

studies

college of liberal arts • university of south carolina

Women's Studies 30 years



Dr. Suzanne Swan

Suzanne Swan Joins Women's Studies Faculty

With a joint appointment in Women's Studies and psychology, Dr. Suzanne Swan has become the eighth core faculty member in the Women's Studies Program. Swan, whose research focuses on domestic violence in women's lives, received a Ph.D. in Social and Personality Psychology from the University of Illinois at Urbana-Champaign in 1997 and served as associate research scientist and director of the Family Violence Program at Yale University School of Medicine until coming to USC. In her recent work, Swan has investigated the context and meanings

Swan continued on page 6

Leith Mullings to Deliver 2003 Freeman Lecture

Leith Mullings, presidential professor of anthropology and director of the program in medical anthropology at the Graduate Center, City University of New York, will deliver the 2003 Adrenée Glover Freeman lecture in African American Women's Studies on Tuesday, October 21, 2003, at 7 p.m., in Gambrell Hall Auditorium.

Mullings' lecture, "The Sojourner Syndrome: Participatory Research and Women's Health in Harlem, New York," will address the persistent reality that African-American women, at all socioeconomic levels, are at higher risk than white women for contracting many illnesses, developing chronic conditions, and dying, especially during pregnancy. Mullings headed a team of scholars and community members in Harlem in a multi-year, multi-site, participatory project on the social contexts of reproduction that was funded by the Centers for Disease Control and is discussed in her latest book with Alaka Wali, *Stress and Resilience: The Social Context of Reproduction in Central Harlem*. The project is a national model that teaches us that black women's lives must be understood in context—social, political, economic, and physical—if we hope to unravel the ways that race, ethnic-



Leith Mullings

ity, social class, and gender translate into experiences that challenge black women's health over the life span.

Although many researchers today are concerned about how to engage with communities in ways that are respectful and ultimately meaningful to all involved, Mullings goes far beyond what most scholars have done. In her talk, she will also address how to see the social contexts of women's lives through a participatory research process that respects community members, actively engages them in all phases of the research, and leaves the communities better off.

Mullings continued on page 9

Director's Comments



Dr. Lynn Weber, WOST director

Sabbatical, Rest, Renew

Sabbatical year (*noun*) Date: 1599; *often capitalized S*: 1: a year of rest for the land observed every seventh year in ancient Judea; 2: a leave often with pay granted usually every seventh year (as to a college professor) for rest, travel, or research—called also *sabbatical leave*. (*Merriam-Webster's Dictionary*).

Well, I'm back from my sabbatical year/leave. And, like the land in ancient Judea, I have returned renewed, changed. Much like ET, I must seem as if I'm from another planet to my colleagues who spent the year at the University of South Carolina continuing what they had done in the previous year without the opportunity that I had to shift, to travel, to rest, to develop new courses, to research. What I see with my "fresh eyes" is that my colleagues continued their good work of teaching, research, and service but under much more difficult conditions. The poor state of our nation's and state's economies have brought us large budget cuts:

- Decreasing the options for professional travel and consultation with colleagues in other universities

Eliminating pay raises for the last two years

- Increasing teaching loads and class sizes as we lose some colleagues to retirement, are unable to hire replacement faculty at the same rate, and cut back on graduate assistants and adjuncts.

In addition to changes brought on by the economic shifts, the University is undergoing change as a consequence of having hired a new president, Dr. Andrew Sorensen, and of beginning to implement far-reaching changes: in the budgeting process through Value Center Management, in merging the Colleges of Liberal Arts and Science and Math, in hiring a new provost, and otherwise streamlining administration. All of these changes may or may not bring a more efficient bureaucracy down the road, but they clearly mean more work for faculty on institutional issues now. Indeed, the sand is shifting under our feet.

And as these changes take place in our University and more effort is required on our parts to do our jobs, it is easy to forget where we fit in the larger picture of our state and our world. Our job as educators is to help students develop the intellectual curiosity and flexibility, the skills, and knowledge base that they will need to understand the world in which they live, to see themselves as actors who are both responsible for that world and capable of contributing to its betterment, and to appreciate the lives of people who are both similar to and very unlike themselves across the globe.

To do so, we faculty have to maintain our *own* flexibility, openness, and curiosity. And we must be engaged with, not isolated from, communities both in the university and outside of it. One way of promoting flexibility in our thinking and approaches is to observe the lives and to

listen to the perspectives of others who occupy different social locations. In women's studies, it is the interdisciplinarity in our curriculum and research and the commitment to social activism for community betterment that places us in a unique position to promote and to understand the processes that support alternative ways of viewing problems and of identifying solutions. In our work with others we are constantly challenged to see that our own department's, discipline's, and institution's ways of doing things are not the inevitable, the only, or even necessarily the best way.

Likewise, the sabbatical leave can serve a similar purpose of opening our minds to new ways of approaching institutional/organizational issues as well as scholarly and pedagogical pursuits. We can teach diverse students, travel to other places, collaborate with colleagues at other institutions who are different from us in educational backgrounds and in race/ethnicity, gender, nation, and age and with community people outside of the academy who have different experiences and thus different angles of vision on the nature of our world.

I spent my sabbatical this past year working in Washington, D.C.—a place where local politics are national politics—when the sniper was a horrifying reality, when the nation went to war, and when the economy declined rapidly. To a student of social life, it was an education in itself. I was a visiting professor and developed and taught two courses in the Women's Studies Department at the University of Maryland, College Park (UMCP). As one of only 10 Ph.D. programs in women's studies across the country, I saw some of the benefits for students and faculty of having the concentrated support and focus that a Ph.D. program demands, but I also saw some of the challenges and

difficulties experienced by both the faculty and students of an “interdiscipline” in the making. I worked with faculty and students in the American Studies Department and learned some of the ways that field nurtures creative thought and interdisciplinary approaches. These experiences should help me as we consider initiating MA and Ph.D. degrees in women’s studies at USC.

My research agenda was aimed at developing an intersectional (race, class, gender, and sexuality) approach to women’s health. I attended the first national conference on eliminating health disparities, gave a keynote address at a system-wide SUNY research conference on new directions in understanding social inequalities, and participated with women’s health scholars in a research interest group on disparities in women’s health at UMCP’s Consortium for Research on Race, Gender, and Ethnicity. During the year, I wrote with Dr. Deborah Parra-Medina a lengthy manuscript to be published next month which developed an intersectional approach to eliminating health disparities among women. I am building on this

conceptual foundation in my current writings for publication and for grant applications to support our Women’s Well-Being Initiative in Women’s Studies at USC. And I reconnected with a long-time colleague, Dr. Leith Mullings, with whom I plan future collaborations, and who will present our Adrenée Glover Freeman Lecture on African-American women’s health (see article on page 1).

I visited several different campuses to give talks for departments and for conferences. One of the most interesting was a five-day curriculum transformation Hewlett-funded institute on diversity for faculty at Hamilton College that I led with Ken Goings, chair of African American Studies Department at Ohio State University. Although we led it, the institute provided an opportunity to reconsider and to refresh my own approach to teaching.

And finally, I did rest, renew, and reflect—a process that is inhibited by the administrative and faculty responsibilities that consume my everyday life at USC. I reflected on our mission in women’s studies—to provide students with the experiences that enable them to develop

the vision, the knowledge, and the technical abilities to understand, to critique, and to act to change their social world for the betterment of all.

I came back even more convinced of the relevance of this mission and of the obstacles to and opportunities for achieving it. And I am even more dedicated to working to ensure that opportunities for renewal such as my sabbatical are available to more—not fewer—people. I am grateful to the University for the opportunity to expand my world view, to build my knowledge and connections with other scholars, and to re-energize my scholarship, teaching, and service work here. As we face increasing budgetary constraints, it is important that the University community remain committed to providing these opportunities for growth and change to our faculty. And it is also important that members of our community understand the value that is added to a knowledge institution when we promote opportunities to learn in new and diverse environments. Sabbatical is a concept that has been around since the sixteenth century—because it works. ■

2003 Faculty and Staff Research Awards

The Women’s Studies Program awarded one \$5,000 Josephine Abney Research Award to **Dr. Juliann Sivulka**, College of Mass Communications and Information Studies, for her research book project on the history of women in the advertising profession.

The project is an exciting archival recovery project that will explore the history and agency of women in the advertising profession and examine gender perspectives on advertising messages and production.

The Women’s Studies Program also awarded two \$500 Carol Jones Carlisle Research Awards: **Dr. Susan Schramm-Pate**, Educational Leadership & Policies, College of Education, for her research project *Feminist Perspectives of Male Mentors in Educational Administration*. She will examine the role of feminist males in the mentoring of women in educational administration. The role of mentoring has been a key concept for feminist analysis of institutional inequality and institutional change, and she will

explore these inequalities through interviews with feminist educators who have been mentored by males.

Dr. Daniela Di Cecco, Department of Languages, Literatures, and Cultures, for her research project *Novels for Dutiful Daughters: The Brigitte Series in France*. Her research explores the centrality of literature to the construction of gender norms and behaviors and class identities. ■

WOST Participates in International Exchange

In conjunction with the Women and Families Program of Partners of the Americas, WOST faculty and community affiliates participated in an international exchange last summer.

Sponsored through the Partners of the Americas' initiative on protection of women's legal rights, Professor Nelssy Bonilla of the Universidad Javeriana in Cali, Colombia, visited USC in June. Bonilla met with WOST faculty and affiliates and with representatives from local community organizations, Sistercare, Sexual Trauma Services of the Midlands, and SCCADVASA to discuss gender violence research, training, and services.

The second stage of the exchange involved a visit to Cali and the Universidad Javeriana by WOST faculty Dr. DeAnne Messias. During her stay in Cali, Messias gave public lecture-workshops entitled "Incorporating a Gender Perspective into Research" and "Research on Women, Work, and Health" for faculty, students, and community health professionals at the Universidad Javeriana. In addition, she provided consultation for several groups of faculty and students, including the recently formed Interdisciplinary Gender Group and other research and service initiatives around women's rights, women's empowerment, and gender equity.

Participants in both Colombia and South Carolina hope that this initial exchange will lead to further collaborative efforts. ■

Brownbag Pedagogy Series 2003–2004

The 2002–2003 Brownbag Pedagogy Series, *Teaching for Social Justice* continued to pique the interest of faculty, students, and friends in the community. The topics included "How Therapeutic Jurisprudence Can Help Us Teach the Reality of Environmental Justice" facilitated by Kim Diana Connolly (School of Law); "Consequences of Class Among Women Experiencing Childhood Sexual Abuse" facilitated by Katherine Maeve (College of Nursing); "Biological Basis of Gender Differences" facilitated by Rosemarie Booze (Department of Psychology); "Women, Work, and Community Development" facilitated by Sheila Ards (Benedict College); "Learning by Doing: A Community Health Development Class Meets the Real World of Neighborhood Organizing" facilitated by Kathryn Luchok and Sara Griffin (Arnold School of Public Health); "Women and the War on Drugs: Punishing Pregnant Women" facilitated by Wyndi Anderson (South Carolina Advocates for Pregnant Women); and "Queen Victoria's Fat: Feminism, Representation, and the Powerful Female Body" facilitated by Rebecca Stern (Department of English).

The following 2003–2004 Brownbag Pedagogy Series will be held in Flinn Hall Conference Room 101:

Thursday, September 11, 2003, 12:30 p.m.

"USC Grassroots Activism"

Facilitator: Lee Jane Kaufman,
Department of Political Science

Wednesday, October 1, 2003, noon

"Engaged Learning at Columbia College:
The Social Justice Learning Community"

Facilitator: Susan McClam, director of
the Social Justice Learning Community, Columbia College

Tuesday, November 18, 2003, 12:30 p.m.

"Homophobia in the Classroom"

Facilitator: Ed Madden, Department of English

Wednesday, January 28, 2004, noon

"The South Carolina Grimke Sisters: Past and Present"

Facilitator: Becci Robbins,
Progressive Network and Grimke Sisters

Thursday, February 12, 2004, 12:30 p.m.

"Service Learning at USC"

Facilitator: Janet Mason, College of Education

Tuesday, March 23, 2004, 12:30 p.m.

"Birth Order: Little Choice, Big Effect"

Facilitator: Winifred Thompson,
Arnold School of Public Health

For more information, please call DeAnne Messias at 803-777-0410. Join us! ■

WOST Graduate Certificate Program

The Graduate Certificate Program is very strong and continues to attract some of the best students at the University. These students have been successful in winning awards both in and outside Women's Studies and have actively engaged in the profession by attending conferences, interacting with faculty and students, and presenting conference papers. Several have also graduated and entered Ph.D. programs.

The WOST Graduate Committee awarded six assistantships for the 2003–2004 academic year. These competitive awards provide an opportunity for students to work closely with faculty in the areas of research and teaching. The recipients are Emily Aleshire, Jessica Forehand, Marya Shegog, Christine Sixta, Alice Fields, and Sharon White. Congratulations to these outstanding students.

There were three winners of the

2002–2003 Harriott Hampton Faucette Award, designed to assist with research and professional development. The fall winners were Jodi Barnes for her research on socially structured uses of technologies in the manufacture of pottery production and Jessica Forehand for her examination of class and race among women in the late nineteenth century club movement. The spring 2003 winner was Sharon White for her work examining the impact of race, class, gender, and sexuality on mature and non-traditional students.



Wanda A. Hendricks

Certificate students actively pursued various forms of assistance outside Women's Studies. Winifred W. Thompson, awarded the South Carolina Public Health Association Public Health Scholarship, was also selected to be an African American Professors Program Scholar. Co-sponsored by USC, the Kellogg Foundation, and the South Carolina Higher Education Commission, the African American Professors Program is competitive and supports doctoral students by providing stipends and mentors. Charmaine

Graduate Certificate continued on page 8

Laura Edwards Receives Arney Robinson Childs Award

Laura L. Edwards received the 2003 Arney Robinson Childs Award. Graduating in May of 2003 with a 3.60 grade point average, Edwards majored in women's studies with a second major in philosophy and a minor in medical humanities. She fashioned her studies around pre-med, biology, philosophy,



Laura Edwards

and women's health courses. For three years she was a research assistant in Dr. Ann Ramsdell's developmental biology lab at the USC School of Medicine. With Ramsdell and other members of the lab team, Edwards co-authored a research paper, "ALK4 functions as a receptor for multiple TGF β ligands to regulate left-right axis determination and mesoderm induction in

Xenopus," that is currently pending review with the journal *Developmental Biology*. In addition, she wrote a senior thesis under the direction of Drs. Ramsdell and Weber on "Women, Science, and Knowledge." She currently works as a research assistant in the laboratory of Dr. Richard Goodwin at the USC School of Medicine. In graduate school, she plans to conduct research on epistemology with a special emphasis on gender.

The Childs Award is in memory of Arney Robinson Childs, an educator and one of the first women principals in South Carolina (Logan Grammar School in 1928). Childs joined USC as dean of women in

1935 and held that position until 1958. She was awarded an honorary doctorate in literature by USC in 1960. Childs was also active in issues of social justice and women's rights. She was an accomplished and prolific scholar of American history, and after retiring from USC, she taught history at Columbia College, where she helped develop the South Carolina history course for South Carolina Educational Television (SCETV). She died in April 1987 at the age of 96.

Through gifts to the Women's Studies Endowment, Dr. Childs' friends and family honor her rich and generous life, her leadership among women, and her enthusiasm for learning. Each year, an outstanding Women's Studies student is recognized to further our commitment to build and to spread knowledge about women in every discipline and walk of life. Laura Edwards continues the work and legacy of Arney Robinson Childs. ■

attached to women's use of violence in intimate relationships and how those meanings vary across race and ethnic groups. Her publications include "Family Violence and Women's Health," "A Typology of Women's Use of Violence in Intimate Relationships," and "Behavioral and Psychological Differences Among Abused Women Who Use Violence in Intimate Relationships." This fall, she is completing data collection for a study funded by the National Institute of Justice entitled *An Empirical Examination of a Theory of Women's Use of Violence in Intimate Relationships*. For Women's Studies, Swan will teach courses on gender and domestic violence and will teach the Psychology of Women in spring 2004.

Domestic violence is a critical problem in South Carolina, which ranks in the top five states in the nation with the most indicators of violence against women. Addressing this problem has been a priority in South Carolina and recently resulted in the passage of an increase in the marriage license fee to support shelters across the state.

Swan's work will make an important contribution to the Women's Well-Being Initiative and will help us to forge greater alliances with other scholars and community partners who are working to reduce domestic violence in South Carolina. After meeting with Swan during the interview process, Carol Wyatt, director of Sexual Trauma Services in Columbia, said, "Dr. Swan has a rich and innovative research portfolio. In a state and community such as ours, where violence against women is epidemic, Dr. Swan can conduct groundbreaking research. She is a valuable addition to our community." ■

Call For Award Applications

Josephine Abney and Carol Jones Carlisle Research Awards

Women's Studies seeks applications for the Josephine Abney Fellowship for Research and the Carol Jones Carlisle Research Award. These awards are designed to encourage cutting-edge, women-centered research that is solidly grounded in women's studies perspectives. We invite proposals that are consistent with the research mission of Women's Studies to reconceptualize existing knowledge and to create knowledge about women and their experiences, through the lens of gender and the prism of diversity. The research should be interdisciplinary or have interdisciplinary implications and should reflect a commitment to improving the status of women. Both awards are open to any full-time, permanent faculty or professional staff member. The amount of the Abney Award is \$5,000 and the Carlisle Award is \$1,000. **Applications Deadline: January 23, 2004.** Application forms for both awards are available online at the WOST Web site www.cla.sc.edu/WOST and/or the WOST office.

WOST Teaching Awards

Women's Studies seeks nominations for two teaching awards—one for excellence in teaching by a faculty member and one for outstanding teaching by a graduate student. Award criteria include: having taught at least one Women's Studies course within one semester of the time of nomination; demonstration of effective and sustained integration of race, class, gender, and sexuality issues into course materials and requirements; evidence of providing guidance and inspiration to students beyond the classroom; and positive student and peer teaching evaluations. The faculty award is \$1,000 and the graduate student award is \$250. **Nominations deadline: January 30, 2004.**

Harriott Hampton Faucette Awards

Women's Studies seeks applications for

the Harriott Hampton Faucette Award, which is designed to assist Women's Studies graduate certificate students with research and professional development. The award is for a maximum of \$500. Applications must be made in the form of a one-page proposal. Send proposals to: Dr. Wanda A. Hendricks, Graduate Director, Women's Studies Program, 201 Flinn Hall, Columbia, SC 29208. **Fall application deadline: October 3, 2003; spring application deadline: January 30, 2004.**

Emily Thompson Graduate Student Award

Women's Studies seeks applications from graduate students for the best research paper or project focusing on some aspect of women's health. A project may be by an individual or a group. Applicants must submit one original and three copies of their research paper or a description of their research project (including a paragraph demonstrating its significance to women's health) to Dr. Wanda A. Hendricks, Graduate Director, Women's Studies Program, 201 Flinn Hall, Columbia, SC 29208. Projects may have originated at any time in the 2003–2004 academic year, and the student must be currently enrolled at USC at the time of submission. Award amount: \$250. **Proposal deadline: February 13, 2004.**

Arney Robinson Childs Memorial Undergraduate Award

Women's Studies seeks nominations from faculty for the Arney Robinson Childs Memorial Award. Nominees should preferably be seniors with a major or minor in Women's Studies, a record of extraordinary achievement and contributions to Women's Studies classes, and exemplary commitment to women's issues on campus or in the community. Award amount: \$250. **Nominations deadline: February 13, 2004.** ■

Kudos

WOST Core Faculty

Lynn Weber, director, Women's Studies Program and professor, Department of Sociology

- Completed a manuscript with Deborah Para-Medina, entitled "Intersectionality and Women's Health: Charting a Path to Eliminating Health Disparities." To appear next month in *Advances in Gender Research: Gender and Medicine*, published by Elsevier Science, Ltd.
- Served on the American Sociological Association's Task Force for a Statement on Race which produced a policy statement affirming the value of data col-

lection and monitoring by race and the study of race and ethnicity in America. This policy statement has become a key document in the current debate over California's ballot initiative to eliminate race from government data collection.

Laura R. Woliver, associate director, Women's Studies Program and professor, Department of Political Science

- Elected president of the Women's Caucus of the American Political Science Association

Wanda A. Hendricks, graduate director, Women's Studies Program and associate

professor, Department of History

- Selected as a distinguished lecturer for the Organization of American Historians Distinguished Lecture Series for 2003-2006
- Published with Elaine F. S. Qadeem, "Eva C. Monroe: Social Welfare Reformer and Advocate for Children" in *Illinois History Teacher* 10 (2003)
- Selected to the Editorial Advisory Board for the series *Civil Rights and the Struggle for Black Equality in the Twentieth Century*; edited by Steven F. Lawson and Cynthia Griggs Fleming for University Press of Kentucky

Deborah Parra-Medina, joint appointment, assistant professor, Women's Studies and Arnold School of Public Health

- Received the "Rising Star in Research" Award at the annual meeting of the National Hispanic/Latino Cancer Network in San Antonio Texas on August 14, 2003

Ingrid Reneau, joint appointment, assistant professor, Women's Studies Program and Department of English

- Received a Woodrow Wilson/Andrew Mellon Career Enhancement Post-doctoral fellowship, 2003-2004

Kudos continued on page 8

women's

studies

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2003 WOST Teaching Awards

The Women's Studies Program awarded two teaching awards in 2003—one for excellence in teaching by a faculty member and one for outstanding teaching by a graduate student.

Dr. Ingrid Reneau, assistant professor and joint appointment in the Women's Studies Program and Department of English, received the \$1,000 Faculty Teaching Award. A student in Reneau's WOST 308/AFRO 308 (African American Feminist Theory course) wrote, "Dr. Reneau established what actress and dramatist Anna Deverce Smith termed as 'open spaces' in the classroom. Through understanding of this concept, I was able to listen and speak to others with genuine concern and compassion. Dr. Reneau was also able to combine sexuality, race, class,

and gender into an all-encompassing epistemology. Understanding that these concepts were truly all interrelated, allowed me to fully grasp feminist theory through the lens of the African American woman."

Emily Aleshire, graduate student in the WOST certificate program and comparative literature program received the \$250 Graduate Student Teaching Award. Students expressed admiration of her knowledge of the WOST introductory courses she taught, WOST 111 and WOST 112. They also valued her enthusiasm and professionalism in the classroom, as well as her ability to encourage them to speak and share in class and to think critically. ■

Flemming won a travel grant from the Graduate School that was matched by Women's Studies for her work on African-American women.

With its emphasis on examining the intersections of race, class, gender, and sexuality, Women's Studies strongly encourages graduate students to enhance their research and teaching skills by interacting with scholars engaged in multidisciplinary research. One of the most effective methods of doing this is by making presentations and attending conferences. Jessica Forehand and Charmaine Flemming presented papers at the Fourth Annual Graduate Student Conference in African American History at the University of Memphis. Jessica's presentation was "Class and the 'Bitter Cry' Against Apathy": Ida B. Wells and Frances Willard" and will be included in a volume published by the Benjamin L. Hooks Institute for Social Change. Charmaine Flemming's paper was "Survival of the Fittest: The Roles of Free African-American Women in Antebellum South Carolina and Their Legacy." Sharon White presented "How Does Single-Mother Student Status Impact the Development of Children: Perception and Realities" at the International Conference on Single Mothers in Higher Education: Empowering Future Women Leaders in a Changing World Conference at Wilson College in Chambersburg, Pennsylvania. She did such a great job that the Women's Resource Center at California State University, Dominguez Hills has invited her to

participate on the panel "Single Mothers and Higher Education" in October.

Congratulations to Emily Aleshire and Heather Brandt. Aleshire won the graduate student WOST Teaching Award in the spring for her creativity and her excellent teaching skills in WOST 112. She entered the Certificate Program in fall 2001 and has been an excellent ambassador for Women's Studies. Brandt received the WOST Emily Thompson Award for her project "Understanding Clinician Communication With and Recommendation For Women Who Have Abnormal Pap Tests." The award was presented on April 2 at the Graduate Student Awards Ceremony that is sponsored by the Graduate School.

I am happy to report that four students completed the Women's Studies Graduate Certificate in 2002-2003. Jodi Barnes received the certificate in the December and is currently in the Ph.D. program in anthropology at American University. Her emphasis will be race, gender, and social justice. Brett Lamb, Kirsten Huffstetler, and Heather Brandt were May graduates. Huffstetler is enrolled in the Ph.D. program in women's health epidemiology at University of Pittsburgh.

I applaud the participants of the WOST Graduate Student Panel on March 5 in Gambrell Hall. In advancing our understanding of the construction of women's diseases, cardiovascular disease and African American women, Charmaine Flemming, Kirsten Huffstetler, Winifred W. Thompson and Kelli Cardenas Walsh

presented some of the most recent and best research in their respective fields. I also wish to congratulate those students who participated in the Women's Studies Conference in February. I especially commend Charmaine Flemming, Jessica Forehand, Barry Malone, and Kelli Walsh, four students from my newly created WOST 796A/HIST 700T course, *Constructing Identity: African American Women's Auto/Biography*, for introducing the conference audience to some of the most fascinating black women of the 18th, 19th, and 20th centuries.

The Certificate Program is greatly enhanced by the cooperation, expertise, and diligence of the graduate committee. For two years, three affiliates and a core faculty assisted in making decisions concerning course petitions as well as assisted the selection of graduate assistants and award recipients. Professors Patricia Gilmartin (geography), Alice Kasakoff (anthropology), Maria Mabrey (languages and literature), and Ann Ramsdell (Women's Studies, School of Medicine and Medical University of South Carolina) have graciously given their time and service. I truly appreciate their contributions.

For more information about WOST awards or about the Graduate Certificate Program, please contact the Women's Studies Office at 803-777-4007 or Wanda A. Hendricks, graduate director of Women's Studies, at 803-777-4009. ■

Kudos

continued from page 7

WOST Undergraduates

Caroline G. Akers, Alana A. Wendt, and Sara K. Wood, Women's Studies BA majors, were selected as candidates for Phi Beta Kappa

WOST Alumni

Shannon Hunnicutt, 2000 WOST Graduate Certificate recipient, is currently overseeing the Sexual Assault Program in Health Education Services at Georgetown University.

Helen Tecklenburg, 2000

WOST BA recipient, is currently the training coordinator at the South Carolina Coalition Against Domestic Violence and Sexual Assault (SCCADVASA), Columbia, SC.

Sharon A. Rachel, 2001 WOST

BA recipient, has completed a MA in Women's Studies at Ohio State University and is currently pursuing a master's in public health at Emory University, Rollins School of Public Health. ■

Women's Students Association Awarded USC Service Award

The Women's Students Association (WSA) won the USC Outstanding Student Organization Award for 2003. The award recognizes WSA's outstanding leadership and excellent record in community service. The WSA has brought self-defense workshops to campus, provided sexual health training and education to undergraduates, and conducted dramatic satires in front of

the Russell House Student Union on aspects of safe sex.

For the second year, the WSA organized, produced, directed, and acted in *The Vagina Monologues*. On March 8 a nearly sold-out crowd at the USC Koger Center once again laughed and cried at Eve Ensler's play. The WSA raised more than \$9,000 for anti-violence organizations in the Columbia community.

As well as providing financial support to these organizations, the WSA's productions of *The Vagina Monologues* bring town and gown together. People from all over the metropolitan area



Bronwyn McNutt

performed in the play and turned out to see it. In addition, Bronwyn McNutt, one of the WSA leaders, won the USC Outstanding Volunteer Award. McNutt was recognized for her leadership in the production of *The Vagina Monologues* by the WSA and for her presidency of the USC Chapter of Habitat for Humanity.

Dr. Laura R. Woliver is the faculty advisor for the Women's Students Association. ■



Cast of *The Vagina Monologues*

Womens Studies Seventh Annual Affiliate Faculty Retreat

Thanks to continued support from the College of Liberal Arts and to the enthusiasm of affiliate faculty, the Women's Studies Program will host its seventh annual affiliate faculty retreat November 1, 2003, at the River Center, Saluda Shoals Park, Columbia, SC. Attending last year's retreat at Sesquicentennial State Park were 20 affiliate and core faculty and staff, representing 13 departments from colleges and professional schools on the USC Columbia campus and three other campuses. Beautiful fall weather, the rustic setting, and a spirit of camaraderie supported the work of the retreat.

Discussion centered on the ongoing project of the Women's Well Being Initiative. Group discussions focused Value Centered Management's impact on multidisciplinary programs. There was also a group discussion on offering a master's degree in Women's Studies and on forming a South Carolina Women's Studies Association. A planning committee will be formed to explore these possibilities. ■

Mullings continued from page 1

In addition to her work in medical and urban anthropology, Mullings has been one of the pioneers in developing theory about the complexities of race, class, and gender in the U.S. Her books include *On Our Own Terms: Race, Class, and Gender in the Lives of African American Women*; *Freedom: A Photographic History of the African American Struggle* (with Manning Marable); and *Let Nobody Turn Us Around: An Anthology of African American Social and Political Thought from Slavery to the Present* (with Manning Marable). She received the Society for the Anthropology of North America's Prize for Distinguished Achievement in the Critical Study of North America and the French-American Foundation Prize: Chair in American Civilization, Écoles des Hautes Études en Sciences Sociales, Paris, France. She has held faculty positions at New York University, Princeton University, Columbia University, and the University of California, Berkeley.

The Freeman Lecture was established in 1993 in memory of Adrenée Glover Freeman, a Columbia attorney who was active in civic affairs and served on the Community Advisory Board of the Women's Studies Program. Dr. Mullings' visit is co-sponsored by the College of Liberal Arts, the African American Studies Program, the Arnold School of Public Health, the College of Nursing, the Department of Anthropology, and the Prevention Research Center. Contributions to the Freeman lecture fund may be made to the Women's Studies Endowment Fund, USC Educational Foundation, University of South Carolina, Columbia, SC 29208. ■

Call for Proposals

2004 WOST Conference: Gender, Race, and Liberation in the 21st Century

The 17th Annual Women's Studies Conference will be held Thursday, February 26, and Friday, February 27, 2004, at the Daniel Management Center, Moore School of Business.

The conference theme is "Gender, Race and Liberation in the 21st Century," and the keynote lecture "We Who Believe in Freedom" will be delivered by Constance Curry, Emory University, on Thursday, February 26 at 5:30 p.m. Curry is the author of the documentary *The Intolerable Burden*, the story of one black family's commitment to obtaining a quality education, from the time of segregation prior to 1965, through the hardships faced during desegregation, and on to the more recent period of resegregation.

You are invited to submit abstracts (300 word maximum) for individual presentations or proposals for a panel/session relevant to the conference theme. Fifteen minutes will be allotted for individual papers and 45 minutes for panel/session presentations. Abstracts and proposals must contain a cover sheet with the name of the presenter, address, work phone, home phone, fax number, e-mail address, and biographical information. Information must be provided for all individuals included in the panel/session proposal. All presenters must register for the conference. General registration: \$40; students: \$20. **The deadline for abstracts or proposals is Friday, December 12, 2003.** For more details, please visit our Web site: www.cla.sc.edu/WOST. ■

Weber's Classroom Guidelines Affirmed by USC, American Sociological Association

For many years, Lynn Weber, director of USC Women's Studies, has been a national leader in the movement to integrate understanding about race, class, gender, sexuality and other dimensions of social inequality into the curriculum and into classroom practice. Last year, as a result of her leadership in curriculum transformation, she became a target for a politically-motivated conservative organization Foundation for Independent Rights in Education (FIRE) who sought to stop her from using the classroom discussion guidelines that she had developed and used successfully for almost 20 years to promote understanding across race, class, gender, and other dimensions of difference in the classroom. Conservative media took up the cause, an article appeared in *The Chronicle of Higher Education*, and FIRE threatened the University with a lawsuit.

The publicity and unwarranted accusations, however, also engendered a groundswell of support for teaching about diversity and for Weber's guidelines as an effective tool for doing so. USC president, Dr. Andrew Sorensen, issued a strong statement in defense of Weber's

work, the Sociologists for Women in Society's Committee on Academic Freedom did the same. The Executive Council of the American Sociological Association (ASA) unanimously passed a resolution: "The ASA Council wishes to affirm the academic freedom of all faculty to develop strategies or guidelines to encourage open and civil classroom debate. We support the discussion and dialogue of controversial issues that are inherent to the study of inequality and other core subjects." The president of ASA, William Bielby, sent a letter supporting Weber and containing the resolution to the dean of the College of Liberal Arts, the chair of the sociology department, and President Sorensen as well as to *The Chronicle of Higher Education*.

Weber said, "It was a difficult time, but I was ultimately gratified to see the extent of the use of my work among sociologists, women's studies, and other faculty across the country, the appreciation of my leadership in this area, and the affirmation of my approach to teaching about inequality in productive ways." And the flames have abated. ■

Mission Statement

University of South Carolina Women's Studies Program

Women's Studies at the University of South Carolina promotes understanding of the diverse array of women's experiences through a complete program of teaching, research, and service to the University, the local community, the state, and the nation. Through its research mission, Women's Studies reconceptualizes existing knowledge and creates new knowledge through the lens of gender and the prism of diversity.

Through its teaching mission, Women Studies shares this knowledge with students so that they learn to think critically, to communicate effectively, to solve problems, and to interpret human experience. Emerging from an activist tradition, Women's Studies serves University, local, state, and national communities by acting as a resource and guide for issues related to women and gender. Our research, teaching, and service missions interweave as we create, share, and apply the knowledge, skills, and values that promote the full participation of women in society. ■

Women's Studies Research Series 2003-2004

Wednesday, September 17, 2003, 3:30 p.m.

Gambrell Hall, Room 250
Reception following lecture in Gambrell Hall, Room 428
**"The Black Death, Terrorism,
and Due Preparations for the Plague"**
Speaker: Janette Turner Hospital, Ph.D.
Carolina Distinguished Professor
Department of English

Wednesday, October 15, 2003, 3:30 p.m.

Gambrell Hall, Room 250
Reception following lecture in Gambrell Hall, Room 428
**"What Causes the Heart to be Located on the Left Side
of the Body and the Liver on the Right?
The Origin of Left-Right Asymmetry
During Embryonic Development"**
Speaker: Ann F. Ramsdell, Ph.D.
Women's Studies, School of Medicine,
and Medical University of South Carolina

Wednesday, November 12, 2003, 3:30 p.m.

Gambrell Hall, Room 250
Reception following lecture in Gambrell Hall, Room 428
"Women's Use of Violence in Intimate Relationships"
Speaker: Suzanne Swan, Ph.D.
Women's Studies and Department of Psychology

Thursday, January 22, 2004, 3:30 p.m.

(location to be announced)
Reception following lecture
"Girls, Math, and School Tracking"
Speakers: Lala Carr Steelman, Ph.D.
Department of Sociology
and Lynn Mulkey, Ph.D.
Department of Sociology, USC Beaufort

Wednesday, March 3, 2004, 3:30 p.m.

(location to be announced)
Reception following lecture
"Students Creating New Knowledge"
Speakers: Women's Studies Graduate Students Panel

Wednesday, March 17, 2004, 3:30 p.m.

(location to be announced)
Reception following lecture
**"Gender and Communication
in Engineering Student Workgroups:
A Study of Initiation Devices"**
Speaker: Tracey Weldon, Ph.D.
Department of English and Linguistics Program

Support USC Women's Studies and the Initiative for Women's Well-Being

The Women's Studies Program is growing. We invite you to join our efforts to promote the understanding essential to improving the lives of women and girls by becoming a Friend of Women's Studies.

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