

Wheaton College
Norton, Massachusetts

Working Conference
How to Integrate the Study of
Women into the Curriculum



“Moving Toward a Balanced Curriculum”

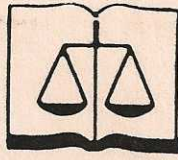
June 22-24, 1983

for Teams of Faculty and
Administrators from Colleges
and Universities

Registration Materials

The following describes a working conference on how to integrate the study of women into curricula, scheduled for June 22-24, 1983 at Wheaton College, Norton, Massachusetts. Interested educators from colleges and universities are invited to read the enclosed conference description and registration procedure and respond by March 25, 1983. For more information, contact Dr. Bonnie Spanier, Wheaton College, Norton, MA 02766, (617)-285-7722 x314.

Registration deadline:
March 25, 1983



TOWARD A BALANCED CURRICULUM:
Integrating the Study of Women into the Liberal Arts

Wheaton College
Norton, MA 02766

Bonnie Spanier, Director (617) 285-7722 x314

Balanced Curriculum Project
Advisory Committee

Alexander Bloom
Department of History

Rosalind Ladd
Department of Philosophy

Ann Murray
Department of Art

Styliani Pastra-Landis
Department of Chemistry

Sheila Shaw
Department of English

Paul Sprosty
Department of Psychology

Sherrie Bergman
College Librarian

Darlene Boroviak
Department of Government
Dean of Students

Herbert Ellison
Department of Chemistry
Acting Provost

Bonnie Spanier
Project Director

Rose Boardman '85

Susan Taylor '84

Outside Advisory Board

Paula Goldsmid, Dean of Faculty
Scripps College

Margaret V. McIntosh, Program Director
Wellesley College Center for Research on Women

Elizabeth Kamarck Minnich, Professor of Philosophy
Union Graduate School and Academic Coordinator of
National Women's Studies Institute

The curriculum development project and working conference are supported by a grant from the Fund for the Improvement of Postsecondary Education, U. S. Department of Education.

General Information

In 1980, Wheaton College undertook a pioneering effort to revise introductory curriculum to reflect the experiences of both women and men. With the support of a three-year grant from the Fund for the Improvement of Postsecondary Education (FIPSE) of the U. S. Department of Education, the Wheaton community has taken a significant step toward integrating women's studies scholarship into introductory-level courses across the disciplines in the humanities, the social sciences, and the natural sciences. Departmentally-based "integration" activities have been complemented with multidisciplinary programs such as a workshop in new perspectives in literature. Over half of the Wheaton faculty have become involved in these voluntary integration efforts.

The products of the three-year program of self-assessment, faculty education about the study of women, and curriculum development will include syllabi of enriched courses, pertinent bibliographies and related materials, and a case study of the process of curricular change. To foster integration efforts nationwide, Wheaton will share its experiences and materials with colleagues from colleges and universities of diverse types at a campus conference in June of 1983.

The Working Conference-June 22-24, 1983

The general goals of the working conference are:

-to initiate or stimulate the integration of the study of women into curricula at postsecondary institutions across the country.

-to expand and strengthen the network of institutions involved in integration to facilitate mutual support, exchange of resources, and assessment of progress.

Cited as a "model for curriculum reform," Wheaton's approach to moving women's studies scholarship into the body of "mainstream" knowledge has been comprehensive. For reasons pertaining to the size and mission of the college and the large base of support from its constituencies, we have aimed our curriculum revision at the introductory level (see article by Bonnie Spanier in the April 1982 issue of Change, devoted to women's studies at the university). Other institutions have used different strategies, such as designing new courses which focus primarily on women, sponsoring faculty development in the study of women, or incorporating information about women and gender into particular courses such as basic writing or general education requirements (see October 1981 issue of The Forum for Liberal Education). Through a growing network of such institutions, we are learning from one another about common problems and effective strategies. Equally important, we are appreciating the diversity of approaches to creating curricula which reflect the perspectives of women as well as men.

The specific purpose of the conference is to assist institutions in developing a feasible project for integrating the study of women into the curriculum with short- and long-term goals appropriate to the needs and resources of the particular institution. Teams of three educators from each participating institution will become acquainted with available resources on women's studies and integration and the various models for integrating the study of women into courses and curricula.

The success of any effort depends on tailoring integration activities to the interests, needs, and resources of the particular institution. The working conference at Wheaton will focus on methods and resources for curricular reform, based on the experiences of Wheaton faculty, administrators, and students as well as representatives from a range of integration projects at diverse

institutions. FIPSE is providing some support for outside resource people, and we anticipate additional funding by Spring to bring in a full range of consultants for the conference.

Although the following list is not final, it indicates the range of resource personnel from institutions and programs involved in major integration efforts who will provide information and guidance in panel presentations, small working sessions, and individual consultation:

- a) University of Arizona: Women's Studies and the University Curriculum
- b) University of Maine at Orono: Women in the Curriculum Project; Leadership in Educational Equity
- c) University of Massachusetts at Amherst and Smith College: Black Studies/ Women's Studies Faculty Development Project
- d) Montana State University: Project on Women in the Curriculum
- e) Reconstructing American Literature
- f) Smith College: Project on Women and Social Change
- g) Wellesley College Center for Research on Women
- h) Yale University: Women's Studies Program

Members of the Wheaton community who have been involved in integration efforts in all areas of the liberal arts curriculum will also present panels, lead workshops, and informally discuss Wheaton's activities.

Through the registration procedure, the June conference, and the follow-up communications, the teams will participate in the following process with regard to integrating the study of women into the curriculum:

- a. determine the needs and interests of their institution;
- b. assess their own (and regional) resources and potential;
- c. design an appropriate project to start in 1983-84;
- d. assess the project's development and adjust the short- and long-range goals through follow-up reports at six months and one year after the conference.

Eligibility

Individuals from any postsecondary institution are eligible to participate in the conference and follow-up activities. Institutions which are just starting to consider appropriate integration activities as well as those which would benefit from stimulation of ongoing efforts are encouraged to participate. Teams must submit a tentative proposal for a project plan and identify individuals who will attend the conference on June 22-24, 1983, be responsible for initiating a project agreed upon by the end of the conference, and prepare reports at six months and one year after. The reports will be compiled by Wheaton's Balanced Curriculum Project Advisory Committee and shared with the network generated by the conference.

The teams preferably should include one faculty member with knowledge of recent scholarship on women or issues in educational equity, one faculty member involved in educational policy, and one academic administrator with responsibility and resources for curriculum/faculty development. The purpose of giving priority to teams of two or three educators rather than individual representatives of an institution is to establish an appropriate base of support to develop integration efforts at the home institution. In addition, it will give the team the opportunity to attend concurrent working sessions at the conference. We recognize that many individual educators across the country are already working on incorporating women's studies scholarship into courses or including sex equity issues in administrative and faculty circles. This important task, however, is often undertaken in relative isolation. With support from the institution and cooperation with colleagues, this work can progress more rapidly and have a more permanent effect on the community. No restrictions are placed on the rank or department of the faculty participants, but the registrant should justify the selection of the members of the team in light of implementing the project and fostering a lasting impact.

Please note: We encourage proposals from all interested institutions.

The number of registrants will suggest the level of need for other conferences on integration. We may have to limit the number of participants for technical reasons. All registrants will receive the basic materials prepared for the conference participants and a listing of additional available information.

Expenses

Registration (materials and meals included).....\$75 per person
Housing (on-campus dormitory, June 21-24, three nights).....\$35 per person

Participating institutions are expected to cover the per diem expenses for the conference (see below for exceptions) as well as transportation. Participants within commuting distance to Wheaton College (located forty miles south of Boston and twenty miles north of Providence) are not required to stay on campus overnight.

We anticipate additional funding to defray registration and lodging costs for those institutions with large transportation costs. We are seeking this support from FIPSE to encourage geographical and institutional diversity at the conference. Registrants should indicate their financial needs in their registration information.

Registration Procedures

The registration information should be prepared by the team leader, preferably in collaboration with the other members of the proposed team. Registrants are invited to submit the following:

1. the original, completed, and signed registration cover sheet;
2. a brief description of the team (see below);

3. a concise description of the needs, resources, and interests of the home institution and, if possible, a tentative proposal for initiating or fostering integration (see below).

All materials should be sent to: Dr. Bonnie Spanier, Wheaton College, Norton, MA 02766, and postmarked no later than March 25, 1983. Notification of acceptance to attend the conference and support to defray costs will be made by mid-April. Late registration will be accepted but with no guarantee of eligibility for support.

Description of Team

The brief description (one or two paragraphs) of each team member should include: institutional position, academic field, indication of knowledge or interest in women's studies (courses taught in this area, where applicable), evidence of involvement or leadership in curriculum or faculty development, and other information relevant to the capabilities of the team to implement integration efforts successfully.

Description of Proposed Project in Light of Institutional Needs

We are asking registrants to assess concisely (not to exceed four double-spaced, typed pages) the needs, interests, and resources of their institutions and, on that basis, to specify a tentative proposal as a first step toward a specific approach to integration.

If you do not know how to begin considering appropriate integration activities for your campus, send for the working paper, "How To Integrate Women's Studies into the Traditional Curriculum", a short how-to handbook based on the shared experiences of seventeen projects whose representatives met in Princeton in August, 1981. (Send \$3.00 to SIROW, Women's Studies, Modern Languages 269, The University of Arizona, Tucson, AZ 85721; Working Paper #9; make check payable to the University of Arizona.)

By taking stock of the particular needs and interests of the institution and its constituencies (faculty, students, administration, local community, etc.) and by assessing the existing resources on campus and locally, registrants should be able to build on these strengths and needs to start designing an integration project which is feasible at this time. Even if registrants are not able to choose a particular approach, they should describe the preliminary assessment of needs and resources and offer suggestions for beginning the integration process, such as a series of faculty lunchtime discussions of women's studies readings, a faculty survey of what material about women or gender is currently included in courses, or an assessment of the content of required courses by the appropriate faculty committee.

The following can be used as a guide for the proposal. Not all questions may be appropriate to all registrants.

A. Significance of the needs and source of concern of the institution.

Describe the needs and interests in the local context: In what ways have issues of concern to women affected the interests of the institution? What is the special impetus for taking action at this time? Have any actions addressing integration been undertaken in the past? How does the tentative proposal build on those efforts? Who will benefit from the integration activities, and in what ways?

B. Resources available. Who are the on-campus and local resources in women's studies and equity issues? How and where (disciplines, departments, etc.) are faculty already incorporating information about women and gender into the curriculum? What courses or programs are offered in women's studies? Describe the institutional resources (regularly scheduled luncheon discussions or informal reading groups, funds for faculty or curriculum development or guest speakers, etc.) which could be applied to integration efforts in relation

to the institution's current commitment to this area. Where in the administration is the potential or actual support for integration of women's studies? What role do students play in addressing these issues? What are the major barriers or sources of resistance which inhibit interest or work in integration?

C. Feasible approach to initiate or stimulate integration efforts.

Given the structure of the curriculum, the interest and resources available, and the current needs, describe one (or more) project(s) that would initiate or foster integration efforts in the coming academic year at your institution.

Why is this project the most feasible approach at this time? If successful, what might this project lead to as a further step toward a "balanced" curriculum?

If it becomes necessary to limit the number of participants, priority for attendance will go to institutions offering:

- an appropriate team of two or three (preferably three) educators;
- evidence of a reasonable commitment from faculty and administration to integrate the study of women into the curriculum;
- a clear understanding of the needs of the institution in this area;
- feasibility of addressing the needs through some form of faculty and/or curriculum development at this time;
- the potential for the team and project having a lasting impact on the curriculum.

COVER SHEET FOR REGISTRATION TO ATTEND "MOVING TOWARD A BALANCED CURRICULUM"

June 22-24, 1983

This registration information should be sent to:

Dr. Bonnie Spanier
Wheaton College
Norton, MA 02766

1. REGISTRANT:

Name of Institution: _____

2. TEAM LEADER:

Name

Title

Department, Division, Office

Street Address

City State Zip

() _____
Telephone

3. INSTITUTIONAL INFORMATION:

a. Total Enrollment

Male: _____

Female: _____

b. Type of Institution

___ Public

___ Private

c. Highest Degree Level

___ 2 year

___ 4 year

___ Graduate

___ Nondegree granting

___ Other

4. ADDITIONAL TEAM MEMBERS:

a. _____
Name

Title

b. _____
Name

Title

5. FUNDS REQUESTED. Indicate how funding will affect attendance or team size.

6. BRIEF DESCRIPTION OF TENTATIVE PROJECT, IF POSSIBLE:

7. SIGNATURE OF TEAM LEADER: _____

Name

Date

Background and Rationale:
Women's Studies and the Transformation of the Curriculum

More than a decade ago, teachers and scholars influenced by the women's movement organized women's studies courses and programs which took new approaches to the search for knowledge. Since few traditional textbooks included women's experiences and perspectives, they wrote their own. Since little research had been done on women's lives, they began to build a body of data which could provide a base for the accumulation of further knowledge and the reconstruction of women's culture. Thus, scholars in a number of academic disciplines began to include women as subjects of serious study in the college curriculum.

Women's Studies has grown from two known programs in 1969 to over 350 programs offering some twenty thousand courses in 1981. Its purpose is to integrate women's experiences and perspectives into all descriptions and analyses of human behavior, offering students a deeper understanding of humanity by expanding the purview of research and scholarship to include "the other half" of the human race. One strategy has been to establish courses on women which either fall within particular disciplines or use an interdisciplinary approach to women's lives. But the traditional curriculum still offers little if any scholarly information on women, and students who do not choose to enroll in women's studies courses remain unexposed to the new material.

Scholars and teachers have recently begun to integrate women's studies into the traditional curriculum. This strategy has been called by a variety of names, most popularly, "mainstreaming." It should be distinguished from the compensatory approach to curriculum reform. "To add women and stir," is not enough and, in some cases, is misleading. A special unit on women's suffrage in a history or political science course which includes no other material on women may give students the erroneous impression that women are important only when they have entered the public sphere.

Integrating the study of women into the curriculum requires a whole new way of viewing and describing human activity. "Mainstreaming" is both a broadening of course content and a transformation of the principles of course selection and organization. As Margaret McIntosh points out, "Society has been held together by groups of people who are not distinguished by public achievement, recognized power, or cultural innovation...a thorough study of women also makes visible many men who were not previously featured in the curriculum, in fact about nine-tenths of the world's population suddenly becomes visible when one...includes those who for reasons of sex, race, class, national or religious background, were defined as lower caste."

The fabric of everyday life can now become the stuff of rigorous inquiry. "A whole new world of theory and praxis has opened up to me," wrote a liberal arts student after taking a Western civilization course which included the study of women. "I didn't realize that women made any real difference in the world."

Taken from "Integrating Women's Studies into the Liberal Arts Curriculum," A Report to the Association of American Colleges, 1981, reproduced by Betty Schmitz for Project on Women in the Curriculum, Montana State University.



June 21, 1983

Dear Conference Participant:

The conference which stretches before us promises to be both exciting and exhausting. Educators from around the country have come to Wheaton to explore current and future efforts to integrate the study of women into the curriculum. Activities have been planned which will fill our time and require the active involvement of those in attendance.

The program has been divided into a series of panels and workshops, offering presentations to the entire group and smaller discussions based on the disciplines and institutional strategies. We hope that each institutional team is able to benefit from the program as much as possible, and therefore we encourage each team to divide up among the concurrent working sessions.

In addition to attendance at these workshops, participants have other opportunities and responsibilities during the conference. To create a more direct connection with Wheaton during the conference, each team is asked to meet with their Wheaton "Contact Person," (see Participants Listing or the list of Wheaton Resource People) at dinner on Wednesday.

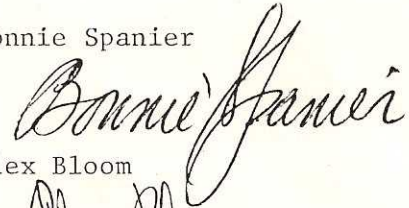
If you would like to meet with a certain group (for example, all community colleges or women's studies specialists,) or discuss a topic not covered in the program, please post this on the Bulletin Board in the Science Center Lobby. Interested participants can then sign up and join you for an optional participant-generated session on Thursday evening. You are also invited to meet with other institutions in your region during the Library Reception Thursday afternoon to discuss regional resources.

We hope that various questions and considerations will arise which can be addressed at the last panel session, "The Next Step." Further, teams are being asked to submit a Final Project Form before they leave, revising or confirming the initial proposal which accompanied the registration booklet. As part of the follow-up material, we are planning to publish the proceedings of the conference and hope to send the book to every participant in the late fall. As a consequence, we need your project descriptions this week.

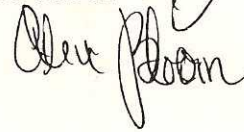
As the two hosts of the conference, we represent the many faculty, administrators, staff, and students at Wheaton College who have contributed to the Balanced Curriculum Project. We want, in particular, to acknowledge and thank everyone who has worked on this conference.

We hope that by Friday afternoon you will be full of useful ideas and plans for your own work on incorporating the study of women and gender into your curriculum. We look forward to hearing about your institutions progress in the follow-up reports to be sent to Wheaton next January and June.

Bonnie Spanier

A handwritten signature in cursive script that reads "Bonnie Spanier".

Alex Bloom

A handwritten signature in cursive script that reads "Alex Bloom".

For your convenience, we have attached a description of the goals of the conference and the development of proposed projects, taken from the original registration booklet. We have included a variety of materials in this registration package. Some relate to the conference and others are for your future reference. They include:

1. This Introduction
2. Program and (3) Concurrent Working Sessions
3. Participants List
4. Room Assignments
5. Conference Information/Emergency Phones, Message Board
6. Outside Resource People/Wheaton Resource People
7. Final Project Form
8. Evaluation Sheet
9. Guidelines for Examining Gender in Text and Topics
10. Working Definition of a Balanced Course
11. Studying the Classroom Climate - General Terms
12. Toward a Feminist Transformation of the Curriculum: Selected Bibliography
13. Reading in Feminist Theory: A Beginning
14. Selected Bibliography from "Traditions and Transitions: Women's Studies and a Balanced Curriculum"
15. An Informal Compilation of New Considerations for the Academic Disciplines, Gleaned from the New Scholarship on Women
16. Meal Pass (or tickets)
17. Name Tag
18. *Recommendations from "Liberal Education and the New Scholarship on Women" (Wingspread)
19. *The Classroom Climate: A Chilly One for Women?

*If not enclosed, these will be available during the conference.

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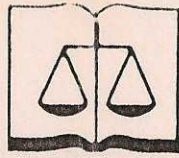
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"MOVING TOWARD A BALANCED CURRICULUM"
WHEATON COLLEGE -- JUNE 22-24, 1983
From ORIGINAL REGISTRATION BOOKLET, February, 1983

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The success of any effort depends on tailoring integration activities to the interests, needs, and resources of the particular institution. The working conference at Wheaton will focus on methods and resources for curricular reform, based on the experiences of Wheaton faculty, administrators, and students as well as representatives from a range of integration projects at diverse institutions. A supplementary dissemination grant from FIPSE, coordination with the WEEAP Leadership in Educational Equity Project at the University of Maine at Orono, and a contribution from Northeastern University's Women's Studies Program are providing funds for the conference.

Through the registration procedure, the June conference, and the follow-up communications, the teams will participate in the following process with regard to integrating the study of women into the curriculum:

- a. determine the needs and interests of their institutions;
- b. assess their own (and regional) resources and potential;
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We are asking registrants to assess concisely (not to exceed four double-spaced, typed pages) the needs, interests, and resources of their institutions and, on that basis, to specify a tentative proposal as a first step toward a specific approach to integration.

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A. Significance of the needs and source of concern of the institution.

Describe the needs and interests in the local context: In what ways have issues of concern to women affected the interests of the institution? What is the special impetus for taking action at this time? Have any actions addressing integration been undertaken in the past? How does the tentative proposal build on those efforts? Who will benefit from the integration activities, and in what ways?

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Who are the on-campus and local resources in women's studies and equity issues? How and where (disciplines, departments, etc.) are faculty already incorporating information about women and gender into the curriculum? What courses or programs are offered in women's studies? Describe the institutional resources (regularly scheduled luncheon discussions or informal reading groups, funds for faculty or curriculum development or guest speakers, etc.) which could be applied to integration efforts in relation to the institution's current commitment to this area. Where in the administration is the potential or actual support for integration of women's studies? What role do students play in addressing these issues? What are the major barriers or sources of resistance which inhibit interest or work in integration?

C. Feasible approach to initiate or stimulate integration efforts.

Given the structure of the curriculum, the interest and resources available, and the current needs, describe one (or more) project(s) that would initiate or foster integration efforts in the coming academic year at your institution. Why is this project the most feasible approach at this time? If successful, what might this project lead to as a further step toward a "balanced" curriculum?