

View

ViewPoint



Norma S. Rees
President

The following column was taken from an address President Rees made to the American Council on Education 75th Annual Meeting, January 24-27 in San Diego. The theme of the conference was "Reality and Regeneration: Today's Problems, Tomorrow's Solutions."

Today, when funding shortages motivate state leaders to ask questions about student retention, time to degree, and institutions' graduation rates, not much is said about teaching and learning. Rather, institutions concerned about improving retention and graduation rates look at student orientation programs, advisement, mentoring, and counseling before turning to teaching effectiveness as a key component. Yet good teaching has everything to do with whether students succeed.

Alexander Astin, for one, would like American higher education to define institutional excellence in terms of how well colleges and universities develop students' talents and abilities:

"This talent development view of excellence emphasizes the educational impact of the institution on the student. Its basic premise is that the truest measure of excellence is the institution's ability to affect its students favorably, to enhance their intellectual and scholarly development, and to make a positive difference in their lives. The most excellent institutions are, in this view, those that have the greatest impact—'add the most value,' as economists would say—to the student's knowledge and personal development."

If we care about teaching because we care about learning, then we are forced to ask ourselves: What should be learned, and by whom?

What should be learned is probably the most important question we could ask, and the one from which we would derive the most useful information about our real educational values. Of course, we have left the matter largely up to the faculty; it is appropriate that we do so. Yet when we look at what faculty do when they are engaged in the process of considering and changing what is to be learned, we are struck by the fact that most of this activity is taken up with adding courses and requirements to the curriculum of individual majors. Robert Bellah in *The Good Society*, states that the university has become "a congeries of faculty and students, each pursuing their own ends, integrated not by any shared

vision but only by the bureaucratic procedures of the 'administration'" (Bellah, p. 155).

One point of view, expressed by some influential educational leaders, is that what should be learned, and therefore what should be taught, is simply a matter of market demand. Indeed, an institution of higher education ignores the market at its peril. Probably most colleges and universities would cease to exist if market factors were not taken into account in determining their programmatic offerings. Yet for most of us market demand is not enough. We are willing, perhaps eager, to prepare graduates for the jobs they seek, but also believe, with Bellah and others, that:

"The idea of an education that simply gives individuals the methods and skills they need to get ahead in the world is almost certainly inadequate, even as 'job preparation,' in an advanced technical economy, which requires morally and socially sensitive people capable of responsible interaction. It is even more inadequate in preparing citizens for active participation in a complex world. Fortunately, concepts of university life other than that of the 'education industry' have been revived in the last two or three decades. Theirs is certainly an uphill battle, but alternative voices have not been lacking" (Bellah, p. 170).

College for everyone?

Now, while thinking about what should be learned, what do we believe about who should learn it? Certainly our nation's history since the second world war has been a dramatic expansion of opportunities for higher education, indeed a strong sense that individual advancement is so dependent upon higher education that access should be available to all who want it, and in fact colleges and universities should be working with the schools to encourage more students to stay in school, take the right courses, and plan to go to college. An interesting trend is developing, however; we hear much more talk today about what a mistake it is to assume that everybody needs to go to college. The Orlando, Florida columnist Charley Reese wrote recently that:

"American public schools do a good job of preparing students for university education. A larger percentage of our students, about 30 percent, obtain university educations than almost any other industrialized country."

"We need to look more closely at those 70 percent for whom high school will be the last stop before entering the marketplace. Those students do not need a university prep course. Rather they need the practical skills that will enable them to find work and to acquire more technical training."

"One step would be to remove the last vestige of social stigma that some times is attached to students not bound for higher education. Part of the blame for this rests with American business,

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March 8, 1993 Vol. 3, No. 11

Faculty & Staff Newsletter

From

California
State
University
Hayward

Save these dates:

March 8, 11, 15: International Women's Week events. See page 2.

March 12: Economic Summit. Legislators, business and community leaders will discuss the future of California's economy. University Union, Room 101. 8 a.m.-noon.

Search narrows to nine candidates for ALSS dean

The Search Committee for the Dean, School of Arts, Letters and Social Sciences has selected nine candidates to be interviewed for the position. The interview schedule will be announced within the next week.

The finalists are as follows: Carl Bellone, chair, Academic Senate, professor, Department of Public Administration, CSUH; Mary Cullinan, Interim Dean, School of ALSS, professor, Department of English, CSUH; Judith Gillespie, vice president, Instruction, Ohlone College; Roberto Haro, director, Monterey County Campus, professor, Mexican American Studies, San Jose State; Carlos Navarro, executive fellow, Executive Leadership Development Program, CSU, associate dean, School of Humanities, professor, Department of Chicano Studies, CSU, Northridge; Roosevelt Newson, associate dean, College of Arts and Sciences, artist-teacher, Piano Department, Bloomsburg University (PA); Bonnie Oh, assistant dean, Undergraduate Studies, associate professor, Department of Hebrew and East Asian Languages and Literatures, University of Maryland at College Park; Howard Ross, vice president, Academic Affairs, Kentucky State University; Sybil Weir, associate academic vice president, Faculty Affairs, San Jose State University.

The candidates will meet with the search committee, the chairs of the departments in the School of ALSS, and faculty, students and administrators campuswide.

Members of the search committee are Jim Murphy, English, chair of the committee; Terry Jones, Sociology and Social Services; Ana Maria Rodriguez, School of Education; Emily Stoper, Political Science; and William Wohlmacher, Music.

Campus will be site of follow-up summit

The public is invited to join legislators and business leaders from the East Bay at an economic summit, Friday, March 12 at Cal State Hayward. The forum begins at 8 a.m. and concludes at noon. It will take place in the University Union, Room 101.

The summit is an outgrowth of the statewide summit coordinated by Assembly Speaker Willie Brown in February (more on page 2). It is the only East Bay economic summit.

Legislators, business and community leaders, as well as President Rees will participate. Kevin Pursglove, former host of KQED's current events radio program *Forum*, will moderate.

There is no charge for admission or parking.

Faculty choose sides on school vouchers; debate set

Should parents be able to decide what school they send their children to without worrying about the cost? Can parents obtain a private school education at a public school price? Should high schools be specifically designed to emphasize performing arts or science and technology?

These are questions that Cal State Hayward faculty members will debate in the University Union, Room 101 at 2:45 p.m. on April 7.

Californians may vote on issue

"It's a very controversial and contemporary topic considering that it may be on the ballot in the coming California election," says Sally Murphy, assistant professor of speech communication, referring to efforts to place a school voucher initiative on the June ballot. Murphy will act as moderator for the debate.

Charles Baird, professor of economics and director of the Smith Center for Private Enterprise Studies, which is sponsoring the debate, and Greg Christensen, who is also a professor of economics, will argue in favor of unlimited school choice.

"Parents and students should be allowed to choose the school they attend, from kindergarten through twelfth grade just like students and parents choose where they would like to pursue higher education," says Baird.

David Sadofsky, assistant professor of political science, and Linda Lambert, chair of educational leadership,

will argue that school choice should be allowed within the public school system but that government shouldn't be involved in private or parochial school systems.

"I believe in separation of church and state," explains Lambert. "Religious schools shouldn't have government funding."

According to Baird, the choice proposal would offer vouchers so students could attend the schools they prefer, be that public, private or parochial schools instead of "government run monopolistic schools."

"In the present system there is no competition because students are forced by law to go to government run schools," declares Baird. "The payoff for this choice proposal is that it introduces competition and forces government schools to improve."

Lambert disagrees. She says she believes that the choice system will polarize poor and minority students.

"It isn't known if vouchers would give enough money to any student to attend any school," contends Lambert. "Probably they wouldn't and then the families would have to come up with the extra money that the voucher didn't cover—thus poor and minority students wouldn't have access at all."

The topic promises to generate a lot of attention on campus according to Baird. "I didn't come up with the topic, the students did. They are the entrepreneurs, I just carried it further for them." — Brenda McConaughy



A new approach—Patricia Guthrie, director of women's studies, calls the program "a shot of adrenaline, an influx to the traditional curriculum." Guthrie is working on a "life history" of Mother Mary Ann Wright, left, founder of a program to feed the poor in Oakland as well as a shelter for homeless men. She calls the history a "feminist approach to looking at an individual."

Evolving program in women's studies blends theory, faculty research and the life experiences of students

Barnard College in New York City lays claim to pioneering women's studies with a course called "The History of Women in America" in 1965. Five years later San Diego State established the first official women's studies program in the country.

On this campus Emily Stoper, now chair of the political science department, Anna Falvo, now director of the American Language Program, and Cynthia Katona, an alumna teaching at Ohlone College, taught the first women's studies course in 1974. As it approaches its twentieth year, the women's studies program at CSUH is an important part of the curriculum. To graduate, students are required to take three quarter units in a course that focuses on issues important to women and various cultural groups.

"That first course was modeled after the 'Introduction to Western Civilization' course that I had taken as a freshman," says Stoper. "It covered each of the traditional areas...but from a women's perspective. Since then, the course as I teach it, has passed through several metamorphoses reflecting the evolution of my own thinking about women's studies as an increasingly independent discipline."

According to Stoper, including women's studies in the general education package, "opened up" the teaching of the courses. "We began seeing every possible group in our courses. It meant teaching in a way that would be meaningful for the full range of Cal State Hayward students."

We were there—and more

Patricia Guthrie, the current director of the program and the only faculty appointment in women's studies, believes that ethnic and women's studies add "vigor and excitement to the curriculum." An anthropologist by training, Guthrie says the field has changed from the "we were there approach" of the 1970s into a theoretical science. This intellectual development

also causes some difficulties. Guthrie admits to calling younger colleagues

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International Women's Week Events

March 8, Noon-1:10 p.m.
Meiklejohn 2078

Luzviminda Valencia, Fulbright scholar, Philippines
A talk on topics related to her work in community health, and on women and children in the Third World.

March 11, 10-11:50 a.m.
Studio Theatre

President Rees, women faculty
A Common Language: readings by faculty in the Departments of English, Foreign Languages and Literatures, Ethnic Studies, History, Education, Management and Finance, Nursing, Political Science and Theatre Arts.
• Noon-1 p.m., Theatre Lobby Reception featuring art work by Grace Munakata and music by Janice Ortega, harpist.

March 15, 10 a.m.-3:15 p.m., Meiklejohn 3064

Hilda Smith, Center for Women's Studies, University of Cincinnati Workshops for Faculty

• 10 a.m.-Noon, MI 3064
Strengthening the Women's Studies Core Program
• Noon-1 p.m., University Club Lunch (no-host)

• 1-3 p.m., MI 3064
Incorporating Women's Studies into the General CSUH Curriculum

Sponsored by ALSS, Sociology and Social Services, Theatre Arts, Women's Studies, and Women's Studies Council.

All students, staff, faculty invited

Schaefer and Clark are hopeful after attending economic summit; powerbrokers understand California's need for quality education

The statewide economic summit in Los Angeles, February 16 and 17 may be a case of good news, bad news for higher education.

Sue Schaefer, professor of management and finance, and Woody Clark, special projects director of the Center for New Venture Alliance, were among the 350 individuals invited to attend the summit organized by Assembly Speaker Willie Brown.

President Clinton's speech, televised to the gathering on the 16th, highlighted the ties between the national economy and California. In addition, Mickey Kantor, Clinton's top trade official, attended the event. "California's economy is more linked than even we had thought to the national economy," says Schaefer. "Defense and construction are the big industries, so we aren't going to get better real soon."

That said, Schaefer explains that higher education was one of the most important issues discussed at the event. She feels there was consensus that "flat out [higher education] is the best investment we can make" as a state. "There were no naysayers."

Speakers emphasized that California will never be a "low cost state." Housing and wages will remain high; the state cannot compete in these areas with many other states. California can compete, however, in technology and by offering educated workers.

Schaefer believes that in the up-

coming budget talks, higher education will have "a relatively protected position." She notes that "it's only relative," but she adds "no one was talking roads or prisons, the way they were talking higher education."

She says she came home from the summit "energized." The talk she heard was about "creating permanent jobs, high paying jobs that will be positive for our students and our alumni."

Clark, who participated in a panel on the second day, was equally optimistic about the summit. He points out that Brown called for another conference in a year to assess what has happened over the year and to keep the momentum. Brown, according to Clark, stated that "We need to stop the free fall of the California economy."

Clark has two articles on the conference, one for *Defense Conversion Journal* and one for *Technology Transfer Business Magazine*, due out next month. He saw his role as "participant observer." An anthropologist by training, he feels his role was to "translate between economists and lawyers, who tend to be the legislators."

In his remarks to the summit, Clark put forth several ideas. He encouraged Governor Wilson to create two offices within the Department of Commerce, one for trade and another for technology transfer. He points out that California has the seventh largest economy in the world. "It is its own

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Merger creates Office of Academic Services and Programs

The Office of Academic Services and Programs has been created from the merger and reorganization of the Offices of Academic Programs (curriculum analysis/review, student academic petitions, catalog, schedule of classes, university thesis), and Admissions and Enrollment Services (Admissions, Records, graduation evaluations, Relations with Schools, Student Affirmative Action, Student Academic Services including EOP). Leigh Mintz, formerly head of Academic Programs, has become Associate Vice President, Academic Services and Programs. His office is WA 859.

Six main functional units have been established in the reorganized unit: 1) Admissions and Outreach (Maria De Anda-Ramos, director) combines the functions of Relations with Schools, Student Affirmative Action, and Admissions; 2) Registration/Records (Rosemary Silva, director) combines the functions of scheduling/registration, Records, and graduation evaluations; 3) Student Academic Services (Judy Sakaki, director) includes its former responsibilities for Summer Bridge, EOP, Learning Resource Center, with the new areas of GS 1000 support services, Intensive Learning Experience coordination, and probation/disqualification advising; 4) Communications/Publications (John Manion, director) assumes responsibility for the catalog, schedule, outreach publications, Warren Hall Lobby (AS&P functions), telecommunications, letters; 5) Information Systems Management (Glen Perry, director) has responsibilities for the Datatel Colleague transition, office databases, hardware/software/training; and 6) Curriculum Analysis/Review (Leigh Mintz).

Responsibilities for the functioning of the units have been delegated to

the directors. A revised phone directory will soon be available and will reflect this decentralization. Initial inquiries and concerns should be directed to the appropriate unit rather than to the associate vice president.

Several functions formerly part of Academic Programs and Admissions/Enrollment Services have been reassigned. Pre-professional medical sciences advising has been transferred to the School of Science. Scholarships have been transferred to Financial Aid Services. Advising coordination (including undeclared student advising) has been transferred to the new University Advisement Center in the Lobby of Warren Hall.

View

The View from California State University, Hayward is published every other Monday except during academic recesses. Deadline for submission of material is Monday, 5 p.m., two weeks prior to the publication date. Please address all copy to The View, 908 Warren Hall, CSUH, Hayward, CA. 94542. All copy over 50 words must be submitted on a disk or through e-mail to ~view. Copy may be edited for style, length and appropriateness. The View is a publication of the Office of University Relations & Development.

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April 26—April 12

May 10—April 26

May 24—May 10

June 7—May 24

June 28-June 14

Printed on recycled paper

MARCH

Now through 16

- Student Work: The Best from East Bay Community Colleges. M/Tu 11am-3pm, W/Th 1-7pm. **881-4299.**

9 Tuesday

- Student Composers Recital. Noon. **MB 1055.**

10 Wednesday

- Smith Center Lecture. "The National Health Crisis: What Role for Health Charities," James T. Bennett, professor of economics, George Mason University. 2:40pm. **UU101AB.**
- Symphonic Band, Wind Ensemble and Chamber Winds. Faculty and alumni guest artists. Works by Vaughan Williams, Stravinsky, Kurka, Toch. 8pm. **UT.** \$5/\$4/\$2.

11 Thursday

- Biology Seminar Series. "Molecular archeology of human repeated DNA sequences," Mark Batzer, Human Genome Center, LLNL. Noon. **No Sci 321.**

11 Thursday through 14

- *Buried Voices/Spoken Words: A Reader's Theatre*, dramatic and interpretive readings of work by women and ethnic minorities. Fri/Sat 8pm; Sun 2pm, Th 6pm. Studio Theatre. \$5/general, \$4/students, seniors, \$3/CSUH students. Box office: noon to 1pm and 4-6pm the week of the performance only. **(510)881-3261.**

13 Saturday

- Baseball. **UC Davis.** 11am.
- Eighth Annual Jazz Festival. Sets by high school and college bands 8am-3:15pm. CSUH Jazz Ensembles concert, noon. Clint Baker's New Orleans Jazz Band, 1pm. Clinics, 3:30-4:30. Mel Martin's *Bebop & Beyond* concert, 4:30pm. **UT and MB.**

14 Sunday

- University Singers, Chamber Singers. Works by Raminsh, Biebl, Sandstrom and Bernstein. Chamber works by Renaissance and 20th century composers. University Oratorio Society and Chorus, *Missa Brevis* by Kodály. 4pm. **Faith Lutheran Church, 20080 Redwood Road, Castro Valley.**

19 Friday

- Baseball. **CSU Sonoma.** 2pm.

21 Sunday

- Baseball. **W. Oregon College.** Noon.

22 Monday

- Baseball. **Williamette U.** 1pm.

23 Tuesday

- Baseball. **Lewis & Clark College.** Noon.

24 Wednesday

- Baseball. **Central Washington College.** 2pm.

27 Saturday

- Baseball. **CSU Chico.** 11am.

31 Wednesday

- Smith Center Lecture. "Fertile Ground for Entrepreneurs: The New Independent Power Industry," David Large, National Power Company. 3:15pm. **UU 311.**
- Large Scale Figurative Ceramics and Student Ceramics Group Show. Opening reception A&E. 5-7pm.

APRIL

1 Thursday - April 28

- Large Scale Figurative Ceramics and Student Ceramics Group Show. **Gallery hours: M/T 11am-3pm, W/Th 1-7pm. A&E. 881-3299.**

2 Friday

- Dance of India. Anjani Kathk, internationally known virtuosa with full company of dancers and musicians. Slide show, crafts and food sale. **Tickets: \$12/\$10.** 7:30pm. **MB 1055.** **881-3919.**

3 Saturday

- Baseball. **CSU Stanislaus.** Noon.

7 Wednesday

- "The Education Crisis: What Role for Choice," a Smith Center debate. 2:40-4:30pm. **UU Room 101AB**

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which has over the years increasingly demanded university educations for jobs that really don't require them.

"They have been aided and abetted in this by university bureaucrats who, looking for expanded job opportunities for themselves, would require four-year degrees for janitors if they could get away with it. ... We should can the social theories and concentrate on providing our children with a relevant education that prepares them for the world in which they must live."

If this perspective influences public policy in the near future, states may become content with "downsizing" colleges and universities in order to shift emphasis to specific job training initiatives. In that event, the question of who should learn what, in the university, will become quite different. Stay tuned in. It may be a bumpy ride.

Learning outside of the classroom

Assuming that what we really care about is learning, we also need to ask ourselves where learning takes place. Teaching that is focused on learning must take into account that not all learning takes place in the classroom. The history of Education (with a capital E) in the United States is in large part a move from acquiring needed skills at home and on the job to "schooling." At a time when schooling, beyond the most basic three Rs, is agreed to be not only the right of each individual but also essential to the national welfare, we tend to think about education as interchangeable with schools. To cite Bellah et al. again, "we should recover a more classical notion that it is the whole way of life that educates" (Bellah, p. 176). For example, higher education has become pious about the value of community volunteering as part of the student's educational experience; but, apart from those professionally-oriented disciplines that require field experience hours, perhaps not enough of us are incorporating students' community volunteer experiences into the curriculum and using them to enhance teaching and learning.

Student involvement in learning

Finally, what kind of teaching will be most effective in promoting learning? We have seen a welcome but preliminary trend away from lecturing and "passive learning" to approaches that emphasize student involvement in learning, that create "learning communities" (as Zelda Gamson has used the term). A program flyer for a conference on "Involvement in Learning" that crossed my desk recently listed a session with the intriguing title "Active Learning: Ten Alternatives to 'Are There Any Questions?'"

Astin refers to the "implicit curriculum" in how faculty run their courses. "A close look at this implicit curriculum in a typical college or university reveals that it tends to promote the values of competition and individualism much more than the values of cooperation, teaching, or public service. In the classroom, for example, our predilection for lecturing puts the students in a passive role and encourages them to view learning as an individual and solitary process where they work independently and compete with each other for grades. These classroom practices are regrettable, given the growing body of research which suggests that cooperative learning strategies—where students work together in small groups and help to teach each other—are far more effective in developing students' talents than traditional competitive approaches are. ... Moreover, the letter grading and norm-referenced testing systems we use do not really tell us much about how effectively we are developing our students' talents; rather, they merely encourage more competition by comparing students with each other" (Astin).

Putting to work the concepts of "Learning Communities" and the "implicit curriculum" will be more difficult as our resources decline, but I believe that the continuing search for good teaching is the most important business we should be about, and never more so than in this time when our student bodies themselves are changing so dramatically. We should be giving the most serious attention to the means of developing the talents that our students, with their diverse backgrounds and experiences, bring to the university. Most importantly, we must understand that university education worthy of the name is an investment in the future of our society as well as in the individual futures of our graduates.

References

Astin, Alexander W., *The Unrealized Potential of American Higher Education*, Louise McBee Lecture, the University of Georgia, 1991

Bellah, Robert N., et al., *The Good Society*. New York: Knopf, 1991

Reese, Charley, "Education and the Real World." *The Sunday Review*, January 3, 1993

Sakaki gets assignment

Effective March 1, Judy Sakaki, Director of Student Academic Services, has assumed the additional responsibility of Special Assistant to the President for Educational Equity. Sakaki's short-term assignment is to develop a plan to further the campus' educational equity objectives.

Announcing the appointment, President Rees said, "I am delighted that Dr. Sakaki will be able to assist me in this vital area. Although Cal State Hayward has maintained its commitment to educational equity at a very high level, this is a time when we need to give concerted thought to how we can best advance our educational equity agenda, now and into the future."

Sakaki will also succeed Vice President John Rivers as chairperson of the campus Educational Equity Committee. She will work and consult with many groups, committees, and individuals during her leadership on the project.

Summit, continued from page 2

nation state and should act like one by actively pursuing science and technology, as well as international trade."

Another idea he shared was the concept of education zones, in which the barriers among public schools, community colleges, the state universities and the University of California campuses would be eliminated. By way of example, he notes that despite the benefits, it's very difficult for high school students to take courses at community colleges.

What will come of the summit? Schaefer believes that legislators will have to tackle some of the issues covered at the conference "as a sign of seriousness." One of the first results, will be regional summits, such as the one at CSUH on March 12, to gather broader input. (See page 1 for details.)

Volunteer Income Tax Assistance Program

Hours of Operation

Now through March 12; March 27 - April 15

Mon 1-8pm

Music/Bus 1573

Tues 1-8pm

Music/Bus 1573

Wed 3-8pm

Music/Bus 2565

Thurs 5-8pm

Music/Bus 1505

Fri 1-8pm

Music/Bus 2501

Travel Study

ITALY

Stresa, Lago Maggiore

June 21-July 11, 1993

(510) 881-3391

(415) 904-7756

PARIS

July 1-31, 1993

(510) 881-3211

(510) 881-3218

ENGLAND & SCOTLAND

Children's and Adolescent Literature Tour

July 13-29, 1993

(510) 881-3342

(510) 233-1879

Items in this section are printed in the order in which they are received in the Office of University Relations and Development. We receive numerous submissions each week and print them as space allows.

Ray Reeder (Library, emeritus) is the compiler of the *Bach English Title Index* recently published by Fallen Leaf Press, Berkeley. The index contains nearly 14,000 entries representing more than 16,000 titles and textual incipits.

Detlef A. Warnke (Geological Sciences) published "Miocene-Pliocene Antarctic Glacial Evolution: A Synthesis of Ice-Rafted Debris, Stable Isotope, and Planktonic Foraminiferal Indicators," in *The Antarctic Paleoenvironment: A Perspective on Global Change* edited by J.P. Kennett and D.A. Warnke. (American Geophysical Union, *Antarctic Research Series*, Vol. 56, p. 385. Washington D.C., 1992.)

Corban Lepell (Art) exhibited his artwork at the Collectors Gallery in the Oakland Art Museum during February.

Amy Oakland Rodman's (Art) current research in the Atacama Desert of northern Chile will be published in the article "Textiles and Ethnicity: Tiwanaku in San Pedro de Atacama, North Chile" in *Latin American Antiquity*, February 1993. She presented the paper, "The Woman of Coyo" during the Textile Society of America's Biennial Meeting in Seattle in September 1992. The paper will be published by the TSA in spring 1993.

James Petrillo (Art) recently completed an interactive multimedia book entitled *Cinema Volta*. This work is currently on view in the traveling exhibition called "Off the Shelf and On Line: Computers Move the Book Arts into the 21st Century." This show has been presented at the Minnesota Center for the Book Arts and will be traveling to the Rochester Institute of Technology, the Art Institute of Chicago, and the University of the Arts.

James Perrizo (Art) is also exhibiting his artwork in the traveling exhibition, "Off the Shelf and On Line: Computers Move the Book Arts into the 21st Century."

Carolyn Spatta (Geography and Environmental Studies) spent ten days in Vietnam in January attending a faculty seminar on the history, politics and culture of Vietnam. The seminar was sponsored by the Council on International Educational Exchange. She co-chaired the discussions with a member of the Vietnamese faculty both at the University of Hanoi and at the University of Ho Chi Minh City.

Edgardo de la Cruz and Regina Cate (Theatre Arts) were selected to attend a week-long symposium at the Kennedy Center, Washington, D.C. in April. They were selected by The American College Theatre Festival—the support organization for college theater—during its Silver Anniversary year. In attendance will be professional practitioners of theater arts from all over the world to discuss the ramifications of theater art production.

Bruce A. Glasrud (History) spoke on "Clarifying the Texas Civil Rights Revolution" while serving as commentator for a session on The Black Awakening of the Sixties in Texas: New Research and Revisionist Perspectives at the recently concluded conference in Dallas on "Democracy and the Texas African-American Community" which was sponsored by the Museum of African-American Life and Culture, Dallas. Glasrud also served on the Conference Advisory Committee.

Women's studies

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around the country for advice. "I'm self-trained in feminist theory, they've studied it. When I was getting my doctorate there were no feminist theory courses."

National influences

Guthrie believes that women's studies is here to stay on college campuses. She notes that Cal State San Diego went through major cuts this year, but did not cut its program. Referring to Anita Hill, she says "This country has been exposed in terms of ignoring women's issues."

Donna Barnes, who will teach "Contemporary Women's Health Issues" in spring quarter concurs. "It's harder for colleges to ignore women's perspectives. As women become more visible politically, their issues are going to have to be addressed."

She notes that it was Colorado Congresswoman Pat Schroeder who was one of the "movers and shakers" behind Congress' funding of the Office of Research on Women's Health at the National Institutes of Health. As a medical sociologist Barnes is familiar with the inequity in medical research. One example is the medical trials for aspirin. Only men were used in the studies which found that aspirin can reduce heart disease, but on the basis of these trials, aspirin is also given to women. "Men and women have very different systems. There is no research to support the idea that it reduces heart disease in women."

Gender studies

Women's studies is only offered as a minor on this campus, but Guthrie hopes that it will eventually become a department offering a major and with the authority to hire faculty. This is the trend nationally she says. Another trend is the evolution into "gender studies." CSUH already offers a course entitled "Mothers, Daughters, and Sons" taught by Yolanda Patterson of the foreign languages and literatures department.

Patterson, a specialist on French writer and philosopher Simone de Beauvoir, has taught the course nine times. Emily Stoper and Elsa Garcia-Pandavene of foreign languages and literatures, who were co-directors of the program at the time, approached her to do a course on mothers and

daughters. Patterson, who had written on de Beauvoir and motherhood, agreed, but with a son of her own she added that perspective.

Patterson and other instructors in women's studies note how much information students in the courses get from one another. In evaluations students also frequently mention this aspect of the classes. Patterson's students have given presentations on such subjects as the death of a child, incest, growing up as a girl in China, divorce, and single parenthood.

Life after graduation

Juanita Sanders has four units left in order to complete her minor in women's studies. She's doing a senior thesis with Ivan Kovacs of the human development department on menopause and hopes to get into Donna Barnes "Contemporary Women's Health Issues" course. A Native American, Sanders intends to work after graduation with adult women and minority women. Drawing on a diverse background that includes owning her own business, organizing volunteer programs and serving as an employment counselor, she hopes to work independently developing health study programs for women through hospitals and corporations.

Elizabeth Driver is a women's studies minor who intends to do graduate study in the field. She is currently doing a senior thesis on Islamic women in Africa with Roxanne Dunbar-Ortiz of ethnic studies. She has enjoyed her women's studies courses at CSUH but feels that since women's studies isn't a department with a specific faculty or even a physical area to call its own, students "don't get to know the faculty and one another."

Systemwide survey

As a course project one of Guthrie's students did a survey of women's studies programs in the California State University and the University of California. All of the CSU campuses offer a minor; the San Diego and San Francisco campuses offer a major as well as graduate degrees in the field.

All eight of the UC campuses with undergraduate enrollment offer a women's studies major. It seems ironic, given San Diego State's trailblazing program, that UC San Diego was the last to upgrade its program, offering a major only since spring quarter of 1992.

The View

From
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