

WOMEN'S STUDIES COMMITTEE

Minutes of the Meeting held on Thursday, December 15, 1988
1:30 - 3:45 p.m.

PRESENT: S. Neuman(Chair), W. Tomm(Coordinator), M. Armour, J. Brumlik,
S. Dunphy, M. Garstin, A. Hall, K. Harvey, S. Jackel, L. Lange,
R. Nielsen, S. Powelson, P. Prestwich, J. Wallace, J. Booth(secretary).

REGRETS: S. Abu-Laban, C. Bray, L. Fedigan, T. Yedlin.

1. Approval of the agenda

Two items were added to the agenda:

4. Visiting Speakers
5. Tory Chair

2. Minutes of the last meeting

The minutes of the last meeting held on October 31, 1988 were approved.

3. Report of the sub-committee on teaching evaluations

(a) Student evaluation (proposal previously circulated)

The committee discussed the proposal devised by the sub-committee which was comprised of W. Tomm, S. Dunphy, P. Prestwich and D. Shogan. W. Tomm indicated that the sub-committee consulted various sample forms and other sources, including the CITL booklet. It was agreed that both scored questions and open-ended questions would be used in order to provide a balanced evaluation. It was decided that instructors would prepare their own questions under the section "Student Development" which would enable them to tailor questions to suit their individual courses. W. Tomm will redo the form taking into account the changes suggested by the committee. P. Prestwich will look into preparation and production of the evaluation form.

(b) Peer evaluation

This item will be discussed at the next meeting. The chair will circulate the Arts Faculty regulations for peer assessment of teaching prior to the next meeting.

4. Visiting Speakers

Nicole Morgan, Ottawa author and consultant, and Flora McDonald have been suggested as visiting speakers. It was proposed that expenses could be shared with other departments. The chair will pursue this item.

5. Tory Chair

The committee discussed possible nominees for this position. Women's Studies could nominate its own candidate as well as co-sponsor another. The committee approved giving support to the possible nomination of Dr. Suzette Henke by another department.

6. Announcements

S. Jackel has been selected to serve on the Search/Review Committee for Vice-President(Academic).

The meeting adjourned at 3.45 p.m.

FACULTY PROCEDURE FOR THE PEER ASSESSMENT OF TEACHING

Peer review of the teaching of every tenurable instructor is to begin in the second year and continue in each subsequent year until tenure is decided. The range of teaching situations is to be reviewed annually, using at least one voluntary reviewer selected, by consultation between the instructor and the Chair (or designate) of the Department, from among the tenured members of that Department, from among tenured instructors drawn from other Departments engaged in similar work or from among tenured instructors with expertise from the university at large.

At least one peer will observe each situation. The instructor and the Chair (or designate) will determine together practical matters such as the situations to be assessed, the number and date of reviews of classes, and the number of peers present at each review. The Dean's Office will be available if a decision is not reached within the Department on any of these details. As its representative in the negotiations, a Department may use its Chair, the Associate Chair, or any member or committee normally designated for such tenure recommendations. The Chair, however, will not normally serve as a peer reviewer in this process, although the responsibility of the Chair to conduct separate reviews, if that practice is maintained in the Department, is fully supported and in no way questioned by the exclusion of the Chair from peer review.

In addition to observing teaching or performance, the peer will examine the teaching dossier, which will contain such written records of the class as booklists, grade books, examinations, etc. The Department may add any materials it deems fit in addition to those already mentioned.

Peer reviewers will meet before and after each observation with the instructor. In addition, within 30 days of a review's completion, each peer reviewer will submit a written report to the instructor and the Chair.

Within 30 days of receiving the written report, either the instructor or the Chair may request, in writing, a supplemental review. In any given year, practical considerations will normally limit the supplementary reviews to one for each written report. All reports become permanent parts of the instructor's file and, together with any other materials and measurements deemed useful by the Department, will be used in fashioning the recommendation for tenure in regard to teaching performance. Review reports may not be deleted, and the instructor should be notified when the assessments are sent elsewhere.

Notwithstanding paragraph one, the process may be ended by written agreement of both the instructor and the Chair (or designate) that enough evidence to support a satisfactory recommendation in regard to teaching has been gathered. Both parties are encouraged, however, to maintain annual reviews in the interests of promoting excellence in teaching.

Approved by Arts Faculty Council 25 August 1988

WOMEN'S STUDIES COMMITTEE

Minutes of the Meeting held on Wednesday, May 18 1988
2:00 - 4:00 p.m.

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

REGRETS: F. Adam, L. Fedigan, D. Mills, R. Sydnie.

The chair welcomed M. Armour, WISEST representative, to the meeting.

1. Minutes of the Last Meeting

The minutes of the meetings held on 2 March 1988 and 18 April 1988 were approved.

2. Graduate Studies Requests from Students

The chair referred to previously distributed material and briefly outlined 3 alternatives to satisfy requests for graduate studies.

A student has petitioned the committee to consider her case (previously circulated).

The committee discussed the alternatives at length. It was agreed that considerable time and energy would be spent monitoring a graduate program and concern was expressed about the effect on the new undergraduate program.

S. Jackel moved, seconded by C. Nelson-McDermott, that the Women's Studies Program Committee not set up graduate programs at this time. MOTION CARRIED.

The committee expressed willingness to examine the issue again at a later date.

3. Committee Structure

The chair explained the 2 items for discussion: (a) representation and terms of appointment (b) formation of an executive committee or council.

S. Jackel moved, seconded by J. Lauber, (a) to enlarge the existing Women's Studies Committee to include all people who teach Women's Studies cross-listed courses and to include 1 representative from WISEST, 2 student representatives, 1 representative from Women's Resource Centre, 1 representative from the Women's Research Institute, and to include representation from departments which have Women's Studies cross-listed courses on the books, and to include full representation of multi-sectioned courses.

(b) to create an advisory council consisting of 7 members: chair of the Women's Studies Committee, co-ordinator of the Women's Studies Program, 1 student representative and 4 members-at-large. The advisory council will deal with day-to-day routine administrative matters and 3 specific areas: 1) funding 2) library 3) liaison with other groups and provide backup for the co-ordinator in these duties.

The full Women's Studies Committee will select members to sit on the advisory council.

MOTION CARRIED

The chair will present the motion to Acting Dean Powrie. The Committee agreed that the arrangement, if given approval, be a provisional one for a minimum of 2 years.

4. New Core Courses

The chair noted that there are gaps in the cross-listed offerings. Some departments are noticeably absent in the list of cross-listed offerings. It was suggested that special topics courses could be set up. It was also felt that in a year's time, the committee could approach departments to develop appropriate courses. It was proposed that the chair and 1 representative from the committee (M. Van de Pitte) adjudicate proposed courses, taking into account the preferences of the co-ordinator.

5. Seminar Series for 1988-89

The Readings Series sponsored by the Canada Council will continue this year.

It was suggested that the Ad Hoc Research Group meet twice a term to present research and attempt to address issues of an interdisciplinary nature.

6. Baha'i Scholarship in Women's Studies

Materials on the Baha'i faith were circulated and members were asked to send a note to the chair commenting on terms of the proposed scholarship, if agreeable to sponsorship.

Announcement: E. Silverman, University of Calgary, has accepted a 2 year secondment as Research Director for the Canadian Advisory Council on the Status of Women.

The meeting adjourned at 4:00 p.m.



to: All Members of the Women's
Studies Committee

*W's
Brochure*

date: February 10, 1988

from: Joan Booth (5086)

our file:

your file:

subject: Next Meeting of the Women's Studies Committee

Wednesday, March 2, 3:00 p.m., Humanities Center 6-40

AGENDA

1. Minutes of the last meeting (attached)
2. Scholarship offered to Women's Studies by the
Baha'i Faith
3. Visiting Speakers, 1988-89
4. Other business

WOMEN'S STUDIES COMMITTEE

Minutes of the Meeting held on Monday 1 February 1988
2:00 - 3:30 p.m.

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

REGRETS: S. Arntzen, L. Fedigan, S. Jackel, M. Noel.

1. Minutes of the Last Meeting

Dr. Bray suggested that under item 4.1 on page 3 of the Minutes of the meeting held on 4 December the minutes should record that the Committee agreed to contact Athabasca University to consider co-sponsorship of a proposed visit by Professor K. Fulton.

Dr. Bray recommended that under item 8 on page 4, fourth paragraph, the sentence be changed to read "... it was agreed to establish a joint committee to plan an overall fundraising strategy", since the proposed committee would include representation from other groups.

The Minutes of the meeting held on 4 December 1987 (as amended) were approved.

2. Information

The Chair reported that Dr. Winnifred Tomm, Women's Studies Co-ordinator, would be in Edmonton this month. Dr. Tomm is expected to arrive on February 14 in time to attend the reception to be held at Shirley Neuman's home that evening from 7:30-9:30 p.m. Visiting speaker, Professor Margaret Benston, Women's Studies, Simon Fraser University, will also be in attendance. Appointments to meet with Dr. Tomm will be arranged to accommodate as many people as time permits during her stay from February 15-17. A larger meeting will be held during her next visit, date to be determined.

3. Cross-Listed Courses

The Chair explained that the Calendar is increasingly considered a legal document by students and she stressed the importance of accuracy in cross-listed courses.

3.1 Calendar Changes

The Committee agreed that CANST 401 and ENGL 495 be deleted as cross-listed courses. These two open-number courses would appear in the Calendar as a separate entry indicating variable content. In years when their content is relevant to Women's Studies, these two courses, and others, can be used for credit toward a major or minor concentration in Women's Studies, provided the Women's Studies Committee has given approval. Students are to consult with the Women's Studies Co-ordinator.

3.2 New Cross-Listed Courses for 1988-89 (Calendar and Brochure)

The Committee granted approval to cross-list two proposed 300-level courses, ART H ---, The Representation of Women in the Visual Arts of the 19th and 20th Centuries, and INT D ---, Film and the Representation of Women, pending approval by the teaching units involved, Arts Faculty Curriculum Committee, and Arts Faculty Council. The Chair reported there are sufficient funds to offer both these courses next year provided they are approved.

The Committee discussed prerequisites as a potential problem with both these courses. The Chair pointed out that many students enrolling in Women's Studies are not usually in first year and they will, for the most part, have met the requirements.

The Chair reported that the Department of Psychology responded favourably to the possibility of developing an appropriate course in Women's Studies.

3.3 Courses to be Cross-Listed, 1988-89 (Brochure)

FR 481 and CLASS 498 were omitted from the list of previously circulated materials. Copies of the course description of FR 481, Topics in French Literature of the Twentieth Century, were distributed. Professor Lynn Penrod, course instructor, expanded on the topics for the course, "Mariage, maternité, mortalité: la folie littéraire au féminin".

Professor Rosemary Nielsen, who instructs CLASS 498, gave a description of the course.

The Committee agreed that CHR TP 418, C LIT 355, ENGL 443, ENGL 495, FR 451, FR 481 and CLASS 498 be cross-listed in the 1988-89 Women's Studies brochure.

3.4 Graduate Courses, 1988-89 (for information only)

The Committee agreed that ENGL 690, Women Writers in English: Gender and Genre, be listed, for information only.

4. Any Other Business

The Chair announced that Vice-President(Academic) Meekison has granted an additional \$10,000 hard funding to the Women's Studies Program. The New Initiatives Fund is the source of this grant which will be made available April 1, 1988.

The Chair reminded the Committee to give consideration to Visiting Speakers for next year. She would like suggestions prior to Reading Week.

The meeting adjourned at 3:30 p.m.

**Women's Research Centre Proposal... to the Vice-President
Academic and committees, from the Vice-President's Co-ordinating
Committee on Women's Studies.**

Our committee is about to submit this proposal to Dr. Meekison and follow the process necessary for its approval. We are including feminist research done or being done by members of the committee and some other academic women, graduate students, and community women. If you would like your name and research included on the list, will you please indicate either the title of your research, or a general topic area. The last touches will be put on the proposal next week.

Marilyn Assheton-Smith.



to: Dr. Brian L. Evans
Vice-President (Academic)
3-12A University Hall

date: September 13, 1988

our file:

from: Dr. Winnie Tomm
Coordinator,
Women's Studies Program
131 Trailer Complex 1

your file:

subject:
Women in Development Centre of Excellence Network

Dr. Deborah Poff, Director of the Women's Institute at Mount St. Vincent, contacted me concerning the possibility of the University of Alberta participating as a lead institution in our region of Canada in the proposed network for Women in Development, which is outlined in the following attached pages. Our intentions must be documented and returned to Mount St. Vincent by September 30. This is a CIDA Centre of Excellence in consultation with the AUCC. Mount St. Vincent personnel have already been in consultation with AUCC and CIDA representatives in Ottawa.

I am sending you the information that I received via the mail so that you can decide whether or not you are interested in participating and in what aspect. A lead researcher needs to be selected. Women and Development is not my area of specialization, I am acting merely as a coordinator in the beginning stages.

A meeting will be called shortly in order that we can all get together to discuss the manner in which we shall proceed from here.

cc: Dean Eloise Murray
Dr. Dallas Cullen
Dr. Robin Coutts
Dr. M.K. Bacchus
Dr. Marilyn ^{ASSTON} ~~Ashton~~-Smith
Dr. Cathy Bray
Dr. Shirley Neuman

*→ Kanyatta Univ - Urban &
→ Nepal -
→ Indiana - born Craft - Rehab Med
WID content - all other projects -
Development projects -*

Dr. H by Oct 15??



Mount Saint Vincent University

166 Bedford Highway 902 443-4450
Halifax
Nova Scotia
Canada
B3M 2J6

September 9, 1988

Dr. Veronica Strong-Boag
Director
Simon Fraser University
Burnaby, BC V5A 1S6

Dear Dr. Strong-Boag:

I am forwarding a copy of a possible letter of intent to CIDA regarding the network for Women in Development that we have discussed.

My discussions with CIDA personnel suggest that the guidelines for the Centres of Excellence program, while not yet finalized, would appropriately entertain this proposal. I am also pleased to report that the idea has enjoyed enthusiastic response in its initial discussion.

Please feel free to comment fully upon the enclosed. This draft should serve as an opportunity to clarify the various strengths that our individual institutions can bring to the proposed network.

At the same time, if you remain interested in acting as a lead institution for your region, please find an opportunity to discuss the proposal with your President, Rector or Executive Director. The letter of intent, when submitted, should bear their endorsements. I should also be pleased to receive suggestions about which other universities or organizations could act as lead institutions within a region and how we might consider regionalizing the country for the purposes of this proposal.

I should appreciate having a response by the end of September. At that point, I will redraft and circulate the Letter of Intent for final approvals by all participants. If all proceeds according to plan, we should be able to submit the Letter to CIDA by the third week of October.

Yours sincerely,

Kathryn Bindon, ve

Kathryn Bindon, Ph.D.
Vice-President (Academic)

cc: ✓ Dr. Winnie Tomm, Women's Studies, University of Alberta
Ms. E. Cockburn, University of Guelph
Ms. Ida Chicanot, World University Service of Canada (WUSC)

DRAFT:
LETTER OF INTENT REGARDING THE WOMEN IN DEVELOPMENT NETWORK

Mount Saint Vincent University is proposing, under the Centres of Excellence Program for non-governmental institutions outlined in Sharing Our Future, to establish a National Network for Study and Action for Women in Development.

Recognizing the scope of the endeavours required to ensure the integration of women in development processes, Mount Saint Vincent University intends to establish a network of WID scholars and practitioners across Canada.

Participants in the network would assist in the design and implementation, as well as the study and analysis, of projects that will enhance the well-being of women in developing countries and sensitize Canadians and Canadian institutions to the needs of the women.

The Government of Canada has affirmed its commitment to the global equality of women through its support for the United Nations' initiative of the Development Fund for Women, the Convention of the Elimination of All Forms of Discrimination against Women and the Nairobi Forward-Looking Strategies. This commitment has resulted in an increased priority being given to the inclusion of the interests of women in all development programs and activities. Accordingly, the Women in Development policy of CIDA ensures "that the full range of its development assistance will contribute substantively to the realization of the full potential of women as agents and beneficiaries of the development process".

Given the central importance of women to Canada's development policy, we are proposing the establishment of a Network of Excellence that will:

- . establish a consortium of institutions with substantive commitment to the study of women in our society and experience and expertise in the application of these interests to issues of development, to serve as lead institutions within the regions;

MSV -
WYA

SFU
Guelph
Concordia

- . undertake to identify issues and formulate projects that will focus on women;
- . facilitate projects that are being undertaken by other institutions and organizations where existing expertise in development issues needs to be supplemented by expertise in women's issues
- . build a data base of expert women who, in academic or practical terms, have experience in women in development issues;
- . provide an ongoing support to the objectives of the Women in Development unit within CIDA through the exchange of information and ideas between the Network and CIDA, or any of its contract holders

Mount Saint Vincent University will act as the administrative centre for the Network. Its unique mission to educate women has provided the opportunity for the development of its expertise, programs and services to meet the needs of women, and the institution as a whole is dedicated to this purpose.

The university's origins date back to 1872, when the Sisters of Charity of Saint Vincent de Paul began to address the needs of Canadian women for higher education. Following a period of collaboration with Dalhousie University, Mount Saint Vincent University was awarded the right to grant degrees in 1925, and became the first independent women's university in the British Commonwealth.

This orientation to the needs of women continues to be the primary focus of the University, and was reaffirmed last year by the Board of Governors when a revised Mission Statement was adopted. (See appended)

The Mission Statement has supported Mount Saint Vincent's development of expertise and programs that support opportunities for women in three broad areas: academic programs, research and dissemination of knowledge, and support services.

In addition, Mount Saint Vincent was granted the first Chair for the Study of Women under the government's Women's Program, Department of Secretary of State, in 1984. The Institute for the Study of Women, established in 1981, has fostered research into women's issues ranging from women and technology, to women and economic issues in an international context.

* [Please indicate descriptors of your institution that would be appropriate for inclusion here.]

Academic Programs

From its inception, Mount Saint Vincent University was concerned that women have access to knowledge in a manner that would enable them to become full and equal partners in society. While the programs build on the liberal arts and science tradition which is the core of any university, many of them focus on the needs of women as they arise in the labour force, as well as in the context of family and community. Programs that are of particular importance in the context of women in development include an inter-disciplinary women's studies program, nutrition, family studies, education, early childhood development, women and business, office administration, tourism and hospitality management and public relations.

These programs have attracted faculty who have a special interest in and expertise regarding issues relating to women. A specialized library collection supports their research and current acquisitions policy emphasizes this area of specialization.

*[Please add information specific to your institution if appropriate.]

Research

In support of its commitment to women, Mount Saint Vincent University has encouraged research on and about women and the dissemination and application of research findings in as wide a venue as possible. The Institute for the Study of Women is the focus of much of this research, but members of faculty are involved in projects that benefit from their expertise on local, regional, national and international levels.

The Institute for the Study of Women publishes:

- Atlantis: A Women's Studies Journal/Revue sur la femme, which is the only journal in Canada to publish full-length, original research articles on women in both official languages. It is an interdisciplinary journal, now in its thirteenth year.
- Communique, a newsletter available to interested organizations and individuals in which less technical reports of the Institute's research activities are provided.
- Reports on research underway.

Conferences and workshops to which researchers, policy makers and interested members of the local community are invited are an important part of the Institute's activities. Topics of past meetings have included evaluation research, employment equity, women and management and women and language. During this past summer, the Institute collaborated with the United Nations International Research and Training Institute for the Advancement of Women to bring together 200 women from seventeen countries to explore the experiences of women seeking economic security and equity.

*[Please provide text for your institution, particularly with reference to Centre/Institute/Department.]

Support Services

Although it is possible to identify separately the teaching and research functions of the university, all other units at Mount Saint Vincent University provide additional support for these major functions oriented to women's needs through services to students and the wider community. These services range from admissions, transfer credit regulations and scheduling policies that are designed to accommodate non-traditional students, especially mature women, through residences, career counselling, health and athletic programs focused on the needs of women. In addition, to add a practical component to our students' educational experience and to underwrite our graduates' transition into the labour force, the university has become the major co-operative education institution in the province.

The university is currently building a new Communications Centre, which will house its library, computing and distance education via television services. This state of the art building will facilitate computer communications nationally and internationally.

Mount Saint Vincent University has established a dynamic relationship with women in the community. While the Institute for the Study of Women currently plays a major role in research and conference activities, this work builds on activities that have long been a part of the university's ongoing interests. In 1976, for example, the Mount hosted the first national conference on research on women. Since then, it has continued to involve women in significant issues, through conferences on topics as varied as the Constitution, health, and peace and security.

*[Please provide text to describe your institution].

International Development

Both historical trading and religious linkages with the Caribbean region have supported a long-term relationship with students from that region, and Mount Saint Vincent University has a long tradition of welcoming women students from the Caribbean.

More recently, as the university's unique programs have become better known, these students have been joined by students from Africa and Asia. The university provides an environment for women students that is conducive to an easy adjustment to Canadian life and education. The small size of the institution allows faculty to maintain contact with international students, and courses of study are often tailored to meet their specific needs. Experiential elements on a scale related to what students are likely to deal with in their own countries are often a part of these programs, and individualized programs are considered to be a very important element of the university's Mission.

The development activities undertaken by the university and funded by CIDA have all focused on issues of importance to women. These include a nutrition program in the Dominican Republic, child development projects in the Dominican Republic, Antigua and the Barbados, a women's studies link with the University of Ibadan and Obafemi Awolowo University (in co-operation with Dalhousie University), and a Home Economics Education link with the University of Malawi. These projects have all drawn on and contributed to our institutional strength, and have confirmed our commitment to effective collaboration in the achievement of tangible results in our relationships with institutions in developing countries.

*[Please provide text specific to your institution here. We would like to emphasize the different areas of academic and practical expertise and experience that we are all bringing to this network.]

A Centre of Excellence for Women in Development

The commitment of the Government of Canada to improving the status of women internationally, and the application of this commitment through CIDA policy, will have a profound effect upon the success of our national development strategies. The task of integrating awareness of women into development processes, however, can appear to be overwhelming. No one institution or agency can be solely responsible for what is a major shift in development thinking. Rather, the implementation of WID strategies will require a network of knowledgeable and experienced researchers in the areas of women's studies and women in development who can provide contacts, information, expertise and initiative to ensure that women are not just rhetorical participants in future planning, but effective partners in future building.



Mount Saint Vincent University

166 Bedford Highway 902 443-4450
Halifax
Nova Scotia
Canada
B3M 2J6

MISSION STATEMENT

Mount Saint Vincent University is concerned primarily with the education of women. It provides a strong liberal arts and science core and selected professional disciplines. It is dedicated to promoting academic excellence and an environment characterized by a Catholic tradition and a high degree of personalized education.

The major objectives of the university are:

- . The dissemination of knowledge through teaching
- . The extension and dissemination of knowledge through research and early activity
- . The preservation of knowledge through its role as a repository and trustee of our cultural heritage
- . The continuing development - intellectual, moral, spiritual, physical - of those sharing its life
- . Service to the community through its programs, resources and facilities

development in Indian and Metis communities in Canada. The theoretical and methodological framework which links these diverse literatures and experiences together is derived from feminist theory and research.

Should a short bibliography be added? It could be done quite quickly I think.

1

Women's Studies 3xx: Women and Development or Women in Development

Proposed Calender description

2

Throughout the Developing World, women have become increasingly aware that development activities have seldom met their needs or resulted in "the development of women." This course will primarily address the literature on Third World Development as it is experienced by women. It will also present links between those experiences in Developing countries, similar experiences described by immigrant women from those countries in Canada, and related experiences by Native women in Canada. Prerequisite: consent of the instructor.

Women's Studies 3xx: Women and Development

Proposed Lengthier description for Arts council

The place of women in development, and women's experiences with national and international development programs, has been a concern of Women's Studies scholars since at least International Women's Year in 1975. In brief, the results of those studies demonstrate that women perceive, encounter and experience the development process in ways that are significantly different from men. In detail, the studies have attempted partly to document at length the participation of women in the economy prior to large-scale national or international intervention, partly to display women's loss of autonomy and income which has been associated with "modernization", and partly to develop alternative ways of thinking about development which might enable women, men, and children to benefit more equally from development activity.

It is this literature, drawn primarily from the Caribbean, Latin America, Africa and SouthEast Asia, which will form the core material for study in Women's Studies 3xx.

There are two other "sets of literature" which are much less well developed but which will also be drawn upon for the course. The first of theses analyzes the experiences of women from developing countries who are immigrants in Canada. The second addresses questions of women and political, economic, and social development in Indian and Metis communities in Canada. The theoretical and methodological framework which links these diverse literatures and experiences together is derived from feminist theory and research.

Should a short bibliography be added? It could be done quite quickly I think.

Popular Culture/Feminist Culture

Cuba { The course will examine the following cultural forms in relation to women as consumers, ^{representative} producers ^{of popular culture} and representation: advertising, popular music, television narrative forms, romance novels, video games, popular film, fashion, women's magazines, sports and leisure, domestic culture (home-making, gossip, ^{e.g.} etc.)

A study of contemporary popular culture begins with the problem of defining the object of study and outlining critical approaches. Some descriptive approaches to the topic ignore the relation between "high art" and the "popular." Other "culturally pessimistic" approaches construct the audience as passive consumer of capitalist production. ^{an alternative} A less conservative reading of popular culture aligns "mass art" with "the creative impulses of 'the people.'" A number of these and other analyses of popular culture position the feminine as central to a theorization of popular culture. ^{Some think point} Women as consumers of mass culture are to blame for the deterioration of "taste"; ^{or the site of popular culture} Or the site of popular culture itself is "feminized" in ways that mute the voices of embodied female subjects, a process which theorist Tania Modleski calls "femininity as mas(s)querade." ^{This was not just a feminist as} Critical thinking ^{of some} and cultural interventions by feminists as cultural producers, critics and theorists, ^{at the very least this has} provide us with frameworks to understand the cultural forms, audience responses, social forces and political contradictions in contemporary popular culture. *Praxey WS 3.8.00*

Baker

Women's Studies 3**

Feminist Psychology and Counselling

① This course will examine theories of maturation and development, personality, and social relationships insofar as they relate to women. The social relations of the sexes will be analyzed in terms of power relations ^{of power} which shape the psychology of women. The topic of women and madness will be a central focus; it will be dealt with from both an historical and contemporary perspective. Students will have the opportunity to examine their own attitudes and beliefs with regard to the nature of psychological stress among women. The course will assist students to understand the social and cultural bases for psychological problems specific to women. Strategies for overcoming distress will be explained and their implementation will be facilitated.

Prerequisite: W ST 300

Women's
Counseling
&
Psychology
-
psychology
will also
be
examined

↓ 4 final projects

Women's counseling projects

will be addressed

+ psych

Women vs. women

--- will also be created

②

Women's Studies 3**

Women and Development: Third World, Immigrant Women in Canada, and Native Women in Canada

This course will focus on literacy, empowerment, and income generation of women in industrially-developing countries, among ^{immigrant} immigrant women in Canada, and among Native women in Canada. In light of the ways in which technological innovations and marketing practices define industrial development, skill development of women will be examined from within the relevant cultural perspectives of Third World Women, immigrant women, and Native women. ^{Some of the} The orientation of the course will be to understand the situations of these women from ^{their own} their perspectives and, ^{thereby, will} thereby, develop a more global perspective on how to implement women's skills ~~in the~~ global economy in ways which will allow women to lead more independent lives, with reference to education, health, income, technology, family, law, religion, and politics.

Prerequisite: W ST 300

*Since most of the existing scholarship
focuses on its model the exposure of women ... etc
this course will develop...*

Next Tues p.m.

Suggested Courses for Women's Studies, 1990-91

Henry Park

1. Women and Development

This course will focus on women's work and politics in Third World Countries. It will examine the social relations of the sexes primarily from the point of view of political economy. Two forms of production relations will be analyzed: domestic mode of production and capitalist mode of production. A second topic of the course will be immigrant women, focusing on citizenship rights and employment opportunities. The themes of women as selves, in families, and in communities will interweave throughout both major areas of concentration.

2. Feminist Psychotherapy

Techniques used in feminist therapy, and the rationale for their use, will constitute the main material for discussion in this course. Distinctions and similarities between feminist and nonfeminist psychotherapies will be examined. Feminist psychotherapy will be contextualized within the larger discourse of feminist theory and practice. The continuum between personal and social issues will be explored, with an attempt to make connections and distinctions between the two foci.

3. Mythology + Social Fact...

4. ~~History~~ - 4 Research Cultures -

5. 4xx Special Topics

Winnie Tam

For Future Reference

Students have requested a course which would incorporate research in the community--either as a work project or merely as a study project. Such a course would enable them to make an easier transition from the university to the community work place after graduation.

I believe such a course could be accommodated by W ST 300 (Feminist Research and Methodologies). Hopefully it could be incorporated into the W ST program by 1990-91.

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+
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Criteria for Peer Evaluation

1. The material is presented clearly
2. The material is well organized
3. The ^{level of} material is appropriate to the class
4. The material is relevant to the class
5. The instructor is responsive to students
6. The instructor communicates well, i.e, has good eye contact and voice projection
7. The instructor integrates discussion into the class
8. The instructor creates a sense of discovery, so the students can make the material their own

- 1) Specify objectives
- 2) Set out criteria for evaluation

AWA scholarships - \$5 per member -

Bridgette
res. & Room

min 7.0
1) GPA → in WS
com
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+ good work
2) If not required
min of 5 units (2.5 fac)
courses

14 majors -
x 3 1/2 courses

Women's Studies 3**

Feminist Psychology and Counselling

This course will examine theories of maturation and development, personality, and social relationships insofar as they relate to women. The social relations of the sexes will be analyzed in terms of power relations which shape the psychology of women. The topic of women and madness will be a central focus; it will be dealt with from both an historical and contemporary perspective. Students will have the opportunity to examine their own attitudes and beliefs with regard to the nature of psychological stress among women. The course will assist students to understand the social and cultural bases for psychological problems specific to women. Strategies for overcoming distress will be explained and their implementation will be facilitated.

Prerequisite: W ST 300

2.2.87
copy for
committee

SUGGESTIONS FOR VISITING SPEAKERS RECEIVED TO DATE

--SCIENCE:

Evelyn Fox Keller, Professor of Mathematics and Humanities at Northeastern University (Boston), author of, among other works: A Feeling for the Organism: The Life and Work of Barbara McClintock; Reflections on Gender and Science; "Women and Science: Two Cultures or One?", "Women, Science and Popular Mythology"

--LITERATURE:

Tillie Olsen, Writer. Her novels include Tell Me a Riddle and her critical book Silences was among the first to look at the relationship between sex, class, color, the times, and what women write. She has taught at Stanford, and Amherst, been Distinguished Visiting Professor at U of Massachusetts and Writer-in-Residence at M.I.T. She will likely be in Banff in the fall of 1988 and would come here from there.

Alicia Ostriker, Professor of English, Rutgers U., author of six books of poetry, and of Writing Like a Woman and Stealing the Language: The Emergence of Women's Poetry in America. A very warm and engaging speaker.

Mary Nyquist, Women's Studies, U. of Toronto, seven years experience as women's studies administrator. Author of articles giving a feminist reading of Milton; her book on this topic is forthcoming from Cornell UP.

Alice Jardine, Professor of Romance Languages and Literatures, Harvard. Co-editor of The Future of Difference, translator of many of Julia Kristeva's essays, author of Gynesis: Configurations of Woman and Modernity, and co-editor of Men in Feminism which includes her essay "Men in Feminism: Odor di Uomo or Compagnons de Route?".

--FILM:

Tania Modleski, Professor of English, U. of Wisconsin-Madison, teaches literature and film. Author of Loving with a Vengeance: Mass-Produced Fantasies for Women and editor of Studies in Entertainment: Critical Approaches to Mass Culture.

Mary Ann Doane teaches film and theory at the Semiotics Program at Brown University. Her recent Fictions of Desire is about the woman's film of the 1940s.

--THE BIBLE, FEMINIST SPIRITUALITY:

Carol P. Christ, Professor of Women's Studies and Religious Studies at San Jose State University, co-editor of Womanspirit

Rising and author of Diving Deep and Surfacing and Laughter of Aphrodite.

Mieke Bal, Professor of Literary Theory and French Literature, U. of Utrecht (presently visiting the U. of Toronto). She has published books on literary theory (Narratology). Her feminist work is in reading the Bible: she is the author of Lethal Love, readings of Biblical stories about women, and another book which examines the Sisera story has just been advertised.

--PSYCHOLOGY:

One of Mary Field Belenky, Blythe McVicker Clinchy, Nancy Rule Goldberger, and Jill Mattuck Tarule, all psychologists, co-authors of Women's Ways of Knowing: The Development of Self, Voice and Mind.

Jean Belenky-Miller

--PHILOSOPHY:

Lorraine Code, Canada Research Fellow, Dept. of Philosophy, York U., author of "Persons and Others", "Responsibility and the Epistemic Community: Woman's Place" and "Is the Sex of the Knower Epistemologically Significant?" A book titled Epistemic Responsibility has just received the Brown University Press First Book Prize. She is now working on a book on gender and knowledge. (She is the only speaker to be requested by more than one person).

Barbara Houston, Dept. of Educational Policy, U. of Western Ontario. Author of "A Conceptual Analysis of Sexism and Sexist Education" and of "Gender Freedom and the Subtleties of Sexist Education", among other articles. She is now at work on "blame."

Kathryn Morgan, Dept. of Philosophy, U. of Toronto, author of "Romantic Love, Altruism, and Self-Respect", "Freeing the Children: The Abolition of Gender", and "The Androgynous Classroom: Liberation or Tyranny".

--SOCIOLOGY:

Margery Wolf, Chair, Women's Studies Program, U. of Iowa, social scientist, writing about women in China, author of The House of Lim (1963), Women and Family in Rural Taiwan (1972) and Revolution Postponed (1982).

Dorothy E. Smith, Professor of Sociology, OISE, author of numerous articles about the intersections of feminist theory and the social sciences and of the following books: Feminism and Marxism and The Everyday World as Problematic: A Feminist Sociology.

--SEXUALITY:

Mariana Valverde, teaches Women's Studies and Criminology at the University of Toronto, author of Sex, Power and Pleasure (Women's

Press, 1986) and of numerous essays. Feminist activist and academic, whom the nominator says can speak on social history, the pornography issue, the politics of representation, sexuality, prostitution, women and the law etc.

--CULTURE, SEXUALITY:

Catharine R. Stimpson, Professor of English, Dean of Graduate Studies and Vice-Provost, Rutgers University. Founding editor of Signs, co-editor of Women: Sex and Sexuality, general editor of the Women and Culture series, U. of Chicago Press, and writer of many essays on literature, education, feminism, and sexuality. Her most recent essay appeared in the last issue of Critical Inquiry and is an assessment of the feminist movement to the present movement in its relation to other women's movements; she is also at work on a book on Gertrude Stein.

--MEDICINE, SEXUALITY:

Margaret Lock, Dept. of Humanities and Social Studies in Medicine, McGill University, works in the fields of cultural anthropology and medicine, and of East Asian Studies. She is "particularly interested in the relationship between culture, the environment, health, and illness." She could give talks on: "Menopause and Aging in Japan: A Cautionary Tale for the West"; "The Body, Self, and Society: Metaphors of Harmony and Conflict"; "School Refusal Syndrome: The Medicalization of Distress in Japan".

Madeleine J. Goodman, Asst. Vice-President for Academic Affairs, U. of Hawaii, geneticist, and author of Sex Differences in the Human Life Cycle and of The Sexes in the Human Population. She could speak on the following topics: "Is There a Feminist Biology"; "Women Hunters and Sociobiology"; "Breast Cancer, Hormones, and Menopause".

Carole S. Vance, anthropologist and epidemiologist, Columbia U. and co-director of the Institute for the Study of Sex in Society and History, New York. Her writing focuses on the intersection of sexuality, gender and disease, with recent work about female genital surgery. She is editor of Pleasure and Danger: Exploring Female Sexuality.

Some people close to home whom no one brought to my attention:
Hilary Lips, Psychology, U. of Winnipeg
Veronica Strong-Boag, History, SFU
Anita Fellman, History and Women's Studies, SFU

Areas where more nominations are needed:

<u>Law</u>	<u>Art</u>
<u>History</u>	<u>Music</u>
<u>Economics</u>	<u>Education</u>
<u>Politics</u>	

Mainly - Here are two women I'd like to invite: pose joint sponsorship between coordinating comm. & other groups? Is there any money in the pot?
Sigma Xi National Lecturers, 1988-89
- Helen Sander

For the 51st consecutive year Sigma Xi presents its distinguished College of National Lecturers. This is an opportunity for chapters and clubs to host visits from outstanding individuals who are at the leading edge of their science. These visitors can thereby communicate their insights and excitement to a broad range of scholars and to the community at large.

Each of the individuals listed here has agreed to be available to visit and speak to Sigma Xi-sponsored groups, insofar as commitments permit, during the period of 1 July 1988 to 30 June 1989.

Invitations should be extended directly to the individual scientist, and all arrangements about dates, travel, and hospitality should be worked out between the sponsoring Sigma Xi chapter or club and the invited visitor. Each visitor has consented to limit honoraria to a minimal \$200 per lecture, together with full payment of travel costs and subsistence (provided either through hospitality or reimbursement).

Three important points: (1) Arrangements should be confirmed with the visitor *in writing*. (2) The Secretary of the Committee on Lectureships should be notified at Headquarters of these arrangements as soon as they are firm. And (3) following each visit, the visiting scientist should *promptly* be given the honorarium and reimbursement for any expenses.

The Society continues its modest program of subsidies for chapters and clubs in need of financial assistance to host a visit. In awarding such funds the Committee on Lectureships gives priority to those chapters and clubs that give evidence of being able to derive the greatest possible benefit from a visit by a member of the College of Lecturers. Carefully prepared applications which detail the actual costs to be incurred, demonstrate a willingness to contribute a part of the resources of the chapter or club, and express a commitment to obtain institutional or community support for part of the expenses of the visit receive the highest priority. Applications for subsidies are due at Headquarters before 1 March 1988. It is unlikely that any funds will remain to give subsidies to chapters and clubs who apply after this date.

We are happy to announce that our agreement with the American Society for Photobiology has been renewed, and The Health Physics Society has joined us in a similar agreement. Both of these organizations have nominated members of their respective societies as lecturers and have provided funding for additional subsidies. The Sigma Xi-ASP and the Sigma Xi-Health Physics Society Lecturers are listed with the college. Invitations to them should be made on the same basis as the other National Lecturers.

It is the practice of the Committee on Lectureships to invite to membership in

the College individuals who hold differing views on current issues of scientific significance. However, it is expected that these visitors will observe Sigma Xi's policy on political advocacy (a copy of which may be obtained from Headquarters).

To assist chapter and club officers in planning their programs, each member of this College has been asked to designate the appropriateness of his or her topic for three different types of audience as follows:

G (General) Intended for a normal Sigma Xi audience of both scientists and other scholars representing a broad range of disciplines.

P (Public) Aimed at presenting scientific issues of general concern to a public audience.

S (Specialized) Aimed at scientists and students in fields that are closely related to that of the visitor.

Where more than one level is shown, the lecturer has indicated that given prior notification a given topic can be adjusted to either level.

Hal G Moore, Chairman
 Committee on Lectureships



Unavailable: summers

William M. Bass

Department of Anthropology
 University of Tennessee
 252 South Stadium Hall
 Knoxville, TN 37996-0720
 (615) 974-4408

Forensic Fire Investigations (G)
Forensic Field Investigations (G)
Age, Race, and Sex of the Skeleton (G)

Dr. Bass studied psychology at the University of Virginia and did graduate work in anthropology at the Universities of Kentucky and Pennsylvania (Ph.D. 1961). In 1978 he was named a diplomate of the American Board of Forensic Anthropology. He has held faculty positions at the Universities of Pennsylvania, Nebraska, and Kansas, and is currently Head of the Department of Anthropology at the University of Tennessee, Knoxville. The recipient of several distinguished teaching awards, including being honored by a joint session of the Tennessee legislature, Dr. Bass was recognized by the American Academy of Forensic Science in 1985 for his outstanding contributions to forensic anthropology.



T. N. Margulis

Department of Chemistry
University of Massachusetts
Boston, MA 02125
(617) 929-7539 or 244-7457

Symmetry and Structure: The Art and Science of Crystallography (G)

Dr. Margulis was an undergraduate at MIT and did his graduate work at the University of California, Berkeley (Ph.D. 1962). Now professor of chemistry at the University of Massachusetts, Boston, he has designed and taught interdisciplinary courses, including symmetry in art and science and critical and creative thinking in science. His research includes crystallography and structural chemistry of molecules with small rings and molecules with potential anticancer activity. His interest in teaching has led to work on curriculum reform in Ghana and Uganda, and to consultations with the Boston Public Library and the Massachusetts Department of Education.



Caroline L. MacLeod

Director, Institute of Tropical Medicine
1780 N.E. 168th Street
North Miami Beach, FL 33162
(305) 947-1722 or 935-1634

Parasitic Infections in Pregnancy (G,S)

AIDS (G,S)

The Role of the Environment (or Insects or Arboviruses) in AIDS (G,S)

Dr. MacLeod received her education at Florida Atlantic University and at Tulane (M.D. 1976), where she studied medicine as well as public health and tropical medicine, with residencies and postdoctoral research at Letterman Medical Center, the University of California, San Francisco, and the University of Miami. She currently directs the Institute of Tropical Medicine and is Chairman of the Board of Trustees of the International Health Research Foundation. Her work has taken her to Africa, Panama, the Galápagos Islands, refugee camps in Thailand, and migrant worker camp in Haiti. She holds membership in the American Society of Tropical Medicine and Hygiene and the American Public Health Association, and is a Fellow of the Royal Society of Tropical Medicine.



Douglas J. Nichols

US Geological Survey
Mail Stop 919, Box 25046
Denver, CO 80225
(303) 236-5677

The Terminal Cretaceous Event in Western North America (G,S)

Palynostratigraphy in the Cordilleran Thrust Belt (S)

A native New Yorker, Dr. Nichols received the B.A. and M.S. degrees in geology from New York University and the Ph.D. from Pennsylvania State University in 1970. His career has involved academia (City College of New York, Arizona State University, State University of New York, University of Colorado), industry (Chevron Oil Co.), and government (US Geological Survey). His research has centered on palynology—the study of plant microfossils. This work led to his recent studies on the great extinction event at the end of the Cretaceous Period. A member of many professional organizations, Dr. Nichols is a past president of the American Association of Stratigraphic Palynologists and former editor of the journal *Palynology*.

Unavailable: August–September 1988



Margaret Lock

Department of Humanities
and Social Studies in Medicine
McGill University
3655 Drummond Street
Montreal, Quebec H3G 1Y6
(514) 398-4981

Menopause and Aging in Japan: A Cautionary Tale for the West (G)

The Body, Self, and Society: Metaphors of Harmony and Conflict (G)

School Refusal Syndrome: The Medicalization of Distress in Japan (G)

A native of Great Britain, Dr. Lock attended Leeds University, where she studied biochemistry, and the University of California, Berkeley, where she received a Ph.D. in cultural anthropology in 1976. After a postdoctoral fellowship at the University of California, San Francisco, she joined the medical faculty of McGill University, where she is currently a professor in the departments of Humanities and Social Studies in Medicine, and Anthropology, and has served as the Director of the Center for East Asian Studies. Dr. Lock has done research into medical systems in Japan and North America, and into life cycle transitions, aging, and gender in Japan, East Africa, and Canada. She is particularly interested in the relationship between culture, the environment, health, and illness.



Unavailable: s





Mott T. Greene

University of Puget Sound
Tacoma, WA 98416
(206) 756-3782 or 842-8077

Alfred Wegener and the Origins of Continental Drift Theory (G)
If the History of Science is the Answer, What is the Question? (G)

Mott Greene is a historian of science and is the John B. Magee Distinguished Professor of Science and Values at the University of Puget Sound. He has published a history of geology, *Geology in the Nineteenth Century* (1982), and his study of the scientific content of pre-classical mythologies, *Myths of Nature* and *Nature of Myths*, will shortly appear. In 1982, he was awarded a five-year MacArthur Fellowship; he is currently at work on a biography of Alfred Wegener and on a study of the interplay of the intuitive and formalistic elements of modern scientific theories.



Robert F. Garrison

Astronomy Department
University of Toronto
Toronto, Ontario M5S 1A7 Canada
(416) 978-4833 or 884-9562

Classifying Stellar Spectra (G,S)
Supernova Shelton 1987A (G,P,S)
Life on Other Worlds (G,P)

Dr. Garrison earned his B.A. in mathematics from Earlham College (1960), and was a postgraduate in physics at the University of Wisconsin, Madison (1961-62). He earned the Ph.D. in astronomy and astrophysics from the University of Chicago (1966), and served as a Research Associate at Mt. Wilson and Palomar Observatories (1966-68). He is currently Professor of Astronomy at the University of Toronto and Director at the University of Toronto Southern Observatory, Chile (where the 1987 Supernova was discovered).

Unavailable: Tuesdays



Madeleine J. Goodman

Assistant Vice President for Academic Affairs
University of Hawaii
2444 Dole Street
Honolulu, HI 96822
(808) 948-8445

Is There a Feminist Biology? (P)
Women Hunters and Sociobiology (P)
Breast Cancer, Hormones, and Menopause (P,S)

Dr. Goodman took her B.A. at Barnard in 1967 and a diplomate in human biology at Oxford in 1968. She then studied human genetics at the John A. Burns School of Medicine at the University of Hawaii (Ph.D. 1973). She served as Professor of General Science and Women's Studies, as well as Assistant Vice President for Academic Affairs, at the University of Hawaii, and is the author of *Sex Differences in the Human Life Cycle* and *The Sexes in the Human Population*. Her research interests currently include breast cancer epidemiology, the biology of women, and the interactions of biology with gender roles.

Can coordinate with other mainland travel



Judith V. Grabiner

Departments of Mathematics and History of Science
Pitzer College
Claremont, CA 91711
(714) 621-8000 - ext. 3061

The Centrality of Mathematics in the History of Western Thought (P)

A Historian's Perspective on Debates about Artificial Intelligence (G)

Colin Maclaurin and British Calculus (S)

Dr. Grabiner received the B.S. in mathematics from the University of Chicago in 1960 and the Ph.D. in 1966 in the history of science from Harvard. She has taught the history of science at Harvard, the University of California at Santa Barbara, UCLA, California State University at Los Angeles, and (for 14 years) at California State University at Dominguez Hills, where she was named Outstanding Professor (1974-75). Dr. Grabiner is a member of Phi Beta Kappa and Sigma Xi. She holds Fellowships from NSF, the American Council of Learned Societies, and the National Endowment for the Humanities. She has served as chairman of the Southern California Section of the Mathematical Association of America, and book review editor of *Historia Mathematica*. Dr. Grabiner's publications include *The Origins of Cauchy's Rigorous Calculus* (MIT, 1981).

Unavailable: spring semester 1989