is taking vitamin and mineral supplements and that among this population there are more women than

men. With the support of a WIC grant, Camire sought to take advantage of online technology in order to explain why so many women are turning to dietary supplements and how they are affected by them.

Camire is concerned with the recent explosion in supplements' popularity, especially since there are no federal regulations requiring warning labels or guidelines concerning the claims that companies make. "There's so much we don't know about," Camire says. "Local dietitians are starving for information on supplements. Their clients are coming to them, and they don't know what to tell them." Dietary supplements can be useful, she says, citing the needs of pregnant women as an example. "There's no way a pregnant woman can get enough iron from [diet] alone...unless she eats liver every day, which no one's going to do." However supplements can be very hazardous, upsetting the very bodily equilibrium that consumers intend to balance.

Take, for instance, raspberry leaf tea. Camire says that raspberries themselves are harmless enough, but that raspberry leaves contain an alkaloid that causes uterine contraction. Her research showed that these leaves had been used in traditional Micmac medicine to bring on a menstrual period when an unplanned pregnancy was suspected, and she was shocked to see it being marketed locally as *Pregnancy Tea*. "My concern," she says, "was that some conscientious young woman's going to see 'Pregnancy Tea,' think, 'that's a good tea to drink if I'm pregnant,' have it in her first trimester, and have a miscarriage." Her subsequent testimony before the President's Committee on Dietary Supplement Labels did prompt many companies to pull this product from their shelves. Because dietary supplements are not legally "drugs," however, the Federal Drug Administration cannot require them to do so.

This lack of regulation has been a big issue for nutritionists and consumer advocates like Camire. They are concerned with the potential for consumer fraud and the lack of research on supplement use. In her grant proposal, Camire wrote that "a better understanding of the reasons women use potentially hazardous supplements will aid medical personnel in delivering health care to these women." With the WIC grant, she was able to take a step toward understanding why women use supplements by developing the survey and placing it on the World Wide Web.

Camire's study was innovative in its use of the Internet to gather data, but the relative newness of Internet surveys posed difficulties. Her team lost a few months' time experimenting with different ways to make the survey most visible online. The simple act of changing the survey's title by a few words on a couple of the search engines dramatically increased the number of "hits" the survey got.

Benefits of using the Internet to conduct the survey were numerous, however. "People will tell you almost anything on the Internet," Camire said. Any worries that she had about the Internet making the survey seem impersonal were also dispelled when she began receiving correspondence from curious survey-takers. "It was very interactive," she said. Camire was also able to reach a wide base of respondents, garnering responses from all over the world. In addition, the survey confirmed the correlation between supplement use and gender, generating two female replies to every one male response.

She found that the number one reason survey-takers gave for taking supplements was to treat illnesses that are not commonly treatable by conventional medicine. Camire states that "while dietary supplement use by women has always been high, more women are self-prescribing herbal and other products in addition to vitamin and mineral supplements." Camire believes the increase is due at least in part to women's frustration with conventional medical care. Tired of hearing, "It's all in your head," women self-prescribe seemingly harmless herbs or minerals in an effort to treat conditions like cancer, immune deficiency, arthritis, premenstrual syndrome, and depression, for which there are no easy medical remedies. And not only are dietary supplements typically cheaper than a visit to the doctor's office, they can save women from having to deal with health care providers who may not be sensitive to their needs.

*continued on page five...*

...continued from page four

Other reasons the survey found for supplement use were to replace nutrients people are worried they're not getting in their diets and to prevent illness. Survey takers in general "didn't see that they had a role in guiding their health," Camire said. They seemed to take supplements on the off chance that they would be beneficial.

As for the future of the project, Camire hopes to expand the survey, tapping into an extensive Internet database from Georgia and collaborating with other groups on related surveys. An article publishing the survey's results is underway for the American Dietetic Association, and on her sabbatical Camire will be writing a textbook on alternative healing remedies that will also utilize her findings. All in all, "it was a very interesting experience," Camire said. "I can't wait to get the next one up and running."

---

### *Pao-sheng Hsu: Mathematics and Gender Equity*

Pao-sheng Hsu, Lecturer III in Mathematics, was awarded a WIC reading grant in the summer of 1997 to study the relationship between gender and mathematics. Hsu is a member of a group of mathematicians and collegiate mathematics educators called *Research of Undergraduate Mathematics Education Community* (RUMEC).



Several members are collaborating to study the beliefs of students and mathematicians on issues that influence the teaching and learning of mathematics. The group will conduct a survey based on a set of questionnaires developed by Hsu that will help educators assess ways that collegiate teaching of mathematics can be improved. As a result of her WIC reading grant, Hsu was able to incorporate some questions that research literature has shown to be specifically gender-related.

According to Hsu, research on gender and mathematics began as recently as the 1970s. Since then, studies have continued to flourish, investigating how gender influences classroom participation rates and performance in mathematics, "obtaining some impetus," Hsu says, "from feminist theories put forth in the 1980s on women's different ways of knowing." One of the articles Hsu's grant enabled her to read was by Suzanne K. Damarin from Ohio State University. The piece, *Gender and Mathematics: What We Learn Through Articulation with Feminist and Postmodern Theories*, advocates a "postmodernist" way of thinking about math which takes into account "differences related to race, ethnicity, class, age, and sexual orientation." Hsu says that researchers at the opposite end of the spectrum rely on a cognitive science approach to the study of gender and mathematics, looking for "universals" in the personal reports of their subjects through interviews. This last has become the preferred approach in mathematics education in the 1990s. "Not surprisingly," Hsu adds, "the research is pluralistic and changing."

As a researcher, Hsu is reluctant to discuss her own perspective on the subject for fear of biasing the responses of readers who may take the survey in the near future. She did say, however, that she and her colleagues are working with Professor Joel Gold of the Psychology Department to test the questionnaires for reliability, and that they plan to conduct a few follow-up interviews with participants. Findings from her analysis will be presented to professional organizations. The ultimate goal of the study is to improve the learning and teaching of mathematics.

#### *Women's Studies on the Web*

Be sure to visit the Women in the Curriculum and Women's Studies Program on the Internet!

<http://www.umaine.edu/wic/>

Additionally, Carol Toner maintains a Maine Women's Listserve that is available statewide. To subscribe, send the following message:  
Subscribe Me-Women Yourfirstname  
Yourlastname to:

[Listserv@maine.maine.edu](mailto:Listserv@maine.maine.edu)

## *Aileen Fortune: Developing a "Gender Project" for York County Educators*

Aileen Fortune, Extension Educator at the Sanford branch of the University of Maine Cooperative Extension, has been working with issues surrounding child development for the past seventeen years. About five years ago, she narrowed her focus to examine boys' and girls' development through the lens of gender. WIC is pleased to have facilitated Fortune's development of the Gender Project with a 1997 grant. The grant, earmarked for the improvement of academic climate, enabled Fortune to conduct a series of workshops for parents, teachers, and community members concerned with gender equity in York County schools.



The workshops stemmed from Fortune's own experiences talking to girls, boys, and the adults involved with their education about gender issues. The concerns she heard voiced time and time again were consistent with research that points out the consequences of gender socialization; girls for example, often lose their "public voice" as they reach adolescence, and discipline problems among boys increase disproportionately. Especially illuminating were the responses to a question she posed to children in several York County schools: How would your life be different if you were born the opposite sex?

The varied responses she received from children, educators, and parents made it clear to her that boys and girls had very different needs in the classroom that deserved to be addressed. Fortune conducted a few preliminary workshops and the response was tremendous. Parents and educators were eager to share their experiences and talk more about the issue. The Gender Project was born as a way for teachers and parents to learn about gender equity and continue the work in their communities.

Fortune facilitates discussions that explore current research around girls' and boys' development and the "messages our children get about what it means to be female and male in our culture." She asks the question, "How do we, as a culture, support and hurt both boys and girls as they try to master developmental tasks?" In her model, Fortune says that the local teams then work together to develop "strategies to address these issues" in the classroom, "including ways to raise awareness and understanding among the gender groups."

Gender Project workshops last three days with teams attending "follow-up" sessions. The goal is to provide ongoing support for teams, by making available "consultation and training, resource materials, access to the library at the York County Extension Office, and opportunities to network with other teams."

In all, seven York County school teams participated in the three-day training taking place last February. Fortune is in touch with the teams as they implement their strategies and says that "this year will involve follow-up support." The groups will meet throughout the spring and summer of 1999, and Fortune predicts that they will continue to meet informally in the future. Next winter, she hopes to start the process over again and begin training with the second generation of Gender Project participants. "The interest is there," she concluded.

### *Curriculum Revision Materials Available*

Interested in changing one of your courses, but don't know how to start? Hoping to go farther in a course on the way to gender balance and a multicultural perspective?

The WIC/WST Program has purchased a set of materials from the National Center for Curriculum Transformation Resources on Women at Towson University in Maryland which may be useful. There are books on funding, internet resources, and getting started, as well as a directory of projects around the country. (Yes, we are in it!)

Individual booklets on specific disciplines contain essays, sample syllabi, and reading lists.

Disciplines included are music, anthropology, health, education, political science, biology, art, psychology, and more.

If you are interested in any of these, stop by the office in 101 Fernald to have a look. Each can be borrowed for a couple of weeks.

## *1998 WIC Grant Recipients*

Ten individual faculty members received summer grants totaling more than \$14,000 from the Women in the Curriculum and Women's Studies Program last summer. Funded works included a grant to develop the first course on women and music to be taught at the University, two reading grants, two research grants, and five curriculum transformation grants aimed at developing new courses or integrating materials on women into existing courses.

**Laura Artesani**, Instructor in the School of Performing Arts, "Women and Music--A Plan for Course Development." A curriculum development grant.

**Amy Fried**, Assistant Professor in Political Science, "Gender Politics Course." A curriculum transformation grant.

**Saundra Gardner**, Associate Professor and Chair in Sociology, "Cultural Diversity and Domestic Violence." A curriculum transformation grant.

**Karen Horton**, Assistant Professor in Mechanical Engineering Technology, "Incorporating 'Success Working on Diverse Teams' into the Curriculum of MET 270, Manufacturing." A curriculum transformation grant.

**Naomi Jacobs**, Professor in English, "Nineteenth-Century Women Writers: Cross-Atlantic Dialogue." A curriculum development grant.

**John Maddaus**, Associate Professor in Education, "Gender and Adolescent Development." A reading grant.

**Cynthia Mahmood**, Associate Professor of Anthropology, "Women Rebels of Cyprus." A research grant.

**Kathleen March**, Professor of Spanish in Modern Languages and Classics, "Afro-Hispanic Women Writers of Latin America: Who's Telling?" A reading grant.

**Linne Mooney**, Associate Professor in English, "A Sixteenth-Century Feminist Revision of Chaucer." A research grant.

**Nathan Stormer**, Assistant Professor in Communication and Journalism, "Research on Medical Anti-Abortion Rhetoric." A research grant.

## *Video Collection: Did You Know?*

WIC is in the process of selecting a number of new videos to add to our collection! They will focus on issues pertaining to international women's experience and will supplement the new course offered this semester on Women and Globalization. WIC has received funding from a Bird and Bird Instructional Grant in order to purchase the tapes. This is the third grant of this type WIC has received, with prior grants in '94 and '96. Be sure to stop by the WIC office for a complete listing of available videos. All videos are available for classroom or personal use and can be previewed in the WIC office. Is there a video on international women that you would like to see added? Let us know!

### *Upcoming Conferences*

**For additional conference information, contact the WIC office at 581-1228.**

Berkshire Conference on the History of Women  
June 4-6  
Rochester, NY

National Women's Studies Association  
June 17-20  
Albuquerque, New Mexico  
<http://www.nwsa.org>

Black Women in the Academy  
June 24-26  
Howard University, Washington D.C.  
[fbonner@fac.howard.edu](mailto:fbonner@fac.howard.edu)

International Interdisciplinary Congress on Women  
June 24-26  
Trondheim, Norway

NOW Lesbian Rights Summit  
April 23-25  
Washington DC  
[lesbian.rights@now.org](mailto:lesbian.rights@now.org)

NOW Women of Color and Allies Summit  
June 5-6  
Washington DC  
[RBHJustice@aol.com](mailto:RBHJustice@aol.com)

Bilingual Conference, Women Seeking Expression  
September 23-26, 1999  
Bloomington, Indiana

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. Most 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!



*Women in the Curriculum Office Hours:*

*8:00 - 4:30*

*Monday - 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/WST Program administers both a major and a minor in Women's Studies and encourages the development of departmental and interdisciplinary Women's Studies courses. It also continues a long-standing program of assisting faculty members with their revision of 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/WST Program components include the Maryann Hartman 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.

*Writing and Design by:*

*Lisa Black, Women's Studies Major*

*Editors:*

*Mazie Hough, WIC Staff Associate*

*Ann Schonberger, WIC Director*

*With Technical Assistance from:*

*Tina Roberts, WIC Graduate Assistant*

**University of Maine**

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

**5728 Fernald Hall, Room 101**

**Orono, Maine 04469-5728**

**5-2-61102**