

WOMEN'S  STUDIES  
LIBRARIAN

# FEMINIST COLLECTIONS

A QUARTERLY OF WOMEN'S STUDIES RESOURCES



Volume 34  
Numbers 1-2  
Winter-Spring 2013

University of Wisconsin System

# Feminist Collections

## A Quarterly of Women's Studies Resources

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Numerous research guides, bibliographies and other informational files are available on the Women's Studies Librarian's website, <http://womenst.library.wisc.edu>. You'll find information about the office, tables of contents and selected full-text articles from recent issues of *Feminist Collections*, tutorials, WAVE: Women's Audiovisuals in English, a link to the Women's Studies Core Books Database, full issues of *Feminist Periodicals: A Current Listing of Contents*, and links to hundreds of other selected websites and databases on women and gender.

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# FROM THE EDITORS

*Dear Readers, Colleagues, and Friends,*

In Fall 1991 I wrote my first piece for *Feminist Collections*, entitled “From the New Librarian.” In it, I described the feminist strands of my life by means of Mary Catherine Bateson’s apt phrase, “composing a life.” I eagerly looked ahead to the opportunities as Women’s Studies Librarian to weave those strands together with others from my life’s composition.

Over the subsequent years I did indeed draw from all of those strands, whether it was from my experience running an elderly health project in approaching aspects of running our office; my background in Jewish studies in compiling an annotated bibliography on American Jewish women’s history that found its way into two encyclopedias; my personal remembrances of the women’s liberation movement when assisting students researching the Second Wave; or using my newly-minted Library degree to take on the implications of the digital revolution for women’s studies teaching and re-

search and consequently for our office publications and services.

It’s been a wonderful 22 years. I can say truthfully say I’ve loved all parts of the position. Each issue of our publications, expertly crafted by JoAnne Lehman, Linda Fain, Heather Shimon, and their predecessors, has



*With grandson Noam*

been a joy to distribute. Working with women’s studies folks on all University of Wisconsin campuses on projects often quite afield from librarianship expanded my knowledge of women’s issues in higher education. Serving on a variety of library committees on the Madison campus kept me involved in confronting the challenge of constant change that is the library and information world. I gained a deep respect for the dedication of my librarian colleagues — and many enduring friendships.

If you haven’t guessed already, this is leading up to the fact that I am retiring. I would like to visit my children and grandchild on the East Coast with more frequency, audit courses, travel to many places I’ve never been, and simply put my feet up and indulge in reading for pleasure. It also seems right to offer someone else the opportunity to have the best job in women’s studies librarianship — and, in my view, in librarianship as a whole.

○ *Phyllis Holman Weisbard*

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*June 2013.* Now you know: Phyllis Holman Weisbard, beloved Women’s Studies Librarian for Wisconsin (and for the Whole World, many of us would say), is retiring! We can’t say we haven’t seen this coming — for one thing, there’s that wonderful grandson! For another and another and another, there’s surely no one more deserving of the freedom to travel more, audit courses, and read for pleasure from now on than Phyllis, who has piloted this ship so very well and for so long. Surprised or not, of course, the crew is in shock, and every day we realize more ways we will miss her. But we wish her smooth sailing and fabulous adventures for many years to come. (I’m crossing my fingers in hope that, maybe after a trip or two, Phyllis will agree to

contribute to *Feminist Collections* as a reviewer.)

In other news, Heather Shimon — our extremely talented office operations associate, who doubles as editor of our quarterly table-of-contents publication (*Feminist Periodicals*) — has managed to develop still another identity: she graduated a few weeks ago with a master’s degree from the UW–Madison’s School of Library & Information Studies. We’re proud of her and in awe, and eager to see where her own librarian “ship” will sail.

Heather’s predecessor here was Ingrid Markhardt, better known in the worlds of poetry and publishing as Ingrid Swanberg. Ingrid completed her Ph.D. in comparative literature during her years here. She stopped in recently

with a copy of her just-published collection, *Ariadne & Other Poems*. One of these poems was read by Garrison Keillor on the public radio show *The Writer’s Almanac*. Congratulations, Ingrid!

In the midst of all this, our office has progressed further into the world of social media! Follow us on **Facebook** ([www.facebook.com/womenst](http://www.facebook.com/womenst)) and **Twitter** (@WisWSLibrarian) for ongoing updates and conversations about feminist issues and resources.

Finally, here’s the Winter–Spring 2013 issue of *FC*, with articles about disability studies, massive open online courses, and a lot more. Take special note of the review of introductory women’s and gender studies textbooks, which begins on page 8.

○ *J.L.*

# BOOK REVIEWS

## DISABILITY STUDIES AND STORIES: CONNECTIONS BETWEEN FEMINIST DISABILITY THEORY AND LIVED EXPERIENCES

by Karen Keddy

Parin Dossa, *RACIALIZED BODIES, DISABLING WORLDS: STORIED LIVES OF IMMIGRANT MUSLIM WOMEN*. Toronto: University of Toronto Press, 2009. 176p. notes. bibl. index. pap., \$24.95, ISBN 978-0802095510.

Sheryl Feinstein & Nicole C. D'Errico, *TANZANIAN WOMEN IN THEIR OWN WORDS: STORIES OF DISABILITY AND ILLNESS*. Marie Antonelli, illus. Lanham, MD: Rowman & Littlefield, 2010. 128p. bibl. index. pap., \$24.76, ISBN 978-0739140574.

Kim Q. Hall, ed., *FEMINIST DISABILITY STUDIES*. Bloomington: Indiana University Press, 2011. 336p. index. pap., \$28.00, ISBN 978-0253223401.

The comprehensive studies and analyses reported in these three books make obvious the reality that anti-racist feminist studies and disability studies have yet to truly intersect — we are not quite there yet. In that continuing reality, women who live with disabilities face an array of particular challenges. In Canada, for instance, strict immigration policies exclude applicants who are disabled (in contrast, the U.S. will only refuse those who would be “harmful” to themselves or others). War also remains the greatest producer of disabilities. And cultural practices have a great impact on individuals living with chronic illness or disability; for example, Albinos continue to be murdered in Tanzania because of the belief that their body parts have magic powers.

Each of the three books under review here is a different type of resource for those studying feminism and disability. Parin Dossa's *Racialized Bodies, Disabling Worlds: Storied Lives of Immigrant Muslim Women*, which offers the most scholarly analysis and interpretation, would be particularly useful to graduate students with a comprehensive background in gender studies and some exposure to disability studies. *Feminist Disability Studies*, a volume revised and expanded from what was

originally a special issue of *The NWSA Journal*, should be required reading in any course that deals with these issues. The first two essays in the volume — “Integrating Disability, Transforming Feminist Theory,” by Rosemarie Garland-Thomson, and Ellen Samuels's analysis of Judith Butler's work on bodies — are particularly valuable. *Tanzanian Women in Their Own Words: Stories of Disability and Illness* is the most accessible of the three books; it would be appropriate for undergraduate and perhaps even high-school students.

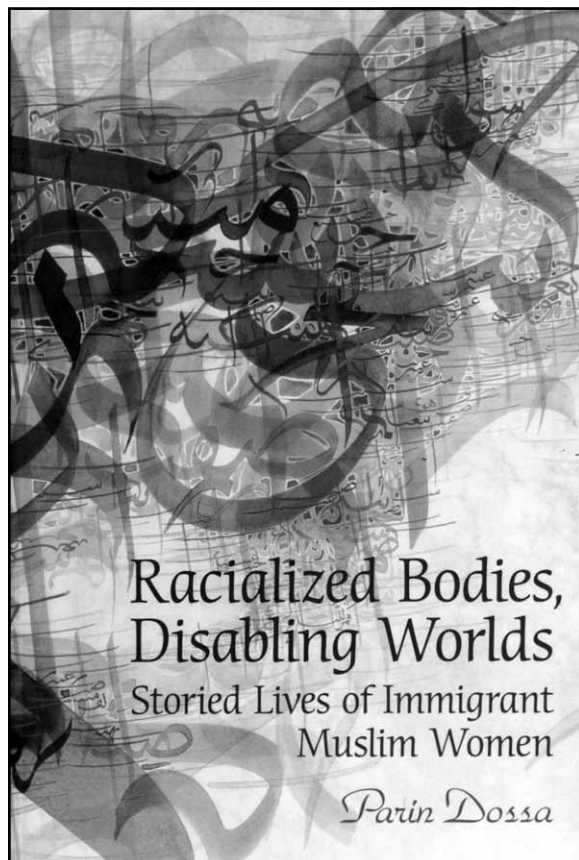
Parin Dossa exhibits rigorous scholarship and engages in critical discourse about a complex array of interconnected topics in both disability and feminist studies. Her *Racialized Bodies, Disabling Worlds*, an appropriate course text for an advanced disability studies class, also provides scholars and researchers with an extensive reference list of valuable literature in these fields. Dossa aligns herself with critical anthropologists and feminists globally who recognize research participants as producers of context-specific knowledge. She states that her research has been inspired both by the violation of human rights of individuals who are disabled and by those individuals' ini-

tiatives to work toward social justice. “What they have to say,” she writes, “both in the way of experiential knowledge and subsequent reflection — embedded in storytelling — is of value to the larger society” (p. 5).

Dossa intersperses interview excerpts throughout the volume and explains, clarifies, theorizes, and connects the points they raise to feminist and disability studies literature. Dossa's participants are from two communities in Vancouver, British Columbia: South Asian Muslims from East Africa, and Iranian Muslims. The research question that guided the research was, What is it like to have a racialized body in a disabling world?

For the women in this study, the starting point of their journeys is a Canadian immigration policy that excludes immigrants with disabilities. The premise of this exclusion is that persons with disabilities will not be able to meet the labor skills criterion of the immigration policy and thus will be a drain on the social services and health care systems of Canada. Dossa provides a very good overview of disability studies and policies in Canada, as well as the position that the United Nations takes on disability.

Dossa points out that in the West, young, middle-class, white, and able-bodied males constitute the ideal, and that much of this bias remains even in dealing with disability: differences such as gender, race, class, and age among people with disabilities are subsumed under the “master category” of disability.



Each chapter of the main text of *Racialized Bodies* is dedicated to one of the four women Dossa interviewed (Mehrun, Tamiza, Firouzeh, and Sara), and the overarching theme of all four has to do with the women’s lived experiences with disability, discriminatory immigration policies and social services, racism, Islamophobia, and sexism. Dossa’s aim is to interrogate structures of exclusion and oppression by invoking the words and worlds of racialized women who have disabilities. Acknowledging the challenges faced by these women, she “seek[s] to demon-

strate that people on the margins of society remake their world to affirm their agency and to avoid being perceived as helpless victims” (p. 4).

“Methodology and Sociopolitical Contexts” provides a comprehensive overview of disability studies and policies, explaining how problematic the biomedical model was in the 1960s and 1970s in its treatment of persons with disabilities as helpless victims requiring care and protection. Dossa explains that advocates for persons with disabilities aligned themselves in the 1960s with the Civil Rights Movement, challenging the outdated pathological model and embracing instead a paradigm that viewed disabled individuals as citizens with rights.

Although *Racialized Bodies* has many qualities to recommend it, its presentation of theory could stand to be seriously edited. The dense theory can be confusing and difficult to follow, and the attempts made to connect the theoretical claims with the stories of the women are not always successful, or even obvious. Chapter titles

based on theoretical themes instead of on the lives of the study participants seem to indicate a reductivist approach that imposes a hierarchical structure on material that is actually more fluid and interconnected.

*Tanzanian Women in Their Own Words* is a compilation of the oral histories of twenty women who live with either their own or their children’s chronic illnesses or disabilities in the developing East African country of Tanzania. The conditions include HIV/AIDS, cancer, polio, female circumci-

sion, tuberculosis, schizophrenia, spinal cord injuries, and albinism. In their brief introduction, Sheryl Feinstein and Nicole D’Errico discuss the power of reflection and the desire to make meaning of the women’s experiences. “It is our hope,” they write, “that these stories move you as they moved us, that they render you as an active participant in a dialogue with the world, with the women in our book, and with your own life” (p. xii).

Each woman recounts her life story, starting in childhood, as it relates to the experiences she has had with medical issues and subsequent discrimination. For example, Paulina, who lives with polio, comes from the Maasai, who in the past had a tradition of murdering anyone with a disability because their migratory cattle-tending lifestyle took priority over caring for disabled members of the community. Although the killings have stopped, persons with disabilities are still considered a burden to their village, and discrimination persists because it is grounded in the supernatural.

While exploring issues of chronic illness and disability, the authors simultaneously explore poverty, cultural identity, gender roles and responsibilities, cultural traditions and norms, access to health care, stigma and shame, and religious beliefs. The women’s personal stories are in the forefront, and each chapter bears the name of one of the Tanzanian women, and includes a black-and-white pencil drawing of her by illustrator Marie Antonelli. A short introduction to each chapter contextualizes what the woman being interviewed is saying. Each personal story is followed by a short conclusion in which a few key points are highlighted. After every chapter, the authors pose several discussion questions, meant to help readers contemplate what they would do in a similar situation, that cover an array of topics related to the story. The purpose of these questions is for readers to think about how they would write their own narratives and about the “cultural context in which

they would place *their* stories” (p. xii). Discussion questions encourage an interactive rather than a passive relationship between story and reader, so that what is learned lives beyond the confines of the book and moves away from the story and into the world we all share. These questions are excellent teaching aids for the classroom, as they challenge world views, biases and stereotypes, and belief systems.

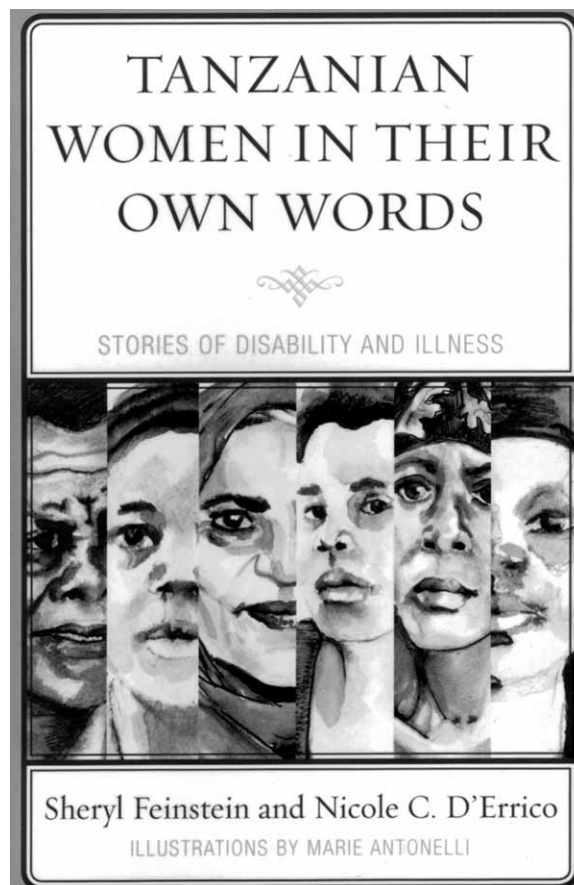
Feinstein and D’Errico want their readers to be part of “the first political act,” a term they explain with a statement made by James Orbinski, a Canadian writer, activist, and professor of medicine:

Speaking is the first political act. It is the first act of liberty, and it always implicitly involves another. In speaking, one recognizes “I am and I am not alone.” (quoted on p. xi)

As the authors point out, “we lived and re-lived the women’s lives with them” (p. xi). The material unearthed by the storytelling method is complex and interconnected, but the book’s simple and accessible format and unique structure allow the reading of it to be more open-ended than definitive.

*Feminist Disability Studies*, edited by Kim Q. Hall, originated in a special issue of *The NWSA* (National Women’s Studies Association) *Journal* on feminist disability studies in 2002. The original authors had a chance to revise their articles and add postscripts for this book’s chapters, joining with other contributors for this edition. The essays in this compilation, especially valuable for anyone interested in the connection between feminist studies and disability studies, present different disciplinary contributions to the field of feminist disability studies. As Hall points out, there are many areas of overlap, mak-

ing the collection an interdisciplinary dialogue about identity, the body, and experience. Hall hopes these essays will inspire readers to rethink the meanings of disability and its relation to gender,



race, class, sexuality, and nation in ways that “[move] towards a transformative feminist disability and theory” (p. 10).

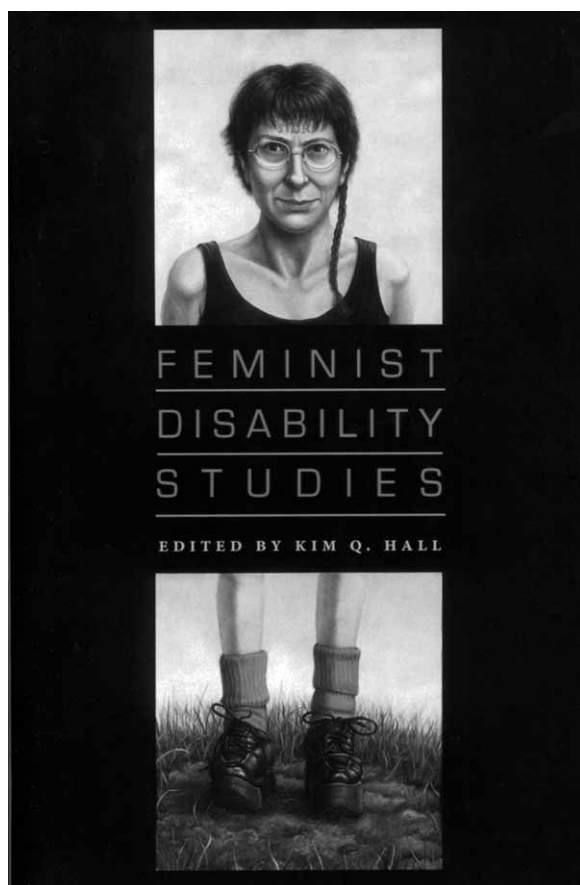
The book’s thirteen essays are organized into five major parts. Part I, “Toward a Theoretical Framework for Feminist Disability Studies,” begins with Rosemarie Garland-Thomson’s “Integrating Disability: Transforming Feminist Theory.” Garland-Thomson, a well-known and often-cited feminist disability theorist whose work inaugurated the field, notes in her postscript that she is trying to advocate the fusion of feminist theory with disability theory into a new critical discourse of feminist disability theory. The other essay here, “Critical Divides: Judith Butler’s Body Theory and the Question of

Disability,” by Ellen Samuels, discusses how Butler’s theory of the body and gender performativity has been taken up within feminist disability studies.

Part II, “Refiguring Literature,” features two essays. Susannah Mintz discusses how Georgina Kleege’s memoir *Sight Unseen*, critiques the central position that vision occupies in Western culture; and Elizabeth J. Donaldson questions the distinctions made between “impairment” and “disability” and discusses varied positions on the limitations of the medical model of disability in moving toward a more holistic and universal perspective on disability.

There are four essays in Part III, “Interrogating Fitness: Nation, Identity, and Citizenship.” Nirmal Erevelles explores the often-ignored intersection between war, disability, women, invisibility, and poverty in the third world. Jennifer C. James looks at the politics of rehabilitating the black body wounded by war and the relationship of this to the conceptualization of the black body from the days of slavery. James refers to the injured black body in Gwendolyn Brooks’s 1953 novel, *Maud Martha*, for framing her analysis, which was rarely depicted in African American war literature. Cindy LaCom contends that persons living with disabilities play a vital role in post-colonial nation-building; and Sharon Lamp and W. Carol Cleigh discuss how mainstream feminist organizations have ignored the major debates about disabled women’s rights to control their own bodies, as in the 2005 case of Terri Schindler Schiavo.

In Part IV, “Sexual Agency and Queer Feminist Futures,” Abby Wilkerson argues that neither feminist studies nor disability studies has sufficiently understood how the denial of sexual autonomy plays a key role in disabled people’s oppression; and Alison Kafer critiques Marge Piercy’s classic text



about a feminist utopia, *Woman on the Edge of Time*, for not including women with disabilities, and analyzes the controversial case of two deaf lesbians who wished to adopt a child who was also deaf, in order to highlight that assumptions about disability have not been examined in the feminist conceptualization of the future in Piercy's utopia.

text about "slovenly behavior, inherent flaws, and abnormality — all narratives associated with fat people and disabled people in general" (p. 258).

All three of these books are important texts on anti-racist feminism and disability studies, and all should be included on any reading list for a graduate class on the topic. All three lean toward the social model as opposed to the medical model, and they all emphasize the importance of women's

Part V, "Inclusions, Exclusions, and Transformations," has three essays. In "Chronic Illness and Educational Equity," Karen Elizabeth Jung calls for post-secondary education through which women with disabilities are "eventually able to participate in the production of a body of knowledge that reflects their own experiences, interests, and ways of knowing" (p. 265). April Herndon argues in "Disparate but Disabled: Fat Embodiment and Disability Studies" that fatness should be included as a disability. Herndon points to many similarities between deaf and/or disabled persons and fat people: the way they are treated, the expectations, the assumptions about personality traits as pathologies, and having one's body read as a

lived experiences and the site-specific cultural contexts of those experiences. In my opinion, an important omission in all three of the works is the issue of accessibility in the built environment and the extent to which assistive devices are available and utilized.

The story-telling methodology in the research for both *Tanzanian Women in Their Own Words* and *Racialized Bodies, Disabling Worlds* generates keen insights in the context of multiple theoretical approaches and ways of thinking. However, there is a vast difference in how the voices of the interviewed women are presented in each book. In *Tanzanian Women*, the women's voices are dominant; in *Racialized Bodies*, the author's voice and theoretical interpretations seem to dominate. Nevertheless, all three works are important contributions to feminist disability studies scholarship, and will be invaluable in leading the way to more research and theorizing without marginalization.

[Karen Keddy is an assistant professor in the Department of Architecture at the College of Architecture and Urban Planning at Ball State University, in Muncie, Indiana. She teaches cultural and social issues in architecture, marginalized users, universal design, social justice, methods of socio-spatial analysis, and evidence-based design and research methods. Her current research explores the experiences of a small group of amputees who were injured during the Halifax Explosion of 1917 in Nova Scotia.]

# ***THIS IS YOUR BRAIN ON FEMINISM: EVALUATING THE CLAIMS OF NEUROSCIENCE ABOUT SEX, GENDER, AND THE BRAIN***

by Alisa Von Hagel

Robyn Bluhm, Anne Jaap Jacobson, & Heidi Lene Maibom, eds., *NEUROFEMINISM: ISSUES AT THE INTERSECTION OF FEMINIST THEORY AND COGNITIVE SCIENCE*. New York: Palgrave Macmillan, 2012. (New directions in philosophy and cognitive science.) 296p. bibl. index. \$90.00, ISBN 978-0230296732.

In the late 1800s, Dr. Edward Clarke of Harvard Medical University advanced his profession's theory on sex difference: namely, that women's distinct (and inferior) physiology required their exclusion from serious educational endeavors. The claim that educating a woman would lead to an enlarged brain and shriveled uterus as well as a "puny race" became the accepted wisdom of the day, substantiated by claims of "scientific" evidence.<sup>1</sup>

Although the field of brain science no longer assumes that women's education contributes to physical deterioration, gender-based stereotypes remain deeply entrenched in studies of human physiology that seek to uncover the basis for sex differences in behaviors, attitudes, and abilities. Feminist writers have long focused a critical lens on the presumed objectivity and neutrality of medical science, illuminating the assumptions and biases that pervade the scientific method, its data, and its findings.<sup>2</sup> While claims regarding the physiological source of sex differences have changed, the underlying stereotype — that women's aptitude for caregiving and nurturing behaviors is rooted in and largely determined by biology — remains. This new volume in Palgrave Macmillan's *New Directions in Philosophy and Cognitive Science* series is, according to its editors, "the first collection of essays to bring a critical feminist perspective to the recent brain sciences" (p. 1). Its chapters offer a broad range of theoretical and methodological challenges to these new ways

of studying the brain, reiterating and reformulating age-old challenges to the scientific method, as well as leveling specific critiques at the limitations of neuroscience.

The volume begins with an introduction from the editors, establishing the underlying logic of the book — addressing the use and misuse of terms such as sex, gender, and biology and explaining the varied meanings of these terms in the scientific and feminist canons. This introduction establishes the context for each essay's evaluation of this new science, providing a snapshot of the issues most often addressed in feminist critiques of scientific research.

The essays that follow are diverse in content and approach, yet a number of themes and commonalities emerge. Many of the authors probe the traditional understanding of scientific data as objective and value-free, leading to further questions regarding the interpretation of these data to substantiate a correlation between brain structure and observable behavioral differences. The final set of essays in the volume initiates work on a feminist philosophy of science, including both theoretical and methodological avenues to bridge the gulf between feminist research and the life sciences.

For readers seeking a new feminist challenge to the presumed objectivity of scientific data, the initial two essays delve into the deconstruction of mechanical objectivity and the implica-

tions of interpreting machine-made images of the brain to draw conclusions regarding an individual's mental state. On a more basic level, both authors point to a question that recurs throughout the book — What are we seeing when we see an image of the brain?

The volume also includes a number of essays that apply the aforementioned theoretical challenges to the meaning and interpretation of neuroimaging in prominent psychological and cognitive studies. These chapters illustrate the way many traditional behavioral studies reinforce assumptions about behaviors such as caregiving, empathy, and altruism as gendered. As the authors emphasize, the interpretation of neuro-images remains deeply wedded to traditional gender stereotypes, evident upon close examination of these studies on behavior and cognitive science. Integrating a more complex assessment of gender and sexual preferences into the study of the biological basis of sex difference further shows that our understanding of what we are seeing in — and, more importantly, of what we are *unable* to see in or extrapolate from — these images is limited.

The editors include a number of essays that begin to integrate these challenges to cognitive science with the existing foundation of a feminist philosophy of science. This is a critical move for the discipline in general as well as a valuable addition to this volume. These chapters introduce various

avenues for theoretical and methodological development of this goal, highlighting feminist research methods that may contribute to a contextualized and meaningful way to “do” feminist neuroscience. The importance of this objective is found in the concluding essay, with a disturbing portrait of pop neuroscience and its perpetuation of claims regarding biologically determined sex differences. Pop neuroscience, drawing upon the science under review in this volume, reinforces the most prosaic stereotypes of women’s proclivity towards nurturing, caregiving and multi-tasking, overlooking the embedded sexism — found in the workplace, the family structure, and society — that shapes and influences behavior. This concluding essay should stimulate additional efforts to challenge the predominant scientific discourse and closely evaluate scientific discovery of sex difference within the structure of the brain.

This collection of essays represents a substantial addition to the literature on cognitive neuroscience, integrating substantial challenges to the scientific discourse as well as providing an avenue for feminist research in the life sciences. This book would serve as a valuable supplement to graduate coursework on feminist theory as well as on the philosophy of science. With its interdisciplinary approach, this volume offers a wide range of theoretical and methodological perspectives, coupled with very technical discussions of the science in question (which may render the text difficult for readers without a strong background in these fields of study).

*Neurofeminism* is a work that will be of great importance in helping feminist researchers continue to ask, “What exactly do we see when we see the brain?”

## Notes

1. Carroll Smith Rosenberg & Charles Rosenberg, “The Female Animal: Medical and Biological Views of Women and Her Role in Nineteenth-Century America,” *Journal of American History*, v. 60, no. 2 (September 1973), p. 340.

2. Anne Fausto-Sterling, *Sex/Gender: Biology in a Social World*, (New York, NY: Routledge, 2012); Cordelia Fine, *Delusions of Gender: How our Minds, Society and Neurosexism Create Difference* (New York, NY: W.W. Norton & Co., 2010).

[Alisa Von Hagel is an assistant professor of political science at the University of Wisconsin–Superior. She teaches courses in American government, women and politics, and politics and the life sciences. Her research focuses on biomedical policy-making and ethics.]

## MENTORING FEMINIST LITERARY CRITICS

by Stephanie H. Wical

Sandra M. Gilbert, *REREADING WOMEN: THIRTY YEARS OF EXPLORING OUR LITERARY TRADITIONS*. New York: W.W. Norton & Co., 2011. 380p. bibl. \$29.95, ISBN 978-0393067644.

This new volume by well-known feminist scholar Sandra Gilbert addresses the feminist literary practice of rereading, and does so on multiple levels. On the autobiographical level, Gilbert recalls significant personal and professional events along the way of her own highly influential career. As part of the Gilbert-and-Gubar duo of feminist scholars, co-authors, and co-teachers, Gilbert added much to the landscape of contemporary feminist literary criticism. Although she and Gubar are each accomplished scholars individually, reading about their

shared, groundbreaking teaching along with a “re-reading” of what they accomplished together in their highly experimental classes offers insight into the challenges that face feminist scholars. Much has changed in women’s studies and feminist literary criticism since the publications of *Madwoman in the Attic*, *Shakespeare’s Sisters*, *No Man’s Land*, and *The Norton Anthology of Literature by Women*, but Gilbert’s insights about her experiences will benefit future generations of feminist scholars, as we can never have too many mentors. Rereading her own lived experience is

very much a part of Gilbert’s collection of essays.

On the textual level, feminists looking through history for “grandmothers” have often visited the works and recorded histories of women like Christine de Pizan, but feminist critical inquiry has often been sparked by thinking about motherhood in a self-reflexive way while the feminist scholar /close reader is herself a mother. Rereading *Little Women*, *Jane Eyre* and *Wuthering Heights* with her nine-year-old daughter compelled Gilbert to team-teach with Susan Gubar:

“Rereadings led to reinterpretations, and my revisionary impulse became so strong that I was delighted when Susan Gubar, a colleague who was also revising her ideas about these books, agreed to team-teach a course in literature by women with me” (p. 47).

Like Sylvia Plath, Gilbert was once a guest editor for *Mademoiselle*. She describes the experience as an initiation ritual: “The magazine offices were pastel, intricately feminine, full of clicking spiky heels. One could almost believe that at midnight they mopped the floors with Chanel No. 5” (p. 115). There is something very lighthearted in Gilbert’s reflections on her own work experiences, yet one can also see the serious effects of the pressure to conform to work expectations in her descriptions of peers responding to the narrow constrictions of cultural expectations. The personal is political, and this highly self-reflective collection of essays abounds in examples of injustice to Gilbert’s colleagues.

“Dare You See a Soul at the White Heat? Thoughts on a ‘Little Home-keeping Person,’” includes Gilbert’s own first poem about Emily Dickinson — “Emily’s Bread” (p. 199) — as well as another one she wrote that became an “invocation of transformation”: “The Emily Dickinson Black Cake Walk” (p. 200). These poems, along with her close textual analysis of a Dickinson poem that “only pretends to be about a blacksmith and a forge” (p. 201), support Gilbert’s assertion

that “my Emily Dickinson has always inhabited a kitchen, though not perhaps a very ordinary one” (p. 198). The publicly available private life of Emily Dickinson and Dickinson’s self-conscious creation of a persona provide yet another text to be read closely. This is a great example of star studies, with Dickinson, the author, Dickinson, as a star. There is no limit to what can be counted as a “text” to be closely read.

In “Life’s Empty Pack’: Notes Toward a Literary Daughteronomy” Gilbert asks, “Apart from fictions like *Silas Marner* and *Summer*, what evidence have we that father-daughter incest is a culturally constructed paradigm of female desire?” (p. 264). The essay discusses the exchange of women between men, as well as the significance of the fact that Freud was well aware that daughters were not merely fantasizing about their fathers, but often *were* engaged in unwanted sexual relationships that caused their alleged neuroses.

*Rereading Women* presents a diverse collection of writings over a thirty-year period that manages to touch upon many issues of concern, but unfortunately it is missing an index, which would have made it highly useful as a reference source. Nevertheless, this work is highly recommended for colleges and universities with women’s studies programs and graduate programs in literary criticism. While its tone is sometimes very conversational, as if a senior colleague is telling a junior

colleague about her professional and personal-but-political challenges, this work also exposes the reader to examples of feminist approaches to reading.

The value of this collection of works can be found in its examples of how to look at any text from a feminist perspective. With the insight that “women writers have frequently responded to sociocultural constriction by creating symbolic narratives that express their common feelings of constriction, exclusion, dispossession” (p. 50), feminist scholars can look at works anew for signs or symptoms of oppression, for example, in dreams of escape. In her analyses of texts by women whose works can be called feminist, Gilbert observed that these great authors asked, “[W]hat has caused the cultural alienation — the silence, the marginality, the secondary status of women?” (p. 51). These are questions that we still ask today.

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## COVERAGE, CONTENT, CONCEPTS: TEXTBOOKS FOR INTRODUCTORY COURSES IN WOMEN'S AND GENDER STUDIES

by Christie Launius and Holly Hassel

Judy Root Aulette & Judith Wittner, *GENDERED WORLDS, 2<sup>nd</sup> edition*. New York: Oxford University Press, 2011. 544p. ISBN 978-0199774043. [Aulette & Wittner]

C. Lesley Biggs, Susan Gingell, & Pamela J. Downe, eds., *GENDERED INTERSECTIONS: AN INTRODUCTION TO WOMEN'S AND GENDER STUDIES, 2<sup>nd</sup> edition*. Halifax, Nova Scotia: Fernwood, 2011. 512p. ISBN 978-1552664131. [Biggs, Gingell, & Downe]

Shawn Meghan Burn, *WOMEN ACROSS CULTURES: A GLOBAL PERSPECTIVE, 3<sup>rd</sup> edition*. Boston: McGraw-Hill, 2011. 400p. ISBN 978-0073512334. [Burn]

Estelle Disch, *RECONSTRUCTING GENDER: A MULTICULTURAL ANTHOLOGY, 5<sup>th</sup> edition*. Boston: McGraw-Hill, 2009. 701p. ISBN 978-0073380063. [Disch]

Abby Ferber et al., *THE MATRIX READER: EXAMINING THE DYNAMICS OF OPPRESSION AND PRIVILEGE*. Boston: McGraw-Hill, 2009. 672p. ISBN 978-0073404110. [Ferber et al.]

Inderpal Grewal & Caren Kaplan, *AN INTRODUCTION TO WOMEN'S STUDIES: GENDER IN A TRANSNATIONAL WORLD, 2<sup>nd</sup> edition*. Boston: McGraw-Hill, 2006. 576p. ISBN 978-0072887181. [Grewal & Kaplan]

Hunter College Women's Studies Collective, *WOMEN'S REALITIES, WOMEN'S CHOICES: AN INTRODUCTION TO WOMEN'S STUDIES, 3<sup>rd</sup> edition*. New York: Oxford University Press, 2005. 496p. ISBN 978-0195150353. [Hunter College WSC]

Suzanne Kelly, Gowri Parameswaran, & Nancy Schneidewind, *WOMEN: IMAGES AND REALITIES, A MULTICULTURAL ANTHOLOGY, 5<sup>th</sup> edition*. Boston: McGraw-Hill, 2012. 688p. ISBN 978-0073512310. [Kelly, Parameswaran, & Schneidewind]

Michael Kimmel, *THE GENDERED SOCIETY, 4<sup>th</sup> edition*. New York: Oxford University Press, 2009. 480p. ISBN 978-0195399028. [Kimmel]

Gwyn Kirk & Margo Okazawa-Rey, *WOMEN'S LIVES: MULTICULTURAL PERSPECTIVES, 5<sup>th</sup> edition*. Boston: McGraw-Hill, 2010 704p. ISBN 978-0073512303. [Kirk & Okazawa-Rey]

Judith Lorber & Lisa Jean Moore, *GENDERED BODIES: FEMINIST PERSPECTIVES, 2<sup>nd</sup> edition*. New York: Oxford University Press, 2010. 272p. ISBN 978-0199732456. [Lorber & Moore]

Paula S. Rothenberg, *RACE, CLASS, AND GENDER IN THE UNITED STATES: AN INTEGRATED STUDY, 8<sup>th</sup> edition*. New York: Worth Publishers, 2010. 774p. ISBN 978-1429217880. [Rothenberg]

Virginia Sapiro, *WOMEN IN AMERICAN SOCIETY: AN INTRODUCTION TO WOMEN'S STUDIES, 5<sup>th</sup> edition*. Boston: McGraw-Hill, 2003. 624p. ISBN 978-0767416399. [Sapiro]

Susan Shaw & Janet Lee, *WOMEN'S VOICES, FEMINIST VISIONS: CLASSIC AND CONTEMPORARY READINGS, 5<sup>th</sup> edition*. Boston: McGraw-Hill, 2012. 768p. ISBN 978-0073512327. [Shaw & Lee, *Voices/Visions*]

Susan Shaw & Janet Lee, *WOMEN WORLDWIDE: TRANSNATIONAL FEMINIST PERSPECTIVES ON WOMEN*. Boston: McGraw-Hill, 2011. 688p. ISBN 978-0073512297. [Shaw & Lee, *Women Worldwide*]

Verta Taylor, Nancy Whittier, & Leila Rupp, *FEMINIST FRONTIERS, 9<sup>th</sup> edition*. New York: McGraw-Hill, 2012. 576p. ISBN 978-0078026621. [Taylor, Whittier, & Rupp]

Martha E. Thompson & Michael Armato, *INVESTIGATING GENDER: DEVELOPING A FEMINIST SOCIOLOGICAL IMAGINATION*. Malden, MA: Polity Press, 2012. 368p. ISBN 978-0745651866. [Thompson & Armato]

Jacquelyn White, *TAKING SIDES: CLASHING VIEWS IN GENDER, 5<sup>th</sup> edition*. Boston: McGraw-Hill, 2011. 528p. ISBN 978-0078050305. [White]

At the 2010 annual Fall retreat of the University of Wisconsin System Women's Studies Consortium, a conversation began about how we teach the introductory course or courses in our field. The conversation partly centered on which texts work best in helping students understand the core concepts in women's and gender studies. That discussion led, in turn, to an all-day workshop, in April 2011, at which thirty faculty members and academic staff from across the System worked to identify the *threshold concepts*<sup>1</sup> critical to the field. At the workshop, we honed the list of threshold concepts down to those that most represent our shared learning objectives and desired learning outcomes — essentially, ways of thinking, seeing, and doing in women's and gender studies.

By the time we met again as a group in Fall 2011, the idea of collaboratively authoring our own introductory textbook began to emerge, and in the wake of that meeting, Phyllis Holman Weisbard and JoAnne Lehman suggested that a survey and review of the textbooks currently on the market would be of use to *Feminist Collections* (FC) readers. It had been seventeen years since FC had last published such a review — Terry Brown's "Choosing our Words Carefully: A Review of Women's Studies Textbooks,"<sup>2</sup> so an update was certainly in order. We aim to offer that update here.

Several of the texts Terry Brown reviewed in 1994 are still in print. Among those, some have been updated with new editions in the last three or four years, while others remain in print

but are perhaps in their final iteration. Still others from the list are no longer available.

The market for introductory women's and gender studies (WGS) textbooks has expanded considerably since 1994. Michele Tracy Berger and Cheryl Radeloff report that there are currently more than 700 WGS programs in the U.S.,<sup>3</sup> and a 2007 census by the National Opinion Research Center for the National Women's Studies Association reported that undergraduate WGS courses enrolled nearly 89,000 students in 2005–2006.<sup>4</sup>

Clearly, WGS has become a core part of the curriculum at many institutions of higher education, and this is an unmitigated positive development in the field. The resulting expansion of the textbook market to serve these programs, courses, and students is also, in many ways, a positive development.

In this review, we take stock of the maturation and expansion of the WGS field, focusing on what can be gleaned from the existing textbooks about the current state of the field's pedagogical and political values. We also do what reviews traditionally do:



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that is, identify the strengths and weaknesses of these texts, using our particular pedagogical and scholarly priorities as a framework.

Our list of eighteen titles includes many that are explicitly billed as “Introduction to Women’s and Gender Studies” textbooks, as well as other texts that might be used in an introductory course but are designed for upper-division “Sociology of Gender” courses. We have included both types, not only because many “intro” instructors use the sociology texts, but also because the sociology texts are among the strongest in (1) introducing the idea of a (feminist) sociological imagination, and (2) explicitly incorporating and citing current research on women and gender. We have departed from Terry Brown’s approach in that we have *not* included other types of anthologies. We acknowledge that many instructors adopt such works for their intro courses, but we have chosen to focus on works that are explicitly marketed as textbooks.

We talked at length about the best evaluative framework for reviewing the many textbooks that are available to instructors for introductory WGS courses, and ultimately generated a rubric. Our evaluative criteria can be roughly grouped together into three main “lenses.” First, we identified the *instructional priorities* we have arrived at as instructors with over a decade of experience teaching introductory WGS courses. Within this lens, we agreed on five principles: (1) first, what we call a “critical apparatus” is important for giving first- and second-year students a framework for understanding thematically based material. By critical apparatus, we mean a framing text or chapter that introduces students to key terms and concepts within the field and continues to contextualize each new (usually) thematic unit within the

framework of the important concepts. (2) On a related note, we’ve found it helpful to have a pedagogical apparatus that gives both instructors and students some direction and groundwork for engaging with the concepts. (3) Next, we value texts that are transparent and explicit about the research and evidence upon which arguments and assertions are based. (4) We also look for texts that provide these features while being accessible and relevant to undergraduates. (5) Finally, we look for texts that provide some historical context.

The second lens that informed our approach has to do with assessing how thoroughly current textbooks have *incorporated previous decades’ trends in women’s studies scholarship*, particularly an integrated treatment of intersectionality (overlapping social categories of identity that interact to reflect interlocking systems of oppression at the structural level), trends toward the globalization of the WGS curriculum and research base, and the valuing of a theory-practice connection.

Our third and last lens in reviewing the texts is the *national trajectory* of the field of teaching and learning in women’s studies as well as in higher education more broadly. That is, we valued more highly those books that identified key learning outcomes and that moved away from content coverage toward habits of mind. This trend is illustrated by the National Women Studies Association’s recent emphasis on integrative learning and assessment,<sup>5</sup> as well as by Berger and Radeloff’s survey of women’s and gender studies graduates,<sup>6</sup> both of which emphasize not just the content of a WGS education, but also the skills that are implicitly and explicitly taught in WGS programs. In surveying the current crop of textbooks, we were curious to see whether and to what extent the teaching of skills was incorporated.

### *First Lens: Instructional Priorities*

In the broadest sense, these eighteen textbooks can be divided into two main types: those that are primarily authored by one or two people (Aulette & Wittner; Burn; Hunter College WSC; Kimmel; Sapiro; and Thompson & Armato), and those that have one or more editors and contain a combination of original and previously published material. Within this second category, there is a lot of variation. Some texts, as their titles suggest, are primarily readers, with minimal framing material: Disch’s *Reconstructing Gender: A Multicultural Anthology*, Ferber et al.’s *The Matrix Reader*, and Kelly, Parameswaran, & Schneidewind’s *Women: Images and Realities, A Multicultural Anthology* all fall into this subcategory.

As instructors who regularly teach the first-year, introductory women’s and gender studies course, we acknowledge a strong preference for edited collections with robust framing essays. For teachers like us, two of the most effective books in this regard are Shaw & Lee’s *Women’s Voices, Feminist Visions* and Kirk & Okazawa-Rey’s *Women’s Lives: Multicultural Perspectives*, both of which provide a rich context for each set of readings. It is our experience that students being introduced to the field of women’s and gender studies need (and like!) some guidance that can help them shape their reading and understanding. The introductory sections in these two books serve a critical function in helping students (particularly first- and second-year students) absorb a “landscape” of important ideas upon which they can deepen their thinking about the topics discussed in more detail through selected readings. The critical introduction before each selection of readings introduces students to the important ideas and concepts within that

topic (for example, “Women’s Work Inside and Outside the Home” and “Systems of Privilege and Inequality”), and highlights key terms using italics. Kirk & Okazawa-Rey, for example, provide an analytical framework they consistently use throughout the book, in which each of the topics discussed is framed in “micro-,” “meso-,” “macro-,” and “global” levels; this is particularly effective in helping students develop an understanding of structural forms of oppression and privilege.

Instructors looking for texts with a *robust embedded pedagogy* feature will find this in Burn’s *Women across Cultures: A Global Perspective*; in Thompson & Armato’s *Investigating Gender*; in both texts edited by Shaw & Lee; and in Kirk & Okazawa-Rey. Both Shaw & Lee’s *Voices/Visions* and Thompson & Armato’s *Investigating Gender* are exemplary in this regard, with the kind of “textbook-like” features that can provide structure to an introductory course: epigraphs to start chapters, “pull-out quote” boxes, boldface sections and italicized key terms, and discussion questions at the end of each chapter. Each chapter also includes suggested further readings, and class periods can be structured by chapter, each of which includes discussion and writing questions at the end as well as “learning activities” (which involve making connections between the course material and gender “out in the world”) that can also produce interesting and engaged discussion. Shaw & Lee’s *Women Worldwide* offers these same features in a global-focused text. *Women Worldwide* differs from Shaw & Lee’s U.S.-focused *Voices/Visions* in that individual chapters are authored or co-authored by various experts in the thematic areas — reproductive freedoms, global politics of the body, families in global context, and sexuali-

ties worldwide, for example — and are supported by excerpted readings within the field from a variety of global settings.

Experienced WGS instructors will know that, for many students, documenting the issues discussed in the course is essential to establishing disciplinary credibility. We agreed that successful textbooks refer directly and explicitly to specific *research studies and theory*, as opposed to using vague phrases such as “research shows” or “studies have proven.” Doing so models for students the importance of supporting claims with evidence, and it further reinforces the fact that WGS is an established academic field. Because introductory WGS courses often ask students to think in ways that contradict their commonsense understandings about gender, it is critical to demonstrate the evidence-based foundation on which the field is built. Several textbooks stand out to us in this regard, including Kirk & Okazawa-Rey, Aulette & Winter, Kimmel, and Thompson & Armato. Kimmel’s *The Gendered Society* offers complete citations via footnotes and cites specific, notable research studies in the body of the text. The text has been updated with each edition, although the majority of the cited studies date to the first edition. The second edition of Aulette & Winter’s *Gendered Worlds* includes up-to-date material, uses parenthetical citations, and offers complete bibliographic citations at the end of each chapter. Kirk & Okazawa-Rey’s *Women’s Lives*, which is a strong textbook regardless of evaluative criteria, is also notable for its use of documentation to support claims — providing both parenthetical citations (using the “see also” model) and a complete list of references. Thompson & Armato provide the same, but go one step further by including an inset “Research Example” in each chapter that summarizes a relevant research study,

describing its methods, findings, and contribution to the field and briefly assessing the study in terms of what they call the five major components of a feminist sociological imagination.

Although we are clearly expressing a preference for textbooks that incorporate evidence-based research, we also appreciate those that include first-person narratives and/or literary selections. Kirk & Okazawa-Rey’s *Women’s Lives: Multicultural Perspectives* is a good example of a text that incorporates research but also includes first-person narratives. Instructors looking overall for a more humanities-based approach will want to explore Kelly, Parameswaran, & Schneidewind’s *Women: Images and Realities* and Biggs, Gingell, & Downe’s *Gendered Intersections*.

Related to the use of citation and up-to-date research to ground the material, we also looked at a textbook’s *tone regarding controversial or unresolved issues within feminist scholarship*. That is, we agreed that the best textbooks contextualize feminist perspectives on whatever topic, issue, or theory by explaining what that perspective stands in contrast to. What are the debates, for example, about theories of gender role socialization? What arguments are made about reproductive control and public policy? Who says what, and why? Furthermore, multiple perspectives are presented, not just a singular or monolithic feminist (or anti-feminist) perspective, and room is left for students to evaluate, consider, and weigh these multiple perspectives. For example, Aulette & Wittner’s *Gendered Worlds* demonstrates this approach in its discussion of sexual violence: For example, in their discussion of recent decline in rape statistics, they ask, “Why has this decline occurred?” and go on to say, “Some argue that...”

and “Other experts, however, believe that...” (p. 270). White’s *Taking Sides: Clashing Views in Gender* falls into this category as well. Although readers might initially approach White’s book with skepticism, given the way each chapter title is formulated as a yes-or-no question (for example: “Can Social Policies Improve Gender Inequalities in the Workplace?”), *Taking Sides* can ultimately be useful in helping students understand a variety of contemporary debates over sex/gender issues.

Another quality we evaluated in these textbooks is what we call *accessibility and approachability*: an admittedly amorphous criterion for evaluation. Like most veteran instructors, we are all too aware of some students’ tendency to dismiss the course material if they feel it violates their standards of recency, relevance, and readability, and we had these student concerns in mind as we reviewed each of these textbooks. Of course, we also have our own standards of recency, relevancy, and readability, which we also brought to bear on our reviews. For our purposes, being up to date has a couple of different dimensions. First, the best textbooks provide up-to-date statistics (data from the 2010 Census, for example) and cite recent research studies; for the most part, all of the textbooks that have been updated in the last two to three years have done a good job of this. A few that have not include Ferber et al.’s *Matrix Reader*, which seems to use sources from the early 2000s and some from the 1990s, with most statistics about five years old. *Feminist Frontiers*, by Taylor, Whittier, & Rupp, also feels a bit dated, with most readings at least a decade old. Finally, Grewal & Kaplan’s *Introduction to Women’s Studies* differs in that most of its readings do not provide statistical data on the issues discussed, but some readings are problematically dated — for example,

an essay on AIDS prevention dating from 1991.

A second aspect of being *up to date* is a little trickier, though, even for some texts that have been released in a new edition recently. This second form of being up to date has to do with referring to recent cultural phenomena and popular culture (e.g., social networking, “hook-up” culture, etc.). Thompson & Armato’s *Investigating Gender* refers to the “Bechdel Test” in its chapter on media; Taylor, Whittier, & Rupp’s *Feminist Frontiers* has recently added an article about gestational surrogacy; Shaw & Lee’s *Women’s Voices, Feminist Visions* has articles about “sexting” and the cult of virginity; and White’s *Taking Sides* has a chapter on cyberbullying. Other texts were less current in this regard, such as Hunter College WSC’s *Women’s Realities, Women’s Choices*, which contains references nearly a decade old, including pop-cultural references to Madonna instead of more contemporary figures like Lady Gaga. Another instance of this is the “email” feature in Biggs, Gingell, & Downe’s *Gendered Intersections*, which presents email messages on the page as though they’ve been forwarded multiple times and then printed out. The editors write, “In this book, we include a sample of the kind of gendered commentary that circulates electronically to be read with levity and poignancy by diverse Internet users” (p. 26). Given the significant growth in alternative methods of electronic communication, such as various social media, that students choose over email, retaining this format in the second edition seems quite dated (particularly in light of the editors’ note in the first edition that “[a]s computers become increasingly central to more people’s lives, we are developing new ways of communicating, disseminating ideas and sharing humour” (p. 26).

A final point that we believe is of importance to many instructors is the degree to which particular texts provide *historical context*. None of these textbooks is primarily historical in nature, but some include more historical content than others, and from a range of perspectives. For example, Kirk & Okazawa-Rey’s *Women’s Lives* addresses the historical aspects of U.S. feminist movements in a section in Chapter 1 entitled “Feminist Legacies and Perspectives.” Shaw & Lee’s *Women’s Voices, Feminist Visions* has a similar brief section in its opening chapter, and also intersperses some “classic readings” throughout the book, including pieces by Margaret Sanger, Pat Mainardi, and Emma Goldman. Kelly, Parameswaran, & Schneidewind’s *Women: Images and Realities* takes a slightly different approach, including both an overview of U.S. feminist movements and examples of documents from the movement in its final chapter. Grewal & Kaplan’s *Introduction to Women’s Studies* also distinguishes itself as a text that is not only globally focused but also grounded in historical content; for example, it includes an excerpt from *Vindication of the Rights of Women*, a history of sexual surgery in America, and more “recent” historical texts from global women’s movements. The text that seems the most “overall historical” is Sapiro’s *Women in American Society*, which not only provides a historical overview of the achievements of the feminist movement overall, but also opens many chapters that focus on social issues with a historical overview of that particular issue (education, law and policy, etc.).

Two other texts use historical data and excerpts in interesting and purposeful ways. For example, Ferber et al.’s *The Matrix Reader* includes 200 years’ worth of Census data to trace the evolution of American thinking about and the social construction of racial

categories. In keeping with this institutional approach, it also offers an article outlining twelve major court cases contributing to the historical evaluation of cultural attitudes about race, class, and gender. Rothenberg's *Race, Class, and Gender* makes similar use of historical government documents in a section entitled "How it Happened: Race and Gender Issues in U.S. Law," a compelling historical overview that could be of powerful pedagogical value in helping students gain a context for the discussion of racism and sexism, for example.

### **Second Lens: Trends in the Field**

Critical to a successful introduction to gender and women's studies course is the concept of *intersectionality*, or *confluence of identities*: the notion that overlapping categories of identity shape individual experience in ways that reflect macro-level systems of oppression and privilege. Several textbooks stood out to us in offering teachers and students an integrated approach to intersectionality. We distinguished these from textbooks that, for example, represented diverse perspectives but weren't as effective at showing relationships across those diverse perspectives.

Three texts stood out to us as exemplifying an integrated approach: Kirk & Okazawa-Rey's *Women's Lives: Multicultural Perspectives*; Estelle Disch's *Reconstructing Gender: A Multicultural Anthology*, and Paula Rothenberg's *Race, Class, and Gender* are notable as introductory texts that very intentionally approach the material through an intersectional lens. Rothenberg opens with the assertion that *Race, Class, and Gender* is an "examination of the ways in which race, class, gender, and sexuality have been socially constructed in the United States as difference," and her promised focus is borne out by the wide selection of readings



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that take as a given intersections of race, class, and gender, and by a table of contents organized around how and where they intersect — in economics, discrimination in everyday life, social and cultural consequences, and history. Similarly, the general introduction of Disch's *Reconstructing Gender* opens with the assertion, "No one is simply a man or a woman. Each of us embodies intersecting statuses and identities, empowered and disempowered, including physical and demographic traits, chosen and unchosen" (p.1). Part I of the reader is titled, "It's Not Just About Gender"; in addition, subsequent parts (e.g., "Communication," "Education," and "Health and Illness") each contain multiple readings that focus on gender in relation to other categories of identity. Kirk & Okazawa-Rey similarly make good on the promise in their

introduction to "do justice to the diversity of women's lives in this country" (*Women's Lives: Multicultural Perspectives*, p. xviii). Hunter College WSC's *Women's Realities*, *Women's Choices* is the least effective in this regard, only superficially correcting an approach in the first two editions that "the term 'we' was often used to describe all women" (p. 12). The most recent edition of *Women's Realities* tries to correct this somewhat essentialist approach, but instructors who emphasize difference and intersectionality will find this text a poor match for their pedagogical values.

With WGS scholarship increasingly taking on *global topics*, many instructors may want to incorporate global content into their introductory course or courses. They will find

text choices across the spectrum, with some books that are entirely focused on global women's issues and others that isolate global content in a specific chapter. Kirk & Okazawa-Rey's *Women's Lives: Multicultural Perspectives* is primarily U.S.-focused, but includes a wide-ranging and dense chapter on "Living in a Globalized World." Kelly, Parameswaran, & Schneidewind's *Women: Images and Realities* has in its newest edition added a section of readings under the heading "Nations, Boundaries, and Belonging: Citizenship in Women's Lives"; the editors note that they did this "[b]ecause of the importance of developing a transnational consciousness and awareness of the effects of citizenship on women's lives" (p. v). A slightly different approach is taken by Thompson & Armato in *Investigating Gender*; rather than devoting a chapter to global issues, they incorporate what they term a "relational global perspective" throughout the book.

Instructors looking for a textbook with a substantive global focus will find only a small handful of choices. Burn's *Women Across Cultures: A Global Perspective* is a solid option in this regard. Burn shapes the text around four key themes: gender inequality as a historical and sociocultural phenomenon; activism and empowerment; multicultural and intersectional approaches; and women's rights as human rights. Within these four themes, she provides a balanced, academic approach, introducing students to some basic theoretical perspectives as she frames some of the key issues — reproductive rights, women's low status and power, sexuality, work, etc. The global perspective means that Burn also includes chapters on "Women, Development, and Environmental Sustainability" and

"Women and Globalization," which are welcome additions to an introductory WGS textbook market that has focused almost exclusively on U.S. issues.

A similarly effective global-focused text is Shaw & Lee's *Women Worldwide: Transnational Perspectives on Women*. Unlike Burn's text, which is single-authored and largely a synthesis of existing research, *Women Worldwide* includes separately authored chapters focused on concepts and institutions, such as "Transnational Feminism," "World Media," "Global Politics of the Body," and "Families in Global Context." Each chapter includes representative texts from a variety of disciplinary perspectives and in a range of genres — journal articles, newspaper articles, poems, reports — and nearly all are highly up to date. A wide range of diverse ethnic, national, and racial perspectives make up the book's content, and the chapters vary in their presentation of intersectional perspectives, with some integrating such perspectives fully into the chapter material and others including a separate section on how race, class, and gender are at work within that issue (for example, reproductive technologies). Grewal & Kaplan's *Introduction to Women's Studies: Gender in a Transnational World* was perhaps the first of its kind, but it has not been updated since 2006, and a scan of its bibliography shows that the vast majority of the readings date from the 1990s.

Another feature of effective textbooks, we would argue, is *integration of feminist praxis*, or blending of academic knowledge with activism and advocacy. As most instructors know, students can become overwhelmed and frustrated by critical analysis of the status of women and the social construction of gender (or "here's the problem"), without an accompanying

sense of what has been done and what could be done to solve those problems. Therefore, we want to highlight those texts that incorporate a focus on activism, within each chapter as well as, often, in a separate chapter focused specifically on activism and advocacy. Again, as with their other strengths as texts, Kirk & Okazawa-Rey's *Women's Lives: Multicultural Perspectives* and Shaw & Lee's *Women's Voices, Feminist Visions* do this particularly well. Kirk & Okazawa-Rey directly address the text's focus on activism in their introduction: "We see collective action for progressive social change as a major goal of scholarly work, and thus, in the face of these economic and political trends, we take a deliberately activist approach in this book" (*Women's Lives: Multicultural Perspectives*, p. 17). Each of their twelve chapters ends with "Finding Out More on the Web" and "Taking Action." The final part of the book is entitled "Activism and Change," and Chapter 12 (the only chapter in Part V) is entitled "Creating Change: Theory, Vision, and Action." In addition, each individual chapter concludes with an overview of feminist perspectives and activism.

Similarly, Shaw & Lee embed "Ideas for Activism" throughout each chapter of *Women's Voices, Feminist Visions*, linking the course material with specific strategies for addressing gender injustice in small and large ways. Instructors could use these embedded activist strategies as ideas for weekly learning activities or for larger final projects. Additionally, many chapters include "Activist Profiles," inset boxes that highlight past achievements in feminist movement related to the chapter content. For instructors who want students to make connections between what happens inside the classroom and what happens outside, Shaw & Lee's approach would be attractive. While the focus of Thompson & Armato's

*Investigating Gender* is primarily on research rather than activism, this text does include two kinds of inset activist profiles in each chapter: these are called “The Power of One” and “The Power of Many,” and focus on individuals and organizations respectively.

### ***Third Lens: Concepts, Outcomes, and Coverage***

One gap in the current array of available textbooks can be seen through our third lens. A growing trend in many disciplines is to shift from a “coverage” model (in which a survey or introductory course introduces students to as many of the themes and subtopics of note within a discipline as can be covered in fifteen weeks), to an approach that privileges “ways of thinking” and learning outcomes that could more accurately be understood as skills — ways of seeing and doing in women’s studies that reflect the core competencies students develop after completing a course, a minor, or a major in women’s and gender studies. We see this trend toward skills and ways of thinking manifested in both the scholarly literature and in the national disciplinary trends as represented by NWSA.

Berger and Radeloff’s *Transforming Scholarship: Why Women’s and Gender Studies Students Are Changing Themselves and the World* illustrates this trend. Intended partly as a guide for WGS students and majors, it includes a chapter titled “Discovering and Claiming Your Internal Strengths and Internal Skills,” which outlines an array of “ways of thinking” that characterize the learning students do in our courses. Some are as general as “thinking critically,” while others are more field-specific, including “developing critical reading and analytic skills on the variety of theoretical perspectives on sex/gender, race/ethnicity, social class, and sexuality” and “connecting

knowledge and experience, theory and activism in women’s studies and other courses.”<sup>7</sup> Berger and Radeloff outline in significant detail how these skills translate into occupational and intellectual activities after graduation.<sup>8</sup>

In our estimation, few, if any, of the textbooks we examined *explicitly* reflect this trend in the field. As noted earlier, quite a few include a robust embedded pedagogical apparatus — learning activities, discussion and writing questions, tools for reflection — and others are accompanied by online resources for instructors and students to assess learning. However, quite a bit of this material is geared toward measuring student command of content rather than the ability to “think like” a feminist scholar. For example, Sapiro’s *Women in American Society* includes discussion questions that focus primarily on helping students self-assess their understanding of the chapter content (e.g., “What is the history of homemaking, and how is it related to sex/gender systems?” and “Explain what the right-of-way in communication is. How does it relate to gender?”). Shaw & Lee’s *Women’s Voices, Feminist Visions* offers a test bank in its instructor’s manual, with both multiple-choice and true-false questions focusing on content.

Many of the textbooks provide pedagogical material that seems intended to move students beyond understanding content to applying theoretical or epistemological lenses. To give just a few examples, Kirk & Okazawa-Rey include questions for reflection at the end of each chapter; both texts by Shaw & Lee include “Learning Activities” that ask students to conduct field research by connecting the chapter content to the world around them; Ferber et al. includes similar activities inviting students to, for example, assess their workplaces in the context of

readings about institutionalizing social change; and Lorber & Moore include classroom exercises. What we were looking for, however, were pedagogical features that made these learning outcomes *explicit* to students.

Of the eighteen textbooks, two stand out as explicitly adopting a skills-focused approach. White’s *Taking Sides* focuses on argument analysis, and its preface states that book’s goal is to “help you develop an ideological tool chest that will enable you to intelligently and responsibly navigate the challenging gender landscape” (p. vi). *Taking Sides* opens by introducing the idea that knowledge is socially constructed, provides tools for argument analysis, and invites students to “remain open to considering and reconsidering beliefs and knowledge in ways that you never imagined” (p. xxxiii).

The other text that stands out here is Thompson & Armato’s *Investigating Gender*. In their introduction, the authors make explicit that their goal is to guide students through the acquisition of a feminist sociological imagination, which entails not just content knowledge, but skills and habits of mind:

Although we view knowledge acquisition as an important part of a feminist sociological imagination, we have written this textbook to go beyond knowledge acquisition alone and to provide you with the inspiration, tools, and skills necessary to become a critical feminist sociological thinker and, ultimately, to investigate gender on your own. (*Investigating Gender*, p. 8)

Thompson & Armato also introduce and define Cynthia Enloe’s concept of feminist curiosity in their introduction. Although this text is explicitly disciplinary, and therefore not a perfect

fit for introductory WGS courses, it provides an inspirational and aspirational model for instructors who want to explicitly incorporate skills-based learning outcomes into their courses.

On the whole, however, WGS textbooks have not necessarily kept pace with the trend toward focusing on discipline-specific skills, learning outcomes, and competencies instead of dense content coverage. Some are more successful than others in articulating not just what the current debates are about issues in the field of women's and gender studies, but also how conceptual frameworks that reflect a "feminist sociological imagination" or a "feminist epistemological stance" are defining features of the field as much as the content of a course or program is.

Reviewing the many options that instructors have for introducing students to the basics of women's and gender studies provides us with several insights. First, there is a textbook for nearly every instructor's pedagogical priorities. Although no one text perfectly matches all our instructional priorities, many do come close to reflecting a variety of critical aspects — a textbook-type introductory apparatus, intersectional approaches, historical content, and integrated feminist praxis — that are important to us. Second, some textbooks are weaker enough in areas of critical importance — for example, visible research, up-to-date and relevant examples — that they would not, in our estimation, have credibility with students. Finally, the current textbook array is not necessarily keeping pace with trends in higher education. As more and more academic fields reframe their disciplinary knowledge in terms of both content and skills or outcomes, the ways that we introduce students to our fields should reflect that shift in priorities.

## Notes

1. A *threshold concept* is a core disciplinary concept that is both troublesome and transformative. Jan Meyer & Ray Land, "Threshold Concepts and Troublesome Knowledge: Linkages to Ways of Thinking and Practising within the Disciplines," in *Enhancing Teaching-Learning Environments in Undergraduate Courses* (Occasional Report 4, ETL Project, May 2003), <http://www.etl.tla.ed.ac.uk/publications.html>. A threshold concept is integrative; when students cross the threshold and grasp a concept, "the hidden interrelatedness" of other concepts within that discipline becomes apparent. Glynis Cousin, "An Introduction to Threshold Concepts," *Planet* no. 17 (December 2006), pp. 4–5, <http://neillthew.typepad.com/files/threshold-concepts-1.pdf>.

2. Terry Brown, "Choosing Our Words Carefully: A Review of Women's Studies Textbooks," *Feminist Collections* v. 16, no. 1, Fall 1994, pp. 2–5 (archived at [http://minds.wisconsin.edu/bitstream/handle/1793/22076/brown\\_rev.html?sequence=2](http://minds.wisconsin.edu/bitstream/handle/1793/22076/brown_rev.html?sequence=2)).

3. Michelle Tracy Berger & Cheryl Radeloff, *Transforming Scholarship: Why Women's and Gender Studies Students Are Changing Themselves and the World* (New York: Routledge, 2011).

4. Michael Reynolds, Shobha Shagle, & Lekha Venkataraman, National Opinion Research Center (NORC), University of Chicago, "A National Census of Women's and Gender Studies Programs in U.S. Institu-

tions of Higher Education" NORC Project 6433.01.62, December 26, 2007, presented to the National Women's Studies Association; online at [http://082511c.membershipsoftware.org/files/NWSA\\_CensusonWSProgs](http://082511c.membershipsoftware.org/files/NWSA_CensusonWSProgs).

5. See Amy Levin's "Questions for a New Century: Women's Studies and Integrative Learning: A Report to the National Women's Studies Association," at <http://www.nwsa.org/content.asp?pl=17&sl=79&contentid=79>.

6. See note 3 above.

7. Berger & Radeloff, p. 163.

8. Similarly, Amy Levin's report to the National Women's Studies Association, "Questions for a New Century: Women's Studies and Integrative Learning," cited in note 5 above, focuses on assessment practices in the field and the development of learning outcomes and assessment strategies for measuring student learning.

9. Sara Crawley, et al., "Introduction: Feminist Pedagogies in Action: Teaching Beyond Disciplines," *Feminist Teacher*, v. 19, no. 1 (2008), pp. 1–12.

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# SPANISH WOMEN'S STUDIES

by Melissa Guy

Xon de Ros & Geraldine Hazbun, eds., *A COMPANION TO SPANISH WOMEN'S STUDIES*. Rochester, NY: Tamesis, 2011. 430p. illus. bib., index. \$115.00, ISBN 978-1855662247.

As the editors of this volume note, much work has been done since Beth Miller published *Women in Hispanic Literature: Icons and Fallen Idols* (1978) and challenged her Hispanist colleagues to pursue women's studies. The solid introduction to *A Companion to Spanish Women's Studies* places this anthology in the context of that earlier scholarship. Readers unfamiliar with the history of women's studies will appreciate the concise summary of the field and of Hispanic women's studies within it.

The book's twenty-one chapters are organized chronologically from the Middle Ages to the present, and are divided into two parts: Part I covers the medieval and early modern periods; Part II, the eighteenth to the twenty-first centuries.

The editors admit that comprehensive coverage is impossible, so they chose to focus on "literary criticism, . . . historical analysis, sociological investigation, and interdisciplinary exploration" (p. 4), while allowing the contributing authors to write on the topics of their choice. Each chapter addresses feminist theory in some way "while discussing either the work of women or the representation of women" (p. 4).

Individual chapters in the medieval section focus on the role of women in lyrical poetry, the depiction of women in medieval Spanish hagiography, and representations of women as characters in exemplary tales. Additional chapters present analyses of the writings of Leonor López de Córdoba, Costanza de Castilla, Teresa de Cartagena, and Isabel de Villena, as well as

women authors of the Siglo de Oro, or Spanish Golden Age.

The second half of the book covers a range of topics, including eighteenth-century female translators of foreign texts, fashion and material culture in the nineteenth century, and the feminist essays of Pardo Bazán and other writers. The final chapters focus on the growth of opportunities for women during the Second Republic, Catalan women's writing, analysis of autobiographical narratives, and women as represented in and as creators of Spanish cinema.

This volume is not a reference work. It is a text-heavy anthology geared toward graduate students and experts in the field, although each chapter can stand alone and would be suitable for undergraduates. The editors are lecturers in Spanish literature at the University of Oxford. The various contributing authors are specialists in Spanish studies from Spain, Britain, the United States, and Mexico.

*A Companion to Spanish Women's Studies* should be recognized for what it is: a survey of literary and cultural production by and about women. Historians will recognize that this companion to women's studies includes minimal material from their field. Of special interest are the bibliographies and the suggestions for further reading at the end of each chapter. Overall, it is a welcome addition to the field of women's and Iberian studies.

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## ARCHIVAL ACTIVISM: FEMINIST AND QUEER DOCUMENTATION

by Virginia Corvid

Lyz Bly & Kelly Wooten, eds., *MAKE YOUR OWN HISTORY: DOCUMENTING FEMINIST AND QUEER ACTIVISM IN THE 21<sup>ST</sup> CENTURY*. Los Angeles, CA: Litwin Books, 2012. (Gender and sexuality in information studies.) 196p. illus. index. pap., \$30.00, ISBN 978-1936117130.

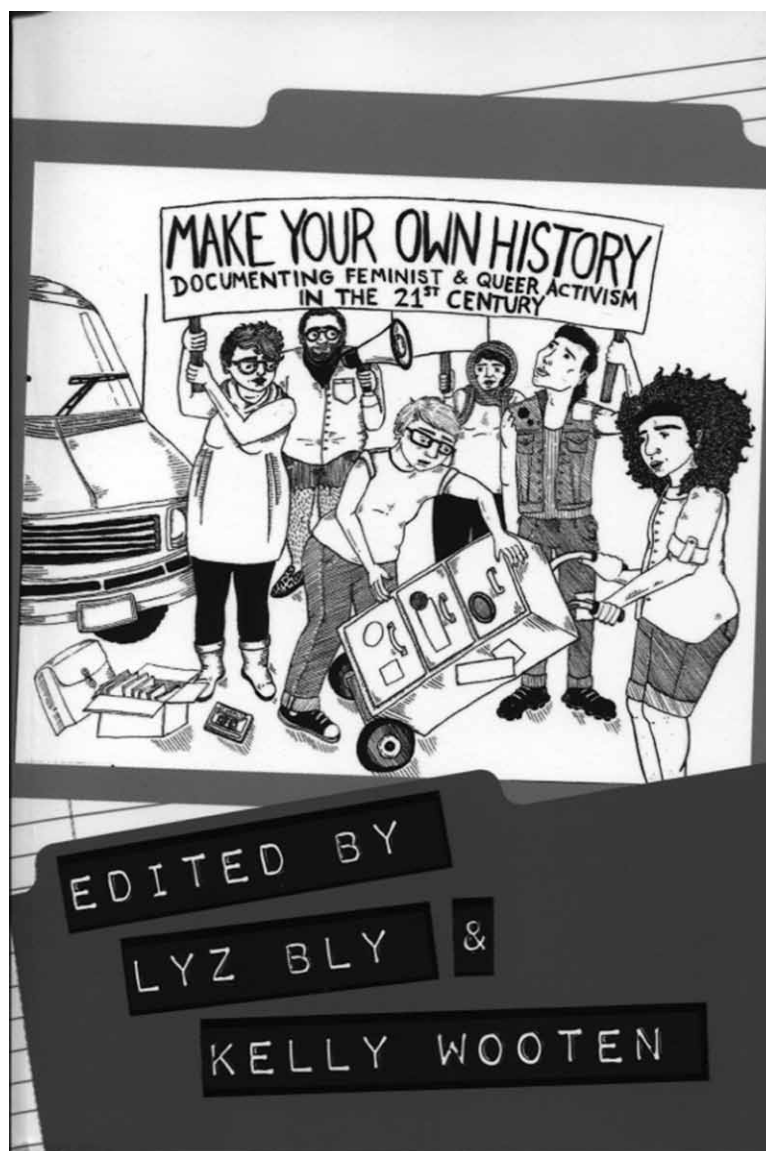
This second offering in the Litwin Books series on gender and sexuality in information studies is a lively collage of current work related to documentation, feminism, and queer theory. The title operates in two ways, both encouraging activists to make history by changing the world and endorsing archivists' activism of documenting the historically under-documented. In this realm, the traditional boundaries between the creators, archivists, and researchers of records are collapsed. Instead, a new paradigm of the participant practitioner prevails, in which all parties apprehend how the archive deploys power, and all act from hybrid positions to work for positive social change that in some way involves the historical record. This can mean, for example, an innovative conception of a Black Feminist archive that operates as living memory in the community, or an examination of how progressive archival values of accessibility and openness can conflict with privacy concerns related to LGBT collections.

The anthology is divided into four sections: "Zines and Riot Grrrl," "LGBT Archives," "Electronic Records," and "The Second Wave." Throughout, focus divides fairly evenly among contributions from people primarily in the records creator, archivist, or scholar role; hence, the collection will be useful to archivists and to feminist or queer theorists alike. Indeed, as this work demonstrates, these positions are not mutually exclusive. Although library and information studies has a rich history of feminist activism (as demonstrated by *Feminist Collections* itself), few publications are available on the topic of feminism and archives. *Make Your Own History* is a welcome

contribution that offers snapshots of the current work and concerns of participant practitioners in the field.

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tion management services to individuals, scholars, and small businesses. She resides in Seattle, WA, where she enjoys reading feminist zines at the Zine Archive and Publishing Project.]



# GOING MOOC: MASSIVE OPEN ONLINE COURSES

by Phyllis Holman Weisbard

What was the most important new higher education concept of the last year? My vote is for MOOC, an acronym for Massive Open Online Courses. I've been following MOOC developments since 2012 in expectation of describing for *Feminist Collections* readers what MOOCs are all about — and, of course, any gender/women's studies angle. For a while I held off, because the big three — **Coursera**, **edX**, and **Udacity** — were mostly offering free technical courses open to thousands of participants around the globe and sporting other features that make these courses doable, including peer “grading” and certificates, but not traditional course credit upon completion. But the landscape is evolving so rapidly, with additional players (including University of Wisconsin–La Crosse and University of Wisconsin–Madison) and related new models (including some with fees and some with course credit) that it seems worthwhile to assess the scene at the present time.<sup>1</sup>

Let me dispense first with **Udacity** (<https://www.udacity.com/>), which debuted with and continues to offer “artificial intelligence” and other computer science courses, and **edX**, which debuted primarily with science and technology courses, although that may be changing. As the Udacity blog tells it, three roboticists started Udacity to “reinvent education for the 21st century by bridging the gap between real-world skills, relevant education, and employment.” To date, Udacity has not announced any movement into the humanities or social sciences.

**edX** (<https://www.edx.org/>) was founded as a not-for-profit enterprise by Harvard and MIT, and has since been joined by Berkeley, the University of Texas System, Wellesley, and Georgetown. Any time you see a website with *nameofschoolX*, you are in edX territory. Courses are housed on edX's open source online learning platform, which, according to the edX FAQ, includes “self-paced learning, online discussion groups, wiki-based collaborative learning,” student assessment, and “online laboratories and other interactive learning tools.” Using data from the courses, edX universities are also researching how students learn and how both online and on-campus learning can be transformed by technology. The University of Texas System includes six health institutions, which may give rise to health courses that will be of use to the gender/women's studies community. Neither Georgetown nor Wellesley has yet to announce its edX courses to start in Fall 2013, but with Wellesley in particular representing a liberal arts institution that educates women, one hopes that it will at least experiment with an interactive discussion-based course in the humanities or

social sciences. Another edX development that may be good news for non-traditional students, including women, is a pilot project with the City of Boston to make Harvard and MIT online courses available through edX at Boston community centers, high schools, and libraries with Internet connections.

On to **Coursera**, the MOOC with the most partner institutions (33), course offerings (211), and students (2.1 million and counting — in fact, there's a real-time counter on the site at <https://www.coursera.org/>, if you really want an up-to-the-minute number). The University of Wisconsin–Madison joined in February 2013, planning to develop four pilot MOOCs (none in gender/women's studies). Two Coursera courses which started in early 2013 are in our realm: “Women and the Civil Rights Movement,” taught by University of Maryland Associate Professor of History and Women's Studies Elsa Barkely Brown; and “Contraception: Choices, Culture and Consequences,” offered by Jerusalem Makonnen, an Associate Clinical Professor in the School of Nursing, University of California San Francisco. Brown's course description is worth quoting, because it gives a good sense of how MOOCs run. This course consists of lecture videos, each eight to twelve minutes long, plus

a series of video discussions, including an analytical overview of the week's topics and themes and shorter case studies of specific activists, organizations, events. I will also offer video discussions of the major readings. There will be weekly quizzes and throughout the course students will be asked to write short essays offering insights into the reading. After a student has submitted an essay, the student will be given access to the essays written by several fellow students and be asked to read and comment on those. The course will include an optional online forum where students may raise questions about the historical material and engage the contemporary implications of our discussions of citizenship, rights, and political organizing. The forum will be monitored and in some cases I will reply in the forum or post a supplementary video clip for the class based on issues raised in the forum.<sup>2</sup>

If more instructors and institutions want to develop women/gender-focused MOOCs, assessment of how the discussions and forum work out in this course will be criti-

cal, particularly if there are hundreds or perhaps thousands of students.

Some unanticipated problems have arisen with MOOCs. Who would have predicted that students would cheat in a free, non-credit environment? Both Udacity and edX have addressed this by contracting with Pearson VUE, available in 110 countries, to proctor final exams. Students sitting for proctored exams pay a fee to Pearson, and, in the case of edX, will be awarded a different certificate from those who take them under the pre-existing honor code arrangement. Going a slightly different route, Coursera is partnering with online proctoring companies that use Webcams, keystroke biometrics, and other means to monitor test-taker identity remotely. Students who want a verified certificate from Coursera will need to signal, early in the course, that they intend to be on the “Signature Track,” and they will need to pay for this verification up front, possibly between \$30 and \$100. Another issue was short-lived: the Minnesota Office of Higher Education announced that universities offering Coursera-based courses needed to register with the state (based on a consumer protection law), to which Coursera responded by cautioning Minnesotans not to take any of its courses — but in the face of widespread clamour, the state office hastily rescinded its pronouncement.

How free is free? Besides student payment for exam proctoring or identity verification, money changes hands in other ways. Students may pay for tutoring and for fee-based advanced courses. Companies may purchase customized courses that are based on the free content and get access to course results for their existing staff or potential recruits. Colleges that wish to use entire courses from MOOC providers pay licensing fees. Textbook publishers and others can pay to have ads appear on course sites. Coursera receives a payment from Amazon when students on a Coursera

course site click on an Amazon link for a recommended text and purchase it. Coursera pays university partners 6 to 15 percent of revenues, according to a reading of several contracts between Coursera and its partners.

What about credit? Students are beginning to have the option of receiving actual college credit. Antioch University in Los Angeles awards credit for completion of Coursera’s “Modern and Contemporary American Poetry” and “Greek and Roman Mythology”; the University of Washington offers a fee-based credit option for some Coursera courses. Colorado State University’s Global Campus will award transfer credits for Udacity computer science courses, if the students pay for the proctored test, and some European universities offer credit already. In November 2012, the American Council on Education (ACE) announced plans to evaluate selected Coursera courses for college credit, and

to research other aspects of MOOCs; this venture will be funded by the Bill & Melinda Gates Foundation. In February, ACE approved five such courses. Although accepting the credits is up to individual institutions, ACE endorsement is a recognized standard, and it is likely that most schools will approve the credits.

While the Big Three have captured most of the limelight, they are far from the only MOOCs or MOOC-related things around. Dwarfing the size of the three of them put together is iTunes U, Apple’s app for lectures, courses, conference proceedings, and other academic material from high schools and colleges around the world, grouped in “collections.” But the iTunes U items are a go-to place more for free academic podcasts and videos than for full-blown courses, at least thus far with respect to gender/women’s studies.

Items pertaining to women or gender abound, but to date they are individual lectures or interviews rather than true courses. Examples: “What Defines Sexuality?”<sup>3</sup> from the Open University; “Women’s Empowerment,” Lecture 10 in the course “Case Studies



Miriam Greenwald

in Primary Health Care,” from Johns Hopkins University; speakers at “Driving Change, Shaping Lives: Gender in the Developing World,” sponsored by the Radcliffe Institute, Harvard University; “Simone de Beauvoir Today,” at Duke University; and “Women’s Studies 101,” labeled as a two-hour “crash course” for Eastern Tennessee State University faculty and staff.

Of more utility for someone looking for actual gender/women’s studies courses online is the international **OpenCourseWare Consortium** at <http://www.ocwconsortium.org/>. This Hewlett Foundation-funded project indexes open-access courses sponsored by member institutions and hosted on their sites. MIT is by far the main provider of the 300+ gender/women’s studies courses listed, including “Gender and Representation of Asian Women,” “Medieval Women Writers,” “Feminist Theory,” “Psychology of Gender,” “Gender, Power, and International Relations,” and scores of others. The University of Notre Dame, the University of Cape Town, and the Open University also turn up in searches for “women” or “gender” as keywords in the course titles and descriptions. Neither iTunes U nor OpenCourseWare offers discussions, peer grading, or the camaraderie of taking a course along with others.

Besides OpenCourseWare, several new ventures might help students find MOOCs by subject, including **CourseBuffet** (<http://www.coursebuffet.com>), **Class Central** (<http://www.class-central.com>), **Knollop** (<http://www.knollop.com>) and **CourseTalk** (<http://coursetalk.org>), all reviewed by Alisha Azevedo in the *Chronicle of Higher Education*.<sup>4</sup> Searching these for “gender” or “women’s studies” repeatedly turned up the two Coursera courses mentioned above and the MIT and other OpenCourseWare offerings. CourseBuffet is the only one of these indexes that added something else: three courses from **Saylor.org**, including “Feminist Politics,” “Gender and Sexuality,” and “Medieval Women Writers.” “Feminist Politics” is the only one of the three that lists a person responsible for the course: Amy Gangl is listed as “course designer,” and the course lectures are all available through iTunes and YouTube. “Gender and Sexuality” links to lectures from a variety of speakers, also available on iTunes or YouTube, but “Medieval Women Writers,” seems to be in revision (“This course is currently being improved through our peer review process”) and currently lists two unlinked lectures.

**WitsOn** (Women in Technology Sharing Online, <https://piazza.com/witson>) is a novel MOOC-like project that tapped the power of the Internet to make connections between female STEM students and prominent women in STEM fields in academe, government, and industry who served as mentors during a six-week pilot in Fall 2012. The mentors answered questions submitted online by students from the participating universities (Harvey Mudd College, Cornell, California Institute of Technology, Princeton, etc.), and each week one lead mentor answered some of the ques-

tions in a video. Harvey Mudd College teamed with Piazza, commercial wiki-style question-and-answer software, to offer the pilot. No reports assessing the project from the perspective of participants has as yet been published, nor has WitsOn said whether it repeat the experiment.

**History Harvest** is a project that may develop into a MOOC; let’s call it a pre-MOOC at this point. Starting in 2010, students and faculty at James Madison University and the University of Nebraska have held community events where community folks bring artifacts and stories, which the students document and digitize. The organizers hope to expand this to a MOOC-like online course with students running History Harvests in their local areas and also collaborating online with students from other regions. This strikes me as a great idea for a women’s history effort.

Another company to jump into the MOOC fray is **Instructure**, a course management system (more recently such products have been dubbed “learning management systems”) vendor, whose Canvas software competes with Blackboard and Desire2Learn. In December 2012, Instructure launched the **Canvas Network**, a directory of free open online courses run by Canvas customers, including Brown University, the University of Central Florida, and several others. Encouraging for *Feminist Collections* readers to note is that this new venture already sports one gender-related course among its initial twenty: “Gender Through Comic Books” (<https://www.canvas.net/courses/gender-through-comic-books>), taught by Christina Blanch, a doctoral candidate and adjunct professor at Ball State University. Blackboard itself created **Coursesites.com** as software for MOOCs and used it to offer one course in Fall 2012: “Designing an Exemplary Course.” The course is still available as a self-paced experience.

**Desire2Learn** is in the MOOC picture as well. In November 2012, the Bill & Melinda Gates Foundation awarded the University of Wisconsin–La Crosse a \$50,000 grant to develop an algebra MOOC using the Desire2Learn platform. Learning Management System companies may have an advantage in the long run over upstarts using new platforms in MOOC creation, as instructors on client campuses are already familiar with their product and may even have courses ready to “go MOOC.”

In January 2013, Udacity and San Jose State University announced a pilot hybrid plan in which SJSU professors will create the videos to be used in remedial and introductory math courses mounted by Udacity, with Udacity supplying online mentors. Students will pay \$150 tuition per course, much less than for other SJSU courses, will also have in-class sessions with professors, and will receive credit upon completion.

Hard on the heels of the Udacity/SJSU announcement, the Dallas-based company Academic Partnerships (AP) debuted **MOOC2DEGREE** (<http://www.mooc2de->

gree.com/), in collaboration with several of AP's public university partners, for introductory online courses at no charge. It's a recruitment strategy, according to Michael Tanner, vice-president for academic affairs of the Association of Public and Land-Grant Universities, as quoted by Tamar Lewin in *The New York Times*. Says Tanner: "[G]ive them a free sample, and maybe they'll find they have an appetite for it"<sup>5</sup> (and pay for subsequent courses.) There is no list yet of MOOC2DEGREE courses available online (the Academic Partners site links to individual campus participants, with each requiring separate registration to receive more information), nor have CourseBuffet or any of the other MOOC indexing sites picked these up; but according to news coverage, for starters, the courses are mostly professional-oriented, for potential nursing, education, and business students.

Two more upstarts to mention: **Semester Online** (<http://semesteronline.org/>) and **Udemy** (<https://www.udemy.com/>). Semester Online is a consortium of ten universities (including the University of North Carolina, Brandeis, and Northwestern) whose courses are the opposite of MOOCs. Where MOOCs are massive, these are small; where MOOCs rarely offer credit, Semester Online does, and where MOOCs are free, Semester Online comes with hefty tuition bills. The target audience for Semester Online, which will debut in Fall 2013, is both on-campus students and distance learners. Exactly what distinguishes this venture from the type of online courses already available for years at numerous institutions is unclear.

If Semester Online is the opposite of MOOCs, **Udemy** is the opposite of academic courses from scholars, offering practical and avocational classes — although Udemy instructors may be "experts" in their fields. What first drew me to Udemy was an offering called "The Feminist Startup: Single Founder Startup Kit For Women." For twenty-five dollars, D. Sapp, identified as the founder of "matriarc," a DIY social PR platform, provides one and a half hours of content. But if your interests run more to pole dancing or "how to impress women with magic tricks," you can find those on Udemy as well.

MOOCs, pre-MOOCs, MOOC-like entities, and MOOC opposites all bear exploring by everyone who works in higher education, as well as by those who want to tap the Internet for self-improvement and enlightenment.

## Notes

1. For this article, I have drawn on the websites of the companies and university partners, the American Council on Education website, and coverage in *The Chronicle of Higher Education*, *Inside Higher Ed*, *The New York Times*, and other news accounts. Full citations are available upon request. If you'd like to keep up with MOOC developments generally, try "What You Need to Know about MOOCs," a *Chronicle of Higher Education* page in the form of a timeline, with new items added regularly: <http://chronicle.com/article/What-You-Need-to-Know-About-MOOCs/133475/>, accessed February 19, 2013. The effects of MOOCs on actual teaching and learning are only beginning to be felt and are beyond my scope in this article.

2. <https://www.coursera.org/course/womencivilrights>

3. <https://itunes.apple.com/gb/course/what-defines-sexuality/id495059065?ign-mpt=uo%3D2>

4. "New Guides Aim to Become the YELP for MOOCs," December 4, 2013, <https://chronicle.com/blogs/wiredcampus/new-guides-aim-to-become-the-yelp-for-moocs/41183>, accessed January 24, 2013.

5. Tamar Lewin, "Public Universities to Offer Free Online Classes for Credit," *New York Times*, January 23, 2013, [http://www.nytimes.com/2013/01/23/education/public-universities-to-offer-free-online-classes-for-credit.html?\\_r=0](http://www.nytimes.com/2013/01/23/education/public-universities-to-offer-free-online-classes-for-credit.html?_r=0), accessed January 24, 2013.

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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.

## SITES TO SEE

If you hadn’t heard about **BREAST CANCER ACTION**, the “national, feminist grassroots education and advocacy organization working to end the breast cancer epidemic,” before the spring of 2013, you probably have by now. BCAction, unlike some organizations, refuses to “take money from anyone who profits from or contributes to the breast cancer epidemic,” and is “the only national breast cancer organization named as a plaintiff” in the Supreme Court case (*Association for Molecular Pathology v. Myriad Genetics*) about the patenting of human genes, in which oral arguments were heard on April 15, 2013. And on May 10, 2013, well-known women’s health advocate Barbara Brenner, who was BCAction’s first full-time executive director, passed away. BCAction’s “takes” on gene patenting, screening, treatment, the environment, corporate profits, and social inequities as they relate to breast cancer are well worth reading at <http://bit.ly/188xDVW> or <http://bcaction.org/our-take-on-breast-cancer/>.

**FLYOVER FEMINISM** (“east, west, all the rest”) aims to amplify feminist voices that are not from the U.S. coasts or major cities — that is, “feminists/womanists/activists outside major media centers whose issues are given insufficient coverage and attention by the mainstream media outlets, and whose voices are frequently left out of the national dialogue. We believe that a space elevating the visibility of online and offline feminism across the country is important because such activism has traditionally been viewed skeptically by coastal and metropolitan activists.” The activists currently facilitating the project hail from such “flyover” states as Pennsylvania, Texas, Indiana, and Iowa, as well as from New Zealand, India, and the U.K. Meet them at <http://flyoverfeminism.com>.

The **POP-UP MUSEUM OF QUEER HISTORY** is “a grassroots organization that transforms spaces into temporary installations dedicated to celebrating the rich, long, and largely unknown histories of lesbian, gay, bisexual, and transgender people. We believe that our community — and especially our youth — deserve to know our history. If you don’t know you have a past, how can you believe you have a future? In an intellectual climate where even the Smithsonian can be forced to bow to the will of homophobia and remove the work of seminal queer artist David Wojnarowicz, we must create alternative venues for our art and history. By utilizing temporarily empty and/or public spaces, the pop-up format turns economic reality to our favor and expands our reach beyond a single location, while the online presence serves as the connecting thread between physical installations.” Read the call for proposals for the next pop-up, “Homoconomics: LGBTQ Histories of the Brooklyn Waterfront,” at <http://bit.ly/121s9uR> or [http://www.queermuseum.com/homoconomics\\_cfp/](http://www.queermuseum.com/homoconomics_cfp/).

The **QUEER ZINE ARCHIVE PROJECT (QZAP, [www.qzap.org](http://www.qzap.org))** is an absolutely DIY (do-it-yourself) endeavor, now approaching its tenth anniversary, organized and hosted entirely by volunteers. QZAP’s physical location in Milwaukee, Wisconsin, houses 1200-some physical copies of zines, almost 500 of which have been scanned and are downloadable from the current archive gallery at <http://bit.ly/16UKHyx> or [http://qzap.org/v5/index.php?option=com\\_gallery2&Itemid=28](http://qzap.org/v5/index.php?option=com_gallery2&Itemid=28). QZAP is, however, “on the cusp of launching a new digital archive, completely revamping the current web site and making it much more amazing. The new site has much improved search, faceted browsing, and allows us to create digital exhibits, so we’ll be able to highlight and present queer zines in totally different ways.” True to its DIY commitment, QZAP is running its own fundraising campaign to raise money for the digital archive, physical storage space, and office supplies; it’s called a “Frick-starter.” Donations can take the form of gift cards, “well-concealed cash,” in-kind gifts of items from the collective’s wish list, and even PayPal transactions.

The **WISCONSIN WOMEN’S COUNCIL** “conducts research and hosts programs on public policy issues affecting women and girls in our state.” Monthly **FAST FACTS** from the Council draw on Census Bureau data to report



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on Wisconsin women's social and economic status. The April 2013 fact sheet at <http://womenscouncil.wi.gov/> is about Wisconsin's gender wage gap; the topic for March was "Single Mother Households & Poverty."

## DOWNLOADABLE DOCUMENTS

Ricardo Hausmann, Laura D. Tyson, & Saadia Zahidi, *THE GLOBAL GENDER GAP REPORT 2012*. World Economic Forum, 2012. 381pp. ISBN 978-9295044784. PDF at <http://bit.ly/10pQ0hC> or [http://www3.weforum.org/docs/WEF\\_GenderGap\\_Report\\_2012.pdf](http://www3.weforum.org/docs/WEF_GenderGap_Report_2012.pdf).

Christianne Corbett & Catherine Hill, *GRADUATING TO A PAY GAP: THE EARNINGS OF WOMEN AND MEN ONE YEAR AFTER COLLEGE GRADUATION*. Washington, D.C.: AAUW, 2012. 64pp. ISBN: 978-1879922433. Full report (PDF), summary, print-copy ordering, and information about the research at <http://bit.ly/11f0DbP> or <http://www.aauw.org/research/graduating-to-a-pay-gap/>.

The Institute for Development Studies produced two working papers about "strategies of feminist bureaucrats" in 2012: Ines Smyth & Laura Turquet, *STRATEGIES OF FEMINIST BUREAUCRATS: PERSPECTIVES FROM INTERNATIONAL NGOS*, IDS Working Paper No. 396, at <http://bit.ly/10OzHcY> or <http://www.ids.ac.uk/idspublication/strategies-of-feminist-bureaucrats-perspectives-from-international-ngos>; and Joanne Sandler & Aruna Rao, *STRATEGIES OF FEMINIST BUREAUCRATS: UNITED NATIONS EXPERIENCES*, IDS Working Paper No. 397, at <http://bit.ly/197ECxi> or <http://www.ids.ac.uk/idspublication/strategies-of-feminist-bureaucrats-united-nations-experiences>.

Cecilia Tacoli, *URBANIZATION, GENDER AND URBAN POVERTY: PAID WORK AND UNPAID CAREWORK IN THE CITY*. Urbanization and Emerging Population Issues Working Paper 7, International Institute for Environment and Development, United Nations Population Fund, 2012. Find under "Population and Development Publications" at <http://bit.ly/Zgai1A> or [http://www.unfpa.org/public/home/publications/pubs\\_pd](http://www.unfpa.org/public/home/publications/pubs_pd).

Julie Ham, *WHAT'S THE COST OF A RUMOUR? A GUIDE TO SORTING OUT THE MYTHS AND THE FACTS ABOUT SPORTING EVENTS AND TRAFFICKING*. Bangkok: Global Alliance Against Traffic in Women (GAATW), 2011. 75pp. PDF at <http://bit.ly/16QGzyY> or <http://www.gaatw.org/publications/WhatstheCostofaRumour.11.15.2011.pdf>.

○ Compiled by JoAnne Lehman

# NEW REFERENCE WORKS IN WOMEN'S STUDIES

## AFRICAN WOMEN

Toyin Falola & Nana Akua Amponsah, **WOMEN'S ROLES IN SUB-SAHARAN AFRICA**. Santa Barbara, CA: ABC-CLIO/Greenwood, 2012. (Women's roles through history.) 249p. bibl. index. \$58.00, ISBN 978-0313385445.

*Reviewed by Rachel Bicchichi*

Greenwood has taken a somewhat peculiar approach to organizing the *Women's Roles through History* series. Several volumes on North America and Europe are organized by both location and time period, while the rest of the world is separated only by geography, with only one volume per region expected to cover women's roles throughout recorded history. The result, in the case of *Women's Roles in Sub-Saharan Africa*, is a book that is trying to cover quite a bit of ground. For the most part, it succeeds.

The book consists of an introduction and seven chapters, organized around the themes of courtship and marriage, family, religion, work, the arts and literature, government, and education. A chronology, glossary, bibliography, and index are also included, of which the chronology and glossary will be of particular help to many Western readers, who may be unfamiliar with African history.

At its best, the book is a highly readable, well-structured introduction to both the history of women in Africa and some of the challenges faced by modern historians in "doing history."

For example, the introduction makes a number of compelling and important points about doing any type of historical research, and, in particular, women's history research in Africa. The pre-colonial period is a particular challenge due to the lack of written sources; and although European travelers did record some observations, their writings mainly focused on interactions with the ruling class and saw everything through a very Eurocentric, gendered lens: women were princesses and queens, mothers, concubines, and slaves. Oral accounts and the anthropological record tell us that these are incomplete pictures, but, unfortunately, what we do know about the roles of ordinary women in the pre-colonial period is fairly generic (pp.1–2). Another fine example is Chapter 3, which points out the paradoxical nature religion can play in women's lives, both as a source of reverence and equality and as a source of subordination and oppression (pp. 67, 70–71, 84–91).

The authors do their best to avoid over-generalizations and essentialism, but given a wide-ranging topic to cover in limited space, this book does have some limitations. Generalizations do creep in from time to time, particularly in the chapter introductions (in fact, the authors discuss this danger at the opening of Chapter 1 [p. 13]). The depth of research seems somewhat uneven as well. The chapter on religion stands out as exemplary (perhaps unsurprisingly, it contained the largest number of endnotes). On the other hand, in the chapter on women and families, one section looks at "contemporary" roles in Burundi with regard

to married couples with collaborative business ventures, but the two endnotes for the section direct us to a single field study, conducted in 1956–1957 and published in 1963 (pp. 46–47). If, indeed, "unquestionably, change is perhaps the most characteristic feature in the history of modern Africa," (p. 51), then perhaps equating "contemporary" with the late 1950s is a bit of a stretch. Finally, the text is accompanied by a number of wonderful pictures, many from Falola's personal collection. However, they seem to be scattered throughout the text somewhat haphazardly. For example, the aforementioned section on Burundi is accompanied by a photo of a family eating a meal in Senegal. In the religion chapter, the section on Christianity features a photo of a woman in "Islamic attire," while the section covering Islam contains no pictures.

Nitpicking aside, the book received a "recommended" review from Choice, and it will be most useful in high school and undergraduate collections, particularly those that already have the previous volumes in the *Women's Roles in History* series.

*[Rachel Bicchichi is an assistant professor, educational technology coordinator, & research/instruction librarian at Millikin University in Decatur, Illinois. She is also the collection liaison librarian for communication, English/literature, gender studies, leisure reading, mathematics, and physics and astronomy.]*

## CHEMISTRY

Jeannette E. Brown, *AFRICAN AMERICAN WOMEN CHEMISTS*. New York: Oxford University Press, 2012. 264p. bibl. index. \$35.00, ISBN 978-0199742882.

*Reviewed by Laura Wilson*

The countless contributions that African American women have made to society have, unfortunately, remained widely unexposed or underexposed. Through its coverage of African American women chemists from the mid-1800s to just before the start of the Civil Rights Era, this unique resource shines light on some of these important and impressive contributions that have been largely ignored in other works. Author Jeannette E. Brown, African American chemist herself, states that while her book does not offer a comprehensive biographical coverage of the contributions of African American women to the field of chemistry, this is the "first work to gather information about African American women chemists into one publication" (p.3). This fact alone highlights how important and useful this book can be to all reference collections.

The volume is organized into chapters by subject, including "Early Pioneers," "Chemical Educators," "Industry and Government Jobs," "From Academia to the Board Room," and "Chemical Engineers." Biographical information, including personal and professional details, is provided for each individual. There are also entire chapters for a few women, such as Marie Maynard Daly, the first African American woman who received a Ph.D. in chemistry, and Jeannette

Elizabeth Brown, author of the book. A great feature of this publication is that many of the entries include at least one photograph.

A few special features will make this work extremely valuable to students and researchers. Chapter 2, for instance, suggests other books that include historical background information on African American women chemists. At the end of the book there are extensive notes from the author, a list of publications by the women featured in the volume, a historical timeline that covers 1852–2009, and a bibliography organized into subjects such as "Women Chemists," "African American Women Scientists," and "Educators' Resources." I found the chapter entitled "Next Steps" pleasantly surprising: it offers advice to young people who are interested in working in the field of chemistry, including information about professional organizations, sororities, scholarships, suggested books, and more.

This text serves as an excellent introduction to individual African American women chemists. The indexing is done very well and is useful for navigating the various themes that this topic spans. At \$39.00, this book is an inexpensive addition to any collection, and will prove to be a very useful resource for students and researchers of women's studies, gender studies, and history.

*[Laura Wilson is a reference and instruction librarian and liaison to the ethnic and gender studies department at Westfield State University.]*

## CRIME

*Reviewed by Susan Bennett White*

Judith A. Warner, *WOMEN AND CRIME: A REFERENCE HANDBOOK*. Santa Barbara, CA: ABC-CLIO, 2012. (Contemporary world issues series.) 339p. index. illus. \$68.00, ISBN 978-1598844238; e-book, ISBN 978-1598844245.

*Women and Crime* is the true reference handbook promised in the title, both in the thorough and unflinching coverage of its subject and in the breadth of materials included. It begins with three chapter-length essays that create a context for the heavy factual content of the remainder of the volume. Each essay is supported by frequent in-text citations to a thorough list of references at chapter's end. Chapter 4 then provides a ten-page chronology, listing events that detail the historical intersections of women and crime while Chapter 5 is twenty-seven pages of biographies of fifty-one individuals. Here are found many women judged criminals by the society of their time, plus a few who are notable in the criminal justice system for other reasons. These include Supreme Court Justices Sandra Day O'Connor and Ruth Joan Bader Ginsburg, as well as U.S. Secretary of State Hillary Rodham Clinton for her work as an advocate for women and against sex trafficking.

Chapter 6 is both useful and provocative, first listing statistical sources on crimes committed by women and against women. It includes a warning, however, that incidents that are unreported and so not included in official counts are a significant "dark figure of crime" (p.189) that make overall statistics incomplete at best. Then a lengthy

— ten-page — section on women and the law lists specific legislation defining both social norms and criminal behavior particular to women, followed by sixteen pages of both narrative and statistical content on women's rates of victimization in the U.S., then twelve pages detailing sex trafficking, and a final single page dealing with female genital circumcision in the U.S.

Chapter 7 is a forty-six-page annotated directory of organizations and government agencies, while Chapter 8 presents a twenty-one-page, thorough and thoughtful annotated bibliography of print and nonprint sources, including the often-overlooked category of documentary films. The concluding sections are a six-page glossary and an eighteen-page (double-columned) index.

Material included here is largely limited to events and themes in the U.S. There is overall a strong emphasis on race, including details on the lives of enslaved African women in this country. Included are detailed accounts of how women of color fared in the criminal justice system of the time being referenced. The ways in which alcohol and drug abuse relate to charges and punishment for crimes of the day are also thoroughly covered. Prostitution is included as an activity that is most often seen as criminal, with notes as to whether it was illegal at the time and in the place being covered, and even whether prohibitions against prostitution were enforced by the police.

One heavily feminist theme found throughout is the ways in which women were and are often judged and punished more harshly than men, and even unjustly blamed for men's illegal activities. However, one curious and disappointing gap is the lack of coverage of lesbian and transgender women, about whom there is a near total ab-

sence within both narrative and statistical accounts. However, this is otherwise a balanced and thorough account of American women and crime, and is highly recommended for both research and popular collections where there is interest in the topic.

Vickie Jensen, ed., ***WOMEN CRIMINALS: AN ENCYCLOPEDIA OF PEOPLE AND ISSUES***. Santa Barbara, CA: ABC-CLIO, 2012. 2 vols. 752 p. illus. \$189.00, ISBN 978-0313337130; e-book, ISBN 978-0313068263.

This highly inclusive resource for the study of feminist criminology opens a thorough survey of the field with twelve lengthy essays that make up the entire first volume of this two-volume set. These essays analyze the core topics of women and crime and women in the criminal justice system, gathering together a broad-based scholarly perspective that is otherwise scattered or largely lacking in the criminology literature.

The second volume offers a diverse group of resources for understanding the field. First are 135 biographical essays, usually of some two pages in length, describing the lives of a remarkable list of women. Some of these women are "criminals" in terms widely accepted today in most of Western culture — including, for example, Beverly Allitt, a female serial murderer, and Ma Barker, head of a family enterprise of kidnapping and robbery. A number of others are associated with prostitution, and still others are found here whose rather unlikely inclusion can only be explained by some degree of notoriety — they include Marie Antoinette, Josephine Baker, Margaret Sanger, and Gloria Steinem. This volume also includes appendices with some 56 pages of statistics and reports from diverse

sources — useful to have in one place; a highly selective bibliography of 125 items; a thorough index for both volumes with some 1550 entries; and, finally, a listing of credentials for the 81 individuals who have contributed to this encyclopedia.

Not only is this a highly useful a resource in criminology, especially since women and crime are not well documented elsewhere, but it also offers remarkable value in feminist studies, since it explores the intersection of women with the law and other societal norms at notable points, and covers a time period stretching back over the last several hundred years. Solid scholarship in the opening essays pairs with accessible language in the biographies, and the appendices make available in one place various statistics that are otherwise scattered across numerous sources. Relatively inexpensive, and available in both print and electronic formats, this title is highly recommended for large public libraries and for general reference collections in academic libraries, as well as for any academic libraries that support criminology or women's studies programs. It is a welcome and solid reference work in a field that would be well served by further documentation.

*[Susan Bennett White, who wrote both of the above reviews, is the sociology librarian at Princeton University Library, where she provides materials and research support for the study of women and gender in many disciplines. She has been a senior research librarian at Princeton for more than twenty-five years.]*

## HEALTH

Eleanor Hinton Hoytt & Hilary Beard,  
***HEALTH FIRST! THE BLACK WOMAN'S WELLNESS GUIDE.***  
 New York: SmileyBooks, 2012. (A Black Women's Health Imperative project.) 400p. index. pap., \$27.95, ISBN 978-1401936952; e-book, ISBN 978-1401936969.

*Reviewed by Gabrielle M. Toth*

In the United States in 2010, the mortality rate for Black women was 33 percent higher than the rate for white women. Eleanor Hinton Hoytt and Hilary Beard assert that structural racism, cultural conditioning, environmental factors, and personal choices have contributed to this harrowing statistic. Hoytt, president and CEO of Black Women's Health Imperative, and award-winning health journalist Beard aim to change that by giving African American women and girls the tools they need to put themselves and their health first, in *Health First! The Black Woman's Wellness Guide*. This book strives to empower Black women to care for themselves by taking a life-cycle approach to wellness and by highlighting how typical life decisions and the social and cultural factors that shape those decisions have consequences for their health.

*Health First!* opens with an overview of a woman's lifecycle. Part I, titled "Your Journey through Life's Stages," examines unique issues that Black women face as adolescents, as young adults, as midlife adults, and as mature adults. Part II, "Beating the Odds," educates readers about the top ten health risks Black women face. Each health risk — Cancer, Depression, Diabetes, Heart Disease, HIV/AIDS, Kidney Disease, Obesity, STDs, Stroke, Violence — has its own section, and each section opens with a

woman's account of how she faced a health risk by making choices to manage her condition. Next is a discussion of the health risk, followed by preventative, diagnostic and treatment measures, all presented in an accessible format with clear headings like "What does heart disease look like?" and "How do I know if I have HPV?" Each section concludes with a list of resources. Part III, "Self-Care is Imperative," examines what it means to be healthy in mind, body, and spirit. This section closes with a chapter on charting one's own path to wellness.

*Health First!* provides plenty of facts and figures from experts and researchers, federal government data, and the first release of a 2007 Harris survey on the Health Attitudes and Behavior of Black Women (commissioned by the Imperative). It also provides excerpts from African-American wellness writers and insights from Black women themselves. Charts and graphs throughout depict statistical data in a reader-friendly fashion; tables house information like recommended health screenings in a useful package. End-



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notes, a cumulative resource list, and ample indexing round out the book.

African American women from adolescents to elders would benefit from *Health FIRST!* There is encouragement throughout for intergenerational dialogue, so parents and caregivers should feel confident in sharing this information with their teenagers. Although *Health FIRST!* does not provide comprehensive coverage of women's health — providing only limited coverage of prenatal health and pregnancy, for example — it is thorough and offers important information on neglected topics like reproductive coercion. It also provides the most recent coverage of African American women's health; previous titles on the subject are at least a dozen years old and appear to cover a more narrow age spectrum.

*Health First!* is an excellent resource for African American women and for those who care for and about them and their health.

[Gabrielle M. Toth is an associate professor, reference and instruction librarian, and coordinator of the government information collection at Chicago State University.]

## MEDIA

Mary Kosut, ed., *THE ENCYCLOPEDIA OF GENDER IN MEDIA*. Thousand Oaks, CA: Sage, 2012. 528p. bibl. gloss. index. \$125.00, ISBN 978-1412990790. (Reviewed: ebrary version [ProQuest], ISBN 978-1412990806.)

Reviewed by Mandy Swygart-Hobaugh

In its 150 entries, this encyclopedia not only examines the social construction of gender via the media and its influential theorists, but also considers the power dynamics and structure

engendered in the male-dominated ownership and workforce of the media. A helpful reader's guide at the beginning of the volume categorizes the entries as biographies, concepts and theories, discrimination and media effects, internet and new media, media industry, media modes, media portrayals and representations, and policy and advocacy.

A feminist/critical perspective permeates this work and is reflected in the entries on noted feminist theorists/activists (e.g., Susan Bordo, bell hooks, Jean Kilbourne, Gloria Steinem, Kathleen Hanna) and various concepts, theories, and media critique perspectives (e.g., for "male gaze," there are seven entries on different feminist theoretical perspectives, and multiple entries on beauty and body image and gender and femininity). The work also branches out, however, to cover other relevant theoretical perspectives and concepts for examining gender in media (discourse analysis, queer theory, semiotics), and does not ignore constructions of masculinity and LGBTQ representations in media. Likewise, it is inclusive in terms of what "media" are examined, from more traditional modes (e.g., print news and magazines, radio, television, and film) to "internet and new media" (e.g., social networking, virtual reality worlds).

The entries themselves are accessible and well-written, with further readings suggested for each topic and cross-referencing to other relevant entries. A resource guide at the end lists 75 books, 46 journals, and 34 Internet resources for further perusal, and the appendix lists websites with editorial commentary regarding their relevance for research on gender in media.

Generally, the work is comprehensive and thorough. However, an omission of particular note is the lack of a dedicated entry (or any mention in the resource guide) about Erving Goff-

man's 1979 *Gender in Advertisements*, a seminal work examining gender representation in advertising.<sup>1</sup> Likewise, inclusion of the journals *Gender & Society* and *Media, Culture, & Society* to the Resource Guide would be warranted, given the work's topic. Notwithstanding these limitations, I would recommend this encyclopedia for addition to reference collections serving communications, women's/gender/sexuality studies, and sociology disciplines, as it offers an accessible introduction to gender in media studies.

Note

1. Erving Goffman, *Gender Advertisements* (Cambridge, MA: Harvard University Press, 1979).

[Mandy Swygart-Hobaugh is the librarian for sociology, anthropology, and gerontology at Georgia State University.]

## SCOTTISH WOMEN'S WRITING

Glenda Norquay, ed., *THE EDINBURGH COMPANION TO SCOTTISH WOMEN'S WRITING*. Edinburgh, U.K.: Edinburgh University Press, 2012. (Edinburgh companions to Scottish literature. Distributed by Columbia University Press.) 240p. bibl. index. pap., \$35.00, ISBN 978-0748644322.

Reviewed by Susan Wood

Edited and with an introduction by Dr. Glenda Norquay, whose research interests include Robert Louis Stevenson and Scottish and British women's suffrage writing, *The Edinburgh Companion to Scottish Women's Writing* provides readers with an accessible introduction to approximately five

hundred years of Gaelic and English language women's writing in Scotland, across literary genres.

Norquay's introduction usefully situates this volume within the existing body of scholarly work on Scottish women's writing, elaborating on intellectual approaches to the Scottish canon, to gender and writing, and to individual writers. Norquay discusses the utility of studying women writers as a group, asking, "Do we need another study of Scottish women's writing?...[I]s there still a value in literary segregation?" (pp. 1–2). She goes on to clarify the approach taken in this volume: "Rather than recovering women from the margins, this volume takes the opportunity to look at their writing as a means of reconfiguring our understanding of Scottish literature" (p. 2).

Fifteen chapters, produced by such notable literary scholars as Carol Anderson, Sarah M. Dunnigan, Pam Perkins, and Florence S. Boos, present this broad scope of writing by genre, theme, and chronological development. Many of the chapters focus on the intersectionality of language, culture, nation, landscape, gender, and class. Throughout the volume, readers will find biographical and historical details, as well as literary and feminist criticism.

Thematic and genre divisions include spiritual writing, domestic fiction, Gaelic poetry and song, the ballad tradition, the supernatural, genre fiction, private writing, periodical literature, interwar period literature, twentieth-century poetry, and contemporary fiction. While most of the chapters provide information on a number of individual writers and their works within the genre and period in question, two chapters focus on individuals: Florence S. Boos's "Janet Hamilton: Working-class Memoirist and Commentator" and Helen Sutherland's

"Margaret Oliphant and the Periodical Press."

This companion concludes with a generous list of titles for further reading, divided into three sections: general, pre-1800, and post-1800. It is an important addition to the study of Scottish literature and Scottish sociocultural traditions, as well as to the broader realm of scholarship on women's writing generally. Taken as a whole, it offers a scholarly (yet manageable) analysis of the breadth of women's writing in Scotland and is suitable for students as well as scholars. Norquay's introduction is particularly useful in framing the collection, providing a useful and succinct discussion of models and approaches to the study of women's writing.

[Susan Wood is a librarian at the University of Memphis.]

## SLAVERY

Daina Ramey Berry & Deleso A. Alford, eds., *ENSLAVED WOMEN IN AMERICA: AN ENCYCLOPEDIA*. Santa Barbara, CA: Greenwood Press, 2012. 381p. bibl. index. \$89.00, ISBN 978-0313349089; e-book, ISBN 978-0313349096.

Reviewed by Vanette Schwartz

"I look upon slavery as the worst evil that ever was. My life has been taken from me in measure by it" (p. xix). This statement by a fugitive bondswoman in 1856 reflects the nature of women's existence under slave owners. In *Enslaved Women in America*, which focuses on the range of gendered experiences in the lives of women and girls in the United States, editor-in-chief Daina Ramey Berry ably characterizes slavery for women as "doubly oppres-

sive," incorporating "racial and gender inferiority, forced labor, sexual and reproductive exploitation" as well as establishing "stereotypes about black women that persist" (p. xiii).

Berry is an associate professor of history at the University of Texas at Austin; she wrote *Swing the Sickle for the Harvest Is Ripe: Gender and Slavery in Antebellum Georgia* (2007), as well as articles in the *Journal of Women's History* and the *Journal of African American History*. Senior editor Deleso A. Alford is an associate professor of law at Florida A & M University's College of Law; she has published articles on women of color and critical race feminism in several law journals. The 111 entries in the encyclopedia were written by 78 contributors, most of whom are faculty members at colleges and universities in the U.S.

*Enslaved Women in America* is aimed at a range of readers, from high school to college students as well as the general public. Using the lens of gender, contributors examine diverse aspects of enslaved women's lives in the U.S. from the sixteenth century through 1865. Entries are arranged alphabetically, and a list of the entries organized by topic is also provided for ease of access. Biographical sketches of nineteen bondswomen are included, such as Harriet Jacobs, Sojourner Truth, Celia, and Margaret Garner. The encyclopedia contains entries on everyday aspects of life from work, marriage, families, and living quarters to food, clothing, and medicine. Pregnancy, childbirth, and wet nursing are included along with abortion and infanticide. Forms of resistance are included, such as runaways, truancy, and the Underground Railroad. The brutality of slave life is also covered, with entries on branding, punishment, medical experimentation, and racial and sexual violence. Especially help-

ful for students are Jenifer L. Barclay's entries on historiography and gender conventions.

The entries are concise, engaging, and well-written, with both cross references and suggested readings given for each topic. Excerpts from bondwomen's accounts are highlighted along with photographs and illustrations from newspapers, tracts, pamphlets, and books. Supplementary materials, including a chronology of major events, statistics on the population of enslaved women, an extensive bibliography, and a detailed index are appended.

The lens of gender gives *Enslaved Women in America* a unique focus compared to other recent works. *Slavery in the United States: A Social, Political, and Historical Encyclopedia* (2007) is a more general source on slavery; *World of a Slave: Encyclopedia of the Material Life of Slaves in the United States* (2011) deals with the everyday aspects of slave life, but is not specific to women; and *Women and Slavery in America: A Documentary History* (2011) is a valuable collection of excerpted memoirs, letters, and legislation.

This encyclopedia is a necessity in academic libraries and will be highly useful for high school and public libraries as well. The editors have produced a source that will undoubtedly become a definitive reference work on women in slavery. Highly recommended.

[Vanette Schwartz is the social sciences librarian and women and gender studies liaison at Illinois State University.]

## THEORY

Susan Archer Mann, *DOING FEMINIST THEORY: FROM MODERNITY TO POSTMODERNITY*.

New York: Oxford University Press, 2012. 496p. bibl.index. pap., \$52.95, ISBN 978-0199858101.

*Reviewed by Beatrice Calvert*

"Just as textile workers weave yarn and thread to create fabrics, feminist theorists weave concepts and ideas to better understand the gendered fabric of social life" (p. xvi), writes Susan Archer Mann in the introduction to this textbook. Mann posits that constructing feminist theory is not only a social practice, but also a form of labor and a political means to effect social change for women in a myriad of social locations. *Doing Feminist Theory* examines the paradigm shifts from modernity to postmodernity and deconstructs these two strains of social thought to illuminate both the conflicts they caused within feminism and the growth they inspired within and between the First and Third Waves of the feminist movement.

The book is organized into three sections to better aid both students and teachers in their study of the shifting paradigms. Section I, "Modern Feminist Thought," is historical, covering feminist thought from the late eighteenth century to the present day. Section II, "Feminist Thought After Taking the Postmodern Turn," highlights the diversity and multiplicity of feminist political perspectives that have characterized U.S. feminist thought. This aspect of Mann's analysis is crucial in that it emphasizes the connection

between theory and agency. Section III, "Bridging the Local and the Global: Feminist Discourses on Colonialism, Imperialism, and Globalization," focuses on theory applications — or, to put it another way, on how feminist theories have addressed specific topics over historical time. For example, Mann introduces the political perspective of ecofeminism and shows how the concept began to develop in the nineteenth century within that era's "radical feminism" and was later given its present-day definition by Marxist and anarchist feminists. Despite the division of the text into three sections, concepts and ideas recur and are woven throughout. Finally, to ensure critical reflection on and analysis of the theories, Mann includes a section of criticisms at the end of each chapter. These debating points also give students a unique perspective on the theory covered in the chapter and its role in the postmodern "turn."

Section I of the volume presents liberal feminism, radical feminism, Marxist, socialist, and anarchist feminism, and intersectionality theories. In each chapter, insert boxes supplement the text with primary sources such as poems, literary excerpts, and excerpts from historical essays by feminists whose voices play an illustrative role in combining theory with political action. Section I also discusses the importance of the First and Second Waves and the much-overlooked feminist work done between those waves.

Section II delves into postmodernism, poststructuralism, queer and transgender theories, and Third Wave feminisms. The "postmodern turn" is a complex intersection of race, class, and gender that Mann explains lucidly and thoroughly. The insert boxes here also serve as supplemental lessons about

putting theory into practice. (Full disclosure: I am the author of the short history of zines and Third Wave feminism that appears in Box 7.3: "Don't You Know, We Are Talking about a Revolution? Sounds Like a (Zine)" [pp. 272–273].) The younger generation of feminists will be intrigued by the thought-provoking criticism sections at the ends of these chapters.

The book's final section covers the emergence of new frameworks focusing on transnational and postcolonial feminisms in a more global context.

Students in upper-level and graduate gender studies courses will find this text to be an invaluable tool for "doing" feminist theory and negotiating its ever-shifting paradigms.

*[Beatrice Calvert is the women's and gender studies librarian in the Nadine Vorhoff Library, Seltzer-Gerard Reading Room, Newcomb College Institute at Tulane University, New Orleans, Louisiana.]*

## WOMEN & MEN

Audrey Nelson & Claire Damken Brown, *THE GENDER COMMUNICATION HANDBOOK: CONQUERING CONVERSATIONAL COLLISIONS BETWEEN MEN AND WOMEN*. San Francisco, CA: Pfeiffer, an imprint of Wiley, 2012. 327p. pap., \$52.00, ISBN 978-1118128794.

*Reviewed by Nancy Nyland*

This train-the-trainer guidebook lays out a detailed road map for conducting group training about the different communication styles of women and men in corporate workplace culture. Although it will probably be most useful for trainers who are already somewhat knowledgeable, the very clear writing style and organization makes it accessible to new trainers at any level.

The manual divides this large field into eight chapters, each of which addresses an aspect of gender communication. Topics covered include "nature versus nurture" in shaping methods of communication, differences in ways of listening as well as talking, unspoken messages, differences in handling conflict, and differences in the use of electronic communication. Exercises to illustrate the points are outlined in detail, with accompanying handouts, suggested useful tools and relevant ma-

terials, and specific points to cover in slide displays. Each exercise begins with a statement of goals and objectives, and ends with a "debrief" section summarizing the points being conveyed. Chapters sum up with action steps for both men and women to improve their communication with the other gender. Three final chapters lay out detailed plans for sessions of differing lengths: one hour, a half day, or a full day of training.

The authors, with doctorates in their field, have extensive training and teaching experience, and co-authored the 2009 book *Code Switching: How to Talk So Men Will Listen*. While this handbook is written in accessible language, the ideas presented are backed up with five pages of references to research-based sources. These include authors who first brought the differences in gender communication to public attention, such as Carol Gilligan of *In a Different Voice* and Deborah Tannen of *You Just Don't Understand*. The time span of the references, beginning in 1975, reflects the relative newness of the entire field of study, which only developed as women began to enter the workforce in large numbers.

The Gender Communication Handbook will be most useful for graduate business programs and training for human resources practitioners.

*[Nancy Nyland is a librarian at the Germantown Campus of Montgomery College in Montgomery County, Maryland.]*

**PUSSY RIOT: A PUNK PRAYER**, slated to air on HBO on June 10, 2013, is a documentary about the controversial protest/performance tactics of a feminist punk band in Russia — and the subsequent court trial and imprisonment of three of the group's members. *Feminist Collections* may eventually be seeking a reviewer to write about this film as a women's studies resource. Let us know if you watched it and are interested!

# PERIODICAL NOTES

[Note: See our online quarterly, *Feminist Periodicals: A Current Listing of Contents*, to find out what's being published in more than 150 women-related journals: <http://womenst.library.wisc.edu/publications/feminist-periodicals.html>.]

## NEWLY NOTED

**PALIMPSEST: A JOURNAL ON WOMEN, GENDER, AND THE BLACK INTERNATIONAL.** 2012–. Senior editors: T. Denean Sharpley-Whiting & Tiffany Ruby Patterson-Myers. Managing editors: Annette Joseph-Gabriel & Tara F. Williams. Publisher: SUNY Press, in partnership with Vanderbilt University's African American and Diaspora Studies Program. Frequency: 2/yr. ISSN: 2165-1604 (print), 2165-1612 (online). Subscriptions through SUNY Journals. Editorial office: African American and Diaspora Studies, 2301 Vanderbilt Place, Box 351516, Nashville, TN 37235; phone: (615) 343-6390; fax: (615) 343-1767; email: [palimpsestjournal@vanderbilt.edu](mailto:palimpsestjournal@vanderbilt.edu); website: <http://sitemason.vanderbilt.edu/afamst/palimpsest>.

"[T]he goal of Palimpsest is to engender further explorations of the Black International as a liberation narrative; and Black Internationalism as an insurgent consciousness formed over and against retrogressive practices embodied in slavery, colonialism, imperialism, and globalization, from the early modern period to the present."

Partial contents of v. 1, no. 1 (2012), "Liberation Across Boundaries": "For full freedom of...colored women in Africa, Asia, and in these United States': Black Women Radicals and the Practice of a Black Women's International," by Erik S. McDuffie; "Fulani's Tools and Results: Development as Black Empowerment?" by Omar H. Ali; "Literature and the Meta-Psychoanalysis of Race: After and With Fanon," by Jean-Paul Rocchi; "Gender, Class, and the Performance of a Black (Anti) Enlightenment: Resistances of David Walker and Sojourner Truth," by Sarah Jane Cervenak; "The Narrative Absence of Interiority in Black Writing: Suffering Female Bodies in *The Autobiography of Miss Jane Pittman*," by Sabine Broeck; plus poetry, "retrospectives," book reviews, and more.

**PHILOSOPHIA: A JOURNAL OF CONTINENTAL FEMINISM.** 2011–. Editors: Lynne Huffer & Shannon Winnubst. Publisher: SUNY Press, for "*philo*SOPHIA: a feminist society." Frequency: 2/yr. ISSN: 2155-0891 (print), 2155-0905 (online). Subscriptions through SUNY Journals.

"[T]he first philosophical journal that marries the rich traditions and conceptual resources of continental philosophy and feminist theory. While the field of feminist philosophy generally has committed itself to resuscitating and transforming the traditional imagery and representation of women (and maternity and femininity), the field of "continental feminism" more specifically has provided the resources for reconceptualizing the historical legacy of European philosophy and the figures of the feminine and sexual difference that have been cultivated therein. The journal aims to explore and excavate this feminine figure throughout the history of philosophy, and to include articles that consider the relation of the feminine to nature, the body, language, and subjectivity, perhaps most especially work that considers the ways in which the figure of the feminine maintains but also quite possibly undermines the schisms between and among these central elements of human reality. The critical endeavors of this journal contribute to a feminist renewal and a renewal of philosophical culture, a potential rebirth of feminist theory in a philosophical ethos that will enhance rather than exclude it."

Partial contents of v. 2, no. 1 (2012): "Whiteness and the General Will: Diversity Work as Willful Work," by Sarah Ahmed; "On the Need for a New *Ethos* of White Antiracism," by Shannon Sullivan; "Normalization and the Welfare State," by Ladelle McWhorter; "I would rather be a cyborg than a goddess': Becoming Intersectional in Assemblage Theory," by Jasbir K. Puar; plus "reflections" and book reviews.

**WH2O: THE JOURNAL OF GENDER AND WATER.** 2012–. <http://wh2ojournal.com>. Editor-in-Chief: Caroline D'Angelo; Managing Editors: Dakota Dobyns, Aishwarya Nair; Associate Editor & Assistant: Danielle Gambogi. Publisher: University of Pennsylvania. Open access journal. ISSN: 2167-2822 (print), 2167-2830 (online). Limited print publication (suggested donation: \$40); free online access through Issuu; see <http://wh2ojournal.com/current-issue/>. Additional content available on the journal's blog: <http://wh2ojournal.com/blog-2/>.

"Our vision is to publish a yearly journal; provide a centralized hub for women, water and sanitation information; and eventually, be able to provide research grants to facilitate more research in this space. Join us on WordPress, Facebook or Twitter. — Our mission is to advance women's economic and social development by creating a centralized body of interdisciplinary research on water and sanitation issues. The issue is crucially important: Women bear the brunt of gath-

ering water worldwide; in developing countries women walk up to 5km each way and expend up to half their calories on water fetching. Providing water access and sanitation means that women can stay in school longer and are healthier and lose fewer days from sickness in the family. Governments, foreign aid agencies and non-governmental organizations are increasingly paying more attention to the importance of women's access to water and sanitation."

Contents of current issue (v. 2, no. 1, March 2013): "Transforming Women's Water Burdens into Opportunities," by Gemma Bulos; "Does the European Union 'Walk the Walk' or Just 'Talk the Talk' of Gender Equality in Water Development Projects in the Lower Mekong Region?" by Annick Masselot & Robert Brears; "Gender Mainstreaming: Who Wins? Gender and Irrigated Urban Vegetable Production in West Africa," by P. Dreschel, L. Hope, & O. Cofie; "Gender, Disaster, and Resilience: Assessing Women's Water and Sanitation Needs in Leogane, Haiti Before and After the 2010 Earthquake," by Mimi Sheller et al.; "Assessing the Role of Women in Microfinance for Water Supply and Sanitation Services," by Abigail Waldorf; "Beyond Distance and Time: Gender and the Burden of Water Collection in Rural Uganda," by Richard B. Asaba et al.

### **WOMEN, GENDER, AND FAMILIES OF COLOR.**

2013-. <http://womengenderandfamilies.ku.edu/>. Editor: Jennifer Hamer. Managing editor: Bobbi Rahder. Assistant editor: Ishwanzya Rivers. Sponsored by the University of Kansas, housed within its Department of American Studies. Publisher: University of Illinois Press, <http://www.press.uillinois.edu/wordpress/?p=10024>. Frequency: 2/yr. ISSN: 2326-0939 (print), 2326-0947 (online).

"[A] new multidisciplinary journal that centers the study of Black, Latino/a, Indigenous, and Asian American women, gender, and families. Within this framework, the journal encourages theoretical and empirical research from history, the social and behavioral sciences, and humanities including comparative and transnational research, and analyses of domestic social, political, economic, and cultural policies and practices within the United States."

"[R]eplaces and expands the mission of *Black Women, Gender, and Families* (University of Illinois Press 2006-2012)."

Partial contents of v. 1, no. 1 ("scheduled for release in Spring 2013"): "Constructing Syphilis and Black Motherhood: Maternal Healthcare for Women of African Descent in New York's Columbus Hill, 1915-1930," by Tanya Hart; "He's Still a Child Right Now, So He Has a Long Way to Go to Try to Keep his Health Up There': Caregiver Strategies to Promote the Nutritional Health of Low-income, African American Children," by Robin

L. Jarrett, Ezella Mcpherson, & Ozge Sensoy Bahar; "Womanism, Spirituality, and Self-Health Management Behaviors of African American Older Women," by Idethia Shevon Harvey, LaShaune Johnson, & Corliss Heath; "Latina Sexuality: De(re)constructing Gender and Cultural Expectations in Midlife," by Yvette G. Flores; "Health, Disability, Psychological Well-Being and Depressive Symptoms Among Older African American Women," by Ann W. Nguyen et al.

## **SPECIAL ISSUES OF PERIODICALS**

**ANNALS OF THE AMERICAN ACADEMY OF POLITICAL AND SOCIAL SCIENCE** v. 639, no. 1 (January 2012): Special issue: "Gender and Race Inequality in Management: Critical Issues, New Evidence." Issue editor: Matt L. Huffman. Publisher: SAGE. ISSN: 0002-7162. Available electronically to licensed users through SAGE Journals.

Partial contents: "Minority Vulnerability in Privileged Occupations: Why Do African American Financial Advisers Earn Less than Whites in a Large Financial Services Firm?" by William T. Bielby; "Managing Ambivalent Prejudices: Smart-but-Cold and Warm-but-Dumb Stereotypes," by Susan T. Fiske; "Power, Influence, and Diversity in Organizations," by Jeffrey W. Lucas & Amy R. Baxter; "Diversity within Reach: Recruitment versus Hiring in Elite Firms," by Lauren A. Rivera; "Developmental Practices, Organizational Culture, and Minority Representation in Organizational Leadership: The Case of Partners in Large U.S. Law Firms," by Fiona M. Kay and Elizabeth H. Gorman; "If You're So Smart, Why Aren't You the Boss? Explaining the Persistent Vertical Gender Gap in Management," by Heather A. Haveman & Lauren S. Beresford; "Women's Mobility into Upper-Tier Occupations: Do Determinants and Timing Differ by Race?" by George Wilson; "Money, Benefits, and Power: A Test of the Glass Ceiling and Glass Escalator Hypotheses," by Ryan A. Smith; "Do Female Top Managers Help Women to Advance? A Panel Study Using EEO-1 Records," by Fidan Ana Kurtulus & Donald Tomaskovic-Devey; "Minorities in Management: Effects on Income Inequality, Working Conditions, and Subordinate Career Prospects among Men," by David Maume; "Female Leaders, Organizational Power, and Sex Segregation," by Kevin Stainback & Soyoung Kwon; "Checking the Pulse of Diversity among Health Care Professionals: An Analysis of West Coast Hospitals," by Sheryl L. Skaggs & Julie A. Kmec; "The Gender Gap in Executive Compensation: The Role of Female Directors and Chief Executive Officers," by Taekjin Shin.

**ETHNIC AND RACIAL STUDIES** v. 35, no. 5 (2012): Special issue: "Gender, Migration, and the Media: Politics of Representation in a Mediated World." Issue editor: Myria Georgiou. Publisher: Routledge. ISSN: 0141-9870 (print), 1466-4356 (online). Available electronically to licensed users through Taylor & Francis Online.

Partial contents: "Access denied: the anatomy of silence, immobilization and the gendered migrant," by Katharine Sarikakis; "Getting integration right? Media transnationalism and *domopolitics* in Ireland," by Gavan Titley; "Intersectionality and mediated cultural production in a globalized post-colonial world," by Isabelle Rigoni; "Migrant African women: tales of agency and belonging," by Olga Guedes Bailey; "Watching soap opera in the diaspora: cultural proximity or critical proximity?" by Myria Georgiou; "Online mediations in transnational spaces: cosmopolitan (re)formations of belonging and identity in the Turkish diaspora," by Miyase Christensen; "Identities in-between: the impact of satellite broadcasting on Greek Orthodox minority (Rum Polites) women's perception of their identities in Turkey," by Asli Tunç & Ariana Ferentinou; "Do Turkish women in the diaspora build social capital? Evidence from the Low countries," by Christine Ogan & Leen d'Haenens.

**INTERNATIONAL JOURNAL OF THE HISTORY OF SPORT** v. 29, no. 2 (March 2012): Special issue: "Sport and the Emancipation of European Women: The Struggle for Self-Fulfillment." Issue editor: Gigliola Gori. Publisher: Routledge. ISSN: 0952-3367 (print), 1743-9035 (online). Available electronically to licensed users through Taylor & Francis Online.

Partial contents: "Prologue: Atalanta as Symbol of European Sportswomen," by Gigliola Gori; "Emancipation Through Sports: Doctors and the Rise of the Female Body in Finland c.1900–1920," by Anssi Halmesvirta; "Projection of Male Fantasies: The Creation of 'Scientific' Female Gymnastics," by Hans Bonde; "The 'Floating Baroness' and the 'Queen of the Skis,'" by Annette R. Hofmann; "The Development of the Female Scouting Movement: Evidence of Female Emancipation in Italy," by Roberta Vescovi; "From Women's Exclusion to Gender Institution: A Brief History of the Sexual Categorisation Process within Sport," by Sylvain Ferez; "Women in Weapon Land: The Rise of International Women's Fencing," by Thierry Terret & Cécile Ottogalli-Mazzacavallo; "The Sports Woman as a Cultural Challenge: Swedish Popular Press Coverage of the Olympic Games during the 1950s and 1960s," by Helena Tolvhed; "Breaking Down the Sex Barrier: The Emancipation of Female Modern Pentathlon in West Germany (1967–1981)," by Sandra Heck; "Women's Sport in Portugal from 1974 (the 'Carnation Revolution') to 2000," by Maria Claudia

Pinheiro; "Sport as a Cultural Model: Italian Women's Soccer over the Past Ten Years," by Ivana Matteucci; "Epilogue: Heritage, Progression, Regression and Advance!" by J.A. Mangan.

**INTERNATIONAL JOURNAL OF MANAGEMENT REVIEWS** v. 14, no. 2 (June 2012): Special issue: "New Directions in Gender, Diversity and Organization Theorizing." Issue editors: Carol Woodhams, Jamie L. Callahan, & Beverly Dawn Metcalfe. Publisher: Blackwell. ISSN: 1468-2370 (online). Available electronically to licensed users through Wiley Online Library.

Partial contents: "Kanter Revisited: Gender, Power and (In)Visibility," by Patricia Lewis & Ruth Simpson; "Disability as Constructed Difference: A Literature Review and Research Agenda for Management and Organization Studies," by Jannine Williams & Sharon Mavin; "An Emic Approach to Intersectional Study of Diversity at Work: A Bourdieuan Framing," by Ahu Tatli & Mustafa F. Özbilgin; "Gender Mainstreaming and Employment in the European Union: A Review and Analysis of Theoretical and Policy Literatures," by Iris Rittenhofer & Caroline Gatrell.

**INTERNATIONAL JOURNAL OF SOCIAL RESEARCH METHODOLOGY** v. 13, no. 3 (2010): Special issue on feminism and quantitative methods. Issue editors: Christina Hughes & Rachel Lara Cohen. Publisher: Routledge. ISSN: 1364-5579 (print), 1464-5300 (online). Available electronically to licensed users through EBSCOHost. [Also published as book: Christina Hughes, ed., *Feminism Counts: Quantitative Methods and Researching Gender* (Routledge, 2012), ISBN 978-0415592062.]

Partial contents: "Doing feminist-demography," by Jill R. Williams; "Identifying dissonant and complementary data on women through the triangulation of historical sources," by Lotta Vikström; "Quantitative methods and gender inequalities," by Jacqueline Scott; "Measuring equalities: data and indicators in Britain," by Sylvia Walby & Jo Armstrong; "Feminist epistemology and the politics of method: surveying same sex domestic violence," by Marianne Hestera, Catherine Donovan, & Eldin Fahmy; "Counting woman abuse: a cautionary tale of two surveys," by Diane Crocker.

**IRANIAN STUDIES** v. 45, no. 4 (July 2012): Special section: "Rethinking Gender in Contemporary Iranian Art and Cinema." Guest editors: Negar Mottahedeh & Sara Saljoughi. Publisher: Routledge. ISSN: 0021-0862 (print), 1475-4819 (online). Available electronically to licensed users through Taylor & Francis Online and EBSCOHost.

Articles in special section: "Troubling Naturalism: Shirana Shahbazi's *The Curve*," by Adair Rounthwaite; "Seeing, Iranian Style: Women and Collective Vision in Abbas Kiarostami's *Shirin*," by Sara Saljoughi; "Restaging Time: Photography, Performance and Anachronism in Shadi Ghadiri's *Qajar Series*," by Melissa Heer; "The Unveiled Apple: Ethnicity, Gender, and the Limits of Inter-discursive Interpretation of Iranian Contemporary Art," by Foad Torshizi.

**JOURNAL OF DEVELOPMENT STUDIES** v. 48, no. 1 (2012): Special section: "Marriage, Gender Relations and Social Change." Section editor: Cecile Jackson. Publisher: Routledge. ISSN: 0022-0388 (print), 1743-9140 (online). Available electronically to licensed users through Taylor & Francis Online.

Partial contents: "Visiting Marriages and Remote Parenting: Changing Strategies of Rural–Urban Migrants to Hanoi, Vietnam," by Catherine Locke, Nguyen Thi Ngan Hoa & Nguyen Thi Thanh Tam; "Breadwinners and Homemakers: Migration and Changing Conjugal Expectations in Rural Bangladesh," by Nitya Rao; "Conjuality as Social Change: A Zimbabwean Case," by Cecile Jackson; "Conjuality, Subjectivity, Desire and Gender-based Violence in Tajikistan," by Colette Harris; "The Changing Relationships of Co-wives Over Time in Rural Southern Uganda," by Janet Seeley.

**JOURNAL OF INDUSTRIAL RELATIONS** v. 54, no. 2 (April 2012): Symposium: "Women, Work and Collectivism." Symposium editors: Rae Cooper & Jane Parker. Publisher: SAGE. ISSN: 0022-1856 (print), 1472-9296 (online). Available electronically to licensed users through SAGE Journals.

Partial contents: "Tracking Pay Equity: The Impact of Regulatory Change on the Dissemination and Sustainability of Equal Remuneration Decisions," by Julie Connolly, Tricia Rooney, & Gillian Whitehouse; "The Gender Gap in Union Leadership in Australia: A Qualitative Study," by Rae Cooper; "Gendering the Bricks and Mortar: Building an Opportunity Structure for Equality Bargaining," by Sue Williamson; "New Australian Working Time Minimum Standards: Reproducing the Same Old Gendered Architecture?" by Sara Charlesworth & Alexandra Heron; "The Role of 'Voice' in Matters of 'Choice': Flexible Work Outcomes for Women in the New Zealand Public Services," by Noelle Donnelly, Sarah B. Proctor-Thomson, & Geoff Plimmer; "Collective Regulation of Wages and Conditions in Aged Care: Beyond Labour Law," by Sarah Kaine; "Contemporary Collective Regulation and Working Women in New Zealand," by Jane Parker et al.; "Tracing and Placing Women Trade Union

Leaders: A Study of the Female Confectioners Union," by Cathy Brigden.

**SOCIAL SCIENCE HISTORY** v. 36, no. 2 (Summer 2012): Special section: "Gender Ratios and International Migration." Section editor: Katharine M. Donato. Publisher: Duke University Press. ISSN: 0145-5532 (print), 1527-8034 (online). Available electronically to licensed users through Project MUSE and Duke University Press Journals Online.

Partial contents: "Transitions in Gender Ratios among International Migrants, 1820–1930," by Donna Gabaccia & Elizabeth Zanoni; "Gender and the 'Laws of Migration': A Reconsideration of Nineteenth-Century Patterns," by J. Trent Alexander & Annemarie Steidl; "Money Is Not Everything and That's the Bottom Line": Family Ties in Transatlantic Elite Migrations," by Johanna Leinonen; "Commentary: Gender and Migration: Searching for Answers to Basic Questions," by José C. Moya.

**WEST EUROPEAN POLITICS** v. 35, no. 2 (2012): Symposium: "Gender Parity and Quotas in European Politics." Symposium editor: Jocelyne Praud. Publisher: Routledge. ISSN: 0140-2382 (print), 1743-9655 (online). Available electronically to licensed users through Taylor & Francis Online.

Partial contents: "Double-Speak: The European Union and Gender Parity," by Heather MacRae; "Portugal's Quota-Parity Law: An Analysis of its Adoption," by Michael Baum & Ana Espírito-Santo; "Parity in France: A 'Dual Track' Solution to Women's Under-Representation," by Rainbow Murray; "From Laggard to Leader: Explaining the Belgian Gender Quotas and Parity Clause," by Petra Meier; "Gender Parity and Quotas in Italy: A Convolved Reform Process," by Elisabetta Palici di Suni; "Institutionalising Gender Equality in Spain: From Party Quotas to Electoral Gender Quotas," by Tània Verge.

**WORK, ORGANISATION, LABOUR & GLOBALISATION** v. 6, no. 1: Thematic issue: "The reproduction of difference: gender and the global division of labour." Editor: Ursula Huws. Publisher: Analytica Publications Ltd. ISSN: 1745-641X (print), 1745-6428 (online). Available online by subscription; see <http://analytica.metapress.com/content/121034/offerings>.

"The new global division of labour is bringing about huge changes in who does what work, how, when and where. But this dynamic new landscape is shaped by some very old forces. The gender division of labour in the home still, directly or indirectly, plays a dominant role in deter-

mining the very different experiences of women and men in this new global labour market, although it faces multiple new contradictions and stresses in a context of rising female employment and mass migration: clashes between traditional and modern values; shifting boundaries between work that is paid and unpaid, formal and informal; and a situation where the time pressures on one group of women may only be resolved through the 'grey' labour of others, often migrants. Drawing on research in Asia, Africa, Europe and America, this issue explores and analyses some of these dilemmas and describes how women are addressing them in their daily lives, in the process raising new questions for future research."

Partial contents: "The interplay of gender, work and family in Portuguese families," by Marisa Matias, Cláudia

Andrade, & Anne Marie Fontaine; "Unpaid work, capital and coercion," by Norene Pupo & Ann Duffy; "Domestic work in France and Italy: comparative case studies on the contemporary diffusion of informal employment," by Elisabetta Pernigotti; "The feminised service sector: from micro to macro analysis," by Babs Grossman; "Trading on gender: the perversity of Asian labour exports as an economic development strategy," by Stuart Rosewarne; "Even though I work, I am not a whore': women working in Zanzibar," by Thembi Mutch; "Is a widening gender wage gap necessarily caused by a glass ceiling? a case study from Uganda," by Irene van Staveren; "Gender, globalisation and empowerment: a study of women who work in Sri Lanka's Export Processing Zones," by Peter Hancock, Sharon Middleton, & Jamie Moore.

○ Compiled by JoAnne Lehman

**FEMINIST COLLECTIONS: A QUARTERLY OF WOMEN'S STUDIES RESOURCES** reviews the latest print, electronic, and audiovisual resources for research and teaching in gender and women's studies, four times a year.

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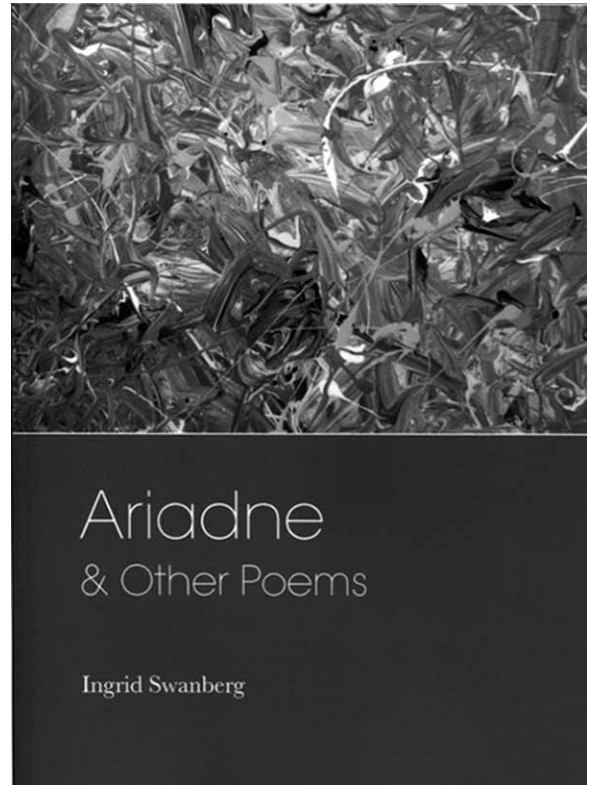


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# ITEMS OF NOTE

**Ingrid Swanberg** (Markhardt), a former staff member of our office, has published a collection of poetry, *ARIADNE & OTHER POEMS*, with Bottom Dog Press in Huron, Ohio. The book has already received high praise, including this from Jim Cohn of the Museum of American Poetics:

Ingrid Swanberg has served American Poesy with her inimitable Ghost Pony Press and her near single-handed resuscitation of the proto-Beat Midwest poet d.a.levy. In *Ariadne & Other Poems*, she has created a body of poetry that invites contemplation of Ariadnean mazes and labyrinths, and through these, our own contemporary reparations. With an economy that mirrors the greatest spirit-minded poets of the World Poetics Timeline, her language has a pure lyrical radiance, a rare revolutionary emptiness. This poet went “trailing the shadows of the horses / thrown by the light below” and with each turn was led back to the earth. I thought humanity had lost the ability to locate the world in the way she does. I thought such precision of feminine laser word energy had gone extinct. Left the planet. Vivid heart, let me tell you, this is a work of beatitude.



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The Washington, D.C.-based **WOMEN'S INSTITUTE FOR FREEDOM OF THE PRESS** has published the 2013 print version of its *DIRECTORY OF WOMEN'S MEDIA* (ISBN 0-930470-33-8/ISSN 1040-1156), which includes only media “owned and operated primarily by, for and about women.” The comprehensive directory lists print periodicals, internet periodicals, publishers, media organizations, news services, radio groups, film and video groups, music groups and websites, theater/art groups and websites, media websites, media-related directories, and even bookstores, email lists, and media bloggers. For ordering information, see <http://wifp.org/pub%20order.html>. A continually updated online version of the directory is free to access at <http://wifp.org/DWM/ContentsDWM.html>.

WIFP's statement of purpose (included at <http://wifp.org/pcabout%20us.html>) seems both timely and timeless:

We seek to democratize the communications media by expanding freedom of the press (which includes its modern day electronic forms) to enable all people; rich and poor, male and female, to have the equal opportunity to speak directly to the whole public about their own issues and concerns. Access to the public constitutes political power and in a democracy it must be equal. Freedom of the press is a citizen right of democracy, it should not be a right based on wealth.

WIFP encourages projects that move us toward these democratic communication goals. It is a place where new ideas about making communication more democratic are encouraged, examined, researched and published. WIFP sees a unique role for women as the majority in democracy: to build a communication system that permits everyone to be heard equally.

# Books Recently Received

**AGAINST VIOLENCE AGAINST WOMEN: THE CASE FOR GENDER AS A PROTECTED CLASS.** Fields, Rona M. Palgrave Macmillan, 2013.

**AMERICA'S WOMEN IN THE REVOLUTIONARY ERA 1760-1790: A HISTORY THROUGH BIBLIOGRAPHY.** Grundset, Eric G., et al. National Society Daughters of the American Revolution, 2011.

**BALLOTS, BABIES, AND BANNERS OF PEACE: AMERICAN JEWISH WOMEN'S ACTIVISM, 1890-1940.** Klapper, Melissa R. New York University Press, 2013.

**BEYOND NATURE'S HOUSEKEEPERS: AMERICAN WOMEN IN ENVIRONMENTAL HISTORY.** Unger, Nancy C. Oxford University Press, 2012.

**BRITISH AND IRISH WOMEN WRITERS AND THE WOMEN'S MOVEMENT: SIX LITERARY VOICES OF THEIR TIMES.** Franks, Jill. McFarland, 2013.

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