

Women's & Gender Studies

COLLEGE OF ARTS AND SCIENCES • UNIVERSITY OF SOUTH CAROLINA

Fall 2010

CALENDAR OF EVENTS

September 29, 2010, 3:30 pm, Jones PSC, Room 006

"Getting it Right! Health Care Services for Sexual Violence Victims/Survivors in Eight Latin American Countries"

Deborah Billings, Ph.D., Arnold School of Public Health and Women's & Gender Studies

October 21, 2010 3:30 pm, Nursing 502

"Agency, Resistance, and Submission: Ethnographic Snapshots of Muslim Women's Religious Activism in Bangladesh"

Dr. Maimuna Huq, Ph.D., Anthropology

November 4, 2010, 7 pm Law School Auditorium

Freeman Lecture, "Women who Serve"
Yvonne Latty

January 13, 2011, 3:30 pm, Location TBA

"Testing the Weathering Hypothesis of Disparities in Health Outcomes"

Kathryn J. Luchok, Ph.D., Director, SC Access Initiative and Department of Health Promotion, Education and Behavior, Arnold School of Public Health and Jihong Liu, ScD, Department of Epidemiology and Biostatistics, Arnold School of Public Health

January 27, 2011, 3:30 pm, Location TBA

"Swearing and Blaspheming Wretches: The Sounds and Music of Witchcraft in Elizabethan Street Literature and Popular Song"

Dr. Sarah Williams, Ph.D., School of Music

February 10, 2011, 3:30 pm, Location TBA

Carlisle Lecture: "Troubled Bachelors: Queer Histories of Irish Culture in the Archives"

Dr. Ed Madden, Ph.D., English and Women's & Gender Studies

February 24, 2011 3:30 pm, Location TBA

Carlisle Lecture: "The Socio-Cultural Context of African American Adolescent Girls' Mental Health"

Dr. Shauna Cooper, Ph.D., Psychology

MARCH 2011- Women's History Month

March 17-18, 2011 Women's & Gender Studies Conference, USC-Columbia

March 23-27, 2011 NOSTOS Conference: War, The Odyssey & Narratives of Return, USC-Columbia

April 21, 2011, 3:30 pm, Location TBA

"Students Creating New Knowledge" 3:30 pm, Location TBA
Women's & Gender Studies Graduate Students' Panel

Yvonne Latty guest lecturer at 2010 Adrené Glover Freeman Lecture



Yvonne Latty will deliver the 2010 Adrené Glover Freeman Lecture in African American Women's Studies on Thursday, November 4, 2010 at 7:00 p.m. in the USC Law School Auditorium. The title of her talk is "Women Who Serve."

Latty is the Director of the Reporting New York and Reporting the Nation programs at New York University's Arthur L. Carter Journalism Institute. She is the author of *In Conflict: Iraq War Veterans Speak Out on Duty, Loss and the Fight to Stay Alive* (Polipoint Press 2006) and the critically acclaimed *We Were There: Voices of African American Veterans, from World War II to the War in Iraq* (Harper Collins/Amistad 2004).

Born and raised in New York City, she earned a BFA in Film/Television and later an MA in Journalism from New York University. Her nonfiction short stories have been published in *It's A Girl: Women Writers On Raising Daughters*, (Seal 2006) *The African American History Bibliography* (Oxford Press 2008), and *Callaloo*, the premier African-American literary magazine.

In Conflict was turned into a theater piece that premiered at Temple University in October 2007, received rave reviews at the Edinburgh Fringe Festival, and was awarded The Fringe First Award. *In Conflict* played Off-Broadway at the Barrow Street Theater. *In Conflict* was also at the heart of a Wilton, Conn. high school play that, after being banned by the school principal, became an international story and was then performed in several Off-Broadway theaters, including The Public Theater, last spring. Both plays were published by Playscripts in June 2008.

The Freeman Lecture was established in 1993 in memory of Adrené Glover Freeman, a Columbia attorney who was active in civic affairs and served on the Community Advisory Board of the Women's and Gender Studies Program. Our condolences go out to the Glover family who lost their mother, Lillie Glover on May 8, 2010.

The Freeman Lecture is co-sponsored by the College of Arts and Sciences and the African American Studies Program. The lecture is free and open to the public. Contributions to the Freeman lecture fund may be made to the Women's and Gender Studies Endowment Fund, USC Educational Foundation, University of South Carolina, Columbia, SC 29208.

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Notes from the Director:
Drucilla K. Barker

Wonder Woman, Zena Warrior Princess, and now Lisbeth Salander, the heroine of Stieg Larsson's *The Girl With the Dragon Tattoo*. We have long had a fascination with women warriors who defy virtually impossible odds, punch, shoot, kick and fight like men. Lately that obsession has taken a troubling turn with these women enduring beatings, rape, and humiliation before wreaking revenge on their tormentors. Lisbeth Salander, Salt, and G.I. Jane are just a few examples of this phenomena. In the blogosphere Lisbeth has been called "a vision of female empowerment" and "a feminist hero for our time." My question is, does discovering their capacity for aggression, physical violence, and cruelty make women feminists? The answer is simple. No.

Leaving aside Wonder Woman and Zena, let's think about the more recent

cadre of violent femmes. Who are their friends? If they have friends at all they are men.

What motivates them? Revenge. Do they care about family and community? Not particularly. They exist alone, radically separate from society and despite their physical prowess, deeply injured on many levels. They bear their pain stoically and alone. This is not a feminist picture, and these are not feminist ideals.

I would like to contrast these fantasy warriors with real women soldiers and veterans who are enmeshed in a network of connections to their families, their friends, their communities, and their country. They will be the focus of much of our programming this year in WGST. Let me start with some facts I gathered from the American Legion and the VA Center for Women Veterans.

There are 1.8 million women veterans today and they make up about 20 percent of the armed forces. Women join the military for the same reasons that men do. They are seeking a better quality of life, educational and health care benefits, and career opportunities. Both women and men face challenges when they transition from military to civilian life, particularly if they have been in combat zones. Women veterans, however, face

unique challenges making that transition, and they likewise face unique burdens while they are in the service.

In a highly masculine culture like the military, women daily confront a variety of sexist practices. More troubling is the fact that many of them face discrimination, sexual harassment, and sexual assault. The VA estimates that approximately 13-20 percent of the women veterans reported being assaulted or raped while on active duty. In addition, women are more likely than men to be the primary care providers to children, a task that is made far more difficult by the demands of military life. All in all, these and other conditions cause undue stress that can lead to emotional and physical health problems.

So I am very happy this year to feature events that will address these issues. The first is our Freeman speaker, Yvonne Latty, who will speak to the unique issues facing African American women veterans. The second is our collaboration with Cathy Brookshire on her documentary, *Always Coming Home*, which gives voice to the increasing number of women veterans and documents their return to civilian life. Her film will be featured at both the Women's & Gender Studies Conference and the NOSTOS Conference on War and Homecoming in the spring. I hope to see many of you at these events!



WWBI News: Olga Ivashkevich

As part of the ongoing partnership between the Women's Well Being Initiative (WWBI) and the juvenile arbitration program of Lexington County, a team of WWBI members and student volunteers organized four-session art workshops this summer for two groups of adolescent girls. The workshops were conducted by Olga Ivashkevich, USC assistant professor of art education, with the help of media arts assistant and independent filmmaker Rebecca Boyd, and graduate students Heather Eaddy and Katie Chandler. The first workshop, entitled Jamming the Labels, focused on producing hand-made logos and printing them on t-shirts. The logos talked back to the issues and events that label and pose challenges to the girls' lives. The second workshop, entitled Speak Up, Girl!, focused on the critical and self-reflexive video production. It invited the participants to write and videotape themselves reading the poems, and make short infomercials based on the topic of their choice. The artwork produced during both workshops will be on display at the McKissick Museum from January 15, 2011 through the end of May, with the exhibit reception on Tuesday, January 18.





Letter from the Undergraduate Director:

Catherine J. Castner

I am very happy to have joined the Women's and Gender Studies Program as the new Undergraduate Director.

I am a Latinist with two concentrations in scholarship: Lucretius and Roman Epicureanism, and Renaissance Latin. Most recently I have published an edition, translation, and commentary of Biondo Flavio's *Italia illustrata*. This intellectual figure of the early Italian

Renaissance, a humanist, antiquarian, and papal secretary, published in 1453 a Latin description of towns and cities of the regions of Italy with the aim of preserving their ancient names and commemorating their famous men.

Why would someone with these interests want to take a position in Women's and Gender Studies? If women's and gender issues do not shape my scholarship, they have been some of the most exciting parts of my teaching. Having graduated from a feminist college (Smith) in the early 1970s, I finished graduate school in Classics at the time the American feminist movement began to infiltrate this historically conservative, elitist, and white-male-dominated discipline. Feminist classicists began considering Greco-Roman antiquity from the perspective of gender. At my first academic position, I introduced the

first Women in Antiquity course in the Classics Department, then taught a similar course here at USC. In tune with changes over the past decade of gender studies, we divided the course into two and now offer CLAS/WGST 320, Sexuality and Gender in Ancient Greece; and CLAS/WGST 321, Sexuality, Gender, and Power in Ancient Rome. In these courses we consider topics such as institutionalized same-sex eroticism in Athens; concepts of masculinity in regard to the heroes of Greek mythology; the transformation of Cleopatra's image over the centuries; and active and passive as a crucial category in ancient Roman sexuality.

I hope to see many of you in my office, at one of our events, or in one of our courses!

Valete!
Dr. Castner



Negotiating Borders: Erica Gibson

This summer, my friend and I traveled to Nicaragua and Costa Rica on vacation. We were staying in the southern part of Nicaragua, so we decided to cross the border between these two countries on foot rather than wasting carbon emissions traveling back to Managua and flying into San Jose. Our border crossing was hot, dusty, and fraught with misunderstandings. Just getting to the right location to get our exit stamps in Nicaragua took several hours because there was no signage to indicate where we should go. We had to go to three different buildings, then back to the second one before we ended up in the correct line at the correct time. Once we had paid our exit fees and we were cleared by Nicaraguan immigration, we made our way through a sea of 18-wheelers down a dirt road in no-man's-land that we hoped led to Costa Rica.

We met up with a grizzled surfer who helped us get through the first few checkpoints, but somehow lost him looking for the line to get through immigration. We thought we had found the end of the line on the other side of the building so we took our place in the sweltering sun; however the surfer was not in sight. After an hour of waiting, I started picking up snippets of Spanish and came to understand that we were in the wrong line! This line was for people leaving Costa Rica. I found someone who spoke English and was directed to the correct line. After several more hours in the heat waiting to be cleared to enter the country, I began to feel severely ill and was on the verge of passing out. Some nice women and a local policeman helped rush us through the customs and immigration line and quickly put me in an air-conditioned taxi.

Trying to negotiate a border between countries where I am at least moderately fluent in the local language seemed to be an easy task before I attempted it. After our 5-hour ordeal and almost going to the hospital I have conceded defeat. Reflecting on this experience, I realized that our situation was nothing compared to what many immigrants experience while crossing borders. Many Nicaraguans travel to Costa Rica to find work and they must negotiate this exact crossing many times. Costa Rican sentiment towards Nicaraguan immigrants is similar to that of the US towards Mexican immigrants. The immigrants are treated as second-class citizens and are subjected to racism, classism, and poor treatment. Most people immigrate to try to find work, opportunities, and create a better life for themselves and their families. Crossing borders is one of many hardships that they must endure. The long lines and conditions at the legal border crossing points pale in comparison to the journeys of immigrants making illegal crossings. When crossing borders immigrants are subjected to crimes such as theft, assault, rape, and as we have recently seen in the news, murder. Other hardships include traveling for days without food or water, and surrendering control to the *coyotes* who smuggle people across borders in sometimes inhumane conditions. Many people die each year while trying to cross into the United States. While my experience of crossing the border between Nicaragua and Costa Rica was unpleasant, it cannot compare to the horrific experiences of crossings that thousands of others make each day in search of a better life. I hope to use this experience to better understand the experiences of the Latina women in South Carolina who participate in my research.



Faculty Kudos

Katherine Adams, WGST and English, published *Owning Up: Privacy, Property, and Belonging in U.S. Women's Life Writing*, (Oxford University Press, USA, 2009). **Drucilla Barker**, WGST and Anthropology, is a Co-Pi on an NSF Grant, "Advancing USC STEM Faculty," with Christine Curtis, PI, Sarah Baxter, Kajal Bose Ghoshroy and Ann Johnson, Co-Pi's. **Darcy Freedman**, Social Work and WGST affiliate, received a \$650,000 grant from the Kresge Foundation in collaboration with colleague Dr. Ronald Pitner for a study titled, "Creating Healthy Environments through Community Engagement." In addition, she has two publications, Draper, C. & Freedman, D.A. (in press). "Review and analysis of the benefits, purposes, and motivations associated with community gardening in the United States." *Journal of Community Practice*. and Freedman, D.A. & Bess, K.D. (in press). "Food systems change and the environment: local and global connections." *American Journal of Community Psychology*. **Erica Gibson**, WGST and Anthropology, received a Provost's Award for the Social Sciences to fund her research on Latina Perinatal care in South Carolina and in Mexico. **Lisa Hammond**, English, USC-Lancaster, and WGST affiliate, published "'Mommyblogging Is a Radical Act': Weblog Communities and the Construction of Maternal Identities," *Mothers Who Deliver: Feminist Interventions in Public and Interpersonal Discourse*, Jocelyn Fenton Stitt and Pegeen Reichert Powell, eds., State University of New York Press. **Catherine Keyser**, English and WGST affiliate, published *Playing Smart: New York Women Writers and Modern Magazine Culture*, with Rutgers University Press. **Ed Madden**, English and WGST, won the SC Arts Commission's 2011 Fellowship in Prose Writing, and his poem "Jubilate" was selected as the annual broadsheet prizewinner for the 2010 Atlanta Queer Literary Festival. His poetry chapbook *Nest* was published by Seven Kitchens Press, and with co-editor Candace Chellew-Hodge, he published *Out Loud: The Best of Rainbow Radio*. **DeAnne Messias**, WGST and Nursing, had an active year in 2010. With Louise Jennings, and Sheri Hardee she published "Addressing oppressive discourses and images of youth: Sites of possibility." *In Sites of Possibility: Critical dialogue across educational settings*, L. B. Jennings, et. al. (eds.), Cresskill NJ: Hampton Press. With Stephanie C. Davis (WGST graduate certificate alumna) and Karen Meneses, "Exploring sexuality and quality of life in women after breast cancer surgery," *The Nurse Practitioner*. 35(9):25-31. With Alexis Koskan and Daniela B. Friedman published "Health Literacy among Hispanics: A Systematic Research Review (1992-2008)," *Hispanic Health Care International*, 8(2), 65-76. In 2009 with Sheri Hardee and Amanda Reyelt (both WGST graduate certificate alumna and WWBI volunteers) she published "Women's Well-Being Initiative: Creating, practicing, and sharing a border pedagogy for youth," *Penn GSE Perspectives on Urban Education* 6(2). **Agnes Mueller**, Languages, Literatures, and Cultures and WGST affiliate, published "Beyond Taboo? Gender, Antisemitism and anti-Americanism in Contemporary German Literature." *The Holocaust, Art, and Taboo*. Edited by Susanne Rohr and Sophia Komor. Heidelberg: Winter, 2010. She was awarded a PIRA from USC for this summer for her current book project, **Suzanne Swan**, WGST and Psychology, published seven articles including *Fields, A.M.*, Swan, S.C., & Kloos, B.R. (2010). "What it means to be a woman": Ambivalent sexism in female college students' experiences and attitudes. *Sex Roles*, 62, 554-567. Swan, S.C., & Sullivan, T.P. (2009). The resource utilization of women who use violence in intimate relationships. *Journal of Interpersonal Violence*, 24, 940-958, and with WGST certificate graduate Chris Allen, Allen, C.T., Swan, S.C., & Raghavan, C. (2009). Gender symmetry, sexism and intimate partner violence. *Journal of Interpersonal Violence*, 24, 1816-1834. **Laura Woliver**, WGST and Political Science, along with WGST certificate graduates Mekell T. Mikell, Swapna Pathak, published "Women's Leadership in the Development of Women and Gender Studies," in *Gender and Women's Leadership: A Reference Handbook*, Karen O'Connor, ed., Thousand Oaks, California: Sage Publications: 616-623.

People News

Deborah J. Billings, WGST and Arnold School of Public Health, was appointed to the Board of Directors of the Sexual Trauma Services of the Midlands., Arnold School of Public Health and WGST faculty, together with PASOs (Perinatal Awareness for Successful Outcomes) Program Director, Julie Smithwick-Leone, received a combined \$1 million grant from the Robert Wood Johnson Foundation's Local Funding Partnerships program and South Carolina donors the New Morning Foundation, the Sisters of Charity Foundation, the Knight Foundation Advised Fund of Central Carolina Community Foundation, Palmetto Health, Providence Hospitals and Lexington Medical Center. The grant will fund the four-year Puentes (Bridges) Project, aimed at building leadership and bridges between Latino community members and health care services in Richland and Lexington counties. **Catherine J. Castner**, WGST affiliate, was promoted to full professor and will be the interim Undergraduate Director of Women's & Gender Studies. **Sarah Elizabeth Fadeley**, WGST certificate student, received the John M. Bryan Graduate Art History Award, **Sarah Gareau**, WGST Certificate graduate, accepted a position as Assistant Professor and Program Coordinator of the Master of Public Health at Lenoir Rhyne University. **DeAnne Messias**, WGST and Nursing, was promoted to full professor, **Lynn Weber**, WGST and Psychology, received a sabbatical for the 2010/11 academic year, **Michelle Williams**, WGST graduate certificate student, received a Fulbright Doctoral Study Fellowship for research in Ghana, **Dr. Laura Woliver**, WGST and Political Science, was selected as a summer Visiting Scholar at the American Political Science Association's Centennial Center for Political Science.

Congratulations to all our 2010 Graduates !!

Graduate Certificate

Jana Fedtke
Sarah J. Gareau
Debbie W. Herman
Kimberly Howard
Amy Mattison Faye
Donna M. Moore
Michelle S. Williams

Bachelor of Arts

Spencer Cantrell
Sydney N. Daigle
Joseph M. Floyd
Amanda Grandits
Elizabeth Rogers
Emma W. Walker

Minors

LaTonya D. Bryant
A. R. Bullington
Elizabeth Cronin
Jacqueline Hanks
Ashley Marchant
Stacey M. Parris
Julia K. Rich
Sara B. Rogers
Candice L. Rostan
Emily M. Wescott
Sabrina Williams

WOMEN'S AND GENDER STUDIES PROGRAM PRESENTS ANNUAL AWARDS

The following faculty and students were recognized at the Annual USC Women's and Gender Studies program awards luncheon, in spring 2010. The program announced the recipients of research awards. The 2010 Josephine Abney Faculty Research Award went to two faculty members: Dr. Federica Clementi, assistant professor of English and Jewish Studies, for her project, "Entr'actes: Sarah Kofman's Art of Memory"; and Dr. Sarah Williams, assistant professor of music history, for her project, Representations of Early Modern English Witchcraft in Broadside Balladry and Popular Song."

Two 2010 Carol Jones Carlisle Faculty Research Awards were awarded this year. Dr. Ed Madden, associate professor of English and Women's & Gender Studies, received a research award for his project, "Feminist Organizing and the Gay Rights Movement in Ireland"; and Dr. Shauna Cooper, assistant professor psychology, for her project, "Utilizing Mixed-Method Approaches to Understand the Socio-Cultural Context of African American Adolescent Girl's Mental Health."

UNDERGRADUATE & GRADUATE STUDENT AWARDS WINNERS

Emily Thompson 2010 Award: Sasikumar Balasundaram
Submission: The Structural Violence of Sterilization: Politics of Sterilization in the Plantation Tamil Communities of Sri Lanka.

Fall 2009 Harriott Hampton Faucette Award for Women's and Gender Studies Graduate Student Research: Stacy Haney, "Split Consciousness: The Post-Gendered Body in Trans-Colonial Times" and Annie-Boiter Jolley, "National Council of Women's Organization's Voter Outreach through the Church Ladies Project"

Spring 2010 Harriott Hampton Faucette Award for Women's and Gender Studies Graduate Student Research: Charis Davidson, "Research into Family Planning in Belize"

Arney Robinson Childs Student Award (Undergraduate)
2010: Sydney Daigle

2010-2011 Award Application Deadlines:

For more information go to our website www.cas.sc.edu/wost/academics/awards.html

*** Fall 2010 ***

Harriott Hampton Faucette (Graduate Student Award)
Deadline: Wednesday, October 13, 2010

Josephine Abney (Faculty Award)
Deadline: Friday, October 29, 2010

*** Spring 2011 ***

Carol Jones Carlisle (Faculty Award)
Deadline: Thursday, February 3, 2011

WGST Teaching Awards (Faculty, Staff, Adjunct, Graduate Student)
Deadline: Thursday, February 3, 2011

Harriott Hampton Faucette (Graduate Student Award)
Deadline: Wednesday, February 16, 2011

Emily Thompson (Graduate Student Award)
Deadline: Monday, February 21, 2011

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Director of Women's & Gender Studies

Dr. Catherine J. Castner, Undergraduate Director
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Call For Papers
University of South Carolina Women's & Gender Studies Conference
Recovering Voices/Constructing Identities
March 17-18, 2011

To launch the 24th Annual Women's and Gender Studies Conference at the University of South Carolina, we will feature an innovative performance by the Core Ensemble titled "Mona Lisa Speaks....Bemused by the Folly of Men." It is a new chamber music theatre work for actress, actor, and trio of cello, piano, and percussion. The performance theme reflects that of the conference, "Recovering Voices/Constructing Identities."

In 1911 the Mona Lisa was stolen from the Louvre by an itinerant Italian worker named Vincenzo Perugia and held "captive" in the closet of his squalid Paris apartment before being "released" in Florence in 1913. The show takes place in Perugia's apartment during the captivity as Mona Lisa comes to life – revealing her feelings and perspectives on the men who have possessed her and obsessed over her for hundreds of years. Within the confines of Perugia's "jail" she comes "out of the closet" and gives voice to issues and experiences that are universally compelling and meaningful.

Students, faculty, and community members are invited to submit abstracts for this conference. Suggested topics, welcome from across the disciplines, include, but are not limited to:

- Recovering/Deconstructing Marginalized Voices
- Constructing/Deconstructing Fluid Identities
- Stereotypes, Archetypes, and Nationalisms
- Feminist Voices and Hegemonic Discourses
- Constructing Cultures of Resistance
- Translational Knowledge

We also welcome paper proposals on all Women's & Gender Studies topics.

Individual paper proposals should include Title, Authors and Affiliation, Name of Presenting Author, and the 250 word abstract. Panel proposals should include the Title of the Panel; Authors and Affiliations; Titles of Individual Presentations/Presenting Authors; and a 750 word abstract (maximum) describing the panel. All proposals are due by December 1, 2010. Please send them to wgst-conf@gmail.com and use "Conference 2011" in the subject line.

Sponsored by: The College of Arts and Sciences; The College of Music; The Women's & Gender Studies Program



Call For Papers

NOSTOS: War, The Odyssey and Narratives of Return
University of South Carolina • March 23-27, 2011

A soldier comes home from the war. What does he find? How does he adapt? He has been away a long time. He has had a long journey filled with wonderful and traumatic experiences. Now, there are strange people in his house doing strange things. What should he do? For almost 3000 years in the west, the archetype of this narrative has been Homer's *Odyssey*. The poem has fostered many successors from the *Nostoi* to the *Aeneid*, to *Ulysses, March*, and *O Brother, Where Art Thou?* The narrative remains as present to our society as it was in archaic society. Soldiers today, both men and women, are still coming home, making that fraught passage. And in the largest sense, we too, both soldiers and civilians, are always coming home, returning to where we've never really been before to confront the different in ourselves and others.

We invite a broad range of interdisciplinary papers to explore historically, philosophically, politically, and psychologically topics including but not limited to the following: What is the significance of the *Odyssey* today? What did it mean in archaic Greece? What does the tradition surrounding it say about the changing meaning of the concepts and practices of war, journey, return, and home? Do we ever really come home? How does homecoming have the potential to both harm and heal? What is the place of the *unheimlich* in the all too familiar?

Abstracts for twenty-minute papers should be sent to frankj@mailbox.sc.edu by October 1, 2010. Abstracts should be no more than 250 words long. Panel proposals of 750 words are due by the same date. Panels should include three papers and a respondent.

Plenary Speakers

- CAROL DOUGHERTY Classics & Comparative Lit., Wellesley - "Homecomings & Housekeeping: Re-Reading the Odyssey Through Contemporary Fiction"
- SHEILA MURNAGHAN Classical Studies, University of Pennsylvania - "Nostos without Departure: The Adventure of Staying Home"
- RENÉ NÜNLIST Classics, University of Cologne - "How Do You Come Home after Twenty Years?"
- JONATHAN SHAY Psychiatry Department of Veterans Affairs, Naval War College - "Moral Injury"
- JAMES TATUM Classics, Dartmouth - "The Veteran and Mediations of War"

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 and the following departments & programs: Languages, Literatures, and Cultures • Political Science • History • Women's and Gender Studies

Women's & Gender Studies Student Corner

I am extremely grateful to be a recipient of a Fulbright award for the 2010-2011 academic year. My Fulbright award will provide me with the opportunity to return to Ghana, West Africa for ten months to conduct my research project related to the development of a culturally relevant cervical cancer education intervention.

During the summer of 2009 I spent six weeks in Ghana as a scholar for the National Institutes of Health Minority Health International Training program. My experience in Ghana reignited my passion for public health research, and after returning to Columbia I began to search for sources of funding that would enable me to return.

I am very excited about the thought of conducting research that will lead to the development of useful material that may help to improve the health of Ghanaian women.

I truly appreciate the support and assistance that I received during the Fulbright process. I strongly encourage other students interested in conducting research concerning international issues to apply to the Fulbright program. This will be a unique opportunity that I am sure I will cherish.



Michelle S. Williams, WGST certificate student and Fulbright Winner!

An Interview With Mary McLaughlin, WGST Certificate Alumna

Mary McLaughlin graduated from the Women and Gender Studies Certificate program in December 2009. She is also a PhD student in Mass Communications. Mary will defend her dissertation this month and graduate in August. Currently, she is an instructor of Broadcast Journalism at East Carolina University. In a phone interview she shared her experiences in the WGST Certificate program.

Why did you decide to complete the Women and Gender Studies Certificate?

For my PhD, I needed a secondary area. I took a Women and Gender Studies class at the master's level and enjoyed it. Personal experiences helped to underscore my interest in feminist issues. When a prominent feminist, Bella Abzug, died while I worked at a TV station a young reporter did not know who she was. I was shocked. I knew her work because my mother was involved in the women's movement during the 1970's.

Is your PhD related to women in media?

Yes, my dissertation topic concerns how the media represents women and women's issues, specifically concerning Hillary Clinton 1992-2009. Dr. Messias is an outside member on my committee.

How have you incorporated what you learned in the Certificate program in your current job as an instructor of Broadcast Journalism?

I teach a course on Advanced Reporting. This morning we discussed ethics. I asked questions such as: How are you representing people? Are you reinforcing stereotypes? When you chose people to interview, are these people reinforcing the stereotypes that most people have? I gave the example of interviewing a black woman on welfare, when the truth is that more white women are on welfare. I told my class that it is not just about getting the job done quickly. They must think about their job, the interviews they ask for, and how people will be viewed based on their work.

Are you currently able to use the knowledge you gained in your Certificate classes for social justice issues?

I have two children, work full-time, and I am completing my PhD. I look forward to the day when I have more time! If I had more time, I would develop a leadership initiative for young women who might some day be interested in running for political office. As for teaching my children and students, in class we discuss the implications of stereotypical representations of marginal groups and how important it is as journalists to give voice to those up may appear to be outside of the mainstream. As for my children, I talk to them a lot about how being a boy or a girl should not be a factor in making a lot of life's choices. I still can't get my 5 yr. old son to accept that pink is an okay color for boys too.



Keema Davis-Harley

WGST major

A native of South Carolina, Keema is a Women's & Gender Studies major, and works 12 hours a week in an internship with Sistercare. She has a full-time job as provider enrollment analyst II with Palmetto GBA. Since she has a two-and-a-half year-old daughter at home and an 18-year-old daughter in college, it's difficult to believe that one person can be doing all these things at once!

Keema was first attracted to Women's & Gender Studies by Dr. Emily Lewis, who steered her to the introductory courses. She soon realized how relevant this curriculum is to our daily lives.

The key to keeping all these activities going is the support system provided by her family: "My family has been great!" In addition to her fulfillment as a wife and mother, Keema derives energy from her strong sense that we need to look outside our homes to the larger world and be aware of the larger issues, especially problems in our society that severely impact women. "It's so important to shine a light on women's issues."

She feels grateful to the University for giving her the tools to achieve her goals. Despite her heavy workload, she finds it rewarding every day to be able to come in to the University and absorb the learning experiences offered here. She looks forward to graduate school: a doctorate in Sociology, leading to a career involved with social issues impacting on women's lives. "I want to help solve these issues."

We can only hope that such an amazing person decides to stay in South Carolina.



Mission Statement:

Women's and Gender Studies at the University of South Carolina promotes an understanding of the experiences of women and other underrepresented groups through a complete program of teaching, research, and service to the University, the local community, the state, the nation, and the global community. Through its teaching mission, Women's and Gender Studies shares this knowledge with students so that they learn to think critically, to communicate effectively, to solve problems, and to interpret human experience. Through its research mission, Women's and Gender Studies reconceptualizes existing knowledge and creates new knowledge through the lens of gender and the prism of diversity. Emerging from an activist tradition, Women's and Gender Studies serves University, local, state, national, and global communities by acting as a resource and guide for issues related to women and gender.

Our teaching, research, and service missions interweave as we create, share, and apply knowledge, skills, and values that promote the full participation of women and other underrepresented groups in society. At the core of the work of Women's and Gender Studies teaching and research at the University of South Carolina are broad but fundamental questions that drive examinations of the intersections of race, gender, ethnicity and other dimensions of inequality.

Support USC Women's and Gender Studies and the Women's Well-Being Initiative

The Women's and Gender Studies Program is growing. We invite you to join our efforts to promote the understanding essential to improving the lives of women and other underrepresented groups by becoming a Friend of Women's and Gender Studies.

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