

1997

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SPRING

Center

from the

CENTER FOR THE STUDY OF WOMEN IN SOCIETY · UNIVERSITY OF OREGON

CSWS Research Initiatives Launched

By Sandra Morgen

CSWS is pleased to announce support for four major program initiatives that will enhance our growing capacity to generate and support excellent research over the coming years. These program initiatives allow us to build on some of the areas of particular strength among the growing community of talented researchers affiliated with the center. These four initiatives are: the Research Interest Group process (now in its third year); the Women in the Northwest Research Project; Reclaiming the Past—the Feminist Humanities Project; and the Women’s Health and Aging Research Initiative. Combined with the highly competitive individual grants programs the center has long offered to scholars at the University of Oregon, these program initiatives expand the center’s ability to fulfill our mission to generate, support, and disseminate research that expands the boundaries of knowledge, enriches what we teach our students, and, in some cases, provides information or perspectives that can aid those who advocate for or shape social policies affecting women in our own community and beyond.

Several years ago the CSWS strategic plan directed us to add to the valuable work we were already doing in supporting the research of individual scholars by being more proactive in generating and supporting CSWS-housed and CSWS-affiliated research projects. Our first step in this direction was to support viable research communities among scholars sharing substantive interests who have been exploring different ways of collaborating among themselves. The Research Interest Group (RIG) process has been very successful and we are committed to continuing our support of on-going and emerging RIGS in the coming years.

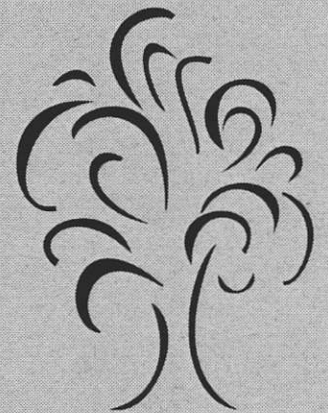
The Women in the Northwest, Reclaiming the Past, and Women’s Health and Aging research initiatives each have considerable potential to produce ground-breaking research, increase the visibility of CSWS, and attract external funds to support the on-going work of these and related projects over time. The fact that we have decided to focus some of our resources to support these initiatives today does not preclude future decisions to support other worthy collaborative research agendas. Nor will it involve decreased funding for our valuable individual grants programs. In fact, we are convinced that the development and success of these research initiatives will strengthen CSWS, and ultimately allow us to break new ground in these and other areas where excellent research is vitally needed.

RECLAIMING THE PAST—THE FEMINIST HUMANITIES PROJECT

The Reclaiming the Past Research Interest Group has accomplished the best intentions of the RIG development program initiated by CSWS three years ago. This collaborating group of feminist humanities scholars has attracted and developed the long-term commitment of a core group of faculty that is strong enough to build a highly viable, multifaceted program. The activities of this project are

- to work with CSWS in building communities of scholars interested in women and gender through the RIG process,
- to encourage the research and scholarship of its members through its “Works-in-Progress” series,
- to forge new methods for disseminating feminist scholarship through its conference series “Teaching the Past in the Present” and its companion Virtual Research Bank,
- and to bring increased visibility to CSWS and the university by seeking external funding for its projects and by hosting the publication of the *Medieval Feminist Newsletter*, the official publication of the Society for Medieval Feminist Scholarship.

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CSWS

By Sandra Morgen, Director

I want to thank all of you who participated in the third annual CSWS RIG-a-FAIR for helping to make the event so successful. Feedback I have received confirms that many of you found both the content and the dialogic process of the event intellectually revitalizing. There was one theme that emerged explicitly only a couple of times, but was implicit in discussions throughout the day—intergenerational differences and conflict within feminist theorizing.

Beth Piatote referred explicitly to an "apparent generation gap" between the scholars and activists who helped launch women's studies and second-wave feminism and younger women today. Piatote believes the media plays up these differences, and advocated reaching across this "artificial" construction, learning from each other, and redefining feminism as the historical conditions that shape our lives change.

I agree with Beth, and I also believe that the issue of intergenerational differences among women and among feminist scholars is not simply media hype. Nor is intergenerational conflict unique to the feminist movement. Economic restructuring, political retrenchment, and cultural shifts have each and together dramatically altered important facets of women's lives, necessitating fresh insights into continuing problems and the understanding of new issues in the lives of women and families. We also know too well that the new generation of scholars, who are today's graduate students and junior faculty, enter a university that requires more (publications, productivity, teaching, service, advising) without being able to match those higher expectations with enhanced resources. No wonder that there is intergenerational misunderstanding and, sometimes, conflict.

Moreover, this pattern is happening writ large in society. One of the most dramatic effects of changes initiated with Ronald Reagan's 1981 budget and continuing today in Congress, state houses, and initiatives such as Measures 5 and 47, is a redirection of resources away from the young and the programs and services that support youth. In the last two decades, for example, U.S. child and youth poverty rose by 60 percent, while poverty among adults over forty declined. One in four young people lives in poverty today, twice the rate among adults.

A new study by Marion Anderson (of Employment Research Associates), *Running Up the Down Escalator: Young People in the*

American Economy (1996) documents the depth of economic problems that disproportionately affect young people, from declining wages in entry-level jobs and to rising rates of youth unemployment—especially for young people of color—to rising costs of education and housing. Young women are particularly hard hit. And we all know that the hysteria about teenage pregnancy, which played into the so-called bipartisan consensus around welfare "reform," distorts the actual demographic realities and ignores the poverty, sexual abuse, and neglect by fathers who do not provide adequate child support.

One way feminist scholarship can work against generational conflict is to take seriously the issues that face today's young women and girls. I know that a number of RIGs have envisioned projects focusing on girls. I personally hope at least some of the RIGs will generate research on the issues that face today's girls and young women, and that CSWS can play a role in foregrounding the needs, perspectives, and new scholarship of the next generations of feminists.

Barbara Ehrenreich to Visit Campus

Barbara Ehrenreich, feminist scholar, journalist, and social commentator will be the occupant of the Wayne Morse Chair of Law and Politics at the University of Oregon during the first two weeks of April. Her most recent work, *Blood Rites: Origins and History of the Passion of War*, will be released this spring. Among her most notable earlier works are: *The Mean Season: The Attack on Social Welfare* (co-edited with Frances Fox Piven, Richard Cloward, and Fred Block, 1987); *For Her Own Good: 150 Years of Experts Advice to Women* (with Deidre English); and *Re-making Love: The Feminization of Sex* (with Elizabeth Hess and Gloria Jacobs, 1986.)

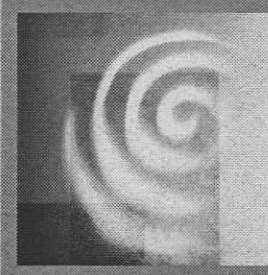
There will be multiple opportunities for members of the university and wider community to hear Ehrenreich speak and meet with her during her visit including:

April 9: *Trash Journalism*, (sponsored by the School of Journalism and Communications), 3:30 p.m., Gerlinger Lounge

April 11: Reception sponsored by the ASUO Women's Center, 2:30–4:30 p.m., Collier House

April 16: *The End of Caring: Rewriting the Social Contract*, Morse Chair Lecture, 7:30 p.m. Hult Center for the Performing Arts

April 18: *Anti-Essentialism: A New Form of Creationism*, (part of the enGendering Rationalities conference,) 3:30 p.m., Gerlinger Lounge



Sandra Morgen,
Director, CSWS

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Join Us for *enGendering Rationalities*

CSWS will sponsor a major conference, **enGendering Rationalities**, April 18–20 to explore how feminist research and practices challenge and transform dominant conceptions of rationality and knowledge. The conference has attracted scholars from across the humanities and the social sciences, as well as from physics, earth sciences, mathematics, computer science, and law. The overwhelming response to our call for papers confirmed our belief that the time for such a conference was ripe; we will host panelists from twenty-seven states, four provinces in Canada, and Australia, Israel, and Sweden.

The conference will open at 9:00 a.m. on Friday, April 18, in Gerlinger Lounge and run through early afternoon on Sunday, April 20. The plenary sessions (all in Gerlinger Hall) include presentations by the following scholars:

Lorraine Code: *Rational Imaginings, Responsible Knowings: How Far Can You See from Here?*

Barbara Ehrenreich: *Anti-Essentialism: A New Form of Creationism?*

Marilyn Friedman, Susan Hekman, and Alison Jaggar: *Feminist Moral Epistemologies Panel.*

María Lugones: *Strategies of the Street Walker/Estrategias de la callejera.*

Naomi Scheman: *Making all These Words Superfluous: Metaphysics as the Evasion of Politics.*

Anne Waters: *Hegemony, Difference, and Identity.*

In addition, there will be thirty-five diverse and exciting panels that will be held in Gerlinger Hall, the EMU, and elsewhere on campus (The final program will provide locations for sessions). These sessions include discussions of the intersections of race, ethnicity, class, and gender in feminist knowledge projects, explorations of forms of knowing that emerge from women's practices, knowing through the body, feminist perspectives on incest and childhood abuse, ecofeminism, feminist perspectives in law and in economics, the relations between power and knowledge, feminist epistemologies, feminist science studies, feminist moral epistemologies, and much more.

There will be no conference fee for **enGendering Rationalities**, but you do need to register. To register and obtain a conference program, contact CSWS. Further information is also available at our Web site: <http://darkwing.uoregon.edu/~csws/enGender/>



Teaching the Past in the Present Set

This conference, the first in a series of annual conferences to be sponsored by CSWS and directed by members of the Reclaiming the Past RIG, in its new incarnation as the Feminist Humanities Project, is intended to launch a dialogue between university and secondary-school educators about the issues involved in teaching about pre-modern times. How do we discover and teach about the lives of women and the meaning of gender in pre-modern times? How do we encourage our students to make the leap forward into the past? How can we best create links between our learning communities in Oregon and elsewhere?

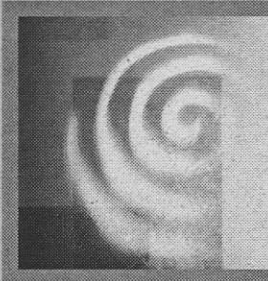
Using gender as a focus, the sessions will provide practical tools, texts, and a theoretical framework to use in the classroom. Session content will cross historical periods and cultures. It will help teachers engage students in new ways of exploring and interpreting the past.

The primary topics to be covered are: women and religion; women and power; and women and representation. Presenters will introduce materials drawn from a variety of historical periods to demonstrate new pedagogical models applicable to high school and college curricula.

One of the major elements of the conference is the introduction of an evolving electronic database. This resource will gather sample syllabi, texts, images, bibliographies, and other information to provide material for existing and new courses. Conference participants will be encouraged to contribute to and make use of this Web site. It will function as a clearing house with an interactive component for discussing pedagogical concerns and issues.

The conference will run October 25–26, 1997, on the UO campus. Meetings and sessions will take place Saturday afternoon and all day Sunday. Evening events will be scheduled to coincide with the Global Baroque conference being held at the UO the same weekend.

Focus groups including local secondary and middle school teachers, faculty members from Lane Community College and from the University of Oregon are beginning to form. People interested in being involved in the program can contact the conference coordinators: Barbara Altmann, 346-4033, baltmann@oregon; and Louise Bishop, 346-0733, lmbishop@oregon.



Wednesdays at Noon

CSWS is continuing to host talks and workshops on Wednesdays in 330 Hendricks Hall from noon to 1:00 p.m. The university community is invited to participate in these talks to share the considerable diversity of topics and perspectives of research on women and gender funded through CSWS. Mark your calendar, bring your lunch, and join us for an engaging hour. For more information, call Roxanne Livingston at 346-5015.

April 2

CSWS Research Support Grants Workshop. Submission deadline: April 7. CSWS Jane Grant Dissertation Grant Workshop. Submission deadline: May 5.

April 9

Garifuna Women of Caribbean Central America: A Movement of Linguistic Empowerment, featuring Geneva Langworthy, graduate student, Department of Anthropology.

April 16

CSWS RIG Development Grant Workshop. Submission deadline: May 19.

April 30

Crossing the Threshold: Transitional Structures in Early Twentieth Century Women's Fiction, featuring Martha Ravits, assistant professor, Women's Studies Program.

May 7

The Unruly Female: Gender and the Genres of Laughter, featuring Kathleen Rowe Karlyn, assistant professor, Department of English.

May 14

Girls in the Middle: Working to Succeed in School, featuring Mary Thompson, American Association of University Women, and Tevina Benedict, CSWS Women's Health and Development RIG.

May 21

Quivering Ontologies: Postcolonial Narratives/Bodies in Translation, featuring Kasia Marciniak, graduate student, Department of English.

Continued from page 1

WOMEN'S HEALTH AND AGING RESEARCH INITIATIVE

The Women's Health and Aging Research Initiative is dedicated to the improvement of the health and well-being among women of all ages. Toward this mission the program has established the following goals:

- to write and submit grant proposals to appropriate funding agencies to create the support necessary to conduct research in this area,
- to create a collaborative and cooperative research program with the Pacific Institute for Women's Health, and to explore similar arrangements with other research centers,
- and to explore and create joint dissemination programs with the Women's Health and Development RIG, the Northwest Women's Project, and other CSWS affiliates.

Two excellent scholars with expertise in this area, Sheryl Thorburn Bird and Cynthia Adams, have recently been recruited to develop grant proposals to submit to the NIH and other potential funding sources over the next few years. The research program, directed by Marie Harvey, will strive to establish a national reputation for CSWS in the area of women's health.

WOMEN IN THE NORTHWEST RESEARCH INITIATIVE

While the Women in the Northwest Research Initiative is not entirely new, our ability to develop a full-scale research project is possible now thanks to a major gift from Maize Guistina and the Center's decision to earmark resources for this initiative. This research initiative was begun some years ago with the intent of promoting, supporting, and disseminating research on women in the Northwest and facilitating links between researchers, policy makers and advocates, and educators concerned with issues facing women and families in the region. Over the next several years a core group of researchers based largely in the social sciences, history, and the professional schools will develop on-going research that links theoretical, substantive, and policy concerns about women, work, families, economic restructuring, social policy, politics, and the law.

For more information about these research initiatives, contact: Reclaiming the Past: Clare Lees, Regina Psaki, or Judith Musick; Women's Health and Aging Initiative: Marie Harvey; Women in the Northwest Project: Sandra Morgen.



Native American RIG

The Native Women's RIG is currently working on a research project to be presented at the upcoming conference, *Where Do You Come From, Where Do You Go? The Problem of Ethnicity and Multicultural Identity*, which will be held at the UO in mid-May. The project identifies some of the challenges that face Native American women doing research in their own communities, such as navigating cultural expectations and formulating research projects that both address the realities of the community and the expression of the research. A particularly thorny question is how to address gender issues. The title of the project is *Walking in Balance through the World of Research*. The RIG welcomes the participation of anyone who may have experiences to share regarding this topic. In addition, the RIG is turning its overall focus toward publishing and developing stronger inter-generational relationships within the Native American community.



Reclaiming the Past

This is already proving to be an exciting year for our RIG. We made a strong showing at the Engaging Feminisms conference, enjoyed two events in our Works-in-Progress series, and continued our regular conversations about the relation of gender and history by focusing on the theme of *Women and Religion in History and in the Classroom*.

As we continue to explore our interdisciplinary interests in history and gender, we have begun to focus on cultures prior to the twentieth-century, although we hope to diversify and continue to attract scholars of more recent periods in the coming months.

Next term, we will continue our regular meetings and solicit suggestions for discussion topics related to the study of history and gender from both research and pedagogical perspectives. Professor Jill Campbell, Yale University, will offer our final Work-in-Progress event in May.

In addition, much of our work will be taken up with planning the first of our conferences on teaching and the launching of our related Virtual Resource Bank.

Finally, RIG members will begin the process of defining our relation to the

Feminist Humanities Project, sponsored by CSWS, which offers the RIG a medium in which to develop, explore, and produce activities related to our interests.

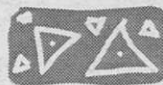
These endeavors are the product of our members' enthusiasm for reclaiming the past, and we encourage all interested to join us and help define our future.



Wired Women

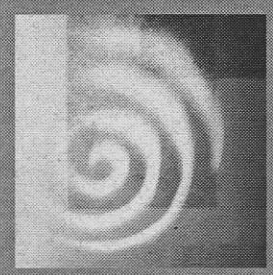
A new RIG, comprised of several faculty members and students, is forming to explore and apply the potential of the Internet for the support of research on women and gender. Our current activities include producing and maintaining the *CSWS Web Magazine* (<http://darkwing.uoregon.edu/~csws/>), helping the various CSWS RIGs create home pages and, working with Zoe Borovsky and the Feminist Humanities Project, to create the Virtual Resource Bank.

We think of ourselves as a service-oriented interest group, but that will change as our group grows to include scholars interested in studying cyberspace as a place where issues of women and gender have their own unique expression.



Women and Gender in Vietnam

This spring will be busy for our RIG. In addition to working closely with the UO-Vietnam Sister University Project on a faculty exchange that will bring three prominent Vietnamese scholars to the University of Oregon in April and May, we will be continuing our study group on issues facing women and families in contemporary Vietnam. While we are awaiting final confirmation, it appears that Professor Dang Thanh Le, an important literary scholar and member of the Directorate of the Centre for Research and Training of Women in Vietnam, will be a faculty-in-residence here several weeks during spring term. Several members of the RIG are planning a research trip to Hanoi to work with the Vietnam Women's Union in the late summer. Other RIG members are exploring the possibility of building on projects begun during the fall 1996 field school in Hanoi under the directorship of Professor Rob Proudfoot.



For information on any CSWS Research Interest Group, contact Judith Musick at 346-5099 or by E-mail at CSWS@oregon.uoregon.edu



Third Annual RIG-A-FAIR:

"What are the material conditions under which we produce feminist theory? They include a series of informal processes that occur for graduate students and junior faculty that reproduce a differentiated prestige system that restricts which voices are authorized . . . Well-intentioned feminists reinscribe a prestige system that silences those who do not use or are excluded from the dominant discourses. We need to understand that good scholars can be produced at a variety of institutions. And we need to work towards producing a feminist intelligentsia that is truly multivocal, including by class."

—France Winddance Twine,
Women's Studies,
University of Washington



France Winddance Twine and Barbara Epstein

Much of what we think of as "high feminist theory" has come to have very little to do with the lives of most women. How might what we think of as good theory change if we applied the following standards—How does this theory help us to address the situation of women? How does it help us to imagine a better world?

—Barbara Epstein,
History of Consciousness,
University of California—Santa Cruz

"Traditionally, those who control the design, methods, and policies for health research tend to be outsiders who are separated from the local community by class, ethnicity, ideology, etc. Recent thinking has sought to reframe this distance by working with communities instead of working on communities."

—Marie Harvey,

Women's Health and Development RIG



Marie Harvey and Helen Rodriguez-Trias

"There are often fundamental problems for those in the academy when they go out and work with people in communities. My experiences have taught me that if we want to do effective work we need to create a safe forum for dialogue and disagreement to take place."

—Helen Rodriguez-Trias,
Pacific Institute for Women's Health



Beth Hege Piatote

"I am personally curious to see what kinds of issues will lead to long-standing coalitions between communities of color and mainstream feminism."

—Beth Hege Piatote,
Native Women's RIG

Engaging Feminisms



Nancy Tuana

"Our RIG is working against the grain, and while the work is slow, the terrain often rocky, we aim to do our cross-cultural work in ways that will simultaneously co-produce valuable knowledge and create social relationships between peoples whose intertwined histories have been too much filled by pain, the lived realities of war, ideological polarization, and the consequences of imperialism."

—Sandra Morgen,
Women and Gender in Vietnam RIG



Irene Diamond

"There have been three significant shifts in feminist theory that we need to think about critically: a change in focus from political economy to culture, representation, and discourse; from consciousness, a concept linked to a notion of politics, to identity, a concept often not linked to politics; and from social relations to social categories. There is a generational dimension to these shifts, but history is also a factor."

—Joan Acker, Women, Work, and Economic Restructuring RIG

"The work of those of us in feminist science studies is being systematically misinterpreted as "anti-science" when, in fact, our goal is the creation of sciences which are compatible with the goals of feminism. We do this, in part, by offering an analysis of how science is practiced and conceptualized with attention to the role of gender."

Nancy Tuana, RIG², UO



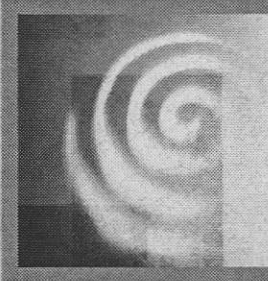
Helen Rodriguez-Trias

"However conflicted the project of making the past visible in the era of the postmodern, feminist theorists need feminist historians to continue it. As a metaphor, vision most often points to the future . . . However traumatic the past might be for women . . . denial and avoidance are not our best strategies. History disappears only as a result of our fantasies; it never really disappears, in short. If we want visions to think with, then the relation between vision, knowledge, and time demands we look not only to the future, but to the past in our present and our future."

—Clare Lees,
Reclaiming the Past RIG



Lizzie Reis and Diane Baxter



Zoe Borovsky,
assistant professor,
Germanic languages
and literatures



By Zoe Borovsky

Although the image of a medievalist pouring over old, dusty manuscripts in a remote archive in Iceland may not strike every reader as a topic for the creative center of this newsletter, my goal has been to present these texts (Old Norse-Icelandic sagas) to students in such a way that the medieval Scandinavian past comes alive—in all its grotesque splendor, and, some would say, horror. To make the pages of a paperback edition of translated sagas speak from the distant past, I have drawn on my classroom training as a teacher of modern language (Norwegian),—especially the use of what is often called “realia”—and extended that to the concept of teaching students to “read” artifacts (audio, visual, or material objects) as texts. This approach has a natural affinity for gender studies, especially since feminist scholars have used this type of analysis to extend and incorporate contributions women have made that have not been recorded, collected, or studied: fashion, food, or other “soft goods.”

One of the most important courses I took as an undergraduate at the University of Wisconsin was an introductory women studies and humanities course; it included not only works of fiction by women authors, but media images—magazine ads, photography, and movies—that also encoded or represented sexual difference. We were encouraged to analyze and compare cultural patterns in both types of “texts.” The exciting questions for me were the ones that addressed whether various texts challenged the norms, or whether they worked to reinforce them, and our debates about whether society influences art, or whether art merely imitates reality.

In graduate school in Scandinavian Studies at the University of California-Berkeley, I worked together with a small, but motivated group of graduate students charged with the task (along with our faculty) of revising the M.A. and Ph.D. reading list (the core of the curriculum for the past fifty years) to include more than the traditional literary canon. As one of the medievalists, I had observed my modernist colleagues struggle with the Old Norse language requirement and realized there was very little in their textbook (full of linguistic paradigms and a few vowel charts) that gave them a sense of the actual vellum (made from sheepskin) on which those texts were written or the culture that produced them. I began to imagine a “required” reading list that would include not just texts (as they have been transformed for modern readers into anthologies that have no relation to how they were used in medieval times), but the other cultural products that would put those texts into context: buildings, sculpture, illuminations,

Medieval



carving, textiles, clothing, dance, kinship structures, legal codes, music, games, and sports. Obviously this type of “reading list” would require a different type of medium than the tired “dittoed” handout in a three-ring binder! As I was writing my dissertation (*Rocking the Boat: Women in Old Norse Literature*), I attended a graduate course taught in the Library School at Berkeley designed to bring together graduate students in the humanities (literature, art history, music, film, history, drama) and computer science to work on projects that would explore how the disciplines might collaborate. Although my project was to work with a text analysis program for my dissertation (I had grown weary of searching for every occurrence of the various words for “giant” and “giantess” in thirty sagas and needed a fast solution), we agreed that some of the most important applications of technology for humanists would be in multimedia (and the Internet) and the kinds of interdisciplinary approaches this would allow.

Fortunately, technology and computers have

Designs



the Viking CD-ROM that we used in the ITC classroom in Knight Library to watch the multimedia presentations and search the 30,000 images of artifacts to include in their research projects. This, I thought, comes close to how I, after years of study and travel, “read” sagas—as if all the images and sites that I have stored from museums and manuscripts—are presented in full color, on a big screen, and in a form that students can later retrieve and study on their own. All except that wonderful musty smell of the archives, and the taste of dried cod!

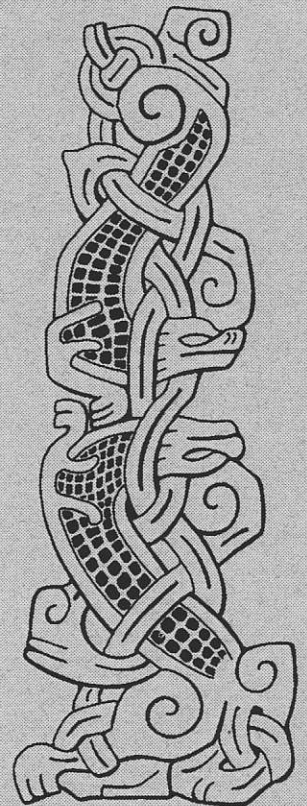
The final challenge was to demonstrate to these freshman that what they had learned from the sagas was indeed “relevant” to their lives today. We ended the course by watching the movie *Boyz ‘n the Hood* (Singleton, 1991) and compared how the modern film and the medieval saga both argue for conflict resolution as a way to limit violence and preserve human life. Finally, we discussed how the saga and the film portrayed the women involved in these conflicts. I believe students were surprised to discover how similarly the plots were structured, and how medieval narrative patterns are still followed today.

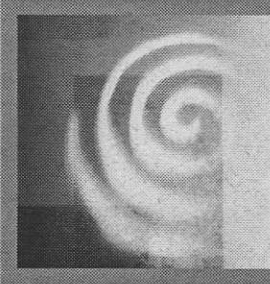
Shortly after I taught the course, I joined an international E-mail list (another habit I picked up from the humanities computing course) of Scandinavian historians who organized an electronic conference on teaching medieval Scandinavian history. We all submitted dynamic syllabi from our courses, and each day we visited the “site” of one of our colleagues. The person whose site was displayed checked their E-mail periodically during the day, and our questions and responses were distributed by E-mail to the entire group. Without leaving our offices, we had participated in the kind of exchange that goes on at “real” conferences, without the pressure (or pleasure) of travel, job interviews, etc. Though I would not advocate replacing real conferences with virtual ones, it certainly worked well as a way to discuss our courses and teaching—something that often occurs only in the margins of scholarly conferences.

My interest in the conference series *Teaching the Past in the Present* lies in bringing this type of approach to the study of gender in history and making a contribution to the very real “virtual” learning community of scholars gathering at the University of Oregon who are interested in producing and presenting studies that bring the past to life in a way that addresses or connects with the issues of today as a way of encouraging students to think about how culture shapes their lives and empowering them to engage in the process of understanding, shaping, and perhaps even transforming their culture or their representations of it.

addressed the needs of this type of reader/researcher. The notions of hyper-text and multimedia have given scholars the opportunity to conduct a more comprehensive and interdisciplinary type of research and to present our findings in a way that reflects our methodology. My current project, as a member of the Reclaiming the Past RIG, is to design and help create a Virtual Resource Bank, available on the World Wide Web, that will provide research and teaching materials (audio, visual, and textual) for the study of gender in history.

This project has grown out of my experience teaching my first freshman seminar at the University of Oregon, when I began experimenting with using a “dynamic” syllabus (one that was available via the Internet with links to sites where images from museums around the world, bibliographies, and other information were made available) for teaching a course on the Vikings. (This site can be viewed at <http://darkwing.uoregon.edu/~manic/h-skand-syll.html>). My students and I were delighted by





CSWS Research Interest Groups provide not only an arena for collaborative research and formal group projects, but also a forum for networking and discussion of individual research interests, such as those of the following RIG affiliates.

Sex Differences in Workplace Dispute Resolution

By Patricia Gwartney

I have been a CSWS affiliate since 1983. My research over several years concerns sex differences in workplace dispute resolution. It was motivated by frustration with statistical models' inability to explain the sex-wage gap and occupational sex segregation. To uncover intra-organizational processes that contribute to employment sex differentials, my former student, Denise Lach (now at Oregon State University), and I conducted in-depth interviews with women and men in two matched organizations about their everyday workplace difficulties. We found sex differences in origins, processes, and outcomes of normal workplace problems. For example, women reported more interpersonal problems, emotional issues, and "personality conflicts;" men reported more problems with tools and tasks. The union-negotiated grievance procedure and "open-door" policy the two firms offered were unprepared to deal with female-typed disputes. The result was women more often laterally transferred to another company department to escape problematic situations, but this resulted in reduced seniority, job-specific skills, training opportunities, and promotion opportunities. Thus, sex differences in workplace dispute resolution may be an intra-organizational process that contributes to, but cannot be observed in, aggregate statistical models of employment sex differentials. Results of this research, partially funded by CSWS, can be found in *Law & Society Review* (1994), *Human Relations* (1994), *Women Workers and the Labor Movement: Forging a New Partnership*, Sue Cobble, ed. (1993), *Journal of Vocational Behavior* (1993), *Mediation Quarterly* (1992) and *Negotiation Journal* (1991). Lach and I are working on a book manuscript on this research.

In 1992, I founded the Oregon Survey Research Laboratory (OSRL) on the UO campus. OSRL's mission, goals, and activities can be found on its World Wide Web site (<http://darkwing.uoregon.edu/~osrl>) or by requesting a copy of the 1996 annual report (call (541) 346-0822). One interesting recent study was the "Lane County Survey of Children and Families," which was a project for my twenty-two-week graduate seminar in survey methodology. One of my personal pedagogical goals is to work closely with graduate students to get them publications prior to completing their doctoral degrees.

Craig Helmstetter and I are completing a paper that tests several hypotheses regarding "family values" attitudes. Jill Weigt and I are collaborating on a paper concerning parents' relationships with their children (problems, time, and meals spent together), with a special focus on parents employed in "family friendly" firms. Catherine Richards and I are working on a paper that examines parents' help-seeking attitudes and behaviors when they have problems with children.

In different vein, I recently revised a paper that tests hypotheses about occupational sex inequality within minority groups. Employing 1987 Australian data, I argue that when immigrant minorities settle in a new country, a racial/ethnic job queue keeps the entire group at the bottom of the occupational hierarchy, but the queue itself is two-tiered, with men getting "first dibs" on the best jobs. Results for Aborigines and twelve immigrant groups generally support the hypotheses.

Patricia Gwartney is a professor in the Department of Sociology.

The New Woman and the New Writing

By Wendy Larson

Women and Writing in Modern China (Stanford University Press, 1997), investigates the twentieth-century China combination of two modern concepts, the new woman and the new writing, into a protracted cultural debate over what and how women should and could write. While traditional yin/yang theory simultaneously developed two different gender meanings—one that equalized the masculine and feminine and defined disorder as an imbalance between the two, and the other which produced gender as a hierarchy, with male as good and female as bad—Confucian doctrine also developed, both as a textual tradition and as acts and behaviors of daily life, the notion of separate spheres for women and men. Throughout the Ming (1368–1644) and Qing (1644–1911) dynasties, women's virtue, or *de*, developed as a physical ordeal, with a number of bodily restrictions (chastity and confinement) and mutilating practices, the worst of which was widow suicide. This physical trial was the essential, orthodox marker of femininity, and its acting out was described and theorized in a long textual tradition. Against *de* was *cai* or literary talent, a transcendent practice that contained a variable content of profound lyricism, deep intellectuality, or analytical

skill. As the common phrase *nüren wucai bian shi de* (for women, lack of literary talent is a virtue) implied, even though both men and women were known for virtue and literary talent, many more women than men were canonized for their virtue, and many more men than women were noted for their literary talent. Thus *de* and *cai* were, to some extent, exclusive and gendered concepts and social forms that implied a different ontological status for women and men. *De* was a physical trial of self-sacrifice that possessed and expressed powerful symbolic meanings, and *cai* gave its practitioners access to, and represented them as working within, transcendent emotional and intellectual spheres.

The category of literary talent, therefore, unfolds into modern era standardized as male. Women's "nature" that has emerged from the very bodily tradition of the performance of virtue is physical, material, and concrete, rather than transcendent and intellectually profound, as the concept literary talent or *cai* implies. The stories of some women writers recognize this discrepancy, and focus precisely on the spot where women are inserted into contexts that mechanistically or routinely turn them into performers of female virtue. These contexts are heterosexual love and the familial role of wife and mother, and not even the modern ideas of romance and freedom of choice in love are powerful enough to change them. Although many women write about love, which in their stories usually fails, some contemplate altering the basic physical framework, and propose in their stories new associations that do not reconfigure traditional ideas but rather establish women in different material surroundings and involved in untraditional links to other people. Thus rather than redefine the marriage bond as a modern and equal love relationship, or the mother's role as an educator who understands and transmits to her children modern knowledge—both possibilities that would impose standard modern ideas on culture—writers propose unconventional relationships: sustained singlehood, non-sexual friendships between women and men or women and other women, love bonds between women, and non-familial contexts of the workplace and society at large, where other liaisons can develop. Thus although writers negotiate with the ideologies of modernity, they follow trajectories that are specific to their own cultural realities.

Wendy Larson is an associate professor of Chinese in the Department of East Asian Languages and Literatures.

Exploring Scholarship and Activism

By Ajuan Mance

I joined the Department of English in the fall of 1995, shortly after completing a Ph.D. in English Language and Literature at the University of Michigan, Ann Arbor. I teach undergraduate and graduate courses in African-American literature and cultural studies. My major areas of interest are nineteenth-century African American literature, African-American poetry, and the literature of Black Nationalism. As a teacher and scholar I am very interested in the relationship between scholarship and activism. I am especially interested in exploring the ways that writing and teaching about activist and political scholars may be used as a force for positive social and political change. In my teaching and my research I focus on the ways that Black men and women have used both oral and written forms of literature to engage in what bell hooks identifies as the "fundamental task of [B]lack critical thinkers," to "break with the hegemonic modes of seeing, thinking, and being that block [Black Americans'] capacity . . . to imagine, describe, and invent [them]selves in ways that are liberatory."

Currently, I am working on a manuscript based on my dissertation. The working title of this project is *Locating the Black Female Subject: American Women's Poetry and the Evolving Landscape of African-American Womanhood*. My project is both a literary historical and a Black feminist enterprise. It is a literary historical project in that I trace the evolution of African-American women poets' representations of the Black female subject beginning with the decades immediately following Reconstruction, through the Harlem Renaissance and the rise of Black Nationalism, and into the contemporary period. My project is a Black feminist project in that it is actively involved in what Patricia Hill Collins calls "reclaiming the Black feminist intellectual tradition." In constructing a history of African-American women poets' representations of the Black female subject, I am identifying and reinterpreting poems written long before the formal articulation of Black feminist ideology that struggle with the issues that exist at the center of Black feminist inquiry today. One such issue is, of course, the complexity of representing a subject who embodies multiple identities, within (or as a form of opposition to) a culture that resists such ambiguities.

Ajuan Mance is an assistant professor in the Department of English.





ASUO Women's Center

By Sho Shigeoka, Director

Women of Color Conference—My
Personal Reaction

By Sho Shigeoka

"Expression of Sisterhood and Color" was this year's theme for the ASUO Women's Center's annual Women of Color Conference, which was held January 31–February 1. The conference offered a number of workshops along with a keynote address by Elaine Brown, the only female leader in the Black Panther Party in the 1960s.

My reactions to the conference, specifically to the keynote address, were based upon my experiences as the director of the ASUO Women's Center, a woman, and an Asian person. I was very pleased with the quality of the keynote address. Elaine Brown addressed that we, as a community of color, should not be distracted by unrelated issues such as Ebonics and O.J. Simpson when we have bigger and "real" issues in our community to deal with. Our children are dying and not getting a proper education, our people are exploited by major corporations . . . The list goes on and on.

An issue that particularly concerned me as a woman of color was getting too distracted to examine the issues that are real to us. I encounter many people and situations where I, too, get so distracted that I lose sight of what I do. Some people tell me that I am not "feminist enough" because of certain ways or things I act/ behave/ believe, all of which to me are culturally appropriate as an Asian person. I am also faced with the dichotomy of not being respected for people of color's issues because I am a "feminist." This view is represented by the belief that I need to choose to be either a woman or a person of color to do the job they want me to do.

I have been struggling with this dual identity for quite a long time. After hearing the keynote speech, I realized that I, too, was being distracted and accepting these misinformed comments by trying to choose to be the person that other people want me to be. The fact is, such a person does not exist because I cannot choose to be one way or the other. I am proud to be both, and being a

woman and a person of color are equally important to me. In addition, the vision I have for us and our future is much too large to worry about how I should act or for whom I should or should not advocate.

Throughout the conference, I was able to hear other women of color talk about having a dual identity, which was a validating experience. The conference provided me with the invaluable opportunity for self-exploration and soul-searching. Now I can say with more confidence that I am proud to be a woman of color, a person with a dual identity.



Women's Studies Program

By Judith Raiskin, Director

This year, with a generous grant from CSWS, women's studies initiated its program of offering teaching fellowships to faculty members from across campus. The purpose of the program is to support the development and teaching of innovative, interdisciplinary courses related to studies of gender and sexuality. The fellowship provides the faculty member with a summer stipend for course development, course enrichment funds, and the opportunity to teach the new course through the Women's Studies Program with crosslisting in the faculty member's home department. The number of excellent proposals we received spoke to the cutting-edge feminist research being pursued by faculty members all across campus and the high interest in teaching interdisciplinary courses in these areas. The Women's Studies Program gave three awards to faculty members who will teach their new courses next year:

Susan Boynton, assistant professor of music, will teach "Music, Gender, and Sexuality" for graduate students and advanced undergraduates on the intersection of gender and sexuality in Western art music and its reception history.

Stephanie Wood, adjunct professor of history, will teach a survey course "History of Women in Latin America" for undergraduates. This course examines the social, economic, and political issues women have confronted over five centuries across a



*Sho Shigeoka,
Director, ASUO
Women's Center*



*Judith Raiskin,
Director, Women's
Studies Program*

geographically diverse continent.

Elizabeth Reis, adjunct professor of history, will teach a seminar on "U.S. History of Sexuality." This course will examine the social and cultural history of sexual practices, societal and governmental regulation of sexuality, and the changing cultural meaning of sexuality from the seventeenth century to the present.

In addition, **Arlene Stein**, assistant professor of sociology, will teach a seminar on "Lesbian and Gay Studies."

In response to our call for RIG-related courses in the last newsletter, faculty members from the CSWS Research Interest Group Reclaiming the Past have proposed to teach an undergraduate course next spring called "Gender in History" to be designed and taught collaboratively. This course will provide a forum for students to gain first-hand knowledge of faculty research regarding feminist issues of historiography from a variety of fields. We look forward to adding these creative new courses to our course offerings for next year.



All Women's Health Services

*Interview with Sally Sheklow,
Development Director*

By Catherine Altermatt

How long have you been with All Women's Health Services?

I started in the spring of 1992, shortly after the clinic opened.

What attracted you to the organization?

I was selling advertisements for *What's Happening*, (the former name of the *Eugene Weekly*) and I saw an announcement for the opening of a feminist women's health center which listed lesbian health care as one of its services. I wanted to be a part of an organization that challenges sexism and homophobia and their place in health care.

How does your work fall in line with your own feminist ideals?

My view of creating a just and peaceful world is based on women having control of their own lives, including their health care. When we are stuck with inadequate and oppressive

health care, our ability to go out and change the world is limited.

In 1974, in a University of Oregon women's health class, a woman came in and told us about self help. That inspired me to join a self help group where I learned about home remedies for cramps and yeast infections, fertility awareness, birth control, and other women's health issues. I realized that my reproductive life didn't have to be under anyone else's control.

What are the rewarding aspects of your job as development director?

It's exciting to be on the front lines of the abortion issue, fighting for reproductive rights. I like knowing that my daily work helps women and makes the world a better place.

My job is to promote and generate support for the health center's work. I like meeting and talking with the people who contribute their money and time to help keep our clinic open.

Educating people through our slide shows is another rewarding aspect of my job. I see the light go on for women when they realize that this information can help them take charge of their own health care, reproduction and sexuality. Students discover that they can get involved as a volunteer or intern with a powerful feminist project that's just a couple of blocks away.

Working in a setting where the philosophy is feminism is such a treasure. I get to live my beliefs every day.

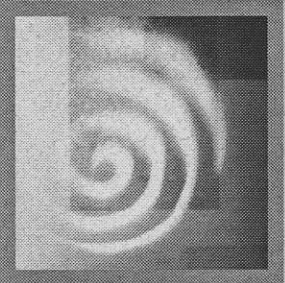
Since you have been with all women's health services, how have you seen the organization grow?

A measurable example of the clinic's growth is the increased community support. When I started in '92 we had 1,200 names in our database of supporters. Now we have grown to 20,000. Unfortunately, we have also seen an increase in violence and security needs. I now work behind bullet proof glass and a surveillance system, with links to local police and the FBI.

Anything else?

Our next fundraising event is the *Pro-Choice Boogie*, a dance concert with the funk rock band Rubberneck at the Wild Duck on May 1. We'll also be raffling off a stereo CD system. Our slogan is "I'm pro-choice and I boogie." Join us!

Catherine Altermatt is a UO student volunteering with All Women's Health Services.



*Sally Sheklow,
Development Director,
All-Women's Health
Services*

Research Support Grants

CSWS awarded seven Research Support Grants during the winter funding cycle. The recipients are as follows:

Jackie Lynn Conrad, a graduate student in the Department of Dance, received \$1,910 for her proposal, "Creating Family: A Choreographic Exploration of Family Relationships Utilizing Selected Characteristics of Feminist Rhetoric." Conrad's intent is to produce a dance concert exploring positive family relationships utilizing characteristics of feminist rhetoric in her choreographic process.

Dianne Dugaw, a faculty member from the Department of English, received \$6,000 for her proposal, "'Deep Play': Eighteenth-Century Cultural Politics and the Satire of John Gay." This grant will enable Professor Dugaw to complete two chapters of her book, in which she examines new politics of culture in eighteenth-century Britain as it is engaged and challenged in the satire of John Gay (1685-1732).

Clare Lees, a faculty member from the Comparative Literature Program, received \$6,000 for her proposal, "The Making of Difference in Anglo-Saxon England." By drawing on interdisciplinary techniques, she revalues the historical, literary, and material evidence for women in this period and pays attention to their long-undervalued contributions.

Archana Singh, a graduate student in international studies, received \$600 to support her proposal, "Strategies Used in HIV/AIDS Education in Nepal: Addressing Gender Issues." Singh is assessing the effectiveness of different strategies used by various organizations in Nepal in their efforts to educate and disseminate accurate information to the general public, and particularly their efforts to educate women.

Arlene Stein, a faculty member in the Department of Sociology, received \$5,925 for her proposal, "Beyond the Culture Wars: An Ethnographic Study of Contested Sexuality in Rural Oregon." Professor Stein is conducting an ethnographic study of two towns in a primarily rural area that have been the site of divisive battles over sexuality. This project seeks to understand the historical roots of the politicization of sexual issues, the impact these conflicts have had upon ordinary citizens, and the strategies that might aid in constructing a culture in which diversity is valued.

Monica Szurmuk, a faculty member in the Department of Romance Languages, received \$6,000 for her grant proposal "Women Travelers/Traveling Women: Gender, Collective Identities, and Writing in Modern Argentina." This grant money will be used to finish the last two chapters of her book, which focuses on women's travel literature written between 1945-1996. Using post-colonial theory and feminist re-interpretations of psychoanalysis, she explores how these women participate in the debates on exile, political repression, and post-modernity.

Anita Weiss, a faculty member in the International Studies Program, received \$4,332 for her proposal, "Working for Women's Empowerment in Pakistan after Beijing: National Priorities and Responses." This research, utilizing Pakistan as a case study, explores the possibilities being perceived within an Islamic context to empower women, contradictions inherent in these efforts, and the extent to which global agreement—such as the Platform for Action—can be an influential force in supporting local actions.

1997 CSWS Grant Deadlines

Research Support Grants: April 7, 1997

Travel Grants: April 28, 1997

Jane Grant Dissertation Award: May 5, 1997

RIG Development Grants: May 19, 1997

Executive Grants: Open deadline

Sponsorship of Speakers and Events: Open deadline

All applications are available outside the CSWS main office, 340 Hendricks Hall. Or you can request by e-mail, csws@oregon.uoregon.edu, or phone, 346-5015, that an application be sent to you.



From the Garden: A Note on Development

By Judith Musick, Development Director

For most of its history, CSWS has provided annual grants and awards. Like the vegetable gardens of summer or the annual flower beds that provide much enjoyment to the eye, our grants and awards have been short lived and required no more than our own resources.

The decision to develop and support Research Interest Groups three years ago represents an effort to expand the CSWS "garden" to include what we can conceptualize as "perennials"—plants that can be expected to last a few years and give both a sense of permanence and diversity to the garden. RIGs take more support, space, and attention than the average single award.

Although we have had to expand our budget to support a dozen RIGs representing a variety of interests, we have been able to continue to provide awards and grants to individual researchers. Our resources, thanks to the conservative use of our endowment and a few years of profitable investments by the UO Foundation, have been sufficient to provide for both annuals and perennials.

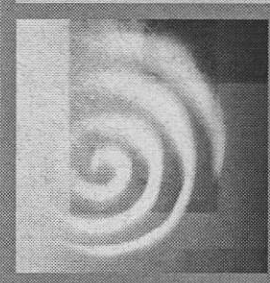
We are now engaged in "planting trees" as we commit ourselves to developing and supporting three new projects within CSWS. The idea of a tree provides an excellent metaphor to describe where we are and where we are going at the center. A tree, by its very nature, allows us to envision a future. A tree is, if only in its possibilities, permanent. When we plant a seedling, we are starting a life process that will last many years—most likely years beyond our own lifetimes. A tree gets big. It takes up space both above and below the ground. A tree requires a lot of resources.

The long-term success of these programs, and the ability of the center to maintain its individual grants and awards programs, depends on the success of our emerging development efforts. We are developing and submitting proposals to federal funding agencies and private foundations for specific research and pedagogical projects. We are also working with other university development officers to generate interest among potential major donors about the work of CSWS associates and affiliates.

The Women's Health and Aging Research Initiative has already produced two major research funding proposals this year—one to a private foundation, one to the NIH. Before the end of the academic year, two more NIH multi-year proposals will be submitted by this group and one to the NEA or NEH will be produced by the Feminist Humanities Project. We are, of course, cautious in our optimism. We would be ecstatic to be awarded any one of the grants for which we are applying. Yet, even if we are not successful this year, we are developing the teams, the resources, and the experience necessary to be able to continuously produce NIH/NEH caliber proposals.

Our recent RIG-A-FAIR, *Engaging Feminisms*, provided us with an opportunity to introduce our programs and affiliates to several university development officers. Their response to the conference and to our evolving programs has been extremely positive. They recognize that our programs benefit the whole campus and that we will attract new donors and support for the university.

As we grow our programs, we are, of necessity, creating new ways of attracting external support for our work on women and gender. Both the garden and the gardeners are developing.



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Full Court Press

Full Court Press: A Season in the Life of a Winning Basketball Team and the Women Who Made it Happen

By Lauren Kessler

I saw my first women's basketball game four years ago. What I discovered, sitting high in the stands of Mac Court, was first, that the game was surprisingly fast and tough, far more exciting than I expected, and second, paradoxically, that I could easily imagine myself on the court playing. I don't mean actually playing, of course—my body

"When a player ran up the court, I felt it in my calves. When a player took a shot, I felt it through my shoulder blades."

is years past that point—I mean feeling as if I could, watching those female bodies and realizing that my body, years ago with a lot of hard work, might have been able to do that.

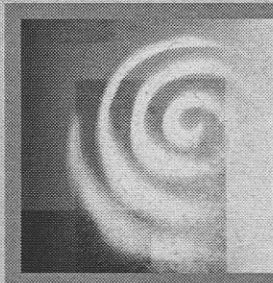
It was a visceral experience. When a player ran up the court, I felt it in my calves.

"I wanted to know . . . what it was like being . . . a big, tall, strong, contact-sport-playing female athlete, a six-foot-five woman with size twelve sneakers."

When a player took a shot, I felt it through my shoulder blades. My gender connected me to what was going on on the court.

I wanted to know who these women were and what it was like being not just a female athlete but a big, tall, strong, contact-sport-playing female athlete, a six-foot-five woman with size twelve sneakers. I wanted to learn about this new generation, this second generation of Title IX athletes.

That's why I wrote *Full Court Press: A Season in the Life of a Winning Basketball Team and the Women Who Made it Happen* (Dutton), published in March. It is the inside story of one team during one pivotal year, but it is also, simultaneously, an exploration of the meaning of sport in the lives of young women and a celebration of women who take risks and have learned to shatter barriers in the pursuit of a dream.



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