

Defending the Discipline: Feminist Struggles in the Academy

Developed by Karla J. Strand, DPhil, MLIS
University of Wisconsin
December 2025

This bibliography is number 108b in the series “Bibliographies in Gender and Women’s Studies,” published by the University of Wisconsin System Office of the Gender and Women’s Studies Librarian. It was developed as part of “Rooted in Justice: Fifty Years of Feminist Scholarship and Community Engagement – A set of bibliographies supporting the 2026 Conference of the UW System Women’s and Gender Studies Consortium.”

Introduction

As attempts to dismantle gender and women’s studies and related fields in higher education increase, scholars, students, activists, and those engaged in adjacent work are resisting this marginalization while advocating for the preservation of critical student centers and academic spaces. Resources in this bibliography share strategies for defending programs under threat and making the field’s transformative impact visible to administrators, policymakers, and the public, including through online activist communities, social media, and other digital platforms. The resources reflect on losses, particularly with the merging of programs into new units and the elimination of gender equity, multicultural, and pride centers. Some highlight unique approaches to program advocacy, curricular innovation, and interdisciplinary collaboration that ultimately strengthen the field’s institutional standing. Others highlight how gender and women’s studies programs and centers—as well as related and overlapping initiatives—continue to advocate for their survival amid budget cuts and political challenges.

Jump to Section:

COVID-19 to Current in U.S. GWS	1
Anti-Feminism and Backlash Against GWS	9
Austerity, Contingency, and Precarity	10
Institutionalization of the Field	11
International GWS Programs and Centers	12
It’s Coming From Inside the House	17
Naming	20
Transitions	21
Women’s, Gender, and Sexuality Centers	22

COVID-19 to Current in U.S. GWS

National

- Adair, Z. R. (2021). All power to all the people: WGS and feminist pedagogy in the era of the alt-right. *The Radical Teacher*, 121, 46–54. <https://www.jstor.org/stable/48694857>
- Alonso, J. (2024, Apr. 5). Student interest in gender studies on the rise, despite political hostility. *Inside Higher Ed*.

<https://www.insidehighered.com/news/students/academics/2024/04/05/more-students-take-gender-studies-even-it-comes-under-attack>

- Ash, J. (2020, Dec. 3). How COVID-19 is devastating women's studies programs across the US. *Ms.* <https://msmagazine.com/2020/12/03/how-covid-19-is-devastating-womens-studies-programs-across-the-u-s/>
- Baker, C.N., Berger, M.T., Craven, C., & Hobson, J. (2025, Sept. 18). University leaders must act: An open letter on the threats facing critical interdisciplinary programs like women's and gender studies. *Ms.* <https://msmagazine.com/2025/09/10/college-university-women-gender-studies-higher-education-interdisciplinary-programs/>
- Barry, A., Godard, C., & Park, A. (2025, Sept. 10). The history of women's studies is a history of conflict. *Public Books.* <https://www.publicbooks.org/the-history-of-womens-studies-is-a-history-of-conflict/>
- Beins, A. (2022, Fall/Winter). Field materialities: Building women's and gender studies one page at a time. *WSQ: Women's Studies Quarterly*, 50(3-4), 47-63. <https://muse.jhu.edu/article/867019>
- Boisseau, T.J., Rellihan, H., & Ernstberger, A.L. (2024). More at risk than ever, more important than ever: Women's, gender, and sexuality studies at the intersection of paradox and precarity. *Feminist Studies* 50(1), 135-139. <https://dx.doi.org/10.1353/fem.2024.a930420>
- Boisseau, T.J., & Rellihan, H. (2025). Zombies no longer willing to make do, or, how to save women's, gender, and sexuality studies from the neoliberal and illiberal apocalypse. *Frontiers: A Journal of Women Studies*, 46(1), 45-83. <https://dx.doi.org/10.1353/fro.2025.a962957>.
- Branham, K., & Costello, L.A. (2023). Higher education and the precarity of women's, gender, and sexuality studies programs. *Feminist Formations* 35(3), 59-81. <https://dx.doi.org/10.1353/ff.2023.a916570>
- Clark-Taylor, A., Regan, H., & Rotramel, A. (2024). *Protecting our futures: Challenges & strategies for women's, gender, and sexuality studies*. National Women's Studies Association. <https://commons.case.edu/cgi/viewcontent.cgi?article=1004&context=mathercenter-briefs>
- Corbman, R. (2025). Dykes, witches, and cults: 'Women's studies' in mass culture. *Feminist Theory*, 26(3), 614-631. <https://doi.org/10.1177/14647001251331883>
- Dove-Viebahn, A. (2023, Jul 01). Banned: Women's studies. *Ms.*, 33(3), 26-29.
- Ergas, Y. (2022). Disputing "gender" in academia: Illiberalism and the politics of knowledge. *Politics and Governance*, 10(4), 121-131. DOI: 10.17645/pag.v10i4.5529.
- Essig, L. (2025, Jun. 26). Why authoritarians always come for gender studies first. *Ms.* <https://msmagazine.com/2025/06/26/gender-studies-trump-authoritarian/>
- [Feminist Frictions](#) from Signs
- Furiasse, A. (2023, Sept.). The gender studies myth. *Women in Higher Education*, 9, 14. <https://doi.org/10.1002/whe.21319>
- Kelliher, R. (2022, Mar. 5). What anti-LGBTQ+ state bills mean for higher ed. *Diverse Issues in Higher Education*. <https://www.diverseeducation.com/leadership-policy/article/15289294/what-antilgbtq-state-bills-mean-for-higher-ed>
- Nadasen, P., Ash, J., & Jones, B. (2020). *WGSS programs during COVID: A data brief from NWSA*. National Women's Studies Association. https://cdn.ymaws.com/www.nwsa.org/resource/resmgr/budget_cuts_and_covid_data_b.pdf

- National Women's Studies Association. (2020, May 14). Protecting WGS in the time of COVID-19: An NWSA statement and data collection project. *NWSA*. <https://www.nwsa.org/news/news.asp?id=509175>
- Rohrer, J. (2024, Spr./Sum.). (Re)purposing, not "rightsizing": Responding to recent attacks on gender, women's, and sexuality studies in the U.S. academy. *WSQ: Women's Studies Quarterly*, 52(1-2), 251-268. <https://dx.doi.org/10.1353/wsq.2024.a924320>
- Rupertus, A. (2025, May 22). College campuses are closing their women's and LGBTQ+ centers. *Teen Vogue*. <https://www.teenvogue.com/story/college-campuses-closing-womens-lgbtq-centers>
- Shayne, J. (2020, Feb. 24). The Trump Era proves that women's studies matters. *Ms*. <https://msmagazine.com/2020/02/24/i-cant-believe-im-still-making-the-case-for-gender-women-sexuality-studies/>
- Tudor, A. (2021, May 1). Decolonizing trans/gender studies?: Teaching gender, race, and sexuality in times of the rise of the global right. *TSQ*, 8(2), 238–256. <https://doi.org/10.1215/23289252-8890523>
- UW System Women's and Gender Studies Consortium (WGSC). (2020, June 11). COVID-19, disaster capitalism and the crisis in women's and gender studies. *Ms. Magazine*. <https://msmagazine.com/2020/06/11/covid-19-disaster-capitalism-and-the-crisis-in-womens-and-gender-studies/>
- Yacob-Haliso, O. (2025, March). African intersectionalities and decolonisation of African women's and gender studies. *History Compass*, 23(3). <https://doi.org/10.1111/hic3.70008>

Alabama

- Navarro, M. (2024, Aug. 22). University removes dedicated offices for Black Student Union, Safe Zone. *The Crimson White*. <https://thecrimsonwhite.com/115369/top-stories/university-removes-dedicated-offices-for-black-student-union-safe-zone/>
- Stephenson, J. (2024, Aug. 27). University of Alabama closes spaces for Black Student Union and LGBTQ+ center. *Alabama Reflector*. <https://alabamareflector.com/2024/08/27/university-of-alabama-closes-spaces-for-black-student-union-and-lgbtq-center/>

California

- Kalahela, K. (2023, May 15). Rumors circle about whether Chapman will merge LGBTQ studies and women's studies minors into one. *The Panther*. <https://www.thepanthernewspaper.org/news/lsyqz2jcvn2nkoyarf29pid2xwmwz0>
- Ojeda, H. (2024, Dec. 12). UCSC faculty mourn loss of feminist studies department. *Lookout Santa Cruz*. <https://lookout.co/uc-santa-cruz-feminist-studies-faculty-mourn-loss-of-department/story>
- Public Affairs. (2024, Nov. 25). After 50 successful years, Feminist Studies faculty vote to disestablish the formal department, making way for more wide-ranging feminist scholarship across campus. *UC Santa Cruz News*. <https://news.ucsc.edu/2024/11/feminist-studies/>

Florida

- Blest, P. (2023, Feb. 27). Florida republicans are terrified of gender studies majors. *Vice*. <https://www.vice.com/en/article/g5vz3m/ron-desantis-florida-higher-education-bill-ban-gender-studies>
- Contorno, S. (2023, Feb. 25). Florida bill would ban gender studies and give Gov. Ron DeSantis more power over state universities. *CNN*. <https://www.cnn.com/2023/02/24/politics/ron-desantis-florida-universities-gender-studies/index.html>

- Ending gender studies at Florida's New College is a "repressive act," echoing Hungary's Viktor Orban. (2023, Aug. 10). *PEN America*. <https://pen.org/press-release/ending-gender-studies-at-floridas-new-college-is-a-repressive-act-echoing-hungarys-victor-orban/>
- Factora, J. (2023, Aug. 14). DeSantis-appointed board abolished the New College of Florida's gender studies major. *Them*. <https://www.them.us/story/new-college-of-florida-abolishes-gender-studies-major>
- Herndl, D.P. (2024). Will gender studies in Florida survive the United States' turn to the right? *WSQ: Women's Studies Quarterly*, 52(1), 93-99. <https://dx.doi.org/10.1353/wsqa.2024.a924306>
- Matat, S. (2023, April 19). Florida legislation threatens gender studies and intersectionality: What does it mean? *Palm Beach Post*. <https://www.usatoday.com/story/news/education/2023/04/19/desantis-gop-attacks-on-woke-gender-studies-rattles-professors-students/11690683002/?gnt-cfr=1>
- Nittle, N. (2023, Apr. 3). Florida bill would bring bans on gender studies and critical race theory to colleges and universities. *The 19th*. <https://19thnews.org/2023/04/florida-house-bill-999-higher-education-race-gender/>
- Peer, V. (2023, Oct. 2). New College of Florida eliminates gender studies program, leaving students in the crossfire. *Ms*. <https://msmagazine.com/2023/10/02/new-college-of-florida-gender-studies/>
- Szal, R., Dove-Viebahn, A., & Jolna, K. (2023, Aug. 19). Key gender studies staff resign from New College of Florida, "The state where learning goes to die." *Ms*. <https://msmagazine.com/2023/08/19/gender-studies-new-college-florida-woke-desantis/>
- Waagmeester, J. (2024, Dec. 30). State to study return on investment of women/gender studies programs. *Florida Phoenix*. <https://floridaphoenix.com/2024/12/30/state-to-study-return-on-investment-of-women-gender-studies-programs/>

Georgia

- Burkholder, K. (2025, Feb. 27). Georgia Tech dissolves LGBTQ+ Pride Alliance, Women's Resource Center, Black tech group amid DEI concerns. *Rough Draft Atlanta*. <https://roughdraftatlanta.com/2025/02/27/georgia-tech-pride-alliance-dissolved/>
- Roldan, A. (2025, Aug. 18). LGBTQ-friendly resources, policies recede on Georgia's college campuses as DEI rollbacks continue. *Georgia Recorder*. <https://georgiarecorder.com/2025/08/18/lgbtq-friendly-resources-policies-recede-on-georgias-college-campuses-as-dei-rollbacks-continue/>
- Sanchez, O. (2023, June 16). Renowned HBCU creates a "safe haven" for Black feminist and queer studies. *The Hechinger Report*. <https://hechingerreport.org/renowned-hbcu-creates-a-safe-haven-for-black-feminist-and-queer-studies/>

Iowa

- Perez, K. (2025, Jan. 21). UI proposes closing gender studies department, drawing controversy and praise. *The Daily Iowan*. <https://dailyiowan.com/2025/01/21/ui-proposes-closing-gender-studies-department-drawing-controversy-and-praise/>
- Rish, J. (2025, Jan. 8). University of Iowa to create new school in place of Gender, Women's and Sexuality Studies. *Iowa City Press-Citizen*. <https://www.press-citizen.com/story/news/education/university-of-iowa/2025/01/08/university-of-iowa-gender-studies-program-to-merge-with-new-school/77477469007/>

Kansas

- Quinn, R. (2025, Jul. 24). College employees in Kansas can't list pronouns in emails. *Inside Higher Ed*. <https://www.insidehighered.com/news/diversity/sex-gender/2025/07/24/kansas-colleges-say-employees-cant-list-pronouns-emails>
- Ramm, T. (2024, Apr. 26). Women's, ethnicity and intersectional studies recommended for merger with another program, four other programs put on action plans. *The Sunflower*. <https://thesunflower.com/83442/news/womens-ethnicity-and-intersectional-studies-recommended-for-merger-with-another-program-four-other-programs-put-on-action-plans/>
- Rozin, L. (2024, Sept. 9). Organizations merge to form new Student Engagement Center. *The University Daily Kansan*. https://www.kansan.com/news/organizations-merge-to-form-new-student-engagement-center/article_b17fc320-6edb-11ef-b60b-4bcbe8851773.html
- Saldanha-Olson, S. (2025, May 1). A transgender professor at Kansas State University is suing for discrimination. *Topeka Capital-Journal*. <https://www.cjonline.com/story/news/local/2025/05/01/kansas-state-university-faces-a-discrimination-and-retaliation-lawsuit/83366790007/>
- Syed, A. (2024, Sept. 13). Letter fires back after University merges DEI centers. *The University Daily Kansan*. https://www.kansan.com/news/letter-fires-back-after-university-merges-dei-centers/article_ad98c6f2-7210-11ef-9534-ffcc0d6223a5.html

Mississippi

- Dispatch Editorial board. (2020, Jan. 29). Our View: Gov. Reeves, both career paths are legitimate. *The Dispatch* [Mississippi]. <https://cdispatch.com/opinions/2020-01-29/our-view-gov-reeves-both-career-paths-are-legitimate/>
- Pieschel, B.S. (2020, Feb. 4). Opinion: The W pushes back on Gov. Reeves' attack on gender studies. *Jackson Free Press* [Mississippi]. <https://www.jacksonfreepress.com/news/2020/feb/04/opinion-w-pushes-back-gov-reeves-attack-gender-stu/>

South Dakota

- Academic and student affairs. (2023, Mar. 29-30). New BOR Policy - Minors on campus (First reading). *South Dakota Board of Regents*. https://www.sdbor.edu/the-board/agendaitems/2014Agendaitems/2023-Agenda-Items/2023-03-29-BOR/6_D_BOR0323.pdf
- Academic and student affairs. (2021, Dec. 8-9). Revisions to BOR policies 1:11, 3:9 (new 1:34) and 3:18 (second reading) and Opportunity Center plans. South Dakota Board of Regents. https://www.sdbor.edu/the-board/agendaitems/2014Agendaitems/2021%20Agenda%20Items/December21/8_D_BOR1221_REVISED.pdf
- Bellows, K.H. (2023, June 12). A governor tells public colleges: The drag show must not go on. *The Chronicle of Higher Education*. <https://www-chronicle-com.ezproxy.library.wisc.edu/article/a-governor-tells-public-colleges-the-drag-show-must-not-go-on>
- Dakota News Now Staff. (2022, Dec. 19). SD Board of Regents to discuss recent SDSU drag show. *Dakota News Now*. <https://www.dakotanewsnow.com/2022/12/19/sd-board-regents-discuss-recent-sdsu-drag-show/>

- Fosness, S. (2022, Dec. 21). In wake of 'kid friendly' SDSU drag show, Board of Regents bans minors from campus events. *Mitchell Republic*.
<https://www.mitchellrepublic.com/news/in-wake-of-kid-friendly-sdsu-drag-show-board-of-regents-bans-minors-from-campus-events>
- Gaskins, J. (2022, Nov. 16). SDSU drag show organizers and performers explain their "kid-friendly" show. *Dakota News Now*.
<https://www.dakotane.wsnow.com/2022/11/17/sdsu-drag-show-organizers-performers-explain-their-kid-friendly-show/>
- Goss, A. (2022, Nov. 16). Amid backlash, SDSU president says university is not sponsoring "kid-friendly" drag show. *Dakota News Now*.
<https://www.dakotane.wsnow.com/2022/11/16/sdsu-did-not-sponsor-student-led-drag-show/>
- Goss, A. (2023, Feb. 13). House panel advances one bill limiting "kid friendly" drag shows, tables another. *KOTA*.
<https://www.kotatv.com/2023/02/13/house-panel-advances-one-bill-limiting-kid-friendly-drag-shows-tables-another/>
- Matzen, M. (2022, Dec. 8). Senator signals she will propose to ban drag shows in South Dakota next year. *Sioux Falls Argus Leader*.
<https://www.argusleader.com/story/news/education/2022/12/08/south-dakota-senator-julie-frye-mueller-pledges-ban-drag-shows/69713017007/>
- Matzen, M. (2022, Dec. 19). Regents will weigh student activity policies behind closed doors after SDSU drag show sparks criticism. *Sioux Falls Argus Leader*.
<https://www.argusleader.com/story/news/education/2022/12/19/regents-issue-moratorium-on-sd-universities-following-sdsu-drag-show/69741887007/>
- Matzen, M (2023, Mar. 2). South Dakota Senators put final nail in the coffin on this session's anti-drag bills. *Sioux Falls Argus Leader*.
<https://www.argusleader.com/story/news/politics/2023/03/02/south-dakota-anti-drag-bill-dies-after-senate-opts-not-debate-legislature/69964336007/>
- Matzen, M (2023, Mar. 30). South Dakota Board of Regents' new 'minors on campus' passes first reading. *Sioux Falls Argus Leader*.
<https://www.argusleader.com/story/news/education/2023/03/30/south-dakota-board-regents-first-vote-minors-college-campus-policy/7006508500>
- Matzen, M. (2023, May 9). Taking aim at drag shows, South Dakota Board of Regents pass 'minors on campus' policy. *Sioux Falls Argus Leader*.
<https://www.argusleader.com/story/news/education/2023/05/09/south-dakota-board-of-regents-finalize-minors-on-campus-policy-drag-shows-state-university/70200174007/>
- Mortenson, S. (2022, Dec. 21). South Dakota Board of Regents to create safeguards for minors on campus. *South Dakota Board of Regents*.
<https://www.sdbor.edu/news/Pages/SDBOR-to-Create-Safeguards-for-Minors-on-Campus.aspx>
- Noem, K. (2023, May 23). Letter to the South Dakota Board of Regents.
https://governor.sd.gov/doc/05-25-23_BOR-letter.pdf
- Minors on campus. (2023). *South Dakota Board of Regents Policy Manual*.
<https://www.sdbor.edu/policy/Documents/1-35.pdf>
- South Dakota House Bill 1116. Prohibit the use of state resources in hosting lewd or lascivious content. *LegiScan*. <https://legiscan.com/SD/bill/HB1116/202>

Texas

- Babineau, A. & Maxouris, C. (2023, Mar. 21). A Texas university president canceled a student drag show, calling it 'divisive' and misogynistic. First Amendment advocates disagree. *CNN*.
<https://www.cnn.com/2023/03/21/us/west-texas-am-university-drag-show-canceled>
- Gutteridge, N. (2023, Nov. 3). A&M Pride Center to be rebranded after Senate Bill 17 prohibits DEI initiatives. *The Battalion*.
<https://thebatt.com/news/am-pride-center-to-be-rebranded-after-senate-bill-17-prohibits-dei-initiatives/>
- Gutteridge, N. (2025, Sept. 10). Texas A&M professor fired after viral video disputes termination. *The Texas Tribune*.
<https://www.texastribune.org/2025/09/10/texas-am-professor-fired-melissa-mccoul-statement/>
- Hunt, K. (2025, Oct. 14). Students, faculty worry UT Austin gender studies 'might come under attack' amid system-wide review. *KUT News*.
<https://www.kut.org/education/2025-10-14/ut-austin-gender-studies-courses-review-future-protest>
- McClenagan, K. (2025, Nov. 13). Texas A&M system approves new policy that could limit 'race or gender ideology' courses. *Houston Public Media*.
<https://www.houstonpublicmedia.org/articles/education/2025/11/13/536041/texas-am-system-approves-new-policy-that-could-limit-race-or-gender-ideology-courses/>
- McGee, K. (2023, Mar. 21). West Texas A&M University president cancels student drag show, saying it degrades women. *The Texas Tribune*.
<https://www.texastribune.org/2023/03/21/west-texas-am-drag-show/>
- Parker, T., Pliley, J.R., Rytlahti, S., & Strand, K.J. (2025, Nov. 11). The politics of 'audit': How Texas is using bureaucracy to erase gender studies. *Ms*.
<https://msmagazine.com/2025/11/11/texas-gender-studies-audit-university-college-feminist-studies/>
- Priest, J. (2025, Sept. 8). Video of clash over gender-identity content in Texas A&M children's lit class leads to firing, removals. *The Texas Tribune*.
<https://www.texastribune.org/2025/09/08/texas-am-video-professor-student-gender-identity-content/>
- Priest, J., Gutteridge, N., & McGee, K. (2025, Sept. 19). How a secret recording of a gender identity lecture upended Texas A&M. *The Texas Tribune*.
<https://www.texastribune.org/2025/09/19/texas-a-m-welsh-firing-professor-gender-mccoul/>
- Razek, R., Babineau, A., & Maxouris, C. (2023, Mar. 24). Student-led LGBT+ organization sues West Texas A&M president after he canceled student charity drag show. *CNN*.
<https://www.cnn.com/2023/03/24/us/west-texas-am-university-drag-show-canceled-lawsuit/index.html>
- Rice, M. (2025, Oct. 22). TCU to end stand-alone departments focused on women and gender, race and ethnic studies. *Fort Worth Report*.
<https://fortworthreport.org/2025/10/22/tcu-to-end-stand-alone-departments-focused-on-women-and-gender-race-and-ethnic-studies/>
- Roberts-Grmela, J. (2023, Mar. 21). Public-university president faces backlash for canceling student group's drag show. *The Chronicle of Higher Education*.
<https://www.chronicle.com/article/public-university-president-faces-backlash-for-canceling-student-groups-drag-show>
- Rubin, S. (2025, Nov. 17). Students demand protection of ethnic and gender studies as UT weighs Trump compact and consolidation. *Reporting Texas*.
<https://www.reportingtexas.com/students-demand-protection-of-ethnic-and-gender-studies-as-ut-weighs-trump-compact-and-consolidation/>

- Ruby, E. (2025, Nov. 14). Texas A&M System “muzzles” faculty on race, gender ideology lessons. *Dallas Observer*.
<https://www.dallasobserver.com/news/texas-am-policy-race-gender-muzzle-faculty-40616772/>
- Welch, M. (2023, Aug. 17). University of Houston students brace for LGBTQ Resource Center closure in response to Texas’ DEI ban. *The Texas Tribune*.
<https://www.texastribune.org/2023/08/17/university-houston-lgbtq-center-dei-ban/>
- Whitford, E. (2025, Oct. 31). TCU moves race, gender studies departments amid political pressure. *Inside Higher Ed*.
<https://www.insidehighered.com/news/faculty-issues/curriculum/2025/10/31/tcu-moves-race-gender-studies-departments-english>

Wyoming

- Beck, B. (2022, Feb. 26). Senate cuts UW’s gender studies program. Wyoming Public Radio.
<https://www.wyomingpublicmedia.org/politics-government/2022-02-26/senate-cuts-uws-gender-studies-program>
- Department of Gender Studies. (2022, Mar. 2). The Department of Gender Studies strongly condemns the Wyoming state senate for adopting an amendment to the state budget that would remove funding from the University of Wyoming’s Gender and Women’s Studies department. *UCLA*.
<https://gender.ucla.edu/news/the-department-of-gender-studies-strongly-condemns-the-wyoming-state-senate-for-adopting-an-amendment-to-the-state-budget-that-would-remove-funding-from-the-university-of-wyomings-gender-and/>
- Greenberg, S.H. (2022, Feb. 28). Wyoming senate votes to defund gender and women’s studies. *Inside Higher Ed*.
<https://www.insidehighered.com/quicktakes/2022/03/01/wyoming-senate-votes-defund-gender-and-women%E2%80%99s-studies>
- Harris, M.S. (2023, Feb. 3). Attempt to defund UW gender studies fails again. *Casper Star Tribune*.
https://trib.com/news/state-and-regional/govt-and-politics/attempt-to-defund-uw-gender-studies-fails-again/article_a9b72d14-a3e4-11ed-9b17-97d58b81331d.html
- Helton, J. (2022, Mar. 9). Gender studies elimination would have rewritten Wyo’s history. *WyoFile*.
<https://wyofile.com/gender-studies-elimination-would-have-rewritten-wyos-history/>
- Kelliher, R. (2022, Mar. 1). Wyoming senate votes to stop funding University of Wyoming’s gender studies program. *Diverse Issues in Higher Education*.
<https://www.diverseeducation.com/news-roundup/article/15289113/wyoming-senate-votes-to-stop-funding-university-of-wyomings-gender-studies-program>
- Long, C. & Ross, A. (2022, Mar. 2). ‘Dangerous ground’: Republican lawmakers target gender studies at U. of Wyoming. *The Chronicle of Higher Education*.
<https://www.chronicle.com/article/dangerous-ground-republican-lawmakers-target-gender-studies-at-u-of-wyoming>
- McCaughey, M. (2022, Apr. 14). Gender and women’s studies under the gun in Wyoming. *Academe Blog*.
<https://academeblog.org/2022/04/14/gender-and-womens-studies-under-the-gun-in-wyoming/>
- McFarland, C. (2023, Feb. 4). Wyoming legislators try and fail – again – to defund UW gender studies program. *Cowboy State Daily*.
<https://cowboystatedaily.com/2023/02/04/wyoming-legislators-try-and-fail-again-to-defund-uw-gender-studies-program/>
- Migdon, B. (2022, Feb. 28). Wyoming senate votes to end funding for university gender studies program. *The Hill*.

<https://thehill.com/changing-america/respect/diversity-inclusion/596131-wyoming-senate-votes-to-end-funding-for/>

- Vander Graff, A. (2022, Mar. 7). UW students, staff concerned about targeting of gender studies. *Wyoming Tribune Eagle*.
https://www.wyomingnews.com/news/from_the_wire/uw-students-staff-concerned-about-targeting-of-gender-studies/article_d7966128-84d0-5157-ad63-f58c0d1317a0.html
- Victor, J. (2022, Mar. 2). Cutting gender and women's studies at UW could impact Wyoming's prisoners. *Wyoming Public Radio*.
<https://www.wyomingpublicmedia.org/news/2022-03-02/cutting-gender-and-womens-studies-at-uw-could-impact-wyomings-prisoners>
- Victor, J. (2022, Mar. 7). An interview with gender and women's studies director Michelle Jarman. *The Laramie Reporter*. <https://laramiereporter.substack.com/p/an-interview-with-gender-and-womens>
- Victor, J. (2025, May 14). UW looks to end embattled gender studies degree. *The Laramie Reporter*. <https://laramiereporter.substack.com/p/uw-looks-to-end-embattled-gender>
- WGS Faculty. (2022, Mar. 2). *WGS response to University of Wyoming*. Department of Women and Gender Studies, San Francisco State University.
<https://wgsdept.sfsu.edu/wgs-response-university-wyoming>

Anti-Feminism and Backlash Against GWS

- American Association of University Professors. (2018, Nov.). The assault on gender and gender studies. *AAUP*. <https://www.aaup.org/assault-gender-and-gender-studies>
- Brown, W. (1997, Nov.). The impossibility of women's studies. *Differences*, 9(3), 79–101.
<https://doi.org/10.1215/10407391-9-3-79>
- Clark, V., Garner, S.N., Higonet, M., & Katrak, K. (Eds.). (1996). *Anti-feminism in the academy*. Routledge.
- Gimson, S. (2019, Sept. 20). In the attack on experts, gender studies is often the first target. *Times Higher Education*.
<https://www.timeshighereducation.com/blog/attack-experts-gender-studies-often-first-target>
- Josephson, T. (2018). Teaching 'Trump Feminists.' *The Radical Teacher*, 111, 82–87.
<https://www.jstor.org/stable/48694659>
- Kerr, E. (2018, Feb. 11). For scholars of women's studies, it's been a dangerous year. *The Chronicle of Higher Education*.
<https://www.chronicle.com/article/for-scholars-of-womens-studies-its-been-a-dangerous-year/>
- McCaughey, M. (2008). Academic freedom: The right-wing campaign against women's studies turns a treasured ideal on its head." *Ms.*, Summer, 61-62.
- Morris, B.J. (1998, June 19). Women's studies: Prejudice and vilification persist. *The Chronicle of Higher Education*. <https://www.chronicle.com/article/womens-studies-prejudice-and-vilification-persist/>
- Morris, B.J. (2009). *Revenge of the women's studies professor*. Indiana University Press.
- Patai, D., & Koertge, N. (1995). *Professing feminism: Cautionary tales from the strange world of women's studies*. Basic Books.
 - See also: Patai, D. (1996, June 7). The status of women's studies. *The Chronicle of Higher Education*.
<https://www-chronicle-com.ezproxy.library.wisc.edu/article/the-status-of-womens-studies/>

- Patai, D., & Koertge, N. (2003). *Professing feminism: Education and indoctrination in women's studies* [New and expanded ed.]. Lexington Books.
 - See also: Ruark, J. (2002, Dec. 13). 'Professing Feminism' is updated to respond to critics. *The Chronicle of Higher Education*. <https://www.chronicle.com/article/professing-feminism-is-updated-to-respond-to-critics-the-journal-differences-finds-a-new-press/>
- Pollack, S. (1985). Exposing the conservative agenda: Women's studies minus feminism. *The Radical Teacher*, 29, 19–23. <http://www.jstor.org/stable/20709498>
- Potter, C.B. (2013, Apr. 8). What a world without women's studies looked like. *The Chronicle of Higher Education*. <https://www.chronicle.com/blognetwork/tenuredradical/what-a-world-without-womens-studies-looked-like>
- Scully, D., & Currier, D.M. (1997). *The NWSA backlash report: Problems, instigators, and strategies*. National Women's Studies Association.
- Sommers, C. (1988). Should the academy support academic feminism? *Public Affairs Quarterly*, 2(3), 97–120. <http://www.jstor.org/stable/40435687>
- Sommers, C.H. (2009, Jun. 29). Persistent myths in feminist scholarship. *The Chronicle of Higher Education*. <https://www.chronicle.com/persistent-myths-in-feminist-scholarship/>

Austerity, Contingency, and Precarity

- Arrigoitia, M.F., Beetham, G., Jones, C.E., & Nzinga-Johnson, S. (2015). Women's studies and contingency: Between exploitation and resistance. *Feminist Formations*, 27(3), 81–113. <http://www.jstor.org/stable/43860816>
- Bauer, D.M. (2002). Academic housework: Women's studies and second shifting. In R. Wiegman (Ed.), *Women's studies on its own: A next wave reader in institutional change* (pp. 245–257). Duke University Press. <http://www.jstor.org/stable/j.ctv1198wj3.17>
- Brandt, M.F., LeSavoy, B., Nzinga-Johnson, S., & Uman, D. (2012). 'New' old feminism: A regional coalition for women's studies. *Women in Higher Education* 21(3), 24–25. <https://doi.org/10.1002/whe.10307>
- Briggs, L. (2013). Whither feminism in higher education in the current crisis? *Feminist Studies*, 39(2), 502–506. <https://www.jstor.org/stable/23719061>
- Desai, J., Wilson, E.A. (2023, Spring). A report on the academic job market in gender, women's, sexuality, feminist, and queer studies, 2006-2018. *Signs*, 48(3), 709–740. <https://www.journals.uchicago.edu/doi/10.1086/723698>
- Dever, M., & Day, L. (2001). Beyond the campus: Some initial findings on women's studies, careers and employers. *Journal of International Women's Studies*, 2(2), Article 4. <https://vc.bridgew.edu/jiws/vol2/iss2/4>
- Dryden, S. H. (1988). Building a women's studies library with no curriculum, budget or administrative support. *Feminist Teacher*, 3(2), 10–13. <http://www.jstor.org/stable/40545515>
- Falcón, S.M., & Philipose, E. (2017). The neo-liberal university and academic violence: The women's studies quandary. *Feminist Review*, 117, 186–192. <http://www.jstor.org/stable/44987336>
- Gupta, K. (2018). The structural vulnerability of doctoral students: A political and ethical issue for doctoral programs in women's/gender/sexuality/feminist studies. *Feminist Studies*, 44(2), 409–423. <https://doi.org/10.15767/feministstudies.44.2.0409>

- Musial, J., & Holmes, C. (2018). Five-year study on hiring trends in gender, women's, and feminist studies. *Feminist Studies*, 44(2), 253–272. <https://doi.org/10.15767/feministstudies.44.2.0253>
- Nicol, D.J. (2020, June 29). Conservative philanthropy's war against race and gender studies in US higher education. *HistPhil*. <https://histphil.org/2020/06/29/conservative-philanthropys-war-against-race-and-gender-studies-in-u-s-higher-education/>
- Soderling, S., Thomsen, C., & White, M.A. (2018). Critical mass, precarious value?: Reflections on the gender, women's, and feminist studies PhD in austere times. *Feminist Studies*, 44(2), 229-252. <https://dx.doi.org/10.1353/fem.2018.0007>
- Warhol, R.R. (2002). Nice work, if you can get it—and if you can't?: Building women's studies without tenure lines. In R. Wiegman (Ed.), *Women's studies on its own: A next wave reader in institutional change* (pp. 224–232). Duke University Press. <http://www.jstor.org/stable/j.ctv1198wj3.15>
- Weissman, S. (2021, Mar. 4). Women's studies scholars worry their programs are at risk for being cut amid tightening budgets. *Diverse Issues in Higher Education*. <https://www.diverseeducation.com/demographics/women/article/15108728/women-studies-scholars-worry-their-programs-are-at-risk-for-being-cut-amid-tightening-budgets>

Institutionalization of the Field

- Agathangelou, A.M., Olwan, D.M., Spira, T.L., & Turcotte, H.M. (2015). Sexual divestments from empire: Women's studies, institutional feelings, and the “odious” machine. *Feminist Formations*, 27(3), 139–167. <http://www.jstor.org/stable/43860818>
- Allen, J. A. (1997). Strengthening women's studies in hard times: Feminism and challenges of institutional adaptation. *Women's Studies Quarterly*, 25(1/2), 358–387. <http://www.jstor.org/stable/40005457>
- Burghardt, D.A., & Colbeck, C.L. (2005). Women's studies faculty at the intersection of institutional power and feminist values. *The Journal of Higher Education*, 76(3), 301–330. <https://www.jstor.org/stable/3838800>
- Falcon, S.M. & Philipose, E. (2017). The neo-liberal university and academic violence: The women's studies quandary. *Feminist Review*, 117, 186-192. <https://www.jstor.org/stable/44987336>
- Gupta, M.D. (2006). Bewildered? Women's studies and the War on Terror. In R.L. Riley & N. Inayatullah (Eds.), *Interrogating imperialism*. Palgrave Macmillan. https://doi.org/10.1057/9780230601710_6
- Institutional feelings: Practicing women's studies in the corporate university [Special issue]. (2015, Winter). *Feminist Formations*, 27(3). <https://www.jstor.org/stable/i40158595>
- Martin, B. (2001). Success and its failures. In E. Bronfen & M. Kavka (Eds.), *Feminist consequences: Theory for the new century* (pp. 353–380). Columbia University Press. <http://www.jstor.org/stable/10.7312/bron11704.17>
- Messer-Davidow, E. (2002). *Disciplining feminism: From social activism to academic discourse*. Duke University Press. <https://read.dukeupress.edu/books/book/703/Disciplining-FeminismFrom-Social-Activism-to>
- Mohanty, C.T. (2006). US empire and the project of women's studies: Stories of citizenship, complicity and dissent. *Gender, Place & Culture*, 13(1), 7–20. <https://doi.org/10.1080/09663690600571209>
- Saraswati, L.A., & Shaw, B.L. (2022, Fall/Winter). Women's studies and its institutionalization as an interdisciplinary field: Past, present, and future. *WSQ: Women's Studies Quarterly*, 50(3-4), 171-191. <https://doi.org/10.1353/wsqs.2022.0065>

- Yacob-Haliso, O. (2025, March). African intersectionalities and decolonisation of African women's and gender studies. *History Compass*, 23(3). <https://doi.org/10.1111/hic3.70008>

International GWS Programs and Centers

General/Comparative

- Betteridge, A., & Monk, J. (1990). Teaching women's studies from an international perspective. *Women's Studies Quarterly*, 18(1/2), 78–85. <http://www.jstor.org/stable/40004025>
- Botshon, L., & Fisch, A. (2002). Chronicles from the Third World (?) of women's studies. *Feminist Teacher*, 14(1), 41–49. <http://www.jstor.org/stable/40545867>
- Duan, N. (2016, July 27). The invisible labor of women's studies. *The Atlantic*. <https://www.theatlantic.com/education/archive/2016/07/the-invisible-emotional-labor-in-womens-studies/493064/>
- Evans, J. (2019, Jan. 6). The new war on gender studies. *The Conversation*. <https://theconversation.com/the-new-war-on-gender-studies-109109>
- Fleßner, H., & Potts, L. (2002). *Societies in transition: Challenges to women's and gender studies*. VS Verlag für Sozialwissenschaften Wiesbaden.
- Gimson, S. (2019, Sept. 20). In the attack on experts, gender studies is often the first target. *Times Higher Education*. <https://www.timeshighereducation.com/blog/attack-experts-gender-studies-often-first-target>
- Montague, C. (2023). *Women's studies worldwide: Cartographies of transnational academic feminism* (Order No. 30247777). Available ProQuest Dissertations & Theses Global. (2830072491). <https://www.proquest.com/dissertations-theses/womens-studies-worldwide-cartographies/docview/283072491/se-2>
- Pande, R. (Ed.). *A journey into women's studies: Crossing interdisciplinary boundaries*. Palgrave Macmillan. <https://doi.org/10.1057/9781137395740>
- Redden, E. (2018, Dec.). Global attack on gender studies. *Inside Higher Ed*. <https://www.insidehighered.com/news/2018/12/05/gender-studies-scholars-say-field-coming-under-attack-many-countries-around-globe>
- Stromquist, N.P. (2001). Gender studies: A global perspective of their evolution contribution, and challenges to comparative higher education. *Higher Education*, 41(4), 373–387. <http://www.jstor.org/stable/3448130>
- Torres, A., Pinto, P.C., Shefer, T., & Hearn, J. (Eds.). (2024). *Routledge international handbook of feminisms and gender studies: Convergences, divergences, and pluralities* (1st ed.). Routledge. <https://doi.org/10.4324/9781003253068>

Afghanistan

- Baskar, P. (2025, Sept. 19). Taliban bans books by women in Afghanistan's universities. *The New York Times*. <https://www.nytimes.com/2025/09/19/world/asia/taliban-ban-women-author-books.html>
- Everett, M. (2025, Sept. 19). Afghanistan bans female authors from university curricula. *Al Jazeera*. <https://www.aljazeera.com/news/2025/9/19/afghanistan-bans-female-authors-from-university-curricula>
- Shahir, S., Ren, X., & Noor, S. (2025, Nov.-Dec.). Silenced voices, enduring struggles: An Islamic feminist analysis of afghan female academics under Taliban rule. *Women's Studies International Forum*, 113. <https://doi.org/10.1016/j.wsif.2025.103193>

Africa

- Ampofo, A.A., Beoku-Betts, J., et al. (2004). Women's and gender studies in English-speaking Sub-Saharan Africa: A review of research in the social sciences. *Gender and Society*, 18(6), 685–714. <http://www.jstor.org/stable/4149390>
- Arnfred, S. (2004). *Gender activism and studies in Africa*. Council for the Development of Social Science Research in Africa.
- Bennett, J., & Reddy, V. (2007). "Feeling the disconnect": Teaching sexualities and gender in South African higher education. *Feminist Africa*, 9, 43–62. <https://www.jstor.org/stable/48725968>
- Beoku-Betts, J., & Njambi, W.N. (2005). African feminist scholars in women's studies: Negotiating spaces of dislocation and transformation in the study of women. *Meridians*, 6(1), 113–132. <http://www.jstor.org/stable/40338687>
- Endeley, J., et al. (2004). *New gender studies: From Cameroon and the Caribbean*. Department of Women and Gender Studies, University of Buea.
- Endeley, J., & Ardener, S. (2000). *Women's studies outreach: Information sharing and networking*. Department of Women & Gender Studies, University of Buea.
- Essof, S. (2002). "To a different degree": Student reflections on gender and women's studies. *Feminist Africa*, 1. <https://www.jstor.org/stable/48726064>
- Kasente, D.H. (2002). Institutionalising gender equality in African universities: The case of women's and gender studies at Makerere University. *Feminist Africa*, 1. <https://www.jstor.org/stable/48726062>

Asia

- Chakma, T. (2024, Spr/Sum). Where are feminism and gender studies in Asia headed? *WSQ: Women's Studies Quarterly*, 52(1&2), 123-128. <https://doi.org/10.1353/wsq.2024.a924310>
- Chakma, T. (2025). Asian women's studies after three decades: Institutional success, epistemic limitations, and the imperative of transnational solidarity. *Asian Journal of Women's Studies*, 1–24. <https://doi.org/10.1080/12259276.2025.2596324>

Brazil

- Marques, F. (2023, Apr.). Review evaluates six decades of studies on women and gender in Brazil. *Revista Pesquisa FAPESP*, 326. <https://revistapesquisa.fapesp.br/en/review-evaluates-six-decades-of-studies-on-women-and-gender-in-brazil/>
- Wolff, C.S. (2024). How are gender studies scholars feeling in Brazil? *WSQ: Women's Studies Quarterly* 52(1), 77-84. <https://dx.doi.org/10.1353/wsq.2024.a924304>

Bulgaria

Darakchi, S. (2024, Spr/Sum). Making gender and sexuality studies illegal: Heteronationalism, anti-gender mobilization, and the neoliberal 'utopian' gaze in Bulgaria, 2018–2023. *WSQ: Women's Studies Quarterly*, 52(1&2), 189-207. <https://doi.org/10.1353/wsq.2024.a924317>

Canada

- Bachmier, S. (2021, Feb. 1). Women's and Gender Studies deserves to remain its own department. *The Gateway*. <https://thegatewayonline.ca/2021/02/women-and-gender-studies-deserves-to-remain-its-own-department/>

- Gahagan, J., Onuora, A., & Zimmerman, T. (2022, Sept. 19). Why women's studies programs in Canada are more important than ever. *The Conversation*. <https://theconversation.com/why-womens-studies-programs-in-canada-are-more-important-than-ever-188570>
- Side, K. (2001). Rethinking the women's studies Ph.D. in Canadian universities. *Journal of International Women's Studies*, 2(2), Article 5. <https://vc.bridgew.edu/jiws/vol2/iss2/5>

Europe

- Aleksander, K. (2013). Parallels in the history of women's/gender studies and its special libraries. In S. de Jong & S. Koevoets (Eds.), *Teaching Gender with Libraries and Archives* (pp. 31–48). Central European University Press. <http://www.jstor.org/stable/10.7829/j.ctt5hgqzt.8>
- Apperly, E. (2019, June 15). Why Europe's far right is targeting gender studies. *The Atlantic*. <https://www.theatlantic.com/international/archive/2019/06/europe-far-right-target-gender-studies/591208/>
- Boulila, S., Cheung, J., & Lehotai, O. (2019). Early career researchers in European gender and women's studies: Professional challenges and ways forward. *ATGENDER*. <https://atgender.eu/wp-content/uploads/sites/207/2019/12/Report-Early-Career-Researchers-in-Europe-an-Gender.pdf>
- Ergas, Y., Kochkorova, J., Peto, A., & Trujillo, N. (2022). Disputing "gender" in academia: Illiberalism and politics of knowledge. *Politics and Governance*, 10(4), 121-131.
- Lilleslåtten, M. (2018, Nov. 19). European gender scholars unite in resistance against right-wing attacks. *Kilden*. <https://kjonnsforskning.no/en/2018/11/european-gender-scholars-unite>
- Matthews, D. (2017, May 11). Gender studies under attack from the new right. *Times Higher Education*. <https://www.timeshighereducation.com/news/gender-studies-under-attack-from-new-right>
- Paternotte, D. (2019, Fall). Gender studies and the dismantling of critical knowledge in Europe. *AAUP*. <https://www.aaup.org/article/gender-studies-and-dismantling-critical-knowledge-europe>
- Paternotte, D. & Kuhar, R. (2018). *Anti-gender campaigns in Europe: Mobilizing against equality*. Rowman and Littlefield.
- Peto, A. (2016). How are anti-gender movements changing gender studies as a profession? *Religion and Gender*, 6(2), 297-299. <https://doi.org/10.18352/rg.10182>
- Peto, A. (2021, May 3). Four reasons why Gender Studies has changed because of illiberal attacks, and why it matters. *Heinrich Boll Stiftung*. <https://eu.boell.org/en/2021/05/03/4-reasons-why-gender-studies-has-changed-because-illiberal-attacks-and-why-it-matters>
- Romania vying with Poland and Hungary to ban gender studies. (2020, June). Astra Network. <https://astra.org.pl/romania-vying-with-poland-and-hungary-to-ban-gender-education/>
- Tudor, A. (2021, May 1). Decolonizing trans/gender studies?: Teaching gender, race, and sexuality in times of the rise of the global right. *TSQ*, 8(2), 238–256. <https://doi.org/10.1215/23289252-8890523>

Gulf Region

- Almazidi, N. (2019). The institutional and epistemic marginality of gender studies in the Gulf Region. *LSE Blog*. <https://blogs.lse.ac.uk/gender/2019/01/14/the-institutional-and-epistemic-marginality-of-gender-studies-in-the-gulf-region/>

- Alsahi, H. (2018, Spring). The challenges of teaching women's and gender studies in the Gulf Region. *Gulf Affairs*. https://daphnis.wbnu-system.net/~wbplus/websites/AD2902892/files/analysis_-_alsahi.pdf

Hungary

- Barát, E. (2022). Paradoxes of the right-wing sexual/gender politics in Hungary: Right-wing populism and the ban of gender studies. In C. Möser, J. Ramme, & J. Takács (Eds.), *Paradoxical right-wing sexual politics in Europe*. Palgrave Macmillan, Cham. https://doi.org/10.1007/978-3-030-81341-3_7
- Hungarian Academy of Sciences rejects conference proposals on political grounds. (2018, Oct. 2). *Hungarian Free Press*. <https://hungarianfreepress.com/2018/10/02/hungarian-academy-of-sciences-rejects-conference-proposals-on-political-grounds/>
- Kent, L. & Tapfumaneyi, S. (2018, Oct. 19). Hungary's PM bans gender study at colleges saying 'people are born either male or female.' *CNN*. <https://www.cnn.com/2018/10/19/europe/hungary-bans-gender-study-at-colleges-trnd/index.html>
- Louaillier, K. (2024). What makes you hopeful for gender studies in Hungary, in the world? A conversation with Andrea Pető. *WSQ: Women's Studies Quarterly*, 52(1&2), 37. <https://doi.org/10.1353/wsq.2024.a924301>
- Pető, A. (2017, Apr. 10). Report from the trenches: The debate around teaching gender studies in Hungary. *Heinrich Boll Stiftung*. <https://www.boell.de/en/2017/04/10/report-trenches-debate-around-teaching-gender-studies-hungary>
- Redden, E. (2018, Oct. 17). Hungary officially ends gender studies programs. *Inside Higher Ed*. <https://www.insidehighered.com/quicktakes/2018/10/17/hungary-officially-ends-gender-studies-program#>
- Reuters Staff. (2018, Aug. 14). Hungary to stop financing gender studies courses: PM aide. *Reuters*. <https://www.reuters.com/article/us-hungary-government-education/hungary-to-stop-financing-gender-studies-courses-pm-aide-idUSKBN1KZ1M0>
- Romania vying with Poland and Hungary to ban gender studies. (2020, June). *Astra Network*. <https://astra.org.pl/romania-vying-with-poland-and-hungary-to-ban-gender-education/>
- Zsubori, A. (2018, Oct. 9). Gender studies banned at university – the Hungarian government's latest attack on equality. *The Conversation*. <https://theconversation.com/gender-studies-banned-at-university-the-hungarian-governments-latest-attack-on-equality-103150>

India

- Al Baset, Z., & Chowdhury, R. (2018). Men in women's studies. In R. Chowdhury, & Z. Al Baset, *Men and feminism in India*, Routledge India.
- Anandhi S., & Swaminathan, P. (2006). Making it relevant: Mapping the meaning of women's studies in Tamil Nadu. *Economic and Political Weekly*, 41(42), 4444–4454. <http://www.jstor.org/stable/4418835>
- Dutoya, V. (2022). Women's studies, gender studies, and LGBT/Queer Studies: Defining and debating the subject of academic knowledge in India. *Journal of International Women's Studies*, 23(2), Article 3. <https://vc.bridgew.edu/jiws/vol23/iss2/3>
- Jain, D., & Rajput, P. (2003). *Narratives from the women's studies family: Recreating knowledge*. Sage.
- John, M.E. (Ed.). (2008). *Women's studies in India: A reader*. Penguin Books.

- Mazumdar, V., & Sharma, K. (1979). Women's studies: New perceptions and the challenges. *Economic and Political Weekly*, 14(3), 113–120. <http://www.jstor.org/stable/4367277>
- Poonacha, V. (2003). Women's studies in Indian universities: Current concerns. *Economic and Political Weekly*, 38(26), 2653–2658. <http://www.jstor.org/stable/4413727>
- Poonacha, V. (2013). Passionate scholarship: The intersections between women's studies and sociology in the universities in Mumbai. *Sociological Bulletin*, 62(2), 346–365. <http://www.jstor.org/stable/23621069>
- Purkayastha, B., Subramaniam, M., Desai, M., & Bose, S. (2003). The study of gender in India: A partial review. *Gender and Society*, 17(4), 503–524. <http://www.jstor.org/stable/3594655>
- Roy, M.S. (2014). Disciplining gender and gendering discipline: Women's studies in contemporary India. In K.B. Nielsen & A. Waldrop (Eds.), *Women, gender and everyday social transformation in India* (pp. 157–172). Anthem Press. <http://www.jstor.org/stable/j.ctt1gxpf9n.14>
- Sreerekha, M.S. (2016). Whatever happened to women's studies. *Economic and Political Weekly*, 51(15), 64–68. <http://www.jstor.org/stable/44002690>

Italy

- Cremonesi, M. (2021, Jan.). The backlash against gender studies. *Tra I Leoni (Bocconi University Newsletter)*. <https://traileoni.it/2021/01/the-backlash-against-gender-studies/>
- Garbagnoli, S. (2016). Against the heresy of immanence: Vatican's 'Gender' as a new rhetorical device against the denaturalization of the sexual order. *Religion and Gender*, 6(2), 187-204. <https://doi.org/10.18352/rg.10156>

Kuwait

- El-Tohamy, A. (2022, May 7). Political attacks on women's studies at Kuwait University increase scholars' resolve. *Al-Fanar Media*. <https://www.al-fanarmedia.org/2022/05/political-attacks-on-womens-studies-at-kuwait-university/>
- Ergas, Y. (2022). Disputing "gender" in academia: Illiberalism and the politics of knowledge. *Politics and Governance*, 10(4), 121-131. DOI:10.17645/pag.v10i4.5529

Latin America

- Mendoza, B. (2012). The geopolitics of political science and gender studies in Latin America. In J.H. Bayes (Ed.), *Gender and politics: The state of the discipline* (1st ed.), (pp. 33–58). Verlag Barbara Budrich. <https://doi.org/10.2307/j.ctvddzq1d.6>
- Valencia, J., Gallegos, A., Ramón Ruffner, J. G., Martínez-Rojas, E., Valencia-Arias, A., Benjumea Arias, M. L., Ore León, G., & Palacios-Moya, L. (2025). Women's studies in the Latin American context: A bibliometric approach. *F1000Research*, 14, 234. <https://doi.org/10.12688/f1000research.159117.3>

Pakistan

- Aslam, R. (2024, Spr/Sum). From the courts, to the streets, to the university: Fighting to save gender studies in Pakistan, 2018–2023. *WSQ: Women's Studies Quarterly*, 52(1/2), 209–230. <https://doi.org/10.1353/wsq.2024.a924318>
- Aslam, R. (2024). Navigating a labyrinth: Experiential realities of exploring how universities approach gender at the structural level. *LSE Blogs*. <https://blogs.lse.ac.uk/gender/2024/02/13/5225/>

Poland

- Filipowicz, H. (2014). "Am I that name?" Feminism, feminist criticism, and gender studies. *The Polish Review*, 59(1), 3–15. <https://doi.org/10.5406/polishreview.59.1.0003>
- Mroziak, A. (2010). Gender studies in Poland: Prospects, limitations, challenges. *Dialogue and Universalism*, 20(5-6), 19-29. <https://doi.org/10.5840/du2010205/642>
- Romania vying with Poland and Hungary to ban gender studies. (2020, June). *Astra Network*. <https://astra.org.pl/romania-vying-with-poland-and-hungary-to-ban-gender-education/>

Romania

- Barberá, M.G. (2020, Dec. 16). Romanian court scraps law banning gender studies. *Balkan Insight*. <https://balkaninsight.com/2020/12/16/romanian-court-scraps-law-banning-gender-studies/>
- Romania vying with Poland and Hungary to ban gender studies. (2020, June). *Astra Network*. <https://astra.org.pl/romania-vying-with-poland-and-hungary-to-ban-gender-education/>

Turkey

Özbay, C., & Ipekci, I.C.. (2024, Mar. 1). State-led antigender politics, Islamism, and the university: Experiences of gender studies scholars in Turkey. *Journal of Middle East Women's Studies*, 20(1), 89–110. <https://doi.org/10.1215/15525864-10961794>

United Kingdom

- Duan, N. (2016, July 27). The invisible labor of women's studies. *The Atlantic*. <https://www.theatlantic.com/education/archive/2016/07/the-invisible-emotional-labor-in-womens-studies/493064/>
- Hemmings, C., & Madhok, S. (2024, Spr/Sum). How are gender studies scholars resisting anti-gender politics in the United Kingdom? *WSQ: Women's Studies Quarterly*, 52(1&2), 117-122. <https://doi.org/10.1353/wsq.2024.a924309>
- Jackson, S. (2001), 'A hybrid in all sorts of ways': Teaching women's studies in the academy. *Journal of International Women's Studies*, 2(2), Article 2. <https://vc.bridgew.edu/jiws/vol2/iss2/2>
- Letherby, G., & Marchbank, J. (2001, Sept.). Why do women's studies? A cross England profile. *Women's Studies International Forum*, 24(5), 587-603. [https://doi.org/10.1016/S0277-5395\(01\)00191-1](https://doi.org/10.1016/S0277-5395(01)00191-1)
- Marchbank, J. (2009). "Ding, dong, the witch is dead, the wicked witch is dead": The reponed demise of women's studies in the United Kingdom. *Feminist Studies*, 35(1), 194–203. <http://www.jstor.org/stable/40607938>
- Schwoerer, L. (2024, Jul.-Aug.). 'International, intersectional and interdisciplinary' – Gender and feminist studies degree descriptions and logics of representation in marketised English higher education. *Women's Studies International Forum*, 105. <https://doi.org/10.1016/j.wsif.2024.102936>

It's Coming From Inside the House

- Allen, J. A., & Kitch, S. L. (1998). Disciplined by disciplines? The need for an interdisciplinary research mission in women's studies. *Feminist Studies*, 24(2), 275–299. <https://doi.org/10.2307/3178698>
- Aptheker, B. (1981). "Strong is what we make each other": Unlearning racism within women's studies. *Women's Studies Quarterly*, 9(4), 13–16. <http://www.jstor.org/stable/40003959>

- Bhavnani, K.K. (1993). Talking racism and the editing of women's studies. In: D. Richardson & V. Robinson. (Eds.), *Introducing women's studies*. Palgrave Macmillan.
https://doi.org/10.1007/978-1-349-22595-8_2
- Birke, L., Henry, M. (1997). The black hole: Women's studies, science and technology. In V. Robinson, & D. Richardson, D. (Eds.), *Introducing women's studies*. Palgrave.
https://doi.org/10.1007/978-1-349-25726-3_10
- Bouchard, D. (2004). Women's studies' guilt complex: Interdisciplinarity, globalism, and the university. *The Journal of the Midwest Modern Language Association*, 37(1), 32–39.
<https://doi.org/10.2307/1315375>
- Bowen, A. (2021). 2000 National Women's Studies Association Talk: “Challenges: Women of Color within Women's Studies and LesbianGayTrans Studies.” *Journal of International Women's Studies*, 22(8), Article 81. <https://vc.bridgew.edu/jiws/vol22/iss8/81>
- Bowen, A. (2021). 1998 National Women's Studies Association Talk: “The Promise and Limitations of Inclusion in Women's Studies for Women of Color.” *Journal of International Women's Studies*, 22(8), Article 80. <https://vc.bridgew.edu/jiws/vol22/iss8/80>
- Boxer, M. J. (2000). Unruly knowledge: Women's studies and the problem of disciplinarity. *NWSA Journal*, 12(2), 119–129. <http://www.jstor.org/stable/4316740>
- Brandzel, A.L. (2011). Haunted by citizenship: Whitenormative citizen—Subjects and the uses of history in women's studies. *Feminist Studies*, 37(3), 503–533. <http://www.jstor.org/stable/23069920>
- Chang, G. (2007). Where's the violence? The promise and perils of teaching women of color studies. *Black Women, Gender + Families*, 1(1), 46–73.
<https://www.jstor.org/stable/10.5406/blacwomegendfami.1.1.0046>
- Cole, E.R., & Haniff, N.Z. (2007). Building a home for Black women's studies. *Black Women, Gender + Families*, 1(1), 24–45. <https://www.jstor.org/stable/10.5406/blacwomegendfami.1.1.0024>
- Duncan, P. (2002). Outsiders, interlopers, and ingrates: The tenuous position of Women of Color in women's studies. *Women's Studies Quarterly*, 30(3/4), 155–168. <http://www.jstor.org/stable/40003251>
- Fahs, B., & Karger, M. (2016). Women's studies as virus: Institutional feminism, affect, and the projection of danger. *Multidisciplinary Journal of Gender Studies*, 5(1), 929–957.
<https://doi.org/10.17583/generos.2016.1683>
- Floyd-Thomas, S.M., & Gillman, L. (2001). Facing the Medusa: Confronting the ongoing impossibility of women's studies. *Journal of International Women's Studies*, 2(2), Article 3.
<https://vc.bridgew.edu/jiws/vol2/iss2/3>
- Gertz, G., Kelly, A.B., & Hurwitz, V. (2022). Pioneering the field of deaf women's studies. *Society for American Sign Language Journal*, 6(1), Article 7. <https://open.clemson.edu/saslj/vol6/iss1/7>
- Guy-Sheftall, B., & Hammonds, E.M. (2008). Whither Black women's studies: Interview. In J.W. Scott (Ed.), *Women's Studies on the Edge* (pp. 155–168). Duke University Press.
<http://www.jstor.org/stable/j.ctv11sn3bm.10>
- Hine, D.C. (2007). African American women and their communities in the twentieth century: The foundation and future of Black women's studies. *Black Women, Gender + Families*, 1(1), 1–23.
<https://www.jstor.org/stable/10.5406/blacwomegendfami.1.1.0001>
- Horwath, I., & Diabl, C. (2020). Liberating or indoctrinating? Surveying students' perceptions of a women's and gender studies requirement. *Gender and Education*, 32(8), 1109–1126.
<https://doi.org/10.1080/09540253.2019.1608355>

- Hughes, D.M. (2023). Academic women's studies: An institutional failure for scholarship on violence against women. *Dignity: A Journal of Analysis of Exploitation and Violence*, 8(2), Article 3. <https://doi.org/10.23860/dignity.2023.08.02.03>
- Johnson, M.L. (2015). Lez be honest: Queer feelings about women's studies at a public regional university in the Southeastern United States. *Feminist Formations*, 27(3), 237–260. <http://www.jstor.org/stable/43860822>
- Jorge, A. (1980). Issues of race and class in women's studies: A Puerto Rican woman's thoughts. *Women's Studies Newsletter*, 8(4), 17–18. <http://www.jstor.org/stable/40042555>
- Katz, S. (2005). Charcot's older women: Bodies of knowledge at the interface of aging studies and women's studies. In *Cultural Aging: Life Course, Lifestyle, and Senior Worlds* (pp. 37–52). University of Toronto Press. <http://www.jstor.org/stable/10.3138/j.ctvg254gf.6>
- Kennedy, E.L. (2008). Socialist feminism: What difference did it make to the history of women's studies? *Feminist Studies*, 34(3), 497–525. <http://www.jstor.org/stable/20459218>
- Khalsa, S.B.K. (2003). Incorporating disability studies: Revising the introductory women's studies course curriculum (Order No. 1417100) [Master's thesis, University of Arizona]. Available from ProQuest Dissertations & Theses Global. <https://www.proquest.com/dissertations-theses/incorporating-disability-studies-revising/docview/305337008/se-2>
- Lee, R. (2000). Notes from the (non) field: Teaching and theorizing Women of Color. *Meridians*, 1(1), 85–109. <http://www.jstor.org/stable/40338429>
- Lipscomb, V.B. (2006). "We need a theoretical base": Cynthia Rich, women's studies, and ageism. *NWSA Journal*, 18(1), 3–12. <http://www.jstor.org/stable/4317182>
- Macdonald, B. (1989). Outside the sisterhood: Ageism in women's studies. *Women's Studies Quarterly*, 17(1/2), 6–11. <http://www.jstor.org/stable/40003973>
- Marchbank, J., & Letherby, G. (2006). Views and perspectives of women's studies: A survey of women and men students. *Gender and Education*, 18(2), 157–182. <https://doi.org/10.1080/09540250500380521>
- McDermott, P. (1995). On cultural authority: Women's studies, feminist politics, and the popular press. *Signs*, 20(3), 668–684. <http://www.jstor.org/stable/3174838>
- Nair, S. (2014). Transnationalism and Women of Color courses: Diversity, curricula, and new pedagogies of "race." *Feminist Teacher*, 24(1–2), 1–17. <https://doi.org/10.5406/femteacher.24.1-2.0001>
- Orr, C.M., & Lichtenstein, D. (2004). The politics of feminist locations: A materialist analysis of women's studies. *NWSA Journal*, 16(3), 1–17. <https://www.jstor.org/stable/4317077>
- Perry, R. (1996). I brake for feminists: Debates and divisions within women's studies. *Transformations: The Journal of Inclusive Scholarship and Pedagogy*, 7(1), 1–14. <http://www.jstor.org/stable/43587474>
- Pinto, S., & Nash, J.C. (2022). Then and now: Women of color originalism and the anthological impulse in women's and gender studies. *Feminist Studies*, 48(1), 13–23. <https://dx.doi.org/10.1353/fem.2022.0001>
- Romack, K. (2011). Women's studies in the 'post' feminist university. *Feminist Formations*, 23(1), 235–256. <http://www.jstor.org/stable/41301646>
- Rooks, N.M. (2000). Like canaries in the mines: Black women's studies at the millennium. *Signs*, 25(4), 1209–1211. <http://www.jstor.org/stable/3175514>

- Rubin, D.A. (2017). Intersex trouble in feminist studies. In *Intersex matters: Biomedical embodiment, gender regulation, and transnational activism* (pp. 49–70). State University of New York Press. <https://doi.org/10.2307/jj.18377147.6>
- Rubin, D.A. (2017). “Stigma and trauma, not gender”: A genealogy of US intersex activism. In *Intersex matters: Biomedical embodiment, gender regulation, and transnational activism* (pp. 71–96). SUNY Press. <https://doi.org/10.2307/jj.18377147.7>
- Salamon, G. (2008). Transfeminism and the future of gender. In J.W. Scott (Ed.), *Women’s studies on the edge* (pp. 115–136). Duke University Press. <http://www.jstor.org/stable/j.ctv11sn3bm.8>
- Sandoval, C. (1990). Feminism and racism: A report on the 1981 National Women’s Studies Association Conference. In G. Anzaldúa (Ed.), *Making face, making soul/Haciendo caras: Creative and critical perspectives by Women of Color*, pp. 55-71. Aunt Lute Books.
- Stake, J.E., & Malkin, C. (2003). Students' quality of experience and perceptions of intolerance and bias in the women's and gender studies classroom. *Psychology of Women Quarterly*, 27(2), 174-185. <https://doi.org/10.1111/1471-6402.0009>
- Wagner, A. (2010). Crisis, what crisis? The revitalization of academic feminism. *Canadian Social Work Review/Revue canadienne de service social*, 27(2), 187–204. <http://www.jstor.org/stable/41669935>
- Wiegman, R. (2002). Academic feminism against itself. *NWSA Journal*, 14(2), 18–37. <http://www.jstor.org/stable/4316890>
- Zalewski, M. (2003). Is women’s studies dead? *Journal of International Women's Studies*, 4(2), Article 10. <https://vc.bridgew.edu/jiws/vol4/iss2/10>
- Zinn, M.B., Cannon, L.W., Higginbotham, E., & Dill, B.T. (1986). The costs of exclusionary practices in women’s studies. *Signs*, 11(2), 290–303. <http://www.jstor.org/stable/3174050>

Naming

- Auslander, L. (1997, Nov. 1). Do women's + feminist + men's + lesbian and gay + queer studies = Gender studies?. *Differences*, 9(3): 1–30. <https://doi.org/10.1215/10407391-9-3-1>
- Bell, S.G., & Rosenhan, M.S. (1981). A problem in naming: Women studies – Women’s studies? *Signs*, 6(3), 540–542. <http://www.jstor.org/stable/3173767>
- Bhatt, A. (2020). Women’s-gender-sexuality-feminist studies: The politics of departmental naming. In J. Shayne (Ed.), *Persistence is resistance: Celebrating 50 years of gender, women & sexuality studies*. <https://uw.pressbooks.pub/happy50thws/chapter/women-gender-sexuality-feminism-the-politics-of-departmental-naming/>
- Dutoya, V. (2022). Women's studies, gender studies, and LGBT/Queer studies: Defining and debating the subject of academic knowledge in India. *Journal of International Women's Studies*, 23(2), Article 3. <https://vc.bridgew.edu/jiws/vol23/iss2/3>
- Evans, M. (1990). The problem of gender for women's studies. *Women's Studies International Forum*, 13(5), 457-462. [https://doi.org/10.1016/0277-5395\(90\)90097-H](https://doi.org/10.1016/0277-5395(90)90097-H)
- Fahs, B. (2013). Diving (back) into the wreck: Finding, transforming, and reimagining women’s studies and sexuality studies in the academy. *Feminist Studies*, 39(2), 496–501. <http://www.jstor.org/stable/23719060>
- Feitz, L. (2016). What happened to the women in women’s studies? Rethinking the role of women’s history in gender studies classes. *Social Sciences*, 5(4), 79. <https://doi.org/10.3390/socsci5040079>

- Hawkesworth, M. (1997). Confounding gender. *Signs*, 22(3), 649–685. <http://www.jstor.org/stable/3175248>
- Lemire, S. (2024). The politics of naming a field: Evolution, controversies, and strategies around what we call “women’s studies”. *Women’s, Gender, and Sexuality Studies M.A. Final Projects*, 5. <https://scholarsarchive.library.albany.edu/wgss-masters-finalprojects/5>
- Rubin, D.A. (2017). Intersex trouble in feminist studies. In *Intersex matters: Biomedical embodiment, gender regulation, and transnational activism* (pp. 49–70). SUNY Press. <https://doi.org/10.2307/jj.18377147.6>
- Richardson, D., & Robinson, V. (1994). Theorizing women’s studies gender studies and masculinity: The politics of naming. *European Journal of Women’s Studies*, 1(1), 11-27. <https://doi.org/10.1177/135050689400100102>
- Salamon, G. (2008). Transfeminism and the future of gender. In J.W. Scott (Ed.), *Women’s studies on the edge* (pp. 115–136). Duke University Press. <http://www.jstor.org/stable/j.ctv11sn3bm.8>
- Wiegman, R. (2002). The progress of gender: Whither “women”? In R. Wiegman (Ed.), *Women’s studies on its own: A next wave reader in institutional change* (pp. 106–140). Duke University Press. <http://www.jstor.org/stable/j.ctv1198wj3.7>

Transitions

- Auslander, L. (1997, Nov. 1). Do women's + feminist + men's + lesbian and gay + queer studies = Gender studies?. *Differences*, 9(3): 1–30. <https://doi.org/10.1215/10407391-9-3-1>
- Bailey, M., & Miller, S.J. (2015). When margins become centered: Black queer women in front and outside of the classroom. *Feminist Formations*, 27(3), 168–188. <http://www.jstor.org/stable/43860819>
- Braithwaite, A., Heald, S., Luhmann, S., & Rosenberg, S. (2004). *Troubling women’s studies: Pasts, presents and possibilities*. Sumach Press.
- Crowley, H. (1999). Women’s studies: Between a rock and a hard place or just another cell in the beehive? *Feminist Review*, 61(1), 131-150. <https://doi.org/10.1080/014177899339342>
- Elenes, C.A. (2008). Continuity and change in women’s studies programs: One step forward, two steps backward. In: Ginsberg, A.E. (Ed.), *The Evolution of American Women’s Studies*. Palgrave Macmillan. https://doi.org/10.1057/9780230616677_11
- Elfman, L. (2015, July 28). Women studies, gender studies facing roadblocks at HBCUs. *Diverse Issues in Higher Education*. <https://www.diverseeducation.com/demographics/african-american/article/15096902/women-studies-gender-studies-facing-roadblocks-at-hbcus>
- Freehling-Burton, K., & Shaw, S. M. (2010, Oct. 1). Have laptop, will major in women's studies. *Ms.*, 20(4), 44-45.
- Fahs, B. (2013). Diving (Back) into the Wreck: Finding, Transforming, and Reimagining Women's Studies and Sexuality Studies in the Academy. *Feminist Studies* 39(2), 496-501. <https://dx.doi.org/10.1353/fem.2013.0040>
- Ginsberg, A.E. (2008). The evolution of American women’s studies: Reflections on triumphs, controversies, and change. Palgrave Macmillan.
- Kennedy, E.L., & Beins, A. (Eds.). (2005). *Women’s studies for the future: Foundations, interrogations, politics*. Rutgers University Press.

- Kitch, S.L. (2002). Claiming success: From adversity to responsibility in women's studies. *NWSA Journal*, 14(1), 160–181. <http://www.jstor.org/stable/4316876>
- Miheuah, D.A. (2000, Summer). A few cautions at the millennium on the merging of feminist studies with American Indian women's studies. *Signs*, 25(4), 1247-1251. <https://doi.org/10.1086/495555>
- Scott, J.W. (Ed.). (2008). *Women's studies on the edge*. Duke University Press. <https://doi.org/10.1215/9780822389101>
- Vaz, K.M., & Lemons, G.L.(Eds.). (2012). *Feminist solidarity at the crossroads: Intersectional women's studies for transracial alliance*. Routledge.
- Wiegman, R. (Ed.). (2002). *Women's studies on its own: A next wave reader in institutional change*. Duke University Press.

Women's, Gender, and Sexuality Centers

- Alexander, A.M., & McKendry, J. (2023, June). The status of women's and gender centers at public research universities. *Journal for Women and Gender Centers in Higher Education*, 1(1), Article 1. <https://doi.org/10.28953/2994-1350.1004>
- Avila, A. R. (2020). *Women of color resist, lead, thrive: An exploration of race, gender, and feminism in women's centers* (Order No. 28255913) [Doctoral dissertation, California State University, Fullerton]. Available from ProQuest Dissertations & Theses Global. (2469162382). <https://www.proquest.com/dissertations-theses/women-color-resist-lead-thrive-exploration-race/docview/2469162382/se-2>
- Bengiveno, T. A. (1996). *Campus based women's centers: An analysis of the development and survival of a student-run center in the struggle for gender equity in higher education* (Order No. 9700507) [Doctoral dissertation, University of Hawai'i at Manoa]. Available from ProQuest Dissertations & Theses Global. (304247691). <https://www.proquest.com/dissertations-theses/campus-based-womens-centers-analysis-development/docview/304247691/se-2>
- Bethman, B., Cottledge, A., & Bickford, D.M. (Eds.). (2018). *University and college women's and gender equity centers: The changing landscape* (1st ed.). Routledge. <https://doi.org/10.4324/9781351174701>
- Clark-Taylor, A., & Regan, H. (2024). "We make do and we are creative:" A report on the status on women and gender equity centers." Mather Center Research Briefs. 8. <https://www.nwsa.org/news-events/reports>
- Crossley, A.D. (2017). Multicultural sororities, women's centers, and the institutional fields of feminist activism. In A.D. Crossley, *Finding Feminism: Millennial Activists and the Unfinished Gender Revolution*, pp. 61-90. NYU Press.
- De la Pena, E.A. (2009). *A space of intersections: Campus-based women's centers and the third space between public and private spheres* (Order No. 3355482) [Doctoral dissertation, University of California, San Diego]. Available from ProQuest Dissertations & Theses Global. (305177221). <https://www.proquest.com/dissertations-theses/space-intersections-campus-based-womens-centers/docview/305177221/se-2>
- Freeman, K.J., & Milko, Z.S. (2025). *No boys allowed?: An evaluation of masculinities work within women's centers*. Mather Center Research Briefs, 9. <https://commons.case.edu/mathercenter-briefs/9>
- Kleinman, S., & Ezzell, M.B. (2012). Opposing "both sides": Rhetoric, reproductive rights, and control of a campus women's center. *Women's Studies International Forum*, 35(6), 403-414. <https://doi.org/10.1016/j.wsif.2012.08.002>

- Klinger, A.K. (1984). *A study of women's centers in four year colleges and universities: The relationship of funding patterns, administrative attitudes, and perceived impact of centers on campus life* (Order No. 8413883) [Doctoral dissertation, Washington State University]. Available from ProQuest Dissertations & Theses Global. (303317532).
<https://www.proquest.com/dissertations-theses/study-womens-centers-four-year-colleges/docview/303317532/se-2>
- Liss, L. (1974). *Development and demise of a women's center* [ED124460].
<https://eric.ed.gov/?id=ED124460>
- Loftin, L. (2020). *Centers of inclusion? Trans and non-binary inclusivity in California State University System women's centers* (Order No. 28315607) [Master's thesis, San Diego State University]. Available from ProQuest Dissertations & Theses Global. (2488598067).
<https://www.proquest.com/dissertations-theses/centers-inclusion-trans-non-binary-inclusivity/docview/2488598067/se-2>
- McMartin, F. P. (1993). *The institutionalization of women's centers and women's studies programs at three research universities* (Order No. 9408172) [Dissertation, University of California, Berkeley]. Available from ProQuest Dissertations & Theses Global. (304043349).
<https://www.proquest.com/dissertations-theses/institutionalization-womens-centers-studies/docview/304043349/se-2>
- Miller, E. (2002, May). *Revitalizing and urban community college women's resource center: Kingsborough Community College-The City University of New York* [ED467459].
<https://eric.ed.gov/?id=ED467459>
- Notes and Letters: Political attacks on women's studies programs and women's centers. (1983). *Feminist Studies*, 9(2), 387.
<https://www.proquest.com/scholarly-journals/notes-letters/docview/1295934446/se-2>
- Parker, J., & Freedman, J. (1999). Women's centers/women's studies programs: Collaborating for feminist activism. *Women's Studies Quarterly*, 27(3/4), 114–121. <http://www.jstor.org/stable/40004482>
- Riggle, C.M. (2016). *Experiences of women's center professionals* [Doctoral dissertation, University of Georgia]. UGA Open Scholar. Control number 9949334236602959.
<https://openscholar.uga.edu/record/13798?v=pdf>
- Vera, M.H., & Burgos-Sasscer, R. (1998). *Community college women's centers: A question of survival* [ED442505]. <https://eric.ed.gov/?id=ED442505>
- Vlasnik, A. L. (2016). *Understandings of race and negotiations of theory among women's center professionals: A critical phenomenological exploration* [Doctoral dissertation, Ohio State University]. OhioLINK Electronic Theses and Dissertations Center.
http://rave.ohiolink.edu/etdc/view?acc_num=osu1462805246

Office of the Gender and Women's Studies Librarian
430 Memorial Library, 728 State Street
Madison, Wisconsin 53706
www.library.wisc.edu/gwslibrarian
<https://www.library.wisc.edu/gwslibrarian/bibliographies/>