

HISTORY 206-B2

Instructor: P.E. Prestwich
Office: Tory 2-21

1984/85

Required Readings:

Bridenthal, R. & Koonz, C., Becoming Visible: Women in European History*
O'Faolain, J. and Martines, L., Not in God's Image
Royal Commission on Status of Women in Canada: Cultural Traditions and Political History of Women in Canada* (out of print)
Evans, Richard, The Feminists: Women's Emancipation Movement*
Marx, Engels et al., The Woman Question
Woolf, Virginia, A Room of One's Own

* on reserve in Cameron Undergraduate Reserve Room.

Reference Works:

R.R. Palmer, A History of the Modern World
J. Hexter & R. Pipes, Europe Since 1500
Peter Gay, Modern Europe

Term Work and Final Examination:

Written work will consist of two analytical book reviews, each worth 20% of the final grade. Written examinations are worth 60% of the final grade. There will be a mid-term examination which will be worth 10% of the final grade and the final examination will be worth 50%.

Marking:

All term work and examinations will be marked on the 100 scale, but the final mark will be expressed in the modified stanine system. Please note that under university regulations, the instructor is free to make a subjective assessment of the total worth of the student, taking into account class participation, completing of assignments, improving performance, etc. Thus the grading system is not based simply on the student's accumulation of marks.

Modified Stanine

Grade Equivalents

1	1 - 20%
2	21 - 41%
3	42 - 49%
4	50 - 57%
5	58 - 65%
6	66 - 73%
7	74 - 81%
8	82 - 89%
9	

Each review will be 5-7 typewritten pages (minimum 1000 words) in length, of a non-fiction book of your choice that deals with some aspects of women's history. The book should deal specifically with the history of women; biographies and autobiographies are included in this category. Certain general social histories or anthropological studies may be acceptable, but novels and works on current problems are not. One of the two chosen books may be an assigned text for the course, if you wish. Your choice of books must be approved by the instructor.

The purpose of the assignment is to examine the chosen work critically, in order to decide whether it makes a worthwhile contribution to our knowledge of the history of women. This essay is NOT a summary of the contents of the book. While the form of the essay is not rigid (and biographies or autobiographies require a slightly different approach), the student should begin with a paragraph announcing the theme of the review. This should be followed by a brief introduction to the book itself, outlining the subject, the main arguments, conclusions and the factual basis. The rest of the essay should concentrate on analyzing the merits of the book as a whole--i.e. NOT chapter by chapter. Of primary importance is a discussion of the author's thesis, or arguments and conclusions. Is the thesis based on convincing evidence? Is the author biased or does she/he attempt to give as comprehensive and as balanced an assessment as possible? In what ways does this book advance our awareness of the history of women? Is the book well-presented and written in a good style of English? These are just some of the questions that must be asked.

If you need more guidance, consult one of the many handbooks in the library on essay writing or the study of history (e.g. Robert Daniels, Studying History, How and Why). Or, read some of the book reviews in such academic journals as the Canadian Historical Review or the American Historical Review. If you do not already have some books that interest you, there is a good bibliography at the end of each chapter in the text, Bridenthal & Koonz, Becoming Visible. If this is not sufficient, consult the card catalogue in the Rutherford Library under the heading "History of Women". If you are still having trouble, consult the instructor for suggestions.

The essay must be written in grammatically correct English and must follow the accepted forms of essay writing. This means that it must have an introductory paragraph announcing the main topic, it must develop the arguments in a clear and logical form and must conclude with a paragraph summing up the findings or results of the investigation. All direct quotations, indirect quotations or arguments borrowed from your reading must be acknowledged by footnotes. If you have any doubts about the proper form for essays, consult one of the handbooks in the library or in the bookstore. A convenient guide is D. Blakey & A.A. Cooke's The Preparation of Term Essays.

PLAGIARISM. Plagiarism may be defined as the passing off as one's own of phrases or ideas borrowed from other sources. Plagiarism, therefore, is literary theft. According to a motion passed by the Department of History, "any paper judged by an instructor to be a blatant case of plagiarism will receive a grade of zero without allowance for the same contingencies permitted in the case of a weak paper."

On January 18, please be prepared to hand in a sheet of paper with the authors and titles of your chosen books.

First Assignment due: February 11, 1985

Second Assignment due: March 25, 1985

LATE ESSAYS WILL NOT BE ACCEPTED.

HISTORY 206-B2

Approximate Lecture Schedule, 1984/85

P.E. Prestwich

<u>Week of:</u>		<u>Readings:</u>
January 7:	<u>Introduction</u>	Bridenthal: Chapt. 3 O'Faolain: I, II
14:	<u>Medieval Society</u>	Bridenthal: Chapt. 4 & 5 O'Faolain: V, VI, VII, VIII
21:	<u>Renaissance & Reformation Preindustrial Demography</u>	Bridenthal: Chapt. 6 & 7 O'Faolain: IX
28:	<u>Preindustrial economic & Social Conditions</u>	Bridenthal: Chapt. 8 O'Faolain: X
February 4:	<u>Seventeenth & Eighteenth Centuries</u>	Bridenthal: Chapt. 9 O'Faolain: XI
11:	<u>French Revolution</u>	Bridenthal: Chapt. 10
Friday, 15	<u>MID-TERM TEST</u>	
18:	<u>READING WEEK</u>	
25:	<u>Industrial Revolution</u>	Bridenthal: Chapt. 11 & 12
March 4:	<u>Nineteenth Century Values</u>	Bridenthal: Chapt. 13 Richard Evans, <u>The Feminists</u>
11:	<u>Struggle for Women's Rights</u>	Bridenthal: Chapt. 14 Richard Evans, <u>The Feminists</u> Royal Commission Report
18:	<u>Socialism & Women</u>	Marx, <u>Woman Question</u> Bridenthal: Chapt. 15
March 25 & April 1:	<u>War & Revolution in the Twentieth Century</u>	Bridenthal: Chapt. 16 & 19
8:	<u>LAST WEEK OF CLASSES</u>	Woolf: <u>A Room of One's Own</u>
Thursday, April 18:	<u>FINAL EXAMINATION</u>	

HISTORY 371

THE HISTORY OF WOMEN IN CANADIAN SOCIETY

(Winter Term 1985)

Instructor: David Mills
Office: 2-76 Tory
Telephone: 432-4688

Office Hours: 0930-1050
Class Room: Dental-Pharmacy 5074

This course will deal with Canadian women as affected by and as contributing to the major social changes of the nineteenth and twentieth centuries.

Texts

L. Kealey, ed., A Not Unreasonable Claim.
J. Parr, ed., Childhood and Family in Canadian History.
S. Trofimenkoff and A. Prentice, eds., The Neglected Majority.

Course Requirements

First Essay: (1/3 of the total grade) - due on or before February 14th.
Second Essay: (1/3) - due on or before March 21st.
Final Exam: (1/3).

Lecture Outline

WEEK OF:		
January	7th:	Introduction to History of Women in Canadian Society.
	14th:	Women in the Pre-Industrial Societies: New France and The Fur Trade Readings: articles by Foulché-Delbosc and Van Kirk in <u>The Neglected Majority</u> articles by Moogk and Brown in <u>Childhood and Family</u>
	21st:	Pioneer Gentlewomen in Upper Canada
	28th:	Responses to Social Problems in the Mid-19th Century Readings: article by Prentice in <u>The Neglected Majority</u>

		article by Gaffield in <u>Childhood and Family</u>
February	4th:	The Crisis of Rural Society and Western Settlement Reading: article by Brookes in <u>Childhood and Family</u>
	11th	Responses to Immigration Readings: articles by Parr and Roberts in <u>A Not Unreasonable Claim</u>
		1st ESSAY DUE
	25th:	Child-Centred Reform Readings: articles by Bradbury and Houston in <u>Childhood and Family</u> article by Buckley in <u>A Not Unreasonable Claim</u>
March	4th:	Working Women Readings: article by Cross in <u>The Neglected Majority</u> article by Coulter in <u>Childhood and Family</u>
	11th:	Images of Women and attitudes about sexuality in Victorian Canada Readings: article by Trofimenkoff in <u>The Neglected Majority</u> articles by Roberts and Strong-Boag in <u>A Not Unreasonable Claim</u>
	18th	The Women's Suffrage Movement articles by Gorham, (Lavigne, Pinard and Stoddart), Bacchi and Mitchinson in <u>A Not Unreasonable Claim</u> .
		2nd ESSAY DUE
	25th:	Status of Women between the Wars Readings: article by Vipond in <u>The Neglected Majority</u> article by Strong-Boag in <u>Childhood & Family</u> .
April	1st:	Women and World War II Reading: article by Pierson in <u>The Neglected Majority</u>
	8th:	Women in Modern Canada

Office Hours

I shall be available on a regular basis in my office after the lectures. If these times are inconvenient, please arrange an appointment.

HISTORY 371

(Winter, 1985)

David Mills
2-76 Tory
4342-4688

ESSAYS

Two essays (each worth 30% of the total grade) are required from each student; the first is due on or before February 15th and the second on or before March 21st. Late papers will be penalized. The suggested length for essays is 1500 words (8 doubled-spaced typewritten pages). Essay topics are provided, although students are free to select their own subject for examination, after consultation with the instructor.

When writing the paper, outline a logical pattern of approach to the question and concentrate on discussing the subject clearly and concisely. Above all, attempt to develop your own ideas, based on the sources, and draw your own conclusions about the topic. The essay must not simply provide a narrative of information contained in the readings.

Footnote references must be provided when you rely on the sources or provide direct quotations to support your arguments. In an essay such as this, footnotes should not be excessive; again, the paper should reflect your own ideas.

Essays must be the work of the student. Unacknowledged use of sources constitutes plagiarism and deliberate deception will be penalized.

Essay Topics

1. What role did women play in the fur trade?

J. Brown, Strangers in Blood.

_____, "A demographic Transition in the Fur Trade Country" and "Changing Views of Fur Trade Marriage and Domesticity" in Western Canadian Journal of Anthropology, vol. 6 (1976), pp. 61-71, 92-105.

_____, "Children of the Early Fur Traders", in Joy Parr, ed., Childhood and Family.

_____, "Women as Centre and Symbol in the Emergence of Metis Communities", in Canadian Journal of Native Studies, vol. 3 (1983), pp. 39-46.

W. O'Meara, Daughters of the Country: The Women of the Fur Traders.

S. Van Kirk, Many Tender Ties: Women of the Fur Trade Society.

_____, "The Impact of White Women on Fur Trade Society" in S. Trofimenkoff and A. Prentice, The Neglected Majority.

_____, "Women in Between: Indian Women in Fur Trade Society in Western Canada", in C.H.A. Papers (1977), pp. 30-47.

2. Anne Langton wrote that "...Women deteriorate in this country more than the other sex The lady is necessarily the most active member of her household"

Did Langton accurately portray the problems facing pioneer gentlewomen in Upper Canada? Discuss in relation to the activities of two of Anne Langton, Susanna Moodie, Mary O'Brien or Catherine Parr Traill.

Anna Brownell Jameson, Winter Studies and Summer Rambles.
 H.H. Langton, ed., A Gentlewoman in Upper Canada: The Journals of Anne Langton.
 A.S. Miller, ed., The Journals of Mary O'Brien.
 Susanna Moodie, Life in the Clearings.
 _____, Roughing It in the Bush.
 Catherine Parr Traill, The Backwoods of Canada.
 _____, The Canadian Settlers Guide.

Sara Eaton, Lady of the Backwoods: Biography of Catherine Parr Traill.
 Marian Fowler, The Embroidered Tent: Five Gentlewomen in Early Canada.
 Leo Johnson, "The Political Economy of Ontario Women", in J. Acton, ed., Women at Work.
 B. Light and A. Prentice (eds.), Pioneer and Gentlewomen of British North America.
 R. Matthews, "Susanna Moodie, Pink Toryism and 19th Century Ideas of Canadian Identity", Journal of Canadian Studies (August, 1975), pp. 3-15.
 G. and R. McEwan, "Two Sisters in the Backwoods", in J. Acton, Women Unite, pp. 16-20.
 A.Y. Morris, The Gentle Pioneers.
 Clara Thomas, Love and Work Enough (a biography of Anna Jameson).

3. How did the movement for educational reform in the mid-19th Century affect the role of women?

M. Danylewycz, B. Light and A. Prentice, "The Evolution of the Sexual Division of Labour in Teaching", in Historie Sociale/Social History, vol. 16 (May, 1983), pp. 81-109.
 I. Davey, "Trends in Female School Attendance in mid-19th Century Ontario," SH (1975), pp. 238-254.
 C. Gaffield, "Schooling, the Economy and rural Society in 19th Century Ontario," in J. Parr (ed.), Childhood and Family.
 E. Graham, "Schoolmarms and Early Teaching in Ontario," in J. Acton (ed.), Women at Work.
 S. Houston, "Politics, Schools and Social Change in Upper Canada," in Canadian Historical Review (1972).
 _____, "The Victorian Origins of Juvenile Delinquency" in M. Katz and P. Mattingly, eds. Education and Social Change.
 A. Prentice, "Education and the Metaphor of the Family: The Upper Canadian Example", in M. Katz and P. Mattingly, Education and Social Change.
 _____, "The Feminization of Teaching," in S. Trofimenkoff and A. Prentice, eds., The Neglected Majority.
 _____, "Towards a Feminist History of Women and Education" in D. Jones, ed., Approaches to Educational History, pp. 39-145.
 _____, The School Promoters.
 M.V. Royce, "Arguments over the Education of Girls," in Ontario History (1975).
 _____, "Education for Girls in Schools in Ontario," in Atlantis, vol. 3 (1977), pp. 181-192.
 _____, "Methodism and the Education of Women in 19th Century Ontario," in Atlantis, vol. 4 (1978), pp. 130-143.
 J.G. Reid, "The Education of Women at Mount Allison, 1854-1914" in Acadiensis, (Spring, 1983), p. 3-33.

4. What role did women play in the settlement of the Canadian West?

- R. Ball, "A Perfect Farmer's Wife: Women in 19th Century Rural Ontario," in Canada: An Historical Magazine (December, 1975), pp. 2-21.
- G. Binnie-Clark, Wheat and Women (ed. Susan Jackel).
- Carol Fairbanks, "Lives of Girls and Women on the Canadian and American Prairies," in International Journal of Women's Studies, vol. 2 (1979), pp. 452-472.
- C. Fairbanks and S.B. Sundberg, Farm Women on the Prairie Frontier.
- C. Gaffield and D. Levine, "Dependence and Adolescence on the Canadian Frontier" in History of Education Quarterly, (1979).
- D. Gagan, "Land, Population and Social Change. The 'Critical Years' in Rural Canada West," in CHR, (1978).
- M. Hopkins, Letters from a Lady Rancher.
- S. Jackel, A Flannel Shirt and Liberty.
- N. McClung, Clearing in the West.
- E.B. Mitchell, In Western Canada before the War.
- M. Ormsby, (ed.), A Pioneer Gentlewomen in British Columbia.
- H. Palmer, ed., The New Provinces: Alberta and Saskatchewan. Articles by: A.L. Anderson, "Saskatchewan Women, 1880-1920", E.L. Silverman, "Women and the Victorian Work Ethic on the Alberta Frontier".
- L. Rasmussen (ed.), A Harvest Yet to Reap: A History of Prairie Women.
- E. Silverman, "In Their Own Words: Mothers and Daughters on the Alberta Frontier, 1890-1929" in Frontiers (Summer, 1977), pp. 27-44.
- _____, The Last Best West.
- B. Light and J. Parr, ed., Canadian Women on the Move, 1867-1920.
5. Examine the impact of industrialization upon working women. How did the concept of "honest womanhood" shape their responses?
- I. Abella & D. Millar, eds., The Canadian Worker in the 20th Century, pp. 151-194.
- J. Acton (ed.), Women at Work, 1850-1930,
-articles by:
- J. Coburn, "I See and am Silent: A Short History of Nursing."
 - A. Klein and W. Roberts, "Besieged Innocence".
 - G. Leslie, "Domestic Service in Canada."
 - C. Ramkhalawansingh, "Women During the Great War."
- Gail Cuthbert Brandt, "Industry's Handmaidens: Women in the Quebec Cotton Industry," in Canadian Woman's Studies, vol. 3 (1981), pp. 79-82.
- R. Cook and W. Mitchinson (eds.), The Proper Sphere, pp. 166-177.
- T. Copp, The Anatomy of Poverty, pp. 44-56.
- R. Coulter, "The Working Young of Edmonton," in Parr, Childhood and Family.
- D.S. Cross, "The Neglected Majority: The Changing Role of Women..." in Trofimenkoff and Prentice, The Neglected Majority.
- B. Light & J. Parr, eds., Canadian Women on the Move.
- H. Lenskyj, "A Servant Problem or a Servant-Mistress Problem: Domestic Service in Canada, 1890-1930," in Atlantis, vol. 7 (Fall, 1981), p. 3-12.
- G. Lowe, "The Administrative Revolution in the Canadian Office" in Tom Traves, ed., Essays in Canadian Business History, pp. 114-133.
- M. Piva, The Condition of The Working Class in Toronto, pp. 61-142.
- W. Roberts, Honest Womanhood.
- Joan Sangster, "The 1907 Bell Telephone Strike: Organizing Women Workers," in Labour, vol. 3 (1978), p. 109-130.
- J. Stoddard and V. Strong-Boag, "And Things were Going Wrong at Home", in Atlantis (Fall, 1975).
- V. Strong-Boag, "Working Women and the State," in Atlantis vol. 6 (Spring, 1981).

pp. 1-10.

S. Trofimenkoff, "One hundred and two muffled voices: Canada's Industrial Women in the 1880's," in Atlantis (fall, 1977).

6. What was the vision of Canada articulated by the proponents of moral reform as developed in their responses to social changes in the late 19th and early 20th Centuries?

R. Allen, "The Social Gospel and the Reform Tradition in Canada", in S.D. Clark, ed., Prophecy and Protest.

C. Bacchi, "Race Regeneration and Social Purity: A Study of the Social Attitudes of Canada's English-Speaking Suffragists," in SH (November, 1978).

M. Barber, "Nationalism, Nativism and the Social Gospel," in R. Allen (ed.), The Social Gospel in Canada.

_____, "The Women Ontario Welcomed: Immigrant Domestic Workers for Ontario Homes, 1870-1930," in OH (September, 1980).

J.R. Burnet, "The Urban Community and Changing Moral Standards," in M. Horn and R. Sabourin (eds.), Studies in Canadian Social History.

R. Coulter, "Not to Punish But To Reform: Juvenile Delinquency and Children's Protection Act in Alberta," in P. Rooke and R. Schnell, Studies in Childhood History, p. 167-184.

S. Houston, "The 'Waifs and Strays' of a Late Victorian City: Juvenile Delinquents in Toronto," in Parr, Childhood and Family

L. Kealey (ed.), A Not Unreasonable Claim - articles by: J. Parr, "Transplanting from Dens of Iniquity: Theology and Child Emigration," and B. Roberts, "A Work of Empire: Canadian Reformers and British Female Immigration."

H. Palmer, Patterns of Prejudice.

J. Parr, Labouring Children.

B. Roberts, "Sex, Politics and Religion: Controversies in Female Immigration Reform Work in Montreal, 1881-1919," in Atlantis, vol. 6 (1980), pp. 25-38.

L. Rotenburg, "The Wayward Worker," in Acton, Women at Work.

N. Sheehan, "Women Helping Women": The WCTU and the Foreign Population in the West, 1905-1930" in International Journal of Women's Studies, vol. 6 (1983), p. 395-411.

D. Smith, "Instilling British Values in the Prairie Provinces," in Prairie Forum (Fall, 1981), pp. 129-42.

W.B. Turner, "Miss Rye's Children in the Ontario Press," in Ontario History, (September, 1976), pp. 169-203.

7. How did late-Victorian attitudes to sexuality affect the perception of women in Canadian society? Did those attitudes change between 1880 and 1914?

Una Abrahamson, God Bless Our Home: Domestic Life in 19th Century Canada.

M. Bliss, "Pure Books on Avoided Subjects: Pre-Freudian Sexual Ideas in Canada," in Horn and Sabourin, Studies in Canadian Social History, pp. 326-347.

S. Buckley, "Ladies or Midwives: Efforts to Reduce Infant and Maternal Mortality", in Kealey, A Not Unreasonable Claim.

T. Chapman, "Early Eugenics Movements in Western Canada," in Alberta History, vol. 26 (1977), pp. 9-17.

R. Cook and W. Mitchinson, The Proper Sphere, pp. 5-84, 119-165.

Ellen Gee, "Marriage in 19th Century Canada", in Canadian Review of Sociology and Anthropology (August, 1982), pp. 311-25.

H. Lenskyj, "Femininity first: sport and physical education for Ontario girls, 1890-1930" in Canadian Journal of the History of Sport, vol. 13 (1982), pp.

4-17.

- A. McLaren, "Birth Control and Abortion in Canada," in CHR, (1978).
- W. Mitchinson, "Gynecological Operations on Insane Women," in Journal of Social History (Spring, 1982).
- _____, "Historical Attitudes toward Women and Childbirth" in Atlantis, vol. 4 (Spring, 1979), pp. 13-34.
- _____, "R.M. Bucke: A Victorian Asylum Superintendent," in OH, (December, 1981), pp. 239-254.
- Emily Nett, "Canadian Families in Social historical perspective", in Canadian Journal of Sociology, vol. 6 (Summer, 1981), pp. 239-60.
- B. Light & J. Parr, eds., Canadian Women on the Move.
- D. Pederson, "The Scientific Training of Mothers: The Campaign for Domestic Science in Ontario Schools", in R.A. Jarrell & A. Roos, eds., Critical Issues in the History of Canadian Science, Technology & Medicine.
- L. Savage, "Perspectives on Illegitimacy: The Changing Role of the Sisters of Misericordia in Edmonton," in Rooke and Schnell Studies in Childhood History, pp. 105-134.
- J.G. Snell, "The White Life for Two: The Defence of Marriage and Sexual Morality in Canada, 1890-1914", in Social History, vol. 16 (May, 1983), pp. 111-128.
- V. Strong-Boag, "Canada's Women Doctors: Feminism Constrained," in L. Kealey, ed., A Not Unreasonable Claim.
- _____, A Woman with a Purpose.
- W.P. Ward, "Unwed Motherhood in 19th Century English Canada," in CHA HP (1981), pp. 34-56.
- Journal: Ontario History (March, 1983), articles by:
- J. Lewis, "Motherhood Issues during the late 19th and early 20th Centuries", pp. 4-20.
- C.L. Briggs, "The Case of the Missing Midwives", pp. 21-35.
- J. Oppenheimer, "Childbirth in Ontario", pp. 36-60.
- K. McConnachie, "A Note on Fertility Rates among Married Women in Toronto, 1871", pp. 87-97.
8. Why was much of the social reform movement in early 20th Century Canada child-centred?
- C. Backhouse, "Shifting Patterns in 19th Century Canadian Custody Law," in D.H. Flaherty, ed., Essays in the History of Canadian Law, vol. 1.
- Andrew Jones, "Closing Penetanguishene Reformatory: An Attempt to Deinstitutionalize Treatment of Juvenile Offenders in Early 20th Century Ontario," in Ontario History, vol. 70, (1979), pp. 227-244.
- A. Jones & L. Rutman, In the Children's Aid.
- D.C. Jones, Shaping the Schools of the Canadian West.
- H.C. Klassen, "In Search of Neglected and Delinquent Children: The Calgary Children's Aid Society, 1909-1920" in A. Artibise, ed., Town and City, pp. 375-392.
- David MacLeod, "A Live Vaccine: The YMCA and Male Adolescence in the United States and Canada, 1870-1920", in Social History, vol. 11 (May, 1979), pp. 5-25.
- W. Mitchinson, "The WCTU: For God, Home and Native Land", in L. Kealey, A Not Unreasonable Claim, pp. 151-168.
- _____, "The YWCA and Reform in the 19th Century", in SH (1979), pp. 368-384.
- T. Morrison, "Their Proper Sphere: Feminism, the Family and Child-Centred Reforms in Ontario," in Ontario History, (1976).

P.T. Rooke and R.L. Schnell, "The Rise and Decline of BNA Protestant Orphans' Homes as Woman's Domain, 1850-1930", in Atlantis, vol. 7, (Spring, 1982), pp. 21-35.

_____, Studies in Childhood History - articles by Norah Lewis, "Physical Perfection for Spiritual Welfare for the Urban Child, 1900-1939", pp. 135-166.

R.L. Schnell, "Childhood Rescued and Restrained in English Canada", pp. 204-212.

M. Royce, Eunice Dyke: Health Care Pioneer.

Neil Semple, "The Nurture and Admonition of the Lord: 19th Century Canadian Methodism's Response to Childhood," in Social History, (1981), pp. 157-176.

N. Sutherland, Children in English-Canadian Society.

J.H. Thompson, The Harvests of War.

9. Who supported women's suffrage in English Canada and what did these reformers hope to accomplish? Were they successful? [N.B. You may focus on individuals such as Nellie McClung or Emily Murphy for this topic. If you take this approach, make sure that you read some of the writings of these women.]

C. Bacchi, "Liberation Deferred".

C. Cleverdon, The Woman Suffrage Movement in Canada.

R. Cook, "Frances Marion Beynon and the Crisis of Christian Reformism", in C. Berger and R. Cook, eds., The West and the Nation.

Cook and Mitchinson, The Proper Sphere, pp. 198-254.

M.Q. Innis, The Clear Spirit.

L. Kealey, A Not Unreasonable Claim

-articles by:

W. Roberts: "Rocking the Cradle of the World: The New Woman and Maternal Feminism."

D. Gorham, "Flora MacDonald Denison: Canadian Feminist".

C. Bacchi, "Divided Allegiances: The Response of Farm and Labour Women to Suffrage".

L. Kealey, "Canadian Socialism and the Women Question, 1900-1914" in Labour/Le Travail, vol. 13 (1984), p. 77-100.

G. Matheson (ed.), Women in the Canadian Mosaic.

-articles by:

D. Gorham, "The Canadian Suffragists".

G. Matheson and V. Lang, "Nellie McClung: Not a Nice Woman".

Nellie McClung, In Times Like These.

D. Read, The Great War and Canadian Society.

W. Roberts, "Six New Women," in Atlantis, (Autumn, 1977).

J.T. Saywell, ed., Lady Aberdeen's Journal.

V. Strong-Boag, The Parliament of Women.

_____, "The Roots of Modern Canadian Feminism," in B. Hodgins and R. Page, (eds.), Canadian History Since Confederation.

_____, "Setting the Stage, National Organization and the Women's Movement in the Late 19th Century," in Trofimenkoff and Prentice, The Neglected Majority.

P. Voisey, "The Votes for Women Movement," in Alberta History, (1975).

B. Wilson, ed., Ontario and the First World War (section on Women).

Helen K. Wright, Nellie McClung and Women's Rights.

10. Did the attainment of suffrage change the status and images of women in English Canadian society?

- Mary Hallett, "Nellie McClung and the Fight for the Ordination of Women in the United Church of Canada," in Atlantis, vol. 4, (Spring, 1979), pp. 2-19.
- G. Lowe, "Class, Job and Gender in the Canadian Office," in Labour, vol. 10 (1982), pp. 11-37.
- G.S. Lowe, "Women, work and the Office: The Feminization of clerical Occupations in Canada, 1901-1931," in Canadian Journal of Sociology, (1980), pp. 361-381.
- W.L. Morton and Vera Fast, God's Galloping Girl: The Peace River Diaries of Maria Storrs, 1929-31.
- H. Rynell, "Images of Women in the Magazines of the '30's and '40's", in Canadian Woman's Studies, vol. 3 (1981), pp. 96-9.
- Ann Schofield, "Rebel Girls and Union Maids: The Woman Question in the Journals of the AFL and IWW" in Feminist Studies, vol. 9 (1983), pp. 335-58.
- V. Strong-Boag, "The Girl of the New Day: Canadian Working Women in the 1920's," in Labour, (1979), pp. 131-164.
- _____, "Nellie McClung and the Decline of Feminism in the 1920's," in JCS, (Summer, 1977).
- M. Vipond, "The Image of Women in Mass Circulation Magazines in the 1920's", in Trofimenkoff and Prentice, The Neglected Majority.
11. How did the shift from the talented amateur to the professional change the nature of social reform after World War I?
- D. Guest, The Emergence of Social Security in Canada.
- K. McCuaig, "From Social Reform to Social Service," in CHR, (1980).
- R. Morier, "Style and Substance: The Career of Charlotte Whitton," in Women's Studies, vol. 3, (1981), pp. 66-72.
- J. Pitsula, "The Emergence of Social Work in Toronto," JCS, (Spring, 1979), pp. 35-42.
- P.T. Rooke and R.L. Schnell, "An idiot's Flowerbed: A Study of Charlotte Whitton's Feminist Thought, 1941-50," in International Journal of Women's Studies (1982), pp. 29-46.
- _____, "Charlotte Whitton meets the last Best West: The Politics of Child Welfare in Alberta, 1929-1949," in Prairie Forum, (Fall, 1981), pp. 143-162.
- _____, "Child Welfare in English Canada, 1920-43", in Social Service Review (September, 1981), pp. 484-506.
- _____, Discarding the Asylum.
- P. Rooke and R.L. Schnell, "Making the Way More Comfortable: Charlotte Whitton's Child Welfare Career, 1920-48," JCS, vol. 17 (Winter, 1982-83), pp. 33-45.
- P. Rooke, "Public Figure, Private Woman: Same Sex Support Structures in the Life of Charlotte Whitton," International Journal of Women's Studies, vol. 6 (1983), p. 412-28.
- V. Strong-Boag, "Intruders in the Nursery: Childcare Professionals Reshape the Years 1 to 5," in Parr, Childhood and Family.
- J. Struthers, "A Profession in Crisis: Charlotte Whitton and Canadian Social Work in the 1930's," in CHR (1981), pp. 169-185.
- _____, "Lord Gives Us Men: Women and Social Work in English Canada, 1918-1953" in CHA Papers, (1983).
12. What impact did World War II have on the status of women and the nature of their work?
- Sue Bland, "Henrietta Homemaker and Rosie the Riveter: Images of Women in Advertising 1939-1950", in Atlantis, (Spring, 1983), pp. 61-86.
- G.C. Brandt, "Pigeon-Holed and Forgotten: The Work of the Sub-Committee on the

- Post-War Problems of Women, 1943," in SH, vol. 15, (May, 1982), pp. 239-59.
- R. Pierson, "The Double Bind of the Double Standard," in CHR, (1981), pp. 31-58.
- _____, Canadian Women and the Second World War.
- _____, "Home-Aide: A Solution to Women's Unemployment after the Second World War," in Atlantis, (Spring, 1977).
- _____, "Jill Canuck," in CHA Papers, (1978), pp. 106-133.
- _____, "Ladies or Loose Women: The Canadian Women's Army Corps in World War II," in Atlantis vol. 4 (Spring, 1979), pp. 245-66.
- _____, "Women's Emancipation and the Recruitment of Women into the Labour Force in WWII," in Trofimenkoff and Prentice, The Neglected Majority.
- _____, "Canadian Women and Canadian Mobilization during the Second World War", in Revue Internationale d'Histoire Militaire, vol. 51 (1982), pp. 181-207.
- R. Pierson and M. Cohen, "Educating Women for Work" in M.S. Cross and G. Kealey, eds., Modern Canada, pp. 208-243.

13. Why are women locked into "a double ghetto" in modern Canada?

- P. and H. Armstrong, The Double Ghetto: Canadian Women and their Segregated Work.
- Pat and Hugh Armstong, A Working Majority.
- Linda Briskin and L. Yantz, eds., Union Sisters: Women in the Labour Movement.
- Patricia Connelly, Last Hired, First Fired: Women and the Canadian Work Force.
- Bonnie Fox, Hidden in the Household.
- _____, "The Female Reserve Army of Labour," in Atlantis, vol. 7, (Fall, 1981), pp. 45-56.
- N. Herson & D.E. Smith, eds., Women and the Canadian Labour Force.
- Meg Luxton, More Than a Labour of Love.
- _____, "Taking on the Double Day," in Atlantis, vol. 7 (Fall, 1981), pp. 12-22.
- P. Marchak, "Women Workers and White Collar Unions", in Canadian Review of Sociology and Anthropology, vol. 10, (1973), pp. 134-147.
- M. McKay, Women in the Labour Force.
- Paul and Erin Phillips, Women and Work.
- Gertrude Robinson, "The Media and Social Change: 30 Years of Magazine Coverage of Women and Work", in Atlantis, (Spring, 1983), p. 87-111.
- S.J. Wilson, Women, the Family and the Economy.

(Please note: topics in this course vary from year to year.)

HISTORY 413

Women in Modern European History

Instructor: P.E. Prestwich
Office: 2-21 Tory
Telephone: 432-2238

Topic: Feminism in Historical Perspective

The topic of discussion for this term is feminism in historical perspective. The class will be reading some of the classics of feminist theory and then will be looking at feminism in practice at different times in the past two centuries in order to attempt to determine the origins, goals and effectiveness of women's movements at different times in history.

The required reading list is:

Mary Wollstonecraft, Vindication of the Rights of Women
John Stuart Mill & Harriet T. Mill, Essays on Sex Equality
Marx, Engels et al., The Woman Question
Alexandra Kollontai, Selected Writings
Simone de Beauvoir, The Second Sex

All books have been ordered and should be available at the Bookstore.

Recommended: (particularly for bibliography)

Bridenthal & Koonz, Becoming Visible, Women in European History
Patricia Branca, Women in Europe Since 1750
Sheila Rowbotham, Women, Resistance and Revolution
Hidden from History
E. Riemer & J. Fout, European Women, A Documentary History, 1789-1945
R.R. Palmer & J. Colton, A History of the Modern World

Work Load:

Students will be required to read at least one book for each group meeting, to participate in discussion and to present several short oral book reports. This group activity will count for 50% of the final mark. In addition, there will be a major essay of 20-25 pages, based on detailed research and this essay will be worth the other 50% of the final grade.* Students will report to the group on results of their research. There will be no final examination. Each student will choose a specific essay topic, in consultation with the instructor.

Work Load (continued)

Please note that under university regulations, the instructor is free to make a subjective assessment of the total worth of the student, taking into account class participation, completion of assignments, improving or deteriorating performance, etc. Thus the grading system is not based simply on the student's accumulation of points.

Plagiarism:

Plagiarism may be defined as the passing off as one's own of phrases or ideas borrowed from other sources. Plagiarism, therefore, is literary theft. According to a motion passed by the Department of History, "any paper judged by an instructor to be a blatant case of plagiarism will receive a grade of zero without allowance for the same contingencies permitted in the case of a weak paper."

History 413

Group Meetings

- September 10: Introduction
- 17: Women in the Eighteenth Century
- 24: Mary Wollstonecraft, Vindication of the Rights of Women
- October 1: French Revolution and Early Nineteenth Century Feminism
- 8: Thanksgiving
- 15: John Stuart Mill and Harriet Mill, Essays on Sex Equality
- 22: Moderate Feminism and Suffrage Movements in the Nineteenth Century
- 29: Marx, Engels et al., The Woman Question
- November 5: Nineteenth Century Socialist Parties and Women
- 12: Alexandra Kollontai, Selected Writings (Holiday, class rescheduled)
- 19: The Russian Revolution and After
- 26: Simone de Beauvoir, The Second Sex (Part I)
- December 3: Contemporary Feminism

Note: All essays are due no later than November 30, 1984.

HISTORY 413: SELECT BIBLIOGRAPHY

- I. Mary Wollstonecraft
- Eleanor Flexner, Mary Wollstonecraft
 Emily Sunstein, A Different Face, the Life of Mary Wollstonecraft
 Claire Tomalin, The Life and Death of Mary Wollstonecraft
- II. Early Feminism
- Carolyn Lougee, Feminism and Social Stratification in Seventeenth Century France
 Erasmus Darwin, A Plan for the Conduct of Female Education in Boarding Schools
 Marie Cerati, Le Club des Citoyennes républicaines révolutionnaires
 Paule Duhet, Les Femmes et la Révolution
 Edwin Hedman, Early French Feminism, from the Eighteenth Century to 1848
 Arlene Levy et al. Women in Revolutionary Paris
 Gita May, Madame Roland and the Age of Revolution
 Margaret Fuller, Woman in the Nineteenth Century
 Edith Thomas, Les Femmes de 1848
 Flora Tristan, Peregrinations of a Pariah, Collected Works
Biography of Tristan in English by D. Desanti.
 Nancy Cott, The Bonds of Womanhood, Women's Sphere in New England, 1780-1835
- III. John Stuart Mill & Harriet Mill
- Friedrich Hayek, John Stuart Mill and Harriet Taylor
 Alice Rossi, Introduction to the Phoenix edition of the Essays
 Susan Okin, Women and Citizens: Women in Western Political Thought
 Lorenne Clark and Lynda Lange (ed.) The Sexism of Social and Political Theory
- IV. Moderate Nineteenth Century Feminism and Suffrage
- Emmaline Pankhurst, My Own Story
 Nellie McClung, In Times Like These
 Millicent Fawcett, Woman's Suffrage
 Hanna Mitchell, The Hard Way Up
 Josephine Butler, Personal Reminiscences of a Great Crusade
 Barbara Berg, The Remembered Gate: Origins of American Feminism
 E. Flexner, Century of Struggle
 William O'Neill, Everyone was Brave, the Rise and Fall of Feminism in America
 Catherine Cleverdon, The Woman Suffrage Movement in Canada
 Richard Evans, The Feminists
The Feminist Movement in Germany, 1894-1933
 David Morgan, Suffragists and Liberals, the Politics of Women's Suffrage in England
 Brian Harrison, Separate Spheres: The Opposition to the Women's Movement in Britain
 Marian Kaplan, The Jewish-Feminist Movement in Germany
 Patrick K. Bidelman, Pariahs, Rise Up! The First Liberal Feminist Movement in France

V. Marxism

- August Bebel, Woman under Socialism
 David McLellan, Marx
 C. Guettel, Marxism and Feminism
 Mary O'Brien, "Reproducing Marxist Man, in Clark, The Sexism of Social and Political Theory

VI. Socialist Feminism

- Marilyn Boxer, Socialism faces Feminism in France
 Charles Sowerwine, Sisters or Citizens? Women and Socialism in France
 Marilyn Boxer and Jean Quataert, Socialist Women
 J. Quataert, Reluctant Feminists in German Social Democracy
 W. Thönnessen, The Emancipation of Women, the Rise and Decline of Women's Movements in German Social Democracy, 1863-1933
 R. Florence, Marx's Daughters
 Dornemann, Jennie Marx
 Richard Stites, Women's Liberation Movement in Russia: Feminism, Nihilism and Bolshevism, 1860-1930
 Barbara Engel, Five Sisters, Women against the Tsar
 Rosa Luxemburg, Various Writings and biographies by Netti and Frölich
 Emma Goldman, Red Emma Speaks
Living My Life
 Beatrice Webb, My Apprenticeship
Diaries

VII. Kollontai

- Barbara Evans Clements, Bolshevik Feminist, the Life of Aleksandra Kollontai
 A. Kollontai, Red Love
Autobiography of a Sexually Emancipated Communist Woman
Communism and the Family

VIII. Women in the Soviet Union, 1900-1945

- A. Balabanoff, My Life as a Rebel
 J. McNeill, Bride of the Revolution (Krupskaia)
 Donald Brown, Women in the Soviet Union
 Norton Dodge, Women in the Soviet Economy
 Kent Geiger, The Family in the Soviet Union
 William Mandel, Soviet Women
 Gregory Massell, The Surrogate Proletariat
 Anne Bobroff, "The Bolsheviks and the Working Woman, 1905-1920",
Soviet Studies (October 1974)

IX. Simone de Beauvoir

- Simone de Beauvoir, Memoirs of the Dutiful Daughter
Prime of Life
Force of Circumstance
 Carol Ascher, Simone de Beauvoir
 Konrad Bieher, Simone de Beauvoir

X. Contemporary Feminism

- S. Firestone, The Dialectic of Sex
 Germaine Greer, The Female Eunuch
 Juliet Mitchell, Woman's Estate
 Kate Millet, Sexual Politics
 Betty Friedan, Feminine Mystique

September 17: Women in the Eighteenth Century

Aries, P: Centuries of Childhood
The Hour of Our Death

Laslett, P.: The World We Have Lost
Household and Family in Past Time

Shorter, Edward, History of the Family

Stone, Lawrence, Family, Sex and Marriage in England, 1500-1800

Scott, Joan & Tilly, Louise, Women, Work and Family

Clark, A.W. WORKING Life of Women in the Seventeenth Century

Fussell, George, The English Countrywoman, 1500-1900

Thompson, Roger, Women in Stuart England and America

Maza, Sarah, Servants and Masters in Eighteenth-Century France

Fairchilds, Cissie, Domestic Enemies, Servants and Their Masters in Old
Regime France.

Hufton, Olwen, The Poor in Eighteenth Century France

PLUS: Bridenthal and Koonz, Becoming Visible: Chapters 6,7,8,9.

HISTORY 470

TOPICS IN CANADIAN SOCIAL HISTORY

(Fall Term 1984)

Instructor: David Mills
Office: 2-76 Tory
Telephone: 432-4688
Room: T2-39
Time: Wednesday 1300-1450

This seminar course will examine selected topics in the social development of Canada during the 19th and 20th centuries. It will provide an opportunity for research into and discussion of the impact of these developments upon women and the family and the reactions to them.

Course Requirements

Essay (40% of the total grade): due December 5th.

Members of the class will be required to write one term paper of approximately 20-25 double-spaced, typewritten pages. Students are asked to define their own essay topic; to discuss in the paper the impact made on the topic by secondary works, and to explore the question making some use of primary sources, such as newspapers, personal papers or collections of documents.

Essay topics and appropriate sources should be discussed with the instructor as soon as possible.

Seminar participation (30%).

Members of the class will be provided with the opportunity to discuss the major themes of the history of women and the family and analyze appropriate readings.

Each student will also be required to lead the discussion during one seminar.

Final Examination (30%).

Outline:

September	12th:	Introduction
	19th:	Methodology in the History of Women and the Family Readings: P. Aries, <u>Centuries of Childhood</u> C. Degler, <u>Is There a History of Women?</u>

T.K. Rabb, and R.I. Rotenberg, eds. The Family in History; essays by Kett, Demos, Banner, Hareven.

R. Rapp, Ellen Ross and R. Bridenthal, "Examining Family History" in J. Newton, et. al. Sex and Class in Women's History

E. Shorter, A History of Woman's Bodies.

L. Stone, The Family, Sex and Marriage in England, 1500-1800.

26th: Women's Role in Pre-Industrial Society: New France and the Fur Trade

Of Related Interest:

R.T. Vann, "Toward a New Lifestyle: Women in Pre-Industrial Capitalism" in R. Bridenthal and C. Koonz, eds., Becoming Visible pp. 192-214.

October 3rd: Women's Role in Pre-Industrial Society: Pioneer Gentlewomen

Of Related Interest:

Nancy Cott, The Bonds of Womanhood: 'Woman's Sphere' in New England.

R. Bloch, "American Feminine Ideals in Transition: The Rise of the Moral Mother" in Feminist Studies, vol. 4 (1978), p. 101-126.

M.B. Norton, Liberty's Daughters.

K.M. Rogers, Feminism in 18th Century England.

M.P. Ryan, The Cradle of the Middle Class.

B. Welter, Dimity Convictions.

10th: Religion, and Morality in the 19th Century Canada

Of Related Interest:

Nancy F. Cott, "Passionlessness": An Interpretation of Victorian Sexual Ideology" in Cott and Pleck, A Heritage of Her Own.

K. Halttunen, Confidence Men and Painted Women.

K. Melder, "Ladies Bountiful: Organized Women's Benevolence in Early 19th Century America", in E. Katz and A. Rapone, Women's Experience in America.

B. Welter, "The Cult of True Womanhood", in American Quarterly, vol. 18 (Summer, 1966), p. 151-74.

17th: The Response to Social Problems: Education

Of Related Interest:

Burton J. Bledstein The culture of professionalism: the middle class and the development of higher education in America.

J. Burstyn, Victorian Education and the Ideal of Womanhood.

A. Simmons, "Education and Ideology in 19th Century America" in B.A. Carroll, ed., Liberating Women's History, pp. 115-126.

24th: Women in the Prairie West

Of Related Interest:

A.P. Grimes, The Puritan Ethic and Woman Suffrage.

Sandra L. Myres, Westering Women.

31st: The Response to Social Change in Late 19th and Early 20th Century Canada.

Of Related Interest:

G.K. Behlmer, Child Abuse and Moral Reform.

B.C. Pope, "Angels in the Devil's Workshop" in Bridenthal and Koonz, Becoming Visible, pp. 296-324.

November 7th: Women and Work.

Of Related Interest:

R. Bridenthal and C. Koonz, eds., Becoming Visible, ch. 11-12.

B.J. Harris, Beyond Her Sphere: Women and the Professions in American History.

S.E. Kennedy, If All We Did Was to Weep at Home.

A. Kessler-Harris, Out to Work.

Louise A. Tilly and Joan Scott, Women, Work and Family.

14th: Attitudes about Motherhood and Sexuality.

Of Related Interest:

Lois Banner, American Beauty.

Peter Gay, Education of the Senses.

Deborah Gorham, The Victorian Girl and the Feminine Ideal.

W. Leach, True Love and Perfect Union: The Feminist Reform of Sex and Society.

D.S. Smith, "Family Limitation, Sexual Control and Domestic Feminism in Victorian America" in Cott and Pleck.

Ann D. Wood, "The Fashionable Diseases: Women's Complaints and Their Treatment in 19th Century America" in M.S. Hartman and L. Banner, eds., Clio's Consciousness Raised, pp. 1-22.

21st:

Child-Centred Reform and Women's Suffrage

Of Related Interest:

P. Branca, Silent Sisterhood.

B.E. Epstein, The Politics of Domesticity.

E.F. Hurwitz, "The International Sisterhood" in Bridenthal and Koonz, Becoming Visible, pp. 325-345.

Jane Lewis, The Politics of Motherhood.

A.S. Kraditor, The Ideas of the Woman Suffrage Movement.

W. O'Neill, The Woman Movement: Feminism in the United States and England.

28th:

Status and Image of Women in the Inter-war Period

Of Related Interest:

R. Bridenthal, "Something Old, Something New" in Becoming Visible, pp. 422-444.

Wm. Chafe, Women and Equality: Changing Patterns in American Culture.

W. Wandersee, Women's Work and Family Values, 1920-1940.

K.A. Yellis, "Prosperity's Child: Some Thoughts on the Flapper" in Katz and Rapone, Women's Experience in America.

December

5th:

Women in Post-War Canada.

Of Related Interest:

Mary O'Brien, The Politics of Reproduction.

Frank Stucker, "Cookbooks and Law Books: The
Hidden History of Career Women in 20th
Century America" in Katz and Rapone,
Women's Experience in America.

J. Turner and L. Emery, eds., Perspectives on
Women in the 1980's.

Office Hours:

I shall be available on a regular basis in my office between 10 a.m. and noon. If these times are inconvenient, appointments may be arranged.

BIBLIOGRAPHY FOR CANADIAN WOMEN'S HISTORY

The sources listed below comprise the basic readings for the course. For an annotated bibliography, see Beth Light and Veronica Strong-Boag, eds. True Daughters of the North. Jean Dryden's book, Some Sources for Women's History at the Provincial Archives of Alberta, may be of some use for the essays. Journals of general interest include: Atlantis, Canadian Woman Studies, and Resources for Feminist Research; see also the International Journal of Women's Studies.

* Available in the Bookstore

The following are important collections of primary documents:

- *R. Cook and W. Mitchinson, eds., The Proper Sphere.
- *B. Light and A. Prentice, eds. Pioneer and Gentlewomen of British North America.
- *A. Prentice and S. Houston, eds., Family, School and Society.
- *B. Light and J. Parr, eds., Canadian Women on the Move, 1867-1920.

1) General Readings on Canadian Women's History

- M. Anderson, ed., Mother was not a Person.
- M. Andrews, "Attitudes in Canadian Women's History" in Journal of Canadian Studies (Summer, 1977).
- M. Conrad, "The Rebirth of Canada's Past: A Decade of Women's History," in Acadiensis, vol. 12 (1983) p. 140-162.
- J. Esperance, The Widening Sphere: Women in Canada, 1870-1940.
- N. Griffiths, Penelope's Web: Some Perceptions of Women in European and Canadian Society.
- M.Q. Innis, The Clear Spirit.
- M.W. Labarge, The Cultural Tradition and Political History of Women in Canada. (Study no. 8 of the Royal Commission on the Status of Women.); see also articles by M.D. Johnson and M.E. MacLellan.
- G. Matheson, ed., Women in the Canadian Mosaic.
- K. McConnachie, "Methodology in the Study of Women in History" in Ontario History, (March, 1983), p. 61-70.
- Ruth Pierson and A. Prentice, "Feminism and the Writing and Teaching of History," in Atlantis, vol. 7 (Spring, 1982), p. 37-46.
- A. Prentice, "Writing Women into History: The History of Women's Work in Canada", in Atlantis, (Spring, 1978), p. 72-84.
- E.L. Silverman, "Writing Canadian Women's History, 1970-1982: an Historiographical Analysis", in Canadian Historical Review (December, 1982), p. 513-33.
- M. Stephenson, Women in Canada.

Of Related Interest:

- Carl Degler, At Odds.
- W.L. O'Neill, Everyone was Brave: A History of Feminism in America.

2) Women in Fur Trade and in French Canada.

- *J. Brown, Strangers in Blood.
 _____, "A demographic Transition in the Fur Trade Country" and "Changing Views of Fur Trade Marriage and Domesticity" in Western Canadian Journal of Anthropology, vol. 6 (1976), pp. 61-71; 92-105.
- * _____, "Children of the Early Fur Traders", in Joy Parr, ed., Childhood and Family.
 _____, "Women as Centre and Symbol in the Emergence of Metis Communities", in Canadian Journal of Native Studies, vol. 3 (1983), p. 39-46.
- W. O'Meara, Daughters of the Country: The Women of the Fur Traders.
- *S. Van Kirk, Many Tender Ties: Women in Fur Trade Society.
- * _____, "The Impact of White Women on Fur Trade Society" in S. Trofimenkoff and A. Prentice, The Neglected Majority.
 _____, "Women in Between: Indian Women in Fur Trade Society in Western Canada", in CHA Papers (1977), pp. 30-47.
- J.F. Bosher, "The Family in New France", in B.M. Gough, ed., In Search of the Visible Past, p. 1-13.
- Le Collectif Clio, L'Histoire des Femmes au Quebec.
- S. Dumas, Les Filles du Roi en Nouvelle France.
- I. Foulche-Delbosc, "Women in Three Rivers 1651-63" in The Neglected Majority.
- A. Greer, "The pattern of Literacy in Quebec, 1745-1899" in Social History, (November, 1978).
- J. Henripin, "From Acceptance of Nature to Control: The Demography of French Canadians" in M. Horn and R. Sabourin, eds., Studies in Canadian Social History.
- Soeur Marguerite Jean, Evolution des communautés religieuses de femmes au Canada.
- A. Lachance, "Women and Crime in the Early 18th Century" in L.A. Knafla, ed., Crime and Criminal Justice in Europe and Canada.
- P.A. Leclerc, "Le mariage sous le regime francais" RHAF, vol. 13/14 (1959-60), pp. 230-46, 373-401, 525-43.
- *P. Moogk, "Les Petits Sauvages": The Children of 18th Century New France" in Childhood and Family.
- R.L. Seguin, "La Canadienne au 17th et 18th siècles" Revue d'histoire de l'amerique francaise, vol. 13 (1959-60), p. 492-508.
- S. Trofimenkoff, Dream of a Nation.
- J.P. Wallot, "Religion and French-Canadian Mores in the Early 19th Century" in CHR (1971).

3) Pioneer Gentlewomen in Upper Canada

- M.Q. Innis, ed., Mrs. Simcoe's Diary
 Anna Brownell Jameson, Winter Studies and Summer Rambles.
- H.H. Langton, ed., A Gentlewoman in Upper Canada: The Journals of Anne Langton.
- A.S. Miller, ed., The Journals of Mary O'Brien.
- Susanna Moodie, Life in the Clearings.
 _____, Roughing It in the Bush.
- Catherine Parr Traill, The Backwoods of Canada.
 _____, The Canadian Settlers Guide.
- Sara Eaton, Lady of the Backwoods: Biography of Catherine Parr Traill.
- Marian Fowler, The Embroidered Tent: Five Gentlewomen in Early Canada.
 _____, "Portrait of Elizabeth Simcoe," in Ontario History (1979).

- *Leo Johnson, "The Political Economy of Ontario Women", in J. Acton, ed., Women at Work.
- *B. Light and A. Prentice (eds.), Pioneer and Gentlewomen of British North America.
- R. Matthews, "Susanna Moodie, Pink Toryism and 19th Century Ideas of Canadian Identity", JCS (August, 1975), pp. 3-15.
- G. and R. McEwan, "Two Sisters in the Backwoods", in J. Acton, Women Unite, pp. 16-20.
- A.Y. Morris, The Gentle Pioneers.
- Clara Thomas, Love and Work Enough (a biography of Anna Jameson).

4) Religion, Morality & the Response to Social Problems in 19th Century Canada.

- C. Backhouse, "19th Century Canadian Rape Law" in D.H. Flaherty, ed., Essays in the History of Canadian Law, vol. 2.
- C. Ballstadt, "A Glorious Madness: Susanna Modie and the Spiritualist Movement" in Journal of Canadian Studies, (1983), pp. 88-101.
- J.M. Beattie, Attitudes Towards Crime in Upper Canada.
- J.J. Bellomo, "Upper Canadian Attitudes to Crime and Punishment", in OH (1972).
- C. Berger, God, Science and Nature in Victorian Canada.
- R. Cook, "Spiritualism: Science of the Earthly Paradise" in CHR (March 1984).
- G. Decarie, "Something Old, Something New ... Aspects of Prohibitionism in Ontario," in D. Swainson, (ed.), Oliver Mowat's Ontario.
- J. Fingard, "The Winter's Tale: Seasonal Contours of Pre-Industrial Poverty in British North America," in CHA Papers (1974).
- D. Francis, "The Development of the Lunatic Asylum in the Maritime Provinces", in Acadiensis, (1977).
- G. French, "The Evangelical Creed in Canada," in W.L. Morton, ed., The Shield of Achilles.
- M.A. Garland and J.J. Talman, "Pioneer Drinking Habits and the Rise of Temperance Agitation in Upper Canada," in F.H. Armstrong (ed.), Aspects of 19th Century Ontario, pp. 171-193.
- C. Headon, "Women and Organized Religion in Mid and Late 19th Century Canada," in Journal of the Canadian Church Historical Society, vol. 20 (1978), pp. 3-18.
- L. Krasnick, "In Charge of the Loons: A Portrait of the London, Ontario Asylum for the Insane in the Nineteenth Century," in OH (September, 1982), pp. 138-184.
- W. Mitchinson, "Canadian Women and Church Missionary Societies in the 19th Century: A Step towards independence", in Atlantis, vol. 2 (Spring, 1977), pp. 57-75.
- R.A. Olsen, "Rape - An Un-Victorian Aspect of Life in Upper Canada" in, OH (1976), p. 75-79.
- *A. Prentice and S. Houston, Family, School and Society, pp. 270-290.
- *P.T. Rooke and R.L. Schnell, Discarding the Asylum.
- H.G. Simmons, From Asylum to Welfare.
- R.B. Splane, Social Welfare in Ontario, 1791-1893.
- S.A. Speisman, "Munificent parsons and municipal parsimony: voluntary vs. public poor relief in 19th Century Toronto", in Ontario History (1973).
- D.G. Wetherell, "To Discipline and Train: Adult Rehabilitation Programmes in Ontario Prisons, 1874-1900", in Social History, vol. 12 (May 1979), pp. 145-165.

5) Education

- M. Danylewycz, B. Light and A. Prentice, "The Evolution of the Sexual Division of Labour in Teaching", in Social History, vol. 16 (May, 1983), pp. 81-109.
- I. Davey, "Trends in Female School Attendance in mid-19th Century Ontario," SH (1975), pp. 238-254.
- *C. Gaffield, "Schooling, the Economy and rural Society in 19th Century Ontario," in J. Parr (ed.), Childhood and Family.
- *E. Graham, "Schoolmarm and Early Teaching in Ontario," in J. Acton (ed.), Women at Work.
- S. Houston, "Politics, Schools and Social Change in Upper Canada," in CHR (1972).
- * _____, "The Victorian Origins of Juvenile Delinquency" in M. Katz and P. Mattingly, eds. Education and Social Change.
- *A. Prentice, "Education and the Metaphor of the Family: The Upper Canadian Example", in M. Katz and P. Mattingly, Education and Social Change.
- * _____, "The Feminization of Teaching," in S. Trofimenkoff and A. Prentice, eds., The Neglected Majority.
- _____, "Towards a Feminist History of Women and Education" in D. Jones, ed., Approaches to Educational History, pp. 39-145.
- * _____, The School Promoters.
- M.V. Royce, "Arguments over the Education of Girls," in OH (1975).
- _____, "Education for Girls in Schools in Ontario," in Atlantis, vol. 3 (1977), pp. 181-192.
- _____, "Methodism and the Education of Women in 19th Century Ontario," in Atlantis, vol. 4 (1978), pp. 130-143.
- J.G. Reid, "The Education of Women at Mount Allison, 1854-1914" in Acadiensis, (Spring, 1983), p. 3-33.
- P.T. Rooke and R.L. Schnell, "Childhood and Charity in 19th Century British North America" in Social History, (May, 1982), p. 157-180.

6) The Expansion of Rural Ontario into the Prairie West

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FORMAT

SESSION NO. 7

Area: Creation

Goal: To Demythologize the Creation Stories

Objectives: To examine Genesis I and II texts, as an exercise in feminist hermeneutics.

To explore the motifs of domination/equality.

To explore the connections between patriarchy and war/pollution.

Process:

1. Papers focusing on Genesis I and II
2. Lecture: Closer Exegesis
3. Discussion: What is the connection between Genesis and militarism, pollution, etc.

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FORMAT

SESSION NO. 8

Area: Fall

Goal: That participants free themselves from the sexist/patriarchal dimension of the doctrine of the "fall" of humanity.

Objectives:

1. To identify the patriarchal dimension of the doctrine of the fall.
2. To explore the texts supporting the patriarchal understandings of the fall using a feminist hermeneutic.
3. To explore traditional concepts of original sin in search of any enduring usefulness.
4. To develop an outline of an adequate doctrine of "fall" and original sin in the light of the feminist critique.

Process:

1. Papers, discussion, conclusions about the texts.
2. Lecture: Outline of traditional doctrine and its existential source. (What theological problems does it solve? create?)
3. Develop an "adequate" doctrine of the fall.

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 Tr Sexuality, ch 4, esp. pp100f
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 Ro. 5

FORMAT

SESSION NO. 9

Area: Soteriology

Goal: To develop an understanding of salvation that takes account of the experience of women and the feminist critique of tradition.

Objectives:

1. To examine the presuppositions of the traditional understanding of salvation.
2. To explore feminist criticism of the traditional view.
3. To become familiar with the experiential basis of the doctrine of salvation and some classical texts.
4. To develop our own statement of the doctrine.

Process:

1. Papers and discussion -- issues
2. Lecture: The problems dealt with by the tradition. The experiential basis.
3. The understanding of salvation required by a feminist consciousness. Discussion.

BIBLIOGRAPHY : SOTERIOLOGY

Text chs 3, 9

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- 232 Ru Ruether, Rosemary To Change the World, (London, SCM, 1981) pp 45-56
- The Bible Ro. 5

FORMAT

SESSION NO. 10

Area: Trinity : God the Father/Mother

Goal: That participants demythologize/depatriarchalize their concept of God.

Objectives:

1. To explore the language and imagery of the traditional (patriarchal) concept of God
2. To explore some of the issues surrounding the use of male and female language in naming "God/dess" (Reuther)
3. To become familiar with some of the Theological motives behind the traditional concept of God.
4. To explore feelings and implications for us personally of a shift from the traditional concept of God to a depatriarchalized concept.

Process:

1. "Imaginative exercise": God
2. Papers discussion issues
3. Lecture: God-talk
 - language issues
 - traditional motifs of transcendence and justice
4. Discussion

BIBLIOGRAPHY : FATHER/MOTHER

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 En Divine, (Philadelphia : West-
 minster, 1979)
- 201.4 McFague, Sally Metaphorical Theology passim
 McF
- 230 Plaskow, Judith Sex, Sin and Grace, pp 162-7
 Pl
- 261-B Swidler Biblical Affirmations of Women
 Sw Part I

FORMAT

SESSION NO. 11

- Area: Christology
- Goal: To explore the doctrines of the person of Christ from the perspective of women's experience.
- Objectives: To explore the relationship between the maleness of Jesus and the traditional concept of the Christ.
- To become familiar with the traditional Christology and the "problems" it was meant to "solve".
- To develop a statement of the being of Christ that expresses a feminist perspective.
- Process:
1. Papers discussion issues
 2. Lecture: Christology - ancient and contemporary
 3. Discussion: "What needs to be said?"

BIBLIOGRAPHY : CHRISTOLOGY

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- 230 Ba Barth, Karl *Church Dogmatics* (Gollwitzer, ed.) 45-49, 92-133
- 270.1 Be Bettensen, H. ed. *The Later Christian Fathers*, (London, 1970) 214-227
- Daly, Mary *Beyond God the Father*, pp 69-81
- 301.4 Da Daly, Mary *Gyn/Ecology*, 79-89
- 232.1 Du Dunn, James D.G. *Christology in the Making*, (London, SCM, 1980) ch 2, esp. 12-33, 251-268
- 230 P1 Plaskow, Judith *Sex, Sin and Grace*, (Washington, 1980) esp. 124ff
- 232 Ru Ruether, Rosemary *To Change the World*, (London, 1981), 45-56

FORMAT

SESSION NO. 12

Area: The Spirit

Goal: To develop an understanding of Spirit congruent with female experience.

Objectives:

1. To examine the contention that the spirit is the feminine side of God.
2. To explore the tradition in regard to the spirit.
3. To do theological reflection on Spirit.

Process:

1. Papers discussion issues
2. Lecture: The Spirit in Tradition
3. Discussion: Theological Reflection on Spirit

BIBLIOGRAPHY : SPIRIT

- | | | |
|-------------|-----------------|--|
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Ba | Barth, Karl | <u>Dogmatics in Outline</u> , pp137-40 |
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Da | Daly, Mary | <u>Gyn/Ecology</u> , pp 35-8, 75, 229-32 |
| 231.7
Ne | Newman, Paul W. | <u>Humanity and Spirit</u> (Toronto: Image 1983) |



to: DR. Ann Hall
P.Ed. and Sports
P 320B R.E. & Rec.

date: March 29, 1985

from: L.B. MacCallum
Faculté Saint-Jean

our file:

your file:

subject: Cours sur la femme

As requested:

ANTHE 410: Sexe et statut social: approche comparative 3 (3-0-0)

Le statut social des sexes comme phénomène biologique et culturel.
Le statut social des femmes dans diverses sociétés. Prérequis:
un cours de niveau senior en anthropologie ou sociologie.

SOCIE 301: Sociologie de la femme 3 (3-0-0)

Etude comparée du rôle de la femme dans diverses sociétés, en insistant sur le Canada contemporain; on considérera ce qui détermine la structure du rôle de la femme. Changements parallèles dans le rôle de l'homme en tant que complémentaire.

Lillian B. MacCallum

LBM/ab



April 9, 1986

To: Members of Advisory Committee on Women's Studies
From: Leslie Stewart

Please find enclosed the following materials:

- 1) Minutes of March 26 meeting.
- 2) A letter from Dallas regarding the April 15 meeting.
- 3) A summary of the comments regarding the proposals (received from Rebecca, Jean, Dallas and Ros).
- 4) A copy of Rebecca's comments on the proposals.
- 5) A copy of Jean's comments on the proposals.
- 6) An invitation to a reception for Jane Rule (N.B. Due to space restrictions, it was necessary for the organizers to limit the invitations to the Advisory Committee to 9. Please respond to me as soon as possible if you are interested in attending. I will then forward the information to the Women's Program).
- 7) Announcement of the Chair in Women's Studies at Simon Fraser University.
- 8) A letter from Edmonton Working Women.

*Also; Ann has sent out a slightly revised copy of the Proposal for an Undergraduate Degree Program in Women's Studies which you should have received by now.

You may be receiving additional materials from some members of the committee who were unable to get their work to me in time for this mailout.

(If you were not at the March 26 meeting, you will have two additional enclosures: the agenda from the March 26 meeting and a Jane Rule poster).

ADVISORY COMMITTEE ON WOMEN'S STUDIES

March 26, 1986

2:00 p.m. to 4:00 p.m.

AGENDA

1. Approval of minutes of February 26 and March 11, 1986.
2. Approval of agenda.
3. Announcements
4. Speakers
 - (a) Paula Caplan
 - (b) Greta Nemeroff
 - (c) Veronica Beechey
5. Proposal for a B.A. in Women's Studies
6. Other Business
7. Process to date

ADVISORY COMMITTEE ON WOMEN'S STUDIES

Minutes of March 26, 1986

Present:

M. Assheton-Smith, D. Cullen (Chair), B. Eyles, A. Hall, J. Lauber, R. Liburd, P. Prestwich, S. Susut, R. Sydie, M. Potrebenko, L. Stewart.

Regrets:

N. Keating, E. Long.

1. Re the minutes of February 26: Marilyn requested that it be noted that her comment on page 4 regarding the work of people with whom the committee is unfamiliar, took place within a much broader discussion concerning the problem of misogynist academics in the university.

Re the minutes of March 11: Pat Prestwich pointed out that the remarks of the "two Pats" are sometimes attributed to the wrong Pat.

2. Announcements

Rosemary announced that the subcommittee that worked on the institute in the summer is going to start meeting again. She sees the subcommittee looking at how the institute would fit in with the way the committee is currently moving with the degree program. She has always seen the institute as an important part of the overall program. Feels that this subcommittee did a lot of work on the institute and would like to continue with this.

Ann: Bringing forward the concept of the research institute again.

Rosemary: Would look at how the concept of an institute would fit in with the way things are moving along.

Marilyn: Talked to Jean yesterday about sitting on this subcommittee and she has agreed.

Rosemary: This will allow another subcommittee to be active and to work on fitting the institute into the present plans.

Ann: Since she is doing the writing, would like to be part of this subcommittee.

Sandy: Doesn't see that that is necessary since everything will be coming back to the committee.

Ann: What is the problem? Thought all of this was sorted out. Can't mess about with this. Have to move forward.

Marilyn: Ann, why would you object to other people on the committee doing some

work?

Ann: Doesn't object to that. Why is she being excluded?

Marilyn: Why would you be included?

Ann: Thinks it is a good idea for others to do some work, but why should she work on the proposal when there is a subcommittee working on it?

Marilyn: Subcommittee can carry on with this work and then bring it back to the committee. Ann does not need to do further work on the institute for now.

Rosemary: Doesn't want to drop the work that was done and the ideas that were developed on the institute over the summer.

Dallas: There is a problem discussing this because we haven't looked at Ann's work yet. Maybe the ideas have been incorporated. Know the general framework but not where the bits and pieces fit.

Marilyn: Agrees. Haven't had a chance to read the proposals so don't know where things are at.

Ann: What is concerning her is that committee is going in different directions.

Further Announcements

The Abortion Tribunals¹ are being held tomorrow evening at the Centennial Library.

A call for papers from a conference entitled "Girls, Women and Giftedness", which is being held at the University of Lethbridge in May 1987.

Greta Hofmann Nemiroff will be giving a public lecture on Friday, April 4.

3. Paula Caplan will be coming here the day before she goes to Jasper for P.A.A. She'll speak on Thursday, October 16. Title of the lecture is "Women's Masochism and Other Psychological Myths".

The committee will be meeting with Greta Hofmann Nemiroff on Friday April 4 from 2:00 - 4:00 p.m. at the Women's Program house. Leslie will send a reminder out to all committee members.

Leslie

Veronica Beechey is coming in September '86. She is willing to present a public lecture or seminars. Committee will have to decide on this.

Copies of Jane Rule's schedule were distributed.

Sandy: Has been mentioned in the past that committee should apply for more Secretary of State money to continue the speakers series, but this has never been resolved.

Marilyn: Should also discuss if want to continue to put so much energy into speakers since we have a lot of work to do on other things.

5. Discussion of Proposals:

Ann: Not going to say anything. Proposals are there. Wants committee to go ahead.

Marilyn: Doesn't seem that we can look at them today.

Pat P.: Need to go off and read these on our own. Would like to submit ideas to Ann

Ann: Not going to take them.

Pat P.: Submit them to someone so we can get them back to look at before the next meeting.

Some discussion around this.

Agreed that the following would be done:

Leslie will send copies of the proposals to everyone not at today's meeting.

Committee members to submit comments re proposals to Leslie by April 4. For simplicity's sake, proposals will be referred to as A, B., and C:

A - Undergraduate Degree

B - Structure for Women's Studies

C - Research Institute

Dallas and Leslie will then collate the comments and send them out to the committee. They will also structure the agenda for April 15th's meeting around the comments to facilitate discussion.

Leslie, Dallas

Marilyn: What Rosemary, Jean and I could do is pick up on the Institute proposal and work on it so that the committee has it a week before the next meeting.

Rosemary, Jean, Marilyn

4. Other Business/Discussion

Sandy: How are we doing in terms of money?

Dallas: Have a fair bit of money left.

Dallas and Leslie will prepare a report on finances for the April 15 meeting.

Dallas, Leslie

Sandy: Maybe we need to make some decisions re our employees - they might need to know. Also, would like some feedback from the students in Lynda Lange's course, since we sponsored the course.

Pat P.: Thinks evaluations are confidential.

Marilyn: Maybe could contact Lynda and ask students to write a paragraph on the course, knowing that it would go to the committee.

Barb: Lynda was concerned about whether the course would be offered every year.

Dallas: Philosophy said that they would consider offering the course every year if 20 people registered.

Ann: This is good example of what the committee in Arts could do; pressure the Philosophy department to offer the course.

Sandy: Should be some way that committee can get feedback on courses.

Jean: Maybe one thing to do would be to contact Lynda and see how she felt it went.

Marilyn: Maybe should think about this in terms of procedure for committee to follow to get feedback in these situations.

Dallas: Way we spent money this year is not necessarily how it will be spent in the future. Have to think about how we want to spend our money. In future, need to develop plans for selecting, funding and evaluating courses. Regarding employees, Leslie will work until the end of April, and Mary until the end of June.

Marilyn: This is sort of thing we should look at on April 15.

Ann: Her money, half of Mary's salary, ends at end of June. No more money after that. Inclination is to take Mary off of these projects since this work may not be worthwhile.

Dallas: What types of things has Mary been doing?

Ann: Gathering course outlines from across Canada, compiling list of what each university offers in WS. Also, going to have her follow up on and update the information that went into the proposal for the Chair, and compile a listing of theses on campus relevant to WS, as well as C.V.'s of staff.

Marilyn: Seem like reasonable and worthwhile projects whatever direction we take. Is a theses listing on SPIRES which may be helpful.

Sandy: Also, Susan Jackel pulled a lot of stuff together for the Chair proposal.

Ann: Think will pull Mary off of these projects because she has been working on committee stuff full time

Sandy: If other committee members have requests?

Ann: Thinks these requests should go through her, or her and Mary at the same time.

Marilyn: Seems that committee should not lose that right to request work from its employees.

Dallas: Seems reasonable not to have 15 requests from committee. If Mary has been working full time for committee, then should spend some time working for Ann. But those projects will be useful for background information for committee. Sheila Bertram might be useful in these compilation as well.

Rosemary: Has one from Medical Library which might also be useful.

Ann: Wants it made clear that committee doesn't want her to do any more work at this time.

General agreement.

Pat P.: But assume there is common consensus that go forward, aren't going to go back.

Marilyn: Generally would agree, but have not yet read the proposals.

Ros: Correct to assume that if get a research institute will then have to go out and get funding? Seems that this would be big stumbling block.

Ann: Are strict guidelines from Vice-President (Research) in setting these things up. If going to work on it, suggests getting these. Doesn't think this subcommittee is looking at a research institute, and if that is the case, represents a change of direction for committee. Thinks that should be recognized. If want to bring about teaching/research institute, thinks barking up the wrong tree.

Jean: Grand concept of teaching/research institute was really pulled out from under us by White's reaction. He suggested splitting the two. Is nothing mysterious here.

Ann: Issue that she hasn't addressed and which is important one, is that of the Interfaculty Council on Women's Studies (page 5 in "Structure" proposal). We have never discussed it. Strong sense that some people want to reinvent the wheel. Need to focus on this. Is split on this committee. Is also split on Arts subcommittee. Frustrated. Continually reinventing the wheel.

Marilyn: How do you know that with nothing in front of you?

Dallas: Understands Ann's concerns. Did agree in principle with going ahead.

Marilyn: Two concerns: subcommittee on research institute and the proposal to the Faculty of Arts.

Ann: Doesn't feel concerns have been stated.

Marilyn: Need to be subcommittees working.

Jean: Might turn out to be quite redundant.

Dallas: Ann's concern is that an institute with a teaching function will be developed where the research institute is proposed.

Marilyn: Doesn't think subcommittee has that intention but not willing to make any commitment until that group meets. Does not feel that she can speak for the group.

Ann: Don't think can separate out any parts of the proposal.

Marilyn: Things will be brought back to the committee for discussion.

Sandy: Feels that we are spinning our wheels. Move for adjournment.

Ros: Like to propose re structure of agenda for 15th that look at proposal A first - Undergraduate Degree Program. Extremely frustrated. Being pragmatic. Would like to see committee get this organized and moving through the bureaucracy.

Jean: Second adjournment motion.

Date: April 7, 1986

To: Advisory Committee on Women's Studies

From: Dallas Cullen

Subject: April 15 meeting

This meeting is our last regularly scheduled one for this term. Since we may not be able to ensure that all of us will be able to attend any subsequent meetings, some crucial decisions will have to be made on the 15th.

The most important is that of how we will structure ourselves and function over the summer. We have to carry on the work of getting the degree proposal approved, get its committee set up and functioning, get the Interfaculty Council on Women's Studies approved and set up, get the research institute approved, develop criteria for and fund courses with the New Initiatives money, and make plans for next year's speakers. We need to decide how we will accomplish this -- and we have to decide on the 15th. I offer the following suggestion, which we can discuss at the meeting.

One possibility is to divide ourselves into smaller working subgroups which could form the nucleus or core of the later groups. That is, one subgroup could work on the degree proposal (and be the nucleus of the Faculty of Arts Committee) while another could work on the structure proposal (and become the core of the Interfaculty Council on Women's Studies). The subgroups would consult with one another but would be empowered to make decisions on their own. Something like this would make it easier for the subgroups to work (since it would be easier to coordinate the schedules of smaller numbers of people) as well as ensuring a smooth transition to the new structures we are proposing.

Please consider this suggestion for the April 15th meeting. Perhaps our plans for the summer should be our first priority at that meeting, followed by the degree proposal, followed by the structure and research institute proposals. See you then.

Summary of Comments Regarding the Proposals

Details of Degree

3.1 What should people take in their first year - i.e. W.S 200 (currently in point 4.1 it says that the 200 level course is not available in first year), a cross-listed course or no W.S. courses?

3.3 Should we be indicating that we want to encourage a double major?

What about an honours program - is no mention of it.

What about grade point requirements. Will we just require what the Faculty requires?

4.1 Will there be prerequisites for the 300 and 400 level courses (other than just the 200 level course, as currently stated).

Administrative Structure and Resources

2.4 Number of F.T.E's required.

Nature of coordinator's position.

Other Changes to Degree Proposal

See points 4 and 5 of Rebecca's comments.

The Women's Program and
Resource Centre
(Faculty of Extension)
and
The Jane Rule Committee

Invite you to attend a private
reception with Jane, following
her presentation at the Humanities
Lecture Theatre 1.

As this is the only opportunity
for sponsoring groups and
individuals to meet casually with
Jane, this event is closed to the
public.

Date: *Monday, April 14, 1986*
Place: *The Women's Program and
Resource Centre
11019-90th Avenue*
Time: *9:00 P.M.*

Space is limited, so we request
that you R.S.V.P. by April 10, 1986
by calling 481-5973, or The Women's
Program and Resource Centre at 432-3093

We look forward to seeing you there!

CHAIR IN WOMEN'S STUDIES

The Women's Studies Program at Simon Fraser University is seeking a senior candidate to fill its endowed chair beginning in either January or May 1987. The appointment may be made for four, eight, or twelve months. Applicants in all fields are invited, particularly in health care, law, social policy, anthropology/sociology, visual arts, engineering, education and literature. Applicants must be Canadian citizens or landed immigrants, and must have appropriate academic or professional qualifications. Responsibilities will include teaching, public lectures and community outreach. Salary will be that of a senior scholar.

Candidates should send a curriculum vitae and the names and addresses of three referees, no later than 30 May, 1986, to:

*The Coordinator
Women's Studies Program
Simon Fraser University
Burnaby, BC
V5A 1S6*

Telephone: (604) 291-3593

may 5

ADVISORY COMMITTEE ON WOMEN'S STUDIES

Minutes of April 15, 1986

Present:

M. Assheton-Smith, P. Clements, R. Coulter, D. Cullen (Chair), C. Davies, A. Hall, N. Keating, J. Lauber, R. Liburd, P. Prestwich, S. Susut, R. Sydie, M. Potrebenko, L. Stewart.

1. The minutes of March 26 were not discussed.
2. No agenda for this meeting but items that members would like to see discussed:
 - discussion of speaker series for next year
 - proposal for a Research Institute (work done by the institute subcommittee)

Dallas: Sent out tentative agenda with minutes but it doesn't seem to be appropriate now. Reflected in the material which was circulated were the fundamental issues of philosophical issues as opposed to details of the degree program. Have to decide whether or not we believe it is necessary and appropriate for us to include these philosophical issues in the proposals. Would like to do round to see what people would like to discuss in terms of the proposals.

Marilyn: Need our agenda for the meeting set out. Might be 12:00 and we find we haven't discussed things that we need to discuss. For example, need to discuss our summer plans.

Dallas: Don't think we can discuss other things until this is discussed.

Marilyn: At 11:30 then will we stop and prepare for our next meeting?

General agreement.

Dallas: Don't think it is necessary or appropriate to put philosophical discussion in the proposals. Committee who will have to deal with decisions should be the ones making them. Don't think committee should take power to define feminist pedagogy. Would like Leslie and Mary not to participate in these issues because they are employees and it's not fair to ask them to participate.

Christine: Agree with Dallas. Not appropriate or necessary to discuss philosophical issues in proposals.

Ann: Apologize. Have been away for a few days and have only read the documents over quickly. Believe that, whatever happens today, we are all working out of a certain love for feminist scholarship. Believe we all operate on this basis. Reading through documents, feel currently that there is hegemonic feminism operating on the committee, which I feel is oppressive. Is distrust by some committee members of others. Don't see us resolving these things so shouldn't try. Should proceed with defining the documents.

Norah: Would agree that there is impasse. Time is right to go ahead.

Rosemary: Was one of the people who raised the issue of philosophy. Keep going back to the beginnings of our work when there was a lot of discussion over how our philosophy would be reflected in the program. Still feel that some attention to philosophy is important.

Ros: Do not think philosophical statements should go into anything that goes to other groups. Not smart politically. Business of who is feminist - essence of feminism to me is open debate. Disturbing that committee has reached stage of "Am I a better feminist than you?" Lets get the stuff done.

Jean: Several meetings ago we seemed to have a vision. Seemed to have backslid from there. Time is right. Philosophical debates will go on. Hope that there won't be too many on the floor of GFC.

Pat P.: Agree with Ros, Jean and others. As scholar and academic feel that having only one definition is indoctrination, not learning. Have to avoid that.

Pat C.: (Read part of Adrienne Rich poem). Hate what is happening to us right now. If don't do this, are doing ourselves in. Will be blamed for not being able to come to decision.

Rebecca: Astounded. Don't see any of the name-calling that I hear around this table in those documents. Is a legitimate difference of opinion. Pragmatism and philosophy are not two separate worlds. Need to have very carefully worked out philosophical statements. Have to be careful that we don't make a liberal-democratic argument here and a different argument to GFC. Have to seek balance on the two; good philosophy and good practicality. I now face a number of issues precisely because we didn't have a carefully laid out philosophical base. Absolutely crucial to do both things at the same time. Your position must be argued very carefully. Have to protect yourself.

Sandy: Support all of what Rebecca said. Would like to see both kinds of arguments presented. I have had the same sort of experience as Rebecca was referring to in the Faculty of Extension. Don't have any sense that one person is a better feminist than another. All of us have felt hurt and anxiety - are we just going to let that go? We all have to put a lot of thought into this. Would like us to seriously look at proposals and critiques and come to resolutions around that. Do we around this table understand what multidisciplinary is? If we don't understand, can't expect others to. Have never discussed feminist pedagogy. Would like to talk about content and also the nature of our fears and anxieties.

Marilyn: Having real difficulties. Polarising the discussion from the beginning was not a good way to go. If we go forward with a proposal that is weak, then people who are opposed will have lots of ammunition. We'll be doing ourselves a disservice. The ideas/materials we have before us are an attempt to make a better program. Polarising between philosophy-feminism/administration does not help. What is the knowledge structure of Women's Studies? Why put a course in history as opposed to Women's Studies? If we can't work these things out, don't know how we can make any proposal or run a program. What departments are about

are discussions about pedagogy and scholarship.

Dallas: But should we work out these questions or is it an ongoing thing that should be worked out by the Arts committee?

Marilyn: If were dealing with psychology for example, would have people with PhD's in psychology there. We are the people with some degree of expertise in Women's Studies and, therefore, we should be there. If not, what are we doing here?

Pat C.: If we don't know why we're here then at this stage, we shouldn't be here.

Marilyn: I don't understand the anger in that statement.

Pat C.: To raise the question of why a Women's Studies program at this stage is obstructive.

Marilyn: But if it's not in the proposal, we don't know it.

Pat C.: People who are going to work with the program have to develop these things.

Marilyn: Have set up a polarised discussion. Can't put ideas on the table and discuss them. Surely we have to address the knowledge base.

Pat P.: For example, there is an incredible diversity in the history department. Think we cannot come to a monolithic agreement. Surely these things can be worked out next year as courses get created. Think what you're asking is impossible for any discipline. Would like at 11:30 to take a vote.

Marilyn: Correction; have never said "monolithic". Women's Studies is diverse as anything.

Pat P.: Why can't we say in our proposal that we are departmentalizing knowledge?

Rebecca: Think that is what Marilyn is trying to say. Need to put some of that agreement in the proposal. You will get people asking questions all the time and if you don't have some philosophy to tell them, it won't work.

Pat P.: Visions and goals might be better words than philosophy. Surely that can go in introductory paragraph.

Rebecca: Something about how feminist pedagogy should be different should be included.

Ros: Page 2, section 2.1; isn't this what we're talking about?

Pat P.: Add that women cannot be studied in isolation, in one discipline.

Marilyn: Agree, but notion of studying women is not complete enough. Notion that you are looking at women and gathering information on women is not necessarily appropriate.

Pat P.: Some of this will come to negotiations. This is a document that will go to the Dean and he will want further clarification on some things, etc.

Rebecca: Would be nice if he couldn't find contradictions.

Pat P.: Yes, but see it needing fine tuning.

Ann: Is my understanding that the B.A. proposal will never have to go to GFC. Would go to Arts subcommittee (and people they'd like to see support from), to Meekison, White, two committees - curriculum and academic planning - and Faculty Arts council, where it would actually get approved.

Marilyn: We're not proposing a B.A. in Women's Studies?

Ann: Are proposing a major concentration and the possibility of doing it as a second subject. At the end of the proposal say that when we have evolved more core courses, are proposing a B.A. in Women's Studies.

Marilyn: My understanding was that we were going for a department and a B.A. in Women's Studies.

Ann: Yes, that's correct. However, when the time came and the Arts subcommittee met, it became clear that we couldn't mount this degree program at the beginning.

Sandy: When say we couldn't mount it is that because we don't have the people to teach it?

Ann: Think it is a building process. Want to give the students as many choices as possible.

Sandy: But if we were arguing that we wanted a department and wanted more resources . . .

Ann: Have to separate what goes in the letter of agreement and what goes in the proposal. Need a combination of resources and time.

Sandy: But if we hired someone to do that? I'm trying to figure out the blocks to doing this. Is increase of 4 per cent this year in university funding. So, if we need another person to come in and teach three courses, why not go for this now? The funding is here now.

Ann: My impression is that we get our foot in the door with this proposal and grow from there.

Marilyn: Are two political levels: university and government. Could go after additional money from the government for a new degree.

Sandy: For example, Native Studies got money because they're granting a new degree.

Dallas: As it currently stands, what we're proposing could be funded internally.

Sandy: This year we would be likely to get money because of the 4 per cent increase.

Marilyn: Couldn't we do two strategies? Minimal strategy would be the concentration in Arts. At same time, could test if we could get new money.

Ann: Several different pots of money. When we're ready, can go back to Terry with specific money requests. Any request for degree program and any new money comes to Faculty of Arts. Only difference would be whether to go for Women's Studies degree now or concentration. Don't feel that it is a question of money.

Marilyn: Feel there is such hesitation that why bother. Why don't we define what we want and go for it?

Ann: Sorry you feel that way. Feel very optimistic.

Sandy: If there is such support, why don't we ask for what we want?

Pat P.: But we are getting what we want. Terry, with this proposal, is giving us a department really. Once we're in there structually, we're all set. In fairness to people who are going to be teaching, think have to establish courses, credibility and then move to B.A. in Women's Studies.

Sandy: Like to see that stated clearly in proposal.

Ann: It can't be stated as a department. At the moment are taking, somewhat, path of least resistance. Feel will move toward the department.

Dallas: Will have members from outside Faculty of Arts, including the ACWS. If treated it as a department, wouldn't be able to have this.

Marilyn: Couldn't we find a more structured way to do this discussion? Not moving in any direction.

Dallas: Should we return to Pat P's comment re section 2.1 of putting something in about our vision?

Ann: Suggestion: found in reading through documents that there were some misunderstandings. May be because it's not written up clearly enough. If it's not understood here then it's not going to be understood out there. Any clarifications needed?

Marilyn: One possibility would be to go through people's comments and raise questions as we see them.

Rebecca: You mention the coordinator. Is that a new appointment or a

secondment? Not clear.

Ann: My intent is that it would be someone hired as coordinator in Faculty of Arts. Other thing is joint appointments.

Rebecca: Are you telling them that this will be a new hiring? Would like to say something about this in the proposal and the letter to the administration. Would it be a new position?

Ann: Yes, would be a new position.

Sandy: Why at Assistant Professor level instead of Full?

Ann: Judgement call. Thought hiring at that position would be better.

Jean: Say that this will be a full time, tenure track, academic position.

Sandy: Who would do hiring?

Ros: That's where gets dicey. Will be White.

Marilyn: Does he strike a hiring committee?

Pat P.: Yes.

Marilyn: Maybe it should be part of the letter of intent that this committee be on the hiring committee.

Ann: The other thing about this proposal versus the letter of agreement; Radford wouldn't comment on the structure, only the program.

Pat C.: Propose that we talk about the program now and decide what way to go and then get White to meet with us.

Dallas: Give him what we have so far and then meet with him?

General agreement.

Marilyn: Before we do that think we need to have structure laid out in front of us.

Ann: How much more do you want than what's on page 3, section 2.3?

Sandy: Are we now looking at the details?

Dallas: Don't know how to proceed.

Norah: Suggest we look at the program generally and have Ann come back with another draft. Would take us forever to look at everything here.

Marilyn: Think Norah is right but at some point have to look at conceptual issues.

Question is, how can we get conceptual issues out and understand them?

Ann: I do have one issue, which was raised by Radford. He was complimentary of how this program fit into the new B.A. degree. However, he raised a conceptual issue around the use of the word "core". Example, page 4; he felt if we use "core" will be confusing to students. Suggested that instead of core WS courses should designate WOMST (i.e. as Canadian Studies courses are designated CANST). The designation can be anything we choose.

Marilyn: Seems are two possibilities: 1) we have compulsory courses in WS for students in WS and 2) we have optional courses in WS.

Ann: No, just have to say what's required for a concentration and what's required for a second subject.

Ros: Don't have to specify to that degree. Just structure prerequisites in order to specify core courses.

Marilyn: All I'm suggesting is that we make clear that there are WS courses which are not compulsory courses.

Pat P.: Feel is clear in proposal.

Ann: What would you like to see beyond pages 4 and 5?

Marilyn: Would like headings: Courses required for students in WS, Additional WS courses which are *not* required for WS students.

Ann: This has been written in terms of what's required for the B.A.

Marilyn: Still feel like I'm not being heard. Somehow use a language that makes it clear that WS department will offer courses that are not required.

Pat P.: This is assumed by the structure. Here we have what will go in the calendar. Implicit in Faculty is that in future, can develop new courses. Propose new courses to council and then goes through committees.

Ann: Is set up this way to help students understand that they have to take certain WS courses.

Dallas: Is a difference between cross-listed and WS courses.

Marilyn: We agree, I think, that we would have a set of required courses.

Ann: What we're proposing is that there be an introductory course, two 300-level courses and two 400-level courses. WS students *must* take the introductory course and the two 400-level courses.

Sandy: At the retreat at the Chateau had sense that there was agreement that the students should have a grounding in WS. Feel less confident that students will have that grounding without a methodology course.

Ann: Philosophical debates involved here. Agree with Sandy that have to discuss this here. Personally, feel that in counselling and given the students' interest in WS, that they would also choose to take the two 300-level courses.

Norah: Disagree. Find in my Faculty that students don't take courses unless they're required.

Pat P.: Don't think this is a serious problem. Think should allow students maximum freedom because we will have a wide spectrum of students.

Ros: Don't see enormous numbers coming into major. Presumably they would consult with one of us and we can strongly recommend that they take something.

Rebecca: Is essential that they take a methodology course. Not going to get interdisciplinary experience if they don't. If student takes history for example, they may get feminist methodology in that field but not an interdisciplinary perspective. Also, think ability to critique is very important. Difficult to do 400-level courses without the 300-level.

Ann: Rational with 5 and 7 FCE is that will attract the more serious students.

Rebecca: Am a little concerned about controlling it all by prerequisites. In doing this it must limit the entry points. What about someone from the community who only wants to take the methodology courses?

Ann: Can always get the consent of the department.

Sandy: Only have 3/4 of an hour left. Would like to decide on how we are going to proceed with the next meeting. Are number of things that would still like to discuss.

Dallas: You say there are a number of things that you'd like to discuss but you don't indicate what they are.

Marilyn: In a major, is not unreasonable to control 50% of student's options.

Jean: Not unreasonable to say something is strongly recommended. Might have students who don't need a course because of their experience.

Pat P.: Are assuming that students will know what they want to do. What about the student who doesn't decide until later that they want to major in WS, only to find that they don't have the prerequisites.

Sandy: Concerns in talking with women across Canada. Many of them are not 18 years old. Many have been married, divorced, have children. What is our commitment to them? What are we going to do to ensure that women who are part-time students, raising children, are going to be able to do it? Would like to see it argued in the proposal.

Ann: Regarding first concern, accessibility, agree. This is where trust comes in. Want to get things through Faculty Council. Primary reason these things are not

in there is that the people in Arts, who have to decide, don't care. The issue you raise has to be dealt with by the Arts committee. Many of us will sit on this committee. Everything cannot be incorporated into this document.

Sandy: Then have to have two documents; one to Meekison about what we really want, and the proposal. Shouldn't lose the chance to comment on the university and what we'd like to see.

Jean: Perhaps have the letter of intent as the second document. Maybe we will decide to have a required course taught in the evening with a babysitting room nearby. This doesn't have to be spelled out to the Faculty of Arts curriculum committee.

Ann: Agree with Sandy that two documents may be the answer.

Pat C.: Agree. Also, are non-matriculated student provisions in Arts. The provisions are least restrictive in Arts.

Marilyn: Strongest position to take is to assume all of these things.

Rosemary: Is also true that the Faculty of Arts attracts the largest number of students in terms of mature students.

Dallas: Can we come back to the issue of documents? We seem to be suggesting a bureaucratic document and a letter of agreement. We would present our own document to the Arts committee and other groups we choose to share it with, raising these issues. Is this the way we want to proceed?

Christine: How would this last one differ from the letter of intent?

Pat C.: Letter of intent is agreement between us and the Faculty of Arts.

Marilyn: Proposal to the Faculty of Arts Council would concentrate on the degree structure and courses. The letter to the Dean would focus on administrative structure. In addition, a document - a discussion paper - to Meekison, which then would go to the Arts committee.

Rebecca: Presumably the research institute would come up at some point too?

General agreement.

Dallas: Philosophical paper underlies the others. Expectations we had about those bodies. Seems to be the way we want to proceed.

Rebecca: Regarding the administrative structure. It was my understanding that we were going to include community women.

Ann: Not sure if that would be accepted by Arts or not. I took the easier route of not listing it.

Rebecca: We're not even giving them a chance to balk by not structuring it in.

Marilyn: If we can somehow develop that without challenging their structure.

Rosemary: In the philosophical document we could include the rationale for this.

Ann: See that document as the rationale for all of the proposals.

Sandy: In terms of the administrative structure, don't want the Women's Program to be referred to as another program on campus. Is within a Faculty. Need clear wording; need to be clear on the relationship between the two. I also raised in my comments our relationship to Athabasca U. This is not raised in the document.

Pat P.: Are two different committees. Would see Athabasca representation on the Interfaculty Council as being most fruitful.

Rebecca: Feel support of each others courses would be important. For example, we offer a number of Native Studies courses.

Marilyn: Native Studies does that because we want some extension courses, some outreach. We might want some extension courses as well.

Dallas: Issue of the 300-level courses? Do we want to give the document to White now and ask to meet with him?

Rebecca: Is a tension in the document between transforming the curriculum and incorporating; transform meaning change and incorporate meaning add and stir. Also, we should mention the five Chairs in Women's Studies to show support for WS across Canada.

Sandy: Point 2.1; the goals of understanding and improving the position of women in society is included by other WS programs across Canada. I would like us to discuss this.

Ann: Agree. That paragraph needs to be redone.

Rebecca: Tension between first degree in WS vs interdisciplinarity (page 3). Seems to be a contradiction. If WS is an interdisciplinary field, then don't have one degree here and one there. Have one holistic degree.

Rosemary: Had proposed that concept when had Institute idea.

Rebecca: Think this should be addressed in the philosophical document and taken out of this one.

Jean: In going beyond the major in the degree program would hope that Faculty of Arts would be receptive to student taking more courses outside of Faculty of Arts - in science, for example. We don't have to envision a B.Sc. in WS.

Dallas: Are university courses that right now are being housed in the Faculty of Arts, but any student should be able to take them.

Ann: Someone raised the issue of Grade Point Average. Is no requirement for special GPA if majoring in a subject. That would only come to pass if we have an honours program. Radford knows of no examples.

Dallas: Did we want to have something beyond what the Faculty of Arts requires?

Marilyn: Think it would be more useful to move toward a double major than GPA restrictions.

Ann: What do you mean by a double major? Really, that is what we have; concentration and have to do a second subject. Would like to make the changes discussed, send it out to White and Radford, Arts subcommittee. Final copy will be everyone's comments incorporated.

Marilyn: Haven't discussed structural proposal yet.

Dallas: Had two full meetings where talked about structure.

Pat C.: Why don't we make a list of what we'd like to talk about with Terry and keep the documents very loose at this time?

Marilyn: Hope that it's clear to him that it's an open discussion. Don't want us to promise things or him to propose things.

Pat C.: No, we would just ask him questions.

To be sent to Terry:

Draft of Administrative Structure (i.e. draft of letter of understanding)

Dallas

Proposal for the Degree in WS, Structure Proposal and Institute Proposal.

Ann

Ann: Can this document also go to the Arts subcommittee and this list of others in Arts?

General agreement.

Sandy: Other thing is that I would like to share this with women in the community and get their feedback.

General agreement.

Dallas will check to see if White is available for a meeting on the 29th or 30th. Leslie will send out a notice as to the date and time.

Dallas, Leslie

Dallas: Still have issue of structure proposal, research institute, and philosophy document.

Marilyn: Also have to look at staff, budget. Wouldn't mind addressing the

philosophical paper a bit - put something on the table for us to look at. We haven't had a chance to look at the work on the research institute yet either.

Marilyn

Dallas: Other thing is that Terms of Reference have to be sorted out. Need to plan for summer and what to do for the fall.

Pat P.: Can't see meeting through the summer unless documents are to come back to the full committee in the fall.

Sandy: Think that the people who will be here need to keep meeting.

Marilyn: Will these three documents be on the table for our next meeting, i.e. after the one with Terry?

Ann: Will do a little work on the Structure Proposal incorporating a few new things just to bring it before the committee.

Agreed: Meeting to discuss Structure Proposal on Monday May 5, 9:00 - 11:00 a.m.

Marilyn: Really should have staffing and budget on the agenda.

Sandy: Since, in theory, Leslie is leaving at the end of April, having the meeting on May 5 presents a problem. Seeing as we are going to continue to meet over the summer, we will need some administrative help.

Leslie: Have been looking for a summer job, but don't have one yet.

Dallas: Think we will get additional money to replace the 10,000 we got last year.

Ros: Really do need continuing administrative support. Would be best if Leslie could continue.

Dallas: Will talk to Meekison about state of money and make a pitch for this. Will send note around in terms of what I find out.



University of Alberta
Edmonton

University Library

Apr 15

Canada T6G 2J8

Telephone (403) 432-5972

April 1, 1986

Ms. Rosaleen Moran
1030 Parker Drive
Sherwood Park, Alberta

Dear Ms. Moran,

Thank you for bringing forward for discussion the title Understanding Woman Behavior by G. C. Payette. As an academic library it is our policy to develop our collections to represent a broad range of materials and points of view related to a given area of study. Works such as the one which you brought to our attention would fall within this mandate as it represents a type of primary text whose analysis and study is important to the teaching and research requirements of the Women's Studies program. In order to fulfill our service obligations to support this program as well as in keeping with our more general collecting function we will retain Understanding Woman Behavior as part of our collection.

I would be pleased to discuss this with you in person and may be reached at 432-4674.

Sincerely,

Georgina Lewis
Collections Coordinator
Humanities and Social Sciences Library.

GYL/jh

cc: ✓ D. Cullen
P. Freeman



April 15

to: Dallas Cullen, Chair
Advisory Committee on Women's Studies

date: 2 April 1986

our file:

from: Harvey W. Zingle
Chairman, Department of Educational
Psychology

your file:

subject:

Thank you for your recent note in which you inquire about the possible offering of a summer session course on Counselling Women. I am pleased to tell you that we have been advertising for an additional professor in the area of counselling psychology. You will see from the attached advertisement that we are looking for someone who has both expertise and interest in the area of women's issues and counselling women. We are optimistic that we will find a person with such expertise and in that case, we will of course expect her to teach a course such as the 597 to which you refer.

As to course offerings this coming summer, we are offering a course on violence in the family. Experience tells us that this course and the one on Counselling Women tend to draw from the same student pool. Thus, if things go according to plan we will have this particular course for the summer of 1986 and the Counselling Women course sometime during the winter session.

Harvey Zingle



ASSISTANT PROFESSOR
COUNSELLING AND SCHOOL PSYCHOLOGY PROGRAM

Applications are invited for a tenure-track position at the Assistant Professor level with specific duties in counsellor education in an Educational Psychology context. Candidates must have a Ph.D. or equivalent. Candidates must also have proven clinical skills plus the ability to formulate, design, conduct and report counselling research. Expertise in multivariate technique and longitudinal design would be a distinct asset. Only applicants who have documentable interest in issues pertinent to counselling women will be seriously considered. An eclectic perspective versus a narrow theoretical commitment is desirable. School-related experience and/or a teaching credential or eligibility for same would be an asset. Applicants should possess qualifications in an allied field such as school psychology or developmental psychology. Duties will accent teaching, clinical supervision, course development, and both masters and Ph.D. thesis advisement.

The salary range for Assistant Professor is currently \$30,316 - \$43,780.

Closing Date: June 1, 1986 or sooner depending upon quality and quantity of applicants.

The University of Alberta is an equal opportunity employer, but in accordance with Canadian Immigration requirements, this advertisement is directed to Canadian citizens and permanent residents of Canada. The availability of this position is subject to funding approval.

Letters of application with curriculum vitae, article reprints, the names of three referees and records of relevant work should be sent to:

Dr. H. W. Zingle, Chairman,
Department of Educational Psychology,
Faculty of Education,
6-102 Education North,
The University of Alberta,
Edmonton, Alberta, Canada,
T6G 2G5

Apr 15

**CANADIAN
WOMEN'S
STUDIES
ASSOCIATION**



**ASSOCIATION
CANADIENNE
DES ÉTUDES
SUR LES FEMMES**

PROGRAM FOR 1986 MEETINGS IN WINNIPEG, JUNE 5-7*

Program Coordinator: V. Dhruvarajan, University of Winnipeg

THURSDAY, JUNE 5, 1986

SESSION 1

9:00-10:30 a.m.
302 Tier

1. Janice Williamson
 2. Jonah Goldstein
 3. Holly Devor
- Chair: Roberta Coulter

Gender Roles and Female Experience

The papers deal with the complex relationships between gender role definitions and female experience. The Feminine Suicide. Narratives of Elizabeth Smart and Phyllis Webb

Gender Traces
Gender Blending

SESSION 2

10:45-12:15 p.m.
302 Tier

Joint Authors:

Chair: Ann-Louise Brooks

Bawdy Language, Body Politics: And Knowing the Difference

The paper deals with several substantive and methodological issues in feminist research, specifically in the area of relationships between writing and sexuality.

Ann-Louise Brooks
Lorna Drew
Magda Lewis
Becki Ross

CSAA THEME SESSION

1:15-3:15 p.m.

Author:

Chair:

Critique:

And The Work Never Ends: Feminist Contributions

- M. Eichler
S. Medjuck
P. Armstrong

SESSION 3

Round Table Discussion
1:30-5:00 p.m.

302 Tier

1. Cathy Bray
 2. Christine St. Peter
 3. Greta Nimroff
 4. Calatina Ferrer & Simone Leblanc-Rainville
- Chair: Mary Kinnear

Constructing Women's Studies Curriculum

The papers deal with various issues involved in constructing Women's Studies curriculum and its delivery

Teaching and Learning in Women's Studies
Women's Studies Programs in Canada
Teaching Women's Studies from the vantage point of Feminism
Towards a New Paradigm: Report on an action research

5:30-7:00 p.m. PRESIDENTIAL RECEPTION

*Minor changes may be made, if found necessary.

I would like to thank M. Pujol, University of Manitoba, for her help in organizing these sessions.

FRIDAY, JUNE 6, 1986

SESSION 4

9:00-10:30 a.m.
203 Tier

1. Glenda Simms
- 2.
- 3.

Chair: Barbara Roberts

SESSION 5

10:45-12:15 p.m.
203 Tier

1. Jaques Ferland
2. Deborah Brock
3. Teresa Hibbert

Chair: Theresa Coles

SESSION 6

Round Table Discussion
1:30-4:00 p.m.
203 Tier

1. Patricia Elliott
2. Debra Shogan
3. Jill Vickers
4. Deborah Poff

Chair: Michele Pujol

BUSINESS MEETING

203 Tier

Is Sisterhood Global?

The papers deal with the sensitive issues regarding the possibility of development of female solidarity transcending national/cultural/racial boundaries
Racism as a Barrier to Global Sisterhood
Title not available
Title not available

Patriarchy and Female Initiative

The papers deal with the female ingenuity and initiative in circumventing the oppressive influence of patriarchy
"When the Cotton Mills' girls struck for the first time"
"Towards a Common Ground: Feminists and Sex Trade Workers Together"
Men's appropriation and repression of Women's Sexuality: the Nigerian Case

Feminist Theory and Methodology

The papers deal with the issues related to determining the nature of feminist theory and the problems involved in its construction.
Dialectics and Domination - Jessica Benjamin's Feminist Vision
A Feminist Approach to Ethics
Issues in Feminist Epistemology
New Principles for A Feminist Epistemology

4:15-6:00 p.m.

SATURDAY, JUNE 7, 1986

Feminist Vision and the Human Condition: Love, Work and Commitment

The papers deal with an exciting array of feminist visions to restructure human relationships and give new meaning to life.
On aspects of romantic love (Title unconfirmed)
Professional power and Women's Resistance; 'Experts' and Mothers in Australia
Motherhood, Mothering and Motherwork
Lessons Learned from "Not a Love Story"
Elizabeth Barrett Browning's Letters to ISA Blagden, 1850-1861

SESSION 7

9:00-12:15 p.m.
(All Day Session)
200 Fletcher Argue

1. Kathryn Morgan
2. Kareen Reiger
3. Dynese Cote
4. Chris Scherbarth
5. Sandra Donaldson

Chair: Vanaja Dhruvarajan

1:45-5:00 p.m.

1. Marilyn McDowell
2. Linda Keely
3. Gloria Geller
4. Teresa George
5. Christine Ball

Chair: Jennifer Brown

All Day Session Continued.

Socioeconomic Development, Families and Feminism in the Third World
Aspects of Women's Work from Historical Perspective
Justice for Women: An Impossible Dream? - A Feminist Analysis of Criminal Justice
Impact of Paternalism on the Discipline of Nursing
Peace Education from a Feminist Perspective

6:00 p.m.

Tartan Room
Pembina Hall

Ukrainian Buffet (Dinner and Feminist Entertainment by SDB) Cost \$14.00 (includes wine)



Jane Rule *Tour*

April 9 - 15 Athabasca / Edmonton



▼ **April 9**
2 - 3:30 pm
Athabasca University,
10324 82 Avenue,
Edmonton, Alberta

▼ **April 10**
7:30 - 9:30 pm
**Disguising Manners as
Values in Women's
Communities,*
Paul Kane House,
10220 121 Street,
(Newsmagazine for
Alberta Women)

▼ **April 11**
7 - 10 pm
Writers' Workshop,
Celebration of Women
in the Arts,
#919, 10136
100 Street,
(pre-registration
required)

▼ **April 12**
1 - 2:30 pm
Book Signing,
Common
Woman Books,
8210 104 Street

**Forming Our
Communities—A Choice
of Intimacies:
An Open Discussion
for the Lesbian and
Gay Community and
Reception*
Moderator:
*Daphne Marlatt,
Writer in Residence,
University of Alberta,
Garneau Community
League Hall,
10943 84 Avenue
7-10 p.m.*

▼ **April 13**
4 - 5 pm
**Keynote Speaker,
Alberta Book Fair,
Convention Centre,
Jasper Avenue*

▼ **April 14**
7 - 8:30 pm
**Women's Visions:
Leavening Canadian
Literature ,
Women's Studies
Lecture Series,
Humanities Centre
Lecture Theatre 1,
University of
Alberta*

▼ **April 15**
1 - 3 pm
*Women's Visions,
Athabasca University,
Athabasca, Alberta*

Sponsoring Groups:
*Alberta Foundation for
Literary Arts*
Athabasca University
*University of Alberta Ad
Committee on Women's
Studies*
*University of Alberta W
Program and Resource*
Alberta Book Fair
*Celebration of Women
in the Arts*
*GALA - Gay and Lesbr
Awareness*
*The Newsmagazine for
Alberta Women*
Common Woman Book
Private Donations

*For further information
481-5973*

**Events will be signed
Hearing Impaired.
All Events Are Wheelc
Accessible.*

April 15

ADVISORY COMMITTEE ON WOMEN'S STUDIES
Budget as of April 14, 1986

SECRETARY OF STATE

Revenue

Money in Administrative Grant at December 31, 1985	6,562.67	
Lecture Series Grant	13,300.00	
Jaggar Dinner	171.64	
Crean Luncheon	108.00	
Interest	83.71	
Petty Cash	18.48	
Purchase of tape	4.36	
	<u>20,248.86</u>	20,248.86

Expenditures

Dickson (exhibit, artist's fee, slide show, misc.)	5,880.28
Salary & Benefits (Leslie; Dec. - Mar.)	4,582.67
Women's Program (May '85 - Mar. '86)	3,538.44
Nemiroff	750.00
Poster Design and Layout	545.00
Jaggar (entertainment, gift, misc.)	352.14
Rule	300.00
Retreat (December)	251.45
Stimpson (entertainment, accomodations)	222.65
Taping of Lectures (Stimpson, Jaggar)	150.00
Crean Luncheon	114.75
ASWAC Conference (Barb)	50.00
Worker's Compensation	42.21
McLellan (entertainment)	24.35
Miscellaneous	21.61
Lange (entertainment)	16.70

Secretary of State, expenditures, cont'd

20,248.86

Courier Service 10.00

Tape Refund 7.28

Bank Charges 5.02

16,864.55

Commitments

Salary and Benefits (Leslie; April) 2,008.20

Women's Program (April) 270.00

2,278.20

19,142.7519,142.75

1,106.11

UNIVERSITY TRUST ACCOUNT (as of March 12, 1986)Revenue

Money in account at December 31, 1985	7,344.94	
Transfer from New Initiatives account	9,000.00	
Faculty of Arts	<u>1,000.00</u>	
	17,344.94	17,344.94

Expenditures

Sessional (Lynda Lange)	4,000.00
Stimpson (honorarium, per diem)	2,104.95
Salary and Benefits (Mary)	1,056.39
Dickson (honorarium, per diem)	700.00
Jaggar (honorarium)	500.00
Posters (printing)	452.52
Copies of Spender Tapes	388.80
Long Distance Calls	158.14
Computer Costs	82.56
Envelopes	70.00
Taping of McLellan lecture	<u>50.00</u>
	9,563.36

Commitments

Salary and Benefits (Mary)	4,225.56
Caplan (honorarium, flight(½), accomodations)	1,250.00
Tsurmi	<u>100.00</u>
	5,575.56

15,138.92	<u>15,138.92</u>
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2,206.02

NEW INITIATIVES MONEYRevenue

20,000.00

Expenditures

Release Time (Ann)	7,800.00	
Salary and Benefits (Mary; Transferred to Trust Acct)	5,000.00	
Sessional (Lange; Transferred to Trust Acct)	4,000.00	
Classics Department (Course development)	1,400.00	
Comparative Literature Department (Course development)	<u>1,400.00</u>	
	19,600.00	<u>19,600.00</u>
		400.00
		<u>00.00</u>

Note: \$20,000 has been received for the 1986-87 year.

TOTALS, ALL ACCOUNTS

	<u>Sec. State</u>	<u>Trust Acct</u>	<u>New Init</u>
Revenue	20,248.86	17,344.94	20,000.00
Expenditures/ Commitments	19,142.75	15,138.92	19,600.00
	<hr/>	<hr/>	<hr/>
Surplus/Deficit	1,106.11	2,206.02	400.00 (now 20,000.00)

TOTAL SURPLUS

Secretary of State	1,106.11
University Trust Account	2,206.02
New Initiatives	<u>20,000.00</u>
	23,312.13



April 17, 1986

To: Members of the Advisory Committee on Women's Studies
From: Leslie Stewart

The next meeting of the committee will be WEDNESDAY APRIL 30, 9:00 a.m.-12:00 p.m.
Terry White will be in attendance from 9:00 a.m.-10:00 a.m.

The committee is scheduled to meet again on MONDAY MAY 5, 9:00 a.m.-11:00 a.m.

ADVISORY COMMITTEE ON WOMEN'S STUDIES

Minutes of April 30, 1986

Present:

P. Clements, D. Cullen (Chair), A. Hall, J. Lauber, R. Liburd, P. Prestwich, S. Susut, L. Stewart.

Guest: Terry White

Regrets:

R. Coulter, R. Sydie, J. Vanderpost.

The purpose of this meeting was to discuss the Proposal for a Degree in Women's Studies with Terry White, Dean of the Faculty of Arts.

Dallas: This meeting gives us the opportunity to discuss with Terry his reactions to the proposals. Maybe we could begin with Terry raising any issues he has.

Terry: Have looked at the third draft of the proposal and the letter of agreement. Suggest that because of turnover in positions such as Dean in Faculty of Arts that the letter would be very useful in terms of letting anyone after me know the precise details of the agreement, and it would be part of the records.

Ann: Is "letter of understanding" the correct term?

Terry: Yes, that's fine.

Comments re: degree proposal:

Although there are a number of programs already in the Faculty of Arts that relate to WS, my feeling is that the strength would come from tapping resources across campus. Are really looking at an interdisciplinary program that is tied in with other faculties. Think it should be flexible in terms of delivery - team teaching, hours courses are offered, etc. Those types of things should be considered the norm in a program like this. Regarding sense of ownership; fact that the program would be based in the Faculty of Arts doesn't mean anything in terms of what would be possible. Want to see it interdisciplinary in the true sense. Aware of political realities. Therefore, as flexible an administrative structure as possible. Suggest patterning it after Canadian Studies or Film Studies. Underlying that is that people who are directly involved or have a vested interest in the program would be the same as a department council. They would be the decision-making body. The Women's Studies Committee (WSC) would formulate policy, coordinator would put policy into action. Would be someone to look after books - normal setup.

This sets the context for more specific comments. Radford and I have looked over the proposal and we think it's excellent. As far as the academic program goes, have no suggestions because you are the experts. Don't think will have any trouble

moving it through Faculty of Arts. Some lobbying will be involved when we get to GFC. Don't anticipate any holdups. Fits in well with the 4-year B.A.

Ann: Concerning the process, does the proposal have to go further than the Faculty of Arts Council?

Terry: Yes, because of funding. Proposal would first go to the Academic Planning Committee. I have already alerted the Chair of that committee and that's okay with him. Next it would go to Curriculum Committee. Think it will be handled quickly because Radford has been involved. Then to Arts Executive Committee. They would put it on the agenda for their next meeting. Latter part of May is next meeting. Would target this meeting if the committee is okay with the proposal. If not, next meeting is in August. Feel confident that could do it at this meeting if the committee is ready. Then to ADC. Don't anticipate any problems there. On to PPC for financial approval, then to Educational Affairs Committee and the Board.

Think you'd be in position to look for a coordinator in the fall. Are still the details of space, secondments to be worked out, but could have your first students in September '87. This year is an ideal time for funding.

Details:

Page 1, paragraph before Women's Studies in Canada: Change to "establishment of an *interdisciplinary* undergraduate degree program". Also, so everyone is clear as to our thinking, put *housed* in the Faculty of Arts instead of *within*, to indicate that is more than just a Faculty of Arts program.

Page 2, 2.1: Delete last sentence of second paragraph. What we're selling is the program. The less we have in terms of peripheral issues, the less opportunity for critics to appear to be making political headway.

Page 3, Administrative Structure: In order not to raise questions, stick to using "Committee" instead of "Committee/Council". This is consistent with Film Studies and Canadian Studies.

Last sentence in that first paragraph; "We also recommend that a chair" With three FTE you don't have a department, but you do have a program. Not viable to suggest that that person have the same position as a department chair. Is more appropriate to say something like ". . . who will function in a manner similar to a department chair in the Faculty of Arts." Committee chairs have more autonomy than department chairs. That person would be in charge of the policy-making body, salary recommendations. Think it gives you more flexibility and is consistent with other departments.

Pat C.: Have been concerned with institutional security. How do these things affect that?

Terry: Don't think those aspects present any problem in terms of institutional security. Key is the budget. Want hard money.

Pat C.: What I'm really concerned about is if the Faculty of Arts wanted to

dismantle the department or the committee, what would they have to do? How much like a department is a committee?

Terry: It doesn't have that authority. The program has the same security as a department if it is hard-funded. The committee will have all the power that a department does. Any program runs a slight risk of being eliminated but the only example I can think of was in the Faculty of Business.

Dallas: If it's part of the Faculty of Arts, could Faculty of Arts Council vote to "unapprove" the program at some point? Would it have to go further than that?

Terry: Yes, it would have to go further. It's performance driven. If it functions effectively, it is secure. Don't think there are any structural arrangements that would guarantee security more. Because it is hard-funded, it's not the sort of thing that's subject to whim.

Pat C.: Would they have to do the same thing to abolish WS as they would to abolish the English department? Trying to get the fine detail between a committee and a department.

Terry: Don't think it would be an advantage at this point to be a department. Hard sell to get 3 FTE recognized as a department. If you are a department, backs you into a corner - GFC regulations, etc. May want to become a department in 5 years when you review the program. If are things you feel have to be changed, will have to be part of ongoing assessment. As long as that's a recommendation from ACWS, then changes can be made. If it was a department, council would make decisions and any other group would be advisory to it. If I was in your shoes, wouldn't move with soft money.

Page 3, 2.3, second paragraph: Delete last line. If that's in there, people will be asking "What's going to be in that letter?" The only thing they have to worry about is the academic program. They don't have anything to say about what's in the letter of understanding.

Page 4: Suggest rewriting the second paragraph. Again, it provides too much information. It's not relevant to the academic detail. First sentence only - rest is for the committee to work out. For example, you may want to buy time from the Faculty of Extension, Faculty of Science to have certain courses taught, but they don't need to know that. Include the last sentence about secretarial assistance, etc. as well.

Page 4, Degree Requirements, second paragraph: Suggest "whether the student *elects* Women's Studies" instead of "*wishes* Women's Studies".

Page 7, first paragraph after 400-level courses: Change " Faculty of Arts Committee/Council" to "Women's Studies Committee". Change all mentions to the Committee/Council to the WS Committee.

Section 5, Future Plans: Delete. All you want now is approval of this program. Don't want discussion of future plans. For me personally, is exciting to know what you're planning, but they don't need to know that.

Terry: Looks first class. Clearly written, content of program is good. These things are never engraved in stone. Subject to same dynamic as other programs. You will be the actors in that.

Jean: Any possibility that we can get some calendar changes in for the fall deadline, i.e. with the WOMST designation?

Terry: May be difficult because Registrar's Office might not be able to accept such changes without formal approval of the program. But might be able to get provisional changes in spring calendar for next year. Arts Faculty Council meets early in September, so it is a possibility.

Pat P.: When would you see the WSC being set up?

Terry: I would want your counsel on that. This group might want to see the proposal through. Once its been approved, then WSC could be set up. Or you may say that you'd like the committee set up right away because there is a lot of detail to be negotiated. This group would have quite a bit of overlap. You decide. Once its through Faculty of Arts Council, chances of success pretty high. Would establish committee soon after this.

Pat P.: Do you see the proposal going through Faculty Council in September?

Terry: If can get it to me early next week, before the end of Tuesday, then it can go to the Academic Planning Committee and Curriculum Committee and get on Agenda of Faculty of Arts Council for May. Otherwise, next meeting is first week of September. Own personal preference is for May meeting. Then I have a good lever with other committees up the line - "You've had it since the spring." Is big rush in the fall. Plus, worried about the budget. Sooner can do that, the better. But, don't want to rush it in terms of your satisfaction.

Pat P.: Know that there will be a certain amount of backlash in the Faculty of Arts. Will we get the comment that we're sneaking it in by going to the May meeting?

Terry: No, don't think this will be a problem. Don't anticipate difficulties fielding those comments. Is an academically sound program. People will not be able to attack it on that basis.

Sandy: Really appreciate that you see it as an Interdisciplinary program *housed* in Arts. Should that be spelled out more clearly?

Terry: My feeling is that if you spell it out more, it can be argued. Would rather accept that as *fait accompli*. Allows flexibility. Things can come forward and be adopted as they develop.

Sandy: Would it be possible to state in the letter of understanding that people who teach at the grad level can sit on the WSC?

Terry: I think so. This program won't be operating in a vacuum. WSC is very large, will be lot of linkages. Don't have concerns that this program would do

funny things in terms of what women on campus would like to see. Think representation on WSC has sufficient breadth. If it gets too big, not going to be effective policy-making body. Suggest keeping options with graduate level teachers open. Number of those people will have undergrad involvement already. As feminist activity on campus becomes more formalized, then can develop these things.

Sandy: Afraid that one representative from the community going to be viewed as tokenism.

Terry: Up to the committee. Don't have any problems with who committee puts on committee. Can fine tune as go along, should be open to discussion. Think two documents should be separate in terms of timing. Move ahead immediately once you have what you want with the proposal and continue to work on the Administrative Structure (letter of understanding).

Sandy: Can people from outside the university teach courses? For instance, I think Peter Lougheed taught a course once. Does this need to be spelled out?

Terry: No. May want to have some of your guest speakers teaching courses, for example. That can go in the letter of understanding. The letter of understanding is to allay fears regarding autonomy and so that we know where each of us stands.

Sandy: If Coordinator is in a tenure track position, but is not the Chair, how would they be evaluated?

Terry: Is the Coordinator who will put policies into play on day-to-day basis. Chair of committee will be involved with policy-making.

Sandy: In terms of salary and promotion, who would evaluate the Coordinator?

Terry: As I understood, tenure track would be in her particular discipline, but her responsibility would be to the program. She would teach in the program, research could also be in the program. The administrative activity of the person would be important as would research and teaching. Recommendation would come from Chair of WSC to Salary and Promotion.

Dallas: We're saying that the Coordinator would be doing quite different things than a usual coordinator. How to ensure that that activity would be recognized, rewarded in Faculty of Arts?

Terry: Recommendation would go from WSC to appropriate Associate Dean. Weight can be shifted from usual Faculty approach; three-pronged approach instead of two-pronged.

Sandy: If person is someone who is not connected with U of A, what needs to be done so that their "home" discipline accepts them?

Terry: Think lot of that depends on negotiations with the individual. Don't think necessarily has to be put in home discipline - up to the individual. Dominant factor in selection would be body doing the hiring - WSC. Then may be some

negotiation with Psychology (for example), to get some of her time transferred to Psych. This university is very flexible; i.e. could also look at Ed Psych, etc. Yes, could be outside the Faculty of Arts.

Person's primary area should be Feminist Studies. But, fall back position, and for protection of individual, is to have the insurance policy of having an other discipline as well. Also better for us in case that person doesn't work out. Lot of flexibility on this campus.

Our view is that the narrow boundaries of disciplines are breaking down. Just because Faculty of Extension doesn't offer degrees is no reason why we can't buy someone in Faculty of Extension's time to offer a course.

Letter of Understanding

Issue of "committee" versus "council". Second paragraph, "Chair will function in a manner similar to a Department Chair in the Faculty of Arts." Think will want to change that in the future. Will be Coordinator who will be acting as Department Chair. This is not binding. WSC and actual practice will determine how thing will work. Can fine-tune it.

Dallas: Coordinator might be new person and since this will be a junior position, that person may not have much power. Chair will be the senior position.

Terry: Would think may be some pressure to look at the amount of money you're using for administration. Probably Coordinator will be one acting in a manner similar to a Department Chair. As long as you're comfortable, I'm flexible.

Administrative details, implementation of program are not needed in the proposal. If there are questions about those sorts of things, I will say "Those are good questions and we'll refer them to the WSC." Those things are not in the jurisdiction of Faculty Council. I will keep track of observations and pass them on to WSC.

Ann: When you gave the list of where this goes, you left out GFC. Was that inadvertent?

Terry: Yes. Goes from PPC to GFC. May be able to short circuit some things given that this is new monies. Can negotiate with Vice-President (Academic).

Ann: In fact there are three proposals. Do you see them moving together?

Terry: No, that's the last thing you want to do. Each proposal goes to separate bodies. When it comes to budget, shouldn't settle for Associate level. Upgrading money should be part of the deal. From Faculty of Arts point of view, we want to know if this money is going to be included in the upgrading budget; i.e. if we get someone who we can't bring in at the lowest level, where's the money come from to pay the extra?

Ann: At what point do we have to have a budget?

Terry: For PPC, in the Fall. You sit down and come up with everything you need: tenure track, sessionals, visiting speakers, etc. Our people will look at it and if we both agree, it goes to Vice-President Finance. In terms of your position, don't get into a bargaining position of "We gave you that so you can't have this." Institute can be done on a shoestring initially.

Sandy: In terms of strategy, should we go for the highest position available for the Coordinator's position? Should we make this clearer in the document?

Terry: Think letter of understanding should be in the spirit of what we've agreed and contain minimal standard that you would be happy with.

In letter of understanding:

The sentence "The Women's Studies Committee in the Faculty of Arts . . .", may want to take out "Faculty of Arts".

4th paragraph: "The Coordinator and the people" Last sentence of that paragraph; suggest "selection of those *internal* individuals who will hold appointments in Women's Studies, and will select representatives to the *Dean's* Advisory Selection Committee." You have controlling voice but actual hiring is done by the Dean.

Dallas: That would be the process as well for the Coordinator if she comes from elsewhere?

Terry: Yes.

Suggest leaving out request for 3 FTE. Wait until have budget - may be able to get 4 FTE.

End of that paragraph: " Faculty of Arts and administered by the Coordinator of Women's Studies." Suggest leaving out "Faculty of Arts" due to concerns over territoriality. This document clarifies few things that you see as important.

Sandy: You've used the term "Feminist Studies" today. What would your reading be on using "Feminist Studies" instead of "Women's Studies".

Terry: Ultimately think that that's what you're talking about, but politically, Women's Studies is more non-threatening. Once you're functioning you may want to do routine name change.

Sandy: This question is really coming from my Dean. His concern is what you see as the relationship between the Women's Program and Women's Studies.

Terry: Historically, have been suggestions that we don't need Faculty of Extension. Is not my view. Think life-long learning and flexibility provided by their offerings are very important. Think there is a natural bridge between Women's Studies and the Extension program. Women who do programs in Women's Program may like it so much that they want to get a degree in it. Might go the other way too, people who don't want a degree but who are interested in Women's Studies generally. Therefore, should be close ties between the two. Lot of things that you might want to do jointly: visiting speakers, publications, conferences - bridges of that sort.

Sandy: One of the issues may be the resource centre. Two-thirds of the users in the last year have been Arts undergrads.

Pat C.: Could funding for a library be part of our budget?

Terry: Yes. The problem in getting literature in this area is going to be what's happening in the departments.

Ann: Should we take out these footnotes suggesting that there are other proposals in the works, these are available?

Terry: Would leave the latter in. Concerned that proposal should be a stand-alone document. The cleaner and neater, the better. This program is long overdue. If other things come to mind, give me a call. Timing is the key - the sooner the better. Ninety-nine per cent certain that can go on May meeting. I will do necessary greasing of the wheels for the next steps up the line.

Ann: We should meet with you relatively soon with our concerns regarding the budget then.

Terry: Leave that. This is the priority. Mid-June would be desirable for the budget.

(End of discussion with Terry).

Dallas: Saw Meekison on Monday. The proposal goes from this committee to the Dean of Arts. Have received funding comparable to last year from Meekison's office - has been recommended. He thought the New Initiatives money should be used for course development, etc., and the 10,000 for speakers, etc.

Sandy: You were going to ask about money for support staff as well?

Dallas: Asked specifically about that. Is okay to use the money that way.

Sandy: Can we decide today about that? Had sense that committee wanted to keep Leslie on for the summer.

Dallas: Yes, assuming Leslie wants to stay.

Leslie: Yes.

Dallas: Terry made some suggestions about what should go in the degree proposal, chop it down to the bare bones, basically.

Jean: For starters, do we agree to change all references to Committee/Council to Committee and to take out Faculty of Arts.

Dallas: Focus just on proposal for now and leave letter of understanding for later.

Proposal

Page 1, first sentence: change to "formal *academic* program".

Sandy: Third paragraph: Have couple of sentences to add regarding the use of the resource centre. Will give them to Ann.

Page 2, 2.1: Second paragraph; eliminate last sentence, as Terry suggested.

Pat C.: Concerns about what this section is trying to discuss.

Agreed: Pat C. will work with Ann on rewriting this section. The committee can look at this at the Monday meeting.

Page 3: Terry's modifications.

Pat C.: Think should look into SSHRC funding for libraries.

Dallas: First thing Monday morning will look at degree proposal and see if we want it to go to Faculty of Arts. Look at how to proceed for the summer. Then go to letter of understanding. Dallas will make the changes that were discussed today. Then need to discuss the Research Institute and the Structure proposals and decide how to proceed over the summer.

DALLAS

Ann will permit files to Leslie so that she can make any changes that are needed after the Monday meeting.

ANN

Some discussion of a memo that Ann received from Susan Jackel regarding a concern she has with the prerequisite structure discussed in the degree proposal. The committee felt that the concerns Susan raised would not represent a problem.

Ann raised some questions about the discussion paper The New Decade and Beyond, and suggested that the committee should respond to this paper. Very few women were on the committee and the document does not mention Women's Studies or take the position of women on campus into account.

SPECIAL REPORT:

MAINSTREAMING WOMEN'S STUDIES

Women lack a high sense of morality—at least that has been the view of this century's preeminent psychological researchers. Sigmund Freud, the father of psychoanalysis, concluded that women "show less sense of justice than men." Swiss psychologist Jean Piaget found that "the legal sense," which he considered essential to moral development, "is less developed in little girls than in boys." More recently, Harvard psychologist Lawrence Kohlberg theorized that there are six stages of moral development. Boys and men reach the higher rungs, while girls and women only reach stage three.

Carol Gilligan, a colleague of Kohlberg's at Harvard, challenged these notions in her 1982 book, *In a Different Voice*. Women, she wrote, have different ethical processes and standards that are neither simplistic nor inferior to those of men. The female conception of morality centers on relationships and respect, while males tend to focus on abstract rights and rules. Observing that most theories of human development have been based on studies of boys and men, Gilligan charged that psychological researchers have implicitly adopted the male life as the norm: "It all goes back, of course, to Adam and Eve—a story which shows, among other things, that if you make a woman out of a man, you are bound to get in trouble. In the life cycle, as in the Garden of Eden, the woman has been the deviant."

Gilligan's work is just one example of new scholarship on women that not only is changing what people think and teach about women, but also is stimulating a new look at the premises and standards of existing scholarship. In the humanities, social sciences, and even natural sciences, new research on women is raising such fundamental questions as: How does the inclusion of women's experiences change our understanding of the Renaissance, the Progressive era, and other historical periods? Why is occupational segregation so common in the Western democracies?

What is the interplay between biology and culture in such human behavior as sex roles, aggression, and cognitive ability?

Women's studies scholarship, says Ann Lane, director of women's studies at Colgate University, "is not simply a matter of 'adding the female to the pot and stirring.' It is a matter of reexamining our basic assumptions about how half our society operates and how it is possible to have half the human race left out."



Questions about Gender

A grass-roots movement started in the 1960s, women's studies initially focused on once-prominent women who had been forgotten by history—the so-called "women worthies" such as suffragette Susan B. Anthony, writer-critic Margaret Fuller, and feminist theoretician Charlotte Perkins Gilman. Such "compensatory history" was aimed at combating sex-role stereotypes, finding role models, and raising women's consciousness. As

the field has grown more sophisticated, scholars and researchers have turned their attention to larger theoretical questions relating to gender—the socially constructed notions of masculinity, femininity, and appropriate sex roles.

"When you look at the relationships between women and men, when you ask how society defines what men can do and what women can do, can you learn something new about the society?" asks Joan Scott, a social historian at the Institute for Advanced Study in Princeton, N.J. "Can you increase your understanding of not only how the family operates, but also how the society is organized, how power is distributed, and how hierarchies are conceived?"

For Scott and many other scholars, the answer is a resounding "yes."

Over the last six years a movement to integrate new scholarship on women into the undergraduate curriculum has been gaining momentum. This attempt to reform the curriculum is commonly known as "mainstreaming." Many women's studies scholars, however, reject the term for its failure to reflect the revolutionary implications of their research. "We do not *add* the idea that the world is round to the idea that the world is flat," argue Elizabeth Minnich and Peggy McIntosh, coauthors of a Foundation-supported book on the impact of women's studies on the humanities.

For more than a decade the Foundation has supported efforts to promote the advancement of women and to eliminate sex discrimination in all phases of education. Between 1973 and 1980 more than \$2 million was devoted to the development of women's research and policy centers throughout the country. More recently the Foundation has assisted the mainstreaming activities of women's research centers at the University of Arizona, Colgate, Duke, Memphis State, Spelman, and Wheaton College. Although all of these institutions aim at integrating women's studies research into the undergraduate curriculum, each center has taken a different approach.

In 1983 the Center for Research on Women at Wellesley College received one of the Foundation's first mainstreaming grants to prepare a guidebook for faculty who want to pursue curriculum integration on their own. Authors Mc-

Intosh and Minnich, who anticipate completing their manuscript this fall, will assess the impact of new research on women in thirteen humanities disciplines and advance a theory of curriculum transformation.

In literature, for example, McIntosh and Minnich have found that the great outpouring of feminist literary criticism over the past decade has had little effect on the traditional literature curriculum. Isolating various stages of intellectual and curricular development, they would like to see literature courses focus on common themes rather than literary periods and "great authors." According to Minnich and McIntosh, one should ask "not 'What great work by a woman can I include on my reading list?' but 'How have women used the written word?'" The goal is to make English, as well as the rest of the humanities, more representative.

A Campus-Based Approach

The Southwest Institute for Research on Women (SIROW) at the University of Arizona, which received a two-year \$200,000 grant in 1983, has taken an activist campus-based approach to mainstreaming. SIROW's Western States Project on Women in the Curriculum has awarded small grants of up to \$5,000 to faculty to revise and develop courses at twenty-one four-year institutions. To date, a total of 109 courses in twenty disciplines have been revised to incorporate new scholarship on women.

A significant accomplishment of the Western States project has been the development of bibliographies, model course syllabi, and other resources designed for regional and national dissemination. SIROW also published a *Directory of Consultants in the West*, which provides background on thirty-two women's studies scholars who have served as consultants for workshops and seminars on course revision.

A recent \$200,000 grant will help SIROW expand its mainstreaming project to include community colleges in the Rocky Mountain region and California. According to Foundation program officer Alison Bernstein, "Because of their predominantly female student populations, community colleges are ideal settings integrating women's studies research into the curriculum."

To encourage the incorporation of new perspectives on women at ten formerly all-male colleges and universities,* Colgate University received a \$100,000 grant in 1985. Women's studies scholars at these institutions view curriculum reform as a crucial step toward true coeducation. Paraphrasing the late Mary Beard, author of *Woman as a Force in History*, Ann Lane of Colgate observes: "When the curriculum reflects the experience of men and women equally, then we will have a coeducational system."

Receptivity to women's studies and mainstreaming efforts has varied considerably from school to school. At Yale, for example, women's studies has flourished. Some 750 students have enrolled in the more than thirty courses offered this year.

"WHEN THE CURRICULUM REFLECTS THE EXPERIENCE OF MEN AND WOMEN EQUALLY, THEN WE WILL HAVE A COEDUCATIONAL SYSTEM."

At other colleges, mainstreaming activities have encountered resistance. Half of one school's English Department was so offended by proposed guidelines to add a woman writer to the freshman reading list that they refused to attend a colloquium on women writers and gender issues.

Because the former men's colleges have relatively few female faculty and administrators and an overwhelmingly male alumni, Lane believes that women's studies there face "an uphill battle."

Contributions of Black Women

The Women's Research and Resource Center at Spelman College, the country's oldest black women's college, has focused on new research that illuminates the contributions and experiences of black women. Concentrating on the humanities and social sciences, the Spelman program features a strong cross-cultural perspective that examines the status and roles of women in the Third World.

*Amherst, Boston College, Colgate, Dartmouth, Hamilton, Princeton, Trinity, Wesleyan, Williams, and Yale.

Spelman began its mainstreaming effort by assembling an interdisciplinary team of nineteen faculty members who helped revise the college's curriculum, placing special emphasis on freshman courses in English, world literature, and world civilization. "The rationale for this approach was simple," said Beverly Guy-Sheftall, director of the Spelman women's center. "We wanted to reach the largest number of students at the beginning of their college experience."

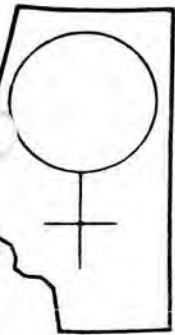
In concert with the English Department, the Spelman faculty team developed a race- and gender-balanced reader for freshman English. The extent to which black women's studies have been incorporated in the course is evident in the selection of Maya Angelou's *I Know Why the Caged Bird Sings* as the one complete text all freshmen read.

Spelman has expanded its curriculum-revision activities to four other colleges in the Atlanta area: Morehouse, Clark, Agnes Scott, and Kennesaw. And in collaboration with the Center for Research on Women at Memphis State University and the Duke University-University of North Carolina Women's Studies Research Center, Spelman has developed a working paper series entitled "Southern Women: The Intersection of Race, Class and Gender."

The movement to mainstream women's studies into traditional disciplines is moving forward on college campuses but frequently at a slow pace, concluded a panel of thirty-eight academics who attended a Foundation-supported workshop on the past and future of curriculum reform. "Women's studies will not be integrated fully into the curriculum in my lifetime or several lifetimes," says Ann Lane. "Small victories are to be cherished."

Adds Myra Dinnerstein, director of the Southwest Institute for Research on Women: "This is a very long struggle. It's very hard for people to escape the socialization of their graduate training...."

And yet as Dinnerstein and other researchers have found, the benefits of incorporating new scholarship on women into the curriculum are enormous. Once women are part of the central vision, and not on the periphery, both men and women can more fully understand what it means to be human. ■



**ALBERTA STATUS OF
WOMEN ACTION
COMMITTEE**

P.O. BOX 1573
EDMONTON, ALBERTA
T5J 2N7

TELEPHONE (403) 424-3073

Mr. Dennis Foth
Dean,
Faculty of Extension
University of Alberta
Corbett Hall
Edmonton, Alberta

Wednesday May 14, 1986

Dear Mr. Foth,

I write to you on behalf of the Board of the Alberta Status of Women Action Committee in regard to the Faculty of Extension Women's Program and Resource Centre (WP&RC).

Sandy Susut will soon be leaving the Faculty and, given her departure, it seems timely to formalize our support for the diverse and dynamic Women's Program in the establishment of which Sandy has played such a pivotal role. Her personal commitment to the development of a truly relevant and accessible-to-all Centre can surely not be ignored. It is to be hoped that when hiring someone to fill Sandy's position, it will be remembered that the WP&RC has become a vital and well-respected link in the Edmonton women's community precisely because of its breadth of appeal. Women from all walks of life, women with widely different educational backgrounds and women with diverse interests all are equally welcome and well served by the programs and services offered by the WP&RC. We would be pleased to see the University show its support of and commitment to the WP&RC by hiring a woman to fill the position of Director whose administrative, academic and community qualifications were all equally impressive. The WP&RC has indeed become an important place in the Edmonton women's community; whoever replaces Sandy as Director will surely have her work cut out for her. We believe this position is important enough to warrant being elevated to a tenure track position which would provide it with both the status and the security it justly deserves.

It is not only Sandy's imminent departure which prompts my writing. The Women's Studies Advisory Committee currently in the process of developing an academic women's studies program for the University of Alberta is to be commended for their hard work in this area. Let it be quite clear, however, that this academic women's studies program must never be presumed to replace the Faculty of Extension Women's Program and Resource Centre; these two programs, though obviously by their very nature complimentary of each other, must remain and develop as separate units within the University structure. The non-credit courses offered by the

Women's Program cannot be replaced by credit and degree oriented courses offered by the academic women's studies program.

I hope this letter makes clear our unqualified support for the Faculty of Extension Women's Program and Resource Centre.

Sincerely,

Amanda Le Rougetel

Amanda Le Rougetel
for the
A.S.W.A.C. Board

cc. Sandy Susut, WP&RC
Chairperson, Women's Studies Advisory Committee
Meyer Horowitz, President University of Alberta





to: Members of the Advisory Committee on Women's
Studies not present at the May 5 meeting

date: June 2, 1986

our file:

from: Leslie Stewart

your file:

subject: enclosed materials

Please find enclosed the following:

- materials from May 5 meeting:
 - agenda
 - minutes
 - fourth draft of degree proposal (to which discussion in minutes refers)
 - Administrative Structure for the Women's Studies Program in the Faculty of Arts
 - letter from International Institute for Peace Education
 - article from Queen's University Gazette
 - memo from Hugh Wilson

- final draft of degree proposal that went to Faculty Arts Council



to: Members of Advisory Committee on Women's Studies date: June 2, 1986
present at May 5 meeting
our file:

from: Leslie Stewart your file:

subject: enclosed materials

Please find enclosed the minutes of the May 5 meeting and the final draft of the degree proposal that went to the Faculty Arts Council.

ADVISORY COMMITTEE ON WOMEN'S STUDIES

May 5, 1986

9:00 a.m. to 11:00 a.m.

AGENDA

1. Approval of minutes of March 26, 1986
2. Approval of agenda
3. Faculty of Arts degree proposal
4. Structure and functioning for the summer
5. Speakers
 - (a) Veronica Beechey
 - (b) Ynestra King
5. Proposal for administrative structure for Women's Studies
6. Proposal for a Research Institute
7. Other Business

ADVISORY COMMITTEE ON WOMEN'S STUDIES

Minutes of May 5, 1986

Present:

M. Assheton-Smith, R. Coulter, D. Cullen (Chair), B. Eyles, J. Lauber, R. Liburd, P. Prestwich, S. Susut, M. Potrebenko, L. Stewart.

Discussion of Degree Proposal

Dallas: The changes have been made by Ann and Pat C. Terry made the point that if he could have the draft by tomorrow, it could go to Faculty of Arts Council by end of this month. Are there substantive things we want to change?

Changes to Degree Proposal

Title Page: Change title to "A Proposal for a Degree Program in Women's Studies in the Faculty of Arts".

Change "Vice-President's (Academic) Advisory Committee on Women's Studies" to "Advisory Committee on Women's Studies (A Committee of the Vice-President Academic)".

Delete "Fourth Draft".

Pages 1-2: Put section 1.2 (Women's Studies in Canada), before section 1.1 (Women's Studies at the University of Alberta).

Sandy: Page 1, paragraph 3: Had asked that there be an indication that the resource centre is used by academy in addition to women in the community. Can give this change to Leslie to insert.

Same paragraph, first sentence: "a series of *institutions*"; institutions doesn't seem like quite the right word. Is there a better one?

Rebecca: Changes in the first line, page 2: Sounds like Faculty of Arts has no ownership, no relationship. Some concern about this if it comes down to fighting for the program - will Faculty of Arts be behind it?

Marilyn: Will course changes, for example, have to go to the Faculty of Arts then?

Pat P.: Yes would have to go to the Faculty of Arts. We're building into the regular 4-year BA.

Dallas: Starting to get tense. When changes are made, want to make sure that Leslie and I can work on it and then take it to Terry White. To have another go round means we would miss the deadline.

Marilyn: Am assuming that this document will be ready to go to Terry. Don't see major problems.

Page 2, section 2.1, first paragraph, last sentence: "analysis of women's oppression". Change "oppression" to "experience".

Rebecca: Second paragraph: Will Terry be able to argue the "transdisciplinary political interests of feminism"?

Pat P.: Had the impression at the last meeting that Terry was going to line up the troops and push it through.

Agreed: Take out word "political".

Page 3, section 2.2, first sentence: Change to read "We wish to propose that Women's Studies be made available on three levels:"

Change all references to the "Faculty of Arts Committee on Women's Studies" to the "Committee on Women's Studies".

Jean: Could we suggest that Pat C. would be happy to serve as resource person, if she's going to be here?

Marilyn: Might be useful to consider possibility of other people to be there, people from outside the Faculty of Arts.

Agreed to make the minor changes discussed and send proposal to Terry White. Dallas and Leslie will make the changes.

DALLAS, LESLIE

Dallas will draft letter to go with it telling him to contact us should he require any assistance.

DALLAS

Dallas will phone Terry about having committee representatives from outside the Faculty of Arts at the Faculty of Arts Council meeting.

DALLAS

1. Approval of minutes of March 26.
2. Approval of agenda:

Marilyn: When will letter of understanding be discussed?

Jean: Don't need letter of understanding until proposal clears Faculty of Arts Council.

Rosemary: The proposal for the Research Institute needs lengthy discussion.

Dallas: Yes, agenda is really an outline of the things we need to discuss over the summer - how best to do that?

Announcements

Mary: Need everyone's C.V.'s, list of publications, work in progress, etc., to do with Women's Studies. Want to have it as background to the proposal. Would probably be used in those instances where someone wants to know what work has been done on campus in area of Women's Studies. Need them this week. Referring only to staff at U of A.

Dallas: Footnote in proposal says we have this information available on request, therefore need to have it.

Rebecca: Is partly done in Chair proposal.

4. Dallas: Won't get through agenda today, therefore have to decide how to proceed over the summer. To do:

- Administrative Structure
- Budget for degree proposal
- Research Institute
- things to be done over the summer in terms of speakers
- brochure on Women's Studies courses

How do we want to proceed? Ann has indicated willingness to continue to be writer. I'm prepared to continue as Chair as long as there is some backup. Need a structure.

5. Dallas: Request for money for Ynestra King. In terms of speakers, committee might want to look at doing master list of speakers, etc. Might want to coordinate or publicize.
Speakers we have coming next year: Veronica Beechey, Paula Caplan, Ursula Franklin (with WISEST).

Marilyn: Seems that we could have an Administrative Committee, Speakers Committee, and Research Institute Committee. When you look at all of that, feels like we can't take on anything more.

Sandy: Why don't we have subcommittees and meet once a month in the large group?

Rosemary: Concerned about the Research Institute proposal. Haven't addressed that subcommittee's work. Ann's work on the research institute is being circulated. Don't think anything should be circulated until it's been looked at.

Dallas: Also was the philosophical paper.

Marilyn: Think need small groups and continue to meet as a large group once a month.

Dallas: Groups continue to work and major things can be brought back to the entire committee meeting. If subgroups could hand in any material they wanted circulated a week before the meeting, could copy it and send out with agenda.

Rosemary: Good to have structure for summer so people can rearrange their schedules.

Marilyn: Have administration in three senses: letter of understanding, proposal for Women's Studies, administration of committee.

Sandy: Proposal for Women's Studies should be the focus of one meeting.

Dallas: Should have meetings for:

- administrative structure (for WS on campus)
- administrative structure, Faculty of Arts (budget, etc.)
- Research Institute
- day to day things (speakers, brochure)
- philosophical discussion paper

Marilyn: Major speakers series would be too much on top of all of that.

Dallas: Agree. Lots of opportunity to cosponsor.

Sandy: Willing to do leg work on couple of speakers in fall that I'd like to see come here, if this committee could fund it.

Dallas: So we are not going to initiate more speakers but are open to cosponsoring?

General agreement.

Marilyn: Would like to see Research Institute discussed soon in order for subcommittee to continue work.

Schedule and focus for summer meetings:

MONDAY JUNE 9, 9:00 a.m. - 12:00 p.m.

Research Institute, day-to-day items, report on progress of proposal.

WEDNESDAY JULY 9, 9:00 a.m. - 12:00 p.m.

-anticipate focus being letter of understanding to Faculty of Arts re administrative structure of degree program.

WEDNESDAY AUGUST 6, 9:00 a.m. - 12:00 p.m.

Overall structure of Women's Studies on campus.

Please let Leslie know if you **WILL NOT** be attending any of the meetings.
EVERYONE

Rebecca: Seems that we are still doing things backwards; i.e., doing the work before we've had the philosophical discussions.

Marilyn: Will work on philosophy document. Can be distributed before first meeting, although may or may not want to discuss it there.

MARILYN

Rebecca: Still up in the air as to whether Veronica Beechey will be coming or not. Would be in September. Probably would just speak in a class, not a big public lecture. Possibility that Robyn Roland will be coming at some time.

Agreed: Set aside \$250.00 for Beechey and open to contributing more.

Rebecca: The cooperation is actually more important than the money.

Dallas: Will send formal letter indicating committee's support and financial contribution.

DALLAS

Dallas: Request for joint sponsorship for Ynestra King.

Agreed: To commit \$500.00. Dallas will write them indicating this. Will also ask them to send copies of the program for the conference (Perspectives on Peace Education for One World) and proceedings if there are any.

Dallas: Can less major decisions for speakers, say under \$100.00, be made without coming back to the committee?

General agreement.

Marilyn: Would also probably want to bring to the committee any potentially controversial speakers. Suggestion that at end of minutes or on separate sheet with minutes, Leslie pull out the duties that everyone has to do.

LESLIEDuties

Dallas:

- changes to degree proposal
- letter to Terry White to accompany degree proposal indicating committee available should he require assistance
- phone Terry White to see if it is possible to have people from outside the Faculty of Arts at the Faculty of Arts Council meeting
- letter to Rebecca indicating support for Veronica Beechey's visit
- letter indicating willingness to cosponsor Ynestra King's visit

Marilyn:

- philosophy document

Leslie:

- changes to degree proposal
- list tasks at end of minutes

Everyone:

- send C.V, etc. to Mary
- let Leslie know if you will be unable to attend any of the summer meetings

May 5/84

ADMINISTRATIVE STRUCTURE FOR THE WOMEN'S STUDIES PROGRAM IN THE FACULTY OF ARTS

The Women's Studies Committee in the Faculty of Arts will consist of:

Coordinator of Women's Studies in the Faculty of Arts

People teaching those courses comprising the Women's Studies program and with the designation W ST.

One representative from each academic unit (department or non-departmentalized faculty) in the university which offers cross-listed women's studies courses. These academic units can be from both inside and outside the Faculty of Arts; the representative of the unit must teach a cross-listed course.

Two representatives from the Advisory Committee on Women's Studies/Interfaculty Council on Women's Studies

Director of the Women's Program, Faculty of Extension

Two student representatives

One representative from the women's community

The Chair of the Women's Studies Committee will be selected from among the full-time academic staff members on the Committee. The Chair will function in a manner similar to a department chair in the Faculty of Arts.

The Coordinator of Women's Studies will be responsible for (1) the day-to-day administration of the Women's Studies program and (2) either teaching or coordinating two of those courses comprising the Women's Studies program and with the designation W ST.

The Coordinator and the people teaching those courses comprising the Women's Studies program and with the designation W ST will be either seconded from their home departments or hold a joint appointment in Women's Studies and their home department. Such individuals can be drawn from any academic unit on the campus (inside or outside the Faculty of Arts; offering or not offering a cross-listed course). The maximum appointment to the Women's Studies program will be 1/2. The Women's Studies Committee will be involved in the selection of those internal individuals who will hold appointments in Women's Studies, and will select representatives to the Dean's Advisory Staff Selection Committee.

Funds in the Faculty of Arts budget will be earmarked specifically for the Women's Studies program. Use of those funds will be decided by the Women's Studies Committee, and administered by the Coordinator of Women's Studies.

The Women's Studies Committee will negotiate and arrange for cross-listed courses for its program.

A review of the Women's Studies Program in the Faculty of Arts will occur after five years.

The Women's Studies Committee can arrange that those courses comprising the Women's Studies program and with the designation W ST be made available to other academic units which develop Women's Studies programs.



International Institute for Peace Education

Faculty of Education, University of Alberta

July 6 - 12, 1986

May 1, 1986

Dr. Dallas Cullen, Chairperson
Advisory Committee on
Women's Studies
430 - E Business Bldg.

Dear Dr. Cullen:

1986 has been declared United Nations Year of Peace. And, one of the strongest voices speaking out for peace has been and continues to be that of women.

The Department of Secondary Education at the University of Alberta is, for a second consecutive year, hosting an International Institute for Peace Education to be held on campus July 6 to 12. An integral part of last year's successful institute was the feminist perspective provided by the Women's Studies working group and the plenary session "Women and Peace" by Jo Vellacott, Simone de Beauvoir Institute, Concordia University, Montreal. In this year's program we would like to continue and deepen our examination of peace from a feminist perspective with a plenary session on "Feminism, Ecology, and Peace" by feminist theorist Ynestra King.

Dr. King, (Ph.D. in political science from the University of Massachusetts) is director of the newly established Feminist Peace Studies Institute in New York. She is a co-founder of the Women's Pentagon Action and Women and Life on Earth and is a member of the Institute for Social Ecology. She has authored numerous articles in the emerging field of eco-feminism. Eco-feminism draws on feminist epistemology, nature philosophy and critical theory, examining the relationship between women and nature and how this relationship has resulted in the domination of women. Dr. King's work, which includes articles such as "Feminism and the Revolt of Nature" (Heresies, #13, 1982) and "Toward an Ecological Feminism and a Feminist Ecology" (Machina Ex Dea-Feminist Perspective on Technology, Joan Rothschild, editor), has been cited by feminist writers such as Marilyn French (Beyond Power) and Birgit Brock-Utne (Educating for Peace: A Feminist Perspective).

The planning committee for the International Institute for Peace Education is very interested in having Ynestra King participate in our program. However, whether this occurs or not will depend on funding. The Institute has very limited financial resources. Would your committee be willing to consider jointly sponsoring Dr. King's visit?

The expenses involved would include round trip travel from New York to Edmonton, accommodation in Edmotnon, and honorarium. Such an arrangement could include your committee members attending Dr. King's plenary session and workshop and/or a separate public session. Please note that the institute including as well plenary sessions by Rosalie Bartell and Marion Dewar - women who also speak from a feminist perspective.

Thank you for your consideration of this request. Please don't hesitate to contact me at work (471-8886) or at home (428-1796) if you require further information on this matter.

We encourage the participation of the members of your committee in our institute.

Yours truly

Barb Keppy
for

Regina Cochrane
(IIPE Planning Committee)

RC/bk



Registration for Peace Fair

Please fill out the following if you would like to have your student work displayed at the Peace Fair:

Name _____

School _____

Address _____

Postal Code _____

Telephone _____ (school)

_____ (home)

Grade _____

Description of items you would like to have included in the Peace Fair: _____

Youth Working Group

For this year's IIPE conference, a proposal was made and accepted by the planning committee to involve in the conference the participation of a **Youth Working Group**.

The youth of the group will consist of twenty young people—aged 15 to 19 years—selected from all over Alberta. They will be guests of the institute, and will participate in workshops and discussions, attend lectures and be involved in various activities set up especially for their group.

By including a youth group in this year's conference, we hope to broaden communication between youth and adults about school/peace issues, and to encourage youth participation in peace-related issues through their schools.

We look forward to their contribution to workshops and discussions, and to the general atmosphere of the conference.

We are asking teachers throughout the province to encourage interested students to apply as delegates. The institute will absorb food and arrange billeting (where necessary), but transportation and incidental costs will have to be covered by each applicant.

Please make this opportunity known to your students, and have possible delegates send a resume or letter of introduction by March 31 to

IIPE Youth Working Group

c/o Louise Jensen
Room 235, Education South
University of Alberta
Edmonton, Alberta T6G 2G5

University of Alberta Central Research Fund
Faculty of Education, University of Alberta
Department of Secondary Education,
University of Alberta
Edmonton Public School Board
Edmonton Catholic School Board
Yellowhead School Division
Alberta Teachers Association
Edmonton Learner Centre

Peace Fair

- student displays
- curriculum materials
- book fair
- peace and solidarity groups

For Monday and Tuesday evenings of the Peace Institute, a **Peace Fair** will be open to the participants and to the public.

Teachers are requested to send to the Institute samples of student work which reflects their concerns about peace, so that they can be displayed.

If your students are working on projects you would like to have displayed at the Peace Fair, please fill out the attached form and send it to:

Sue Laws

IIPE, Room 235
Education South, University of Alberta
Edmonton, Alberta T6G 2G5

Submissions for the fair should be clearly labelled with the student's name and grade level, the theme (if applicable), the name of the school, and the name of the city or town.

Articles could include:

- drawings or paintings
- poetry, essays, songs
- collages, murals
- video tapes, slide shows
- or, come and perform your own skit or play!

Support for IIPE

University and Community Special Project Fund
United Ministries in Education
Department of External Affairs Disarmament Fund
Canadian Institute of International Peace and Security
World Policy Institute
World Council of Curriculum and Instruction

Perspectives on Peace Education for One World

IIPE



International Institute for Peace Education July 6 - 12 1986

Faculty of Education, University of Alberta
Edmonton, Alberta
CANADA



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Telephone _____ (school)

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Grade _____

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IIPE



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Faculty of Education, University of Alberta
 Edmonton, Alberta
 CANADA

Perspectives on Peace Education

Education for a peaceful society requires participation of all elements of our society.

Many new voices add their perspectives to public education for peace in this, the United Nations Year of Peace.

- women's groups
- refugee and amnesty groups
- non-violence movement
- youth for peace groups
- ecumenical movement
- health professionals for peace
- ecological movement

The **IPE** is a working forum of discussion and action on how these influences will create education for world peace and social justice.

How do we do this?

- through **action** and **idea** exchange
- by evaluating public education
- using a peer working group format
- devoting afternoons to practical workshops
- displaying student expressions at the **Peace Fair**
- inviting the participation of youth delegates

Working Groups

Each participant will register with one of the following working groups. Throughout the institute, the working groups will meet to discuss and respond to the speakers. Working Groups will include:

- women
- early childhood
- youth
- public education
- participatory education



History of the IIPE

The International Institute for Peace Education began in 1982 under the auspices of the United Ministries in Education Peacemaking in the Education Program at the Teachers College of Columbia University, New York. The director of this programme is Betty Reardon. The idea of the summer institute, which was held each July in New York, was expanded to include additional one-week institutes at the University of California (Irvine) and the University of Alberta. Later in 1986, a meeting will take place in Japan, preparatory to extending these institutes to an international association of universities. This international association will enable educators interested in peace to share in an emerging understanding and practice of peace education.

Workshops

Each afternoon during the institute, workshops will be offered. These will include:

- curriculum ideas
- teaching techniques
- non-violent conflict resolution
- use of drama
- concerns of young people
- Parents for Peace group in Toronto
- women's perspectives on peace
- infusing peace
- and many others

Speakers

Daily sessions will start with a major presentation/plenary session. Working groups will then meet and respond to the speakers. Invited speakers include:

- **Shelly Berman**, Educators for Social Responsibility, Boston
- **Meyer Brownstone**, Chairperson, Dept. of Political Science, University of Toronto, and Chairperson of Oxfam-Canada
- **Peter Dale Scott**, Peace and Conflict Studies Programme, University of California, Berkeley
- **Carol Cohn**, Nuclear Education Programme, New School of Social Research, New York
- **Marion Dewar**, former Mayor of Ottawa
- **Jaime Diaz**, Director, CODECAL, Community Education Project, Bogota, Columbia
- **Betty Reardon**, Director, UME Peacemaking in Education Programme, Teachers College, Columbia University, New York
- **Rosalie Bertell**, Director of Research, International Institute of Concern for Public Health, Toronto

Registration Information

Registration fee \$125.00

(if paid before May 31) \$100.00

Student Rate \$50.00

Please remit all fees in Canadian funds.

Send a \$25.00 deposit with your registration.

Registration Form

Deadline for registration is May 30. Clip this form and mail, with \$25.00 deposit, to:

International Institute for Peace Education

Sue Laws, Dept. of Secondary Education
Room 235, Education South
University of Alberta
Edmonton, Alberta, Canada T6G 2G5
Telephone: (403) 432-5504 or 432-3665

Name _____

Institution _____

Address _____

Postal Code _____

Telephone: _____ (work)

_____ (home)

CHECK THE FOLLOWING BOXES:

I am interested in further information about attending the institute for course credit at the University of Alberta.

I am interested in information about scholarships available for attending the institute.

I am interested in accommodation at Lister Hall, U of A campus, during the institute:

single (\$27.00)

double (\$19.00)

I need wheelchair access.

I am interested in daycare provision.

CLIP

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I am interested in accommodation at Lister Hall, U of A campus, during the institute:

single (\$27.00)

double (\$19.00)

I need wheelchair access.

I am interested in daycare provision.

CLIP



to: Professor Dallas Cullen
Faculty of Business

date: April 28, 1986

from: Vice-President (Academic)

our file:

your file:

subject: Women's Studies at Queen's University

I thought the attached article from the April 9, 1986 issue of the Queen's University Gazette might be of interest to you and the members of your committee.


J. Peter Meekison

JPM/dg

It's official: Women's Studies joins the curriculum

by Margaret Little

'Women's Studies is a form of academic freedom. It is a right, not a privilege ... (It) is not a temporary adjustment to correct an existing gender bias in our knowledge; it is not a series of courses that lie outside departments. Nor is it a women's intellectual ghetto. It is a discipline that stands on its own, a whole greater than the sum of its parts.' - Thelma McCormack, first holder of federally-sponsored Chair of Women's Studies at Mount Saint Vincent University and keynote speaker at the Women's Studies Conference sponsored by the Ban Righ Foundation in March.

Beginning in September 1986, Women's Studies will be offered as a special field concentration at Queen's. 'We are very pleased that Queen's will be able to offer this program to many students who want to explore women's experience, gender relations and feminist scholarship,' says History Professor Roberta Hamilton, recently appointed coordinator of the program.

Women's Studies began to appear in universities in the mid-1960s, and despite recent cutbacks in higher education, the field has continued to grow. In Ontario alone, there are programs at ten universities now, with others in the preparatory stage.

At Queen's, interest has increased rapidly over the last five years. In 1984-85, feminist scholars here began to meet and plan IDIS 200, the Introduction to Women's Studies

course which was launched last fall and received an overwhelming registration.

With such strong student support, a second group of 35 professors from a variety of disciplines was formed to plan the proposal for a special field concentration in Women's Studies. The group shared their experiences in teaching Women's Studies elsewhere. The type chosen is a combination of interdisciplinary and disciplinary courses incorporated into a single program. An honours thesis must be written in order to graduate, and meet the prerequisites of graduate programs.

The program was presented to Senate in February by Professors Marie Surridge, (French), Susan Dick, (English), Joy Parr, (history), and Bev Cavanagh, (music) and was passed with a large majority. Since then, the professors involved have received numerous phone calls and inquiries from prospective students.

Recently, the Ban Righ Foundation held a weekend conference on Women's Studies, at which feminist scholars and courses were introduced to members of Queen's alumni. 'This is precisely what Women's Studies is about - raising questions that a growing number of women in the community share, and providing an opportunity to link the resources of the university with the needs of the community,' says Dr Hamilton.

INTER-DEPARTMENTAL



CORRESPONDENCE

TO ALL HISTORY DEPARTMENT STAFF

DATE April, 1986

FROM Hugh Wilson

I have been asked to sound opinion in the Department on the attached Statement of Principles. If you support the statement, in whole or in part, it would be appreciated if you would sign and return it to me. Please note:

1. This is not a petition.
2. Names will not be made public; but should you support the principles and wish to remain anonymous, please enter "Anon" and complete the other details.
3. In order to gauge the extent of support of the stated position, please indicate any point(s) with which you disagree.

The measure of support from among departments polled will suggest whether the Administration should be formally approached.

Statement of Principle

After recent statements concerning the unequal representation of the sexes in various ranks and occupations at the University of Alberta, it seems necessary to reaffirm the fundamental principle that the sexes be treated equally. Out of a concern that this principle may be eroded in the interests of an imposed statistical norm, we wish to support the following statements.

1. We have confidence in the fairness of established procedures for appointment, incrementation and promotion; we are opposed to the inclusion of sex as a criterion.
2. Salary levels must be determined by assessment of value of service to the University as reflected in decisions made by the established procedures referred to in 1. Sex as a criterion would be discriminatory and therefore unfair.
3. It follows from the above that in spite of the difficulty of assessing relative value between jobs of different natures we support a general principle of equal reward for work of equal value.
4. Only by restricting employment decisions to criteria of merit, can the University live up to its commitments to academic excellence and equal opportunity.

Name

Department

acad,perm/sess/non-acad.

A PROPOSAL FOR A PROGRAM IN WOMEN'S STUDIES

IN THE FACULTY OF ARTS

Advisory Committee on Women's Studies
(A Committee of the Vice-President, Academic)

The University of Alberta

Edmonton, Alberta

May 12, 1986

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1. BACKGROUND

1.1 Women's Studies in Canada

Women's Studies has emerged in Canada over the past fifteen years or so in courses and full programs in highschoools, colleges, and universities, in journals devoted to feminist scholarship and Women's Studies, and in numerous organizations and associations.¹ The Canadian Research Institute for the Advancement of Women, for instance, has been encouraging and publishing feminist research and scholarship since 1976, and the Canadian Women's Studies Association, one of the Learned Societies, was founded in 1982. The federal government has recently endowed Chairs in Women's Studies in each of the regions -- at Mount Saint Vincent University, Simon Fraser University, Laval University, and jointly at the Universities of Manitoba/Winnipeg and Carleton University/University of Ottawa. Almost all of the approximately fifty major degree-granting institutions in Canada offer one or more courses on women or gender in a traditional discipline.

Women's Studies programs have developed quite differently in the various Canadian universities. Over half of those universities offering Women's Studies give special courses designated as "Women's Studies" or the equivalent; eleven currently provide (in one way or another) for a minor in Women's Studies; and five have established a major or specialist degree in the subject. Four Canadian universities offer graduate work in Women's Studies (see Appendix B).

Most Canadian degree programs have emerged in the last decade. Among the first were the programs at Simon Fraser, Toronto, Concordia, Mount Saint Vincent. These remain the most established and the most visible. More recently, Carleton, Guelph, York, and Calgary (in 1986-87) have approved undergraduate degree programs. Although it is difficult to obtain accurate numbers, we estimate that in 1985-86, there are some 150 undergraduate students across the country undertaking a major in Women's Studies. So far, there have been approximately 50 to 70 graduates from these programs.²

1.2 Women's Studies at the University of Alberta

Although there has never been a formal academic program in Women's Studies at the University of Alberta, nor any attempt to organize one until now, there has, since the mid-1970's, been a persistent and growing student demand for courses about women, gender and feminist scholarship. As a result, there are now some 19 undergraduate courses and 8 graduate courses in 17 departments which are routinely advertised through a special Women's Studies brochure (see Appendix A). Virtually all of these courses, however, came about through individual initiatives, often by members of the Advisory Committee. In some cases, the course is extra to an individual's regular teaching load or there is no guarantee by the Department or Faculty that it will be offered on a permanent basis. This is especially true in the case of graduate-level courses.

Active scholarship in Women's Studies is also exemplified by the large number of graduate (both Masters and Ph.D) theses completed which are about girls or women and/or use feminist scholarship. Many individuals among the academic staff are committed to the discipline of Women's Studies, whether in teaching or in their own scholarly research and publishing.³

In addition, a series of institutions related to Women's Studies has been developed on the campus. Perhaps the most important is the Women's Program in the Faculty of Extension which links

¹For an excellent overview of these developments, see V. Strong-Boag, "Mapping Women's Studies in Canada: Some Signposts", *The Journal of Educational Thought* 17(2), 1983, 94-111.

²Information from the Women's Studies coordinators at these universities.

³Information pertaining to research and feminist scholarship by way of graduate theses and the publications of our academic staff is available upon request.

the resources of the university with the needs and interests of women in the community for information, for education, and for change. The Women's Program offers non-credit courses, conferences and public forums in the areas of applied Women's Studies, issues of relevance to women, and personal skill development. Social animation and community action research on issues of importance to women are also undertaken. As well, a part of the Women's Program is a Women's Resource Center which houses books, periodicals, articles and information on issues of special concern to women. The Women's Resource Centre serves individual women, women's organizations in the community, students and staff of courses offered by the Women's Program, and feminist scholars and students in academic programs at the University of Alberta.

Several campus organizations provide support and communication networks for women's activities and Women's Studies. Some are voluntary and some have been established by the administration. On the voluntary level, the Academic Women's Association, a group open to faculty, administrative staff and graduate students, has sponsored speakers, conferences and programs related to women's issues; the Woman in Scholarship group is attempting to create a support network for women staff and graduate students primarily in education, the social sciences and the humanities; the Women's Centre is an undergraduate student organization which provides support and information to women students and organizes meetings on women's issues.

Bodies appointed through administrative initiative include the Task Force on Women in Science, Engineering, Scholarship and Technology (WISEST) which is actively working with young women in science at the high school through to the graduate levels of study as well as conducting several research projects concerning women in science; the President's Advisory Committee on Sexual Harassment (PACSH); the President's Interim Advisory Committee on Women's Issues was established to advise the President on matters which concern women at the University of Alberta and which are not being addressed by specific bodies.

In the fall of 1984, Dr. Peter Meekison, Vice-President (Academic), established an Advisory Committee on Women's Studies and charged it with responsibility for co-ordinating and stimulating academic activity related to Women's Studies at the University of Alberta. One of its terms of reference is as follows: "To advise on policy at the University of Alberta with regard to the development of Women's Studies as an academic program."

What follows is our proposal for an interdisciplinary undergraduate degree program in Women's Studies housed in the Faculty of Arts.

2. OUTLINE OF THE PROGRAM

2.1 Rationale for a Program in Women's Studies in the Faculty of Arts

Scholarly and professional activities such as those outlined in the previous section have generated a broad rationale for academic attention to Women's Studies. Briefly defined, Women's Studies is an intellectual and educational movement that is irrevocably altering what we know and think about women and gender. It is rooted simultaneously in the disciplinary structures of contemporary intellectual inquiry and in a social movement whose explicit goal is the explanation and analysis of women's experience as well as the formulation of effective strategies for change.

From the outset, Women's Studies programs have been conceived as "interdisciplinary", as programs for study where the boundaries that separate disciplines might be broken down, fostering a broader and more complete approach to the understanding of women. At the same time, it builds upon those disciplines, being as much shaped by them as by the transdisciplinary interests of feminism. Its dual nature is reflected in the offerings of Women's Studies programs which typically include both courses from single disciplines and courses which assume a topical, interdisciplinary approach.

What has emerged at the University of Alberta, primarily through individual initiatives in the Faculty of Arts, is a collection of courses which both focus on and take into account the new scholarship about women and gender. What we require now are the interdisciplinary courses and a formal undergraduate degree program. Such a program would provide access, for students primarily, to the new feminist scholarship through a coherent, organized and systematic program of studies.

Although we are recommending that the Faculty of Arts be the site of such an academic program, it must be remembered that there is considerable expertise and knowledge in Women's Studies outside of that particular Faculty. Moreover, the Women's Studies courses we recommend should be available to students outside the Faculty of Arts and at the same time, students majoring in Women's Studies in the Faculty of Arts will be encouraged, where feasible, to examine appropriate course offerings in other Faculties. We see this as a strength and in fact something quite unique compared to other Canadian programs.

2.2 Levels of Women's Studies

We wish to propose that Women's Studies be made available on three levels:

- a. A 300-level introductory course in Women's Studies potentially available to all students on campus. This course will also be the initial prerequisite for students in the Faculty of Arts wishing to take either Women's Studies as a Major Concentration or as a Second Subject in the new four-year B.A. program.
- b. A curriculum available to students in the Faculty of Arts new four-year B.A. program who wish to take Women's Studies as a Second Subject.
- c. An extended curriculum available to students in the Faculty of Arts new four-year B.A. program who wish to take Women's Studies as a Major Concentration.

2.3 Administrative Structure

We propose that a Women's Studies Committee be established in the Faculty of Arts to administer and coordinate Women's Studies within that Faculty. The Committee will consist of representatives from each academic unit (department or non-departmentalized faculty) in the university which offers a cross-listed Women's Studies course, of student representatives, of representatives from other groups on campus with an interest in Women's Studies, from the Faculty of Extension Women's Program, and from the women's community at large. We recommend that its Chair be elected from among its full-time academic staff members. The Chair will function in a manner similar to a Department Chair in the Faculty of Arts.

2.4 Resources Required

Although it is difficult to estimate the number of students who will be interested in taking Women's Studies either as a major concentration or a second subject in the new four-year B.A. program, we do not anticipate that the numbers will be large. However, we do believe that the initial, introductory course in Women's Studies we are proposing will be extremely popular especially if it is made available to students outside the Faculty of Arts.

Since all of the cross-listed courses currently being suggested are now or soon will be taught regularly, the program proposed below is economical, depending in large part on resources we already possess. We are, however, proposing several new courses, and for these, as well as for the administration of the program, new staff will be required. We are proposing that one of the new Women's Studies courses be team-taught, at least initially, and that the others be taught by one or more instructors. We suggest that new funding be made available for a full-time tenure-track position

of Coordinator of Women's Studies, who, as well as coordinating the program, will both supervise the course selection of students undertaking a major in Women's Studies and teach at least one course. The program will also require secretarial assistance, office space and other support facilities.

3. DEGREE REQUIREMENTS

Except where noted, we have paid strict attention to the requirements of the new four-year B.A. program as outlined in the 1986-87 Calendar Supplement as well as the appropriate sections of the Calendar itself.

What we are proposing, in essence, is a sequence of courses in *Women's Studies* (see Section 4.1) depending on whether the student elects Women's Studies as a Major Concentration (see Section 3.3.A.) or as a Second Subject (see Section 3.3.B.), as well as an extensive choice of *cross-listed courses* (see Section 4.2).

The courses comprising "Women's Studies", and with the designation "W ST", are all new courses and require developing whereas the nucleus of the "cross-listed" courses already exists both within and outside the Faculty. Nevertheless, we are proposing the development of further cross-listed courses especially in those subject areas where there are significant gaps.

3.1 First-Year Requirements

One Full-Course Equivalent in each of the following:

English 200 or 210
 A language other than English
 Classics 210/History 210 or History 220 or Philosophy 240
 Social Sciences Group A
 Another Core Subject

NOTE: Since it is recommended that to prepare for the Major, students should enroll if possible in a course in the Major Subject in First Year, we would counsel students who wish to focus on Women's Studies to take a 200-level course from a suggested list.

3.2 Second-Year Requirements

One Full-Course Equivalent in each of the four core requirements remaining from the First Year

One other Full-Course Equivalent in addition to the core.

NOTE: Students wishing to focus on Women's Studies would be counselled to take the proposed W ST 300 (Full-Course Equivalent) as their Arts Option. It will also comprise the prerequisite for all 300 and 400-level W ST courses.

3.3. Third and Fourth Years

A. Requirements for Women's Studies as a Major Concentration:

A minimum of 5 Full-Course Equivalents and a maximum of 7 Full-Course Equivalents at the

300-level or above in either the W ST or cross-listed Women's Studies courses (see Section 4.). Required are W ST 300, W ST 400, W ST 401 as well as one further Women's Studies Full-Course Equivalent at the 400-level. Students may select other W ST or cross-listed Women's Studies courses depending on their interests.

For students wishing to take Women's Studies as a Major Concentration, the normal requirements for a Second Subject will apply: At least one Full-Course Equivalent at the 400-level in an approved subject area outside the major area.

B. Requirements for Women's Studies as a Second Subject:

A minimum of 3 Full-Course Equivalents in either the W ST or cross-listed Women's Studies courses at the 300-level or above (see Section 4.), one of which must be W ST 300. The required 400-level Full-Course Equivalent must be chosen from either the remaining W ST or cross-listed Women's Studies courses.

4. COURSES

4.1 Women's Studies (W ST) Courses

For the present, we envisage the development of three full-course equivalents in Women's Studies. Other courses will be developed at a later date. Some will be team-taught and others taught by one or two individuals. Regardless, their initial development will be carried out by the Committee on Women's Studies and subsequent revisions will be approved by that Committee. Tentatively, the courses are as follows:

*W ST 300 Introduction to Women's Studies (*6)*

A full year course which is designed as a multidisciplinary introduction to the rapidly expanding field of Women's Studies. The course will provide an introduction to the field as well as links to the cross-listed courses offered in the various disciplines. The course will be team-taught. Instructors from various disciplines will provide a survey and analysis of issues concerning women's lives, both historically and in the present, an account of the development of feminist theories and critiques, and an assessment of the contribution this new scholarship has made in transforming received knowledge in a variety of disciplines.

Note: This course will be the prerequisite to all other 300 and 400-level W ST courses. It will not be available to students in their first year.

*W ST 301 History of Feminist Thought (*3)*

This course will examine the development of feminist thought and theories from the eighteenth to the twentieth century. A variety of threads in the emergence of the tapestry of modern feminism will be examined, including the contributions of, and tensions between, Enlightenment thought, social, political and maternal feminism, liberal and marxist, socialist and radical feminism. In addition to providing an historical overview, the course will develop a general understanding of the relationship between theory and practice.

*W ST 302 Feminist Research and Methodologies (*3)*

This course will examine the question as to whether there can be and is a distinctive feminist

perspective on epistemology, metaphysics, methodology and the philosophy of science. It will then examine the ways in which either taking a feminist perspective, or even merely taking account of women in research, affects the research process.

*W ST 400 Interdisciplinary Women's Studies Seminar (*3)*

A seminar in which students will analyze a specific theme related to Women's Studies. The "theme" will vary from year to year. Students will examine the particular theme from the perspective of a variety of disciplines and more individually from the perspective of their own disciplinary base.

Prerequisite: W ST 300

*W ST 401 Senior Project in Women's Studies (*3)*

Individual and small group studies of community problems. Students will submit a prospectus for the project through consultation with a community group. Weekly meetings will be held to share information as to the progress of their project.

Prerequisite: W ST 300

4.2 Cross-listed Courses

Women's Studies *cross-listed courses* are defined as follows: courses with women or gender as their main subject or with major themes or units on women or gender. They are not available for Women's Studies majors to fulfill the Second Subject requirement.

For instance, at present in the Faculty of Arts, there are at least nineteen courses which have the potential to be cross-listed as Women's Studies courses. By level, they are as follows:⁴

200-level

ANTHR 210	Sex, Society and the Individual
HIST 206	Introduction to the History of Women

300-level

CH RTP 318	Feminist Theology
CLASS 361	Studies on Women in Classical Antiquity
C LIT 366	Women in World Literature
ENGL 395	Women's Literary Tradition
FREN 311	Readings from French Women Writers
HIST 371	History of Women in Canadian Society
INT D 347	Women and Socialism: USSR and Eastern Europe
POL S 350	Women and Politics
SOC 301	Sociology of Sex Roles

400-level

ANTHR 410	Sex and Status in Comparative Perspective
CANST 401	Seminar in Canadian Studies (Canadian Feminism)

⁴See Appendix A for course descriptions, weighting, and current enrolment.

FREN 451	Topics in French Literature of the Seventeenth Century
FREN 490	Women Writers in France
HIST 413	Women in Modern European History
HIST 470	Topics in Canadian Social History (Women and the Family)
JAPAN 417	Women's Literature in Japan
SOC 491	Gender Stratification and Differentiation

Cross-listed courses will be identified each year by the Committee on Women's Studies in consultation with the instructor. The list may vary somewhat from year to year depending on the availability of faculty and the exigencies of the teaching units.

There is a need to expand the list of cross-listed courses. The Committee on Women's Studies would discuss with departments the possible expansion of their course offerings related to women and/or gender as well as the development of such courses in departments where none currently exist.

Finally, although few in number at present, there are potential cross-listed Women's Studies courses outside the Faculty of Arts (e.g., ORG T 442 Sex Roles in Organizations). The Committee on Women's Studies will discuss the development of such courses in other faculties so that they too may be added to the list of approved cross-listed courses.

APPENDICES

A. Credit Courses on Women/Gender Currently Offered at the University of Alberta

*Undergraduate Courses in the Faculty of Arts*Anthropology

ANTHR 210 Sex, Society and the Individual (*3)

An ethnographic review of how societies organize sexual difference and what it means to be a man or a woman in different cultures.

1985-86 Enrolment: 291 (6 sections)

ANTHR 410 Sex and Status in Comparative Perspective (*3)

Sexual status as a biological and as a cultural phenomenon. The social position of women in various societies.

Prerequisite: A senior-level course in anthropology or sociology.

1985-86 Enrolment: 28

Canadian Studies

CANST 401 Seminar in Canadian Studies (*3)

Since 1984, this course has addressed "Canadian Feminism: Contexts and Critiques": An interdisciplinary examination of the growth and theory of feminism in Canada, with particular emphasis on political philosophy, history, sociology, psychology, and literature.

1985-86 Enrolment: 11

Christian Theology (St. Stephen's College)

CHRTP 318 Feminist Theology (*3)

An examination of feminist criticisms of selected doctrines and practices.

1985-86 Enrolment: 16

Classics

CLASS 361 Studies on Women in Classical Antiquity (*3)

Topics on women in the Ancient World, as approached through the study of literature, history, law, religion and art. Details of the topics to be offered in any given year may be obtained from the Department.

Course approved but not yet offered

Comparative Literature

C LIT 366 Women in World Literature (*3)

An examination of major works of world literature (in English translation), by and about women, from Antiquity to the present.

Prerequisite: C LIT 201/202 or 301/302, or ENGL 200 or equivalent.

1985-86 Enrolment: Not offered

East Asian Languages and Literature

JAPAN 417 Women's Literature in Japan (*3)

This course studies selections from the long tradition of literature written by women in Japan. Works in English translation will be drawn from fiction and diaries by 11 C. court ladies as well as from the fiction and poetry of modern women authors.

Prerequisite: JAPAN 321 or 322 or any 300-level literature course in English or Comparative Literature.

Course approved but not yet offered

English

ENGL 395 Women's Literary Tradition (*6)

Although women have been writing as long as men, the distinctive vitality and variety of their work is only beginning to be recognized. This course looks at women reading women: the ways women writers have influenced each other and have written for each other to make their own literary tradition.

Prerequisite: One FCE of 200-level English.

Course approved but not yet offered

History

HIST 206 Introduction to the History of Women (*3)

This course is an introduction to the study of women's history. It will examine the position of women in western societies from the Middle Ages to the twentieth century.

1985-86 Enrolment: 65

HIST 371 History of Women in Canadian Society (*3)

Canadian women as affected by, and contributing to, the major social changes of the nineteenth and twentieth centuries.

1985-86 Enrolment: 67

HIST 413 Women in Modern European History (*3)

Topics in this course vary from year to year. In 1984-85 the focus was "Feminism in Historical Perspective."

Prerequisite: At least two previous full session courses in History, or the consent of the Department.

1985-86 Enrolment: 5

HIST 470 Topics in Canadian Social History (*3)

Since 1981, this course has addressed "Women and the Family". It examines selected

topics in the social development of Canada during the 19th and 20th centuries. It provides an opportunity for research into and discussion of the impact of these developments upon women and the family and the reactions to them.

Prerequisite: A previous course in Canadian history or consent of the Department.

1985-86 Enrolment: 10

Philosophy

PHIL 458 Advanced Social and Political Philosophy II (*3)

During the 1985-86 term, this course addressed "Contemporary Feminist Theory."

1985-86 Enrolment: 13

Political Science

POL S 350 Women and Politics (*3)

An introduction to women's political attitudes and behaviour, the politics of the women's movement and the treatment of women in political structures and policy, with special reference to Canada.

1985-86 Enrolment: 21 (under POL S 421)

Romance Languages

FREN 311 Readings from French Women Writers (*3)

Women's writing in France. Specific historical periods and texts in this course may vary from year to year. The works are studied in French and the course is given in English.

Prerequisite: FREN 200, 202 or 206.

Course approved but not yet offered

FREN 451 Topics in French Literature in the Seventeenth Century (*3)

Women in the literature and society of 17th Century France. The purpose of the course is twofold: 1. to study the historical development and literary importance of the celebrated "Querelle des femmes"; 2. to analyze and probe 17th century women's writing.

Prerequisite: FREN 450. For Honors students or by consent of the Department.

Course approved but not yet offered

FREN 490 Women Writers in France (*3)

Women's writing in France. Specific historical periods and texts in this course may vary from year to year.

Prerequisite: Any 300-level French or French-Canadian course except the 300-level reading courses.

Course approved but not yet offered

Slavic and East European Studies

INT D 347 Women and Socialism: USSR and Eastern Europe (*3)

Theory and practice of socialism as related to the status of women in Eastern Europe and the Soviet Union.

Prerequisite: Consent of the Department of Slavic and East European Studies.

1985-86 Enrolment: 2

Sociology

SOC 301 Sociology of Sex Roles (*3)

Comparative study of sex roles in selected societies with special emphasis upon contemporary Canada; sex-specific role behaviours and theories regarding their origin; recent sociological research on the social effects of sex roles.

1985-86 Enrolment: 1030 (6 sections)

SOC 491 Gender Stratification and Differentiation (*3)

Advanced study of theoretical and methodological issues in the social stratification of gender roles and statuses.

Prerequisite: SOC 301

1985-86 Enrolment: 6

Undergraduate Courses Outside the Faculty of Arts

Business

ORG T 442 Sex Roles in Organizations (*3)

The factors affecting differences between males and females in opportunities and performance in managerial positions in organizations.

Prerequisite: ORG T 303 and 305 or consent of the instructor.

1985-86 Enrolment: 39

Faculte Saint Jean

ANTHE 410 Sexe et statut social: approche comparative (*3)

Le statut social des sexes comme phenomene biologique et culturel. Le statut social des femmes dans diverses societes.

Prerequis: un cours de niveau senior en anthropologie ou sociologie.

1985-86 Enrolment: Not offered

SOCIE 301 Sociologie de la femme (*3)

Etude comparee du role de la femme dans diverses societes, en insistant sur le Canada contemporain; on considerera ce qui determine la structure du role de la femme. Changements paralleles dans le role de l'homme en tant que complementaire.

1985-86 Enrolment: 1

Graduate-Level Courses

Comparative Literature

C LIT 610 Special Topics in Literary Theory and Criticism

One section of this course examines "Feminist Literary Theory and Criticism": This course will look at feminist theory and criticism of the last fifteen years, including texts by Luce Irigaray, Jane Gallop, Alice Jardine, Helene Cixous, Elaine Showalter, Annette Kolodney and Julia Kristeva.

Instructor: Shirley Neuman (English)

1985-86 Enrolment: To be offered in 1986-87

C LIT 645 Comparative Studies in Twentieth-Century Literature

One section of this course examines "Contemporary Feminisms": A study of selected contemporary feminist literature and critical theories, feminist fiction and poetry from North America, France and Britain.

Instructor: Shirley Neuman (English)

1985-86 Enrolment: 6

Educational Foundations

ED FDN 501 Conference Course on Selected Topics

One section of this course examines "Women, Education and Work": An exploration of the complex pattern of gender stratification, formal education and employment.

Instructor: Marilyn Assheton-Smith

1985-86 Enrolment: 12 (Intersession)

Educational Psychology

EDPSY 597 Special Seminars

One section of this course has examined "Women's Issues and Counselling": The nature and implication of the female experience as it relates to the counselling of women. Using an analysis of nonsexist and feminist therapy as a base, the course will focus on issues that are specifically related to working with women.

Instructor: Rosemary Liburd

1985-86 Enrolment: Department uncertain as to when it will be offered again.

English

ENGL 670 Current of Thought in English Literature Since 1790

In 1984-85, this course addressed "Feminism and Literature": It included such authors as Emily Dickinson, Jane Austen, Simone de Beauvoir, Mary Daley and Adrienne Rich.

Instructor: Pat Clements

1985-86 Enrolment: Not offered

Law

LAW 585 Women and the Law

This course will start with an historical evaluation of how the law has particularly affected women and continue to an in-depth analysis of the present day situation in Canada and particularly Alberta.

1985-86 Enrolment: Only offered if enough students and instructor is available.

Physical Education and Sport Studies

P ED 546 Sport and Gender

An examination of the role and significance of gender relations in sport and leisure.

Instructor: Ann Hall

1985-86 Enrolment: Not offered

Sociology

SOC 577 Seminar in Sex Stratification and Differentiation

Instructor: Ros Sydnie

1985-86 Enrolment: Not offered

B. Women's Studies at Major Canadian Universities

Universities Only Offering Courses on Women/Gender in the Traditional Disciplines:

ACADIA	MONTREAL	SASKATCHEWAN
ALBERTA	PEI	SHERBROOKE
DALHOUSIE	REGINA	TRENT
LAKEHEAD	RYERSON	WESTERN
LAVAL	SAINT FRANCIS XAVIER	WINDSOR
MCMASTER	SAINT MARY'S	UNIVERSITY COLLEGE
MONCTON	SAINT THOMAS	NEW BRUNSWICK

Universities Also Offering One or More "Women's Studies" Course(s) or Equivalent:

ATHABASCA	LETHBRIDGE
BRANDON	OPEN UNIVERSITY CONSORTIUM (BC)
BRITISH COLUMBIA	QUEBEC A MONTREAL
BROCK	VICTORIA
LAURENTIAN	

Universities Offering a Minor, Option, Pattern or Concentration in Women's Studies:

BISHOP'S: *Minor; Diploma in W-S*
 CALGARY: *Minor field for those in certain degree programs; BA Major in W-S to begin in 1986-87*
 CARLETON: *BA in Interdisciplinary Studies, major or honors*
 MANITOBA: *Minor in W-S (BA)*
 MCGILL: *Minor in W-S (Faculty of Arts)*
 MEMORIAL: *Minor in W-S (BA)*
 OTTAWA: *BA with a concentration in W-S*
 QUEEN'S: *Special field concentration in W-S (BA Honors) to begin in 1986-87*
 SIMON FRASER: *Minor program in W-S taken in conjunction with Major, Honors or Bachelor of General Studies degree*
 WILFRED LAURIER/WATERLOO: *W-S option in combination with any general or honors program*
 WINNIPEG: *concentration in BA*

Universities Offering a Major or Specialist Degree in Women's Studies:

CONCORDIA: *BA; major or minor in W-S*
 GUELPH: *General BA major in W-S; joint major or area of concentration advised*
 MOUNT SAINT VINCENT: *Minor or an Interdisciplinary BA in W-S*
 TORONTO: *Minor, major or specialist degree in W-S; most do double major*
 YORK: *Interdisciplinary Honors (Double Major) in W-S*

Universities Offering Graduate Work in Women's Studies

CARLETON: *graduate level courses in W-S; MA in W-S through Institute of Canadian Studies*
 OISE: *various departments offer courses focusing on women and education; has program of Feminist*

Studies

SIMON FRASER: *Offers an MA in W-S*

YORK: *an interdisciplinary MA provides for a possible concentration in W-S*

C. Members of the Advisory Committee on Women's Studies

Marilyn Assheton-Smith, Associate Professor, Educational Foundations

Patricia Clements, Professor, English

Rebecca Coulter, Assistant Professor, Coordinator of Women's Studies, Athabasca University

Dallas Cullen, Associate Professor, Organizational Analysis

Christine Davies, Professor, Law

Barbara Eyles, Undergraduate student

Ann Hall, Professor, Physical Education and Sport Studies

Norah Keating, Associate Professor, Family Studies

Jean Lauber, Professor, Zoology

Rosemary Liburd, Associate Professor, Student Counselling

Ellen Long, Undergraduate student

Patricia Prestwich, Associate Professor, History

Rosalind Sydie, Associate Professor, Sociology

Sandy Susut, Assistant Professor, Coordinator, Women's Program, Faculty of Extension

Janina Vanderpost, Director, Policy and Research, Alberta Women's Secretariat

Past Members

Susan Jackel, Associate Professor, Canadian Studies

Birdie Mandelblatt, Undergraduate student

David Mills, Assistant Professor, History

Sheila Wynn, Director, Alberta Women's Secretariat