

in edition

MARCH 12, 1996

VOL. 13 NO. 17

Sociologist's Field Work in Northern Iran Yields Insights

Parvin Ghorayshi has spent 14 months—including four in the summer of 1995—in a small northern Iranian village, immersing herself in the everyday life of women there. Her field research involves taking part in various activities, including agricultural work. This requires an ability to suspend her own cultural biases, but Ghorayshi believes it is the only way to understand the realities of these women's lives.

Ghorayshi, an associate professor of sociology who came to Canada from Iran 23 years ago, has spent years researching gender relations in different countries. Last year, she received a three-year grant from the Social Sciences and Humanities Research Council (SSHRC) to conduct a case study on rural Iranian women's work and lives.

"For me, gender relations are power relations. They are one layer within many layers of power." She contends that you can't study gender differences without considering the power structures that exist at many levels in society—locally, nationally and globally.

Ghorayshi is critical of the western construction of Islamic women, who are portrayed as passive and submissive behind their traditional religious coverings. "They have created a universal Islamic woman. But in reality, there is no one Islam, so there is no one Islamic woman." In truth, the diversity among Islamic women is extreme, even within Iran or within a single village.

In Tehran, the Iranian capital, the patriarchal Islamic government exercises considerable control over day-to-day aspects of life. There, although women have been somewhat



Parvin Ghorayshi was given this rug by rural Iranian women with whom she worked. Rugs like this are just one of the many marketable goods these Iranian women produce.

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RESEARCH ISSUE

The UNIVERSITY
of WINNIPEG

Iran

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westernized, they are governed by public dress codes (but how individual women dress within these constraints varies widely). However, the daily demands of agricultural work and less contact with state apparatuses mean women in rural areas don't cover up as they do in urban areas. The rural women also experience more freedom in their daily activities.

"Yes, women have a subordinate position, but they are very aware of the dynamics of power in their lives," she asserts, "and they do have power." That power derives from the active role women take in producing food and in the marketplace, as well as from their domestic social roles. She notes, too, that socio-economic and generational factors influence the status of women in Iran, as they do everywhere.

It would be impossible to understand the complex circumstances of these women's lives if she did not live and work alongside them for periods of time, Ghorayshi explains. "You can't just ask them what they think or believe, or what their lives are like." Questions like that, she says, would elicit careful, safe responses. Instead, she must earn their trust, then listen to conversations and understand the social interactions in their everyday lives. Discussions about

husbands, children, family problems, economic concerns and village gossip reveal underlying morals, belief systems and experiences.

Rather than just the gathering of information, Ghorayshi views her research as a process which first requires her to de-socialize: "The first step in seeking social justice is to understand the reality of a culture—not the way we see it, but the way they live it," she explains. "Western literature tends to simplify, to impose western ideals and concepts. But life is complex. Even in small villages, there are politics, rituals, markets, family relations. My work aims to show the different nature of patriarchy in different places, because that requires a different strategy and a different path to change."

She reports that Iranian women are politically active and do work for change; however, this work differs from western political activism. "Change can and does occur, but it comes in different forms in different places." Ghorayshi stresses that change sometimes comes slowly, and is not always apparent to those outside a culture.

Ghorayshi will continue her work on rural Iranian women for another two years. In the future, she intends to focus her attention on urban Iranian women, and on the study of other countries in the Middle East.

Working with Computers "Dehumanizing"

According to Eugene Kaluzniacky, assistant professor of business computing, working at length with computers may actually suppress personal growth and lead to dehumanization.

Kaluzniacky will speak on this topic as part of the Skywalk Concert & Lecture Series on Wed., March 20 from 12:15-12:45 p.m. "How Computers May Necessitate Development of 'Personal Wholeness'" will be presented in Centennial Library's second floor Auditorium.

"There has been a tremendous progres-

sion of computer technology over the last 10 years. As a result, we are seeing a lot of innovations in the way organizations function and the way people do their jobs." Kaluzniacky contends that these changing work patterns can limit both interaction between people and an individual's ability to think logically.

Kaluzniacky will discuss some of the ways in which an individual, through a deliberate, concerted effort, can stay in touch with their logical faculties as well as with their emotional and physical selves.

"There has yet to be a comprehensive effort made to deal with the dangers of dehumanizing technology. However, there is also significant opportunity for deeper personal growth."

DID YOU KNOW...

Last May, the University of Manitoba awarded 56 Doctors of Medicine. Of those graduates, 16—almost 29 per cent!—had received their undergraduate degree from The University of Winnipeg.

A special research issues of *in edition* is published three times per year (December, March and May) by University Relations, The University of Winnipeg, 4W16-515 Portage Ave., Winnipeg, Manitoba R3B 2E9.

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Comments, suggestions and submissions are welcome. (All material is subject to editing.)

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Study on Children and Television Violence Has Broad Impact

Last year, University of Winnipeg professor Wendy Josephson released a report entitled "Television Violence: A Review of the Effects on Children of Different Ages."

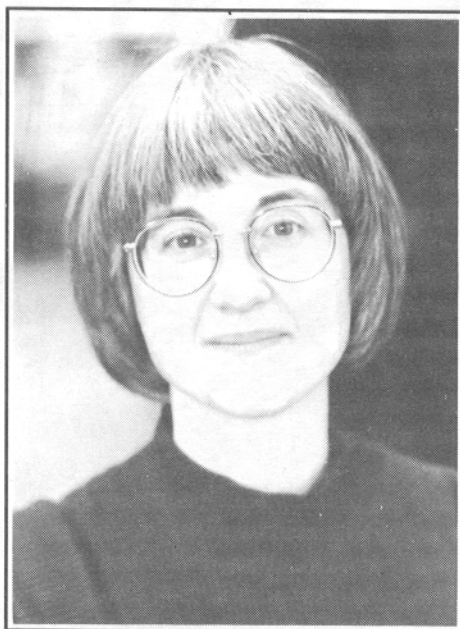
Josephson, a social psychologist with expertise in the area of aggression and violence, particularly in the media, was asked by the Department of Canadian Heritage to prepare a review of research from many countries. "The department really wanted to use the report for a number of reasons. They wanted to submit it to the Canadian Radio and Telecommunications Commission for the hearings on television violence [held last fall], but they also wanted to provide practical applications for parents. And they wanted to have something to give industry members who were interested in improving programming." For that reason, each section of the report ends with specific suggestions for both parents and the television industry.

While there has been considerable research done on children's viewing patterns and how they comprehend television at different ages, Josephson says little has been done on how this age-related awareness influences the impact of television violence.

Josephson found that many of the things known to ameliorate the influence of television violence don't work with younger children. For example, the context in which violence is presented—was it portrayed as good or bad, and were there negative consequences for the perpetrator?—has little impact on children before the age of eight. "Understanding these concepts requires sophisticated viewing. But preschoolers usually won't even recognize a character as being the same if they are in different clothes or in a different setting." This, she notes, makes it difficult for youngsters to follow a continuous plot and understand consequences of previous actions.

Age eight has been identified as the critical age at which children become sensitive to the moderating influences of content. It is also the age at which a preference for violent TV shows has been found to be the most powerful predictor of self-reported and peer-rated violence. A massive study that followed hundreds of children into adulthood discovered that those with a predilection for television violence at age eight were more likely to run afoul of the law later in life.

Aggressive behaviour is not the only consequence of watching violent television. "Children may also become



Wendy Josephson's report on the effects of television violence on children of different ages provides practical suggestions for both parents and industry.

quite fearful," Josephson says. "As children get older, they seem to be more upset by realistic violence." However, Josephson says that fear itself may be terrifying for children, and so in the middle years they will begin to watch horror movies. "These allow them to confront and control their own fear," she explains. The down side is that exposure tends to desensitize them to violence and make them more tolerant of it in real-life.

Parents of older children can mediate the effects of television violence by discussing a program. But that approach is not viable with younger children, especially frightened ones. "Parents tend to try to explain that the show is not real, but it is more effective to comfort a frightened child by distracting them."

Josephson notes that young children are often unable to distinguish between fantasy and reality, or even

between animated and human characters. She cites one child in a study who confidently explained: "I know Big Bird isn't real. That's just a costume. There's just a plain bird inside."

Concepts of realism can be skewed for older children, too. Josephson reports on a disturbing trend in some older children—and indeed some adults—to label shows with a great deal of violence as *more* real than those without violence.

"The role of parents in moderating the effect of TV violence changes as kids mature," she says. "Children can learn how to be very sophisticated viewers, but initially they don't read emotion and motivation, so they miss any moral message that might be intended. Parents need to point out these things and discuss them."

However, while parents who take an active role can mitigate the negative effects of televised violence, Josephson acknowledges that there are many children whose parents do not try to buffer the effects. These children, particularly the neglected and abused, are often the most at-risk for developing aggressive behaviour patterns. Therefore, she believes that the television industry—and its consumers—have a social responsibility to insist on quality programming without violence.

She asserts that violence is not a necessary ingredient to

See TELEVISION, continued on page 4

Professor Studies Ukrainian Settlement in Brazil

Last April, Geography Professor John Lehr embarked on a journey to South America to research a little known group—Ukrainian settlers who emigrated to Brazil around the turn of the century. Lehr collaborated on this project with colleague Jeffrey Picknicki and University of Manitoba history professor Stella Hryniuk.

Between 1891 and 1914, when many Ukrainians were emigrating to the Canadian prairies and to the coalfields of Pennsylvania, 50,000-70,000 Ukrainian emigrants from the Austrian province of Galicia settled in southern Brazil, where they had been promised inexpensive or free land.

In his soon-to-be-published paper, "A Tale of Two Frontiers: Ukrainian Settlement in Canada and Brazil 1891-1914," Lehr compares the two settlements, recounting the diverse obstacles each group encountered.

"It is clear that the experiences of the Ukrainians in Brazil were very different from those who settled in Canada," writes Lehr. "The Canadian and Brazilian host cultures were very different linguistically, institutionally and economically... and the two areas possessed striking environmental differences." Because each had to adapt to distinct circumstances, the settlements began to diverge widely in their social, economic and cultural evolution.

For example, those Ukrainians who migrated to the Canadian prairies entered into an environment that was relatively similar in vegetation to their homeland. They experienced a seasonal change of weather, but were able to



Geography Professor John Lehr travelled to South America to investigate the settlement of Ukrainians in Brazil and compare it to the experience of those who immigrated to Canada.

grow similar crops as they did back home. In contrast, those Ukrainians who emigrated to Brazil soon found that they had entered into a climate that was radically different, with the seasons reversed and exotic flora and fauna.

Lehr's interest in this subject was first ignited by Picknicki, a Ukrainian-Canadian who had distant relatives in Brazil. While there is a substantial amount of literature that is devoted to the Ukrainian settlement in Canada, Lehr writes that "the literature pertaining to the Ukrainian settlement experience in Brazil is extremely limited."

Today's Ukrainian-Canadians know little about those who settled in Brazil. Much of what is known is based on immigration pamphlets written by Ukrainian professors who were early pioneers of the region, but their descriptions have created inaccurate beliefs.

Lehr found that even though there existed "wide environmental contrasts" in the regions where Ukrainians settled in Canada and Brazil, there were a "surprising" number of common elements. Lehr writes that in both countries the church played a "crucial secular role functioning as a guardian of ethnic identity and culture as well as a defender of faith."

However, unlike life for Ukrainian emigrants living in the Canadian prairies, Ukrainians who settled in Brazil experienced fewer "acculturative pressures" and for many of the colonies in Brazil, "Ukrainian life still proceeds as it did in the Canadian settlements some 40 or 50 years ago."

Lehr plans to collaborate further with Hryniuk on research into Ukrainian settlements in Brazil.

Television Violence

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captivate children. Toddlers and preschoolers prefer cartoons because they are attracted to rapid movement, light and noise, not to violence. Likewise, elementary school children are not drawn to the violent behaviour of heroes, but are attracted by powerful characters. "It would not be difficult to create non-violent programming specifically aimed at child audiences," she says.

Last fall, Josephson took her findings to the CRTC hearings on television violence, where she represented the

Manitoba Centre for Research on Family Violence and Violence Against Women.

Josephson's report has been distributed through the National Clearinghouse on Violence in both English and French. It was also used in the creation of "Watch What Your Children Watch," a pamphlet produced by the Canadian Cable Television Association. As well, the Department of Canadian Heritage is developing a pamphlet for the television industry.

Collegiate Instructor Animates Physics

The stranded hiker stands in an open area as a helicopter moves overhead. Mountains loom in the distance, music plays. The person at the controls must determine the helicopter's speed and pinpoint the optimum moment to drop the rescue package.

No, it's not a new video game. It's high school physics, brought to life by Don Metz, an instructor of physics in The University of Winnipeg Collegiate.

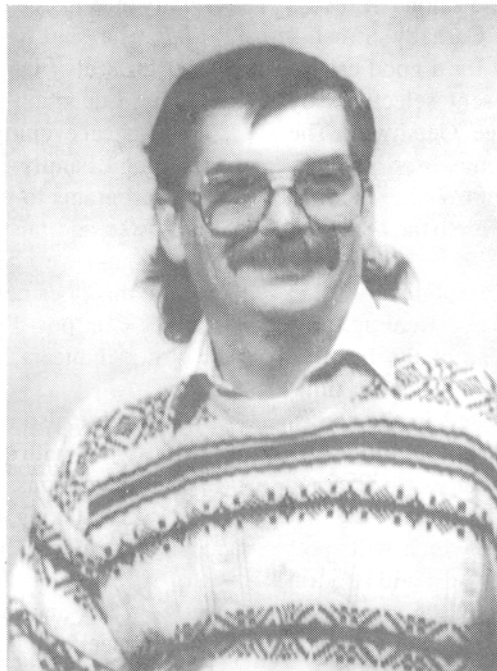
This illustration provides a conceptual approach to the textbook physics problem of hitting a target with a dropped projectile. (It used to be a bomb dropped from an aircraft, but this is a gentler age.) "With this computer program, students get a visual sense of the problem that words can't convey, and have a moderate amount of interaction. There is horizontal movement and vertical movement, which is really the key to the problem," Metz explains. However, the program stops short of doing an analysis and solving the problem. "This is a tool to help students get things done, not to get things done for them."

Metz began designing animated physics programs two years ago. Using software called Asymetrix Multimedia Toolbook—an authoring language used to develop applications employing text, hypertext, graphics, audio and digital video animation—he has been able to produce several multimedia shorts that depict physics problems.

He has also created programs that familiarize students with equipment and scientific concepts before they enter a lab.

While a lack of available hardware has prevented Metz from using the programs in the classroom, his applications have received favourable attention elsewhere. Metz was the only high school teacher invited to speak on computer animation in physics education at the American Association of Physics Teachers conference in Nevada recently. Following his popular presentation, he received letters and invitations from across the United States.

"There's very little in the area of physics, but a growing interest," he notes, adding that the software he uses is accessible to anyone who wants to develop applications.



Don Metz says his multimedia physics programs are "a tool to help students get things done, not to get things done for them."

With it, teachers can create multimedia programs that are quite specific to the needs of a particular lesson plan or activity. While Metz says mastering the basics is relatively simple, more sophisticated applications require an understanding of programming language.

One of multimedia's advantages as a teaching tool is that it accommodates individual abilities. "Students can slow it down, speed it up or repeat the movement as they need to." As well, Metz says in-depth explanations can be "hidden" in programs for students who need more detail.

Metz hopes to make fully-interactive physics programs available on the Internet. To this end, he has applied for a grant from SchoolNet, an Industry Canada project which supports the development of Internet applications that will link schools across the country.

Next, he would like to incorporate three-dimensional technology into his applications, and has been practising his hand at this new technique in the University's Centre for Learning Technology.

Unfortunately, time presents a problem. Along with carrying a full-time teaching load, Metz coaches the varsity boys basketball team and plays the mandolin in the Uptown Grass Band. In addition, he is the principal writer of the Senior 3 & 4 high school physics curriculum for the province.

His animation techniques also prove valuable in this capacity. Because many high school teachers have no background in physics, Metz holds workshops to demonstrate physics concepts. In one, he conducts an electrostatic treatment using a pie plate, a styrofoam tray and a styrofoam cup. Metz has created a multimedia program of this experiment for teachers who are unable to attend a workshop. "This doesn't appear in the textbook, so it's an important learning tool for teachers."

Whether using low-technology tools like the pie plate or high-tech multimedia software, Metz believes there has to be a rationale behind the method. "We should use all the teaching tools available to us," he asserts, "but only if it makes pedagogical sense."

Musical Evening: A Good Time for a Good Cause

From the Nineties to the Nineties in Ninety Minutes—music from the saloons of the 1890s to the salons of today, from the streets of old New York to Carnaby Street—promises to be an evening of enjoyment for a good cause.

Neil Harris and Company will present selections by Rodgers and Hart, Cole Porter, George Gershwin, The Beatles, Stephen Sondheim and other composers in Eckhardt-Gramatté Hall on Tues., March 19 and Wed., March 20 at 8 p.m. Proceeds from the evenings will go to the Interfaith Marriage and Family Institute (IMFI).

Each performance will cover 100 years of music and reflect the mood of the various eras. Diane Keating, (BA '68), a counsellor at the institute and one of the featured artists, says, "Whatever was happening at a certain time, socially or economically, will be expressed in the songs. One example is 'Buddy Can You Spare a Dime?' which was a favourite during the Depression." Popular wartime songs will also be highlighted.

Keating describes the evening as one which will spotlight "accessible, familiar music." She says, "It will be a fun evening, not heavy. We will go out among the crowd and encourage audience participation."

Neil Harris, a music critic for the *Winnipeg Free Press*, is the master-of-ceremonies and pianist. Other artists participating are singers Diane Keating, Loraine West and Henri Enns.

Harris and Keating are both familiar faces around The University of Winnipeg. They have performed at the Faculty and Staff Club and have taken part in the Music at Noon series. Harris also taught a music appreciation course in Continuing Education's seniors program.

The musical evenings will raise money for the Interfaith Marriage and Family Institute, which runs certificate and master's programs to train marriage and family therapists.

Pat Power, administrative assistant at the institute, points out: "Although we charge fees and receive some private donations, this does not cover all the costs of the students' education. Our board's fundraising committee, which is made up of volunteers, has been looking for a way to help our students."

The institute also offers counselling to the public on a sliding fee scale, with some assistance from the United Way and private donations.

Performers taking part in the fundraiser are donating their time and talent. The refreshments, too, will be donated.

Tickets for *From the Nineties to the Nineties in Ninety Minutes* are \$15, and include dessert and coffee. A \$10 tax deductible receipt will be issued.

For tickets and information, call IMFI at 786-9251.

The Road to Atlanta Leads Here

It's a long road to Atlanta, and it's one on which Canada's national women's volleyball team has been travelling for a long time. Now, after years of hard work, sacrifice and dedication, it all comes down to one week in March.

From Wed., March 13 to Sat., March 16, Duckworth Centre will host the Investor's Group Continental Cup. The tournament will determine which team will represent the NORCECA Zone at the 1996 Olympic Summer Games in Atlanta.

Of the 140 national women's volleyball teams that began the qualifying process in 1994, only a dozen will participate in the world's most prestigious sporting event.

Team Canada will take on the Dominican Republic on Wednesday and Puerto Rico on Thursday in this winner-take-all tournament. On Friday, Puerto Rico and the Dominican Republic will play. Game times are 7 p.m. The final game on Sat., March 16 will see the top two teams from these matches square off at 3 p.m. in a fight to the finish.

Come out to cheer on Team Canada in their march to Atlanta. Call 786-9881 for ticket information.

Changes to Telephone Directory

The following changes have been made in the Department of Chemistry. Please note them in your University of Winnipeg telephone directory:

Name	Room	VMail	Ext.
Friesen, Kenneth	1B14	V	9043
Koczanski, Krystyna	1M31	V	9310
Segstro, Edward	1A07	V	9730
Vanderwel, Desiree	1B15	V	9033

New Student Employment Centre Offers Plethora of Services

In its first three days of operation, The University of Winnipeg Student Employment Centre on the first floor of Graham Hall drew 40-50 visitors daily. That's not bad, notes University of Winnipeg Students' Association President Arlan Gates, "when you consider that most of the students on campus haven't figured out how to get into Graham these days."

The employment centre opened on Mon., Feb. 19, and just days later received news that can only increase the flow of traffic. Following months of negotiations with the federal government, Gates obtained confirmation that a federal job databank kiosk will be installed in the centre. "We expect it will be up and running in the next few weeks."

The employment centre serves as a central location for students to find out what's available in the job market, and to pick up the specific job applications that were previously distributed through the Info Booth and UWSA offices. However, more in-depth services are also available. A staff member is always on hand to answer questions, research inquiries, provide referrals and offer advice on everything from investigating the job market to writing a resumé.

Amy Ho, who shares the job of coordinating the centre with Henry Wai, says big plans are in the works for the centre. According to Ho, a third-year student of political science and administrative studies, the centre will soon begin offering workshops on personal assessment, resumé writing and interview skills. Future plans include actively soliciting employers and establishing initiatives designed to bring employers to campus to recruit students.

Eventually, Ho would like to see the centre become involved in career and graduate placement, which she says requires "a totally different approach" than one used to find short-term employment.

In addition, she plans to make available Internet access to job search resources and bring in CD-ROM databases that contain information on employment opportunities, scholarships, fellowships and internships. She also intends to develop a Home-Page.

Wai, who coordinated a similar employment counselling centre at the University of Waterloo before coming to The University of Winnipeg, plans to draw on his extensive experience in employment counselling to help guide students in their job searches. Although these counselling services will see growth and refinement over time, students can already access individual counselling by making an appointment.



The University's new Student Employment Centre is staffed by (from left to right) Amy Ho, Rachel Charette, Sunny Sekhon and Henry Wai. The four bring diverse experience to the job of helping students with their employment searches.

Two staff persons, Rachel Charette and Sunny Sekhon, are also on hand to serve students.

Alumni, too, are getting involved in helping students obtain employment. According to Gates, a mentoring program is planned. "Several alumni have expressed interest in mentoring students, and that has certainly been demonstrated by their participation in events like 'What Can I Do With My Degree?'" The centre can be a resource that enables students to connect with these alumni."

Initial response to the centre has been positive, reports Ho. "A lot of students are saying 'we've needed this for a long time.'"

The centre is funded and operated by the UWSA; however, the University provided space for the centre on the first floor of Graham Hall.

"It's great to see the University and the UWSA coming together on such an important venture," says Gates. He says the centre's realization was truly a "joint effort" between the students' association, the administration and other key members of the University community. As well, he notes that faculty have demonstrated their support by offering contacts and referrals. He hopes that trend will continue.

The Student Employment Centre is open year-round from 8:30-4:30, Monday-Friday. All services are free of charge. For more information or to make an appointment, call the centre at 786-9468.

COMING EVENTS

"Coming Events" is compiled by University Relations. Planning a campus event? Please let us know. Send **written** information to Lois Cherney, University Relations, 10 days in advance of the event. Basic details are required: what, when, where, sponsor, price of admission (if any) and the name of a contact person.

CONTINUING THROUGH SAT., MARCH 23

• **More RAM: Oil Paintings** by Tim Schouten in Gallery 1C03 is an investigation of the power and elegance of computer technology in an increasingly information-obsessed culture. Hours are Mon.-Fri., 10 a.m.-4 p.m. and Sat., 1-4 p.m.

WED., MARCH 13-SAT., MARCH 16

• **Investor's Group Centennial Cup** in Duckworth Centre—Canada's national women's volleyball team will vie for a spot at the Olympic Games. Game times are 7 p.m. Wed.-Fri., 3 p.m. on Sat. Call 786-9881 for ticket information.

THURS., MARCH 14

• Skywalk Series—The Farley Mow Band offers a **St. Patrick's Day Preview**. Chris Gillies, Bob Fleury and Dan Figsby play Irish, Scottish, British and "down-east" tunes, peppered with comic banter to ward off the Ides of March.

FRI., MARCH 15

• **Social Conflict and the Escalation to Aggression**—Guest lecturer and criminologist Les Kennedy, a professor from the Centre for Criminology Research at the University of Alberta will offer this Ides of March Lecture at 12:40 p.m. in Room 1C03. Co-sponsored by the Department of Sociology and the Studies in Justice and Law Enforcement.

• Ron Norton, professor of

psychology and recipient of the 1995 Erica and Arnold Rogers Award for Excellence in Research and Scholarship, will present **Twenty Years of Panic** from 12:30-1:30 p.m. in Eckhardt-Gramatté Hall.

MON., MARCH 18

• **Music at Noon**—Barbara Riske and Ada Bronstein play "One Piano, Four Hands." The concert, one of Riske's last in Winnipeg, will include Bach, Mozart, Fauré and Debussy. Eckhardt-Gramatté Hall from 12:30-1:20 p.m.

WED., MARCH 20

• Skywalk Series—Business Computing's Eugene Kaluzniacky offers **How Com-**

puters May Necessitate Development of 'Personal Wholeness.'

THURS., MARCH 21

• Skywalk Series—River East Vocal Jazz and Dance Ensemble, directed by Carol Ridd, will perform **When Angels Sing, They Swing**. This group is one of the talented, award-winning musical ensembles from the incredible Department of Music at River East Collegiate.

Skywalk Series

The Skywalk Concert & Lecture Series warms up the noon hour. Bring your lunch and enjoy intriguing lectures on Wednesdays and invigorating concerts on Thursdays from 12:15-12:45 p.m. at Centennial Library's second floor auditorium, off the Skywalk.

University Theatre Department Stages Findley Parable

Can You See Me Yet?, Timothy Findley's theatrical parable about our attempt to find meaning in a world of personal betrayal and apocalyptic stress will be the final production of the Department of Theatre and Drama's 1995-96 theatre season.

The play, set in 1938 in an asylum, takes the audience into the mind of patient Cassandra Wakelin as she attempts to reconstruct her past and make sense of her memories.

Can You See Me Yet?, directed by Kelly Daniels and featuring members of the fourth-year honours acting class, will run from Tues., March 26 to Sat., March 30 at the Gas Station Theatre, 445 River Avenue. Performances are at 8 p.m.; admission is free. For reservations call 786-9402.