News & Notes from the University of Pittsburgh's Women's Studies Program
Volume 2, Number 1: Spring, 1997

From the Director
KATHLEEN BLEE, DIRECTOR OF WOMEN'S STUDIES
AND PROFESSOR OF SOCIOLOGY

Along with events, courses, research, and other activities, Women's Studies faculty and students have begun to discuss long-term goals and priorities for the program, and to make sure that the program is organized in an inclusive and effective way. One forum for this reflection is a series of three lunch time “brainstorming brown bag” sessions which bring together steering committee members, teaching faculty, graduate students and friends of Women's Studies for informal discussions about the program. In December, a brainstorming session produced a call for periodic larger agenda-setting meetings (combined with social time) for anyone interested in shaping the direction of Women's Studies, including those who do not want to participate in monthly steering committee meetings. Participants also suggested new ways of reaching larger numbers of undergraduates, including creating Women's Studies sections of large courses. The steering committee is working on these proposals. On March 10 (noon to 1:00 in 2629 CL), we will hold a second brainstorming brown bag on how Women's Studies might better meet the needs of faculty and students in

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Dealing with Differences
ANGELE ELLIS,
BOARD OF FRIENDS OF WOMEN'S STUDIES

"Sometimes I think the world is just a pool of hate, and I don't think people get to know one another...But I think, if people would just get to know one another, like the inside of each other, not just what's on the outside."


The words of this student and others like her are the inspiration behind Marilyn Llewellyn's and my new book, Dealing With Differences: Taking Action on Class, Race, Gender, Disability (Corwin Press, March 1997). This study/action guide — a 158-page workbook of discussion topics, exercises, and readings — is a revised and expanded version of Dealing With Prejudice, a pilot program Marilyn and I implemented at a Pittsburgh high school for four months in 1994 and evaluated through surveys and in-depth interviews. It provides a basic introduction to difference and prejudice around issues of class, race, gender, and disability, focusing on the complex interconnections among these issues in the context of contemporary U.S. society.

Although it is designed primarily as a supplemental program for use in high school Humanities classrooms (Corwin Press), Dealing With Differences also has applications as a resource for community groups and for teachers and students of education. Community leaders and professors of education were among those who reviewed the book in manuscript form. Marilyn and I consider Differences, like the Diversity Working Group and the Chancellor's Faculty Seminar, to be part of the large-scale effort to create an inclusive curriculum. Developed

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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!

October 1996 to the Present

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please note: There may be a delay between receipt of checks and listing of donations. If you have given to the Women’s Studies Program and have not received a thank you from us, please call Mary at 624-6485.

Special Thanks to our Volunteers: Margie McCormick and Elizabeth Montelaro have contributed their time to assist in Program mailings. We greatly appreciate their effort!

BRAINSTORM WITH US!

Please hold Monday, March 10, Noon-1:00, on your calendar for the second Women’s Studies brainstorming brown bag session. This will be an informal discussion on the relationship of the Women’s Studies Program to the professional schools at Pitt. It will be held in 2629 Cathedral of Learning. Several “resource” people from various professional schools will join us; if you know people who would be helpful in this discussion, please invite them to attend. A final brainstorming brown bag session will be held in April on the topic: “How Women’s Studies can facilitate connections among researchers across campus.”

Women’s Studies News

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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 Fall issue is September 15, 1997.

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The “Lusty Wench”!
NANCY ATKINSON, PH.D. CANDIDATE, DEPARTMENT OF ENGLISH

On February 7, 1997, Women’s Studies co-sponsored a talk by Fran Dolan: “Household Chastisements: Gender, Authority, and Domestic Violence in The Taming of the Shrew.” Fran Dolan is an Associate Professor in the Department of English and an Affiliate of Women’s Studies and the Department of History at Miami University.

Dolan stated that her work on The Taming of the Shrew is part of a larger project that investigates the stories that early modern culture tells itself about its fears. Her research explores the ways that representations of violence constitute as well as record crimes. In her talk, she considered the negotiation of violence in the domestic sphere and the processes of distinguishing between wives’ and mistresses’ acceptable and unacceptable acts of violence.

Dolan explained that early modern women were expected to discipline their servants and children by beating them. Although women were subjugated by their husbands, they were the authoritative mistress of the household and were responsible to use physical force within it. As her research shows, pamphlets represented lenient or “overindulgent” mothers as a threat to order. Mothers who neglected to beat their children were perceived as causing their children harm. Prescriptive writings (etiquette books and conduct manuals) compared children and servants; these texts insisted that women beat their servants in order to control them. Moreover, early modern court records indicate that murderers of servants were often acquitted.

Dolan pointed out that The Taming of the Shrew represents the punishment of servants, but it does not display wife-beating. In the early modern period, wife-beating was considered to be counter-productive and indicated a lapse in the government of the household. Her analysis of dramas of the period demonstrates that wife-beating was rarely staged, and in the few plays that present this type of violence, it is produced as transgressive and objectionable. In Shakespeare’s work, Petruchio directs physical violence against his servant, Grumio. Because Grumio has transgressed class hierarchies, the drama licenses this type of violence. Dolan argued that the drama sanctions Kate’s violence against her social “inferiors” and against her sister, Bianca. Further, Petruchio instructs Kate to vent her wrath upon the servants. Dolan explained that the “lusty wench” tradition and the representations that promote women’s uses of corporal punishment shape the figure of Kate. Through a comparison of The Taming of the Shrew to other Shakespearean dramas (Antony and Cleopatra and Othello) and contemporary woodcut representations that illustrate women beating patient and surprised men, Dolan concludes that Kate’s violence is very mundane.

Dolan argued that attention to issues of gender in early modern culture studies can obscure conflict between classes. By rendering visible different types of violence, she demonstrates the complexity of social relationships in the domestic sphere. Current scholars, she urged, should not merely focus on the oppression of early modern women because this view overlooks their powerful and authoritative positions that women held in the household.


Twenty-five Years of Women’s Studies at Pitt!

The Women’s Studies Program will be celebrating its twenty-fifth anniversary during the 1997-98 academic year.

If you are interested in helping us plan events for the anniversary, please call our office at 624-6485.
Anthologie de Pizan
Renate Blumenfeld-Kosinski
Associate Professor of French & Italian Languages & Literatures

Christine de Pizan was born ca. 1364 in Venice and came to Paris at the age of four, when her father was appointed court physician to the French king Charles V. Unlike most women at the time, she received an education from her father which was quite extensive, although later she would call it "mere crumbs fallen from my father's table." She was married at the age of fifteen in a love match (also unusual at the time) to Etienne de Castel and had three children. With the death of Charles V, then of her father, and finally of her husband, the family's good fortune came to an end. She was left a widow at twenty-three, with her mother, a niece, and her three children to support. Without any significant income at her disposal, she turned to writing as a means of support. Most male writers at the time had appointments at court or in the Church which guaranteed them a stable income. So Christine was doubly a special case: she was a professional writer and a woman writer, the only one known in her time. From about 1390 to 1418 she composed more than two dozen major works: lyric poetry, allegories, mythographic texts, political treatises, a handbook on warfare and one on women's conduct in society, devotional works, a biography of Charles V, and finally, after a hiatus of eleven years and toward the end of her life, a poem in praise of Joan of Arc (1429). She died, possibly at the abbey of Poissy, around 1431.

Although Christine's works were never forgotten (she figures in a number of works on famous women throughout the centuries), she was rediscovered in the United States through the studies by Charity Cannon Willard and particularly through the translation of The Book of the City of Ladies by Earl Jeffrey Richards in 1981. Written in 1405, this text was not considered one of her major works by her contemporaries. She was better known as a political writer who tried to intervene in the dire political situation of her time (the Hundred Year War raged and in addition a civil war had broken out in France). The translation of the City of Ladies was undertaken by Richards at the suggestion of the publishing house Persea whose owner had approached our advisor at Princeton University, Karl D. Uitti, in 1979 asking whether anyone was interested in translating this work. Since feminist studies were just taking off around this time, scholars were delighted that they had at their disposal the earliest work by a female writer that could be considered an explicit defense of women. Christine de Pizan studies also took off, generating a vast amount of scholarship and, fortunately, critical editions of her works, many of which still existed (and exist) only in manuscript form. About five years ago a Christine de Pizan Society was formed which publishes a Newsletter, keeping scholars abreast of the many publications and conference activities surrounding Christine.

A few years ago, in a chance conversation with an editor from W.W. Norton, I mentioned that it was about time that Christine entered the university canon. The best way to achieve this, the editor commented, was to put together a Norton Critical Edition. A friend from graduate school, Kevin Brownlee, a professor at the University of Pennsylvania and one of the leading Christine scholars in the US, and I began to select eighteen works that would be representative of Christine's vast range of literary production. Over three years we translated long selections from these works, and I edited the volume (adding seven critical articles, notes, etc.) which has just seen the light of day under the title The Selected Writings of Christine de Pizan, A Norton Critical Edition. Christine de Pizan has thus joined the canonical authors taught in American colleges and universities.

From the Director
CONTINUED FROM PAGE ONE

the professional schools. And in April, we will conclude the series with a discussion of how Women's Studies can help bridge research interests across campus.

The latest issue of the "National Women's Studies Association Journal" reports on a national survey of Women's Studies programs and departments. At 24 years old (!), we are among the oldest programs in the country: 60% of programs are 15 years old or less. We are among 22% of programs offering graduate concentrations or degrees and among 82% that offer undergraduate minors/concentrations.

The most common problems identified in the study are the difficulty of offering an interdisciplinary curriculum in universities structured along disciplinary lines; the location of Women's Studies within a single college; the lack of tenure lines in most Women's Studies programs; the lack of racial diversity within Women's Studies Programs; and budgetary problems. Food for thought.
Dealing with Differences

CONTINUED FROM PAGE ONE

independently with the assistance of the Maurice Falk Medical Fund of Pittsburgh, whose focus is on social policy as it relates to mental health, health, civil rights, and minority affairs, the book also is part of the effort to create a healthier community.

At the heart of *Differences* is an educative process that relies on the sharing of lived experience, the events that have shaped and continue to shape those present in the classroom. In this process, the sometimes painful conflicts that arise when differences of race, gender, class and disability are brought out into the open are used positively, as forces for creation and change. We have erased in this book the traditional distinction between teacher guide and student textbook. The text is written to be accessible to teachers, administrators, students, and community members committed to working together to address the differences and prejudices they face. Team teaching and strong student participation are integral to the format and content of *Differences*.

In September 1993, Marilyn and I, both with extensive teaching experience, were writing and organizing the pilot for use in one first-year classroom at this high school when a crisis occurred. Several of the school’s African-American first-year students received hate notes in their lockers, notes that threatened them with violence if they did not leave the school. In response to this crisis, some of the students who attended the 1992 seminar and who with the support of a caring teacher had formed an after school group on race called *Students In Search Of*... took action. They asked for and received permission from the school administration to hold a special assembly in which they spoke of the pain of their own experiences with racism and their belief that racist violence should not be tolerated in their school. Although the senders of the notes were never identified, no more notes were received.

School administrators, both shaken and impressed by these events, asked us to expand our pilot to include all one hundred and fifty first-year students. Realizing that we could not and did not want to attempt this task alone, we recruited twenty individuals to work in teaching teams, giving us three to five teachers for each of the five classes of first-year students. These teaching teams were both interracial and intergenerational. They drew on resources from the school community and the local community, and included teachers, counselors, social workers, psychologists, community organizers, and college students. Nine team members were high school seniors involved in *Students In Search Of*... Community concern about the racist

Preventing Sexual Violence

MARY KOCH-RIUZ,
SEXUAL ASSAULT SERVICES
COORDINATOR

The University of Pittsburgh Office of Sexual Assault Services exists to help provide a secure learning environment for all students by broadening the awareness of sexual discrimination/assault as a societal issue that should be both productively deterred and consistently reported. This is accomplished through intensive and extensive educational programming designed to create an understanding of and a sensitivity to the dynamics inherent in sexual exploitation and a knowledge of the strategies and policies needed for prevention.

With the inception of the office of Sexual Assault Services in 1994, the University of Pittsburgh has publicly acknowledged its mission to take a proactive stance regarding the issue of sexual exploitation. In keeping with the University’s mission, the focus of Sexual Assault Services is education, prevention, recovery, and communication.

The office of Sexual Assault Services, located in the William Pitt Union, provides individual and group counseling designated to alleviate the trauma associated with sexual victimization. University of Pittsburgh students who have been sexually assaulted or who have experienced some form of sex discrimination are eligible for services. Subsequent to a sexual assault, many students are able to remain enrolled at the University of Pittsburgh and have a successful academic experience due to the comprehensive services provided by the Office of Sexual Assault Services.

Peer education is an integral component of Sexual Assault Services ‘P.E.E.R.S.’ – Peer Educators for an Environment free of Rape and Sexual Exploitation is a volunteer student outreach program whose mission is to create an awareness of the dynamics of sexual assault on the Pitt campus, promote healthy relationships through effective communication, and prevent sexual victimization through educational programming. The peer educators present workshops using videotapes, role plays, awareness exercises, and group discussions on issues such as dating behaviors, power dynamics in relationships, gender role stereotypes, sex and communication. Presentations are given in classrooms, residence halls, sorority/fraternity chapters, and as requested by any interested group of students, staff, and faculty.

Sexual Assault Services can be reached at 648-7856.
WSP Internship
National Women's Student Coalition

LAURA BARDWELL, WOMEN'S STUDIES
CERTIFICATE CANDIDATE
WOMEN'S STUDIES ADVISOR:
JANET MONTECARO

This past fall semester I did my Women's Studies internship for the National Women's Student Coalition (NWSC). NWSC is part of a larger organization, The United States Student Association (USSA), which fights for equal access in higher education for all students. Obviously they deal with issues such as financial aid, but they look at the larger picture, and recognize that campus safety, reproductive rights and affirmative action all play a part in a student's access to education. To guarantee that students are equally represented within the organization, USSA is broken down into smaller coalitions and caucuses, such as NWSC, to make sure that the needs of all students are being discussed.

My internship was a little different than most because the main office is in Washington, DC. Rather than completing a certain amount of hours in the office, all of my communication with my advisor, the vice president of USSA, and former NWSC co-chair, was done by phone. I was lucky enough to have one of the current co-chairs of NWSC, Aisha Anderson, on the same campus as myself.

My internship was divided into two parts: organizing and research. For the first half, I was responsible for organizing National Young Women’s Day of Action, a day which began in commemoration of Rosie Jimenez, the first woman to die from an illegal abortion after the passing of the Hyde Amendment. I worked with organizations on campus such as the Campus Women’s Organization and off-campus groups, such as National Abortion Rights Action League (NARAL).

USSA is the national organization that many other student groups call to get information on recent legislation. For this reason, and also for recruitment, the organization puts out fact sheets on various issues such as welfare, affirmative action and financial aid. Many of the coalitions and caucuses also have their own fact sheets. NWSC didn’t have any of their own, which made the recruitment of women's colleges more difficult. They also didn’t have information specific to women to give to women's groups from their member schools when they asked for it. This was what I did for the second half of my internship. I designed five fact sheets about reproductive rights, sexual assault, domestic violence, affirmative action and women and welfare and women.

The experience was amazing. I learned so much about the current legislation of women's issues and the practical applications of better organizing events. It was material that no class could have taught me and I had a tremendous amount of control over in which direction I wanted to take the internship.

CWO Update

Campus Women's Organization is a feminist student organization. CWO is open to all students, female and male, who believe that women and men should have equal rights and responsibilities under law and in life. The second semester started off strong with a Roe vs. Wade Rally which drew over 200 pro-choice supporters.

Join CWO and enter a supportive community of activists. Escort local clinics with the Pittsburgh Pro-Choice Escorts, attend feminist activities at other Pittsburgh college campuses, and address the issues that matter to you.

For Women's History Month, CWO has planned an event for every week. Come to poetry readings, concerts, and movie nights. Support the survivors of sexual assault and protest violence when we march in Take Back The Night.

Undergrad Women in Science Organize

Are you currently majoring in science or some high tech field? Would you like to meet other women who are doing the same, both academically and professionally? Are you interested in sharing your personal experiences and providing support to other women in these fields? We are interested in starting a campus support group for women in science. We are looking for both women and men to participate. If you are interested in such an organization contact: Yelena Wetherill at 687-7868 or e-mail <yywst+@pitt.edu> or Rachel San Pedro at 920-2965 (leave a message) or 269-6079 (work) or e-mail at <rspsst3+@pitt.edu>.

SEE PAGE 18 FOR A NEW WSP COURSE LISTING FOR UNDERGRADUATES.
Virtual Speech

RADHIKA GAJJALA, GRADUATE STUDENT,
DEPARTMENT OF COMMUNICATION

A virtual speech is a text (a paper, an article...) placed in a virtual environment. It is different from a text published in a book or magazine because it makes possible discussion and interaction with the writer (i.e. “speaker”) – online. Anyone who is interested in the topic of the speech is welcome to participate.

The Virtual Speech series was started in the Summer of 1996 for the virtual dissemination of knowledge. The idea behind the setting up of a virtual speech is to make available articles and essays to the community of scholars and intellectuals with internet access. The point of having the interaction at a public site is to make the audience-speaker interaction available to all.

The first speaker was Professor John Beverley of the University of Pittsburgh. Professor Nancy Condee of the Slavic Languages and Literature at the University of Pittsburgh has volunteered to do the current virtual speech. Dr. Nancy Condee’s paper is entitled: “The Second Fantasy Mother, or All Baths are Women’s Baths.” The paper is about Russian women’s contemporary, urban bania, bath-house, or bania. “The women’s baths, are a site where the rites of female purity are enacted as the physical manifestation of other forms of purity (spiritual, sexual, psychological).” The household is reconstituted within this arena of symbolic celibacy, using the vehicle of the female body including a period of obligatory, inert leisure before returning to the outside world. Bathing is secular worship, wherein pleasure is closely linked to duty and ritual and whereby the debauch of the men’s baths (if only in legend and fantasy) has no place.” — Nancy Condee, “The Second Fantasy Mother, or All Baths are Women’s Baths.”

To participate in the present “virtual speech,” you need to interact via the guestbook set up, no need to subscribe to any lists. The paper can be viewed now at <http://www.pitt.edu/~gajjala/virtual-nancy.html>. When you get to the link for interaction (where it says “Interact here”), you need to click on the highlighted “here”, and an input form will be downloaded onto your screen. To see if there has been any previous interaction, scroll down to the end of the form, and all previous entries will be visible. To enter your own feedback, use the form. If you have any questions contact me at <gajjala+@pitt.edu>.

I am looking for volunteers for the next virtual speech.

Women’s Studies Graduate Student’s Group

BY LISA COXSON,
GRADUATE STUDENT,
ENGLISH DEPARTMENT

On January 24th, the Women’s Studies Graduate Student Group hosted its first event, a potluck dinner. It went really well with great food, interesting company and lively conversation. I want to thank everyone who made the night a success by joining us, particularly the faculty and students from area universities. This event was the first of a series to be organized by an emerging women’s studies graduate student group organized last spring. The next event will be a teaching gender forum. Look for future announcements about this event. Hopefully, we can continue, as well as build on the work begun at the dinner.

If you are interested in helping to organize this event or would like to be added to the Women’s Studies/gender interest graduate student e-mail list, please contact the Women’s Studies program.

SPECIAL TOPICS COURSE - FALL 1998-1

WOMNST 2240 Special Topics: Feminist Methodologies and Pedagogies
22446 T 02:00P - 04:29P IS 407 K. Blee

In this multidisciplinary seminar we will survey a wide range of methods and approaches to feminist scholarship and feminist teaching from the humanities and social sciences. We will analyze and critique standard methodologies for the study of gender and feminist research methodologies. We will discuss issues of professionalization, academic hierarchies, ethics, and the development of feminist communities of research. We will also focus on the application of scholarship in teaching by surveying research on the dynamics of gender, race, class, nationalities, and sexualities in the classroom and by comparing traditional and feminist pedagogical approaches. Emphasis in the seminar will be on practical applications to your own field of teaching and research.

Dr. Blee is Director of Women’s Studies and Professor of Sociology. Her specialties include gender and race, feminist theory, and gender and sexualities.
Dancers Coming
GAIL SULLIVAN, PH.D. CANDIDATE,
ENGLISH, INSTRUCTOR (BALLET)
PITTSBURGH BALLET THEATRE

"Do the Gossip," Mary Miller tells her dancers. Following her cue they join her in making a flurry of buzzing sounds while seeming to fluidly pull their arms out of their mouths. Mary and her dancers are working on a piece called, "Barriers," in preparation for their Spring concert at the Charles Grey Auditorium (on the 8th floor of the old Hornes building) on March 14th and 15th. The performance, consisting of three separate pieces, "Barriers," "Wheels," and "Horns," will explore themes of struggle and oppression, but also harmony and equality. "Barriers" explores the variety and contangion of social violence, of great and trivial modes of conformity, prejudice, and scapegoating. The dancers form walls and call to one another. Some plead for admittance and are caught up and whisked away to become part of the wall; one is barred despite repeated attempts to come over; later, another person, formerly part of the wall, is trapped by the others who then mimic a beating. Throughout the piece, dancers continually cover one another's eyes, ears, and mouths, suggesting the community's repressive control over our senses. Sometimes the dancers cover their own bodies in see-no-evil-hear-no-evil gestures.

Mary Miller's work is always socially and politically challenging especially for Pittsburgh. Most subscribers here are lured by the more traditional modes of performance offered by the ballet and the opera. Miller's work is particularly devoted to exploring gender. She is one of Pittsburgh's feminist treasures. The Mary Miller Dance Company is the only woman-founded dance company in Pittsburgh to last twelve years, and it's also the city's oldest single-artist-visor company. Miller's small troupe of five dancers is the resident company at both the Western Pennsylvania School for the Deaf and the Pittsburgh Ballet Theater School where she teaches children ranging from preschool through high school. As the primary dance instructor at Pittsburgh Ballet Theatre School, one of Miller's most important pedagogical contributions is her skill in introducing, not only modern dance as a discipline, but modes of movement that are not gender specific. This means that she demands often against a great deal of resistance, movement from pre-professional ballet dancers that go against ideals of the modestly, softly, and gracefully "feminine." Miller attempts to convey to aspiring ballerinas that being a dancer of any kind is primarily about gaining and utilizing strength, will, and expression. She tells them for example, "that even the fluttering movements called for by a traditional role like the Dying Swan are not about weakness, but about energy."

Miller's work generally might be used to illustrate the postmodern. Her pieces rarely incorporate hierarchies with regard to the dancers or the impressions they create. Symbolic attributes of props and movements are continually recycled, interchanged, and turned upside down. High and low cultural codes are combined or inverted. A piece Miller did a few years ago for example, called "Flush," presented dancers propelling images of themselves in flight — with the humble help of toilets on wheels. Such recycling of symbols Miller frequently extends to gender. Her male and female dancers draw from the same vocabulary and mutually assist one another in lifts and maneuvers. In a piece done last year called "g-game," dancers of both sexes wore toe-nail polish, and men performed traditional lifts with women, but while wearing skirts. In the last piece bicycle horns will be used in a love triangle in such a way as to suggest phallic competitions and mating calls. This piece, called "Horns," is also about the relationship of language to violence, and will incorporate Irish and Bulgarian music, along with a Japanese flute. The love duet will end with the man becoming pregnant, instantly with an inflatable costume. This piece, like much of Miller's work, in addition to being morally and politically questioning and critical, celebrates the joy and tenderness of movement and physical communication.

Miller's work is an ideal resource for those who teach Women's Studies or gender focused courses. Her practice of having question and answer periods after her performances, in which questions can be directed to her or any of the other dancers, is yet another pedagogical plus. During these sessions, Miller's effervescent humor, also a continual feature of her work, comes through, surely one of the attributes that has contributed to her artistic survival. For example, when asked by a member of the audience after a performance of "Flush," why she had tried to build art out of toilets, Miller responded, and only half in jest, "Toilets are something that everyone can relate to."

Anyone interested in purchasing tickets should call Alicia Perez, the company manager at 688-9093. Discounts for students and groups are available. Performances are at 8:00 pm.
WSP Faculty Research Interests

(Not an exclusive list; to be added or make changes to descriptions below; contact Mary at 624-5485.)

Susan Andrade — English and Africana Studies: African and Caribbean literature; postcolonial and feminist theory; European women travel writers.
Adrienne Andrews — Africana Studies: African American woman in academe; male/female relationships, marriage and family formation; images of Black women in folklore.
Susan Berk-Seligson — Hispanic Languages: Language and gender; women's verbal participation in decision making settings; women in Latin America.
Brenda Berrian — Africana Studies (Chair) and English: Gender issues in Caribbean music.
Kathleen Blee — WSP/Sociology: Gender and race, poverty, gender in social movements.
Renate Blumenfeld-Kosinski — French and Italian: Medieval women writers; women's spirituality.
Amy Bleichert Boltner — English: Contemporary American Literature; fiction by women minorities; historical fiction and gender.
Lisa D. Brush — Sociology: Single motherhood; poverty and the state; welfare reform; feminist self-defense; gender at work.
Jane A. Cauley — Epidemiology: Health of older women in particular osteoporosis; disability and cardiovascular disease.
Jean Ferguson Carr — English: Literary and literary culture in 19th century America.
Martha Chamallas — Law: Feminist legal theory; sexual harassment law; anti-discrimination.
Anne Ciecko — English: Cultural studies; film history/theory/criticism; gender studies; contemporary literature; visual analysis; interdisciplinary pedagogies.
Ruth Colker — Law: Lesbian, gay and bisexual legal issues; abortion and reproductive health issues; AIDS; disability issues.
Nicole Constable — Anthropology: Domestic workers; gender in East Asia; feminist ethnography.
Phyllis Coontz — GSPJ: Social policy (employment policy, gender bias, family); illicit markets and drug treatment.
Toi Derricotte — English: Minority women's literature; 20th century women's poetry.
Ellen Detlefsen — SIS: Women's information-seeking behavior about health; salary and career issues for feminized professions.
Lucy Fischer — English: Director, Film Studies: Women and film; feminist theory.
Irene Frieze — Psychology and Business: Gender attitudes in Eastern Europe; women's careers; relationship violence.
Nancy Glazener — (leave Spring '97) English: U.S. Fiction (19th and 20th century); pornography, gender in reading and authorship.
Helena Goscoslo — Slavic: Slavic literature and culture.
Janelle Greenberg — History: English Law and political thought; how Stuart radicals used law and history to justify rebellion.
Maurine Greenwald — History: Modern American social history; women's history; labor history; family history. Current project on family restructuring and daily life in U.S. since 1950.
Susan Hansen — (leave Spring '97) Political Science: American state politics and policy affecting women; women in politics; the abortion issue.
Ann Sutherland Harris — History of Art: Women artists, 16th-18th century and present.
Tamara Horowitz — Philosophy: Feminist philosophy of science; philosophy of feminism.
Wynne S. Korr — Social Work: Mental health policy; women and mental illness.
Valerie Krips — English: Gender and the subject in children's books.
Marcia Landy — English: Cinema and history; women in film; theorizations of feminism.
Sue Lau — Religious Studies: Women and the bible, goddesses and goddess worship; women and world religions.
Mary S. Lewis — Music: Women and music in cross cultural perspective.
Peggy Lovell — Sociology: Race and gender studies; Latin American development; social demography; population and the environment.
Jane Margolis — Education: Gender and education; women and computer science; qualitative research methods.
Margaret J. Marshall — English: Literacy: rhetorics of education and public discourse; professionalization and women teachers.
Carol McAllister — Public Health/Anthropology: Gender, economic restructuring, and cultural resistance (Third World and U.S.); impact of economic and policy developments on family roles and the culture of parenting; ethnographic approaches to program evaluation.
Janet Montielaro — WSP/English: Contemporary women writers; feminist theories.
Audrey Murrell — Business: Sexual harassment; affirmative action; women and leadership.
Roberta B. Ness — Public Health/Medical/Ob Gym: Women's health; reproductive epidemiology.
Marianne Nozy — English: Women in Shakespeare; women writers from Renaissance to present; adoption in literature and culture.
Karen S. Peterson — Public Health: Women's reproductive health and reproductive rights.
Maureen Porter — Education/Anthropology: Women in development; women's narratives; feminist epistemologies and research methods; gender, poverty, education policy.
Myrna Silverman — Public Health/Anthropology: Gender, health and age; family care giving.
Susan Harris Smith — English: Women and American drama; modern and contemporary drama; late 19th century American culture.
Carol Stabile — Communications and Rhetoric: Media Studies; cultural studies; feminist theory; Marxist theory.
Cynthia Vanda — Education: The intersection of race, class and gender; gender and poverty; gender issues in education; gender and ‘third world’ development; qualitative research.
Karen Vander Ven — Child Development: Women's adult development, especially post-mid-life; women in human services; family care giving.
Bruce L. Venarde — History: Medieval church, women, and culture.
Duora Weisberg — Jewish Studies: Feminism and Judaism; women's spirituality; Jewish family law.
Iris Young — (leave Spring '97) GSPJ: Feminist social and political theory; theory of justice; democratic theory; ethics and policy.
Catching up with Carol Stabile

BY JANET MONTELARO

Q: Please give our readers some information about your academic background and your primary research interests.

A: I received my Ph.D. in English from Brown University in Modern Culture and Media. As a graduate student at Brown, I was a participant in the Pembroke Center for Teaching and Research on Women's Seminar, and I taught feminist theory at the Undergraduate level. After this I took a postdoctoral fellowship at the Unit for Criticism and Interpretive Theory at the University of Illinois at Urbana-Champaign. I spent another year on the same campus as a post-doc at the Institute of Communication Research. I joined the Communication Department at the University of Pittsburgh in September 1994. My primary interests are in the areas of feminist theory, cultural studies, and mass media. While at the University of Illinois, I worked with other faculty in Cultural Studies at the Unit, and I taught graduate seminars on feminist theory and feminism's influence on cultural studies. I also gave presentations in the medical school on cultural representations of pregnancy and childbirth.

Q: In your presentations at the University of Illinois medical school, what are some of the representations of pregnancy and childbirth that you examined?

A: We looked at a training film used in medical schools that shows a fully medicalized birth, from the episiotomy to delivery. It's very much a physician's view of the process and one that the physician controls: the woman is completely draped and in stirrups—only her vagina is visible. We also looked at a delivery at "The Farm" in Tennessee, in which a woman gives birth "naturally" to twins with the assistance of midwives. We used clips of fictional representations of birth from film and television to talk about cultural expectations and assumptions about labor and delivery.

Q: What research areas have you explored so far at Pitt?

A: My primary interests have been in the area of media research, particularly the limited types of political debate staged in mass media. I've written an article on Nike's advertising campaigns and their use of a rhetoric of social responsibility to market their products, especially in terms of gender and race, as well as an article on feminist approaches to television programming. I just finished a piece on the Right's use of the fetus as propaganda in the mass media. Right now, I'm doing research for a book on crime coverage in the mass media, from 1893 to the present, that's basically an attempt to provide an understanding of the political uses and abuses of the issue of crime.

Q: How does Nike's advertising produce a rhetoric of social responsibility, and what kinds of contradictions are at work when major corporations endorse a social ethics such as this?

A: Nike's advertising depends on a rhetoric of social responsibility from its representations of a quasi-feminist sensibility to its use of African-American spokespersons. Last year, one of Nike's successful ads showed images of young girls, with the appeal, "If you let me play sports," and followed by a series of statistics that purport to illustrate that participation in athletics makes women less vulnerable to domestic violence, to take one example. I argue that this and similar pitches only work insofar as Nike can keep its use of female labor in places like Indonesia and keep its lack of support to African-American communities in the United States out of consumers' range of vision. The article is going to be published in the book Nike: Just doing What? Interrogating the Production, Circulation, and Consumption of a Post-Industrial Corporation, eds. Cheryl Cole and David Andrews (U. of Minnesota Press).

Q: We frequently hear that the Right has “co-opted” the fetus to advance its “pro-life” stance. Has the Right, in your opinion, successfully appropriated this symbol as its own? if so, how and to what extent have they accomplished this?

A: I think that the argument that the Right has “co-opted” the fetus is just wrongheaded. The Right literally invented the fetus as a propaganda vehicle for the anti-abortion movement. For this paper, I researched the production of the fetus in the mass media, looking at the legal cases that thrust it into the spotlight (all of which was engineered by anti-abortion activists), the religious right's production of a whole series of visual aids (photographs, films, videos, etc.) through companies like Hayes Publishing, and the vast communication network owned by anti-abortion advocates. The anti-abortion movement's organizational infrastructure is just amazing and since they use front organizations and dummy corporations quite frequently, the connections are difficult to trace. My thinking was that we need to know more about our enemies.

The essay is going to be published in Fetal Positions/Feminist Practices.

Q: In your current research on crime coverage and its political uses and abuses, do you address George Bush's use of Willie Horton? if so, how do you analyze this?
technophobic trajectories, how is a pragmatic approach to technology specifically enabling for feminists?

A: I think a pragmatic approach to technologies gives us a way of understanding the histories and possibilities of technologies and perhaps of intervening into their uses and applications. I think that feminists who advocate a kind of anti-technology attitude are completely unrealistic and counterproductive. We need feminist accounts of science and technologies, we need feminists who understand the nuts and bolts of these processes, not feminists who counsel a more "natural" approach. On the other hand, I'm a bit disturbed about a kind of feminist optimism about the vast potential of say, the Internet—an argument remarkably similar to the ads on TV that begin by saying, "On the internet, there is no gender." New technologies are always marketed as having the potential to make society more democratic, cleaner, safer, whatever it takes to sell them to consumers. A pragmatic approach would begin by encouraging women to understand and engage with technologies, while at the same time understanding the conditions of production that determine research agendas, applications, and distribution.

Q: Tell us about your current Women's Studies course for undergraduate women on feminist theory. What are your goals for this course? What are undergraduate women in your course most concerned about?

A: The course I'm currently teaching on feminist theory is organized around the construction of gender ideologies, particularly the relationship between socio-economic changes and shifts in gender relations. One of the goals of the course is to get us all thinking about the uses of terms like "women" and "men," and the ways in which these terms need to be contextualized in relation to class, race, and gender orientation. It's very much an exercise in feminist self-reflexivity, or our collective need to understand the limitations of our perspectives. Teaching the course so far has really reminded me that feminism is a collective, processual kind of project: that to think beyond the parameters of our own experiences as women, takes collaborative work, difficult arguments, and commitment. Insofar as what undergraduate women are concerned about, what concerns them is similar to our own. How do we negotiate the complicated terrain of sexual relations and identity at the turn of the century? How can we find work that will be fulfilling and pay a living wage? How can we effectively fight against oppression? I think, for many students, one of the questions involves the relationship between the work we do in the classroom and political struggle. But this has been an ongoing question for some time. I'm hoping that their generation can find better answers for it.

CONTINUED ON PAGE NINETEEN
Women”, which is based on biographical interviews, portraits Xhosa women who also express their hopes and fears regarding the status and role of women within the transitional process to South Africa’s first free election in April 1994.

In her second year as a research associate at the Women’s Studies Program, Johanna is analyzing the collected narratives of female migrants who came from sub-Saharan Africa to the United States during the past 10 years. The focus of her studies is on the female experience of migration in the context of race, class and gender, and the various coping mechanisms that are developed and used by African migrant women in response to the challenge of being migrants of a particular ethnic origin. Preliminary findings suggest that the experience of African migrant women has unique characteristics, compared to other female migrants, because of their specific ethnic background.

Margaret L. (Peggy) Stubbs earned her Ph.D. in Social and Developmental Psychology from Brandeis University (1984) and was Director of Women’s Studies at the University of Maine in Farmington from 1994-96. She joined the Women’s Studies Program at Pitt this spring and is also teaching classes in psychology and Chatham College. Her research focuses on young boys’ experiences of vulnerability and fear, caring, nurturing and empathy, especially why boys evidence less nurturance and empathy than girls. Very little systematic study of these behaviors in males has been undertaken. There is reason to assume that the more young boys are subjected to a very early age to intense and rigid sanctions against their expression of these more traditionally female characteristics, the less likely it is that they will recognize and express these aspects of self as they continue to develop. She hopes to learn how these aspects fade from boys’ experience and what boys know and think about this process. One goal of the project is to describe boys’ experiences of these aspects of self, to identify factors which may contribute not only to the diminishing of their caring perspective, but also to its reinforcement.

Patricia Ulbrich joined the Women’s Studies Program as a research associate in July 1995. She earned her doctorate at the University of Illinois and completed an NIMH post-doctoral fellowship in “Identity, Self, Role, and Mental Health” at Indiana University. She has been a faculty member in sociology at the University of Miami, Florida and the University of Akron, Ohio. Her research interests are in women, work, and family life, and the social psychology of health and illness. Her research has focused on women’s paid and unpaid work and the relationship to their own and their husband’s well-being, and the nature and impact of social support systems in the lives of older Black and white adults. She’s particularly interested in how women’s race and class influence their experience of work, family and friendship, and the implications for their health and well-being. Her current project involves a study of older women’s kin and friendship support systems in different racial/ethnic groups.

She is presently teaching a seminar on “Gender, Race and Public Policy” at GSPIA. The course examines normative, theoretical and empirical dimensions of some of the important policy issues as they particularly affect women and people of color, both in the United States and elsewhere. Focusing on institutionalized sexism and racism, the course considers policy agendas that might bring about social conditions necessary to undermine modern sexism and racism. Dr. Ulbrich is interested in working with profit and non-profit organizations to develop such policy agendas.
notes made it easier to involve a larger and more diverse group of teachers in the project.

For sixteen weeks in February to May 1994, teaching teams went into classrooms once a week to engage students on questions of race, gender, class and other issues. Marilyn and I participated in, observed, and took notes on each of the eighty sessions. The anxiety of coping with the crises that continued inevitably to arise was balanced by the opportunity to watch students growing in confidence, cooperation, critical thinking, and compassion. We were astonished and humbled by the depth of the insights expressed by students once they became involved in a program committed to giving them a basis for thinking, speaking, and acting for themselves. As the pilot progressed, students urged us to reinterpret our carefully written materials to concentrate on the contemporary issues that they wanted to talk and learn about. Starting from this point, they made sharper and deeper connections between their own lived experience and the constructs and “isms” raised by the pilot. Student ideas on both process and content expressed in the classroom, on surveys, and in post-pilot interviews, were a major influence in our decision to reach a wider audience with this project, as well as on the proposal and manuscript that became Differences.

“You have to teach the different hatreds, so then you can teach how to stop them,” as one of our students said in her post-pilot interview. “Some people don’t know really what ageism or sexism is. They think it’s just like old people vs. young people, and men vs. women, when it can be women vs. women, and old people vs. old people. You have to teach that, and then we can find a way to stop it.”

Dealing With Differences: Taking Action on Class, Race, Gender, and Disability by Angele Ellis and Marilyn Llewellyn is available from Corwin Press, phone number 805-499-9774, fax number 805-499-0871, and e-mail order@<corwin.sagepub.com>.

**Research Opportunity**

MA and Ph.D. students interested in supervised research/dissertation topics, and information on fieldwork opportunities may contact Maureen Porter, ADMPs – 5P36 Forbes Quad, 648-7041; <mporter+@pitt.edu>.

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**Feminist Psychologists Meet**

The 22nd Annual Feminist Psychology Conference of the Association for Women in Psychology was held on March 6-9, 1997, in Pittsburgh. The conference featured a day of preconference trainings, and more than 200 posters, papers, workshops, symposia, and round table discussions. Irene Frieze of the Department of Psychology at the University of Pittsburgh was the Conference Chair.

The conference theme was Forging the Future Feminist. Forging is a reference to the steel-making heritage of host city, Pittsburgh, and conveys the idea that we must actively create a future that will be positive for women. The theme was addressed in a keynote lecture on March 7 by Pamela McCorduck, futurist and author of The Futures of Women. The conference emphasis on social action included a series of workshops, a FAX line to Congress, and an exhibition of The Clothesline Project, a display on violence against women.

Global feminist psychology and cross-cultural research were special foci of this year’s conference. For International Women’s Day (March 8), Corann Okorodudu, a developmental psychologist and Chair of the Committee on Global Perspectives for Division 35 (Psychology of Women) of the American Psychological Association, presented an address, “Envisioning A Global Feminist Psychology.” The newly formed International Feminist Mental Health Network met at the conference, and scholars from every continent were presented.

To complement the many clinically-oriented papers and workshops, this year’s conference recruited a series of empirically-based presentations and posters. In an address commemorating Jesse Bernard on Sunday, March 9, Deborah Belle, Department of Psychology, Boston University, presented her research on the lives of low income women. The winners of the AWP/Division 35 Student Research Prize presented their research. Award-winning work was also presented by Sari Dworkin; Lisa Diamond; Kim Marie Vaz; Jeanne Adelman; Meredith Kimball; Kayla Weiner; Hope Landrine; and Hortensio Amaro.

Other special features of the conference included a syllabus exchange, wellness activities, a film series, a “Taste of Pittsburgh” dinner buffet; poetry readings; a crowning ceremony; a women’s dance; and concert by the comedy duo Dos Fallopia. The exhibit area included vendors of women’s books, jewelry, art work, crafts, souvenirs, shirts, clothing, and novelty items.
Women Faculty And Students Honored in *Onyx Woman*

Audrey J. Murrell and Daria C. Kirby, both of the Katz Graduate School of Business, were recently featured as outstanding faculty in the February edition of *Onyx Woman*, a locally published magazine for African American women in business. Two University of Pittsburgh students, Robin T. Levine and Juliette E. Hite, were also honored as outstanding students. The feature was sponsored by the University of Pittsburgh’s Women’s Studies Program, the Katz Graduate School of Business, the College of Business Administration, and the Graduate School of Public Health.

Professor Murrell joined the Katz Graduate School of Business in 1989 and is currently researching strategies for the development of women-owned minority businesses. Kirby, an Assistant Professor in the Katz Graduate School of Business, is examining the legal, social, and environmental pressures that influence university affirmative action behavior. She is also conducting research in the United Kingdom examining cultural diversity issues in management for multinational corporations.

Levine, a first-year doctoral student in the Department of Health Services Administration is a student of Professor Carol McAllister. Her research examines the relationship between the spiritual and physical health of African-American women. She is also working for graduate certification in the Women’s Studies Program. Hite, is the recipient of the Robert R. Lavelle Scholarship, awarded to undergraduate students of high academic excellence with outstanding potential for leadership. Ms. Hite is interested in corporate law and management information systems.

Copies of *Onyx Woman* are available on campus at the Women’s Studies Office, The Black Action Society, Campus Women’s Organization, The Katz Graduate School of Business, and the College of Business Administration.

**Note Worthy**

- Nationality Rooms and Intercultural Exchange Program 1997 winners of the John G. Bowman Faculty Grants for Research Abroad (pertaining to women’s/gender issues): Jane Gray Harris, Slavic Studies, for research on women’s publishing and women’s magazines in Russia; Karen Sturgeon Peterson, Public Health, to conduct interviews with women in three generational groups to determine perceived generational differences in Ecuador; Sabine von Dirke, Germanic languages and literatures, to update ongoing research on multiculturalism in Germany and to research site locations and teaching materials relating to Bavaria for a future course in Germany.

- Peggy Stubbs and Janet Montelaro led workshops on Classroom Environment at the January 1997 TA Orientation at Pitt.

- Congratulations to Ruth Colker (Women’s Studies/Law) on the birth of Samuel Colker-Bybel who came into the world on Thursday, January 9, 1997. We also congratulate Ruth on her acceptance of Ohio State University’s offer for an endowed chair in Constitutional Law effective August 15, 1997. Ruth states, “I am very excited by this professional opportunity although I am also sad to leave behind my many fine friends in Pittsburgh.” Best wishes – you’ll be missed.

- Susan B. Hansen (Women’s Studies/Political Science) is on sabbatical Spring 1997. She is a visiting professor at Stanford and visiting scholar in Stanford’s Institute for Research on Women and Gender. Her article “Talking about Politics: Gender and Contextual Effects on Political Discourse” will appear in the February 1997 issue of the *Journal of Politics*.


- Delanie Jenkins (SA) is participating in an exhibit (Veil, 1996) at the Pittsburgh Center for the Arts through March 30. She addresses how women’s self-image is influenced by others and comments on the power of language, especially public discourse, to influence personal understanding and to make public a private and sometimes unconscious, hidden agenda.

- Janet Montelaro and Patricia Ulbrich are developing the *Introduction to Women’s Studies Database in Primus* which will soon be available from McGraw-Hill. McGraw-Hill funded the project which will offer a wide variety of interdisciplinary readings to women’s studies faculty and students.

- Wynne Korr (Women’s Studies/Social Work) chairs the Women’s Symposium for the Annual Program Meeting of the Council on Social Work Education meeting in Chicago during March.

- Welcome to Marina Warner, Mellon Professor in the History of Art and Architecture Department.

- Peggy Stubbs and Jane Margolis will present a paper with Faye Miller on “Male Development, Cyberspace, and Feminist Transformation of Computer Science” on Friday, March 7, at the Association for Women in Psychology Conference.

- Janet Montelaro will speak on “Why Gender Studies?” at the Westminster College Diversity Symposium on March 10.
The following is a list of Web sites and videos I came upon recently that may prove useful to you. The list is not comprehensive, and is really only a starting point for more in-depth searches. Also, please keep in mind that Internet addresses frequently change, and sites are constantly being added or updated. The following films on international women's issues have been purchased through a CAS Curriculum Development Grant and are available through UCIR at Hillman Library. Happy hunting...

**FEMINA**
http://www.femina.com/
Contains a search engine and a clickable list of categories, such as Education, Politics, Writing, Sports & Fitness, etc.

**CYBERGIRL WEBSITE**
http://www.cybergirl.com/
“links to women's websites around the world.”

**VIRTUAL SISTERHOOD**
http://www.iig.acp.org/sister/
A place to sign up for discussion list, information on women activists, Beijing conference, and more.

**WOMEN'S RESOURCES**
http://sunsite.unc.edu/cheryb/women/wresources.html
Contains clickable categories on the Internet such as Art, Gender Issues, Pregnancy, Bisexual & Lesbian Resources, Electronic Discussion Forums, etc. Also has Yahoo, Lycos, or Webcrawler search engines.

**ELECTRONIC FORUMS**
http://sunsite.unc.edu/cheryb/women/resource/newsgrp.html
Contains clickable titles of Newsgroups groups. It is a subset of the site listed above this.

**WOMEN'S RESOURCES**
http://sunsite.unc.edu/cheryb/women/resource/collections.html
A clickable list of a large number of Internet sources, including Jewish Feminist Resources, Online Resources for African American Women and Womanist Studies, and more.

**WOMEN'S STUDIES LIST**
http://wwwunix.umbc.edu/~korenman/wmst/f_wmst.html
Addresses and descriptions of many listserver.

**FEMINISM & WOMEN’S RESOURCES PAGE**
http://www.ibd.nrc.ca/~mansfield/feminism/
Alphabetical list of clickable links, such as Gender-Related Electronic Forums, with instructions for joining them.

**LAS MADRES: THE MOTHERS OF THE PLAZA DE MAYO (V-2971)**
This film by Susana Muñoz and Lourdes Portillo is an Academy award-nominated documentary about the Argentinean mothers' movement to demand to know the fate of their country's 30,000 "disappeared" sons and daughters. As well as giving an understanding of Argentinean history in the '70s and '80s, LAS MADRES shows the empowerment of women in a society where they are expected to be silent. LAS MADRES won the US Film Festival Special Jury Prize; the Audience Award/Women's Journalists Award at the Films de Femmes, Creteil; and the Golden Gate Award at the San Francisco Film Festival.
64 minutes; COLOR (1985).

**WOMEN'S LIVES AND CHOICES (V-2973)**
Three vignettes deal with women's health from a global perspective and the social, cultural, and economic factors underlying reproductive choices. "Ventre Libre" paints a grim picture of life for women in Brazil where sterilization and abortion are often the only forms of birth control available. "Rishte" explores the practice of male sex preference in India and its ramifications for women. "The Desired Number" uses the Ibu Eze ceremony in Nigeria to highlight how family planning issues often conflict with traditional family values.
Three 28-minute segments (subtitled); COLOR (1995).

**AFTER THE MONTREAL MASSACRE (V-2972)**
On December 6, 1989, a gunman entered the engineering building at the University of Montreal and killed fourteen women. This moving documentary by Gerry Rogers situates this extraordinary crime within the context of other kinds of violence against women. A wounded survivor and other students describe the harrowing event, widely understood as a backlash against feminism. Links the massacre with cases of rape, sexual harassment, and torture worldwide.
27 minutes; COLOR (1990).

**FEMMES AUX YEUX OUVERTS (WOMEN WITH OPEN EYES) (V-2970)**
In this award-winning film by Togolese filmmaker Anne-Laure Folly, portraits of contemporary African women from four West African nations are presented: Burkina Faso, Mali, Senegal, Benin. This video shows how African women are speaking out and organizing around five key issues: marital rights, reproductive health, female genital mutilation, women's role in the economy, and women's political rights.
52 minutes (in French with subtitles); COLOR (1994).
### SUMMER 1996-7 (97-3) COURSE OFFERINGS

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<td>General Writing: Women's Studies (Multiple Sections)</td>
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<td>Child Abuse &amp; Neglect: Sexual</td>
<td>B. Robinson</td>
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<td>WOMNST 0030</td>
<td>Women and Society: An Introduction to Women's Studies</td>
<td>B. Zdniuk, I. Frieze L. Brush</td>
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<td>Sp. Topics: 3rd World Women: Sexual Politics &amp; Colonialism</td>
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<td>J. Greenberg</td>
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<td>WOMNST 2240</td>
<td>Sp. Topics: Feminist Methodologies and Pedagogies</td>
<td>J. Montelaro</td>
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<td>WOMNST 2902</td>
<td>Directed Study</td>
<td>Graduate WSP faculty</td>
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**Women in International Security Symposium**

Women In International Security (WIIS), an international, nonpartisan educational and professional membership organization for women and men dedicated to the advancement of women in the field, will host its 8th annual summer symposium for graduate students in international affairs, June 19-24, 1997. "Toward the Next Century: The Challenge for International Security" will take place at St. John’s College in Annapolis, MD, and in Washington, DC. The program will focus on the security challenges posed by the struggle over natural resources, the increasing irrelevance of national borders, and the transitions in governments, which can lead to instability. Students currently working toward either a master’s or doctoral degree are eligible. Applications are encouraged from all fields and from international students.

**Deadline: Tuesday, April 1, 1997.** For application materials call: 301/405-7612; fax: 301/403-8107; e-mail: <WIIS@puafmail.umd.edu>. Women In International Security; Center for International and Security Studies at Maryland; School of Public Affairs; U of Maryland; College Park, MD 20742; WWW: <http://www.puaf.umd.edu/WIIS>.

**Conferences**

Annual Women's Studies Conference sponsored by the Central Pennsylvania Consortium April 5, 1997. For information write to: Molly Seidel, Program Coordinator, Central Pennsylvania Consortium, c/o Franklin and Marshall College, PO Box 3003, Lancaster, PA 17604-3003; or call (717) 291-3919; e-mail: <cpc_dlg@fandm.edu>.

Rutgers University is sponsoring its Fourth Annual Graduate Student Conference on Practicing Theory on April 5, 1997. For information contact Rose Corrigan <rosec@eden.rutgers.edu> or Natalia Kariaeva <kariaeva@eden.rutgers.edu>.

Business and Professional Women's Foundation Academic Symposium, "The Duality of Work and Family Roles" July 16, 1997 at the Galt House Hotel in Louisville, KY. For information write to: BPW Symposium, Meetings Department, 2012 Massachusetts Ave. NW, Washington, DC 20036.

"Winds Of Change: Women And University Conference." An international conference on women and the culture of universities will be held July 14-18, 1998. For more information contact: Dinah Cohen; Equal Opportunity Unit; University of Technology, Sydney; PO Box 123; Broadway NSW 2007 or e-mail: <Dinah.Cohen@uts.edu.au>.

The Center for European and Russian Studies is holding a workshop at Michigan State University from April 17-19, 1997 on "Perspectives on Gender and Nationalism." Contact C.E.S. at 212-854-8808 for more information.

For information about the Summer Institute For Women In Higher Education Administration call (303) 871-6866 or write to HERS, Mid-America Office, University of Denver, Park Hill Campus, 7150 Montview Blvd., Denver, CO 80220. Takes place at Bryn Mawr College June 22, 1997 - July 18, 1997.

Seton Hill College is offering two weeks of Science Quest, a summer science, computer and math experience for girls entering grades 7, 8, or 9. The camp runs from July 6-11, 1997 or from July 20-25, 1997. If interested call (412) 830-4611.

**Financial Aid**


**Call for Papers**


**Health Notes**


For information or to participate in a women's smoking cessation project, call 624-5732.
Young Feminists Summit in April

The National Young Feminists Committee of the National Organization for Women has announced it will hold its third young feminist conference in Washington, D.C., April 11-13. “One of our goals is to provide the opportunity for young women and men to gather, share their experiences, and develop skills,” says committee co-chair Inson Kim. After the conference, participants will go back to their local communities and campus groups to be leaders in the area of women’s rights. Hundreds of participants across the nation are expected to attend and network with other activists from their regions. The registration fee is $35 per person, and registration fees are also available on a sliding scale. For more information, call your local NOW or the National Action Center (202) 331-0066, ext. 728.

Fifth Annual Women In Development Conference

“Globalization and Women’s Response” will be held in 2K Forbes Quadrangle on March 14-16, 1997. The conference strives to include a diverse range of participants, graduate students, academics, practitioners, and activists who are interested in an inclusive, interdisciplinary atmosphere where participants are encouraged to share their views on topics of gender and development.

The conference is free to the University of Pittsburgh and local community. Contributions are welcomed to offset the conference costs. A formal luncheon ($15) will be held. Pre-registration is required. Contact Marceline at 648-7641; e-mail: <mawst64@pitt.edu> for more information. WWW: <http://www.earthlink.net/~jearnines/wid1.htm>.

Invited Speakers include:

Robin Alexander, Esq.         Lisa McGowan
Ronni Alexander               Valentine Moghadam
Dr. Jane Benbow              Sarah Moten
Patricia Davis               Sofia Montenegro
Sarah Gammage                Dr. Ann Oberhauser
Paul LeBlanc                 Dr. Simon Reich
Dr. Carol McAllister          Dr. Carol Stabile

Services for Seniors

Margaret Kimmel (SIS) and Ellen Dedelson (WSP/SIS) are Co-Principal Investigators on a 1997 U.S. Department of Education Title II-B Institute grant on Library and Information Sources and Services for Seniors and their Caregivers. The Institute will be held April 28-May 2, 1997.

Topics for the sessions include information technology and seniors, proactive service roles for public and special libraries, intergenerational programming, current research on information-seeking by elders and their caregivers, and special issues facing African-American elders. The participants will also take part in the annual Intergenerational Art Fair, sponsored by the University’s Generations Together Project, and will attend a dinner and storytelling concert at Canterbury Place, the University of Pittsburgh Medical Center’s teaching nursing home.

Dr. Kimmel specializes in public libraries, storytelling, and work with elders and their caregivers; she is a member of the Board of Directors at Canterbury Place. Dr. Dedelson specializes in health sciences/medical information and teaches DLIS courses on information sources and services for the elderly, and for healthcare consumers and their caregivers.

For further information about the 1997 Institute, please call 624-9456. The graduate student staff members for the Institute are Diane Hanville and Karyn Allen.

UNDERGRADE SPECIAL TOPICS COURSE FALL 1998-1

39527 TH 2:30P - 3:45P FQUAD 5J54 S. Andrade

1. This course will examine sexual politics in Africa, Asia and the Americas by looking at both imaginative representations of women and analyses of gender. Through readings in history, literature and political science, as well as some films, we will consider the notion of women as oppressed victims and women as revolutionary militants. How have anti-colonial movements both advanced and limited the interests of women? And how do third world women, supposedly the embodiment of tradition, make their way through the modern world? Requirements: written assignments and a paper.

2. Prerequisites: WOMNST 0030 or another WSP course.

Dr. Susan Andrade is an Assistant Professor of English with a joint appointment in the Africana Studies Department. Her areas of specialty include African and Caribbean literature, postcolonial and feminist theory, and European women travel writers. She has taught a section of General Writing: Women’s Studies and a graduate course on Nationalism and Sexual Politics, both of these were cross-listed with Women’s Studies.
Events

- PBS Documentary viewing and discussion, March 10, 2:00 – 5:00 p.m. 2P/ZM56 Forbes Quad. “Shattering the Silences: Minority Professors Break into the Ivory Tower,” Beverly Harris-Schenz, Ph.D. Vice Provost for Faculty Affairs will be the discussion leader. To RSVP call Dr. Audrey Murrell (648-1651) or Dr. Nancy Washington (624-7690).
- Take Back the Night Rally, April 18. Call the CWO office at 648-4863 or e-mail <CWO@pitt.edu> for more details.
- CMU Women’s Center Women’s Festival, April 19. Contact Gabriella at <scelta@andrew.cmu.edu>.
- Take our Daughters to Work, April 24.

Awards

- The National Association of Women in Education sponsors Women’s Research Awards ($750 each). For guidelines and information, contact Anna Roman-Koller, Ph.D. at 648-9466 or e-mail (inquiries only): <koller@al.pitt.edu>.
- The Zonta Club of Pittsburgh annually awards scholarships to support women pursuing graduate level studies. Application materials and information are available until March 8, 1997, by writing to: Zonta Club of Pittsburgh, Doris Brevard, 2016 Frankella Ave., Pittsburgh, PA 15221-1508. Applications are due April 1, 1997.

Catching up with Carol

CONTINUED FROM PAGE ELEVEN

Q: As we enter what some activists and scholars have called the “third wave” of feminism, what do young feminists have to be optimistic about?

A: I think that “third wave” feminism is very much an academic notion and an unfortunate one at that. I don’t know many activists who would even understand what that means. As for optimism, I don’t think that’s the best way of thinking about the current political climate. I was involved in organizing a protest against Operation Rescue when I was in my last year of graduate school. This was right after Clinton was elected in 1992. We called the local chapter of NOW and we were told, “Clinton won. We don’t need to worry about OR.” Instead of that kind of unrealistic optimism, I think young feminists need to be cognizant about the possibilities for collective struggle at this particular time: struggles against the kinds of privatization that overwhelmingly impact women’s lives — from the welfare “reforms” to health care to the current attack on Social Security (and the gendered aspects of this last issue have yet to be analyzed in any detail). Optimism, such as this, will be found in participation in such struggles, I would think.

Last Minute Insertions

Bebb Wheeler Stone, Ph.D. student in Religious Studies, will be giving a lecture “A Feminist Reading of Second Isaiah” on Friday March 14 at Noon in 2628 Cathedral of Learning.

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**Missed our Fall Fundraising Appeal? Here's another opportunity to support our ongoing programs and new initiatives in Women's Studies. Your support is needed and appreciated.**

- $1000 CHANCELLOR'S CIRCLE
- $500 PATRON
- $250 SPONSOR
- $100 DONOR
- $50 FRIEND
- OTHER AMOUNT ($_______)

**Checks should be made payable to "University of Pittsburgh." Please note "Women's Studies" on the memo line of your check. Please mail this form with your contribution to Women's Studies Program, University of Pittsburgh, 2632 Cathedral of Learning, Pittsburgh, PA 15260. Thank you!**
Spring Speaker Series

March - May, 1997

Please join us for the Brown Bag Lunch Speaker Series. Bring your own lunch. WSP provides coffee, tea, and cookies.

- Sofia Montenegro, one of Nicaragua's leading feminist intellectuals and authors, will present on "The Contemporary Feminist Movement in Central America" on Monday, March 17 at Noon, 2629 CL.

- Patricia Barnes, Esq., a legal writer and a regular contributor to the ABA Journal, will present on "Beating the Odds: New Legal Strategies to Deter Domestic Violence." on Wednesday, March 26 at Noon, 2629 CL.

- Patricia Ulbrich, Research Associate in Women's Studies will present on "Friendship and Kinship after Fifty: Exploring Race and Class Influences for Women's Support Networks and Health" on Friday April 11, at Noon, 2629 CL.

- Laurinda Dixon, Associate Professor of Fine Arts at Syracuse University will present "Sex, Lies, and Gynecology" — An illustrated lecture examining how art and medicine have combined to invent and enforce female social and intellectual stereotypes throughout history on Thursday, April 3, 4 p.m. in 204 Frick Fine Arts Building.

- Bonnie Thornton Dill, Professor of Women's Studies and an Affiliate Professor of Sociology at the University of Maryland at College Park will make a luncheon presentation on "Integrating Race and Gender Throughout the Curriculum" on Monday, May 12 at Noon. Room TBA. Professor Dill is the Featured Speaker of the Chancellor's Diversity Working Group Faculty Seminar.

Visit our website at: HTTP://WWW.PITT.EDU/~WOMNST