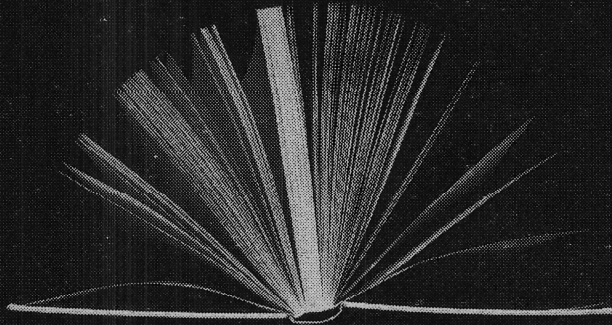
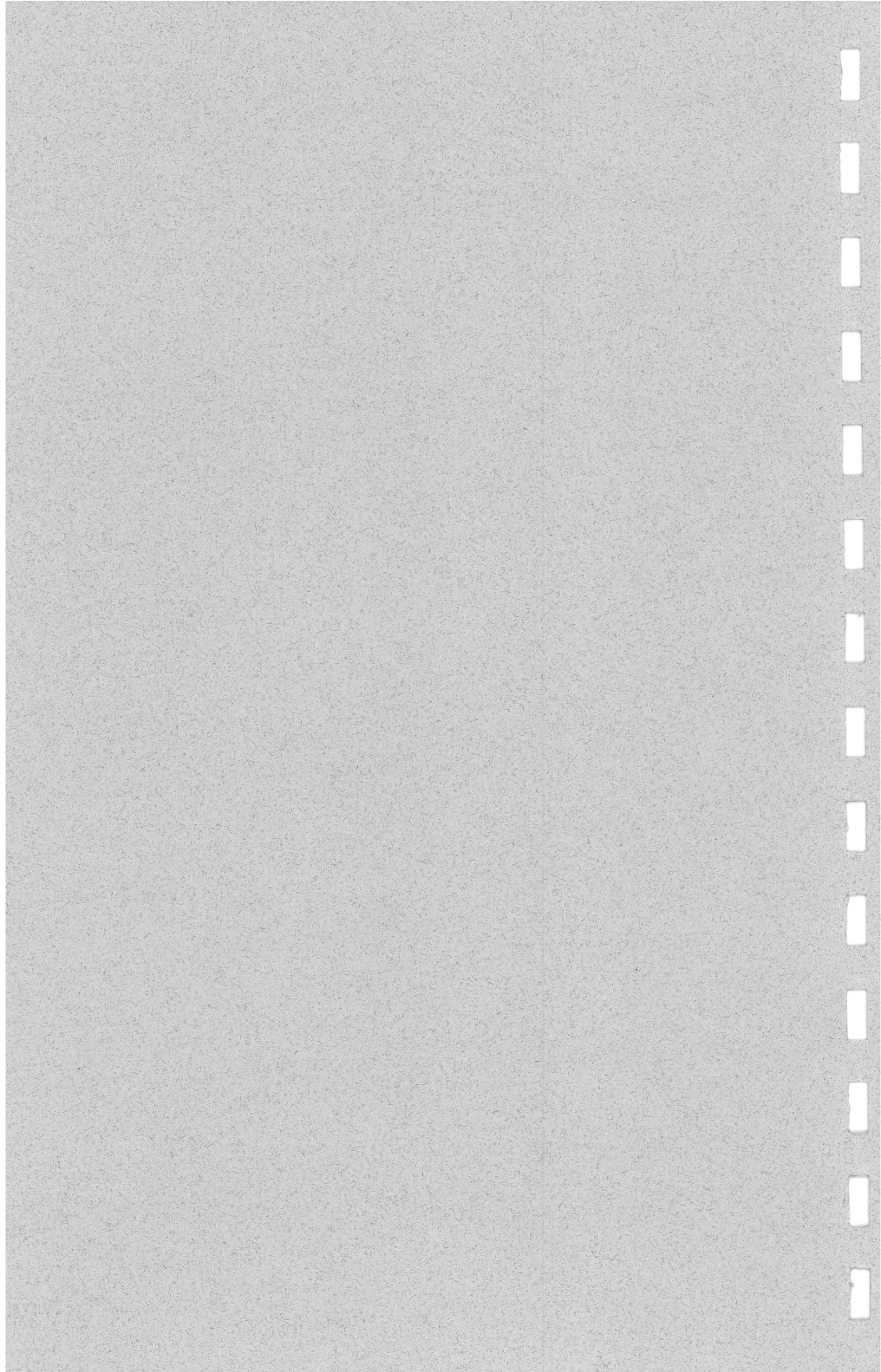


**Celebrating
Towson University's**



**First 30 Years of
Women's Studies**
1973-2003





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Towson University's**

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1973 - 2003**

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Preface

Jo-Ann Pilardi

*Chair, Department of Women's Studies
Professor, Women's Studies and Philosophy*

Ten years ago, Towson's Women's Studies Program celebrated its 20th anniversary with a celebratory dinner and a booklet of historical pieces. In some ways, history can repeat itself, for here is a 30th anniversary booklet, presented at another celebratory dinner.

There have been many advances for the scholarship on women at Towson University (previously Towson State College, then Towson State University) since our last celebration. In 1999, our master's degree program began; it now also offers a graduate certificate. In 1998, the Women in Science Program was founded by the College of Science and Mathematics. Faculty lines in Women's Studies increased during these ten years, thanks to a supportive administration: in 1996, we made the first full-time appointment in Women's Studies; in 1999, another half-time line was approved, and in 2001, we received another full-time position. In 2002, we changed from being a "program" to a department. In spite of that, we plan to maintain ourselves as an interdisciplinary program within a department, aware of the enrichment that interdisciplinary study provides to our students. During these years, several new faculty hired by other departments have become affiliates of Women's Studies, offering creative new courses to Towson students.

Also, during these years, we have been blessed with a superb cadre of part-time faculty who provide rigorous, creative courses for little honor and less pay. Some, like Judy Beris, were present at the birth of the program and served as curriculum designers as well as teachers; others, like Susan Doering, have brought their expertise into our program, filling serious gaps on both the undergraduate and graduate levels.

Our students are our greatest achievement, and as always, we're thankful for, and impressed by, their accomplishments both while they're here on campus and later, as they create their careers. We are founding a Women's Studies alumnae organization, so that a direct connection between our past and present students, and faculty, is created, for the benefit of all.

But we've also had losses and separations during these last ten years. Elaine Hedges, our first program director and an internationally renowned scholar of Women's Studies, American Studies, and curriculum integration, died an untimely death in June of 1997; I had hoped for her continued wisdom and friendship for many years. June

Kennard, our affiliate in Kinesiology who taught “The American Woman in Sport,” inspired me and many others during the final days of her struggle with cancer; she died in February of 2002. And though we miss our retired colleagues Annette Chappell, Sara Coulter, and Jenny Jochens, we’re happy to know that their lives are filled abundantly—with new studies, writing, reading, civic engagement, friends, family, and travel.

This booklet contains a formal history of Women’s Studies at Towson, as well as memoirs of some of its earlier times, autobiographical statements by a few alumnae, and a record of the faculty, past and present. But a celebration of the past without awareness of the present is short-sighted. Our current students, our new degree programs, growing list of faculty, affiliates, and courses attest to the fact that Women’s Studies, a remarkable new field of human knowledge—offering both new forms and new content—is alive and well at Towson University.



Dan Jones is *Interim President; former Provost; former Dean of the College of Liberal Arts; former Chair of the Department of English; and poet.*

Getting It Right

Twenty-five years ago I attended a talk by Hugh Kenner in which he urged all serious people to meet the great thinkers and artists of their time. He believed it was a duty to pay personal homage to great individuals for their importance to the life of the mind and spirit. He shared anecdotes about time he had spent with Ezra Pound, T. S. Eliot, and Wyndham Lewis on one of his summer pilgrimages, although each turned out to be a curious and unsatisfying visit.

As I listened, something subversive in me doubted. It seemed that those who most helped me to escape my own boundaries or to think more lucidly were most often at the margins of my attention and required no special tribute. I drifted into thinking about Auden's "Musée des Beaux Arts," and its meditation on paintings by old masters—how in some corner transfiguring events take place, while in the foreground "someone else is eating or opening a window or just walking dully along." And I thought of my modest colleagues at Towson who were laying the groundwork for women's studies as a discipline, ordinary folk who were not only quietly changing my reticent mental landscape, but also indirectly reshaping everyone's point of view about human experience and its range of choices.

This year marks the 30th anniversary of the Towson University women's studies program. One of the pioneering programs in the nation, it still sets the benchmark for the very best and to date is the only contribution our university has made that transforms both the methods and objects of learning, and by that transformation frees and dignifies human possibilities in epic and enduring ways.

That many here will let the anniversary pass as nothing special, just business as usual, is oddly comforting. Clearly the revolution achieved through women's studies was so swift and deep that its values now seem obvious truisms of "the way things are." But we can't

TIMELINE

How It Happened: Women's Studies At Towson University

1971

A group of women faculty and students meet with President Jim Fisher: issues addressed include the need for Women's Studies courses, for child care facilities and a Women's Center, and for the improvement in the number and status of women faculty and administrators.

rest with that comfort. We can't afford to be Bruegel's hapless peasant, indifferently plowing on as Icarus falls into the sea below the hilly field. The work of Towson colleagues like Fred Rivers, Elaine Hedges, Sara Coulter, Annette Chappell, and Jo-Ann Pilardi, as well as professors Beris, Wilkotsz, Edgington, Jochens, Rabin, Rothstein, and many courageous others, distinguishes all of us at the university now more than ever.

They had the vision, took the slanders, and held fast to create an unthinkable new and threatening curriculum, one so true in its premises that now it may not seem such a big deal. But it is a big deal, and we must not let it be less, if for no other reason than it keeps us from reverting to lazily forgetting how profoundly issues of gender, race, and class interconnect and mark all dimensions and permissions in life, issues that still too often serve (think of the Taliban) as manacles of submission or engines of denial and destruction.

I'd be willing to bet what I have that many years from now when thoughtful scholars revalue the 20th century hoping to capture whatever good it brought forward, the ways of knowing and the human liberation advanced through women's studies will be close to the top of their very short list.

Please join me in the pride and joy I hold in knowing that Towson University was a staging ground for adding to all history this enduring good.

Dan L. Jones
Interim President

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TIMELINE

1971

The Committee on the Status of Women of the Faculty Association is formed to investigate salary inequalities.

Committee W of AAUP is activated. Its agenda includes working to explore and correct gender inequities in faculty salaries; investigating policies on nepotism and working for equity in department hiring policies; investigating the situation of part-time faculty; working for equitable representation of women on college committees and in administrative positions.

Elaine Hedges co-founded Towson's Women's Studies Program (with Sara Coulter); she was an internationally acclaimed scholar of Women's Studies and American Studies and served as Director of the program until her "terminal leave" retirement in January of 1995 (her formal retirement was in 1996). Her unexpected death in June of 1997 brought messages of condolence from around the world. She was elected posthumously to the Maryland Women's Hall of Fame in 1998.

We Did It

As I look back twenty years to the beginnings of our Women's Studies work at Towson, what I remember is our energy and enthusiasm, our high hopes and determination, and the multifaceted nature of our efforts. It seems that we were doing everything at once—reading the new scholarship on women that was beginning to emerge, creating courses based on it and encouraging others to do so, while also agitating for child care and gynecological services, for the creation of a Women's Center, and for salary equity for women faculty. We were inspired, of course, and drew both our determination and our hope from the work that was, by the early 1970s, already well under way throughout the country, both in and outside the academy, and we brought to our Towson efforts both local and national experience in the women's movement.

Much of my own experience had been within the Modern Language Association, that august body of college teachers and scholars whose annual conference had been disrupted in 1968 by picketing and arrests, and which by 1970 had responded to members' demands to establish a Commission on the Status of Women in order to investigate the inequities in women's situation in the academy. I was a founding member of that Commission and its Chair in 1972, when, indeed, its office was housed at Towson. My association with The Feminist Press, which in the early 1970s was beginning to rediscover and reprint lost works by women writers, was also an important part of the experience I brought to helping create a Women's Studies program at Towson. What I felt, and what I know others

TIMELINE

1971

A Women's Studies Committee, co-chaired by Elaine Hedges and Sara Coulter, is appointed by Dean Kenneth Shaw to develop Women's Studies courses, explore means by which women can be more adequately represented in the entire curriculum, and develop grant proposals to fund Women's Studies courses and programs.

felt, whether through their academic and scholarly work, their local political work in community organizing, or their experience in consciousness raising groups, was the inspiring sense of being part of a national, collective enterprise, a political movement to change women's lives.

At Towson, in the early 1970s, we were a large and representative group, of women and men, faculty, administrators and students, and it seems to me that we accomplished a great deal in a short span of time. Creating first a variety of both departmental and interdisciplinary Women's Studies courses, and then a structured program, took only a few years because of the generous volunteer work of faculty, the cooperation of the administration, and the impetus from students. Faculty voluntarily did the research necessary to create new courses in the disciplines, and they lectured in each other's courses as a way of sharing their knowledge. One faculty member—Jane Sheets in the Modern Languages Department—took it upon herself to become our expert in library resources, and the book lists she annually compiled were invaluable. The administration offered summer stipends to faculty so that interdisciplinary courses could be designed and taught, and it provided released time so that the budding Women's Studies program could have a Coordinator to help organize, support, and extend the faculty's work. Team-taught courses that combined faculty in History and English, English and Art, or Anthropology, History, and Psychology were made possible by the administration's willingness to tolerate some small enrollments while the courses established themselves. And students not only supported our work by enrolling in the courses, but some of the more radical ones pushed us into subject areas, perspectives, and teaching styles that we might not have originally anticipated. Using a red pen to write comments in student journals was, I was told by an irate student, unsisterly; I switched to pencil. In one early course I taught, several students refused to buy an assigned text; it was Norman Mailer, and even though they recognized "the need to know the enemy," they objected to contributing to his royalties.

Some of my most vivid memories inevitably center around the creation and earliest teaching of what has become our foundation course in the Women's Studies program, "Women in Perspective." Judy Beris, our first—and indeed until 1990 only—faculty member with an appointment

TIMELINE

1971

"Biographical Studies of American Women" is offered by Professor Fred Rivers, History: the first Women's Studies course.

specifically in Women's Studies, came to us as a feminist historian, and she and I worked mightily to create an introductory, interdisciplinary course that would be both broad and deep. How much reading we assigned in those early years, and how much the students were willing to do! We began the course with Eva Figes' *Patriarchal Attitudes*—a sweeping narrative of male attitudes towards women through centuries of Western religion, philosophy, science and literature—and followed that with extensive readings in the history of the nineteenth- and twentieth- century women's movements, and reading on current issues of importance to women. For good measure, as it were (but really because the course was conceived as combining history and literature) we threw in several novels, including, in the earliest years, Agnes Smedley's *Daughter of Earth* and Nathaniel Hawthorne's *The Blithedale Romance*. As Women's Studies moved beyond the "image of woman in male literature" approach we soon dropped the Hawthorne; and Smedley's novel, given its length, was in time also replaced by other, shorter works.

Helping to create "Women in Perspective" meant, for me, months and months of reading in the history of American women to which Judy introduced me—and this despite my having a Master's degree in American History. (Well, it was, indeed a "Master's" degree!) I remember the excitement of discovering that lost history, and the pleasure of sharing it with the students.

So conscientious were we, and so determined to make the course a success, that Judy and I planned every class period jointly, went over our plans again in the morning before each class, and conducted elaborate post-class evaluations of how well each class had or hadn't gone. Each of us also read every student exam, in a class of fifty or more students, and then arrived jointly at a grade. We soon realized that this was overkill; but it suggests the seriousness and intensity, the dedication, really, to what we were doing, and our sense that what we were doing, because it was pioneering and would establish basic direction for the Women's Studies program, really mattered. I remember that after the last class of the semester in which we taught the course, we walked back to our office, looked at each other in surprise and delight, burst our laughing, threw our arms around each other, and shouted, "We did it!"

TIMELINE

1972

The Women's Center is established.

Student day care is made available.

A Committee on Affirmative Action is appointed.

A library budget for ordering books in Women's Studies is established.

Towson holds a conference on Women in Higher Education.

The Faculty Association Committee on the Status of Women submits its first annual report.

Salary equity adjustments begin.

Sara Coulter, *Professor Emerita of English, was co-founder of the Women's Studies Program with Elaine Hedges. She was co-director of the Curriculum Transformation Project also, and established the Institute for Research on Women and the National Center for Curriculum Transformation Resources on Women. She retired in 1999.*

A Mosaic In Progress

When I think back over the years of women's programming at Towson, I am struck by how seldom we have had time to reflect on our progress. Once we began exploring and developing initiatives, services, programs, and courses in response to the needs and issues related to women, activity accelerated rapidly as one path led to another even up to the current moment. Women's Studies has been the academic center of the activity, but day care, salary equity, affirmative action, continuing education, a women's center for students, curriculum transformation, the Women's Forum, and the Institute for Teaching and Research on Women have all been parts of the mosaic affirming women's presence in the university. The contributions and personal commitment of many people have sustained this progress and made it possible.

I did not realize in the early seventies how major a part grant proposals would play in my own work in Women's Studies. My first recollection is of a small group of faculty who wanted to start a Women's Studies program gathering in a series of meetings to write a proposal for the National Endowment for the Humanities. The grant money would have supported the development of a core curriculum of interdisciplinary courses in Women's Studies. Rereading the proposal recently, I was surprised at how good it was, but we did not succeed in getting the grant. However, having identified what needed to be done, we created the program anyway. Faculty met, read, discussed as they struggled to forge genuine interdisciplinary courses in a new area of scholarship. Students were often confused by interdisciplinary team teaching, sometime interpreting heroic efforts to combine disciplines as disorganization or as the inability to present the single point of view that would be the "truth" to be

TIMELINE

1972

New courses are created: "The Image of Women in American Literature" by Elaine Hedges; "The Idea of Women in Philosophy" by JoAnn Pilardi; "The Southern Woman of Letters" by George Friedman.
"Women in Higher Education": State-wide conference series is held. Towson hosts one conference, helps organize others.

memorized for reproduction on the exam. We were expecting as much from them as we were from ourselves, with similarly uneven results.

Over time, however, under the leadership of Elaine Hedges and with the commitment of increasing numbers of faculty, the program developed. The interdisciplinary core evolved in response to experience, student interest, faculty preparation and availability, culminating in the present success of the introductory course, "Women In Perspective," as a popular General University Requirement. The departmentally based courses expanded slowly from the original "Biographies of American Women," which Fred Rivers had taught even before the creation of the program, to the current 40 courses. The number of topics of these courses was very much controlled by the interest and training of existing faculty and of a few new faculty. That is, the program was never in a position to hire faculty with Women's Studies as the primary area of preparation and therefore, at best, had to depend on secondary area of interest or on faculty who were willing to develop expertise in the scholarship on women in their discipline. Fortunately, especially for women faculty, the new scholarship on women provided its own incentives, for it was fascinating and gratifying, affirming their own experiences and intuitions in a way that their formal education had overlooked or denied.

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My own teaching in Women's Studies has consisted of a contribution to the first attempt to teach "Women Writers," described in other essays in this collection; the development of a course on "Women and Drama," the highpoint of which was a semester of team teaching with Maravene Loeschke of the Theater Department; and more recently, "Feminist Challenges to the Curriculum," which introduces student to curriculum transformation (described at length in *On Our Minds*, Spring 1992). The team teaching with Maravene was particularly memorable as one of the few occasions on which I have had the opportunity to explore the implications and benefits of bringing together different approaches to the same material. I lectured and led class discussions on plays by and about women from a literary point of view while Maravene worked on theatrical performance, coaching a class made up primarily of English majors on acting and movement. Students were on the floor doing exercises while passers-by were wondering what in the world was going on in Linthicum Hall! Maravene's

TIMELINE

1973

"Women in Perspective," the first interdisciplinary course, and the course that will become the foundation of the Women's Studies program, is offered by Judy Beris and Elaine Hedges.

response to my presentations was “how intellectual,” and mine to hers, “how physical!” I learned a great deal that has enriched my understanding of drama and informed my subsequent teaching. I regret that we have been unable to repeat the course in this team format.

In 1982, the second grant proposal directed my energies to curriculum transformation, where I have remained heavily involved up to the present. The success of the Women’s Studies curriculum led us to think of ways to make the new scholarship on women more generally available to students. Throughout the country, colleges and universities had been addressing this need through faculty workshops. With support from the Fund for Improvement of Postsecondary Education, we launched a three year sequence of such workshops at Towson, involving over 70 faculty representing 13 disciplines (discussed in subsequent essays in this collection). In 1988, with the help of another grant from FIPSE, we extended this work to five community colleges in the Baltimore-Washington area. The experience gained in these projects has led to the current grant project, funded by the Ford Foundation, in which we are establishing a National Clearinghouse of Curriculum Transformation Resources to assist other faculty and institutions in doing this work. Chapters could be written on the experiences of these years, but I will limit comment simply to affirming the intellectual stimulation and excitement that curriculum transformation provides and to admiration of the faculty commitment to change, no matter how difficult.



TIMELINE

1973

Judy Beris is appointed as a half-time instructor in Women’s Studies.

Towson’s Women’s Studies Program is listed by The Feminist Press Clearinghouse on Women’s Studies.

Towson is the organizing center for five state-wide conferences on Continuing Education for Women.

Jo-Ann Pilardi, *Chair of Women's Studies and Professor of Women's Studies/Philosophy, was a part-time faculty member and Baltimore Women's Liberation activist when she developed one of Towson's first women's studies courses, a Philosophy course entitled "The Idea of Woman in Philosophy."*

Memories

The early days of our Women's Studies Program are inseparable from issues of place and space, and so are intertwined with those of the Women's Center. Early on those active in the women's movement knew the importance of "rooms of our own," not rooms for writing which Virginia Woolf taught us, but rooms for creating sisterhood. When finally a "place" was won at Towson, in one of the temporary buildings near Stephens Hall, some women faculty determined to paint and decorate it, but political differences quickly surfaced over decoration; this was the early Seventies, after all. A zealous faculty member who spent the weekend alone painting the Center's walls had also, with great gusto and not a little political naiveté, painted the N.O.W. sign (the biological symbol for female, with an equal sign in the middle) about four feet high on one wall. On Monday, after some of us saw her handiwork, a heated discussion broke out along these lines: did we want to be the "equals" of men (which is what the symbol represented to some of us)?; did we want the Towson State Women's Center to be identified with the "liberal" (read "too moderate," read "electoral reform not revolution") politics of N.O.W.? We "women's liberationists" wanted nothing short of a new world order—not a bigger piece of the pie, but a Whole New Pie. The N.O.W. sign quickly disappeared under a new coat of paint and some ruffled feathers.

My first women's studies course, a Philosophy course I now call "Concepts of Woman" but which originally I called "the Idea of Woman in Philosophy" (I don't think I intended any irony, but there it is) was cancelled due to lack of enrollment the first time it was offered in the fall of 1971. The second time, however, the fall semester of 1972, it did run,

TIMELINE

1974

A proposal to develop Women's Studies is presented to the National Endowment for the Humanities.

Two upper-level interdisciplinary courses are offered: "Women in Society" by Jenny Jochens, History; Fran Rothstein, Anthropology; Joan Rabin, Psychology; and "Women in Art and Literature," by Elaine Hedges, English and Eric Miller, Art. Women's Studies is established as a concentration in which students can major under General Studies.

with about thirty-five students; some of these were men—long-haired, bearded, wild, and “wired” Philosophy Majors, most of whom were also in the radical political organization, SDS (Students for Democratic Society). Of course we sat in a circle, but it was a rather large one, given the size of the class. From diametric points on that circle, certain awesome feminists glared at the men. As the semester wore on, I found that the male students were regularly clustered in the seats nearest to me. One of them explained why: “We’re scared!” he said. “We’re really scared.” This, I thought, is probably a good sign.

The first time that I taught our introductory course, “Women in Perspective” (in the summer of 1975), the class roll showed a small group—six students. During the first day’s session, I asked them to say a little about why they were taking the course. One bravely announced that, among other things, she was a bit confused about her sexuality. Was she a heterosexual or was she a homosexual?—she wasn’t sure. In an after-class explanation, she informed me privately that her confusion arose because she was living with a man who was about to undergo a sex-change operation at Johns Hopkins Hospital. What she had said in class, however, was enough to shrink the course enrollment down to four, I discovered the next day. But they were most interesting, those four.

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What remains unsaid in these few reminiscences is the core experience of doing women’s studies in the early days of the Program: the tremendous excitement. The intellectual excitement of detective work in the library, of tracking down passages from Aristotle alluded to in *The Second Sex*, of finding texts mentioned by Mary Beard in *Woman as Force in History*, of reading for the first time a person named Wollstonecraft, of casting a critical eye for the first time on another named Sartre. And the political excitement—of being able to make connections between women’s liberation work I was doing in Baltimore City and the women’s studies work I was doing in Baltimore County. More and more, the world began to make sense.

TIMELINE

1974

Annette Chappell is appointed the first Affirmative Action officer.
On Our Minds: A Women's Newsletter for Towson State College, is first published in November. Publication continues until 1995.

Annette Chappell, *Professor Emerita, English, former Dean of the College of Liberal Arts, and former Acting Provost of the University, served as Towson's first Affirmative Action Officer and team-taught one of the first Women's Studies courses.*

Pioneering Women Writers

I am too young to write memoirs, yet the first offering of “Women Writers” seems a very long time ago!

Somehow we were able to persuade the administration to let us count the course as part of our load for both me and Jan Wilkottz: I think we had to make it an extra-large class in order to justify having it count for both of us. Certainly I remember it as being a very large class. Jan and I were the official instructors, but the team also included Elaine Hedges, Sara Coulter, and Elaine Solez, some or all of whom sat in on almost every session, and each of whom “guest lectured” one or more times.

We had decided to begin with *The Golden Notebook*: because it was (almost) contemporary, because it raised so many of the issues we thought were important; because it is great; because we wanted to. And I remember how hard it was to teach *The Golden Notebook*. What we quickly discovered was that the Women's Studies majors were not only untrained in literary analysis, but they were positively hostile to it. They didn't even like *The Golden Notebook*, because it demanded to be read as a work of literature. Those first three weeks of the course were about the hardest teaching I have ever done in my life.

I was the lead teacher for *The Golden Notebook*, and then Jan was lead teacher for *Middlemarch*, and we fell into a routine, alternating being lead teacher. The students really didn't like *Middlemarch*, either, but maybe I had gotten used to their anti-literariness by then. Come to think of it, they didn't like *The Man Who Loved Children*. I'm not sure what they liked. I can't remember them liking anything except *The Prime of Miss Jean Brodie*.

Mostly what I remember about the course is how incredibly tired we always were from marking all those journals every week (in addition to

TIMELINE

1975

Courses carrying Women's Studies credit are by now available in eight disciplines (Psychology, History, English, Philosophy, Physical Education, Modern Languages, Art, Anthropology) as well as in Women's Studies. Ten Courses offered in Fall 1975; ten offered in Spring 1976.

exams and essays), and how several of the students were also hostile about the journals. There were times when I wanted to say, “If what you want is to sit in a consciousness-raising group and talk about yourself and not learn anything about the breadth and history of women’s experience, then drop the class, because that’s not what we’re about.” I don’t remember ever saying quite that, but I may have.

Jan went on to teach the course successfully many times. I only ever taught it once, because the next year I turned into an administrator.

Women in the Renaissance

Another of the pioneering WMST courses was a minimester course I taught one January called “Women in the Renaissance.” There were only five students in the course—four women and a guy named Jim Moniodis (a Biology major who died the next year in a swimming accident). They were a joy to teach: the Renaissance was so entirely unfamiliar to them that they found everything new and exciting.

Toward the beginning of the course, I had them reading some of the speeches of Elizabeth I, especially the address to the troops at Tilbury, in which she says, “Though I have the body of a woman, I have the heart and stomach of a king, and a king of England, too.” My most vivid memory from that course is one woman’s journal entry the last week of the course. She wrote that every day after school, she went to pick up her mother from work. Her mother worked in the office of a trucking company or cab company or something where one approached her little office by walking through a large room full of (apparently fairly uncouth) men. The student wrote that as she walked through this room toward her mother’s office, the men spoke to her in a harassing manner, but “I just held my head up and thought of Queen Elizabeth, and ignored them.”

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Some Random Memories of How We Started the Women’s Movement at TSU

I remember a group of us getting an appointment with President Fisher to discuss the need for childcare on campus (for students’ children and faculty/staff children) – and taking half a dozen toddlers to the meeting with us. Fisher was nice about it, though a bit nonplussed. I can still see those little ones in that paneled office with the fireplace in old Stephens Hall, crawling

TIMELINE

1976

The minor in Women’s Studies is established.

1977

Elaine Solez becomes the second Affirmative Action Officer.

around the president's tasseled loafers. We got two day care centers.

I remember how Jane Sheets and I slaved over the statistics about faculty women. Ed Sasaki in Institutional Research was always giving us defective data, which we then had to correct before we could use it. One day Tim Haight was working with us on some aspect of the statistics, and he was using a small electronic calculator; Jane, who insisted on using a calculator with paper tape, was very skeptical: "How do you know," she asked "that the answer is correct if you don't have the paper tape to prove you typed in the right numbers?"

I remember that series of statewide meetings we organized called "Women in Higher Education," bringing together women from all sectors, public and private, two-year and baccalaureate schools. Where did we get all that energy?

I remember the old Affirmative Action Committee, chaired by Dick Gillespie (who was Dean of Students those days) and with me and Laura Eldridge as its most persistent voices. When the feds held the very first Title IX briefings, I persuaded Dick to fund sending me to the briefing in Pittsburgh. Later that year, there was a two-day conference on Title IX in New York. I got the administration to send me to that, too, but they also sent Mike Murphy, who was Dean of Continuing Studies at the time. Becoming an expert on Title IX is probably why I was chosen to be the university's first Affirmative Action Officer, a position which was created in July of 1974 and which I held for three years (followed by Elaine Solez).

I remember the first Women's Center, which was in one of the temporaries behind Stephens Hall. We were told we could have the building, but the university painters would not be able to refurbish it for several months. So we went out and bought paint of our own, and about a dozen of us, half faculty and half students, spent the weekend painting the whole building.

I remember so many organizations, coalitions, conferences, and meetings that I finally told Elaine Solez that I would never again sit on a committee that was writing by-laws for anything.

Most of us remember good friends and a sense of purpose and accomplishment. I guess that's where we got all that energy.

TIMELINE

1979

Common Language, a radio series funded by the Maryland Committee for the Humanities, is aired on WTMD-FM; K Edgington and Jo-Ann Pilardi are co-directors of the series.

Eric Miller was an art history professor in Towson's Art Department for many years; he developed and taught "Women in Art" and co-taught "Women in Art and Literature" with Elaine Hedges in the early 1970's.

Women in Art

In the early 1970s, Elaine Hedges paid a visit to a departmental meeting of the Art Department at Towson. She made a special plea for the department to offer a course called "Women in Art." There was a dead silence. It seemed that no one, neither women nor men, wanted to volunteer. I was slightly embarrassed. I really did feel that the art history books neglected women. Feeling the necessity to respond, I volunteered to teach the course.

This was the first time "Women in Art" was taught at Towson State. One semester I asked the students to have a small exhibition of their own work. This excited them. It was the first time in the art department that an exhibit of student work devoted itself to women's art.

Then followed a cooperative venture between Elaine Hedges and myself in which we taught women's writing and arts in a course called "Women in Art and Literature." We worked very hard to coordinate the material and study the relationships between literature and art. We attended all the classes, covering all the material together, and this was very exciting.

A course in "Women in Art" is currently ('93) taught by Harriet McNamee. A number of students, both men and women, still tell me they have not forgotten the impact of all of these courses pertaining to women's art and writing.

Looking back, I wonder now why I was willing to volunteer to teach "Women in Art" on a first-time basis. There are several reasons: (1) Katherine Rennick, my first college teacher, Simpson College, talked about the work of Georgia O'Keefe. I later made a special trip to see O'Keefe's work in Chicago. Rennick and O'Keefe were fellow students at The Art Institute of Chicago. (2) At Harvard University, I took a contemporary art history course with Professor Frederick Deknatel. He lectured at length

TIMELINE

1982

A preliminary proposal is submitted to FIPSE (Fund for the Improvement of Post-Secondary Education) to conduct a curriculum transformation project at Towson.

Towson State University is cited in *Everywoman's Guide to Colleges and Universities*, published by The Feminist Press, as one of three institutions in its class given the highest rating as providing an environment most hospitable to women students.

on the lithographs and drawings of Kathe Kollwitz. I became very excited about Kollwitz's work and went to see all the originals that I could in New York and Boston.

I was willing to volunteer at Towson State because my teachers inspired me. They let me see and feel the importance of women's art. When Elaine visited us, I then realized women's art was previously neglected at Towson.



TIMELINE

1983

Towson's Women's Studies Program is awarded a \$250,000 grant by FIPSE to conduct a three-year curriculum transformation project. The project involves over 75 faculty from 13 disciplines of the university.

Eleanore O. Hofstetter, *Director of Cook Library*, has been an active and invaluable supporter of the Women's Studies Program since its beginning.

Women's Studies Collection

Although the Albert S. Cook Library now has an integrated online catalog which faculty can check from their offices or homes, when the Women's Studies Program was founded at TSU only the card catalog listed the holdings of the library. Women's Studies faculty members who wanted to make sure there were enough resources to support the courses they were teaching began to check bibliographies and publishers' catalogs to find books and audio-visual materials by and about women to add to the library's collection. To disseminate information about the new acquisitions, the Public Service Office of the Library agreed to type up lists of the titles and send copies to the faculty.

Although all of the faculty participated in building this subject area, surely the most diligent and zealous collection builder was Professor Jane Sheets of the Modern Languages Department. Reference librarians saw Jane checking lists and order cards at the catalog almost every day of the week for months on end. She not only ordered books about German, French, and Spanish women authors, but she prepared hundreds if not thousands of orders for other areas in Women's Studies. Clad in slacks and a sweater, she became such a familiar figure that we joked about making her an honorary staff member. She in turn grew so expert with the library that she immediately spotted the subject heading "Women's Interests" in a list of periodicals we issued for titles such as *Good Housekeeping* and *Better Homes and Gardens* and gave us a fervent lambasting. We did not know about political correctness in those days; we were just unthinkingly following the headings in another directory of periodicals.

Our most vivid memory of the effort which Jane put into finding and adding good books for the Women's Studies Program came one December 23 on the last semester day the library and the University would be open. Jane spent most of the afternoon checking orders against the catalog and

TIMELINE

1986

Towson's Women's Studies Program is awarded a one-year dissemination grant from FIPSE, to publicize the results of its curriculum transformation project. *Resources for Curriculum Change* is published.

was distressed to learn that the library would close at 5 P.M. instead of 10 P.M. and would not be open for the next 8 days. She wanted to borrow a key so that she could come in and check her lists on Christmas! Such were the initial efforts and enthusiasm for starting the Women's Studies Program at TSU.



TIMELINE

1987

Women's Studies faculty increases as Jo-Ann Pilardi (Ph.D. in Humanities, The Johns Hopkins University), half-time faculty in Philosophy, becomes a joint appointment: Women's Studies and Philosophy.

On Our Minds is reborn as the newsletter for the FIPSE-funded curriculum integration project; later its title is changed to *Revisions*.

Joan Rabin is an Associate Professor in the Psychology Department and taught one of the first interdisciplinary team-taught courses in Women's Studies.

How Women's Studies Changed My Life

It was 1972. I had just gotten my PhD in Experimental Psychology and was busily teaching courses in Animal Behavior, Motivation, and Human Development. A request from the fledgling Women's Studies program came through the Psychology Department: Would someone please develop a course on the "Psychology of Women" course? No one else seemed interested, so I figured it wouldn't be much of a problem to put such a course together, and I volunteered.

I discovered that my bright new shiny PhD was really a degree in the "Psychology of Men," only it was labeled "Human Psychology." I realized that I had never had a female instructor when I was an undergraduate Psychology major and only one woman professor in graduate school. Suddenly I was thirsting for role models and new ways to understand the world of the 51% minority of women.

Fortunately, I was given the opportunity of a lifetime to participate in the FIPSE grant to mainstream the new scholarship on women into the core curriculum. At last I was getting an education that spoke to my experience as a female form of the human condition. I learned from Elizabeth Minnich that "we all have labels," not just women or African-Americans. The titles of almost every study on "learning" or "motivation" or "problem solving" described in the professional journals of Psychology neglected to say that the research population was made up of European-American males (as much research studies in the social sciences were). If the study concerned females or people of color, that information almost always did appear in the title. Now I take great joy in teaching my students to label everyone equally.

Through the FIPSE mainstreaming program at Towson State University I received an education about the full richness of human diversity as contrasted with the degree I received from my graduate school. I began to

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TIMELINE

1987

On Our Minds is reborn as the newsletter for the FIPSE-funded curriculum integration project; later its title is changed to *Revistons*.

1988

Towson's Women's Studies Program is awarded a second FIPSE grant, for \$235,000, to conduct a two year curriculum transformation project involving 45 faculty from five community colleges in the Baltimore-Washington area.

remember repressed incidents from my training such as my first day of graduate school when I was informed that “they don’t like girls in the physiological psychology laboratory here.” Since my area of specialization was physiological psychology, I spent my graduate years never asking anyone for help of any kind while struggling to prove that I was good as any male student. It simply never occurred to me to be outraged at being discriminated against (I don’t even think I understood that I was being discriminated against). It took at least ten years of teaching first the “Psychology of Women” and then its successor, “Sex Differences: Psychological Perspectives,” for me to begin to see my own history of growing up in a sexist culture. I had identified so strongly with the viewpoint espoused by the men who defined the profession of Psychology that I didn’t even know another perspective was possible.

Imagine my surprise to discover that women had a history, literature, science, and many “Profiles in Courage.” It was a transforming experience as I work to fully integrate all the diversities into my professional work, while I attempt to remove the “isms”: sexism, racism, ageism, classism, ableism, as well as the homophobia brought about by the compulsory heterosexuality of the traditional Psychology curriculum.



TIMELINE

1988

Towson’s Women’s Studies Program is awarded a second FIPSE grant, for \$235,000, to conduct a two year curriculum transformation project involving 45 faculty from five community colleges in the Baltimore-Washington area.

Jenny Jochens, *Professor Emerita of History*, taught one of the first interdisciplinary team-taught courses in Women's Studies; she is a noted scholar of women in Icelandic culture.

One Woman's Saga

Between 1974 and 1983 I was responsible for a course on "European Women" and I also team-taught a course at first called "Women in Society," and later "Changing Sex Roles." Initially using the framework of the history course "Historical Themes," I offered "The Place of Women in European History," during the Spring of 1975. Later entitled "History of European Women From the Greeks to the French Revolution," it gained its own place in the curriculum as an upper-level elective history course. Eventually it was changed to a lower-level course, although I have not taught it in this way.

My involvement in the Women's Studies Program had started already in 1974, as Frances Rothstein (Anthropology), Joan Rabin (Psychology) and I shared a Summer Grant that would allow us to learn the methodologies of two unfamiliar disciplines. The purpose was to team-teach a course we called "Women in Society." Offered for the first time during the Spring semester of 1976, both it and "European Women" became part of the regular Women's Studies Program.

Since student enrollment did not justify the use of three faculty members for one course, the psychology component was eliminated from "Women in Society" and replaced by a brief biological introduction to sexuality and gender provided by guest lecturers from the biology department. With this face lift Fran and I renamed the course "Changing Sex-Roles," and contrasted women's conditions in pre-industrialized societies with the changes brought on by industrialization in Victorian England. Beginning in 1979, I used the material in this course as part of the "Introductory Seminar" required for students enrolled in the Master's Program in Liberal Arts.

In the past ten years I have responded to requests from individual students by offering occasional directed reading courses in the area of

TIMELINE

1989

The annual national conference of the National Women's Studies Association is held at Towson.

medieval women. I always found women's studies courses more demanding than my regular courses, and as I increasingly wanted to devote as much time as possible to my own research, I gave up my regular women's studies courses and instead mainstreamed a good deal of women's history into my regular history courses. I have often felt guilty about my lack of direct involvement in the program in recent years, but, rather than apologizing, I thought it might be of interest to explain how my commitment to research in the field of women's studies courses, ironically has prevented me from continuing to teach the subject.

During the first animated discussion in my backyard in the summer of 1974, Fran, Joan, and I quickly came to the conclusion reached by many others, that women's studies was an interdisciplinary subject and that the mastery of, or at least acquaintance with, other methodologies outside one's own discipline was mandatory. Anthropological methodology had already begun to infiltrate history, and I was eager to learn from Fran. In the summer of 1980 I was accepted in a NEH Summer Seminar directed by Eleanor Leacock at the Department of Anthropology, City University of New York, entitled "Themes in the Cross Cultural Analysis of Women and Society." Since then I have tried to expand further my comprehension of the complexities involved in studying women by familiarizing myself with the methodologies and results of biology, psychoanalysis, and increasingly, literary theory.

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Unfortunately, during the pioneer days of women's studies in the 70s, it was not enough to retool by learning methodologies from other disciplines. It became increasingly apparent that no discipline as yet had developed a method for studying and including women. In other words, even within their own discipline scholars were forced to "retool" in the fundamental sense of creating new methods with which to grasp the significance of women's role in, and contribution to, society in past civilizations. One early procedure—with hindsight perhaps overly naïve—was to look for "women worthies," in the words of Natalie Davis, women who had played important roles in the past but who had been forgotten and overlooked by male historians.

This method became part of my own approach in the beginning as I taught "Women in European History." It was not easy, however, and

TIMELINE

1990

Community College Guide to Curriculum Change is published.
The Institute for Teaching and Research on Women (ITROW) is established.

“women worthies” were hard to find, especially in my field of the Middle Ages. At first deeming the strong women found in the well known Icelandic sagas to be suitable candidates, I incorporated them in my lectures and added sagas to the course readings.

My first sabbatical leave (Spring 1977) coincided with the time when decreased family obligations at home permitted me again to devote time to research. Rather than returning to French church history of the thirteenth century, the subject of my dissertation, I decided to investigate the saga of women more closely. On the borderline between history and literature, the sagas looked like promising research topics both from the standpoint of subject matter and methodology. From my studies at the University of Copenhagen I had some knowledge of Old Norse, the language of the sagas. Brushing it up, I plunged into the world of the saga, a task made possible by the excellent holdings of the Johns Hopkins University Library.

I quickly changed my mind on saga women as “women worthies,” but little did I know that I would never emerge from the saga world. In 1980 my first article appeared, and since then I have published or have in print more than twenty articles related to the problems of women and gender, sexuality, family, marriage, magic, and drinking in the Old Norse tradition. In addition, I have one book manuscript almost completed and another well underway.

I am proud of being a member of the Women’s Studies Program at Towson State University. The inspiration I received gave my academic career a new start and profoundly changed my professional life.



TIMELINE

1993

Women’s Studies becomes an independent major, the first Women’s Studies program in the University of Maryland System to achieve this status.

Jan Wilkottz, *Professor of English*, regularly teaches two courses for *Women's Studies*, one of which she developed ("*Women's Words, Women's Lives*"); she has offered a number of courses in women's studies for the *English Department* also.

When I arrived at Towson in the fall of 1973, I had no idea how lucky I was. Yet I felt almost at once the excitement—the energy, insight, and courage—in women's studies and the faculty who had just founded Towson's program. By the next spring, I was teaching the first Towson class in *Women Writers*, and though the arrogance of my course title now makes me flinch, team-teaching with Annette Chappell, Sara Coulter, and Elaine Hedges taught me more than any graduate seminar had. I learned to trust what had seemed my half-secret intuitions of the power of certain formulations of women's experience when the same words and stories spoke to and opened others' experience.

My enormous luck is to be able still to draw on those energies in Towson's program and faculty. None of us who knew her has quite recovered from Elaine Hedges' death, but perhaps we don't exactly believe in it, either. Impossible as we talk to each other not to be talking in some way with Elaine, even as new colleagues weave essential new strands into the thirty years of conversation. And there have been generations of students whose perplexity and intelligence have broadened my definitions of feminism, as well as decades of scholarship opening paths into a world so much larger than the Anglo-American tradition in which I was schooled. Students often now take *Women's Studies* for granted, but in its ongoing questions about all we think we know, the discipline itself takes very little for granted. If it is now a home for many of us, it also still mean for women to be at home in their work and lives.



TIMELINE

1993

The National Clearinghouse for Curriculum Transformation Resources is established as an ITROW project at Towson.

June Kennard taught in the *Kinesiology Department* before her retirement; she was former co-director of the *Multicultural Studies Institute*, was a pioneer in the history of women in sports, and taught one of the earliest courses on the subject. She died in 2002.

Women in Sports

The American Woman in Sport,” originated in 1972 by Darlene Kelly of the Physical Education Department (Kinesiology), was the first such course in the United States. I took Darlene’s place in 1974; for years, we were not always successful in filling the class. In the mid-1980s, Maggie Faulkner and I team-taught the course which worked well as the subject is interdisciplinary. The structure of the course has always revolved around physiology, psychology, history, sociology, and philosophy. In the 1970s, the course was taught from a liberal feminist perspective; in the late 1980s, we shifted to radical feminism.

When Maggie began half time in the Psychology Department, we had a long hiatus of not offering the course. I taught the course this fall semester, and it will be offered once again annually.

Our most memorable guest was Tina Sloan Greene a friend of Maggie’s. Green is a full professor at Temple University and was an all-American lacrosse and field hockey player. An African-American, Greene stated categorically that she would never have had an opportunity at Temple were it not for affirmative action. When Greene was a player, she was barred from playing in South Africa.

Sport participation of girls and women has increased 600% since Title IX; however, there has been a significant decline in leadership positions as athletic directors and coaches of all sports. Discrimination has become more subtle: our efforts have succeeded in reformation, but not transformation.



TIMELINE

1995

In January, Elaine Hedges starts one-year terminal leave toward retirement; Jo-Ann Pilardi is appointed Director of Women’s Studies

K Edgington, *Associate Professor of English*, regularly teaches courses for *Women's Studies* and coordinates the *Women's Studies Colloquium* series. She served as *Project Editor for the Curriculum Transformation Project* and edited *On Our Minds*, for several years.

We're on the Air.

In 1978, Jo-Ann Pilardi and I, having little experience in grant application and none at all in radio broadcasting, found ourselves soliciting funds from the Maryland Committee for the Humanities to produce twenty-six, thirty-minute radio programs devoted to feminist scholarship and the women's movement. Over the next year and a half, we frequently reassured ourselves that someday we would sit back and laugh about the whole experience. It's time for than great guffaw.

Talk about pioneering: We were the first representatives of a state agency (Towson) to apply for federal (National Endowment for the Humanities) funds to be transferred through another state (Maryland Committee) agency. It seemed suspiciously easy: We followed the directions we were given, filled out the forms, acquired signatures, were awarded the grant. Then we were told we couldn't accept it because of some Oversight on the part of Someone Else. Then we were told that we needed Governor Mandel's permission to apply for the grant (a week later, that was changed to Acting Governor Blair Lee's signature). Then we were told that we couldn't pay Fran Rothstein a \$25 honorarium for participating in the series because she was on Towson's faculty, a clear conflict of interest. When we finally received a budget, we discovered about a third of our money was in a category entitled "Sewage Disposal." And sometime in the mid-eighties, long after our 26 weeks' run, Hoke Smith wrote to Harry Hughes requesting permission to accept the money we spent back in '79.

Putting together the programs required less energy, perhaps because the Maryland State Legislature and several governors weren't involved. Also because we had had the foresight to hire (with the aforementioned

TIMELINE

1996

Women's Studies faculty increases as Esther Wangari (Ph.D. in Political Economy, The New School for Social Research), is hired as the first full-time appointment in Women's Studies; she begins teaching in the fall.

grant money) a professional radio person to host the programs. And mainly because there were so many people willing to be interviewed about their work.

I'm not certain that we ever had an actual audience. The series aired at odd times, and it was difficult to tune in the station from points off campus. Although our network ratings may have been the pits, our networking was a smashing success. We brought a bunch of scholars and activists to campus, and practically everyone who had a role in the radio show participated in the Curriculum Transformation Project a few years later. And we really did smooth the way for other Towson applicants seeking NEH re-grants even if we never did figure out the Sewage Disposal Allotment.



TIMELINE

1998

The Maryland Higher Education Commission (MHEC) approves the proposal for the Master's in Women's Studies.

Leah Schofield served as *Director of the Women's Center during the 1980's and 1990's, after years as an activist in Baltimore Women's Liberation. She also edited On Our Minds for many years.*

Towson's Women's Center

For years I went around the country saying that Towson's Women's Center was the oldest continuous academic center in existence. At one conference, the University of Iowa gently reminded me that theirs had been founded in 1971, making it one year older than ours. Being the second oldest is still quite an achievement.

*** I remember... ***

-When the Center was located in a trailer parked by Stephens.

-When we were in the basement of the Media Center with false walls that did not reach to the ceiling, which meant I unwillingly sat in on every Mass Comm. class taught in the surrounding classrooms (we had no windows so the students would draw appropriate weather scenes on our large blackboard each morning).

-The first wave of older women students to return to campus- the ridicule and hostility they were met with from their parents, husbands, children, and friends.

-The potluck parties where the food was gourmet, the conversation exciting, and the students who were often shy would hold their after-the-party-party into the wee hours.

-The poetry reading where our feminist poets gave voice to our joys and sufferings.

-Seven student workers from the ballet major to the physics major sitting around the library table clipping for the vertical files and arguing and cajoling and arguing and comforting and arguing.

-The students- who sustained the Center and me- Vicki, Anne, Eileen, Karen, the two Elizabeths, Diaedre, Eileen, Abby, Nancy, Tracey, Jennifer, Kali, Susan, Flo, Danielle, Rachel, Matt, Rebecca, Yolanda, Mary Beth, Kirsten, Chris, Judy, Dorothy, Loel, Katherine.

-Meg who gave so much and made so much possible.

TIMELINE

1999

In the spring semester, sociologist Dr. Susan Doering (Women's Studies part-time faculty) teaches the first course for the Master's in Women's Studies program: "Women and Gender in the Workplace."

George Friedman, *Professor Emeritus of English*, participated in the *American Literature workshop as part of Towson's Curriculum Transformation Project*.

(A Mainly Fond) Retrospective

I guess it's been about ten years since I participated in the Women's Studies Workshop Elaine [Hedges] conducted for those of us who taught American Literature. I think if I compare that workshop with the courses I took in graduate school, I'd have to say it stacks up very well – I've retained a least as much as if not more of what I learned there as I've retained from, say, my Hawthorne and Melville seminar.

The funny thing is, I went into that workshop with a much less open mind than I went into the Hawthorne and Melville seminar. I think most of us went in with more than a tad of skepticism, and most of us left with some of that skepticism intact. There were plenty of vigorous (to use about as genteel a term as I can find) sessions, particularly when we brought in our syllabi and were challenged to defend our choices of writers and the time we spent on each of them. Many were the nights I went to sleep rehashing debates on the wisdom of devoting two class periods to Edwin Arlington Robinson....Perhaps inevitably I was driven to defend the proposition that literary quality and literary quality alone should drive the formulation of syllabi; and when I argued this, I was inevitably led into a defense of the proposition that there were indeed objective and infrangible criteria at hand to determine said literary quality. In other words I, who had come from a graduate school full of professors who were absolutely choleric in their detestation of them, found myself the champion of New Critics.

It was a heady experience. The best thing about it was that it forced me to refocus on scholarship – and it came at the perfect time to do just that, because it came when I found myself sinking deeper and deeper into university committee work (I drowned in it a few years later). But I did papers for the workshop itself, on writers like Mary Boykin Chesnut and Elizabeth Madox Roberts – writers I had always wanted to study more in

TIMELINE

1999

In the fall, Women's Studies faculty increases as Karen Dugger (Ph.D. in Sociology, Kent State University) begins as a joint appointment: NCCTRW Director and Women's Studies.

detail but never allowed myself the time to study. I also presented papers at regional conferences – I remember one in particular in Tuscaloosa, Alabama, on the Mississippi writer Sherwood Bonner. Without the impetus from those workshops, I would never have delved into this or any kind of scholarship in the early 80s. It kept my mind alive at a time when it was getting musty from debates over Promotion and Tenure Policy, Admissions Policy, Faculty Parking Policy... .

As I earlier said, much has remained. I won't say my syllabi have changed dramatically, but I will say that what I teach I teach with a different approach, and different attitude, even (much as I distrust the word) a different sensitivity. My favorite example of the new approach is my modification of a lecture on Post-World War I pessimism. I tell my classes now that while I used to say that the Western world fell into a deep pessimism following the Great War, my experience in the Women's Studies Mainstreaming Workshop impressed upon me that for American and British women, at least, there was a decided atmosphere of hope, occasioned in particular by the acquisition of the right to vote in both countries. Then I go on to say that there was similar optimism among Black writers, as exemplified by much of what came out of the Harlem Renaissance. I think the very mention of that workshop in such favorable terms, makes some students a little more at ease with the conduct of the course itself.

So all in all, while they came late in very busy days, and while they occasioned more than a little shouting back and forth, while we spent more than a few afternoons going back and forth over the same ground, and while more than a few dinners got even more burned than I did, I am happy I took part in those workshops. I think all the others in the American Lit workshop would say about the same. And it would be the first time we'd agreed on anything... .



TIMELINE

2000

The Women in Science Initiative is started by the College of Science and Mathematics.

John Gissendanner is a Professor of English specializing in African-American literature and is the former co-director of the Multicultural Studies Institute; he teaches "Black Women Writers."

Recollections of My Experiences in the Mainstreaming Women's Studies Workshop

When I was asked in 1982 by Dr. Sara Coulter and Dr. Elaine Hedges to participate in the English Workshop on mainstreaming Women's Studies, I readily agreed. I have always included the work of women writers in the American literature survey and the African-American literature courses I teach at Towson State University.

Women's Studies had not been part of my undergraduate or graduate education, but I had included women writers in my courses out of my own interest. Whatever research I had done to prepare myself had been piecemeal. I saw the workshops as an opportunity for a more systematic way of correcting important gaps in my professional training.

Every participant in the workshop was committed to the idea of curriculum transformation. The objective of the workshop was the inclusion of more women in our literature courses than the obligatory Anne Hutchinson in the first half of the American Lit. Survey and Emily Dickinson in the second half.

Over the course of the following six semesters, meeting with other English Department faculty, and with Dr. Hedges as facilitator, we were kept very busy in the appraisal of an enormous body of older and more recent criticisms on women; we debated the validity of the traditional literary canon and discussed the issue of what male writers would be taken from our syllabi in order to make room for more women, given the limited time constraints in a semester; we examined a great many syllabi which reflected curriculum transformation, and read almost overwhelming number of essays and articles which treated the issues we were debating in the workshops.

In 1990, the Heath Company published a new anthology of American literature which reflected new scholarship on women and created a stan-

TIMELINE

2001

The Graduate Certificate in Women's Studies is offered. The first Master of Science in Women's Studies degree is granted.

dard of inclusion which almost all other publishers have since followed. (This new approach has been updated to include ethnic dimension heretofore ignored.) I not only use these new anthologies, but what I learned in the workshops influences all of my choices in the courses I teach.

While I must say that my participation in the workshops was a time of no little stress, given the full work-load and committee responsibilities I already had, I also found enormous satisfaction in being better prepared when I went into the classroom.



TIMELINE

2001

In the fall, Women's Studies faculty increases as Cecilia Rio (Ph.D. in Economics, U. Massachusetts, Amherst) begins teaching, as the second full-time appointment in Women's Studies..

Beth Vanfossen came to Towson in 1990 to fill the position of Director of the newly-established Institute for Teaching and Research on Women (ITROW). She is retiring this year.

Reflections of a Former Outsider

I am trying to recall the very first time that I became aware of Towson State University's Women's Studies Program. It must have been when I first received through the mail a copy of *On Our Minds*, the collection of essays periodically put out by faculty and students in Women's Studies. I was then far away at the State University of New York at Brockport, an institution remarkably similar to TSU, where I was Professor of Sociology and Director of Women's Studies. I remember thinking what a fine set of essays! I can still recall reading those by K Edgington and Abby Markowitz, for example. I filed each issue and looked forward to receiving new ones.

Through *On Our Minds* I became aware of Towson's activities in curriculum transformation, and the names of Sara Coulter and Elaine Hedges. And I knew that Towson sponsored the 1989 Annual Meeting of the National Women's Studies Association, although I was not able to attend that year. The awareness of Towson became more personal; however, when I read the announcement for the position I was soon to occupy, an administrative position heading up a new center for the study of women! An innovative idea, one which requires savvy by someone to get it together, I thought. Would not it be interesting to become a part of that effort? And so here I am, and I have not been disappointed.

It was after I arrived on campus in the Fall of 1990 that I was able to observe what I already had suspected—Towson's superior efforts over the years to educate women rested on a base of committed individuals, long-term administrative support, continued hard work, courage to dream of new ways of reaching students, and eyes periodically refocused on the larger issues. Individuals are important, but so are structures and climates, and all three have been attended to. The individuals include those who are writing in this celebratory issue, plus many others. The structures include the Women's Studies program and now the independent major,

TIMELINE

2002

In the spring semester, upon University Senate approval, the Women's Studies Program becomes a Department.

which shape students' access to shared thinking about women; funded projects which encourage faculty to read about women and incorporate what they have been studying into their courses; and budgets and spaces which give people time to innovate and grow. The climates include a faculty culture open to change and exploration, a security that comes from a nurturing administration, an educational philosophy that focuses on students, an intellectual environment that allows curiosity about women and gender issues to be expressed, and not least a shared commitment to positive social change. There truly is much to celebrate!



Women's Studies Alumnae: Some of our alumnae sent in these reports.

Elizabeth Bartholomew ('98) after graduation worked as the Office Manager for the Women's Law Center of Maryland, Inc., assisting in the management and staffing of the Family Law Hotline and the Baltimore County Pro Se Project, as well as assisting with grant development. Ms. Bartholomew currently works for the Maryland Division of Parole and Probation, where she has served as Victim Services Resource Coordinator and is currently a Program Specialist and the Special Assistant to the Director. As a Program Specialist, Ms. Bartholomew has been the team facilitator for the Division's Sex Offender Management Project (a grant funded project through the Department of Justice) to develop management skills and transitional protocols for convicted sex offenders in the community. Ms. Bartholomew currently lives in Hampden (Baltimore City) with her son Eian.

Gretchen Heilman ('98) graduated while studying in Albuquerque at the University of New Mexico. She has since continued to travel throughout Europe and the Americas while remaining active as a local organizer for peace and justice. Upon returning to Baltimore, she managed a transitional housing facility for homeless women with mental illness. This fall she began her masters in Botanical Healing at the Tai Sophia Institute in Laurel, Maryland, and is completing certification as a Holistic Health Counselor from the Institute for Integrative Nutrition in New York this spring. In her private practice, Alive and Awake Nutrition and Herbs, she specializes in women's health and vitality. She lives in the city with her partner and three cats.

Linda Villegas Linzey ('90) has worked in the field of Early Childhood Education, teaching kindergarten for Baltimore County Public Schools. She says, "I have used the knowledge gained from my Women's Studies courses in various ways:

Presented workshops on Gender Equity in Early Childhood Education at conferences sponsored by The National Women's Studies Association, The National Association for the Ed. of Young Children, the Md. Assoc. for the Ed. of Young Children, the Equity Advocates of MSDE, The National Assoc. for Sex Equity in Ed., as well as various staff trainings and presentations to student teachers at TU and UMBC.

In each school where I have taught, I have spearheaded National Women's History Month activities, including lending libraries, poster displays, and staff training.

I continue to learn more about women's history and infuse this knowledge into my curriculum, guiding student teachers and staff members to do the same."

Jennifer M. Bliven Mogus, ('00) worked for Astrolink International LLC (a start-up company in Telecommunications) as the Executive Assistant to the Senior Vice President of Marketing. She writes, "After the tragedy of September 11, 2001, I was laid off like many Americans during this time of economic hardship. Instead of pursuing other avenues in the business world, I returned to Towson University in May 2002 to begin the accelerated Master of Arts in Teaching program. I am excited about becoming an elementary school teacher and using the knowledge I gained from my collegiate education to inspire younger students."

Konoma Muse ('98) "After graduation, I continued to take care of my two sons, one of whom I carried during the fall and spring semesters of 1997/98. His 5th birthday will be on the day of this banquet. My oldest son will be fifteen two days later.

44 In March of 1999, I was hired at Florence Crittenton Services, a residential group home for adolescent girls. I worked as a child care worker for one year. I took one year off from work and enrolled in the College of Notre Dame of Maryland's Liberal Studies graduate program in preparation of a career in writing. I returned to Florence Crittenton Services in the year 2000 as a Life Skills/Child Development teacher. I worked as a teacher for four months. Currently, I am working as a substitute assistant at the Hearing and Speech Agency and writing as many life essays as I can find time for. In the future, I hope to write and publish women's biographies because I know that every woman has a story to tell."

Anna Pohl ('97) earned her law degree in May 2002 from New England School of Law in Boston, Massachusetts, concentrating on domestic and international human rights and civil liberties. While in law school, she worked full-time at the Boston Women's Health Book Collective, authors of the women's health classic *Our Bodies, Ourselves*, assisting with the organization's work in education and advocacy on women's health issues. She is currently working as a Volunteer Attorney in the Immigrant Women Program at NOW Legal Defense and Education Fund in Washington, D.C.

Chris Stearns Potts ('91): "I received my MA in English from Wake Forest University and then proceeded to move to Germany where I worked as an instructor of American language, literature, and culture at a number of different universities for a period of five years. Since returning

to the US, I have continued to teach, developed a Women's Studies course for the high school learner, and most affectionately returned to T (still reminding myself to drop the S) U where I have adjuncted for the Women's Studies Department, a post that has proven both a joy and an honor."

Claire A. Smearman('78) is currently a Clinical fellow at the University of Baltimore Family Law Clinic. she received a J.D. from the University of Maryland School of Law in 1982, where she was the recipient of the William F. Cunningham Award for Exceptional Achievement and Service to the School of Law. She began practicing family law in 1982 and practiced with several Baltimore law firms, including Gordon, Feinblatt, Rothman, Hoffberger & Hollander. She was president of the Women's Law Center of Maryland from 1989-1990 and served on the Women's Law Center board of directors for twelve years, ten as vice-president for education. She chaired the Family Law Hotline Committee, a joint projects of the Women's Law center and the Maryland State Bar Association to establish the Family Law Hotline, a state-wide network of volunteer family law attorneys which was the first of its kind in the United States. In 1991, she received the American Bar Association Young Lawyers Division Award of Achievement for Service to the Public for her work as chair of that committee. She also co-chaired the Family Law Center Advisory Committee, which in 1995 established the Family Law Center, now the Kaufman Center for Family Law.

In 1994, Professor Smearman was the recipient of a Fulbright Scholar's Award to Iceland, where she taught Feminist Legal Theory and a faculty seminar on feminist theory at the University of Iceland. During her stay, she conducted research on domestic violence in Iceland which was later published in *Ulfjotur; tmarit lagenema*, the University of Iceland Law review, in an article entitled, "At the Crossroads: Domestic Violence and Legal Reform in Iceland." In 1997, she returned to Iceland to speak on the topic of domestic violence at the University of Iceland and consulted with the Icelandic Human Rights Association on domestic violence issues. She has lectured on the topics of domestic violence and sexual harassment before the Women's Aid Organization and the Association of Women Lawyers for the Kuala Lumpur, Malaysia, and conducted a seminar for attorneys for the Kuala Lumpur Bar Committee on the same topics. Since 1985, Professor Smearman has taught various Women's Studies courses at Goucher College and Towson University, including Women and the Law, and Law Ethics and Public Policy: Abortion and Reproductive Technology. In 1998, she received the Dean's Recognition Award for the College of Liberal Arts, Towson University Alumni Association, for outstanding and notable achievement in her field of expertise. Professor Smearman was appointed to the Maryland Select Committee on Gender Equality in 1997.

From 1997 to 2000, she served as the Select Committee's consultant to the Court of Appeals Rules Committee regrading proposed changes to the Maryland Rules governing the Commission on Judicial Disabilities and the Maryland Code of Judicial Conduct. She is a member of the Maryland Bar Association.

Jolie Susan ('94) has worked as a research assistant for the Institute for Teaching and Research on Women at Towson University, as admissions coordinator for the Nursing and Occupational Therapy Programs at Towson, as program coordinator for the Program on Health Effects of Global Environmental Change at the Bloomberg School of Public Health, Johns Hopkins University, and is currently project coordinator for the Baltimore Memory Study, also being conducted at the Bloomberg School of Public Health. The project studies some of the causes of memory decline in people between the ages of 50 and 70 who reside in specific neighborhoods in Baltimore City.

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Lynne Strange ('96): "Since my graduation from TU in 1996, I have continued to work as the Federal Women's Program Manager for the Centers for Medicare and Medicaid Services (CMS), a government agency in Woodlawn, MD. In this capacity, I serve as an advisor to women who are a part of the Federal Women's Program Advisory Committee. The Committee meets monthly to discuss issues of concern to women in the agency and to disseminate information that will assist them in their careers and in their personal lives. This past year, we sponsored workshops on Identity Theft, Self Defense, Nutrition, Cardiovascular problems, Clearing Clutter Out of Your Life, to name a few. We also do community outreach activities, i.e., collecting cell phones for women who are victims of domestic violence; collecting winter coats for the Lutheran Mission Society and making visits to a local adult care center on holidays to deliver valentines and to sing carols at Christmas. My Women's Studies background has been invaluable to me in my work here at CMS."

Women's Studies Faculty and Staff

Special Honors go to **Sara Coulter** and **Elaine Hedges** for their foundational work in developing this department, and for their efforts for the discipline of Women's Studies.

Current Faculty of the Department of Women's Studies: Karen Dugger, Jo-Ann Pilardi (Chair), Cecilia Rio, Esther Wangari.

A deep and sincere thank-you goes to our Part-time Faculty in Women's Studies (1973 to the present):

Special recognition:

Judy Beris

Susan Doering

And

Sarah Begus

Helen Beckstrom

Jean Belkhir

Margaret Blanchard

Claire DeBakey

Kate de Medeiros (fall, 2003)

Catherine Francis

Phyllis Freeman (also Director, Women's Center)

Lynn Gorchov

Beth Graybill

Elke Heckner

Debra Humphreys

Tina Kelleher

Heather Kelley

Dawnelle Loisel

Rachel Magdalene

Jennifer Manion

Sophia Mihic

Norma Moruzzi

Laury Oaks

Alison Parker

Paula Rangel

Dorothy Roome

Betty Russell

Mindy Schuman

Beverly Shuman

Claire Smearman

Linda Stone

Lindsay Thompson

Beth Vanfossen (also Director, ITROW)

Thanks go to these generous Towson University faculty and to their departments who are teaching now, or have taught in the past, our "WMST" courses, as "on-loan" faculty to Women's Studies:

Sara Coulter

K Edgington

Cindy Gissendanner

Jenny Jochens

Toni Marzotto

Joan Rabin

Patricia Romero

Frances Rothstein

Jacqueline Wilkottz

Thanks also go to these wonderful Oldenburg Exchange Faculty visitors to Women's Studies:

Marianne Kriszio, Lydia Potts,
Heike Flessner, and our associate, Rita Kurth.

Thanks to our present Affiliate faculty who regularly teach courses in their own departments which form our Interdisciplinary Program in Women's Studies:

Lena Ampadu, Frances Botkin, Rose Ann Christian, Marion Cockey, K Edgington, M. Paz Galupo, Gail Gasparich, Cindy Gissendanner, John Gissendanner, Susan Isaacs, Mia Ko, Nancy Larson, Louise Laurence, Luz Mangurian, Toni Marzotto, Florence Newman, Melissa Osborne, Carol Pippen, Darcy Plymire, Joan Rabin, Lea Ramsdell, Patricia Romero, Frances Rothstein, Lev Ryzhkov, Barbara Slater, Allaire Stallsmith, Jan Wilkotch, and Sabina Willis.

Thanks to these Women's Studies Staff—for their excellent service over the years:

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Emily Daugherty
Irene Turner
Cas Schuerholz
Sandra Grey
Gretchen Ruch

Special Thank You's:

A special note of thanks for their support of Women's Studies over the years goes to former President Hoke Smith; Interim President Dan Jones; former Dean/Acting Provost Annette Chappell; former Interim Dean of C.L.A. Beverly Leetch; former Director of the Women's Center, Leah Schofield; Director of ITROW, Beth Vanfossen; present Director of the Women's Center, Phyllis Freeman; Library Director,

Thanks for her fine work go to Marcella Riisager of Towson University Design and Publications for her design of this booklet.

On Our Minds—The First Issue

On *Our Minds*, the newsletter that began publication in 1974, was first a product of Women's Studies; its production was then shared with the Women's Center for a few years. After that, it became the newsletter of Towson's curriculum integration projects until it was replaced by *Revisions*. *On Our Minds* was published regularly until 1994, though one final issue came out in 1995. We still hope to revive it.

What follows is a brief report of the contents of Vol. I, number 1. Enjoy!

"Towson State College Women: Getting Together"—this, the very first article, reported on a group for women students that began meeting in the Women's Center "under the guidance of Judy Schmidt"—with two items of business: setting up a consciousness-raising group and a group to work on funding for the Day Care Center in Newell Hall.

"Women's Studies for Spring" (of 1975) reported on these planned courses: "Women Writers," "European Fiction by Women," "20th Century Women Philosophers," "Sportswoman in American Society," and "Psychology of Women."

"New! Towson's Affirmative Action Officer" reported on the appointment of Dr. Annette Flower as Special Assistant to the President and Affirmative Action Officer; Annette was the University's first Affirmative Action Officer.

"Job Opportunities for Clerical Staff" reported that "it has been suggested several times to the administration and the Department of Personnel that . . . job listings be made available campus-wide, to provide easy access to better positions for the clerical and secretarial staff."

"Women's Caucus Needs Help" reported on the organizing of this new group of faculty women, endorsed by Committee W of the AAUP, for which Helen Pullen (Art) and Martha Kumar (Political Science) were named as contacts.

"Faculty Wives Club" reported that the group, "probably the oldest women's organization on campus," was holding an Art Sale.

"Ethnic Conference to Feature Women in Novel" reported that Jean Scarpaci of the History Department was coordinating a national conference, co-sponsored by the American Italian Historical Association and the American Jewish Historical Society, including a panel on Italian and Jewish American Women which included Evelyn Avery of English.

"Women Print New Poets Series" reported that the third volume of the series was in print and said: "It is one of only two presses in the city edited, operated and staffed entirely by women (the other is Diana Press, which will print this Newsletter)." Though unnamed in the article, Clarinda HARRISS of English was at the helm of the N.P.S.

"Women Philosophers Meet" reported on a meeting of the Society for Women in Philosophy at U.M.B.C.

"Conference on In-Service Education" reported on a Feminist Press conference in N.Y. which would focus on sex-role stereotyping and the teaching of history and literature in K-12 education; delegates from the school systems of nine major cities, including Baltimore, were expected to participate.

"Social Security Problems for Women" reported on "a most insidious form of discrimination," identifying issues that women face at retirement, and urging students to become aware of the issues.

"Some Comments on Women and Science" was part memoir, part summary of the position of women in various scientific fields as well as in the classroom; it was written by Linda Sweeting of Chemistry, who ended this way: "Women, consider science as a career!"

Finally, the back page was devoted to the Women's Center and its upcoming events: the screening of the movie *Pat and Mike*; an audiotape of Ellen Frankfort, author of *Vaginal Politics*, speaking on women as health consumers; and a guest speaker, Dean Rosemary Malcolm, speaking on *"Black Women's Liberation."*

In Memoriam

We remember these friends and colleagues with love:

Diane Jezic, Music, who died in 1989

Elaine Hedges, Women's Studies and English, who died in 1997

Women's Studies Major, Mary Catherine (Katie) Mahoney, who died in 1997

June Kennard, Kinesiology, who died in 2002

Women's Studies Department Information and Plans

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Future Plans: We will be creating a Women's Studies Alumnae organization soon. We will also be creating a fund for contributions for special programming for Women's Studies; in addition to that, there are plans to create a large university-wide endowment fund to aid students interested in the study of women's lives and experiences.

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