Welcome to the new Women's Studies newsletter, with features on Women's Studies lectures, programs, courses, conferences, and people, as well as notices of upcoming events. We will be publishing this newsletter twice a year, in the Fall and Spring. Other months in the academic year, look for Women's Studies announcement sheets with lists of future events and opportunities. We are planning an exciting program of speakers and workshops for the spring semester and looking ahead to programming for 1997-1998—the 25th anniversary of Women's Studies at Pitt.

Women's Studies also is in a period of curriculum development. We offered our first interdisciplinary graduate course this fall. In the spring, we are offering a Women's Studies graduate course on philosophical approaches to feminism and a Women's Studies undergraduate course on feminist theory, in addition to our introductory women's studies course and a full array of cross-listed courses. And we are planning for more Women's Studies courses next year.

As a program, we are working on ways to make Women's Studies stronger, more diverse, more inclusive and more responsive to its varied constituencies. We welcome your ideas and your participation.

Gender & Race Across the Curriculum
Marianne Novy, Professor of English

This May the Women's Studies Program again helped plan, facilitate, and coordinate the second Chancellor's Faculty Seminar. In this seminar, ten faculty members, who each received a stipend of $1500, dedicated two weeks beginning May 13, 1996, to intensive discussions and research on how to make their courses more inclusive in terms of race, gender, and other diversity issues, both in content and in pedagogy. Most of the funding was provided by the Chancellor through Nancy Washington’s office and the Diversity Working Group, but WSP raised money to supplement this and also contributed heavily in staff time. This program was established to bring the insights and perspectives developed from over 25 years of scholarship in race and gender into courses across the curriculum, and to help faculty members communicate effectively with an increasingly diverse student body.

A similar seminar will occur May 12-23 1997; applications will be available this semester. The planning committee, chaired by Kathleen Blee, (Women's Studies and Sociology), and Ogle Duff, (Curriculum and Instruction, School of Education), has already begun to meet.

The 1996 seminar participants benefited from an open keynote speech by Elizabeth Higginbotham, Professor of Sociology and Social Work and Acting Director of the Center for Research on Women at the University of Memphis, on the topic “Integrating Race, Class, and Gender in the Curriculum Content and Climate.” Professor Higginbotham discussed such issues as the social stratification perspective on diversity, the social construction of race, the importance of applying...
With Gratitude

The Women's Studies Program would like to extend its sincere thanks to the following alumnae; current or former faculty, staff, and students; Board of Friends members, and friends. Without your support, we would not be able to offer as many lectures, programs, prizes, and special events.

Please remember us and consider giving through Pitt's Annual Giving Fund, our annual Program appeal, or any time that is convenient for you!

March 1996 to the Present

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Board of Friends

The Board of Friends of Women's Studies met on Monday, October 21, 1996. At this meeting, the Board reorganized its development and membership committees and discussed ways in which to support Women's Studies programming efforts.

If you would like more information about the Board of Friends, please contact Janet Montelaro at 624-6485.

Onyx Woman

The Women's Studies Program is pleased to announce that issues of Onyx Woman: The Business, Professional, and Personal Development Publication for Women of Color are now available at different sites on campus—Women's Studies Program office, Campus Women's Organization (William Pitt Union), Black Action Society (William Pitt Union), and the Katz Graduate School of Business. Ola Jackson, publisher of Onyx Woman, will be networking with women of color on college campuses throughout the region. Check forthcoming issues of Onyx Woman for more information as this network develops. Onyx Woman publishes six issues annually. To find out more, contact Ms. Ola Jackson at (412) 281-9881. To catch Onyx Woman on the web, log in at <http://www.onyxwoman.com>.

Women's Studies News

is a publication of the Women's Studies Program of the University of Pittsburgh. It is published twice a year.

Please send your news and notes about women, gender, and related topics to our office. The Women's Studies News welcomes letters to the Editor, articles, reviews, notices, and other materials but reserves the right to edit, for content or brevity, any submissions to its pages. Deadline for the Spring issue is January 31, 1997.

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The University of Pittsburgh, as an educational institution and as an employer, does not discriminate on the basis of race, color, religion, ethnicity, national origin, age, sex, sexual orientation, or marital, veteran, or handicapped status. This is a commitment made by the University and its in accordance with federal, state, and local laws and regulations. All relevant programs are coordinated through the office of Affirmative Action, 901 William Pitt Union, University of Pittsburgh, Pittsburgh, PA 15260. For more information please call (412) 648-7860.
high-technology jobs, but this region still lags behind national trends, and a sizable gender gap in earnings remains for both black and white women.

The Institute of Politics Committee on Women will be meeting soon to discuss possible legislative or policy remedies for the continuing political and economic equality of women in the Commonwealth. One possibility might be to urge reinstatement of the Pennsylvania Commission on Women, which Governor Ridge recently abolished. Another possibility is a Gender Balance bill for PA, as State Representative Ruth Rudy has long advocated.

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Anti-Macho Masculinity

NANCY ATKINSON,
PH.D. CANDIDATE, ENGLISH

On October 3rd, Women’s Studies sponsored a visit by Judith Kegan Gardiner, Professor of English and Women’s Studies at the University of Illinois-Chicago. Gardiner presented a paper based on her current study of feminist definitions of masculinity. Her presentation “Masculinity in Feminist Theory” surveyed and critiqued the ways that radical, cultural, and psychosocial feminist theories construct masculinity.

Gardiner argued that radical feminist theory stresses gender differences and creates gender polarization. The work of Catherine McKinnon, she contended, focuses on women’s oppression under patriarchy; masculinity is defined as male power over women. Similarly, Alice Walker’s writings stress racism and the oppression of women. These approaches, Gardiner explained, offer males the role of the oppressor, implying that men should be more like women. In contrast, cultural feminist theory emphasizes the artificiality and ambiguity of gender. Discarding the notion of a stable self, this theoretical work calls into question the assumptions of masculine and feminine identity.

In order to illustrate shifts in feminist thought, Gardiner compared the early and later psychoanalytic theories of Nancy Chodorow. Based on Freudian theories, Chodorow’s early work maintained that a young girl identifies with and cannot differentiate herself from her mother. A young boy, on the other hand,

CONTINUED ON NEXT PAGE
Anti-Macho (Cont.)

The Campus Women's Organization sponsored an event to recognize National Women's Day of Action on October 24. This day remembers the life of Rosie Gómez, the first woman to be killed by an illegal abortion. Participants attended a Pro-Choice Local Candidate Forum as well as an information table dealing with a variety of issues such as reproductive health care, welfare, sexual assault, and more. CWO also sponsored a Women's Health Watch to help women make informed decisions about their health. To obtain a free copy of the 17-page brochure, call 668-4893. For more information, contact Kim, 621-1890 or Margot, 648-4233.

We need strategies which would nurture new models of masculinity. Gardner's study led her to conclude that masculine traits have traditionally been defined in terms of negative gender roles. Gardner argued for the abolition of gender roles, emphasizing female bonding and valuing the certain definitions of masculinity. Masculinity is a process of constant development and change. Gardner developed a model of “mature masculinity,” which focuses on positive energies, commitment, and self-fulfillment. Gardner's research on the nonviolent aspects of masculinity. For example, a continued effort to disrupt gender roles and promote new models of masculinity. Instead, we need strategies which would nurture new models of masculinity.
Across the Curriculum  
CONTINUED FROM PAGE ONE

concepts of race, gender, and class to privileged groups as well as disadvantaged (e.g. whiteness is a race too). She also discussed practical matters such as how faculty member's own location (especially with regard to race and gender) makes a difference in classroom dynamics.

Co-ordinators of the seminar and the planning committee were Marianne Novy, the Director of Women's Studies, and Ogle Duff, Department of Curriculum and Instruction in the School of Education. Other Women's Studies core faculty involved on the planning committee and as facilitators were Jean Ferguson Carr of English, and Audrey Murrell of Business Administration.

On the first day the participants each gave a brief description of the course they planned to revise during the seminar; on the last two days they all presented revised syllabi to the group for further discussion. In between they did research relevant to revising their courses, and discussed readings on classroom climate and pedagogy, the social construction of gender and race, the intersection of race and gender, critiques of the disciplines, phases of curriculum transformation, syllabus design, and managing classroom dynamics. In addition, a panel of three participants from last year, Professors Bruce Goldstein of Psychology, Marigold Edwards of Health and Physical Education, and Daniel Regan of Sociology, provided insight from their experiences in teaching revised courses.

The participants also watched and discussed three videos: Ethnic Notions, a presentation of the changing images of blacks in popular culture from the early nineteenth century to the mid twentieth century, Race in the Classroom, a series of short simulated classroom scenes in which racial tensions emerge, and Breaking the Silence, a study of unconscious bias about gender and how to overcome it, including another simulated classroom scene. As part of the seminar, participants also had individual meetings with others: Laurie Cohen and Pearl Woolridge, bibliographers of Hillman Library, Joanne Claus of CIDDE, and Michael Arenth of Media Services.

Seminar sessions involved extremely wide-ranging and thoughtful discussions of pedagogical and intellectual issues. Some of the participants commented that this was their first occasion at the university to discuss teaching with their colleagues. Several also noted that they valued the chance for discussion with faculty outside their own disciplines. One wrote in the evaluation, “The entire process was well-planned and well-managed... The variety of topics and congruence

1996 seminar participants were:
  Adrienne Andrews (Africana Studies)  
  Nicole Constable (Anthropology)  
  Nicholas Jones (Classics)  
  Dennis Looney (French and Italian)  
  Janet Montelaro (Women's Studies)  
  Anna Blevins (Instruction and Learning)  
  Nancy Grove (Nursing, Johnstown)  
  Daria Kirby (Business)  
  Frank McGlynn (Social Science, Greensburg)  
  Philip Watts (French and Italian)

Planning committee included:
  Adrienne Andrews, (Africana Studies)  
  Arthur Tuden (Anthropology)  
  Audrey Murrell (Business)  
  Sharon Nelson-Le Gall (Psychology/ 
  Learning Resources Development Center),  
  Jean Ferguson Carr (English)

and members of the preceding year's seminar:
  Daniel Regan (Sociology)  
  Ellen Ansell (Education)  
  Bruce Goldstein (Psychology),  
  and Larry Glasco (History).
Struggle On

LINDA STEVENSON,
GRADUATE STUDENT,
POLITICAL SCIENCE

Despite the advances made by women's movements and organizations in the last twenty years, there is still dire need for the fight for women's rights. Here are few reasons why. Women in the U.S. earn only 71 percent of the incomes their male counterparts earn in the same or comparative jobs. Women in factory jobs in developing countries earn approximately 1/10 of the incomes of U.S. female factory workers. Social welfare programs are being significantly reduced or privatized around the globe. Millions of people depend on these supports for their health needs and many for food subsidies for survival. As primary caretakers of the family and home, women often feel and see the effects of these drastic measures first, and thus play key roles in finding ways to manage on diminishing or devalued incomes, and/or to cope with enduring levels of economic crisis and social strife.

For over two decades Women in Development (WID) groups and networks around the world have worked to expose the problems of women's lack of power and position in developing as well as industrialized countries, as well as to deepen the understanding of how gender relations relate to larger international macro-processes. Certain currents within the WID movement have taken strong feminist stances advocating for women-specific organizing in order to empower women to be able to articulate their particular demands in the battles for just and equal conditions and opportunities for women and girls.

An independent WID group started here at the University of Pittsburgh in 1992. Graduate students from the Economic and Social Development program of Graduate School of Public and International Affairs (GSPIA) founded the group with the goals of incorporating issues of women and gender in development into the GSPIA curriculum and the broader discussions of development in other departments as well (such as Political Science, Anthropology, and Sociology).

Since 1992, with widespread support from a number of sources around the university, the group has been able to organize four high-quality conferences in March of each year. Keynote speakers have included renowned scholars on women in development issues including Nancy Scheper-Hughes, María Patricia Fernández-Kelly, Lourdes Benería, and Cynthia Enloe.

For the first time this fall with offering of the first Women in Development class in GSPIA, taught by Dr. Carol McAllister, WID's aim to impact curriculum is beginning to be realized. The new class is a great complement to Iris Young's Gender, Race and Public Policy class, paving the way for GSPIA and the University of Pittsburgh to become a leader in education on gender and development.

WID is also presenting a Speakers Series during the fall and winter months leading up to the conference. On September 20, WID kicked off the Series with a reception for all interested faculty and students. Dr. McAllister spoke on her field work in Malaysia in the late 1970s comparing it to her present work locally in three low-income communities in the Pittsburgh area, relating both experiences to globalization processes.

The next event was on October 17. Dr. Frances Fox Piven, a renowned political scientist and activist, lectured on “Welfare Politics and the Rise of American Fundamentalism.” Other events are being planned for November and January, so please watch for future announcements.

As in other years, WID is organizing the Fifth Annual WID conference. The dates will be March 14 - 16, 1997. Themes currently under discussion for the conference include the intersection of race and class, as well as gender, with globalization processes, and women's responses in and to those processes locally as well as internationally. Students interested in these topics are encouraged and welcome to join us. Call Marceline White (682-7676) or Linda Stevenson (648-7392) for more information, or stop by the WID office, GSPIA 3L51, Forbes Quadrangle (with the Student Cabinet office), to find out where and when the committee meetings take place.

Going into its fifth year, WID continues to aspire to promote discussion, teaching and participation in and about development in order to better understand and impact important issues related to women's lives in developing areas.
One Year Later
FLORA V. CALDERÓN-STECK,
GRADUATE STUDENT, SOCIOLOGY

A year ago at the United Nations Fourth World Conference on Women 189 countries unanimously approved the Platform for Action. This final document embodies a global commitment to raise the status of women and recognize women's rights as human rights. At the national level, the President's Interagency Council for Women, formed prior to the 1995 UN Conference, is charged with monitoring the implementation of the Platform for Action in the United States. As part of the process of developing a national agenda, the Council organized a national teleconference, America's Commitment: The UN Women's Conference ONE YEAR LATER, on September 28, 1996. Communities across the country were connected via satellite to a panel discussion among federal agency, non-governmental, and higher education representatives on advances for women in the United States. Pittsburgh/Beijing & Beyond, active since 1994 on local and global women's issues, organized a full day of activities, including the broadcast of a teleconference. The day's events were held at Clapp Hall, University of Pittsburgh. Women's Studies Research Associate Pat Ulbrich coordinated the student panel that introduced and facilitated the response to the teleconference of those attending. Susan Homer, a 1996 graduate of Chatham College, Margot Doualy, CWO co-President, and myself were the student panelists. The discussion among the panelists and the dialogue with audience members was encouraging and stimulating. Dr. Ulbrich asked us to comment on the Platform for Action and what we thought were the priorities for the women of our generation. In what follows, I share my introductory comments.

I chose to speak about two areas highlighted in the Platform for Action: poverty and violence. I chose poverty for two reasons. Poverty has a female face and it tends to be the face of a woman of color. As a Latina, to me it is imperative to be deeply concerned about my sisters regardless of their culture and geographic location. Feminist of color Chandra Mohanty reminds us that solidarity among women doesn't necessarily flow from shared conditions such as ethnicity. Rather, she argues, it is a political choice, it is something we struggle to achieve. I want to highlight the intimate relation between the lives and conditions of women of color, both here and abroad, and white US women. Women around the world subsidize the profits of capitalism. Indeed, the global economy has been restructured on the backs of women who are already struggling to survive despite diminishing resources.

"What does this mean to me? I want the opportunity to go into the workforce knowing that I have same access to a meaningful and challenging job with appropriate pay as any of my male classmates.

"The US Department of Justice reports that women between the ages of 19-29 are more likely than women of other ages to be victimized by an intimate. That means that all of us sitting in this panel face the danger of not feeling safe in intimate relationships. Women of all ethnic groups are equally vulnerable. Women in low income households are more at risk. Most of us are aware, I am sure, of the unfortunate statistic that one in three women are sexually abused as children. That means that most likely one of us is struggling with the hard work of reconstructing her live and healing the wounds to her self-esteem and sense of wholeness.

At the state level, Governor Tom Ridge has eliminated the Pennsylvania Commission on Women from the 1996-97 budget. He has, however, created a new advisory commission for gun enthusiasts. The Pennsylvania Coalition Against Domestic Violence reports that there is a lack of awareness, training and commitment to treat violence against women as a crime. Consequently, in early 1996, resources for addressing sexual assault continued to be lacking and funding was inadequate to meet the existing demand for services, such as support groups for children and women of color.

"What does this mean to me? I want to walk the streets and feel safe. I want to claim sexuality from the widespread sexual terrorism against women. I want new sexual images and actions that express sexuality as a beautiful form of expression."
This September, the Women’s Studies Program welcomed Kathleen Blee, Professor of Sociology, as our new Director. Since her arrival in Pittsburgh, Kathy has been behind many changes to the Women’s Studies Program, including the publication of this newsletter and updating WSP’s site on the World Wide Web. Kathy slowed down long enough to speak with Janet and Flora about some pretty important matters.

J & F: Could you describe your involvement with Women’s Studies at the University of Kentucky?

K: I was director of WS at University of Kentucky from 1987-89. After that, I continued to be involved in WS in various ways. For the following three years, I was Associate Dean of the College of Arts & Sciences where part of my responsibility was overseeing all interdisciplinary programs, including WS. After that time, I served on various WS committees. When I took over as WS director, WS was a very marginal program, with no staff assistance and almost no undergraduate minors. My efforts largely were directed toward raising the visibility of and institutionalizing WS on campus — e.g. instituting a newsletter and regular mailings to faculty and administrators, working through general education to make the introductory WS courses “count” for various general education requirements, and inaugurating the first WS steering committee.

J & F: What is your reaction so far to Pittsburgh and the University of Pittsburgh?

K: I love it! I find Pitt to be a very intellectually invigorating and collegial environment. And Pittsburgh is a wonderful blend — a diverse, culturally-exciting city with interesting intact neighborhoods.

J & F: What are your goals over the next few years for the Women’s Studies Program at Pitt?

K: To develop WS programs and courses that incorporate new scholarships on race, sexualities, and global issues as part of the understanding of gender; to help WS broaden its base of participation and support; to develop an exciting set of courses for both undergraduate and graduate students interested in gender issues; and to help find common grounds for faculty and students across campus who are working on similar issues from various disciplinary perspectives.

J & F: What are your thoughts on working with graduate students?

K: I’m really committed to working with graduate students. This is one of the most interesting parts of my position. Working with graduate students forces your research to be current and keeps you in touch with new and interesting ideas.

J & F: You are currently teaching a WS graduate seminar in Feminist Theory. What are the objectives of this course? How do you bridge the differences among your students who come from the social sciences, the humanities, as well as the more applied disciplines?

K: I like my courses to be intensely participatory and engaging. The extraordinary and diverse group of participants in this seminar bring an interesting variety of personal and intellectual experiences that contribute to such a learning environment. Since one of the objectives of the seminar is to begin an interdisciplinary dialogue about and within feminist theory, it is a wonderful opportunity to work through such issues within the class. We are drawing from works in history, social sciences, philosophy, legal studies and literary theory. At times, each of us is really stretched out of our disciplinary homes, but finding the common ground is very exciting. I think of it as this incredibly privileged place and time where a very diverse group can come together to read and discuss some very challenging and energizing scholarship. It’s what makes academic life so very remarkable — that we can have such experiences.

J & F: Can you give us an example?

K: Yes. Right now we are looking at the issue of technology as a way to envision future possibilities, drawing from literature, science, and health, just to name a few. We are reading Carol Stabile’s book on technology and communication theory and discussing issues in this book from the perspectives of our own disciplines. Another discussion has developed around the issue of young women and poverty, drawing from research in public health, literature, and social work. Participants in this seminar bring an interesting variety of personal and intellectual experiences to contribute to these discussions.
K: I like to keep the distinction between women's rights movements and feminism, especially when referring to the women's rights movement of the 1920s. The political identity of women involved in the women's movement early this century was not synonymous to feminism. In fact, they saw no contradiction between their struggle for women's rights and their racism. This suggests that there is a great need for today's feminist agenda to include an anti-racist component to prevent a repeat of the 1920s. Feminism at the end of the century differs from that of the beginning of the century. For instance, the KKK is dying. However, we have groups like the neo-Nazi and the Aryan movement in which women's leadership is rising and which are promoting a quasi-women's rights agenda for white women.

J & F: What are you attempting to do in your work in progress, Radical Women?

K: It's an edited book of collection of articles on women's involvement in radical politics, on both the left and the right. I want to dispel the notion that women are apolitical or necessarily moderate but also to differentiate how progressive radical politics is very different from right wing radical politics. The common view is that both radical ends are authoritarian and male dominated. In fact, women are active in both left and right politics. For example, on right wing politics, women are involved in educational segregation. The radical left is more able to deal with gender issues and has more community ties.

I think it confuses the issue to say that the radical right and radical left are the same.

J & F: In addition to what you have told us, how would you describe your current focus of scholarship?

K: I am currently writing a book on women in contemporary racist politics, based on life history interviews with women in a number of KKKs neo-Nazi, white supremacist and white power skinhead groups. This book looks at how women come to view themselves as racists, and how they make the decision to become activists along these lines. In the wake of recent events, attention to such groups — especially to issues of recruitment
The report also notes that gender equity policies, supportive adult mentors, and programmatic middle school reform contribute to girls’ success in middle school, and that without these key ingredients, deep institutional change cannot be effected. The report concludes with a list of outcomes that address urban, suburban, and rural school reform, including specific recommendations for achieving these outcomes in each type of school.

I have asked our newest research associate, Peggy Stubbs, who is an expert on gender issues in education and a local education consultant, to give our readers her critical reaction to Girls in the Middle. Her response is printed below:

**SOME POINTS TO PONDER:**
**A CRITICAL REACTION TO GIRLS IN THE MIDDLE**
 **BY PEGGY STUBBS, RESEARCH ASSOCIATE**

The descriptions of the strategies used to negotiate school by the six girls profiled in the report are compelling and provide much food for thought. Nevertheless, I wonder how complete a list of strategies this is, and how generalizable these findings are. The researchers do provide a description of their research methodology in the report’s appendix, including an explanation of the rationale for their selection of schools as research sites. But nowhere in the report do they adequately describe the research base from which the strategies themselves emerged. Did most of the girls interviewed use these strategies? How many in the sample used each one? Were other strategies also employed, but perhaps to a lesser extent, and what were they?

It was also a bit confusing for me to be prompted to look for strategies used by “successful” girls, and then to learn that indeed, the strategies profiled all carried with them a downside for the users. I would have appreciated more discussion in the report of criteria used by the individuals who named the “successful girls” whom the researchers eventually study.

Overall, I felt the authors were more convincing in providing the data to support their claim that explicitly framed gender equity policies and naming gender equity as a visible school priority make a difference in realizing gender equitable schools. With this third
and final report in their series on what's working for girls in schools, the AAUW offers us an additional opportunity to keep the focus on gender equity as an important aspect of education and educational reform, and for their continuing effort toward this end, we owe them our thanks.

MARGARET L. (Peggy) Stubbs, Ph.D., is a former research associate at the Wellesley College Center for Research on Women (Wellesley, MA) where she studied early adolescent girls' development. She has also been a classroom teacher with experience at the elementary and junior high/middle school levels. Most recently, she was the Director of Women's Studies at the University of Maine at Farmington where she taught Women's Studies courses in health, human sexuality, and family relations. An author of numerous publications on female development and on the improvement of educational practice, she contributed to the AAUW's landmark report How Schools Shortchange Girls (1992). She is currently researching boys' affective development with Lynn Mikel Brown.

JANET MONTELARO IS CURRENTLY SERVING ON THE HUMAN GROWTH AND DEVELOPMENT CURRICULUM SUBCOMMITTEE OF NORTH ALLEGHENY SCHOOL DISTRICT'S HEALTH SERVICES REVIEW COMMITTEE. EARLIER THIS YEAR, SHE DEVELOPED AN AFTER-SCHOOL SEMINAR FOR FOURTH AND FIFTH GIRLS ENTITLED ADVENTURES IN SCIENCE AND MATH FOR GIRLS. THE PURPOSE OF THE SEMINAR WAS TO INCREASE GIRLS' SELF-ESTEEM, CONFIDENCE, AND ACADEMIC SKILLS BEFORE ENTERING MIDDLE SCHOOL.

To order copies of Girls in the Middle: Working to Succeed in School, send a check or money order for $12.95 ($14.95 for nonmembers) plus $4.00 shipping and handling to AAUW Sales Office, Dept. 363, P.O. Box 251, Annapolis Junction, MD 20701-0251. Or call 1-800-225-9998 (ext. 363).

Feminist Theory Reading Group
LAUREL WELDON, GRADUATE STUDENT - GSPIA

The Faculty Graduate Feminist Theory reading group is entering its third year of operation! This group includes faculty and graduate students from a variety of disciplines and schools (English, Sociology, Political Science, GSPIA, Anthropology, Law, History), and we are always happy to welcome new members! We usually meet on Friday between 3 and 5, and people try to make it for as much of the meeting as they can. In the past we have discussed feminist state theory, body politics, motherhood, African American feminist thought, essentialism, and differences among women, to name a few. This year we will be discussing the politics of race from a feminist perspective, nationalism or ethnicity and gender, and perhaps queer theory and citizenship, or something from feminist legal theory. For further information, please contact Laurel Weldon at Weldon@vms.cis.pitt.edu or send a note to me at GSPIA Box 512 through campus mail. Judging from our first session, this is going to be a terrific year for the group!

Feminist Theory Seminar
LAUREL WELDON, GRADUATE STUDENT - GSPIA

Our new director of women's studies, Kathy Blee, is teaching the core graduate seminar for women's studies students — feminist theory. The students in this group come from a variety of disciplines — political science, English, psychology, history, sociology, social work, public health, anthropology, education, and other disciplines. This is proving to be an exciting combination — it provides a unique opportunity to work across disciplines to discuss both specific issues relating to gender and broader issues in feminist theory, such as epistemology and method. I think it is fair to say that we are discovering that our disciplines can be both helpful tools and distorting lenses. This class is certainly accomplishing the task of providing a diverse group of students a common ground for discussion of issues of gender. The result is a very rewarding set of discussions and relationships that I'm sure will continue long after the class is over.
NEW WOMEN'S STUDIES TITLES AT HILLMAN LIBRARY
COMPiled By LAURIE COHEN, WOMEN'S STUDIES BIBLIOGRAPHER

WOMEN TRANSFORMING COMMUNICATIONS: GLOBAL INTERSECTIONS
Eds. Donna Allen, Ramona R. Rush, Susan J. Kaufman (Sage Publishers, CA)

WOMENTALK: CONVERSATION BETWEEN WOMEN FRIENDS

BEYOND BEIJING: THE NEXT STEP FOR WOMEN--A PERSONAL JOURNAL
Joan Chittister (Sheed and Ward, Kansas City, MO: 1996)

WOMEN AND TERRORISM
Luisella de Cataldo Neuberger and Tiziana Valentini

TRANSGENDER WARRIORS: MAKING HISTORY FROM JOAN OF ARC TO RUPAUL
Leslie Feinberg (Beacon Press, Boston, MA: 1996)

GENDER AND CLASS IN MODERN EUROPE

I SHOT ANDY WARHOL
Mary Harron and Daniel Minahan (Grove Press, NY: 1996)

ARCHITECT: RECONSTRUCTING HER PRACTICE

LOST WOMEN, BANISHED SOULS: STORIES

MOVING ON: THE HEROINES OF SHIRLEY ANN GRAU, ANNE TYLER, AND GAIL GODWIN
Susan Kissel (Bowling Green State University Press, Bowling Green, OH: 1996)

FEMINISM AND MODERN JEWISH THEOLOGICAL METHOD
Lori Krafte-Jacobs (Peter Lang, NY: 1996)

AMERICAN WOMEN'S TRACK AND FIELD: A HISTORY 1895-1980
Louise Mead Tricard (McFarland, Jefferson, NC: 1996)

WOMEN, JEWS, AND MUSLIMS IN THE TEXTS OF RECONQUEST CASTILE
Louise Mirrer (University of Michigan Press, Ann Arbor, MI: 1996)

PRODUCING A WOMANIST TEXT: THE MATERNAL AS SIGNIFIER
IN ALICE WALKER'S THE COLOR PURPLE
Janet J. Montelaro (English Literary Studies, University of Victoria, Victoria B.C., 1996)

A PLACE CALLED HOME: TWENTY WRITING WOMEN REMEMBER

NO NEUTRAL GROUND: ABORTION POLITICS IN AN AGE OF ABSOLUTES

RECLAIMING THE HEARTLAND: LESBIAN AND GAY VOICES FROM THE MIDWEST

DIFFERENT DAUGHTERS: A BOOK BY MOTHERS OF LESBIANS

SILENT FEMINISTS: AMERICA'S FIRST WOMEN DIRECTORS
Anthony Slide (Scarecrow Press, Lanham, MA: 1996)

GIRLS NEXT DOOR: INTO THE HEART OF LESBIAN AMERICA

FEMINISM AND ANCIENT PHILOSOPHY

APPLICATIONS OF FEMINIST LEGAL THEORY TO WOMEN'S LIVES:
SEX, VIOLENCE, WORK, AND REPRODUCTION
SPRING TERM
COURSE OFFERINGS 1996-97 (97-2)

UNDERGRADUATE COURSES:

- AFRICNA 0036/7036: 20th Century African American Women's History
- AFRICNA 1009: Women of Africa & the African Diaspora
- ANTH 1772: Anthropology of Women
- ENGCM 0203/7203: General Writing: WS (Multiple sections)
- ENGLIT 0360/7360: Women & Literature (Multiple sections)
- ENGLIT 0580: Introduction to Shakespeare
- ENGLIT 1125: Renaissance in England
- ENGLIT 1280: Contemporary American Women Writers
- ENGLIT 1910: Senior Seminar: Construction of the “Girl”
- ENGWRT 1094/8904: Readings in Contemporary Fiction
- FR 1085: Women’s Voices in French Literature
- HIST 1460: History of Japanese Women
- HIST 1461: United States Women 2
- HIST 1662: Topics/Women’s Hist: Women’s Condition/Global
- JS 0067: Topics in Israelite Religion: Family in the Bible
- JS 1624: Women in Judaism
- MUSIC 1396: Music in Society: Women and Music
- PSY 0184: Psychology of Gender (UESP)
- PSY 1110/8110: Psychological Aspects of Human Sexuality
- RELGST 1620/8620: Women in Religion
- SOC 0446: Sociology of Gender
- WOMNST 0030: Introduction to WS: Women and Society
- WOMNST 1140: Special Topics: Feminist Theory
- WOMNST 1900/8900: Internship
- WOMNST 1901/8901: Independent Study

Y. Richards
A. Andrews
N. Constable
A. Stafford
A. G. Bothner
M. Novy
M. Novy
C. Sutherland
J. Carr
C. Gammon
R. Kosinski
H. Hopper
M. Greenwald
M. Greenwald
D. Weisberg
D. Weisberg
M. Lewis
I. Frieze
S. Lau
L. Brush
J. Montelaro
C. Stabile
WSP Faculty
WSP Faculty

GRADUATE COURSES:

- ADMPS 2133: Gender Issues in Higher Education
- EPIDEM 2720: Environmental Causes of Reproductive Failure
- HSADM 2532: Dimensions of Aging, Culture, and Health
- HSADM 2562: Seminar in Family Planning
- LAW 373-01: Feminist Legal Theory
- PIA/PS 2193/2118: Gender, Race and Public Policy
- SOC/CIST 2429: Women in Society
- WOMNST 2240: Philosophical Approaches to Feminism
- WOMNST 2902: Directed Study

C. Vanda
R. Ness
M. Silverman
K. Peterson
M. Chamallas
P. Ulbrich
L. Brush
T. Horowitz
WSP Faculty

FOR COURSE DESCRIPTIONS AND ADDITIONAL INFORMATION, STOP BY THE PROGRAM OFFICE.
17th Annual Prize Competition for Student Research Papers on Women and Gender.

This competition recognizes excellent student scholarship in the field of women’s and gender studies. The competition is open to all students at the University of Pittsburgh.

Undergraduate entries must have been prepared initially for a course, seminar, independent study, or internship at this University. Entries may be revised from their original form.

Graduate entries must have been initially prepared for a course, seminar, directed study, thesis, dissertation, or as a piece of independent research done at Pitt. Along with a report on empirical research conducted by the student, entries may also include critical essays or analytical reviews of published research in a particular area.

For both undergraduate and graduate entries, a cover sheet (available from WSP in December 1996) must accompany the entry to provide information about the course, the instructor, and nature of the assignment. Four (4) copies of the paper must be submitted.

The undergraduate and graduate prizes will be judged by different committees and are awarded separately. Contact the Women’s Studies Program office for more details on entry deadlines.

Conference

THE ASSOCIATION FOR WOMEN IN PSYCHOLOGY

The 22nd annual feminist psychology conference "Forging the Future Feminist" will be held March 6-9, 1997 at the Hilton Hotel in Pittsburgh, PA. Web Site: http://www.iup.edu/couns/awpac/ For more information contact Conference Coordinator: Maureen McHugh at 412-357-2448; email: mcHugh@grove.iup.edu or Program Chair: Irene Friese at 412-624-4336; email: <friese@vms.cis.pitt.edu>.

Call for Papers

NATIONAL WOMEN’S STUDIES ASSOCIATION

Call for proposals for NWSA 1997 conference, June 18-22, St. Louis, MO. The conference theme is “Women Generating Creativity and Change.” A conference on the arts, “pARTicipate: Celebrating Women in the Arts,” will run concurrently. Proposals sessions or individual presentations for the NWSA Conference are due November 1 to NWSA ’97, Institute for Women’s and Gender Studies, University of Missouri, 8001 Natural Bridge Rd, St. Louis MO 63121. Information of the arts conference is available on e-mail from: <jenkins@webste2.websteruniv.edu>.

THE GEORGE WASHINGTON UNIVERSITY

Call for papers for a conference on “Cultural Violence” to be held March 7-8, 1997. Website: http://www.gwu.edu/~violence. Abstracts due: November 15. For more information contact Jeffrey A. Weinstock at <jaw@gwis2.circ.gwu.edu>.

UNIVERSITY OF NEW MEXICO

Call for participation for the March 7-8, 1997 conference “On The Edge of Time: Women Creating the Next Millennium” to be held in Albuquerque, NM. For more information about the conference call 505-277-0373. One-page participation proposals are due December 16.

Employment

University of Washington seeks a full-time Assistant Professor of Women’s Studies beginning Fall 1997. Feminist scholar with interdisciplinary and international foci in the area of women and economic development. For more information contact Professor Shirley J. Yee; Director of Women’s Studies; Box 354345; University of Washington; Seattle, WA 98195. Deadline: January 15.

University of Arizona seeks senior candidates to become Director of Women’s Studies, beginning in July, 1998. Candidates or nominees should be senior scholars in any field who could be appointed as full professors, with outstanding records of accomplishment in research and teaching, as well as experience in women’s studies and in administration. The term is five years. Send a letter of interest to Search Committee, Women’s Studies Program, Tucson, AZ 85721, (520) 621-7338 Deadline: January 15.
Research Associate

The Women's Studies Program is pleased to announce the continuation of our Research Associate Program for the 1997-1998 academic year. This is an UNFUNDED position without salary. The application deadline is April 15, 1997. Recipients will be notified in late May.

Purpose: The Research Associate Program is intended for scholars interested in research relating to women or gender who do not have a formal full-time affiliation with the University of Pittsburgh. Research Associates will gain a stimulating intellectual environment for pursuing their research and meeting others with similar interests.

Description: Each Research Associate will be selected for up to a two-year term. Preference is given to those working on topics related to research interests of our Program faculty. Two to four Research Associates will be selected for 1997-98.

Research Associates will be able to use Women's Studies Program academic stationery and to have university library and computer privileges.

It is also expected that each Research Associate will present a formal colloquium and will become involved in Women's Studies activities. Research Associates may wish to apply for external grant funding.

Application Procedure: To apply for one of the Research Associate positions, please submit the following materials by April 15, 1997:

1. A curriculum vitae;
2. Copies of recent or significant publications;
3. A brief statement of what you would like to do as a WSP Research Associate;
4. Needs assessment: computer/library privileges; office space, etc.;
5. Names of at least two people who might be contacted for letters of reference.

Selection Procedure: All applicants will be reviewed by the steering committee of the Women's Studies Program. Final selection will be based on:

1. Relevance of the proposed project for women's studies;
2. Demonstrated research ability;
3. Evidence that the position would be helpful for the career development of the applicant;
4. Ph.D. or equivalent in research experience.

Send all materials to Kathleen Blee,
Director, Women's Studies Program;
University of Pittsburgh; Pittsburgh, PA 15260.

Catching up with Kathy

CONTINUED FROM PAGE NINE

— is important. Women are now more than 50% of all new recruits into organized racism.

J & F: Do you see the role of feminists in the academy evolving in any way?

K: I think feminism is becoming more mainstreamed in a lot of disciplines, and that is a welcome change. Not only in the sense that women are more a topic of study, but that feminist issues, perspectives, categories of understanding and methodological approaches are making an inroad into many fields of study.

J & F: Is there a danger in feminism becoming more mainstreamed such that its progressive edge is being dulled?

K: In the past feminist theory was an academic conversation with political repercussions in the community. One might say that the links between feminist theory and politics are less obvious as feminist concerns become absorbed into the disciplines. I don't want to paint a dismal picture. The diffusion of feminism, however, does jeopardize the links to the community and might make actual reform more difficult to attain.

J & F: The younger generation of women has been labeled 'post-feminist.' What is your response to this?

K: Women of the 1930s and 1940s had similar complaints, that their decades of hard work for the vote and other forms of equality were not appreciated, especially when significant numbers of women didn't take advantage of the right to vote. This phenomenon we call post-feminism seems to be the repeating of a similar cycle. But the reality is that feminist thinking and feminist perspectives are more diffused throughout society today, and that feminist thought is more pervasive. At the same time, you can also argue that feminist voices are even more needed now, for example, with the advent of Federal budget cuts and the reshaping of the welfare system. Issues affecting women, children, and families need to be kept in the foreground.
Calendar Keepers

NOVEMBER, 1996

- **Eric Hobsbawm**, historian, will deliver the fourth annual E.P. Thompson Memorial Lecture on "Class, Ethnicity, and Labor Identity" on November 6 at 7:30pm in the Frick Fine Arts Auditorium.

- **Bruce Vanarde**, History, will present "Nuns, Nunneries and Social Change" on November 6 at 4:30pm in 149 Cathedral of Learning.

- **Nasri Hussein Adam** represents UNIFEM's efforts to protect and empower African women who have been displaced by crises. She will speak at the Benefit Program for the African Women in Crisis Project on November 7 at 6:30 pm in 2W/2P Forbes Quad.

- **Janice Hamlet**, Director of Ethnic Studies at Shippensburg University will present "Cultural Pluralism: Implications for Higher Education in the 21st century" on November 11 at 2:00 in WPU, Assembly Room.

- **Debbie Fiedler**, Instructor at Gettysburg College, will present "Mothers Helping Daughters to Become Mothers: The Sociocultural Context of Satogaeri Childbirth in Japan" on November 15 at 3:00 pm in the Anthropology Lounge—3D10 Forbes Quad.

Please plan to attend as many of these exciting events as possible.

**Check out our web site:**
[http://www.pitt.edu/~womnst](http://www.pitt.edu/~womnst) for WSP updates and upcoming events.

University of Pittsburgh
Women's Studies Program
2632 Cathedral of Learning
University of Pittsburgh
Pittsburgh, PA 15260