MESSAGE FROM CENTER CO-DIRECTORS

The Race/Gender Resource Center was established by the faculty of the College of Arts and Sciences in the Spring of 1987. Its primary responsibility is to encourage the integration of race and gender issues into the curriculum. In the proposal which established the Center, two major strategies for such curricular change were identified: 1.) mainstreaming, or assisting faculty in integrating material on race and gender into existing courses; and 2.) fostering the development of courses specializing in topics on race and gender with the goal of creating minors or majors in these two areas. A minor in Women's Studies was established in 1982 and the Center's proposal for a Black Studies minor was accepted by the Interdepartmental Studies Committee and the Curriculum Committee of the College of Arts and Sciences this fall. These two minors are currently administered by the Center.

Through a variety of means, the staff of the Race/Gender Resource Center seeks to assist faculty members in developing new courses and in expanding the treatment of race and gender in existing courses. The Center sponsors workshops, seminars, conferences, and guest speakers, and also has funds to enable faculty members to attend outside events devoted to race and gender issues. In March, the Center will cover the travel and hotel expenses of faculty attending the National Association for Ethnic Studies Conference on "Ethnicity, Race, Class, and Gender: Old Ideas and New Perspectives" (see page 4 for details).

Every edition of the Center's Newsletter will include bibliographic aids which will indicate whether the references cited are available in Bertrand Library. At the request of faculty members, the staff of the Center will obtain through Interlibrary loan desired citations which are not available in the library. The Center is currently compiling an annotated listing of films on race and gender which will appear in the next edition of our newsletter. To inform faculty about recent work being done on issues of race and gender, and to facilitate their networking with other scholars and teachers also working in these areas, the Newsletter will regularly contain a News In Brief section which will announce seminars, conferences, workshops, research grants, calls for papers, etc., with a primary focus on race and gender.

The Center is located on the main floor of Vedder Hall, and Center staff can be reached by calling extension 1545 or extension 1360. The staff of the Center includes two co-directors, Janet Seiz and Karen Dugger; three student assistants, Carolyn Ball, Lynn Nichols, and Rochelle Peterson; and a secretary, Stephanie Snyder. We encourage all to make use of our resources and the services we can provide.
Black Studies Minor
Established at Bucknell

This fall semester, the Race/Gender Resource Center's proposal for a minor in Black Studies was accepted by both the Interdepartmental Studies Committee and the Curriculum Committee of the College of Arts and Sciences, thus establishing a Black Studies Minor at Bucknell. As an interdisciplinary field, Black Studies is concerned with experiences of people of African origin residing in any part of the world - Africans, Afro-Americans, Afro-Asians, Afro-Europeans, and African descendants of the Caribbean and other island territories. Black Studies involves the systematic investigation of the history, culture, political economy, literature, arts and languages of people of African descent and their contributions to world civilization.

The minor in Black Studies is consistent with the University's stated concern for diversity and is a way of educating all students about the Black Experience and developing in them an understanding and appreciation of the life and history of peoples of African ancestry. A minor in Black Studies, by offering black students the opportunity to gain knowledge of their history and culture, affirms their identity and experiences and in so doing empowers them in the total learning process. For white students, a minor in Black Studies can foster understanding, respect, and an appreciation of diversity which will both improve black-white relations on campus and better prepare them for life in a multi-cultural society.

The interdepartmental Black Studies Minor consists of five courses representing at least three departments. At present there are nineteen courses, distributed among a variety of disciplines, from which these five courses may be selected, and we anticipate that additional courses will be developed. We at the Center have a variety of resources (syllabi, articles, bibliographies, films, etc.) available for any member of the faculty considering constructing a course that could be included in the Black Studies Minor. These same resources are also readily available to faculty members interested in devoting more attention to race in their existing courses.

JAMES CONE TO VISIT BUCKNELL

Professor James H. Cone, Briggs Distinguished Professor of Systematic Theology at Union Theological Seminary in New York, will be at Bucknell February 25 & 26. His visit is cosponsored by the Religion Department and the Race/Gender Resource Center.

Professor Cone is among the foremost theologians in the U.S. His books include Black Theology and Black Power, A Black Theology of Liberation, God of the Oppressed, and (with Gayraud Wilmore) Black Theology: A Documentary History.

Thursday evening Professor Cone will deliver the Charles M. and Elizabeth S. Bond Memorial Lecture in Religion. His address, titled "The Religious Roots of Martin Luther King’s Dream," will begin at 7:30 in the U.C. Forum.

Friday afternoon Professor Cone will lead a workshop for faculty members on "Race and the College Curriculum." He will discuss how making race central has transformed his own teaching, and talk with us about resources available for integrating the Black experience into courses in history and religious studies. All faculty members are invited to attend this workshop: for more information, contact Janet Seiz (3818) or Karen Dugger (3467).
Harriet Pollack recently joined the English Department, bringing with her a degree from the University of Virginia and a few years teaching experience from Sweet Briar College. This semester she is introducing a course on Black American literature from the slave narratives of the 19th century to writers of the present moment such as Ralph Ellison, Toni Morrison and Alice Walker. The course, which considers these texts as responses to a particular historical dilemma, also speculates on the relationship between the Black Blues tradition and narrative structure. And it explores the doubleness of response that black American authors anticipate and manipulate as they address black and white readers.

Asked about her course, Pollack said: "I think of reading as a venture into another mind, another historical moment, another culture, and so I am not overly embarrassed about being a white reader teaching black American literature, though I am sensitive to the difference. I've taught this course once before; then I was introducing it into a curriculum that offered no courses on black history, experience, or literature. Students told me that they had conversations in and around the course that had been previously impossible for them in an integrated setting—conversations that had been saved for black unity meetings or for dorm rooms with the door shut. So my first concern has been that this course be offered, that this literature be read. In teaching it, I bring to my students as many instructing black voices as I can—through tapes, videos, films and guest lecturers—to help me out with presenting it. This semester we'll have Alice Walker discussing Zora Neale Hurston, a heated sixties panel discussion of the Black Muslim movement featuring Malcolm X and James Baldwin, the film version of Baracka's 'The Dutchman,' and an interview with Toni Morrison—among other special events. Phil Burnham in the Writing Center is putting together a Wednesday night film series called 'Black Writers on Film' that will run in loose conjunction with this course. And Cornelius Eady, the poet who recently won the American Academy of Poets' Lamont Prize, will be a guest." (Eady, author of Victims of The Latest Dance Craze and Kartunes, will offer a public reading in the Willard Smith Library on April 17.)

Now in her second year at Bucknell, Leslie Patrick-Stamp continues to develop new ways to introduce students to the African American past. She has added four new courses to the History curriculum: Afro-American History I and II, Prisons and Black America, and Slave Narratives. This spring semester she will offer a course entitled "Topics in Social History: African American Women".

When asked why she thinks such a course is needed at Bucknell, Patrick-Stamp replied: "All the women are white, all the blacks are men, but some of us are brave. The title of Barbara Smith's book sums it up. For too long the experiences of African American women and their contributions to our emancipatory struggle have been ignored. A little closer to home, it strikes me that Black women's presence at Bucknell has not received adequate attention. These two issues—the invisibility of Black women in historical literature and teaching and in present life—combine to create the necessity for this course."

Patrick-Stamp teaches many Afro-American History courses, and this one represents a departure for her: "I'm excited about examining the past of those many women who sacrificed and struggled so that I and others can work toward a better future. It cannot be denied that Black women have shouldered much of the burden of keeping a culture alive. I see this course as an arena for me to help people appreciate the significance of that awesome task."

Patrick-Stamp plans for this course to be rigorous and enlightening. Between the readings and films, students will be exposed to the multiplicity of issues that inform the Black woman's past: race, class and gender. Making no excuses for her demands, she explains: "There's a lot of information about Black women in the world. We will be able to only scratch the surface of what's available. Therefore, we will make every effort to cover the variety of ways in which Black women are understood and understand themselves." Patrick-Stamp promises this course will be a rewarding episode in education.
The Race and Ethnic Study Group of the Department of Sociology at Texas A&M University is sponsoring a conference on "Race and Ethnic Relations in the 1990s" February 11-12, 1988. For further information write to Prof. William Kuvelsky, Department of Sociology, Texas A&M University, College Station, Texas 77843.

The National Women's Studies Association will begin publishing the NWSA Journal in spring, 1988. All disciplines are welcomed. For information about authors' specifications, write to: MaryJo Wagner, editor, NWSA Journal, Center for Women's Studies, Ohio State University, Columbus, Ohio 43210.


The Association For Women In Psychology will sponsor their 13th Annual National Conference "New Directions In Feminist Psychology" March 3-6, 1988 at the Hyatt Regency Hotel in Bethesda, Maryland. For conference program or registration form contact Karen Dugger or Janet Seiz at the Bucknell Race/Gender Resource Center.

The Women's Studies Program at Rutgers University (New Brunswick campus) is sponsoring their 5th Annual Graduate Women's Studies Conference "Hearts, Hands, and Minds: Feminism in Thought and Action." March 12, 1988. For further information, call (201) 932-9719.

THE BLACK WOMAN: PROSPECTS AND CHALLENGES FOR THE FUTURE Black Studies Department, Ohio State University COLUMBUS, OHIO May 5, 6, and 7, 1988 This conference is designed for scholars, educators, community organizers, administrators, journalists and others interested in Black Women's issues. Direct inquiries to Ms. Yolanda Robinson at (614) 292-4459.

The Princeton Theological Seminary will hold a conference on the theme: "Gender, Race and Class: Implications for Interpreting Religious Texts" May 16-18, 1988. Sessions will include:

Session I: Afro-American Women's Lives and Literature

Session II: The State of Biblical Interpretation: An Afro-American Feminist Critique

Session III: The Sarah-Hagar Story: Different Feminist Approaches

Session IV: The Politics of Interpretation: A Critique of Mainstream Hermeneutics

For further information, call or write: Patricia Howery, (609) 921-8300 (ext. 418) Spear Library, Room 222, Princeton Theological Seminary, CH221, Princeton, NJ 08542-0803.

The National Women's Studies Association will present a 1988 Annual Conference on "Leadership and Power: Women's Alliances For Social Change" June 22-26, 1988 at the University of Minnesota. For more information write or call NWSA National Office, University of Maryland, College Park, Maryland 20742; phone (301) 454-3757.

Center Sponsors Trip to Ethnic Studies Conference

The National Association for Ethnic Studies will hold its sixth annual conference entitled, "Ethnicity: Race, Class, and Gender, Old Ideas and New Perspectives," March 2-5 at the Sheraton Tara Hotel in Springfield, Massachusetts. The conference is cross-disciplinary and will include participants from the arts, humanities, social and biological sciences, education, and government. The Center will cover the travel and hotel expenses for six or seven faculty members. We would like to leave for Springfield late afternoon March 3, but this will depend on the schedules of those participating. Faculty interested in attending the conference should contact Janet Seiz (ext. 3818), Karen Dugger (ext. 3467) or Stephanie Snyder (ext. 1545) no later than February 10.
CURRICULAR CONFERENCE ON THE BLACK EXPERIENCE

Last September, the Black Studies Concern Group and the Race/Gender Resource Center cosponsored Bucknell's first Curricular Conference on the Black Experience in America. Two distinguished teacher/scholars gave keynote addresses and led faculty workshops: Henry Louis Gates, Jr., Professor of English and Africana Studies at Cornell, and Manning Marable, Head of the Black Studies Department at Ohio State University.

Professors Gates and Marable recommended a number of actions the University should take to facilitate the integration of the Black experience into our curriculum. They emphasized that broad structural changes are required to build the foundation necessary for realizing our long term goals. Among their suggestions were the following:

1. We should institute a comprehensive recruitment program for both faculty and students. Departments which succeed in attracting Black faculty should be rewarded with additional faculty lines. To attract more Black students, an outreach program extending back into the high schools is needed.

2. We should set up a "visiting minority scholars" program, which could be developed in a variety of ways. Departments might establish contacts with Black scholars and historically Black universities, and arrange year-long or one-semester faculty exchanges and student exchanges. Visitors teaching courses on the Black experience would greatly enrich our curriculum. Black teacher-scholars might also be asked to come to Bucknell for periods of several days to several weeks, to give lectures in a number of classes, or to offer mini-courses or workshops for both faculty and students, and to serve informally as resource persons for students and faculty. Professor Marable emphasized the need for students, both black and white, to interact face-to-face with minority scholars, artists, musicians and others who can serve as role models and help break down stereotypes.

3. Each department should undertake a systematic review of the content of its courses and its overall curriculum to determine where material on the experience of people of color might be inserted. This effort has to be encouraged; it cannot and should not be legislated.

4. Bucknell should establish a Black Studies minor.

5. General education programs are very good places to begin the process of integrating material on people of color into the curriculum, because they reach large numbers of students early in their academic experience. Marable suggested the Colgate model, in which all students must take one course in non-Western studies (from a list of courses in a variety of departments). Gates suggested a "Non-Western 'Great Books' course be required of all students.

6. New student orientation should include workshops on race issues, discussing both local racial interaction and national and global race relations ("Think globally, act locally."). We should make clear to students from their very first week on campus that respect for others and appreciation of racial diversity are part of the "common sense of the Bucknell community."

7. We should establish linkages with nearby Black communities (Williamsport and Harrisburg, perhaps). We might offer extension courses (on the models offered by the Popular Studies Program or our programs at the area prisons), establish student internships in local community action projects, and invite members of area Black communities to speak on campus about their lives and work.

8. Minority student retention efforts could be strengthened through a mentoring program wherein juniors, seniors and faculty members "adopt" individual Black students.

9. The University should establish an internal standing committee to implement these suggestions, and an external visiting committee to periodically review our curriculum-integration efforts and make recommendations.
Books and articles available at the Race/Gender Resource Center are denoted by an asterisk (*). The other books are available at the Bertrand library.

**CURRICULUM TRANSFORMATION**


This article is perhaps the best piece to read first; it provides a thoughtful overview of the issues and a host of references to articles, books, and organizations.


The above three books are invaluable. They include discussions of the rationales for curriculum transformation, stages of curriculum change, and alternative models for curriculum transformation projects, as well as offering suggestions on how to transform particular courses in a variety of disciplines.


These were keynote speeches at Workshops on Women in the Curriculum sponsored by the Center for Research on Women at Memphis State University. A description of the Center and an order form for Center publications appear on pp. 13 & 14 of this Newsletter.

**PEDAGOGICAL ISSUES**


These works focus upon feminism and/ in the classroom.

**WOMEN'S STUDIES AND ACADEMIC DISCIPLINES**


What happens when traditionally-trained academics begin to reconsider their disciplines in light of recent feminist scholarship? These books were written by academics inside and outside Women's Studies programs who have changed their minds about the foundations of their disciplines.

If you would like to have a copy of any of the articles listed above, or a table of contents for any of the books, send a note to the Race/Gender Resource Center or call Stephanie Snyder at 1545 and we will have the materials duplicated and sent to you by campus mail.
SELECTED BIBLIOGRAPHY ON AFRO-AMERICAN WOMEN


(continued on next page)
Spring Symposium on
Race, Gender, and the Curriculum

Margaret Andersen, of the University of Delaware, and Cheryl Townsend Gilkes from Colby College, will be at Bucknell February 12-13. Both have written extensively on issues of race and gender and have practical experience with integrating these issues into the curriculum. Professor Andersen's most recent works include the second edition of her book Thinking About Women and an article published in SIGNS entitled "Changing the Curriculum in Higher Education." In both she focuses attention on the diversity of women's experiences as these are structured by their race, class, and ethnicity. Professor Gilkes' scholarship, which spans a variety of topics, includes articles on "The Sources of Conceptual Revolutions in the Field of Race Relations," "From Slavery to Welfare: Racism and the Control of Black Women," and "Together in the Harness: Women's Traditions in the Sanctified Church."

The symposium will begin at 7:30 February 12, with their opening address, "The Continuing Basis for the Exclusion of Race and Gender from the Curriculum." Saturday will begin with coffee and doughnuts from 9:00-9:30, followed by a workshop on "Reconstructing the Introductory Level Course." Lunch will be served to workshop participants between 12:00 and 1:30. From 1:30-3:30 there will be a roundtable discussion led by Margaret and Cheryl on "Classroom Strategies for Teaching Issues of Race and Gender."
SELECTED BIBLIOGRAPHY ON AFRO-AMERICANS


Flores, Guillermo. *Internal Colonialism and Racial Minorities in the US: An Overview.* In Frank Bonilla and Robert Girling, eds., *Structures of*
For sale from the Center

BIBLIOGRAPHIES

1. Selected Bibliography on Women of Color in the United States. This reference tool is an extensive bibliography of social science research on Afro-Americans, Asian Americans, Latinas and Native Americans. It also contains general citations on people of color and a selection of titles of general works on women. 35 pages (revised September, 1987). Price $4.00.

2. Selected Bibliography on Southern Women. This bibliography contains citations to history, social science and personal narratives on women in the south; most of the citations are annotated. 42 pages (revised February, 1987). Price $5.00.

RESEARCH PAPERS

1. Class Perceptions in the Black Community by Lynn Weber Cannon and Revere Vanneman. This study uses a sample of over 1700 Black males and female respondents to explore the relationship of objective class and status factors to Blacks' perceptions of their positions in the class structure. 27 pages (1985). Price $3.00.

2. Work and Survival for Black Women by Elizabeth Higginbotham. A brief analysis of Black women's roles in agriculture, service and professional employment which argues that Black women's social class position can best be understood within the context of the public or market work they perform. 17 pages (1984). Price $3.00.

3. Employment for Professional Black Women in the Twentieth Century by Elizabeth Higginbotham. The history of racial discrimination for educated Black women is explored in this paper. The author traces the historic dependency of Black women on the public sector for professional employment. 34 pages (1985). Price $4.00.

4. Our Mothers' Grief: Racial Ethnic Women and the Maintenance of Families by Bonnie Thornton Dull. This paper is an exploration of the impact of racial oppression on the family life of Afro-Americans, Mexican Americans, Chinese and Japanese immigrants in the 18th and 19th centuries. The author provides insights into the "double duty" for women of color during this era. 56 pages (1986). Price $5.00.

5. Race and Class Bias in Research on Women: A Methodological Note by Lynn Weber Cannon, Elizabeth Higginbotham and Marianne L. A. Loung. The exploratory research which has generated the building blocks of feminist scholarship over the last 15 years has often relied on studies with volunteer subjects. This study analyzes the race and class background of women who volunteered to participate in an in-depth study of professional and managerial women, documents a white middle-class bias, and illustrates how race and class may be built into the research design of exploratory studies. 51 pages (1987). Price $5.00.

6. Minority Families in Crisis: The Public Discussion by Maxine Bara Zinn. Cultural deficiency theories are again on the rise and the focus of debate about Black and other families of color. This article addresses the renewal of culture of poverty perspectives and also presents a structural alternative. The focus is the role of economy in creating and sustaining Black family structure. This new look at family and poverty in a deindustrializing society also provides insights for feminist scholarship. 30 pages (1987). Price $4.00.

SOUTHERN WOMEN: THE INTERSECTION OF RACE, CLASS AND GENDER

A collaborative venture with Duke University of North Carolina Women's Studies Research Center and the Women's Research and Resource Center at Spelman College showcasing research on southern women.


2. This Work Had A End: The Transitions from Live-in to Day Work by Elizabeth Clark-Lewis. Oral histories examine the lives of African American women who migrated from the South to Washington, DC in the late 19th century. Initially working as live-in servants, these women made the transition to day work and achieved a new sense of autonomy. 55 pages (1985). Price $5.00.

3. Social Change and Sexual Inequality: The Impact of the Transition from Slavery to Sharecropping on Black Women by Susan Archer Mann. Historical data is used to examine improvements in terms of sexual equality for southern Black women after emancipation. The findings indicate that class, race, and the type of production play critical roles in shaping the nature of patriarchy and thus the degree of sexual equality. 48 pages (1986). Price $5.00.

RESEARCH CLEARINGHOUSE AND CURRICULUM INTEGRATION


Please ship this order to:

Total Publications Ordered
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All orders must be prepaid. Make checks payable to Memphis State University and remit to: Center for Research on Women, Memphis State University, Memphis, Tenn. 38152. Additional fees will be assessed to defray the costs of overseas postage. Please write separate checks for publications and support fees. Tennessee residents should include 7.75% tax. If invoiced, a fee of $1 will be charged.

For $35 per year a subscriber will receive the new items published by the Center for one calendar year. All publications will be mailed upon their printing. They include:
- 2 bibliographies—Women of Color and Southern Women (both are updated yearly);
- 3 research papers;
- 2 papers from the Southern Women Working Paper Series;
- 2 papers from the Research Clearinghouse and Curriculum Integration series; and
- 3 issues of The Newsletter.

Publications are also available for use in classrooms. Bookstore orders should be sent directly to the Center for Research on Women. For more information, please call Jo Ann Ammons at the Center (901) 454-2770.