This bibliography provides a list of references for developing curriculum on women. References are grouped in seven sections which address: (1) introduction to women as a subject of study (4 references); (2) scholarship on women (7 references); (3) rethinking the disciplines (23 references); (4) pedagogy (20 references); (5) advice and experience of colleagues (42 references); (6) professional associations as publication sources (42 references from 12 associations); and (7) journals and periodicals (8 specific journals and 48 more general journals). (DB)
Sara Coulter

INTRODUCTORY BIBLIOGRAPHY
Women in the Curriculum

INTRODUCTORY BIBLIOGRAPHY FOR CURRICULUM TRANSFORMATION

Sara Coulter

National Center for Curriculum Transformation
Resources on Women
1997
This *Introductory Bibliography* provides a list of references for beginning curriculum transformation on women, especially for those organizing projects and activities for faculty and teachers. It does not attempt to be comprehensive but rather to simplify the process of selection by offering an "introduction" that will lead you to other sources.
"Where do I begin?"

When individual faculty, teachers, and project directors begin the task of curriculum revision, they confront a large number of resources and a variety of complex issues. Although both the level of faculty preparation and local institutional circumstances can vary widely, the following bibliography is intended to suggest where one might begin. It is divided into seven sections:

- Introduction to Women as a Subject of Study
- Scholarship on Women
- Rethinking the Disciplines
- Pedagogy
- Advice and Experience of Colleagues
- Professional Associations as Sources of Curriculum Transformation Publications
- Journals and Periodicals
Introduction to Women as a Subject of Study

Since women have not been a part of the traditional curriculum, assimilating information about women and their diversity is a new learning experience. The titles recommended below offer an abbreviated introduction to the study of women. The many good textbooks now available for introductory Women's Studies courses could also serve this purpose.


Scholarship on Women

There is by now an enormous quantity of scholarship on women, and it is increasing daily. Consequently the titles listed below sample only a few major sources of bibliography and information. The following resources should help you locate what you need for revising specific courses. Some of these are available online.


- University of Maryland Women's Studies Resources Web site at http://www.inform.umd.edu/EdRes/Topic/WomensStudies/ contains articles, reports, directory of women's studies programs, whole books, film reviews, files associated with WMST-L (the women's studies electronic discussion forum), syllabi, conference and job announcements, a picture gallery of famous women, and links to other sites. There is also a gopher version of this site—gopher or telnet to inform.umd.edu.
University of Wisconsin System Women’s Studies Librarian’s Office compiles and makes available free or at minimum expense many excellent bibliographies on discipline and topic areas. For complete information, write Women’s Studies Librarian, 430 Memorial Library, 728 State Street, Madison, WI 53706, or visit their web site: http://www.library.wisc.edu/libraries/WomensStudies/. The web site offers numerous bibliographies, core lists of women’s studies books prepared by the Women’s Studies Section of the Association of College and Research Libraries, the audio visual collection of the University of Wisconsin System, and selected articles from Feminist Collections, a quarterly that reviews the latest print and audiovisual resources for research and teaching in women’s studies. In addition, the web site provides many links to other resources on women’s studies, including an especially useful list arranged by subject and a list of magazines and journals.

Rethinking the Disciplines

The answer to why women have not been a part of the traditional curriculum resides in part in the definitions and paradigms of knowledge employed by the disciplines. These definitions and paradigms are often invisible and unconscious. Thus, much attention has been devoted to analyzing how disciplines define themselves and how they would have to change to make both men and women a part of their research and scholarship. Many of these titles are anthologies containing separate essays on individual disciplines and topics.


Introductory Bibliography


- Hedges, Elaine, ed. *Women in the Curriculum: Discipline Analyses*. Brief essays with bibliography in which scholars on women in specific disciplines summarize the key issues for their discipline of the scholarship and research on women. Baltimore, MD: National Center for Curriculum Transformation Resources on Women, Towson University, 1997.


Curriculum Transformation


Pedagogy

If the content of traditional courses has excluded or marginalized women, have traditional methods of teaching also been disadvantageous to women students? Analyses of classroom dynamics, learning, and career choice try to answer this question.


• Rosser, Sue. Female-Friendly Science: Applying Women’s Studies Methods and Theories to Attract Students. New York: Pergamon, 1990.


**Advice and Experience of Colleagues**

Thousands of faculty throughout the United States have been involved in curriculum transformation projects. Much of their work has been published in collections of reports, essays, and revised syllabi, some of which have become available as books or journal articles. Many, however, remain less visible, in-house publications originally available only from project directors, centers, or institutions. Both kinds of resources are listed below.


• Fritsche, JoAnn M. *Toward Excellence and Equity: The Scholarship on Women as a Catalyst for Change in the University*. Orono, ME: University of Maine at Orono, 1984. Available from the author, 324 Shibles Hall, University of Maine at Orono, Orono, Maine 04469.


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National Center for Curriculum Transformation Resources on Women


Professional Associations as Sources of Curriculum Transformation Publications

Many national professional organizations have supported the publication and distribution of curriculum transformation materials as part of the resources for teaching that they want to provide for their faculty. In addition to being excellent resources, these materials have the advantage for many faculty of being associated with a professional organization with which they identify.


- American Chemical Society, Office of Professional Services, 1155 16th Street, NW, Washington, DC 20036. Phone: 202-872-4564.


  

  


Sandler, Bernice and Roberta M. Hall. *Academic Mentoring for Women Students and Faculty*. 1993.


Sandler, Bernice and Roberta M. Hall. *Climate Issues Packet* (includes *The Classroom Climate: A Chilly One for Women, Selected Classroom Activities; Using the Classroom Climate: A Chilly One for Women; and Out of the Chilly Campus Climate for Women*?). 1982/1984.

Schneider, Carol Geary, Caryn McTighe Musil, and Gwendolyn Jordan Dungy. *American Commitments: Diversity, Democracy, and Liberal Learning*. The Diversity Web can be visited at: www.inform.umd.edu/diversityweb


• Latin American Studies Association, William Pitt Union, Room 946, University of Pittsburgh, Pittsburgh, PA 15260.


• National Association for Women in Education, 1325 18th Street NW, Suite 210, Washington, DC 20036-6511; phone: 202-659-9330; fax: 202-457-0946; email: nawe@clark.net.


• National Women's Studies Association, University of Maryland, College Park, MD 20742-1325.


- Organization of American Historians, 112 North Bryan, Bloomington, IN 47401.


  *Restoring Women to History: Teaching Packets for Integrating Women's History into Courses on Africa, Asia, Latin America, and the Caribbean, and the Middle East.* Rev. ed 1989. To be published by Indiana UP.

- Speech Communication Association, 5105 Blacklick Road, Annandale, VA 22003

  Jenkins, Mercilee M. *Removing Bias, Guidelines for Student-Faculty Communication*. 1983.


Journals and Periodicals

There are a great many journals and periodicals devoted to feminist scholarship and issues of gender. An excellent resource for reviewing the contents of over 100 of these journals is Feminist Periodicals, A Current Listing of Contents, published quarterly by the Office of the Women’s Studies Librarian at the University of Wisconsin. Since many libraries in educational institutions cannot subscribe to all of the journals of interest to their faculty and teachers, Feminist Periodicals allows individuals to browse current tables of contents and request copies of articles of particular interest. Complete publication information for the following journals is available in Feminist Periodicals as well as in other library resources. A list of journals with Web sites can be obtained at http://www.library.wisc.edu/libraries/WomensStudies/mags.htm.

Journals and periodicals especially useful in curriculum transformation:

Feminist Teacher. Published since 1984, this journal publishes articles, news, and other resources for feminist educators, from preschool to graduate school. Wheaton College, Norton, MA.

NWSA Journal. Published since 1988 by Ablex Publishing Corp., Norwood, NJ, this journal publishes scholarship which links feminist theory with teaching and activism. Interdisciplinary in perspective, NWSA Journal particularly encourages “articles by and about women of color, research analyzing class issues, scholarship examining non-Western cultures and research focusing on feminist pedagogy.”

Radical Teacher: A Socialist and Feminist Journal on the Theory and Practice of Teaching. Published by the Boston Women’s Teachers’ Group, Inc., Cambridge, MA, this journal is devoted to a radical
Curriculum Transformation

critique or revision of education. While the majority of articles are written for higher education, articles on K-12 are encouraged.

*Signs: Journal of Women in Culture and Society.* Published since 1975 by the University of Chicago Press, this journal provides interdisciplinary work on women, including feature articles, research, review essays, reports, book reviews, letters/comments, and archival notes.

*Transformations, The New Jersey Project Journal.* Published since 1990, this journal focuses on the work of the curriculum transformation experience of the faculty and students in The New Jersey Project.

*The Women’s Review of Books.* Published since 1983 by the Wellesley College Center for Research on Women, the Women’s Review provides “in-depth review of current books, in all fields, by and/or about women.”

*Women’s Studies Quarterly.* Published since 1972 by The Feminist Press at CUNY, this journal is focused on teaching and the scholarship most useful to teachers. There are two thematic issues each year on such topics as mothering, race and culture, sex and sexuality, war and peace, and teaching the scholarship on women in specific disciplines. Articles concern the theory and practice of women’s studies and women in academic professions.

*Women’s Studies International Forum.* Published since 1978 by Pergamon Press, Inc., this journal strives to reflect the multidisciplinary, international field of women’s studies, both inside and outside of academia. It seeks to acknowledge cultural differences and to encourage an international exchange based on a shared feminist framework.
Selected journals and periodicals of general interest or relevance to specific disciplines:

AWIS Magazine. Published by the Association for Women in Science.
Affilia: Journal of Women and Social Work
Berkeley Women's Law Journal
Camera Obscura
Concerns: Women's Caucus for the Modern Languages
Connexions: An International Women's Quarterly
Critical Matrix: The Princeton Journal of Women, Gender, and Culture
Differences: A Journal of Feminist Cultural Studies
Diversity Digest
Feminism & Psychology: An International Journal
Feminist Collections: A Quarterly of Women's Studies Resources
Feminist Economics Journal
Feminist Issues
Feminist Studies
Gender and Education
Gender & History
Gender and Society
Genders
Harvard Women's Law Journal
Hypatia: A Journal Of Feminist Philosophy
Initiatives: Journal of NAWE (National Association of Women in Education)
Journal of Feminist Studies in Religion
Journal of Gender Studies
Journal of Women and Religion
Journal of Women’s History
Kalliope: A Journal of Women’s Art
Legacy
Media Report to Women
Minerva: Quarterly Report on Women and the Military
Off Our Backs
On Campus With Women
Psychology of Women Quarterly
Sex Roles: A Journal of Research
Tulsa Studies in Women’s Literature
Wisconsin Women’s Law Journal
Woman’s Art Journal
Women: A Cultural Review
Women & Criminal Justice
Women & Environments
Women & Health
Women & Language
Women & Politics
Women’s History Review
Women’s Research Network News (National Council for Research on Women newsletter)
Women’s Studies: An Interdisciplinary Journal
Women’s Studies in Communication
Yale Journal of Law and Feminism
About the Author

Sara Coulter is Professor of English at Towson University and Co-Director of the National Center for Curriculum Transformation Resources on Women, a project funded by The Ford Foundation and FIPSE. Since 1970 she has been a member of the Women's Studies program at Towson. Her extensive work in curriculum transformation includes co-directing two FIPSE projects: a three year project at Towson and a two year project involving five community colleges in the Baltimore-Washington area. In addition, she co-edited the two books produced by these projects and has consulted and presented on curriculum transformation at many institutions and conferences.
Reader Comment

Introductory Bibliography

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Publications of the National Center for
Curriculum Transformation Resources on Women

WOMEN IN THE CURRICULUM

The following publications consist of directories, manuals, and essays covering the primary information needed by educators to transform the curriculum to incorporate the scholarship on women. The publications have been designed to be brief, user friendly, and cross referenced to each other. They can be purchased as a set or as individual titles. Tables of contents and sample passages are available on the National Center Web page: http://www.towson.edu/ncctrw/.

➤ Directory of Curriculum Transformation Projects and Activities in the U.S.
The Directory provides brief descriptions of 237 curriculum transformation projects or activities from 1973 to the present. It is intended to help educators review the amount and kinds of work that have been occurring in curriculum transformation on women and encourage them to consult project publications (see also Catalog of Resources) and to contact project directors for more information about projects of particular interest and relevance to their needs.

386 pages, 8½ x 11 hardcover, $30 individuals, $45 institutions, ISBN 1-885303-07-6

➤ Catalog of Curriculum Transformation Resources
The Catalog lists materials developed by curriculum transformation projects and national organizations that are available either free or for sale. These include proposals, reports, bibliographies, workshop descriptions, reading lists, revised syllabi, classroom materials, participant essays, newsletters, and other products of curriculum transformation activities, especially from those projects listed in the Directory. These resources provide valuable information, models, and examples for educators leading and participating in curriculum transformation activities.
(Available fall 1997)

➤ Introductory Bibliography for Curriculum Transformation
The Introductory Bibliography provides a list of references for beginning curriculum transformation on women, especially for those organizing projects and activities for faculty and teachers. It does not attempt to be comprehensive but rather to simplify the process of selection by offering an “introduction” that will lead you to other sources.
15 pages, 6 x 9 paper, $7, ISBN 1-885303-32-7

➤ Getting Started: Planning Curriculum Transformation
Planning Curriculum Transformation describes the major stages and components of curriculum transformation projects as they have developed since about 1980. Written by Elaine Hedges, whose long experience in women’s studies and curriculum transformation projects informs this synthesis, Getting Started is designed to help faculty and administrators initiate, plan, and conduct faculty development and curriculum projects whose purpose is to incorporate the content and perspectives of women’s studies and race/ethnic studies scholarship into their courses.
124 pages, 6 x 9 hardcover, $20 individuals, $30 institutions, ISBN 1-885303-06-8
Internet Resources on Women: Using Electronic Media in Curriculum Transformation

This manual gives clear, step-by-step instructions on how to use e-mail, find e-mail addresses, and access e-mail discussion lists relevant to curriculum transformation. It explains Telnet, FTP, Gopher, and the World Wide Web, and how to access and use them. It discusses online information about women on e-mail lists and World Wide Web sites. Written by Joan Korenman, who has accumulated much experience through running the Women's Studies e-mail list, this manual is a unique resource for identifying information for curriculum transformation on the Internet. Updates to this manual will be available on the World Wide Web at http://www.umbc.edu/wmst/updates.html.

130 pages, 6 x 9 hardcover, $20 individuals, $30 institutions, ISBN 1-885303-08-4

Funding: Obtaining Money for Curriculum Transformation Projects and Activities

This manual is intended to assist educators who lack experience in applying for grants but are frequently expected to secure their own funding for projects. The manual provides an overview of the process, basic information and models, and advice from others experienced in fund raising.

150 pages, 6 x 9 hardcover, $20 individuals, $30 institutions, ISBN 1-885303-05-x

Evaluation: Measuring the Success of Curriculum Transformation

This manual outlines several designs which could be used when assessing the success of a project. Evaluation: Measuring the Success of Curriculum Transformation is written by Beth Vanfossen, whose background in the teaching of research methods as well as practical experience in conducting evaluation research informs the manual's advice. Evaluation is an increasingly important component of curriculum transformation work on which project directors and others often need assistance.

(Available fall 1997)

Discipline Analysis Essays

Under the general editorship of Elaine Hedges, the National Center has requested scholars in selected academic disciplines to write brief essays summarizing the impact of the new scholarship on women on their discipline. These essays identify and explain the issues to be confronted as faculty in these disciplines revise their courses to include the information and perspectives provided by this scholarship. The series is under continuous development, and titles will be added as they become available. See order form for essays currently available.

27 - 60 pages, 6 x 9 paper, $7 each

CUNY Panels: Rethinking the Disciplines

Panels of scholars in seven disciplines address questions about the impact on their disciplines of recent scholarship on gender, race, ethnicity, and class. The panels were developed under the leadership of Dorothy O. Helly as part of the Seminar on Scholarship and the Curriculum: The Study of Gender, Race, Ethnicity, and Class within The CUNY Academy for the Humanities and Sciences. For this seminar CUNY received the "Progress in Equity" award for 1997 from the American Association of University Women (AAUW).

56 - 85 pages, 6 x 9 paper, $10 each
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Towson University, Baltimore, MD 21252

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Publications available in Women in Curriculum series

- Directory of Curriculum Transformation Projects and Activities in the U.S.
- Catalog of Curriculum Transformation Resources
- Introductory Bibliography: Basic References for Curriculum Transformation
- Getting Started: Planning Curriculum Transformation Work
- Internet Resources on Women: Using Electronic Media in Curriculum Transformation
- Funding: Obtaining Money for Curriculum Transformation Projects and Activities
- Evaluation: Measuring the Success of Curriculum Transformation
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- Health
- Music
- Philosophy
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- Psychology
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- U.S. History

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