CALIFORNIA COMMUNITY COLLEGES 
AND 
PASADENA 
COMMUNITY COLLEGE DISTRICT 

#88-0519
This project surveyed teachers of humanities courses to determine what information on women was included in their humanities courses. The goal was to revitalize course content in humanities by providing a concise annotated bibliography of available materials, course outlines and other materials which might be incorporated into the humanities curriculum.
Integrating Women’s Studies Into Humanities Courses

Educational Program or Service Addressed:
1) improving teaching abilities 2) improving traditional instruction and, indirectly, 3) meeting needs of new clientele. The grant is a new development and will be conducted singly. It will use the UCLA Center for the Study of Women, the California Humanities Project, and Inside English.

Specific Problem:
Since the mid-seventies, colleges across the country have been establishing formal projects for integrating throughout the curriculum the new scholarship on women. Pasadena City College has been involved in such projects since~1986 when we received a grant from the Western States Project on Women in the Curriculum. We received another grant in 1987, and in 1988 we were designated a Regional Center on Curriculum Integration by the California Humanities Project. In December 1986 we hosted a conference on curriculum integration, and in May 1988 we will host the dissemination project for the Western States Project. However, much more needs to be done, specifically for community college instructors of humanities courses who do not have the time, energy, or resources needed to revitalize and update course materials. Consequently, Dr. Phyllis Mael was granted a sabbatical to collect material from community college teachers with the objective of printing a booklet containing an annotated bibliography of material, course outlines, and other aids to integrating women into the humanities curriculum. In addition, she will coordinate a conference to be held in May 1989 for community college instructors.

Population Served:
All teachers (over 1000) of humanities courses at all 106 California community colleges and, consequently, all their students as well. In addition, through dissemination of information at national conferences, the project will serve even more.

Basic Agenda--none

Objectives:
1. Survey teachers of humanities courses to find out what material on and/or by women they include in their humanities courses (i.e., Art History, English, Film, History, Humanities, Philosophy, Music History, Religious Studies). 2) Write and print an annotated bibliography of materials with specific suggestions as to how the material can be integrated into humanities
classes. 3) Conduct a conference-workshop on integrating the new scholarship on women into humanities classes under the auspices of the Pasadena City College-California Humanities Project Regional Center.

Activities:
Send survey to teachers of humanities courses, read and evaluate material cited in response to survey, meet with selected teachers, write and print booklet, coordinate conference, present findings at state and national conferences

Impact a Transferability:
Approximately 300 booklets will be disseminated through the mail and at local and national conferences. Because of PCC’s past commitment to this project and its present designation as a regional center, continued support of the project is anticipated.

Evaluation:
Booklet and conference will be evaluated by faculty involved.

Dissemination:
Project will be disseminated through an annotated bibliography with course outlines and suggested audiovisual materials to be sent to all respondents to the survey. Materials will also be presented at a conference in May 1989.

Budget:
$9200 requested for supplies, conference travel, and stipends
Integrating Women’s Studies Into Humanities Courses

1. Specific Educational Program Being Addressed

Educational Program or Service Addressed:

The project will serve three areas:

1) improving teaching abilities a) provide a booklet which includes course outlines, an annotated bibliography, and suggested audiovisual materials so teachers can learn both which materials to integrate into their courses and how to successfully integrate them b) coordinate a conference-workshop for area community college faculty to hear about successful projects and discuss their course needs

2) improving traditional instruction Since curriculum integration involves not only adding new material but also raising new questions regarding methodology, canon formation, etc., faculty often develop interdisciplinary courses and begin to rethink traditional ways of teaching.

3) meeting needs of new clientele Women now represent a majority of community college students yet the rich heritage of women’s contributions in history, art, literature, etc. has not been sufficiently integrated into traditional courses. Positive role models for female students are provided through curriculum integration.

The grant is a new development and will be conducted singly. It will use

1) UCLA a) the Center for the Study of Women b) the UCLA Department of Education (Dr. Helen Astin, Associate Director of the Higher Education Research Institute)

2) the California Humanities Project (databank and clearinghouse)

3) inside english (publication of English in the Two-Year Colleges which will publish the survey and an article on its results)
2. Specific Problems Being Addressed

Specific Problem:
Since the mid-seventies, colleges across the country have been establishing formal projects for integrating throughout the curriculum the new scholarship on women. Pasadena City College has been involved in such projects since 1986 when we received a grant from the Western States Project on Women in the Curriculum. We received another grant in 1987, and in 1988 we were designated a Regional Center on Curriculum Integration by the California Humanities Project. In December 1986 we hosted a conference on curriculum integration, and in May 1988 we will host the dissemination project for the Western States Project.

However, much more needs to be done, specifically for community college instructors of humanities courses who do not have the time, energy, or resources needed to revitalize and update course materials. As Betty Schmitz points out in her letter (see Appendix), "Faculty working on the incorporation of women’s experiences at the individual course level are [often] isolated. Because these projects tend to be multi-disciplinary, faculty often do not have the opportunity to work on course revision with colleagues from the same field or area of expertise. And, due to the newness of this educational innovation, very little published information about revisions in individual courses has appeared." Consequently, Dr. Phyllis Mael was granted a sabbatical to collect material from California community college teachers with the objective of printing a booklet containing an annotated bibliography of material, course outlines, and other aids to integrating women into the humanities curriculum. In addition, she will coordinate a conference to be held in May 1989 for community college instructors. She will also present her findings at state and national conferences.
3. Population To Be Served

Population Served:
The survey will be sent to all teachers of humanities courses at all 106 California community colleges. Copies of the survey will also be published in *inside english* which is sent to all teachers of English in California community colleges. When the booklet is completed, copies will be sent to the library of each of the 106 community colleges. Teachers who responded to the survey will receive copies. Copies will also be distributed at the conference-workshop to be held in May 1989. In addition, the material will be available upon request. Findings will be presented at state and national conferences. An estimated 1000 teachers will be served by the project—and consequently, their students as well. Additional population will be served through collaboration with the curriculum integration project at UCLA (cf. Rowe letter in Appendix).
4. Objectives

Objectives:

Objective 1.
Survey teachers of humanities courses in California community colleges to find out what material on and/or by women they include in their humanities courses (i.e., Art History, English, Film, History, Humanities, Philosophy, Music History, Religious Studies) and how that material is integrated. Copies of course outlines would also be requested.
Time: 2 months
Cost: approximately $1600 (consultant fees to help develop survey, printing surveys, postage for mailing surveys)

Objective 2.
Read new scholarship on women recommended by women's studies scholars at the UCLA Center for the Study of Women Dr. Mael might also sit in on courses at UCLA (e.g., courses on feminist theory or gender). This reading would help her evaluate material cited in response to the above mentioned survey.
Time: 2 months
Cost: NONE

Objective 3.
Read and evaluate selected material cited in response to the survey (written responses and course outlines). This would introduce Dr. Mael to new material that she might include in her booklet. She would also plan to visit with selected faculty to discuss more specifically their integration of material on/by women into their courses. Attend state and national conferences to hear new scholarship on women and present preliminary findings resulting from survey.
Time: 2 months
Cost: approximately $1900 (for travel to selected colleges and conferences)

Objective 4.
Write, print, and distribute an annotated bibliography of materials with specific suggestions as to how the material can be integrated into introductory humanities classes.
Time: 2 months
Cost: approximately $2150 (for printing and postage)

Objective 5.
Conduct a conference-workshop on integrating the new scholarship on women into humanities classes under the auspices of the Pasadena City College - California Humanities Project Regional Center. Purchase books and supplies for regional center.
Time: 1 month preparation (1 day workshop)
Cost: approximately $3550 (stipends, travel, housing, publicity)
5. Workplan Narrative

Activities--Revised March 1989
Mid-September to Mid-October
- Design, print, and mail survey
- Begin reading new scholarship on women
- Attend talks, classes, and conferences at the Center for the Study of Women

Mid-October to Mid-December
- Continue to read new scholarship on women
- Continue to attend talks, classes, and conferences at the Center for the Study of Women
- Begin to read material cited in returned surveys

Mid-December to Mid-February 1989
- Attend Modern Language Association meeting (December 1988, New Orleans) to hear new scholarship on women.
- Continue to read new scholarship on women
- Continue to read material cited in returned surveys
- Continue to attend talks, classes, and conferences at the Center for the Study of Women

Mid-February to Mid-April
- Select works to include in annotated bibliography
- Write annotations
  Material in annotated bibliography would be organized so as to provide a quick reference for those who wish to integrate material on/by women into their introductory humanities courses.

June 14-18, 1989
- Present findings of project at National Women's Studies Association Conference (Towson, Maryland)

September-November 1989
- Visit selected colleges to discuss integration of material on/by women into humanities courses with faculty, administrators, counselors, and students

November 1989
- Present findings of project at Community College Humanities Association conference (dates and place not yet determined)

November 17-22, 1989
- Present findings of project at National Council of Teachers of English
conference (Baltimore, Maryland)

May 1990
- Conduct conference-workshop at Pasadena City College
6. Expected Outcomes

Impact and Transferability:

1) Because of the interdisciplinary nature of most curriculum integration projects, it is to be expected that faculty from disciplines other than the humanities will also attend the conference-workshop in May, 1989. (At our workshop in December 1986, there were faculty from Psychology, Business, Math, and Science.)

2) Projects initiated by grants from the National Endowment for the Humanities, the California Community College Instructional Improvement Fund, and the Western States Project (Ford Foundation) have all been institutionalized. They have all produced materials that received distribution at conferences at Pasadena City College and at conferences in California and Washington. In addition, PCC has demonstrated its support of this project by awarding me a sabbatical to perform the activities indicated in this proposal, hosting a conference in December 1986, and hosting a conference in May 1988. Continued support is also promised through the California Humanities Project which has designated PCC a regional center in integrating women's studies into the curriculum.

3) Pasadena City College is a leader in Southern California and has already directly inspired new programs at Santa Monica City College, Cerritos College, and several of the Los Angeles Community Colleges. As a regional center, we will serve all community colleges in the greater Los Angeles area. We will also impact community colleges throughout the state through the California Humanities Project newsletter, Inside English, and dissemination of materials at conferences.
7. Evaluation Plan

Evaluation:

1) The booklet will be evaluated by all who receive it. They will be asked to indicate:
   a) Did they use any material in the classroom?
   b) If so, how useful was it?
   c) If not, why not?
   d) What in the booklet proved most useful?
   e) What should have been included that was not?

   Those who attend the conference will be provided with an evaluation form to determine:
   a) What proved useful?
   b) What else should have been included?
   c) What was of no use?

   In addition, a final report evaluating the project will be presented as part of the sabbatical procedure.

2) Evaluation forms will be assessed by the project director and the director of the regional center to determine future conference needs, revision of materials, and future projects for the center.

3) Material from this project will immediately be incorporated into classroom teaching.
8. Dissemination Plan

Dissemination:
Project will be disseminated through an annotated bibliography with course outlines and suggested audiovisual materials to be sent to all respondents to the survey. Materials will also be presented at a conference in May 1989. Findings will also be presented at state and national conferences.
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]