ISSUES OF PEDAGOGY IN WOMEN'S STUDIES:
A Preliminary Bibliography of Monographic Materials

I. Scope: The literature which pertains to Women's Studies as a scholarly field is scattered. The following list samples materials which speak to curriculum issues, content areas, pedagogical issues, history of Women's Studies and history of women in higher education as well as to theoretical concerns about women's education. Bibliographies have been included which may offer further items of interest. Some practical guides and directories are also here. This is by no means a comprehensive listing of materials.

Joan Abramson's own incredible experience within academia provides the starting point for her inquiry into how sex discrimination takes place within the world of universities and colleges. Part one is a case study of her own history, including her sex discrimination suits against the University of Hawaii. In Part two, she examines the "myth of merit" as the operating premise of academia, the white male backlash, and relations between academic women. Part three offers information on and critical analysis of methods of appeal available to women who are discriminated against.


An address book of foundations funding projects in areas such as abortion, abused women, health care, research, minorities and sports. It is indexed by name of foundation. A good supplementary tool to the standard grant and foundations directories.


This is an annotated bibliography of non-sexist children's books, divided into three sections: pre-school through third grade, third grade through seventh grade, and seventh grade through twelfth grade. Within each of these sections, fiction and non-fiction books are distinguished. The authors include publication information, price (when the book is in print) and an approximate grade level for each book. Annotations are brief and to the point. A useful tool for libraries interested in developing their collections of children's literature and parents looking for non-sexist reading material for their children.


In this book, the authors present the results of a longitudinal study of college women -- their attitudes and their plans and aspirations for adult life, especially career aspirations. The 87 subjects of the study entered college in 1964 and were given questionnaires and interviews throughout their four years of study. The authors utilize both statistical analyses of the questionnaire data and direct quotations from interviews to illustrate their conclusions. The primary focus is on the women's career orientation, or lack of it, anticipated role conflict between work and children, and the relation between these and the influences of parents, teachers, boyfriends and girlfriends. The book includes a foreword by Jessie Bernard.

Films, videotapes, slide shows, filmstrips, and photographs which overturn sexual stereotypes are the resources identified here. Much of the material identified is generated by alternative companies and independent feminist groups which often is overlooked in more general sources. Fine critical annotations.


An annotated bibliography of articles, monographs and books on the topic of women's education and careers, with primary emphasis on empirical research since the 1960's. The entries are divided by subject categories among them: "Determinants of Career Choice," "Marital and Familial Status of Working Women," "Women in the World of Work," and so on. The bibliography is preceded by two short essays, "Overview of the Findings," by Helen S. Astin, and "Beyond the Findings: Some Interpretations and Implications for the Future," by Nancy Suniewick.


This collection of articles comes out of a study of 15 continuing education for women programs, the administrators, the women students and their families. The primary foci of the study were: (1) demographic characteristics of the women students; (2) development and structure of the programs; (3) impact of the programs on the parent institutions; (4) impact of the programs on the women; and (5) impact on the women's families. Data were collected primarily through interviews and questionnaires. Articles by Helen Astin, Carole Leland, Joseph Katz and Jessie Bernard present the results and conclusions of the study; a preliminary chapter by Elizabeth Cless gives an historical account of the continuing education for women movement.


This is one of the four interdisciplinary courses created by women's studies teachers and scholars from Southern Michigan as part of the Women's Studies Curriculum Series. These course outlines are intended as guides for the creation of interdisciplinary women's studies courses at an intermediate level; together, they could form the basis for a developing women's studies program. Introductions, lecture outlines, required reading and suggested fiction, questions for discussion, and bibliographies for further reading and research are provided for different topics in the courses. New Woman, New World covers the following
topics, among others: Growing Up Female in the New World; Learning to be Female; The Patriarchal Family; Matriarchies, Communes and Extended Families; Women and Work in America; Health Care System and Its Effects on Women's Bodies; The Status of Women; and Women as Agents of Social Change. The other three courses in this series are Women and Identity (by Ann Coleman, et al.), Women's Art and Culture (by Conklin and Patraka), and A Cross Cultural Study of Women (by Margot Morrow, et al.).


This is the second edition and the first international edition of this directory, with twice the entries of the original 1973 edition. It is an invaluable resource for women and organizations in the women's movement, as well as for employers or affirmative action officers seeking to identify pools of women applicants. The main text gives name, address, telephone number and a short descriptive paragraph for each entry. In addition, there are 5 indexes to the text: an alphabetical, geographical, and subject index, and two periodical indexes.


This is an early sociological study on a topic which has, since the contemporary women's movement, attracted enormous attention: the comparative status, performance and rewards accruing to men and women in academia. This book is still commonly cited and is a good place to start with this topic. However, it has a curiously dated tone (1964): there's a seeming assumption that women choose their position within academia and Bernard hastens to inform her readers that she is not a feminist and has never experienced professional discrimination. Thus the book has another interesting dimension (beyond its stated focus) as an indicator of the change in social climate in the last 15 years.


This is an excellent sourcebook for feminist films and films which do not stereotype women. Written by a film teacher in an all-women's high school in New York City, the book reviews 90 films -- features and shorts, fiction and documentary, contemporary and rediscovered older films -- providing descriptions of the films, suggestions for appropriate audiences, rental information, suggested feminist reading in conjunction with the films, and, in many cases, brief sketches of the filmmaker. There are in addition three indexes (by film title, by filmmaker and by theme), a list of suggested programs, an annotated bibliography of feminist books by Madeline Warren, and a section on distribution information. Betancourt has seen all the films reviewed several times and has shown many of them to her classes.

A good summary and analysis of the status of women in higher education -- as students, faculty members, administrators and nonfaculty academic employees -- including their backgrounds, the mechanisms of discrimination, sex-role barriers to women's advancement (e.g., exclusive responsibility for childraising), relative productivity of men and women and relative rewards received, and recommendations for change, from affirmative action to the provision of sliding-scale fee child-care services. Arguments are amply illustrated with relevant statistical data.


This is an anthology of materials by, about, or relevant to university women in the field of American Studies. Part I reports on the responses received to a questionnaire on sex discrimination sent out to women in the American Studies Association in 1971; the results are discussed in relation to an overview of the status of women in academia and in American Studies. Part II reproduces 27 course syllabi relevant to women's studies by professors all over the country in the fields of American Studies, literature, history, sociology, politics and economics. Part III, titled "collage," is a miscellany of excerpts from articles, bibliographies, book reviews, sexist textbooks, and more.


This is the sequel to Chmaj's American Women and American Studies (1971) and is organized along similar lines. Part I further explores the status of women in universities in general and in the field of American Studies in particular; it also includes some responses to Volume I, including the resolutions of the American Studies Association. Part II reproduces more course syllabi, plus reports on a number of women's studies programs and programs in continuing education. Part III, which Chmaj considers the most important part of the present volume, reprints a collection of articles relevant to women's studies.


This is one of the four interdisciplinary courses created by women's studies teachers and scholars from Southern Michigan as part of the Women's Studies Curriculum Series. These course outlines are intended as guides for the creation of interdisciplinary women's studies courses at an intermediate level; together they could form the basis for a developing women's studies program. Introductions, lecture outlines, required reading and suggested fiction, questions for discussion and bibliographies for further reading and research are provided for different topics in the courses. Women and Identity covers the following
topics: Sexuality; Fertility; Work and Family; Fear and Envy; Women's Networks; Individuality; Women and Social Change. The other three courses in this series are Women's Art and Culture (by Conklin and Patraka), A Cross Cultural Study of Women (by Margot Morrow, et al.), and New Woman, New World: The American Experience (by Carlene Bagnall, et al.).


This is one of the four interdisciplinary courses created by women's studies teachers and scholars from Southern Michigan as part of the Women's Studies Curriculum Series. These course outlines are intended as guides for the creation of interdisciplinary women's studies courses at an intermediate level; together, they could form the basis for a developing women's studies program. Introductions, lecture outlines, required reading and suggested fiction, questions for discussion, and bibliographies for further reading and research are provided for different topics in the courses Women's Art and Culture covers the following topics: Women in the Arts: A Conceptual Framework; Women's Oppression and Creativity; Women on Women; Art and Politics; and Great Women and Great Art. The other three courses in this series are Women and Identity (by Ann Coleman, et al.), New Woman, New World: The American Experience (by Carlene Bagnall, et al.), and A Cross Cultural Study of Women (by Margot Morrow, et al.).


Daniels addresses the need for systematic research on women's issues. "Although the number of studies about women has increased in the past several years, they are often funded, sporadic and isolated from other relevant studies." Among the research issues she identifies as critical are: the educational system, marriage and the family, health and the life cycle, finance, volunteerism, politics, careers, continuing education and old age. She provides a useful appendix listing specific print "Resources: Research on Women's Issues." The book is available from the Association of American Colleges, 1818 R. St., N.W., Washington, D.C. 20009.

Devault, Marjorie Lynn. IMAGES OF WOMEN...A CASE STUDY OF CONSCIOUSNESS RAISING IN AN INTRODUCTORY WOMEN'S STUDIES COURSE. Thesis. (Madison, Wis: University of Wisconsin, 1976).

The purpose of this bibliography is to keep track of published and in progress research about women and feminism during the year. Concentrates on scholarly books, articles, papers and pamphlets. Especially for libraries supporting a women's studies program. Author index.


A revision of the author's thesis, University of Washington, this report is a well-documented state-of-the-art summary of women in graduate education which offers predictably grim data. Chapters include: Women in Higher Education: A Historical Perspective; Masculine and Feminine Academic Disciplines: Their Characteristics; The Ascent to the Ivory Tower: Men's and Women's Plans for Academic Careers; Dedication to Graduate Study: Beliefs and Behavior; External Constraints: Marital Status and Graduate Education. Among the appendices are the methodology and questionnaires used for the study.


A guide to the services, products and information available to women in most states and in Canada. This directory lists 560 various organizations including feminist publishers, news services, distributors, women's research centers, library research collections, governmental and affiliated organizations and agencies. Four indexing systems provide easy access: by name, by subject, by media, and by geographical area. As with all such reference books, care must be taken when using address information.


Female Studies: Two was collected by the Commission on the Status of Women of the Modern Language Association and the collection of 56 syllabi and courses is greatly expanded from the 17 items presented in Female Studies: One. An invaluable aid in developing new courses, improving old ones and building up Women's Studies collections.


This compendium offers 54 new course designs and seventeen programs. The first thirty pages reprints Guide to Female Studies: One.


Excellent identification of cross-cultural sources. Part I is devoted to geographical topics, Part II to subject topics which are wide ranging, e.g. Misogyny, Futurism, Primate Studies.


A comprehensive guide to the women's publishing movement. It lists presses, newspapers, periodicals of all types, archives, libraries and organizations which are feminist, lesbian and non-sexist.


The story of women in film has been lost amidst the history of the entire industry. This annotated bibliography attempts to separate the contributions of women from those of men. It is designed to aid scholars in the fields of film history, film criticism and women's studies and to help film buffs or film-makers locate articles or books of particular interest. The bibliography is divided into four major sections: women as performers, women as film-makers, images of women presented on the screen, and women as columnists and critics. Annotations are provided for most of the 2302 entries listed. A subject and name index is included in the work.


This work speaks to the need for identification of existing scholarly offerings in the field of women's studies, concentrating on United States resources. Chapters deal with researching, selecting and citing sources for topics on women, annotating basic resources and surveying diverse tools in women's studies, reviewing general social science tools concerned with women, as well as specific subject-relevant tools, and reviewing sources of statistical information. A helpful listing provides a blueprint for any reference librarian to assist a client (whether student or independent researcher) in using existing tools.


McKee, Kathleen Burke. WOMEN'S STUDIES: A GUIDE TO REFERENCE SOURCES. (Storrs: University of Connecticut Library, Storrs, 1977). 112p. Index. $5.00

Its 364 well-annotated citations are arranged by type of source, i.e., handbooks, directories, statistics, etc., and its use is aided by author, title and subject indexes. Being a list of pertinent sources in the University of Connecticut library (Storrs), it may be conveniently used as an acquisition guide for the small academic or public library.


Discusses sex-role stereotyping in schools and the role that women's studies programs can play in ending it. Suggests needed curriculum changes.


MEETING WOMEN'S NEW EDUCATIONAL NEEDS. Clare Rose, issue editor. (San Francisco: Jossey-Bass, 1975).


This is one of the four interdisciplinary courses created by women's studies teachers and scholars from Southern Michigan as part of the Women's Studies Curriculum Series. These course outlines are intended as guides for the creation of interdisciplinary women's studies courses at an intermediate level; together, they could form the basis for a developing women's studies program. Introductions, lecture outlines, required reading and suggested fiction, questions for discussion, and bibliographies for further reading and research are provided for different topics in the courses. A Cross-Cultural Study of Women covers the following topics: Theoretical Overviews; Male Dominance; Women and Economics; Women and Religion; Area Studies; Women in China; Women in Melanesia; Women in Sub-Saharan Africa; Women in Latin America; and Islamic Middle East and North Africa. The other three courses in this Series are Women and Identity (by Ann Coleman, et al.), Women's Art and Culture (by Conklin and Pataaka), and New Women, New World: The American Experience (by Carlene Bagnall, et al.).


REPORT ON THE WEST COAST WOMEN'S STUDIES CONFERENCE. Comp. by the editorial staff of the Women's Studies Board at California State University at Sacramento. (Pittsburgh: Know, 1974).

Includes addresses by Florence Howe, Robin Morgan, Rita Mae Brown, Joan Hoff Wilson, Kathleen Barry, Kirsten Amundsen.


Traces the history of women's opportunities for higher education and then compares and contrasts masculine competitiveness and feminine cooperativeness as models of social relations for scholarship.


This annotated bibliography provides the reader with an excellent survey of the literature on women vis à vis history, work, and politics, in its thoughtful and well written introduction. The notes on scope at the beginning of each section are helpful, as is the breakdown of subjects covered in the major divisions (Sociology, Political Science, History, Philosophy, Medicine, Biography, Literature and the Arts, Psychology, Anthropology, Economics, and General Reference). Brief annotations.


This up-to-date directory is divided into four sections: (1) scholarships, fellowships, loans, grants, etc., designed primarily or exclusively for women (includes address, availability, purpose, eligibility, financial data, duration, deadline, number awarded); (2) women's credit unions (lists addresses and phone numbers); (3) state sources of educational benefits (gives addresses, organized by state); and (4) annotated bibliography of general financial aids directories. The over 600 different financial aids described here are indexed by sponsoring organization, by geographic region, and by subject.


This sample of strategies which have been used successfully to get courses formal recognition and, in some cases, get women's programs and women's studies departments established should be considered essential reading for those interested in pedagogical approaches to women's studies. Among the types of resources to be found here are: syllabi, bibliographies, names and addresses.


Showalter, Elaine and Ohmann, Carol. FEMALE STUDIES IV. (Pittsburgh: Know, 1971). $2.60.

Twelve essays on teaching female studies have been gathered under the auspices of the Modern Language Association Commission on the Status of Women.

Consists of the proceedings of a conference held at the University of Pittsburgh, November 5-7, 1971, titled "Women and Education: A Feminist Perspective," cosponsored by the Modern Language Association and the University of Pittsburgh. Seventeen essays are printed here addressing issues on women, education, sexism and female studies.


Results of a project conducted by the Women's Action Alliance.


This catalog is very helpful in the identification of new women's periodicals and the addresses of their publishers. The 1977-78 edition lists 175 entries under the subjects Women In Industry and Women's Liberation Movement, and 110 entries under Feminism.


Tobias, Sheila, ed. CORNELL CONFERENCE. (Pittsburgh: Know, 1969). 100p. $3.00


Valuable as a reference tool as well as a document of social history, this anthology of seventeen syllabi and courses offered in Female Studies during 1969-70 was a pioneer effort. The division of courses runs: Interdisciplinary; History; Psychology and Sociology; Political Science; Literature.


Books and articles are included in this useful, completely annotated bibliography. Essential for academic libraries.


This is an invaluable resource intended as a resource for women's studies programs. Among the most useful sections are general reference sources and their use in research on women's studies; a basic annotated book list; and non-book resources.


Ora Williams, professor of English, scholar of comparative culture and member of the Women's Studies Department at CSU-Long Beach, has updated her 1974 first edition of this important prime checklist to present a more comprehensive bibliographic inventory of the American Black woman's substantive contributions to the arts and social sciences. New features of the revised and expanded edition include a chronology of significant dates in American Black women's history from 1619 to 1977; a short biographical section listing important ideas and achievements of forty selected women — unfortunately and inexplicably Williams leaves out dates of births and deaths; a brief listing of recordings for artists like Julia Perry, Gertrude Reiney, Florence Price, and Leontyne Price; many black and white photos of authors, artists with a special photographic section of paintings and ceramics. Williams does a nice job in her comprehensive listing of reference materials, anthologies, various genres of literature, and subjects in the social sciences. She includes a section of criticism by Black women, and a very important list of works by illustrators,
painters, sculptors, arrangers, composers and lyricists. Seventeen indi-
vidual unannotated bibliographies appear: among others are Maya Angelou,
Zora Neale Hurston, and Naomi Long Madgett. Williams has concentrated
on work by Black women and has clearly identified non-Black generated
work.

WHO'S WHO AND WHERE IN WOMEN'S STUDIES. Ed. by Tamar Berkowitz, et al., with

Wisconsin. State Historical Society. WOMEN'S HISTORY: RESOURCES AT THE STATE
HISTORICAL SOCIETY OF WISCONSIN. (3rd ed., enl.). By James P. Dancy

WOMEN ON CAMPUS: THE UNFINISHED LIBERATION. (New Rochelle, N.Y.: Change Maga-

Most of the essays in this book have appeared in Change in Higher
Education.

Women's Educational Project. HIGH SCHOOL SEXUALITY: A TEACHING GUIDE. (Eugene,

WOMEN'S FILMS: A CRITICAL GUIDE. (Bloomington: Indiana University Audio-Visual

This bibliography provides annotations, distribution and technical infor-
mation for over 170 films, on topics such as rape, portraits, jobs,
historical studies, personal statements and working mothers.

Woody, Thomas. A HISTORY OF WOMEN'S EDUCATION IN THE UNITED STATES. (New York:

Woody's book is a classic in the area of women's education and is often
cited. Many charts and graphs as well as Woody's clear prose style
account for its importance.
ISSUES OF PEDAGOGY IN WOMEN'S STUDIES, II

Scope: This section serves to suggest materials which speak to teaching about women in various disciplines. Further bibliographies can be generated if specific subject areas are isolated - e.g. literature, history, science, arts.


Geared to a college audience, this collection of articles comes out of the important and innovative work currently being done by feminist historians with the aim not just of filling in the gaps in historical data on women, but of exploring how feminist perspectives in history alter basic historical conceptions and categories long taken for granted. The collection has a very broad historical and geographical scope and is organized chronologically. A basic unifying theme is the hope shared by the authors "to destroy simplistic notions about women's passivity or activity, progress or regress. Women must be seen within the complexity of their specific cultural contexts." Among the articles are: "Women in Egalitarian Societies," by Eleanor Leacock; "Who Has a Renaissance?" by Joan Kelly-Gadol; "Loaves and Liberty: Women in the French Revolution," by Ruth Graham; "The Long Road Home: Women's Work and Industrialization," by Theresa M. Mc Bride; and "Mothers in the Fatherland: Women in Nazi Germany," by Claudia Koonz.


"The essays in this volume fall broadly into two categories: essays of critical historiography which raise general questions of theory and conceptualization in the field; and case studies or surveys which are primarily empirical in character, but in which the authors suggest, explore, or illustrate some theoretical questions or models" (from the preface). Part I, "On the Historiography of Women," engages for the most part in a critique of past work in women's history, while in Part IV, "Toward a Future Human Past," the authors are concerned with current questions of theory and new approaches to research. The empirical studies in Part II, "On Ideology, Sex, and History," tend to emphasize the influence of ideology, attitudes, tradition, or consciousness on the position of women, while in Part III, "On Class, Sex, and Social Change," the emphasis is on questions of class, structure and relations. Among the contributors represented here are Linda Gordon, Mari Jo Buhle, Robin Miller Jacoby, Ann M. Pescatello, Joyce A. Ladner, Sarah B. Pomeroy, Renate Bridenthal and Claudia Koonz (editors of another anthology of women's history articles, Becoming Visible), Alice Kessler-Harris, Gerda Lerner and Juliet Mitchell. A valuable contribution to the new field of women's history.

Volume IX of the Female Studies series, this is a useful collection of materials for women's studies courses in the fields of French, Spanish, German and Russian, including both essays in feminist criticism and course outlines. The quantity of material in each of the four disciplines varies considerably, with French the most thoroughly covered and Russian the least -- reflective of the response received by the Commission on the Status of Women of the Modern Language Association (which initiated this project) in reply to its requests to 150 faculty for women's studies course outlines.


Judy Chicago articulates her life experiences and her commitment to the idea of developing a female art, of shaping a new female education and of transforming traditional cultural values. Chicago's extraordinary strength, talent, imagination and energy suffuse every page of this autobiography which deserves a place on reading lists for all art courses which claim to be feminist. She includes several performance pieces from feminist art groups with which she has been affiliated.


Broadly organized around the principle that the "authors should address themselves generally to the problem of defining feminist criticism and/or deal in some declaredly feminist way with significant English or American texts," this volume of sixteen essays illustrates that literary materials can be legitimately examined in a feminist context. Included here are three theoretical essays on feminist criticism by Annette Barnes, Marcia Landy and Lynn Sukenick; essays on Chaucer by Maureen Fries and Arlyn Diamond; an essay on The Taming of the Shrew by Coppelia Kahn; on Moll Flanders by Miriam Lerenbaum, on Samuel Richardson by Katherine Rogers; on Jane Eyre by Maurianne Adams; on Mrs. Dalloway by Lee R. Edwards; and on The Golden Notebook by Mary Cohen. Other essays deal with works by Kate Chopin, Katherine Anne Porter, Melville and Ernest Hemingway.


Collection of writings by women anthropologists which explains not only the experience of the researcher, her techniques, the impact of her sex on her role, but also cross-cultural attitudes toward women. Contributors are Peggy Golde, Jean Briggs, Laura Thompson, Laura Nader, Ruth Landes, Helen Codere, Gloria Marshall, Ernestine Friedl, Cora Du Bois, Hazel Hitson Weidman, Ann Fischer and Margaret Mead. Their diverse experiences reflect work in Greece, Brazil, Rwanda and in many other cultures.

This pamphlet by Ann D. Gordon, Mari Jo Buhle and Nancy E. Schrom (originally published in Radical America, v. 5, no. 4, July/August 1971), is an important, early attempt to develop a feminist social history from available sources. In Part I, the authors explicate the problems inherent in this task, some of which are common to all attempts to write social history, some of which are particular to historical explorations of women's lives ("The work of reconstructing the history of the inarticulate has just begun, and women make up the largest and probably the most silent of society's inarticulate groups."). Part II is a sketch of the historical evolution from colonial times, through industrialization and into the twentieth century of the conditions of women's lives and of ideologies of "woman's place."


This is a collection of papers from the first Berkshire Conference of Women Historians, including material on prostitution, medicine and sexuality and drawing upon women's history in England, America and Western Europe.


This book emerges from the same perspective that produced Sheila Rowbotham's Women, Resistance and Revolution, but Hidden from History restricts its focus primarily to England. Once again, it is essentially a sketch -- more an attempt to create a new way of looking at history than to write an exhaustive account. Rowbotham is particularly interested in the ways patriarchy and capitalism together shape women's lives and in the connection and contradictions between feminist and socialist movements. She has written a special introduction to the American edition, tracing her own evolution as a social historian.