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Women in the Curriculum and Women's Studies Program

The University of Maine 2005-2006

WIC News: 2004 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 2004, twelve faculty members received summer grants. Among those profiled in this newsletter are Kim Huisman who provided her course on immigrant women with recording materials to document immigrant women's lives; Laura Lindenfeld who developed a course on Jews and Jewish life in the media; and Liam Riordan who was able to integrate additional women's history into his U.S. History Survey class.

Winona LaDuke

In December, Winona LaDuke, Native American activist and program director of Honor the Earth, presented the Howard B. Schonberger Peace and Social Justice Memorial Lecture titled "Indigenous Holy Lands and Sustainability in North America." LaDuke also presented "Motherhood, Politics, and the Environment" at a Women in the Curriculum lunch the same day. Videos and DVDs of both presentations are available from Angela Olson, WIC administrative assistant. Please call 581-1228 if you are interested.



Catherine Berardelli, Elizabeth Clark and Ann Sossong: Oral History in Nursing

Catherine Berardelli, Elizabeth Clark and Ann Sossong, all assistant professors of nursing, share an interest in preserving nursing history, which inspired them to develop a course on the oral history of nursing in Maine. Elizabeth Clark had a great aunt who graduated from Lowell General Hospital (Massachusetts) in 1920. She was ninety years old when she died and Beth later regretted not acquiring her history. Berardelli felt that students did not get a lot of nursing history in their nursing classes. It was important to her that legacies did not become lost, so her focus was looking for those stories. Sossong found that nurses throughout the state of Maine knew very little about the state's nursing pioneers.

Catherine
Berardelli



Ann
Sossong

Elizabeth
Clark



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Summer 2005 WIC Grant Recipients

The group met with Pauleena MacDougall and Pamela Dean, historians working at the Maine Folklife Center here on campus, to discuss recording equipment, preservation and oral history. The grant allowed the team to buy a digital recorder, lapel mikes, a phone-recording jack and a transcribing machine. They also purchased texts for their course and books on oral history. While they felt that the focus of the course should be nursing, the vehicle for uncovering the nursing history was oral history and it was important that students had a good understanding of the mechanisms of oral history.

Once they began their own research, the three faculty members found that there were more people to interview than they could handle with one class. Sossong had worked at the state level and had many connections and social networks to access. She was able to call former colleagues and ask them if they would allow students to interview them for the oral history class. Many of the nurses were thrilled to help. While Sossong was gathering a larger list of people to contact, the others sent out a data-gathering survey to nurses throughout the state. They asked survey participants if they were interested in sharing their stories and if they could recommend others who might be interested.

The three then taught their new oral history course, NUR 460, to 14 students. Pamela Dean trained the class in oral history and in digital recording. The students researched their informants before they interviewed them. Many of the stories that students collected had to do with pioneering in the nursing field. Some of the nurses were World War II flight nurses who had to fly for 12 hours at a time because they didn't have jets. Some talked about the polio epidemics, the introduction of penicillin and the development of advanced-practice nurses. Others talked about the competition between nurses trained in different ways: through a hospital, in the military and at a university. There was also a story about a nurse from Aroostook County who introduced the first 911 emergency system. All the interviews are now housed in the Maine Folklife Center, where they are available to scholars.



Laura Lindenfeld: Jewish Life in the Media

Laura Lindenfeld, Research Assistant Professor, Margaret Chase Smith Policy Center and Communication and Journalism, received a WIC curriculum development grant to design a new course. The course she developed was CMJ 493: Jews and Jewish Life in the Media.



Because of the grant Lindenfeld was able to take the time to make the course as gender balanced as possible. She says, "You don't realize until you get into the material how gendered the representations actually are."

In coordination with the grant that Lindenfeld received from WIC, she also wrote a grant proposal for a set of videos from the Jewish Heritage Video Collection, and she received \$12,000 worth of videos, among which were many on Jewish life and social class. Seventy percent of the videos were related to women. (These videos are housed at Fogler Library, where they are available to the entire University community.)

While the videos gave the class a boost, Lindenfeld also wanted to update her reading and that is why she applied for a Women in the Curriculum grant. The results, she noted, were amazing. "Out of all the courses I taught, this class is by far the best organized because I had the resources to do it, and that made a huge difference."

Students were very much engaged with the material, even though the class was not initially what they had expected. They were surprised, for example, that there was a such a broad focus in the course; they hadn't known that Jews were involved from the beginning in the development of Hollywood. "Jews ran the major networks for many decades," Lindenfeld says, "and that influence is quite profound... some of the students in the class did not even realize that Seinfeld was a Jewish character until we worked through the material."

The course covered audio in addition to visual media because there is an important history of Yiddish radio. The class also looked at mainstream and marginalized visual representations and examined how people “talk back” to mainstream culture. The class also did a week on the Holocaust, and it was “really tough” for them to watch clips from those films.

The course was shaped through a cultural-studies lens. Lindenfeld believes that students in the class got a better understanding about the politics of multiculturalism—what role gender plays in it as well as how sexuality and religion inform each other. They also learned how different groups have historically been in contact and in dialogue with one another.

Lindenfeld says, “I have to say that having the resource of the WIC grant to devote the time to really sit down for like five or six weeks and dedicate time to researching every other syllabus that I could find on the web really made a difference. It just worked so well.... The projects the students did were great, and for me that is the best indicator (of a successful class).”

Molly MacLean: Women and Science

Molly MacLean, Instructor of Developmental Science in the College Success Programs, received a reading grant to increase her knowledge of the challenges faced by women in science from a historical perspective. Her main teaching goal was to encourage her students to consider science as a career option rather than to dismiss the idea that science is too hard and that they are not smart enough. With the WIC grant she found and bought a wealth of materials—so that she had to make a concerted effort to focus on her primary goal. MacLean began her interest in this topic and started incorporating it into the classroom when she taught seventh grade science. She says that girls at that level are “sort of turned off” to math and science, so when she taught that level it was very important to her to keep them interested. When MacLean was



hired to teach in the College Success Programs, it also became important to her to continue her research at the college level with students from different backgrounds.

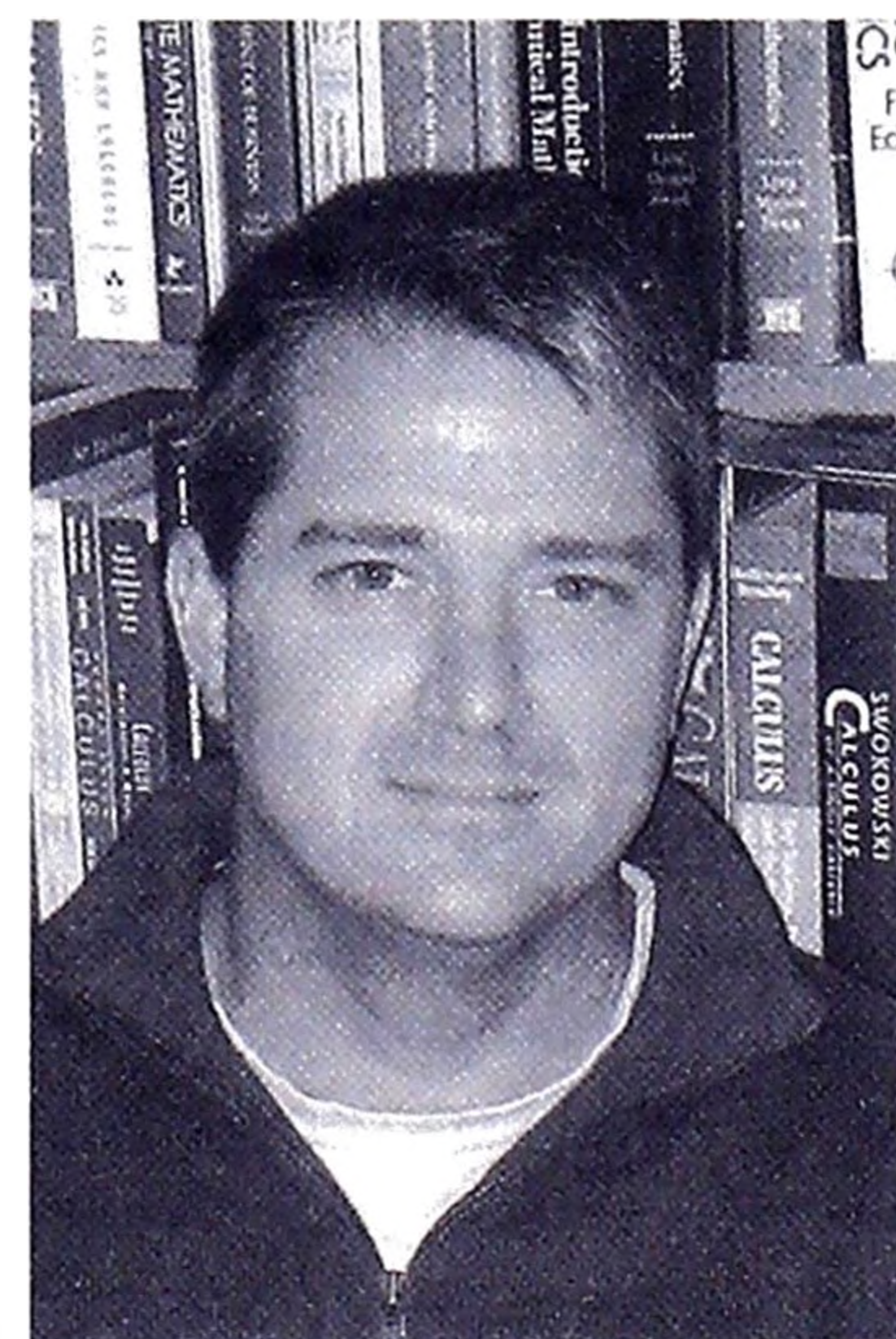
MacLean has already begun to incorporate material from her reading into her classes. For one exercise she has students look at a photo in their textbook of somebody in a lab coat reaching into a large vat and then write about what they see. They then discuss whether they thought the person was male or female.

In addition, MacLean would really like to do more formal projects with her students. For example, she would like to get her students to study women chemists historically, so she is planning to require the students in her chemistry class to pick a woman chemist and do a report on her. This fall she is continuing the picture exercise as well. She hopes that when she is advising women who are going into the sciences, she will be able to incorporate some of the other things that she has read about. She will, for example, make clear the difficulties women have faced in science at the college level and how they have overcome them.

If you are interested in her annotated bibliography, please contact the WIC office. She and Tod Shockey talked about their respective projects which was an additional benefit of the grant.

Tod Shockey: Equity in Math Education

Tod Shockey, Assistant Professor of Mathematics and Cooperating Assistant Professor of Education, received a WIC reading grant to explore gender equity in math education and improve the classes that he teaches. He became aware that he needed to change his teaching style when he read an article by Suzanne Damarin in which she challenges math teachers to think of better ways to teach quadratic equations than by referring to projectiles.



Then when colleague Laura Lindenfeld suggested he read *School Girls*, he suddenly realized, “The world looks different through different lenses. I can’t over-emphasize this.” He said, “After reading *School Girls* I recognized some of the challenges that my daughter might face. I was just so clueless, even as a past high school teacher. I didn’t know that this kind of stuff happened.” Later he was having a conversation with Ann Schonberger, WIC Director, whose discipline is also mathematics education, and she suggested that he was a good candidate for a reading grant.

Shockey’s primary teaching responsibility is to teach MAT 107 and 108, the math courses for elementary teachers. Shockey had never thought that his world view and his perspectives on teaching and math might be completely different from those of his students, most of whom are women. Having explored what the world might look like from his students’ point of view, Shockey is a better informed academic. He hopes to continue to make progress in broadening his perspective on gender and to be more responsive to his students’ needs.

Shockey had realized that many female students were struggling with the material, but he did not understand why. He thought that it was because many prospective elementary school teachers do not want to teach mathematics exclusively and therefore aren’t that interested. What he did not think about was that the class was made up not only of prospective elementary school teachers but also of women who were struggling with his male-centered teaching techniques. Shockey is now more aware that his students’ interests and learning styles are gendered. As a consequence, he is now more insightful about his teaching.

Shockey said that he read material from a variety of perspectives, including some readings on women’s voices from indigenous communities. And those, he said, “really opened the blinders up. I think some people walk through life with blinders on and if we can open them up periodically by a degree or a half of a degree we can see the much bigger picture.” The readings by indigenous women helped him to recognize that different cultural groups also have different world views that are very different from his own.

After completing the reading grant, Shockey was able to change the dialogue in the classroom and talk more about pedagogy and other issues that came up in the readings. For example, he now brings into class research that identifies behavior issues associated with boys, and that draws attention to the

fact that teachers often pay more attention to boys to the detriment of young girls in the classroom. Shockey also brings this into class to let students know that this is something he is aware of and to encourage his students to be aware of it as well. They should be cognizant, he tells them, of whom they are asking questions to in the classroom. In addition, Shockey is able to share new examples with his students and to ask them to think about who the youngsters are that they will interact with and how they will respond.

Cynthia Erdley: Relational Aggression and Young Girls

Female relational aggression is an indirect form of aggression that is more subtle than hitting or pushing but is damaging nevertheless. It includes hurting someone’s reputation or their feelings of belonging and acceptance.

Cynthia Erdley, Associate Professor of Psychology, received a reading grant from Women in the Curriculum to focus on studying female relational aggression and victimization. Erdley was familiar with relational aggression and had done some reading on it, but she

wanted to have an opportunity to really focus on the topic and to read works published recently. It has become a “hot topic” in psychology as well as in education.

With her WIC reading grant Erdley looked into the psychology literature, primarily at some of the traditional empirical studies that have been done. In addition, she decided to supplement the empirical reading with recent qualitative work from other disciplines including *Odd Girl Out* by Rachel Simmons and *Girl Fighting* by Lyn Mikel Brown. Simmons and Brown provided some “amazing stories” which suggested that girls, particularly in adolescent years, would rather be friends with boys than girls. Both researchers also interviewed adults



who looked back on their adolescent and childhood experiences with relational aggression and victimization. This interested Erdley as she was looking at the developmental progression of relational aggression and relational victimization.

Erdley said, “I think one of the more interesting things to me was I knew that relational aggression starts even in preschool, and that in both preschool and elementary school there seems to be a pretty clear gender difference. Females are more likely to engage in this form of aggression. By adolescence, however, the evidence about gender difference is a little more mixed.” Erdley explained that boys are now recognized as also using relational aggression to hurt girls. Contexts are changing, and not only are males likely to be using relational aggression, but they are more apt to be victims of it as well. When boys participate in relational aggression, it is not often recognized. However, she said that there does continue to be evidence that relational victimization is not as hurtful to boys as it is to girls.

While Erdley was doing her reading, she was also assisting one of her doctoral students with her dissertation. Her student was looking at relational victimization in the adolescent years. Erdley was able to help her student by getting better acquainted with relational aggression through the reading grant. As the student discovered certain literature, Erdley was able to access other reading as well. She said, “It was interesting to see in what ways her study was consistent with previous findings and in what ways the findings were different and why they were different.”

Another place where Erdley used the results of the reading grant was in some of her courses; it had perhaps the biggest impact on her graduate course on social development. Several of the readings for the grant found their way into her syllabus for the class and into the discussion. She also teaches child psychology and adolescent psychology, and the reading grant material was useful in lectures for those classes too. The grant also aided her in terms of service to her profession. She reviews articles for various journals, and since relational aggression is such a hot topic, she now has a background in the newest research in this area.

Lisa Neuman: Wabanaki Basket Making

Lisa Neuman, Assistant Professor of Anthropology and Native American Studies, received a WIC research grant in order to assess how important basket making is to local Wabanaki women, as both a cultural and an economic enterprise. She also sought to know more about the people who purchase Wabanaki baskets and why they sometimes become enthusiastic collectors of the baskets.

In the initial stages of her project she focused on archival work and interviews with basket makers themselves. Neuman explains that there are many Wabanaki basket makers in the immediate area; many people on Indian Island know how or are learning how to make baskets. In addition, during the course of the year there are many important basket making events, such as the Hudson Museum’s basket sale in



December and the Abbe Museum’s basket sale in July. These events make it hard to find basket makers with enough time to be interviewed because they are preparing baskets for these big events.

Neuman explained that often times people who make baskets have their own “trade secrets” that make their work special and may affect their product’s marketability. Also some techniques used by individual basket makers are carefully guarded family secrets. Furthermore, Native communities have historically been exploited by professional anthropologists. Neuman said that, “Some anthropologists revealed Native secrets in their writing, took objects like baskets back to museums without permission and made their own professional careers at the expense of Native American people.”

Many Native communities still think that Anthropology seeks to exploit them. As an anthropologist, Neuman had to think about not only how she could take information away from the

project, but also how she could give back to local communities and individual basket makers. She has addressed these concerns by paying a small honorarium to each of her informants as a way to compensate them for their time, professional to professional. She is also designing a longer-term project that has the potential to be used by the tribes in their strategies for economic development.

Basket making has remained a strong economic enterprise for local Wabanaki artists, one that has also retained the support of the non-native community. Neuman noted that the Maine Indian Basket Makers Alliance in Old Town offers apprenticeships that allow less experienced basket makers to learn the craft from master artists. Master artists are paid a stipend for taking on an apprentice. Neuman said, "This shows the importance that the tribes place on keeping this art alive. In fact, basket making is not simply an economic enterprise for the people who practice it. There is a strong link between basket making and the preservation of Wabanaki cultural heritage in the minds of many basket makers."

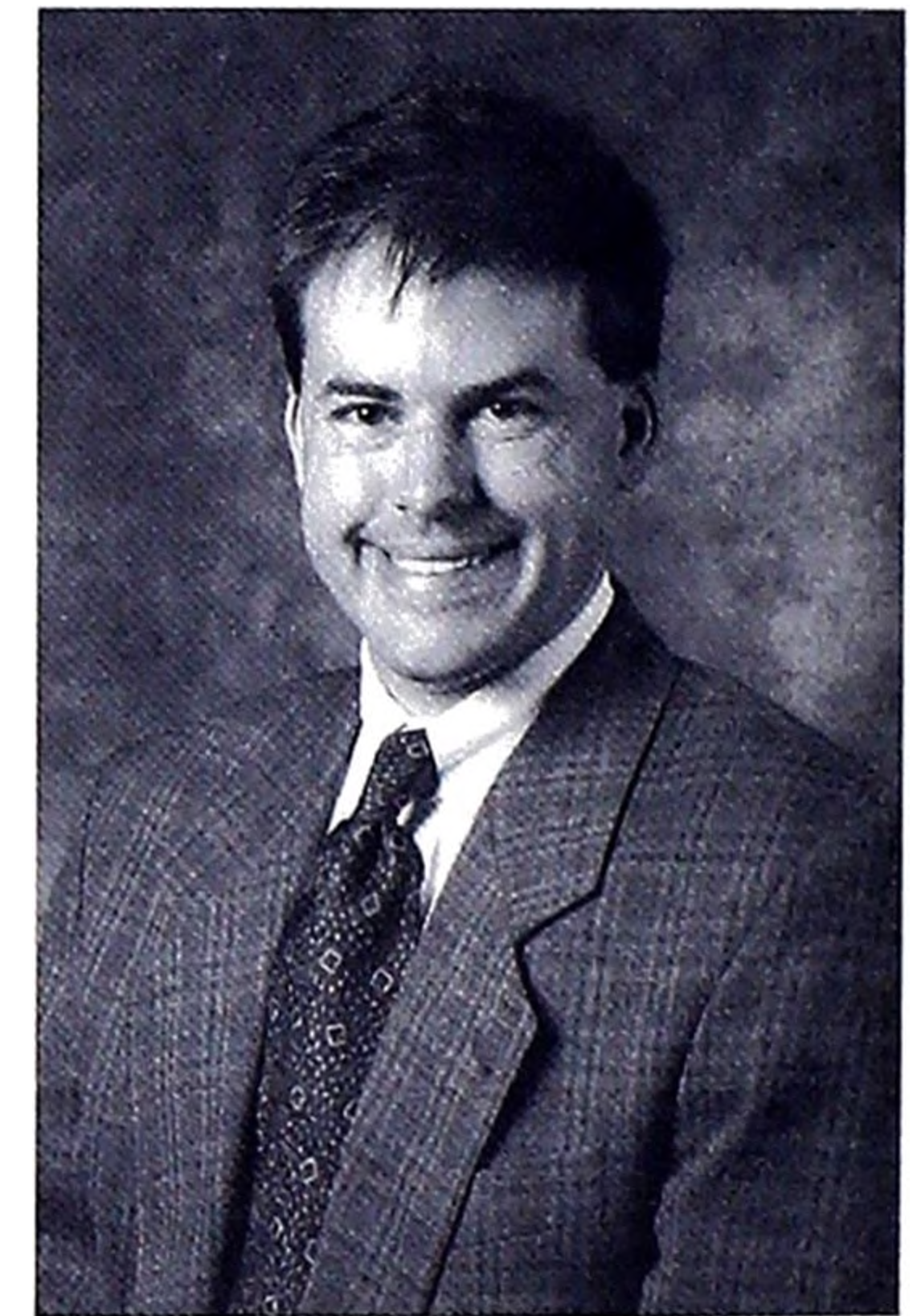
Liam Riordan: Bringing in Women's History

Liam Riordan, Associate Professor of History, received a WIC grant to involve graduate students in the curriculum transformation of his introductory American History class. With support from WIC, Riordan was able to obtain a stipend for himself and also pay two graduate assistants to meet with him throughout the summer and discuss materials on women that would be brought into the class in the fall.

The course that Riordan teaches (HTY 103) is a large-scale, entry-level course in which he lectures twice a week to 150 students. With the grant, he was able to revise his lecture notes to include more material about and by women and to prepare his graduate students to teach the new material. The latter was particularly important as the graduate students are responsible for meeting in small focus groups with the students each week. Riordan believes that it is in these meetings that the most fruitful discussions actually occur. He said, "I think one of the things I take away every year from that course is the need for having small discussion groups as part of any introductory course. I think that especially for the graduate students, who were able to work with this material so well, the work under the grant made them effective with their already existing talents and strengths. This was

because they had thought about this material, not just week after week as they read it, but also in the summer coming up to the course."

Over the summer Riordan was also able to identify primary source documents. He believes the undergraduate students really enjoy primary source documents, especially those which lead to discussions of family life and domestic concerns. One of the most interesting documents that the students read concerns a Scottish immigrant in New York who is captured in an Indian raid and is eventually adopted by another Indian tribe. In this famous account, the woman writes about her many observations about white women, native women and being caught in between. This reading raises fascinating questions about 17th century racial identity and white women's agency.



Another powerful document that Riordan uses is the personal narrative of Abigail Abbott Bailey, written in the 18th century and later published. Abigail Bailey describes domestic abuse and the enormous lengths that she went to in escaping her husband's control. Divorce during that time was much more difficult to obtain, but even now this document in particular has a lot of contemporary resonance for the students.

Riordan's main challenge in the course was to try to simplify the most important aspects of the course and to include women's lives throughout. He said, "I think the real challenge...is having to decide what to exclude. I feel that burden especially with a course like this where you are providing what are the origins of U.S. national society from the pre-colonial era to about 1870. It's over a hundred years; it's a huge number of groups. It's material that is often not understood very well by most Americans.... So that's mainly the challenge for me, to try to clarify and simplify and try to have a clearer sense of what are the most important aspects of the course and to make sure those get communicated effectively."

According to Riordan, the grant helped him accomplish a number of things. It got him to read the

books but “really more importantly, it got me to do the very serious work on the course over the summer when I usually focus on my research instead of on my teaching. It also allowed me to involve the graduate students in the planning of it.” The graduate students will also be carrying what they learned over the summer into their own teaching careers.

Kim Huisman: Stories of Immigrants in Maine

Kim Huisman, Assistant Professor of Sociology, received a grant to improve her course on immigration, women and society that she teaches every year. (The

course is cross-listed in Women’s Studies and Sociology, and it is required for the new International Affairs/Women’s Studies major.)

The grant enabled her to expand her knowledge of the local immigrant

communities, purchase recording equipment for the use of the class and expand her bibliographic reference file. She was assisted in all of this by her research assistant, Caterina Anderson, then an undergraduate student in International Affairs/Anthropology with a Women’s Studies minor.

Getting equipment with the WIC fund was key to the smooth functioning of the class. In past years, she was able to use equipment from the Maine Folklife Center, but that equipment is available for anthropology students first and foremost. While Huisman’s class was really small the first time that she taught it and obtaining equipment was not really that much of a problem, her class size had since increased dramatically and had outgrown the availability of the equipment at the Maine Folklife Center.

Huisman was able to get two high-quality tape recorders and two transcribing machines with her grant. The equipment is comparable to that of the Folklife Center, which means that the archival value of the recordings is very high. With these purchases, Huisman was also able to keep an eye on the equipment’s use, so she could tell students if it was available or not.



In identifying local immigrant community members, Huisman believes that an informal group, Women of the World, was one of her biggest resources. Women of the World, sponsored by International Programs, is a group of international women, including Americans, who gather once a month for an ethnic lunch to share their cultural heritage. Huisman went to one of the lunches and talked about the class, and later Anderson went as well. Huisman then wrote a letter inviting participation in her work and International Programs posted the letter to the Women of the World listserv. Many people contacted her as a result. The work paid for by the grant was wonderful in terms of developing the list of possible contacts for students in the class to interview. Huisman continues to add names to her list of contacts as they are passed along.

Another thing that Huisman was able to do with the aid of the grant was to expand her bibliography on gender and women in immigration. She and her assistant went through the bibliography and found articles and books that they thought would be particularly helpful. Huisman has a filing system in her office with articles that might be of use to students who are doing projects for her class. As Maine’s immigrant community becomes increasingly diverse, students will be interviewing women from an increasing number of different countries. The grant helped her expand her knowledge and awareness of the literature so that she was also able to point students to sources with information particular to their interviewee. She never knows exactly from which countries students are going to interview people, so this bibliography is an excellent resource.

The grant also directly influenced Huisman’s own research in the area of immigration. Huisman wants to be aware of the latest literature on immigration. The grant has also helped her think about new directions into which she can take her own projects.

Huisman’s interest in immigration has led her to organize the interdisciplinary Somali Narratives Project with Mazie Hough, Women in the Curriculum and Women’s Studies Program, Kristin Langellier, Communication and Journalism, and Carol Toner, Maine Studies. Equipment from the grant is going to benefit this new project, which has received several grants. Work on it has been presented at the Maine Women’s Studies Conference and the University of Maine System Conference on Diversity.

Dianne Hoff: Women in Administration

Dianne Hoff, Assistant Professor of Educational Leadership, has found in her work that while the K-12 arena is heavily populated with women in the teaching ranks, there are few women superintendents or principals. Over the past decades women educators have not made much headway in the number of positions of power and responsibility that they occupy. Hoff decided to do a statewide study of the barriers that women teachers face in rising through the ranks to administrative positions, and she applied for a WIC research grant to help her. With WIC support, Hoff sent an open-ended survey to all the women teachers and administrators in the elementary schools in Maine. She then analyzed the data both quantitatively and qualitatively, looking for themes and patterns. Her analysis resulted in a paper on her findings, presented at the American Educational Research Conference in the spring of 2005.



The results, Hoff found, were very mixed. She described the results as a “dog bone effect” in which answers were clustered on both extreme ends of the continuum. On one side there were many women who thanked Hoff for doing the study and raising the question of why there are so many barriers for women seeking positions in administration. Yet, on the other side, there were as many women who did not see or recognize any problems for women in administration.

The survey did suggest some answers as to why women were so few and far between in upper administration. Many women enter administration in K-12 schools quite late in their careers. She found that this was often because they wait for someone to suggest the career move instead of planning for and building a career ladder for themselves from the beginning. If they start late, it is reasonable to expect that they will not reach the higher positions before they retire. A second finding is that women feel that men still look to each other for support and for inside

information on how things are done. Their perception is that men are perceived as the “real leaders inside the institution” and that women have to battle for “insider” status.

A troubling finding is that the women do not advocate for one another. Hoff says, “When I asked them who had been the person who had helped them most in their career, more often than not they said a man.” Women also responded that other women were most often the ones who were negative and tried to keep them on the periphery. They also admitted that they themselves had not nurtured women who were interested in administration.

The biggest finding overall, Hoff concluded, was that the women who responded were pretty unaware of the systems in place that worked to keep the status quo. Hoff said, “They hadn’t even considered that. They had always put it on themselves thinking, ‘If I didn’t get the job it must have been something that I did’ rather than, ‘If we only have 16 or 17 high school principals in this state who are female, there has got to be something more at work here.’” Many women did not recognize the structures that were holding them back. This really concerned Hoff, who believes that education can raise women’s awareness about these structures.

This final finding, in particular, has confirmed Hoff’s belief that her research is really important to teachers. She said, “In educational leadership we need to provide a broader array of readings that prepare women before they go to seek these jobs. If they haven’t read feminist work or had opportunities to apply a more feminist lens to the systems that are in place on hiring and advancement, they can go merrily along and do nothing themselves to make change and blame themselves for things not completely within their control.”

Hoff’s article on her research is now under consideration at a scholarly journal. Her goal throughout the grant was to move something to publication, and she is very confident that she will.

Peg Cruikshank: Reading Queer Theory

Peg Cruikshank, Adjunct Professor in Women Studies, received a reading grant to explore queer theory and integrate her readings into her introductory courses in Women’s Studies and LGBT Studies. Cruikshank learned that feminist challenges to queer theory were both more numerous and more intellectually rigorous than she had assumed. She also found that there was more in

common between feminism and queer theory than she had expected. Cruikshank believes that much more work is needed to define carefully the intersections of queer theory and feminism.

Before her grant-supported work, she touched on queer theory very briefly in her classes. She now plans to talk with her students and try to identify issues in queer theory that would



be suitable for class discussion. For example, Cruikshank can raise questions about queer theory, such as, "Do lesbians benefit by the special emphasis on sex and sexuality as argued in queer theory?" She says, "For the most part, U.S. feminists and lesbian feminists seemed intrigued by queer theory, and while vigorously challenging its apparent de-emphasis on women, seemed resigned to its current trendiness."

Cruikshank had thought that queer theory was a bit hostile to feminism or that it ignored feminism. She now thinks that this is not the case. Queer theory simply views gender as a less important system to analyze than sexuality. Cruikshank does not share this view but believes that it is a valid perspective. She believes that the male-dominated aspects of queer theory remain a stumbling block for Women's Studies and feminism.

Cruikshank believes that queer theory is an expression of American individualism in contrast to the collective spirit of early feminism and lesbian feminism. She noticed that at times "queer" is used ornamentally in titles perhaps to suggest the author's hipness rather than to describe the actual content of the article. She also learned, however, that queer theory is a very elastic phrase. The material will be useful this spring when she teaches Introduction to LGBT Studies, which now has its own number: WST103.



Upcoming Conferences

New England Women's Studies Association Annual Conference: Women & Justice

February 24-25.

Norwalk Community College, Connecticut.

<http://ase.tufts.edu/womenstudies/newsa/>

Eighth Annual Conference in Honor of Women's History Month: "Dangerous Desires: Queer Politics in the New Millennium"

March 3-4.

Sarah Lawrence College, Bronxville, NY.

For information contact: tjames@slc.edu

18th Annual Conference on Women and Gender: "Sisterhood is Global: From Theory to Practice"

March 31.

University of Connecticut, Storrs.

For information contact: Barbara.Gurr@uconn.edu

3rd Annual Conference: Women, Action & the Media: "Making Noise, Making Change"

March 31-April 2. Massachusetts Institute of
Technology, Cambridge, Massachusetts.

www.centerfornewwords.org

International Human Rights Education Institute on "Women's Human Rights: Building a Peaceful World in an Era of Globalization"

May 1- June 9. University of Toronto, Canada.

http://www1.oise.utoronto.ca/cwse/springinst_06.htm

27th Annual National Women's Studies Association Conference: "Locating Women's Studies: Formations of Power and Resistance"

June 15-18. Oakland, California.

www.nwsaconference.org

12th National Conference on Domestic Violence: "Organizing for Collective Power"

July 9-12. Atlanta, Georgia.

www.ncadv.org/Conferences/

NCADVConferences_117.html

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& Ann Schonberger, Director***

2005 Grant Recipients

Nine faculty members and one faculty/graduate student team received summer grants from WIC in 2005. Grants funded curriculum development and transformation for Women's Studies and departmental courses, research and creative work on women's contributions and gender issues, projects to improve the academic climate for women students, and focused reading.

Joline Blais, Assistant Professor in New Media

"Cyber Feminism, Gender, and Technology" (A reading grant)

Nancy Fishwick, Associate Professor in Nursing

"Weaving Together the Threads of Women's Health Issues Using the Case Study Method"

(A curriculum transformation grant)

Benjamin Friedlander, Associate Professor in English

"American Women's Poetry in the Age of Dickinson" (A research grant)

Alice Kelley, Instructor, **Brenda Hall**, Assistant Professor, and **Laura Brothers**, Graduate Student,
All in Earth Science

"A Speakers Program on Women in Earth Science" (An academic climate grant)

Kristin Langellier, Professor of Communication and Journalism, and

Carol Toner, Coordinator of Maine Studies

"Somali Women" (A reading grant)

Nancy Ogle, Professor of Music

"Composer Jan Gilbert's Residency at the University of Maine" (An academic climate grant)

Anette Rodrigues, Instructor in Modern Languages and Classics

"Investigating the Role of German Soldiers' Wives during the American Revolution"

(A reading and research grant)

Maria Tijan-Wieck, Lecturer in Modern Languages and Classics

"Developing a New Course, Beyond the Bombshells: Women behind the Camera in Hispanic Cinema"

(A curriculum transformation project)

Mary Tyler, Professor of Zoology

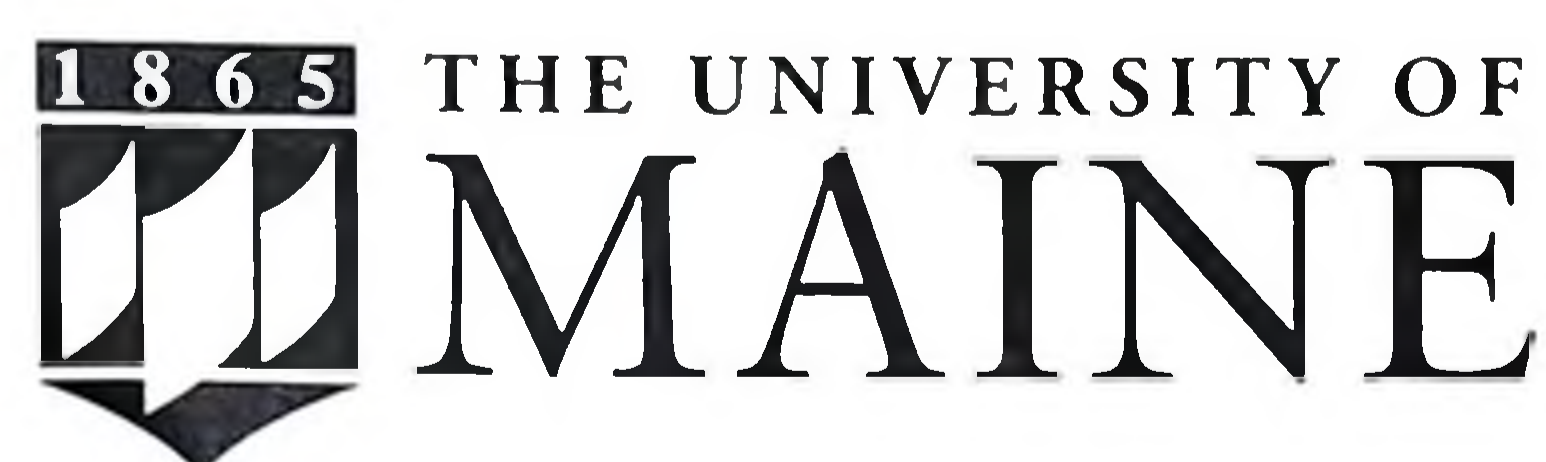
"Creating an Educational Film on the Life and Work of Dr. Elizabeth Hay, Prominent Scientist in the Field of Cell and Developmental Biology" (A research grant)

Women in the Curriculum and Women's Studies Program

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