

4-5-1977

Women's Studies Advisory Board notes

Patricia Coontz

Follow this and additional works at: http://dc.ewu.edu/acad_affairs

Recommended Citation

Coontz, Patricia, "Women's Studies Advisory Board notes" (1977). *EWU Academic Affairs*. 3.
http://dc.ewu.edu/acad_affairs/3

This Article is brought to you for free and open access by the University Archives & Special Collections at EWU Digital Commons. It has been accepted for inclusion in EWU Academic Affairs by an authorized administrator of EWU Digital Commons. For more information, please contact jotto@ewu.edu.

Zule

MEMO: Women Studies Minor-- A committee (Coontz, Morrill, Donegan, Hicks) appointed to formulate long range goals for women studies program and to tighten up the women studies minor--

TO: Women Studies Advisory Board Members--Janet Anderson, Jere Donegan, Ellen Dunbar, Linda Edward, Marilyn Elliot, Naida Gibbs, Isabelle Green, Gail Hicks, Dean Hoekendorf, Susan Holliday, Sarah Keller, Barbara Kottwitz, Melanie Moore, Correen Morrill, Betty Ohrs, Dean Steiner, and Women's Commission representatives, Susan Holliday, Marian Hallmark, and Shanna Southern.

FROM: Pat Coontz, Women Studies Coordinator
DATE: April 5, 1977

SUBJECT: Women Studies

I. Old Business
A. Report on Women Studies classes: sciences and other women would do likewise. Representatives from staff community women would do likewise. Representatives from staff
Summer Classes--Sexism in Education; Workshop "Older Women Survive"--Recreation and Parks--July 18-22; "Human Liberation," Dept. of Soc., Anthro., and Social Work, June 20-Aug. 12; "Psychology of Women," June 20-Aug. 12.

II. New Business

A. Grants: discussed the possibility of federal and/or private money available for eliminating sexism in higher education. John Fahey instructed us to come up with concrete and specific proposals for what we want to accomplish before he can help us discover a suitable grant. Ellen Dunbar and Jerry Donegan volunteered to draw up such proposals.

Suggestions:

1. workshops designed to educate faculty and staff as to the damaging effects of sex-role stereotyping in textbooks, classroom behavior, advising, etc. Such stereotyping limits the aspirations of women and results in a denial of equal educational opportunity for them.
2. strategies for introducing women studies material into the regular curriculum
3. grant money to help staff a women's center--such a center being seen as an organizing and educational center that will expand career perceptions and life style options for community as well as college women.

- B. Women Studies Minor-- A committee (Coontz, Morrill, Donegan, Hicks) appointed to formulate long range goals for women studies program and to tighten up the women studies minor-- what should constitute the minor? Electives? Substitutions?
- C. Discussion of mini-courses in women studies. Donegan and Coontz agreed to occasionally offer their courses in one credit sections for the benefit of staff people who hesitate to take four credits while working full time.
- D. Discussion of ways to involve the community in women studies. Maida Gibbs and Marilyn Elliot were appointed a committee of two to determine the needs of Cheney women and how the college can help to meet them.
- E. It was decided by the group that in order to achieve our goals, a Women's Center was a necessity. The women students already had an appointment with Drs. Marshall and Whitfield to discuss such a Center (as well as additional women faculty in the Social Sciences and other matters), and it was decided that a group of community women would do likewise. Representatives from staff and faculty also expressed a wish to talk to the administration about this matter.
- F. Proposals for the location of a Women's Center included: the space under Tawanka; two offices in Monroe; the house now infrequently used by Home Economics; the Koineneea House, now up for sale--ideal with its kitchen and upstairs apartment.

It was decided to convene the W.S.A.B. again as early as possible Spring quarter.

PC:df

cc: President Frederickson
 Philip Marshall
 Raymond Whitfield

1. workshops designed to educate faculty and staff as to the damaging effects of sex-role stereotyping in textbooks, classroom behavior, advising, etc. Such stereotyping limits the explorations of women and results in a denial of equal educational opportunity for them.

2. strategies for introducing women studies material into the regular curriculum

3. grant money to help staff a women's center--such a center being seen as an organizing and educational center that will expand career perceptions and life style options for community as well as college women.