



WOMEN'S & GENDER STUDIES

UPCOMING WGST EVENTS

Call for Papers!

Deadline: Dec. 1

Page 2

WGST Drop-In

Russell House

Nov. 13th

Page 6

WGST Student

Photo Contest

Deadline: Dec. 1

Page 7

New Course

Offering

WGST 598

Page 12

WGST

Upcoming 40th

Anniversary

Page 8

Take the first

USC WGST test

from 1974!

Page 11

Poet Nikky Finney delivers the 2013 Adrenée Glover Freeman Lecture

Poet and National Book Award winner Nikky Finney delivered the annual Adrenée Glover Freeman Memorial Lecture on Sept. 26 at the USC Law School Auditorium. The lecture was also part of the University's yearlong commemoration of the 50th anniversary of desegregation, as well as Finney's first public presentation as a member of USC faculty.



Nikky Finney

A native of Columbia, Finney joined the university's faculty this fall as the John H. Bennett, Jr. Chair of Southern Literature and Creative Writing in the College of Arts and Sciences. Finney, who had taught at the University of Kentucky since 1991, won the 2011 National Book Award for Poetry for her collection *Head Off & Split*.

Finney's presentation, "Diamonds in a Sawdust Pile," began with a poem about LaVena Johnson, the first female soldier from Missouri to die in Iraq. Her death, officially ruled a suicide by the U.S. military, has received ongoing international attention because of allegations she was raped and murdered and the crime covered up by officials. Finney told the audience that as a writer she doesn't feel privileged, she feels a responsibility to tell stories like LaVena's. When asked during the Q&A following the presentation what her "ultimate goal" is, she said she could reduce it to just two words: "action and empathy." "Do something," she said, "and care about someone."



Gregory Glover, MD, JD, speaks with USC President, Harris Pastides before the lecture in honor of his sister, Adrenée.

USC's Freeman lecture was established in 1993 in memory of Adrenée Glover Freeman, a Columbia lawyer who was active in civic affairs and served on the Community Advisory Board of the Women's and Gender Studies Program. The lecture is sponsored by the College of Arts and Sciences and its Women's and Gender Studies Program and the African American Studies Program.

(For more on the story of Johnson, see The Johnson Family Story at <http://www.youtube.com/watch?v=hp4eZ-BrgHE>. Also see Protect Our Defenders at: <http://www.protectourdefenders.com/welcome>.)

Call for Papers

2014 University of South Carolina Women's & Gender Studies Conference

February 20-22, 2014

Food and Foodways

All over America women are burning dinners.

- Marge Piercy, "What's That Smell in the Kitchen?"

The 27th annual University of South Carolina Women's & Gender Studies conference will focus on food. We invite papers on food and foodways from across the disciplines, connecting food to gender, race, class, or sexuality.

We also welcome paper proposals on other topics in women's and gender studies. We would like to have a session of creative writing devoted to food and food cultures.

Our confirmed keynote speaker is writer Nilanjana Roy, editor of *A Matter of Taste: The Penguin Book of Indian Writing on Food*.

Please send proposals of approximately 250 words to WGST Program Coordinator Anna Sykes at ESYKES@mailbox.sc.edu, with the subject line "WGST conference proposal." **Deadline: Dec. 1.**

Suggested topics include:

- food and feminism, food and gender
- foodways, the production and consumption of food
- food and food practices and social identity in literature, art, or film
- gender and race in food marketing
- food and race, rice culture, sugar, potatoes, the Black and Green Atlantics
- famine, politics of food distribution
- gender and food production/consumption/disposal; food services industry
- gender and food traditions, domestic labor, the kitchen, domestic spaces, the material cultures of food
- cookbooks, recipes, the languages of food, food and ritual, ritual foods
- taste
- food and community, food and marginalization; fasts, feasts; speed eating
- fat studies and fat activism; body image, eating disorders
- food fads, food writers, food communities, slow food, whole foods

Meet the Graduate Director: Susan Schramm-Pate



Susan Schramm-Pate

Thoughts About Coming Home and the Future

After 15 years of living in Columbia, my family and friends in Cincinnati still ask me, “When are you coming home?” As always, I interpret this double entendre as they intend it—When are you coming up for your next visit? and When are you moving back home? (After all, nobody who is born in Cincinnati ever actually moves away for good!) Alas, I know by now that they have figured out that I am a damn Yankee (a northerner who moved to the South and stayed). In 1998, I was a newly minted Ph.D. in Educational Administration from Miami University of Ohio with a scholarly interest in interdisciplinarity, curriculum studies, and women’s studies. I hadn’t been on the USC faculty in the College of Education (COE) for more than 6 months when I was recruited by my colleague in the COE, Dr. Vicky Newman, to “teach feminist theory” for what was then known as Women’s Studies or WOST. I felt immediately ‘at home’ with my WOST colleagues and fell into a routine of teaching WOST 701 on occasion and regularly attending the WOST brown-bags and retreats and lectures. I must admit that while my senior colleagues in the COE were generous with enabling me to teach 701 as part of my regular teaching load, one did sternly warn me to, “Pace yourself, little girl . . . don’t forget, you’re untenured and you don’t want to serve too many masters at once.” In damn Yankee form, I ignored him, continued working as a faculty affiliate with WOST, and got tenured and promoted in the COE.

Over the years, I have continued to serve as a WGST faculty affiliate. Today, my research and teaching focus on Southern cultural studies, gender diversity, and schooling, is framed by hybridity theory and critical feminist theory. Among other courses in the Ed.D. Program in Curriculum & Instruction with an emphasis in Curriculum Studies, I regularly teach EDCS 723 Understanding Sexual Diversity and the Curriculum, and EDCS 724 Gender Diversity in Schools. I’ve published three books: 1) *Grappling with Diversity: Readings on Civil Rights Pedagogy and Critical Multiculturalism* (with Rhonda B. Jeffries, 2008), which is a study of the development and integration of school-based critical multicultural social studies curriculum, the South, and civil rights pedagogy; 2) *A Separate Sisterhood: Women Who Shaped Southern Education in the Progressive Era* (with Katherine Reynolds Chaddock, 2004), which raises questions about whether women, particularly women of color, were able to develop a voice of critique and empowerment working within dominant progressive educational discourses in the South at the beginning of the 20th century; and 3) *Transforming the Curriculum: Thinking Outside the Box* (2002), which addresses the critical question of curricular integration and the intersection of science and art on creative thinking.

As the new Graduate Director, I am excited to direct the Certificate degree program that is in such impressive shape. On behalf of WGST, I wish to congratulate our recent graduates of the WGST Certificate: Violet Beets and Elizabeth Rogers (Spring 2013); and Isabel Meusen and Jean Marie Place (Summer 2013). I also wish to congratulate Kristin M. Van De Griend, who won the Emily Thompson Award for her research, “Expanding the Conceptualization of Work Place Violence” in 2013, and Mark Demont, who won the Harriet Hampton Faucette Prize for his research, “Schizophrenic Masculinities” also in 2013. These distinguished WGST students represent a diverse and talented group of over sixty students who are currently matriculating in the WGST Certificate Program with six new pending applications. Many of our students are concurrently enrolled in masters and doctoral degree programs across campus ranging from the College of Arts & Sciences, to the Law School, to the Business School, to the College of Education, to the Medical School and Public Health, and their research agendas reflect their distinct scholarship and service interests.

(Continued on page 5)

Notes from the Interim Director: Ed Madden

What story would you tell?

A few weeks ago, Sally Boyd dropped by the office with a stack of folders and binders—some of it material from the Professional Women on Campus, the rest artifacts from the first years of the USC women’s studies program. There were photocopies of newspaper stories, copies of internal letters and communication with administrators, even copies of the first course syllabus and final exam. Most of this historical treasure trove will eventually find a home in the South Caroliniana Library, though I’m scanning a few things for our program files, especially as I think about and plan for our upcoming 40th anniversary next year and our 50th in 2024. (See story about 40th anniversary on page 8.)

Browsing these photographs and documents paints, for me, a much clearer picture of the origins of the program just as talking to faculty members who remember some of these events first-hand can provide a fuller picture—including things that are not recorded, like the courage of graduate students and untenured faculty, the importance of community partnerships, and the connection to the broader feminist movement on and off campus. Similarly, at our annual Freeman Lecture this fall, I heard more about Adrenée Glover Freeman. I knew the official bio, the one we always print on the program, but that’s just the standard story. In a conversation in passing at the event, groundbreaking journalist Beryl Dakers suggested that there’s a much richer story to be told—particularly one of strong community involvement in the creation of a lecture fund in her name.

Because I’ve been working in archives in Ireland and England over the past few years, I’ve been thinking a lot about archival issues. Thinking, that is, about what things and what *kinds* of things are preserved, about the ways archives may enable or preclude certain narratives. What narratives are saved and what stories are lost?

In the Irish Queer Archive, a large community archive that was donated to the National Library of Ireland, I found that the catalogue prioritization on organizational files and the relegation of everything else (e.g., discos, sex clubs, gay rugby, AIDS prevention posters, and an enormous community collection of news clippings) to inaccessible storage facilities enables and precludes certain narratives of gay and lesbian community in Ireland. It enables stories of statist organization, legal reform, “progress” narratives. It disallows or even makes invisible other possible narratives of community formation, such as club culture, sports cultures, even the archival practice of “writing with scissors”—a counter-discourse of sorts, by which the community imagines itself by cutting out and compiling stories of arrest, violence, stigma, pop culture, as well as legal reform and protest.

My own recent work on Irish migrant playwright and activist Colm Clifford has made even clearer to me how easily things disappear from the record. I was lucky enough to meet a friend of his who had saved scripts that were performed in Irish migrant and gay theatre spaces, but were never published and never archived; another friend who described their activism together during the heady mid-1970s in London; a woman who had recorded his memorial service, where poems both political and bawdy were read, and where I heard the best (and funniest) account of Clifford’s agit-prop theatre and activist work (“into demos, drag, and drama”).

American queer activist Mattilda, aka Matt Bernstein Sycamore says, “Activism disappears from the public record almost as quickly as activists burn out and disappear from struggle.” While he is at pains to record the work of Gay Shame, a resistance movement protesting the consumerism, classist politics, and assimilationist aims of mainstream gay culture, I think even mainstream gay activism can disappear in a culture like ours. *The State* newspaper recently ran a timeline for “Gay Marriage in S.C.” It included House and Senate votes, the amendment vote, and the recently filed federal lawsuit challenging the state’s constitutional ban on gay marriage. Where will the years of activism around this issue be recorded? (I want to add Feb. 12, 2004 to that timeline,



Ed Madden

when five lesbian and gay couples applied for marriage licenses at the Richland County Courthouse, forcing the media to pay attention to local lesbian and gay voices.)

Irish theatre critic Fintan Walsh says the “as yet unsettled material” of the recent past “is always at risk of being lost in the fissures of dominant historiographical practice.” Similarly, historian Shelley Sang-Hee Lee says that when we work with recent history we have to depend more readily on primary materials and living sources without the benefit of “authoritative interpretations or established scholarship.” Sometimes we develop emotional connections—either because we know the stories through older relatives or friends, or simply because the nearness of the events makes them seem already known.

I am deeply grateful to Sally for that stack of binders and folders, grateful that she and Kevin Lewis saved this material. Sally has contributed a brief reflection in this newsletter, and I’ve asked Paula Feldman from the English Department to write her own reflection for next year. If you have a story that you want recorded, that you want to be remembered, a story that hasn’t been told or needs to be told (or retold), please let me know. The legacy of the recent past is still taking shape, and we are the ones who can tell the story.

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Meet the Graduate Director: (continued from page 3)

I owe a deep debt of gratitude to my colleagues for having faith in my ability to serve as the WGST Graduate Director. I would first like to thank Dr. Lemuel Watson, Dean of the College of Education, and Dr. Mary Ann Fitzpatrick, Dean of the College of Arts & Sciences, for their support in enabling me to work as a core faculty affiliate for WGST and for believing in the power of interdisciplinarity in higher education and for promoting our endeavors to cross-list courses and enable our WGST students to work across program areas. Second, I would like to thank Ms. Cynthia Stanley, Mr. Ryan Webber, and Ms. Kim Weston of the Graduate School for their kindness and patience with me while I learn the new computer systems for graduate student applications, tracking, and graduation. Finally, I would like to thank administrative assistants, Ms. Jacqueline McClary and Ms. Anna Sykes, and Drs. Ed Madden, Lynn Weber, Laura Woliver, Kate Adams, Agnes Mueller, and DeAnne Messias for enabling my transition to WGST to be a smooth one. I am settling in in my office in 109D Jones Physical Science building and I welcome old friends and new friends to come over when you have a minute and say, “Hey!”



WWBI Fall 2013 Update

This semester the Women's Well Being Initiative is excited to announce a new collaboration with the Cayce-West Columbia Library to develop a Women's Series featuring speakers from the community. Our next event will feature Dr. Stephanie Mitchem:

**Dr. Stephanie Mitchem with Religious Studies and Women's and Gender Studies
African American Women, Literature, and Spirituality
Tuesday, October 15 at 6:30 PM
Cayce-West Columbia Library**

Other projects include:

- The 3rd session of the Second Chance Behavior Program at Brookland-Cayce High School begins October 22nd. This semester the program expands to include Airport High School.
- The 8th year of our Arts Class for adolescent girls is already underway! Thanks to our undergraduate and graduate volunteers: Cassandre Miller, Ebru Cayir, Brittney Nickles, Shanada Adams, and Shana Hirsch for planning and facilitating the workshops!
- In August, WWBI partnered with Lexington School District 2 and SC Hispanic/Latino Health Coalition to provide interpreters that guided Hispanic parents and students through school orientations and paperwork.

Check us out on the web: <http://artsandsciences.sc.edu/wwbi/>

Want to get involved? Email Anna Smith at wwbiusc@gmail.com

Women's & Gender Studies Drop-In

Wednesday, November 13, 2013

12:00 noon-2:00 p.m.

Russell House, Ballroom C, 2nd Floor

**GRAB LUNCH!
(It's on us!)**

Find out about:

- **WGST internships! Chat with current interns. They will be on hand with posters describing what they are doing for their internships**
- **FMLA! USC's own Feminist Majority**
- **Leadership Alliance**
- **WWBI! WGST's Women's Well-Being Initiative**
- **WGST! Chat with WGST faculty**

WHAT DOES WGST LOOK LIKE?

WGST STUDENT PHOTO CONTEST

What do we look like? What does Women's & Gender Studies look like to you?

The USC Women's & Gender Studies Program invites submissions for our first photography contest. We would like pictures that represent our program—not just classrooms and lectures (though those might make great photos, too!), but student meetings, volunteer work, internships and service projects, feminist events, protests—anything that you think is a good representation of who we are and what we do.

If you take photos of an internship or service learning site, be sure to request permission and respect the confidentiality guidelines of the site.

The top 3 photos will be published in the biannual program newsletter and featured in the display case outside our office suite in Jones. The finalists may also be used on our website or in other WGST program publicity.

The best photo will receive a \$100 prize from WGST and a \$50 gift certificate from the USC Bookstore (for use next spring).

Send digital copies of your photographs to Jacqueline McClary at mcclaryj@mailbox.sc.edu. In the email, identify yourself and whether you are a WGST major, minor, or certificate student. Ms. McClary will provide a photo permission sheet to confirm the names of those represented and confirmation of permission to use the photo.

Deadline is
December 6,
2013.

Send us your best shots!

WGST approaches 40th Anniversary!

First Women's Studies course taught at USC in fall 1974.

As the university considers milestones such as the 50th anniversary of desegregation, the Women's & Gender Studies Program is looking back at our own history. Next year will be the 40th anniversary of the first USC women's studies class: UN 111, Women in Western Culture, which was first taught in the fall semester of 1974.

The first accredited Women's Studies course in the nation was offered in 1969 at Cornell University, and the first programs established in 1970 at San Diego State College and SUNY-Buffalo. In 1973, then-provost (and later USC president) Dr. William H. Patterson suggested the formation of an ad hoc committee to make recommendations concerning the feasibility of a women's studies program at USC. The first results were a Coordinating Committee for Women's Studies and the creation of two new classes, UN 111 and UN 112.

The student will be encouraged not only to consider the image of women, but to see the world through women's eyes. Whether the student be male or female, this should be a departure from his/her past educational experience.

That first UN 111 class was team-taught by three faculty: Dr. Beverly Heisner from Art, Dr. Kevin Lewis from Religious Studies, and Karen Rood, from English. Thirteen students signed up for the course (though two dropped by midterm), which was slated for MWF at 3:30 p.m. A second course, UN 112, Women in Society, was on the schedule for spring 1975. UN 111 and UN 112 were the predecessors to our current prerequisite courses, WGST 111 (Women in Culture) and WGST 112 (Women in Society).

Through late 1973 and early 1974, the Coordinating Committee for Women's Studies, chaired at the time by Dr. Linda Maloney from History, shepherded the two new courses through university channels. Although department-specific courses on women were already being taught (such as Engl 443 – Women Writers, Psyc 542 – Psychology of Women, and Hist 643 – Historical Perspectives on Women in America), UN 111 was the first course designated as a “women's studies” course.

It was not only intended to introduce students to the field of women's studies, but it was also conceived as an interdisciplinary course that could “show that even seemingly disparate fields of knowledge are in truth interrelated.” (At the time, UN was the prefix for interdisciplinary courses.) It was also hoped, according to early documents, “that the interdisciplinary nature of the courses would lend itself to a variety of innovative teaching techniques.”

According to *The State* newspaper (“They Join Forces for Women's Course,” 2 Dec 1974, C1), there was very little opposition to the course—just some “token opposition” from a few male faculty, including one who had asked “why there was no Men's Studies program.”

On April 3, 1974, Maloney sent a letter to “All Freshman Advisers,” urging them to steer new students to the classes. “We believe this course, which is available as a free elective, will be of particular interest to freshmen,” she wrote. “Because of its interdisciplinary nature, it will help to open to them the possibilities of study in several of the humanities.”

She added, “These courses should also help to broaden the students’ outlook by introducing them to a new point of view. The student will be encouraged not only to consider the image of women, but to see the world through women’s eyes. Whether the student be male or female, this should be a departure from his/her past educational experience. We believe the experience of adopting a new viewpoint is most valuable at the beginning of a student’s university education.”

As characterized in *The State*, the classes were lively and, according to reporter Malie Burton, “sometimes far-ranging.” “One class began with Greek art,” she wrote, “and wound up with a spirited discussion on whether fairy tales like ‘Cinderella’ had a negative effect on little girls.” She also noted that the class “has one boy as a regular member, and several of the girls have brought their boyfriends from time to time.”

Instructor Karen Rood emphasized the openness of the course: “[The students] are very free about telling us their ideas—and they have a lot. One of the most important things is to make them ask questions. And often we don’t have the answers.”

“Maybe we won’t find the answer,” she added, “but we’ve got to look.”

If you walk into any WGST 111 or 112 class now, you might see a class not so different from what Rood described in 1974. Almost 40 years later, we still work to create classroom environments and other venues within the university and the community where ideas can be shared openly, questions are encouraged, diverse perspectives welcomed, and—as Sally Boyd says—we all begin to see different things and see things differently.

[Thanks to Sally Boyd and Kevin Lewis for providing the historical information and materials. See also Boyd’s reflections on page 10.]

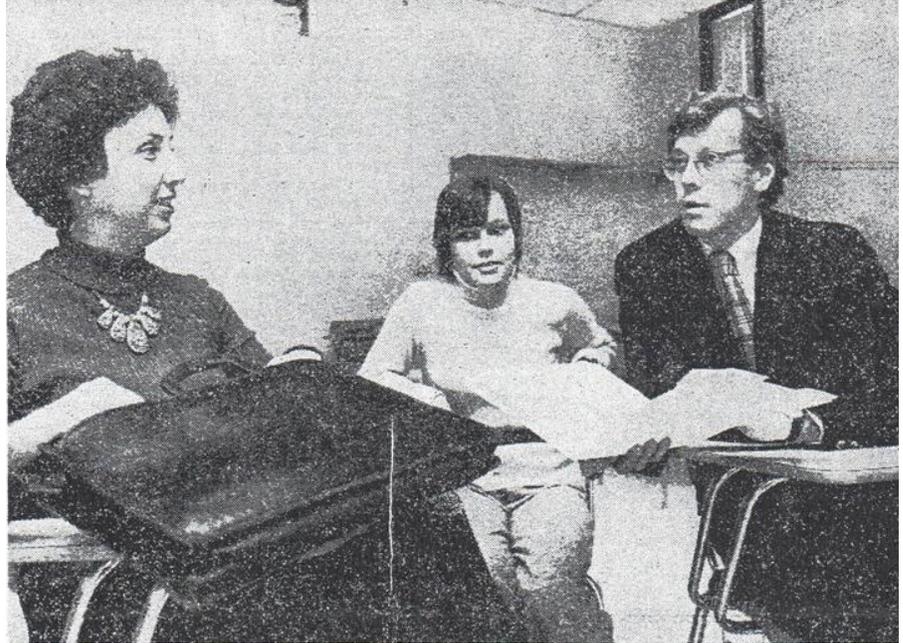


Photo from *The State* newspaper story published in 1974

What Should Be:

Sally Boyd reflects on the first Women's Studies class at USC

In spring 1974, Karen Rood's office was across the hall from mine in the newly-named Welsh Humanities Building, where we were both doctoral students in American lit. She was working with Kevin Lewis and Beverly Heisner (faculty members in religious studies and art) on creating a unique brand-new course that they would team teach in Fall 1974, Women in Western Culture. They were pooling their various academic expertise and insights to create USC's first ever women's studies course.

From today's vantage point that sounds monumental, ground-breaking, history-making, and bold. And it was all those things, but at the time, while the trio were certainly excited about their project, I saw creating a course focusing on women as a fulfillment of "what should be" rather than going upstream or against the current. After all, it was the early 70s, when many of us in South Carolina were actually becoming immersed in the culture of what's now referred to as the 60s. I shared with my colleagues and friends the idea that our world presented opportunities for improvement at every turn, and it was our responsibility to put our energies and commitment into this improvement. Collaborating on an interdisciplinary course focusing on women was radical, but it was what young, enlightened academics were supposed to be doing. I applauded them for taking on the challenge, and I was aware over time that two introductory courses, often taught by unpaid volunteer faculty, were introduced into the curriculum: HSSI 111, Women in Western Culture, and HSSI 112, Women in Society.

A few years later (1980-81) I held a one-year appointment in the English Department and was asked as part of my load (rewarded, from my perspective) to teach a section of HSSI 111, Women in Western Culture. I jumped at the chance and enlisted everyone I knew to produce ideas for a syllabus—the course was very new at USC, and at that time women's studies instructors were mostly self-taught because the field didn't exist when we got our degrees. (I even remember being so green that I initially thought a friend was recommending that I include A Room of One's Own, not "A Room of One's Own," in the readings.)

From that term until fall 2012, when I asked Julia Elliott to teach the course in preparation for transitioning out of my University position, I taught one section a year of the humanities introductory women's studies course. The designator, thank goodness, has changed over the years, and "Western" was dropped from the title several years ago to eliminate that limitation, but the course description has remained fundamentally intact (if shortened) for well over three decades. The 1974 catalogue read: "UN 111 – Women in Western Culture. The images and roles of women in Western Cultural history. The impacts of religion, social and political institutions on women. Attitudes toward women as exemplified in literary and artistic modes of different periods, together with an examination of women's particular contribution to culture. The position of women in contemporary society."

My syllabus morphed many times as readings, activities, and assignments grew out of an always dynamic process. But the last time I taught WGST 111, I began the class telling my students the same thing I told all their predecessors through the decades before: my goal for you is that at the end of this semester, you'll be seeing different things from what you're seeing now, and you'll be seeing things differently from the way you're seeing now.

40th Anniversary - First Class Test

The First Test – Fall 1974

The very first women's studies class was taught at the University of South Carolina almost 40 years ago, in the fall of 1974. U 111 – Women in Western Culture was team-taught by Dr. Beverly Heisner (Art), Karen Rood (English), and Kevin Lewis (Religious Studies). In the historical materials Sally Boyd donated to WGST and to the South Caroliniana Library, we found a copy of that very first final exam! As we approach our 40th anniversary, see how well you would do on that first exam. (You may use your Bible.)

Final Exam, U 111 – December 15, 1974

I. Art History Questions (Write on ONE.)

1. Describe the depiction of the female nude in the imagery of the ancient world (Greek and Roman) and contrast it to that of the Baroque and Rococo (seventeenth and eighteenth centuries). What is its meaning and purpose for each period.
2. Discuss the visual images which seem to you to best convey still prevalent stereotypes of women. Cite specific examples to clarify your generalizations.

II. Literature Questions (Answer ONE.)

1. Define the dual image of woman in literature, and discuss the ways in which it has been modified from medieval times to the present. Do the women writers we have read recognize this dichotomy? How do they view women? Be sure to use examples from your reading.
2. What is the image of woman in the Old Testament? How does it contrast with the views of the Greeks and the courtly love tradition? Where does Milton fit in this scheme? You may use your Bible. Be sure to use examples from your reading.

III. Religion and Culture (Choose one of the two questions.)

1. Select three passages from anywhere in the Bible, passages which contain reference, direct or indirect, to the role or function or “place” of women, and write a well-organized essay analyzing and then evaluating from your own point of view the “meaning” of these passages. How would you say that the attitudes reflected in these passages have affected present day religion as you have observed it?
2. If men and women are to work together for the “liberation” of women from dehumanizing, stereotyped roles and for the realization of happier, more productive relations between the sexes, based on equality, what sort of fundamental beliefs, sharable by men and women alike, will suffice? You may find it necessary to note the implications, if any, of sexual differentiation, or to define for yourself what constitutes a “fundamental” (religious? philosophical? psychological?) belief. (You may want to consider the question of how “free” we are, men and women, to change ourselves and our relationships.) I would like it if you could refer to specific works we have discussed in class if any have stimulated you to re-think your own basic beliefs. But mainly try to answer the question: what sort of basic beliefs do you think that men as men and women as women ought to be able to share in order to cooperate in the disruptive task of replacing inadequate images of women with better ones. Think before you write.

WGST Introduces New Course Offering

WGST introduces new course on grant writing

In the spring, WGST will offer **WGST 598, Service Learning and Social Justice: The Art of Grant Writing**. This course, taught by Christine Sixta Rinehart, will provide an introduction to grant writing and grants administration. It is designed for students, particular those in fields oriented toward social justice issues, who want to understand the grant process from the introductory stages to the final stages of implementing the grant. Beginners in grant writing and those who already have some grant writing experience are encouraged to take the class.

The class will particularly focus on grants that apply to women and gender issues.

Students will be required to locate and write a grant which will include a letter of inquiry, a cover letter, a project narrative, and a budget. Service learning is a component of the class so applicable grants will be submitted to relevant organizations.

Apply for a WGST Faculty Research Award!

Josephine Abney Faculty Fellowship Award

Designed to encourage cutting edge research that is solidly grounded in women's and gender studies perspectives. Proposals are invited which are consistent with the research mission of Women's and Gender Studies to reconceptualize knowledge, create new knowledge, and/or reinterpret existing knowledge about women and other underrepresented groups and their experiences through the lens of gender and the prism of diversity. The research should be interdisciplinary in nature or have interdisciplinary implications and should reflect a commitment to improving the status of women and other underrepresented groups.

This fellowship is open to any full-time, permanent faculty or professional staff member within the USC system. The \$5,000 award may be received as salary or used for research expenses. The recipient will be expected to give an oral presentation of the results at the Women's and Gender Studies system-wide conference in spring 2015 following the award. Any publications that result from this work should contain an acknowledgment.

Proposals should include a narrative description of the research and its relevance to Women's and Gender Studies that addresses items 1-9 of the application form (six-page maximum), a proposed project budget (one-page), and a curriculum vita/resume (three-page maximum) that includes current and previous grant support. Please merge all documents into a single PDF file and submit electronically to Anna Sykes at esykes@mailbox.sc.edu. Indicate "Abney Award" in the subject line.

Applications are due by 5:00 PM on December 15, 2013.

For more information and a copy of the application form, go to: http://artsandsciences.sc.edu/wgst/awards_scholarships.

Carol Jones Carlisle Faculty Award

The Carol Jones Carlisle Award in Women's Studies was created by friends, colleagues, family, and students of Dr. Carlisle who taught at USC for nearly 40 years. She was an English Professor Emeritus and internationally known as an important Shakespeare scholar. Dr. Carlisle was one of the first women at USC to achieve the rank of full professor, and she was the first faculty member in the history of the English Department to achieve that rank. She passed away after a brief illness on Dec. 17, 2012.

This award is designed to assist faculty and professional staff in the conduct of women-centered research, which is consistent with the research mission of Women's and Gender Studies to reconceptualize knowledge, create new knowledge, and/or reinterpret existing knowledge about women and their experiences through the lens of gender and the prism of diversity. This fellowship is open to any full-time, permanent faculty or professional staff member within the USC system. The \$1,000 award can be used for travel, software, books, supplies, and/or equipment. Funds must be spent by the end of the fiscal year following receipt of award, and must follow university policy.

Proposals should include a five-page description of the research and its relationship to the mission of Women's and Gender Studies. An itemized budget of expenses this award will cover must also be submitted (this is not part of the five page limit), and a one-page curriculum vita/resume. Please merge all documents into one pdf file. Submit an electronic copy (put "Carlisle Award" in the subject line) to: Anna Sykes at esykes@mailbox.sc.edu.

Applications are due by 5:00 PM on March 15, 2014.

For more information and a copy of the application form, go to: http://artsandsciences.sc.edu/wgst/awards_scholarships.

Kudos!

Drucilla K. Barker, Anthropology and WGST, published “Feminist economics as a theory and method,” in *Handbook of Research on Gender and Economic Life*, edited by Deborah M. Figart and Tonyia L. Warnke (Edward Elgar, 2013). She was a panelist on two roundtables at the 2013 Rethinking Marxism conference: Surplus, Solidarity, Sufficiency, and she was recently elected to the *Rethinking Marxism* editorial board.

Erica Gibson, Anthropology and WGST, saw two articles in print this year. “Self-Care Behaviors for Orofacial Pain among Different Racial/Ethnic Groups: Influences of Acculturation and Socioeconomic Status,” co-written with Joseph L. Riley, was published in *Journal of Oral Health and Community Dentistry* (2013). She published “Women, Birth Practitioners, and Models of Pregnancy and Birth: Does Consensus Exist?” in *Health Care for Women International* (2013).

Over the summer, **Ed Madden**, English and WGST, published an essay on gay rugby in Ireland, “Get Your Kit On: Sexuality, Nation, and the Emerald Warriors,” in a special issue of *Éire / Ireland* on Ireland and sports (summer 2013). His essay “Fellow Feeling: or Mourning, Metonymy, Masculinity” appears this fall in *Peter Fallon: Poet, Publisher, Editor, and Translator* (Irish Academic Press, 2013). *Out Loud: The Best of Rainbow Radio*, a collection of radio essays he co-edited with Candace Chellew-Hodge, was selected for this year’s Preface, the first-year reading program at USC Upstate. Madden also delivered the opening plenary address, “The Friends of Rio Rita,” at the third biennial Queering Ireland conference in Buffalo, NY, in August.

With her co-researchers M.E. Fore and C. Rodriguez-Cook, **DeAnne K. Messias**, Nursing and WGST, presented the preliminary findings of their research project “*Navegantes para Salud*: Improving Health Care Access and Utilization among Hispanic

Women and Children” (funded by the Centers for Medicare and Medicaid Services) at the 14th Annual HBCU and Hispanic Servicing Institutions Health Services Research Conference in Montgomery, AL, in September.

Ann Ramsdell recently received a \$15,000 research grant from the School of Medicine for her project “Laterality of Mammary Stem Cells and Microenvironment During Development and Neoplasia,” testing for the left-right differences in stem cell numbers and the development of breast cancer.

Winner of last year’s WGST Teaching Award and the current graduate director, **Susan Schramm-Pate**, College of Education and WGST, is serving as the faculty advisor for Girls for Tomorrow, a USC student organization that provides an outlet for young women and girls to build leadership skills and enhance their creativity, personal growth, and social development.

Suzanne Swan, Psychology and WGST, with coauthors T.P. Sullivan, T. McPartland, C. Price, and M.C. Cruza-Guet, published “Relationship self-efficacy protects against mental health problems among women in violent relationships” in *Journal of Counseling Psychology* (July 2013). She also gave two invited presentations: “Gender in Interpersonal Violence: Intimate partner violence and women’s aggression; A community approach to preventing violence; Violence and bystander prevention” in May for the Aggression Research Consortium at Georgia Regents University, Augusta, GA; and in March, with J. Bonsu, P. Warren, C. Williams, B. Fisher, and A. Coker, “Just a Dare or Unaware? Prevalence and Outcomes of Drugging on Three College Campuses” at the Southeastern Psychological Association meeting in Atlanta, GA.

With **Anna Smith** of the Women’s Well Being Initiative, **Lynn Weber**, Psychology and WGST, attended the Annual Natural Hazards Research and Applications Workshop in

Boulder, CO, in July, where they presented “Power Relations and Low-Income Housing in Mississippi after Hurricane Katrina: People vs. Ports.” She also published two abstracts in the conference proceedings: “Studying Life in the Katrina Diaspora” (with Lori Peek and Jessica Pardee) and “Inequalities in the Recovery from Hurricane Katrina on the Mississippi Gulf Coast.” She participated on two plenary panels at the American Sociological Association Annual Meeting in August: “Doing Empirical Intersectionality Research” and “Revisiting the 2003 ASA Race Statement.” Her review essay, “Engendering Disaster: Lessons from Hurricane Katrina,” was published in *Contemporary Sociology: A Journal of Reviews* (2013).

Laura Woliver, Political Science and WGST, published “Southern Fried Family Planning: Reproductive Politics in the South” with WGST adjunct **Christine Sixta Rinehart** in *The American Review of Politics* (winter 2013-2014). In April, she presented “Keeping the Faith During a Backlash: National Women’s Rights Lobbying to Retain Progress on Women’s Issues” at the 2013 SEWSA (Southeastern Women’s Studies Association) Conference in Greensboro, NC. She also reviewed *Doctors and Demonstrators: How Political Institutions Shape Abortion Law in the United States, Britain, and Canada* for the *Journal of Women, Politics & Policy* (2013) and *The Oxford Handbook of Gender and Politics* for the journal *Asian Women* (2013). She currently chairs the Manning Dauer Award for the Southern Political Science Association and the Betty Glad Legal Defense Fund for the Women’s Caucus for Political Science.



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Women's and Gender Studies at the
University of South Carolina

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Nikky Finney in The Economist <http://www.economist.com/news/united-states/21588131-can-new-campaign-persuade-pentagon-reconsider-its-attitude-breaking-silence>

Sally Boyd on opportunities for non-traditional students http://www.sc.edu/uofsc/stories/2013/sally_boyd_non_traditional_student_opportunities_2013.php#.Uk7M0j-4LDY

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