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WOMEN IN THE CURRICULUM AND WOMEN'S STUDIES PROGRAM

UNIVERSITY OF MAINE 1999 - 2000

WIC News: 1998 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 1998, ten faculty members received summer grants totaling about \$14,000. 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. Five grant projects are featured in this newsletter. For information on summer 2000 grants, please call Ann Schonberger at 581-1229 or stop by the WIC office, 101 Fernald Hall, to pick up the 2000 guidelines.

Laura Artesani: Women and Music

Laura Artesani, Instructor of Music at the University of Maine since 1993, knows that the recognition of women in music is a hot topic across the country. "There are a lot of women composers out there whose music no one hears." She also knows that more music by women is being published all the time. She acknowledges, "I thought I was fairly knowledgeable in the subject, but I am discovering new composers all the time. It's exciting." Artesani decided to share this excitement with students by creating a new course on women composers and performers. Artesani applied for and received the WIC grant, which allowed her to complete research for and design the course. The result of her efforts was "Women and Music," a new two-hundred level Women's Studies topics course that was taught for the first time in Fall 1998 and was provided again last fall.

Artesani says that while there is an ever-increasing wealth of knowledge about women composers, the textbooks that are used in music history courses continue to include only a few women composers. By researching this ever-increasing body of information available about women composers, Artesani gained more than enough knowledge to create the course. She also discovered an interesting pattern among women composers. Until recent times, women composers throughout history shared similar lives, which were defined by their upper class privileges. These composers came from wealthy families or from families that worked in the court, and usually their parents were musicians as well. Artesani reflects, "It makes me wonder how many women could have been composers if they had been in a different class or been in a



Shown above are several members of the Athena Consort performing at Women Composers, a special recital on November 3, 1999. Artesani organized the recital to provide her students with the opportunity to hear music composed by some of the women that they had been studying. Several individual musicians performed as well. (photo by Scott Shelton)

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different situation in life.”

One of Artesani’s goals for the course was to provide the students with an opportunity to meet female composers and to hear live

performances of works composed by women. Using the WIC grant, Artesani was able to bring in several guest speakers to class who represented both women composers and performers. She also organized a recital in the fall of 1998, featuring music by female composers



performed both by individual musicians and by the Athena Consort, a student group of female singers. The recital drew a large audience with a mixture of people from the community, the faculty and the student body. Artesani felt that the concert was a success, and that “the students in the class seemed to genuinely enjoy the experience of seeing live performances of works by composers that they had been studying.” Using the WIC grant, Artesani was able to give a small stipend to each of the performers and lecturers for their efforts.

Artesani taught Women and Music for the second time in Fall 1999 and on November 3, she held another recital featuring women’s music. Artesani reports that although this year she had no money to offer performers, she “didn’t have any trouble getting people to participate; they very enthusiastically supported the recital.” The music that was featured included pieces composed by faculty member Beth Wiemann, among others. Although Artesani is unsure if the concert will be an annual event, already there have been people expressing interest in performing next year.

In its first year, the course drew students from a wide range of disciplines, with only one student who was majoring in music. While Artesani truly enjoyed the wide range of perspectives such a diverse group of students brought to the classroom, she is interested in attracting more music majors in the future. Artesani feels that it is important for music majors, as performers and future music teachers, to take this course because it helps them become acquainted with women composers who are often ignored. Artesani is hoping to cross-list “Women in Music” as a music course and is applying to have the course fulfill a general education requirement in order to attract more music majors.

Looking ahead to next year, Artesani is planning some changes in the approach of her class, which has focused primarily on individual female composers. Next year Artesani would like to incorporate more information

about different cultural groups of women and different ways that women have been involved in music besides composing. While recognizing the importance of female composers, she knows that a more inclusive view of women’s roles in music will lead to a better understanding of how women have functioned in and around music throughout history.

Graduate Work in Women’s Studies Becomes a Reality at UMaine

Graduate work in Women’s Studies became available in the last academic year when the first two courses were approved and offered, and the proposed interdisciplinary graduate concentrations in Women’s Studies should become a reality this semester. If they are approved, two students will graduate in May with the masters-level concentration.

Designed to enhance the masters and doctoral programs at the University which prepare students for careers in education at all levels, social service work, health services, business, public policy, governmental and nongovernmental organizations, and research, the concentrations can be used in the disciplinary graduate programs as well as in the MALS and Individualized Ph.D. programs. A partial list of cooperating units includes Communication, Education and Human Development, English, History, Modern Languages and Classics, Nursing, Psychology, Theatre, and Social Work.

Six new WST courses have been approved as part of the graduate concentrations.

WST 501, Graduate Topics in Women’s Studies,
Cr. 3

WST 510, Advanced Studies in Feminist Theory,
Cr. 3

WST 520, Research Methodologies in Women’s
Studies, Cr. 3

WST 580, Feminist Pedagogy and Women’s Studies
Practicum, Cr. 3

WST 610, Research Seminar in Women’s Studies,
Cr. 1

WST 698, Individual Projects in Women’s Studies,
Cr. 1 - 3

If you know students who might be interested in graduate work in Women’s Studies, please refer them to Ann Schonberger, WIC/WST Program Director.

Amy Fried: Women and Politics

When Amy Fried, Assistant Professor of Political Science, became a faculty member, she decided to combine two subjects that she really cared about (political science and women's rights) by teaching a course on women in politics. She taught her first course on women in politics when she was an assistant professor at Colgate University. When Fried arrived at UMaine in 1997, she wanted to continue the course but felt that she needed to update her research, since it was such a rapidly developing field; she also wanted to adapt the curriculum to better suit the students at UMaine. Fried received a WIC grant to support this research and curriculum development. She created the new course "Women and Politics," which she first taught in Spring 1999 as a political science topics course. It has just become a regular course in the Political Science department, POS 385.

"It is currently a very interesting time for women in politics," says Fried. So many women are now holding political office that research can actually be completed on whether or not the gender of a politician makes a difference. Fried says that there is a lot of evidence that having a woman in office, even a conservative woman, makes some difference, because women are more interested in issues relating to women than their male counterparts. Having a certain number of women in office makes possible a strong support network capable of bringing women's issues such as abortion, domestic abuse, and rape into politics.

However, women's new involvement in leadership roles in politics has made a gendered study of politics far more complicated, because we can no longer say, "Here's the power structure, men control it and women don't have any power." Now people are forced to examine why and how the political system continues to be constructed in a way that fails to address women's issues, even though women are taking leadership roles. The relative lack of change in the political system in spite of women's increased involvement shows that it is going to take a lot more than a few women in Congress to make any substantial feminist changes. According to Fried, the entire American political system will have to be reexamined.

Fried used her curriculum development grant to study the growing field of scholarship in order to present a rounded view on the subject of women in politics. Her course draws on scholarship from many different fields, including history, political science, and feminist theory.

Fried thinks that it is important to incorporate a unit on feminist theory into her course because her students come from a wide variety of backgrounds and

have not all been exposed to gender analysis in other courses. Fried tries to give her students basic gender analysis skills, such as the ability to recognize the difference between sex as a biological category and gender as a social construction, and the ways that gender affects the home, the workplace, and public policy. She

thinks that it is necessary to have these analytical tools to approach the topic of women's roles in politics. Fried teaches these skills through units such as "Gender and Its Impacts" and "Power and Gender Roles: A Fictional Archetype."

Fried also incorporates an historical perspective on women's roles in politics into her course because, she argues, "You can't understand women's roles in politics today until you understand the role of gender in history. By looking at history, you can see how gender has been socially constructed in different ways at different times and how social

movements have been part of redefining what specific roles for women are appropriate (at different times)." History reveals that there is no universal set of ideas about gender and shows how the women's movement has been involved in the changing of these ideas. Fried uses her unit on history to discuss how women in the Revolutionary War, female abolitionists, women at the Seneca Falls Convention, and suffragists have influenced politics today.

One of the biggest challenges Fried found in teaching this course was dealing with two contradicting mindsets in the class. Students generally had one of two opposing ideas about gender roles. Some students blamed society for gender roles and discrimination and did not believe that anything could be done to change either. Others (and this was more common) took an "anyone can do anything they want to" stance and assumed that it is a woman's responsibility to get herself out of an oppressive situation. Both of these mindsets made it difficult to discuss the reality of differences in power. Fried says, "It's really hard for people to get in their heads that you can have limited choices, that there are things that constrain you, and that there are social structures that have an impact on you, but nonetheless you can change things. It's not all one way or the other." Fried found herself asking many questions of the students to help the class work beyond its dualistic view of the world.

Fried will be teaching "Women and Politics" again this spring. The course content is remaining largely the same with only one change. For the first time she will be using The Faithful and the Fearless by Mary Fainsod



Katzenstein, which examines women's roles in the military and the church. This book, which Fried thinks will fit nicely into discussions about how institutions change, won an award for the best book on women and politics last year from the American Political Science Association.

Upcoming Conferences

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

"Work and Family: Expanding the Horizons"

March 3-4, 2000
San Francisco, California
202-293-1100, ext. 182
moneill@bpwusa.org

"Shaping a National Agenda for Women in Higher Education"

A national teleconference for women and men students, faculty, and staff.
March 27-29, 2000

<http://www.umn.edu/women/wihe.html>

Related teleconference at UMaine March 27 & 29

"The Color of Violence: Violence Against Women of Color"

April 28-29, 2000
University of California, Santa Cruz
831-460-1856
andysm@cats.ucsc.edu

"2000 Subversions: Women's Studies and the Twenty-first Century"

National Women's Studies Conference
June 14-18, 2000
Simmons College, Boston, Massachusetts
617-521-2257
nwsa2000@simmons.edu

Rural Women's Studies Association Conference

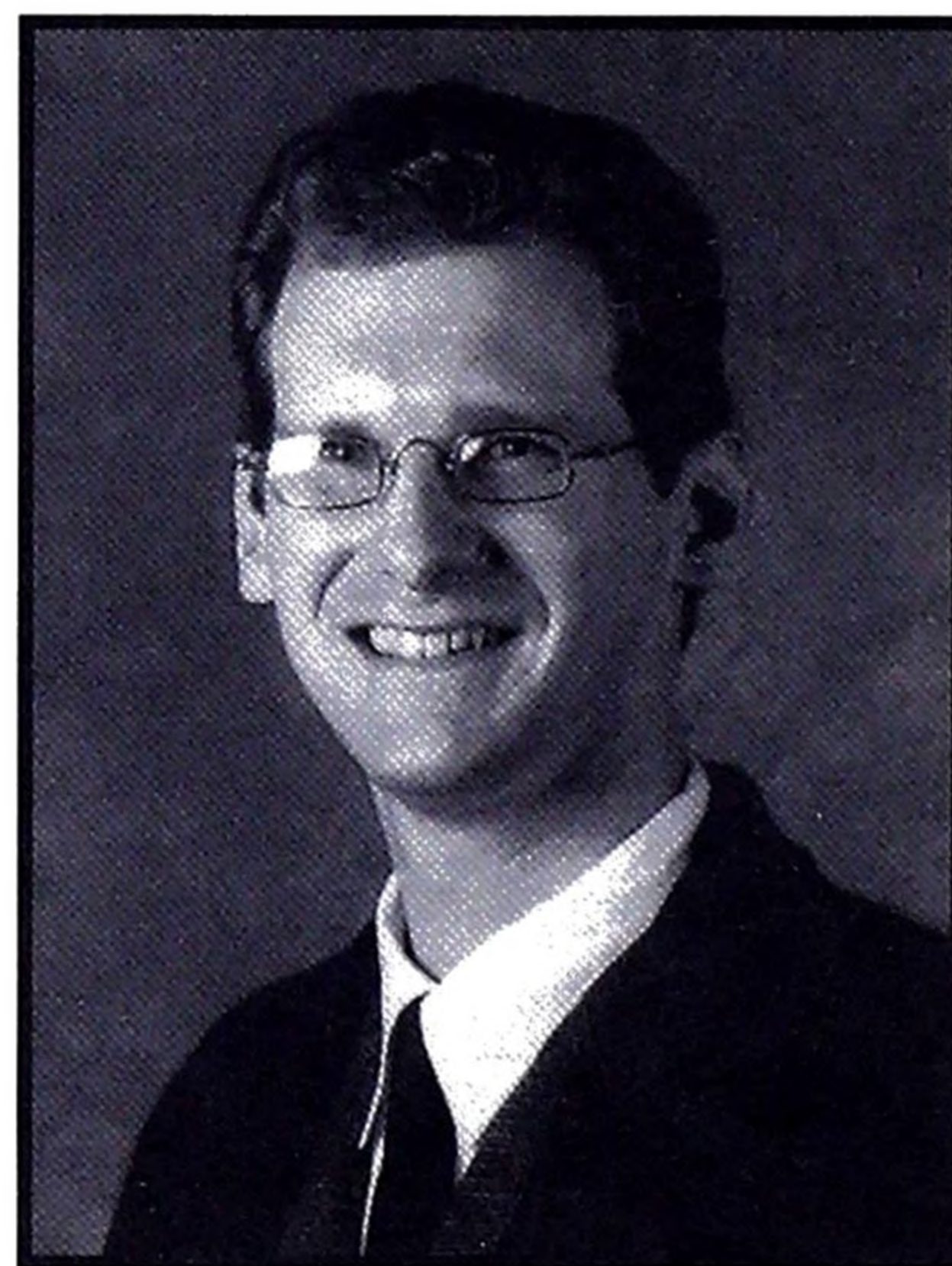
June 22-25, 2000
Minnesota History Center
St. Paul, Minnesota
801-378-2742
susan_rugh@byu.edu

Women & Water Conference

September 28-30, 2000
Duluth, Minnesota
http://www.d.umn.edu/women_water
email at wmn_wtr@d.umn.edu

Nathan Stormer: Medical Anti-Abortion Rhetoric

Nathan Stormer, Assistant Professor of Communication and Journalism, first became interested in the rhetoric surrounding abortion in graduate school when he was searching for a dissertation topic. He became fascinated by opposing views on abortion and how they originated. In 1997, Stormer completed his dissertation on medical anti-abortion discourse from 1850 to 1880 and



received a doctorate in Rhetorical Studies. He has developed his dissertation into a book manuscript and hopes to publish it soon. He is now continuing his research on abortion rhetoric by studying medical journals from 1880 to 1973 when first trimester abortion became legal with Roe v. Wade. He plans to write a second book on abortion rhetoric using

this research.

Finding that rhetoric does not fall neatly into a normal funding category, Stormer applied to WIC for a grant to fund his research. Stormer used the grant to fund a trip to the University of Minnesota where he was able to gather "virtually everything that was written on abortion in medical journals during that time period." Stormer chose to examine medical journals because other sources that exist are limited in number and size. He has now begun the laborious job of reading through the thousands of pages of documents that he has collected, and he has already begun to find some interesting patterns.

The role of physicians in the abortion debate particularly fascinates Stormer, who says, "Physicians have always been at the heart of the abortion debates since the beginning." Many physicians successfully lobbied state legislatures from the late 1850s through the 1870s to get anti-abortion laws passed. However, by the time that the Roe v. Wade trial took place, most physicians had changed their stance on abortion and were in favor of legalizing certain abortion procedures. Stormer notes, though, that some physicians, such as Bernard Nathanson, are still leading anti-abortionists.

Stormer finds physicians particularly interesting because "their assumptions about whether or not abortion is a good or a bad thing depend just as much on their external ideological or religious commitments as on any medical principles. As a matter of fact, you can generate medical justifications both for and against abortion fairly easily."

Stormer has found that physicians' personal beliefs can be seen in the way that they discuss abortion.

Stormer is also fascinated by the rhetoric of cultural memory within the discourse on abortion. Abortion became important in the process of constituting a memory of what being "white" meant at mid-century in the 1800s. Stormer pointed to Horatio Robinson Storer, the lead anti-abortionist of the 1800s, as an example. Storer wrote *Why Not? A Book For Every Woman* in 1866, in which he argued that the only reason a woman would abort is because she had lost touch with her body's mandate to bear children, in effect forgetting maternal nature. Storer then argued that the future of white Protestant civilization depended on increased childbearing. Hence, he argued for women to recall their bodies' essential nature and heed their many reminders to have children. Professor Stormer says that "children are always vessels of cultural memory (they are our future and so on) and so when abortion became a perceived threat to white dominance as it did in the 1800s, abortion became not only an issue of 'life' within the family but of cultural life as well."

Despite his great success in finding discourse on abortion in medical journals, Stormer has encountered some difficulty in finding anything written by African-American physicians on abortion from this time. Stormer knows that this is an important gap that can not be ignored. He plans to continue his research about African-American physicians next summer. His plans include contacting the National Medical Association to request names and locations of archives and personal papers of African-American physicians, as well as checking the Library of Congress and the National Medical Library. Stormer is optimistic that these efforts will provide him with the information that he needs.

Karen Horton: Success Working on Diverse Teams

Karen Horton, Assistant Professor of Mechanical Engineering Technology, realized the importance of teamwork skills in engineering when she worked at Bath Iron Works (BIW). Horton was an engineer at BIW from 1992 to 1997, a time when the fundamental structure of its design department was being changed from a competitive and hierarchical one to a cooperative and team-based one. Horton witnessed how all the employees at BIW had to learn how to work well in teams. She realized then how much easier the change in structure would have been for the engineers had they been taught teamwork skills and appreciation for diversity at a younger age. Upon arriving at the University of Maine in 1997, Horton began

teaching MET270, Manufacturing Technology, and quickly realized how badly the MET students (predominately white men) needed formal training on how to improve team success in order to be more prepared for the workplace. Horton decided to use the knowledge that she gained at BIW to incorporate diversity and teamwork training into her course. Horton received a curriculum development grant from the WIC/WST Program to help her develop this new unit for her course in 1998.

Horton used the grant to create a new unit entitled "Success Working on Diverse Teams," which was pre-



sented the first ten times the class met in the semester. She used the WIC grant money to purchase several videos that presented challenges that people from various minorities face in the workplace. One film, which was made by the National Society of Professional Engineers, demonstrates the

difficulties and the social barriers that interfere with women's ability to progress within engineering fields. Another film explored how an organization needs to think about managing diversity.

Horton also incorporated into the class teamwork exercises that she had learned at a training workshop on how to work successfully in teams. She also taught a small segment on team theory, including the stages each team goes through as it develops into a unit and the behavior and qualities of successful team members. Students evaluated their own and their peers' teamwork styles and examined the diversity of styles exhibited within their own teams. Horton strove to present the problems that lack of understanding of diversity can create in teams and how these problems inhibit team performance.

Horton quickly discovered that students are not always enthusiastic about changes in the curriculum to incorporate diversity. The film materials, for example, were received with varying levels of acceptance. While most students agreed that diversity and teamwork have a connection to their careers, 50% thought such an issue did not belong in the course. The idea that teamwork is a "common skill, meaning you are either good at it or you are not" seemed to pervade many students' attitudes. Some people didn't get the connection between teamwork and needing to appreciate diversity. Most students said that they felt comfortable dealing with diversity issues in the class, but at the same time some felt that the unit was upsetting. Although most students thought that they were

conscious about diversity and teamwork, Horton found that they consistently were insensitive to diversity when it was presented in the classroom. For example, later on in the semester, after watching a video on manufacturing that was narrated by a woman, a few of the students began discussing whether or not the woman was actually knowledgeable in the subject or if she was simply reading cue cards. This continual lack of sensitivity was disturbing to Horton and made her feel that she was not effective in teaching teamwork skills, and she felt that she needed a new approach for the next time that she taught the course.

Horton significantly changed her approach to presenting diversity and teamwork skills during the fall of 1999. She eliminated the short intense unit in favor of incorporating teamwork skills throughout the course. She was able to present the importance of teamwork skills with more solid support, because she was able to find actual materials from industrial sources and from the accreditation board that strongly supported teamwork. For example, the newly released Accreditation Board for Engineering and Technology (ABET) criteria for 2000 include an ability to “function effectively on teams” and to be “aware of and respect diversity.” Horton presented these new ABET criteria to the students on the first day of class and asked each student to evaluate himself or herself on the criteria. Horton also presented the new Society of Manufacturing Engineers (SME) education report that showed that some of the greatest competency gaps in engineering graduates are their team building skills, their ability to recognize others’ contributions, their understanding of diversity, and their sensitivity to others. Horton said, “It has been challenging to bring teamwork skills into engineering class. It has clearly been mandated, which I wasn’t able to appropriately or forcefully express when I started the work in teamwork and diversity in the fall of 1998.” Now she focuses on teamwork as the necessary predecessor to diversity. “I’m still convinced that teamwork is the area that best incorporates diversity for our students.”

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/>

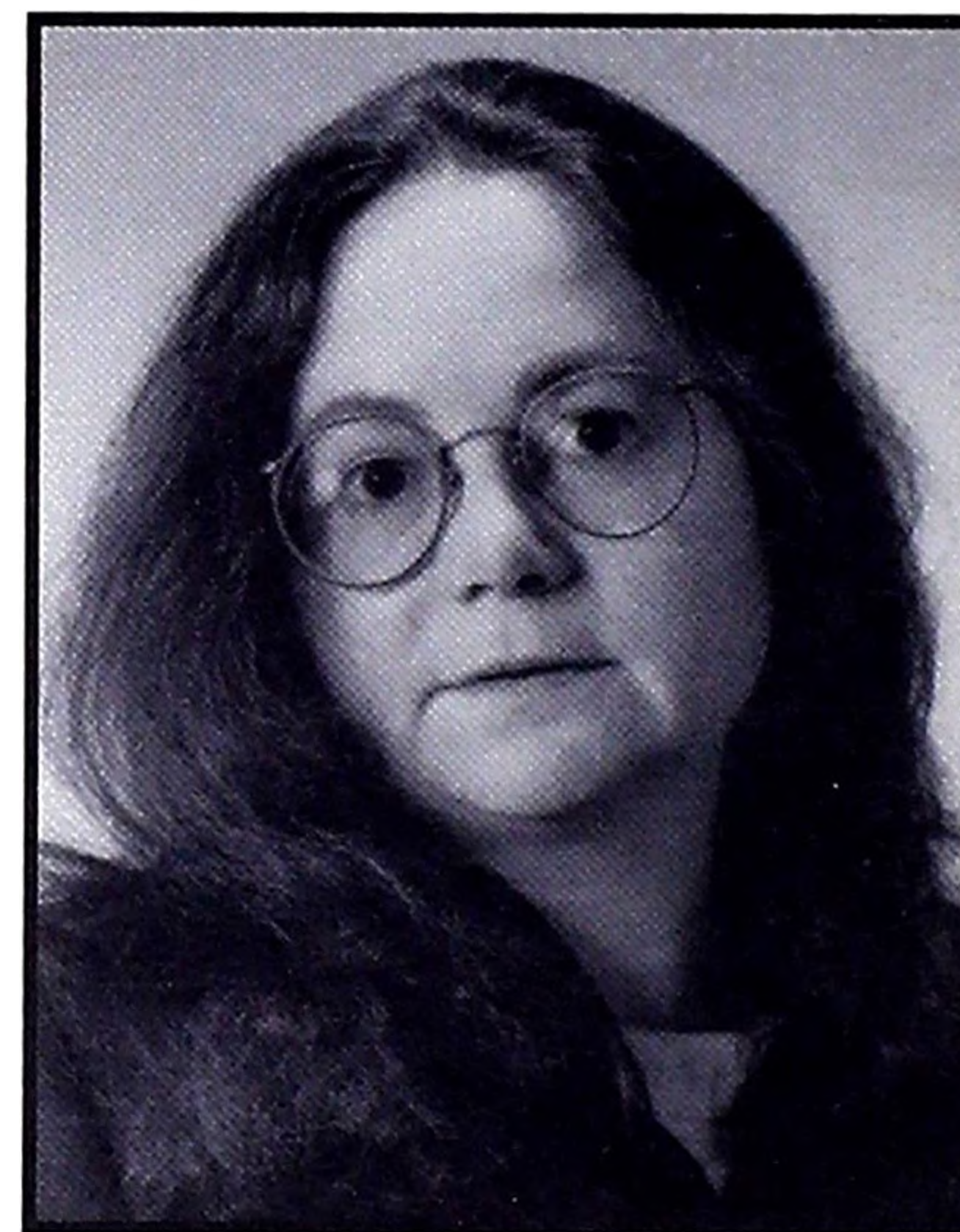
Also be sure to visit the National Women’s Studies Association

<http://www.nwsa.org>

NWSA supports and promotes feminist/womanist teaching, learning, and research and serves as a locus of information about the interdisciplinary world of Women’s Studies.

Cynthia Mahmood: Women Rebels of Cyprus

A few years ago Cynthia Mahmood, Associate Professor of Anthropology, began discussing the civil war in Cyprus with Kyriacos Markides, Professor of Sociology. Their conversations often focused on the anti-colonial movement led by the National Organization of Cypriot Fighters (EOKA) to remove Cyprus from Britain’s rule, which took place during the 1950s prior to



the civil war. Despite the fact that many women participated in the anti-colonial movement there has never been a book written on their role. When Mahmood had a window of opportunity to start a research project she decided she would like to write a book with Markides about the Greek Cypriot women who

were involved in the EOKA movement. The Cypriot government agreed to fund part of her research, but Mahmood needed another source to fund the rest. She applied for and received a WIC grant, which has made it possible for Mahmood to travel to Cyprus several times to interview the women who participated in the movement and gather their stories.

The women she interviewed were in their late teens when they participated in the EOKA movement. Mahmood has found that as grandmothers, they experience a sort of nostalgia when they remember this episode of their lives when they were “young, strong, beautiful and very brave.” They tell her their stories about the movement in romantic, even religious ways, because they felt that they were working to fulfill Cyprus’ destiny to be reunited with mother Greece. Most of the women joined the movement secretly. Many gained bad reputations for going out of their homes alone, especially at night. These women formed a tight circle around the leader of their movement, General Grivas, who always surrounded himself with women because he trusted them more than men not to betray the cause. Women were rarely directly involved in violence in the movement, but they had many essential roles. They carried notes from the general to the militants in the field with instructions on whom to assassinate or where to bomb. They would also carry weapons and occasionally place the bombs. One or two of the women even became district commanders and were in charge of men.

After the movement's relative success the men went on to become important political leaders. In fact, says Mahmood, all the top leaders in Cyprus today are men who fought in the EOKA movement. On the other hand, only a few of the women who fought with them became political leaders. Most of the women went back to their kitchens, got married, and raised children, while their brothers attained elevated positions in the government. The women laugh at this injustice now with comments such as, "Oh I knew him when he was just an 18 year old hiding in a cave somewhere, and now he is the Minister of Finance."

The women in the movement challenge the myth that women are by nature more peaceful than men, says Mahmood. This myth has currency in Cyprus where there is currently a large women's peace movement. The women who participated in the EOKA movement challenge the perception that women are more peaceful beings. They feel that when they were called upon they proudly rose to the occasion of being involved in violence. None of the women regret their involvement in the movement. With this in mind, Mahmood thinks that it is essential for Cypriots to dispel the myth that women are peaceful beings. Mahmood believes that, "Unless we recognize the possibility of women to be part of violent actions, whether they are on the Greek or Turkish side, we will be unable to confront how it is that normal people, men and women, come to a point where they think that violence is the only avenue."

Many of the women in the movement express a feeling of unfinished business relating to the revolution because, while the Greek Cypriots managed to throw the British out of Cyprus, they were never able to unify Cyprus with Greece. Mahmood says that the dream to unify Cyprus, which the Greek Cypriots feel is their national destiny, failed because it totally excluded the 20% Turkish minority. This feeling is not shared by the Turkish Cypriots. The Turkish Cypriots fought in the revolution, won their section of Cyprus, and now are basically content with the outcome. Mahmood explains that within politically-polarized Cyprus, the two sides view problems so differently that there is no common ground for dialogue. For example, each side uses different language to describe the 1974 incident when the mainland Turkish army went to Cyprus and sealed off the northern Turkish part. The Greeks called the event an invasion whereas the Turks called it a peace operation. Mahmood asks, "How do you write about the incursion in a book without making one of the sides mad?"

Mahmood knows that it will be a challenge on many levels to write the book on these women. She knows that all of them are wonderful and warm people, but she totally disagrees with their politics. "They were great and very brave, but what they want is a nation that totally excludes part of the population," Mahmood says. "I want to show these women in their full humanity, but the fact is that what they did partly led to the current

tragedy in Cyprus, and none of them will admit this. They don't regret what they did, but from an outsider's view it is hard not to see their fault. It was not a reasonable goal to have." Mahmood knows that not all of the women will agree with what she has to say about them; however, agreement is not her goal. She hopes to have these women read her book and say, "Yes this is good; it is useful; we got our stories out." If this happens she will feel that her work was gratifying.

Mahmood has also had the good fortune of working with and advising a UMaine student, Willow Wetherall, in her research in Cyprus. Wetherall's project is autonomous, but it interrelates with Mahmood's research. Wetherall has traveled twice to Cyprus and is writing a senior honors thesis on Greek Cypriot women who have relatives that disappeared during the 1974 incursion. Mahmood hopes that more students will get involved with research in Cyprus in the future. There is money to fund students' research, and there are professors interested in advising them.

1999 WIC Grant Recipients

Seven individual faculty members received summer grants totaling more than \$13,000 from the Women in the Curriculum and Women's Studies Program last summer. Funded grants included curriculum development and transformation for Women's Studies and departmental courses, research on women's contributions and on gender issues, and reading grants for people just starting to explore topics in Women's Studies. Grants for projects designed to improve the academic climate for women in areas in which they have been underrepresented were also available, but none were submitted in that category.

Christa Acampora, Assistant Professor of Philosophy, "Preparing to Teach WST 510, Advanced Studies in Feminist Theory." A curriculum development grant.

James Artesani, Assistant Professor of Education, "A Historical Perspective on the Contributions of Women to Services for People with Disabilities." A reading grant.

Sandy Butler, Associate Professor of Social Work, "Readings on Gender, Aging, and Policies." A reading and curriculum development grant.

Sandra Caron, Associate Professor of Family Relationships, "Women's Sexuality." A curriculum transformation grant.

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New Video Acquisitions in 1999

In 1998 the WIC/WST Program received a Bird and Bird instructional improvement grant to buy videos on global women's issues in support of the new Women's Studies major. Leslie King, Assistant Professor of Sociology who teaches Women and Globalization, helped select the videos. The following is a partial list.

For a complete video catalog with more extensive descriptions, contact the office (581-1228 or Christine Halsted on 1stClass). You can also check out videos for preview and reserve them for specific dates to show in classes by contacting Chris.

FIRE This feature film explores traditional values in contemporary India versus the personal freedoms of two women. (104 min. 1998)

Hell to Pay A moving and politically sophisticated analysis of the international debt situation through the eyes of the women of Bolivia and the burdens they are forced to bear caused by government austerity programs. (52 min. 1998)

Voices of Change An examination of individual activism and issues facing women in five countries: Australia (aboriginal), Guatemala, Latvia, Pakistan, Canada (Hong Kong immigrant). (92 min. 1996)

Divorce Iranian Style A look at Iranian divorce courts

shows biased laws, a Kafka-esque administrative system, and the pressures to gain divorces. (80 min. 1998.)

Hidden Faces An Egyptian woman living in Paris journeys to her family home and documents complex frictions between modernity and tradition in Cairo, as well as in rural Egyptian communities. (52 min. 1990)

Influences of the Invisible Shot in South India, this video explores the significance of mythology and tradition in the collective psyche of women. Provides a cultural perspective of women and their issues and context. (29 min. 1997)

Modern Heroes, Modern Slaves Women in developing countries like the Philippines travel to more developed countries to work as domestics. They are considered heroes because they send money home, but often they are exploited like slaves. (45 min. 1997)

The Desired Number This video uses the Ibu Eze ceremony in Nigeria, which celebrates women who have given birth to large numbers of children, to highlight how family planning issues often conflict with traditional family values. (28 min. 1994)

Ventre Livre Focused on Brazil, this video intercuts moving interviews with statistics on the state of health-care for poor women, especially the emphasis on abortion and sterilization as the only choices for contraception. (45 min. 1995)

1999 Grant Recipients Continued:

Susan Cockrell, Instructor in Women's Studies, "Women and Nature." A curriculum development grant.

Renate Klein, Assistant Professor of Family Studies, "Gendered Representations of Intimate Violence: Qualitative Analysis Strategies." A research grant.

Pauleena MacDougall, Associate Director of the Maine Folklife Center and Faculty Associate in Anthropology, "Discovering Fannie Hardy Eckstorm." A research grant.

Sheila Pendse, Lecturer, "Women in Socio-Economic Development." A reading grant.

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