

studies

college of arts and sciences • university of south carolina

WOST Faculty Search

The Women's Studies Program and the Department of English invite applications for a joint appointment at the associate/full professor level. We seek a new faculty member who can teach courses in feminist theories at the undergraduate and graduate levels. Scholars in any period in British or American literature are encouraged to apply. Preference will be given to candidates with strong backgrounds in interdisciplinary and transnational approaches with expertise in postcolonial theory, queer theory, and /or multiracial feminisms. Examining the intersections of race, gender, ethnicity, and sexuality is fundamental to women's studies teaching and research at the University of South Carolina.

This tenured/tenure track appointment is to begin in fall 2008, and the Department of English will serve as the tenure home. The University is on a semester system, and the successful candidate normally would teach two courses per semester, one for English and one for women's studies. The English department offers the Ph.D. degree, and the Women's Studies Program offers a graduate certificate; the successful candidate will be expected to make significant contributions to both of these graduate programs. The applicant's complete dossier, including current CV, graduate transcript, three letters of recommendation, and sample of written work must arrive by Dec. 2, 2007. Nominations and applications should be sent to Women's Studies Search Committee, Flinn Hall 201, University of South Carolina, Columbia, SC 29208. For more information you may also contact Professor Ed Madden, search committee chair, at maddene@gwm.sc.edu or Professor Drucilla K. Barker, director of women's studies, at barkerdk@gwm.sc.edu, or call 803-777-4007 and visit our Web site at www.cas.sc.edu/wost.

Cheryl Townsend Gilkes to Deliver 2007 Freeman Lecture

Cheryl Townsend Gilkes began her prestigious career in the Department of Sociology at Colby College (Waterville, Maine) in 1987. In 2000 she was appointed to the John D. and Catherine T. MacArthur Chair of Sociology and African American Studies, a position she continues to hold. During her years at Colby College, Gilkes has become one of the pioneers in the development of womanist approaches to society and religion. She significantly contributed to the development of contemporary religious studies through her use of sociological methodologies as she researched African-American women's and men's religious lives. Gilkes' extensive publications include the book *"If It Wasn't for the Women...": Black Women's Experience and Womanist Culture in Church and Community* (Orbis Books, 2001) and many essays, including "Carrying Lambs and Healing Nations: The Black Church and Children" in *The Child in American Religion* (Rutgers Press, 2007) and "Resurrection in Context: 'Poor Man Lazarus' and Prophetic Christian Agency" in *Engaging the Bible: The Critical Readings of Contemporary Women* (Fortress Press, 2006). With much recognition for her contributions, Gilkes has received many awards, including an honorary doctorate from Ursinus College (2006), the Distinguished Scholar Award from the Black Religious Scholars Group (2005), and Visionary Clergy Leadership Award from the U.S. Congressional Black Caucus Political Education and Leadership Institute (2004).



Cheryl Townsend Gilkes

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. The Freeman lecture is cosponsored by the College of Arts and Sciences and the African American Studies Program. The lecture is free and open to the public. 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.

Notes from the Director: Greetings and Transitions

Right now I am the happiest person in South Carolina. I live in a beautiful old house in a vibrant capital city, and I am the director of a women's studies program that I have long admired. My predecessors, Lynn Weber and Sue Rosser, are hard acts to follow! But they have made it easy for me: Sue by creating a unique program that fully incorporated the sciences, especially the health sciences, and Lynn by contributing an intersectional social science approach. Lynn was, as she put it in her comments in the last newsletter, "devoted ... to promoting an understanding about the diversity of women's experiences across race, class, sexuality, and nation; about the fundamental gender relationships that shape our lives; and about promoting social action to challenge injustice." I share Lynn's commitments and look forward to continuing this tradition. Dedicated faculty, staff, and community partners have provided a firm foundation for the future of women's studies at the University of South Carolina. My thanks to all of you!

So what is next? Well, between unpacking boxes and making innumerable trips to the hardware store, I have been thinking of what I can bring to the table that would build on this foundation. Let me share a few of my thoughts with you.

First, I am interested in further globalizing the women's studies curriculum. My own research fields are in the areas of gender and globalization, so this is one of my passions. My approach to this project is a critical one, recognizing that globalization has created winners and losers and that inequality and exploitation are woven into the very fabric of global circulations of profits, labor, knowledge, and leisure. I think it is important to move beyond slogans such as "think globally and act locally" or "sisterhood is global" and recognize that the local is always part of the global, because the material conditions of economically and socially privileged peoples of the world, whatever their geographic location might be, are made possible by the labor of marginalized and stigmatized workers in both the global South and the North. The African-American woman working in a poultry processing plant in South Carolina is as much a part of the global processes as is the Mexican

immigrant woman working next to her, or the CEO running the company, or the consumer purchasing the chicken. This does not, however, imply any sort of parity. We/they are all affected by the processes of globalization, but these effects are unequal and unjust.

In this, women's studies can again be a leader in the University. Just as we provided a model for thinking about gender, intersectionality, and interdisciplinarity, we can now lead the way in globalizing the curriculum. The feminist, postcolonial scholar Chandra Talpade Mohanty provides a useful heuristic for thinking about feminist pedagogy in these terms. She classifies U.S. approaches to internationalizing the women's studies curriculum into three categories: the feminist as tourist model, the feminist as explorer model, and the feminist solidarity model. The tourist model is a variant of the old "add women and stir" approach, only in this case it's add third-world women and stir. The distinguishing feature of the explorer model is that it is concerned only with women outside the United States. The solidarity model, in contrast to the first two, is premised on the notion that the local and the global are more than geographical distinctions and explicitly employs an analysis of power, privilege, and resistance. I have found this typology extremely useful in thinking about the courses I teach, and I hope it will help us to think about the USC women's studies curriculum as well.

Taking global perspectives seriously entails rethinking other aspects of the program as well. For example, it brings to the fore issues around sexualities and masculinities. We know, of course, that gender is a relational concept referring to the mutual constitution of masculinities and femininities. Considering both masculinities and sexualities is crucial to understanding the processes of globalization. The privileging of masculinity is central in making the raced, gendered, and heteronormative hierarchies embedded in globalization appear normal and natural.

So these are a few of my ethical and scholarly commitments. I hope they will help to strengthen and grow this already vibrant program. We have so much to work with! Mary Anne Fitzpatrick, the dean of the College of



Drucilla K. Barker

Arts and Sciences, has shown her support for our program by approving a senior hire in women's studies and English. The Department of Anthropology, my tenure home, has extended a warm welcome, and I look forward to furthering the connection between our units. The African American Studies Program, the College of Social Work, and the Walker Institute of International and Area Studies have also expressed their continuing support for women's studies.

Ed Madden, associate professor of English, has joined the core faculty as the associate director and undergraduate advisor, and Paulette Jiménez has joined the staff as the new program coordinator. DeAnne Messias continues as the graduate director and Jackie McClary as the administrative assistant. What a team! Both the core and the affiliate faculty continue to grow, and I hope, flourish. It is no wonder that I am so happy.

I look forward to meeting all of you. Please feel free to stop by Flinn Hall and say "hello." ■

Kudos

DeAnne K. Hilfinger Messias, graduate director of women's studies, and Sarah Slone Mecca, undergraduate researcher, received the Magellan Scholar Program Grant Award through the USC Office of Research and Health Sciences for their project, "Testing the Quality of Life in School-Aged Children as Related to Asthma and Asthma Management in South Carolina Schools." Messias also served as editor for a special issue of *Family and Community Health* on immigrant/migrant health issues, and she recently published articles in *Qualitative Issues in Education* and the *Journal of Health Care for the Poor and Underserved*. She made presentations for the Association of Community Health Nursing Educators and the Association of State and Territorial Directors of Nursing and was the invited keynote speaker for the Advanced Nursing Seminar at the Universidade de Uberaba, Brazil.

Suzanne Swan, joint appointment in women's studies and psychology, and three women's studies certificate students—Laura Gambone, Christopher Allen, and Jennifer Caldwell—presented a symposium at the International Family Violence and Child Victimization Research Conference in Portsmouth, N.H., on July 9, 2007. The symposium was titled "Women's Use of Violence With Male Intimate Partners."

Ed Madden, our next undergraduate director in women's studies, won not only the single poem contest sponsored by *The State* newspaper and the Poetry Initiative (with *Prodigal: Variations*), but also won the book manuscript contest, with "Signals," which will be published by the University of South Carolina Press.

Deborah Parra-Medina was the first recipient of the Women of Achievement Award for Health and Well Being. She was honored at a

luncheon during the full-day conference "A Seat At the Table," sponsored by the Women's Alliance at Columbia College.

Kristen Hudgins, a current women's studies student and doctoral candidate in anthropology, has been awarded a Fulbright Fellowship to conduct anthropological research in the Dominican Republic.

Our congratulations to the women's studies certificate students who received awards at the USC Graduate Student Day this past spring. **Sheri Hardee** and **Amanda Reyelt** received travel grants to present at the Pedagogy and Theater of the Oppressed Conference in Minneapolis, Minn. **Kelsey Hanrahan** was awarded first place in the scholarly poster competition. **Keri Norris** received the Emily Thompson Award for research in women's health. ■

Call for 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 the Women's Studies Program 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 worth \$1,000. The applications deadline is Jan. 29, 2008. Application forms for both awards are available online at the WOST Web site, www.cas.sc.edu/WOST, and the WOST office.

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. The fall application deadline is Oct. 1, 2007; the spring application deadline is Jan. 29, 2008. Send proposals to DeAnne Hilfinger Messias, Graduate Director, Women's Studies Program, 201 Flinn Hall, Columbia, SC 29208.

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. The award amount is \$250. The nominations deadline Feb. 11, 2008.

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. The nominations deadline is Jan. 29, 2008.

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 DeAnne Hilfinger Messias, Graduate Director, Women's Studies Program, 201 Flinn Hall, Columbia, SC 29208. Projects may have originated at any time in the 2007–2008 academic year, and the student must be currently enrolled at USC at the time of submission. Award amount: \$250. The proposal deadline is Feb. 11, 2008.

Changing Carolina: College Men Can Make A Difference

The college years are a high-risk time for women to experience sexual assault and dating violence. Over the course of a college career, up to 25 percent of women may experience a sexual assault, and 45 percent may experience intimate partner violence. Such assaults result in high rates of physical and psychological injury, as well as adverse academic outcomes. Thus, the importance of reducing the number of women who are assaulted during their college careers is clear.

Violence prevention groups on college campuses, in schools, and in communities are becoming increasingly aware that violence against women cannot end unless men take an active role in stopping it. This awareness has led to an increase in programs that focus on men's roles in preventing violence against women.

Though only a small minority of men engage in violence against women, all men can have an influence on the culture and environment that perpetuates men's violence against women. Suzanne Swan (Department of Psychology and women's studies) is collaborating with the Office of Sexual Health, Violence Prevention, and Research to implement a preventive intervention conducted with male college students to reduce violence against women. One component of the intervention is an undergraduate class, PSYC 589C/HPEB 399 Changing Carolina: College Men Can Make a Difference, taught for the first time during the spring 2007 semester. The class covers topics such as what is masculinity, how do men learn and practice gender, the social construction of masculinity, and masculinity and violence. Christopher Allen, a psychology and WOST graduate certificate student, and Joshua Wheeler, higher education and student affairs graduate student, co-taught the class. Jennifer Caldwell, psychology and WOST graduate certificate student, also helped with the class and with conducting an evaluation of the effectiveness of the class.

Students in the class learned that men have a critical role in stopping violence against women—it is not solely a “women's issue.” In addition, the class covers the topic of bystander intervention—in which a man who is opposed to violence has a peer who is violent or hostile toward women or who makes jokes about violence against women. Students discussed things that nonviolent men (who comprise the vast majority) can do to challenge peers who promote an atmosphere of hostility

toward women. The class also discussed things men can do to challenge peers who create a hostile climate toward gays and lesbians.

A key principle guiding the Changing Carolina intervention is that students will be more responsive to a message when they hear it from their peers. The class uses a peer education model in which students design class projects to educate their peers in the USC community about masculinity and violence, as well as how to intervene in situations in which violence may occur. The students who took the class this past spring worked as a team to design an engaging, enjoyable, and thought-provoking interactive presentation. For example, in one part of the presentation, students showed a video clip of a group of men eating lunch together at the Russell House. When one man returns to the table with a fruit cup, his friend comments, “That's gay.” The students then engaged the audience in a discussion about why the man said that eating fruit is “gay” and how his friend could respond. The absurdity of the comment was humorous, but the larger point was made: men lock each other into narrow conceptions of masculinity, in large and small ways—but it doesn't have to be that way.

Ryan Pettit, a business major who took the course, said this about what he took away from the class: “I greatly enjoyed the class and all of the discussions that arose concerning various topics relating to masculinity. All five of us in the class were individuals that expressed some concern or had a desire to increase our awareness of issues surrounding violence against women. It was interesting that although we were all fairly open-minded about these issues and topics initially, our concepts and beliefs were modified throughout the semester. All of us have taken great pride to extend our learning to others beyond the classroom.

“I believe that these are the initial steps that are required in order to overcome such stereotypes about masculinity and violence against women,” he added. “I highly recommend this course to anyone who has even a slight interest. It is definitely a great experience that you will take with you for the rest of your life.”

Pettit enjoyed the class so much that he is currently working with Swan and Chris to incorporate more research and topics into the course. He is also attempting to establish a student organization that will be referred to as “Changing Carolina.” This organization

will work to spread the word to other individuals throughout the USC community. Its mission will be to eliminate issues of stereotypes, gender roles, and violence. Please feel free to contact him at pettittr@mailbox.sc.edu if you would like to learn more. ■

2007 Faculty Research and Teaching Award Winners

The Women's Studies Program awarded the 2007 Josephine Abney Research Awards (\$5,000) to Holly Crocker, assistant professor of English, and to Louise Jennings, associate professor in the College of Education.

Crocker will use her award to support work on her book, “Conductive Subjects: Engendering Virtue in England, 1350–1623,” which examines the ways in which representations of feminine virtue influence models of masculine identity in England during the 14th and 15th centuries. Jennings will use her award to fund travel to Brazil for her research project, “Women Educators as Agents of Change: Working Toward Radical Democratization of Brazilian Schools.” The study will examine the experiences of women educators who engaged in the struggle for radical democratic change in Brazilian school systems following the fall of the military dictatorship in the 1980's.

The Women's Studies Program also awarded two \$1,000 Carol Jones Carlisle Research Awards. Suzanne Swan, assistant professor in psychology and women's studies, will apply her award to a project focusing on women's aggression and violence in intimate relationships. Alice B. Kasakoff, professor of anthropology, also received a Carol Jones Carlisle Award of \$1,000. She will continue her work with online genealogical research sites.

Cassie Premo Steele and Becky Lewis were both recipients of the Women's Studies Program Excellence in Teaching Award for their ability to mentor students and apply feminist theory and research methods to real-world experiences. Jessica Labbé was awarded the Excellence in Teaching Student Award.

Notes from the Women's Well-Being Initiative: Taking Action in the Community

Charlotte Perkins Gilman once said that “the first duty of a human being is to assume the right functional relationship to society—more briefly, to find your real job, and do it.” For the past three years, women’s studies graduate certificate students have been actively developing working relationships with girls and young women in the West Columbia area through the Women’s Well-Being Initiative (WWBI). Building on the prior work of Julie Jacobson, Amanda Reyelt and Sheri Hardee embarked on a creative arts empowerment journey with a group of youth at the Colonial Christian Academy in West Columbia in the summer of 2006. In the 2006–2007 academic year, they expanded this work in new directions, and in the process both found their “real jobs”—the type of work that inspires action and change.

As one of their first major projects of the spring semester, Amanda directed a series of seven vignettes from Suzan-Lori Parks’ 365 Days/365 Plays. For this particular project, Parks wrote a play every day for an entire year, and various theatre groups, both formal and informal, came together to perform one of her plays every day of the year, making this one of the largest grassroots theatre projects in America. Amanda applied to direct a week’s worth of plays, and women’s studies and the WWBI supported the production of these plays. For this particular project, the goal was to get West Columbia involved on a grassroots level. The group performed the plays in different venues in West Columbia, including Guignard Park, Ed’s Editions Bookstore, and The Red Tub. After each performance, they involved the audience in a forum-style discussion about the contents and meanings of each vignette. The overall goal was to provide a space in which West Columbia citizens could engage in active discussions about controversial issues and ideas about community.

During this time, the WWBI also continued to strengthen the relationship with Community Juvenile Arbitration by facilitating another workshop with a group of seven young women. For this workshop series, Sheri and Amanda met the young women at the West Columbia Public Library over the course of four Saturdays, and they explored topics such as body image, racism, gossip, gang membership, abusive relationships, sex, and other issues that

these young women pinpointed as effecting their lives. The initiative wanted these young women to develop higher self-esteem and to have the tools necessary to deal with these difficult issues on a daily basis.

In addition, the dynamic duo wrapped up a semester-long project with Colonial Christian Academy. For this particular project, they focused on rap and hip hop, analyzing songs with the students, comparing this music to poetry, and having the students create their own lyrics, beats, and skits about these genres. At the end of the school year, the students put on a final showcase, bringing together all of their work for the semester. Amanda and Sheri also took students on a tour of the University and brought USC students to Colonial Christian Academy to work with the students.

In May, Amanda and Sheri took the project on the road, presenting at the Pedagogy and Theatre of the Oppressed (PTO) Conference in Minneapolis, Minn. The presentation focused on techniques they had used over the past year, including social collages and stereotype deconstruction games, and the theoretical framework that informed this approach to working with youth. At the PTO conference, Sheri and Amanda also collaborated with other presenters to gain new insights into community work and new ideas for facilitating grassroots efforts.

At the end of the spring 2007 semester, the WWBI began a transition process, with Amanda’s graduation from the certificate program and the hiring of a new cadre of graduate assistants for the summer. Upon graduation, Amanda left for New York City, where she plans to continue her work with youth in the urban neighborhoods of the Big Apple. For the summer Juvenile Arbitration workshops, Sheri was joined by Alfreda Miller, a graduate student in education. In addition, in the fall, Sheri plans to involve her education students in the WWBI by having them complete a community study on West Columbia schools.

In July, the WWBI welcomed a new program coordinator, Edena Meetze. Prior to joining the WWBI, Edena was a health educator with the South Carolina Department of Health and Environmental Control and also worked as a graduate assistant in the Heart Healthy and Ethnically Relevant (HHER) Lifestyle Program under WOST faculty member Deborah Parra-

Medina. Edena brings to the WWBI considerable community experience, particularly with the local Latino population. An important component of her new position is the coordination of the WWBI community-based participatory research initiative, an effort involving faculty researchers, graduate assistants, community-based organizations, and community members. The new team of WWBI graduate assistants includes Manju Tanwar, Lisa Wigfall, and David Asiamah. Patricia Sharpe, research faculty with the Arnold School of Public Health, has provided consultation for the project. The team is currently conducting assessment activities, including interviews with key leaders in West Columbia and focus groups with constituents. West Columbia itself is undergoing multiple transitions, with the recent influx of new Hispanic residents and Katrina evacuees. In conjunction with the WWBI, the graduate assistants are working with WOST faculty member Lynn Weber, who is part of a National Science Foundation-funded grant examining Hurricane Katrina evacuees. As we begin the new academic year, the WWBI is well-poised to continue this innovative work in West Columbia, with the aim of improving the well-being of women and girls through collaborative, community-based partnerships. ■

Contributions by Sheri Hardee, Edena Meetze, and DeAnne K. Hilfinger Messias.

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2007 Arney Childs Award Winner

Hannah Dykes Markwardt, a student in the South Carolina Honors College, received the 2007 Arney Robinson Childs Award. A Carolina and Lieber scholar, Markwardt was an undergraduate women's studies major with a cognate in education and history. In 2006 she was awarded the Rising Senior Award from the College of Arts and Sciences. Markwardt also received the 2007 John Hawley Award for Education and was a finalist for the University's Outstanding Woman of the Year in 2007.



Hannah Dykes Markwardt

Markwardt was very active in service to her community and campus. In 2005, she founded a Girl Scouts group at the Waverly Community Center. Formed as a complement to the pre-existing Boy Scout troop at the center, the Waverly Girl Scouts have completed units on environmental health, dance, and theatre, among others. One of their major projects was in conjunction with Markwardt's honors thesis project, through which the girls learned to use photographs as historical evidence to study young African American girls in South Carolina during the Great Depression.

Markwardt's service extends to her work with Carolina's chapter of Hillel, the Jewish student organization. Her primary role as a Hillel officer was to help Carolina recruit and maintain a more diverse population of students. Aside from her commitment to community service and service learning, Hannah enjoys practicing photography and is an amateur cellist.

After her graduation in May 2007, Markwardt moved to Florida with her new husband, Ben. She hopes to pursue further higher education in the future and have a career in education for social justice. Hannah's parents reside in Mauldin, S.C., and her younger sister, Leah, is a freshman at USC for the 2007-08 school year.

Hannah exemplifies many of the attributes of Dean Arney Childs, in whose honor the undergraduate award is given. The Women's Studies Program at USC annually selects the Arney Childs Award Winner. The Arney Childs Award acknowledges a women's studies undergraduate who exemplifies Childs' leadership and scholarship. The award is made possible by gifts to the Women's Studies Endowment at USC.

Childs joined USC in 1935 as the dean of women and continued in that position until 1958. In 1960 she was awarded an honorary doctorate in literature from USC. In addition to her leadership for women on the campus, she was an advocate for effective education for children in the juvenile justice system, for people in South Carolina with mental illness, and for the education and advancement of the youth of South Carolina. She was a history professor and a prodigious, skilled indexer. She provided massive analytical indexes for the 1958, 1959, and 1966 volumes of *Writings on American History*. Childs was also an accomplished documentary editor, with many of her works and indexes published by the USC Press. She passed away in April 1987 at the age of 96. She led a rich, pioneering, and generous life. ■

Changes in Flinn Hall



Ed Madden

Aside from the new director, there are a few other changes in Flinn Hall. Ed Madden, associate professor of English, has joined the core faculty as the associate director and undergraduate advisor, and Paulette Jimenez has joined the staff as the new program coordinator. Happily, Lynn Weber and Laura Woliver, both of whom are on sabbatical this fall, remain on the core WOST faculty. We all miss Rosa Thorn, who tells us that she is loving her retirement!



Lynn Weber and Rosa Thorn

2008 WOST Conference Call for Papers

The 21st Annual Women's Studies Conference will be held Thursday and Friday, Feb. 28-29, 2008, at the Daniel Management Center, Moore School of Business. The conference theme is "Representing Bodies: Disability, Difference, and Identity." The keynote speaker will be Rosemarie Garland-Thomson, professor of women's studies, Emory University. Garland-Thomson's work understands disability as a culturally constructed narrative of the body that, in concert with other markers of identity and social difference, privileges certain ideas of beauty, health, and normality.

You are invited to submit abstracts (300-word maximum) for individual presentations or proposals for a panel/session relevant to the conference theme as well as to other issues in disability studies or gender and women's studies. 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. Please submit your abstracts or proposals electronically to wostconf@gwm.sc.edu. The deadline is Friday, Dec. 14, 2007.

All presenters must register for the conference: general registration is \$50, students, \$20. The nonrefundable registration fee includes packet of conference materials, lunch, and a reception.

WOMEN'S STUDIES PROGRAM CALENDAR OF EVENTS 2007–08

2007–08 RESEARCH LECTURE SERIES

Wednesday, Sept. 19, 2007

3:30 p.m., Gambrell Hall, Room 250,
"Feminist Journeys in Political Economy," Drucilla K. Barker, Ph.D., Director,
Women's Studies Program

Thursday, Oct. 4, 2007

3:30 p.m., Gambrell Hall, Room 151
"Reconceptualizing Mentoring for Women of Color in the Academy," Michelle Jay,
Ph.D., Department of Educational Studies, College of Education, and Catherine
Packer, Ph.D., NCC, Department of Educational Studies, College of Education

2007 Adrenée Glover Freeman Memorial Lecture in African American Women's Studies

Thursday, Nov. 8, 2007

7:00 p.m., Gambrell Hall Auditorium
"Symbiosis, Cooperation, and Community: The Politics of Black Women's Faith,"
Cheryl Townsend Gilkes, Ph.D., John D. and Catherine T. MacArthur Professor of
Sociology and African American Studies, Colby College, Waterville, Maine

Wednesday, Nov. 14, 2007

3:30 p.m., Gambrell Hall, Room 250
"Conductive Subjects: Engendering Virtue in Late Medieval Devotional
Literatures," Holly Crocker, Ph.D., Department of English

Wednesday, Feb. 6, 2008

"When God Changed Sex: The Feminization of Nineteenth Century Religion,"
Carol Harrison, Ph.D., Department of History

WOST 21ST ANNUAL WOMEN'S STUDIES CONFERENCE

Thursday–Friday, Feb. 28–29, 2008

Daniel Management Center
"Representing Bodies: Disability, Difference, and Identity,"
Rosemarie Garland-Thomson, Ph.D., Professor of Women's Studies,
Emory University

MARCH 2008

University-wide Women's History Month

*(If you are sponsoring an event during Women's History Month,
please contact Paulette Jiménez at 777-4200.)*

Wednesday, March 5, 2008

3:30 p.m., Location TBA
"Students Creating New Knowledge," Women's Studies Graduate Students' Panel

Thursday, March 20, 2008

3:30 p.m., Location TBA
"Quare Fellas: Marginality and Masculinity in Contemporary Irish Literature,"
Ed Madden, Ph.D., Department of English

WOST Graduate Director Comments

The mood in women's studies this fall semester is certainly one of transition, change, and celebration! We are all excited about our new director, Drucilla Barker, who brings her intellect, ideas, and extensive network and connections to the Women's Studies Graduate Certificate Program. As WOST roles change, we also look forward to new and different opportunities to work with Lynn Weber, who will continue to teach in the graduate program and collaborate on exciting new community research and outreach projects.

As celebrations go, I am pleased to report the largest-ever graduate certificate program graduating class in spring-summer 2007! The list of nine graduates, as always, is a testimony to the diversity and dynamism of our WOST graduate students: Shawn Coyne, Laura Gambone, Mary Jo Gebrosky, Kelsey Hanrahan, Katherine LaPrad, Shelley Johnson, Xiaoqing Liu, Amanda Reyelt, and Ebonée White. These students embody the disciplinary intersections of women's studies with anthropology, art history, comparative literature, education, English, psychology, and theater. Along with the four students who graduated

in December 2006, the WOST certificate program "output" for 2006–2007 was an impressive 13 graduates! In addition, our WOST students garnered a number of awards in the spring. Harriott Hampton Faucette Graduate Research Awards recipients included Christopher T. Allen, Kelsey B. Hanrahan, Sheri C. Hardee, Shelley Johnson, and Amanda B. Reyelt. Hardee and Reyelt also received travel grants to present at the Pedagogy and Theater of the Oppressed Conference in Minneapolis, Minn. Hanrahan was awarded first place in the Scholarly Poster competition at the USC Graduate Student Day in May. At the same event, Keri Norris received the Emily Thompson Award for research in women's health.

Congratulations are also in order for Kristen Hudgins, a current WOST student and doctoral candidate in anthropology who has been awarded a Fulbright Fellowship to conduct anthropological research in the Dominican Republic this academic year. Kristin will be conducting fieldwork for her dissertation, an innovative examination of women's collective work with two community-based collectives, one composed of Dominican women and

the other of Haitian immigrant women in the Dominican Republic. Her research will take a critical look at the intersections of citizenship, language, race, and class and how these play out in the collective efforts of women.

Our WOST graduate certificate alumni continue to make waves with their creativity, scholarship, and teaching. This past year, Julie Jacobson taught women's studies classes at the College of Charleston and in the summer had a solo exhibit of her mixed-media drawings titled "Creatures of Habit" at the Gaillard Auditorium in Charleston, S.C. Another WOST alumna, Rebecca Shrum, received the Graduate School Dean's Award for Excellence in Graduate Study and Outstanding Dissertation Award in the Humanities and Fine Arts. Jessica Labbé, another of our own, was awarded the Women's Studies Graduate Student Teaching Award at the annual WOST conference luncheon in February.

As our certificate program continues to grow, we look forward to forging new directions for the graduate education in women's studies. The 2007–2008 academic year promises to be another exciting year! ■



University of South Carolina
Women's Studies
Columbia, SC 29208

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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 teaching mission, women's studies shares this knowledge with students so that they learn to think critically, to communicate effectively, to solve problems, and to interpret human experience. Through its research mission, women's studies reconceptualizes existing knowledge and creates new knowledge through the lens of gender and the prism of diversity. Emerging from an activist tradition, women's studies serves University, local, state, national, and global communities by acting as a resource and guide for issues related to women and gender.

Our teaching, research, and service missions interweave as we create, share, and apply knowledge, skills, and values that promote the full participation of women in society. At the core of the work of women's studies teaching and research at the University of South Carolina are broad but fundamental questions that drive examinations of the intersections of race, gender, ethnicity, and other dimensions of inequality. ■

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

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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