This spring has brought to culmination exciting work in the Women, Gender, and Sexuality Studies Program. In the area of scholarship, two new faculty books have been published. Stiritz Chair Linda Nicholson's *Identity Before Identity Politics* (Cambridge University Press) joins her large body of work in feminist theory. The book examines the development of ideas about, and changing definitions of, race and sex in the United States and places them within the context of social identity. Her study of these issues focuses on the twentieth century prior to the emergence of racial politics during the Civil Rights movement and gender politics during second-wave feminism. Mona Lena Krook's *Quotas for Women in Politics: Gender and Candidate Selection Reform Worldwide* (Oxford University Press) transcends previous scholars' work on gender representation through quota policies by taking the research to a new level. Instead of examining one country or one region as other studies have done, Professor Krook analyzes gender quotas as a global phenomenon, and examines why they have developed in the ways they have in different countries. Her study offers a framework for understanding the variety of political changes that have shaped the kinds of quota systems instituted in specific national and transnational contexts. A number of faculty have articles out or coming out: Susan Stiritz's "Cultural Literacy: Exposing the Contexts of Women's Not Coming," in *Berkeley Journal of Gender, Law, & Justice*; Michael Murphy's "Can 'Men' Stop Rape: Gender Ideologies in the 'My Strength Is Not for Hurting' Campaign," in *Men and Masculinities*; and Mary Ann Dzuback's "Women, Social Science Expertise, and the State," in *Women's History Review*.

In the area of program development, the WGSS external review took place in February, when a team of five conducted interviews with various constituents associated with the Program: core, adjunct, and affiliated faculty; graduate and undergraduate students; department chairs with close connections to the program; and various staff and administrators. The team consisted of two Washington University professors, Lynne Tatlock of Germanic Languages and Literatures and José Bermudez of Philosophy and Neuropsychology, and three from other institutions: Janet Hyde, Professor of Psychology at the University of Wisconsin, Paula England, Professor of Sociology at Stanford University, and Janet Jakobsen, Professor of Women's Studies and Director of the Barnard Center for Research on Women at Barnard College. We were pleased with the opportunity to explore the strengths and weaknesses of the Program with them.

In addition, two Global/Transnational lecturers are our guests this spring: Sara Friedman, Associate Professor of Anthropology at Indiana University, whose topic examines the relationship between citizenship and nationalism in transnational marriage between Taiwanese and Chinese couples. Earlier in the day, she shared her recent work on interpretations of homosexuality and same-sex intimacy in Chinese and Taiwanese films with graduate students and faculty. Denise Brennan, Professor of Sociology and Anthropology at Georgetown
University and author of *What’s Love Got to Do with It? Transnational Desires and Sex Tourism in the Dominican Republic*, will give a talk entitled "Settling In: Life after Trafficking in the United States," in April.

Finally, in the interest of exploring the potential for enlarging on the global/transnational emphasis in the WGSS Program, Barbara Baumgartner, Associate Director and Senior Lecturer of WGSS, and I spent nearly ten days in Prague and Belgrade, visiting two different study abroad sites sponsored by the School for International Training of the World Learning organization, one located in the Czech Republic and the other in the Balkans (Croatia, Serbia, and Bosnia). We met feminist scholars in both cities (Hana Havelkova of Charles University in Prague and Dasa Duhachek of Belgrade University, as well as feminists located in the new Singidunum University, a private institution) and had opportunities to sit in on language classes, topical seminars, lectures, and research seminars. We met home-stay families (all programs require students to live with local families to improve their language skills and cultural understanding), visited NGOs where students do internships and often conduct their independent study research projects, and interacted with the faculty directing and teaching in the programs. We also had the opportunity to visit with Washington University WGSS major Emily Levitt, who is thriving in the Balkans program, and other students participating in both programs. Neither of us had actually seen how the SIT program works, so this enabled us to understand better how to advise our students and the extent to which WGSS majors could benefit from both programs. To make the most of our visit, we read materials on the history of Czechoslovakia and feminism in Central Europe and pre- and post-conflict politics and society in the former Yugoslavia. It was lovely for us to feel like students again! We had an exhausting and wonderful time, meeting new people, trying out simple phrases in both languages, navigating the public transportation systems as the students have to do, and coming to a much greater understanding of the similarities and differences among U.S. and Central European universities, feminist and gender studies, and cultural, economic, social, and political problems and possibilities. We look forward to opportunities for future interactions with our sister programs as they develop in both countries in the coming years (see page 9).

We had a great team of WGSS Graduate Certificate students creating this year’s *Gender Spectrum*. We extend heartfelt appreciation to Cailin Copan-Kelly, Mary LeGierse, Kate McCarthy, and Norma Suvak for their hard work, and to Donna Kepley for designing, formatting, and polishing the issues.

### Home-Based Course Offerings

**Spring 2009**

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<tr>
<th>Course Code</th>
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<tr>
<td>L77 100B</td>
<td>Intro to Women and Gender Studies</td>
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<td>L77 105</td>
<td>Intro to Sexuality Studies</td>
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<td>L77 208B</td>
<td>Masculinities</td>
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<td>L77 209</td>
<td>Sex, Cyborgs and Society</td>
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<td>L77 214C</td>
<td>Intro to Women's Texts</td>
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<td>L77 3031</td>
<td>Queer Theory</td>
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<td>L77 304</td>
<td>Sex, Gender and Popular Culture</td>
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<td>Globalization and Gender</td>
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<td>Contemporary Women's Health</td>
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<td>Psychology of Women</td>
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<td>L77 335</td>
<td>Feminist Theory</td>
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<td>L77 348</td>
<td>Rethinking the 'Second Wave': The History of US Feminisms, 1960-1990</td>
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<td>L77 3754</td>
<td>19th/20th Century African-American Women</td>
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<td>L77 393</td>
<td>Violence Against Women: Current Issues and Responses</td>
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<td>L77 3942</td>
<td>Service Learning: Projects in Domestic Violence</td>
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<td>L77 395</td>
<td>Contemporary Female Sexualities</td>
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<td>L77 395</td>
<td>Women and Social Class</td>
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<td>L77 419</td>
<td>Feminist Literary Theory</td>
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<td>L77 437</td>
<td>Global Feminisms</td>
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**Fall 2009**

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<tr>
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<td>Intro to Women and Gender Studies</td>
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<td>L77 105</td>
<td>Intro to Sexuality Studies</td>
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<td>L77 204</td>
<td>Making Sex &amp; Gender: Understanding the History of the Body</td>
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<td>L77 205</td>
<td>Intro to GLBT Studies</td>
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<td>Intro to Women's Texts</td>
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<td>L77 308</td>
<td>Masculinities</td>
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<td>L77 329</td>
<td>Psychology of Women</td>
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<td>L77 343</td>
<td>Understanding the Evidence:</td>
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<td>L77 3461</td>
<td>Provocative Topics of Contemporary Women's Health &amp; Reproduction</td>
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<td>L77 358</td>
<td>Hooking Up: Healthy Exploration or Harmful Exploitation?</td>
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<td>L77 391</td>
<td>Scribbling Women: 19th Century</td>
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<td>L77 392</td>
<td>Social Construction of Female Sexuality</td>
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<td>L77 402</td>
<td>Feminist Research Methods</td>
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<td>Transnational Reproductive Health</td>
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<td>L77 404</td>
<td>Race, Sex, and Sexuality:</td>
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<td>L77 420</td>
<td>Concepts of Identity</td>
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<td>L77 421</td>
<td>Contemporary Feminisms</td>
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Faculty News

Jami Ake is the recipient of the 2009 Gerry and Bob Virgil Ethic of Service Award for her work in Service Learning at Washington University and at Lydia House, which provides transitional housing in St. Louis for abused women and their children.

Mary Ann Dzuback's article "Women Scholars, Social Science Expertise, and the State in the United States," has been published in Women's History Review 18 (February 2009): 71-95, a British journal.

Marilyn Friedman worked on the question of whether one has to be virtuous in order to live a good life, the moral requirements of blaming others responsibly, and the moral dimensions of terrorism when it is carried out by women. She presented a number of papers on these topics and published several articles including: "Terrorism: Definition, Defense, and Women" in War: Philosophical Perspectives (2008), and "Female Terrorists: Martyrdom and Gender Equality," in Values and Violence (2008).

Craig Monson's monograph, Disembodied Voices: Music and Culture in an Early Modern Italian Convent (Berkeley: U of CAL Press, 1995) is being translated into Italian and will be published by U of Bologna Press next year. He will also be giving a lecture at the J. Paul Getty Museum in LA on April 15, "Speaking up for Themselves: Positive Messages in Convent Music and Art in Seicento Bologna." This is in connection with the Getty's current exhibition, "Captured Emotions: Baroque Painting in Bologna, 1575-1725."

Recent Faculty Publications

Just Released

Sara Friedman
Associate Professor of Anthropology
Indiana University
"Marital Citizenship and the Threat of Similitude: Reproducing the Taiwanese Nation through Cross-Strait Marriages"
Wednesday, February 25, 2009 4 p.m. McMillan Café

Denise Brennan
Professor of Sociology and Anthropology
Georgetown University
"Settling In: Life after Trafficking in the United States"
Wednesday, April 15, 2009 4 p.m. McMillan Café

Global and Transnational Feminisms Lecture Series

Sara Friedman
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Wednesday, April 15, 2009 4 p.m. McMillan Café
Gaylyn Studlar joins the faculty of Washington University after being on the faculty of the University of Michigan, Ann Arbor, for thirteen years and as a part of the faculty of Emory University for eight. At the University of Michigan, she was the Rudolf Arnheim Collegiate Professor of Film Studies and served as director of the Program in Film and Media Studies for ten years. During that time, she oversaw the program’s development into the Department of Screen Arts and Cultures and was influential in expanding its faculty and curricular offerings. Gender Spectrum contacted Professor Studlar via e-mail for this interview. We thank her for her participation.

**Gender Spectrum:** Where are you from originally?

**GS:** Lubbock, Texas.

**Gender Spectrum:** What is your academic background?

**GS:** I originally studied to be a cellist. I attended the music conservatory at Converse College in Spartanburg, South Carolina for two years, then I transferred to Texas Tech University, in my home town. Upon graduation, I considered graduate school in English literature, but decided to work on my master’s in music at the University of Southern California, where I studied cello with Gabor Rejto. I completed my master’s, although I wasn’t very happy in music, and my attention turned to the possibility that I could actually have an academic career centered around the study of film, a longtime love of mine. It was lucky I was at USC, which has one of the best film schools in the country.

**Gender Spectrum:** How did your interest in film studies develop and then expand to include women and feminist theory?

**GS:** I was interested in "old movies" as a child. My brother used to drag me to movie theatres in the late 1950s, mainly because he had to take care of his little sister, and he wanted to go see the latest horror or sci-fi flick. "The Fly," The "Mole People," The "Return of the Fly," "Children of the Damned," I saw them all, and that was enough for me. No more horror or sci-fi—though I hear the special effects have improved a lot in fifty years!!

I don’t know how that jives with feminist theory. My interest in that came in graduate school, through the efforts of a wonderful professor, Marsha Kinder, who became my dissertation advisor at the University of Southern California. Marsha was a terrific role model as a scholar, a teacher, and a human being. I owe a great deal to her.

**Gender Spectrum:** Could you explain how part of your past research examines gender?

**GS:** Almost all of my research is focused on sexuality and gender in film. I have written on male masochism in film from the perspective of feminist psychoanalytic film theory, on masculinity in star images of the 1920s in relation to female spectators, on costuming in film, on specific female stars (such as the vamp of the 1910s, Theda Bara), on women in Westerns, on gender-bending in cult films, and on a wide variety of other film topics that almost always have gender and Hollywood film at their center.

**Gender Spectrum:** In 1997, you received a grant to study at the Institute for Women in Higher Education Administration seminar at Bryn Mawr. How did this experience broaden your knowledge about the concerns of women in academia and the challenges they face?

**GS:** Having the opportunity to learn about administration from and with some of the brightest and most accomplished women in higher education was a revelation. It made me much more aware of why the diversity women bring to academe must be nurtured as a key step toward improving higher education in general. I find it very distressing that at many institutions of higher learning in the U.S., there are very few women in top administrative positions and the percentage of women professors remains quite small. Academic institutions have to take a chance on the talent that they hire, and if they ignore their female talent, they are implicitly saying to the female students they are educating that women aren’t to be trusted with power.

**Gender Spectrum:** You are currently completing Precious Charms: The Juvenation of Female Stardom in Classical Hollywood Cinema. How did you become interested in this topic? What issues does this book explore?

**GS:** Writing about stars—both child and adult—who represent youthful femininity in film has been fascinating but difficult research. What I originally thought was a fairly limited phenomenon has actually turned out to be the basis of a very involved project because American culture has been saturated—at various points—with representations of femininity that connote childishness. What does this juvenation of femininity accomplish? Who buys it—and into it? At face value, one would be tempted to conclude that such representations do little more than contribute to the denial of women’s association with adult action, desire, and power. Yet Mary Pickford as a free-spirited adolescent or Shirley Temple as a cheerful orphan were power
fully charismatic in their appeal, sometimes in unexpected ways. For example, at least one critic in the 1930s thought Shirley Temple was more like the notoriously bawdy—and male dominating—Mae West than a cute and vulnerable child. So my work tries to balance broader cultural questions and preconceived notions of youthful femininity with a consideration of the specifics of representation and reception across sixty years of film history.

Gender Spectrum: What are some topics you would like to address in courses in the future? Why?

GS: I’m currently teaching a course called "Women & Film." In the future, I hope to teach a course on the sexual politics of film noir that draws on hardboiled detective literature as well as film. I’m also interested in teaching a course on how Hollywood depicts itself in film and literature—"Hollywood on Hollywood." A course focused on contemporary romantic comedy would be a challenge as I find so many current comedies to be unfunny, but I love the genre. I would be keen on teaching a course on film costuming and fashion. While British feminist scholars have written a great deal on how costuming produces meaning in films, American scholarship needs to catch up.

Gender Spectrum: How might feminist theory play a role in your future research?

GS: After I finish this book, I would like to write another on melodrama and cinematic censorship in the U.S. between 1953-1966. This was the era when Hollywood was producing what it called "adult" films for mainstream audiences. Movie audiences were being siphoned off by television. For this and other reasons, many controversial Broadway plays and best selling novels were adapted for the screen, and the exploration of sexuality and sexual problems became a key point for selling many of these pictures. So there appears an intersection between gender, sexuality, and what might be called the "realm of the therapeutic" that made film censors very nervous. Simultaneously, film was moving toward greater visual and aural spectacle as in the use of widescreen, striking color palettes, and intense musical scores. As a result, directors like Nicholas Ray, Vincent Minnelli, Anthony Mann, King Vidor, Otto Preminger, and Sam Fuller, often use these non-verbal arenas to suggest psychological or sexual disturbances in their films with interesting implications for the inscription of gender and sexual norms. This project will have a historical aspect, but I will also need to be able to theorize melodrama in relation to gender and sexuality.

Gender Spectrum: Why do you think it is important to have departments or programs focusing on Women, Gender, and Sexuality at universities in the U.S. and abroad today?

GS: First, they give our scholarly interests legitimacy. They testify, by their existence, to the appropriateness—actually, the necessity—of an intellectual enterprise that revolves around the interrogation of gender, of sexuality, of the meaning of "woman" as a political, religious, sexual and social sign. Moreover, they give our efforts coherency, and they signal the existence of a community of scholars who can learn from each other and positively impact the education of students.

- Interview conducted by Mary LeGierse
Paige Sweet is one of Women, Gender, and Sexuality Studies’ upcoming graduates. Paige's interest in Women’s Studies was formed early in life and was nourished by her reading of Ms. Magazine. A forward thinking young woman, Paige knew in high school that she "had to make feminism part of [her] undergraduate career." Paige made a conscious choice to apply to schools with strong Women Studies programs which led her to Washington University and our Women, Gender, and Sexuality Studies program. In addition to her already keen interest in women's issues, Paige credits Introduction to Women's Studies as one of the early courses that 'hooked' her and solidified her decision to major in the program.

Paige's other area of interest is English literature and some of her favorite courses so far have been ones that combine those interests. She noted Introduction to Women's Texts and Barbara Baumgartner's excellent course, Before Thelma and Louise, as two courses that allowed her to combine her passion for women's studies and literature. Paige's current interests have focused on social justice issues. She cites two other courses as having an impact on her studies: Understanding the Evidence: Provocative Topics of Contemporary Women's Health and Reproduction, with Professor Gil Gross, MD, and Violence Against Women, with Professor Jamie Ake. The former course allowed Paige to shadow an OB-GYN and the latter led to her senior honors thesis with Professor Ake.

Paige's senior thesis focuses on the Brazilian model of all-female police stations established to take and act on reports of sexual assault. She is looking at the Brazilian police stations' progressive projects and unique solutions to see how some of these ideas can be adapted to create more culturally competent response systems in the U.S. Paige was able to study abroad in Brazil to visit these stations herself, however, her interest in issues of sexual assault is not new. As a first-year student, Paige served on a committee for sexual assault education and activism and she volunteers at a shelter for abused women in her hometown.

Jamie Ake is someone whom Paige describes as "one of the most supportive, brilliant people, ever." Paige asserts that it is "so exciting to work with someone so experienced," and she values the conversations that they have together, which help Paige to articulate her own ideas more clearly and are always rewarding. One aspect of the mentorship that Paige particularly values is the way in which she is pushed to do the best work, which leaves her feeling "elevated."

Paige has big plans for post-graduation and they involve both scholarship and activism. Despite her scholarly inclinations she does not intend to rush off to graduate school immediately; instead, she would like to spend some time working in the community. When she is ready she thinks she may like to go to law school and focus on issues that affect women. She is currently sowing the seeds for such a career by working with legal advocates for battered women. Whichever career Paige chooses, she insists that Women's Studies has played a significant role in her development and that the "supportive hands-on passion" for the field that she encountered during her studies has fostered in her a desire to bring that same quality to her own work.

WGSS Student Receive Fellowships

WGSS majors D'Andrala Alexander and Maria Santos were selected to receive Mellon Fellowships. The Mellon Mays Undergraduate Fellowship Program (MMUF) at Washington University is for students interested in engaging in serious undergraduate research and possibly pursuing graduate work in the humanities and/or the social sciences.

Maria Santos' research focuses on Peruvian women in the Shining Path, a communist guerrilla group in Peru. These women were fierce and brutal combatants as well as admirable leaders. She plans to examine the violence perpetrated by these women as an extreme form of rejecting traditional gender roles. They were educated women who, by committing atrocious acts of violence, defied the assumption that they would be nurturing and maternal. Ultimately, their infamous legacy still affects women in Peru. Through archival research and interviews, she hopes to dissect their political purposes and the effects of their behavior and political stance on the general perception of Peruvian female leaders in the public sphere.
Sara Potter is a graduate student in the Department of Romance Languages and Literatures. She has one remaining semester of coursework and will be completing her comprehensive exams in 2010.

Sara was drawn to the Graduate Certificate Program in Women, Gender, and Sexuality Studies after noting a recurring theme of women, space, and resistance in her research. Her dissertation will focus on the representation of the female form in twentieth and twenty-first century Mexican literature. In relation to this project, Sara has recently attended several conferences, including Masculinities, Femininities, and More, an Interdisciplinary Conference on Gender in the Humanities at the University of West Georgia in November of 2008, where she presented a paper entitled "La Abyecta Exaltada: Pathology, Power, and Resistance in Word from New Spain: The Spiritual Autobiography of Madre María de San José;" as well as the 2007 Mid-American Conference on Hispanic Literatures at the University of Wisconsin-Madison with her paper "Layers of Memory: Culture and the Metro in Mexico City."

Sara will also present her paper "The Cyborg of Avignon:

Graduate Student Teaching Assistants in WGSS

Cailin Copan-Kelly, Ph.D. candidate in English Literature notes: "I am really enjoying teaching Introduction to Women's Texts for the first time. The breadth of the course allows us to explore literature by women writers in a global context while also considering the historical locus of each writer. In this course we are examining questions of gender, sexuality, race and class through feminist lenses such as Julia Alvarez's depiction of the rebellion against the Trujillo dictatorship in the Dominican Republic and Kate O'Brien's critique of literary censorship and sexual repression in mid-20th century Ireland. As a graduate student in English, I am a big believer in the politically and socially transcendent power of literature; I have been very fortunate to have the opportunity to teach this course because it confirms this belief for me on a daily basis. I have a wonderful group of students who never back down from tough questions -- I have learned so much from them (and it's only midterms!). I am very grateful to the WGSS program for offering this course and giving me the opportunity to teach it."

Norma Chapple Suvak, PhD Candidate in Germanic Languages and Literatures informs GS: "Teaching Intro to Women's Texts WGSS 214 has been an invaluable part of my education as a scholar and teacher. The process has been tremendously rewarding, from the initial stages of developing a syllabus with the perfect balance of the mentorship of faculty and the freedom to craft the course to one's own strengths to teaching the course. Engaging with students in discussion about literature and social justice issues, assisting them to write clearly so that they can transmit their ideas, and challenging them to push themselves, and to find my own limits pushed, are all elements of teaching this class that have enriched me. It has been very rewarding to have the freedom to create assignments and the support of faculty and staff to help me realize those projects. Finally, the ability to observe other people's teaching and to have other people provide feedback on my own teaching has been immensely instructive and constructive."

Gail Wolfe, Ph.D. Candidate in Education tells GS: "Teaching Introduction to Women and Gender Studies has been a great experience for me. I taught French for several years before coming to Washington University. I've always loved teaching and interacting with students, so it's wonderful to be back in the classroom. I'm thoroughly enjoying revisiting key texts in Women and Gender Studies and exploring these texts with my students. I'm also pleased to have the opportunity to share what I've learned at Washington University with my students and to learn from their insights and experiences." Gail has just received the Graduate School of Arts and Sciences Dean's Award for Teaching Excellence for her work in Education and WGSS.
**Student Updates: Graduate Certificate Program**

**Patrick Brugh** is currently working on an independent study with Mike Murphy and Norma Chapple Suvak on Global Masculinities. He will be writing his first comprehensive exam in May on "Masculinity and the Martial Body," theorizing the connection between masculinity, aesthetics, and the bodies of soldiers. Patrick will be teaching "Introduction to Women’s Texts" in Spring of 2010. He has recently become engaged to marry.

**Paola Ehrmantraut** will defend her dissertation, "Masculinities in Transition: The Falklands War in Literature and Film" in the Department of Romance Languages and Literatures in early May. Paola has accepted a tenure-track position beginning Fall of 2009 as Assistant Professor of Latin American Literature and Culture at the University of St. Thomas in Minnesota.

**Liv Hinegardner** is currently working on her dissertation project, which examines the use of video production and distribution as an organizing tool for social movements. The research was awarded a Wenner-Gren Foundation Dissertation Grant in January. Liv has written a commentary for the April issue of *Anthropology News* entitled "Is making ethical ethnographic films at odds with making enjoyable ones? Reconciling ethics and dramatic tension in cross-cultural films."

**Diana O’Brien** is excited to be teaching a University College course on women and politics in the fall of 2009 entitled, "Gender and Politics in the Global Perspective." She is presenting her current research at the Midwest Political Science Association's annual meeting; her paper is entitled "From Proposal to Policy: The Role of Adoption Processes in the Implementation of Gender Quotas Cross-Nationally."

**David Holloway** is currently working on a project discussing "skinny bodies" in contemporary Japanese fiction. In early March he will present a paper entitled "Binging and Purging in Contemporary Japanese Literature: Two Authors." This paper is part of a larger manuscript that David has submitted for consideration for publication in the *U.S.-Japan Women’s Journal*. David will complete his coursework in Spring of 2010 and would like to teach introductory courses on Women’s Literature.

**Kate McCarthy** will be defending her dissertation "Subversive Frontiers: Space, Gender, and Literary Genre in Colonial Latin America" in the Department of Romance Languages and Literatures in April. She has accepted a tenure-track position as Assistant Professor of Spanish at Loras College in Dubuque Iowa, beginning Fall 2009.

**Norma Chapple Suvak** is currently teaching a section of Introduction to Women’s Texts. She is chairing a panel on continuities and displacements in German literature and culture before 1700 at the upcoming South Central Modern Language Association conference in Baton Rouge.
In early March WGSS Associate Director Barbara Baumgartner and I went on a site visit to two School for International Training (SIT) sites. One was in the Balkans, where WGSS student Emily Levitt is now studying. Because SIT combined the visits, Barbara and I were able to spend four days in Prague and four days in Belgrade. The Prague program focuses on the Arts, Community, and Transition. The Belgrade Program focuses on Post-Conflict Transformation in Croatia, Bosnia, and Serbia. Both regions have undergone major political, economic, and cultural transformations in the past ten years; we found similar themes in both programs, including explorations of the impact of social change on national identities, the role of resistance in pre-transformation history, the uses of memory in redefining the state and culture, and shifts in gender, ethnic, and political relations in the second half of the twentieth century, as well as significant differences. The SIT programs combine a number of approaches: thematic seminars, often led by local scholars; field study seminars, to learn research methods and visit possible research sites; field excursions, to learn about NGO's, cultural agencies, museums, and archives; language classes, for intensive study to gain communicative competence; independent study projects; and home stays, which provide cultural immersion, exposure to normal life in the region, and support for language learning. We had to do a good deal of reading to prepare for the trip.

In Prague we were given a tour of the Jewish quarter, including the cemetery and the Gutmann Gallery. We attended the Thematic Seminars on literature and history, the language class, and the Field Study Seminar, which took place at the Institute for the Study of Totalitarian Regimes, with a focus on ethics in the use of archival materials, and we met with home stay families. Some classes were held in cafes in Prague. We attended cultural events and visited NGOs and other agencies pushing for and dealing with social change. In Belgrade, the academic director of the Balkans program Orli Fridman noted that students start in Zagreb for a month, move to Belgrade for a few weeks, then to Bosnia for a week, and then return to Zagreb to prepare for their Independent Study Projects, which may take them anywhere in the region. We attended a lecture on political responsibility at the University of Belgrade, visited an NGO focused on developing political responsibility at the Faculty of Media and Communication (FMK) at Singidunum University, and observed a field study seminar examining how to conduct interviews with informants. In addition, we toured Belgrade, met home stay families, spent some time with SIT students, and visited the Gender Studies Program offices and library at Belgrade University. We were able to spend a little time with Emily, and found that she is thriving in the program and already planning a research project that may lead into a senior honors thesis when she returns.

By the time we left, Barbara and I felt as if we had absorbed all we possibly could. The other educators on the trip were really good travel companions. We learned much about how other institutions treat study abroad. The trip helped our resolve to continue to expand study abroad options and maintain the focus on global and transnational gender issues in the WGSS Program.

Mary Ann Dzuback, WGSS Director
March, 2009
Friends of Washington University WGSS

The 1998 Susan E. and William P. Stiritz endowment for Women and Gender Studies continues to contribute to WGSS activities. The endowment supports the Stiritz Chair in Women and Gender Studies, currently held by Linda Nicholson. In addition, earned interest from the endowment and the matching grant engendered by the endowment support the following activities:

- A scholarship for a WGSS graduate student supported by Judith Tytel Catalano
- An annual award for scholarship and service for a WGSS graduating senior
- An undergraduate summer internship for a WGSS major or minor
- Library acquisition funds for the collections at Olin Library and in the WGSS library
- Video acquisitions for teaching purposes for the WGSS Faculty
- Operating expenses, including travel support for students and faculty
- The Nooter Endowed Lecture, supporting one lecture per year in WGSS

We thank donors who contributed to support of the program.

The Women, Gender, and Sexuality Studies Program is in the process of enriching a new area of development in both the curriculum and the intellectual life of our faculty and students: Global/transnational feminisms and gender studies. This area of development enables us to offer our students critical study opportunities and to make significant connections with departments and programs on our campus, including International and Area Studies, Anthropology, History, Political Science, Law, Romance Languages and Literatures, Asian and Near Eastern Languages and Literatures, and Germanic Languages and Literatures. This expansion fits well with the university's strategic planning initiative, encouraging more extensive attention to global problems and inter- and transnational studies and providing a variety of study abroad opportunities for our students.

We are raising funds to support two activities in this area: Study abroad summer internships for our undergraduates, combining academic study with research and service experience. The Global/Transnational Feminisms Lecture Series, which started with grant funds from the WU Center for Center for Programs in 2006-08, draws 3-4 key lecturers per year to our campus and enriches faculty, graduate student, and undergraduate study and discussion. It has enhanced our course work in that area, and enabled us to collaborate with a variety of departments and programs. We would like to develop an endowment to ensure a continuing focus on gender in the university's internationally and transnationally related activities.

To donate to the Women, Gender, and Sexuality Studies Program, please send your contributions to:

Washington University
One Brookings Drive
Arts & Sciences Development Office
Attn: Shannon McAvoy Grass, Campus Box 1210
St. Louis, MO 63130
"Strategies for Women's Success at Work" and Workshop: "Negotiating the Workplace: Attitudes and Approaches"

April 2, 2009

On April 2, 2009, several members of the Women, Gender, and Sexuality Studies Program enjoyed a lecture and workshop on women in the workplace led by Washington University alumna Joanne Bober. In the workshop, Joanne shared strategies for success with an audience of women in such diverse fields such as academia, university administration, law, social work, and medicine. Joanne emphasized the importance of not only learning about the academic qualifications expected by each attendee's profession, but also highlighted the necessity of taking time to formulate personal goals and a value system which could be used to successfully confront workplace problems. During the workshop, Joanne conducted mock interviews which gave participants an opportunity to express what special personal and professional skills and achievements gave them the ability to stand out in a competitive job market. Joanne's anecdotes about how she overcame workplace conflicts in a variety of situations reinforced her stress on developing a strong self-image and setting boundaries that reflect personal views on business ethics.
Women, Gender, & Sexuality Studies
Spring Colloquium Series

Vivian Pollak, Professor of English & WGSS
"Choosing Traditions: American Women Poets After Dickinson"
Friday, February 6, 2009  3:30-5:00 p.m.  McMillan Hall, Room 219
Commentator: Heather Treseler, Ph. D. student in English, Notre Dame University

Stéphanie Larchanché, Ph.D. student in Anthropology
"Fixing Sex, Negotiating Identities: Genital and Vaginal Reconstruction Among 1st and 2nd Generation African Immigrant Women in Paris, France"
Friday, February 27, 2009  3:30-5:00 p.m.  McMillan Hall, Room 219
Commentator: Rebecca Lester, Assistant Professor, Dept. of Anthropology

Sowandé Mustakeem, Postdoctoral Fellow, Dept. of History
"What Should be Done with the Negro Woman that was Strongly Attacked with the Small Pox: Gender, Disease, and the Spectacle of Violence in the Rhode Island Slave Trade"
Friday, March 27, 2009  3:30-5:00 p.m.  McMillan Hall, Room 219

Megan Allen, Ph.D. student in English
"Hamlet's Suits and Ophelia's Flowers: Gendered Madness in Shakespeare's 'Hamlet'"
Friday, April 17, 2009  3:30-5:00 p.m.  McMillan Hall, Room 219
Commentator: Mary LeGierse, Ph.D. student in German Languages and Literature