



435-0280 Mary C

# on sheets

University of Alberta

Inter-departmental Correspondence

to: All Members of the Women's Studies Committee

date: 25 November 1987

from: Stella Chooi Arts Faculty Secretary

our file:  
your file:

Next Meeting of the Women's Studies Committee

subject: Professor Neuman would like to call a meeting of the Women's Studies Committee for 2:00 p.m. on Friday 4 December. Unfortunately Room 5-20 Humanities Centre is not available, but the Department of Political Science has kindly offered us their large seminar room in Tory (Room 11-9).

A G E N D A

1. Minutes of the Last Meeting  
To approve the Minutes of the meetings held on 5 and 23 October 1987.....see attached

2. Effect of new admissions policies on mature women students  
Guest: Associate Dean J. Golec.....see attached

3. Women's Studies Co-ordinator Winnie Tamme → July 1 1988

4. Information  
4.1 Speakers - Keith Fulton - Maggie Bant - Feb 10-13 + 2 Comp Syllabi  
4.2 Seminar Series - Faculty Workshop for new work  
4.3 Honorary Degree nominations - Mary Annment (should phone) working in the weeks

5. Cross-Listed Courses  
5.1 Proposal to cross-list C LIT 355 Comparative Third World Literature I with Women's Studies.....see attached  
5.2 Cross-listing of ORG T 432 Sex Roles in Organizations (Business) Admit 1989 65 Feb 88

6. Gerritsen Collection Microfiche (guide in Roper on 2nd floor North)  
7. Canadian Studies Program Review Request for input from Women's Studies Committee..see attached

8. Funding - Visit Speakers nb. - Sub-committee on # - for this only. - id for speakers

9. Committee Membership Correction of prior information as to length of term

Stella Chooi  
Stella Chooi  
Arts Faculty Secretary

Budget will cover (several help) for (check 5/8) 1/2 each  
Covd Jan 50m Sun by rephm at Seed for 2 courses  
@ 1/2 hr for 5/8  
5/10-1/2 hr for 5/8  
Dec 31 '87 Jan 30 '88 -

Enclosures

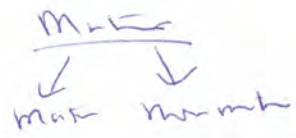
Large committee structure of all groups

Peggy Chin - old late Jimmy Fowles Frisbie (Mary Midgeley + Judith Hargreaves) Shastee 4 Feb Feb HQ 1121 G378 Jan 15 ca 3pm details on it + other names names

Matrix entry - 65 → 70%

\* Faculty of Arts policy

- [ mature - + 25?? = not admin category  
non-matriculated - for a spring junkie  
- + 21 yrs



(1983) "open door" policy  
senior data must  
support "studies"

### Admin

Matrix → faculty specific -

Work completed at another college or university - 1 yr equal

Non-matrix - at least a pass in Engl 30

letter of recommendation - not - age specific - at least  
1 yr in same institution like WAIT or SAIT

Probationary - at Denis discretion "extraordinary" -

if the mature candidate is matriculated must meet 70%

No quotas ~~or~~ non-matriculated students -  
(maybe English + the language ~~other~~ than Engl 30)

Non-matrix policy - + 21

→ Engl 30 + non English begin to Engl 12 level.

Another category is the unclassified student  
- make up their language? speak in classes?  
(can register early - unless register is serious)

Student  
can participate  
for 400  
level if  
desired.

(must apply for admission) - can go up  
to 1 yr equal (or 5 yrs)



/ . /

WOMEN'S STUDIES COMMITTEE

Minutes of the Meeting held on 5 October 1987  
4:00 - 5:00 p.m.

PRESENT: S. Neuman (Chair), S. Arntzen, M. Assheton-Smith, L. Fedigan, S. Jackel, C. Jagodzinski, J. Lauber, D. Mills, C. Nelson-McDermott, R.M. Nielsen, L. Penrod, S. Powelson, M.M. Van de Pitte, T. Yedlin.

REGRETS: V. Bergum.

1. Minutes of the Last Meeting

The Minutes of the meeting held on 26 March 1987 were approved.

2. Speakers

The Chair was pleased to report that the Dean of Arts had agreed to release half of the salary set aside since July for the incoming Director of the Women's Studies Program. These funds could now be used for Visiting Speakers on Women's Issues, and the Chair invited members to select speakers from a list of nominees she had prepared and circulated, based on suggestions which individual Committee members had submitted in advance of the meeting.

After lengthy discussion, the following names were endorsed:-

2.1 International speakers

Mary Midgeley  
Catherine McKinnon  
Peggy Chinn  
Annette Kuhn  
Carolyn Merchant (if Mary Midgeley was unavailable)  
Andrea Dworkin/Sandra Harding  
Zillah Eisenstein/Jean O'Barr/Angela Davis

2.2 Western Canadian speakers

Veronica Strong-Boag  
Innis Dagg/Maggie Benston  
Sandra Buckley (if Annette Kuhn was unavailable)  
Mary O'Brien/Jennifer Brown  
Andrea Leibowitz/Helena Hietlinger/Makeda Silvera

3. Our Own Seminar Series (for information)

3.1 "Reading Feminist Texts Together" and "Feminist Issues"

The Chair was pleased to report that both seminars were now in place.

3.2 Graduate student series

The Chair had invited the Faculty of Graduate Studies and Research to collaborate on a series of graduate student seminars on women's issues. Committee members were also invited to nominate graduate students in their respective departments.

4. Proposals for Women's Studies Activities

It was agreed to defer this item to the next meeting.

5. Honorary Degrees

The Chair invited members to endorse a joint submission from the Women Studies' Committee and the Department of Art and Design to nominate Jennifer Dixon for an Honorary Degree from the University of Alberta. Ms Dixon was Vice-President of the Canadian Artists' representation on the Advisory Committee on Women and the only Canadian artist to be a member of Britain's Royal Academy of Arts in its two hundred year history. Her record of national and international exhibitions was outstanding, and her works were in the collections of 16 different countries. In addition to her teaching activities, she had lobbied on behalf of Canadian artists for fairer tax laws and for safer studio conditions. Additional support had been sought through Dean White, Dean Chia and Professor Henry Kreisel.

On a Motion by Professor Lauber, seconded by Professor Arntzen, the Committee agreed to endorse this nomination.

The Chair reported that Professor Cullen had undertaken to prepare a joint submission from the Women's Studies Committee and Women in Science and Technology to nominate Ursula Franklin for an Honorary Degree to be presented at next year's Convocation in Engineering.

6. Committee on Funding

It was agreed to defer this item to the next meeting.

7. Any Other Business

Professor Jackel expressed concern at two proposals recently endorsed by Arts Faculty Council and their likely impact on women who had not matriculated from high school but who were planning to return to University. The first was the Vice-President (Academic)'s recommendation to increase the minimum average for admission of high school graduates from 65% to 70% (and the inevitable imposition of higher admission requirements for non-matriculated applicants (NMAs)); the second was the requirement that NMAs fulfill the matriculation requirement for a Language Other than English for the new BA degree before being admitted to the Faculty of Arts.

It was agreed to invite Associate Dean Golec to address the Committee on these two issues at a forthcoming meeting.

The meeting adjourned at 5:00 p.m.

WOMEN'S STUDIES COMMITTEE

Minutes of the Meeting held on 23 October 1987

3:00 - 4:15 p.m.

PRESENT: S. Neuman (Chair), S. Arntzen, M. Assheton-Smith, V. Bergum, M. Bortolussi, C. Bray, D. Cullen, L. Fedigan, F. Hare, C. Jagodzinski, D. Mills, J. Lauber, C. Nelson-McDermott, R. Nielsen, M. Noel, L. Penrod, M. Van de Pitte, T. Yedlin.

Women's Studies Co-ordinator

The single item on the agenda was the hiring of a Women's Studies Co-ordinator. S. Neuman reported the likelihood that the person hired, Heather Jon Maroney, would fail to comply with the clause in her contract requiring successful defence of her Ph.D. by 1 December 1987. Discussions of alternative courses of action to be taken, should this prove to be the case, ensued.

The Committee decided that, should Ms. Maroney not fulfill the terms of the contract, the position would be offered to Dr. Winnifred Tomm. Note was taken of the fact that the Committee in its original deliberations had found it very difficult to choose between her and Heather Jon Maroney. Should Dr. Tomm not accept the position, the Committee recommended re-advertising.

The meeting adjourned at 4:15 p.m.



to: All Members of the Women's Studies Committee

date: 16 March 1987

from: Stella Chooi  
Arts Faculty Secretary

our file:

your file:

Notice of Meeting and Agenda

subject: The next meeting of the Women's Studies Committee will be held at 3:00 p.m. on Thursday 26 March in Room 5-20 of the Humanities Centre.

A G E N D A

1. Minutes of the Last Meeting (see attached)
2. Question/Information Period
3. Library Budget for Women's Studies
4. Course Descriptions
5. Hiring : Selection Procedures
6. Student Representation
7. Any Other Business

→ Cont'd of the whole  
→ Conclusions -  
- Series of questions  
a) Statistics etc  
b) Post-graduate  
    ↓ some interim  
c) Supplement -  
+ info for meet -

*Stella Chooi*

Stella Chooi  
Arts Faculty Secretary

CAUT advert  
Sent to purple pen

Short notice  
Committee to do

Under  
Carlson  
Woodbury  
Shirley New

Home  
to see  
hiring  
Committee

Stella  
Chooi  
Arts Faculty  
Secretary

Committee  
hiring  
info + meet  
CAUT

10,000 w  
retrospect  
Practical  
with material

✓  
✓  
✓

→ May 1st  
→ May 7 - 1st  
Show Book & video → book  
Smith 2 - 3 or 4 yrs  
18-20 +  
→ May 1st  
(could mean → photo)  
for copy 1/5/87



1) → 5 students + coffee + feedback

2) → her research ("you best pair of work") to the committee + others who want to work

- a) about the research
  - b) about other questions
- Springing invite people -

3) → Family large - more or less formal

4) Intro = the comm

5) Intro = the Dec.

(Criteria)

2 days

- Best pair of work open result
- Intro to mty + other
- Talk to students + meet in/)
- Formal Intro
- Dec comm
- informal gathering -

Criteria in a job

Rank

+ city

Admin

Comm history

The research (structure, intro)

Transcripts

Books gathering

Admin

Ref. + city Comm on Track

WOMEN'S STUDIES COMMITTEE

Minutes of the Meeting held on Wednesday 4 February 1987  
2:00 - 3:05 p.m.

PRESENT: S. Neuman (Chair), F. Adam, M. Assheton-Smith, V. Bergum, C. Bray, D. Cullen, L. Harder, M. Noel, L. Penrod, P. Prestwick, R.A. Sydie, M.M. Van de Pitte, T. Yedlin.

REGRETS: D. Mills, L. Fedigan, J. Lauber.

Introductory Remarks

The Chair was pleased to report that the advertisement inviting applications for the position of Co-ordinator of the Women's Studies Program had now been placed, and that application files would be kept in the Dean's Office for the convenience of Committee members.

She also reported that the status of the Women's Studies program budget had now been clarified. A sum of \$43,000 (which included \$10,000 from the Special Initiatives budget) was available with which to hire the Co-ordinator and administer the program for the first year. The Faculty was committed to locating an office for the program, but the Dean's Office had suggested that, for the moment, office support for the Women's Studies program might be arranged through co-operation with an existing program.

1. Agenda

The agenda, as circulated, was approved.

2. Minutes of the Last Meeting

On a motion by Professor Sydie, seconded by Professor Penrod, the Minutes of the meeting held on 22 January 1987 were approved.

3. New course proposals

The Chair reported that she had consulted Assistant Dean Radford about the inclusion of Women's Studies courses in the 1988-89 Calendar. "Women's Studies" would be listed in Section 42.4 "Classification and Selection of Courses" as a subject of concentration under Section 42.4(8). It would also be included in Section 43.1.1, which outlined the general requirements of the BA degree.

Turning to the individual courses, the Chair requested members to check with their respective departments about the current status of the cross-listed courses included in the original program proposal. They should then provide her with an up-to-date list of course numbers, titles and descriptions for submission to the Course and Calendar Change Subcommittee.



Turning to the W ST courses, the Chair explained that the course descriptions had appeared in the original program proposal as examples of the kinds of courses to be offered, but that they had not yet been approved. It would be the Committee's task to prepare them for submission to the Course and Calendar Change Subcommittee of the Academic Affairs Committee, the deadline for submission being April 15. She also emphasized that the courses must not be seen to overlap with existing course offerings. She would therefore approach the Departments of Political Science and History about W ST 301 History of Feminist Thought, (Professors Adam and Prestwich would alert their respective Chairs to this course proposal). She also would consult the Department of Philosophy about W ST 302 Feminist Research and Methodologies (Professor Van de Pitte would alert her Chair).

Professor Sydie pointed that W ST 300 was a prerequisite for all 300- and 400-level W ST courses, but not for the cross-listed courses (unless otherwise specified). The Committee agreed to keep the prerequisite structures of both W ST and cross-listed courses in mind for future discussion.

4. Course Guide

The Committee agreed that the course guide should describe the Women's Studies program. It should also announce that it would be available in 1988-89, but that students interested in the program could seek advice about existing cross-listed courses for 1987-88. The guide should be attractive, easy to read and placed in strategic locations throughout the campus.

Members agreed to obtain up-to-date information, not only on cross-listed courses already identified but on non-specific courses (such as "Topics in...", "Studies in...") to determine who would be teaching them in 1987-88 and the likelihood of their containing material relevant to Womens' Studies.

5. SSHRC Special Collections and Libraries Grant

The Chair regretted to report that the Women's Studies Program was ineligible, for a number of reasons, to receive support from the SSHRC Special Collections and Libraries Grant. Preference would be given, for example, to those library collections serving graduate students, or to applicants wishing to add to an existing collection which was already well supported by the institution concerned. She recommended, instead, that members encourage their own departments to acquire material on Women's Studies.

6. Dean's Advisory Staff Selection Committee

The Chairman reminded members that the Selection Committee would be composed of the Chair of the Women's Studies Committee, another member of the Women's Studies Committee elected by its members, a

non-member of the Committee from within the Faculty of Arts, and a non-voting Associate Dean of Arts.

Professor D. Cullen was nominated to represent the Women's Studies Committee, and agreed to serve. The following non-members were nominated:- Professor B. Elliott (Art and Design), Professor J. Marino (English) and Professor L. Woodbridge (English). The Chair agreed to invite the three nominees to serve, if elected, on the Selection Committee, and to arrange a postal ballot of those who had agreed, accompanied by a brief curriculum vitae of each candidate.

It was agreed at a future meeting to discuss the screening of applications and interviews with short-listed candidates.

7. Any Other Business

7.1 Resignation of a Committee Member

The Chair reported that Professor E.D. Blodgett had resigned from the Women's Studies Committee. It was agreed to invite the Department of Comparative Literature (through its Chair, Professor Mozejko) to elect a successor.

7.2 Student Representation on the Committee

Members agreed to recommend the appointment of a student representative to the Committee, and to invite interested students from their classes to apply.

7.3 Visiting Speaker

The Chair understood that funds were available to support a Visiting Speaker this term, although she appreciated that it was rather late in the year to arrange. The following speakers were suggested:-

Carol Gilligan (Psychologist)  
Marsha Hanen (Dean of General Studies,  
University of Calgary)  
Susan Sherwin (Chair, Philosophy Department, Dalhousie)  
Hilary Lips ((psychologist, University of Winnipeg)  
Linda Nauchlin (Art Historian)  
Lucy Leppard

The Chair agreed to pursue this immediately.

The meeting adjourned at 3:05 p.m.

Comparison by Gender Re:  
NMA Admission Status and LOE Deficiency

	<u>Female</u>	<u>Male</u>	<u>Total</u>
(1) Number admitted to 1985-86 Winter Session without full matriculation	256 (57%)	195 (43%)	451 (100%)
(2) Number of 85-09 non-matriculated admissions (i.e., (1) above) having a Language Other than English (LOE) deficiency	199 (78%)	168 (86%)	367 (81%)
(3) Number of LOE deficient non-matriculated 85-09 admissions (i.e., (2) above) who first registered in September and are therefore eligible to clear the LOE deficiency by taking a LOE course in the 85-09 session	146 (73%)	133 (79%)	279 (76%)
(4) Eligible LOE deficient admissions (i.e., (3) above) who <u>actually registered in a LOE course during 85-09</u>	91 (62%)	100 (75%)	191 (68.5%)
(5) Final grades of students registered in a 85-09 LOE course (i.e., (4) above):			
Pass	69 (75.8%)	63 (63%)	132 (69%)
Fail	6 (6.6%)	11 (11%)	17 (8.9%)
Withdrawal	16 (17.6%)	26 (26%)	42 (21.9%)

→ 100 level course a problem





to: Dr. Shirley Neuman  
Chair, Women's Studies

date: 17 November 1987

our file:

from: Dr. Marguerite Garstin  
Comparative Literature

your file:

colon  
topic  
"958"

subject: Cross-listing in 1988-89 of C.Lit. 355 with Women's Studies

In the first term of 1988-89 I will be teaching C.Lit. 355, Comparative Third World Literature I, a course I have taught for two years. The calendar description reads: Introduction to the comparative study of the literature of Asia, Africa, and Latin America (including the Caribbean). The prerequisites are: C.Lit. 201/202, or 301/302, or English 200, or equivalent.

With the approval of the Department, I intend to present representative female writers of Africa and Latin America (including the Caribbean), and to teach the course from a feminist perspective. I would like to ask your approval to cross-list the course with Women's Studies.

I would like to mention that my M.A. in Comparative Literature is on African writers, that I have presented papers at the Canadian Research Institute for the Advancement of Women conferences, and that my present teaching of C.Lit. 355 is to a large extent centred on female authors. I would be happy to provide you with a syllabus of the course whenever your committee requests me to do so.

Sincerely yours,

*Marguerite Garstin*

WS  
has  
the  
file  
9/12

C.c. Dr. Edward Mozejko, Chairman,  
Department of Comparative Literature



to: Shirley Neuman,  
Chair, Women's Studies Committee

date: Nov. 2, 1987

our file:

from: Susan Jackel  
Canadian Studies

your file:

subject: Canadian Studies Program Review

In 1977 the Canadian Studies Program underwent a comprehensive review to chart its future development. At a meeting of the Canadian Studies Committee recently, a sub-committee was struck, which I chair, to make recommendations about curriculum development and program priorities. It soon became evident that in fact a more comprehensive review of the program is needed now, a decade after the one which set the program on its current course. Our sub-committee will soon be reconstituting itself to map out the conduct of this larger task.

I am writing to you at this early stage in the proceedings, in order to alert you, and through you the Women's Studies Committee, to discussions that will sooner or later be taking place in the Arts Faculty over the place of interdisciplinary programs in the curriculum, structure and budget resources of the Faculty. In times of budgetary stringency there is every temptation for units to behave independently and competitively. Whatever philosophical views one may have on the propriety of this behaviour, it is my considered judgment, after ten years' association with Canadian Studies, that from a purely strategic standpoint, small interdisciplinary programs cannot afford to think or act this way. Canadian Studies has survived this long because of the goodwill, volunteer contributions and genuine intellectual acceptance emanating from the established departments. I know that the Women's Studies Program is counting on the same level of support from the Faculty as a whole. There is a danger, however, that in constructing a case, as I expect we will be doing, for larger and more secure funding for Canadian Studies, we will open large questions that may well invite ungenerous thoughts from our colleagues. Specifically, departments strapped for funds may question the whole existence of interdisciplinary programs, and/or may attempt to pit the existing programs, of which there are now several, against one another.

By means of this memo, I wish to invite the Women's Studies Committee to reflect on the implications for Women's Studies of the review on which we are currently embarking, and to make known to me or to the Canadian Studies Committee, chaired by Dr. Earle Waugh, any concerns or advice it may have. As a means of stimulating thought on the issues, I enclose a report from a recent newsletter of the Association for Canadian Studies regarding the short, troubled career of the Canadian Studies Program at McMaster University. Drawing once again on some considerable experience in a small interdisciplinary program, I would underline in your thoughts, as I have in the article, the crucial question of adequate resources for any new program of this nature. In my view, Women's Studies does not at present have adequate resources, and faces the likelihood of simply repeating the McMaster experience. I would therefore hope that cooperative action between Canadian

Studies and Women's Studies as we conduct our review would result in benefits to both, in the sense of constructing a general case for the need for adequate resources on the part of interdisciplinary programs, as well as for the intellectual benefits offered to students and colleagues in having these programs as part of the Arts Faculty and the University.

It may be of interest to the Women's Studies Committee to know that Film Studies recently underwent a PACCR review, at the request of the Dean of Arts, and that recommendations were made for the creation of two full-time tenurable positions. Those recommendations have not yet been acted on by the President. In my view, two full positions is a minimum requirement for an interdisciplinary program to survive and thrive. Canadian Studies has so far survived with, in the first instance, sessional appointments, and more recently, a two-thirds tenurable position. It cannot thrive under these conditions. Film Studies has likewise survived with two sessional appointments; if either of the individuals involved decided to walk away from their exploitative positions, Film Studies here would collapse.

It has not yet been decided by the Canadian Studies Committee whether our review will be an in-house one, or will be conducted under the auspices of PACCR. Either way, an element in our review will be our relations with other departments and units in the Faculty, including Women's Studies, Film Studies, East Asian Studies, and any other interdisciplinary program or school (such as the School for Native Studies) which shares our problems and concerns. I would therefore invite the Women's Studies Committee to anticipate a formal request from the Canadian Studies Committee to participate, as appropriate, in our collective self-examination.

I will, of course, be happy to answer any questions the Women's Studies Committee may raise about the issues raised in this memo, either in an exchange of correspondence or as an item on the agenda of a Women's Studies Committee meeting. In any case, I look forward to cooperative and mutually supportive relations with the Women's Studies Program in the coming years.

copy: Earle Waugh, Chair,  
Canadian Studies Committee



Peter Koven, Sessional Lecturer,  
Film Studies Program



# Suspension of the Canadian Studies Program at McMaster University

by Peter George  
Professor of Economics and Dean  
Faculty of Social Sciences  
McMaster University

On December 10, 1986, the Senate of McMaster University, acting on the recommendation of the University's Committee on Academic Planning, voted to suspend the Canadian Studies Program. The Committee (which periodically reviews all departments and programs) relied on the report of an external consultant, Professor Alan Wilson of Trent University. It also considered responses to his report from the program's Committee of Instruction and the Faculties of Humanities and Social Sciences. The suspension will take effect on July 1, 1987.

McMaster's flirtation with Canadian Studies began in 1976 with the establishment of an ad hoc committee to fashion a proposal for an undergraduate degree program. The Combined Honours Degree in Canadian Studies and another subject was formally introduced in 1979. Subsequently, the program was expanded to enable students to earn a three-year degree.

Specially designed seminars were the core of the program. Jointly taught by two or more instructors from different disciplines, the seminars focused on interdisciplinary themes drawn from regional, social, cultural, industrial and urban studies. In the belief that the student's ability to deal with interdisciplinary complexity would be strengthened by a firm base in at least one academic discipline, students were required to enrol concurrently in a disciplined-based department in Humanities or Social Sciences. A novel introductory course, **Ways of Seeing: A Framework for Canadian Studies**, was offered to second-year students. Students then entered the Canadian Studies Program in third year. (Beginning in 1982, the course was offered at the first-year level in order to enhance the recruitment of program students. Students were admitted to the program in second-year, and the three-year degree option was introduced). Latterly, an independent research project was featur-

ed in fourth year. Reading knowledge of French was a Program requirement.

Throughout its short history, the Canadian Studies Program attracted dedicated and innovative teachers, and encouraged the development of demanding interdisciplinary seminars which in some cases stimulated new research initiatives as well. But, as Professor Wilson pointed out (and as many people at McMaster were well aware) insufficient resources were dedicated to the program from the outset. This diluted the budgetary authority and flexibility of the Chair of the Committee of Instruction and left the program increasingly vulnerable to staffing shortages in the participating departments. (The staffing model based on the assignment of teaching responsibilities for new appointees jointly to a department and an interdisciplinary program was not used for Canadian Studies, but has since been applied (with some success) to Labour Studies and will be the basis for staffing the proposed new Gerontology program).

The Canadian Studies Program was never able to attract a significant number of program students. Even the shift of **Ways of Seeing** from second to first year failed to generate much interest in the degree programs. The course proved to be extremely popular as an elective (with average enrollments exceeding ninety students from 1982/3 to 1986/7), but program enrollments remained very low. (From a high of seventeen in 1984/5, program enrollments plummeted to five in 1986/7, with four students expected to graduate in May 1987).

Why have program enrollments been so low? Perhaps Canadian Studies failed to establish a visible and unique identity at the University, due partly to the lack of a central administrative office and lounge dedicated to program students and faculty. Perhaps students thought that course offerings in Canadian Studies were not sufficiently rich (eg., there was virtually no choice among core seminars) or distinctive (eg., most departments in Humanities and Social Sciences offer a wide range of Canadian-content courses as

part of their regular offerings) or career-oriented. Whatever the cause, low program enrollments were a major factor in the decision to suspend the program.

Will the suspension be permanent? I expect so, unless there is a significant resurgence of interest in a Canadian Studies degree. But even then, the needs of high school graduates seeking to enter a Canadian Studies degree program can be met elsewhere at many universities in the Ontario system. Undergraduate students at McMaster can still choose among a rich array of Canadian-content courses. **Ways of Seeing** will continue to be available as a first-year elective to Humanities and Social Sciences students, and Canadian Studies will still appear in the McMaster Calendar as an area of concentration (like Asian Studies and Peace Studies).

As one of the members of the original committee which designed the Canadian Studies Program and as an instructor in a program seminar on Native Peoples and Northern Development for three years, I find the suspension of the program especially disappointing. From the University's perspective, however, Professor Wilson's report addressed the issue squarely: either McMaster should commit sufficient resources to do Canadian Studies well, or withdraw from the field entirely. Budgetarily, the practical alternatives lay between an even more modest program or no program. But a more "modest" program would have departed even further from the original conception of Canadian Studies as a true interdisciplinary experience, and would likely not have provided sufficient academic training to warrant the award of an Honours Degree. Given the current budgetary exigencies, the many academic priorities as yet unfunded in Humanities and Social Sciences, and the conspicuous lack of student interest in the program, the resolution of the Canadian Studies "problem" at McMaster was unavoidable and probably overdue. Faced with a choice between poor alternatives, a quick death by suspension was preferable to a lingering, yet ultimately terminal illness. The choice of July 1, as the date of suspension (however deliberately ironical it may appear) was simply the last oversight in the brief career of Canadian Studies at McMaster. □



to: Prof. P.E. Prestwich  
History  
2-28 Tory Bldg.

date: 2 April 1986

our file:

from: Dr. O.F.G. Sitwell  
Geography

your file:

subject: Geography 306 and its possible contribution to Women's Studies

Dear Professor Prestwich,

As a follow-up to our recent conversation on this topic, I am enclosing a statement of the content of Geography 306, People, Place, and Landscape, together with an explanation of my contention that it could make a useful contribution to the proposed programme in Women's Studies. I tried to be short, but both because the description in the Calendar does not suggest that the course is appropriate to the programme, and because its content is somewhat unusual, and thus calls for a relatively full exposition, I ran on to a second page.\*

I hope that you will feel that it was worth it, and that you will draw Geography 306 to the attention of the committee preparing the programme in Women's Studies.

If there is anything further that you would like to know about the course, please let me know and I shall answer as best I can.

Yours sincerely,

O.F.G. Sitwell,  
Assoc. Professor of Geography.

OFGS/fm

\* and then added two notes



Please consider this course for inclusion in listings that indicate courses which have units on women and taught from a feminist perspective. She will be in the hist dept. by mid Aug as a sessional. Thanks  
Heather Lyons-Balcom.

HISTORY 278

Professor: Cecilia Danysk  
2-18 Tory

Fall 1986



An Introduction to the Study of Canadian History, 1500-1867

**APPROACH:** History 278 is a survey of the evolution of Canada from European discovery to Confederation. Social and economic development will be explored through a variety of themes, for example labour and women's history, and political topics will provide the basic chronology.

**TEXTS:** Finlay, J.L., and Sprague, D.N., The Structure of Canadian History (second ed., Prentice-Hall, 1983); Bennett, Paul W. and Jaenen, C.J., Emerging Identities: Selected Problems and Interpretations in Canadian History (Prentice-Hall 1986).

<b>EVALUATION:</b> Mid-term exam	25%	21 October
Term paper	35%	11 November
Final exam	40%	

LECTURE OUTLINE:

1. Prehistoric Canada  
Society and Economy  
European Discovery
2. Europe and North America: to 1663  
Exploration  
Exploitation
3. New France: 1663 to 1760  
Studies of Authority  
Economy and Society
4. Struggle for Empire: 1760 to 1791  
Anglo-French Rivalry  
Conquest and Consequences
5. British North America: 1791 to 1840  
Pre-Industrial Economy and Society  
Rebellion and Union
6. British North America: 1840 to 1864  
The United Canadas  
The Age of Industry
7. Confederation: 1864 to 1867  
Rationale  
Execution

####

reply Oct 22 '86

cc ERP



Please consider this course for inclusion in listings. It indicates courses which have units on women and taught from a feminist perspective. She will be in the hist dept. by mid Aug as a sessional. Thanks  
Heather Lyons-Balcom

HISTORY 278

Professor: Cecilia Danysk  
2-18 Tory

Fall 1986



An Introduction to the Study of Canadian History, 1500-1867

**APPROACH:** History 278 is a survey of the evolution of Canada from European discovery to Confederation. Social and economic development will be explored through a variety of themes, for example labour and women's history, and political topics will provide the basic chronology.

**TEXTS:** Finlay, J.L., and Sprague, D.N., The Structure of Canadian History (second ed., Prentice-Hall, 1983); Bennett, Paul W. and Jaenen, C.J., Emerging Identities: Selected Problems and Interpretations in Canadian History (Prentice-Hall 1986).

<b>EVALUATION:</b>	Mid-term exam	25%	21 October
	Term paper	35%	11 November
	Final exam	40%	

LECTURE OUTLINE:

1. Prehistoric Canada  
Society and Economy  
European Discovery
2. Europe and North America: to 1663  
Exploration  
Exploitation
3. New France: 1663 to 1760  
Studies of Authority  
Economy and Society
4. Struggle for Empire: 1760 to 1791  
Anglo-French Rivalry  
Conquest and Consequences
5. British North America: 1791 to 1840  
Pre-Industrial Economy and Society  
Rebellion and Union
6. British North America: 1840 to 1864  
The United Canadas  
The Age of Industry
7. Confederation: 1864 to 1867  
Rationale  
Execution

####

cc EEP

(ANNUAL DEADLINE - APRIL 15)

FOR...1988-89.....CALENDAR  
(Year)

DEPARTMENT..Women's Studies Program

Program Regulation Change

- New Course
- Course Change
- Course Cancellation

CHANGE: (exactly as you would like it to appear in the Calendar)

44.43 Women's Studies  
44.43.1 Senior Courses

W ST 300 Introduction to Women's Studies  
\*6 (3-0-0) 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: Not available to first-year students.

(Please underline changes for clarity).

EXISTING CALENDAR ENTRY, IF APPLICABLE

N/A

(Show Calendar Section number, and other references where it might appear)

JUSTIFICATION:

(Include confirmation that you have obtained the agreement of ALL Departments who may be expected to see some overlap of this course in their fields)

Department Chair...*Harley T. Leuman*.....Date...*Feb. 9/87*

FOR... 1988-89... CALENDAR  
(Year)

DEPARTMENT: Women's Studies Program

Program Regulation Change

New Course

Course Change

Course Cancellation

CHANGE: (exactly as you would like it to appear in the Calendar)

W ST 302 Feminist Research and Methodologies

\*3 (either term, 3-0-0) Whether there can be and is a distinctive feminist perspective on epistemology, metaphysics, methodology and the philosophy of science. [The ways in which taking a feminist perspective, or taking account of women in research, affects the research process.] Prerequisite: W ST 300.

*→ in my field in other disciplines*  
*ask the other to be a - a chat for you*  
*in research in other disciplines; things -*

(Please underline changes for clarity).

EXISTING CALENDAR ENTRY, IF APPLICABLE

N/A

(Show Calendar Section number, and other references where it might appear)

JUSTIFICATION:

(Include confirmation that you have obtained the agreement of ALL Departments who may be expected to see some overlap of this course in their fields)

Department Chair... *Marilyn T. Neuman* ... Date. *Feb. 9/87*

TO: THE ARTS FACULTY SECRETARY, 6-18 HUMANITIES CENTRE



FOR...1988-89.....CALENDAR  
(Year)

DEPARTMENT Women's Studies Committee

Program Regulation Change

- New Course
- Course Change
- Course Cancellation

CHANGE: (exactly as you would like it to appear in the Calendar)

W ST 301 History of Feminist Thought

\*3 (either term, 3-0-0) The development of feminist thought and theories from the eighteenth to the twentieth century, including the contributions of, and tensions between, ~~Enlightenment thought, social, political and maternal feminism, liberal and marxist, socialist and radical feminism.~~ *various feminist movements.* Prerequisite: W ST 300

(Please underline changes for clarity).

EXISTING CALENDAR ENTRY, IF APPLICABLE

N/A

(Show Calendar Section number, and other references where it might appear)

JUSTIFICATION:

(Include confirmation that you have obtained the agreement of ALL Departments who may be expected to see some overlap of this course in their fields)

Department Chair... *Shirley L. Leaman* ..... Date... *Feb. 2/89*

memory, imagination, intention, desire, emotion and sensation.

**PHIL 324. Philosophy of Language (3).** Contemporary views on the nature of language considering topics such as the learning of language, the relationship between language and the world, the process of communication, and the nature of meaning and of truth. Prerequisite: one previous course in Philosophy.

**PHIL 326. Existentialism (3).** An introduction to the main themes and perspectives in recent existentialist philosophy. Authors such as Kierkegaard, Nietzsche, Sartre, and Heidegger are considered.

**PHIL 327. Recent Continental Philosophy (3).** An introduction to one or more of the post-existentialist movements in Continental Philosophy, such as phenomenology, hermeneutics, critical theory, structuralism, post-structuralism, etc.

**PHIL 331. Introduction to Eastern Philosophy (3).** An introduction to one or more of the oriental systems of philosophy: Buddhism, Daoism, Confucianism, Shintoism, Hinduism, Jainism, or one of the Hindu schools, etc.

**PHIL 332. Feminist Issues in Political and Social Philosophy (3).** An introduction to feminist issues in current social and political philosophy. Comparison and evaluation of various schools of current feminist thought, such as liberal feminism, radical feminism, Marxist feminism, and socialist feminism.

**PHIL 333. Political Philosophy I. (3).** Concentration on central figures in the history of political philosophy such as Aristotle, Hobbes, and Rousseau. Topics include the nature and justification of political obligation, freedom and authority, and the social contract.

**PHIL 334. Political Philosophy II (3).** An examination of political philosophy from Rousseau's Social Contract to the present day. Other authors studied may include Mill, Hegel, Marx, and some contemporary theorists. Prerequisite: PHIL 333 or consent of the Department.

**PHIL 339. Ethics I (3).** An examination of questions of right and wrong, good and evil, and reasons for action, through study of the ethical theories of authors such as Plato, Aristotle, Hobbes, Kant, and J. S. Mill.

**PHIL 340. Ethics II (3).** Developments in ethical theory from Nineteenth Century utilitarian thought to the present day. Prerequisite: PHIL 339 or consent of the Department.

**PHIL 341. Greek Philosophy (3).** The thought of the ancient Greek world. Emphasis on Plato and Aristotle; other Greek philosophers may be considered. Prerequisite: PHIL 230 or 240 or any 300-level course, or consent of the Department.

**PHIL 343. Medieval Philosophy (3).** The major themes and thinkers of the medieval world. Prerequisite: PHIL 341 or consent of the Department.

**PHIL 345. Philosophy from Descartes to Kant (3).** The major movements from the beginnings of modern philosophy up to and including Kant; philosophers such as Descartes, Leibniz, Spinoza, Locke, Berkeley and Hume.

**PHIL 347. Philosophy from Kant to Russell (3).** The major movements from Kant to the beginning of the twentieth century; in addition to Kant, philosophers such as Schopenhauer, Hegel, Kierkegaard, Marx, Nietzsche, Mill, and Russell. Prerequisite: PHIL 345 or consent of the Department.

**PHIL 349. Aesthetics: Philosophy of Art (3).** An introduction to some of the traditional theories, for example, the expressionist and the formalist theories, which investigate the nature and function

# Viewpoint The educated feminist: the anatomy of a role-model

by Jeanne Phelps-Wilson

*The author is a former Lecturer in English at the University of Alberta. The views expressed in this article do not reflect those of the CAUT.*

Revolutionary movements attract into their following those whose ability has proven unequal to their ambition. Such as these derive power from the movement they foster, shoring up a crumbling self-esteem by finding themselves in a position affording control over their fellows. Cloaked in the invulnerability of a cause, they are impervious to reasoned criticism and draw strength from animus, seizing every opportunity to occasion hostility and allowing nothing to slip by that can be turned to account in confirmation of the justness of the cause and to justify any extremist action. In social movements they are the case-hardened militants who, by threats and intimidation, ride rough-shod over those who demur. Purporting to be acting to achieve a just society, they delude themselves into believing that, with egalitarian idealists and conscience-stricken liberals on their side, they can trample all opposition under foot with impunity. So it is with the feminists in academia.

These insouciant academics, whose promotion of the status of women is not so much a concern that women be recognized as second to none as to

be themselves first among equals, have taken it upon themselves as members of the educated élite to speak and act on behalf of all women, all similarly down-trodden. The reason, as their authority Germaine Greer has said, is that: "The women who are most conscious of the disabilities which afflict women are those who are educated to the point of demanding and deserving the same kind of advancement as men." They have cozened or coerced university administrations into humouring their views that sexual numerical balance is equality, and that, since equality of opportunity will not achieve this equity for many years, discrimination in favour of women, whatever their professional qualifications, promotes equal opportunity. It is clear that any change in the *status quo* by the appointment of more women of high calibre, who have no need of a leg-up to bolster a large incompetence, would take away from these mediocre academicians their *raison d'être*. In promoting, ahead of proven scholars, women whose abilities have been untested because of unequal opportunity, undemonstrated because of the unequal burden of motherhood or wifely domesticity, and are immeasurable because they lie in potential, the militants at the perimeter of scholarly achievement, paradoxically, have little to lose should they succeed; everything to gain if they fail.

The aims of the women's

movement have been corrupted by self-seeking individuals who derive advantage from the cause they espouse. The vendetta against the male faculty already has achieved its purpose: it has harassed into existence resentment and resistance and diatribes of dissent; the feminist charge of "sexism" soon will have the foundation it lacked, as men who refuse to be coerced into submission or intimidated into silence are conditioned into becoming the "Neanderthals," the "male chauvinist bigots" they are dubbed in the cant of the feminist, arrogating to herself a monopoly in intolerance. For bigotry is in the ascendant when men are characterised in a generality that is an abuse of language and a perversion of truth, and when feminists demand that their views on all matters be accommodated by virtue of their minority status: the imbalance of their sex.

Opportunism in the guise of the seamless garment of justice is a betrayal of the just cause of women; for when blame for personal failings can be thrown off by transferring the guilt to others, it is a denial of all that. In the early 1970s in the Movement, women of clear-sighted unwarped judgement strove to achieve: equal opportunity for those of comparable ability; equal status and pay for those of comparable achievement; equal rights before the law for men and women. It is not equality the militants of the 1980s demand

*Jeanne Phelps-Wilson, une ancienne chargée de cours qui enseignait l'anglais à l'Université de l'Alberta, soutient que les féministes militantes veulent que les femmes ne se contentent pas d'être deuxièmes mais d'être les meilleures. Les militantes des années 1980 n'exigent pas l'égalité mais un traitement particulier.*

— it is privilege.

By vicious reasoning and covinous coinings the feminist sophists have set out to eradicate the generic use of "man" from the English language, the gender differences between men and women, and the generative impulse in both. When it comes to sexist bigotry, men are not their equals; but they may become so, these anti-feminists and reluctant misogynists whom female mediocrity has called into being with such deadly intent.

In 1984 Orwell predicted: "If you want a picture of the future, imagine a boot stamping on a human face — for ever." But Orwell failed to foretell that the boot would be a militant feminist's; that the face would be a man's. "But it (is) all right, everything (is) all right," so long as we never admit that when we look up at the portrait of Big Brother we find ourselves looking at a Female Eunuch — the educated feminist's rôle-model.



School of Humanities  
and Social Sciences  
Claverton Down  
Bath BA2 7AY  
Tel: (0225) 826826  
Telex 449097  
Fax: 0225 62508 (Group 3)

Professor D A Collard  
Professor J I Gershuny  
Professor R E Klein  
Professor C T Sandford

HWH/RAB

13 January 1987

To Head of Department  
Department of Women's Studies  
University of Edmonton  
Edmonton  
Alberta  
Canada

Dear Sir or Madam

I am writing to you as I shall be visiting your university in April, and wonder whether you might be interested in my presenting a colloquium. I am accompanying my partner, Dr L B Halstead, who has been invited to give a series of talks in his field (paleontology) in Western Canada, and I am hoping to cover my expenses by giving talks in my own field, or else by receiving invitations to talk which I can then present to a funding body in the hope that they will partly fund my trip.

Our trip begins in Saskatoon on March 27. We shall be travelling from Saskatoon to Edmonton, then to Calgary and finally to Vancouver, which we will leave on the evening of April 16. We shall be in Edmonton from April 6 to April 7.

I am a psychologist who works in both developmental and social psychology, with particular emphasis on adolescence. My main research areas are the development of moral, social and political reasoning; the development of sex roles and the consequences of sex stereotyping; career choice and values; and issues in gender and science. I enclose my curriculum vitae, and a list of possible topics on which I would be happy to speak.

I apologise for writing to you at such short notice, and I appreciate that it may not be possible to arrange anything, though I hope that even if a colloquium is not possible, I would be able to visit your department and meet with faculty members who share my research interests.

Yours sincerely



Helen Weinreich Haste PhD  
Senior Lecturer in Psychology

Possible talks: Helen Haste, University of Bath, England

1. Gender, science and models of rationality
2. Why does moral reasoning relate to political reasoning ?
3. The values of young scientists: understanding a Yuppie phenomenon ?
4. The changing rhetoric of gender
5. Chernobyl - coping with threat.

Curriculum Vitae

Helen Elizabeth WEINREICH HASTE

Date of Birth: 17 March 1943

Degrees: BA Hons. Psychology; University of London, 1967  
M Phil. Social Psychology; University of Sussex, 1971  
PhD. Psychology; University of Bath, 1985

Teaching: 1971 - Lecturer in Psychology, School of Humanities and  
Social Sciences, University of Bath  
1983 - Senior Lecturer

WRITINGS AND PUBLICATIONS

- 1971 Theses titles  
A replication and evaluation of a study by Lawrence Kohlberg on  
moral judgement development in adolescence
- 1985 The developmental and social psychology of moral cognition
- \* \* \* \* \*
- 1974 The structure of moral reason, J. Youth and Adolescence, 3, 135-43
- 1975 Kohlberg and Piaget: aspects of their relationship in the field  
of moral development, J. Moral Education, 4, 201-13
- 1975 People practice; the use of CCTV in psychology teaching.  
Education Services Bulletin, University of Bath
- 1976 Don's Diary, THES April
- 1977 Some consequences of replicating Kohlberg's original moral  
development study on a British sample, J. Moral Education, 7,  
32-38
- 1977 What future for the female subject? Some implications of the  
Women's Movement for psychological research, Human Relations, 30
- 1978 Sex differences in fear of success among British students,  
British J. Social and Clinical Psychology, 17, 37-43
- 1978 Sex-role socialisation, in J Chetwynd and O Hartnett (eds)  
Sex Role System, Routledge and Kegan Paul
- 1978 Stereotyping; the sex factor, Psychology Today, June
- 1979 (with P Masterman, M Fitzgerald and V Greenwood)  
Crime and Society D 101 Summer School Module 2 Open University



- 1979 (with Alison Kelly). Science is for Girls? Women's Studies International Quarterly, 2, 278-293
- 1979 Moral development, in J Coleman (ed), The School Years, Methuen
- 1979 What sex is science? in O Hartnett, G Boden and M Fuller, Sex Role Stereotyping, Tavistock
- 1979 (joint author/editor), British Women's Studies Group, Half the Sky; an introduction to Women's Studies, Virago
- 1980/1983 (with T Blackstone). Why are there so few women scientists and engineers? New Society, 51, (907), 21.2.1980. Reprinted in Sociology of Modern Britain. Fontana Books, 1983
- 1981 The image of science, in A Kelly (ed), The Missing Half: Girls and Science Education, Manchester University Press
- 1981 (with S Skevington). Stereotyping of sex roles. Issues Paper Number 5, University of Bradford, ed, J Sheppard
- 1982 (with Tessa Blackstone). Girls and Science. Cosmopolitan (November)
- 1982 Piaget on moral reasoning - a critical perspective, in S Modgil and C Modgil (eds) Piaget; Consensus and Controversy Holt-Saunders/Praeger
- 1983 Weinreich-Haste, H E and Locke, D (eds) Morality in the Making: Judgement Action and Social Context. Wiley
- 1983 An introduction to Kohlberg's theory, in Weinreich-Haste, H E and Locke, D, Morality in the Making: Judgement, Action and Social Context. Wiley
- 1983 Social and moral cognition, in Weinreich-Haste, H E and Locke, D (eds), Morality in the Making: Judgement, Action and Social Context. Wiley
- 1983 Feminism and Psychology, in Harre, R and Lamb, R (eds) Dictionary of Psychology. Blackwells
- 1983 Moral development, in Harre, R and Lamb, R Dictionary of Psychology. Blackwells
- 1983 Political Psychology in Harre, R and Lamb, R Dictionary of Psychology. Blackwells
- 1983 Developmental theories of morality. Educational Analysis, 5, 5-16
- 1983 (with P Newton). A Profile of the Intending Woman Engineer. Equal Opportunities Commission, Research Bulletin, 7
- 1984 Cynical boys, determined girls? Success and failure anxiety among British adolescents. British J. Social Psychology, 23, 257-263
- 1984 Morality, Social meaning and rhetoric in Morality, Moral Behaviour

- 1984 Moral, social and political reasoning in A Regenbogen Moral und Politik - soziales Bewusstsein als Lernprozess. Pahl-Rugenstein Verlag
- 1984 A multiplicity of Intelligences. New Scientist. 7 June
- 1984 The English Woman Undergraduate in S Acker and D Warren Piper (eds) Is Higher Education Fair to Women? NFER-Nelson
- 1985 The varieties of intelligence: interview with Howard Gardner, New Ideas in Psychology, 3 (i) pp 47-65
- 1985 Sex and the Single Scientist (with B Halstead). New Scientist 17-10-1985
- 1986 Engagement and commitment: the role of affect in judgement and action in (Eds) W Edelstein and G Nunner-Winkler. Zur Bestimmung der Moral: Koln: Suhrkamp Verlag
- 1986 Kohlberg's contribution to political psychology: a positive view in S Modgil and C Modgil, Kohlberg: Consensus and Controversy. Lewes: Falmer Press
- 1986 (with Leila Thearle) Ways of Coping: Adolescents' response to nuclear threat. International J. Mental Health, 15, 1986, 126-142
- 1986 Brother sun, sister moon: can rationality transcend a dualistic cosmology? in J Harding (ed) Perspectives on Gender and Science. Lewes: Falmer Press
- 1986 Commentary on J Sayers Freud revisited: on gender, moral development and androgyny, and P J Philibert Relation, consensus and commitment as foundations of moral growth. New Ideas in Psychology, 4 (3)
- 1986 Legitimation, Logic and lust: historical perspectives on gender science and ways of knowing. New Ideas in Psychology, 4 (3)
- 1986 (with M Haggard). One generation after 1984: Psychology in the year 2010 . Bulletin of the British Psychological Society, 39, 1986, 321-324
- 1987 Is moral education possible? A discussion of the relationship between curricula and psychological theory. in J Thacker, R Pring and D Evans (eds) Personal, Social and Moral Education in a Changing World, London: NFER/Nelson.
- 1987 (with J S Bruner, eds). Making Sense: The Child's Conception of the World. Methuen
- 1987 Growing into rules in Bruner, J S and Weinreich-Haste [as above]
- 1987 (with L Wingfield) Connectedness and separateness: cognitive style or moral orientation? J. Moral Education (forthcoming)
- 1988 Sex, Gender and Psychology. Harvester Press

CONFERENCE PAPERS

- 1970 Patterns in the development of moral judgement. Paper read to the British Psychological Society, Social Psychology Section Conference, Loughborough, September
- 1976 (with Jane Chetwynd). Psychology and Ideology; the case of sex stereo typing. Paper read at the XXI International Congress of Psychology, Paris, July
- 1977 A critique of Kohlberg. Paper read to the International Conference on Moral Development and Moral Education, Leicester, August
- 1978 Some theoretical and educational implications of Kohlberg's work; a critique. Paper read to the Moral Education Summer School, Harvard University, July
- 1979 (with S Skevington). Female Sexuality: Wife, Witch or Whore? Paper presented to the British Psychological Society, Social Psychology Conference, September
- 1980 Sex differences in the expectations of adolescents. Paper read to British Psychological Society Annual Conference. Aberdeen, March
- 1980 The adolescent as social theorist. Paper presented in the symposium, the Growth of Mind, convened by J S Bruner, British Association for the Advancement of Science, Salford University, September
- 1981 Moral reasoning and social psychology. Paper presented to the European Association for Experimental Social Psychology Conference, University of Sussex, April
- 1981 (with S Cotgrove and A Duff). Moral, social and political reasoning in late adolescence. Paper presented to the International Society for Political Psychology Conference, Mannheim, West Germany, June
- 1981 Action in the moral order. Paper presented to International Conference on Discovery Strategies in the Psychology of Action, Werner Reimers Stiftung, Bad Homburg, Germany, January
- 1981 Social and moral reasoning: a case of tripping over the philosophers stone? Paper presented to the International Conference on Morality and Moral Development. Florida International University. Miami, December
- 1982 The interrelationship of moral, social and political reasoning, or, what are we intervening in? Paper read to the International Conference on Moral Education, Fribourg, Switzerland



- 1982 A review of British research on adolescence. Paper presented to BPS Developmental Section, Durham, September
- 1983 On doing fashionable research. Invited address, Postgraduate Conference, British Psychological Society, St Andrews, April
- 1983 (with S F Cotgrove and A Duff). Values: a major dimension in career choice. Society for Research in Child Development Biennial Conference, Detroit, April
- 1983 (with S F Cotgrove and A Duff). Moral, social and political reasoning in late adolescence. Society for Research in Child Development Biennial Conference, Detroit, April
- 1983 Why does political party affiliation relate to moral reasoning? International Society for Political Psychology Conference, Oxford, July
- 1983 Research needs in the concept of "extraordinary moral responsibility". Workshop on the study of Extraordinary Moral Responsibility, Social Science Research Council, Yale University, November
- 1984 Moral development and education, BPS Annual Conference, Warwick University, April
- 1984 The child as developing person. St Luke's Trust Conference on Personal, Social and Moral Education, February
- 1984 Moral action, moral responsibility and extraordinary moral responsibility, 4th Annual MOSAIC Conference, Konstanz, July AND 2nd Ringberg Conference on Moral Judgement. Munich, July
- 1984 (with Mark Haggard). Psychology in the Year 2010. British Association for the Advancement of Science, University of East Anglia, September
- 1985 (with C Adams and A Clay). Trying to be Morally Right - or Morally Left. International Society for Political Psychology. Washington, June
- 1985 Morality, Affect and Action. International Society for the Study of Behavioural Development. Tours, France, June
- 1985 Issues in the Definition of extraordinary moral responsibility. 'Case Study Methods with reference to the Study of Moral Responsibility': US Social Science Research Council conference, New York, September
- 1985 Brother Sun, Sister Moon; can rationality transcend a dualistic world view?. British Association for the Advancement of Science, August

- 1986 1. The significance of affective experience in the generation of moral action, and,  
2. Barriers to the development of moral education programmes in Britain. American Educational Research Association, San Francisco, April
- 1986 1. Action, affect and perceived responsibility; a model of activism, and,  
2. The role of affect and efficacy in the process of becoming committed to political action. International Society for Political Psychology, Amsterdam, July

#### REVIEWS

- 1975 Guardo, C J The Adolescent as Individual. Harper and Row, 1975; New Behaviour. 14 August
- 1975 Morgan, D H J Social Theory and the Family. Routledge, 1974; Psychology Teaching, 4, (1)
- 1976 Coleman, J C Relationships in Adolescence. Routledge, 1974; Psychology Teaching, 4, (1)
- 1977 Adams, M Single Blessedness, Heinemann, 1976; Psychology Today, January
- 1977 Oakley, A Housewife. Penguin, 1976; Psychology Today, January
- 1977 Lamb, R E The Role of the Father in Child Development. Wiley, 1976; Psychology Teaching, 5, (1)
- 1977 Lee, P C and Stewart, R S. Sex Differences; Cultural and Developmental Dimensions. Pluto Press/Urizen, 1977; Psychology Teaching, 5, (2)
- 1977 Meyer, J R. Reflections on Values Education. Wilfred Laurier Press, J. Moral Education, 6, (3)
- 1977 Tiger, L and Shepherd, J. Women in the Kibbutz. Penguin; Psychology Today. July
- 1977 Goldberg, S. The Inevitability of Patriarchy, Maurice Temple Smith, 1977; Psychology Today, October
- 1977 Fransella, F and Frost, K. On Being A Woman. Tavistock, 1977; Psychology Today, November
- 1977 Hite, S. The Hite Report. Talmy/Wildwood, 1977; Psychology Today, November
- 1979 Atkinson, J W and Raynor, J O. Personality, Motivation and Achievement. Wiley, 1977; Psychology Teaching, 7
- 1981 Kopp, C B. Becoming Female. Plenum Press, 1979; British Journal of Psychology, 72
- 1981 Spence, J T and Helmreich, R L. Masculinity and Femininity, University Texas Press, 1978; British Journal of Psychology, 72

- Praeger, in Current Reviews in Psychology, 1, 304-5
- 1983 Peters, R S. Moral Development and Moral Education, George Allen and Unwin, 1981, in, Harvard Educational Review, 53, 465-69
- 1983 Seward, J P and Seward, G H. Sex Differences, Mental and Temperamental Lexington Books, 1980, British J. Psychology, 74 147-48
- 1986 Block, J H. Sex Role Identity and Ego Development. Jossey Bass, 1984. Current Reviews in Psychology, 4, (4)
- 1987 Fox Keller, E. Reflections on Gender and Science. Yale University Press, 1985. New Ideas in Psychology 4 (3)
- 1987 Grassi, E. Rhetoric as Philosophy; the Humanist Tradition. Pennsylvania State University Press, 1980. New Ideas in Psychology 4 (3)

#### VISITING APPOINTMENTS

- September, 1980 - January 1981 Associate in Education, Centre for Moral Education, Harvard Graduate School of Education, USA
- August 1981 - October 1981 Mellon Foundation Research Grant, Henry Murray Center, Radcliffe College, Cambridge, Massachusetts, USA



RECENT INVITED SEMINAR PAPERS AT OTHER UNIVERSITIES

- 1978 Psychology Department, University of Bristol
- 1979 Psychology Department, University of Birmingham
- 1980 Psychology Department, University of Aberdeen  
 Developmental Psychology Department, Teachers College, Columbia,  
 New York  
 Wells College, Aurora, New York  
 Cornell University, Ithaca, New York  
 Northeaston University, Boston, Massachusetts  
 Center for Moral Education, Harvard Graduate School of Education  
 Henry Murray Research Center, Radcliffe College, Cambridge,  
 Massachusetts
- 1981 Nuffield College, Oxford  
 Science Education Centre, Institute of Education, London  
 Departments of Philosophy and Psychology, Loyola University,  
 Chicago  
 Department of Psychology and Social Relations, Harvard University  
 Henry Murray Research Center, Radcliffe College, Cambridge,  
 Massachusetts  
 Department of Psychology, University of Dundee  
 Department of Psychology, University of St Andrews
- 1982 Department of Psychology, University College, Cardiff  
 Institute of Education, Cambridge  
 School of Education, University of Leicester  
 Department of Applied Psychology, University of Aston  
 Social and Political Sciences, Cambridge University
- 1983 University of Connecticut, Storrs, Connecticut  
 Department of Education, University of Liverpool  
 Department of Psychology University of Maryland, College Park,  
 Maryland
- 1984 Department of Psychology, University of Lancaster  
 Department of Psychology, University of Bristol  
 Department of Psychology, Marquette University, Milwaukee  
 Department of Women's Studies, Purdue University, Indiana  
 Department of Psychology, Ohio State University, Bowling Green,  
 Ohio
- 1985 Department of Psychology, Bedford College, University of London  
 Faculty of Psychology and Science of Education, University of  
 Geneva, Switzerland  
 Institute for Pedagogy, University of Fribourg, Switzerland  
 Max Planck Institut fur Bildungsforschung, Berlin  
 Department of Psychology, Guilford College, Greensboro, N Carolina

- 1986 Department of Psychology, University of Surrey  
 Department of Psychology, University of Ulster at Coleraine and  
 Jordanstown  
 School of Political Science, University of California, Irvine  
 Teachers College, Columbia University  
 Faculty of Psychology and Science of Education, University  
 of Geneva
- 1987 University of Aston, Department of Psychology  
 Department of Social Psychology, London School of Economics  
 Department of History and Philosophy of Science, University  
 College London

#### GRANTS

- 1980 Fulbright-Hayes travel Award
- 1980-82 (with S F Cotgrove). £19,991 from Social Science Research  
 Council, career choice with special reference to engineering
- 1980-81 (with P Newton). £1,400 from Engineering Industry Training Board,  
 a study of intending women engineers
- 1981 \$1,500 from Mellon Foundation. Sex Differences in moral reasoning
- 1982-85 University Studentship Award, to support doctoral students  
 researching development of self esteem in adolescents
- 1983-86 ESRC Linked Studentship, political, moral and social development
- 1985-86 Shell UK: £10,000 for study on youth values

#### RESEARCH IN PROGRESS

1. Values and Career Choice: Jointly with S F Cotgrove, supported by  
 SSRC 1980-1982. This project investigated the relationship  
 between values, self image and career choice, amongst sixth  
 formers and undergraduates. A primary aim of the project was to  
 investigate the factors which attract young people to, or repel  
 them from, engineering and manufacturing industry. However, the  
 project has yielded material about the choice of arts, science and  
 social science subjects at University, and about careers across  
 the whole spectrum of possibilities. The values under  
 investigation were: goals for an ideal society, explanations of  
 unemployment and social order, perceptions of the political  
 process, party affiliation and political orientation, and moral  
 reasoning. This sample has been followed up in 1986.
2. A study of Intending Women Engineers: Jointly with P Newton of  
 Huddersfield Polytechnic, funded by EITB. This project studied  
 attitudes, career expectations and life plans of girls who applied  
 for the EITB 'Insight' programmes in 1980 and 1981.

3. Relationship Between Moral, Social and Political Reasoning: This research explores the relationship between concepts and cognitions in the three fields of reasoning, and represents a critical theoretical development of the work of Kohlberg. In addition, to the data available from (1) above, I worked during 1980-81 on some US datasets at Harvard (funded in part by the Mellon Foundation). The present stage of this research is to collect data across the age range 12-18. This project is a longitudinal study of 120 adolescents involving extensive interviews on a range of beliefs, values and reasoning on personal, social and political issues.
4. Social issues in science and gender. I have completed several studies relating to a) the consequence of sex role stereotyping for the choice of science subjects in schools and for career choice in science and engineering, b) the relationship between gender as a social category and conception of science and rationality.

#### CONSULTANCIES, BROADCASTING, ETC

- |         |  |
|---------|--|
| 1978    | Open University, Social Science Foundation Course Summer School module 'Crime and Society' |
| 1979    | London Weekend Television; series, 'A Question of Sex', 7: achievement                     |
| 1980    | BBC Radio 4 programme on sex role development and career choice: writer and presenter      |
| 1982    | Channel 4 programme: "Mothers and Daughters": consultant                                   |
| 1982    | Channel 4 programme: "Sexuality" consultant  |
| 1982    | Longman's consultant on psychology entries for dictionary                                  |
| 1983-84 | BBC-tv series, on developmental psychology, consultant                                     |
| 1984    | BBC Radio 'The Mind in Focus': Programmes on Social Interaction and Intelligence           |



MEMBERSHIP OF PROFESSIONAL ASSOCIATIONS, EDITORIAL BOARDS, ETC

1. British Psychological Society
2. Society for Research in Child Development
3. European Association for Experimental Social Psychology
4. International Society for Political Psychology: Member, British organising committee for 1983 conference
5. Founder Member, Moral and Social Action Interdisciplinary Colloquium (MOSAIC)
6. International Society for the Study of Behavioural Development
7. Editorial Board, Cognitive Development Abstracts
8. Secretary, 1978-83; Recorder, 1983-88, Psychology Section, British Association for the Advancement of Science
9. Member, Governing Council, International Society of Political Psychology, 1984-86
10. Member, Committee on Development and Giftedness, US Social Science Research Council, 1984-87
11. Editor, MOSAIC MONOGRAPHS
12. Advisory Fellow, Social Values Research Centre, University of Hull