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Phyllis Baker

Siqin Yang

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Hitting and Missing the Mark: Feminist Inquiry and Pedagogy in United States Women's Studies Graduate Programs

Phyllis Baker and Siqin Yang

Introduction

Since the inception of the first women's studies department at San Diego State University in 1970, women's studies has had 30 years to reflect on issues and concerns of women. Women's studies has certainly revitalized the traditional disciplines by challenging curricular and pedagogical practice, opening up "the canon", blurring disciplinary boundaries, and introducing the social construction of gender as a major focus of intellectual inquiry (Guy-Sheftall, 1998). At the turn of the century women's studies is witnessing great growth as an academic discipline. This growth is particularly evident in graduate programs. Master's programs in women's studies grew from six in 1994 to 26 in 2000. Doctoral programs went from one in 1990 to eight in 1999.¹ Along with this growth has come continued reflections by feminist theoreticians about including diverse groups that make up "women" both cross-culturally and globally, making the classroom climate diverse and friendly, and finding a balance between theory and activism. These three sets of issues are foregrounded in much of women's studies.

This essay looks specifically at reflection in these areas undertaken in one sector of women's studies: the master's degree in women's studies in the United States. That graduate education in women's studies is the focal point of this essay is especially timely because graduate programs in women's studies are experiencing substantial growth. This essay addresses one aspect of graduate education: the correspondence between feminist intellectual inquiry and pedagogy in master's programs in women's studies. In particular, the essay aims to assess women's studies at the graduate level by asking graduate students what they think about the *attention paid* by their programs to the issues foregrounded in feminist inquiry. Questions about the diverse groups that make up "women," the classroom climate, and ways in which feminist inquiry can balance theory and activism are engaged in this essay from the perspective of graduate students. Furthermore, this essay analyzes the students' *satisfaction* with the attention paid by their graduate programs to these major components of feminist inquiry. What we find is that there are ways in which the pedagogy of women's studies programs closely corresponds with feminist theoretical inquiry and other ways in which women's studies graduate programs are missing the mark.

Literature Review and Theoretical Background

Much of early women's studies scholarship in the United States focused on overcoming women's oppression simply by maintaining not only women's sameness to men but also women's sameness to each other (Spelman, 1988; Tong, 1998). However, as women's studies developed, feminists became cognizant of the multiple jeopardies of race, class, ethnicity, and sexual orientation faced by women. As a result, feminist theorists comprehended the importance of multicultural analysis and articulated the shallowness of perspectives that neglected race,

¹ www.smith.edu/wst/gradlinks.html

class, ethnicity, and sexual orientation (Vinyard, 1998). Multicultural writers argue that the cost of exclusionary practices in early women's studies was the failure to provide a broad and truly complex analysis of women's lives and of social organization that rendered feminist theory incomplete and incorrect (Zinn, Cannon, Higginbotham, & Dill, 1986). Displacing dominant knowledge, creating new languages, and designing new institutional and social practices are the goals of multiculturalism (Curry, 1998; McLaren & Estrada, 1993). Multicultural feminists celebrate cultural differences among women and emphasize the study of minority cultures in the United States.

More recently, the definition of multiculturalism has been extended into the global arena and incorporates the study of African, Asian, Middle Eastern, Latin American, and other "world" cultures (Rosenfelt, 1994; Schmitz, Butler, Rosenfelt, and Guy-Sheftall, 1995). As Bunch (1993) points out, only thinking in terms of national interest interferes with the ability to think globally and allows one to ignore or excuse injustices in other parts of the world. She (1993) notes that "no woman is free until the conditions of oppression of women are eliminated everywhere" (p. 249). Similarly, Maynard (1998) comments, "Finally, it is necessary for white Western women's studies to adopt a more all-encompassing and global framework . . . Not only has women's studies tended to ignore the circumstances of non-white women who live in their midst, it has also disregarded those who live in the different parts of the world" (p. 256). The goal of global feminism is to remove all forms of inequity and oppression through the creation of a more just social and economic order nationally and internationally (Bunch, 1987; Saulnier, 1996).

Incorporated within multicultural and global perspectives within women's studies is the insistence upon a classroom climate with students at the center (O'Barr 1994). Recognizing students as central to pedagogy enjoins women's studies to have multicultural and global representation on the faculty, in the student body, and in the curriculum (Chamberlain, 1994; Guy-Sheftall; 1998) as well as to establish a "friendly" classroom climate. Yee (1997) calls for efforts to broaden ethnic, cultural and racial composition of women's studies administration, faculty, and student body. Moreover, she argues that a curriculum that incorporates courses on topics such as transnational capitalism deepens understanding of global issues (Yee, 1997). The globalization of women's studies presents opportunities for students to analyze "women" in particular geographic contexts. Additionally, a student-centered classroom affirms what students know and want as valid and valuable (O'Barr, 1994). As such, the classroom should embrace diverse viewpoints and establish a welcoming environment for all. In making the classroom diverse and "friendly," feminist pedagogy in women's studies reflects a respect for all kinds of feminisms and the celebration of differences among women and feminist scholars. In knowledge construction, feminist pedagogy helps students theorize about the intersections of race, ethnicity, gender, class, and sexuality in the lives of diverse women.

Women's studies can be seen as the product of the women's liberation movement in the U.S. in the 1960s. In its early years, it had the express purpose of articulating a framework in which activists situated themselves and developed a shared language of work (Silliman & Bhattacharjee, 1999). The blending of theory and activism was the focus of the early women's studies agenda. Feminist scholars and educators worked for the political goals of social justice and to improve women's real lives in their communities. Feminist activism encouraged the

application of feminist theory and women's studies scholarship to women's everyday lives (Pryse, 1999) and promoted political activities that directly challenged women's oppression (Humm, 1995). In recent years, however, activism seems to have become marginal to women's studies programs. Silliman and Bhattacharjee (1999) note that "a deep institutional commitment to furthering feminist activism as part of the women's studies mandate is increasingly absent" (p. 124) and "there is less and less space in the women's studies curriculum for activism (p. 132)." This suggests that women's studies programs are losing an important part of their pedagogy by severing their link with activism.

Taken together, questions about multicultural/global issues, diverse and friendly classrooms, and the balance between theory and activism encompass much of the latest developments and analyses in feminist inquiry. To this end, the purpose of this essay is to see if the pedagogy of master's programs implements that which feminist theorists argue is important to better women's lives. Are issues of race, class, sexual orientation, and ethnicity included in the graduate curriculum? Are women's studies graduate programs embracing global feminism and internationalization both in course content and composition of faculty and student body? Is the graduate classroom a warm, friendly, and diverse place for students? Is feminist activism a strong and healthy component of graduate women's studies? Our strategy for answering these questions has been to analyze the perceptions of graduate students in women's studies about the attention paid to, and their satisfaction with, the following aspects of their degree programs 1) multicultural and global issues, 2) the racial and international composition of faculty/students and the classroom climate, and 3) the balance between feminist theory and activism. In this way, we studied the correspondence between feminist inquiry and feminist pedagogy

Research Design

The research reported here is based on surveys completed by current master's graduate students in women's studies in the United States. In order to compare students at the same level, this study excluded students who were pursuing a graduate certificate, graduate minor, graduate emphasis, graduate concentration, graduate focus, or Ph.D. in women's studies. Using available resources, 21 master's degree programs were identified and surveys sent to the directors of those programs.² Directors, rather than students, were contacted because names, addresses and numbers of students were not available. A total of 200 questionnaires were sent with a survey letter, a survey consent form, and a self-addressed and postage-paid envelope. A total of 82 students in 15 different programs returned the completed questionnaire for a response rate of 41%.³

² In order to target the women's studies master's degree programs, the researcher collected many resources on women's studies graduate programs including "Women's Studies Programs – 1997" edited by *Women's Studies Quarterly* (1997), and internet resources such as the web site of Women's Studies Programs, Departments & Research Centers (<http://research.umbc.edu/~korenman/wmst/program.html>) compiled and maintained by Joan Korenman, Graduate Program in WS (<http://www.smith.edu/wst/gradlinks.html>) compiled and maintained by the women's studies program at Smith College, and the web site of Graduate School Directory of Women's Studies (<http://www.gradschools.com/listings/menus/womens-menu.html>).

³ Fifteen universities participated and were located in urban areas in 13 states including Alabama, Arizona, California, Connecticut, the District of Columbia, Florida, Georgia, Iowa, Michigan, Minnesota, New Jersey, Ohio,

Most respondents (81.7%) were in their 20s, and the age range was from 21 to 58 with a mean age of 27.28 and a standard deviation of 6.50, with only 1 male and 2 transgender respondents. Among the 82 respondents, 61 (74%) called themselves Caucasian, 2 (2.4%) Asian American, 5 (6%) African American, and 13 (15%) respondents classified themselves as “Other.” The other category included all the international students except those who were Caucasian. There were no Native American or Hispanic (Latino) respondents in the study. As for the nationality of the respondents, 19 respondents were international students from 12 different countries apart from the United States, including Canada, Japan, Germany, Great Britain, India, Ireland, Italy, Mexico, Pakistan, P. R. China, Sweden, and Zimbabwe in Africa, Asia, Europe, North America and Central America. Nearly half of the respondents (42.7%) grew up in a middle-class home, 31.7% working-class, 18.3% upper-middle-class, and 7.3% lower-class. Over half of the respondents (56.1%) regarded their sexual orientation as heterosexual, 23.2% bisexual, and 15.9% as gay/lesbian. In regard to marital status, the study sample consisted primarily of single respondents (69.1%); only 19.8% were married, 3.7% divorced, and 7.4% chose “Other,” which included long-term relationships. Taking these characteristics together, it was apparent that the majority of the respondents in the women’s studies master’s degree programs were single, female, Caucasian, U.S. feminists in their 20’s. More than a half were from middle-class or upper-middle-class families and identified themselves as heterosexual. See Appendix A for frequency distribution of demographic characteristics.

The survey instrument contained mostly close-ended questions. The purpose of the survey was to assess the student perception of the amount of attention paid by graduate programs in women’s studies to 1) multicultural and global feminist issues, 2) the racial and international composition of faculty and student body and the classroom climate, and 3) the balance of feminist theory and activism. Further, we wanted to know if the students were satisfied with the amount of attention paid to these three essential components of women’s studies. The basic form of the questionnaire and the content to some degree were based on the Instrument for Feminist Assessment of Women’s Studies Programs designed by Patterson and McCulley (1997).

In order to collect data in the domain of multicultural and global issues and research, we asked questions about curricular emphasis on race and ethnicity, social class, sexual orientation, cross-cultural, and global issues. We also asked questions about opportunities for cross-cultural research, global research, and international exchange. The responses were on a likert scale from *not at all* to *very much*. In regard to racial and international composition of faculty and student body, the students were asked to estimate percentages of non-White American faculty members, non-White American students, international faculty members, and international students. The items used to portray the domain of classroom climate asked about encouragement for thinking from different theoretical viewpoints, encouragement for relating course material to personal life, whether the student’s voice was being listened to and respected by faculty members, and whether the student’s voice was being listened to and respected by peers. They were asked to describe the frequency of support for each item on a likert scale ranging from *never* to *always*. Finally, the students were asked to evaluate the amount of attention given to feminist theory and activism using the following items, opportunities for research on feminist theory, attendance at

and Oregon, which spread from north to south and from coast to coast. Most of the universities were public and their student population was over 15,000.

community-based research, academic conferences, internships/practicums, and involvement in community organizations and campus activities. For each domain we also asked the respondents to rate their level of satisfaction with each item within each domain using a likert scale from *never to always*.

In this research we look at a snapshot in time—what master’s students thought during spring semester 2000. We did not analyze if the student changed or why they were the way they were, but what they thought at a specific moment in time.

Research Findings

In the following section we report women’s studies graduate students’ responses to three sets of issues fore grounded in much of the intellectual inquiry in women’s studies as an academic discipline: multicultural and global issues and research , racial and international composition of faculty and students and classroom climate, and balance between feminist theory and activism.

Multicultural and Global Issues and Research

Multicultural and global issues and research are influential and substantial components of feminist theoretical perspectives that inform most women’s studies scholarship and activism. Therefore, central to this study are the respondents’ evaluations of their programs in regard to the attention given to multicultural and global issues and research including issues of race/ethnicity, social class, sexual orientation, cross-cultural topics, global topics, cross-cultural research, global research, and international exchange. Table 1 shows that most of the graduate students in the study think that their programs pay quite a bit or very much attention to issues of race and ethnicity (68.3%) and sexual orientation (58.5%). The percentage of attention given to issues of social class is evenly distributed (47.6%). However, only 36.3% of the respondents indicate that their programs pay quite a bit or very much attention to cross-cultural research, 41.4% to global issues, and 31.6% to global research. Only 11.8% of the graduate students think that their programs pay quite a bit or very much attention to international exchange in women’s studies.

Table 1. Percent of Responses to Multicultural and Global Issues and Research (n=82)

	<u>Extent of Attention Given</u>				
	not at all	a little	fair amount	quite a bit	very much
Issues of race and ethnicity	2.4	11.0	18.3	31.7	36.6
Issues of social class	4.9	14.6	32.9	25.6	22.0
Issues of sexual orientation	1.2	25.6	14.6	43.9	14.6
Cross-cultural issues	1.2	32.1	18.5	32.1	16.0
Global issues	4.9	29.9	24.4	26.8	14.6
Cross-cultural research	7.5	31.3	25.0	17.5	18.8
Research on global issues	13.8	31.3	23.8	15.0	16.6
International exchange	50.0	26.3	11.8	3.9	7.9

	<u>Levels of Satisfaction</u>				
	very dis-satisfied	dis-satisfied	neutral	satisfied	very satisfied
Issues of race and ethnicity	3.7	18.3	9.8	39.0	29.3
Issues of social class	3.7	24.4	22.0	28.0	22.0
Issues of sexual orientation	3.7	14.6	22.0	41.5	18.3
Cross-cultural issues	4.9	27.2	22.2	32.1	13.6
Global issues	8.5	26.8	28.0	23.2	13.4
Cross-cultural research	6.2	16.0	38.3	23.5	16.0
Research on global issues	6.2	18.5	39.5	21.0	14.8
International exchange	16.0	23.5	37.0	11.1	12.3

In addition to the respondents' evaluations of their programs' attention to multicultural and global issues, respondents were asked whether they are satisfied with the level of attention paid by their programs to these issues. Table 1 shows that more than 60% of the respondents feel satisfied or very satisfied with the attention given by the programs to issues of race/ethnicity (68.3%) and sexual orientation (59.8%), which is not surprising given that they think such issues receive quite a bit of attention. However, the respondents reported that they are less satisfied with the attention given to class issues than issues of race/ethnicity and sexual orientation. Only

50% feel satisfied or very satisfied with the attention given to class issues. Likewise, graduate students are even less satisfied with attention given to cross-cultural issues (45.7%), cross-cultural research (39.5%), global issues (36.6 %), and global research (35.8%). It is important to note that only 23.4% of the respondents stated that they are satisfied or very satisfied with the international exchange in their program. This variable also has the highest level of dissatisfaction (50.5%) among all items included in the survey except racial and international composition of faculty and students.

Classroom Climate

Is the theoretical concept of multicultural and global feminist theory being translated into a diverse composition of the faculty and student body and pedagogical techniques in the classroom? Encouragement for thinking from different theoretical viewpoints, encouragement for relating course material to personal life, and respect from faculty members and peers are indicators of a friendly classroom climate. Moreover, does the composition of the faculty and student body reflect the feminist emphasis on diversity? Table 2 reveals that 75.3% of the respondents feel they were often or always encouraged by the instructor to think about problems from different theoretical viewpoints and that their voice is often or always being listened to and respected by the faculty members (76.6%) and peers (76.6%). In contrast, only 47% of the respondents felt they are often or always encouraged by the instructor to relate course material to their personal life.

Table 2. Percent of Responses to Friendly and Diverse Classroom Climate (n=82)

	<u>Frequency of Support</u>				
	<u>never</u>	<u>rarely</u>	<u>some- times</u>	<u>often</u>	<u>always</u>
Encouragement for thinking from different theoretical viewpoints	0.0	3.7	21.0	48.1	27.2
Encouragement for relating course material to personal life	1.2	16.0	35.8	27.2	19.8
Voice is being listened to and respected by faculty members	1.2	3.7	18.5	42.0	34.6
Voice is being listened to and respected by peers	0.0	3.7	19.8	38.3	38.3

(table continues)

	<u>Levels of Satisfaction</u>				
	<u>very dis-</u> <u>satisfied</u>	<u>dis-</u> <u>satisfied</u>	<u>neutral</u>	<u>satisfied</u>	<u>very</u> <u>satisfied</u>
Encouragement for thinking from different theoretical viewpoints	2.5	8.6	12.3	45.7	30.9
Encouragement for relating course material to personal life	3.7	13.6	23.5	38.3	21.0
Voice is being listened to and respected by faculty members	2.5	11.1	11.1	46.9	28.4
Voice is being listened to and respected by peers	1.2	8.6	14.8	42.0	33.3

The extent of respondents' satisfaction with factors supporting a friendly classroom environment is consistent with the level of attention paid to it. As one might expect, Table 2 shows that 75% of the respondents report being satisfied or very satisfied with the supportive environment for diversity in terms of the amount of encouragement they receive to think about problems from different theoretical viewpoints (76.6%) and respect from faculty members (75.3%) and peers (75.3%). The percentage of satisfaction with the encouragement they receive to relate course material to their personal life is the lowest (59.3%) among the items in this domain.

Incorporated with feminist perspectives is the belief that multicultural and global representation on faculty and student body is essential for women's studies to realize its goals. The survey asked the respondents to evaluate the racial and international composition of faculty members and students. Table 3 reveals that 78.5% of the respondents indicated that they have some non-White American faculty members, leaving 21.5% of the programs that have no non-White faculty members. Moreover, 86.4% of respondents indicate that they have non-White American students and 96.3% of the students report that they have international students in their program. About 46% indicate that there are no international faculty members in their program. We also asked how satisfied they were with the racial and international composition of faculty members and students. Table 3 also shows that 8.8% of the total respondents feel satisfied or very satisfied with the percentage of non-White American faculty members and only 19.7% of them feel satisfied or very satisfied with the percentage of non-White students in women's studies master's degree programs. Similarly, 17.5% of the students feel satisfied or very satisfied with the percentage of international faculty members in the programs. Although, more than 30% of the respondents declare that they are satisfied or very satisfied with the percentage of international students in their program.

Table 3. Percent of Responses to Racial and International Composition of Faculty and Students (n=82)

	<u>Percentages</u>				
	none	1-25%	26-50%	51-75%	76-100%
Non-White American faculty members	21.5	58.2	17.7	0.0	2.5
Non-White American students	13.6	65.4	16.0	2.5	2.5
International faculty members	46.2	42.3	10.3	1.3	0.0
International students	3.7	76.5	16.0	3.7	0.0

	<u>Levels of Satisfaction</u>				
	very dis-satisfied	dis-satisfied	neutral	satisfied	very satisfied
Non-White American faculty members	21.3	45.0	25.0	5.0	3.8
Non-White American students	17.3	45.7	17.3	12.3	7.4
International faculty members	22.5	25.0	35.0	12.5	5.0
International students	9.9	27.2	32.1	21.0	9.9

Feminist Theory and Activism

Women's Studies aims to change the injustice toward and the oppression of women. Feminist activism encourages the application of feminist theory and women's scholarship to women's everyday lives (Pryse, 1999) and promotes political activities that directly challenge women's oppression. How much attention is given to theory vs. activism and how satisfied are the students with the attention? Table 4 indicates that about two-thirds (67%) of the respondents think that their program paid quite a bit or very much attention to research that contributes to feminist theory. On the other hand, only 46.3%, 43%, and 40.8% report that quite a bit or very much attention was paid to student involvement in academic conferences, internships/practicums, and campus activities, respectively. Similarly, only about 30% of the respondents acknowledge that they had received quite a bit or very much encouragement to do community-based research (31.3%) or to be involved in community organizations (29.1%).

Table 4. Percent of Responses to Feminist Theory and Activism (n=82)

	<u>Extent of Attention Given</u>				
	not at all	a little	fair amount	quite a bit	very much
Research on feminist theory	2.5	8.6	22.2	27.2	39.5
Community-based research	10.0	32.5	26.3	11.3	20.0
Academic conferences	5.0	20.0	28.8	25.0	21.3
Internships/practicums	3.8	26.6	26.6	29.1	13.9
Campus activities	1.2	29.6	28.4	21.0	19.8
Involvement in community Organizations	10.1	30.4	30.4	17.7	11.4

	<u>Levels of Satisfaction</u>				
	Very dissatisfied	dissatisfied	neutral	satisfied	very satisfied
Research on feminist theory	4.9	6.2	18.5	32.1	38.3
Community-based research	6.2	16.0	37.0	24.7	16.0
Academic conferences	8.6	13.6	35.8	19.8	22.2
Internships/practicums	4.9	19.8	32.1	21.0	22.2
Campus activities	3.7	19.5	29.3	29.3	18.3
Involvement in community Organizations	8.6	22.2	35.8	19.8	13.6

The respondents are satisfied with the attention given by the programs to feminist theory. Table 4 shows that about 70% of the respondents state that they are satisfied or very satisfied with the encouragement they had received to do research that contributes to feminist theory. In contrast, only 40.7%, 42%, 43.2%, and 47.6% report being satisfied or very satisfied with support for community based research, academic conferences, internships/practicums, and campus activities respectively. Furthermore, only one-third of the respondents feel satisfied or very satisfied with the support they received to be involved in community organizations and activities (33.4%) and 30.8% report being very dissatisfied or dissatisfied with that support.

Conclusion and Discussion

Multicultural and global issues and research, creating a friendly and diverse classroom climate, and balancing feminist theory and activism encompass much of the latest and most important developments in feminist intellectual inquiry. The purpose of this research is to consider the correspondence between feminist inquiry and feminist pedagogy. Taking the master's degree in women's studies as our focal point for research, we wanted to see if women's studies remains true to its historical and theoretical roots. We asked women's studies graduate students what they thought about the attention paid by their programs to the issues foregrounded in feminist inquiry. Furthermore, we examined the students' satisfaction with the attention paid by their programs to the major components of feminist intellectual inquiry. What the master's students report is that women's studies is both hitting and missing the mark.

In general, women's studies graduate programs seem to be doing well in the areas of classroom climate, feminist theory, and the incorporation of some multicultural issues into the classroom. First of all, most respondents (75% or higher) are satisfied with the classroom environment. They reported that they are encouraged to think about problems from different theoretical viewpoints, and faculty members and peers respect them even though they came from different backgrounds. This suggests that feminist pedagogy of graduate women's studies programs reflects the core of multicultural feminism – respect for all kinds of feminisms and differences among women and feminist scholars.⁴ In fact, previous surveys revealed great effects of women's studies on behalf of students' personal, intellectual, and professional development (Lifton, Mottet, & O'Barr, 1995; Luebke & Reilly, 1995; Musil, 1992, Stake & Gerner, 1987). Likewise, 70% or more of the respondents are satisfied or very satisfied with encouragement to do research in feminist theory. Also clear in the students' responses is their satisfaction with multicultural nature of the curriculum evidenced by the programs' attention to issues of race, ethnicity, sexual orientation, encouragement for relating course material to personal life, and social class. Over 50% or more report being satisfied or very satisfied with these variables. It seems that graduate programs are hitting the mark by making the classroom friendly and by integrating into them multicultural issues.

In contrast, graduate programs seem to be lacking a good balance between theory and activism. Less than 50% of students feel satisfied with attention paid to activist types of activities like involvement in campus activities, internships/practicums, conference participation, community research, and involvement in community organizations. Students revealed that they are interested in and advocate for applied graduate women's studies that include real world applications such as field-work and policy clinics (Coates, Dodds, and Jensen, 1996; Schroedal, 1998) and feminist action-oriented research. According to the research reported herein, women's studies programs tend to focus on feminist theory and epistemology but their relationship to activism, especially in the community outside of the university, needs to be strengthened.

Women's studies has the tradition of commitment to social justice. According to the theory of feminist activism, women's studies should aim at improving women's real lives and working for

⁴ Appendix B lists all items in descending values of the percentage of "satisfied" and "very satisfied." The items listed as high in Appendix B show that the respondents were more satisfied with them than other aspects in the programs.

social justice. Although some feminist scholars, such as Kimmich (1999), are making efforts to improve pedagogy by incorporating theory and practice in women's studies curricula, the general situation of activism in women's studies graduate education should still be improved. Only through communication with feminist activists and involvement in community organizations can women's studies students apply what they have learned in class to the real lives of women. Women's studies graduate students will be more responsible for social justice if they are able to practice their critical thinking and analytic skills in solving problems in women's lives.

Women's studies programs are also missing the mark, from the perspective of master's students, in the diversity of the faculty and student body and with respect to global issues and research. As evidenced in Appendix B, only 8.8% of students reported being satisfied or very satisfied with the percentage of non-White American faculty members, 17.5% with the percentage of international faculty; members, and 19.7% with percentage of non-White American students. The percentage of students satisfied or very satisfied with the percentage of international students was higher at about 30% probably because over 90% of the programs had some international representation in the student body. When it comes to global issues and research, only 35.6% and 31.5% of the students are satisfied or very satisfied. In departments and programs that include feminist anthropologists there is often a strong emphasis on global issues and research. The low level of satisfaction among the graduate students in this study may reflect departments and programs of students without academic lines in anthropology. Besides diversity and global issues and research, only 23.4% of the students are satisfied or very satisfied with opportunities for international exchange. As Appendix B shows, the comparison of levels of satisfaction with all items reveals that women's studies master's degree programs still need to pay more attention to global issues and research, and the diverse representation of faculty and students.

The 1999 National Women's Studies Association (NWSA) conference sounded a clarion call for challenges to and transformation of boundaries and barriers in Women's Studies' intellectual, political, and personal work. The keynote address, a plenary session, an international taskforce, and many other activities focused on the importance of internationalization and global feminism. Feminist analyses of large international systems is needed in order to identify and rectify the processes by which women are constrained and to expose oppressive international political systems and the ways women are sacrificed to those systems (Enloe, 1989; Saulneir, 1996). The development of global feminism and the promotional of international peace depend on international exchange and international faculty in women's studies, without which it is hard for women in different countries and cultures to understand and support each other and to bring a global perspective to the classroom. Globalizing women's studies faculty, students, and curriculum, as the national agenda for women's studies in the U.S., needs to be further reflected in graduate programs.

At the transition of the century and millennium, women's studies education, as represented at the graduate level, plays an important role in the academy and society. The classrooms are warm and friendly, feminist theory is well developed, and multicultural issues are well integrated. Women's studies at the graduate level can do an even better job by having a sharper focus on student involvement in the larger community, paying more attention to global issues and research, and by diversifying the faculty and student body. Further implementation of global

feminism and activism into the academy and the promotion of international exchange at the graduate level is sorely needed. Although only graduate students in women's studies participated in this survey, in highlighting concerns about women's studies arising from their experience, these students have offered perspectives with broad implication for women's studies. Women's studies practitioners at both graduate and undergraduate levels may find that this survey can inform their own assessments of women's studies as they chart a course for women's studies in the 21st century.

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Appendix A

Frequency Distributions of Demographic Characteristics (N = 82)

Demographic Characteristics	Number of Cases	Percent
<u>Age</u>		
21-25	44	53.7%
26-30	23	28.0%
31-35	9	11.0%
36-60	6	7.3%
<u>Gender</u>		
Female	78 ^a	96.3%
Male	1	1.2%
Transgender	2	2.5%
<u>Race/Ethnicity</u>		
Asian American	2	2.5%
African American	5	6.2%
Caucasian	61	75.3%
Other	13	16.0%
<u>Class</u>		
Lower-class	6	7.3%
Working-class	26	31.7%
Middle-class	35	42.7%
Upper-middle-class	15	18.3%
<u>Sexual Orientation</u>		
Gay/Lesbian	13	15.9%
Bisexual	19	23.2%
Heterosexual	46	56.1%
Other	4	4.9%
<u>Marital Status</u>		
Single	56	69.1%
Married	16	19.8%
Divorced	3	3.7%
Other	6	7.4%
<u>Feminist</u>		
Yes	78	95.1%
No	3	3.7%
Undecided	1	1.2%

(table continues)

Demographic Characteristics	Number of Cases	Percent
<hr/>		
<u>Undergraduate Major</u>		
Women's Studies	18	22.0%
English	18	22.0%
Psychology	14	17.0%
Other	32	39.0%
<u>Years in the Program</u>		
First-year	40	48.8%
Second-year	30	36.6%
Third-year	8	9.7%
Other	4	4.9%
<u>Interest in Women's Studies Ph.D. Degree</u>		
No interest	22	26.8%
Some interest	36	43.9%
Strong interest	24	29.3%
<u>Plan After Graduation</u>		
Ph.D.	31	41.9%
Employment	36	48.6%
Other	7	9.5%

Note. ^aNumber of cases is less than 82 because of missing data calculated.

Appendix B

Percentages of Level of Satisfaction (N = 82)

Characteristic	Levels of Satisfaction				
	very dis-satisfied	dis-satisfied	neutral	satisfied	very satisfied
Overall satisfaction with the program	5.2%	6.5%	18.2%	46.8%	23.4%
Encouragement for thinking from different theoretical viewpoints	2.5%	8.6%	12.3%	45.7%	30.9%
Voice is respected by peers	1.2%	8.6%	14.8%	42.0%	33.3%
Voice is respected by faculty members	2.5%	11.1%	11.1%	46.9%	28.4%
Research on feminist theory	4.9%	6.2%	18.5%	32.1%	38.3%
Issues of race and ethnicity	3.7%	18.3%	9.8%	39.0%	29.3%
Issues of sexual orientation	3.7%	14.6%	22.0%	41.5%	18.3%
Encouragement for relating course material to personal life	3.7%	13.6%	23.5%	38.3%	21.0%
Issues of social class	3.7%	24.4%	22.0%	28.0%	22.0%
Campus activities	3.7%	19.5%	29.3%	29.3%	18.3%
Cross-cultural issues	4.9%	27.2%	22.2%	32.1%	13.6%
Internships/practicums	4.9%	19.8%	32.1%	21.0%	22.2%
Academic conferences	8.6%	13.6%	35.8%	19.8%	22.2%
Community-based research	6.2%	16.0%	37.0%	24.7%	16.0%
Cross-cultural research	6.2%	16.0%	38.3%	23.5%	16.0%
Global issues	8.5%	26.8%	28.0%	23.2%	13.4%

(table continues)

Characteristic	very dis- satisfied	dis- satisfied	neutral	satisfied	very satisfied
Global research	6.2%	18.5%	39.5%	21.0%	14.8%
Involvement in community organizations	8.6%	22.2%	35.8%	19.8%	13.6%
Percentage of international students	9.9%	27.2%	32.1%	21.0%	9.9%
International exchange	16.0%	23.5%	37.0%	11.1%	12.3%
Percentage of non-White American students	17.3%	45.7%	17.3%	12.3%	7.4%
Percentage of international faculty members	22.5%	25.0%	35.0%	12.5%	5.0%
Percentage of non-White American faculty members	21.3%	45.0%	25.0%	5.0%	3.8%

Note. The list is based on the descending value of the percentages of “satisfied” and “very satisfied” categories.