Programming for the Future:
A Message from the Outgoing Chair
By Bonnie Kime Scott, Chair of Women’s Studies

2010 provided a pivotal moment for Women’s Studies at San Diego State University. The events of the year-long celebration of our 40th Anniversary gave us a chance to rethink our history and reconnect with the many people who have made this oldest Women’s Studies Department in the nation what it is today. We took on fresh subjects, inclusive, interactive approaches, and collaborations within and beyond the University.

Anniversary celebrations continued with the symposium, “Feminist Crossroads: Holistic Health and the Humanities” in late April. This was followed with a Reproductive Justice and Sexual Healing Circle and Workshop held on the first day of the Anniversary’s Finale Weekend (Oct. 1–2). Both events reached beyond SDSU, including the Environmental Health Coalition, UCSD faculty, and the L.A. performance group, In Lak Ech.

An evening with the arts on Friday of the Finale Weekend included a special performance of the play Labyrinth of Desire, by SDSU theatre students in collaboration with Moxie Theatre, and the opening of “She in her Teens and Twenties” in the University Gallery. The exhibit, “Sustaining a Revolution: Women’s Studies Turns 40” graced the Donors’ Hall of the Library, thanks to our...
Faculty News

Susan E. Cayleff has been at work on both the activist and academic fronts. She, along with five graduate students, presented a panel “Girls Voices in the Young Women’s Studies Club: Oral History and Feminist Mentoring,” at the “Reimaging Girlhood...” Conference in Cortland, NY October 2010. An article on this topic has been accepted by the Journal of International Women’s Studies. She will present a paper based on a book project at the upcoming American Association for the History of Medicine, “The Lust’s Health Empire: Naturopathic Medicine as Cultural Critique (Philadelphia, April 2011). She also published a review in the Journal of American History on Dr. Mary Putnam Jacobi (June 2010). She met with executives at Escape Artists/SONY Studios and agreed to pursue with them a feature film based on the life story of Babe Didrikson Zaharias, whose biography she wrote. She continues to orchestrate community engagement opportunities for her undergraduate students at: the Young Women’s Studies Club at Hoover High; SafeZones@ SDSU, an LGBTQ campus-wide program (of which she is co-chair); the Women’s Museum of California; the campus-based Women’s Outreach Association and the San Diego County Women’s Hall of Fame.

Elizabeth Colwill’s essay, “Freedwomen’s Familial Politics: Marriage, War and Rites of Registry in Post-Emanicipation Saint-Domingue,” based on archival research in Haiti and in France, appeared in Gender, War, and Politics: The Wars of Revolution and Liberation—Transatlantic Comparisons, 1775–1820, ed. Karen Hagemann, Gisela Mettele, and Jane Rendall (Palgrave MacMillan, 2010). Published in the series “War, Culture, and Society,” it focuses on the experience of violence and trauma among women of African descent during the Haitian revolution. She joined international scholars and activists at Brown University last fall for the first Haitian Studies Association conference since the January 2010 earthquake, where she attended workshops and delivered a paper on the current wave of violence against women in the tent cities of Haiti. A new community partnership with Eveoke Dance Theatre, whose members created a full-length dance interpretation of Julia Alvarez’s novel “In the Time of the Butterflies,” enriched her graduate seminar on Gender and the African Diaspora. In partnership with Eveoke, she was delighted to help bring prize-winning author Julia Alvarez to speak on the SDSU campus last fall.

Anne Donadey became chair of the Department of European Studies and director of the French program in August 2010. She now knows more than she ever wanted to know about the details of scheduling classes and transferring units from study abroad programs. She continues to teach feminist theory classes at the undergraduate and graduate levels and is still chairing the University Committee on Diversity, Equity and Outreach. Her recent publications include two articles on the representation of colonial, gender, and sexual trauma in autobiographical novels by Algerian woman writer Assia Djebar and a film by Tunisian filmmaker Moufida Tlatli. In January, she participated in two round-table discussion sessions at the Modern Language Association convention in Los Angeles. One session focused on the state of the field of Francophone postcolonial literature and culture; the other was organized by the committee on the status of women in the profession and discussed how to ensure that female faculty and faculty of color are included in universities’ strategic plans.

Professor Huma Ahmed-Ghosh teaches courses on women in cross cultural perspective, feminist theory, gender, war and peace, and women in Islam. She is in the process of creating an internship program in Bangladesh with the Grameen Bank and traveled there this winter to gather information. She spent the last year at Brooklyn College as Endowed Chair in Women’s Studies working with the program to move towards departmental status. The Newsletter describes her recent International Scholar Award by the Scholars Without Borders organization at SDSU. She is currently editing a book manuscript on gender and Islam in Asia. Ahmed-Ghosh has published articles on women in Afghanistan, gender and Islam, women in the Muslim diaspora, and on issues of aging and widowhood in India. She has published in Signs, Meridians, Journal on International Women’s Studies and Asian Journal of Asian Women’s Studies. In her “free” time she loves to go hiking and watch Bollywood movies.

Anh Hua’s research area focuses on Memory and Trauma Studies, Asian and Black Diaspora Cultural Studies; Anti-Racism, Asian, Black and Postcolonial Feminisms; Aesthetics texts (contemporary film and literature) by women of color artists in North America. She has taught: “Women in Asian Societies”; “Women’s Experience of Migration”; “Women and Violence”; and “Sex, Power and Politics.” In Fall 2011, she will also teach “Women in Literature.” She has published in Canadian Women’s Studies, j_spot, Politics and Culture along with chapters in the anthologies Diaspora, Memory and Identity and Emotion, Place, and Culture. At the moment, she is working on several projects: “The Ethics of Witnessing: Memory Work, Trauma, and Affect in Feminist Emotional Epistemology”, “Homing Desire, Cultural Citizenship and Diasporic Imaginings”; “Gathering Our Sages, Mentors and Healers: Women of Color and Narratives of Healing”. She is also rewriting her dissertation into a book manuscript. In August 2010, she had an opportunity to present her research at the “Women’s Memory Work” conference at the University of Limerick in Ireland. In June 2010, she also made a research trip to Toronto, Canada with her Critical Thinking Grant.

Associate Professor Irene Lara is on sabbatical in Spring 2012. She is enjoying working on her book, Decolonizing the Sacred: Chicana/Latina Spiritualities and Sexualities and other writing projects, such as on radical mothering, the late healer Madre Sarita, and a humanities based anthology for introductory Women’s Studies courses. She presented on one of her book chapters for the Contemporary Women’s Writing Conference. Last summer, she took an exploratory trip to the Gloria Anzaldúa archive at the University of Texas at Austin and found a wealth of materials on the co-editor of the foundational This Bridge Called My Back: Writings by Radical Women of Color, now celebrating its 30th anniversary. She performed her poem, “Healing Birthings: Birthing Dreams from the Four Directions,” at the Department’s “Feminist Crossroads: Holistic Health, Healing, and
the Humanities” symposium, which she helped to organize. She co-facilitates the “Panocha Pláticas: Healing Sex and Sexuality in Community” workshop, included in the Queer People of Color Conference and the Association of Chicana Activists. With Kimala Price, several activists and students, Irene organized a day long Reproductive and Sexual Justice Workshop and Healing Circle. She continues to work with students in the Faculty-Student Mentoring Program and is looking forward to presenting with them on the Curanderista Scholar Activist research and support “femtoring” model at the National Association of Chicana and Chicano Studies Annual Conference. Her daughters are now three (Xochi) and seven (Belen) and continue to be a source of inspiration, exhilaration, and sometimes exhaustion.

Doreen Mattingly is buried in the bittersweet work of writing biography of feminist pioneer Midge Costanza, who passed away last March. Through the generosity of the Midge Costanza Institute and its supporters, she has been able to dedicate a great deal of time to sorting through the papers of Costanza, who was an outspoken feminist and the first female Assistant to the President (Jimmy Carter). Family matters kept Professor Mattingly close to home in 2010, but she kicked off the New Year with a visit to the Middle East, leaving Egypt just days before the successful people’s revolution. This year she has been blessed with interesting classes and fantastic students.

Kimala Price continues to combine scholarship with activism. She received a Critical Thinking Grant in the Humanities and Social Sciences from SDSU to continue her research on women of color and the reproductive justice movement. Additionally, she published two journal articles: “What is Reproductive Justice? How Women of Color Activists Are Re-Defining the Pro-Choice Paradigm” in the journal Meridians: Feminism, Race, Transnationalism, and “It’s Not Just about Abortion: Incorporating Intersectionality in Research about Women of Color and Reproduction” in Women’s Health Issues. She was recently elected onto the Board of Directors of Planned Parenthood of the Pacific Southwest, formerly known as Planned Parenthood of San Diego and Riverside Counties. With Irene Lara, she organized and facilitated a day-long workshop on reproductive and sexual justice in conjunction with the department’s 40th Anniversary celebration in October 2010.

Esther Rothblum published eight academic articles or book chapters that appeared in print in 2010, focusing on lesbian and bisexual women’s communities, butch/femme gender constructions, lesbian relationships, same-sex couples in civil unions, and feminist pedagogy. In addition, Esther co-authored five book reviews that appeared in print in 2010, collaborating with a total of fifteen graduate student co-authors. Esther’s edited book The Fat Studies Reader (New York University Press, 2009) received the 2010 Susan Koppelman Award for Best Anthology from the Popular Culture/American Culture Association. It also received a Distinguished Publication Award in 2010 from the Association for Women in Psychology. Esther received the Size-Acceptance Vanguard Award from the National Association to Advance Fat Acceptance. Esther has now edited the Journal of Lesbian Studies for fifteen years, and recent thematic issues focused on lesbian art, lesbians in history, adolescent lesbians, African American lesbians, rural lesbians, tomboys, and lesbians in Eastern Europe. Esther is working on an issue that examines how lesbian studies has changed over the past fifteen years. Esther received a Critical Thinking Award from SDSU to write a book on the future of lesbian relationships. She will be conducting this project while on leave next year at the Human Sexuality Studies Department at San Francisco State University.

Bonnie Kime Scott’s book, Virginia Woolf and Modernist Uses of Nature will be published in January 2012 by the University of Virginia Press. She completed final revisions and acquisitions of illustrations from archives and art museums, but still faces copy editors, and preparation of the index. She has been able to apply the ecofeminist theory used for her book to numerous presentations during the year, including “Ecofeminism, Holism, and the Search for Natural Order in Woolf,” a keynote address given in June at the International Conference of the Virginia Woolf Society at Georgetown College in Kentucky.

News from Graduate Teaching Assistants

Graduate Teaching Associate Cristina Dominguez is beginning her thesis on the use of spoken word poetry as an activist medium in the queer rights movement of South Africa and teaching Women’s Studies 102: Women, Images, and Ideas. In her course, Dominguez and her students assume the personally and intellectually challenging work of critically analyzing cultural and media productions. In examining cultural and media representations students consider the ways in which systems of power and oppression are revealed and reinforced by those in positions of power and privilege in some instances, and in others resisted through creative interventions enacted by subjugated peoples. Inspired by feminist poet-theorists, Dominguez not only engages her students in general media literacy, but she also asks students to particularly consider the implications of language. Through lecture and discussion, the complexities of identity, positionality and experiences of marginalization are emphasized so as to motivate students to acknowledge the ways in which they are privileged, to commit to continued cultural competency, and most
importantly to find voice and ultimately act as allies, advocates and activists.

Ashley Greenwood was very honored and excited to be offered the position of Instructor for a section of “Women’s Studies 102: Images and Ideas” for the 2010–2011 school year. Fall semester flew by, in the midst of facing new challenges like designing midterms (they don’t just magically appear) and grading reading responses, Ashley still found the time to genuinely enjoy her students and marvel at the transformative powers of Women’s Studies from the new position of teacher. Media literacy was a main component of Ashley’s class, in fact “ruining television for [her] students,” was a major goal. Drawing from a wide variety of films, everything from social documentaries like Food, Inc. to Hollywood films like Quentin Tarantino’s Deathproof, the class focused on dissecting the ways that images of women, and men, are represented in popular culture. Film was not the only medium tackled, Spring semester began with a virtual visit to Judy Chicago’s The Dinner Party. Each student was given a guest to research and each student was asked to construct their own plate, detailing their lives and individual stories. Ashley was pleasantly surprised that when she offered her students extra credit if they could recall their guest (almost) every student remembered their woman. Here’s to hoping they will continue to remember.

Jessica Spain is currently working on a thesis that explores the corporatization of the university and the unique potential that women’s studies and feminist pedagogy offers to address this phenomenon. She is honored to teach Women’s Studies 101 and contribute to a transformation of consciousness of many students. Jessica is grateful to intern with the San Diego and Imperial County Community College Association (SDICCCA), an organization that works in collaboration with San Diego State University, where she utilizes feminist teaching philosophy and practice in a lower-division sociology class at San Diego City College. Jessica will complete her MA in women’s studies this summer and is excited to continue her feminist scholarship and activism as she begins a Ph.D. program in women’s studies in Fall 2011.

Creative Programming of the Andrea O’Donnell Women’s Outreach Association

Ashley Glenn, Undergraduate

WOA has previously put on our annual “Love Your Body Day.” This event is a fun, empowering, and educational event for women on campus. We had various workshops throughout the day that centered around body image, stress management, images of women in the media, positive and healthy relationships, and salsa lessons!

We are preparing to have our first Art Show, on April 20th from 5–9 pm in Scripps Cottage, centered around women and violence and healing. We are displaying local students’ art work and are selling the pieces to raise money for Center For Community Solutions. We are also going to be creating a calendar with the 12 best voted pieces to raise additional money.

Finally, we are planning our annual Take Back the Night Event, on April 27th from 5–10 pm at the Aztec Center Steps. We are excited to host this empowering event and march throughout campus to raise awareness about sexual assault. We are going to have various speakers at the event and are looking forward to hosting an open mic for people to speak out against sexual assault and perform their creative pieces.

We are also working with the Undergraduate Advisor for Women’s Studies, Doreen Mattingly, to create a yearlong internship for Women’s Studies majors and minors. Interns will receive up to 6 upper division units for the hard work they do in the organization. We are excited for this new opportunity and are looking forward to the interns it brings into WOA!
collaboration with Special Collections. Inside, you’ll get further news about faculty organizers, M.A. students who experienced the Workshop, and alums who returned to campus to report on where their studies have taken them.

The Fortieth Finale Dinner drew a spirited crowd. Beverly Guy-Sheftall, Anna Julia Cooper Professor of Women’s Studies at Spelman College and President of the National Women’s Studies Association provided historical vision and a sense of ongoing challenges. Eveoke dance theatre gave a preview performance inspired by Julia Alvarez’s *In the Time of the Butterflies*. Then the diners took to the dance floor, revealing that the spirit of fun goes on. The final section of this expanded issue *Transformations* provides a picture gallery taken from the historical slide show gathered by Administrative Coordinator Teddi Brock, and the anniversary events. You’ll also find contributions to departmental history by Marilyn Boxer, Joyce Nower, and Lori Saldana.

The continuing financial support of our friends is essential in this era of drastic budget cuts. We are particularly grateful to Deb Carstens for her major contribution in support of the full range anniversary events, and for her funding of Graduate Sisterships and research support throughout the last decade. Elaine Lipinsky gave the critical sponsorship for the drama production, continuing her focus on funding feminist theatre. The James Hervey Johnson Charitable Trust, and the Presidential Leadership Fund were also critical.

Major donor news this year is that the Burnham Foundation has endowed the Sue Russell Scholarship, with annual awards of $1000–$5000 focused on Women’s Studies majors and minors, particularly ones with minors in English, Psychology, and Business Administration. Sue Russell continued working after returning to school for her SDSU degree, and the awards support students who perform well while facing similar challenges. Indeed, Women’s Studies remains a fine investment!

As always, students are our reason for being here, and they are well represented in these pages. You can read about the Reproductive Justice and Sexual Healing Circle from the different perspectives of two participants, and about the interns who have been working with the papers of Midge Costanza, Assistant to President Carter. One of our graduate students reports on her long-term involvement in Teatro Izcalli, a Chicana/o comedy troupe based out of San Diego. You can read about new pedagogies for the classroom, the experience of a visiting Ph.D. student from Germany. The success of the SDSU men’s basketball team gives us a special glow in Women’s Studies, because its captain, D. J. Gay, is a Women’s Studies major, and proud of it, as shown in his interview. A new major in LGBT studies has emerged largely thanks to our faculty’s efforts.

Numerous faculty and students participated in the summer conference “Contemporary Women’s Writing: New Texts, Approaches, and Technologies,” which brought scholars from around the world to San Diego. For the first time in its ten year history, the San Diego Women’s Hall of Fame was held at SDSU, and garnered an overflow audience. Named SDSU’s Outstanding International Scholar by Scholars without Borders, Professor Huma Ahmed-Ghosh sustains one of our major departmental goals. Internationalization has been further supported this year via our Colloquium Series, themed: “Women’s Transnational Networks: Activism in the Global Arena.”

Departments are living, flowing entities. We are particularly pleased to have re-hired in the area of Feminist Science Studies, and the fall will greet Sara Giordano, who completed her Ph.D. work at Emory University. Next year the Department will be ably guided by Professor Ghosh, who will become Chair this fall. My own trajectory moves to new challenges, made possible by what I predict will be a very inappropriate term, retirement. I’ll remain a very willing collaborator with this fine department.

**A Message from the Chair**

**Degrees Awarded in 2010**

**Women’s Studies BA**
- Laura Becker
- Ashley Boyd
- Heather Bravence
- Cory Bridges
- Chelsey Davis
- Andrea Fields
- Evelyn Gomez
- Debra London
- Natalie McKenna
- Dulce Maria Muradas
- Jennifer Spaulding
- Alana Love Stewart
- Jennifer Wong

**Women’s Studies MA**
- Christina Arrington
- KB Bowman
- Kimberly Burke
- Nicholas Franco
- Melissann Herron
- Ashley Hoffmann
- Leslie Krill
- Bibeth-Pamela Calacal Libed
- Jessica Nare
- Kirstin Oesterle
- Joni Redmond
- Stevie Seibert
- Jenna Stephenson

Committee Chair, Elizabeth Colwill; Co-chair, Anh Hua

This year the Colloquium Series emphasized feminism and activism at the global level. The series, entitled, “Women’s Transnational Networks: Activism in the Global Arena” featured lectures, panels, and workshops that allowed students and the general public to witness and take part in activism that is occurring around the world through a feminist lens. The department would like to thank the Chair of the colloquium series this year, Professor Elizabeth Colwill and her Co-chair Anh Hua, for all their hard work in putting together this informative and highly relevant series. We look forward to even more scholarly and inspiring events next year!

**FALL SEMESTER 2010**

- **September 15**
  Sex Before the Revolution: LGBTQ Histories in Pre-Sandanista Nicaragua  
  **Speaker:** Victoria Gonzalez Rivera, Assistant Professor, Department of Chicana and Chicano Studies, SDSU

- **October 1**
  Reproductive and Sexual Justice Healing Circle and Workshop  
  **Organizers:** Irene Lara and Kim Price  
  **Speakers:** Gabriela Valle, social justice and reproductive justice and Luz Alvarez Martinez, former director of National Latina Health Organization

- **November 15**
  An Afternoon with Julia Alvarez  
  **Speaker:** Huma Ahmed-Ghosh

- **November 17**
  Women and War in the Middle East: Transnational Perspectives  
  **Speaker:** Nadje Al-Ali, Professor of Gender Studies, University of London. Co-sponsored by the Center for Islamic and Arabic Studies

**SPRING SEMESTER 2011**

- **February 2**
  Taking It to the Streets: Internship Panel  
  **Panelists:** Doreen Mattingly, Ashley Boyd, Tassandra Rios, Ashley Glen Rana Rosanes

- **February 23**
  Migrant Rights: Immigrants, Justice, and Edges of Empire  
  **Speaker:** Rachel Silvey, Department of Geography and Program in Planning, University of Toronto. Co-sponsored by the Center for Asian and Pacific Studies

- **March 3**
  Scholars without Borders Award Ceremony and Lecture  
  **Speaker:** Huma Ahmed-Ghosh

- **March 8**
  Women in Haiti, Righting the Wrongs  
  **Speaker:** Beverly Bell, Coordinator of Other Worlds, Associate Fellow with the Institute for Policy Studies, and author of Walking on Fire: Haitian Women’s Stories of Survival and Resistance. Co-sponsored with Intercultural Relations/CCC

- **April 6**
  Local Activist Panel  
  **Panelists:**  
  - Alisha Wilkins, Public Affairs Manager, Planned Parenthood of the Pacific Southwest  
  - Janelle Fejeran, student Campus Diversity Coordinator on LGBTQIA issues, active member of the Gamma Rho Lambda (GRRL) lesbian sorority  
  - Alicia Chavez-Arteaga, Teatro Izcalli  
  - Myriam Lucas, Eveoke Dance Theatre, currently choreographing a dance production entitled “Refuge,” concerning domestic and sexual violence

- **April 28**
  Her Name was Katrina: Life After the Storm  
  **Speaker:** Tanis Starck, Director, Office of Intercultural Relations

- **April 29**
  Feminist Crossroads: Holistic Health and the Humanities  
  **Speaker:** Elizabeth Maier, Professor-Researcher, Colegio de la Frontera Norte, Tijuana, Baja California
On October 1, 2010, eighty attendees, including students, faculty, staff and members of the greater San Diego community, participated in our first Reproductive and Sexual Justice Workshop and Healing Circle. Organized by Women’s Studies professors Irene Lara and Kimala Price and co-sponsored by the SDSU Office of Intercultural Relations/Cross-Cultural Center, the full-day workshop was part of the department’s weekend-long 40th Anniversary celebration. Several Women’s Studies graduate and undergraduate students were part of the planning process, including Alicia Chavez-Arteaga, Ashley Boyd, Sophia Rivera, Carolina Prado and Carmen Rodriguez.

Drawing from the strengths of the workshop’s facilitators, Luz Alvarez Martínez, the founding member of the National Latina Health Organization (NLHO) and Gabriela Valle of California Latinas for Reproductive Justice (CLRJ), the workshop explored a variety of reproductive and sexual health issues by employing a training model that combined a healing circle, which focuses on the body and spirit, with a policy training. During the first half of the training, participants shared their personal stories about reproductive and sexual justice with the aid of co-counseling techniques, such as attentive listening, truthful storytelling, and respectful dialogue. The afternoon portion of the workshop included a panel session on policy issues entitled “Reproductive Justice in Practice.” The panelists included Darynée Blount, a licensed midwife and co-founder of Birth Roots, a local birthing center; Valentina Torres, a grassroots activist with the local Mixtec community and facilitator of the Women’s Reproductive Health and Rights Project; Gabriela Valle, Senior Director for Community Education and Mobilization for CLRJ; and Professor Kimala Price.

Participants were encouraged to create individual quilt squares by using a variety of supplies including paint, thread, buttons and glitter. The squares reflect the participants’ emotional responses to the issues that were raised during the workshop. On February 25, 2011, a group of ten workshop participants came together to stitch the squares into a quilt, which will serve as a permanent reminder of the transformative experience of the day’s events.

The Reproductive Justice and Sexual Healing Circle and Workshop provided a rare opportunity for me to connect with women of color students and faculty on campus. The merging of academia and activism could not have been more realized than in this workshop. By utilizing a woman of color focus that sought to engage students with the lived realities of reproductive and sexual exploitation and violence, the workshop and healing circle allowed me to listen to women’s stories of pain and violation, and witness how these women expressed agency in their respective healing processes. Many of the experiences discussed during the workshop, I will always cherish, honor, and respect the women who were willing to share their stories. For that, I am forever grateful for the courage and strength of these women.

—Ashley Boyd, M.A. First Year

I have to admit that I was tentative when I signed up to attend the Reproductive and Sexual Justice Workshop/Healing Circle. Fresh from the Bible Belt of North Carolina, my only experience talking about sex with others was, for the most part, limited to an internal monologue of questions in my brain, repeated warnings from adults about the harms and dangers of it, or awkward nostalgic ramblings from my parents about their unruly hormones when they were together as teenagers. In short, I wasn’t prepared. But isn’t that the point?

This workshop and healing circle was an experience that changed me. For the first time, I felt like I was in a safe space learning about reproductive rights issues that affect a variety of women in a personal, meaningful way. I was asked to listen; I was asked to speak. Through the process of engaging with other women in a real dialogue about our shared silences, I grew braver. I have noticed a spark in myself that wasn’t present before that day. I am growing to embrace what I had been taught to ignore.

—Kristi Abrecht, M.A. First Year
The Intersection of Art and Gender Politics: A Partnership with Eveoke Dance Theatre

Elizabeth Colwill

In Fall 2010, Elizabeth Colwill’s graduate seminar, “Gender and the African Diaspora,” extended learning beyond the university classroom by partnering with Eveoke Dance Theatre, a local dance company that cultivates social action through the arts. The partnership was inspired by Eveoke plans to choreograph a full-length dance theatre production inspired by Julia Alvarez’s novel, In the Time of the Butterflies. The novel powerfully renders the story of three Mirabal sisters who were brutally murdered in the Dominican Republic in 1960 for their opposition to the Trujillo dictatorship. Eveoke’s plans to reinterpret this story, using magical realism, modern dance, and text from the novel, offered rich possibilities for collaboration with our gender and diaspora class (WMNST 611), which explores the role of gender and race in movements for emancipation, economic justice, and human rights in Afro-Latin, Caribbean, and North American societies. In collaboration with Catherine Kineavy of the Cultural Worker and Erika Malone, the artistic director of Eveoke, we developed a series of events to complement this dance production.

Onstage with Teatro Izcalli

Alicia Chavez-Arteaga, M.A. First Year

For the past 15 years I have had the privilege to travel, write, laugh, and perform with Teatro Izcalli, a Chicana/o comedy troupe based out of San Diego. As a founding member I have personally experienced the changes and growth in the group over the years. However, our focus has always remained unchanged and consistent which is to present the traditions, challenges, and opportunities related to Chicana/os living in the U.S. Our original actos (sketches) infused with social satire are committed to the promotion of social justice work and cultural consciousness. They address many of the critical issues pertinent to our community such as education, immigration, sexism, racism, health education, and the representation of Latinas/os in the entertainment industry. Our most recent production “Anthology” is a compilation of our most popular actos many of which are also featured in our book “Nopal Boy & Other Actos.”

In the last few years we have worked diligently to convey the message of Chicana/o Theater to thousands of students (and community members) throughout the country at various conferences, community spaces, and theatrical venues. This endeavor has resulted in one of our most exciting projects which involves teaching and mentoring the next generation of Chicana/o theater artists in two San Diego high schools. The California Association of Teachers of English (CATE) recently recognized this effort and granted us an award for the promotion and development of language arts skills. In the years to come, we hope to continue in being able to provide the space where the stories and experiences of the Chicana/o community are shared in order to promote community healing and dialogue. (For more information on Teatro Izcalli or Izcalli, the non-profit organization that Teatro Izcalli is a component of, log onto www.izcalli.org)
Professor Ahmed-Ghosh Named Outstanding International Scholar

Huma Ahmed-Ghosh was named the 2011 Outstanding International Scholar by the SDSU organization, Scholars Without Borders. Professor Ahmed-Ghosh spoke on the topic, “The Politics of Teaching Gender and Islam in the West” at the presentation ceremony, held March 3, 2011. In her lecture she raised questions about why certain courses, in this case, courses on women and Islam, had dramatically increased in university curriculum after 9/11. She also discussed issues of authenticity of teachers of such courses and how academia values or negotiates such politics. She concluded that knowledge production in academia is a political act and the increase in courses on women/gender in Islam was reflective of USA global politics and was yet another attempt of “using” women’s lives and bodies to justify wars and once again more about competing masculinities of the West and Muslim societies. She has offered courses on Gender and Islam at both SDSU and Brooklyn College and compared the reactions of the different student bodies, which varied greatly in the proportion of Muslim students in class. An ideal recipient of the award, Professor Ahmed-Ghosh’s recent research has taken her frequently to Afghanistan and she has published on women in Afghanistan, Islam and feminisms, and on Muslim women in the diaspora. She has led SDSU travel-study programs to India, Turkey, Muslim women in the diaspora. She has led in Afghanistan, Islam and feminisms, and on

Studying Abroad in South Africa

Kalie Sandstrom, Undergraduate

There are few things in life that have brought me more joy than the warm, South African sun beaming down on my bare shoulders. It is that kind of heat that warms you from the inside out, the kind that makes you want to tilt your head back and take a big, deep breath of fresh air and just be inspired by the flowers sprouting up through the cracks of the sidewalk. Upon my return to the states, I got asked over and over, “So, like, what was the best part about your trip?” I have been unsure how to best word my response, always wondering, how I could sum up five months, in the most unique place I have ever lived, with just one sentence. I am amazed and eternally thankful for the truly breathtaking experiences I lived through on a daily basis and how the little moments, like chatting with cashiers at the local Pick N’ Pay or watching children play with toys made from sticks and busted tires in local townships. Those are the moments that replay in my head like a slideshow and remind me every day how truly special and personal my South African experience was. This collective of tiny moments represents how South Africa shaped me, from the inside out.

While South Africa is endlessly beautiful, the ugly scars left by wounds made from centuries of hatred and phobia, are still painfully evident. When I applied to the International Student Exchange Program at Stellenbosch University, I had little understanding of the legacy that resident theologians left behind. Ironically, there is no plaque on the outside of the theology department stating “Birth Place of Apartheid Law.” Even more strange is that any basic research on Stellenbosch’s history conveniently omits this information. An average international student or traveler is unlikely to easily stumble across the names of the creators of apartheid law, much less where it was penned into reality. This omission of information is not uncommon, especially in the Western Cape where numerous stories of injustice have been erased as the history books are written. However, as the second oldest Dutch settlement in South Africa and one of the most steadfast white Afrikaans populations in the nation, the ramifications of apartheid surround you each day. While work to bridge racial and social differences is perpetually in effect, and considering the fact that diversity is increasing among students in the area, both Stellenbosch University and the surrounding community remind the visitors how fresh the memories of abusive laws are for South African individuals. But through local anecdotes about Stellenbosch and its founders, individuals are rewriting their own history and ensuring that the truth is expressed.

Although South Africa has many barriers before equality can become reality, it cannot be denied that South Africans changed the course of not only their own destiny, but other African countries and international powers around the world. For me, the moments that I forever cherish are the little street corner protests, the random signs condemning political corruption and the ability for people to reclaim ownership of their nation; these moments are what truly molded my experience. And, conceivably, our individual experiences have the strength to change one another’s lives, from the inside out. So, it is our job to welcome new experiences as a way to revive and nurture the strength within each one of us and remind us of the innate capacity of collective experiences. With utmost certainty and endless hope, I can say today and everyday, for the rest of my life, that I am in debt to South Africa; this is for my teachers, schoolmates and friends and the collage of life-altering moments that have unquestionably changed not only the path of my future, but the legacy I promise to leave behind.
Women’s Studies and the Biennial Conference of the Contemporary Women’s Writing Network

Anne Donadey

One of the high-visibility events that the Women’s Studies Department co-sponsored as part of our 40th anniversary celebration took place in San Diego July 7-9, 2010. The international conference of the Contemporary Women’s Writing Network was co-organized by Drs. Edith Frampton (English) and Anne Donadey (European Studies and Women’s Studies). The conference, whose theme was “Contemporary Women’s Writing: New Texts, Approaches, and Technologies,” brought enhanced international visibility to SDSU as a vital supporter of the growing field of contemporary women’s writing worldwide.

Consistent with the Women’s Studies Department’s and the University’s commitment to internationalization, the conference drew approximately one hundred and seventy-five participants from six continents and fourteen countries: Australia, Brazil, Canada, Germany, India, Israel, Hong Kong, South Africa, Spain, Sweden, Taiwan, Turkey, the UK, and the US. Papers were presented on women writers from a variety of backgrounds, including Africa and the African diaspora, India and the Indian diaspora, East Asian and Asian American literature, indigenous literature in Australia, Chicanas and Latinas, U.S. ethnic literature, French and Francophone, and Italian migrant literature.

The conference’s intellectual excitement was not dampened either by the unseasonably wintry weather or by an earthquake that occurred just as keynote writer Caroline Bergvall (University of Southampton, U.K.) was mentioning tremors. Other keynote speakers were author of The Mistress of Spices Chitra Banerjee Divakaruni (University of Houston), poets Anna Joy Springer (UCSD), Elizabeth Willis (Wesleyan), and recent Pulitzer winner Rae Armantrout (UCSD), and scholars Susan Stanford Friedman (University of Wisconsin-Madison) and Thadious Davis (University of Pennsylvania). Several Women’s Studies faculty members and graduate students presented the results of their research at the conference, which was supported through a President’s Leadership Fund grant and co-sponsored by many departments and offices on campus including Intercultural Relations/the Cross-Cultural Center.

Safe Zones: Providing Resources for LGBTQ Community and Beyond

Gibran Guido

During this past Fall 2010 semester, Safe Zones at SDSU has continued to provide the campus community with its continuing resources of ally trainings and continuing educational events such as Breaking Boundaries and Building Bridges: LGBT peoples discuss Race, Social Class and Activism which was held this past March at Scripps Cottage. A special thanks to all of our co-sponsors, panelists, volunteers and those in the campus community who made our event hugely successful. Safe Zones is also working with other LGBT events such as the LGBT Resource Fair, Big Gay BBQ, and Lavender Graduation, which will occur later in the Spring semester.

The coordinating and planning for Safe Zones events would not be possible without the exceptional work of our interns who have dedicated their time and energy to the success of our program. I would also like to highlight two of our students, Ruth Downey and Azin Jalali, whose dedication and leadership has ensured the success of our Safe Zones program and the coordinating of our continuing educational events.

Safe Zones at SDSU works to ensure a campus atmosphere that is supportive, informative and welcoming to all members of our campus community. This program provides an accepting and pro-active environment for LGBTQIA (lesbian, gay, bisexual, transgender, gender fluid identified, queer, questioning, intersex, ally) students, faculty, staff and administrators and their allies. If you are interested in becoming a trained Ally for Safe Zones, please visit: http://newscenter.sdsu.edu/lgbtq/safezones.aspx

LGBTQ Bi-National Collaboration

A first-ever cyber meeting between LGBTQ activists at the University of Witwatersrand in Johannesburg, South Africa and those on the SDSU campus was held March 28th. Through the Africana Studies study abroad trip, Professor Mary Kelly pioneered this unique opportunity. South African student leader Denise Neo Rapitsi (ACTIVATE) detailed their campus and national issues. South Africa has legalized gay marriage and equal rights are written into the constitution, yet violence and “corrective rape” occur. Also participating was Anthony Manion of GALA; they document queer history and publish scholarly work on same-sex sexualities. Speaking about SDSU’s activism was Susan E. Cayleff and Carrie Sakai, campus co-chairs of SafeZones@SDSU (an LGBTQ social justice program). Azin Lalai, a SafeZones intern, and Rikki Bower, the organizer of the LGBTQ student Speaker’s Bureau. We also shared information about our LGBTQ minor and Lavender Graduation. The meeting offered many insights; we will continue to exchange ideas and educational materials. We thank Professor Kelly for this exceptional opportunity.
entitled “Engendering Regions: Performativity”

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at Emory University, I am researching and
writing the second half of my dissertation,
titled “Engendering Regions: Performativity and Community in Contemporary Novels of Appalachia and the U.S. Southwest.” For
this project, which builds on my Master’s thesis, I examine contemporary migration narratives of women who live in or move between Appalachia and the U.S. Southwest. Using novels in which these regions are juxtaposed as sites of origin and relocation, I critically trace transformations of women’s identities and community allegiances to each region. These new individual and communal identities are tied to local places yet resist retrogressive stereotypes of Appalachian and Southwestern women.

Informed by my dissertation research, I have recently designed courses on literatures of place, women’s writing, and feminist theory. I truly enjoy teaching undergraduate Women’s Studies and English classes and currently am the co-instructor of an upper-level course on contemporary women novelists. Additional jobs at Emory’s library and as a research assistant keep me busy. When I am not writing, teaching, or working, you can find me browsing the shelves of used bookstores, doing sun salutations, or running the hills of Atlanta.

Angela LaGrotteria, M.A. Graduate

On a warm fall evening in 2003 I sat in front of the Student Services West building, on the phone with my mother, telling her with reserved optimism that I was about to walk into my first ever Women’s Studies class. I had
nenrolled through San Diego State’s Open
University program, and depending on how
this graduate seminar went, I would consider
applying for a Master’s in Women’s Studies.

M.A. Alumnae Panel Discussion held on October 2

Anne Zimmerman, M.A. Graduate

I always believed there was more to the life of famed food writer M.F.K. Fisher—the topic of my MA thesis—than the stories she told in her autobiographical books and essays. Fisher’s writings about food were ripe and evocative; she viewed meals as one of the central characters in the most profound moments in her life. Yet there was a sadness to her work too that hinted at a life filled with darkness and despair.

After getting my MA in 2006 I did more research, travel, and was lucky enough to find an agent and publisher interested in a biography of M.F.K. Fisher’s life. In my book An Extravagant Hunger: The Passionate Years of M.F.K. Fisher, (out in March 2011!) I illuminate the most colorful years of M.F.K. Fisher’s life. I rely on unpublished letters and journals to explore Fisher’s time in Europe with her first husband, her re-marriage, her second husband’s suicide, and the pleasures of cooking and table that made Fisher’s life transcendent.

My classes at SDSU, particularly “Narrating Women’s Lives,” were hugely influential to my work, as was Dr. Susan Cayleff. Her advice to “always look for the silences” made this book.

Jeffrey Bucholtz, M.A. Graduate

When I was a Women’s Studies graduate student, people would often ask me, “So… what exactly are you going to do with a Women’s Studies Masters degree?” For most of those people, Women’s Studies seemed to them like one of those “you can’t do anything with that degree” kind of degrees. Well, I’m five years out of the program, now, and I’m happy to report that I am, in fact, DOING something with my degree. Actually, I’d say my degree has brought me directly to my dream career.

When I entered the SDSU Women’s Studies Masters program I had already been doing work in violence prevention. It was actually my work at the UCSB Women’s Center Rape Prevention Education Program that had led me to SDSU Women’s Studies in the first place. Today, after getting what I consider to be some of the best intellectual, emotional, and political training possible, I am running a violence prevention business called We End Violence with my good friend, mentor, and colleague, Carol Mosely. We End Violence is a social business designed to help prevent violence before it happens by finding ways to engage our communities to end discrimination and oppression. We provide educational lectures and performances, consulting services, and create peer education groups/campaigns. In fact, one of the first projects We End Violence undertook was turning my Master’s Project, a performance about the intersections between different forms of oppression and sexual violence, into a documentary film called A Way From Violence.
The Lesbian, Gay, Bisexual and Transgender Studies Minor

Esther Rothblum

Lesbian, Gay, Bisexual and Transgender (LGBT) Studies is a growing academic specialization in numerous disciplines across the United States, including literature, history, social sciences, media studies, political science, law, and many others. Individual courses in LGBT Studies have been offered at SDSU since the late 1970s, but until last year they had never been consolidated into a coherent program for students. LGBT Studies does not fit into any one current department at SDSU, yet most jobs and careers today welcome and benefit from employees with expertise in diversity, including knowledge and experience on LGBT issues.

The interdisciplinary minor in LGBT Studies advances knowledge in sexual and gender identity, and increases understanding of the diverse cultural, historical, ethnic/racial, and contemporary experiences of people across sexualities. The focus is on the changing nature of same-sex desire, sexual behavior, and same-sex relationships from antiquity to the present. Courses focus on emerging LGBT subcultures and identities from a global perspective. From there, courses address scientific and psychological explanations of LGBT identities, LGBT literature, the institutions of law and government, education and the workplace, family, and healthcare. Courses also examine local and international LGBT movements, popular culture, and news media in the current day. Throughout the program of study, there is careful consideration of the full range of genders, sexualities, races, ethnicities, classes, physical abilities, religions, and political persuasions that characterize current LGBT movements and communities.

The LGBT Studies Minor has a strong program of community internships. Current available internships include Healthy Border Women, Lambda Historical Archives, the San Diego LGBT Center, San Diego Pride, Diversionary Theatre, Equality California, Sexual Health Peer Health Educators, FilmOut San Diego, Mama's Kitchen, Family Health Centers of California (The Amazon Breast Project and In the Mix for Gay and Bisexual Men of Color), SafeZones@SDSU, the LGBTQ Student Union, the LGBTQ and Allies Resource Fair, SDSU Pride Action Committee, and the annual Conference on Empowering School Counselors and all Educators to Support our LGBTQI Youth in the SDSU School of Education.

This is the second year of the LGBT Studies Minor. There were 27 students declaring this minor during the first year and 27 during the second year. This is a high number of students for a new minor that is not within any one department, and consequently not listed on the Course Schedule of the SDSU website. Students minoring in LGBT Studies had majors in the following fields: accounting, biology/zooology, Chicana/Chicano studies, child and family development, communication, criminal justice, financial services, French, history, international business, mathematics, media studies, music performance, political science, psychology, public health, religious studies, social work, sociology, Spanish, theatre, and women's studies.

In addition, in 2010 SDSU was voted one of the top twenty colleges by CampusPride.org, which ranks colleges on a “five-star continuum of progress for LGBT-friendly policies, programs, and practices.” One of the major criteria for this ranking is academic life, including LGBT studies programs, LGBT courses, and new faculty/staff trainings on sexual orientation and gender identity issues. Other criteria include student life, college policies and practices, campus safety, housing and residence life, counseling and health services, and recruitment and retention efforts. The fact that SDSU has an LGBT studies minor, in addition to the national visibility of Safe Zones@SDSU, which trains students, staff, and faculty to improve the campus climate for LGBT people, contributed to this superior ranking. In addition, SDSU held its first Lavender Graduation in May 2010 for eighteen LGBT graduating students and allies, and this will be an annual event.

Crafting our Community: Young Women’s Studies Club

Kristi Abrecht, M.A. First Year

The Young Women’s Studies Club (YWSC) has had a partnership between San Diego State University’s Women’s Studies Department and Hoover High School since 1995. This long-standing relationship has provided years of mentoring opportunities between undergraduate students and high school students to build a strong community of young women growing and learning together. SDSU’s Women’s Studies Department was created with fuel from feminist activism. This spirit and the praxis of feminist theory is fully realized with the implementation of the mentoring process of the Young Women’s Studies Club.

The Young Women’s Studies Club is supported through the many efforts of individuals in addition to the continued sponsorship of the Women’s Studies Department. With the efforts of Dr. Susan Cayleff and this year’s graduate student coordinator, Kristi Abrecht, the YWSC is organized and implemented for both fall and spring semesters. The Club is also possible with the support of faculty members who allow their students to receive course credit for community-based service learning. These volunteer students are key to the mentor- continued on next page
From the Classroom to the Court: Basketball Star D.J. Gay at the Intersections of Women’s Studies and NCAA Athletics

Kaitlyn K. Elliott, M.A. First Year

The basketball season of 2010–2011 was a tremendous success for San Diego State’s men’s team. Conquering its opponents, and nearly without loss, the team ascended to national attention, and its players to stardom. One such standout on the Aztecs is point guard D.J. Gay, who, in his senior year, has been a bastion of reliability to his teammates, his classmates, and his school. While he is now famous for his athletic prowess and quality character, Gay’s academic life is of equal importance. Interviewed by first-year Master’s student Kaitlyn Elliott, and in the midst of the Mountain West Conference Championship, D.J. Gay discussed his involvement in the Women’s Studies Department, its role in his life, and his plans for the future:

Kaitlyn Elliott: How did you choose to study Women’s Studies, and what convinced you to major in it?

D.J. Gay: When I came here my freshman year, I really didn’t know what I wanted to do. Even in my sophomore year, I had no clue what I really wanted to do. I went with the class that I learned the most in and found the most interesting, and that was Women’s Studies.

K.E.: Which Women’s Studies class was your first?

D.G.: It was my 100-level class with Brodie Reynolds as a professor.

K.E.: How do people react to your course of study, especially since you are both an athlete and a man of color?

D.G.: They don’t believe me at first, but then when I tell them that, no, that really is my major, some laugh, some are intrigued. A common question is, “Why? What are you going to do with it?” You get questions for it a lot, but at the end of the day, I went with what I felt like I wanted to pursue.

K.E.: What are your plans for the future?

D.G.: After I am done with basketball, I would like to become a counselor, or just something where I can be involved with helping other people, people who are less-fortunate, who are being oppressed.

K.E.: How has Women’s Studies applied to your life?

D.G.: [Women’s Studies] changed my way of thinking completely. After taking a class, I just realized how ignorant I was to how society really is and the way people are portrayed, and in using the correct terms without offending somebody. I would talk a lot differently before taking the class [100]. [Women’s Studies] has provided a whole new way to look at life and to think about things. Women’s Studies is about everybody.
Fat Studies is an international and interdisciplinary journal that accepts original research as well as theoretical overviews. It will periodically publish overviews about advances in fat studies in specific disciplines (e.g., medicine, nutrition, social sciences, history, economics, literature, popular culture, and many others) by experts in those fields. It will occasionally publish thematic issues that focus on a specific topic.

**What is Fat Studies?**

Fat studies is a field of scholarship that critically examines societal attitudes about body weight and appearance, and that advocates equality for all people with respect to body size. Fat studies seeks to remove the negative associations that society has about fat and the fat body. It regards weight, like height, as a human characteristic that varies widely across any population. Marilyn Wann, one of the first activists to use the term “fat studies,” stated “Unlike traditional approaches to weight, a fat studies approach offers no opposition to the simple fact of human weight diversity, but instead looks at what people and societies make of this reality.” (Fat Studies Reader, x). Fat studies scholars ask why we oppress people who are fat and who benefit from that oppression. In that regard, fat studies is similar to academic disciplines that focus on race, ethnicity, gender, or age.

The size acceptance movement began in 1969 when William Fabrey founded NAAFA, the National Association to Advance Fat Acceptance (initially the National Association to Aid Fat Americans). In the 1970s in Los Angeles, a group of fat women formed the Fat Underground as a way to organize against discrimination of fat people by the medical profession via diets and medical practices. Two of their members, Judy Freespirit and Aldebaran wrote the Fat Liberation Manifesto, which demanded respect and equal rights for fat people.

NAAFA and the Fat Underground both used the word “fat” instead of “obese” or “overweight.” In English, medical terms (such as “obese”) tend to be based on Greek or Latin terms, and as oppressed groups organize they often replace the former medical or clinical diagnosis (e.g., “homosexual”) with more descriptive or catchier terms (e.g., “gay”), sometimes reclaiming words that have been used against them or that had derogatory meanings (e.g., “queer”). Similarly, fat activists felt that the terms “overweight,” “underweight,” and “normal weight” all imply that there is an attainable “ideal” weight when in fact there is great diversity in weight.

Fat studies scholars realize that weight needs to be examined within the context of gender, race/ethnicity, socioeconomic class, and sexual orientation. Because weight is so strongly correlated with income in western nations, being fat is often synonymous with being poor (e.g., fat people don’t join health clubs can be understood as poor people don’t join health clubs). Although it is illegal to discriminate based on gender, race, and ethnicity in most institutions, only a handful of places—the state of Michigan and the cities of Washington, D.C.; San Francisco and Santa Cruz, California; Madison, Wisconsin; and Binghamton, New York—have legislation prohibiting discrimination based on weight.

Paralleling fat studies, the Health at Every Size (HAES) movement is a public health initiative that focuses on health for all people, regardless of body weight. HAES emphasizes improving nutrition and enjoying food, and also on the joy of movement instead of adherence to a structured exercise program. HAES clinicians strive to end bias against fat people, and underscore the fact that we cannot tell people’s health or fitness level just from looking at them. Health is defined as physical, emotional and spiritual well-being, and HAES clinicians focus on everyone appreciating their body and its appearance.

The Art of Collaborating: Student Publications

**Kristin White, M.A. First Year**

During the Fall 2010 semester, Dr. Rothblum encouraged the Women’s Studies graduate students to complete publications in collaboration with other graduate students and herself. As a result of her support and encouragement, several graduate students completed four book reviews; one is in print, and three are in press.

The groups were as follows: Sarah Wheeler, Lisa Hastings, Kristin White, and Esther Rothblum: “Review of Coming Out, Coming Home: Helping Families Adjust to a Gay or Lesbian Child” in the Journal of Homosexuality (in print)

Jessica Spain, Cristina Dominguez, Ashley Boyd, and Esther Rothblum: “Review of Helping Families and Communities Recover from Disaster: Lessons Learned from Hurricane Katrina and its Aftermath” in the Journal of Trauma & Disassociation (in press)


As one of the graduate students fortunate enough to have had this opportunity to work with Dr. Rothblum and two other graduate students, I am thankful for the experience. Not only did I get to collaborate with other Women’s Studies students and a faculty member, but I learned more about what kind of work the publishing process involves.
Welcoming
Cathrin Cronjäger
A visiting doctoral student from Georg-August University in Goettingen, Germany

Interview by
Brittany Robinson, M.A. First Year

What is your educational background?
I enrolled in the university [in Germany] to do a Master’s of Education to become a Spanish and English teacher and my branch in the English Department was American Studies. After I graduated I got hooked on the feminist lesbian literature in that field. I enjoyed it very much and contemplated whether to go and teach children or stay in academia. Working now on my doctorate is giving me more time to think that through.

So your research area right now is feminism and lesbian literature?
I'm doing a comparative study of 20th century American, British and German cultures. I focus on works written in English, my research is very language based.

Why did you pick SDSU as base?
San Diego State was my top choice and it just so happens that Esther was the first one to respond to me. I researched schools online and I saw that Esther was the editor for the Journal of Lesbian Studies and so I decided to contact her. I also knew that SDSU had the oldest Women’s Studies department. When I looked into the library I also saw the Bonnie Zimmerman collection and decided it would be really cool to do research here in those archives.

How is WS different in Germany?
All that I can tell you is that Women's Studies is not a very common field of study. We have Gender Studies, that’s more widely spread. If you want to study gender or sexuality it comes under Gender Studies.

How do you like San Diego area?
I love it! Just for the area and the weather I’d like to stay. I’d been here before in 2009 for vacation and fell in love with the city.

I hear you’re practicing with the track team here. How is that going?
I’m a 5k and 10k runner, top of my state in Germany, but I’ve been injured for the last six months even before I came here so I couldn’t really take care of it doctor-wise so I just hoped it would go away but it hasn’t. I do know the girls but practicing with them has been on and off depending on my foot.

Anything else you would like to add?
I really have to thank Esther, she’s been really great. She helped me get my first publication, a book review that I worked on with her entitled “Review of Lesbian Dames: Sapphism in the Long Eighteenth Century” which will really help me in the future. I had a great time and I’m very grateful to everyone who made it possible for me to come here.

Constraining Our Pasts: Applied Feminist Pedagogy in the Classroom
Moriah Meeks, M.A. Second Year

History has a whole new meaning in my life. I have seen history for the first time come alive...I have read countless pages of information and for the first time I feel that I can relate to the information. It was as if all that happened to these people in the 1940s and so forth has happened to me. This history of Chicana women has transformed to a personalized moment in time for me...This history became a part of me; it is no longer separate. (2010 student reflection)

Fostering student engagement with academic concepts and texts on a personal level has long been considered to be an effective feminist teaching strategy. I witnessed the effectiveness of feminist pedagogical strategies during my time as graduate assistant for Dr. Colwill’s WMNST 340 classes, Women in Modern European History. For three semesters, I oversaw and graded the oral history research project designed by Professor Colwill, entitled “Constructing Our Pasts.” This research project combined personal interviews conducted by students with an older female relative or friend, as well as library research on the time and place in which this interviewee lived, providing the necessary historical context for the interviewees’ experiences. Feminist pedagogical strategies utilized in the project include topic flexibility and personal relevance for students. Students were able to choose their interview subjects and their research topics, making the study of history and its production interesting and accessible to students.

I think that researching women’s history should be done no other way. Finding information through one’s own family is real motivation to investigate and find answers. I felt it gave me a purpose in research for the first time. (2010 student reflection)

This project gave students the opportunity to create women’s history themselves, connecting their relatives’ personal experiences to the social, economic, and political events that helped shape these experiences. While most of these student-created histories focused on women who were born in the 20th century, they encompassed a wide range of regions and experiences, reflecting the diversity amongst the students. Topics included women’s experiences of war, migration, AIDS, mental illness, domestic violence, education, and motherhood.

I have always thought that I was an exceptionally different individual, apart from those before me...[but] after three to four hours of listening to my mother and my grandmother, I came to an epiphany that I am a product of a mixture of women from my past...The significance of this project shifted from achieving a decent grade to self-discovery, and this motivated me above all else. (2010 student reflection)

Through this process, students came to understand how their relatives’ choices and experiences were influenced and shaped by their environment, and compare experiences to those of other women. Student engagement was enhanced through the writing of two self-reflective essays, one on the process of interviewing their relatives and another on writing their family histories. These essays were intended to facilitate a deeper engagement with the practices of oral history collection and production. They also functioned as a site of family sharing and connection, providing greater insight and understanding of women relatives’ choices and fostering closer relationships with their interviewees. Students came to recognize the difficulties and rewards associated with the production of women’s history. The applied feminist pedagogies of WMNST 340 promoted student engagement with women’s history, yielded higher quality research, and fostered a more productive student experience overall.
Rewriting Feminist History: The Midge Costanza Institute Project

Ashley Boyd and Kaitlyn Elliott, M.A. First Years

The Midge Costanza Institute is making great progress this academic year. The Institute, headed by Dr. Doreen Mattingly, is a non-profit that fosters the study of social movements, and how social movements engage the political process to both create and change public policy. Margaret “Midge” Costanza was the first woman ever selected to be the Assistant to the President for the Office of Public Liaison. Her duties were to be the window to the White House, and addressing the needs and concerns of underrepresented groups in the United States. The Institute strives to continue Midge’s legacy and the legacy of the feminist movement through furthering the initiatives of the Office of Public Liaison. The team at the Institute is working currently on digitizing primary documents in the archives, and creating an online education module accessible to all students and prospective researchers. We are infinitely grateful to the generous donors who are supporting our work. Excitingly, the Institute is anticipating an upcoming fundraiser, which will invite supporters to witness firsthand the importance of both Costanza’s life’s work and the research of public policy and politics.

Dr. Mattingly is continuing her book, Midge Costanza: A Political Life, which focuses on Costanza’s political career and her relationship with the feminist movement. In November 2010, Dr. Mattingly visited the National Gay Task Force archives in New York, where she conducted research for her book project and an article “Liberal Feminism and LGBT Rights: The National Gay Task Force, the Carter White House, and the Political Philosophy of Midge Costanza.” Also, Dr. Mattingly and former Women’s Studies graduate student Jessica Nare recently submitted their paper “Tactics of Inclusion and Exclusion at the 1977 U.S. International Women’s Year Conference” to the Journal of Women’s History. First-year graduate student Ashley Boyd is assisting Dr. Mattingly in researching and writing for the book project. Ashley also aids in the daily operations of the institute and its various projects.

Joining the Institute is first-year graduate student Kaitlyn Elliott, who is writing her Master’s thesis on Costanza’s personal narratives post-Carter White House. Two very dedicated undergraduates, Kalie Sandstrom and Claire Scripter, are working with Dr. Mattingly on the book project, as well; both Kalie and Claire are majoring in both Political Science and Women’s Studies. As the relationship between the Women’s Studies Department and the Institute enters its second year of existence, it continues to provide students with a way to understand how feminism and social justice causes operate in the political sphere.

For more information regarding the Midge Costanza Institute, please visit the website at http://www.midgecostanzainstitute.com/

Lori Saldaña, candidate for California State Senate

My experiences in SDSU’s Women’s Studies Department positively influenced my scholastic life as both an undergraduate and graduate student. Introductory courses challenged my assumptions about the path my life could take, during and after university; upper division and graduate level seminars immersed me in lively and provocative discussions about women’s role in home, society, and—most helpful for me—government and politics.

I became an activist on campus, inspired by the “outrageous acts” of Gloria Steinem. When I became State Assemblymember in 2004, I remembered how excited I felt meeting Shirley Chisholm—the first African American to run for President of the United States—in a home near campus after she spoke at Montezuma Hall.

These experiences helped prepare me to serve as a state legislator. As Chair of the Legislative Women’s Caucus I didn’t hesitate to speak truth to power when proposed laws or policies could disproportionately harm women and girls. I insisted on fair treatment for women and girls at all levels of society. I am a better advocate for women thanks to my experiences at SDSU, and I will always value the friendships and ideas that started in the Women’s Studies classrooms on Montezuma Mesa.
The Making of a Historical Exhibit
Rana Rosanes, Undergraduate Intern

Anyone would agree that college is a time to undertake new experiences. In my case, my internship at the Women’s History Museum now called Women’s Museum of California was one of the best college experiences I could have asked for. I not only loved, but learned, so many things throughout the internship.

I was assigned to what became known as the “1970’s project.” One of my duties was to find information and visuals about women’s activism around San Diego County during the 1970’s. This was no easy task, but I did my best to find valid information that could be informative and valuable for the exhibit. At the downtown library, I searched through old newspapers on microfilm trying to find relevant stories. I also visited UCSD library to track down student activism there. But, the Special Collections at SDSU helped greatly in finding information related to local activism.

Once I had the information, I selected specific archival material to be displayed and wrote captions for the visuals I found. I then proceeded to cut, paste and mount the visuals and captions on the actual exhibit board. This was done at the museum, along with many others who helped put this project together. Although we did work extremely hard piecing together the exhibit, the environment was always enjoyable.

I also had a great time meeting with the people I encountered while gathering the materials. Betty Boone of the Lawyers Club was a great source of information when it came to the women’s invasion of the Grant Grill—officially off limits to women at the time. Ashley Gardner, the Museum’s director, was also an amazing person who helped out significantly throughout the project. Another person I had the pleasure of working with is SDSU’s very own Dr. Sue Gonda. She oversaw the project and was more than happy to help me address any concerns I had. Claudia Zavalza, a recent graduate from SDSU, must also be thanked for all the help she put into the exhibit.

The most rewarding experience, however, was seeing the reactions to the exhibit when it was first presented at the Women’s Studies 40th Anniversary Finale Dinner last October. Seeing people reminisce and become involved with the history through our display was truly amazing. This internship is something I would not have gotten the opportunity to do without the Women’s Studies Department. It has helped me grow as a person and broaden my knowledge about women’s history, specifically here in San Diego. This experience will definitely remain with me throughout my college years and beyond.

Barbara Watson, Emerita Professor of Women’s Studies, writes:

When I was a little girl I believed that women ran the world. This was not such a surprising view because it was war (WW II) and all the men were gone. Years later my country became communist (the former East Germany) and the government declared that women should become engineers, scientists and administrators. I had not yet developed a sophisticated view of the ideal and the real, and thus my belief in women’s power remained intact. After completing my education I was fortunate enough to become a professor of Women’s Studies at SDSU. By now I was fully aware of patriarchy, but, being around strong resourceful women, my belief in women’s power stayed alive. And I had another experience that greatly influenced my life and beliefs. Having been trained as an anthropologist I made several journeys to Venezuela to live with and study the Wayuu, an indigenous matrilineal people which means that mothers, not fathers, name the children and determine their socio-economic status.

Of course, all these women’s worlds I experienced have been created by very different ideologies and socio-political systems. To disentangle the varied meanings of these worlds is my present project.

Jeffrey Bucholtz continued from page 11

My Women’s Studies M.A. not only provided me with the skills and practice I needed to create We End Violence, it made me a better feminist, activist, and person. It also helped me forge crucial friendships and alliances, one of which has given me the opportunity to teach a class at SDSU on popular culture and its effects with another former Women’s Studies M.A. student, my friend and colleague, Jennifer Gusman.

Five years ago, I didn’t have an answer to all of those people asking what I would do with my M.A., but today I would tell them that I am more certain than ever I made the right choice to get my degree from SDSU Women’s Studies.
Women’s Studies at Forty: Where Are We Now? EVERYWHERE!!!!!

Marilyn Boxer [Excerpt]

It’s hard to believe, even for us oldsters who in 1978 so boldly created the slogan, “Women’s Studies Everywhere,” more as prediction than as fact on the ground. But Women’s Studies is now a 40-year-old fact of women’s history and academic life, as it is a fact of my personal history since 1971, when I visited SDSU to learn about women’s studies before launching my first women’s history course at San Bernardino Valley College that fall. And it is a fact of the history of each of us here today. We helped to create it and it has helped to form us.

Forty years ago an idea arose out of the women’s liberation movement here in San Diego that would lead to the founding in 1970 of the program we are here today to celebrate. It was not exactly the first ever in the world—that credit may belong to a Frenchwoman, one Madame Souley-Durqé, who in 1902 began offering her program in feminology at the Free University of Social Sciences in Paris. But unlike that early venture, the San Diego effort did not fall into the void. Instead, it marked the beginning of a sociopolitical and intellectual movement in higher education that grew and grew until today it exists on every continent and many island nations around the world.

Today, having been invited to speak about women’s studies in Yemen and seen my women’s studies book translated into Chinese, I wear my 1978 T-shirt that declares “Women’s Studies Everywhere” with pleasure and pride and thankfulness that the statement is true.

So I want to begin my comments today by saying “thanks for your help” to many people. First, to Joyce Appleby, Shelly Chandler, and Jess Fleming, the committee who hired me. It has been my good fortune to have gotten the job as chair of Women’s Studies at SDSU in 1974, a turning point that laid the basis for my career; but more than that, an event that began a process of learning that, as I said in the codas to my book on women’s studies, “helped me to understand the meaning of the struggle that has defined my life: my devotion to motherhood, which came early to me, and my passion for learning, which was there from the beginning of my conscious life.”

There are many others who merit our appreciation, faculty and staff who were our strongest supporters in those early days. Let me name some names, and ask forgiveness of whomever I may miss: Carol Rowell Council, the student advocate and instructor who was instrumental in creating the original program; and those who taught, unpaid, the five spring 1969 courses: Nona Cannon (with Carol), Lois Kessler (now gone), Rose Somerville, Jackie Wertz and (I think) Jacqueline Tunberg. From the early Faculty Advisory Committees that served as a personnel committee for our then untenured faculty, in addition to Jess, Joyce, Lois, and Shelly: Elise Adams, Ruth Brown, Frances Smith Foster, Hilda Nelson, Betty Nesvold (also gone), Betty Shutter, and three men, Clint Jencks (now gone), Dick Ruetten (also gone), and Richard Wright. Among the staff, Helen Savage and others helped teach us the ways of the bureaucracy. All provided ongoing support for our efforts; and, probably in quiet ways we never knew... At our 10th anniversary celebration, in March 1980 (which coincided with my turning over the chair, after six formative years in my lives, to Pat Huckle), we celebrated our survival against the odds and many predictions; and, at a time of declining enrollment in the humanities and social sciences that constituted our core, our remarkable growth from 2.4 faculty positions in 1974 to 8.1 in 1980, a feat we owed to the hundred then thousands, of students who flocked to our courses and to our very supportive dean, Frank Marinii. We had just passed through our first-ever external academic review with glowing praise. Thanks, Frank!

Ten years later at our twentieth anniversary, in February 1990, when our theme was, “What have we learned?” we recognized most of all a fundamental shift within our field: that Women’s Studies no longer belonged to its founders, but to all, including especially those then gaining recognition in teaching and research, lesbians and women of color. Between 1975 and 1995, the leading texts for introductory women’s studies courses increased the space allotted to racial and sexual diversity from several-fold to ten times over. By November 1995, when we celebrated our 25th, we could offer an amazing answer to that aboriginal question, “Is there enough material for a whole course?” by pointing to the new phenomenon of stand-alone, interdisciplinary women’s studies Ph.D. degree programs then emerging at major research universities around the country. By the 30th, we would pride in immense success, along with ongoing contestation, as much within as outside our field. Should women’s studies dissolve itself into Gender Studies? Was a focus on “women,” often placed in quotes, still needed?

And now we are 40. As a historian participating in a historic event, I was pleased to learn that the theme for this year would be “Women’s Studies: How Far Have We Come?” (Note the exclamation point at the end; no question mark.) This led me back not only to the earlier celebrations, but all the way back to the very first time I spoke before an audience about our women’s studies program at SDSU. The first thing I recalled about that event was how nervous I was. I had been on campus less than six weeks, facing a barrage of questions—some friendly, others hostile—from the day I arrived, even on the stairway before I reached my new office for the first time. Searching through my files, I turned up the notes I’d made for that occasion, a symposium on Women’s Studies, we called it, co-sponsored by the women’s center and the women’s studies program, held in Scripps Cottage. We were joined by representatives from the Center for Women Studies and Services (CWSS) and the Panhellenic organization. The date was October 1, 1974. The title of my talk was, “The New Women’s Studies.” What was new? I began by introducing the six faculty: Carolyn Flatt, Sandra Dijkstra, Marilyn Pearsall, Barbara Watson, Joyce Nower (not really new, but one of the founders now returning after several years away), and myself. Secondly, I pointed to our direction. We aim, I said, to compensate for the absence of women in higher education as teachers and as topics [there were then 18 women tenured associate and full professors in the entire College of Arts and Letters]. We would conduct research that would create new knowledge and change minds, augmenting the “men’s studies” that constituted the curriculum (thus answering the common challenge meant to provoke, “Where are the ‘Men’s Studies’?”). By “feminizing,” we would “humanize” the university.

We would change our own lives and the world. (No small ambition, ours; for it was a moral claim.) Laying out our assumptions, I began with, “Women are an underprivileged class from whom both knowledge and opportunity for self-fulfillment have been withheld. This knowledge must be researched and discovered—and that requires overcoming obstacles best handled from a power base within the university.” (“Power” was then a dirty word in some leftist movements.) And on the basis of this new knowledge as well as power accrued through the “continuing Women’s Movement,” we could work toward transformation of ourselves, society and the world.

For our part, we would teach students what we do know; engage in research and stimulate students to pursue it; and seek to strengthen relations between women in the academic community and other women. (Rather than, like some of our predecessors, stake out a single political position, we would reach out to all types of feminists.) We had already laid plans to broaden our curriculum, with courses to be offered in the spring semester on women and film, the arts, psychology, law, and Chicana. In that we succeeded. We also aimed to get the School of Education to teach the teachers about women, as the recently revised Education Code called for. (I thought all you had to do was ask, photocopy of the relevant passage in hand. It didn’t work.) Thinking it also self-evident to cross-list courses as much as possible, we said we’d do that—that also failed, vetoed in that pre-computer registration age by an assistant to the vice-president. We would offer a “Saturday Series” for older women, high school teachers and counselors, and high school women. We wanted also to offer a certificate program in women’s studies for service and welfare workers. (Much of that did happen, though in later years.)

Defying the disciplinary traditionalists, women’s studies at SDSU also challenged academic feminism by naming itself a department—again the first—in a movement whose leaders in that era disdained full integration into university structures. We recognized early the importance of having a power base from which to contend for recognition and resources as well as for autonomy, for the power to hire and to tenure, to design a curriculum of our own, to plant courses in the General Education program, to define our own place in the academic universe.

We did not foment a revolution, as some hoped. We did not “dismantle the master’s house.” The bureaucratic structure still stands (though, as those of us in California know, seriously shaken at the moment). But, the remodeling—removing obstructions, moving walls, adding rooms—which is what some of us who really like old buildings preferred—all that is well advanced. We have affected change within many fields of study and professional areas. The disciplines (whatever they are), the university, society—all bear our mark. Intellectual history and intellectual life are not the same; and we deserve (if we don’t always get) much of the credit.

What did they say back then? Is women’s studies just a fad? Is it likely to disappear in a few years or a decade? Is it of interest only to a few disgruntled women, whom we can appease by providing a small niche in the university? No, we can now declare with confidence, it is one of the most important and far-reaching political movements and intellectual revolutions of the past century; even if, alas, the originality and salience of feminist scholarship is not sufficiently recognized.
by some scholars, who still manage to gain success without being dismissed as out-of-date in their fields.

So then, how far have we come in forty years? Have we changed ourselves? And our daughters and granddaughters? Our sons? Have we changed the university, its personnel, policies, and academic programs? Its value-systems? What about the world? Well, you know rhetorical questions when you hear them. No answers needed. Or rather, the answers are self-evident. Friends, we succeeded. Women’s studies is an important part of women’s history; it is a vital chapter in feminist history, one for which SDSU paved the way. San Diego women’s liberation, through its academic and community activists, has had vast historical influence. We threw our pebbles into the pond, and they are now making waves around the planet.

There’s plenty of work still to be done. Like women always, we’ll do it.

Now, on to a year of celebration. And then to 40 more!

Excerpt from “Let’s Get It Straight: The Origins of the Women’s Studies Program at San Diego State University, 1969-1970”

by Joyce Nower, SDSU Lecturer, who passed away in 2010

Adapted from a guest lecture to Women’s Studies 601, SDSU, Fall 2007

The Women’s Movement came into being within a larger historical context of social change. My own life in the 60s and 70s was intertwined with many of the events that led to that unique moment in history. The litany of names and phrases that spring to mind when I try to recall this historical context and my involvement in it inevitably includes:

- Vietnam and anti-war organizing
- Jane Addams and the Women’s Labor Union in Chicago
- Free Speech Movement in Berkeley
- The Black Panthers
- The wall at chrome-plated Surfrider Beach
- Earth Day
- The Women’s Movement

Women: The Longest Revolution

...and countless other events, organizations, demonstrations and meetings. This political and social turmoil touched, in some way or another, the life of each of us women who formed, here at San Diego State, the first Women’s Studies program in the nation.

How did it start?

In the spring of 1969, Carol Rowell, now Carol Rowell Council, an SDSU junior, called me after I’d returned from the People’s Park March in Berkeley. Over the phone and later in person, we talked about forming a so-called Consciousness Raising (CR) "rap" group to address problems common to women—and we did. In talking over our situation in our newly-formed CR group, we discovered what many others were discovering around the same time all over the country: a web of complicity structured to keep women “in their place,” a web soon to be identified as THE PATRIARCHY; we were saddened and angered by how many of us had bought into it.

Eventually we came to understand that the Patriarchy not only existed beyond national boundaries, beyond specific eras, and beyond particular economic systems and classes, but that it also permeated all aspects of our personal lives. This new understanding of the intimate connection between personal life and society was summed up in the phrase: THE PERSONAL IS POLITICAL.

These early CR groups were characterized by an urgent idealism marked by personal and social purpose, collectivity, egalitarianism, solidarity between women, and non-competitiveness. As all things human, these ideals were often understood and practiced imperfectly.

Our own CR group quickly grew in size and commitment. What specifically did we do besides talk to each other? Among others, we studied and discussed books and pamphlets, we gave community talks to often hostile audiences (for example, at a police training class at Southwestern College, where I presented the baffling new perspective that rape was not the fault of the victim—even women officers strongly objected to what I said), we picketed and leafleted, and we performed satirical guerilla theater at events such as the downtown Bridal Faire.

But after months of such actions and meetings, we wanted something more. In the summer of 1969, we developed a concrete plan that would help answer the basic question: How could we free ourselves from seeing ourselves and the world through a distorting male lens?

The heart of our plan was the Center for Women’s Studies and Services, and autonomous women’s center with the following components: Academic (that is, a Women’s Studies Program), Research, Publications, Recruitment (for older and poor women), Tutorial, Cultural, Child Care, and a Community Storefront. And since we were on a college campus, the most obvious first component would be a women’s studies program, independent of other departments.

Furthermore, the Center was to reflect our values: autonomy, outreach across class and ethnic lines, the use of women’s history as a way to achieve personal and social identity, and access to research and the arts. It also reflected an aspect of our political values: it was based on a radical feminist critique of capitalism, a system in which profit is put before people. We were determined to work for a society in which the priorities were reversed.

Wading Through the Bureaucracy

Universities are bureaucracies, and to get a program of studies approved requires mammoth amounts of footwork. The fall of 1969 we spent holding rallies, writing proposals, politicking for key faculty and administrative support, getting students to sign petitions, presenting petitions to the Student Council, creating pressure on the administration (which was often scornful and condescending, though occasionally responsive), and publicizing our work in San Diego newspapers, radio, and TV—all of which required hours upon hours of planning, preparation, and execution.

From October through December of 1969, I and the other members of the Ad Hoc Committee for Women’s Studies (undergraduates and one part-time faculty person—myself), an offshoot of the original rap group, did this work in an effort coordinated by Carol Rowell. Towards the end of the 1969 semester, we also decided it was time to show that women would sign up for courses if they knew that the course content would be about them. So as of January 1970, unofficial brochures were distributed at registration for new informal, pilot courses. We persuaded a few sympathetic professors to focus one of their classes on women or to “lend” a class for us to teach. The turnout confirmed that interest was high.

On February 10, 1970, in the President’s Suite at Aztec Center, we formally presented to Donald Walker, V.P. for Academic Affairs, the Proposal for a Center for Women. Also in attendance were Dr. Ernest O’Byrne, V.P. of the SDSC Foundation; Dean Warmer, the Dean of Women; Dr. Ned Joy; Dean Warren Carrier, Dean of the College of Arts and Letters; Dr. Haak; Judy Haller, Dean of Students; and Ron Breen, President of the Associated Students Council. The presentation was followed by a press conference in the courtyard outside.

The very next day, under the direction of sympathetic student leaders, the A.S. Council adopted a resolution in support of the Center. Between February and April, the Ad Hoc Committee, with WSP co-founder Carol Rowell as coordinator, lobbied the seven committee councils, and assemblies required to pass our accredited autonomous Women’s Studies Program. Carol, working long days and many nights, personally guided this process through each step of the way, including through the many obstacles posed by bigotry and institutional inertia.

But already by the end of February, approval of the Center’s Academic component had come not only from the Student Council, but also from the Vice President for Academic and Administrative Affairs, the School of Arts and Letters, and by March 30, from the Council of Deans. Seed money came from the Student Council and from the School of Arts and Letters. Minimal seed money for the Center also came from the San Diego State Foundation. On May 22, 1970, the Academic Component of the Center was finally approved by the Faculty Senate. In fact, 1.5 faculty positions had been assigned to us even before final approval.
Beginnings

Gloria Steinem c. 1980s

WS Faculty c. 1978

Bella Abzug lecture with WS faculty and staff c. 1985

Feminist Follies c. 1978

Linda Holler at Women’s Studies 20th Anniversary, 1990

Women’s Studies faculty and students in the 70s

Susan B. Anthony Celebration, 1976

Women’s Studies faculty and students in the 70s
Coming into Our Own

After performance of Red Mother by playwright Muriel Miguel: From Left: Bonnie Scott, Irene Lara, Doreen Mattingly, Muriel Miguel, Teddi Brock, Kathy Jones

2006 Rally for No Budget Cuts: From Left: Esther Rothblum, Kim Price, Deboleena Roy, Doreen Mattingly, Bonnie Scott

Kim Price, Loretta Ross, Ashley Boyd (Posing at the Loretta Ross Scholarship Lecture)

Hoover High School’s Young Women’s Studies Club reenacts the 1848 Seneca Falls Declaration of Sentiments, 1998

Women’s Resource Center Table c. mid 1990s
Looking Towards the Future
40th Anniversary Celebration

SDSU President Stephen Weber, his wife Susan Weber, and their table at the 40th Celebration Dinner

Eveoke Dance Group performing at 40th Celebration Dinner

Anh Hua talking with Rita Sanchez during 40th Anniversary Dinner

Donor Al Nesvold and Pat Huckle

Donor Deb Carstens and Dean of Arts & Letters, Paul Wong

M.A. student Caleb Rainey talking with keynote speaker Dr. Beverly Guy-Sheftall, NWSA President

From Left: Roxanne Ornelius, Kim Price, Irene Lara
Yes! I will support the efforts of Women's Studies

Donations to The Department of Women's Studies can help support our many worthy students, research, and community activities. We very much value your continued commitment and generosity. Below are listed areas of need; you are welcome to designate where your contribution should go.

Friends of Women's Studies
We welcome donations of any amount. $40.00 or more and you become a Friend of Women's Studies and receive notices of lectures, colloquia and special events.

Scholarship Funds
We welcome donations of any amount.

Betty Nesvold Scholarship
Awards an annual scholarship to an outstanding Women's Studies undergraduate scholar.

Andrea O'Donnell Memorial Scholarship
Honors the student whose academic and activist work most closely embodies the contribution of the slain Women's Studies student leader.

Graduate Student Sisterships
Supports the most deserving incoming graduate students. A $4,500 donation will fund a Sistership. Smaller donations will go toward partial funding.

Graduate Student Fund
Contributions support graduate students as they conduct research in archives nationwide and travel to conferences to deliver scholarly papers.

Faculty Professional Development Fund
Contributions allow faculty to pursue research ideas and conferences not funded through state funds.

International Travel Fund
We have implemented travel/study programs to various countries including South Africa, India, and China. Contributions to this fund will allow increased student participation.

Women’s Studies Events
The department hosts a variety of events each year including our annual Scholarship event, celebrating the accomplishments of Women's Studies students, Commencement, held each May, and our speakers series, the Feminist Research Colloquia.

Bread and Roses Center
The center envisions bringing to SDSU a rich variety of activists, artists, and scholars recruited from around the world. Your support will help us make this vision possible. Please contact Bonnie Scott at: bkscott@mail.sdsu.edu for further information.

Women’s Studies Historical Marker
$3,000 to purchase official plaque for first Women's Studies department in nation.

Please make checks payable to: Campanile Foundation, Women’s Studies Department and make a note of which fund you support. Send it, along with your contact information including e-mail address, to:

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Thank You!
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