

## Announcing the new Nanora Sweet Student Research Award!

A yearly \$500 grant to a graduate student or advanced undergraduate student pursuing a Gender Studies Certificate or Major for travel to further education and experience in gender studies: to conduct research, participate in a conference (e.g., present a paper; participate in a roundtable), or pursue study abroad. The award would give particular preference to students in the Humanities and/or to students attending activist meetings in the field. Stay tuned for more information including how to apply.



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## From the Director's Desk

A little over a year ago, I took over as director of the newly-reformulated Women's & Gender Studies program. Since then, so much has happened. First—for those of you getting this newsletter for the first time—we changed our name. The decision to omit “women” from the title was to promote a more inclusive organization. Of course, we have always been inclusive but the program title just didn't send that message. Since that time, we have initiated a number of changes.

Starting in December and running throughout Spring semester, we celebrated the accomplishments of our Gender Studies faculty by host (ess)ing monthly book launches. We kicked things off with a party to honor Barbara Harbach and Diane Touliatos' co-edited collection, *Women in the Arts*. Next came Mary Troy's novel, *Beauties*, which was nominated for a prize before it was even published. We closed the semester with a double celebration for Deborah Cohen's *Braceros: Migrant Citizens and Transnational Subjects in the Postwar United States and Mexico* and Minsoo Kang's *Sublime Dreams of Living Machines: The Automaton in the European Imagination*. We hope to continue this series during the coming year and encourage you to attend.

Spring semester was busy. In March, we co-sponsored *The Vagina Monologues* and the Trailblazer Awards and offered weekly films to promote Women's History Month. In April, collaborating with Continuing Education, Gender Studies sponsored *Compromising Positions: Race, Sex, and Gender in Missouri and the Midwest*. This conference was organized by our Program Advisor, Kathleen Nigro. In May, we collaborated with the Sue Shear Institute for Women in Public Life to host a symposium, *Women in the Academy: Leveling the Playing Field*. Our keynote speaker was Dr. Rita Colwell, the first and thus far only woman to direct the National Science Foundation (NSF).

This was a multi-campus event, with participants from UM-Columbia, UM-Kansas City, UM-Rolla (now Missouri University of Science and Technology), UM-St. Louis, and Southern Illinois University-Edwardsville. In morning panels on tenure & promotion, mentoring, and women administrators, participants gleaned inside information to facilitate their progress and promotion in the academy. Following the keynote address, which underscored the power of women to change the world, the final session—Where Do We Go From Here?—offered advice on how to design and procure an NSF Catalyst Grant to improve the status of women in the STEM disciplines. Gender Studies was able to offer this program thanks to the generous support from the College of Arts & Sciences.

While all of these events were going on, we were preparing for our five-year review. This entailed an analysis of the program's previous five years' activities and plans for the next five. I am happy to report that we came through with flying colors; in the coming months we will draw on the report's suggestions to begin adding new courses and designing a Gender Studies major. The first step toward this will be a retreat on August 19.

As the semester drew to a close, we held an awards ceremony to honor winners of our scholarships, writing awards, (pg. 2) and small grants (pg. 8, 10); to announce a new research grant; and to say goodbye to retiring faculty. To honor Nan Sweet's retirement as well as her many contributions to UMSL, John Sweet, on behalf of the WA Kerr Foundation, created a challenge grant, The Nanora Sweet Research Award, which will fund travel for upperclassmen and graduate students doing research in Gender Studies (left). Finally, we paid tribute to Founding Mothers Carol Peck, Optometry; Zuleyma Tang-Martinez, Biology; and Nan Sweet, English, who have escaped the bonds of academe with great plans to enjoy their retirements. We wish them well.

--Sally Barr Ebest, Director



# 2011 Scholarship and Writing Awardees

Each year, the Gender Studies Program awards thousands of dollars in scholarships to distinguished and promising students who are seeking undergraduate and graduate certificates. With the rising costs of education coupled with decreased funding especially for target groups and non-traditional students, scholarships are a necessity. As clear communication skills are necessary for success both in a Gender Studies education and a career after college, the Gender Studies Program also awards several students for superior writing with the Barbara A. Kachur Memorial Writing Awards.

**Alan Ross Achievement Scholarship**  
Cynthia Critchfield

**Robert and Fern Mreen Scholarship**  
Robert Elam

**Women as Leaders of Tomorrow Scholarship**  
Erika Stasiak

**Sharon Marglous Award**  
Annetta Canady

**Graduate Scholarly Essay**  
Cynthia Critchfield  
"Important Issues for Feminist Researchers"  
"Reflections on: Veiled Sentiments: Honor and Poetry in a Bedroom Society (1986)"

**Graduate Level Creative Writing**  
Katherine H. Gordon  
"Sixth Wife's Advice"  
"Found in the Attic"  
"Lineagem"  
"Wants to Burn Witches"  
"St. Michael's Linlithgow, Scotland"

**Undergraduate Paper**  
Donna Jones  
"Domestic Violence"



## Pictures at an Exposition: Kate Chopin and the Palace of Fine Arts

Dr. Kathleen Butterly Nigro

Biographies of Kate Chopin end on the 22<sup>nd</sup> of August 1904, when the author died in her home. On the 20<sup>th</sup> of August of the year, Pennsylvania Day, Chopin had visited the Louisiana Purchase Exposition (known popularly as the St. Louis World's Fair) and suffered a cerebral hemorrhage that night. Chopin did not write about her visit to the fair, although she was a frequent visitor, and so it is impossible to know whether she viewed the international collection at the Palace of Fine Arts (the only remaining structure, this building is still used today as the St. Louis Art Museum). As the centerpiece of the Fair and intended to be a lasting memorial, contributions from twenty-seven nations filled its halls; according to Louisiana Purchase Exposition Company President David R. Francis, "At no previous exposition did art receive so much recognition and recognition and attention." It is certainly intriguing to consider whether Chopin might have visited the Palace of Fine Arts and what she might have thought of what she saw there, and her writings give us a certain insight into her attitudes towards art and artistic movements. As John Berger writes in his analysis about perception, *Ways of Seeing*, "The way we see things is affected by what we know or what we believe." What do we as readers think we know about Chopin's beliefs or ways of seeing, and how is that opinion reflected in her writings?

With my Gender Studies small grant, I will be developing a PowerPoint for Barbara Harbach's October conference, *Women in the Arts*. This PowerPoint presentation will include images from the col-

lection of the Palace of Fine Arts as well as contemporary portraits. Analysis of Chopin's essays such as "Crumbling Idols" (her review of Hamlin Garland), "Edwin Booth," and "As You Like It" and her short stories such as "Two Portraits," "Desirée's Baby," "The Storm," "Charlie," and "Madame Célestin's Divorce" will provide the context of Chopin's painterly writing style. In *The Awakening*, Edna Pontellier's aspirations clearly speak to the positive position of art in Chopin's work.

"I am becoming an artist," Edna tells Mlle Reisz in *The Awakening*. What an interesting choice of verb tense: not "I am an artist" or "I want to be an artist," but the active, developing sense of *becoming*. Certainly Kate Chopin held artists in high esteem, if one of Edna's final thoughts is about the artist's "courageous soul." What might have been some of the final images in Kate Chopin's life, and what might she have thought of them, as she strolled through the Palace of Fine Arts on Pennsylvania Day at the Louisiana Purchase exposition on 20 August 1904?





### UMSL Girls' Leadership Camp '11 Malaika Horne

The 2<sup>nd</sup> Annual UMSL Girls' Leadership Camp, June 26 – 29, was a rousing success. Seventy-seven high school women from public and private schools, some from out-of-state and recent immigrants, participated with about 100 parents. Parents are integral to a child's success and so we encouraged them to engage their daughter's more in their choices.

The purpose of the camp is to: *Expose high school girls from diverse backgrounds to educational and leadership opportunities (including healthy choices) to fulfill their career goals. The theme is: Exploring Pathways to Leadership and the sub theme is: My Dream My Life My Future.* The sub-theme became our camp rally, which we chanted throughout the camp.

We also seek to prepare campers for a more culturally diverse society and a more globalized world. Most importantly, we want our girls to be happy and live rewarding lives, pursuing great career opportunities and traveling the country & the world; if this is what they want to do. And it seems like they do want to expand their horizons.

So exposure is the key. If you expose high school women to leaders and diverse environments they will be more prepared and will know more what is expected, so they'll be more successful no matter where they are.

### Girls' Leadership Camp and Conscious Choice Judith Cochran

At the Girl's Leadership Camp, Rene Thomas Woods, one of my former students, and I presented her excellent video on high school in St. Louis and then we discussed their leadership qualities, how the girls used their talents in school, and how they would use their leadership to reach their academic goals. Ms. Linda Bell, a RITE Coordinator, also presented a morning session on how to study successfully for the ACT for students and their parents.

The high school program is called Conscious Choice; it has expanded from two high schools two years ago to six high schools starting in the Fall. The goal is to celebrate the girls who remain child-free and graduate from high school. We have data from one school so far and the pregnancy rate has declined from 70 pregnancies to 37. In addition, the graduation rate for females has also increased.

In addition to participating in the community mentoring and school engagement activities throughout the year, the girls write an essay on why they made the conscious choice to remain child free and graduate.. These essays are read and ranked by UMSL English majors and the first place winners from all schools are given a scholarship to UMSL. Once they arrive on campus, they will be mentored by a Gender Studies student as part of her internship with the Regional Institute of Tutorial Education (RITE). The mentor's responsibilities are to teach the freshmen girls survival skills at college and to provide the personal support that young women need in their first year in college. This is an experimental program; Ashley Jones will be the first internship/mentor in the RITE program. She will also receive a scholarship from RITE for \$750.00 for each semester she serves as a freshman female student mentor.

**We define leadership for young women as: Taking charge of ones on-going success and making healthy choices (people, situation and things).**

## Welcome (back) to GS UMSL!

Hello! I am your new Graduate TA, Bryonie Carter. I completed my MA in English at the University of London (2009), and since then I have been teaching English, gender and literature part-time at STLCC-Meramec. As a GS alum (BA in English and Undergraduate Certificate, 2008), I am really excited to come back to UM-St. Louis to pursue further graduate studies in gender, diversity, and sexuality. At UMSL, I am looking forward to completing my Graduate Certificate and afterwards teaching in higher education and (hopefully!) earning my doctoral degree.

I am thrilled about the opportunity to work for the GS Program, and I am especially excited to help teach Introduction to Women's and Gender Studies, a class which fundamentally changed my approaches to education and my personal life. I hope that those of you who are undertaking certificates (and those of you who are considering it) realize what a powerful tool an education in gender and diversity is, and that you find it to be as transformative as I did (and do).

As far as my research interests are concerned, I am interested in interdisciplinary approaches to gender and language, mythology, sociology, and early 20th poetry and fiction. Most days this year, you will find me in Clark 211, so please feel free to stop by and chat. I am excited to meet each and every one of you, and I look forward to a great year.



## Tools for Teaching Gender Studies Online

[VoiceThread](#) Is a free online discussion tool that allows students to discuss different forms of media by typing comments, doodling online, or recording their response with a microphone, webcam, or telephone. This tool is particularly useful for creating a more authentic-feeling online discussion and for analyzing visual media.

[Prezi](#) Is a free online site for creating presentations. This tool is similar to PowerPoint, but gives you to option of creating non-linear presentations that allow you to explore connections between topics in a visual way. You can embed .pdf files and video right in your presentation and view it online or off.

[Ms. Magazine in the Classroom](#) Ms. Magazine now offers a digital version of the magazine for use in the classroom, a great resource that allows educators and students access to historical and current work by leading feminist activists and scholars from around the world. Students purchase a 6 month digital subscription, allowing them to access all issues of Ms. beginning with the Winter 2009 issue and a bonus Best of 30-years of Ms edition. There is a also a wealth of instructor resources including an index and test bank.

[Sky Drive](#) With their UMSL email, all students now have a feature called a SkyDrive, which is basically an online thumb drive. They can save their files and access them anywhere with internet access and even create Microsoft Office documents right online. With the share feature, students can use their SkyDrive to work and edit collaboratively.

### Other links of interest:

[Teaching With Technology Today: Women's Studies Section](#)  
[Create Word Clouds](#)  
[Women's Studies Online Resources](#)  
[National Women's Studies Association](#)



When I first considered teaching Gender Studies online, I must admit I was a bit skeptical. The things I love best about Gender Studies courses—the lively and stimulating discussion, the respect for personal experience as a form of knowledge, the close sense of community, and the student centered classroom—seemed hardly translatable to a computer screen, discussion board, and MyGateway site. However, online education has come a long way, and there are some extremely persuasive reasons why online education can (or some say should) help enact the goals of a feminist education and the Gender Studies program.

Online women's and gender studies instructors use a variety of tools and teaching methods to create learning environments that are student-centered and foster active learning and new types of knowledge construction all while building a close learning community and encouraging collaboration and creative problem solving among for their students. There is a number of new tools that instructors are using to accomplish there

goals, including multimedia lectures, presentations like PowerPoint and Prezi, and online multimedia content; new discussion technology such as the website VoiceThread, which allows students to discuss course content by typing comments, recording audio or video responses with their microphone, webcam, or telephone, and even drawing pictures online; and assignments like wikis, blogs, and even research that can be completed collaboratively to build leadership and teamwork skills or individually to further develop reading, writing, and critical thinking skills. Although the online experience will never be exactly the same as face-to-face education, teaching and learning online do offer several opportunities that traditional classrooms do not, such as the continuation and expansion of discussions that would have to be completed when class was over, the ability to incorporate current events as they happen into class discussion through links to media and online

*"The point of women's studies and feminism in general is to reach out and educate a new audience...and that is exactly what we are able to do with online courses."*

# Doing Gender Studies in the Digital Age

By Monica Swindle

content such as the new *Ms. in the Classroom* program, and stimulation of reflection about technology and its connections to gender and its role in both oppression and activism.

In a recent [article](#) in *Ms. Magazine* entitled "Have Laptop, Will Major in Women's Studies," the authors note that offering women's and gender studies online is a growing trend and one that can advance the goals of gender studies programs. As Michelle McGibney Vlahoulis argues, "The point of women's studies and feminism in general is to reach out and educate a new audience...and that is exactly what we are able to do with online courses." Offering

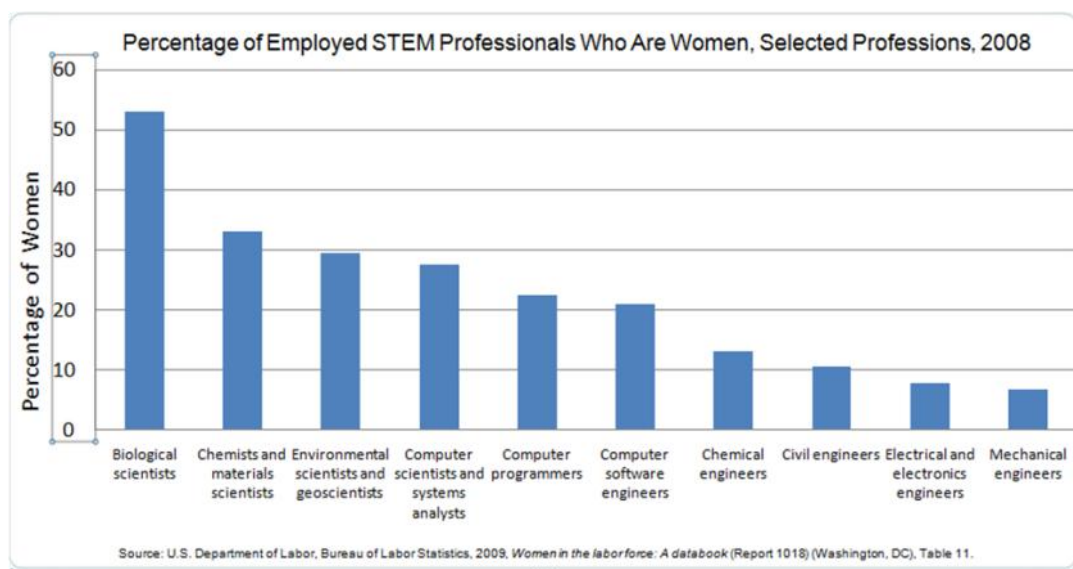
courses online opens up the gender studies program, and in the process, higher education, to a variety of new and underserved audiences such as single parents, non-traditional students, students balancing school and work, those living in rural areas, and male students who may be hesitant to take a class in which they will be the minority; even international students could take a gender

studies course online from anywhere in the world, a real advantage since there are many areas where women's and gender studies curriculum is still not available.

Offering GS courses online also has the potential to help close the gender gap in science and technology. As the 2010 [AAUW report "Why So Few"](#) observes, there are still numerous "environmental and social

Offering gender studies courses online can help to address all of these issues by giving female students the skills, encouragement, and support they need to pursue careers in math and science fields. Online gender studies classes, as [Pamela Whitehouse](#), faculty member of the Harvard Graduate School of Education and the University of Massachusetts-Dartmouth observes, "help us better

mester students will be able to obtain the Gender Studies Certificate or Gender Studies minor entirely online. Monica Swindle, adjunct assistant teaching professor, has worked with Dr. Kathleen Butterly Nigro, Program Advisor, and Bonnie Anderson, Lead Instructional Design with UMSL Online, to convert the core Gender Studies classes into online courses to fulfill the program



barriers – including stereotypes, gender bias and the climate of science and engineering departments in colleges and universities – that continue to block women's participation and progress in science, technology, engineering, and math" perpetuating gender gaps in science and technology. The report identifies a number of reasons for this gap including stereotypes about women and girls' math and science ability, deficiency of training to obtain mastery of technical skills, lack of encouragement to pursue science and technical fields, and less support for female students and faculty in technical fields in higher education.

prepare our students to be activists by using technology-driven innovations in teaching and learning, as well as prepare them for high-end jobs in the global workplace." Surely these are goals in line with those of a feminist education and gender studies programs.

At the Gender Studies Program here at the University of Missouri – St. Louis, we have made significant steps this year to expand our online course offerings. Working with UMSL Online and the home departments of our affiliate instructors, beginning the Fall 2011 se-



requirements. This means that students can now take GS 2102: Introduction to Gender Studies, GS 4100: Power and Practice: Introduction to Feminist and Gender Theory, the capstone course, as well as a variety of different electives online.

New online courses are being added each semester in order to further expand program offerings. Additionally, the Gender Studies program is further developing its online presence by revamping the Gender Studies website and Facebook group and expanding the student MyGateway site. It is the program's goal to make a Gender Studies education easily accessible to everyone.

## GS Online Get Connected!

**Q: How can I find info about the Gender Studies Program online?**

**A:** The [Gender Studies program website](#) contains info about the program specifically and about Gender Studies as a field. If you have questions about program requirements, scholarships and awards, or upcoming events, the Gender Studies website is the place to go. The Gender Studies Program also has an active online presence to help you stay in touch with GS friends, faculty, and colleagues via our [MyGateway](#) pages and our [Facebook group](#).

We also offer many opportunities to participate in program activities on campus or online. You can view the Gender Studies courses offered online by searching the [UMSL Course Schedule](#); check back often as we are expanding our online offerings each semester to enable students to complete a GS Certificate entirely online. The GS affiliated student group, [VOICES – For Gender Equality](#), also encourages participation by holding online meetings, discussions, and events. Many faculty, community, and extracurricular GS events can also be found on our website and Facebook group, and some events offer opportunities to participate online.

## Gender Studies Gone Global

In recent years there has been a concerted effort within the field of gender studies to internationalize the curriculum and the experiences of faculty and students. GS UMSL has always had an active and dynamic faculty examining gender issues in both local and transnational contexts, and this year this we have made many more important strides in this direction. For our program, internationalization is not simply an additive approach, but a new way of analyzing gender and producing knowledge in our field arising out of an understanding of the politics of location and cross-cultural collaboration.

The November 2010 *New York Times* article, "For Exposure, Universities Put Courses on the Web," states that one of the benefits to a university of offering online courses is the "global engagement" that results. This spring, GS UMSL began work on an innovative project to design and implement collaborative international online Gender Studies courses, a project that has not been implemented by any other gender studies program in the United States. In collaboration with Dr. Judith Cochran from the Department of Education we have been in contact with a group of educators and scholars in South Korea who have requested the help of the University of Missouri—St. Louis in initiating a gender studies program at their university. The expansion of online GS course offerings along with a video conference with them—early in the morning here in Missouri and late in the evening in Korea—led us to consider whether we might be able to construct a virtual classroom and conduct an introductory course in gender studies concurrently with students in Korea. Dr. Kathleen Nigro in collaboration with Monica Swindle have received a fellowship grant from the International Studies office to research, design, and implement this plan.

The goal is to develop a working relationship with one or more international partners at universities outside of the US in order to create a combined online learning

environment for the *Introduction to Gender Studies* course currently and for a *Transnational Feminisms* course in the future. The idea behind the project is to allow our students to interact with their international peers by combining the online learning environments of our university and international partner (s) for the course. Our students would have the opportunity to learn and work collaboratively with faculty and students in other countries through the Blackboard system using asynchronous learning tools such as discussion boards, blogs, and wikis, (as well as synchronous tools such as Skype, Wimba, and online office hours on a voluntary basis) in order to produce individual and collaborative scholarship. Not only will this project help internationalize our campus and bring cutting edge approaches to teaching and learning to our program, it will also make cross cultural educational experiences of the sort usually only available via study abroad accessible to a wider audience of students, especially non-traditional and working students.

Early in the spring, the GS program issued a call for participation and received a large volume of responses from Gender Studies scholars around the world. From the responses received, we chose to partner with instructors at Monash University in Australia and the American Studies Center at the University of Wawsaw in Poland.

We are currently in the process of working with instructors at these universities to develop collaborative curriculum for upcoming courses, with the goal of implementing fully integrated collaborative online course in the fall of 2012. Dr. Cochran also has formed a partnership with Dr. Oh in Korea, and will begin offering a joint class on international women's issues this fall, in which Dr. Oh's Korean students and Dr. Cochran's UMSL students will meet virtually and complete the class together. Providing our students with these international experiences will prepare them for a wide variety of scholarship and careers in an increasingly globalized workforce.



## Small Grants Projects



**Farida Jalalzai**

**Associate Professor, Department of Political Science**

One of the benefits of being an academic is that you routinely travel around the world, networking with fascinating people. This June, I presented a paper at the Council for European Studies Conference in Barcelona, Spain. Believing that gender research would not be adequately incorporated in the program otherwise, many prominent scholars from around the world developed a series of panels analyzing female leaders, intersectionality, and gender equality. My research “Gender, Presidencies, and Premierships in Europe: Are Women Gaining Ground?” examined women’s progress in attaining presidential and prime ministerial positions in Europe. While Europe boasts the greatest numbers of women executives to date, they face many limits in the positions they occupy and powers afforded in their capacities. Many of these discrepancies stem from persistent gendered constructs. All told, the panels were a major success. This network of scholars is planning future panels to ensure that gender and politics is adequately represented: Madrid 2012!

### Small Grants Awardees

**Lori Curtis, Associate Teaching Professor, Social Work**

**Deborah Cohen, Associate Professor of History**

**Barbara Harbach, Professor of Music**

**Farida Jalalzai, Associate Professor of Political Science**

**Kathleen Nigro, Assistant Teaching Professor, English and Gender Studies**

### Young Adult Literature of the Holocaust/A Study Abroad Opportunity

Proposal by Kathleen Butterly Nigro, Department of English and the Gender Studies Program

The students who attend the study abroad class in summer 2012, The Holocaust in Europe, will join scholars and historians who seek to understand the Holocaust, the motivations behind it, and its aftereffects. Authors of adolescent fiction and nonfiction approach the topic through a myriad of perspectives in order to examine the consequence of trauma on young people, when growing up already had its attendant challenges. What happens when there is a trauma so deep that it shakes the individual’s confidence in the world, the self, and in God? Can there be any benefit in examining these wounds, or in passing on the story of a tragic historical period? On several levels, the answer to these questions is “yes.” First, examining the experiences of these young people, both factual and fictional, provides a new way of investigating the past through the individual narrative. We are given valuable personal and psychological tools to help victims of trauma. We are able to reconstruct the stories of the lives of countless victims, most of them Jewish, but also Polish victims and other “undesirables” such as homosexuals. What effect does it have on the person who is part of that detested group? Finally, we are able to break the silence that the trauma imposed on those who lived through the experience and help to heal the damage that the silence imposed on the next generation.

This will be a summer school offering, with 3 weeks prior to the trip spent in classroom discussion and in local visits to the Holocaust Museum and Learning Center in Creve Coeur, Missouri, and two weeks after for collaboration and discussion. The assignments will include a critical literary analysis as well as an historiographical analysis of Holocaust history. Some suggested avenues might be to examine contemporary documents (as in examining the U.S. awareness of the event, or potential influence of prominent U.S. citizens such as Charles Lindbergh) or to consider how the history has been “rewritten,” as in Cynthia Ozick’s condemnation of the original version of Anne Frank’s diary in a 1997 *New Yorker* magazine article or in the newly edited version of that volume. Students will gain an understanding of how authors represent that historical period in an original way while investigating the background of the Holocaust, utilizing primary historical sources, and analyzing historiographical arguments. Examination of European history will also be encouraged; e.g., the development of anti-Jewish sentiment through the media of the Third Reich. We will read a variety of literature, both fiction and nonfiction.

## Small Grants Project Updates

### Researching: “Excluded! Land, Citizenship, and the Migrant Figure in the United States” Deborah Cohen, Associate Professor of History, Affiliate Faculty in Gender Studies

I was awarded a Gender Studies Small Grants fellowship to begin the research for my new book project, “Excluded! Land, Citizenship, and the Migrant Figure in the United States.” This project uses the figure of the migrant to explore historically how the rural became seen as a particular type of perverted—i.e., backward—space and disconnected from the modernized urban. In this formulation, “the migrant” symbolizes a kind of social category juxtaposed to its “normal” opposite, the citizen. Using gender as a critical lens, the book will trace the trajectory of the juxtaposition of the rural with the urban beginning in the 1870s, when nearly three quarters of the U.S. population—freed black sharecroppers, white family and tenant farmers, large plantation owners and agriculturalists—was involved in agriculture, and it ends one hundred years later, with the (short-lived) victories by César Chávez and the United Farm Workers in the lettuce and grape boycotts in the 1970s. By bringing the urban and the rural into the same frame and analyzing the migrant as the rural’s quintessential trope, the book will reveal the processes by which “the migrant” hardens into an abject social position (now *cum* illegal alien) and its centrality in defining the U.S. nation.

I spent ten days at the Walter P. Reuther Library at Wayne State University in Detroit, going through boxes and boxes of the United Farm Workers materials, especially those records that pertain to how the UFW organized local support committees and garnered backing from influential people and politicians. The support committees sprung up in places such as Cleveland, Atlanta, Chicago, New York, Washington, DC, and Detroit, among others. While some were stronger and more active, in all cases local organizers worked to spread word about the boycotts and strikes, and to generate financial and political support for the UFW’s mission. Early organizers were largely members of other unions as well as clergy and college students who grew committed to the cause. However, as these struggles dragged on, previously-apolitical people became involved, often because they had seen a rally outside their grocery store and had signed a petition. Critical for much of this labor was the work of middle-class housewives, who gave over their days to making calls, stuffing envelopes, organizing meetings, designing flyers, running the mimeograph machines. They hosted parties to raise money for continued work. And many even put up strikers, who traveled the country to galvanize support for the strike, in their homes.

After seven long days of slogging through *catalogued* materials and only finding pieces, here and there, of what I was looking for, the head archivist finally remembered the hundreds of *unprocessed* boxes—that is, boxes whose papers have not been sorted, organized, inventoried, or catalogued—and on the second to last day of my trip, she brought me two huge unprocessed boxes to peruse. In these boxes, though disorganized, I found a treasure trove of materials—the field guides, notes on committee internal discussions, and organizing training manuals I was hoping for and that no one has looked at since they were donated to the archive in the mid-seventies. While I barely scratched the surface of this information and plan to return next summer, I did get a sense that this information is vital to the book, especially for the penultimate chapter, which examines the broad urban support that Cesar Chavez’s United Farmworkers Union received during the late 1960s and 1970s, when it was carrying out a national boycott of grapes and lettuce. Looking at these documents will help me figure out how and why strikers, young Mexican American men and women, were welcomed into the social fabric of the country and how this shifted the place of rural poverty in the broader U.S. imaginary.

### Lori Curtis

I was awarded a grant from the Gender Studies Program for curricular development to design a new course that will be offered online. I have been working this summer to redesign the course SW/GS4630, previously called “Women’s Social Issues.” This course has not been taught for approximately eight years. It was previously taught only as a video course, and discontinued because the video series was out of date. During the Fall 2010 semester, the process was initiated to change the title of the course to “Gender and Social Issues” in order to be consistent with the current status of the academic discipline of Gender Studies, emphasizing the scope of gender and not just a focus on women. The Bulletin description has been updated as well, now reading, “This course will help students become more sensitive to social and welfare concerns based on gender. Topics may include work, education, family responsibilities, violence against women, and special health and mental health service needs. Emphasis will be placed on understanding how social action can be used to bring about positive change.” The pre-requisite for the course will be Social Work 3700 (Diversity and Social Justice, also cross-listed as GS3700) or Gender Studies 2102 (Introduction to Women’s and Gender Studies) or Graduate standing. As a 4000-level course, it will be available as an elective for upper level undergraduate students or graduate students.



As stated above, this course has previously only been offered at the University of Missouri – St. Louis as a video course. I was never the faculty member “teaching” the course. I am developing SW/GS4630 to be taught as an online course, offered for the first time during the Spring 2012 semester. Therefore, in essence, this is an entirely new course. I see this as a very important new course for Social Work and for Gender Studies, particularly in terms of offerings for graduate students. There are often limited courses available in Gender Studies for graduate students, especially in the social sciences. This course will help to satisfy this need and potentially make a Graduate Certificate more attractive to students in the social sciences. As an online course offering, it will also be an instrumental component of this new direction in higher education, supplementing the other online courses being developed by the Gender Studies Program.

I am very excited about this course and am looking forward to teaching it in Spring 2012. It will be very discussion driven, with students reflecting on the readings and videos that are part of the course and discussing them with one another online. In addition, students will also be writing papers on the book “Half the Sky”, a movie, an interview they conduct, and a research topic. My hope is that this course will become a regular offering available to students in Gender Studies and Social Work.

## Where Are They Now? GS Alum News



I have an MA in English ('11) and a graduate certificate in gender studies ('10) from UMSL, and I will be starting doctoral studies in the English Department at Washington University in St. Louis in Fall 2011. Pursuing a graduate certificate along with my master's degree helped me to develop professionally and have

a sense of direction as a beginning scholar, both qualities that admission committees look for (I am told) in candidates for doctoral admission. The structure of the certificate program made it possible for me to pursue my interests as an English major while also giving me a strong foundation in gender studies. As a member of the Gender Studies program, I was given support and guidance that helped me write focused papers, present at conferences, and complete a master's thesis. The writing award and scholarship opportunities not only provided material support, but also allowed me to gain a sense of confidence and achievement as I pursued my goals. ~Heidi (Hyun-Jin) Lim

If you are an alum of the GS program, please [click here](#) to take a survey evaluating your experiences with the program in order to help us to continue improving our program.

## Women in the Arts Conference

### Call for Proposals

Women in the Arts Conference, to be held at the JC Penney Conference Center at the University of Missouri-St. Louis, November 10-12, 2011, welcomes proposals for presentations relating to all fields of women creators in the arts: music, literature, drama, dance, performance art, and visual art. Papers, lecture-recitals, clinics, demonstrations, panels, performances, and workshops are twenty-five or fifty minutes. The program committee solicits the broadest representation of the arts and its interests, and invites proposals from faculty (full time, adjunct, and retired), independent scholars, performers, artists, writers, and graduate students.

Please email proposals to [wia@umsl.edu](mailto:wia@umsl.edu) or send proposals, performance tapes, and CDs to:

Dr. Barbara Harbach  
Women in the Arts  
University of Missouri-St. Louis  
265 General Services Building  
One University Boulevard  
St. Louis, MO 63121-4499, USA

## *Congratulations are in order...*

...to Dr. Ebest and Dr. Harbach for receiving awards from the Women's Networking Series

...to Dr. Nigro for receiving the 2010 Governor's Humanities Award for Exemplary Community Achievement and being named a UMSL International Studies Fellow

...to Barbara Harbach for winning the Grand Center Visionary Award for "Successful Working Artist" and the St. Louis Argus Distinguished Citizens Award, and as Director of Women in the Arts at UMSL, for releasing *WomenArts Quarterly Journal*, and for premiering *Harriet's Story* with music by Harbach during the conference, *Compromising Positions: Race, Gender and Sexuality in Missouri and the Midwest*. *Harriet's Story* was inspired by the life of Harriet and Dred Scott whose legal struggles to obtain their freedom helped catapult the nation into the Civil War. The lyrics to the first two movements were created in the voice of Harriet Scott and the quotes of Harriet Tubman's were used in the third movement.

...to Deborah Cohen on the release of her new book *Braceros: Migrant Citizens and Transnational Subjects in the Postwar United States and Mexico*

...to Barbara Harbach and Diane Touliatos' on the release of their book, *Women in the Arts*

...to Janet Murray for developing a newsletter highlighting the activities she organized at the 2010 AIB Conference in Rio de Janeiro, which was sent to 1,400 members worldwide

...to Zoe Peterson on the birth of her first child!

...to Heidi Lim, GS graduate certificate earner ('10), for being accepted in the PhD program at Washington University

...to Monica Swindle, GS graduate certificate earner ('10), for receiving her first peer-reviewed, scholarly publication of an article titled [Feeling Girl, Girling Feeling: An Examination of "Girl" as Affect](#) in the online journal *Rhizomes: Cultural Studies in Emerging Knowledge*

# GS UMSL 2010-2011



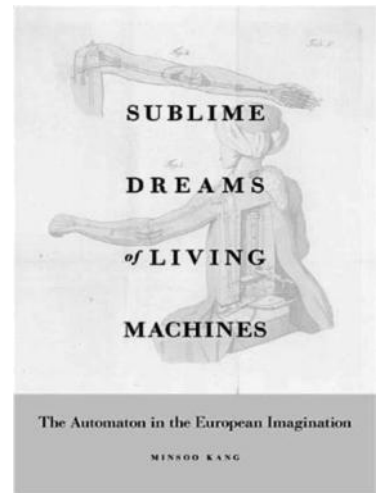
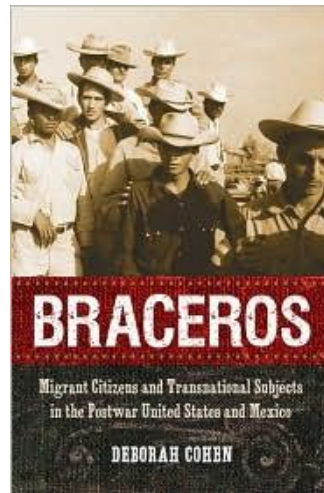
Dr. Rita Colwell delivers the keynote speech at the Women in the Academy: Leveling the Playing Field symposium



Dayna Stock and Virginia Navarro at the Women in the Academy: Leveling the Playing Field symposium



Diane Touliatos, Barbara Harbach, Sally Ebest, Chancellor Thomas George at the *Women in the Arts* book launch



This year GS faculty published several new titles



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Deborah Cohen and Berit Brogaard in the GS lobby

Fall Course Offering  
Dr. Kathleen Nigro

Same as ENG 3800 and ANTHRO 3291



Love



Gender

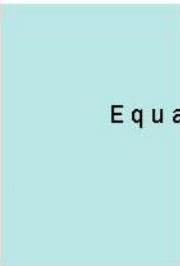
Literature



**GS 4100:**  
**Power and Prac-**  
**tice: An Introduc-**  
**tion to Feminist**  
**and Gender Theory**



Power



Equality

Language



Race



Sex



Class



Tue/Thu 2-3:15

## Upcoming Events

<b>August</b>	19	Gender Studies Retreat, 12-5 p.m.
	20	Equality Day Brunch, Crowne Plaze Hotel, 10-2 p.m., for information, please call 314.831.5359
	24	Gender Studies booth at the UMSL Expo, 11-1:30
<b>September</b>	7	Gender Studies Governing Board meeting, Clark 211, 3-4 Laura Miller Book Launch, 4-5:30, SSB 331
	20	\$tart \$mart Negotiation \$kills Work\$hop
	21	\$tart \$mart Facilitator Training
	28	Women's Achievement Month Reception, MSC
<b>October</b>	4	Gender Studies Governing Board meeting, Clark 211, 3-4 Judith Cochran Book Launch, Clark 211, 4:00-5:00
	<b>November</b>	2-3
10-13		National Women's Studies Assn. national meeting, Atlanta, GA
10-11		Women in the Arts Conference, UMSL
<b>December</b>	9	Holiday Celebration, Clark 211, 1-3

## Friends of Gender Studies

**Become a Friend!** Support research, scholarship, service, and activism about gender. Please make checks payable to the University of Missouri—St. Louis. For payroll deductions, see: <http://www.umsl.edu/services/develop/docs/pdfs/Authorization%20for%20Payroll%20Deduction.pdf>

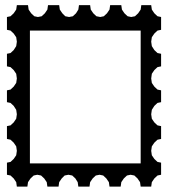
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**UMSL**

gender studies

211 Clark Hall  
University of Missouri—St. Louis  
One University Blvd.  
St. Louis, MO 63121