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Volume 28, Number 1, Fall 2006

Published by Phyllis Holman Weisbard
Women's Studies Librarian

Feminist Collections

A Quarterly of Women's Studies Resources

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FROM THE EDITORS

The lead article in this issue — “Narratives from Women of Color in the Halls of Academe,” by Pat Washington — continues a series begun over a year ago, of essay book reviews on gender and higher education. Before this we had “Gender Discrimination in the Academy,” by Collette Morrow (v.26, no.4, Summer 2005, pp.1–4); “A College of One’s Own: Women and Coeducation” by Sara N.S. Meirowitz, (v.26, no.4, Summer 2005, pp.5–8); and “Foreign-Born Women Academics in the U.S.,” by Shu-Ju Ada Cheng (v.27, no.1, Fall 2005, pp.11–14). The series will conclude in an upcoming issue with a review by Frances Kavenik of books on working-class women and higher education.

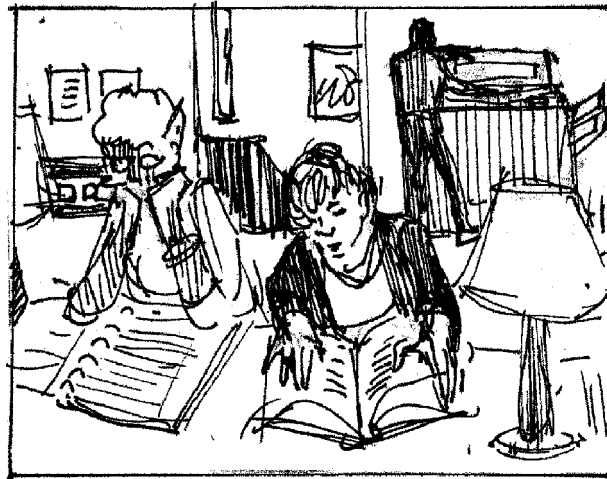
Dr. Washington, who describes herself as “both a casualty and a survivor of predominantly white universities,” offers an incisive analysis, on pages 1–6 herein, of three texts that “cover a wide spectrum in terms of the quality of their insights and recommendations for women of color in today’s U.S.-based, post-Civil Rights institutions of higher learning” — including one (you’ll have to read the review to find out which one!) that “delivers on its promise to use a critical race feminist approach to discuss the multiple identities and social positionalities of women of color, including the ways in which women of color navigate academic environments,

as well as the broader environment of the dominant culture.”

After — or maybe while — perusing the reviews on this theme, you may want to look at the website of **Feminists Against Academic Discrimination**, or F.A.A.D., at <http://www.f-a-a-d.com>. Originally formed in 1981 as NWSA’s Task Force on Academic Discrimination (later renamed the Academic Discrimination Advisory

Renewal or Promotion and Tenure?”; “I’m from the Working Class But I Feel Like I’m from Mars!”; and “Do You Know Your Wage Scale?”

F.A.A.D., which administers a legal fund to help women faculty “defend themselves against employment discrimination in their educational institutions,” will host a fundraising dinner during this year’s National Women’s Studies Association conference in St. Charles, Illinois. Guest speaker Graciela Chichilnisky, UNESCO Chair of Mathematics and Economics and Professor of Statistics at Columbia University New York, will be presented with F.A.A.D.’s “Speaking Out for Justice” award at this dinner. Details are on the website.



Miriam Greenwald

Board), F.A.A.D. became an independent organization in 2004. The website offers back issues of the group’s newsletter, *The Strategist: Tips and Tactics for Women Faculty*, with practical articles such as “I’ve Got the Job, But What About My Spouse?”; “Should I Take a Part-Time Position?”; “Do I Have to Inflate My Grades to Get Tenure?”; “Collegiality: A Criterion for Contract

This issue of *Feminist Collections* is a hefty one. Alycia Sellie reviews anthologies of writing by young feminists; Carroll Wetzel Wilkinson reports on how her women’s studies information literacy course at West Virginia University has developed over the several years it has been offered; Phyllis and I both review videos (one on the history of birth control in Wisconsin and several on breast cancer and the environment); and “New Reference Works in Women’s Studies” covers topics ranging from baseball to vaudeville, including careers, health, and medieval studies.

○ J.L.

BOOK REVIEWS

NARRATIVES FROM WOMEN OF COLOR IN THE HALLS OF ACADEME

by Pat Washington

Rochelle Garner, *CONTESTING THE TERRAIN OF THE IVORY TOWER: SPIRITUAL LEADERSHIP OF AFRICAN-AMERICAN WOMEN IN THE ACADEMY*. New York: Routledge, 2004. 137p. notes. bibl. index. \$105.00, ISBN 0-415-94798-7.

Conchita Y. Battle & Chontrese M. Doswell, eds., *BUILDING BRIDGES FOR WOMEN OF COLOR IN HIGHER EDUCATION: A PRACTICAL GUIDE FOR SUCCESS*. Lanham, MD: University Press of America, 2004. 184p. \$40.00, ISBN 978-0761827856.

Theodora Regina Berry & Nathalie D. Mizelle, eds., *FROM OPPRESSION TO GRACE: WOMEN OF COLOR AND THEIR DILEMMAS WITHIN THE ACADEMY*. Sterling, VA: Stylus Publishing, 2006. 264p. \$24.95, ISBN 978-1579221119.

The few women of color who manage to enter the halls of academe as students, faculty, or administrators quickly discover an entrenched and finely tuned system of gendered and raced privilege, power, and exclusionary practices. Learning to navigate the multi-tiered academic systems of oppression and pass survival strategies along to other women of color is both a rite of passage and a badge of honor for academic women of color. We are ever eager to learn more about the lived experiences of our academic sisters, and we are ever hopeful that they will show us the way not only to survive, but also to thrive, within the increasingly multi-hued but, nonetheless, still overwhelmingly “ivory” tower.

I recently had the mixed pleasure/pain of reading three books that promise meaningful recommendations for enhancing the likelihood that women of color will succeed in the academy. In my estimation as both a casualty and a survivor of predominantly white universities, these books cover a wide spectrum in terms of the quality of their insights and recommendations for

women of color in today’s U.S.-based, post–Civil Rights institutions of higher learning. I begin with what I perceive to be the least satisfying of the three texts and conclude with the one that met, and often exceeded, my expectations of what a survival manual for women of color academicians should be.

Rochelle Garner’s *Contesting the Terrain of the Ivory Tower: Spiritual Leadership of African-American Women in the Academy* promises to show how the spirituality of African American women college administrators “manifested itself in their everyday leadership practice and how it could serve in a transformative way to help create change in higher education” (p. xiii). The book purports to be a response to Garner’s central research question, “What are the ways in which African-American women have used their spirituality as a lens to lead, and how does this leadership impact the social, cultural, and political construct in a male-dominated arena?” While the

value added when African American women are given the rare opportunity to assume leadership positions in U.S. universities and colleges is a significant topic for consideration, Garner’s book falls short of its promise and is problematic for several reasons.

To begin, Garner places the weight of her hypothesis — that “spirituality” manifests itself in the everyday leadership practices of African American women in ways that “transform” the academy — on the backs of only three research subjects, all associate deans at predominantly White institutions. This she does without offering the traditional caveat about the limitations of the study or the dangers of generalizing the study’s findings to all African American women leaders in the academy — and indeed, she implies, via sweeping generalizations throughout the text, that her findings are widely applicable. The reliability of data drawn from Garner’s small pool of research subjects is further compromised by the process of participant selection. The author tells

us that she got referrals from “various administrators and faculty members [whom she asked to identify] women who might possibly ‘fit’ this study.” Presumably, women who did not “fit” were not recommended, or included in Garner’s study; therefore, no data emerged that might have called the book’s hypothesis into question.

Garner attempts to make up for these shortcomings through an extensive literature review and a brief history of Black women’s experiences within higher education, including glimpses into the lives of three iconic African American female educators: Lucy Diggs Slowe, Anna Julia Cooper and Mary Mcleod Bethune. Nonetheless, surprisingly absent from Garner’s literature review are the works of Toni Denton King, who writes extensively about Black women’s leadership, and Deborah King, who writes extensively about Black women’s spirituality. The latter’s absence was especially troubling, given the way Garner subsequently attributed her recognition of Black women’s “triple jeopardy” to reading DuBois. Moreover, although Garner provides evidence of a nexus between Bethune’s spirituality (specifically her Christian faith) and educational leadership, her accounts of Slowe and Cooper are void of any explicit or implied references to spirituality and, hence, lend nothing to her hypothesis that African American women “use their spirituality as a lens to lead” (p.4).

The case studies of the three contemporary African American women associate deans suffer a similar defect. The connection between spirituality — however defined — and leadership — however enacted — is unclear. To be sure, we learn that “Adjuoa” defines spirituality as “listening to and being talked to by whomever you consider

your higher being,” that “Jewell” defines spirituality as “matching up personal and collective energy and synergy,” and that “Chaka” defines spirituality as “a belief in that supreme being whose essence is one of holiness with total positive regard for us and always wanting us to aspire to be like that being” (p.59). However, the reader never sees, except in the most abstract terms, outcomes that have been informed by spirituality. These abstract terms — replete with references to “service,” “servanthood,” and “othermothering,” are inherently connected to the master narrative of Black women as nurturers. This, for me, is the most problematic aspect of Garner’s work. Although she promises to reveal “a more pragmatic model of leadership” by showing how her three subjects “have acquired and maintained their success by interweaving their spirituality into their leadership” (p.40), Garner largely defaults to unfortunate stereotypes about Black women’s “servitude” that are rooted in an historically racist dominant culture, as well as in an historically sexist Black culture.

Ultimately, *Contesting the Terrain of the Ivory Tower: Spiritual Leadership of African-American Women in the Academy* is just another testament to how Black women are “mules of the world,” or “handmaidens of the academy” — selflessly serving, serving, serving. I must confess that I wasn’t prepared to have a book that was supposedly about Black women *contesting* the academic status quo be so resoundingly about Black women’s presumed “natural affinity” for service — *yet again*.

Women of color in *Building Bridges* use a lot of water imagery to describe their experiences of the academy: “calm waters,” “troubled water,” and “white water.” And they don’t

Garner largely defaults to unfortunate stereotypes about Black women’s “servitude” that are rooted in an historically racist dominant culture, as well as in an historically sexist Black culture.

forget the women who “waded in the water” before them. Indeed, *Building Bridges for Women of Color in Higher Education* is a monument to foremothers who struggled to make a space for women of color in the academy, as well as a signpost for successive generations.

The book is designed to be a resource manual for women of color in the academy. As the editors astutely note, however, women of color need more than book smarts to survive an environment where their very presence is a threat to a racial and gender hierarchy that revolves around White males maintaining their grip on positions of power and authority. Thus, *Building Bridges for Women of Color in Higher Education* is intended to “complement the reader’s competitive edge by creating a forum of collective voices from women of color in the academy.”

A number of recommendations in this volume will be useful to women of color pursuing academic careers, particularly those in tenure track positions or those interested in administrative posts. There is timeless advice about choosing one’s career path carefully because of the difficulties one is likely to encounter if one attempts to “cross” academic career ladders; there are examples of women of color who entered the academy late but, nonetheless, were successful in their pursuits because of the particular constellation of events and circumstances in their lives; there are also important insights about the consequences for Black women faculty

Building Bridges for Women of Color in Higher Education is a monument to foremothers who struggled to make a space for women of color in the academy, as well as a signpost for successive generations.

when department review committees fail to acknowledge ways in which a faculty member's race and gender may impact student teaching evaluations. A number of additional themes are covered in this volume, including the notion that women of color pursue careers in the academy to build legacies or create pathways for those succeeding them; the pitfalls of being the first faculty of color hired, the only faculty of color hired, or the faculty of color who gets hired under duress; the expectation that women of color will teach and conduct research about their racial-ethnic group versus more expansive disciplinary subjects; and the importance of viable mentoring relationships. Given the paucity of writings about experiences of women of color in the academy, *Building Bridges for Women of Color in Higher Education* will be a welcome resource for the discerning reader.

I emphasize *discernment*, however, because — in contrast to the Garner text, which was overly abstract and lacking in direct applicability — *Building Bridges for Women of Color in Higher Education* may suffer from being overly prescriptive — too much of a one-size-fits-all “dress” for success. Although the contributors to this volume offer many important insights from the trenches of academic life as they have experienced it, they fail to provide caveats regarding the particularity

of some of the situations described, as well as the unique configurations of intellect, street smarts, mentoring networks, geography, and other factors that may or may not work for other women in other circumstances. This is a significant drawback for a book purporting to be a “practical guide for success” in higher education.

Granted, the collection offers a multitude of voices and a variety of recommendations for successfully navigating a system that is largely inhospitable to women of color. As a result, there is a vast array of survival strategies from which to choose. Here, again, however, discernment is necessary because some of the advice given is overly simplistic and, taken in context of the collection as a whole, often contradictory. What stands out for me in this respect are contrasting perspectives on the relative levels of visibility, or invisibility, women of color should maintain in order to survive in the academy. For instance, some contributors advised staying under the radar of potential detractors by being quiet about one's successes so that one is not perceived as a threat to departmental colleagues. Other contributors urged women of color to become their “own public relations persons,” or to turn hyper-scrutiny on its head by touting their successes throughout their academic networks. How women of color should be present in the academy (and just how present they should be) is one of several critical issues that could have benefited from editorial intervention or contextualization — for instance, having the editors situate contributors' voices along a continuum of experiences, or within a framework that explored the “triple jeopardy” women of color experience in the academy because of race and gender stereotypes. Without such context or framework, the collection runs the risk of being viewed

simply as an eclectic mix or, worse, an under-moderated cacophony of voices.

Missing also, in terms of editorial framework or contextualization, is any reference to the contemporary, post-Civil Rights environment for women of color currently entering the academy. Given their lengthy academic careers, it is likely that many of the women who contributed to this volume “came of age” in the academy during a radically different sociopolitical climate. This is not to say that women of color who “benefited” from judicial rulings and legislation of the 1960s and 1970s had an easy time of it; it is simply to suggest that the women of color for whom this book is intended as a resource will be trying to navigate a terrain that may differ markedly from that of previous eras. Again, the book would have benefited from an overview of the worsening climate for academic women of color in this post-Civil Rights era, including the losses incurred through affirmative action rollbacks, the growing conservatism of the judiciary, and the narrowing of educational access.

One final, albeit minor, criticism of the book is the number of typographical errors that made it past the proofreaders — e.g., “a rye” instead of “awry”; “skillin” instead of “skill in,” etc. My annoyance with these errors is not so much that I am a stickler for perfection. It's more that, as a Black female academic myself, I know that women of color don't need to give detractors reasons to discount their work. The information provided on these pages is too valuable to be dismissed because of a few editorial gaffes.

Despite the weaknesses I outline above, *Bridges for Women of Color in Higher Education* is well worth reading and makes a significant contribution

to the body of work on the experiences of academic women of color. At the end of the day, the book reinforces the deep and abiding sense that — despite the numerous challenges confronting women of color in the academy — working in the academy is a luxury and a privilege that our forebears struggled to attain for us, and we must, in turn, do all in our power to keep the academy accessible and make it increasingly hospitable for those who will come after us.

By all accounts, to be a successful woman of color in the academy is to be an anomaly. As noted in the introduction to *From Oppression to Grace: Women of Color and Their Dilemmas within the Academy*, “some facet of [our] multidimensional being[s] is always a problem, a dilemma for someone” (p.xiii), and being problematized means constantly struggling to avoid being maligned, eradicated, and explained away — physically and philosophically. One of the contributors to this volume appropriately questions the underlying assumption of the title, stating that it wrongly implies “development and growth from being freedom impoverished to freedom enriched” (p.69). Indeed, her observation reflects one of

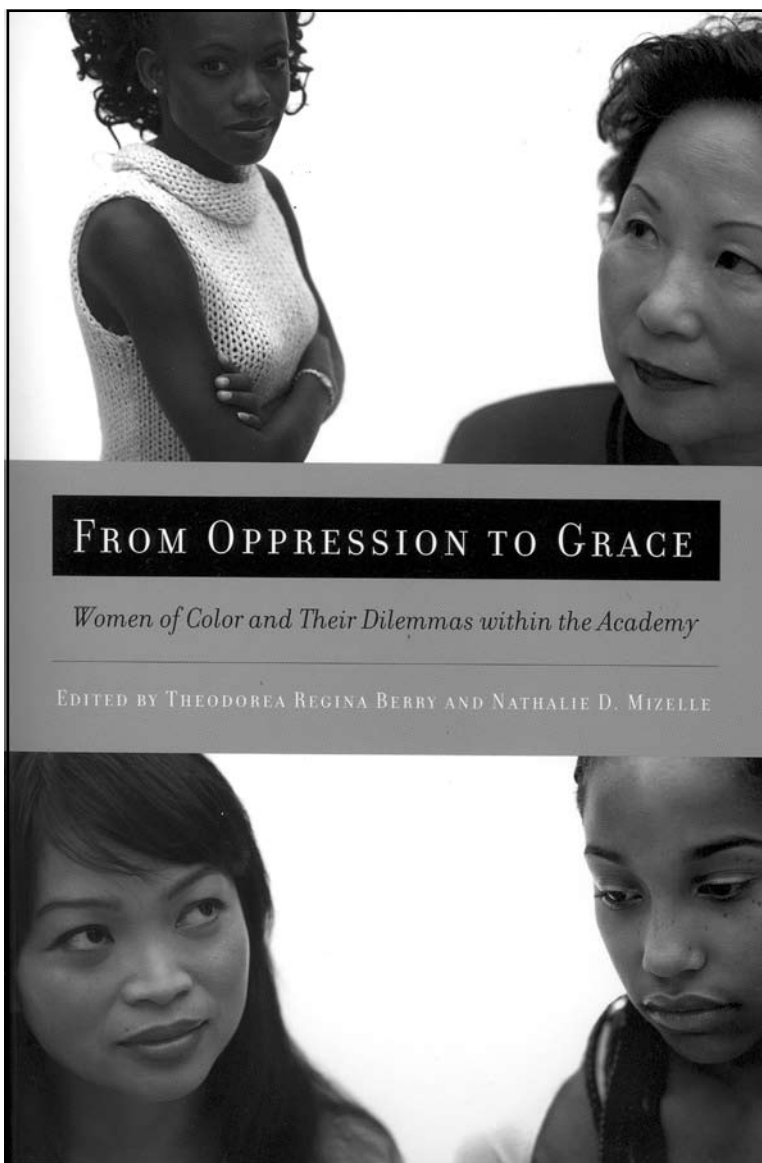
the resounding themes of the book: women of color don’t reach a point where they are firmly ensconced in a place of “grace” within the academy. Rather, they find themselves occupying “in-between spaces” of empowerment and oppression at every level.

parts to reflect what, under “normal” circumstances, would be the “traditional” life cycle of the academic. Part One, “Move On Up a Little Higher: Completing the Terminal Degree,” offers narratives from women completing their doctoral studies. Part Two, “Pride

and Prejudice: Finding Your Place after the Degree,” moves to the next segment of the academic continuum by adding the voices of junior faculty women who are largely coming to grips with the demands of the tenure process. Part Three, “Words of Womanhood Wisdom: Voices of Senior Faculty Who Are Women of Color,” is both informative and symbolic. With only two contributors, this section reminds us of how few women of color hold senior positions within the academy.

This edited volume delivers on its promise to use a critical race feminist approach to discuss the multiple identities and social positionalities of women of color, including the ways in which women of color navigate academic environments, as well as the broader environment of the dominant culture. The authors use personal narratives as discourses of resistance. Through these narratives we learn that if “grace”

means reaching a place of empowerment, then the “grace” that women of color experience within the academy is precarious at best. Contributors describe “vacillat[ing] between feelings of success and defeat,” or “occupying multiple and sometimes overlapping



One of the book’s many strengths is the racial and experiential diversity of its contributors, who include women of African, Latina, Korean, East Indian, Japanese, and Native American descent. The book is divided into three

spaces” that don’t coexist easily with each other. For example, Tiffany Lee reflects on having to endure the marginalization of Navajo culture and personal challenges to her Navajo identity, only to enter the academy to be faced with similar manifestations of marginalization. Menthia Clark’s characterization of herself as someone who is “dis-dancing” between the dictates of academia, or her “intellectual” self, and those of her “Southern” self compliments Kiran Katira’s recognition of her multiple identities as an “East African Asian Indian.” An international scholar, Katira occupies a revealing position as someone who has experienced multiple forms of racism in the United States and abroad. Indeed, the multiple positionalities of the women featured in *From Oppression to Grace* make it one of the richest texts available regarding the contemporary experiences of women of color in the academy.

Key themes of the book include identity formation and reformation; tensions around gendered expectations of women of color students and faculty; expectations that women will fulfill their biological roles as mothers, regardless of academic accomplishments; stereotypes about how successful women somehow emasculate the men in their lives; biases around the intellectual contributions of women of color; expectations that a single woman of color can “stand in” for an entire racial-ethnic group; the travails of graduate study; necessary adjustments in academic understandings and endeavors; setbacks in academic pursuits; and analyses of the impact of race and gender on decision-making processes.

The narratives of oppression and resistance are powerful, and the accounts of daily exposure to overt and covert racism and sexism are all too familiar, ranging from Huckaby’s account of the statue of the Klansman that graced her campus to Bazile’s

description of the “epistemic violence” of an academy that “profess[es] a commitment to critical thinking and social justice, but at the same time continue[s] to prescribe to standards, traditions, and ways of knowing that are meant to maintain the hegemonic order” (p.197). Ming Fang He makes a significant contribution to the “resistance to oppression” theme by reminding us that women of color also have to resist the oppressor that is within us, and that we need to recognize the ways in which some aspect of our own privilege allows us to victimize others. This is an important insight, particularly given the fact that, as Kiran Katira reminds us, Asians are “basically ignored by more marginalized people of color; sometimes dismissed as hopelessly assimilated to White culture,” despite “the long history, tradition, and present-day reality of Asian social justice activism” (p.83).

An interestingly different slant in this particular book can be found in the way several of the contributors offer refreshingly unapologetic acknowledgments that, while they intend to share the benefits of their academic training with their communities of origins, they are also pursuing doctoral studies and academic careers for personal fulfillment. These writers also remind us that we certainly cannot move from oppression to grace without first acknowledging that we cannot be “all things to all people” — a healthy antidote to Garner’s altar call to “servanthood.”

The most resounding theme in *From Oppression to Grace* is the pressing need for more women of color to occupy meaningful roles at all levels of the academy. Each section vividly reminds us that women of color do occupy a unique role in the academy — a role that is fraught with multiple burdens that require the use of multiple resistance strategies. And, while we

do achieve a measure of grace because of the opportunities we are afforded through our privileged positions as academics, ultimately, any “grace” we enjoy comes from our amazing capacity to “make a way out of no way” — our recognition that we are there to empower our students, our communities — and, yes, even the academy that questions our right to belong there.

In both form and content, *From Oppression to Grace* captures the “lived experience” of diverse women of color in the academy. The contributors provide nuanced understandings of the experiences of women of color both as individuals and as gendered members of particular racial/ethnic groups who find themselves at various career levels. The one quarrel I have with this otherwise stellar work is its heteronormative subtext. One of the editors and several authors discussed the impact of being seen as less than adequate as women because they hadn’t produced children or married, were divorced, or had to jostle dual-career realities. One contributor had an entire section on “spousing,” which detailed the various stages of an ultimately failed marriage. While these women cannot be expected to theorize about lived experiences beyond their own personal identities, hopefully future texts will build upon the issues handled so well in this volume by being more inclusive of a broader array of academic women of color — to include sexuality, disability, and other social locations.

Nonetheless, the writers in this volume make profound contributions to a broader understanding of the richness that emerges from attending to the intersections of race, gender, class, nationality, and other factors. They chart multiple courses for developing more effective resistance strategies and strategies for ending the isolation that

so many women of color still experience in academic environments. This book opens us to a world of women-of-color academics who are dynamic and resilient, women who won't allow themselves to be strait-jacketed in gendered and raced systems of oppressions of either the dominant culture or our communities of origins. These women remind us that none of us should allow oppressive academic environments, cultures, and practices to kill our spirits, unduly stunt our intellectual growth, or diminish or discount our contributions.

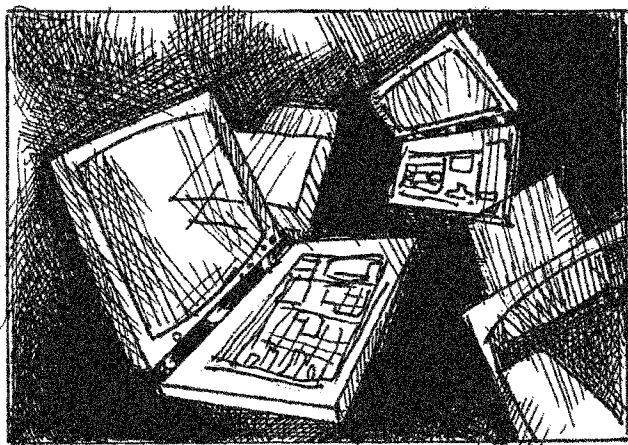
As more women of color pursue higher education, we can only hope

that an increasing number of them will stay on to build life-long careers in the academy. If this hope is to be realized, we must do all we can to eliminate the barriers that confront aspiring women of color academicians or cause women of color, in general, to bypass the academy altogether. The editors, authors, and contributors of the texts above speak to a number of these barriers — the social isolation, excessive tokenism, raced and gendered stereotypes, and both covert and overt hostility. Equally important, they offer counternarratives of hope and resilience, as well as practical strategies for survival and uplift. Although not all three texts are equally thought-provoking — and although

each has shortcomings — all, nonetheless, provide a potential pathway “from oppression to grace.”

[Pat Washington is an award-winning teacher, scholar, and activist who has published extensively on the impact of race, class, gender and sexuality on people's access to social resources. She has received numerous awards and commendations for her service, civic engagement, and commitment to social justice, as well as for her efforts to promote alliances across categories of age, race, sexuality, gender, social class and disability.]

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Miriam Greenwald

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YOUNG ACTIVISTS AND THE NEW “NO WAVE”: TWO ANTHOLOGIES FOR A FEMINIST FUTURE

by Alycia Sellie

Melody Berger, ed., *WE DON'T NEED ANOTHER WAVE: DISPATCHES FROM THE NEXT GENERATION OF FEMINISTS*. Emeryville, CA: Seal Press, 2006. 318p. \$15.95, ISBN 1-58005-182-0.

Lisa Jervis & Andi Zeisler, eds., *BITCHFEST: TEN YEARS OF CULTURAL CRITICISM FROM THE PAGES OF BITCH MAGAZINE*. New York: Farrar, Straus & Giroux, 2006. 372p. \$16.00, ISBN 0-374-11343-2.

We were working at *Ms.* magazine in 1996 when a xeroxed pamphlet arrived at the office bearing the name *Bitch*. We opened the zine and found what we'd been fearing didn't exist: feminist writing that was funny, engaged with pop culture, and yet intellectually rigorous. Eureka!

— Jennifer Baumgardner & Amy Richards (back cover of *Bitchfest*)

DIY, or “Do It Yourself,” is an important maxim for the feminists anthologized in the books *Bitchfest: Ten Years of Cultural Criticism from the Pages of Bitch Magazine*, and *We Don't Need Another Wave: Dispatches from the Next Generation of Feminism*. This new generation of feminists proclaims that all people who identify as feminists have an important role in defining what the movement is today and how we all affect its future. Both books present an extremely varied view of feminism, and the one thing that binds them both at their centers is the idea that feminist activism is participatory, inclusive, and should consist of whatever we can make of it.

For Lisa Jervis and Andi Zeisler, doing it themselves in the early 1990s meant co-founding the zine *Bitch*. The publication represented their as-yet-unexpressed-elsewhere vision of feminism. Growing from its stapled and photocopied roots into a widely distributed magazine and now into a bound anthology, *Bitch* is a success story of self-publishing and community-building. The independent style in which *Bitch* was created extends to its content as well. The coeditors describe their early realization that “if we wanted to read

something like this, we would have to write it ourselves” (p.xxiii, *Bitchfest*). They set forth to examine popular culture through a feminist lens — a considerable challenge in a culture framed by the *Girls Gone Wild* video craze, “girl power,” and American Girl dolls.

In the introduction to *Bitchfest*, Margaret Cho explains that being called a “bitch” should be considered a compliment, “because not being one sucks. Not being a bitch means not having your voice heard. Not being a bitch means you agree with bullshit. Not being a bitch means you don't appreciate all the other bitches who came before you” (p.xv). Jervis and Zeisler argue that the term is just as loaded for women as “feminist” is. They adopted “bitch” for the title of the zine because of the reality that both words are “lobbed at uppity ladies who dare speak up and don't back down,” and because of the double use of “bitch” as a verb as well as a noun (p.xxi).

A great variety of topics is covered in *Bitchfest*, from public breastfeeding (“Double Life: Everyone Wants to See Your Breasts — Until Your Baby Needs Them” by Lisa Moricoli Latham) and “domestic arrangements” to gender bias

in scientific studies, new definitions of virginity, and women's unaccepted and repressed sexual desire for female fashion-magazine models. In “The Paradox of Martha Stewart,” Jennifer Newens addresses popular criticism of the celebrity's cringe-inducing single-woman status. Julie Craig examines the “Feminists Who Aren't”; Leigh Shoemaker explores “Urinalysis: On Standing up to Pee” (and the social effects thereof, in response to Camille Paglia); and Marissa Meltzer deconstructs the humor of obesity in “Are Fat Suits the New Blackface?” *Bitchfest* is thrilling and punchy read, appropriate for “bitches” of any age or wave. Its widely ranging voices speak just as powerfully in book form as they did from between the covers of a monthly magazine.

We Don't Need Another Wave is similarly rooted in DIY. Editor Melody Berger is also the founder and editor of the zine *The F-Word*, a self-published periodical aimed at consciousness-raising for teens or “youthful people.” Berger hesitantly describes herself as a “post-Third Wave. A Fourth Wave, if you will” (p.20). She acknowledges

that in the lives of the women who have come before her, identifying as part of a particular wave may have been an important way to align oneself with a particular movement. Yet she is disgruntled by the “ways in which feminism gets discussed in the mainstream media...when it gets discussed at all. There is so much focus on the packaging of our ‘message’ that we hardly ever talk about what that ‘message’ is. As if there is only one” (p.21). Her vision of today’s feminism cannot be summarized in one neat definition or wave, and she doesn’t think it ever should be. Contributor Lisa Jervis agrees: “We’ve reached the end of the wave terminology’s usefulness” (p.14).

We Don’t Need Another Wave illustrates the inclusive and individualist form of feminism that its editor voices. In contrast to *Bitchfest*, this anthology is filled with many first-person narratives of how gender and societal conventions have shaped the authors’ lives. The contributors to this book are highly active and visible in the struggle to make feminist criticism heard. Many of them are very young and yet very well-versed in organizing, making change, and creating spaces for themselves.

In “A Time to Hole Up and a Time to Kick Ass: Reimagining Activism as a Million Different Ways to Fight,” Leah Lakshmi Piepzna-Samarasinha explores the climate of post-9/11 protests for women of color and how expressing feelings of fear and confusion with one another during this time was just as important as (and safer than) activism in the streets. Both “Troubling the Performance of the Traditional Incest Narrative,” by Alexia Vernon, and “The Chain Reaction of Unsilencing,” by Cindy Crabb, present ways that the authors have examined and shared their experiences as survi-

vors of childhood sexual abuse. Both of these women, like many others in the anthology, are working artists who have been motivated by their experiences living under patriarchy and have made their artwork encompass their activism. In “Por El Amor Del Mundo,” María Cristina Rangel searches for the history of her late uncle’s life and reflects on the ways that his legacy as a queer Latino murdered in conservative Washington has affected her own perceptions of her home, her family, and her own identity. kat marie yoas presents the difficulties she has had being working-class and attempting to participate in academia and women’s studies, in her piece, “I Went to College and All I Got Was this Trailer Trash T-Shirt.”

Both *Bitchfest* and *We Don’t Need Another Wave* each end with their own instructional essay by Jennifer L. Pozner. Both essays stress not only that we can be our own media makers, but also that each woman can take a stand to change the status quo for a “Progressive Feminist Future,” Pozner encourages creative actions to set records straight. In *We Don’t Need Another Wave*, she writes of the current political climate — about how activism in the streets, like the March for Women’s Lives in 2004, broadcasted the energies of active feminists, and yet, “faced with a women’s rights demo bigger than any 1960s Civil rights or antiwar march, the American media responded with a whimper...” Fed up with the current status quo of media representations of women, Pozner gives advice on how to influence mainstream media coverage, from challenging double standards, seeking positive reinforcement, engaging in dialogues, and correcting the record to “doing opposition research” and getting to know the enemy (pp.291–94). In *Bitchfest*,

Pozner also warns that one person’s actions may not make a stunning change overnight, but that “your and others’ media outreach and advocacy efforts will still help generate informative, critical, accurate, authentic, positive, and influential coverage of women and the issues that most affect us — and our collective efforts can and will result in structural change. Learn from your mistakes, replicate your successes, and never give up. The fight for media and gender justice needs you.” (p.352).

Those who have constructed these two anthologies are heeding Pozner’s call. Both books are inspiring, fresh, and full of desire for a better future. As Lisa Jervis succinctly summarizes for the new “no-wave” generation:

We all want the same thing. To borrow bell hooks’ phrase, we want gender justice. We may not all agree on exactly what it looks like or how to get it. We should never expect to agree. Feminism has always thrived on and grown from internal discussions and disagreements. Our many different and often opposing perspectives are what push us forward, honing our theories, refining our tactics, driving us toward a more thorough dismantling of the white supremacist capitalist patriarchy (to borrow another phrase from hooks). (p.17, *WDNAW*)

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LEARNING FROM STUDENT LEARNING: A LIBRARIAN-INSTRUCTOR'S VIEW OF HER INFORMATION LITERACY CLASS

by Carroll Wetzel Wilkinson

Introduction

This article is a sequel to “Stronger Students, Better Research: Information Literacy in the Women’s Studies Classroom,” published in *Feminist Collections* v.25, no.4 (Summer 2004), and available online at <http://www.library.wisc.edu/libraries/WomensStudies/fc/fcwillkin-son.htm>. It will summarize my experiences and insights based on three more semesters of teaching an experimental, three-credit course now entitled “Gender and the Research Process.”

Background

The course started out in 2004 as “Women’s Studies Research in the Information Age.” It originated in women’s studies literature and the ideas of information literacy. To reach a larger audience of students, I expanded its focus in 2006 to the even broader area of gender issues and information and retitled it “Gender and the Research Process.”

The students spend the semester involved in various aspects of the research process. This includes framing research questions related to their subject of choice and learning to identify what the characteristics of a good subject actually are. They learn methods of searching for information, deep reading, problem-solving models of research, critical evaluation of information sources, greater sophistication about the genres of publishing, and an appreciation of the services and expertise of the people available in libraries who can facilitate a person’s research process.

The course is customized to the students’ interests, and so long as their topics have something to do with the socially imposed roles of men and women, the students may choose their own research subjects. They learn several definitions of gender so that they can grasp the cultural imposition of sex-role stereotypes and integrate this into their evolving research process and learning. Many of the tools the students learn are based in the social sciences, although if they are interested in the sciences or humanities, they’ll learn to use appropriate sources in those disciplines. Everything else is about the research process and the students’ increasing ability, over the semester, to make meaning for themselves through guided learning. You could say the course is fundamentally about learning to learn. By digging deeper and deeper in the resources they find as they do the experiential learning assignments, the students learn the decision-making processes necessary to acquire pre-qualitative and pre-quantitative research competence.

It's my way of teaching "information literacy" — broadly defined as the set of abilities that allow a person to recognize when information is needed and to act effectively and efficiently on that need. The course is also about the ethical applications of information — avoiding plagiarism, understanding the social context from which information comes, and respecting intellectual property created by others.

In 2002, Carleton College's librarians developed an elegant statement, now posted on their website, about the characteristics of a fully informed, information-literate individual in today's complex world:

An information literate person has to develop a sophisticated relationship with information by fostering appropriate expectations for information sources, effective search strategies, critical evaluation of information sources, and respect for the intellectual work of others.

This emphasis on developing a student's relationship to information, appropriate expectations for it, and evaluation skill, matches the fundamental course results I seek.

Questions and Emerging Answers

At the end of "Stronger Students, Better Research," I posed several questions that I would like to answer here:

- Will my hybrid classroom, with its community information stations stacked with examples of feminist publications and URL lists, catch on as an immersion method?
- Will my "process approach" to teaching research have staying power?
- Did mixing the concepts of information literacy with the information sources of women's studies have sustained appeal?

First, the community information stations have proven to be a good vehicle for exposing students to the genres of publishing. At present the class format is three fifty-minute meetings a week. (I have also tried summer seminars and seventy-minute classes on Tuesdays and Thursdays. The frequent meetings work best because of the need to develop skills as we progress through the active learning assignments and the ideas of information literacy.) In the available class time of fifty minutes, students can go to one station, choose three sources, evaluate them with my form for print sources, and then report back to the class about their observations. The assignment needs to be repeated several times for students to experience the many formats that are available. They enjoy the URL lists at one of the stations. Here they get to try both beautifully designed websites and sites of poor quality. In the case of poor sites, they use a different form for evaluation of electronic sources, and they use their class workstation to visit the site and analyze its strengths and weaknesses. In each case the students get better at being critical, and they become more skeptical the more they practice the exercise and talk to each other about what they are finding.

As for the "staying power" of the process approach to teaching research, I have received a note from one graduate student who says, "Since taking your course my research abilities

have improved 100%. Where before I was getting B's in my courses, I am now getting A's. Your course has also improved my writing." I do not have such feedback from every student who has taken the course, but even one expressing this conclusion is encouraging. I believe firmly in the "process pedagogy" approach to teaching research, so I do not anticipate a change. Whether the specific feminist sources are sinking in and will be used in the years ahead, my experience is so far inconclusive.

By "process pedagogy," I mean teaching the steps of research by motivating the students to experience relevant small lessons or active learning assignments related to research. We take time, for example, to go over what "deep reading" is, as I fear many students have never been introduced to this expectation. We explore what author William Badke (Research Strategies) calls "Wrestling with the Topic," which involves not only choosing an interesting subject for exploration, but also setting up a complex question as a first step. And we navigate to databases together and explore their characteristics so they can be used intelligently in the future. The course departs from the old model, still in effect in many courses on this campus, of "writing the paper" and focusing solely on tests and the final project "product" at the end of the semester. Instead, the students earn points for writing a developmental essay that starts with a few paragraphs about the question they wish to answer that relates to their subject choice. Then this turns into an essay that gets longer and more significant as they describe their own research experiences throughout the semester. In the essay (submitted in evolving segments), the students must discuss what happens to them as they seek meaning and build their own knowledge. They are rewarded for acknowledging in the essay both the cognitive and affective components of looking for answers. They are encouraged to report bad experiences as well as good in their essays, since those actually happen in real research and learning. And at the same time, they must look deeply at a wide variety of information sources (I require at least five genres, such as books, films, magazines or newspapers, journals, and relevant websites.) They must critically evaluate the sources that they find, rejecting some and then finally choosing twenty of the best for their annotated bibliography, which is, in combination with the long research process essay, the other major assessment device of the course. With guidance, students learn the steps a researcher must take to develop new knowledge. Throughout the semester students seek information and solve the real problems that come up in the research process.

Finally, mixing the concepts of information literacy with resources in women's and gender studies in this course has proven to have substance and durability. The ideas of publication flow, the hierarchy of information, and the bibliographical organization of a discipline are important parts of the foundation of this developing course. And it is easy to illustrate these ideas using feminist sources.

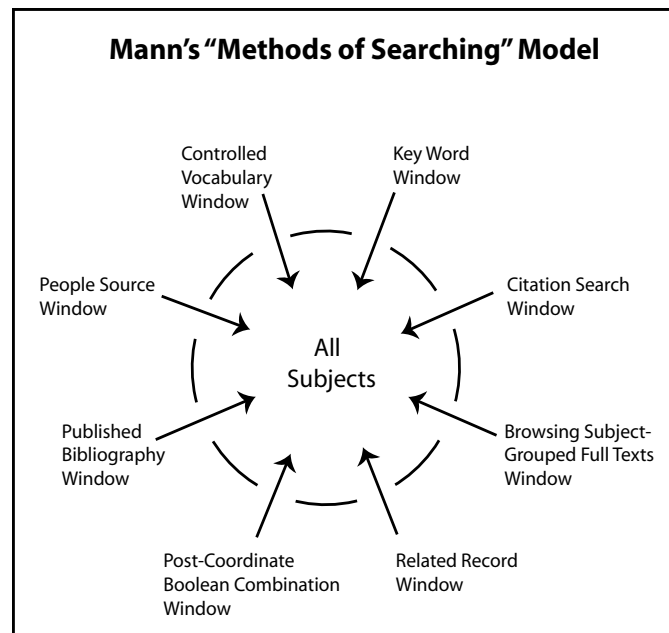
Publication flow refers to the idea that "something happens" and then it's immediately on the Internet, in daily newspapers and weekly news magazines, and, after months pass, in journals and then perhaps a book two or more years later. For example, Nancy Pelosi's recent triumph as the first female U.S. House Speaker has been covered in depth by all the 24/7 news genres, *Ms.* has had a cover article on her already, and soon journal articles will explore

in greater depth the meaning of her breakthrough. This will be followed by books, some written by feminist historians and others interested in her impact, as soon as there is time to get them written, edited, and published.

The hierarchy of information simply addresses the idea that all information is not equal. Some is opinion, some is objective data, some is factual, and some is well-established peer-reviewed (or not) scholarship. This can be illustrated by sending students to the Feminist Majority Foundation's "Feminist Weekly News" feature to find coverage of a news event. Then, assuming it is an ongoing story, such as violent crimes against women, students can visit "Contemporary Women's Issues" through Ebscohost and Joan Korenman's Women's Studies site for a variety of additional feminist sources at different levels of the information hierarchy.

Lynn Westbrook's *Interdisciplinary Information Seeking in Women's Studies* (McFarland, 1999) takes up the bibliographical organization of women's studies, especially in Chapters 1–3, where Westbrook covers the information environment, the information production cycle, scholarly communication mechanisms, the nature of interdisciplinarity, and the nature of information seeking problems in women's studies. The students can read these chapters and reflect on their reactions to her ideas in a guided class discussion.

Thinking critically about both print and electronic information while developing new knowledge through an extensive research project is required in the course of study. Certainly the ethics of information use and the social life of information are also bedrocks of understanding intelligent applications of information. The students demonstrate the results of their learning in their final two-part project entitled "Meta Research Process Essay and Annotated Bibliography." (This is adapted from the work of Susan Beck of New Mexico State University.)



Source: Thomas Mann, *Library Research Models* (Oxford University Press, 1993), p.172 (fig.11).

In teaching this course I have learned the answers to other questions as well:

Who registers for "Gender and the Research Process"? Older students, international students, and both undergraduate and graduate students interested in improving their research abilities are registering for the course. So far, thirteen is the largest enrollment I have had.

What are the learning outcomes? Students say in evaluations that their knowledge of the resources (such as databases available through the Libraries)

improves, as does their ability to do research intelligently. Improvement in their work verifies that their ethical application of information gets better with practice. They complete an annotated bibliography with sixteen to twenty sources and a research process essay of twenty pages over the entire semester, and they have at least three chances to get substantial feedback on both these projects. This is essential, because many students do not find it easy to prepare the annotations and the bibliography (which encourages inclusion of all forms of media and e-sources, as well as print).

Problems persist in the students' lack of interest in the seven to eight methods of searching — based on the work of Thomas Mann — that I present (see figure). This may be a learning outcome that I want but have not succeeded in teaching effectively yet. Some students do increase their number of search methods to two or three, and they do become more sophisticated in using Google. While it is true that librarians may have a much greater interest in search strategies than students do, the fact remains that expanding the repertoire of searching options does catch on with some students, and their research findings improve. So I have not given up; I have just become more realistic about getting students excited about this.

Searching for films seems to be an area of great interest to many students, and learning the array of services available through the Libraries produces a kind of amazement in many of the students.

What do the students like about the course? They report liking the wide cross-section of students in the course, which allows for many different perspectives in the classroom exercises and discussions. They like learning what a vast treasure chest of resources and services the libraries offer. They report liking the many chances to re-do their work once they get feedback on its strengths and weaknesses. Nontraditional students (ages forty and older) comment that research is not as dry as it used to be, and that using the Internet is fun once they learn all the places they can go. Students want the intimacy of the class size to continue, but they comment repeatedly that they want to find a way to reach more students to encourage them to take the course. One student suggested that I could reach more students by talking to members of the Parents Club.

What do the students dislike about the course? Their primary criticism was about the lack of a course outline stating the expectations for completion of readings and assignments. (Note: I gave clear assignments approximately three weeks in advance, but the majority wanted the full semester mapped out from beginning to end. This will be changed the next time the course is offered.)

What problems occur as the semester proceeds? Some students are not prepared for the amount of work involved in serious research. Deep reading and critical evaluation of sources

are high expectations for some of them. Furthermore, taking a “process approach” to research is very new for some students. They want to “write the paper,” whereas I keep asking them (in the drafts of their Meta-Research Process Essay) to describe the experiences they are having as they look for information. I validate the highs and lows of research as well as the affective dimensions of the process. I stress that research is not just a cognitive process but also engages the emotions. This is difficult for some of them to grasp — and once they have grasped it, they are not quite sure it is allowed in higher-education papers! But it is liberating to many students at the same time.

Managing all the details of the course has been a work in progress for me each time I have offered it. In the Spring 2006 semester I tried to address my lack of organization. I improved my management of grades on both small and large assignments, timely return of graded assignments, and attendance records. I served as a department head at the same time I was offering this course, and I found the transition from an administrative mode to an instructional one a real challenge. I “shift gears” slowly and try to be easy on myself as I move from one role to the other.

How have I modified the course since I began teaching it? The main thing I have done is expand it to include the concepts of gender (not just “women’s studies”) to widen the course’s appeal, because I am under pressure to reach larger numbers of students. I have also adopted a strict attendance policy. After three unexcused absences, the grade drops one point now.

What subjects do the students choose for their research explorations? Topics in Spring 2006 included diabetes education for African American women; the role of women in the politics of Indonesia; the identity issues of adopted children; the effect of the Internet on adolescent development; the reasons some women stay in abusive marriages; the question of European identity; origins of fairy tales in Great Britain and Scotland; and sex trafficking in Asian countries.

What have I learned from the students? They like opportunities to work in groups, with me as an available advisor “on the side”; they like to report the results of their discussions to the full class group; they need plenty of time to learn how to do good-quality annotations for their bibliographies. Without a clear policy on attendance, some take advantage and miss more classes than appropriate.

What else have I learned? Though I envisioned a junior-level appeal, the course has attracted first-year-undergraduate through Ph.D. students, to my great surprise. The first-year student should not have taken the course; she was not ready for the level of work or other academic expectations. Many of the graduate students who have been attracted to the course have been international students. All are united, according to their course evaluations, by a desire to improve their ability to do research in the collections and ways of scholarship of

the United States. Moreover, I have learned that many students of all backgrounds and ages do not know how to do research of even the most basic type. The younger students are characterized by their tech-savvy façade, but they do not try even Google's "Advanced Search" function and have not explored databases in most cases. They demonstrate a "cut and paste" approach to their research assignments at first. The older students are less familiar with social networking software (such as Facebook and MySpace), and they have a genuine desire to know more about the resources we have to offer at the Libraries as well as the wider world of the invisible Web. Interest in Web 2.0, blogging, "mashups," and wikis is definitely growing among all the age groups I have taught.

I have learned the importance of a course outline in addition to a course syllabus. Many students commented in course evaluations that they wanted to know each day exactly what they were expected to complete. I have also learned that having high expectations that are clearly expressed in the syllabus about an attendance policy is essential to student success.

I have learned that the annotated bibliography is a challenging format for some students. It requires their competence in first finding acceptable sources of information, and then analytically evaluating after they have read them. Repeated practice in class leads to improvement in performance.

What outcomes have surprised me? A significant 45% of last spring's students did excellent work and received a grade of A. Their explorations of subjects were thorough and penetrating in keeping with the course expectations.

How important is marketing for the success of this course? Marketing is critical for a special-topics course such as this one, for several reasons. First, there is a great need on this campus to address the development of critical thinking and reach as many students as possible. The requirements of the major limit the number of electives students can take, and a special-topics course is not officially linked to any one curriculum. To establish a broader campus appeal, this semester I wrote all the department chairs of social sciences disciplines, the director of the International Programs Office, the coordinator of the campus program for non-traditional students, and the director of the Student Advising Center in addition to the director of the Center for Women's Studies, to alert them to the existence of this course. I am sending them a flyer designed to promote the potential benefits of the course and to share some of the words of the students' assessments. I am pleased to report that a division of the History Department, called the Cultural Management Studies program (formerly Public History), has approached me about sending students to the course. The director of Advising is also interested in pursuing more of a formal campus partnership. This is an interesting and promising development. Finally, word of mouth is an important and effective marketing strategy. If students send me students, it is the best validation I could ask for.

What is the future of this course? The course has been offered a total of four times now, the fourth time under a new name: "Gender and the Research Process." It is currently be-

ing offered again under the new name. This change signals my two-part desire to expand the scope of potential students and simplify the name. The course cannot be experimental much longer. I must submit it to the curriculum committee of the faculty senate as soon as possible in an effort to get it accepted as an official course in the general education curriculum (GEC). Creating a scalable course offering will be a huge challenge. If the course becomes part of the GEC, its number will drop to a 200 level, and so it may stop attracting graduate students. I am determined to retain the intimacy of the blended/hybrid classroom pedagogy that I have used to date. It is definitely based on a feminist model, and it works well for me and the students. The Spring 2007 offering is listed under the Libraries' new course code: ULIB. This represents the first time the Libraries have had their own course code, and we intend to develop our information literacy curriculum further in the future. Another possible avenue of exploration is teaching this course in an asynchronous environment. I have applied for a course shell in our VISTAeCampus courseware and am experimenting with using aspects of its functionality this semester.

Conclusion

"Gender and the Research Process" is meeting the needs of a small number of students who wish to improve their ability to do effective pre-qualitative and pre-quantitative research. I can now demonstrate that some of its learning results are applicable across a few years. It will be many more years before we know whether a course of this type influences a lifetime of learning (which was one of its original lofty goals.) But whatever happens, the goal of empowering students to seek meaning through research more effectively is being met. I feel a sense of satisfaction in knowing that I am introducing a small number of students to the complexities of the information environment and the opportunities it offers when used with intelligence and confidence.

[Carroll Wetzal Wilkinson's professional life has changed dramatically since she created and taught this course for the first time at West Virginia University in 2004. While she is still the Women's Studies bibliographer at West Virginia University, she has also become Director of Instruction and Information Literacy for the University Libraries. What she has learned from offering the three-credit information literacy course to women's studies students and interested others as described here forms an excellent foundation for expansion of the university-wide instruction program in the future.]

FEMINIST VISIONS

HONORING THE FORGOTTEN HISTORY OF BIRTH CONTROL

by Phyllis Holman Weisbard

THE DEFENDERS: A HISTORY OF THE BIRTH CONTROL MOVEMENT IN WISCONSIN. 93 mins. Directed by Emily Rumsey & Dawnee Dodson. Executive Producer: Deborah Hobbins. Trilobyte Pictures Productions (<http://trilobytepictures.com/>) for Planned Parenthood of Wisconsin, 2006. DVD purchase: \$25.00.

Women may no longer strap weasel testicles to their thighs to prevent pregnancy, as *The Defenders* notes they resorted to in the Middle Ages, but their access to full reproductive health services has not come easily and continues to require vigorous defending. That is the theme of this new DVD commissioned by Planned Parenthood of Wisconsin in commemoration of the seventieth anniversary of the organization's founding in 1935. Though focused on, and related by, the dedicated staff and supporters of Wisconsin's Planned Parenthood (PP) affiliate, the story told in *The Defenders* is set in a broader historical context through commentary by historians Linda Gordon (New York University, formerly of University of Wisconsin–Madison) and Judith Houck (University of Wisconsin–Madison). They stress that women have always tried to prevent pregnancies and to induce miscarriages in problematic situations, as fraught with danger as their self-inflicted methods were. Houck says that birth control and abortion were of a piece in the nineteenth century, when abortion was no crime as long as it occurred early, essentially before “quickening.” Gordon discusses how the situation changed with the passage of the federal Comstock Act in 1873, followed by “Little Comstock” laws in the states that lumped birth control information and devices in with obscene material, making them illegal to sell, send through the mail, have in one's

possessions, or give away. The Wisconsin statute was the last of the Little Comstocks to be repealed, which the video shows only happened in 1976 after more than a decade of lobbying by PP advocates and the efforts of their principal ally in the State Assembly, Fred Risser, who authored the bill. The film discusses the founding of the American Birth Control League, the precursor of PP, by Margaret Sanger in 1921, and of the likeminded Maternal Health Center in Milwaukee by obstetrician Florence Edith McCann just fifteen years later. In the 1940s, the League and its affiliated centers around the country adopted the term “planned parenthood,” which they thought sounded more neutral than “birth control.”

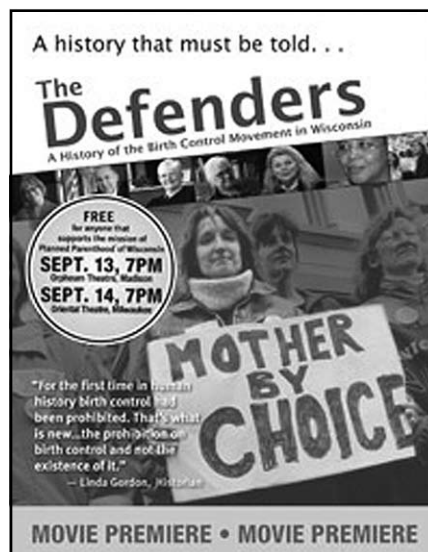
Wisconsin PP really took off after Margaret Miller was hired as its first executive director in 1964. Under her fifteen-year stewardship, the organization grew from one tiny clinic to a network of clinics throughout the state, unified in a statewide office based in Milwaukee. Clips from a 1994 interview with Miller, who died in 2003, are one of the touchstones of the film, demonstrating how critical it is for organizations to preserve their history through documenting their leaders. Many former PP nurses, counselors, and board members were interviewed for *The Defenders*. Footage of them speaking engagingly in their present-

day personas is interspersed with still photographs of their younger selves at work, in meetings, and at rallies. Fran Way, for example, speaks with pride of the nurse practitioner training program started in 1972, of which she was the first director, which became a model for other clinics nationwide. Under the general supervision of a medical doctor, trained nurse practitioners thereafter performed examinations and many of the other tasks that were formerly the exclusive domain of physicians. It was also Way who provided a simple solution to the problem that under Wisconsin law at the time, birth control could not be dispensed to unmarried people. She suggested to Margaret Miller that they not inquire about marital status, since such inquiry was not required by law, and with Miller's agreement, the clinic stopped asking.

Before state anti-abortion laws were overturned by the Supreme Court in *Roe v. Wade* (1973), the video reminds viewers, it was possible for some women to get “therapeutic” abortions if they were deemed necessary by psychiatrists. In reality, this avenue was mainly available to women of means; they also had the wherewithal to seek out relatively competent underground abortionists in Wisconsin and out-of-state. It was therefore poor women for whom pregnancy terminations were most dangerous. Planned Parenthood of Wisconsin offered referral informa-

tion to such women. Bonnie Bockl Joseph relates how she started Problem Pregnancy Counseling Service for abortion counseling and referral as a separate entity from Planned Parenthood when, under threat of a lawsuit, it became too suspect to offer the counseling in the clinic. A particularly gripping moment in the video comes when Bea Kabler tells how she learned, long after she became a devoted Planned Parenthood nurse and advocate, that her own mother's death, when Bea was still a child, had been the result of a botched abortion.

Other highlights of *The Defenders* are interviews with supporter and Marquette University theology professor Daniel Maguire, S.T.D. (author of *Sacred Rights: The Case for Contraception and Abortion in World Religions*, Oxford University Press, 2003); with a vibrant African American teen peer counselor, and with a young, unmarried patient who was supported by PP in her choice to carry a pregnancy through to birth; the scenes of Milwaukee Clinic Protection Coalition (MCPC) members escorting and defending patients coming to the PP clinic during the summer of 1992, when Milwaukee was the target of a national anti-choice campaign; and the January 2004 opening in Mad-



ison of a comprehensive health clinic in a building wholly owned by PP.

The film is expert from a technical perspective. Though not originally intended for a classroom audience, it works well from both historical and contemporary activist perspectives. At 93 minutes, it's a bit long for a college class session, however. Nevertheless, I would recommend it over an available 26-minute version (*Film Party: The Defenders: A Vision. A Mission. A Legacy*) that is more appropriate for its intended fundraising purpose. Instructors will also need to supplement by covering the important federal Supreme Court decisions *Griswold v. Connecticut* (1965), which invalidated

the prohibition of providing contraceptive information and devices to married persons, and *Eisenstadt v. Baird* (1972), which extended the right to receive birth control information and devices to unmarried people, neither of which is mentioned in *The Defenders*. (Gordon mentions *Roe v. Wade*, but mainly to emphasize that abortion is regulated on a state-by-state basis.) Also, the only hint shown of internal dissension within Wisconsin PP comes over the decision to offer abortion services, and there may be more to be pointed out in a classroom setting about internal struggles within this and other organizations.

As mentioned above, Planned Parenthood of Wisconsin developed a model training program for nurse practitioners. Likewise, its video *The Defenders* can serve as a model for PPs in other states that want to honor their leaders and to remind the public of the forgotten history of birth control and the critical need to keep all reproductive health services safe, legal, affordable, and available to all.

[Phyllis Holman Weisbard is the women's studies librarian for the University of Wisconsin System and co-editor of *Feminist Collections*.]

THE PERSONAL BREAST IS POLITICAL: DOCUMENTARIES ABOUT WOMEN, THE ENVIRONMENT, AND CANCER

by JoAnne Lehman

BUSTING OUT: A FILM THAT WILL CHALLENGE HOW YOU THINK ABOUT BREASTS. 57 mins. Written, directed, and produced by Francine Strickwerda & Laurel Spellman Smith. Stir It Up Productions, LLC, 2004. (U.S. release date: 2006.) Distributed by Bullfrog Films, P.O. Box 149, Oley, PA 19547; phone: (800) 543-3764; website: www.bullfrogfilms.com. VHS (ISBN 1-59458-253-X) or DVD-R (ISBN 1-59458-254-8): Purchase, \$250.00; rent: \$85.00. ("Reduced rates for activists and grassroots groups. Please inquire.")

TOXIC BUST: CHEMICALS AND BREAST CANCER. 41 mins. By Megan Siler. Plumb Pictures, 2006. Distributed by Bullfrog Films, P.O. Box 149, Oley, PA 19547; phone: (800) 543-3764; website: www.bullfrogfilms.com. VHS (ISBN 1-59458-518-0) or DVD-R (1-59458-519-9): Purchase, \$225.00; rent: \$65.00. ("Reduced rates for activists and grassroots groups. Please inquire.")

RACHEL'S DAUGHTERS: SEARCHING FOR THE CAUSES OF BREAST CANCER. 107 mins. By Allie Light and Irving Saraf. Produced with Nancy Evans, 1997. Distributed by Women Make Movies, 462 Broadway, Suite 500, New York NY 10013; website: www.wmm.com. Order No. W99582. Universities, colleges, & institutions: VHS or DVD purchase: \$295.00. VHS rental: \$90.00. 16mm rental: \$195.00. VHS or DVD purchase for K-12 schools, public libraries & select groups: \$89.00.

EXPOSURE: ENVIRONMENTAL LINKS TO BREAST CANCER. 53 mins. Directed by Francine Zuckerman. Produced by Martha Butterfield & Francine Zuckerman, 1998. Accompanying resource guide, **TAKING ACTION FOR A HEALTHY FUTURE**, 2002. Distributed by Women's Healthy Environments Network (WHEN), 24 Mercer Street, Suite 101, Toronto, Ontario M5V 1H3, Canada; phone: (416) 928-0880; website: www.whenvironments.ca. VHS (or PAL/SECAM) or DVD purchase: individual \$32.00; community partner \$50.00; institution \$107.00; plus shipping and handling.

HEART OF THE SEA, KAPOLIOKA 'EHUKAI: A FILM PORTRAIT OF HAWAIIAN LEGEND RELI SUNN. 54 mins. By Lisa Denker and Charlotte Lagarde. Swell Cinema, 2002. Distributed by Women Make Movies, 462 Broadway, Suite 500, New York NY 10013; website: www.wmm.com. Order No. W03818. Universities, colleges, & institutions: VHS or DVD purchase: \$275.00; VHS rental: \$90.00. VHS or DVD purchase for K-12 schools, public libraries & select groups: \$89.00. Home video: VHS or DVD purchase: \$24.95.

In the late 1960s, for my first-ever research paper in the eighth grade, I chose the topic "The Effects of Pesticide Use." I'm not sure what led me to select that, but it certainly grabbed my attention and shaped my young-idealist attitudes — especially when I came across Rachel Carson's book *Silent Spring*, which became my main reference.

I don't think I even knew of the existence of breast cancer back then, and I don't recall thinking about it

when I read *Silent Spring*. My thirteen-year-old sensitivities were more easily engaged by the poor birds that got sick or could not reproduce after DDT exposure. I even cut up (to my mother's dismay) a new issue of *National Geographic* for its pictures of non-viable duck or goose eggs whose condition was attributed to pesticides in their habitat. And I worried about the pet cats (including my own, of course) who might suffer harm from eating diseased birds or insects.

As a feminist thirty-seven years later, I have plenty of reasons to be interested not only in breast cancer, and not only in environmental hazards, but in their connection to each other. As I contemplate my health risk factors, wonder about the optimal frequency of mammograms, and see cancer touch the lives of — it seems — everyone I know, I'm thinking again about the alarms Carson sounded, especially since there's footage of her in several of the films under review here. I didn't

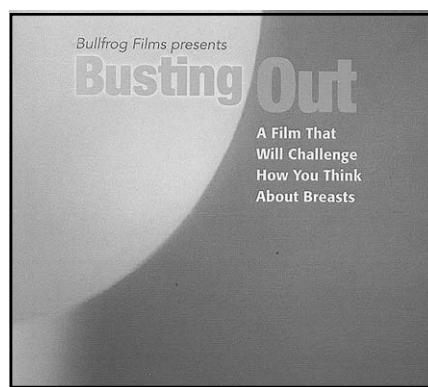
know back in the 1960s that Carson battled breast cancer herself, but she did; in fact, she died of it only two years after the publication of *Silent Spring*.

Only three of these five documentary films are mainly about breast cancer and its possible environmental causes. Any or all of those three (*Exposure*, *Rachel's Daughters*, and *Toxic Bust*) could serve well in classrooms or in community groups to spark discussion, further study, and activism; and there is overlap among all three in terms of facts presented, questions raised, and experts interviewed. The more philosophical *Busting Out*, on the other hand, tackles the larger — not incompatible — topic of the “culture of the breast” in Western (primarily U.S.) society. And *Heart of the Sea*, although it does feature a woman who battled breast cancer and gives a nod to the possibility of environmental links, is more of a tribute to an exceptional woman athlete as well as a moving introduction to the culture — especially surfing culture — of Hawai'i.

Yet there is no reason all of these films — or at least one of the three environmental ones, plus both of the others — could not be used effectively in a college or high-school course — perhaps one on women's health — that includes a segment on women and breast cancer, or in a community group or an older girls' club setting. I can imagine an instructor or group leader using *Busting Out* to introduce the topic of Western women's breasts and their cultural and personal meanings, including the meaning of the loss of breasts (and lives of women) to cancer; then following with one or more of the “environmental cause” explorations; and finally wrapping up with the inspiring *Heart of the Sea*.

All of the films under review here are available on DVD, making showing simple both for groups and for indi-

viduals, and fast-forwarding, pausing, and reversing completely easy. Some of them suffer from sound-synchronization problems, with voices lagging annoyingly behind lip movement onscreen. This is most noticeable the more footage is devoted to lengthy face-on footage of “talking heads” (e.g., in *Exposure*); but less of a problem if voices are projected over other visual footage instead of the speakers' mouths being shown moving the whole time they're talking.



There's “a lot of heat around breasts” in America today, says the narrator of *Busting Out*. She illustrates this dramatically as she visits the set of a radio show whose shock-host's mission seems to be to fetishize women's breasts, and who believes women have an *obligation* to “flash their racks” to leering, yelling, boob-infatuated men who throng to the studio and tune in to the show in record numbers. This host, by the way, answers criticisms that he objectifies women with a rather strange argument: “It's amazing that we have no problem with women objectifying a man's ability to make a living!” (Huh?)

This segment of the film, provocative though it is, is not the primary focus. Laurel Spellman Smith opens with memories of losing her own mother to breast cancer when she (Laurel) was a young girl, of not being told about it or encouraged to talk about it either then with her mother or with her be-

reaved father throughout her growing-up years, and of her resulting negative feeling that breasts were “like luggage”: “boobs of doom” that “make me vulnerable.”

Then, after the shock-radio segment described above, Spellman Smith interviews women who've had breast-reduction and breast-augmentation surgery, talks about pornography, and provides the anthropological perspective that “in most of the world, breasts are *not* sexualized.” There's a lot of information about breastfeeding and the corporate interests that have discouraged it now and in the past (in this country, for instance, dairy producers lobbied against the practice), and about how our culture has dealt with the topic of girls coming of age and developing breasts; and there's a segment in which an enlightened modern mom goes bra-shopping with her only-slightly-embarrassed preteen daughter.

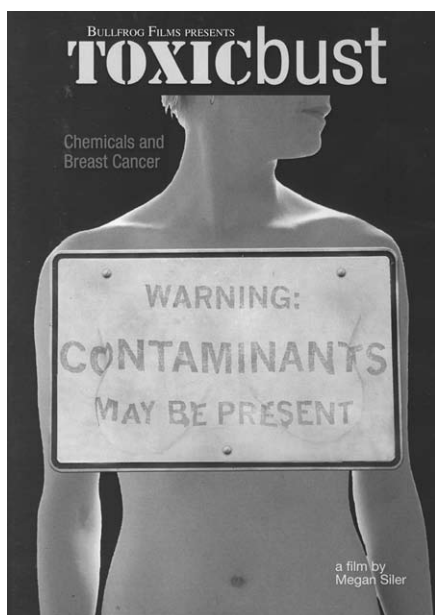
And then Spellman Smith moves back to the topic of breast cancer, with footage of writer Deena Metzger boldly baring the tattooed site of her mastectomy for a photo shoot in 1980; with criticism of corporate culture's “shop for the cure” tactic of marketing products related to cancer and thus “softening” the image of the problem; and with discussion of how “we've not had the will...to look at the environmental exposure” in investigating the causes of the disease. She also interviews members of Seattle's “Burly Q,” a burlesque troupe that features empowered women of all sizes and shapes playing with their audiences and celebrating real breasts and bodies “on their own terms.”

The filmmaker ends with more about her own personal struggle with being a woman with breasts. “I'm ready to break free,” she says finally, sitting covered up on the beach. “They [breasts] are now much more about life than death [for me].” Facing away from

the camera, she removes her top and walks down the shore.

Of the three films focused specifically on the environmental causes of cancer, *Toxic Bust*, as the shortest (41 minutes), might fit most easily into a class session; it also has the most recent release date (2006), and is available in both English and Spanish. *Exposure* (1998) is inexpensive, comes with a useful printed resource guide, and is available in seven languages. And *Rachel's Daughters* (1997), the longest at 107 minutes, may offer the greatest number of facts and “talking heads” (experts being interviewed), as well as the most dramatic “punch.”

All three of the films address concerns about lifetime exposure to synthetic estrogenic compounds that are introduced through pesticides, plastics, household products, industrial solvents, and other chemicals. All identify their “talking heads” with names, credentials, and organizational affiliations.



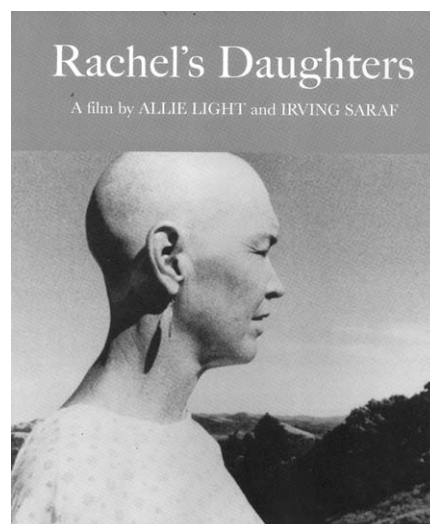
Toxic Bust opens and closes with a beach scene in which a young girl is making “sand breasts” that eventually get washed away by the sea. This docu-

mentary is framed on both ends by the narrator’s concern and reflections about her own breast lump and subsequent diagnosis, and about the risky environment her young daughter is inheriting. In between, many facts and statistics are displayed onscreen (e.g., “Less than 10% of breast cancer cases are hereditary”) — a nice feature, since it can be hard to assimilate information solely from hearing it. We hear from medical and scientific experts as well as activists and women with cancer, and we learn in particular about two parts of the U.S. — Cape Cod and California’s Bay Area — as well as a high-tech industry (IBM), where rates of cancer are unusually high and are suspected to be connected to environmental contaminants: pesticides in Massachusetts; a Superfund toxic waste site (a now-closed naval shipyard) in Bayview/Hunter’s Point in San Francisco, California; and industrial chemicals in the supposedly “clean” computer industry.

Experts interviewed in *Toxic Bust* include Gina Solomon, M.D., M.P.H., of the Natural Resources Defense Council; Julia Brody, Ph.D., executive director of the Silent Spring Institute; Philip J. Landrigan, M.D., from Mt. Sinai School of Medicine; Karen Pierce, from the Bayview Hunters Point Health and Environmental Assessment Task Force; Amanda Hawes, plaintiffs’ attorney in the worker lawsuit against IBM; and Robert Harrison, M.D., M.P.H., clinical professor of occupational health at University of California-San Francisco.

Main topics explored:

- Lifetime exposure to estrogen, particularly synthetic estrogenic compounds in consumer products, dry cleaning products, pesticides, etc.
- Proliferation since WWII of untested chemicals, and the unfair burden of proof on cancer victims to prove harm caused by the chemicals in use, instead of on



chemical industries to prove chemicals are safe before being used

- Differences in breast cancer rates and mortality rates between white women and women of color; connections with chemical and radiation exposure
- Concentrated exposure to carcinogens during fetal development and breastfeeding, as well as other childhood exposure
- Problems inherent in the way cancer research is funded (weighted toward treatment, which can make money for pharmaceutical companies, rather than cause and prevention)

I find *Rachel's Daughters* very powerful dramatically as well as in terms of the numbers of experts consulted and facts presented. This video runs 107 minutes, longer by far than either of the other two environmental ones, but it should not be a problem to split up the viewing between two or more class sessions. Indeed, one would probably want to pause all of these films at various times during the showing to assimilate information and discuss points. On the other hand, the sheer length here could make *Rachel's*

Daughters either too overwhelming or too tedious for some audiences.

The film's title is, of course, in recognition of Rachel Carson. The "daughters" are a group of women with breast cancer who come together to investigate possible causes, dividing up topics and traveling to interview scientists, doctors, and other experts. (One of the women dies before the film is completed, and several of the others are suffering recurrences of their cancer by the final scene, adding to the dramatic impact of the presentation.)

Rachel's Daughters opens with a funeral procession — a hearse, followed by cars, drives up a winding road in beautiful hills. Over this a woman's voice says,

We are the generation who was born and came of adult age during the most toxic and environmentally unregulated decade ever known; whose baby food was contaminated with traces of DDT, PCBs, and DES. Our neighborhoods were sprayed with pesticides and filled with toxic wastes. Most of these chemicals did not even exist before World War II.... We didn't know that the 'in' generation was destined to become the cancer generation. We didn't know that so many of our mothers would bury us.

Experts consulted in *Rachel's Daughters* include Marion Moses, M.D., of the Pesticide Education Center; biologist/author Sandra Stein-graber; Devra Lee Davis of the World Resources Institute; Donald Malins of the Pacific Northwest Research Foundation; Dr. Claude Hughes, Jr., of Duke University Medical Center; Dr. Ana Soto, of Tufts University School of Medicine; Dr. Graham Colditz of Har-

vard Medical School (involved in the "nurses' study"); Dr. Susan Love; and a number of National Cancer Institute spokespeople.

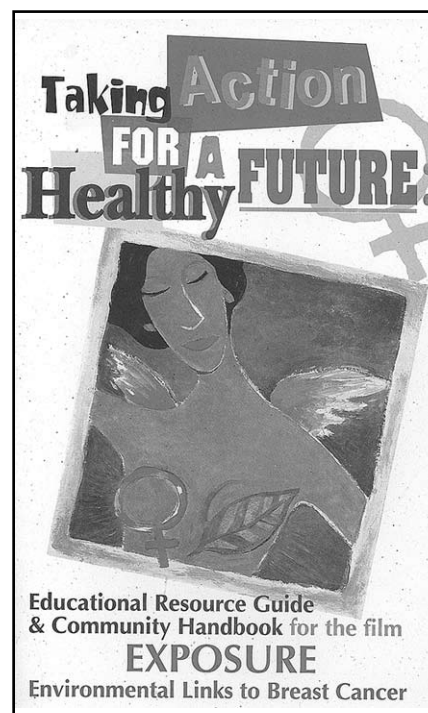
Some of the issues explored in the film:

- Heavy introduction in the U.S., after World War II, of breakdown products of DDT that are "xeno-estrogens," or chemicals with estrogenic action
- How breast DNA gets changed by radiation, chemicals, etc.; the cumulative effects over time of trace amounts of carcinogens from many different sources ("nobody's looking at that right now")
- High mortality rates among African American women who get breast cancer
- The effects of long-term use of hormone replacement therapy
- How radiation interacts with estrogen
- The vast number (70,000) of chemicals in use in commercial quantities today, only 1,000 of which have been studied in detail for health effects

Rachel's Daughters ends with the group of women sitting in a circle of chairs out in a field, talking. Some of them are having recurrences of their cancer, and one of their original number has died. In the background stand silent women in black dresses and veils, representing the tens of thousands of women each year who die of breast cancer.

Of the three videos in this category, I have to admit to some preference for *Exposure*, the one distributed by the charitable organization WHEN (Women's Healthy Environments Network) of Toronto. Although it's among the worst sufferers of the lip-synch "time-lapse" problem, and (like *Rachel's Daughters*) it's not brand-new (it was originally produced for Canadian TV

in 1997, and has rather dated opening footage of women rollerblading), it still has a lot in its favor. It is certainly still timely — the experts featured in it are younger than they are in *Toxic Bust*, for instance, but they are saying pretty much the same things. *Exposure* won the 2001 "best health documentary" award in the New York International Independent Film Festival; as of this year it is available in DVD as well as VHS and in seven languages with more on the way; and it has the lowest purchase prices. What really stands out, though, is the printed 60-page resource booklet that comes with the video: *Taking Action for a Healthy Future*, chock-full of background information, bibliographies, discussion questions,



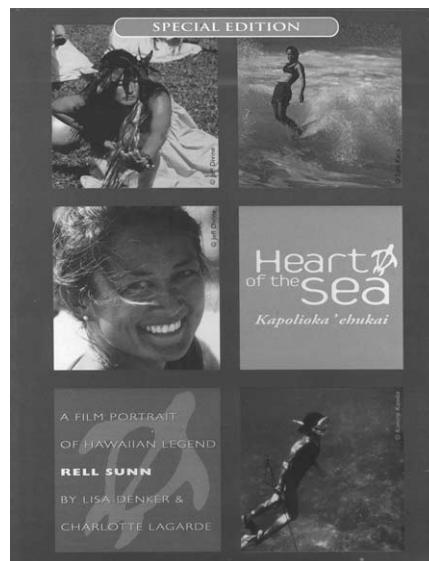
and suggestions for activism. I think the availability of the printed guide — along with the very reasonable cost for the video — makes *Exposure* a good choice for class, community-group, or individual use, especially if further research by viewers is desired or anticipated.

Olivia Newton-John, the pop star who is also a breast cancer survivor and activist, is the primary spokesperson on the screen in *Exposure*. The featured talking heads include some that appear in the other documentaries, notably Dr. Susan Love, as well as Dr. Devra Lee Davis (of the World Resources Institute), who is also a consulting producer for this film. We hear too from Dr. Rosalie Bertell, Ph.D., Epidemiologist, International Institute of Concern for Public Health, Toronto; and Drs. Ana Soto and Carlos Sonnenschein, cancer researchers at Tufts University in Boston. There is also poignant footage of the late Bella Abzug, former Congresswoman and president of the Women's Environment and Development Organization, saying optimistically of her own breast cancer, "Obviously I think I'm going to make it beyond the five years!" (She died in 1998, although her death was attributed to heart disease.)

This film, at least in its DVD version, has a table of contents that would also be useful for navigating directly to topics of interest. The "chapters" include "Radiation," "Organochlorines," "Estrogen," "Burden of Proof," "Resistance," "Mammography," and "Therapy and Chemoprevention Drugs."

Whichever of the three environmental documentaries is chosen, the video itself would serve primarily as a starting point for further study and as a call for action. The scientific and medical claims of each, as well as opposing viewpoints and critiques, could certainly be — and should be — investigated and updated. As mentioned already, that further study might be most easily facilitated with the 60-page resource guide that comes with *Exposure*.

A course segment on breast cancer could close with a showing of *Heart of the Sea*, the inspirational story



of Hawai'ian Rell Sunn, one of the first women surfers to become popular in the international sports scene, who battled breast cancer and eventual metastases for many years while continuing to practice and promote the sport. Sunn, who is interviewed extensively throughout the film, finally dies of cancer before filming is complete, and moving footage of her beach-side memorial — at the end of which dozens of young surfers take to the waves after Sunn's ashes are scattered at sea, against a background of Hawai'ian music — ends the piece. Although little time is given to causes of breast cancer in this production, there is a scene in which Rell, in a group discussion with other local women, recalls chasing after the mosquito-spraying truck that frequented her neighborhood when she was a kid: she was the fastest of the bunch and would actually catch up to the truck and come home "with slicked-back hair" plastered with DDT. Yikes. The film also provides some fascinating information about possible cancer treatments, because Sunn tried them all — including "Gamma knife" brain radiation at UCSF. Viewed after the other films reviewed here, *Heart of the Sea* — the story of a beloved cultur-

al hero who succumbed to the disease — can leave viewers with enhanced motivation to do something about the still-unresolved mysteries of rising breast cancer rates among women who have no genetic or lifestyle risk factors.

[JoAnne Lehman is co-editor of Feminist Collections.]

Sidelight: A Few More Resources on Breast Cancer

Sandra Steingraber, "The Breast Exposed," *Ms.*, Fall 2005, pp.55–56 (available online through ProQuest), and the seven websites listed following that article. Also, Sandra Steingraber's 1997 book *Living Downstream: A Scientist's Personal Investigation of Cancer and the Environment* (Vintage reprint edition, 1998).

The websites listed in *Ms.* are:

- Alliance for a Healthy Tomorrow: www.healthytomorrow.org
- Breast Cancer Action: www.bcac-tion.org
- Breast Cancer and the Environment Research Centers: www.bcerc.org
- Breast Cancer Fund: www.breast-cancerfund.org
- Collaborative on Health and the Environment: www.protectin-gourhealth.org
- Huntington Breast Cancer Action Coalition of Long Island: www.hbcac.org
- Program on Breast Cancer and Environmental Risk Factors (Cornell University): <http://envirocancer.cornell.edu>

Susan Love, M.D., "Fighting Breast Cancer Where It Begins," *Ms.*, Fall 2005, pp.57–58 (available online through ProQuest). Also, Susan Love's website, www.drSusanLoveResearchFoundation.org, and the newest (fourth) edition of *Dr. Susan Love's Breast Book* (Da Capo Lifelong Books, 2005).

Nancy Evans, ed., *State of the Evidence: What Is the Connection Between the Environment and Breast Cancer?* 4th edition (white paper from the Breast Cancer Fund and Breast Cancer Action, 2006), 86p., downloadable for free as a PDF from Breast Cancer Action at <http://www.bccaction.org/PDF/StateofEvidence.pdf>

E-SOURCES ON WOMEN & GENDER

Our website (www.library.wisc.edu/libraries/WomensStudies/) includes all recent issues of this column, plus many bibliographies, a database of women-focused videos, and links to hundreds of other websites by topic.

Information about electronic journals and magazines, particularly those with numbered or dated issues posted on a regular schedule, can be found in our “Periodical Notes” column.

WEBSITES, DATABASES, A LIST, A BLOG...

WOMEN, ENTERPRISE & SOCIETY: A GUIDE TO RESOURCES IN THE BUSINESS MANUSCRIPTS COLLECTION AT BAKER LIBRARY. This guide at <http://www.library.hbs.edu/hc/wes/> “identifies materials in the Business Manuscripts Collection at [Harvard Business School’s] Baker Library that document women’s participation in American business and culture from the eighteenth through the twentieth century.” The materials themselves, being original diaries, letters, account books, and so on, are only available in person (and by appointment) at Baker Library, but the online guide has much to offer, including summaries of and excerpts from the files, as well as a large bibliography and two informative summaries of the project of surveying and organizing the collection.

Harvard University Library’s Open Collections Program offers **WOMEN WORKING, 1800–1930**, which “focuses on women’s role in the United States economy and provides access to digitized historical, manuscript, and image resources selected from Harvard University’s library and museum collections,” at <http://ocp.hul.harvard.edu/ww/>. The collection includes thousands of books, pamphlets, and manuscript pages and 1200 photographs. Digitized books are full-text searchable; catalog records of books, images, and manuscripts can also be searched; and the collection can be browsed by genre or subject. The home page of **WOMEN WORKING** has rotating “featured” topics, such as “Aid Societies” (including Clara Barton’s 1906 *The Red Cross in Peace and War*), “Teaching Resources” (including sources on “Soap and Settlements”), “Scouting” (here you can find the official Girl Scout Handbook as it existed in 1920), and “Women in Entertainment” (where front matter of the 1915 volume *Heroines of the Modern Stage* offers a photo of Sarah Bernhardt).

“A HIGHLY DESIRABLE CAREER ASPIRATION FOR WOMEN” — Engineering, that is, according to the **SOCIETY FOR WOMEN ENGINEERS**, whose site at <http://www.swe.org> reaches out to middle-school and high-school girls as well as college students with the message that engineering is relevant, fun, and for women. The organization and its site also offer professional development opportunities, career-seeking help, undergraduate and graduate scholarships, and other forms of support to members.

The Center for Digital Discourse and Culture at Virginia Tech University hosts Kristin Switala’s **FEMINIST THEORY WEBSITE** at <http://www.cddc.vt.edu/feminism/>, providing “research materials and information for students, activists, and scholars interested in women’s conditions and struggles around the world.” The site was listed in this column ten years ago, but deserves another mention this decade. It is rich in bibliographies in subfields ranging from aesthetics and art, cultural anthropology, and lesbian issues through psychology, radical feminism, and science, as well as information about numerous individual feminists worldwide.

Among other useful Africana databases on Davis Bullwinkle’s **AFRICABIB.ORG** website are two devoted to women: The **AFRICAN WOMEN’S BIBLIOGRAPHIC DATABASE** at <http://www.africabib.org/women.html>, with more than 35,000 citations searchable within country or region as well as overall; and the new **WOMEN TRAVELERS, EXPLORERS, AND MISSIONARIES TO AFRICA (1763–2006)** at <http://www.africabib.org/travelers.html>, which, sure enough, includes my great-great-aunt Frances Davidson’s book about her years in what was then Rhodesia (late nineteenth century).

If you’re curious about the lives of such writers as Theri, Auvaiyar, Eudocia, Khansa, Huneberc of Heidenheim, Rabi’a al-’Adawiyya, Yeshe Tsogyal, Murasaki Shikibu, Anna Comnena, Clemence of Barking, Janabai, Laila Akhyaliyya, Perchta of Rozmberk, Laura Cereta, Mirabai, Gaspara Stampa, and Gluckel von Hameln — and other women who wrote before 1700 — and would like a taste of their work in translation, **OTHER WOMEN’S VOICES** is the place to start: <http://home.infonline.net/~ddisse/>.

Selected papers and letters of **ADA JAMES** (1876–1952), who worked for women's right to vote "in Wisconsin and beyond," have been digitized and are viewable and searchable in the University of Wisconsin Libraries' "State of Wisconsin Collection" at <http://digicoll.library.wisc.edu/WI/subcollections/AJamesAbout.shtml>.

Get the **FACTS ON WOMEN** (motherhood, earnings, education, businesses, voting, jobs, military, marriage, computers, sports & recreation) from the **U.S. CENSUS BUREAU**, released in honor of National Women's History Month (March 2007): http://www.census.gov/Press-Release/www/releases/archives/facts_for_features_special_editions/009383.html

And now, a review blog: **FEMINIST REVIEW** "believes that all opinions — positive and critical — are valuable and seeks to give voice to communities that remain on the margins. Our mission is to write reviews from feminist perspectives to explore the world through an anti-oppression lens. We recognize that there are many feminisms and provide a space where those differences can be represented and explored." This blog at <http://feministreview.blogspot.com> takes a look at zines, books, journals, music and musicians, films, sports (pillow-fighting!), and even clothing.

A **LISTSERV** for **FAT STUDIES**: "Fat studies is an important area of academic scholarship in the humanities and social sciences. The fat studies group is a discussion forum for people engaged in academic work on this topic and for people who seek to create social change around weight oppression. This is not a forum for promotion of the goal of weight loss." Join at <http://groups.yahoo.com/group/fatstudies>.

Must be explored to be understood: **WIKIVERSITY** (<http://en.wikiversity.org/wiki/>) is "a community for the creation and use of free learning materials and activities. Wikiversity is a multidimensional social organization dedicated to learning, teaching, research and service." And it has a nascent **WOMEN'S STUDIES DEPARTMENT** that you can help develop: http://en.wikiversity.org/wiki/Women%27s_Studies

PDFs TO PERUSE

Jacalyn Eddy, *BOOKWOMEN: CREATING AN EMPIRE IN CHILDREN'S BOOK PUBLISHING, 1919-1939*, James P. Danky & Wayne A. Wiegand, eds. (University of Wisconsin Press, 2006): <http://parallelpress.library.wisc.edu/books/print-culture/bwm/bookwomen.pdf>

Valentine M. Moghadam, *TOWARDS GENDER EQUALITY IN THE ARAB/MIDDLE EAST REGION: ISLAM, CULTURE, AND FEMINIST ACTIVISM* (United Nations Development Programme, Human Development Report Office Occasional Paper, 2003/2004): http://hdr.undp.org/docs/publications/background_papers/2004/HDR2004_Valentine_Moghadam.pdf

Institute of Development Studies, *SEXUALITY AND DEVELOPMENT* (IDS Policy Briefing no.29, April 2006): <http://www.ids.ac.uk/ids/bookshop/briefs/PB29.pdf>

Korea Women's Associations United, *GAINS AND GAPS OF KOREAN WOMEN'S POLICIES FOR THE PAST TEN YEARS AND RECOMMENDATIONS FOR THE NEXT FIVE YEARS: BEIJING + 10 KOREAN NGO REPORT* (2004): Available through the IIAV (International Information Centre and Archives for the Women's Movement) at http://www.iiav.nl/epublications/2004/gains_and_gaps_of_korean.pdf

○ Compiled by JoAnne Lehman



Miriam Greenwald

NEW REFERENCE WORKS IN WOMEN'S STUDIES

BASEBALL

Leslie A. Heaphy & Mel Anthony May, *ENCYCLOPEDIA OF WOMEN AND BASEBALL*. Jefferson, NC: McFarland, 2006. 438p. illus. bibl. index. \$49.95, ISBN 0-7864-2100-2.

Reviewed by David Henige

Most people associate women and baseball largely, if not entirely, through the movie *A League of Their Own* (1992), which featured the All American Girls Professional Baseball League (AAGPBL), which flourished in the upper Midwest in the years after World War II. The teams in this league carried nicknames ("Lassies," "Belles," "Daisies," "Chicks") that bespoke their times but would strike out swinging today. The AAGPBL had been preceded by barnstorming women's teams, including the participation of Babe Didrickson, surely the most consummate woman athlete in American history.

As this work shows, however, women had been a part of baseball history well before this — as owners, scouts, umpires, managers, and coaches. Even today, there are several women's leagues in existence both in the United States and abroad, though these might lack the retrospectively romanticized aspects of the AAGPBL as filtered through "A League of Their Own" (which, surprisingly, does not merit an entry in this work, but for further details on the movie and the AAGPBL see www.aagpbl.org).

Since the title is "...Women and Baseball" and not "...Women's Baseball" or "...Women in Baseball," it is somewhat surprising that no wives are included, thereby ignoring an interesting dimension to more mainstream

(i.e., men's) baseball. Claire Ruth, for instance, is widely credited with extending her husband's career by a decade or more by exercising at least some control over his escalatingly self-destructive propensities before he was thirty. Other players in the dead-ball era were married to stage and vaudeville stars and often turned entertainers themselves, occasionally even quitting baseball for the more lucrative rewards of the stage.

Otherwise, however, *Encyclopedia of Women and Baseball* appears to be remarkably comprehensive and lives up to its titular claim. Coverage provided by the twenty contributors extends back to the late nineteenth century and is global, reflecting the reach of women's baseball itself, especially to the Pacific Rim regions.

In its mechanics, *Encyclopedia of Women and Baseball* plays well as a reference work. Most of the entries are short biographies of women who have played professional (i.e., for pay) baseball, but all teams and leagues also have entries, as do more generic themes. There are several appendices of team rosters and tournament results, which allow readers to visit the biographical entries of every member of a given team easily and thereby construct their own team histories.

There is also a substantial subject index, as well as a bibliography of over fifty pages arranged alphabetically, largely by entry and featuring much ephemeral and electronic material. It should be noted, however, that this duplicates in part the bibliographical citations that accompany individual entries. Other entries in the bibliography, however, are unique or at least serve to gather together disparate citations ranging throughout the volume.

A modicum of cross-referencing would also have been helpful. Finally, there is a generous selection of photographs, which do yeoman work in offering readers a taste of women's baseball as it has been played over the years.

Unfortunately, in my copy the title page, and pages vi–vii, 4–5, 8–9, 12–13, and 16–17 were blank, preventing me from being able to read parts of the acknowledgements, foreword, preface, and the article on the AAGPBL — all, as it happens, key aspects of the work.

In sum, the history of women's baseball is well served here. While the encyclopedia probably will not *create* interest in the matter, it will certainly *sustain* any interest brought to it by users. Given the continuing, indeed growing, interest in the subject, it is probably worth thinking about a new edition in ten years or so.

[David Henige, the African Studies Bibliographer at the University of Wisconsin–Madison, grew up when baseball truly was the national pastime. He thinks it still should be.]

CAREERS

FERGUSON CAREER RESOURCE GUIDE FOR WOMEN AND MINORITIES. New York: Infobase Publishing/Ferguson, 2006. 800p. 2 vols. index. \$125.00, ISBN 978-0816061303.

Reviewed by Jessica Trumm

The journey through one's vocational life is often referred to as a career ladder. However, as Patricia Mell, Dean of the John Marshall Law School, writes in the introduction to this two-

volume work, the journey is often more like a staircase, with unevenly sized steps and sometimes landings where life makes us take a break from the trip up or down (p.vii).

This resource guide is a two-volume collection of information intended to help women and minorities of all educational and professional levels advance toward their career goals. Volume One focuses on women and Volume Two on minorities. Each volume contains an introductory selection of essays on topics such as financial aid, child care, and affirmative action, which orient the reader to the issues facing women and minorities on the career path. The directory of resources, which makes up the majority of each volume, is divided into sections for "Financial Aid," "Organizations," and "Additional Resources." The "Additional Resources" section for the volume on women is particularly strong for its focus on "Girls' Programs," "Online Resources," and "Work at Home Resources." The directory is laid out simply in plain text, in line with the rest of the work. Some of the URLs provided are very long, which may result in the link becoming less accurate in the future as the websites change; however, this is a risk with any listing of Web resources in a print document.

The final section of each volume is the "Indexes." There is an index of organizations and scholarships, an index of resources by state, and a listing of resources by academic discipline for each volume, making the large directory easy to navigate. Though titled the "Academic Index," this section demonstrates the resource's accessibility to both students and professionals, as it includes a large selection of disciplines from criminal justice to jewelry making. Additionally, Volume Two includes a "Minority Index," which allows readers to search for resources by racial or ethnic minority.

While no guide could ever capture every resource available, the *Ferguson* guide is a comprehensive and easily accessible effort that does an excellent job of providing information on where to find additional resources, especially in the "Essays." For the intended audience, the guide is an excellent help in finding resources. No matter which step of the career journey they are currently on, members of ethnic or racial minorities and women are sure to find this career guide a useful aid in taking the next step.

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GENDER ISSUES

K. Lee Lerner, Brenda Wilmoth Lerner, & Adrienne Wilmoth Lerner, eds., ***GENDER ISSUES AND SEXUALITY: ESSENTIAL PRIMARY SOURCES***. Detroit: Thompson Gale, 2006. 451p. \$110.00, ISBN 1414403259.

Reviewed by Eric W. Trekell

Gender Issues and Sexuality: Essential Primary Sources is one of a series of ten "Essential Primary Sources" volumes from Thomson Gale. When announcing the set, the publisher indicated that the collection would focus on "leading social issues of the 19th, 20th and 21st centuries," and the editors of *Gender Issues and Sexuality* have lived up to that statement — to a point — by drawing from a remarkably varied set of sources.

The mechanics of *Gender Issues and Sexuality* are fairly standard. Each entry includes the date, source, a brief biography of the author (when available), and an introduction to the topic before presenting the primary source,

either excerpted or in toto, depending on the length of the original work. The source is followed by a discussion of the significance of the piece — the editors' justification for including it in *Gender Issues and Sexuality*, and often some brief historical context, before ending the entry with a partial listing of additional sources. The variety in additional suggested resources reflects our changing world every bit as much as the primary sources selected by the authors: in addition to the traditional books, periodicals, and newspapers, websites and videos are well-represented. The transitory nature of websites in particular may be of concern here; the information contained on websites is becoming a vital resource in cultural and societal studies, but no one really knows how long the BBC, for example, will take up bandwidth with the transcript of a report on U.S. prostitution.

From a Western perspective, both the women's and gay rights movements are well-covered in *Gender Issues and Sexuality*; there are discussions on medicine and public health, transgender issues, the school, workplace, and the media, among others. It is, in fact, the variety of topics and works that makes this collection most notable and interesting. In terms of feminist suspects are here, starting with Abigail Adams and moving on from Elizabeth Cady Stanton and Margaret Sanger to Betty Freidan and Kate Bornstein. And one would expect to read from Alfred Kinsey, Simone de Beauvoir, and Renee Richards when exploring issues of sexual orientation and transgender issues. But scattered liberally throughout are articles and excerpts that move the reader well beyond the "usual suspects" and into a more layered study of gender and sexuality.

Who, after all, would have thought that George W. Bush would be included in an essential sources

handbook? But in the context of gay rights, Bush's 2004 speech calling for a constitutional amendment to protect marriage, as well as a host of other excerpts from speeches, news articles, court decisions, census bureau reports, and legal statutes, provide context — a richness and sense of immediateness to each topic that would be lacking in a more traditional volume of primary sources.

Given the level of prestige attached to many of the individuals whose works are included in *Gender Issues and Sexuality*, I find one of the most fascinating aspects of the volume to be the remarkably large number of entries listed as "anonymous." In some cases the name of the author is simply lost to us; sometimes it's representative of a brochure or guide, perhaps written by an anonymous health worker and distributed in a clinic (e.g., "She May Look Clean But"). And other selections produce more of that layering: "high culture" is here, represented by the likes of Walt Whitman, Ursula K. Le Guin, and National Public Radio, but low culture — the struggles and challenges of day-to-day survival — are represented by the anonymous voice of the common woman ("Song of the Factory Girls") or man ("Brazilian Machismo Gives Way to Husband Beating").

The resources presented in *Gender Issues and Sexuality* are also at least nominally international and multicultural in scope, although the editors seem to have relied heavily on works of U.S. origin, with secondary emphasis on English sources. The result is a volume that generally views issues of gender and sexuality through a predominantly Anglo-American lens. An entry about Chinese foot-binding (written anonymously, and appearing in *Chinese Repository*, a Protestant missionary

journal published in the second quarter of the nineteenth century), is a relevant example: while the discussion may well be about gender issues in China, the source is not indigenous to China and the article reflects Western Protestant sensibilities. We aren't told whether or not the Chinese were debating the topic of foot-binding at that time, and the suggested supplemental resources don't make that clear, either.

And so it is here that *Gender Issues and Sexuality*, as a collection of primary resources, is most obviously lacking. True, the editors make certain to include a few works by and about women of color, and gender and sexual orientation issues from a non-Western perspective; there are random entries sprinkled throughout the volume. For example, as we would expect, Sojourner Truth's "Ain't I A Woman?" is here; so is an article on third-gender rights in India. But we find prominent women from the West, individuals like Donna Shalala and Hillary Clinton, discussing women's health issues on a world-wide scale and universal women's rights, with little or no voice from non-Westerners.

Even the discussion one might expect to find on clitoridectomy does not address the topic as we might think of it today — a practice still extant in some African countries and engaged in with alarming regularity in the U.S. by immigrants from those countries. Rather, the entry we find is one discussing clitoridectomy as practiced in nineteenth century Anglo-America as a cure for "hysteria, nymphomania, and in younger girls rebellion or 'unfeminine' aggression" (p.214). It would seem to me that an exploration of the topic from both perspectives — the historical and the contemporary — is of sufficient importance for inclusion in *Gender Issues and Sexuality*. But in case after case, we are shown the topic

from the Western view or through Western sensibilities. This volume, then, is not really the "Essential Primary Sources"; it is more accurately the "Essential Anglo-American Primary Sources," with a few fascinating reads from "the other" thrown in for good measure.

So, as enlightening and fascinating as *Gender Issues and Sexuality* is, it's lacking one full section to bring a truly world perspective to the study of gender and sexuality. It requires a unit bringing in the voice of the non-Westerner, and looking at the intersections between race, gender, nationality, and sexual orientation outside of Anglo-America.

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"HANDBOOKS"

Bonnie J. Dow & Julia T. Wood, eds., **THE SAGE HANDBOOK OF GENDER AND COMMUNICATION**. Thousand Oaks, CA: Sage, 2006. 479p. index. \$125.00, ISBN 1-4129-0423-4.

Corey L.M. Keyes & Sherryl H. Goodman, eds., **WOMEN AND DEPRESSION: A HANDBOOK FOR THE SOCIAL, BEHAVIORAL, AND BIOMEDICAL SCIENCES**. New York: Cambridge University Press, 2006. 582p. index. \$75.00, ISBN 978-0-521-83157-4; pap., \$34.99, ISBN 978-0-521-53928-9.

Sharlene Nagy Hesse-Biber, ed., **HANDBOOK OF FEMINIST RESEARCH: THEORY AND PRACTICE**. Thousand Oaks, CA: Sage, 2006. 758p. index. \$125.00, ISBN 978-1-4129-0545-9.

W. Bruce Walsh & Mary J. Heppner, eds., **HANDBOOK OF CAREER COUNSELING FOR WOMEN**, 2nd ed. Mahwah, NJ: Lawrence Erlbaum Associates, 2006. 553p. \$145.00, ISBN 0-8058-4888-6; pap., \$55.00, ISBN 0-8058-48889-4.

Judith Worell & Carol D. Goodheart, eds., **HANDBOOK OF GIRLS' AND WOMEN'S PSYCHOLOGICAL HEALTH**. New York: Oxford University Press, 2006. 500p. index. \$59.50, ISBN 978-0-19-516203-5.

Reviewed by Phyllis Holman Weisbard

All the volumes in this impressive stack of new reference works have the word “handbook” in their titles. It made me curious about the dictionary meaning of the word. My desk dictionary, *Merriam-Webster's Collegiate* (10th ed., 1998), defines “handbook” as “a book capable of being conveniently carried as a ready reference,” synonymous with “manual,” or “a concise reference book covering a particular subject.” A variety of online dictionaries also use “small” or “concise” in their definitions. I wouldn't be able to fit any of these books into a pocket, nor do I think any of them are small or concise. Instead, they are anthologies of scholar-written essays that together constitute a state-of-the-art for their respective fields. Let's conclude that anyone pursuing one of the fields covered would do well to have the relevant book in her collection, close “at hand.”

The *Handbook of Feminist Research* applies most widely, so I'll start with that one. Editor Hesse-Biber's goal is “to help readers develop an understanding of feminist research by introducing a range of feminist epistemologies, theories, methodologies, and methods that have had a significant impact on feminist research practice and on the teaching of women's studies scholarship” (p.17). The readers she

envision are researchers, both within and outside the academy, who want to be up on “cutting edge” research methods, and faculty who can use the book in their own research or in teaching feminist methodology courses. Instructors who want to expose students to works by, as well as about, major theorists and practitioners will be pleased to see that many of them are here. Sandra Harding, for example, contributed the article on feminist standpoints, noting that she has written “at least 19 essays and chapters of books focused mainly on standpoint theory” and borrowing from some of them.

Hesse-Biber's introductory essay covers the evolution of feminist questions about research methodology from the 1970s to the present, particularly concerning androcentric bias and objectivity and feminist interests in addressing difference and the position of those studied. Feminist knowledge-building is further explored through six essays in the first section of the book, followed by thirteen that spell out feminist research praxis. That section looks at various methodologies, including ethnography, interviewing, survey research, content analyses, and more from a feminist lens. The third section explores key theories and praxis issues — authority, representation, truth, reflexivity, and ethics — and adds some very thoughtful and practical suggestions about good writing in feminist research. The last section probes tensions (and critiques) within feminist research and offers emerging and new research paradigms. Here are essays on intersectionality (multiple, layered identities), globalizing research, and mainstreaming feminist methodology.

The *Sage Handbook of Gender and Communication* also begins with a brief history of research in the field, starting with challenges in the 1970s to the assumption that only men had a rhetorical history, and with attention to

the image of women in media and to sex differences in communication patterns. It continues through the rise of the term and concept “gender” to the application of a performative lens to the study of gender and communication. The book is organized around five context clusters within communication studies: interpersonal, organizational, rhetorical, mediated, and intercultural/global. The interpersonal section extends the discussion in the introduction of the performative nature of gender in communication through an examination of dating relationships, family interactions, friendships, and intimate partner violence. The workplace is the organizational site in Section Two, focusing on “gendered organization” rather than gendered individuals. The origins of the field of communication are in the study of rhetoric from classical times onward. Thus, the third section has the important role of covering analyses of how gender norms affected Greek and Roman rhetorical practices as well as, in later times, the recovery of women activists' use of public address. The fourth section, on mass media, may be the one students use most. It will give them good overviews of scholarship on the relationship between feminism and media; the intersections of race, gender, sexuality, and media; gendered dynamics of violence in the media; and how gender plays out in new media — on the Web, in digital games, and in cell phone use. The last section extends the reach of gender and communication research to intercultural and global contexts.

I would not send a beginning Communication Arts student who is looking for minimal analysis and examples of changing images of women in magazines from the 1970s to the present to the *Sage Handbook of Gender and Communications*. I would, however, recommend this handbook

to a Comm. Arts major investigating the ramifications of gender across her discipline.

The *Handbook of Girls' and Women's Psychological Health* leads with a foreword by former American Psychological Association president Norine G. Johnson, who points to three central issues of psychological research and practice integrated into the *Handbook*: the importance of psychology and health, multiculturalism, and a focus on strengths and positive psychology. These themes are threads throughout the volume, which is arranged in four parts. The first part includes essays by the editors, as well as by Cheryl Brown Travis, that together constitute an overview of gender and psychological health. Editor Goodheart explains that the *Handbook* is based on a biopsychosocial view of psychological health in which mind and body are integrated, as are "risks and resilience, research and interventions, cultural diversity, and public policy into a comprehensive view of psychological health" (p.4). This holistic approach makes "psychological health" a more apt term than "mental health." Travis examines the ways in which just being female in contemporary society adds a negative burden to healthy development, while Worell looks at sources of strength and empowerment. Part II goes into more detail on various risks and strengths across the life span, with mood (depression) and anxiety disturbances, body image, disabilities, substance abuse, poverty, and trauma included among the risks; and coping mechanisms, self-esteem, resilience and empowerment, self-care, giving, and relationships among the strengths. Part III looks at phases of development within the lifespan, examining gender role and gender identity development, the family, academic achievement, peer and community relationships, and other

aspects applicable to children and adolescents. Other topics covered in Part III are career development, intimacy, reproductive health, motherhood, family and work balance, and midlife transitions for adult women; and numerous topics for older adults, including how women face aging, the role of physical health and illness, security, bereavement, end of life, and "positive aging." Part IV takes up special problems and resources related to legal issues, the ways immigrant girls and women adapt, psychopharmacotherapy issues, and survivors of male violence; and concludes with an essay on the effect of social policies on the psychological well-being of girls and women.

Editors Goodheart and Worell offer an afterword, looking toward future global health interventions that will be "based on solid psychological, physiological and epidemiological research with girls and women; those approaches directed toward parity, strengths, function, prevention, and cultural applicability; and those approaches grounded in social justice" (p.481). Let's hope they are prescient.

Depression is the subject of one essay (on mood disturbances) in the *Handbook of Girls' and Women's Psychological Health*. It's a good overview of the research into why girls and women suffer depression at twice the rate boys and men do, highlighting reasons that relate to gender role and to the higher importance that girls and women place on harmony in relationships (and consequent suffering when they are disrupted). But readers wanting to go into more depth about the biomedical, psychological, and sociopolitical concomitants of this gender gap should turn to *Women and Depression*. This volume brings together the explanatory models that originate in and are most familiar to different disciplines — with psychiatry more aware of the biological models, clinical psychology more in-

clined to the cognitive or interpersonal, and sociology more likely to accept sociopolitical explanations. The editors' intent was to bring information about all the models together in one book in a multidisciplinary fashion, even if they could not offer a truly interdisciplinary approach. That, they say, awaits multidisciplinary training of graduate students — and they hope that *Women and Depression* will help in that regard, and that a "new paradigm of research that is guided by interdisciplinary questions will emerge en masse" (Preface). They have other aims as well: "to thoroughly review etiological theories and findings...that increase women's risk for depression and which serve to guide the design and implementation of primary, secondary, and policy and legislative interventions [and] to synthesize risk research to critically examine treatment, prevention, and social policy approaches to reducing depression in women" (Preface).

Three essays in the final section of the book address these aims. The first applies a gender-based approach to looking at mental health services and treatment globally, i.e., one in which public health policies recognize gender issues related to depression. The second summarizes theoretical and practical work concerning prevention of depression in women. That essay reviews the risks for developing depression (genetic and hormonal factors, cognitive factors, stressful life events, abuse and violence, gender roles and role strain, poverty, sexism, and racial/ethnic/cultural factors). It then reviews the few existing models that address the interactions of these various factors and offers recommendations for preventing depression in women, including identifying critical periods to intervene, identifying women in urgent need of preventive services, including a broad range of outcome measures, using multiple prevention levels, adopting interdisciplinary prevention

frameworks, paying increased attention to race, ethnicity, culture, and community, and trying nontraditional delivery of prevention services. The last chapter accepts that “adversity and stressors in women’s lives contribute to the excess of depression in women,” but calls for “identifying the mechanisms that govern the relationship between gender-related stressors and women’s mental health outcomes” (p.480). The volume does an excellent job of laying out both the current state of research, treatment, and policy related to women and depression and the great need for an integrated approach to dealing with the problem.

The *Handbook of Career Counseling for Women* has fourteen essays, without the sub-arrangement that is present in the other handbooks. The first essay goes over the history of the field, from the negligible attention given to career counseling for women in the 1950s and the blossoming of such counseling following the passage of Title VII (1964) and Title IX (1972), through understanding of different needs for different women. The second article covers key issues and concepts in the field, including underutilization, multiple roles, overload, and a variety of barriers to career development and advancement. As with the *Handbook of Feminist Research* and the *Sage Handbook of Gender and Communications*, there’s an emphasis on recognizing the intersections of multiple identities — class, race, ethnicity, and sexuality — but here those are addressed in separate essays focusing on counseling poor, African American, Asian, Latina, Native American, lesbian, or immigrant women. There is also attention to the special counseling needs of women in dual-earner families, women in science/technology/engineering/mathematics (STEM) careers, and women in management. One chapter explains feminist theory and therapy modalities,

in particular the “empowerment model.”

In addition to providing overviews of scholarship, the value of this volume as a reference book is in its several succinct charts, such as a table of “Implications of Established Career Development Theories for Career Assessment with Women” (pp.114–16, in an essay on assessment) that clearly lays out the assessment strategies and counseling/intervention implications of seven different theories.

Whether they are placed in reference departments or in circulating collections, all five of these handbooks should be acquired by college and university libraries, particularly on campuses with strengths in psychology and the social sciences in general.

[Phyllis Holman Weisbard is *Women’s Studies Librarian for the University of Wisconsin System* and co-editor of *Feminist Collections*.]

HEALTH

Karen J. Carlson, Stephanie A. Eisenstat, & Terra Ziporyn, ***THE NEW HARVARD GUIDE TO WOMEN’S HEALTH***. Cambridge, MA: Harvard University Press, 2004. 700p. index. \$24.95, ISBN 978-0674013438.

Boston Women’s Health Book Collective, ***OUR BODIES, OURSELVES: A NEW EDITION FOR A NEW ERA***. New York: Touchstone/Simon & Schuster, 2005. 846p. notes. gloss. index. \$24.95, ISBN 978-0743256117.

Reviewed by JoAnne Lehman

Reviews of the newest edition of *Our Bodies, Ourselves (OBOS)* abound. I even attended a session at NWSA 2006 that focused on the many reviews

of the updated classic. You can find fifteen or so through GenderWatch (a ProQuest database), for instance. Many of the reviews provide some history of the Boston Women’s Health Book Collective (BWHBC), which has been producing the then-radical, now-classic guide since 1970. A number of the reviewers also recount their experiences of being raised on *OBOS* by feminist parents, or of relying on it as adults back in its early years. Some lament and some applaud the book’s newest look and feel.

And, of course, there are numerous reviews of previous editions of *OBOS*, including the one of the 1992 version (*The New Our Bodies, Ourselves*) written by my co-editor, Phyllis Holman Weisbard, and published in *Feminist Collections* v.14, no.1.

Given that proliferation, I don’t see the need to give the BWHBC history here, and given my relatively late introduction to *OBOS* — I’m too young to have been part of the pioneering Second Wave of feminism out of which it was born; I’m too old and of too-conservative parentage to have been raised with it; and although I came across it in bookstores and libraries in the 1980s (and furtively devoured the famous chapter “In Amerika They Call Us Dykes”), I didn’t even own a copy until the mid-1990s — I can’t really wax eloquent about the old days and older editions. I bought my hot-off-the-press copy of this one at the Wisconsin Women’s Studies Conference in April 2005, and Judy Norsigian herself — one of the founders of the original collective, who was at the conference to give a presentation on the book’s wide reach around the world — signed it for me. I love my *OBOS* with its colorful 35-plus-year “herstory,” and I love its size and dimensions, which feel less un-

wieldy in the hand than either its older editions or the *New Harvard Guide to Women's Health*.

Harvard published its first edition of the *Guide to Women's Health* in 1996 — Phyllis Weisbard reviewed that, too, for *FC* (in v.18, no.1, Fall 1996), and even made comparisons to *OBOS* — and the second (*The New Harvard Guide to Women's Health*) in 2004 — long enough ago that a number of reviews of this edition exist, too. There's even a review of the new *OBOS* that makes some comparisons with the *New Harvard Guide* (Kyung M. Song, *Seattle Times*, May 4, 2005; <http://archives.seattletimes.nwsourc.com/cgi-bin/web/vortex/display?slug=healthbodies04&date=20050504>).

In this review, then, I'll just compare and comment on a few things from the perspective of a non-specialist, non-academic yet college-educated "Second-and-a Half-Wave" feminist editor who wants to own a book on women's health. Some of the things I like or dislike about either volume may seem quirky — for instance, the aforementioned dimensions. I do like the way the smaller-but-thicker *OBOS* "handles." Sure, it's still hefty, but it feels more like a book to read, rather than one to consult on a library reference shelf. And I'd feel less conspicuous opening up this in a coffeeshop than I would the *NHG*.

Authorship. The *New Harvard Guide* has three authors — two M.D.s associated with Harvard Medical School and one Ph.D., all women — the same three who authored the first edition. They compiled the *Harvard Guide* as a laywomen's companion to and spinoff from a physicians' textbook, *Primary Care of Women*, which was edited by Carlson and Eisenstat (the two Harvard M.D.s) but written

by dozens of physicians, who are acknowledged by name at the end of this volume. *OBOS* has always been written by myriad women, more than can be counted in any one formation of the Boston Women's Health Collective, because the collective members have always sought consultation and contribution widely. It is interesting to note that the newest edition of *OBOS* lists no fewer than a hundred individual contributors, mostly women, more than a quarter of whom have M.D., R.N./C.N.M., Ph.D., or M.P.H. after their names.

Voice. *OBOS* purposely speaks in the first-person plural for many informational statements (e.g., "We may experience discomfort, even pain, with intercourse or other forms of vaginal penetration"), but addresses "you" when giving specific advice (e.g., "don't let yourself be rushed"). The *New Harvard Guide* remains consistently more distant and indirect ("For some women..." and "Women who have their babies before age 30..."). Although I can appreciate the carefully considered *OBOS* "we/you" approach — after all, these are **OUR** bodies, **OUR** selves — I have to admit it sometimes annoys me just a little, solidarity/sisterhood notwithstanding.

Structure. The *NHG* is encyclopedic — arrangement is completely alphabetical, by disease or condition. *OBOS* is more holistic; it's divided into sections and chapters by broad topic, then narrowed down within. There's more context this way — in *OBOS* you'll find a chapter on infertility and assisted reproduction within a larger section on childbearing, whereas in the *NHG* you have to look specifically for the term *infertility* among the "I" entries. On the other hand, it can be hard to find information quickly when it's buried in context and you don't know just what that context is. Also,

in *OBOS* the structure within chapters is not as clear as I — a somewhat outline-obsessed editor — would like. Subheadings with the same format, for instance, do not always indicate parallel levels of organization. The disadvantages of the *OBOS* structure could have been mitigated with a superb **index**, but *OBOS*'s index fails to differentiate major discussion of a topic from passing minor references, which gives it a less-than-superb grade in my view. The *NHG*, on the other hand, shows major discussion of a topic with boldfaced page numbers.

It probably goes with the territory of an encyclopedic reference like the *NHG* for the emphasis to be on specific conditions, diseases, problems, and symptoms — such things can be named, put in a list, alphabetized, and addressed as separate entities (although that "separateness" is mitigated in the *NHG* with lists of related topics at the end of each entry). *OBOS*, of course, has always been more of a "whole life" or "whole self" reference, organized around broad ideas such as (in the current edition) "taking care of ourselves," "relationships and sexuality," "reproductive choices," and "growing older." Only one section (with two chapters) is actually organized by "medical problems and procedures." *OBOS* also includes a chapter on "navigating the health care system," one on "the politics of women's health," and one on activism ("Organizing for Change").

Basically, *OBOS* is more of a book to *read* — if not straight through, then at least in big chunks — while the *NHG* is more of a *reference* to consult when a specific question or need arises. Both have their uses, and either can of course be usefully *browsed*, although the experience of browsing an encyclopedia can be disjointed, as one moves, say, from "chest pain" to "childbirth" or from "chlamydia" to "cholesterol" in the *NHG*.

Topics. I notice curious — and different — omissions from each book. *OBOS*, for example, has very little to say about women's headaches or migraines, except in passing or in connection with hormonal birth control — even though in Chapter 29 ("Special Concerns for Women") there is a substantial section devoted to "chronic pain conditions." The *NHG* gives four full pages to headaches, pointing out that they (and migraines in particular) are more common and problematic in women than in men. I'm mystified, on the other hand, by such inclusions as the *NHG*'s three-page entry on "dentures, bridges, and implants," with no explanation for why that would be of special concern to women. *NHG* includes many other such topics as well; I suppose the rationale is that women will appreciate a comprehensive reference that includes gender-specific as well as more universal topics (i.e., those that are of equal concern to men and women). But why no discussion of *gender* in the *NHG* (much less any mention of *transgenderism*, which now has several pages in *OBOS*)? *Lesbianism* doesn't even merit its own entry in the *NHG*, but is relegated to a few paragraphs under "Sexual Orientation."

Documentation/references for further study/auxiliary material. I appreciate very much that *OBOS* provides citations in endnotes at the end of each chapter. It makes me feel respected, like the authors believe I might actually want to check up on a statement they've made. There's also a short glossary (with sources), and a "resources" section that lists, chapter by chapter, printed materials, organizations, and websites that can be consulted for further information. And then there's the companion website to the book — clearly the *OBOS* trump card. The ever-expanding site — easy to find at www.ourbodiesourselves.org — offers excerpts from the book,

plus unique "companion content," multitudes of links to other websites, and even a blog: *Our Bodies, Our Blog: Your Daily Dose of Women's Health News and Analysis*.

NHG offers no references as such, only a "For Further Information" section at the end that lists only organizations and their websites (some of which, in turn, do offer lists for further reading).

In the end, I've already spent my \$24.95, and *OBOS* was my choice for my home and my backpack, although the price is certainly right if one wants to own both — the *NHG* is also listed at \$24.95 for the paperbound edition. I think public and university libraries should definitely have both (perhaps the *NHG* in its more expensive hardcover edition for protection against wear), as well as some other "A–Z" references on women's health. I'm reassured to know that if I need quick information about acne, gonorrhea, incontinence, lubricants, mitral valve prolapse, polyps, tubal ligation, or vulvitis, I can find it in seconds in the As, Gs, Is, Ls, Ms, Ps, Ts, and Vs in the straightforward *New Harvard Guide to Women's Health*. But I'll take *Our Bodies, Ourselves* on a road trip with me, and I'll stay up late at night exploring its companion website and reading the blog. *OBOS* is like nothing else — always has been; apparently always will be.

[JoAnne Lehman, co-editor of *Feminist Collections*, sometimes judges a book by its index.]

MEDIEVAL STUDIES

Margaret Schaus, ed., **WOMEN AND GENDER IN MEDIEVAL EUROPE: AN ENCYCLOPEDIA**. (Routledge encyclopedias of the Middle Ages,

v. 14.) New York: Routledge, 2006. 984p. bibl. index. \$175.00, ISBN 978-0415969444.

Reviewed by Gwen C. Verkuilen-Chevalier

To develop a deep understanding of the lives of women in medieval times, one must merge examinations of major figures and groups with that of gender and societal issues. The result will be not only knowledge of women's contribution to medieval history, but also an understanding of how medieval society affected the lives of women. In *Women and Gender in Medieval Europe: An Encyclopedia*, editor Margaret Schaus successfully compiles the contributions of major scholars and researchers in the fields of medieval history, the history of women, and women's studies to allow for that complex examination.

Arranged in alphabetical order, the entries in *Women and Gender in Medieval Europe: An Encyclopedia* describe individuals and groups such as historical figures, religious orders, and literary works. In addition to these more common types of entries, the work goes further toward developing an understanding of women in medieval Europe by including thematic entries. Examples include country overviews, which examine the lives of women in particular regions and countries; gender and sexuality, which discuss issues such as misogyny, procreation, and cross-dressing; and historiography, which focuses on research in areas such as queer theory, demography, and feminist theories and methodologies.

Ranging from a half-column to multiple pages, the entries are rich resources through which readers can acquire both a remedial and an advanced understanding of subjects. Supported

by references, resources for further study, and cross-references, Schaus's compilation excels at supporting the research presented in its pages as well as pointing readers in the direction of possible resources for future study.

The strength of this work is that the entries move past the utilitarian to become critical examinations of source material and previous research. This allows readers to gain factual understanding of a subject as well as an understanding of how the subject exists within the larger context of scholarship of women in medieval Europe.

Not to be dismissed is the work's organization. The encyclopedia begins with a strong introduction that thoroughly lays out the editor's approach, including a detailed scope and helpful directions on how to best use the work. It continues with a list of contributors, an alphabetical list of entries, and a thematic list of entries. These tools, in addition to a robust index, work to guide readers to the wealth of information inside.

Highly recommended for purchase by academic libraries, *Women and Gender in Medieval Europe: An Encyclopedia* will be a valuable resource to individuals and institutions studying medieval, European, women's, and gender history and studies.

[Gwen C. Verkuilen-Chevalier is a graduate candidate in the University of Wisconsin–Madison's School of Library and Information Studies.]

PEACE PRIZE WINNERS

Judith Hicks Stiehm, **CHAMPIONS FOR PEACE: WOMEN WINNERS OF THE NOBEL PEACE PRIZE**. Lanham, MD: Rowman & Littlefield,

2006. 233p. photos. index. \$24.95, ISBN 0-7425-4026-X.

Reviewed by Barbara J. Arnold

The lives of the women winners of the Nobel Prize for Peace cover the years 1905 to the present. The twelve are very different women in economic status and educational and cultural background. They are reflective of the roles and traditions woman face around the globe and are worthy of attention, for they demonstrate that anyone can choose to act. From those actions each person can change the world for the better.

Judith Hicks Stiehm is a professor of political science at Florida International University. She has taught at the UW–Madison, UCLA, and the University of Southern California. She holds a B.A. in Asian Studies from UW–Madison and a Master's in American History from Temple University, and her Ph.D. in political theory is from Columbia University. She served as a visiting professor at the U.S. Army Peacekeeping Institute, served on a Defense Advisory Committee, and was a consultant to the United Nations Division for the Advancement of Women. Her background and her approach to these women are similar and yet very different from those of Anita Price Davis and Marla J. Selvidge, authors of *Women Nobel Peace Prize Winners* (McFarland, 2006), who pull their sources and research from education and religious studies.

Stiehm begins with a preface discussing the women of Lysistrata and their work to end the Peloponnesian War. She concludes with a reprised reflection on the role of women and men in peace and the very different tactics employed by the prize winners. She includes questions for further discussion for U.S and non-U.S readers.

Each chapter starts with some kind of historical, military, or political context. The biographical information covers each winner's development, her activities leading to the award of the peace prize, and what became of the recipient in later years. Stiehm's style is more direct than Davis's and Selvidge's, but the chronologies of some of the biographies are confusing. A number of historical or political assertions are made that are not documented as well as statements in the Davis-Selvidge work. A number of the works cited in the bibliographies and notes are the same in both books, but the Davis-Selvidge work has more variety. (The differences in sources do reflect the fact the Davis was a professor of education and Selvidge is a professor and director of religious studies.)

Reading both works together is worth the added investment in time and attention, as they complement each other. Both books address all twelve Peace Prize winners, and both were published in the same year (2006). Neither work references the other publication. Stiehm is more succinct, but Davis and Selvidge have more contextual information in some places that allows a deeper understanding of the women's lives. Some of the questions raised should inspire further research on these fascinating women.

[Barbara J. Arnold is the UW–Madison School of Library and Information Studies Student Services Coordinator. She earned her master's degree in Library Science from UW–Madison in 1973. She has work experience in many different types of libraries and information organizations, especially in natural resources and environmental information. She has a strong interest in interpersonal, intercultural communication and library management.]

SUFFRAGE

Robert P.J. Cooney, Jr., **WINNING THE VOTE: THE TRIUMPH OF THE AMERICAN WOMAN SUFFRAGE MOVEMENT**. Santa Cruz, CA: American Graphic Press, 2005. 496p. illus. bibl. index. \$85.00, ISBN 0-9770095-0-5.

Reviewed by Michelle Downer

"She's Good Enough To Be Your Baby's Mother and She's Good Enough To Vote With You." Although this song title — from an early twentieth-century commercial sheet-music company — was a parody of the woman suffrage movement, it and other like satires captured women's serious attention en masse across the United States and Great Britain. Mass media's characterization of suffragist activities, however skewed, no doubt caught the attention of women and encouraged them toward attaining a direct political voice.

The history of the woman suffrage movement, including how the media affected women's attitude toward the right to vote, is beautifully exposed through extraordinary images and dramatic narratives in Robert P.J. Cooney, Jr.'s *Winning the Vote: The Triumph of the American Woman Suffrage Movement*. In cooperation with the National Women's History Project, the volume was published on the eighty-fifth anniversary of the ratification of the Nineteenth Amendment. Cooney (Director, Woman Suffrage Media Project) immersed himself in manuscript collections, subject files, and photographic archives at the Library of Congress and the Huntington Library, among others, for over twelve years in preparation. He discovered hundreds of obscure primary source materials (e.g., cartoons, photos, posters, and newspaper articles) that provide women's studies scholars and students, historians, and

others interested in the woman suffrage movement with a rich understanding of women's organized fight to win the right to vote.

Spanning the years 1800–1920 (although most of the content focuses on the last decade of that span), the book is organized in chronological order, to the benefit of audiences with minimal knowledge of the period. Each of the eighteen chapters highlights the movement's better- and lesser-known women, including Lucy Stone, Julia Ward Howe, Maud Younger, Harriet "Hattie" Purvis, Jr., Alice Paul, Helen Hamilton Gardener, Olympia Brown, and Ida B. Wells-Barnett. The history of women's rights, suffrage, and related conventions and organizations are also a compelling component of the volume. The movement's accomplishments and challenges are well addressed through the attractive visuals and succinct text. An engrossing epilogue (analyzing the suffragists' impact after 1920), references and bibliography, photographic credits, and a comprehensive index complete the volume.

Although the book would have been improved with the addition of a timeline, this work is a wonderful addition to any women's studies collection, especially those lacking an assortment of visual materials from feminism's first wave.

[Michelle Downer is currently earning a master's degree in Library and Information Studies at the University of Wisconsin–Madison. She holds a B.A. in Women's Studies from the University of Wisconsin–Milwaukee.]

VAUDEVILLE

Armond Fields, **WOMEN VAUDEVILLE STARS: EIGHTY BIOGRAPHICAL PROFILES**. Jefferson,

NC: McFarland, 2006. 271p. ill. bibl. index. \$65.00, ISBN 0786425830.

Reviewed by Cindy Severt

Armond Fields's *Women Vaudeville Stars* provides a missing link in the history of American theater, a history most often dominated by the development of musical comedy. It also bridges the gap between Victorian homemakers and bold, ambitious, financially independent twentieth-century women.

Arranged chronologically within categories, the eighty entries are two- to four- page biographical sketches of singers, singer-comediennes, comedien- nesses, dancers, sister acts, actresses, male impersonators, and novelty acts at the height of the Vaudeville era, 1890–1920. Among the customary performers — Evelyn Nesbit, Fanny Brice, Irene Castle — are the unexpected: Mae West, Sarah Bernhardt, Carrie Nation, and Helen Keller. The most peculiar vaudeville act by contemporary standards was the Cherry Sisters. Perhaps capitalizing on the so-bad-they're-good gimmick, "the sisters turned bad reviews and volleys of turnips into a profitable career... [S]idewalk vendors hawking old fruits and vegetables outside the theatre made a fortune" selling stale produce for patrons to throw at the performers, who were protected by a fishnet the producer had strung across the footlights (pp.214–15). Comedienne Elsie Janis was better known for her quintessential stage mother, Ma Janis, who was quite possibly the prototype for *Gypsy's* "Mama Rose."¹ Each profile contains a photo and, compellingly, a description of who was at the subject's bedside when she died — more often than not, in obscurity and poverty.

Copiously researched (the author is a social historian specializing in

American popular theater), the selected bibliography includes archives, collections, libraries, newspapers, genealogy, and census records. Curiously, the writing style of many of the entries is stilted and disconnected, making the bibliography more a catalogue of facts that, with the exception of a few standouts, blend together. A paucity of source material from which to draw might account for this.

The introduction traces how women originally came to be on the stage as saloon hostesses serving drinks and selling wares to a mostly male audience. As their performances became more legitimate, they attracted female audience members who found themselves with leisure time thanks to innovative household appliances. Vaudeville allowed women a measure of independence during the Victorian era, but

it died with the advent of motion pictures. Almost all of the subjects were first- or second- generation Americans. Their personal lives were as notorious as those of contemporary celebrities, with sensational affairs, marriages, divorces, and causes célèbres (mostly the suffragette movement) covered in the tabloids.

Although this is more a book for aficionados who care that “ou-la-la” was the signature phrase of Fifi D’Orsay, the final chapter (“Headliner’s Heritage”) offers a broad slice of the demographic pie: one-third of female Vaudeville performers were Irish or Jewish. Most were born into or experienced poverty, and few had any education. Seventeen was the average age at which women began performing. Interestingly, the average life expectancy for women vaudeville per-

formers was higher (seventy-four) than that for women overall (forty-five to fifty). Competing in a male-dominated environment, women vaudeville performers were tough, highly motivated risk-takers and pathfinders.

Note

1. Jule Styne, *Gypsy: A Musical Suggested by the Memoirs of Gypsy Rose Lee*; book by Arthur Laurents; lyrics by Stephen Sondheim (New York: Random House, 1960).

[A 1989 graduate of the University of Wisconsin’s School of Library and Information Studies, Cindy Severt is a Senior Special Librarian for the Data & Information Services Center, where she manages a collection of electronic social science datasets by day; she “trods the boards” by night.]



Miriam Greenwald

PERIODICAL NOTES

NEW AND NEWLY DISCOVERED PERIODICALS

GIRLISTIC MAGAZINE: FEMINIST THOUGHT AND CULTURE. 2006– . Founder & Editor: Jaymi Heimbuch, 2880 Santa Maria Way, Suite C-1, #1267, Santa Maria, CA 93454. 4/yr. No ISSN. Subscription: Free; online only (PDF): <http://www.girlistic.com/magazine.htm>. (Issues examined: Winter 2006 [Premiere Issue]; Spring 2007.)

It's worth mentioning, as a sign of the e-times, how I came across this new periodical. I keep a personal blog on LiveJournal. I'm also a member of a bunch of LiveJournal "communities," including a few feminist- and women's-studies-related ones. Someone with the username *girlistic* posted a question or comment to one of those communities, and I replied. Then, just out of curiosity, I looked at *girlistic's* profile and discovered that this user was connected to (and founder of) a whole website, a new online magazine, and a blog separate from the LiveJournal one. Seems to me that founder Jaymi Heimbuch and friends are doing effective grassroots marketing in the digital age. Getting mentioned by other websites and blogs is also an important part of such publicity, and I see that there's a big interview with Heimbuch on the blog **Feministing.com** (Dec. 2, 2006).

The online magazine, which seeks to be both "up-to-date" and "edgy," calls itself "a blend of refined intellect and raw entertainment. Think: *Ms.* Magazine and *Bitch* Magazine have a threesome with *Bust* Magazine and the result is a bouncing baby *Girlistic*." Heimbuch is editor, and her partner April Weiland does technical layout, but *Girlistic* solicits other contributors for much of the content; each of the two issues out so far (54 pages and 50 pages, respectively) has about twenty of them. The magazine puts its content under three main headings: "Features and Interviews," which focused on art and artists in the premiere issue and on women and technology in the second; "Columns" (the one on sex is titled, edgily enough, "That Fucking Feminist"; the more intellectual/theoretical one is called "That Omnipresent Feminist"); and "Girlistic Fixes," which includes film, book, and music reviews, a regular essay called "My Vagina and Me," a short "herstory" of something (so far, the Guerilla Girls and the Pill), a poetry page, a brief article about an activist, and a word puzzle ("Feminist Fun Page").

Girlistic is produced only online, but in PDF format, and readers are welcome — no, *urged* — to print out copies and pass them around to others. Folks who want to subscribe can get on an email list for notification when a new issue is ready.

INTERSECTIONS: WOMEN'S AND GENDER STUDIES IN REVIEW ACROSS DISCIPLINES.

2003– . Publ.: Center for Women's and Gender Studies, The University of Texas at Austin, 405 W. 25th Street, Suite 401, Austin, TX 78705; email: intersections.journal@gmail.com; website: <http://studentorgs.utexas.edu/wgsreview> 1/yr. Subscriptions: print and electronic format; inquire. (Issue examined: No.4 [Fall 2006].)

Started as "a book review with campus-wide contributions" from University of Texas (Austin) graduate students in literature, gender studies, American studies, history, and sociology, this annual journal began with the name *Women's and Gender Studies in Review across Disciplines*. The current editors, who are "working to expand our feminist-centered conversation by establishing the journal as a recognized and respected publication within its field," added *Intersections* to the title. Beginning with Number 2 (2004), each issue has had a theme: so far, "Feminist Communities"; "Wonder Women?! Transformations of Gender and Power in a New Age" (Number 3, 2005); and "Gender Studies in a Global 'State'" (Number 4, 2006). A Call for Papers is out for Issue 7, "(the) future (of) feminisms." Beginning with Issue 3, the journal can be downloaded as a PDF from the website.

SPECIAL ISSUES OF PERIODICALS

BEHAVIORAL SCIENCES AND THE LAW v.23, no.6 (2005): "Gender and Psychopathy." Issue eds.: Tonia L. Nicholls & John Petrila. Publ.: John Wiley & Sons. ISSN: 1099-0798 (online); 0735-3936 (print). Available online through Wiley Interscience.

Partial contents: "Nipping Psychopathy in the Bud: An Examination of the Convergent, Predictive, and Theoretical Utility of the PCL-YV Among Adolescent Girls," by Candice L. Odgers, N. Dickon Reppucci, & Marlene M. Moretti; "Figuring Out *la femme fatale*: Conceptual and Assessment Issues Concerning Psychopathy in Females," by Elham Forouzan, & David J. Cooke; "Psychopathy in Women: A Review of its Clinical Usefulness for Assessing Risk for Aggression and Criminality," by Tonia L. Nicholls et al.; "The Association of Psychopathic Traits with Aggression and Delinquency in Non-Referred Boys and Girls," by Monica A. Marsee, Persephanie Silverthorn, & Paul J. Frick; "Validation of the Psychopathic Personality Inventory on a Female Inmate Sample," by Stacey D. Berardino et al.;

"Gender Differences in Psychopathy in a Swedish Offender Sample," by Susanne Strand & Henrik Belfrage.

CAREER DEVELOPMENT INTERNATIONAL v.10, no.3 (March 2005): "Advancing Women's Careers." Issue eds.: Ronald Burke & Susan Vinnicombe. Publ.: MCB University Press/Emerald Group. ISSN: 1362-0436. Available online through Emerald Group.

Partial contents: "Women's Career Development Phases: Idealism, Endurance, and Reinvention," by Deborah A. O'Neil & Diana Bilimoria; "Understanding the Processes That Facilitate and Hinder Efforts to Advance Women in Organizations," by Janet L. Kottke & Mark D. Agars; "Factors Related to the Career Satisfaction of Older Managerial and Professional Women," by Marjorie Armstrong-Stassen & Sheila Cameron; "Generation X Women in High Technology: Overcoming Gender and Generational Challenges to Succeed in the Corporate Environment," by Ann Feyerherm & Yvonne H. Vick; "Advancing the Careers of Women with Children," by Isabel Metz; "Senior Women Managers' Transition to Entrepreneurship: Leveraging Embedded Career Capital," by Siri Terjesen.

DIOGENES v.52 no.4 (2005): "Myths and Gender." Issue eds.: Nicole G. Albert & Cécile Ladjali. Publ.: Intercultural Publications. ISSN: 0392-1921. Available online through Humanities Fulltext.

Partial contents: "The Androgynous and Bisexuality in Ancient Legal Codes," by Eva Cantarelli; "Androgyny and Equality in the Theosophico-Theurgical Kabbalah," by Moshe Idel; "Myth and Science around Gender and Sexuality: Eros and the Three Sexes in Plato's *Symposium*," by Michael Groneber; "Bisexuality in the Mythology of Ancient India," by Wendy Doniger; "The Invention of the Neuter," by Laure Murat; "The Tetralogy of Richard Wagner: A Mirror of Androgyny and of the Total Work of Art," by Jean-Jacques Nattiez; "When I Write, I am Sexless," by Cécile Ladjali; "Eve and Lilith: Two Female Types of Procreation," by Vanessa Rousseau; "The Mystical Marriage of the Blessed Henry Suso," by Wolfgang Wackernagel; "From Myth to Pathology: Perversions of Gender-Types in Late 19th-Century Literature and Clinical Medicine," by Nicole G. Albert; "Brain, Sex and Ideology," by Catherine Vidal; "The 'Third Gender' of the Inuit," by Bernard Saladin d'Anglur; "Between Science and Spiritualism: Frances Swiney's Vision of a Sexless Future," by George Robb; "Corps de Chine: The Work of Ma Liuming," by Anne Lettrée.

EUROPEAN JOURNAL OF ENGINEERING

EDUCATION v.30, no.4 (December 2005): Thematic section: "Gender Studies in Engineering Education." Section ed.: Susanne Ihlen. Publ.: Carfax. ISSN: 0304-3797. Available online through ProQuest Research Library and Academic Elite.

Partial contents: "Creating a Woman Friendly Culture in Institutes of Higher Engineering Education," by Joanna Daudt & Paquita Perez Salgado; "Undergraduate Engineering — A Comparative Study of First Year Performance in Single Gender Campuses," by Thierry Dana-Picard et al.; "Special Gender Studies for Engineering?" by Susanne Ihlen.

EUROPEAN JOURNAL OF INDUSTRIAL RELATIONS

v.11, no.2 (July 2005): "Gender, Equality and Industrial Relations in the 'New Europe.'" Issue eds.: Gill Kirton & Anne-Marie Greene. Publ.: Sage. ISSN: 0959-6801. Available online through Business Source Elite and Sage Journals Online.

Partial contents: "The European Construction Social Partners: Gender Equality in Theory and Practice," by Linda Clarke et al.; "Trade Union Perspectives on Diversity Management: A Comparison of the UK and Denmark," by Anne-Marie Greene, Gill Kirton, & John Wrench "Women's Choices in Europe: Striking the Work-Life Balance," by Linda Hantrais and Peter Ackers; "Gender, Transformation and Employment in Central Eastern Europe," by Anna Pollert; "Highly Qualified Women in the 'New Europe': Territorial Sex Segregation," by Judith Glover; "Academic Employment and Gender: A Turkish Challenge to Vertical Sex Segregation," by Geraldine Healy, Mustafa Özbilgin, & Hanife Aliefendioglu.

JOURNAL OF FAMILY AND ECONOMIC ISSUES

v.26, no.4 (Winter 2005): "Family and Marriage in Hong Kong." Issue eds.: Kwok-bun Chan & Odalia M. H. Wong. Publ.: Springer Netherlands. ISSN: 1058-0476 (print), 1573-3475 (online). Available online through ProQuest and SpringerLink.

Partial contents: "Private and Public: Gender, Generation and Family Life in Flux," by Kwok-bun Chan & Odalia M. H. Wong; "Live-in Foreign Domestic Workers and Their Impact on Hong Kong's Middle Class Families," by Annie Hau-nung Chan; "The Socioeconomic Determinants of the Age at First Marriage among Women in Hong Kong," by Odalia M. H. Wong; "Violence against Wives and Children in Hong Kong," by Angela On-Kee Tsun & Priscilla Sun-Kai Lui-Tsang.

JOURNAL OF PSYCHOLOGY AND HUMAN SEXUALITY v.17, nos.3/4 (2005): "Sexual and Gender Diagnoses of the Diagnostic and Statistical Manual (DSM): A Reevaluation." Issue eds.: Dan Karasic & Jack Drescher. Publ.: Haworth Press. ISSN: 0890-7064. Available online through Haworth Press Electronic Journals.

Partial contents: "Gender Identity Disorders in Childhood and Adolescence A Critical Inquiry," by Darryl B. Hill et al.; "Disordering Gender Identity: Gender Identity Disorder in the DSM-IV-TR," by Arlene Istar Lev; "Gender Dissonance: Diagnostic Reform of Gender Identity Disorder for Adults," by Kelley Winters; "Sexual and Gender Identity Disorders: Discussion of Questions for DSM-V," by Robert L. Spitzer, Paul Jay Fink.

JOURNAL OF PSYCHOLOGY AND THEOLOGY v.33, no.3 (Fall 2005): "Gender and Christianity." Issue eds.: Tamara L. Anderson & M. Elizabeth Lewis. Publ.: Rosemead Graduate School of Psychology, Biola University. ISSN: 0091-6471. Available online through Academic Search Elite.

Partial contents: "The Nature of Gender: Gender Identity in Persons Who Are Intersexed or Transgendered," by Heather Looy & Hessel Bouma III; "Gender Role Orientation and Attitude Toward Christianity: A Study Among Older Men and Women in the United Kingdom," by Leslie J. Francis; "Relationship between Role Perception and Well-Being in Married Female Missionaries," by Nancy Crawford & Helen M. DeVries; "Women Called: A Qualitative Study of Christian Women Dually Called to Motherhood and Career," by Tina Schermer Sellers et al.; "Calling and Conflict: A Qualitative Exploration of Interrole Conflict and the Sanctification of Work in Christian Mothers in Academia," by Kerris L.M. Oates, M. Elizabeth Lewis Hall, & Tamara L. Anderson; "The Effect of Egalitarian and Complementarian Gender Role Attitudes on Career Aspirations in Evangelical Undergraduate College Students," by Colleen Warner Colaner & Susan C. Warner.

JOURNAL OF TECHNOLOGY TRANSFER v.30, no.4 (October 2005): Symposium: "Women in Science." Issue ed.: Monica Gaughan. Publ.: Technology Transfer Society; Kluwer Academic. ISSN: 0892-9912. Available online through ProQuest.

Partial contents: "Gender Patterns of Research and Licensing Activity of Science and Engineering Faculty," by Jerry G. Thursby & Marie C. Thursby; "Gender and Commercial Science: Women's Patenting in the Life Sciences," by Kjersten Bunker Whittington & Laurel Smith-Doerr; "Sci-

entists' Participation in University Research Centers: What Are the Gender Differences?" by Elizabeth Corley & Monica Gaughan; "Leaving Careers in IT: Gender Differences in Retention," by Paula E. Stephan & Sharon G. Levin; "A Lot of Them Thought I Wouldn't Last There': African Women and Career Advancement in Academic Scientific Careers," by Josephine Beoku-Betts.

MATATU: JOURNAL FOR AFRICAN CULTURE AND SOCIETY nos.29-30 (2005): "Body, Sexuality, and Gender: Versions and Subversions in African Literatures 1." Issue eds.: Flora Veit-Wild & Dirk Naguschewski. Publ.: Rodopi. ISSN: 0932-9714. Available online through Ingenta Connect.

Partial contents: "Tête-à-Tête with the Chief: Post-Womanist Discourse in Bessie Head's *Maru*," by Chikwe-nye Okonjo-Ogunyemi; "Roots/Routes: Place, Bodies and Sexuality in Yvonne Vera's *Butterfly Burning*," by Robert Muponde; "Mad Body-Gifts: A Postcolonial Myth of Motherhood in Calixthe Beyala's *Tu t'appelleras Tanga*," by Sigrid G. Köhler; "Male Feminist Fiction: Literary Subversions of a Gender-Biased Script," by Monica Bungaro; "Between the Arches of Queer Desire and Race: Representing Bisexual Bodies in the Rainbow Nation," by Cheryl Stobie; "The Emerging Lesbian Voice in Nigerian Feminist Literature," by Unoma N. Azuah; "Boundless Whiteness? Feminism and White Women in the Mirror of African Feminist Writing," by Susan Arndt; "From the Horse's Mouth: The Politics of Remembrance in Women's Writing on the Nigerian Civil War," by Akachi Adimora-Ezeigbo; "Nigerian War Literature by Women: From Civil War to Gender War," by Marion Pape; "Writing Sexual Violence: Words and Silences in Yvonne Vera's *Under the Tongue*," by Martina Kopf; "Reading the Unspeakable: Rape in J.M. Coetzee's *Disgrace*," by Lucy Valerie Graham.

OCEANOGRAPHY v.18, no.1 (March 2005): "Women in Oceanography." Publ.: Oceanography Society. ISSN: 1042-8275. Available online on the Oceanography Society's website: http://www.tos.org/oceanography/issues/issue_archive/18_1.html

Partial contents: "Women of the Academy and the Sea," by S. O'Connell and M.A. Holmes; "Oceanography in Spain: Gender Issues," by Camino Liqueite; "An Experiment in Institutional Transformation: The NSF ADVANCE Program for Women at the Earth Institute at Columbia University," by R. Bell et al.; "A Community Effort Toward the Retention of Women in Physical Oceanography," by M.S. Lozier; "The U.S. Geological Survey: Sea-Going Women,"

by D. Lavoie and D. Hutchinson; "Women in Oceanography: A Web Site for Students, Teachers, Scientists, and the General Public," by D.K. Smith, E. Schiele, and L. Dolby; "Oceanography, Science, and Academia: Women Making a Difference," by N. Marcus; "Mary Wilcox Silver: A Woman Pioneer in Oceanography," by M. Wilcox Silver; "Autobiographical Sketches of Women in Oceanography."

SLAVERY & ABOLITION: A JOURNAL OF SLAVE AND POST-SLAVE STUDIES v.26, no.2 (August 2005): "Women in Western Systems of Slavery." Issue eds.: Gwyn Campbell, Suzanne Miers, & Joseph C. Miller. Publ.: Routledge/Taylor & Francis. ISSN: 0144-039x (print); 1743-9523 (electronic). Available online through InformaWorld and Academic Search Elite.

Partial contents: "Free Women of Colour and Socio-Economic Marginality in Mauritius, 1767-1830," by Richard B. Allen; "Female *Inboekeling* in the South African Republic, 1850-1880," by Fred Morton; "Unrelenting Toil": Expanding Archaeological Interpretations of the Female Slave Experience," by Elizabeth Grzymala Jordan; "Gender and Republican Citizenship in the French West Indies, 1848-1945," by Myriam Cottias; "Freedom from Bondage at a Price: Women and Redemption from Slavery in the French Caribbean in the Nineteenth Century," by Bernard Moitt; "The Slave Family in the Transition to Freedom: Barbados, 1834-1841," by Laurence Brown & Tara Inniss; "Deviant and Dangerous: Pro-Slavery Representations of Jamaican Slave Women's Sexuality, c. 1780-1834," by Henrice Altink; "'Lives of Living Death': The Reproductive Lives of Slave Women in the Cane World of Louisiana," by Richard Follett; "Enslaved Women and the Law: Paradoxes of Subordination in the Post-Revolutionary Carolinas," by Laura F. Edwards.

THE SOCIOLOGICAL REVIEW v.52, supp.2 (October 2004): "Feminism, Bourdieu and After." Issue ed.: Lisa Adkins. Publ.: Keele University/Blackwell Publishing. ISSN: 0038-0261. Available online through Blackwell-Synergy.

Partial contents: "Context and Background: Pierre Bourdieu's Analysis of Class, Gender and Sexuality," by Beverley Skeggs; "Bourdieu, Class and Gender: 'The Return of the Living Dead?'" by Terry Lovell; "Gendering Bourdieu's Concepts of Capitals? Emotional Capital, Women and Social Class," by Diane Reay; "Exchange, Value and Affect: Bourdieu and 'The Self'", by Beverley Skeggs; "Notes on 'What Not To Wear' and Post-Feminist Symbolic Violence," by Angela McRobbie; "Agency and Experience: Gender as a Lived Relation," by Lois McNay; "Reflexivity: Freedom or Habit of Gender?" by Lisa Adkins; "Anamnesis and Amnesia in Bourdieu's Work: The Case for a Feminist Anamnesis," by Anne Witz.

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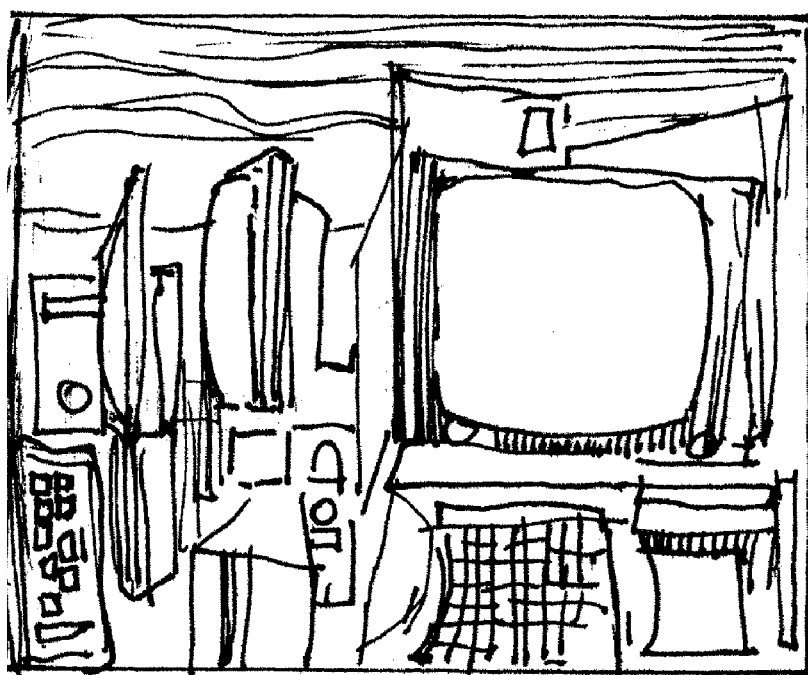
In ***DOES EDUCATIONAL SUPERIORITY AUTONOMIZE DAUGHTERS-IN-LAW WHO LIVE WITH THEIR MOTHERS-IN-LAW IN INDIA? A TEST OF CALDWELL'S THESIS***, authors Manisha Sengupta and Nan E. Johnson analyze and critique the hypothesis that daughters-in-law living with their mothers-in-law can gain autonomy if they have a better education. For more information on the eighteen-page Working Paper (#285), contact the Women & International Development Program (WID) at 206 International Center, Michigan State University, East Lansing, MI 48824, USA; phone: 517-353-5040; fax: 517-432-4845; website: <http://www.wid.msu.edu>.

GENDER EQUALITY AND SEXUAL EXPLOITATION: A PICK-UP-AND-GO TRAINING PACK, by Andrew Baker, contains information for members of Non-Governmental Organizations (NGOs) across the world who have presentation skills but no expertise in the subject matter. The pack includes a manual and a CD-ROM with PowerPoint slides, handouts, and other useful information for facilitators. The materials on the CD-ROM are in English, but there are also translations into French, Spanish, and Portuguese. This training pack is available in the U.S. from Stylus Publishing for \$31.00 at <http://styluspub.com/>

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MATERNAL MORTALITY AND RELATED CONCEPTS is a report by the Centers for Disease Control and Prevention's (CDC) National Center for Health Statistics (NCHS) on the mortality rate of "pregnant or nearly pregnant" women in the U.S. The twenty-page report compares past and present statistics of maternal mortality, using death certificates and the International Classification of Diseases (ICD) to show fluctuations in percentages of deaths resulting from pregnancy complications, and also what effects improving medical analysis and changing definitions have on those statistics. This report is available, for free, in PDF format at http://www.cdc.gov/nchs/data/series/sr_03/sr03_033.pdf.

○ Compiled by Amy Dachenbach



Miriam Greenwald

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Women's Audio Visuals In English (WAVE) is a database maintained by the University of Wisconsin System Women's Studies Librarian's Office that lists documentary, experimental, and feature film and video productions by and about women, with information drawn from distributors' and producers' catalogs and websites, reviews in periodicals, filmographies, reference works, and library catalogs.

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Women Studies Librarian — Four files from the University of Wisconsin:

New Books on Women & Feminism (1987–present) is the complete guide to feminist publishing.

WAVE: Women's Audiovisuals in English: A Guide to Nonprint Resources in Women's Studies (1985–1990) is a guide to 803 feminist films, videos, audiocassettes, and filmstrips.

Women, Race, & Ethnicity: A Bibliography (1970–1990) is an annotated, selective bibliography of 2,458 books, journals, anthology chapters, and non-print materials.

The History of Women and Science, Health, and Technology: A Bibliographic Guide to the Professions and the Disciplines (1970–1995, selective coverage) is an excellent tool for curriculum development, providing 2,380 records from biographical and historical books and articles.

MEDLINE Subset on Women (1964–2000) has 46,846 abstracts. The *MEDLINE Subset on Women* is part of the *MEDLINE* database from the National Library of Medicine. With an emphasis on the health and social concerns of women in the developing world, this subset includes many journals, reports, books, and published and unpublished papers, previously not indexed in *WSI*.

Women of Color and Southern Women: A Bibliography of Social Science Research (1975–1995) was produced by the Research Clearinghouse on Women of Color and Southern Women at the University of Memphis in Tennessee and provides over 7,600 citations on 18 different ethnic groups.

Women's Health and Development: An Annotated Bibliography (1995) provides 200 records drawn mainly from English-language journals and other holdings of the World Health Organization library in Geneva.

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