
Women's Studies

Spring 2000 at Rutgers-New Brunswick

From the Director

This spring of 2000 two events have marked the progress and problems of women's issues around the world. First, international women activists have been gathering in New York for the Beijing + 5 meetings at the United Nations to assess the progress in the past five years since the Beijing Conference on Women adopted a wide-ranging platform for action on the rights of women. Results have been mixed, with many countries adopting the language of the platform, marking symbolic progress, but few countries putting the resources into implementing actions to ensure that "women's rights are human rights." This spring also saw the second large gathering sponsored by the Feminist Majority Foundation: Feminist Expo 2000. Many of our students went down to Washington for this event: three days of speeches by luminaries such as our own Charlotte Bunch, Gloria Steinem, Betty Freidan, Robin Morgan and others, workshops, music and performance to celebrate feminism. Our students described it as great fun—"a big feminist party"—and an affirmation of the strength of feminism. At the same time, students worried that the gathering was too white and middle-class, and too blind to global issues, in spite of organizers' efforts to make the gathering as diverse as possible.

The good news is how much feminist ideas are being institutionalized and made visible as a force in the world, particularly by the impact of feminist work on the United Nations. Though progress remains slow in so many areas, the fact that feminist ideas have a place to be expressed represents an important change in national and global cultures. Institutionalization (which, my computer tells me, is not a word) is always a hard task, both in the struggle to get feminist ideas accepted into institutional structures and in the worry about what gets lost as we move to bigger and often more rigid organizational models. As Women's Studies at Rutgers-New Brunswick moves toward more institutional stability in the form of department status and more intellectual definition with the formation of a Ph.D. program, we face both these challenges. But what we have gained is evident: we have our largest group of undergraduate majors ever; we have a core faculty of over

twenty partial line-weight faculty members who have committed their time and energy to developing Women's Studies; we have been able this year to make job offers to two excellent feminist scholars in Women's Studies; we have, with the Institute for Women's Leadership (IWL), a thriving women's leadership program now choosing its third class of leadership scholars; we have begun work with faculty of the Graduate School of Education to think about gender studies at the lower school levels; we have a grant from the National Science Foundation along with Douglass College to integrate gender issues into science and technology courses; we have established strong relationships with the units of the IWL to involve students in more policy-focused work.

Women's Studies at Rutgers-New Brunswick is strong and thriving thanks to the crucial support it has received from Dean Richard Foley and FAS in becoming more a part of this university institution and in changing the way the institution sees itself. At this momentous time for Women's Studies, I am very sorry to see Dean Foley leave, and wish to thank him for the public support he has given Women's Studies as well as for the critical role he has played in ensuring the future for work on women and gender—which is a future committed to women's rights, human rights, for all.

Harriet Davidson

Highlights:

News & Notes.....	2
Acting Out in the Intro. Course.....	3
Undergraduate Honors Students.....	4
Internships:	
through Women's Studies.....	5
at CAWP.....	8
Recent Publications.....	6
M.A. Students on Cuba	7
10 Years at the Global Center.....	10

Women's Studies Faculty Win Prestigious Research Awards

Congratulations to the following Rutgers, New Brunswick faculty affiliated with the Women's Studies Program who have won such well-deserved recognition for their outstanding scholarship:

Nancy A. Hewitt, History
Guggenheim Fellowship

Dorothy Ko, Women's Studies/History
Guggenheim Fellowship

Leslie McCall, Sociology
Russell Sage Foundation Visiting Scholar Fellowship

Late Spring Events

Now - May 22 Mary H. Dana Women Artists Series at Mabel Smith Douglass Library, Mezzanine. Siri Berg, Estelle Lebowitz Visiting Artist-in-Residence Lecturer, "Paintings, Collages and Assemblages."

Now - June 1 Exhibit of "Lesbian and Gay Activism at Rutgers" curated by Associate Professor Ruth Simmons, Library Administration, as part of the 30th Anniversary Symposium Series Celebrating 30 Years of Lesbian, Gay, Bisexual, Transgender, Queer Pride and Activism at RU. Exhibit in the Rare Books and Special Collections, Alexander Library.

News & Notes

Comings and Goings

Women's Studies is delighted to announce that Jasbir Puar has accepted our offer of a tenure-track position in conjunction with the Geography department. Jasbir, who will begin teaching in Fall 2000, will split her line between Women's Studies and Geography. Awarded distinction for her dissertation, "Identity, Racism and Culture: Second Generation Sikh Women and Oppositionally Active Whiteness," Jasbir earned her Ph.D. in Ethnic Studies from the University of California, Berkeley.

Florence Butegwa, who has held the Laurie New Jersey Chair in Women's Studies this year, will be returning to Uganda at the end of June. She will be working on her book based on interviews with women's human rights leaders from around the world. We are sorry to say goodbye to such a wonderful colleague and teacher. Hopefully, we will see Florence again soon when her continuing work on women's human rights brings her to the United Nations and/or to the Center for Women's Global Leadership.

Seniors Linda Papastavrinoudis and Aurilis Sanches, two veteran work study students in Women's Studies, will graduate this May. Everyone at Women's Studies wishes Aurilis and Linda the very best the future has to offer and sincerely thanks them for their assistance with so many projects.

More Awards

Congratulations to Margaret Varma, Associate Professor of Nutritional Sciences and long-time Women's Studies colleague, on being named an "Outstanding Woman of New Jersey" by the Senate and General Assembly of New Jersey. Margaret's award was announced at the Governor's Annual Women's Conference in March.

Technology Update

When you return to campus in the Fall, look for a new and improved Women's Studies web site. The address remains the same, but the view will be completely different. The information will be current and easily accessed. A major improvement will be a direct link from our web site to the registrar, which will make registering for classes a breeze.

Women, Culture, and Society: Not Your Average Introductory Course

One of the features that distinguishes Women, Culture, and Society from other introductory courses to academic fields of learning and research is the "action project." The goal of the project is to provide an opportunity for students to work in groups (usually) to apply the analyses and information they have learned in the classroom to a social problem of their own choosing. The action must be pro-woman, legal and non-violent.

Most instructors assign the action project to their classes, along with more traditional activities, such as reading, audio-visuals, papers, and oral presentations. Three of this year's instructors agreed to share some of the actions that their students carried out during the Fall semester. In some cases, the students involved agreed to present their perspectives as well.

Jennifer Brier, a Ph.D. candidate in History, developed an interesting approach to the action project over the course of two semesters of teaching it. She has her class go through a series of research steps as they work toward completing their action projects. The students locate web sites, newspaper, magazine and scholarly articles related to their interests. They make journal entries about each. Some class time is reserved for discussing the kinds of work already being done on their topics, as well as various aspects of the problems and/or solutions involved in their area of interest.

The search for information helps students make more informed choices about what to do, because they know some of what has been done. This research phase has additional benefits, such as helping students learn how to plan and how to distinguish between various kinds of material. Since students must provide progress updates on their actions at regular intervals, this phase of the project assists the instructor by giving an "early warning" about groups or individuals who are experiencing inordinate problems in completing the assignment.

Defining success for action groups can be tricky. Occasionally, a group achieves an outright success and can see the immediate effect of their work. Other groups seem to fail to meet their own expectations, yet learn valuable lessons about planning, the difficulty of making change, and the complexities of working with other people to achieve a goal.

One of the action groups in Jennie Brier's section had the most immediate and concrete success of all the groups last Fall. Melanie Pina and Michelle Mazzagatti joined a

few other students in organizing the action. Melanie reported that the group decided to fund raise for a Middlesex County women's shelter. The set up information tables in front of a local supermarket in Raritan. The table had flyers, ribbons and posters about domestic violence. In four hours, they raised more than \$300. Even after a shopping spree for the shelter, during which they bought blankets, sheets, hygiene products, and pillows, they still had some money to contribute as cash to the shelter. Melanie's experience in Women, Culture, and Society turned out to be quite different than she had imagined it. Instead of "a bunch of feminists advertising their hatred towards men," she found that discussions of issues, "from family to sexuality to gender," made for "an enlightening class."

Action projects are often the turning point for students who enroll in the course with such negative stereotypes. Even in sections where students take actions that replicate those they have read or heard about, rather than using their own imaginations, the action project can be a valuable learning exercise. Betsy Keller, a Ph.D. candidate in Comparative Literature, noted two action projects in her section that are good examples. Motivated by class discussion and reading about whether or not bleached tampons have adverse effects on women's health, one group decided to organize a demonstration to raise awareness about this issue. They posted flyers around Rutgers campuses, calling for students to join them. Discovering that many of their flyers had been torn down after a few days, the group got discouraged and decided not to proceed. When they reported on their action in class, the group was surprised to find out that some of their classmates (unaware of the flyers' origin) had seen the flyers and been interested themselves, or heard others express interest, in the group's ideas. Despite the "failure" of the group, they learned what is involved in organizing for change and how much preparation goes into the kinds of movements and events that they had read about in class.

Another group in Betsy's section did a random survey of students about their experiences in fraternities. Taking their cue from an assigned article about undergraduates at fraternity parties, the group questioned Rutgers students about such things as the condition of bathrooms, the ratio of seating to party guests, and who talks to whom at different times during the party (e. g., women to men,

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women to each other, outsiders to fraternity insiders, etc.). The results of the group's survey confirmed the article's conclusions. While the group did not show originality, their experiences made them confront the issues for themselves. Perhaps the exercise also taught them why instructors sometimes assign articles published "as long ago" as 1996. Sometimes, "back then" is not so different from "nowadays."

Often, students find ways to use the action project to connect to their existing interests and skills. Miriam Bartha, a Ph.D. candidate in English, reported on two such projects in her section. Ingrid Dahl and Ardra Spector, who happened to be taking a painting course together as well as Miriam's section of Women, Culture, and Society, decided to use their artistic skills in their action. Another woman, a photographer, who was not part of the class joined them in putting together an exhibit of their work related to the themes of the course. The show hung in the basement classroom in Ruth Dill Johnson Crockett Building during the final weeks of last semester. Miriam commented, "I liked it especially because . . . [while] the class really pushes students to make discursive arguments, verbally and in writing, the paintings and the texts accompanying them showed a really different kind of critical reflection." Ardra painted several pop art canvasses that commented, often humorously, on aspects of women's lives. Ingrid's paintings, mostly nudes accompanied by text, reflected on how the course had affected her painting and her feelings about being a woman. Some people who viewed the exhibit chose to leave responses in the comment book provided by the artists. While a few entries were negative, Ingrid was pleased with the generally positive tone of the comments.

In another group in Miriam's section, a student with some prior interest in the issue of sweated labor formed a group with students who had been moved by class readings about women's sweated labor in the global economy. The group met with Rutgers administrators for Trademark and Licensing to express their concerns about the administration's signing of the Fair Labor Association Code of Conduct. In the course of preparing for the meeting, the group educated themselves about the code. They discovered that the ten-line policy statement gave veto power to the apparel industry and did not permit outside monitoring. According to Christian MacFarland, a member of the group, he and his colleagues urged the administration to "change the language of the . . . code of conduct to one that we thought was better for workers, especially women. This included a clause that was more detailed concerning freedom from harassment, equal pay, and other issues that

the . . . code lacked (and still does)." Christian thinks the best thing about the project was the look on an administrator's face when the group proposed the change in language.

For her part, Miriam thinks that this group "had their moral and intellectual authority tested in these discussions with University officials, learned the necessity of research and preparation in and for real life situations, and [discovered] the limits of negotiating bureaucratically in the absence of any other kind of agitation/consciousness-raising." These challenges and lessons are the sort that make the action project in particular, and Women, Culture, and Society as a whole, such an extraordinary experience for students and instructors alike.

Academic Excellence: Women's Studies Honors Students

Six Women's Studies Majors, who began their year-long Honors Research Seminar in September, celebrated its successful conclusion at a reception in their honor on April 12. Brief presentations of their work to an audience of friends, parents, relatives, and professors were followed by dinner and discussion. Professor Jennifer Nelson presented each of the students with a journal, which has become the traditional gift from the program to Women's Studies Honors students. Jennifer taught the year-long seminar and co-supervised the six theses with the students' advisors.

Martine Goldman, a University College senior, investigated the laws governing domestic violence and programs addressing the problem in New Jersey. Martine wrote her thesis, "Domestic Violence Towards Women: Implementing Effective Programs," under the direction of Barbara Balliet, Associate Director of Women's Studies.

Amanda Hasek, a Rutgers College senior with an additional major in Psychology, researched how race, class and sexual identity affect body image among female college students at Rutgers University. Amanda wrote her thesis, "Body Image as a Women's Issue," under the direction of Professor John Worobey, Nutritional Sciences.

Victoria Heckler, a Douglass College senior, wrote about gender discrimination in academe, using narrative analysis supplemented by statistical research to evaluate

the personal testimonies she collected. Victoria wrote her thesis, "Exiled from Academia: Women, Discrimination and Identity," under the direction of Professor Dorothy Hodgson, Anthropology.

Courtney Johnson, a Douglass College senior with an additional major in English, examined Audre Lorde's work in relation to the Black Arts Movement of the 1960s and 1970s. Courtney wrote her thesis, "Writing Selves, Writing Communities: Autobiography, Anthology, and Black Queer Subjectivity," under the direction of Professor Daphne Lamothe, English.

Laura Kanthal, a Douglass College senior with an additional major in Administration of Justice, explored the history of women and sports in the twentieth century and focused particularly on Title IX and questions of equal pay for equal work. Laura wrote her thesis, "Disparity of Treatment Toward Women in Athletics," under the direction of Professor Carol Fine.

Samantha Pinto, a Douglass College senior with an additional major in English, explored how the work of poets Theresa Cha, Harryette Mullen, and June Jordan challenges the legitimacy of binary spheres as valid categories in the process of constructing love's meaning. Samantha wrote her thesis, "The Loving Field: Mapping Subjectivity in Feminist Texts," under the direction of Beth Hutchison, Assistant Director of the Institute for Research on Women, and Professor Brent Edwards, English.

Bridging Theory and Practice: Women's Studies Interns

The Women's Studies internship course questions, reconceptualizes, and integrates theory and practice in women's studies. According to instructor Rose Corrigan, a doctoral candidate in Political Science, "Students incorporate information, experiences, and observations from their placements to examine the process of research design, to think about the uses of theory for activists, to imagine how practice can enrich theoretical frameworks, and to get a deeper understanding of the challenges facing women's studies and women's movements."

A unique aspect of the course was the periodic participation of activists from Rutgers and from other organizations who contributed their perspectives to the issues being debated. By inviting these activists to address the class,

Rose Corrigan aimed "to help create connections between activists and academics, as well as to respect feminist practice and practitioners as subjects worthy of sustained critical reflection and producers of knowledge."

As the following description of students and their internships indicates, the range of issues addressed in the Women's Studies Internship course is broad.

Melissa Anderson, a Rutgers College junior with a major in Women's Studies, interned at the Bureau of Investigations for Welfare and Human Services, Essex County Division, in Newark. Melissa devised a project that allowed her to understand both the clients' and the women employees' perspectives on the provision of aid to clients. The questions she sought to answer during her internship included: how women clients responded to the bureau's employees; how to understand the roles of women at different levels in the office hierarchy; how the layout of the office itself contributed to maintaining employees' emotional distance from clients; and how the gendered power imbalance in the office affected women clients.

Nicole Bertran, a Rutgers College senior with a major in Women's Studies and a minor in Psychology, has been an intern at the New Jersey Division on Women in Trenton throughout this academic year. In the Fall, she did an independent study; this Spring she continued her work as a Women's Studies intern. Throughout the year, she has been working with the director of the Address Confidentiality Program (ACP), a program that helps victims of domestic violence to conceal their location by providing them with a substitute address that they may use when providing information to, or utilizing the services of, state or local government agencies. Her responsibilities included a great deal of legal and other research as well as formulating various printed materials. An applicant assistant's guide for shelter workers and a newsletter will be circulated throughout various domestic violence shelters and programs state-wide. Nicole also developed an ACP brochure that provides information for prospective participants. As a result of her work and her contacts, Nicole has accepted a paid position during the summer at the Division on Women in the Rape Care Program.

Johanna Daley, a University College senior with a major in Women's Studies and a minor in Psychology, worked at New Brunswick High School through the School Based Youth Services Program, an affiliate of UMDNJ. She co-facilitated educational and focus groups on topics such as anger and stress management, violence prevention, HIV/AIDS, teen pregnancy, communication skill building, and drugs and alcohol.

Audrey Casper-Naumes, a Rutgers College senior

(See Internships on page 11)

Recent Publications by the Rutgers Women's Studies Community

Anne C. Bellows (Post-Doctoral Fellow, Nutritional Sciences, New Brunswick)

"Defining and Claiming Food and Environmental Rights in Multiple Spaces: Women, Feminists, and Bridges." In *Gender and Citizenship: Contentions and Controversies in East-West Debates*, edited by Joanna Regulska and Nancy Stepan. Central European University Press, forthcoming.

"Exposing Violences: Reconceptualizing Food Rights within Women's Human Rights Theory." In *Internationalizing the Curriculum*, edited by Deborah Rosenfelt and Jan Monk. The Feminist Press, 1999.

"Urban Food, Health, and the Environments: The Case of Upper Silesia, Poland." In *For Hunger-Proof Cities: Sustainable Urban Food Systems*, edited by Koc et al. International Development Research Centre and The Centre for Studies in Food Security, Ryerson Polytechnic University, 1999.

Dorothy Sue Cobble (Labor Studies, New Brunswick) and Leah F. Vosko, "Historical Perspectives on Representing Non-Standard Workers." In *Non-Traditional Work Arrangements and the Changing Labor Market*, edited by Françoise Carré, et al. Madison: IRRA, 2000.

"A Spontaneous Loss of Enthusiasm': Workplace Feminism and the Transformation of Women's Service Jobs in the 1970s." *International Labor and Working-Class History* 56 (Fall 1999):23-44.

"Knowledge Workers and the New Unionism." *Thought and Action: The National Education Association Higher Education Journal* 15 (Fall 1999):19-24.

Belinda Davis (History, New Brunswick)

Home Fires Burning: Food, Politics, and Everyday Life in World War I Berlin. Chapel Hill: University of North Carolina Press, 2000.

Belinda Edmondson (English, Newark)

Making Men: Gender, Literary Authority, and Women's Writing in Caribbean Narrative. Duke University Press, 1999.

Edited and contributed an essay to *Caribbean Romances: The Politics of Regional Representation*.

University Press of Virginia, 1999.

Leslie Fishbein (American Studies, New Brunswick)

"Washington Square: A Novella for All Seasons." *Prospects: An Annual of American Cultural Studies*, 25 (2000).

Leslie McCall (Sociology, New Brunswick)

"Gender and the New Inequality: Explaining the College/Non-College Wage Gap" *American Sociological Review* (April 2000).

Alicia Ostriker (English, New Brunswick)

Dancing at the Devil's Party: Essays on Poetry, Politics and the Erotic. University of Michigan Press, Poets on Poetry Series, January 2000.

"Meditations on Metaphor." In *By Herself: Women Reclaim Poetry*, edited by Molly McQuade. Greywolf Press, 2000.

"Scenes From a Mastectomy." In *Living on the Margins: Women Writers on Breast Cancer*, edited by Hilda Raz. Persea Books, 1999.

Joanna Regulska (Geography, New Brunswick)

Co-editor with Nancy Stepan, *Gender and Citizenship: Contentions and Controversies in East-West Debates*. Central European University Press, forthcoming.

Lisa J. Servon (Urban Planning & Policy Development, New Brunswick)

Bootstrap Capital: Microenterprises and the American Poor. Brookings Institution Press, 1999.

Judith M. Stern (Psychology, New Brunswick)

Stern, J. M., and M. Protomastro. 2000. Effects of low dosages of apomorphine on maternal responsiveness in lactating rats. *Pharmacology, Biochemistry, & Behavior* 65 (4). In press.

Stern J. M., and Lonstein, JS. 2000. Neural circuitry involved in the expression of maternal behaviour. In *Progress in Brain Research: The Maternal Brain*,

(See Publications on page 11)

Women's Studies M.A. Students Conduct Research in Cuba

Anastasia Ordonez

When Women's Studies Masters student Johanna Willems went searching for internship possibilities to complete her practicum, she came upon an international women's human rights organization called MADRE. It was October, and Johanna was trying to get an early start by checking out all her options. After approaching MADRE to find out more about their organization, she found that they schedule regular group visits to underdeveloped countries like Rwanda, Nicaragua, Palestine, Kosovo, Guatemala and Cuba. The next trip, to Cuba, was scheduled for January and the focus for the trip would be breast cancer—MADRE would be delivering large quantities of a much-needed medication called Tamoxafine that Cubans have incredible difficulties in obtaining due to the U.S. embargo.

This was obviously going to be an incredible opportunity to learn first hand about the situation of Cuban women, and when Johanna brought the news back to the Women's Studies program, fellow first year students Anastasia Ordonez and Shana Fried jumped at the chance to make the trip. Johanna had previously been in Guatemala and Nicaragua studying and doing humanitarian work, while Anastasia spent part of her childhood in the Dominican Republic, where she lived with her mother. Both of them are looking to work in the field of international relations and human rights upon completing their degrees. Shana Fried had previously worked for a magazine called *Poets & Writers* where she helped with a program called "Writers in Distress" which provided funding and legal council to writers in foreign countries who were being pursued by the government for writing controversial material. For all of them, Cuba was an obvious place to do further research on their areas of interest. The women planned to bring back their research results and share them with the Rutgers community.

The first hurdle was getting the funding to go on the trip. The cost was \$1,700.00 per person, which included most of their expenses, but was well beyond what each of them could afford. The Women's Studies program has a severely limited amount of funding, so the group realized that they would have to go elsewhere for funds. They

began asking for help. Lisa Hetfield, Assistant Director of the Institute for Women's Leadership, provided technical support in helping the students write grant proposals and target people who might be willing to contribute. After writing a grant proposal and sending it out to all possible candidates, attending endless Rutgers committee and organizational meetings, and following up with phone calls to give an extra push, the Women's Studies graduate students found some relief. The Center for Russian, Central and East European Studies, The Center for Women's Global Leadership, The Institute for Women's Leadership, The Graduate School, The Center for Latino Arts and Culture, and the Women's Studies Department came through with funding. "It wouldn't have happened without them," Fried remarked about the contributing groups. Professor Joanna Regulska (with a long history of political organizing and fund raising) was a savior throughout, providing moral support and making phone calls on behalf of the three.

The students left for Cuba on January 7 for an eight-day visit. They toured the breast cancer and pediatric cancer wards of the National Institute of Oncology and Radiology; a community based "polyclinic"; a residential center for mentally handicapped children and adults called *Hogar Castellano*; a school for physically handicapped children; the Red Cross of Havana; and a school in Santa Clara—a small town in the center of Cuba where they also met and had conversations with a government sponsored women's group called the Federation of Cuban Women. The women also met with a group called Magin, a non-government feminist group whose focus is on the Cuban media.

"The experience was incredible," Anastasia proclaimed. "We learned a lot about the day-to-day lives of Cuban women, and how deeply the Cuban government influences people's thoughts and opinions." The group held a discussion session with a slide show on March 27 in the Ruth Dill Johnson Crockett Building. They shared what they experienced and introduced MADRE to the Rutgers community.

Center for American Women and Politics: Your Next Internship?

The Center for American Women and Politics is a research, education and public service center located at the Eagleton Institute of Politics on Douglass Campus. The first organization established to gather and study information about women in government and politics, CAWP continues to follow its mission "to promote greater understanding and knowledge about women's participation in politics and government and to enhance women's influence and leadership in public life." CAWP is the source for information about women in public office in the United States. Journalists, academics and all kinds of people who are interested in the field of women and politics turn to CAWP for both data and analyses.

Undergraduate interns play key roles in assisting CAWP in carrying out its programs. Some interns work for academic credit in courses such as the Women's Studies internship and the Institute for Women's Leadership's Scholars Program internship. Other interns are paid on hourly contracts. Not infrequently, students who began their involvement with CAWP for academic credit stay on to become paid interns because they find the work so interesting. This year, as always, the center is involved in many long-term, ongoing projects and a few one-time special events. All of these projects and events are staffed, in part, by interns.

In the ongoing, long-term category is a project known as "Election 2000." Mary Hawkesworth, Director of CAWP and Professor of Political Science, explained the nature of the work involved in Election 2000: "Literally, we are tracking thousands of women across the United States [from the time they declare until the general election], which is a huge job; and it has to be done in a very timely fashion and . . . with incredible attention to detail." This crucial project generates information that is added to CAWP's vast database from previous election cycles. Both the data and CAWP's analyses of the data become part of the resources that CAWP offers to the numerous people interested in women and politics.

Six undergraduate interns provided a good deal of the labor involved in gathering data for Election 2000 during the Spring semester. Professor Susan Carroll and doctoral candidate Krista Jenkins, both affiliated with the Political Science department as well as CAWP, are analyzing the data that the interns collected and will continue on the project through the Fall. Two of the interns, Cristel Xavier and Kristen Rhinehart, are Women's Studies students.

Cristel, a Douglass College sophomore, is a Women's Studies major with a double minor in Political Science and Biology. Kristen, a Douglass College senior, is a Political Science major with a minor in Women's Studies. Kristen did her internship through the Women's Studies Program. She also worked on a related research project on women and the media while at CAWP.

Gilda Morales, Information Services Coordinator, supervises CAWP's interns and selected several of them to work on other projects simultaneously. One intern traveled with a CAWP staff person to the Feminist Expo, which was held in Baltimore from March 31 through April 2. The two distributed material and answered questions at a public information booth set up to highlight the center's projects. The exposure for CAWP was excellent as thousands of young women attended.

"Ready to Run," another project to which Gilda assigned interns, is a relatively new one at CAWP. Jointly sponsored with the Institute for Women's Leadership, Ready to Run was conceived in early 1998 as a bipartisan initiative to encourage women in New Jersey to seek elective office, particularly at the state legislative level. New Jersey ranks fortieth among the fifty states in percentage of female state legislators. Several interns took on additional duties as they assisted in preparing and executing the second Ready to Run Conference held March 31 at the New Jersey Law Center. Workshops focused on the issue of raising money for campaigns, putting a campaign together, and media strategy for New Jersey candidates. There were also workshops on positioning oneself for appointments and elective offices, and on strategies for running as an outsider or challenger.

In November 2001, interns will be funded to go to CAWP's quadrennial national Forum for Women State Legislators, which will be held in San Diego. Many staff are required to run this important national conference successfully. Typically, between 900 and 1,000 elected women attend, primarily state legislators, but also some congresswomen and women elected to other statewide offices. The focus of the 2001 forum will be on recruiting women to run for elective office. "While other nations are making significant progress increasing the number of women in elective office," Mary Hawkesworth noted, "the United States is stagnating. With term limits, it is possible that we will actually decrease the percentages of women."

Learning how CAWP pays for all of these projects is

yet another internship possibility. Sue Nemeth, Director of Development, had an intern working with her on projects such as the March event featuring former governor of Texas Ann Richards and on the Ready to Run conference. Hands-on experience in the not-for-profit world in which CAWP operates is invaluable for a career in the burgeoning field of fundraising.

A paid internship opportunity is available every summer with the National Education for Women's (NEW) Leadership Program, yet another of CAWP's ongoing projects. According to its web site, "the NEW Leadership Institute consists of: a week-long, summer residential program for college women to learn from a faculty of political science scholars and practitioners about women and politics; a fall retreat for professional development in the field of politics; a year-long leadership project that each participant carries out on her campus." From 1991 through 1994, NEW Leadership was a national program. Since 1995, the program has been an annual program in New Jersey. An affiliated project, NEW Leadership Development Network, has taken on the task of helping other institutions of higher education launch their own leadership programs.

The NEW Leadership New Jersey intern assists the staff in various steps during the preparation for the summer institute, lives on Douglass campus during the residential institute, interacting with the participants and assisting with the logistical details of running sessions, and follows up after the program with various "wrapping up" tasks. For more information about the NEW Leadership Institute internship, contact Christy Gleason, Program Coordinator, NEW Leadership New Jersey at 932-9384 ext. 233 or at christyg@rci.rutgers.edu.

If just reading about all of the activity at the Center for American Women and Politics has not knocked you back in your chair, then you may be a candidate for an internship! For more information about internships at CAWP, contact Gilda Morales, Information Services Coordinator, at 932-9384 ext. 264 or at ghm@rci.rutgers.edu.

Visit the CAWP web site to learn more about the programs mentioned in this article:
www.cawp.rutgers.edu.

Late Spring News at IRW

The Institute for Research on Women is pleased to announce its 2000-2001 Rockefeller Resident Fellows in the Humanities. Professor Robin Greeley (Department of Art and Art History, University of Connecticut) will be working on "The Gendering of Mexican Cultural Nationalism, 1920-1946-1970." Professor Asale Angel Ajani (Departments of Anthropology and African and African American Studies, University of Texas, Austin) will be working on "Criminal Crossings: African Women, Prisons, and Transnationality."

IRW hosted a one-day conference on April 20 in conjunction with both this year's IRW/IWL seminar on "Urbanisms/Cityscapes/Environments" and the 1999-2000 IRW Rockefeller Residency Fellowships on "Gender-Race-Ethnicity: Re-articulating the Local and the Global." In the morning session, Jean Franco (Comparative Literature, Columbia University) presented her work on "sexual difference as it is manifested in the social imaginary of those who are the residue of the narrative of globalization." In her paper, titled "Some Reflections on Gender in the Narrative of Globalization," Professor Franco used urban chronicles, sociological studies of gangs, and Latin American and Scottish novels in exploring her topic. Elsa Barkley Brown (History and Women's Studies, University of Maryland) spoke in the afternoon session on "Men's Friendships and Migration in Modern America." Professor Brown's study of letters between African American men reflecting on their movements through the U.S. is part of her ongoing work on social identities.

"Gender and Politics in France in the Aftermath of Parity" brought scholars from the French Department and the general Women's Studies community together for an enlightening discussion of the issues surrounding the political movement known as *Parité*, which sought parity between women and men in French government and politics. The one-day conference on April 7 was co-sponsored by the French Department and IRW. The morning session included presentations by Geneviève Fraisse, journalist, government official, and researcher at the Centre National de la Recherche Scientifique in Paris, and Joan Wallach Scott, Professor of History at the Institute for Advanced Study in Princeton. Discussion of the after effects of the French constitutional amendment that guarantees parity between the sexes in government continued after lunch. Naomi Schor, Professor of French at Yale University, and Eric Fassin, Professor of Sociology at the Ecole Normale Supérieure in Paris, presented their analyses and led the second session's discussion.

Celebrating Prodigious Work and Achievements: Charlotte Bunch & the Center for Women's Global Leadership

The Center for Women's Global Leadership is having an excellent 10th Anniversary Year. In December, founder and executive director Charlotte Bunch received the Eleanor Roosevelt Award for Human Rights at a White House ceremony. In March, the Center for Women's Global Leadership had a gala anniversary celebration. Both the award and the celebration mark a decade of success for the Women's Human Rights Movement, a global phenomenon.

The award honors Eleanor Roosevelt's commitment to the principles of the Universal Declaration of Human Rights. Roosevelt played a pivotal role in the declaration's adoption by the United Nations General Assembly in 1948. Charlotte Bunch and the staff at the Center for Women's Global Leadership work every day to get the United States and nations around the world to understand women's rights as human rights. Despite the progress they have made in the past decade, the U. S. Senate has still not ratified the Convention on the Elimination of All Forms of Discrimination Against Women.

When President Clinton gave Charlotte the award, he remarked: "There are few people who have done more to directly build on Eleanor Roosevelt's work on women's rights around the world than Charlotte Bunch." For more than twenty-five years before coming to Rutgers, Charlotte was as an activist, author and organizer in the women's and civil rights movements. She was a founder of Washington, D.C. Women's Liberation, The Furies Collective, and *Quest: A Feminist Quarterly*. Her numerous articles, books and edited anthologies during this time include: *Passionate Politics: Feminist Theory in Action* and "Women's Rights as Human Rights: Towards a Re-vision of Human Rights."

Charlotte began developing a feminist perspective on human rights through her explorations of global feminism at the U.N. World Conferences on Women and other activities. Since coming to Rutgers in 1989 as the Laurie New Jersey Chair in Women's Studies at Rutgers (1989-1990), Charlotte has continued her activism, writing and organizing. In 1990, she founded the Center for Women's Global Leadership as a project of Douglass College. Since then, the Global Center (as everyone refers to it) has been at the forefront in developing women's leadership in the area of human rights. Among Charlotte's recent publications is *Demanding Accountability: The Global Campaign and Vienna Tribunal for Women's Human*

Rights (co-authored with Niamh Reilly, former program associate at the Center).

The Global Center works to promote the leadership of women and advance feminist perspectives in policy-making processes in local, national, and international arenas through a variety of activities. The bi-annual Women's Global Leadership Institute brings women from around the world and the U. S. together at the Center for two weeks of training and discussion about strategies for women's leadership in human rights work. The Center coordinated the Global Campaign for Women's Human Rights at the U.N. World Conference on Human Rights in Vienna, and organized the women's human rights caucus and other activities at the U.N. World Conference on Women in Beijing in 1995. In late November, the Center will begin its tenth annual international 16 Days of Activism Against Gender Violence campaign (November 25 through December 10). While these activities are the Center's major events and actions, the staff are engaged in numerous other leadership development and global education initiatives, focusing particularly on violence against women, sexual and reproductive health, and socioeconomic well being.

On March 9, the Global Center celebrated its 10th anniversary with 175 friends and colleagues at Douglass College and Rutgers University and from around the world. The celebration consisted of an afternoon discussion by distinguished feminist human rights activists and a buffet dinner, featuring reminiscences and remarks by Rutgers administrators and faculty, as well as by a host of women from across the world who have been a part of the Center for Women's Global Leadership.

During the afternoon, feminist human rights leaders joined Charlotte to discuss the topic, "Women's Leadership on Global Issues: Next Challenges." The panelists were Florence Butegwa (Uganda), Laurie New Jersey Chair in Women's Studies at Douglass College, Marième Hélié-Lucas (Algeria), Founder and International Coordinator of the International Solidarity Network of Women Living Under Muslim Laws, Jacqueline Pitanguy (Brazil), Director of Cidadania, Estudo Pequisa, Informacao e Acao (CEPIA), and Mahnaz Afkhami (Iran), President and CEO of the Women's Learning Partnership (former president of Sisterhood is Global Institute). Each woman introduced herself by telling the audience how she had become involved in the movement to make women's

rights human rights. The group then discussed what they considered the chief achievements of the movement thus far and what they thought were the next steps that needed to be taken.

At the conclusion of the discussion, the audience retired to the Neilson Dining Hall, where a buffet dinner and an evening of reminiscing were enjoyed by all. The gala event was sponsored by The Blanche, Edith, and Irving Laurie Foundation, The Rutgers Millennium Project, the Edward J. Bloustein School of Planning and Public Policy, the Institute for Women's Leadership, and Douglass College.

Publications (continued from page 6)

edited by C. D. Ingram and J. A. Russell. Amsterdam: Elsevier, in press.

Lonstein J. S., and B. Greco, G. J. De Vries, J. M. Stern, J. D. Blaustein. n.d. Maternal behavior stimulates c-fos activity within estrogen receptor-containing neurons in lactating rats. *Neuroendocrinology*. Under review.

Stern, J. M., and S. E. Keer. 1999. Maternal motivation of lactating rats is disrupted by low dosages of haloperidol. *Behavioural Brain Research* 99:231-39.

Lonstein J. L., and J. M. Stern. 1999. Unilateral suckling elicits bilaterally-symmetrical kyphotic nursing behavior and c-fos activity in the caudal periaqueductal gray. *Developmental Psychobiology* 35:264-75.

Keer S. E., and J. M. Stern. 1999. Dopamine receptor blockade in the nucleus accumbens inhibits maternal retrieval and licking, but enhances nursing behavior in lactating rats. *Physiology & Behavior* 67:659-69.

Center for Women's Global Leadership

Center for Women's Global Leadership and the Canadian International Development Agency. *Les voix des femmes et "les droits de l'homme."* Preface by Marie Aimée Hélie Lucas. Available now from the Center.

EDAMEX and the Center for Women's Global Leadership, in collaboration with ISIS Internacional/Santiago de Chile and UNIFEM. *Los derechos de las mujeres son derechos humanos: Crónica de una movilización mundial.* Preface by Alda Facio. Available June 2000 from the Center.

Internships (continued from page 5)

with a major in Women's Studies and a minor in Political Science, applied the feminist theories and practices she learned about in Women's Studies to her work at Big Brothers/Big Sisters of Mercer County in Trenton. Audrey surveyed board members, staff, parents, mentors, and children to assess their ideas about how gender is produced and reproduced. She also examined the reproduction of gender norms in various aspects of the organization, such as program development, newsletters and fundraising.

Kristen Rhinehart, a Douglass College senior with a major in Political Science and a minor in Women's Studies, worked as a research assistant at the Center for American Women and Politics (CAWP), located at the Eagleton Institute of Politics on the Douglass Campus. Kristen collected data and researched information on women candidates for a variety of elective offices across the country, including the effect of the media on these women. She was looking for the factors that shape women's decisions about whether or not to run for office.

**Congratulations
and
Good Luck
to Graduating
Women's Studies
Majors & Minors!**

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