

# studies

news from women's studies at the university of south carolina

## Lani Guinier Keynotes 1998 Women's Studies Conference

Mention Lani Guinier's name and the first connection for most people is her failed nomination as assistant attorney general for civil rights in the U.S. Department of Justice. Lani Guinier's past, present, and future as a leader in the civil rights and race debates, however, far eclipses those few weeks of disappointment in Washington. On February 26, the University of South Carolina will have an opportunity to take a closer look at Guinier and her past and present philosophies when she presents a lecture on the Columbia campus.

A graduate of Radcliffe College and Yale University Law School, Guinier is a professor of law at the University of Pennsylvania. Formerly, she spent more than 10 years as a civil rights lawyer for the NAACP Legal Defense and Education Fund, Inc., and the U.S. Department of Justice. She is the author of *The Tyranny of the Majority* (Free Press, 1994) and coauthor of *Becoming Gentlemen: Women, Law School, and Institutional Change* (Beacon, 1997).

She is the creator of COMMONPLACE, a national nonprofit center to connect citizens and communities and ideas, and RACETALKS, a project to create opportunities for multiracial problem solving and collaboration. She has served on the boards of several professional associations including the Board of Trustees of the Open Society Institute and the Board of Directors of the NOW Legal Defense Fund, Inc. In recognition of her achievements, Guinier has received many awards and honorary degrees, including the 1994 Harvey Levin Out-



Lani Guinier

standing Teacher Award from the University of Pennsylvania, the 1995 Margaret Brent Women Lawyers of Achievement Award from the ABA Commission on Women in the Profession, the 1995 Champion of Democracy Award from the National Women's Political Caucus, the 1994 Rosa Parks Award from the American Association of Affirmative Action, an honorary Doctor of Law degree from Swarthmore College, and an honorary Doctor of Civil Law degree from Hunter College.

We are honored to welcome Lani Guinier to the University of South Carolina and invite you to be our guest for her lecture "Reframing the Affirmative Action Debate" on Thursday, February 26, at 5 p.m. in the law school auditorium.

## Interdisciplinary Course Explores "History's Strangers"

During the fall semester, a new course entitled "History's Strangers: Ethnohistory as World History" was taught jointly by Lessie Jo Frazier, history department, and Alice Kasakoff, anthropology department. This course was designed to encourage students to question their notions of history that are derived from both popular culture and traditional history courses. Three distinct sections of the course spelled out critical questions to ask of traditional history:

- "Who"—whose history is written and preserved?
- "Where"—where is history to be found—in the U.S. or across the globe, in museums and archives, or in people's memories?
- "When"—when is history recorded and remembered?

Gender was explored through the construction of motherhood in the section on "whose history." Students read *Beloved*, by Toni Morrison, and *Landscape for a Good Woman*, by Carolyn Steadman, and saw a film of Rigoberta Menchu. The aim was to portray mothering as historically constructed by comparing the "stingy" working-class mothering Steadman experienced in the 1950s with the almost excessive mothering the main character in *Beloved* bestows on the ghost of the daughter she killed to save from being retaken into slavery.

See "History's Strangers" on page 5

## Global Courses—International Focus

In the spirit of our international focus, we perused USC graduate and undergraduate bulletins for courses with a global focus. We found over 100 undergraduate courses, including such diverse areas as business, economics, geography, history, literature and language, philosophy, religion, government and foreign policy, and culture studies. Cross-cultural/regional courses with a global perspective are available,

as well as in-depth study in specific regions from Africa to the Middle East to South America to Europe. Undergraduate students may pursue majors in specific foreign languages, contemporary European studies, and Latin American studies. Through the College of Liberal Arts' Bachelor of Arts in Interdisciplinary Studies (BAIS) program, students may choose a concentration in Russian or Middle Eastern studies.

At the graduate level, USC has one of the highest ranking Master's in International Business (MIBS) programs in the country. In public policy and international relations, both the MA and Ph.D. are available through the Department of Government and International Studies. Liberal Arts programs such as anthropology, history, and religion offer graduate course work with a global approach.

### Sampling of Courses With an International Emphasis

- IBUS 400: Survey of International Business
- ECON 503: International Trade Economies
- GEOG 568: Human Dimensions of Global Environmental Change
- GINT 421: Law and Contemporary International Problems
- SOCY 315: World Populations: Problems and Policies
- ANTH 102: Understanding Other Cultures
- ANTH 355: Language, Culture, and Society
- ARTH 346: African Art
- CPLT 270: World Literature
- FILM 598: Topics in World Film
- GEOG 211: Cultural Geography
- ENGL 438D: African Writers
- CHIN 240: Chinese Culture, Tradition, and Modern Societies
- GERM 500: German Culture
- JAPA 340: Introduction to Japanese Culture and Literature
- GINT 315: International Relations
- HIST 104: Islamic Middle Eastern Civilization
- HIST 109: Introduction to Latin American History
- PHIL 571: Philosophy of India
- RELG 203: Comparative Religion
- ITAL 400: Contemporary Italian Civilization
- PORT 301: Cultural Manifestations of Modern Brazil
- SPAN 375: Topics in Hispanic Cultures and Literatures
- LASP 311: Latin American Cultures

## 1998 Women's Studies Conference

### "Diversity in Women's Lives: Gender, Race, Class, & Sexuality"

This year's Women's Studies Conference, "Diversity in Women's Lives: Gender, Race, Class & Sexuality," builds on the success of last year's by continuing some of the features and formats we initiated. Continuing our expanded day-and-a-half format, we will include paper sessions, a community panel, workshops, and a theatrical presentation.

The first day, Feb. 26, begins with a concurrent paper session. Next on the agenda will be our community panel. This year's panel will include: Flora Brooks Boyd and Molly Spearman. They will discuss ways to connect community issues with university concerns.

Our keynote lecture at 5 p.m., which we are co-sponsoring with the College of Liberal Arts and the School of Law, features Lani Guinier. See the feature article on page 1 for more information about Guinier.

The second day of the conference, Feb. 27, begins with our second concurrent paper session. This will be followed by three concurrent workshops.

- "Getting Grants: Tips and Resources" will focus on obtaining grants and project funding. Panelists will include Kay McCoy and Barbara Ainsworth.

- "Publish, Don't Perish" will discuss the "secrets" to getting published from the point of view of experienced authors and editors, including Robert Newman, Peggy Hill, and Judy VanSlyke Turk.

- "Race, Class, Gender & Sexuality in the Classroom" has a pedagogical focus and will be presented by Lynn Weber, director of women's studies.

At the following luncheon session, Dr. Joyce Kelly-Lewis will present this year's Josephine Abney lecture: "In Their Voices: The Journey from Welfare Dependency to Self-Sufficiency." The 1998 Josephine Abney and Carol Jones Carlisle Awards will be presented at this time.

Our final concurrent paper session follows lunch. Then, turning to lighter fare, members of the Trustus Theatre group will perform "The Kathy and Mo Show." Our closing reception will be held at the Alumni House beginning at 5:30 p.m.

Early registration for the conference is due before February 14. Fees are \$40, which includes lunch and receptions, with a special rate of \$20 for students. After February 14, registration is \$50, with a \$25 rate for students. Registration forms are available at the Women's Studies Program office at 1710 College Street or by phoning 803-777-4007.

# Director's Comments

## Women's Studies, an Interdisciplinary Leader

The strongest commitment and greatest challenge for Women's Studies is to be a site for truly interdisciplinary teaching, scholarship, and action. One of the great joys of being involved in Women's Studies is communing with faculty and students from many different disciplines, thereby expanding opportunities for scholarship and teaching. One of the greatest threats to knowledge in the modern era is the balkanization of universities into colleges and departments organized around self-contained and ethnocentric academic disciplines.

Understanding human phenomena, from biochemical processes in our bodies to how young people learn, requires that we take account of many kinds of information gathered in many different ways. Exploring the ways that human processes vary by gender, race, class, sexual orientation, age, and other dimensions of inequality is also critical to developing a useful understanding of any human process today. And what interdisciplinary programs such as women's studies have to offer is a space in the academy where the search for knowledge is not bound by the questions, methods, and theories of a single academic discipline. Interdisciplinary study is energizing because it provides real freedom to look where you need to look to develop complex understandings of the questions you seek to answer.

Our recent faculty retreat was a strong reminder of how isolated faculty who share common interests in gender scholarship are day to day on the campus. Each person

who attended the retreat was grateful to be able to spend a single day working with and listening to others from different disciplines who are seeking to address common problems in areas such as adolescent health, improving K-12 education, and gender representations in mass culture and the media. These issues cannot be adequately addressed through a single disciplinary approach, and Women's Studies offers an umbrella for an interdisciplinary and more complex approach. In our program, a group of faculty are now coming together in a brown bag series to develop a set of new interdisciplinary courses that would illustrate for students how to approach topics in a multifaceted way. And some groups are beginning to talk about future research collaborations.

These ventures and others to come will face enormous obstacles as the intellectual freedom we experience by crossing disciplines also challenges a well entrenched organizational system in higher education. We need to be clear about where the obstacles lie and where they may not lie so that we can effectively work to eliminate them. Recently, for example, Donna Richter, chair of the Department of Health Promotion and Education in the School of Public Health, and I began work on a memorandum of understanding for a joint appointment in women's health for next year. By the time we sealed a final agreement among all the parties involved, Dean Blease Graham affectionately referred to it as the "Treaty of Versailles." And he was not too far off the mark. Donna and I worked with our deans, Diane Ward and Blease Graham; the associate provost, John Olsgaard; and the provost, Jerry Odom, to develop an agreement that would cover such basic issues as annual evaluations, work load assignment, and tenure and promotion. At no point in the arduous process did Donna or I ever feel that there was opposition to our joint appoint-

ment. Quite the contrary. We had the distinct impression that all of the administrators were working with us to make this document as clear and thorough and useful and defensible as it could possibly be. Yet it became the "Treaty of Versailles" because university systems are designed to hire, evaluate, tenure, and promote faculty in single departments in single colleges. And doing otherwise goes against the grain of policy and practice.

We especially appreciate the openness of the administration to our efforts and we look forward to working on future treaties as we begin to tackle some of the more difficult obstacles to interdisciplinary programs, such as the wide variations in basic requirements across the many colleges that inhibit students from veering off a single track in their pursuit of knowledge and a degree. We do our young people and our society a great disservice when we ask them to focus their college educations like a laser on some career path. And yet that is largely what the balkanized structure of the university encourages. Women's Studies, African American Studies, Latin American Studies, Marine Studies, Environmental Studies, and other interdisciplinary programs will push the institution to break down old barriers to knowledge and to produce more complex understandings and well-rounded students. Doing so will not be easy and will require strong support from administration and intense efforts by faculty and students. It will also be well worth the effort.

**Lynn Weber,  
Women's Studies  
director**



## Symposium on Women and Gender at International Congress by Faye Harrison



Faye Harrison

Every five years the International Union of Anthropological and Ethnological Sciences (IUAES), anthropology's most global professional organization, sponsors congresses in various venues around the world. From July 26 to August 1, 1998, the 14th International Congress of Anthropological and Ethnological Sciences (ICAES) will be held in the United States—in Williamsburg, Virginia. Over the span of a week, hundreds of sessions and more than thirty symposia will provide the context for a vibrant international exchange of ideas on the intellectual and practical (e.g., policy-related) challenges that anthropologists

and other social scientists must be prepared to face in the 21st century.

At the 1993 congress in Mexico City, Kenyan social researcher Judith Mbula Bahemuka and I were elected co-chairs of the Commission on the Anthropology of Women, a unit of the IUAES that made its debut twenty years ago at the 1978 ICAES in India. For the upcoming ICAES program I have contributed by organizing its Symposium on Women and Gender and am proud to say that the symposium will bring together women and men from all over the world: India, Japan, South Korea, the People's Republic of China, Sierra Leone, Zimbabwe, Kenya, Zambia, the Netherlands, Mexico, Canada, the United States. This three-day event will be made up of 11 sessions, one of which will be a keynote session focused on new direc-

tions for feminist praxis. In that session, feminist anthropologists from around the world will examine trends in theorizing and activist research that should be considered when assessing and redefining feminist praxis for the next millennium. In that special forum, perspectives from a multiplicity of feminisms—including indigenous, Islamic, African, Latin American, and Western—will be brought to bear on an emergent research agenda for the early 21st century.

An entire day will be devoted to past archaeological perspectives on gender. Two sessions will focus on the gendered economy and politics of globalization: one on multinational strategies for women's resistance, another on globalization's effects on gendered children and adolescents. Two sessions will continue to explore the theme of women and children from a variety of approaches. Topics also include feminist rethinking on the nation, domestic violence, and domesticated violence; South Asian approaches to gender and development; and Korean narratives of female subjectivity. Several papers under the general rubric of gender, culture, and history and of gender, power, and change will showcase and promote dialogue within an interesting cross-section of international perspectives.

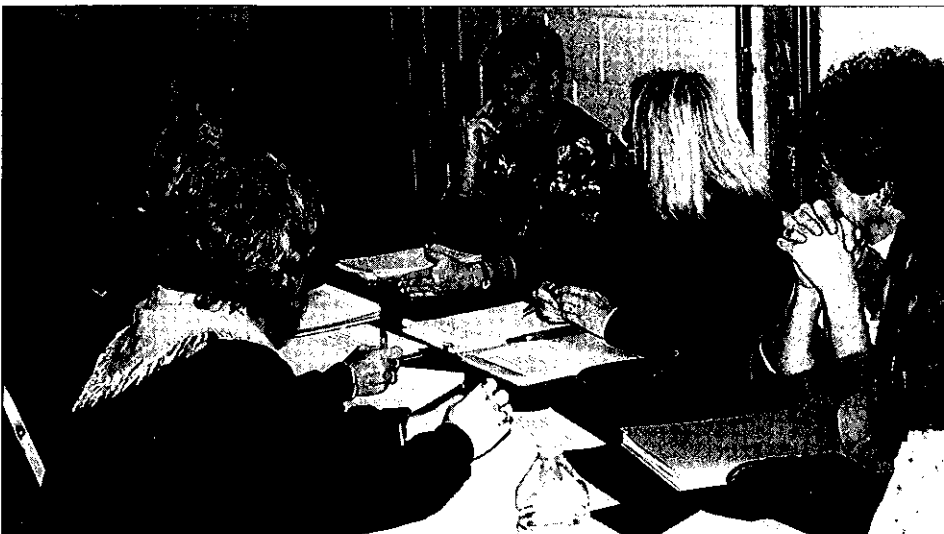
The symposium promises to offer an important forum for cross-fertilizing ideas and extending collegial networks. I hope that some of the best and most provocative papers will be compiled into a volume that will constitute feminist anthropology as a critical intercultural and international project of collective theory-in-practice and practice-in-theory. I would like to acknowledge and thank all session organizers and authors who submitted panel proposals and paper abstracts. Their labors of love make the symposium possible. Much closer to home, however, WOST graduate assistant, Shannon Hunnicutt, deserves special recognition for her caring diligence. Without her efficient assistance, my work as symposium coordinator and chair would be much less enjoyable and much more difficult. This will not be the last you will read about the ICAES Symposium on Women and Gender. Stay tuned for my post-congress report in next fall's newsletter.

## Faculty Retreat Makes Connections and Plans

Thirty faculty attendees at the first annual Women's Studies Retreat—25 from Columbia, three from Spartanburg, one from Sumter, and one from Union—converged on Hickory Knob State Park on November 7 and 8. The primary goals of the retreat were twofold: to learn more about our colleagues' research and teaching projects and to help plan the future of the program. The retreat began on Friday night with an opening event planned by Faye Harrison that allowed faculty to learn

about each other in an informal and relaxed atmosphere. Throughout the day on Saturday, faculty members took time to speak in some detail about their research and teaching interests, ongoing projects, and plans. These introductions proved to be invaluable in identifying common interests and themes around which research- and teaching-focused breakout groups were organized.

See Retreat on page 7



USC faculty exchange ideas during discussion groups at the first annual Women's Studies Retreat, Hickory Knob State Park, November 7-8, 1997

## "History's Strangers"

from page 1

Of all the ideas being taught in the class, gender inequities seem to be the most difficult oppression for our students to question. Students were able to empathize with characters who were clearly other—Menchu and the former slaves of the 19th century in *Beloved*. They had greater difficulty, however, identifying oppression when it was less clearly marked by race. Steadman, an English woman who is now a professor of history, strives to comprehend her own difficult childhood in the 1950s by comparing it with that of two other women: a watercress girl interviewed by Mayhew in his study of the poor in London in the 19th century and XYZ, one of Freud's famous cases who complained of having been approached romantically by her father's best friend. The female students in the class resisted acknowledging Steadman's suffering and the critique the book made of women's situation in our society—that of having to trade on one's sexuality for support from men. They clearly sympathized with the watercress girl, a blatant case of poverty and ill-treatment, but were unmoved by the gender discrimination of the middle-class women.

Throughout the course, the texts were not organized in a linear time frame and included multiple voices. Films such as "The Return of Martin Guerre"



Lessie Jo Frazier (left), Department of History, with Alice Kasakoff (right), Department of Anthropology



Students discuss history and memory

were used to encourage students to question the idea of the unified person—the active self—the very basis of the individual heroic idea of history as well as the "authority" to both write and create history.

The "where" of history was introduced with the idea of history written on the body of women through the film "The Operation," which recounts the experience of Puerto Rican women in the mid-1900s who were sterilized by a medical establishment's intent on preventing overpopulation. The "place" of history was also examined through essays and ethnographies about how local cultures not usually studied in traditional history classes (the Cumbe in Colombia, a community of escaped slaves in Surinam, and the emerging townspeople of Zaire) use and conceive of history in their own terms and in opposition to the more powerful people and forces in their lives.

In the final unit, "when" history is made, the film "Nasty Girl" was used to discuss how history is selectively re-written and remembered. In this film, a young woman exposes the Nazi past of her town and elicits greater and greater resistance from the people she has grown up with. She becomes first a heroine and then an outcast when her "version" of history threatens the future prosperity and growth of those around her.

By using feature films, documentaries, novels and fictional fragments along with more standard sets of essays about history and ethnographies, the course encouraged students to be more inclusive in their ideas about whose history is important. The approach makes it possible to see connections across disci-

plines which are thought of as separate. Students are able to see how issues of center and periphery, power and coherence in the world are being addressed in many different forms, disciplines, and media.

Frazier and Kasakoff found the course easy to develop as each had conducted research in both anthropology and history. Frazier has done anthropological fieldwork in Latin America on the silencing of the memory of a strike in the early 1900s in which several people were murdered. She has recently completed a double degree in anthropology and history from Michigan where she satisfied requirements in both fields but wrote a single dissertation. For the past 18 years, Kasakoff has conducted historical demographic research on migration and the family in the American North using historical materials spanning over eight generations.

Through teaching the course, Frazier and Kasakoff became aware of how much they shared interests in philosophical questions motivating anthropology, history, the arts, and film. The experience was rewarding for them and their students especially because it allowed them to work through some of the basic issues confronting the two fields today.

### Suggested Readings

- Ashcroft, Griffiths, and Tiffin. 1995. *The Post Colonial Studies Reader*. London: Routledge.
- Blaut, J. 1994. *The Colonizer's Model of the World: Geographical Diffusionism and Eurocentric History*. New York: The Guilford Press.
- Cohen, D.W. 1994. *The Combing of History*. Chicago: University of Chicago Press.
- Dirks, N.B. 1992. *Colonialism & Culture*. Ann Arbor: University of Michigan Press.
- Dirks, N., G. Eley, and S. Ortner, eds. 1994. *Culture/Power/History*. Princeton: Princeton University Press.
- Fabian, J. 1983. *Time and the Other: How Anthropology Makes its Object*. New York: Columbia University Press.
- Goldberg, D.T., ed. 1990. *Anatomy of Racism*. Minneapolis: University of Minnesota Press.
- Hobsbawm, E. and T. Ranger, eds. 1983. *The Invention of Tradition*. Cambridge: Cambridge University Press.
- Hodgson, M.G.S. 1993. *Rethinking World History*. Cambridge: Cambridge University Press.
- Scott, J.W., ed. 1996. *Feminism and History*. New York: Oxford University Press.
- Trouillot, M.R. 1995. *Silencing the Past: Power and the Production of History*. Boston: Beacon Press.

# Harrison Examines Economic Austerity in the Caribbean

Something clicked when Faye Harrison came across Cynthia Enloe's feminist interpretations of international policies and Caribbean feminist Peggy Antropus' insightful writings on the gendered assumptions underpinning the International Monetary Fund's (IMF) structural adjustment policies. Finally, she understood the power of gender as an analytic and interpretive tool that could be applied not only to ethnographic data on life histories, households, and local fields of political action but also to the macro-economic policies and practices of nation-states, international agencies, and transnational corporations.

Since a post-baccalaureate fellowship initiated her involvement with Caribbean studies in the mid-1970's, Harrison has been interested in how international conditions influence local-level life. In 1975-76 her curiosity about the social and economic forces stimulating international migration led her to London, England, where she spent a year studying the adaptations of working-class West Indian immigrants, particularly adolescents. Because her examination of West Indian migration implicated the history of peripheral capitalist development in the Caribbean region, her research shifted from the Caribbean diaspora in England to the political economy and politics of poverty and underdevelopment in the Caribbean itself.

In 1978 Harrison began her nearly 20 years of intermittent fieldwork in Kingston, Jamaica, where her primary field site has been a neighborhood where high rates of formal unemployment, extensive informal economic activities, and political violence are facts of everyday life. Her analyses of partisan gang politics, non-partisan fields of social power, and the gendered division of informal labor have shed light on the

role of ideologies of masculinity and femininity in Jamaica's clientelist democracy and peripheral capitalist economy. Especially since the late 1980s, Harrison's work on grassroots economic and political organization has encompassed the elements of both an ethnography of accommodation and resistance in everyday life and a macrostructural analysis of international conditions that constrain and/or create opportunities for local and national action.

Within the past two years, Harrison's research on the gendered politics of negotiating economic austerity in Jamaica has broadened into a comparative analysis of how neoliberal economic policies are experienced by ordinary women and men in both Jamaica and her neighboring country, Cuba. IMF policies and the U.S. embargo against Cuba share a common set of sexist, ethnocentric, and racist ideological assumptions about the economic and geopolitical value and role of paid and unpaid labor in households, kin and peer networks, and other sites of work and sociopolitical action. Cuba's massive internal adjustments to post-Cold War conditions have had differential impact on Cubans along lines of both gender and race. Massive cutbacks in social supports, severe food and energy shortages, and plant closings have made Cubans vulnerable to unemployment and hunger. As the structure of social supports crumbles, survival has become a family and community responsibility met largely by women's labor.

Harrison notes that Cubans with access to U.S. dollars, either from foreign remittances or from jobs in the growing market sectors of the economy, are better off than the "have nots." In general, Afro-Cubans have the least access to remittances from diasporic kin and are disproportionately represented in the

latter category. Because Afro-Cuban women are more likely to be household heads without regular support from partners, they have the heaviest burdens in making ends meet. Young *Afrocubanas* are visibly represented among the growing numbers of *jineteras*, who sell their sexual and escort services to male tourists. The recent expansion of tourism appears to be recolonizing the bodies of women of color by reinforcing racialized gendered notions of the uninhibited sexuality of *mulatas* and *negras*.

Harrison's work illuminates the interplay of race, class, gender, and sexuality in the lives of Caribbean men and women. She invites us to join in exploring these dynamics through the suggested readings listed here.

## Selected References

Antropus, Peggy 1989. "Crisis, Challenge, and the Experiences of Caribbean Women." *Caribbean Quarterly* 35(1&2):17-28.

Bengelsdorf, Carollee 1997. "[Re]Considering Cuban Women in a Time of Troubles." In *Daughters of Caliban: Caribbean Women in the Twentieth Century*. Consuelo Lopez Springfield, ed. pp. 229-255. Bloomington: Indiana University Press.

Davidson, Julia O'Connell 1996. "Sex Tourism in Cuba." *Race & Class* 38(1):39-48.

Deere, Carmen Diana et al. 1990. *In the Shadows of the Sun: Caribbean Development Alternatives and U.S. Policy*. Boulder: Westview Press.

Emeagwali, Gloria T., ed 1995. *Women Pay the Price: Structural Adjustments in Africa and the Caribbean*. Trenton: Africa World Press.

Enloe, Cynthia 1989. *Bananas, Beaches, and Bases: Making Feminist Sense of International Politics*. Berkeley: University of California Press.

Harrison, Faye V. 1991. "Women in Jamaica's Urban Informal Economy: Insights from a Kingston Slum." In *Third World Women and the Politics of Feminism*. Chandra Mohanty et al., eds. pp. 173-196. Bloomington: Indiana University Press.

—1997. "The Gendered Politics and Violence of Structural Adjustment: A View from Jamaica." In *Situated Lives: Gender and Culture in Everyday Life*. Louise Lamphere, Helena Ragone, and Patricia Zavella, eds. pp. 451-468. New York: Routledge.

McAfee, Kathy 1991. *Storm Signals: Structural Adjustment and Development Alternatives in the Caribbean*. Boston: South End Press.

NACLA Report on the Americas 1995 Cuba: Adapting to a Post-Soviet World. 29(2), Sept./Oct.

Safa, Helen I. 1995. *The Myth of the Male Breadwinner: Women and Industrialization in the Caribbean*. Boulder: Westview Press.

Sparr, Pamela, ed. 1994. *Mortgaging Women's Lives: Feminist Critiques of Structural Adjustment*. London: Zed Books.

## Mission Statement

### University of South Carolina Women's Studies Program

Women's Studies at the University of South Carolina promotes understanding of the diverse array of women's experiences through a complete program of teaching, research, and service to the University, the local community, the state, and the nation. Through its research mission, Women's Studies reconceptualizes knowledge, creates new knowledge, and reinterprets existing knowledge through the lens of gender and the prism of diversity. Its teaching mission is to share this knowledge with students so that they learn to think critically, to communicate effectively, to solve problems, and to interpret human experience. Emerging from an activist tradition, Women's Studies serves University, local, state, and national communities by acting as a resource and guide for issues related to women and gender. Our research, teaching, and service missions interweave as we create, share, and apply the knowledge, skills, and values that promote the full participation of women in society.

## Retreat

from page 4

Three research and teaching groups were organized around common themes: women's health, political and social movements, and the politics of culture and representations. Some topics discussed were participatory research and participatory pedagogies as strategies of empowerment, interdisciplinary models for adolescent health, and the development of interdisciplinary courses around themes of social justice, images of women, ecology, gender, media, and popular culture.

The day ended with the entire group's gathering to brainstorm ideas for improving the program and for facilitating scholarship and teaching focused on gender on the Columbia campus. Plans were discussed to initiate an affiliate faculty status for the program, to produce a book including the research and teaching biographies of WOST faculty, and to develop closer ties with the local community.

We certainly achieved the goals we established for the retreat: that faculty learn much more about each other and that collaborations in research and teaching develop from the connections that were made. The sentiments expressed by one participant were echoed by many:

*I found the retreat most useful in building our community through conversations and connections with colleagues who are intelligent, well-read, informed, powerful women with insight, caring, and commitment.*

We look forward to next year's retreat during our twenty-fifth anniversary.



Retreat breakout groups focused on research and teaching.

## Friends of Women's Studies

The following is a listing of friends of Women's Studies who have supported the program's endowment by contributions from July 1996 to October 1997.

Aetna Life & Casualty Foundation  
Arl, Ellen  
Bergen, Michele Davis  
Bowman, Ann O'meara  
Boyd, Sarah  
Carlisle, Carol J.  
Clark, Peggy J.  
Compton, Betty Lynn  
Compton, Hugh T.  
Cutter, Susan L.  
Dudley, Bettye W.  
Duffy, John  
Dunlap, Marion C.  
Easterwood, Lori M  
ERA South Carolina Inc.  
Fecas, Viki Sox  
Feldman, Paula  
Fowles, Carol K.  
Freeman, Miriam L.  
French, Hal W.  
Gardner, John N.  
Garrison, Hindel A.  
Garvin, Mary A.  
Gibson, Lois  
Gilmartin, Patricia  
Gribenas, Dennis  
Gross, Steven  
Harden, Julie C.  
Hasterok-Small, Judith H.  
Heiting, Joanne H.  
Higgins, Maxine M.  
Honeywell Foundation  
Johnson, Miriam S.  
Johnson, Savilla J.  
Jones, Susan T.  
Kasakoff, Alice Adams  
Kaufman, Natalie H.  
Kross, Jessica  
Kuiper, Shirley  
Lane, Nancy  
Love, Janice  
MacFarland, Kay  
Mackey, Marlene C  
Mahaffey, Lynne C.  
McCoy, Katherine O.  
McFadden, Catherine  
Mille, Katherine  
Moxon, Barbara  
Myerson, Joel  
Page, Sallie  
Palms, John M.  
Palms, Norma C.  
Potter, Ellen F.  
Przybysz, Jane E.  
Rhodes, Rita M.  
Richter, Donna L.  
Robinson, Humphrey  
Robinson, Linda C.  
Ruff, Nancy R.  
Sabalis, Robert F.  
Schulz, Constance B.  
Seifred, Laura B  
Seitz, Carla N.  
Simpson, Charles  
Smith, Trannie D.  
Smith, Elizabeth Collins  
Smith, Myra L.  
Steedly, Elizabeth D.  
Synnott, Marcia G.  
T & S Brass & Bronze Work  
Thomas, Ada B  
Thombs, Lori  
Tirrito, Terry  
Valentine, Deborah P.  
Wagner, Gail E.  
Washington, Nancy H.  
West, Carolyn A.  
Wilds, Nancy  
Woliver, Laura  
Woolen-Hanna, Linda M.  
Wright, Melody D.  
Zaidman, Laura M.

# We Want To Hear From You!

Please share with us your accomplishments, interests, and ideas for future programming. We'd like to establish a place for our friends to brag about the good things they're doing and will be reporting on this in future newsletters. We'd also like your input on speakers and topics of interest to you.

Name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone# \_\_\_\_\_

E-mail: \_\_\_\_\_

Accomplishments: \_\_\_\_\_

Ideas/Topics of Interest: \_\_\_\_\_

Please return to:  
Women's Studies  
1710 College Street  
Columbia, SC 29208

women's

**studies**

news from women's studies at the university of south carolina

is published bi-annually by  
**Women's Studies**  
at the University of South Carolina

**Dr. Lynn Weber**  
*Director of Women's Studies*

**Dr. Faye Harrison**  
*Graduate Director of Women's Studies*

**Maxine Higgins**  
*Program Coordinator*

**Wanda Haynes**  
*Program Assistant Women's Studies*

1710 College Street  
University of South Carolina  
Columbia, SC 29208

Telephone 803-777-4007  
FAX 803-777-9114

University of South Carolina  
Women's Studies  
Columbia, SC 29208

Non-Profit  
Organization  
**US POSTAGE  
PAID**  
Permit #766  
Columbia, SC