



Women's Voice

Illinois State University

Volume 9, Issue 2, November/December 2003

From the Director: Thoughts on the Death of Carolyn Heilbrun

Sandra D. Harmon, Acting Director

Carolyn Heilbrun, feminist scholar and professor emerita of humanities at Columbia University died on October 9 by suicide. Her son Robert told the *New York Times* that "She wanted to control her destiny" and that "She felt her life was a journey that had concluded." (October 11, 2003) She was 77.

Shari Zeck director of Illinois State's Arts Technology Program, captures the feelings of many: "This is sad. All the more so because Heilbrun, like so many of the first women to talk about sexism in literature and in the academy, had largely been left behind in the wake of poststructuralism. It is so much more in those every day battles in our jobs (over tenure, over fair representation, over the subtle ways women, queers, racial minorities are left out) that the real work of feminism is done. Her death reminds me of how smug we could be about work of her generation in my own grad school seminars with shame."

In her book *Writing a Woman's Life* (1988), Heilbrun wrote that the absence of biographies of women had deprived women "of the narratives, or the texts, plots, or examples, by which they might assume power over—take control of—their own lives." (p. 17) Throughout her own professional life, she sought to take control, but often found herself butting heads with institutional intransigence at a university that was resistant to women in academia and to feminist scholarship. When she resigned in 1992 after 32 years as a professor of English and comparative literature, she told the *Chronicle of Higher Education* she was tired of battling the "old-boy network." (May 20, 1992)

In her intellectual biography of Heilbrun, *Feminist in a Tenured Position* (1997), Susan Kress writes, "Isolation has marked Heilbrun's life and, to some

degree, her thought; she often chooses a solitary path, walks a little out of step, resists the rhythm of the group." (p. 7) However, she made significant contributions to feminist theory as well as fought the day-to-day battles for the acceptance of feminist scholarship and scholars. She also brought a feminist consciousness to a broader public in the mystery books she wrote as Amanda Cross with her feminist professor detective Kate Fansler.

As much as conventional wisdom holds that the major battles for women have been won and that there is a new postfeminist day for women, Heilbrun's life and work reminds us that there is still a lot of unfinished business. So do two recent studies from Duke and Princeton. Anna Quindlen reports in a recent *Newsweek* column, "Still Needing the F Word" (October 20, 2003), that the study on the status of women at Duke described female students as "expending an enormous amount of effort on clothes, shoes, workout programs, and diet. And here's a blast from the past." Quindlen writes, "they're expected 'to hide their intelligence in order to succeed with their male peers.' 'Being cute trumps being smart for women in the social environment,' the report concludes."

Quindlen continues, "That's not postfeminist. That's prefeminist. Betty Friedan wrote 'The Feminine Mystique' exactly forty years ago, and yet segments of the Duke report could have come right out her book." When I had students analyze the contents of post-World War II women's magazines in reference to ideas expressed in *The Feminine Mystique*, they found the contents remarkably similar to today's women's magazines. They concluded not much had changed, much to their dismay.

In the Princeton study that Quindlen mentions, women science faculty members reported less job satisfaction and "less of a sense of belonging than their male counterparts." At only 14% of the total science faculty, their numbers are small and they report one out of four "male colleagues occasionally or frequently engaged in unprofessional conduct focusing on gender issues."

Undoubtedly, both of these reports on students and faculty resonate on this campus as well as most other campuses around the country. The issues raised in the Duke report come up repeatedly in Women's Studies classes and from former students. (Continued on Page 2)

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REFLECTIONS ON SPIDERWOMAN THEATRE

(Continued from Page 1)

As to faculty, I want to cite just one example of female invisibility on an important committee. Currently three top-level searches are in process: President of the University, Dean of the College of Fine Arts, and Dean of the College of Arts and Sciences. Two of those committees have fairly balanced gender representation, but the third does not. Eleven men and seven women sit on the Presidential Search Committee already at work. While the composition for the two dean search committees is not completely set, there are two clearly contrasting patterns. To date, four men and five women have been selected for the Fine Arts search and the Provost may appoint up to three additional members.

By contrast, only **one** woman and eight men have been selected for the Arts and Sciences committee, again with Provost-appointed positions unfilled as of this writing. Clearly, women are underrepresented on the Arts and Sciences search at this point. Unfortunately, this is not an isolated example. Women, here and elsewhere, generally are underrepresented in numbers and departmental leadership positions and, like the women scientists at Princeton, are on the receiving end of unprofessional conduct focused on gender. The work that Carolyn Heilbrun and her generation of women academics began is still unfinished. ■

Reflections on Spiderwoman Theatre

Spiderwoman Theatre, a three-woman, Native American theatre group, was in residence at Illinois State University from November 3 to November 7, 2003. The three sisters Lisa Mayo, Gloria Miguel and Muriel Miguel (Kuna/Rappahannock) have performed together since the mid-1970s and were part of the feminist theatre movement in its heyday. Their visit was sponsored by the Native American Student Association and MECCPAC with co-sponsorships from the School of Theatre, Women's Studies Program, Crossroads Theatre, and The Women's Project, with special thanks to Dr. Ann Haugo (Theatre). Gloria Berry is a student in WS 120: Women, Gender, and Society.

By Gloria Berry

November 6, 2003. This is my first introduction to the three Native American Women who created Spiderwoman Theatre. Lisa Mayo, Gloria Miguel and Muriel Miguel are three amazing women who started their theater group in the middle 1970's at a time when Native Americans protested their harsh treatment, students protested the Vietnam War, and new feminist organizations emerged. The Spiderwoman Theatre was shaped by these events.

Lisa (the oldest) begins by telling us of her experiences and how they molded and shaped her life. She studied voice, dance and acting. She married a white Jewish man against both sets of parents' wishes. They adopted an 8-year-old boy. The marriage lasted 12 years. Lisa had become involved in school committees, and raising her son, putting her acting aside. Muriel called and urged her to help create Spiderwoman Theatre. After many months of begging by Muriel, Lisa finally gave in and joined her sister. It was during the creation of Spiderwoman Theatre that Lisa discovered she had a gift for writing.

Gloria (the middle sister) tells of how she grew up in an Italian section of New York. Inside her home she was surrounded by her culture and her family and felt very safe. Outside in the real world, she experienced mistreatment by classmates. It was the outside world that caused her to recede into a shell not speaking to anyone. It was her minister who discovered she had a beautiful voice and should begin voice lessons. Voice lessons gave her the belief that she was somebody and not just dirt as her classmates would remind her.

Muriel, (the youngest), tells us of how she was encouraged by her older sisters to take dancing, singing, and acting lessons. Her sisters told her constantly that she could do anything she wanted. And so she did. After creating several acting groups, she hit upon the idea of Spiderwoman. She and two other

women discovered they could weave stories together in a play. One woman sat on a rock and did finger weaving as she told a story. Another woman on a different part of the stage told the story of creation. Muriel, on yet another part of the stage, told her story. All three working together wove a play for the audience. When her dear friend and cast member died, Muriel called on her sisters to come to her aid and help her create the dream she must weave. And the current Spiderwoman Theatre was born. It is the longest running Native American women's theatre group. It is the longest running women's theatre group in North America. It has traveled to Europe, Canada and across the U.S.

All three women tell of the abuses that they endured during performances. They were called lesbians. They had men get up in the middle of their performance and with loud heavy boots noisily stomp out of the play. They were considered traitors because they were feminists who let men attend their plays. They were considered traitors because they spoke out against violence in their own community. They were criticized because they wore make up and lived with men. They had several business managers run off with their money.

Lisa, Gloria and Muriel agree it was their experiences in life that made them grow as individuals. They learned from their experiences and they continue to educate themselves in whatever area of performances they take on. ■

Other Student Reactions to Spiderwoman Theatre

From History 261: History of Women in the United States to 1865

"I found Friday's experience to be interesting and quite refreshing. The women had such good spirits and I felt deep respect for them. They have lived their lives so fully, it seems, and their wisdom is a reflection of this. As they spoke of all of their battles for equality, I couldn't help but feel special just to be in the same room as them. Seeing courageous and funny women such as Muriel, Gloria, and Lisa reminded me of the power of grace."

"I enjoyed hearing the background of these Native American women, their childhood dreams, and how it played out for them in their adult lives. I enjoyed the humor, relaxed atmosphere and also the intelligence that clearly revealed itself. These women seemed empowered."

"One of the most important things I learned from the presentation of Spiderwoman Theatre is the importance of mentors and a strong family and community. Each woman who described her experiences named many men and a few women that had a great impact on their lives and their success. This commonality between them shows us young students how important it is to make connections with the elderly and experienced people of our community. It also shows us the importance of a tight-knit, interdependent community and a strong family as well. These women's successes were based on the risks they were willing to take, and they were willing to take these risks knowing that they had community support and a house that was a sanctuary they could always run back to."

From Women's Studies 120: Women, Gender, and Society

"Lisa Mayo, one of the performers, said something that moved me. 'Not all our bones are in museums. We are still here, still not defeated.' All the stories and songs they sang were gifts passed down through the generations." Rachel Ripley

"I think these women are absolutely amazing and wonderful, and they were real. Real is hard to find these days, people who will just be real and not pretend or make meaningless conversations. . . . They told me that knowing about my ancestors and heritage can be one of the most memorable and meaningful things in my life. . . . I am also not afraid anymore of saying that I am a feminist, and it is not a bad thing." Erin Dixon ■

WOMEN'S STUDIES STUDENT AND ALUMNI NEWS

Women's Studies Minors

By Ericka L. Doan, B.S., Women's Studies Graduate Assistant

Every student faces the daunting task of choosing a college major. Once that is finished, some consider taking on a minor as well. Currently, there are thirty-four students working toward a minor in Women's Studies. Ryan Rademacher, Estelle Taylor, and Sarah Ehlers are three of these students. When asked why they chose Women's Studies as their minor, each had different answers. Estelle Taylor reported that she was "looking for something that related to issues involving women...that would enlighten my world as an African American woman." Sarah Ehlers, a senior English major, became interested in women's studies through literature; "by reading women's literature, I was learning about women's lives, and with this knowledge came a desire to learn more not just about their written work, but the cultural, historical, and political contexts that surrounded it." Ryan Rademacher, a junior English major, also became interested in women's studies through literature. He first came to Illinois State University with a French minor; however, it did not work well with his English major. According to Rademacher, he "set out to find a minor that would better relate to English more intimately."

Many students often ask how a Women's Studies minor helps while in college, and what effects does it have on the future? Ehlers says the Women's Studies minor has "lifted the veil between classroom work and what is happening in the world." She feels much more aware of women's issues. Taylor feels that she has learned more about herself. She has also "learned how I can be a strong woman by following the examples of strong women from our society's history." Rademacher has gained insight as a male feminist. He states, "there are actions that I can take as a male feminist to work on the system from the inside-out, while women are working from the outside-in. More importantly, I have learned how to be the best male ally I can be." In the future, Taylor thinks it will help her to "see the world through a woman's eyes...and learn to make sure I am striving for equality for all, especially women." Rademacher and Ehlers both plan on using their minor while obtaining higher degrees of education. Rademacher hopes to get his Ph.D. in feminist literature/theory; thus, his Women's Studies minor "is setting the theoretical foundation needed to pursue feminist issues and paradigms in the domain of English studies." Ehlers also plans on getting a Ph.D. She hopes to get hers in English with a concentration in feminist theory. Ehlers says, "what I have learned through the Women's Studies minor has given me a strong background for this type of study...and have developed the way I look at the world."

In addition to helping in the future, there are many positive aspects to having a Women's Studies minor. Rademacher states that "women's studies has given me a perspective on the world that I have not seen before." Taylor enjoys Women's Studies because "in all the courses you find out new and interesting facts about women that U.S. history books never mention." Ehlers likes many things about the Women's Studies minor. "I think what I've learned in the non-literature classes has really made me return to literature and see it in a different way, specifically as something that gives women agency," Ehlers says. Ehlers, Taylor, and Rademacher all enjoy the faculty that participates in the Women's Studies program. Rademacher even volunteers one hour each day in the Women's Studies office doing research for Dr. Sandra Harmon.

Overall, these three students enjoy their Women's Studies minor. Ehlers states, "I am so glad that I decided to pursue the minor...it's never too late." Ehlers did not choose a minor until the spring of her junior year. "It has been a wonderful, eye-opening, thought provoking experience," she says. Rademacher had similar thoughts, "As a favorite professor of mine once said during a lecture in a Women's Studies course, it is when you are most uncomfortable that the most learning is done. When I first became a Women's Studies minor, I felt uncomfortable being the only male Women's Studies minor. Once I began to learn of women's oppression, it was an eye-

opening experience." Taylor has also enjoyed the Women's Studies minor. It offers courses that incorporate minorities, and she would like to learn more about the issues of women in Australia or other industrialized countries like the United States.

If you would like to learn more about the Women's Studies minor, please call (309) 438-2947 for information. ■

Graduating Seniors, December 2003

Three Women's Studies minors will graduate in December.

Carrie Gillfillan will graduate with a degree in History and a minor in Women's Studies. On campus, she has been involved with United Students Against Sweatshops. She currently hosts an open mic night at The Bistro on the first Sunday of every month. After graduation, she will move to San Francisco where she will work for a music production company.

Tangela Taylor is a police officer with the Peoria Police Department. She will graduate with a degree in Political Science and a minor in Peace and Conflict Resolution as well as Women's Studies.

Sarah Henschel will graduate with a degree in Psychology. Sarah served an internship with the YWCA sexual assault program, Stepping Stones, last spring and summer. The program is a confidential advocacy service for sexual assault survivors and their loved ones. As part of her internship, Sarah took the intensive 40-hour training to become a volunteer advocate. ■

Alumni News

Anita Revelle (History, 1995) is Senior Professionals Director at Illinois State University. She received her MS in History from Illinois State in 1997.

Anne Sendlak (B.S. in Political Science, 2001) lives in Ft. Collins, Colorado. In September, she married Mark Laken. She currently attends the University of Northern Colorado working on a second bachelor's degree and teacher certification to teach secondary social science and volunteers with the community radio station, KRFC. She writes, "Now that I'm back in school again, I am especially grateful to have had such a good experience with Women's Studies at ISU."

Elizabeth Sawyer (English, 2000) is living in Santa Fe, New Mexico, where she recently qualified as a licensed massage therapist. She is the training supervisor for Borders Books Music & Café in Santa Fe. Previously, she was the Project AWARE supervisor at the Santa Fe Rape Crisis Center. Project AWARE is the child sexual abuse prevention program of the SFRCC.

Diane Slaviero (Psychology, 1995) has a MA in Counseling Psychology from Southern Illinois University. She is currently acting coordinator of Women's Studies Programs at Eastern Illinois University. ■

International and Global Studies Seminar Series

The International and Global Studies Seminar series will resume on January 28, 2004 with Women's Studies sponsored speaker, Professor Janie Leatherman. Leatherman, of the Department of Politics and Government, is co-director of the Peace and Conflict Resolution Studies minor program at Illinois State. In keeping with the seminar series theme of Visions of Peace for a New World Order, she will speak on "Engendering Peace: New Developments in Theory and Practice." Her talk will be at noon on Wednesday, January 28, 2004, in Stevenson Hall 401. A free pizza lunch will be served.

The seminar series is sponsored by the Units for African, East Asian, European, Latin American, and Middle Eastern and South Asian Studies in the International Studies Program in conjunction with Women's Studies and the Departments of Economics, History, Politics and Government. ■

PEACE, GENDER, AND DEVELOPMENT

Peace, Gender, and Development A Version of the Peace Corps

by Janet Deutsch

Returned Peace Corps Volunteer (Kyrgyzstan 1998-2000) and
Graduate Student in Economics

*Comments for the October 29, 2003, International and Global Studies
Seminar panel on Peace, Gender and Development Panel.*

It is difficult for me to envision myself as someone who can address peace, gender, and development in Kyrgyzstan just as it is difficult for me to address peace, gender, and development in the United States. I do not feel that my individual experiences qualify me to be able to tell another American about the peace, gender, and development situation in Kyrgyzstan. As in the United States, every woman in Kyrgyzstan has her own experience. Similarly every Peace Corps Volunteer has her own contact with peace, gender, and development challenges in her assigned country.

I do know from reading information about Kyrgyzstan and from attending a few gender and development conferences in the country that women do face challenges that affect development in Kyrgyzstan. Just a few of these challenges that I understand are common across the country are domestic abuse, pay inequities, rape, forced marriages, discrimination in public places, and a cultural ideal that women are not heads of households. I did in fact have contact with these problems in Tash-Dobo, my assigned village, through my own experiences and contact with women in Tash-Dobo.

I am going to describe a bit of my own individual experience with gender and development issues in Kyrgyzstan below. My intention is to point out the empowering situation that many of the women I came into contact put themselves in even though it may seem more apparent – and possibly more important and more urgent – that the women I knew were harmed or endangered by their life situations. The women that I knew well in Kyrgyzstan talked to me about their situations the way I want to describe them to you.

My primary assignment in Kyrgyzstan was as an English teacher at a boarding school for gifted children ages 9-17. I had three coworkers who were men and all of the other 30 or so teachers were women. I am not sure if that difference is due to a gender bias in teaching jobs or if it is because only women seem to be working in Tash-Dobo. Does this seem strange? Only women seemed to be working in Tash-Dobo.

Kyrgyzstan is a former Soviet republic. For ninety years the Soviet government supplied jobs, money, food, housing, and many other life necessities. Kyrgyzstan declared itself an independent country in 1991 after the collapse of the Soviet Union and for a while the Kyrgyzstan government tried to continue to provide jobs, money, etc. But the collapse of the Soviet Union had a devastating effect on all of the former republics' economies, including Kyrgyzstan's. By the time I came to Kyrgyzstan in 1998 the government had not been able to provide jobs, and other necessities to its citizens for about five years. The people had become impoverished, factories closed, jobs were lost.

An interesting phenomena happened, noticeable in Tash-Dobo: men, in general but not across the board, were lost without the government telling them what to do and without the government providing them with jobs.

I had a Russian friend in Tash-Dobo, Vera, who also worked at the boarding school where I worked. Her husband had not worked in five years! The family had a daughter age six and Vera had a son from another marriage age eleven. Vera's husband, Styope, constantly complained about the government because, he said, it was ineffective at providing jobs for people.

Styope loved to talk to me about the country's economic situation and unemployment. He was loud and he ranted and raved about the incompetence of the government. He was happy to have an audience who did not interrupt him. (My Russian was not very good.)

Styope stayed home all day. Like many other jobless men in Kyrgyzstan, Styope drank a lot during the day. Vodka is omnipresent and cheap in Kyrgyzstan. I do not know if Styope was violent towards Vera or not, but, because of the common combination of male unemployment, alcoholism, and abuse of women in Tash-Dobo, I would not be surprised if Vera were a victim of abuse, too.

Vera worked at our school *and* at the Tash-Dobo village school (a non-boarding school). Vera would also substitute for any teacher if they were sick or if they could not teach for any reason. Vera always seemed tired but she always had a smile – on top of all her work she wanted me to teach her English. How could Vera work herself to exhaustion while Styope stayed at home drinking, ranting and raving that the government was not giving him any work?

Many of the teachers in my school described their situations to be like Vera and Styope's. Two years of seeing this behavior starts to weigh on a girl! They even have a word in Russian that means it is heavy on the heart or that it is difficult to bear – that describes how I feel about these poor women.

But Vera would never let me call her a poor woman. At first Vera told me that she worked so hard because she will do anything to make sure that her children have good lives. Later in my service when times got harder in Tash-Dobo and in Vera's home, Vera told me that she will do anything to make sure that her children survive. I need to write it again because it is so dear and meaningful to me: Vera will do anything to make sure that her children survive.

Vera is not the only woman that I talked to during my Peace Corps experience who told me similar statements. I had a good friend Maria, also a teacher, who used to say in English that, "Women will work from morning 'til night." I do not know where she learned this expression but she certainly knew what it meant.

While I lived with a host family, my host father had not worked in two years and my host mother was an entrepreneur selling dry goods from a kiosk she built in front of their house. All of the money that she made – without my host father's help – was not hers. One time my host father stole two hundred soms (about two weeks' earnings) from my host mother and went drinking.

In my experience in Kyrgyzstan women are never perceived as holding the family money or as heads of households. They are generally not seen as bosses or fiscal agents – even if they are in actuality. Women are not seen as making family decisions. In Vera's family and in my host family this was certainly true and if there was any public display of the woman of the home in charge, Styope (or my host father) would rant about women being subordinate to men, even though Vera and my host mother were bringin' home the bacon *and* frying it up in a pan.

But Vera, Maria, and my host mother knew that they were in charge of their families now. These very strong women were not going to turn their children over to the poverty that is engulfing Kyrgyzstan. They were proud to be working – even if it was menial work that their husbands would never dream of rolling up their sleeves to do. If Vera worked "from morning 'til night" she expressed her pride that she was ensuring a future for her children. Her husband would not ensure her family's future the way that she would. No man would ensure her family's future the way that she would.

(Continued on Page 5)

REFLECTIONS ON AN EDUCATION/FACULTY NEWS

(Continued from Page 4)

Maybe if I were going to write a book about my personal experiences in Tash-Dobo and project them onto the whole country I would call the book *Kyrgyzstan: Women Do All of the Work and Men Take All of the Credit*. But I am not going to project my experiences onto the whole country.

The most important thing that I learned as a Peace Corps Volunteer is that I did not need to be a Peace Corps Volunteer at all to learn about gender and development – or about life, I guess. I do not have to be a Peace Corps Volunteer, or even leave my own house to discover peace, gender, and development issues. Some people in Tash-Dobo would often recite a Russian proverb that is roughly translated as “People are the same everywhere.” (Of course in the Russian language it is much more eloquent than that.) We have similar sayings in English such as, “Kids are kids.” You don’t have to leave your home community to learn about what is right and what is wrong with peace, gender and development today. Peace Corps experiences are special because they open people’s eyes to what is going on around them. You have “Peace Corps” experiences everyday – just open your eyes and see what is going on around you. ■

Reflections on an Education

By Rita Bourell, Women’s Studies Minor

“The great aim of education is not knowledge but action” (Herbert Spencer).

This past semester I have taken these words and applied them to my own life by accepting an internship with the State’s Attorney’s Child Support Office. Feeling that most lessons in life cannot be learned in textbooks, I thought that this internship would give me a chance to explore real life situations in a real life context. So let me tell you a little bit about it.

Being a senior this year, I have started to get a bit antsy about graduating and starting off in the “real world,” with the minimal life experience that six years of chain-store work has prepared me for. When the Women’s Studies office told me of an internship opportunity for the State’s Attorney’s office, I was ecstatic. Law is also something that I am really interested in, so I did not want this chance to slip by. I applied, and to my surprise, was accepted immediately. I started the day of the interview...and have not stopped since.

Since Sandra told me not to dwell in this reflection upon the substantial workload I am expected to execute or the fact that I cannot see my desk under the piles of endless paperwork most days, I will tell you therefore, that this internship has been nothing less than an enormous learning experience. Though I spend many days in my office doing paperwork, such as summons, sending out orders, setting up hearings, typing up proofs of services that have been completed, most weeks I also spend at least one day in hearings, where I actually partake in the action of the law. For any of you out there like me that are intrigued by witnessing justice being served, this is the place to be.

Though my toils do not seem to end, I enjoy every minute (well, most minutes) of each new task for which I am assigned. I never leave the office without a new lesson—one about hard-work, life, or myself. As I have stated above, I believe that most lessons cannot be learned in books solely, but through experience. This internship has given me a chance to leave the classroom and prepare for life after graduation, offering many lessons that would have not been captured if I had let the opportunity pass by. I would encourage all of you, if given the chance, to take the same opportunity in your future college endeavors.

“Knowledge must come through action; you can have no test which is not fanciful, save by trial” (Sophocles). ■

YWCA Stepping Stones Anniversary

The YWCA sexual assault program, Stepping Stones, celebrated its first anniversary in November. The Stepping Stones program officially opened for business November 15, 2002, to fill the void left by the loss of the Rape Crisis Center. The program provides services 24 hours a day, 7 days a week offering survivors: phone counseling, information and referrals, medical and legal advocacy, confidential individual counseling, support for family and friends, and community education. For more information call the YWCA at 662-0461. ■

Faculty News

Kyle Ciani, History, presented “A ‘Growing Evil’ in San Diego: Anglo Reactions to the Presence of Indian Women in Their Community,” at the 43rd annual meeting of the Western Historical Association, Fort Worth, Texas on October 10, 2003, and will present “Negotiating A Cultural Divide: The Female Worlds of Mexican Mothers and Anglo Reformers in Progressive-Era San Diego,” for the 117th annual meeting of the American Historical Association, Chicago, January 5, 2003.

Jyl Josephson, Assistant Director of Women’s Studies, along with **Julie Webber** of the Department of Politics and Government and Dr. Cynthia Burack of the Department of Women’s Studies at Ohio State University presented a roundtable entitled “Political Theorists in Exile: Teaching Political Theory by Stealth” at the first conference of the Association for Political Theory, held in Grand Rapids, Michigan, October 17-19, 2003. The theme of the panel was teaching political theory in subfields other than political theory in the discipline of political science, as well as in women’s studies courses.

Maura Toro-Morn, Sociology, is co-author of the article, “Gender, Work, and Family in Cuba: The Challenge of the Special Period,” in *Through the Eyes of Women: Gender, Social Networks, Family and Structural Change in Latin America and the Caribbean*, edited by Cecilia Menjivar (2003).

Roberta Seelinger Trites, College of Arts and Sciences, authored *Disturbing the Universe: Power and Repression in Adolescent Literature*, which was published by the University of Iowa Press.

Lee Brasseur, English, presented “The Visual Rhetoric of Florence Nightingale” at the Penn State Rhetoric conference held at State College, Pennsylvania. ■



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CALL FOR PAPERS

Faculty--Please encourage your fall semester students to submit abstracts or complete papers that they prepared for your classes to the Women's Studies Programming Committee for consideration for the spring symposium.

Ninth Annual Women's Studies Symposium

**Friday
March 26, 2004
9 a.m. to 4 p.m.**

**Rosa Parks Room
Watterson Towers**

**Illinois State
University**

For more information, contact

Women's Studies at:

(309) 438-2947;

e-mail Rozel White at

wstudies@ilstu.edu

or visit our website at:

<http://www.cas.ilstu.edu/womenstudies>

Call for Papers

Panels in the morning and afternoon

Lunch at noon

Keynote Address (1:00 pm)

Berenice Malka Fisher

Professor of Educational Philosophy

New York University

Call for Papers

Undergraduate and graduate students are invited to submit proposals for presentation of papers at the Symposium.

Proposals/papers are welcome on any topic related to the study of women and gender. Outstanding papers on women and gender issues prepared for courses will be especially welcome!

Proposal

Please send a one-page proposal with the following information to the address below, by February 10, 2004:

Proposed paper title

Your name

The course for which and the professor for whom you wrote/are writing the paper

Your address, telephone number, and e-mail

Please briefly describe your proposed presentation. Where relevant, include a summary of the main argument or findings, your research methodology (if applicable), and sources of information/data.

Send to:

Women's Studies Programming Committee

Illinois State University

Campus Box 4260

Normal, IL 61790-4260

FEMINIST PEDAGOGY WORKSHOPS

Teaching at Illinois State University: Feminist Perspectives and Pedagogies

*A Workshop Sponsored by the Women's Studies Program
and the Center for the Advancement of Teaching*

Spring 2004

**Wednesday, February, 11,
2004**

3:00-5:00 PM

DeGarmo Room 533E

Global Issues from Feminist Perspectives and
Feminist Pedagogy from Student Perspectives
Perle Besserman and Sandra Harmon

Thursday, April, 8, 2004

3:00-5:00 PM

DeGarmo Room 551

Feminist Pedagogy at Illinois State University:
Tales from the Classroom
Perle Besserman, Becca Chase, Sandra Harmon,
Maura Toro-Morn

At each session we will discuss different aspects of feminist pedagogy, the relevance of feminist standpoint in our teaching and research as well as in our disciplines, and student responses. We will share with each other strategies we use in our classes that are inspired by feminist pedagogy, and examine the student outcomes that we observe as reflected in student papers, and are expressed in student evaluations. Together, we will identify "best practices" by feminist faculty in courses that involve students as active participants in and agents of their own learning and that place women and other traditionally marginalized people at the center of the curriculum. A student panel will participate in the student-perspectives workshop. Workshops will be led by members of the Women's Studies Curriculum Committee who received a CAT Teaching and Learning Development grant for the project.

The workshops are open to the university community.

For more information, call or e-mail Rozel White at 438-2947, rwhite@ilstu.edu.
RSVP is helpful but not necessary.

Drinks, and cookies will be provided.

If you need a special accommodation to fully participate in this event, please contact Women's Studies at (309) 438-2947. Please allow sufficient time to arrange the accommodation.

Printed on recycled paper. 

Women's Voice
Illinois State University
Women's Studies Program
Rachel Cooper 2nd Floor
Campus Box 4260
Normal, IL 61790-4260

tickets. Proceeds will help raise money for student

SHAME THE DEVIL!
AN AUDIENCE WITH FANNY KEMBLE

By Anne Ludlum

Based on the writings of Fanny Kemble

(19th century actress, author, abolitionist, wife and mother)

Shame the Devil! An Audience with Fanny Kemble by Anne Ludlum will run in Illinois State University's Westhoff Theatre from January 28-31. This one-woman tour de force, acted by Lori Adams and directed by Janet Wilson, both School of Theatre faculty, finished a sold-out run at the Heartland Theatre Company in September 2003

Anne Ludlum's engaging script, based on Kemble's prolific autobiographical writings, follows Fanny's life from her glorious acting debut in London and subsequent tour of America to her exit from the stage to marry an American slaveholder, Pierce Butler. While residing on Butler's Georgian plantation, Kemble discovers that her husband is not only the lord and master of his slaves but also expects to be her lord and master. Fanny must risk everything in order to obey "a higher authority."

The production, which won rave reviews and audience reactions in its Heartland run, is designed by John Stark (set), Lauren Lowell (costume), Julie Mack (lights), and Aaron Paolucci (sound), all School of Theatre.