Summer 1981

Humboldt State University: 1982 Convention Site/June 16-20, 1982

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Humboldt State University shares the delight of its Women's Studies Program that the National Women's Studies Association is bringing its 1982 Convention to our campus. University staff and faculty are working together on arrangements that will encourage women's studies practitioners from all over the country to come to Humboldt.

HSU's excellent interdisciplinary Women's Studies Program, founded in 1970, is sponsored by several departments, including English, Economics, Ethnic Studies, History, Physical Education, Political Science, Psychology, Sociology, Speech Communication, and Art. Approximately 20 faculty members offer some 30 courses. The Program contributes to General Education at Humboldt through courses in Women and the Artistic Response, Historical Views of Women, Women in Language and Literature, Women in Social Institutions, and Psychological Views of Women. It offers a minor in Women's Studies, and students can major in Women's Studies through the Special Major Program.

An active Women's Center, funded through the Associated Student Body, not only houses the Women's Studies Program but also offers information referrals, support services, and a research program. Staff at the center produce a weekly radio broadcast and sponsor an annual women's art show, women's film festival, and a large number of speakers.

Humboldt's campus is located on the California coast in the heart of "Redwood Country," about 275 miles north of San Francisco. The city of Arcata can be reached via scenic U.S. 101, or by jet service. Special low-price airline packages to Arcata, and bus service from San Francisco, will be arranged for conference participants. Conference headquarters will be the Jolly Giant Conference Center, located in a redwood grove on campus. Meals and lodging at reasonable prices will be available.

The local arrangements committee encourages participants to arrive early or stay late to explore the stunning north coast: Redwood National Park and its Tall Trees Grove, the paths of Fern Canyon, or the seacoast village of Trinidad. The campus is within an hour of some of the nation's most spectacular hiking, horseback riding, and wilderness camping. Jet boat tours of the Klamath River, one of the six wild rivers in the area, can be arranged. In addition, there are Victorian shops in Ferndale to explore, and the well-known Carson Mansion in nearby Old Town Eureka. Summer days are smogless, and occasional morning fog gives way to bright, sunny afternoons with highs of 65 to 70. Humboldt's location will enable NWSA members and friends to combine attendance at the 1982 convention with an extraordinary vacation.

First Call for 1982 Convention Sessions

The 1982 Convention theme, Feminist Connections Throughout Education," reflects NWSA's goal of bringing together diverse educational groups and feminists involved at every educational level and setting, for dialogue and to foster networks that will support our common efforts. To propose or recommend specific sessions and events, please send:

**title and summary of session or individual presentation**
**names, addresses, and phone numbers of people involved**
**name(s) of session coordinator(s)**
**format and approximate length of session**
**requests for audiovisual equipment or other special facilities**

By October 30, 1981, to Phyllis Chinn and Rosalind Ribnick, NWSA Convention Coordinators, Women's Studies Program, Humboldt State University, Arcata, CA 95521.

Suzanne Larson is the Program Leader of the Women's Studies Program at Humboldt State University.
COLORADO WOMEN'S STUDIES DAY: THE BOULDER STUDENT TO STUDENT PROGRAM

by Barbara Parker

Ripple effects of the 1980 National Women's Studies Association's Convention are still being felt in Colorado, extending far more widely than could have been imagined when participants returned from Bloomington last Spring, to plan and sponsor a state Women's Studies Day. Implementation of the Delegate Assembly's 1980 resolution was to be linked to the skills and interests available in self-selecting Colorado communities, most of which had connections to the Colorado and to the National Women's Studies Association. We saw this project as an opportunity to join forces and share resources without hours of travel, and as a way to bring women's studies information and interests into the local community settings.

The University of Colorado/Boulder Women's Studies Program initiated and coordinated statewide activities: obtaining a gubernatorial proclamation of Women's Studies Day; developing press packets for local adaptation; publicizing celebratory activities to local and state media; and gathering and evaluating responses to the project for the Spring 1981 Colorado Women's Studies Association conference.

Colorado Women's Studies Day, November 19, 1980, proved successful in the many communities that participated, with open classrooms at the University of Colorado/Colorado Springs; information booths, performances of feminist music and other special events at the University of Northern Colorado; an open house at Loretto Heights College; and special lectures at Colorado State University.

At Boulder, in addition to an information fair and film showings, the Women's Studies Program tested a special student exchange program called Student to Student. This program was designed to place women's studies students as guest lecturers in local educational settings (both public and private), including elementary and secondary schools and special learning environments for physically-handicapped adults. Its purpose was to develop a university/community link in celebration of Women's Studies Day, and to focus on resources available to the community through the Women's Studies Program.

We asked both teachers and students to submit suggestions for feminist curriculum units, and the Women's Studies Program tried to match or adapt student's suggestions to fit teacher's needs. Students practiced and evaluated their abilities to organize and articulate feminist ideas for a specific audience, and to assess the ease with which they could meet new challenges. Teachers who had invited a guest lecturer or workshop leader gained the opportunity to test their own students' reactions to feminist materials and new ideas, and to learn more about the field of women's studies and about resources available through the Women's Studies Program. The Program was able to inform the community about its services, to demonstrate the viability of academic/community linkages and to provide additional experiential learning opportunities for women's studies students.

In no way had we adequately anticipated the response to this pilot program. We expected a few students to make links with a few classroom teachers. Instead, we found students waiting outside our doors in the morning to volunteer for the experience, and the phone ringing daily, each call adding another teacher to the list. In the end, we placed more than 30 students in local classrooms, and some were invited to lectures in several schools. Topics developed reflected the diversity both of classroom teacher's needs and student's skills: non-sexist language; sex roles; images of women in Shakespeare; the suffrage movement; women in Asia; the double jeopardy of being female and handicapped; feminist art, and others.

In evaluating the Student to Student Program, we realized its great potential. Women's Studies at Boulder has long been committed to serving as a resource for change in the schools, and we have supported experiential education for our students. This program suggested innovative ways of meeting both these objectives, and we began to plan adaptations for use on our campus, in the state, the region, and the nation. This brainstorming led to several grant proposals, and some ideas that have not yet been implemented.

In essence, we propose to develop an experiential learning course for both women's studies and education students, in which, under the supervision of their instructor, these students would research, prepare, and present feminist curriculum units in public and private schools. Participating teachers will suggest units that would be relevant to their classrooms, and will be able themselves to use the materials prepared after the semester in which student make their initial presentations. If funding is made available to test this project on a larger scale, it will give us an opportunity to further refine an approach to service learning, and might suggest establishing a second semester of upper division experiential learning in the Boulder women's studies curriculum.

Originally, we proposed testing the course and evaluating the viability of the project in four Colorado communities, but funding sources suggested we pare that number to two. However, we are still committed to sharing this idea and the results of this project nationally: since it suggests new models for cooperation between Schools of Education and Women's Studies Programs, as well as innovative methods of training students in both academic and personal development skills. The model is broad in its potential application, and could be replicated in such other programs as Black Studies, Chicano Studies, and Native American Studies, as well as in high technology fields undergoing rapid change. External funding would enable us to offer workshops on this course at future NWSA conferences and to other organizations, as well as to share information and materials informally as they are developed.

NWSA members and other readers of Women's Studies Quarterly are invited to submit suggestions for sharing, expanding and refining this project. Write c/o Women's Studies Program, University of Colorado/Boulder, Boulder 80309.

Barbara Parker works in the Women's Studies Program at the University of Colorado, Boulder.
NEWS FROM WOMEN'S STUDIES PROGRAMS AND CENTERS FOR RESEARCH ON WOMEN

by Florence Howe

The list of Programs and Centers is larger in 1981 than it was in 1980, if modestly so. A preliminary glance suggests that Women's Studies Programs are continuing to formalize their curricular offerings, and with some support from official channels.

At the State University of New York's Buffalo campus, where the Women's Studies College is celebrating its tenth anniversary, the Educational Policy Committee of Arts and Letters has recently approved a proposal for a B.A. program in women's studies. The proposal was developed jointly by the Women's Studies College and the women's studies component of the department of American Studies. Elizabeth Kennedy, the program coordinator, writes that, "Although there is a long way to go until we have final approval and implementation, this is an important first step toward establishing women's studies as part of the academic core at SUNY/Buffalo."

The "major problem" that the program voices concern about is, not surprisingly, the budget. "As illogical as it may sound," Kennedy continues, "the university may cut our present budget at the same time that it is asking us to offer a more developed program." Women's Studies at SUNY/Buffalo will work through the summer and into the next academic year "to successfully transform ten years of experimental work into a strong B.A. program."

At Yale University, the Women's Studies Program has proposed an autonomous major, which is currently under consideration by the Course of Study Committee. A decision will not be reached until fall. And at Stanford University, a new B.A. in Feminist Studies has been announced, to be chaired by Ann Mellor.

New listings include programs at Alma College, Carleton College, University of Dayton, Eisenhower College of Rochester Institute of Technology, Hiram College, Indiana University at South Bend, Iowa State University, New York State University/College at Geneseo, Pennsylvania State University, University of Rhode Island, Sacramento City College.

There are two new listings for Centers for Research on Women, and a new description for the Center at Berkeley, now the Center for the Study, Education, and Advancement of Women. The new listings include the Institute for Research in History in New York City and the Women's Research and Education Institute of the Congresswomen's Caucus in Washington, D.C.

A recent issue of Feminist Collections: Women's Studies Library Resources in Wisconsin (volume 2, number 2, Winter 1981) reprints a letter to Robert M. O'Neil, President of the University of Wisconsin System, expressing "concern regarding the impact on libraries in the University of Wisconsin System of the Governor's mandated 4.4 percent budget reduction." Signed by the Advisory Panel for the UW System Women's Studies Librarian-at-Large, the letter continues: "The issue in the 1980s is survival for women's studies library collections. Women's studies is now in its foundation building period. The groundbreaking research monographs, the scholarly journals publishing new knowledge about women, and the primary source material used by academicians must be acquired at the present time in order to prevent the loss of access by Wisconsin scholars to invaluable and irreplaceable materials." The letter notes that women's studies cannot depend "upon well-established core collections" that older areas of knowledge already have accumulated. The writers conclude by pointing to the grim statistics of the publishing industry's inflationary spiral: between 1975 and 1980, the price of domestic books and periodicals rose an average of 11.8 percent per year; foreign books, an average of 12.4 percent per year.

Finally, a note about jobs in Women's Studies Programs. In the first three issues of Program Network Notes, edited by Sandra Coyner, available through NWSA's National Office, the range of jobs available in Women's Studies Programs, or in traditional departments that wanted women's studies specialties, has been impressive. Institutions included Yale University (French and women's studies); the University of Minnesota (behavioral, social or biological sciences); University of Southern California (classics, comparative literature, or philosophy); SUNY/New Paltz (social sciences); University of North Dakota (history). Directorships of Women's Studies Programs have been open at St. Cloud State University, the University of Pennsylvania, University of Missouri, SUNY/Albany—just to mention a sample.
SPECIAL OFFER EXTENDED!

In recognition of the 1981 Convention theme, "Women Respond to Racism," NWSA is offering members who join or renew membership before August 31, 1981, the opportunity to purchase Black Women: Achievements Against the Odds at a special discount price. This 96-page, spiral bound, three-year desk diary (1981-83), including photographs and biographies from the Smithsonian Institution exhibit, retails for $6.95. It is available to NWSA members for $5.00, including the cost of postage. Send in your check for your order(s) along with your dues.

NWSA CALENDAR

October 9-11, 1981
North Pacific Regional Conference, "Women's Studies and the Politics of Interconnection," San Francisco State University. Papers and panels that focus on the relationships between various segments of the women's studies community and between feminist studies and other educational movements for social change are especially solicited. For information about proposals write at once to Darlaine Gardetto, Women's Studies, San Francisco State University, San Francisco, CA 94132.

October 17, 1981
Mid-Atlantic Regional Conference, "Minority Women: Problems and Strategies," University of Maryland/College Park. For information, write to Jewell Parker Rhodes, Department of English, University of Maryland, College Park, MD 20742.

June 16-20, 1982
Fourth Annual NWSA Convention, "Feminist Connections Throughout Education," Humboldt State University, Arcata, California. To propose or recommend conference sessions, and for further information about the conference, contact Phyllis Chinn and Rosalind Ribnick, c/o Women's Studies, Humboldt State University, Arcata, CA 95521. Initial proposals should be received by October 30, 1981.

1981 MEMBERSHIP FORM

The National Women's Studies Association, founded to further the social, political, and professional development of women's studies throughout the country, consists of individuals, academic and community-based programs, institutions, organizations, and projects interested or involved in feminist education. Membership is for the calendar year, January 1 - December 31, and includes a subscription (4 issues) to the Women's Studies Quarterly.

Individual Membership
is available to students, researchers, teachers at every educational level, program staff and administrators, and those involved in feminist education and organization in the community. Individual dues have been established according to the following scale:

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Group Membership
($50 annually) is available to women's studies programs, projects, centers, and organizations. Unfunded community groups should use the dues scale for individual members.

Contact person: ____________________________

Sponsor Membership
is the category which provides an opportunity for those who can to contribute in addition to dues. Those who contribute in this category will enable the NWSA to maintain the policy that "No person/group shall be excluded from membership because of inability to pay."

Contribution: $____

Gift Membership $20.00 for: ____________________________

Name ____________________________ Phone ____________________________

Address ____________________________

Affiliation ____________________________

Area(s) of special interest or expertise ____________________________

Check to receive information about one or more of NWSA's national caucuses:

Community College [ ] Lesbian [ ] PreK-12 [ ] Staff [ ] Student [ ] Third World

(Your affiliation will be reported to the appropriate NWSA regional organization.)

Send this form with check made payable to the National Women's Studies Association to: NATIONAL WOMEN'S STUDIES ASSOCIATION, University of Maryland, College Park, MD 20742.

No person/group shall be excluded from membership because of inability to pay. A Dues Waiver Request is available on request from the National Office. Those who can contribute in addition to dues will help to sustain this policy.

Women's Studies Quarterly 9:2 (Summer 1981)