

## Educating & Empowering through the Media

### Ellen Goodman visits campus



*Left to right (back): Professor Jen Riley; Brooke Syversten (WMS major '06); Danielle Johansen (current student); Nancy Walkden (WMS major '11); Jessica Johnstone (WMS minor, '05); (front): Yvonne Hitchens (WMS major '09); Nicole DiFabio (WMS major '06)*

On April 12<sup>th</sup> 2012, the UMass Dartmouth Women's and Gender Studies (WGS) Program and the Center for Women, Gender & Sexuality (CWGS) held their 5<sup>th</sup> annual fundraiser. The speaker this year was Pulitzer prize winning journalism and feminist Ellen Goodman. Goodman, throughout her career, has written about social change in America with a particular emphasis on the women's movement and its effects on our public and private lives. Goodman's talk for the event, *Supermom to Mama Grizzly: Where Are Women Headed?*, discussed how a generation after the women's movement shattered the world of Mad Men, women have kicked the doors open but left the glass ceiling in place. Goodman's discussion focused on how we continue to have conflicts between work and family for women, as well as why we don't have more women in politics and what we might do to change the political scene.

Over 100 people attended the event, including a number of WGS alumni, as well as WGS and CWGS current students. The funds raised at the event support an endowment fund that provides WGS major and minor student scholarships. Another goal is for the endowment to eventually support a speaker's series on campus hosted by CWGS.



*This event supports Women's and Gender Studies major and minor scholarships. Women's Fund of the Community Foundation of Southeastern Massachusetts*

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## Fieldwork and Facebook

Lisa Maya Knauer, *Associate Professor*, Department of Sociology/Anthropology/Crime and Justice Studies



Well before the sun rose on Tuesday, March 13, 2012, I maneuvered my trusty white Mazda pickup up the narrow streets of San Mateo, Quetzaltenango until I arrived in front of Radio Doble Via, a community radio station founded and run by young people. I had come to meet my friends Isa, Elizabeth, Rony and others members of Doble Vía's all-volunteer staff, so that we could travel together to the nearby city of Totonicapán. We were going to document a day-long public hearing where representatives of indigenous communities would present their concerns to United Nations High Commissioner on Human Rights, Navi Pillay.

We had a double mission: several community radio stations, including Doble Via, would be covering the event as journalists, or broadcasting it live, but also the community radio movement was one of about 20 groups invited to testify before the Commissioner and other officials—as well as the thousands in the audience. And there was a third, if unofficial, mission—an opportunity to see colleagues from community radio stations throughout the country who had made the trek to Totonicapán, and share this historic moment.

In the sharp morning light, an honor guard of traditional indigenous leaders from Totonicapán's 48 communities, carrying

their ceremonial black staffs, greeted us at the entrance, and we quickly moved to secure a good location for the radio and video equipment. Isa, Elizabeth and the other young women from Doble Via laughed and chatted as we set up the tripods. My job was to take still photographs, and I made sure to include photos of the Doble Via crew and representatives of other radio stations. At one point, Isa turned to me, laughing, and asked, "When are you putting those photos up on Facebook?" And, in fact, during a lull in the proceedings, I pulled out my computer, installed my USB modem, logged onto Facebook and posted a brief update about the unfolding event.

My mention of Facebook is not a gratuitous gesture designed to demonstrate how "in touch" or hopeless (depending upon your perspective) I am, but rather as an indication of the ways that social media has been integrated into daily life in what anthropologist Anna Tsing calls "out of the way places" like the rural communities in the Guatemala highlands where most of the community radio stations are located, and also, of necessity, into my ethnographic fieldwork.

I spent 2011 in Guatemala as a Fulbright Scholar, and the research project that evolved during that year focuses on the representation and self-representation of Maya women, with

*"My mention of Facebook is not a gratuitous gesture...but rather as an indication of the ways that social media has been integrated into daily life..."*



a special emphasis on community radio. I worked closely with one radio station, but became involved with the larger national movement, which I view as part of the vanguard in the struggle for indigenous rights in post-conflict Guatemala. Social media, and particularly Facebook, played an important role in our work. Community radio stations are based in predominantly indigenous areas that are off the radar screen of politicians and elites. They function with limited resources and often rely upon outdated donated equipment. They are devoted to cultural preservation, often broadcasting in Maya languages. And at the same time, they are keenly aware of the potential of the Internet and social media. USB modems cost between \$22 and \$40, depending upon the speed, and many stations have websites and live-stream their programs. They use cell phones or Skype to do remote broadcasts. And both the stations, and many of volunteer broadcasters, are on Facebook. It has become a tool for people in the radio movement to communicate with each other, and report local news not covered in the mainstream media.

When I reluctantly left Guatemala in January, my research was hardly completed, and even before my departure. I had already made plans to return during our spring break. Originally, I had booked a flight for Guatemala when break started on March 16. But in early March, one of my community radio compañeros

(comrades), posted something on Facebook about the upcoming visit of the UN High Commissioner. I hadn't known anything about it, but after getting more information through several email exchanges and Facebook chats I decided to move up my trip so that I could be a participant-observer alongside them. As we packed up equipment at the end of the event, several compañeros reminded me to post the photos on Facebook, so that they could see them and share them. Facebook has become, for them, a way of publicly documenting history.

Since I returned to the US, social media have allowed me to maintain frequent, if not daily contact, with the community radio movement in Guatemala, and keep abreast of important developments, such as a meeting with the President of Guatemala regarding a proposed law that would grant legal status to community radio stations. Even as I drafted this article in late April, I got updates about a large protest against mining operations in the highlands, and I have promised to post a Spanish translation of this article on the community radio movement's Facebook page.

*Read about Lisa Maya Knauer's work and experiences in Guatemala: [guatebuenaguatemaya.blogspot.com](http://guatebuenaguatemaya.blogspot.com)*



## What can you do with a Women's and Gender Studies (WGS) Degree?

Beverly Guy-Sheftall, founding director of the Women's Research and Resource Center and professor of women's studies at Spelman College, has increasingly seen students take women's studies into the public sphere. "In the early years, women's studies graduates tended to work on gender-specific issues, getting jobs in battered-women's shelters and rape crisis centers," she says. "But more and more we have students going into public health, international policy, journalism, electoral politics, film-making, K-12 education and other careers that allow them to effect large-scale change."<sup>(1)</sup>

Women's and Gender Studies graduates tend to follow three career paths as "change agents": sustainers, evolvers, and synthesizers.

*"Whatever career path you take after graduation it is important to stay involved."*

**Sustainers** pursue career paths that involve working with gender issues directly and usually in types of employment where their degree is an obvious fit for the skills required for the position. Typically, sustainers are therefore involved in activist work and they often maintain an activist agenda outside of their employment as well.

**Evolvers** take women's and gender studies into arenas where it was previously was not, perhaps by finding or creating new opportunities. Evolvers are innovators and adapt easily. They are not afraid to take risks to follow their goals. For example, evolvers may get involved with sustainability work or agriculture or they may run their own socially responsible businesses.

**Synthesizers** move between the other two categories. For example, a synthesizer may be involved with a non-profit arts organization and then work to bring in women's and gender issues into the events run by the organization.

Whatever career path you take after graduation it is important to **stay involved**. Keep connected with local organizations, volunteer, or create your own grass-roots group. Not only will you build a network of possible career contacts this way, but your original commitment to social change will remain fresh.

### What sorts of skills do I have as a Women's and Gender Studies graduate?

There are many different skills and abilities you will have developed during your time at UMass Dartmouth. Here are a few to bear in mind when you are looking for job opportunities and writing application letters:

*"Self-confidence tends to lead to appropriate risk taking and is often a quality looked for by employers, while a sense of empowerment bolsters your self-confidence."*

Your women's and gender studies training has given you **critical self-reflective skills** that help you **interpret situations** and your own assumptions about these situations and the people involved. Whatever work you do, whether it directly has an effect on oppressed communities or individuals, it has an impact on others. Your training has taught you to be **self-confident** and **empowered**. Self-confidence tends to lead to appropriate risk taking and is often a quality looked for by employers, while a sense of empowerment bolsters your self-confidence. The emphasis on collaborative learning in the classroom leads to the development of **leadership** and **negotiation** skills. The feminist classroom also leads to a **sense of community** that allows graduates to listen to and work with others who have a wide range of perspectives and to build consensus among those perspectives.

(1) Nikki Ayanna Stewart, "Transform The World: What you can do with a degree in women's studies." *Ms. Magazine*. Spring 2007. [www.msmagazine.com/spring2007/womensstudies.asp](http://www.msmagazine.com/spring2007/womensstudies.asp)

All other material drawn from Michele Tracy Berger and Cheryl Radeloff, *Transforming Scholarship: Why Women's and Gender Studies Students are Changing Themselves and the World*. Routledge, 2011.

## WGS Studies Program Student Scholarship

The Women's and Gender Studies Program is pleased to announce that we will be giving tuition scholarships again this year. These scholarships are offered through the Women's and Gender Studies Endowment. The Women's and Gender Studies Major Merit Scholarship offers \$750 toward tuition costs. It is awarded based on merit and scholastic achievement, as well as involvement in co-curricular activities. Both online and day school students are eligible to apply.

The Women's Studies Major/Minor Need Scholarship offers \$750 toward tuition costs for a major or \$500 for a minor. Both online and day school students are eligible to apply. In their application students must be able to demonstrate financial need. In the case of the major scholarship, preference will be given to a non-traditional student. WGS aims to award these scholarships in as holistic a manner as possible. In the final analysis, we are interested in supporting students who we believe will benefit—personally and intellectually—from our WGS program.

In addition, the WGS Program offers the Dr. Janet Freedman Women's Studies Book Scholarship award for \$250 to offset the cost of books for one semester. Both minors and majors are eligible to apply. Dr. Freedman, a previous director of Women's Studies, firmly believed in the need for our program at UMass Dartmouth. Her work established a foundation for the program, and in her name we are continuing to ensure the commitment of the WGS Program to students pursuing the major or minor. Students are required to submit a response to an essay question along with their application.

As a Women's and Gender Studies major or minor, if you are a returning student for fall 2012, you may apply for these awards. You may apply for both a tuition award and the book scholarship.

The deadline for all scholarship applications is May 20, 2011. For the application documents, please contact Dr. Catherine Gardner, WGS Director ([cgardner@umassd.edu](mailto:cgardner@umassd.edu)) or Dr. Jen Riley ([jen.riley@umassd.edu](mailto:jen.riley@umassd.edu)). The awards will be announced in June.

Visit [www.umassd.edu/cas/wms](http://www.umassd.edu/cas/wms) for more information.

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### I have recently become a Women's and Gender Studies major or undergraduate certificate student. What should I do to prepare for my future career?

Obviously, you should focus on your education, but you should also aim to get involved, whether it is through volunteering, on-campus organizations or formal programs like our internship. Plan ahead. For example, if you think you would like to work in a health-related career locally, then consider a minor in Spanish or Portuguese. Business communications and similar courses are also useful, both for your career and for applying for work opportunities. Do not forget to develop connections with at least two or three of your professors. Have them get to know you so that they can write letters of recommendation when the time comes.

### Finally...

Don't forget to *learn to talk about Women's and Gender Studies to others*, whether it is your family, friends or a future employer. You are a representative for both our program here at UMass Dartmouth and our discipline itself.

Career paths nowadays tend to be fluid. The average person now changes careers about five times in their working lifetime. Women's and Gender Studies gives you a set of skills that will remain current in the marketplace instead of training you for a specific job.

People may question your choice of a degree because they do not know what Women's and Gender studies *is* or they have misconceptions about the discipline. Prepare an "elevator" speech (a pitch you can make in the time it takes an elevator to ascend a few floors). This speech is no longer than 30 seconds and is usually under 100 words. Some points you may want to consider are the benefits the degree provides you with as a student and the connections you can make between your education and your life outside of school.

*"Women's and Gender Studies gives you a set of skills that will remain current in the marketplace instead of training you for a specific job."*

## WGS Major Experiences

### Graduation: Making Tough Decisions

Tiffany Gambill, WGS Major, 2012



Left to right: Vanessa Ortiz-Lora (WGS Major '12); Tiffany Gambill (WGS major '12) at the WGS fundraiser

*"Through my internship I learned that asking for help is not a sign of failure. Best of all, I am learning more about the Women's and Gender Studies Program, such as the scholarships available to students, the annual fundraiser that funds the scholarships, the newsletter and process of developing something like it, and more. Being editor is a great learning experience."*

When I was deciding my last semester class schedule of my senior year, I realized I wanted to engage in an internship for work experience and an independent study to further my interest in sex trafficking. When I heard I about interning as the editor of the Women's and Gender Studies newsletter, I thought, "we have a newsletter"? I talked to Professor Riley about it, and I got excited. Then over winter break I thought about how much work I would have to do, but I could do it. I knew I could.

The internship involves deciding upon, soliciting, and writing content for the newsletter. Arianne Del Rios, a graphic design student, helps us with the newsletter as well as she creates the template and inputs the content. I discovered that generating the content for the newsletter is harder than it looks. I had to email professors for information and didn't always receive responses, so I had to email again. I had to also come up with ideas for other articles in the newsletter—again, harder than it seems. I met with Professor Riley, though, and we figured out a plan.

My senior year has been complicated by my heavy course load, which has made the internship work hard to handle. I ended up getting sick and there was no end to all my homework. My independent study work started to suffer. I had a meeting with Professor Riley, that's when I told her "I need help." After meeting with her, I made the mature decision of dropping my independent study to focus more fully on my other work and the newsletter. Through my internship I learned that asking for help is not a sign of failure. Best of all, I am learning more about the Women's and Gender Studies Program, such as the scholarships available to students, the annual fundraiser that funds the scholarships, the newsletter and process of developing something like it, and more. Being editor is a great learning experience.

Interested in interning with the Women's and Gender Studies program? Contact Dr. Catherine Gardner, WGS Director ([cgardner@umassd.edu](mailto:cgardner@umassd.edu)).

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### Women's Studies Internship (WMS 399)

Our internship helps our students put feminist theory into practice. Over the course of one semester, you can earn academic credit by working in area public, private or non-profit organizations that provide services for women for a total of 140 hours. You work under the supervision of a women's studies faculty member and a sponsor at the selected organization. The internship requires students to keep a journal of daily experiences and to write a final reflection paper. On successful completion of the internship, students receive three credits toward their major or minor.

An internship can be an important first step in giving you the skills and knowledge that will help you achieve your career goals. It can also help you decide what career goals you do have. An internship tells future employers that you are serious

about your career. It also tells prospective graduate schools that you are serious about feminist praxis.

Our students have worked with community Women's Centers for survivors of intimate personal violence and sexual assault, centers for helping women deal with substance abuse problems, and women-focused/social justice focused independent state agencies and non-partisan political organizations

Internships are becoming increasingly popular, so they are becoming more competitive. Contact Dr. Catherine Gardner, WGS Director ([cgardner@umassd.edu](mailto:cgardner@umassd.edu)) in February for a fall internship and September for one in the spring.

Women's and Gender Studies Online: [www.umassd.edu/cas/wms](http://www.umassd.edu/cas/wms)

## Graduation: Looking Back on My Women's and Gender Studies Major

Susan Sun Kyu Dodenhoff, *WGS Major, 2012*

As graduation day draws near, I look back on the years I've spent at UMass Dartmouth as a Women's and Gender Studies major. I actually switched into the program from Nursing and have never looked back. While volunteering at a recent Experience UMass Dartmouth day, I had a discussion about recruiting new WGS majors and realized that I had followed the common method of "reeling" in students. I became entranced by the subject matter while taking WMS 101: Introduction to Women's Studies. Learning about the struggles and triumphs had by women over the centuries and throughout the world opened my eyes to the social issues happening outside my home.

As a shy, self-admitted bookworm, I rarely concerned myself with "complicated" problems like women's rights, which I never thought I could make a difference about. I was under the naïve impression that things already were equal and was taught that those who continued to demand equality were simply spoiled. I mean, I should be thankful that I wasn't born in some country where I couldn't vote and let alone go to college: wrong! My preconceived notions about the situation of gender equality were unraveled by the things I learned about such as the second shift, unequal pay, and the intersectionality of oppression, among other things. From Adrienne Rich, I learned that my "politics of location" affected every facet of my life and the way I lived it. I'm a 23 year old, bisexual, biracial, American woman who was born in California and currently lives in the small town of North Dighton in Massachusetts. This identification has encouraged me to come out of my shell and be proud of who I am.

I've had an amazing time at UMass Dartmouth. The people I've met, from the faculty to my fellow students have taught me so much. I learned that the LGBT community has a distinct history to be proud of in WMS 300: Lesbian, Gay, and Bisexual Identity and Culture. I read about what was regarded as a representation of the "ideal" 17<sup>th</sup> century French woman in the novel *La Princesse de Clèves* while enrolled in WMS 200: Saints & Harlots: Women French Literature. Recently, I examined the struggles of Arab American women in assimilating into mainstream American culture while remaining true to their ethnic and religious roots in WMS 350: Global Women. I was given the amazing opportunity to work as a teacher's assistant in a WMS 101 course and had the chance to challenge and encourage the ideas and opinions of the students in my class. With plans to go to graduate school some day, I've also gained some important skills as a research assistant to a few professors in my major.

All of these experiences have culminated to this moment, I'm a senior whose about to step onto the precipice of the rest of my life. Currently waiting to leave for the Peace Corps (my destination is still unknown), I take the moments I've had as a Women's and Gender Studies major to wherever life takes me.



Left to right: Cassandra Gonsalves (WGS major '13); Tyla Mitrano (WGS major '12); Susy Dodenhoff (WGS major '12) at the WGS fundraiser

*"Learning about the struggles and triumphs had by women over the centuries and throughout the world opened my eyes to the social issues happening outside my home."*

## WGS Courses

Professor Stephanie O'Hara, Assistant Professor of French and Women's and Gender Studies, Department of Foreign Literature and Languages and WGS Affiliate

Fall 2012 Offering:

WMS 200.01— *Princesses, Harlots, Saints: Women in French Literature.*

*"How could a woman have dreamed up such an unusual heroine in the seventeenth century, and how could she publish it?"*

This course is taught in English with all readings in English translation. It focuses on how the archetypal characters of the princess or queen, the harlot, and the saintly woman evolve over time, and on understanding these characters in their different socio-historical contexts.

We begin in the twelfth century with the brave knight Tristan and the clever, beautiful queen Iseut. What was courtly love, and how did it allow aristocratic, educated women a measure of power without threatening men? Next, we turn to the fourteenth-century writer Christine de Pizan's *Book of the City of Ladies*, which defends women against the unfair charges leveled at them by misogynists. We will also read a fictional 1672 autobiography by Madame de Villedieu, aka Marie-Catherine Desjardins, that features cross-dressing, improbable adventures, and a realistic love story. How could a woman have dreamed up such an unusual heroine in the seventeenth century, and how could she publish it? We will conclude with Emile Zola's classic story of a prostitute who makes it big, *Nana* (1880) and Marcel Proust's *Swann's Way* (1913), which puts all three archetypes in play, sometimes conflating them in new ways, such as with Odette de Cr  cy, the courtesan who marries into high society.

Additional readings will include excerpts from other major works of French literature such as Marie de France's *Lais*, the *Romance of the Rose*, the *Heptameron*, *The Princess of Cl  ves*, and *Dangerous Liaisons*.

Professor Jen Riley, Professor, Department of English and Women's and Gender Studies

Offered Every Fall:

WMS 201— *Introduction to Feminist Theory. Tuesdays, 4:00–6:30pm*

*"By the end of this course, students will understand what theory is and read theoretical writings critically, as well as know how to develop their own feminist critiques."*

This course provides an introduction to different frameworks within feminist theory, including cultural feminism, liberal feminism, Marxist/socialist feminism, radical feminism, womanist feminism/multicultural, French feminism, third wave, and lesbian. These theories will be examined through the work of founders of feminist theory like Adrienne Rich, Simone DeBeauvoir, Robin Morgan, Charlotte Bunch, Audre Lorde, and Betty Friedan, among others. By the end of this course, students will understand what theory is and read theoretical writings critically, as well as know how to develop their own feminist critiques. The course will include both face-to-face and online activities.



**Professor Timothy Walker, Associate Professor of History, Department of History and WGS Affiliate**

*Future Offering:*

*HST 402—Seminar in European History*

*Topic: Folk Magic & Witchcraft Persecution during the Early Modern Period*

This seminar course will examine in depth the place and historical development of magic and witchcraft beliefs in Western culture from the Middle Ages to the 18<sup>th</sup> century. The class will explore the various definitions and elements of folk magic and witchcraft in the European and colonial American past, and the interrelationship between different cultural magic traditions. Students will examine the historical circumstances that led to periods of persecution of individuals for alleged magical activity, and compare those circumstances in various cultures. Further, we will study the folk beliefs and magical traditions of Europe to see how they have been interpreted by modern historians. The course will thus provide a comparative examination of folk beliefs and witch hunts by investigating the political, economic, social and intellectual contexts in which they occurred. For example, this course will delve into various historical catalysts and circumstances for witch hunts: the importance of gender roles, social stratification, and economic or political factors.

*“The class will explore the various definitions and elements of folk magic and witchcraft in the European and colonial American past, and the interrelationship between different cultural magic traditions.”*

**Professor Heidi M. Berggren, Associate Professor, Department of Political Science and Women’s and Gender Studies**

*Future Offering:*

*PSC/WMS 332—Sex Roles and Politics*

This course examines why, how, and to what extent gender and gender stereotypes matter in politics, covering various arenas of political involvement including social movements, voting, election campaigns, political leadership, and public policy. Which issues divide women from men? Which issues divide women from each other? How does feminism shape politics? Do women leaders have distinctive policy priorities and approaches to the practices of politics and policy-making? While the course is primarily focused on the United States, it also covers some feminist perspectives on international relations in general and on US involvement in the Iraq and Afghanistan wars in particular.

*“Which issues divide women from men? Which issues divide women from each other? How does feminism shape politics? Do women leaders have distinctive policy priorities and approaches to the practices of politics and policy-making?”*

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**Looking for a summer Women’s and Gender Studies class?**

**WGS is online! Fully online summer courses include:**

WMS 200: Women Writing Place

WMS 270: Women in Latin American Civilization

WMS 300: Reproductive Rights & Health

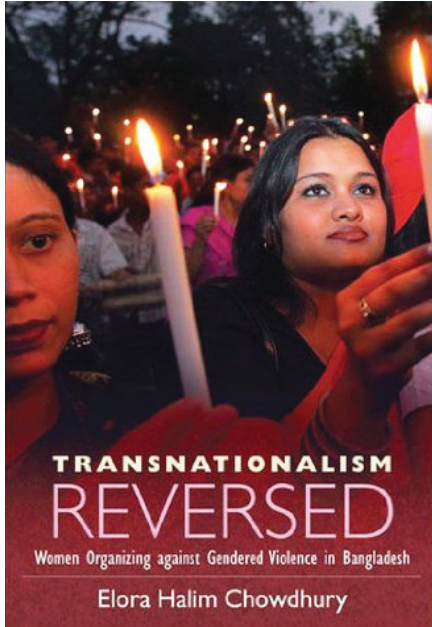
WMS 300: Intimate Personal Violence

## Spring Semester Event

### Elora Halim Chowdhury on Gendered Violence

April 4<sup>th</sup> 2012

Tiffany Gambill, *WGS Major, 2012*



Elora Halim Chowdhury, Associate Professor of Women's Studies at UMass Boston, visited UMass Dartmouth on April 4<sup>th</sup> to share her research work in the areas of transnational feminisms, critical development studies, gendered violence and human rights advocacy with an emphasis on South Asia. Chowdhury grew up in Bangladesh, with is located in South Asia and borders India and Burma. She grew up working as a journalist and highlighting activist groups such as the *Acid Survivors Foundation* and *Naripokkho*.

The topic of her presentation was acid attacks. This act is when someone throws acid at the body hoping to permanently disfigure or damage someone. This violent act is divided into two categories: gender violence and structured violence. Gendered violence is to destroy a woman's appearance, which is meant to oppress women. Structured violence is to manipulate the woman by increasing their vulnerability in their social lives. These attacks are happening because of land and business disputes, family and dowry issues, as well as rejection of love and sex.

Chowdhury pointed out that in South Asia women are often only seen as "Carriers of culture". A woman is more likely to be burnt on the face. These types of burns reduce women's financial stability as they often cannot find work and do not marry. Many men will not marry someone who has been attacked with acid because it is a public sign of dishonor. Additionally, a lack of knowledge in the health care field is harming medical treatment. Many hospital professionals do not even know how to treat acid burns and/or they refuse to treat someone with fear the perpetrator will turn their aggression on them.

For more information on this topic and other global women's issues, Elora Halim Chowdhury has published a book *Transnationalism Reversed*.

If you are especially interested in Global women's issues and feminism, the Women's and Gender Studies Program will be offering WMS 302: Global Feminisms in Spring 2013 on Tuesdays from 4:00–6:30pm with Dr. Anupama Arora.

#### Websites Include:

[www.samren.net/Civil\\_Society\\_Initiatives/bangladesh/Bangladesh-3.htm](http://www.samren.net/Civil_Society_Initiatives/bangladesh/Bangladesh-3.htm)

[www.acidsurvivors.org/](http://www.acidsurvivors.org/)

# New Online Journal: Journal of Feminist Scholarship

[www.umassd.edu/jfs](http://www.umassd.edu/jfs)

The Women's Studies Program is pleased to announce the creation of a new peer-reviewed, open-access journal published online, the *Journal of Feminist Scholarship*. We see this as a way of gaining recognition for our program outside of the UMass Dartmouth community and also as a way of raising our scholarly profile. The *JFS* was founded by Catherine Villanueva Gardner (PHL/WMS), Jen Riley (ENL/WMS) and Anna Klobucka (POR). Issue 1 (Fall 2011) was published on November 15<sup>th</sup> 2011. Issue 2 (Spring 2012) will be released in June 2012.

*The editors would like to thank the following people for their help:*

Dean William Hogan of the College of Arts and Sciences for his support of the project; Nicole Nelson (UMD Alumni) for her web design; and Don King (UMD's webmaster) for his technical support.



## Journal of Feminist Scholarship

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### Issue 1 (Fall 2011)

FROM THE EDITORS

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AMY RICHARDS  
DEBRA A. CASTILLO  
RACHEL BLAU DUPLESSIS  
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**THE RISE AND FALL OF  
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Eric Anderson, University of Winchester

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### Welcome to the *Journal of Feminist Scholarship*

The *Journal of Feminist Scholarship* is a new twice-yearly, peer-reviewed, open-access journal published online and aimed at promoting feminist scholarship across the disciplines, as well as expanding the reach and definitions of feminist research.

#### Why a new journal? Why now?

We believe it is time to explore the state of feminist scholarship at the turn of the new century, and we see the endeavor as part of a larger question of where feminism itself is heading. We wish to encourage a discussion of feminist thought for the twenty-first century. What are its directions today, and what relationship does it sustain with the foundations laid down by feminist inquiry and action in earlier centuries? We aim to publish work that explores the multiple theoretical paradigms and political agendas of contemporary and historical feminist scholarship and the potential intersections and tensions between these paradigms and agendas. We are especially interested in examining productive controversies and divergences between local and global contexts of feminism. We also welcome submissions that focus on feminist pedagogies and activism.

Publishing the journal online means that we are able to offer open access to its contents to feminist scholars anywhere in the world where there is an internet connection. It also has an immediacy that allows us to publish articles on topics that are in the here and now and to significantly shorten the time lag from submission to publication for our contributors.

Please visit the submissions page to see our guidelines for authors and our contact page for contact information for the *JFS*.

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### Director's Report

#### Dr. Catherine Gardner, *Director, Women's and Gender Studies*

Yet again, it has been a busy semester. We have had another successful fundraiser, with speaker Ellen Goodman. In addition, we have had several speakers come to campus, including Elora Chowdhury and Robyn Ochs, as well as our first ever careers and networking event with local social justice organizations. Perhaps the most significant news is that we have changed our name to Women's and Gender Studies to better reflect the directions of both our program and the discipline itself. We hope you will come to watch our many majors and minors walk the stage in May. We wish them every success in their lives and careers beyond UMass Dartmouth. Finally, a word of thanks to Arianne Del Rios, who has worked on the newsletter for the last two years. We have watched her talents blossom over this time, and we truly appreciate all that she has done for us.

—Catherine Villanueva Gardner