



# FEMINIST Trajectories

Newsletter of the Women's and Gender Studies Department

Spring 2006

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## Rock n' Roll Girls: A New Generation

By Ingrid H. Dahl, M.A. Student, WGS

**A**S A ROCK MUSICIAN with all-encompassing interests in art, media, youth subcultures, and social change, I had the challenge of finding a rewarding practicum. I was looking for the site that would match my various interests, with academia, to complete my Masters in Women's & Gender Studies at Rutgers. With thanks to Liz Brice, the support of WGS, craigslist.org, my housemates, my mom's sky miles, and the kind invitation from Misty McElroy (Executive Director and Founder of the camp), I found myself on my way to girls Rock Camp in the city of Portland. At first, I wondered if this was all a mistake. Where was I? I was alone and the discovery was all mine. Was the risk I was taking going to be worth it? All of the anxieties of solo exploration was part of the experience – I would soon be more thankful that I chose a practicum option because it really impacted my life. When the camp began I felt like I stood on more solid ground with like-minded women who appreciated me. While at camp, my expectations were blown up. I mean way up! The experience



hit the ceiling, reached the sky, and touched forms of hope that seemed to answer the questions of female leadership, activism and compassion. It was powerful and successful – but most importantly effective. The Rock Camp offers girls a space to be heard, they recognize that they matter, that they can be active agents, and that a system of oppression exists but has yet to be determined. Female staff and volunteers work to encourage the campers' development as confident individuals with the active role-play of rock musicians,

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## Entering Motherhood in Graduate School

Elizabeth Woodruff, Ph. D. Student, WGS



**D**ECIDING WHETHER OR NOT to have children is one of the most important decisions a person can make. Choosing to have a child as a graduate student is a decision that many people are surprised and even bewildered by. This was the very decision that I confronted within the first week of beginning the doctoral program in the Department of Women's and Gender Studies at Rutgers. Unmarried, committed to the idea of studying in solitude through sleepless nights, black coffee, and carpal tunnel, I was stunned at the realization that I was pregnant. It goes without saying that the

decision to have a baby irrevocably altered the "life-plan" I had envisioned

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## FROM THE GRADUATE DIRECTOR

**T**HIS YEAR THE GRADUATE PROGRAM welcomes 10 new M.A. and Ph.D. students. These students were selected from a highly competitive pool of 83 Ph.D. applicants and 42 M.A. applicants. 2005-06 marks the fourth year of the Ph.D. program and the tenth year in which we have offered an M.A. We currently have 22 Doctoral students and 20 Master's degree students. The competitiveness of the applicant pool and the diversity of the new student group is evidence of the Women's and Gender Studies Department's national and international reputation. Our newest students hail from such far flung locales as: Washington State, Arizona, North Carolina, Bangladesh, Belarus, and British Columbia, not to mention New Jersey. It is an impressively accomplished group. Several of the new students arrive holding advanced degrees both in Women's Studies and in other related areas, and many have already achieved a significant impact on their communities through feminist service and activism. The energy and intellectual vitality of the group was in evidence at the New Student Orientation on August 30, 2005. During this day-long event, new students had a chance to get to know one another, learn about the program and opportunities for intellectual community at Rutgers, and prepare for the Fall semester. The high point of the day was a welcoming luncheon, at which the Executive Dean of the Graduate School Holly Smith and over 20 members of the graduate faculty joined department personnel and current graduate students in celebrating our incoming class. It was thrilling to hear the diversity, creativity, and commitment of our faculty and students as they introduced themselves and their intellectual passions. The new students were immensely impressed and excited to be a part of our enterprise.



**New Students: MA and PhD**

Front Row (left to right): Melodie Hunter, Agatha Beins, Ana Androsik  
Second Row: Soheli Azad, Kristina Gupta, Kathleen Powers, Bahia Munem,  
Terri Wiley and Simply Merelan, Absent from the photo is Stephanie Clare

**O**N OCTOBER 20, 2005, we welcomed visitors for our second annual Graduate Open House. Prospective graduate applicants toured Rutgers, met with the Graduate Director, faculty and current students, and got a taste of the intellectual community of gender scholarship at Rutgers. The event concluded with a lecture by Professor Karen Musalo, sponsored by the Institute for Research on Women, titled "Gendered Injustice: Transcending the Male Paradigm in the U.S and Beyond." As our Graduate Program grows, the Graduate Open House serves an important function in recruiting of the most qualified and most promising graduate students in the country. Our continuing students are excelling in crafting new and creative approaches to feminist knowledge and activism. Many have sought opportunities for both domestic and international travel for research, practicum experience, or to participate in scholarly conferences. In the past year, students have traveled to Croatia, Finland, Canada, Mexico, India, Korea, and Ireland, adding international experience to the dynamic global focus of our curriculum. We hope in the future to enhance our capacity to fund graduate travel, in recognition of the significant impact global experience will have on our students' capacities to understand and impact on the local experience of women's lives in the context of globalization.

- Samira Kawash, Graduate Director



**Continuing students: MA and PhD**

The Front Row(left to right): Sarah McCoy-Harms, EunSung Lee, Jeanne Baptiste, Ariella Rotramel, Mariana Cruz

The Second Row: Sara Tornquist Charles, Laura Lovin, Anique Halliday, Danielle Phillips, Alyssa Best, Rosalie Siemon, Randy Cota The Third Row: Sana Khshiebout, Sonja Thomas, Elaine Zundl, Mary Durkee, Marcie Bianco, Cynthia Gorman, Amber Shipley



## FROM THE CHAIR

Joanna Regulska

**W**ELCOME TO A NEW ACADEMIC YEAR. First of all, I want to thank Barbara Balliet for doing an extraordinary job of chairing W&GS during this past year. Since coming back, I hear nothing but praises of how wonderful and effective Barbara was, including Dean Holly Smith who wrote to me saying "Barbara has done an excellent job this year". Thank you Barbara and Samira, Joanne and Margaret for a great year, which regretfully I missed. 2005-2006 promises to be an exciting year for our department as we welcome our new and returning graduate and undergraduate students, new faculty member and visitors. Let me begin by welcoming warmly Carlos Decena. We are thrilled that he decided to join us and are looking forward to his many contributions. Carlos' office will be on the 3rd Floor, room 310 of the Ruth Dill Johnson Crockett Building. Please stop by to visit him when you have a chance. Our excellent new graduate class includes six Ph.D. and four M.A. students, who come to Rutgers from Belarus, Brazil, France, Canada and areas of the U.S. In addition, one Fulbright scholar, Marta Kolarova from Prague and Joanna Pawelska PhD student from Jagiellonian University, Poland, a recipient of the Sasakawa Fellowship, will join us during this academic year. Ethel Brooks, Mary Hawkesworth, Phyllis Mack and myself are coming back from well deserved leaves, while Charlotte Bunch, Ed Cohen, Judith Gerson, Mary Gossy, Leslie McCall, Jennifer Morgan, Bonnie Smith and Deborah White will take their leaves this year. On a programmatic note, plans are under way to host numerous exciting events. While our Research Briefings will continue as in the past, the MA students with Nancy Hewitt's and Beth Hutchisons' are organizing a new series of workshops focusing on activism. Andy Mazzaschi is coordinating workshops for TAs and others interested

in womens studies pedagogy. In the Spring 2006 we are planning a joint conference with Duke University's Women's Studies program. We also hope that the agreement with the Utrecht University will be completed and, if time and resources permit, we will hold our first Transatlantic Dialogue meeting, possibly at Rutgers in June 2006. The Dubrovnik seminar will take place, as always, in May, during the week of May 22-27, 2006. Jointly with the IWL units we will be co-sponsoring and co-organizing various events such as Gender and Policy Forums and supporting the IRW speakers series. On November 10th, a forum was held on a special issue of Social Text focusing on queer studies with the editors and many of the contributors. A new minor in sexuality studies developed by Cheryl Clarke, David Eng, Beth Hutchison, Louisa Schein and Barbara Balliet are presented to the faculty for discussion in the fall.

**T**HESE ARE ONLY FEW of the highlights of many exciting activities forthcoming this year. As you all know by now, the Report of the Task Force on Undergraduate Education, "Transforming Undergraduate Education" has been made public. The report proposes important changes for undergraduate education at Rutgers, among them restructuring of the colleges, changes in the core curriculum and others. As these changes will have significant implications for all students and faculty, we will devote time to discuss these and to determine our responses to the Committee's recommendations. I hope your summer was relaxing and productive, and I look forward to working with you to make this year a productive one for all of us.

Joanna Regulska, Chair of the Department



Zanzele Isoke



Alyssa Best

## GRADUATE CONFERENCE TRAVEL FUND

The first grants were awarded in Summer 2005 to PhD student Zanzele Isoke and MA student Alyssa Best. Zanzele traveled to Boston for the annual meeting of the American Political Science Association, where she presented her research on "The Political Spaces of Black Women in the City: Examining the Impact of U.S. Black Women's Social Networks on Political Mobilizations in Newark, NJ." Alyssa presented a paper on "Toxic Mothers: Breast Milk, the Environment, and Sites of Resistance" at the annual meeting of the National Women's Studies Association in Orlando, Florida. Alyssa enthused "the NWSA conference was a fantastic experience!" Students who participate in scholarly conferences have opportunities to connect with others who share similar interests, as well as receive important feedback to their work. The Graduate Program is proud to be able to support this important area of their intellectual and professional development.

**T**HANKS TO THE GENEROSITY of donors to Women's and Gender Studies, the Graduate Program has established a fund to support graduate student conference travel. Students presenting the results of their research at regional, national, and international conferences may apply for small grants to assist in covering travel expenses.



## IN SEARCH FOR LATIN AMERICAN FEMINISMS

Christopher Rivera, Ph. D. Student, WGS & Comparative Literature

**O**N JUNE 28TH THE 14TH ANNUAL International Summer Program in Women's and Gender Studies began at El Colegio de Mexico, one of Mexico City's finest post-graduate institutions. As a non-native Spanish speaker whose education in feminisms has come from three US institutions, I was eager, yet nervous, about entering this program. (I would like to note a special thanks to Dr. Hawkesworth for helping me obtain one of the North American Mobility Project grants). An optimist, I believed I would come back with all the answers to my many questions about Latin American feminisms. As one of few in the department focusing on Latin American voices, I had argued before that though there is unquestionable diversity between the varieties of feminisms in Latin America, some of the factors that unite them are different relationships with religion, biological sex roles, and motherhood. Since my prior experience came through reading, I hoped this hands-on experience would substantiate my beliefs. Yet, off on the ground, my experience seemed to suggest otherwise. In the class we read histories of Latin American feminisms and articles discussing the current state of Mexican feminism. One article amazingly referenced four important feminist scholars who are all part of the Rutgers community: Charlotte Bunch, Drucilla Cornell, Mary Hawkesworth, and Joan W. Scott. That in and of itself was impressive because this article was speaking of important contributions made to global feminism, but I was left with my wondering where to search for voices of Mexican feminists. Although answers to this question were alluded to through a variety of texts assigned, the overall message was that United States feminism was the definitive starting point.

**T**O UNDERSTAND THE PECULIAR ABSENCE of Mexico feminist scholarship in a Latin American feminist classroom, I began to consider my professors. To explain why I have to highlight two words imbued cultural significance in México. The word "fresa" which literally translates as "strawberry" is used to refer to lighter-complected, socially privileged individuals, who also tend to be financially advantaged. The word "naco" refers to darker-complected, socially underprivileged individuals, who tend to be in a financially disadvantaged position. It is important that skin color holds a greater social value than actual financial status. One could represent a lower economic bracket, but if s/he is lighter-skinned, socially s/he will inevitably receive advantages. The reverse holds true as well. Of the various professors, over thirty, that taught the classes there was no dark-skinned professor. The majority of the instructors were women (though two light-skinned males from Uruguay and Holland, did teach classes) and the majority of these women were lighter skinned. I am aware that this brings up the issue of my gaze and what I understand to be lighter and darker skin. Let me briefly explain that I am referring to my experience, for example, on the metro to the university where I saw a majority of what I would call darker skinned Mexican women with indigenous features or down at the zocalo or center of town, where women similarly complected sold goods. The

fresa professors who taught us represent a certain socially and in many instances economically privileged class. It became clear that a very specific type of Latin American feminism was being taught. The homogeneity was sustained by the presence of two male professors as well. Both male instructors were heterosexual, and neither of them was Mexican. Although homosexuality was mentioned by students, in general it was a marginalized subject. Further, the fact that not a single Mexican man's voice was present in class appeared to me to be a huge cultural statement. My peers, many darker-skinned women born and raised in México, if heterosexual, appeared not having much hope of expecting that their partners would understand them or the cause they so eagerly wanted to study. Another disturbing aspect of the class was the issue of biological determinism. A good portion of the class argued consistently that women and men were "by nature" different because of biology. At moments I could not believe my ears and hoped that I was not understanding the language correctly. Though I have highlighted some of the problematic encounters, overall I met a wonderful group of women whose energy and dedication to the course shows that there are Mexican feminists. Interest in Mexican feminism is growing and more and more Mexican women and (I optimistically add) men are attempting to understand it. Perhaps what needs to be done is to find a way to incorporate a wider variety of voices, both male and female, indigenous and from the United States. My experience in the Latin American feminist classroom was of great value, for it provided me with an unforgettable encounter with a specific brand of Latin American feminism, and also drove me to reflect on my share of responsibility to generate different voices of Latin American feminism.



**35th ANNIVERSARY**  
We Celebrated 35th Anniversary of Women's and  
Gender Studies on April 29th 2005

Barry V. Qualls and Richard L. McCormick



## FROM THE GIRL SCOUTS TO FOUCAULT: EDITING A LGBTQ/Q YOUTH ANTHOLOGY

Jessie Gamble, M.A. Student, WGS

**I COULD TOTALLY DO SOMETHING LIKE THAT**, this naive enthusiasm toward a new project marked the beginning of my practicum. Because my undergraduate internship involved a project to help start the first lesbian, gay, bisexual, transgender, queer/questioning youth (LGBTQ/Q) youth center in my county, I tend to look for the inclusion of LGBTQ/Q youth in projects dealing with adolescents. I approached Cheryl Clarke and she suggested I could use this idea as the basis for my practicum and agreed to be my advisor/site supervisor/coeditor. Surprised and thrilled that Cheryl took my idea seriously, we started my M.A. practicum project: an edited anthology of writing and art, by and for LGBTQ/Q youth and their allies. In order to develop the call for submissions, Cheryl and I had to determine the parameters of our project. I quickly found out how difficult it was to establish a set of appropriate guidelines. After conducting some basic research, it was evident that while there are an assortment of books that are aimed at LGBTQ/Q youth, they primarily fall into two categories: ethnographies and LGBTQ/Q adult retrospectives. Both of these categories share a striking similarity, the voices of youth either are absent or heavily mediated by the adult authors and/or editors. It's a great reflection of life! On a good day, adults mediate the lives and voices of youth, but on most other days, it is a dictatorship. Try adding youth as a marginalized group to any theory of intersectionality (...really, try it!). Isn't high school billed as the best days of one's life? Perhaps that is the experience of some, but I'd rather not surrender my drivers license and my voter registration card. I'd also be completely unwilling to check my civil liberties at the school's door each morning, need my parents' permission before I can get my belly button pierced, go on a field trip, have an abortion, have my room searched randomly, be grounded, or have my phone calls monitored! This bit of a rant is merely intended to point out that youth frequently lack physical mobility, are prohibited from entering certain spaces,

have curfews imposed, and lack a recognized political voice.

**HOWEVER, THE OVERALL PERSONALITY** of this anthology is not meant to be one that is defensive, nor do we wish to foster or perpetuate a collective sense of victimization among LGBTQ/Q youth. We wanted youth to write about anything that they feel passionate about, including obstacles and prejudice without losing the goal of a positive and celebratory tone for the anthology. It was also difficult to directly let youth (particularly under the age of 18) know about the project without some sort of adult mediation or intervention. If one of the problems that LGBTQ/Q youth face is homophobia in school, then casually posting flyers in local high schools is a bit out of the question. Emailing our call for submissions to high school Gay/Straight Alliances and college LGBTQ/Q organizations proved to be one of the most effective ways to get the word out. I also took a more aggressive approach to advertising and sent the call to every online community and social organization that I could find whose members seemed at least remotely liberal. This tactic had an unfortunate, but rather funny consequence: several communities, who were not exactly cool with the project, banned me from posting to their forum ever again. I was accused of spamming by several groups ranging from "NPR Listeners" to "Evil Lesbians with Lasers" on the Orkut.com online forum. Luckily, one of my fabulous neighbors who is a former educator and was responsible for helping his students form a high school Gay/Straight Alliance, referred me to the online community OasisMagazine.com that is the cyber-home to over a thousand talented, passionate, and (in many cases) political individuals, several of whom submitted work to our project. At this point in the project, Cheryl and I are almost finished wading through the approximately ninety submissions we received. Approximately half were submitted by teenagers and half by twenty-something year olds. Because the maximum age for contribution was twenty-two (basically undergraduate-age and younger), half of our submissions came from youth within a three year age range. The two youngest contributors are fifteen. One describes herself as a bisexual/bi-curious girl living in Milwaukee, WI, whose life "pretty much revolves around the theatre and other performing arts," as well as sketch comedy writing and volunteer work with her Girl Scout troop. The other is a boy from Cincinnati, OH, who asked us to use the pseudonym "sailor lovely petal"

**MANY OF THE YOUTH ARE ACCOMPLISHED**, educated, socially and politically conscious individuals. Their accomplishments are diverse and include "organizing a philanthropic drag show," "spearheading a campaign for gender-neutral bathrooms," "producing a grassroots feminist zine," recently graduating "summa cum laude with a double major in Computer Science and Mathematics" and currently working on 3D laser radar imaging applications, "a 16



## 35th ANNIVERSARY

Mary Hawkesworth, Jolie Cizewski and Margaret Marsh

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which assists girls in allowing themselves to be expressive, loud, and non-gender specific. The creators and volunteers at Rock Camp know that young women need a space that embodies their longings to be recognized or respected or heard, passions to be creative, expressive, or musical and to gain knowledge for their questions about the media and female representation. The Rock Camp holds a powerful and effective feminist pedagogy that is based on experience, knowledge, and open, non-hierarchical or agist dialogue. Most of the volunteers are musicians themselves, some local to the Portland, Olympia, Seattle, Oakland arenas and others as far as riot girl bands from Sao Palo, Brazil. Volunteers were incredibly talented musically and shared the ideology that giving back would have made a big difference in their lives (Carrie Brownstein, lead guitarist from the band Sleater-Kinney is a rock camp volunteer).

When I flew back to the east coast, after the busiest and most fulfilling three weeks of my life, I felt thankful to the camper girls for their honesty, their insights, their willingness to learn and extract knowledge - I had ten year olds defining sexism, body oppression, and feminism in their own words. I tipped my hat to Misty, the founder, for her vision and dedication to the camp and who is changing the lives of more people than she can imagine. Rock camp has been going on every year since 2000 and has expanded to a year long Girls Rock Institute after school program, a camp for older female musicians, a backstage pass program, and has served as a model for other individuals and/or organizations to follow. I, like many others, took rock camp to all spaces I inhabit. My practicum had such an impact on me, that a month after I returned and completed my practicum report, I joined forces with NYC rock camp musicians and volunteers to create a sister non-profit rock camp called the Willie Mae Rock Camp for Girls, named after Mama Thorton.

**THIS NEW ROCK CAMP HAD** its premiere week August 8th-13th, 2005 at the Society for Ethical Culture in NYC and catered to approximately 55 campers and 45 volunteers. Many of us have background connections from Portland rock camp and build off our coalition to make Willie Mae just as empowering to young girls on the east coast. Our hard work, our fundraising, and our determination successfully emulated the power of rock camp - and expanded on its ideals to consider more about race, representation, access, and privilege. Around 70% of the girls were on scholarships and we continue to keep in touch with them, have events for them to meet other young girls interested in becoming band mates, we organize shows for young camper bands to play at in NYC, and simultaneously, actively support and foster volunteers through a web group community that has tremendous power in connecting people to jobs, gigs, projects, and events. We are all allies.

...continued from Page 1 (Entering Motherhood)

and not only transformed my "personal" life, but radically altered the student, writer, researcher, and teacher that I had become in ways that were completely unexpected. The reproductive processes of pregnancy, birth, and in my case, breastfeeding, have resulted in a revolution of my physical, intellectual, and emotional conceptions of self and subjectivity to such an extent that these categorical boundaries have become blurred, and it is this blurring that served as a primary impetus for my graduate research and dissertation topic concerning feminist understandings of "corporeality." Yet more specifically, and less "academically," becoming a student mother has been one of the most challenging and rewarding experiences of my life. I now know that it is possible to be a committed student, and a committed mother.

**THIS DOES NOT MEAN** that I have discovered the secrets to being an "ideal" mother/student. On the contrary, I have learned that it is not "perfection" in these dual roles that is my goal. Rather, I have learned that I cannot be perfect, accepting that let me continue to love my work, and my family. The ability to do this, in my case, has been facilitated through the constant support of my partner, and the many other students and professors that are currently, or have previously, lived similar experiences and thus are able to provide networks of advice and inspiration. The productive paradoxes of balancing my family and my studies can be understood within the context of the two journeys my family embarked on summer



## 35th ANNIVERSARY

Mary Gossy, Jane Sloan, Yana Rodgers and Thomas Stephens

2004. We first traveled to Croatia for the Inter-University feminist conference in Dubrovnik. We also spent six weeks living in Mexico while I conducted pre-dissertation research. Both these trips were challenging and rewarding for all of us in many ways. River was exposed to several different languages, many types of food, music, and landscapes. I came to realize, however, that there was a lesson in the seeming opposition of these two things; research and motherhood. Having my fifteen-month-old son with

me in Mexico while conducting research opened up a whole series of cultural insights that I would have missed otherwise.

**HAVING RIVER WITH ME** grounded me in Mexico. I interacted a great deal with other children and parents, I took him to a local pediatrician, carried him through museums, made frequent trips to the market, and spent a great deal of time trying to hear, smell, and taste Mexico through his eyes. A child's perspective is full of intensity, but as an adult, viewing the world through a child's eyes can be humbling. It is far too easy, as many researchers have noted, to approach analyses of foreign countries in distant ways. It is an essential aspect of feminist methodology to attempt to understand the context of the places we study. While this takes years of living and loving these places, River helped me to take

my first baby-steps in this direction and I believe I have become a better scholar and mother because of him. The beauty of being a mother/student is that these passions feed each other, and although sleepless nights of alternating between a teething toddler and a final paper often leave me drained, when I have made it through a tough week of grading, or when my son and I spent an afternoon of discovery coloring with crayons and paper, I feel rejuvenated and capable of continuing. In addition, the support of my professors and fellow graduate students has not only been felt by me. My son has experienced the warmth and vibrancy of the Women's and Gender Studies Department in ways that are irreplaceable and he has made relationships which have enhanced his life as well.

## NEW FACULTY MEMBERS



This fall, Assistant Professor Carlos Ulises Decena became a core faculty in the Department of Women's and Gender Studies with a partial appointment in the Department of Latino and Hispanic Caribbean Studies. By using interdisciplinary research methods, he explores the complexity of race, gender, sexuality, immigration and cultural relocation

on issues ranging from immigrant labor and health to queer politics and the AIDS epidemic. From 2002 until joining the Rutgers faculty, Dr. Decena served as Project Director of the NIH-funded study "New Hispanic Communities and HIV Risk" at the National Development and Research Institutes, Inc. in New York City. He was the recipient of the 2002 Joan R. Heller Dissertation Award in Gender and Sexuality Studies at NYU and of the James D. Woods, III Fellowship from the Center for Lesbian and Gay Studies, City University of New York. His book in progress, *Tacit Subject: Dominican Transnational Identities and Male Homosexuality* in New York City, examines the overlap of ethnic and homosexual identities in the daily life of Dominican gay men in immigrant communities in New York. Prof. Decena is the Co-Editor (with Margaret Gray) of a forthcoming (Nov. 2006) Special Issue of *Social Text* on "New Latino/as in New York State: Inclusion, Gender, and Labor Politics." A graduate of University of Pennsylvania in 1995 with a B.A. in English, Professor Decena earned his Ph.D. in American Studies at New York University in 2004. He is now teaching two courses: Language and U.S. Latino/A Cultures, and *The Color of AIDS: The Politics of Race During the AIDS Crisis*.



In fall 2004, Yana Rodgers joined the Department of Women's and Gender Studies as a tenured Associate Professor. Before coming to Rutgers, Professor Rodgers taught and researched for eleven years at the Department of Economics at the College of William and Mary in Williamsburg, VA. Her scholarship focuses on women's status in the labor market and labor policies

with gender-differentiated effects. Her work examines a variety of topics in this area, including the effect of protective labor-market legislation on women's employment and earnings; the role of occupational segregation in explaining gender earnings gaps; trends in wage structures and gender earnings gaps over time; and the impact of globalization on female workers in developing countries. She is the author of numerous journal articles on these topics and has gained attention from influential institutions, with presentations at the New School University's Center for Policy Analysis, the Levy Economics Institute of Bard College, the World Bank, Koc University in Turkey, and Canada's International Development Agency. Professor Rodgers maintains a regular consulting relationship with the World Bank. Her international positions include working as a Visiting Scholar at the Chung-Hua Institution for Economic Research in Taipei, Taiwan, and serving as Project Assistant with the Harvard Institute for International Development in Indonesia's Finance Ministry. Professor Rodgers graduated from Cornell University in 1987 with a degree in economics. She earned her Ph.D. in economics from Harvard University in 1993.



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year old genderfuck spoken word artist" who teaches workshops on gender identity and "how to treat gender variant youth," and an undergraduate at a large state school who "will graduate with a B.S. in Biochemistry and a B.A. in Psychology, with Piano Performance and Gender Studies as [his] two minors." Taken as a whole, the autobiographies and submissions illustrate that there is no collective mentality or philosophy among LGBTQ/Q youth and allies. We've received autobiographical pieces and coming out stories that involve such abuse, neglect, and outright hatred that I've wanted to accept them for the anthology because it seems like someone has to give these kids a break.

Collaborative work seems like one of the most productive aspects of an educational process. When I exclaim, "I could totally do something like that" in Home Depot I still just get funny looks, but in graduate school - I have an exciting project going.



Mary S. Hartman Endowed Doctorate Fellowship in WGS awarded Ana Androsik for the academic year 2005-2006

**UNFORTUNATELY, THESE HIGHLY PERSONAL** submissions are the main reason that I'm dreading the next step in the project: sending out letters of acceptance and rejection. I would like to come up with some sort of theoretical justification for accepting everyone's work, but that's probably not feasible. Thankfully, I have Cheryl's help in working through such issues and I'm still enthusiastic about the transformative potential of this project.

## Feminist Teaching Shaping the Life

by Katy Birckmayer Director of Shaping a Life

**I AM DELIGHTED TO HAVE THE OPPORTUNITY TO** talk about *Shaping a Life*, Douglass College's first-year mission course. This interdisciplinary course focuses on women's lives as portrayed in biography and autobiog-

raphy. Although the course content changes from year to year, the structure and format remain constant. Students meet twice a week in small discussion sections; a lecture series in which prominent women from diverse backgrounds speak about their lives is integrated into the course. Section meetings focus on discussion of the readings and lectures; students also work on writing skills in a workshop format. The course culminates in an independent project known as the Critical Biography that requires students to interview and write about the life of an individual woman, enhancing the analysis of the subject's life by placing it in the context of library and internet research. During the past several years, we have been extremely fortunate to have a number of Women's and Gender Studies graduate students teaching *Shaping a Life*. These students have contributed a tremendous amount to the success of the course both through their intellectual understanding of feminist theory and women's issues and through the enthusiasm and energy that they bring to their teaching. Students consistently rave about their WGS instructors, using superlatives such as "excellent," "awesome," and "amazing," and remark that they see their instructors as wonderful role models. In addition to the academic skills and knowledge that students believe that they have gained from their graduate student instructors, students also note that the course (and their instructors' approach to the course) has opened their minds to new perspectives and has led them to take a greater interest in exploring issues (and courses) related to women.

**CONVERSELY, THE WGS INSTRUCTORS** also derive significant benefits from teaching *Shaping a Life*. Many use this experience as a way of discovering whether or not they like teaching and most find that they do! They find the experience of working closely in a small-group setting with first-year students very rewarding and value the positive feedback they get from their students. They also appreciate the many opportunities for professional development, guidance, and collegial interaction that the program provides. We have made some significant changes in the course content of *Shaping a Life* for the Spring 2005 semester and are excited about the new direction in which the course is moving. The course will be divided into four sections: family, education, work, and community. We will look at the impact that participation in various forms of community has on individual women's identities and will explore the ways that individual women express aspects of their identity through their involvement with the communities they seek out. Finally, we will look at the ways that community participation gives women a sense of empowerment and agency by showing them that they can have a positive impact on the world (in a local, regional, national, or global sense). As the Director of *Shaping a Life*, I greatly appreciate the assistance I have received from Barbara Balliet in planning the 2005 course and also appreciate the feedback I have received from the WGS graduate students who have taught the course.

We usually recruit graduate students to teach the next spring semester *Shaping a Life* course in fall. If you are interested in this teaching opportunity and would like more information, please contact me at [kbirck@rci.rutgers.edu](mailto:kbirck@rci.rutgers.edu) or at (732) 932-2900 X102.



## FROM RADIGALS

One of the many reasons I decided to transfer to Rutgers was because of all the different organizations a big school has to offer. I remember being at the club fair and seeing one particularly cool-looking club from across the room: "Radigals..." I've been going to the meetings and liking Radigals so far. I'm looking forward to seeing War Zone in December. It's nice to see other people working to put together women-friendly events on campus. It's interesting to note, though, that the proportion involved seems to be the same no matter what college you go to. Rutgers is a huge university, yet only a handful of students take part in feminist activities. With all the students that go here, I would like to see more getting involved with the women's center and with feminism. Hopefully we can encourage more students get active!

**-Stephanie Basile WGS & English Major**

I first heard about Radigals through Barbara Balliet when I was declaring my major. Then the thought sort of faded from my head, until a few weeks later when some of the Radigals in my classes made announcements about it. I went to next meeting, and haven't looked back since. In my time with the group, we have planned last year's Feminist Conference, along with the concert the night before. I still have two more years left here at Rutgers, and I plan to be with the group until the end.

Radigals is an excellent way for activism and academics to exist side by side. Though it becomes incredibly hectic at times, the experience is well worth it. In the Women's and Gender Studies Department, we learn about how so much activism has effected so much change, yet we're never told to go out and do it. Radigals provides that space for young women seeking opportunities for feminist activism.

**-Emily Seabridge WGS Major**

The fall semester has held a few ups and downs for Radigals. We've had a great turnout of new members who are bringing us awesome ideas and energy. Planning for the conference in the spring is already underway and everyone has terrific ideas for panels and workshops.

One of our hardships this semester comes from our tiny budget. However we are meeting this challenge with new ideas and strategies that are proving to be very fruitful. Last fall we were able to put together a few major events and help co-sponsor a number of others. This year, we are focusing on one event: a lecture/film screening by Maggie Hadliegh-West. This speaker focuses her work on the ways in which street harassment is related to other forms of violence against women. We felt an event focusing on the relationships between different kinds of violence against women would be pertinent and productive.

To meet the goals of being able to afford to host this event while also reaching a wider audience, we have been networking with other groups on campus. Right now we are talking to several other campus groups including The Women's Center Defense Coalition, Sexual Assault Services and The Rutgers Pan Hellenic Council to plan and this exciting event. We hope that these connections with other campus groups will continue after this event.

**-Emily Zervas WGS Minor**



The front row (left to right): Natalie Jesionka, Emily Seabridge, Corinne Motta, Rachel Spekman

Back row: Megan Mcewan, Christine Rillo, Scott Salus

**WOMEN'S AND GENDER STUDIES  
CALENDAR OF EVENTS SPRING 2006**

**MARCH 22 (W)**

**12:30-2:00 p.m. 103/104 RDJC**

Research Roundtable with Professor Carlos Dacena, Professor Ethel Brooks and Andrew Mazzaschi

Sponsor: WGS

**MARCH, 29 & 30 (W, TH)**

**TBA/ The New School, NY**

**"The Sex Work Matters: Beyond Divides Conference"**

The Sex Work Matters project provides scholars, activists and analysts with the platform for multidisciplinary, cross- institutional exchange of ideas and networking

Sponsors: WGS, CUNY, The New School

<http://sexworkmatters.net/>

**APRIL 11 (TUE)**

**2:30-5:00 pm, 103/104 RDJC**

WGS Honors Students presentations

**APRIL 21-22 (FRI-SAT)**

**103/104 RDJC**

**"New Directions in Feminist Scholarship"**

Women's Studies graduate student conference featuring students from WGS departments across the country, including Rutgers

Sponsor: WGS and Graduate Student Association, Committee to Advance Common Purposes, Faculty of Arts and Sciences Dean's Office and Graduate School of New Brunswick

**For additional information about upcoming events go to:**

**<http://womens-studies.rutgers.edu/events.html>**

**35th  
ANNIVERSARY**



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Jane Kelly and Barry V. Qualls





Judith Stern, Margaret Varma



Judith Gerson, Lauren Vincelli, Allison Attanello



Leslie McCall, Winnfred Brown-Glaude, Belinda Davis, Dee Garrison



Jennifer Brier, Ed Cohen, Temma Kaplan



Carmen Twillie Ambar, Barbara Balliet, Harriet Davidson and Jennifer Brier



Samira Kawash, Louise Barnett

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