



UCLA CENTER FOR THE STUDY OF WOMEN

2010-2011 Annual Report

July 1, 2010–June 30, 2011

KATHLEEN MCHUGH

Director

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A. Mission

THE MISSION OF THE UCLA CENTER FOR THE STUDY OF WOMEN (CSW) is to create and sustain a productive intellectual community dedicated to research concerning women, gender, and sexuality. Our multidisciplinary constituency includes UCLA faculty, graduate students, undergraduates, and community scholars in Los Angeles, but also extends, through our conferences and programming, to scholars doing gender-based research throughout the U.S. and around the globe. We implement our mission through five interrelated objectives:

- CSW develops and fosters faculty and graduate student research about women, gender, and sexuality through our Faculty Curator and Development Grant Programs, conferences, research working groups, workshops, and programs and through fundraising to generate intra and extramural funding sources for that research.
- CSW provides publication venues for the dissemination of that research and sets up networks for communication and sharing of research to facilitate intellectual community.
- CSW creates productive scholarly relationships within and beyond the academic community through our research, programming, and publications activities
- CSW aids recruitment and retention efforts at UCLA through workshops, funding, and development focused specifically on junior faculty and through the networks of support we have developed to improve climate issues for underrepresented faculty and students
- CSW provides extensive support for graduate students through our Graduate Student Initiative, which includes a robust fellowship and grants program, research funding, professionalization workshops, programming, and employment.

Currently, CSW is fully engaged in all of these functions. Our mission has not changed over the past year. By refining goals and focusing on specific project-based fundraising, we were highly successful in gaining new resources.

B. Summary of Accomplishments

1. Most Important Accomplishment

CSW's SINGLE MOST IMPORTANT ACCOMPLISHMENT DURING AY 10-11 was being awarded a National Endowment for the Humanities Grant in the amount of \$300,000.00 for our project: *Making Invisible Histories Visible: Preserving the Legacy of Lesbian Feminist Activism and Writing in Los Angeles*. The June L. Mazer Lesbian Archive, a grassroots organization that is the largest of its kind on the west coast and the second largest in the county, has extensive, unique historical materials pertaining to Los Angeles, California, and West Coast based organizations, artists, writers, and activists, as well as to U.S. and European figures prominent in lesbian and feminist history. This project will result in the processing and digitizing of eighty-five Mazer collections and more than a thousand video and audiotapes. We wrote and submitted the grant in June of 2010, received it in early May of 2011, and had the project up and running by the end of June.

The NEH project continues the vital collaboration among CSW, the Mazer Archive, and UCLA Library Special Collections, which grew out of a Community Partnership Grant CSW was awarded in AY 06-07 to process and digitize five Mazer collections. CSW not only processed these collections but also facilitated a long-term partnership between UCLA Library Special Collections, which was keen to enhance both their Los Angeles collections and their LGBT collections, and the Mazer Archive. Access to this material has been limited because of the archive's lack of resources. Now, all the Mazer's processed collections will be held at the UCLA Library.

This project makes a crucial contribution to the Los Angeles community, to UCLA, to the Mazer Archive, as well as to scholars all over the world who will have access to these extensive materials when the project is completed.

B. Summary of Accomplishments

2. CSW's Impact on UCLA

AS THE DESCRIPTION OF THE MAZER PROJECT INDICATES, CSW has been very successful at making an impact at UCLA. Because our mission encompasses the entire university, CSW projects, grants, workshops, and programming are structured to have broad reach and impact, either through interdisciplinary projects that bring together scholars from diverse backgrounds (*Gender and Body Size*; *The Color of LGBT*; *The Gender of Terror*) and/or faculty grants, such as the Faculty Curator or Faculty Development Grants programs, whose eligibility extends to all faculty working in our mission areas. Our events, projects, and communications networks bring faculty working in different divisions and departments to the attention of other UCLA faculty and graduate students, as well as to scholars in our immediate, national, and international communities. The CSW Faculty Curator program has also been innovative insofar as it articulates a close alignment between faculty research projects and CSW events, cultivating substantial scholarly interactions among UCLA faculty, graduate students, and our visiting scholars and speakers.

C. Progress Report on Goals

WE ARE DELIGHTED TO REPORT that we achieved the goals in last year's Annual Report and more. Here are brief summaries of this year's project outcomes:

Women's Social Movements in Los Angeles (WSMALA)

This multiyear project, funded by an anonymous donor, is in its third year, the first of a third-year results phase. This year, we did primary research, conducting oral histories with women who played key roles in Los Angeles labor, arts, education, and health care activism in the period of 1960 to 1999. Teresa Barnett, Head of the Center for Oral History Research in the UCLA Library, trained four Graduate Student Researchers (GSRs). Using the secondary research collected in the first phase of the study, we identified potential candidates and completed four oral histories, each of which involved from three to seven interview sessions. Each of these women made significant contributions to Los Angeles social movements:

Nancy Angelo



Nancy Angelo is a performance and video artist who contributed to the development of the women's art movement in Los Angeles and worked in the Women's Building, a center for feminist art. Currently residing in San Francisco, Angelo works as an organizational psychologist and consultant.

C. Progress Report on Goals: WSMALA

Sondra Hale



Sondra Hale is Professor of Anthropology and Women's Studies at the University of California, Los Angeles; former Co-Editor of *The Journal of Middle East Women's Studies* (2006 to 2010), and former Co-Chair of Islamic Studies, as well as a lifelong activist in social justice issues. Early in her career Hale played a key role in what became a national controversy surrounding the nature and purpose of the field of Women's Studies in the public university at California State University, Long Beach.

C. Progress Report on Goals: WSMALA

Sandra Serrano Sewell



Sandra Serrano Sewell is executive director of Centro de Niños, a bicultural, bilingual children's center in Los Angeles, California. She is a lifelong activist for labor, children, and women's rights.

C. Progress Report on Goals: WSMALA

Bernita Ruth Walker

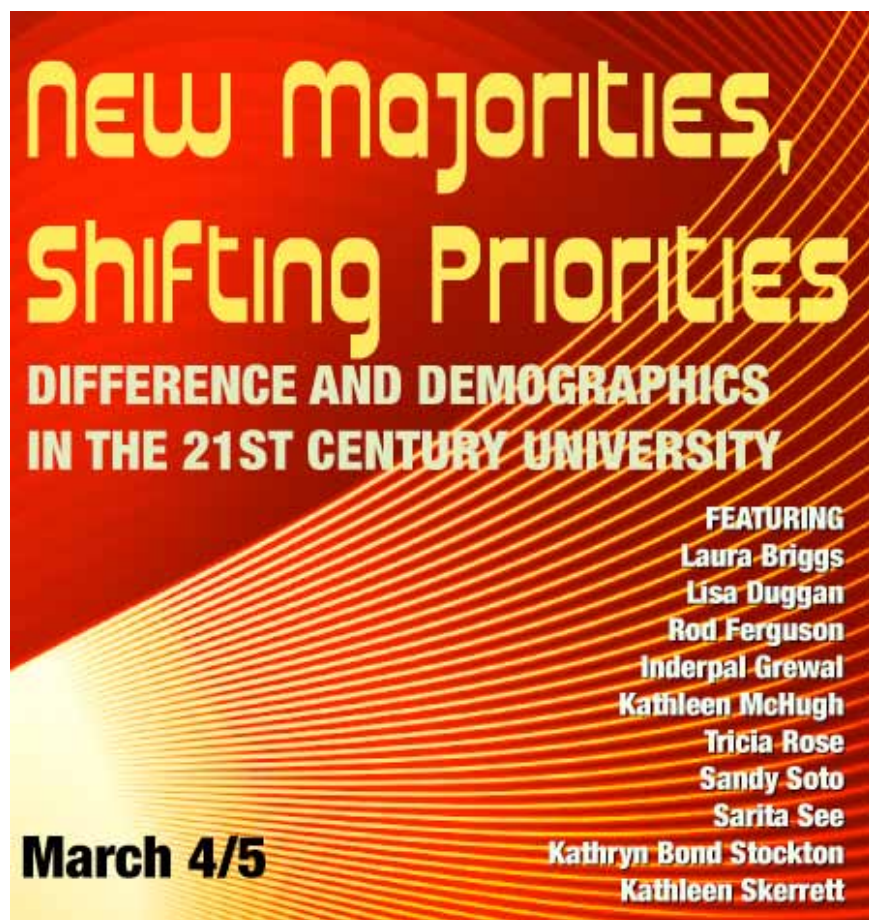


Bernita Ruth Walker is an avid leader and community activist in domestic violence prevention. Born and raised in Los Angeles she has given over thirty years of service to the Los Angeles community through the establishment of the Jenesse Center, Project Peacemakers Inc., the Oluremi Longhouse sober living facility in addition to numerous state, county and city board appointments.

The interviews were indexed, are being transcribed by the Center for Oral History Research (COHR), and will become available in the digital collection. More oral histories will be added to this WSMALA core collection at COHR in the coming year. As part of the UCLA Library, these histories will contribute valuable content to its Collecting LA initiatives. In addition, we also made progress with the WSMALA project website and online timelines and databases and now have a working template that we can expand to include all the years and materials developed in this project. These databases and timelines will summarize and provide broad access to the WSMALA research data.

C. Progress Report on Goals: New Majorities

New Majorities, Shifting Priorities: Difference and Demographics in the 21st Century Academy



“NEW MAJORITIES” was a yearlong project committed to assessing and responding to the challenges, both conceptual and institutional, that have and continue to be levied against certain field areas in the wake of the recent economic crisis. These field areas include gender/sexuality, ethnic, women’s, LGBT, and postcolonial studies.

The yearlong New Majorities project generated several outcomes. The first was a national survey developed from a questionnaire distributed to faculty and programs throughout the U.S. (See Appendix 1). The second was a conference held at UCLA in March of 2011 (Appendix 2), and the third a sister conference held at NYU in April of 2011. For the conference at UCLA, CSW brought scholars with expertise in gender/sexuality, ethnic, women’s, LGBT, and postcolonial studies and, where possible,

with intersectional and/or administrative appointments in more than one of these areas. We sought regional and institutional representation, inviting scholars from East, West, Midwest, South, and Southwest and from both public and private universities. At the UCLA conference, we welcomed closed to eighty conference attendees for morning and afternoon panels, each of which generated engaged and sustained dialogue amongst the participants and the audience. On the second day of the conference, the invited speakers and UCLA participants convened in a workshop to discuss the possibilities and challenges facing these programs at UCLA.

C. Progress Report on Goals: New Majorities

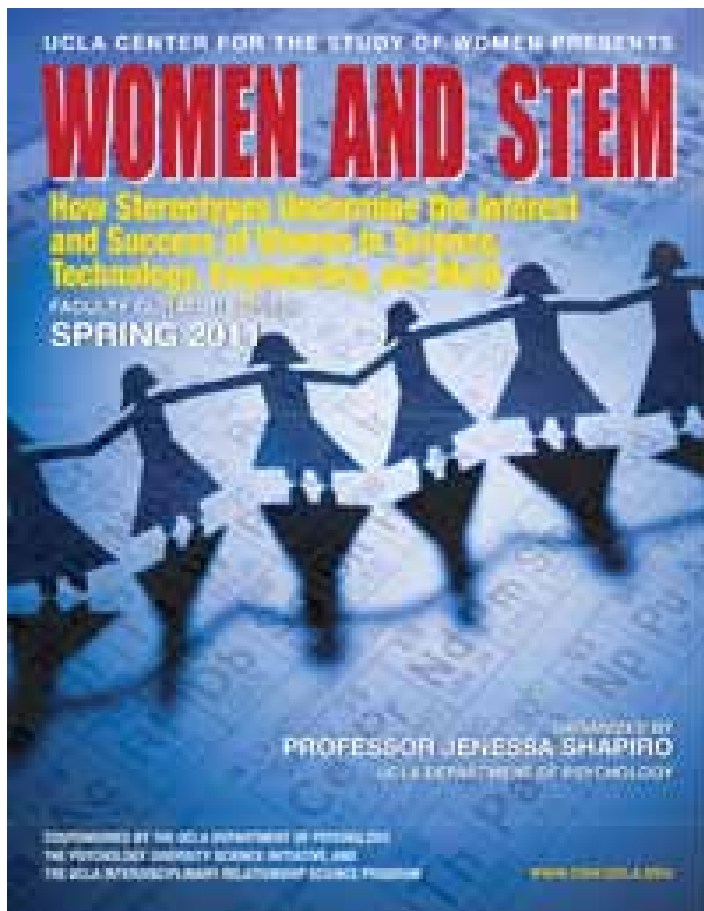
The discussion on both days was very productive and generated a number of insights, including the need for creative administrative strategies founded on the values of autonomy, communication, and collaboration and for policy initiatives that spring from these values. The units involved in New Majorities articulate distinct and protected spaces for speech, research, community, and development. The unique value of these subject areas and units and their contributions to the campus should be communicated to the rest of the campus systematically. These values include: the relevancy and timeliness of course materials and research focus typically cultivated by these units; the development of communities the university would otherwise not cultivate or include; the development of research designs and paradigms used to address research and policy questions unanswerable in the context of traditional disciplines; experience and facility with interdisciplinary research; a familiarity and facility with more flexible and responsive research and curriculum plans than those of traditional departments.

Creative and proactive plans for making the best possible use of these strengths and communicating them to the campus shaped the goals that emerged from this project, which included participants from UCLA exploring the development of a diversity council and working to develop closer relations with units that share research interests but are located in different divisions on campus.

CSW will also investigate publication of the position papers, expansion of research results based on the NYU conference, and a follow-up meeting focused on campuses that have implemented such plans, such as the DISCO group at Ohio State University, at UCLA during AY 11-12.

C. Progress Report on Goals: Women and STEM

Women and STEM: How Stereotypes Undermine the Interest and Success of Women in Science, Technology, Engineering and Math



CSW'S FACULTY CURATOR PROGRAM awards faculty competitive grants to curate a speaker's series through CSW. This year, we awarded our first grant to a junior scholar in Psychology, Professor Jenessa Shapiro, who wrote up a detailed report from which some of the following is drawn (Appendix 3). The *Women and STEM* speaker's series, held in Spring 2011, included four distinguished researchers: Professor Steven Spencer (University of Waterloo); Professor Toni Schmader (University of British Columbia); Professor Nilanjana Dasgupta (University of Massachusetts, Amherst); and Professor Joshua Aronson (New York University).

Each speaker is a well-known social psychologist whose research tackles a phenomenon called “stereotype threat,” which looks at how negative stereotypes can undermine women's interest and success in science, technology, engineering, and mathematics (STEM). Not only were the talks engaging but the organized networking opportunities—coffee hours for graduate students, interviews, receptions, and dinners with faculty and staff—were a great benefit to the students, faculty, and staff.

Broad audience: Because of the range of attendees, we reached a broad audience and we able to disseminate the work that is being done on this topic. Approximately 100 undergraduate students, graduate students, faculty, and staff attended each talk. In addition, CSW uploaded videos of the talks on the UCLA YouTube channel. Faculty attendees came from UCLA, USC, Loyola Marymount, and other LA-area schools and were from a range of disciplines, including Psychology, STEM fields, Anderson School of Management, Communications, and the Law School. Many staff attendees from UCLA and USC oversee programs for individuals who are underrepresented, either at the university-level (e.g., racial/

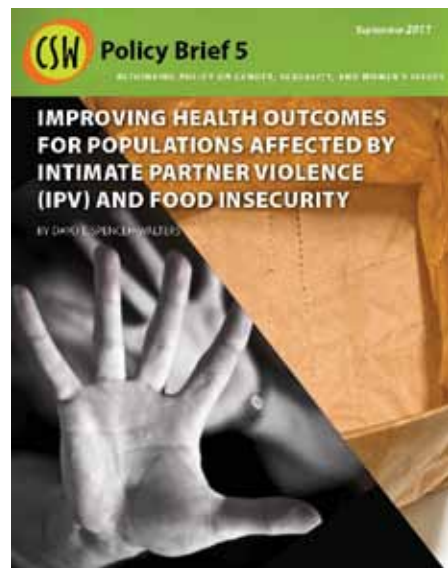
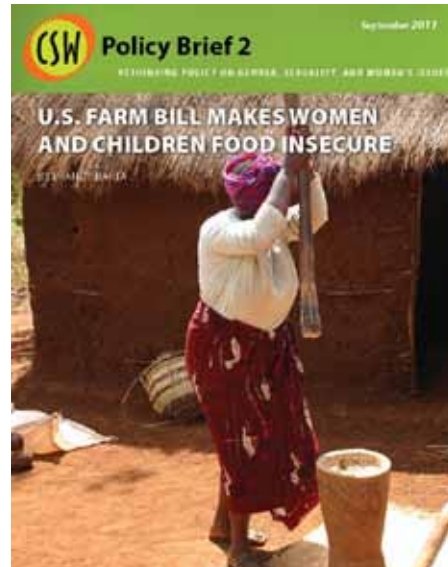
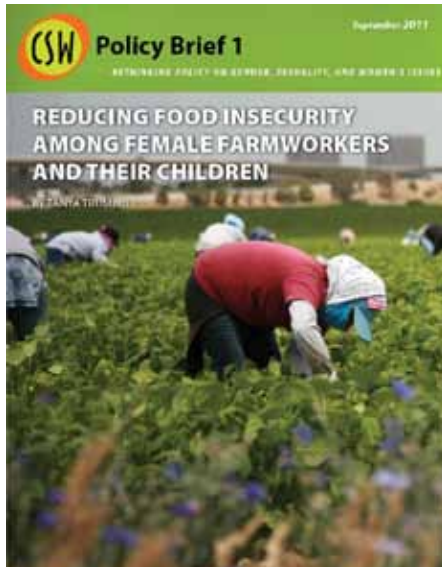
C. Progress Report on Goals: Women and STEM

ethnic minority students) or in a particular field (e.g., women in STEM). Several reported that they would be able to take information from these talks back to their programs and that they were able to get advice from the speakers regarding how to improve their programs.

Students from STEM fields: The student attendees were from many different fields as well, including graduate and undergraduate students from psychology and the STEM fields. The latter were interested in the series because it approached gender disparities in their fields in a nontraditional way. For example, a Latina undergraduate STEM major told us that it gave her a different and extremely valuable perspective. As one of the few women and one of the few Latino/as in her classes, she reported that after learning about stereotype threat, she felt that she had a better sense of how to deal with the additional stressors that go with being the sole member of a particular group (the focus of the Professor Schmader's talk).

Professional development and networking opportunities: To facilitate professional development for graduate students, CSW organized a coffee hour, which gave graduate students a chance to meet with each speaker. The participating students were able to get to know the speaker in a more informal setting, which allowed them to make a valuable contact in their field and to practice networking. These coffee hours were initially facilitated by Professor Shapiro, but she found her role became less and less necessary as the students' skills improved with each session. They became more comfortable talking about their own research, more comfortable asking questions, and more self-confident in this academic setting. Many expressed gratitude for this experience because they felt much better prepared for conferences, academic interviews, and other networking situations. In addition, each speaker was interviewed by a UCLA graduate student, and the interviews were published in the CSW newsletter. The after-talk receptions were very well attended by faculty and students, including many from other campus departments, which provided opportunities for cross-campus connections. In fact, two graduate students Earth and Space Science expressed the hope that such talks be organized every quarter. Finally, the dinners that were organized for UCLA faculty were valuable opportunities to engage with each speaker and to initiate further networking.

C. Progress Report on Goals: Policy Briefs Series



Policy Briefs Series

BECAUSE IT IS PRESSING ON A GLOBAL, NATIONAL, AND LOCAL LEVEL, CSW selected food security and gender as the theme for the first volume of our new series of publications rethinking public policy on gender, sexuality, and women's issues. Two graduate student researchers working on CSW's WSMALA project prepared briefs based on their research in the area of food security. *Helping Local Stores with WIC Certification Will Yield Better Food Options for All*, by Jackie Hunt, addresses how helping vendors with

C. Progress Report on Goals: Policy Briefs Series

maintaining or attaining WIC certification would improve food offerings for customers and help local economies in a time of economic recession. *Improving Health Outcomes for Households Affected by IPV and Food Insecurity*, by Dayo T. Spencer-Walters, suggests that intimate partner violence and food insecurity are immediate public health and social justice problems that require innovative, multifaceted solutions. *Reinstate Project GROW! Targeting Food Insecurity Among Survivors of Intimate Partner Violence*, by Dayo T. Spencer-Walters, suggests that re-implementing Project GROW would help combat food insecurity among survivors of intimate partner violence.

A generous anonymous donor also provided support for a competitive award program to recognize outstanding applied feminist scholarship by graduate students. We partnered with Michelle Johnson, an Assistant Professor in the Department of Social Welfare and a CSW Faculty Affiliate, in developing a call for graduate student policy brief submissions in the area of “Food In/Security: Local, National, or Global Problems and Solutions.” Several students submitted briefs and three were selected for publication. *Reducing Food Insecurity among Female Farmworkers and their Children*, by Tanya Trumbull, addresses the vulnerability of migrant and seasonal farmworkers in the U.S. A brief by Brandy Barta, *U.S. Farm Bill Makes Women and Children Food Insecure*, suggests how improving the self-sufficiency of developing nations can help to ensure the food security of their women and children. In *Reductions in SNAP Increase Health Risks for Food Insecure Women*, Luis Quintanilla discusses how the re-allocation of safety-net funds will place food insecure women in health deficits. These six policy briefs are being distributed widely to agencies, legislators, and organizations, and will contribute to public dialogue on this vital topic. The policy brief collection is included in Appendix 4.

C. Progress Report on Goals: Website



Website

CSW's SOPHISTICATED communications infrastructure and outlets reach the broader scholarly community in our mission areas efficiently and effectively. Our goal of converting the CSW website from an HTML-only editable form to a content management system format, using Plone software, was completed in September of 2010. All of our awards and grants applicants are now able to submit their required documents online, simplifying the submissions process. The new software was key to our ability to gather and analyze results for the New Majorities Survey. At base, the new website is easier to maintain and update as content is developed.

C. Progress Report on Goals: Newsletter



Newsletter

OUR HIGHLY REGARDED NEWSLETTER, *CSW Update*, continues to garner much attention online. In the last academic year, this monthly publication attracted 9,775 downloads at the California Digital Library. (See Appendices 5 and 6.) The nine regular issues featured reviews of events, research articles by award recipients, and interviews with faculty grant recipients and visiting speakers. Because of the positive responses from our readers and interest from faculty, students, and research scholars, we published three special issues this year: *Critical Media Literacy: Empowering Students*, edited by Rhonda Hammer, a CSW research scholar and a lecturer in Education/Women’s Studies at UCLA;

C. Progress Report on Goals: Newsletter and Videocasts



a *CSW Research Scholars Special Issue*; and a *Thinking Gender Special Issue* on CSW's 21st annual graduate research conference.

The *Critical Media Literacy* special issue featured articles by students in Rhonda Hammer's undergraduate/graduate course on "Critical Media Literacy and the Politics of Representation: Theory and Production." Cross-listed in Departments of Women's Studies and Education, the course teaches through the study of scholarly writings, engagement in media analysis, and the creation of media texts. This course is a response to what has been described as a literacy crisis, especially with regard to the diversity of media forums, which mediate our everyday lives. The second special issue that we published highlighted the research and activities of fifteen of the CSW Research Scholars. The articles in this issue describe the vital research produced by scholars in this program, from work on Los Angeles suburbs to organizational/activist research on Los Angeles to topography and environmental issues; from violence in Iraq to women who misbehave; from transnational anti-militarist feminism to how stigma and secrecy operate in disease; from abortion and public health issues in Mexico to historians writing reference works. The third special issue featured panel reviews and papers from this year's *Thinking Gender*, the 21st annual graduate student research conference.

Videocasts

CSW continues to record and upload videos of talks to the UCLA YouTube Channel. This year, we prepared more than thirty videos from such events as Students and Spirituality event with Helen S. Astin and Chris Littleton; *Thinking Gender*; *Women and STEM*; and *New Majorities*. We also now have a CSW playlist so that all our videos are easily found on the channel. (See Appendix 7.)

D. Research Teaching and Programming

1. Core and Affiliated Faculty

CSW Director, Kathleen McHugh, holds a 33% appointment and the Associate Director holds a 20% appointment. In addition, CSW is guided by an Advisory Committee. Affiliated Faculty hail from all colleges and professional schools in the university.

ADVISORY COMMITTEE



Susan Leigh Foster
Chair, CSWAC
Professor, World Arts & Cultures



Alicia Gaspar de Alba
Chair, Chicano/a Studies
Professor, Chicano/a Studies
Women's Studies and English



Rachel Lee
Associate Professor, English and
Women's Studies



Kathleen McHugh
CSW Director; Professor, English
and Cinema and Media Studies



Shu-mei Shih
Professor, Comparative Literature,
and Asian American Studies



Sharon Traweek
Associate Professor, History



Carole Browner
Professor in Residence, Psychiatry
and Biobehavioral Science



Sondra Hale
Professor, Anthropology and
Women's Studies



Muriel McClendon
Associate Professor, History and
European Studies



Anne Mellor
Professor, English



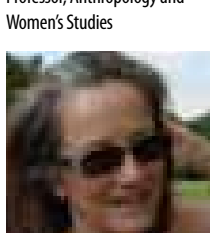
Vivian Sobchack
Professor Emerita, Film and TV



Belinda Tucker
Professor, Psychiatry and Behavioral
Science; Assoc. Dean, Grad Division



Sue-Ellen Case
Professor and Chair,
Theater Critical Studies



Elisabeth Le Guin
Associate Professor, Musicology



Kirstie McClure
Associate Professor, Political Science



Felicity Nussbaum
Professor, English



Lara Stemple
Director of Graduate Studies
Program, Law



Juliet Williams
Associate Professor,
Women's Studies

D. Research Teaching and Programming

FACULTY AFFILIATES

Emily Abel

Professor Emerita,
Public Health

Carol Aneshensel

Professor, Public Health and Community
Health Science

Helen Astin

Professor Emerita, Education

Eric Avila

Associate Professor, Chicano Studies
and History

Victor Bascara

Associate Professor, Asian American
Studies

Janet Bergstrom

Professor, Cinema and Media Studies

Kathryn Bernhardt

Professor, History

Maylei Blackwell

Assistant Professor, Chicana/o Studies

Ruth Bloch

Professor and Vice Chair, History and
Academic Personnel

Jennie E. Brand

Assistant Professor, Sociology

Joseph Bristow

Professor, English

Karen Brodtkin

Professor Emerita, Anthropology

Carole Browner

Professor in Residence, Psychiatry and
Biobehavioral Science

Lia Brozgal

Assistant Professor, French and
Francophone Studies

Greg Bryant

Assistant Professor, Communication
Studies

Taimie Bryant

Professor, Law

Lucy Burns

Assistant Professor, Asian American
Studies

Sue-Ellen Case

Professor and Chair, Theater Critical
Studies

Jessica Cattelino

Associate Professor, Anthropology

King-Kok Cheung

Professor, English

Susan Cochran

Professor, Epidemiology

Kimberle Crenshaw

Professor, Law

Lisa Kim Davis

Assistant Professor, Geography

Esha Niyogi De

Lecturer, Writing Programs

Elizabeth DeLoughrey

Associate Professor, English

Robin L.H. Derby

Assistant Professor, History

Helen Deutsch

Professor, English

Ellen DuBois

Professor, History

Christine Dunkel Schetter

Professor, Psychology

Thelma Estrin

Professor Emerita, Computer Science

Lieba Faier

Assistant Professor, Geography

Allyson Nadia Field

Assistant Professor, Cinema and Media
Studies

Aisha Finch

Afro American Studies and Women's
Studies

Chandra Ford

Assistant Professor, Community Health
Services

Susan Leigh Foster

Professor, World Arts and Cultures

Lorrie Frasure

Assistant Professor, Political Science

Jodi Friedman

Associate Clinical Professor, Medicine

Nouri Gana

Assistant Professor, Comp Literature &
Near Eastern Languages and Cultures

Alicia Gaspar de Alba

Professor and Chair, Chicana/o Studies

David Gere

Co-Chair and Associate Professor, World
Arts & Cultures

Paola Giuliano

Assistant Professor, Anderson School of
Management

Phillip Atiba Goff

Assistant Professor, Psychology

Andrea S. Goldman

Assistant Professor, History

Jessica Gipson

Assistant Professor, Community Health
Services

Jacqueline Goodchilds

Professor Emerita, Psychology

Yogita Goyal

Assistant Professor, English

Patricia Greenfield

Professor, Psychology

Sondra Hale

Professor, Anthropology and Women's
Studies

Sandra Harding

Professor, Social Sciences and
Comparative Education

Cheryl Harris

Professor, Law

Martie G. Haselton

Associate Professor, Communication
Studies/Psychology

Katherine Hayles

Distinguished Professor Emerita, English

Kelly Lytle Hernandez

Associate Professor, History

Andrew Hewitt

Professor and Chair, Germanic
Languages

Frank Tobias Higbie

Associate Professor, History

Gil Hochberg

Associate Professor, Comparative
Literature

Grace Hong

Associate Professor, Asian American
Studies

Carolee Howes

Professor, Education

Yu Huang

Assistant Professor, Materials Science &
Engineering

Shirley Hune

Professor Emerita

Lynn Hunt

Professor, Weber Chair, History and
French and Francophone Studies

Margaret Jacob

Professor, History

Robert Jensen

Associate Professor,
Public Policy

Kerri L. Johnson

Assistant Professor, Communication
Studies

Michelle Johnson

Assistant Professor, School of Public
Affairs – Social Welfare

Sarah Kareem

Assistant Professor, English

Benjamin R. Karney

Associate Professor, Psychology

Andrea Kasko

Assistant Professor, Bioengineering/
Biomedical Engineering

Cheryl Keyes

Associate Professor, Ethnomusicology

Katherine King

Professor, Classics and Comparative
Literature

Gail Kligman

Professor, Sociology

Hannah Landecker

Associate Professor, Sociology

Anna Lau

Associate Professor, Psychology

Sylvia Lavin

Professor, Architecture and Urban
Design

Elisabeth Le Guin

Associate Professor, Musicology

Jacqueline Leavitt

Professor, Urban Planning

Gia Lee

Acting Professor, Law

D. Research Teaching and Programming

FACULTY AFFILIATES

Rachel Lee

Associate Professor, English

Françoise Lionnet

Professor, French and Francophone Studies

Arthur Little

Associate Professor, English

Christine Littleton

Professor and Chair, Law and Women's Studies

Susanne Lohmann

Professor, Political Science

Marissa Lopez

Assistant Professor, English

Neil Malamuth

Professor, Communication Studies and Psychology

Purnima Mankekar

Associate Professor, Women's Studies/Asian American Studies

Elizabeth Marchant

Associate Professor, Spanish and Portuguese

Saloni Mathur

Associate Professor, Art History

Valerie Matsumoto

Associate Professor, History

Vickie Mays

Professor, Psychology and Health Services; Director, Center on Research, Education, Training and Strategic Communication on Minority Health Disparities

Susan McClary

Professor, Music

Muriel McClendon

Associate Professor, History; Chair, European Studies Interdepartmental Program

Kirstie McClure

Associate Professor, Political Science

Kathryn McDonnell

Assistant Professor, Classics

Patricia McDonough

Professor and Vice Chair, Education

Claire McEachern

Professor, English

Kathleen McHugh

Professor, English and Cinema & Media Studies; Director, CSW

Anne Mellor

Professor, English

Sara Melzer

Associate Professor, French and Francophone Studies

Claudia Mitchell-Kernan

Professor, Anthropology

Mignon R. Moore

Assistant Professor, Sociology

Mitchell Morris

Associate Professor, Musicology

Amir Mufti

Associate Professor, Comparative Literature

Edith Mukudi Omwami

Asst Professor, Social Sciences and Comparative Education

Harryette Mullen

Professor, English

Laure Murat

Assistant Professor, French and Francophone Studies

Barbara Nelson

Dean and Professor, Public Policy

Sianne Ngai

Associate Professor, English

Kathryn Norberg

Associate Professor, History

Chon Noriega

Prof., Film and Television; Director, Chicano Studies Research Center

Felicity Nussbaum

Professor, English

Frances Olsen

Professor, Law

Catherine Opie

Professor, Art

Vilma Ortiz

Associate Professor, Sociology

Sherry Ortner

Professor, Anthropology

Sule Ozler

Associate Professor, Economics

Carole Pateman

Professor, Political Science

Carol Pavlish

Assistant Professor, Nursing

Letitia Anne Peplau

Professor, Psychology

Maria Cristina Pons

Associate Professor, Chicana/o Studies

Lucia Re

Professor, Italian

Janice Reiff

Associate Professor, History

Ted Robles

Assistant Professor, Health Psychology/Sociology

Karen Rowe

Professor, English

Abigail C. Saguy

Assistant Professor, Sociology

Linda J. Sax

Professor, Higher Education and Organizational Change

Brooke Scelza

Assistant Professor, Anthropology

James Schultz

Professor, Germanic Languages

Jenessa Shapiro

Assistant Professor, Psychology

Jenny Sharpe

Professor, English

Margaret Shih

Associate Professor, Anderson School of Management

Shu-Mei Shih

Professor, Asian Languages and Cultures

Seana Shiffrin

Associate Professor, Philosophy

Barbara Sinclair

Professor Emerita, Political Science

Susan Slyomovics

Professor, Anthropology

Vivian Sobchack

Professor Emerita, Film and Television

Zrinka Stahuljak

Assistant Professor, French and Francophone Studies

Jennifer Steinkamp

Professor, Design | Media Arts

Lara Stemple

Director of the Graduate Studies Program, Law

Brenda Stevenson

Professor, History; Chair, Interdepartmental Program in Afro-American Studies

Caroline Streeter

Assistant Professor, English

Saskia Subramanian

Asst Research Sociologist, Psychiatry, Biobehavioral Science

Mariko Tamanoi

Associate Professor, Anthropology

Paula Tavrow

Adjunct Assistant Professor, Public Health

Shelley Taylor

Professor, Psychology; Director, Social Neuroscience Lab

Kevin Terraciano

Professor, History

Mary Terrall

Associate Professor, History

Katrina Daly Thompson

Assistant Professor, Applied Linguistics

Chris Tilly

Professor, Urban Planning; Director, Institute, Labor and Employment

Sharon Traweek

Associate Professor, History

Belinda Tucker

Professor, Psychiatry and Behavioral Science; Associate Dean, Graduate Division

Dawn Upchurch

Professor, Public Health

Charlene Villaseñor Black

Associate Professor, Art History

Juliet Williams

Associate Professor, Women's Studies

Gail Wyatt

Professor in Residence, Psychiatry and Biobehavioral Science

Mary Yeager

Professor, History

Noah Zatz

Professor, Law

D. Research Teaching and Programming

2. Current Grants

National Endowment for the Humanities

National Endowment for the Humanities for “Making Invisible Histories Visible: Preserving the Legacy of Lesbian Feminist Activism and Writing in Los Angeles.”

Meridel Le Sueur Fund

Meridel Le Sueur Fund (Anonymous Donor) for “Women’s Social Movement Activities in Los Angeles.”

Irving and Jean Stone

Irving and Jean Stone (Bequest) for graduate fellowships, recruitment dissertation, and graduate student research innovation fund.

University of California Humanities Research Institute

University of California Humanities Research Institute for “New Majorities, Shifting Priorities: Difference and Demographics in the 21st Century Academy.”

D. Research Teaching and Programming

3.Scholarly and Instructional Activities

This year we maintained our reputation for producing high quality lectures, conferences and workshops. In addition to the New Majorities conference and Faculty Curator Series, detailed above, we sponsored, and cosponsored, numerous events throughout the year.

Events

DATE	SERIES/ THEME	TITLE OF TALK	NAME OF SPEAKER	SPEAKER'S AFFILIATION	COSPONSORS	ATTENDANCE	CSW ORIGINATED?
09/15/10	Research Scholars Luncheon	Research Scholars Luncheon	n/a	n/a		30	Yes
09/16/10	Graduate Student Initiative	Grad Student Workshop – Dissertator Meeting	Kathleen McHugh	CSW Director		7	Yes
10/05/10	Fall Reception	Fall Reception	Kathleen McHugh, Chris Littleton,	CSW, Women's Studies	Department of Women's Studies	120	Yes
10/8/10 & 10/9/10	Cosponsored Event	Queer Studies Conference	Kara Keeling, Asfaneh Najmabadi, Gayle Salamon, Susan Stryker		LGBT Studies, The Williams Institute	200	No
10/09/10	Cosponsored Event	The Role of Ideology in Iran from the 1979 Revolution to the 2009 Green Movement	Mehrangiz Kar, Fatemeh Haghhighatjoo, Hamid Dabashi, Kaveh Ehsani, Annabelle Srberney-Mohammadi, Mohsen Kadivar	Various	Iranian Graduate Students' Association in the Humanities and Social Sciences (UCLA); UCLA Department of Comparative Literature; UCLA Center for Near Eastern Studies; The Iranian Studies Program at UCLA; UCI's Samuel Jordan Center for Persian Studies and Culture; The Office of Religious Life at USC	31	No
10/19/10	Critical Media Literacy Screening	Critical Media Literacy Screening	Rhonda Hammer	CSW, UCLA Women's Studies and Education		17	Yes
11/02/10	Graduate Student Initiative	Grad Student Workshop – Interview Success	Ally Fields and Aisha Finch	UCLA Women's Studies and Cinema and Media Studies		29	Yes
11/03/10	Cosponsored Event	Trans/Formations: Scholarship and Performances of Change	Micha Cardenas and Elle Mehrmand	CRCA Experimental Game Lab	Center for Performance Studies, LGBT Studies, Department of Spanish and Portuguese	60	No
11/10/10	Cosponsored Event	Trans/Formations: Scholarship and Performances of Change	Sor Juana Review – Jesusa Rodriguez and Alicia Gaspar de Alba	Department of Chicano/Chicana Studies	LGBT Studies, Department of Spanish and Portuguese	60	No

D. Research Teaching and Programming

DATE	SERIES/ THEME	TITLE OF TALK	NAME OF SPEAKER	SPEAKER'S AFFILIATION	COSPONSORS	ATTENDANCE	CSW ORIGI-NATED?
11/16/10	Cosponsored Event	Ms Magazine Site Visit	Kathy Spillar		Women's Studies	6	No
11/29/10	Cosponsored Event	Extended families made for science: gendered ways of sharing scientific work in early 20th century Sweden	Staffan Bergwik	Uppsala University		16	No
12/08/10	Senior Faculty Feminist Seminar	Students and Spirituality	Dr. Helen Astin and Dr. Christine Littleton	UCLA Educa-tion, Office of Diversity and Faculty Development		62	Yes
01/06/11	Senior Faculty Feminist Seminar	Exploring Dutch Diaspora Space	Dr. Gloria Wekker	Utrecht University	Grad Division	9	Yes
01/10/11	Cosponsored Event	Anticipatory Governance, Queer Difference and the Emirati Post-Oil Generation	Dr. Noor Al-Qasimi	Kings College, London	UCLA Center for Near Eastern Studies	20	No
01/12/11	Emerging Episte-mologies Workshop	Emerging Epistemologies- Lisa Kim Davis	Lisa Kim Davis and Nancy Abelmann	UCLA Geology		10	Yes
1/13/11	Cosponsored Event	The Crank: Screening of Lady in the Dark	n/a	n/a	Department of Cinema and Media Studies	40	No
01/19/11	Cosponsored Event	Tami Kremer-Sadlik, UCLA Center on the Everyday Life of Families (CELF)	Chris Tilly		Urban Planning, Inst. For Res. On Labor & Employment	10	No
01/27/11	Cosponsored Event	Lori Meeks' Hokkeji and the Reemergence of Female Monastic Orders in Pre-modern Japan	Lori Meeks and Karen Derris	USC and Redlands University	Center for the Study of Religion, Center for Buddhist Studies	29	No
02/02/11	Faculty Luncheon	Professor Vicki Shultz Luncheon	Vicki Shultz			14	Yes
2/10/11	Cosponsored Event	Once Upon a Time in the Present	Dr. Lata Mani		UCLA Postcolonial Theory Group, UCLA "Cultures in Transnational Perspec-tive" Mellon Postdoctoral Program in the Humanities	30	No
02/10/11	Cosponsored Event	GENESIS Project as a Model of Gender Study Research	Oksana Chepelyk	UCLA Design I Media Arts	UCLA DMA, the Fulbright Program, UCLA Art I Sci Center	40	No
02/11/11	Thinking Gender Conference	Thinking Gender Conference				300	Yes
02/17/11	Cosponsored Event	Frances Marion and the Powerful Women of Hol-lywood	Dr. Cari Beauchamp		Cinema and Media Studies Program, Dept. Film, TV, DM	17	No

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DATE	SERIES/ THEME	TITLE OF TALK	NAME OF SPEAKER	SPEAKER'S AFFILIATION	COSPONSORS	ATTENDANCE	CSW ORIGI-NATED?
02/24/11	Cosponsored Event	Mothers without Citizen-ship, Asian Immigrant Families and the Consequences of Welfare Reform in 2008	Dr. Lynn Fujiwara	University of Oregon	Department of Asian American Studies	42	No
02/24/11	Cosponsored Event	Why History Matters: Same Sex Marriage: Past, Present and Future	David Boies, Nancy Cott, Ellen DuBois, M. V. Lee Badgett		UCLA Department of History, The Williams Institute, UCLA LGBT Resource Center	200	No
03/03/11	Cosponsored Event	The Crank: Screening of Madonna: Truth or Dare	n/a	n/a	UCLA Department of Cinema and Media Studies	55	No
03/04/11 & 03/05/11	New Majorities, Shifting Priorities	New Majorities, Shifting Priorities Conference	Various	Various		78	Yes
03/06/11	Cosponsored Event	Claudia Jones: Caribbean Pioneer of Black Radical Feminism	Marika Sherwood Institute of Commonwealth Studies, University of London		History	50	No
03/28/11	Cosponsored Event	New Reproductive Technologies and Emerging Moral Vocabularies: An Agenda for Studying Technologies-in-Action	Dr. Sigal Gooldin	Hebrew University of Jerusalem	Ray Ross, Department of Sociology, Sociology of Family Working Groups	10	No
03/31/11	Cosponsored Event	Critical Race Studies Symposium: Race and Sovereignty -Hearing Radmilla Screening	Mishuana Goeman and Radmilla Cody		Department of Women's Studies, UCLA School of Law	60	No
04/11/11	Works In Progress Series	Canaries in the Coal Mine	Dr. Jennifer Doyle	University of California, Riverside		15	Yes
04/21/11	Faculty Curator – Women in STEM	A Chilly Climate for Women in STEM: How It Develops and How It Can Be Overcome	Dr. Steven Spencer	University of Waterloo	UCLA Department of Psychology, the Psychology Diversity Science Initiative, and the UCLA Interdisciplinary Relationship Science Program	49	Yes
04/28/11	Faculty Curator – Women in STEM	Stereotype Threat Deconstructed	Dr. Toni Schmader	University of British Columbia	UCLA Department of Psychology, the Psychology Diversity Science Initiative, and the UCLA Interdisciplinary Relationship Science Program	59	Yes
04/29/11	New Majorities, Shifting Priorities II	The Multiple Futures of Gender & Sexuality Studies	Various	Various	NYU Gender and Sexuality Studies Program, and the Office of LGBT Student Service	225	Yes
05/02/11	Cosponsored Event	Filipino American Writers and their New Novels	Jessica Hagedorn and R. Zamora Linmark		Department of Asian American Studies, Mellon Foundation's Transnational Studies	75	No
05/05/11	Cosponsored Event	Is legalization enough? A international examination of abortion preferences	Dr. Davida Becker	CSW Research Scholar	Bixby Center on Population and Reproductive Health	21	No
05/12/11	Faculty Curator – Women in STEM	STEMing the tide: Female experts and peers enhance young women's interest in science, technology, engineering, and mathematics	Dr. Nilanjana Dasgupta	University of Massachusetts, Amherst	UCLA Department of Psychology, the Psychology Diversity Science Initiative, and the UCLA Interdisciplinary Relationship Science Program	48	Yes

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DATE	SERIES/ THEME	TITLE OF TALK	NAME OF SPEAKER	SPEAKER'S AFFILIATION	COSPONSORS	ATTENDANCE	CSW ORIGI-NATED?
05/12/11	Cosponsored Event	Media Images and Screen Representations of Nurses	Joseph Turow, PhD and Sandy Summers, RN, MSN, MPH		UCLA School of Nursing, UCLA Chapter of the American Assembly for Men in Nursing	130	No
05/12/11-05/15/11	Cosponsored Event	GLBT Archives; Libraries, Museums and Special Collections Conference	ALMS		June L. Mazer Lesbian Archives, City of West Hollywood, UCLA Library	285	No
05/19/11	Faculty Curator – Women in STEM	Stereotypes and the Nurture of Intelligent Thought and Behavior	Dr. Joshua Aronson	New York University	UCLA Department of Psychology, the Psychology Diversity Science Initiative, and the UCLA Interdisciplinary Relationship Science Program	54	Yes
06/02/11	New Faculty Reception	New Faculty Reception	n/a	n/a	Office of Diversity and Faculty Development	17	Yes
06/07/11	Awards Luncheon	Awards Luncheon	n/a	n/a		45	Yes
06/24-06/25/11	Graduate Student Initiative	Grad Student Workshop – Dissertation Writing Retreat				14	Yes

Graduate Student Initiative

CSW provides research support to graduate students through a number of different programs, research projects, awards and grants, as well as providing training and professionalization opportunities. We have systematized all the support we provide under a program called the CSW Graduate Student Initiative.

CSW's annual graduate student research conference, *Thinking Gender* (Appendix 8), in its 21st year, provided 84 graduate students with an opportunity to present their work and receive detailed remarks from engaged moderators. Nearly double that number of participants attended the conference this year to learn more about new directions in the study of women, gender, and sexuality. Downloads of these graduate student papers through the California Digital Library continue to be very popular with 15,799 downloads in the past academic year alone (see Appendix 5.) The stipend provided to the Conference Coordinator, Jennifer Moorman, was funded by the Graduate Division, and provided her with valuable skills in submission management and selection, scholarly communication, conference logistics, and general organization.

Our generous donors have provided CSW with the means to offer graduate students an array of award, grant, and fellowship opportunities. CSW provides

D. Research Teaching and Programming

awards for dissertation and scholarly excellence, fellowships for research, and a competitive bianual travel grant program. Altogether, CSW provided funds to 24 students, ranging from \$300 to \$33,000. For a full list of awards, recipients, and short descriptions of recipients' projects, see Appendices 9 and 10.

CSW's graduate student awards and grants are highly competitive and we solicit faculty to serve on these committees to maintain the integrity of the process. Faculty find this service work to be rewarding and frequently accept our offers to attend the Annual Awards Luncheon in June to meet the recipients of the awards they judged. (Appendix 11.)

CSW also organizes writing groups and retreats for dissertation writers whose work falls in our mission areas. Four groups of dissertators met regularly throughout the academic year, both on campus and off, to provide support and motivation in the writing process. Participant Cristina Rosa, an Irving and Jean Stone Dissertation Scholar, wrote, to Director McHugh: "I am writing to share the good news: I just filed my dissertation last month and I am taking a moment to thank each and every one who made a contribution to my project. In particular, I would like to thank you, and the Center for the Study of Women, for the vote of confidence and for setting up our writing group. I am certain that I could not have completed this huge project without your welcoming structure of support. Please be sure to count on me in the years to come." These writing groups grew out of our AY 09-10 Writing Retreat, a two-day dissertation writing lockdown held at UCLA in June 2010. This year, we expanded the retreat to two and a half days. Ten writers spent a long weekend in the early summer working on their projects; all made significant progress toward their goals. Some made it past cumbersome writing blocks while others completed entire dissertation chapters. In an online survey, all rated the retreat as very favorable. See Appendix 12 for the complete comments, including descriptions of what students accomplished during the retreat.

Visiting Scholars

The CSW Research Scholars are Los Angeles-based independent and/or public intellectuals publishing on topics pertaining to gender, sexuality, and women's issues. This program gives CSW a connection to the feminist intellectual community in Los Angeles and gives these scholars a connection to UCLA. In AY 10-11, we hosted 35 scholars (Appendix 13.) Their academic work is detailed in the following sections.

D. Research Teaching and Programming

4. Publications Generated as a Result of CSW activity

IN ADDITION TO THE MONTHLY NEWSLETTER featuring research reports by UCLA faculty and graduate students (see Appendix 5), our faculty development grants enable junior, as well as senior, faculty to begin and complete scholarly work. We awarded eight faculty development grants this year and expect to see the products of those grants come to fruition in the next few years. See Appendix 14 for a full list of recipients and descriptions of their projects.

Publications from CSW Faculty Development Grants

These faculty articles, books, and presentations (B = book, C = book chapter, J = journal article, P = presentation or conference paper) were made possible by past CSW faculty development grants.

- Blackwell, Maylei. (2011) *Chicana Power!* in *Contested Histories of Feminism in the Chicano Movement*. Austin, TX: University of Texas Press. (B)
- Brooks, K. P., & Dunkel Schetter, C. (2011) Social negativity in *Social and Personality Psychology Compass* [in press]. (J)
- Brooks, K. P., Robles, T. F., & Dunkel Schetter. (2011) Adult attachment and cortisol responses to discussions with a romantic partner. in *Personal Relationships*. [in press]. (J)
- Dunkel Schetter, C. & Lobel, M. (2011) Pregnancy and birth: A multi-level analysis of stress and birthweight in *Handbook of Health Psychology* (2nd edition), T. Revenson, A. Baum & J. Singer (Eds.). [in press]. (C)
- Dunkel Schetter, C. & Robbins, C. (2011) Pregnancy anxiety: Concept, measures, correlates and predictors presented in symposium on Developmental Consequences of Prenatal Stress and Anxiety at Western Psychological Association meetings, Los Angeles, April 2011. (P)
- Dunkel Schetter, C. (2011) Resilience: A Stress full concept presented at Invited International Conference on Health Psychology of Chronic Illness. Coromandel Peninsula, New Zealand, April 2011.(P)
- Dunkel-Schetter, C. & Glynn, L. (2011) Stress in pregnancy: Empirical evidence and theoretical issues to guide interdisciplinary researcher in *The Handbook of Stress Science*, pp. 321-343, R. Contrada & A. Baum (Eds). New York, NY: Springer Publishing Company, 2011. (C)
- Dunkel Schetter, C. (2010) Psychological science on pregnancy: Stress processes, biopsychosocial models, and emerging research issues in *Annual Review of Psychology*, 62, 531-558. (J)
- Abdou, C., Dunkel-Schetter, C., Campos, B., Hilmert, C.J., Parker Dominguez, T., Hobel, C.J., Glynn, L.M., & Sandman, C. (2010) Communalism predicts prenatal affect, stress, and physiology better than ethnicity and socioeconomic status in *Cultural Diversity and Ethnic Minority Psychology*, 16(3), 395-403. (C)
- Rini, C. & Dunkel Schetter, C. (2010) The effectiveness of social camsupport attempts in intimate relationships: ‘T ain’t what you do, it’s the way that you do it’ in *Support Processes in Intimate Relationships*, pp. 26-70, K. Sullivan & J. Davila (Eds.), New York, NY: Oxford University Press. (C)
- Abdou, C. M., Dunkel Schetter, C., Roubinov, D., Jones, F., Tsai, S., Jones, L., Lu, M., & Hobel, C. (2010) Community perspectives: Mixed-methods investigation of culture, stress, resilience, and health in *Ethnicity and Disease*, 20, S2-41-S2-48. (J)
- Dunkel Schetter, C. & Yim, I. (2010) Risk factors for postpartum depression: The need for integrative research, American Psychological Association Annual Convention in San Diego, CA, August 2010. (P)

D. Research Teaching and Programming

- Tanner, L., & Dunkel Schetter, C. (2010) Partner support and relationship satisfaction in postpartum depression and anxiety, American Psychological Association Annual Convention in San Diego, CA, August 2010. (P)
- Dunkel Schetter, C. (2010) Stress in pregnancy and birth outcomes: Biopsychosocial advances, American Psychosomatic Society meeting, Symposium on Prenatal Processes in Portland, OR, March 2010. (P)
- Eidsheim, Nina Sun (2011) Marian Anderson and 'sonic blackness' in American opera." *American Quarterly Special Issue Volume 63:3* [in press]. (J)
- Eidsheim, Nina Sun and Mandy-Suzanne Wong (2011) Corporeal archaeology: embodied memory and improvisation in *Corregidora and Contemporary Music* in *Sounding the Body: Improvisation, Representation, and Subjectivity*, Gillian Siddall and Ellen Waterman (eds) [in press]. (C)
- Eidsheim, Nina Sun (2011) Sensing voice: materiality and presence in singing and listening in *The Senses & Society*, 6 (2). (J)
- Goldman, Andrea (2011) *Opera and the City: The Politics of Culture in Beijing, 1770-1900*. [in press, Stanford University Press]. (B)
- Goldman, Andrea (2011) Melodrama, gender, and politics in nineteenth-century commercial Kun opera, Center for Asian Studies, University of California, Irvine on April 8, 2011. (P)
- Goldman, Andrea (2010) Social melodrama and the sexing of political complaint in nineteenth-century commercial Kun opera, University of Washington China Colloquium on October 28, 2010. (P)
- Manago, Adriana and Patricia Greenfield (2011) The construction of independent values among Maya women at the forefront of social change: four case studies in *Etho* 39(1), 1-29. (J)
- Haselton, M. G. & Gildersleeve, K. (2011) Can men detect ovulation? In *Current Directions in Psychological Science*, 20, 87-92. (J)
- Lieberman, D., Pillsworth, E. G., & Haselton, M. G. (2011) Kin affiliation across the ovulatory cycle: females avoid fathers when fertile in *Psychological Science*, 22, 13-18. (J)
- Haselton, M. G. (2011) Ovulation and human social behavior, Evolution and Cancer Conference at the Evolution and Cancer Center, University of California, San Francisco in June 2011. (P)
- Haselton, M. G. (2011) Can men detect ovulation?, Fifth Annual California Workshop on Evolutionary Perspectives on Human Behavior at the California Polytechnic University, San Luis Obispo, at the Jacob Marschak Interdisciplinary Colloquium on Mathematics in the Behavioral Sciences at UCLA, and at the SIRE Evolution Conference at California State University, Fullerton in May 2011. (P)
- Haselton, M. G. (2010) Evolutionary Esthetics, Conference on Bio-Art, The Museum of Contemporary Art in November 2010. (P)
- Haselton, M. G. (2010) Her time: changes in women's desire and attractiveness in the fertile window of the menstrual cycle, Relationships Preconference for the Society of Experimental Social Psychology in Minneapolis, Minnesota in October 2010. (P)
- Mann, Denise (2010) Next gen web workers: LG15's industrial self-reflexivity on steroids in the *Journal of Popular Film and Television* 38,2: 89-94. (J)
- Mathur, Saloni (2011) Charles and Ray Eames in India in *Art Journal*. 70(1), pp. 34-53. (J)
- Mathur, Saloni (2011) Charles and Ray Eames in India, 20th Annual McGinn Lecture at the Department of Art History, UCLA on March 8, 2011 and at the Getty Research Institute in Los Angeles, CA on January 31, 2011. (P)
- Moore, Mignon (2011) Intersectionality and the study of black sexuality and family formation in *Gender & Society* [in press]. (J)
- Moore, Mignon and Amy Brainer (2011) Race and ethnicity in the lives of sexual minority parents and their children in *LGBT-Parent Families: Possibilities for New Research and Implications for Practice*, A. Goldberg and K. Allen (eds), NY: Springer [in press]. (C)

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- Moore, Mignon (2011) *Invisible Families: Gay Identities, Relationships and Motherhood among Black Women*. Berkeley: University of California Press. (B)
- Moore, Mignon (2011) Two sides of the same coin: revising analyses of lesbian sexuality and family formation through the study of black women in *Journal of Lesbian Studies*, 15, 1: 58-68. (J)
- Moore, Mignon (2011) Sexual diversity: class, race and ethnic perspectives, Council on Contemporary Families Annual Conference in Chicago IL in April 2011. (P)
- Moore, Mignon (2011) Marriage and family scholars thinking about LGBT families, 10th Annual Update Conference for the Williams Institute on Sexual Orientation Law and Policy at the UCLA School of Law in April 2011. (P)
- Moore, Mignon (2010) Invisible families: a mixed-methods study of gay identities, relationships and motherhood among black women, DePaul University Center for Black Diaspora in October 2010, at the University of Missouri Department of Human Development and Family Studies in October 2010, at the UCLA Sloan Center on Everyday Life of Families in Apr 2010, at the University of Memphis Bryant Memorial Lecture, Dept. of Women's and Gender Studies in March 2010, and at the University of Texas-Austin Department of Sociology in February 2010. (P)
- Oak, Sung-Deuk (2011) *Sources of History of Nursing in Korea, Volume 1, 1885-1911*. Korean Nurses Association Publishing. (B)
- Pavlish, C., Ho, A., & Rounkle, A (2011) A call for health and human rights advocacy: perspectives from a refugee camp in Rwanda in *Nursing Ethics* [in press]. (J)
- Pavlish, C (2011) Nurses as health and human rights advocates, International Council of Nurses Conference in Valletta, Malta in May 2011. (P)
- Ho, A., & Pavlish, C. (2011) Indivisibility of accountability and empowerment in tackling gender-based violence: lessons from a refugee camp in Rwanda in the *Journal of Refugee Studies*, 24(1): 88-109. (J)
- Scelza, B.A. (2011) Female mobility and post-marital kin access in a patrilocal society in *Human Nature* [in press]. (J)
- Scelza, B.A. (2011) Female choice and extra-pair paternity in a traditional human population in *Biology Letters* doi: 10.1098/rsbl.2011.0478. (J)
- Straub, Whitney (2011) *Perversion for Profit: The Politics of Pornography and the Rise of the New Right*, Columbia University Press. (B)
- Tamayose, Beth & Takahashi, Lois (2011) *The rise of western land and water regulation on the Hawaiian islands: an historical analysis of land, property, and water governance, 1840s-1910s* [in press].(B)
- Takahashi, Lois & Beth Tamayose (2011) Legal geographies of land in the US Pacific Islands: historical analyses of indigeneity, gender, and class, Annual Meeting of the Association of American Geographers, Washington DC, 2011. (P)
- Thompson, Katrina Daly (2011) Zanzibari women's discursive and sexual agency: violating gendered speech prohibitions through talk about supernatural sex in *Discourse & Society* 22:1 (January 2011): 3-20. (J)
- Thompson, Katrina Daly (2010) Discreet talk about supernatural rape, queer identities, and male same-sex corporeal intimacy in Zanzibar (Unguja), African Studies Association (ASA) 2010 Annual Meeting, San Francisco, CA on November 19, 2010. (P)
- Williams, Juliet (2011) Masculinities beyond intersectionality?, Multidimensional Masculinities Symposium at the University of Nevada, Las Vegas School of Law. (P)
- Williams, Juliet (2010) Pedagogies of masculinity, Reconstructing Masculinities Symposium at the Harvard Law School. (P)
- Williams, Juliet (2010) Learning differences: sex-role stereotyping in single-sex public education in the *Harvard Journal of Law and Gender* 33 (2): 555-580. (J)

D. Research Teaching and Programming

Publications by CSW Research Scholars

One of the simple, yet important, reasons that research scholars need CSW support is in order to make use of the resources of the UCLA Library. An appointment as a CSW Research Scholar enables their access as a library patron. In addition, a grant from an anonymous donor provides up to three \$750 research grants to CSW Research Scholars each year. See Appendix 15 for a list of this year's recipients. With all of this support, the following articles, books, and presentations (B = book, C = book chapter, J = journal article, P = presentation or conference paper) were made possible in AY 10-11.

- Arbabzadah, Nushin (2011) *Letters to My Torturer by Houshang Assadie*. Translated from Farsi by Nushin Arbabzadah. [in press, One World Publications]. (B)
- Becker D, et al (2011) Client's perceptions of the quality of care in Mexico City's public sector legal abortion program in *International Perspectives on Sexual and Reproductive Health* [in press]. (J)
- Gipson J, Becker D, Mishtal J, Norris A. (2011) Conducting collaborative abortion research in international settings in *Women's Health Issues*, 2011, 21(3 Suppl), S58-S62. (J)
- Norris A, Bessett D, Steinberg JR, Kavanaugh ML, De Zordo S, Becker D. (2011) Abortion stigma: a reconceptualization of constituents, causes and consequences in *Women's Health Issues*, 2011, 21(3 Suppl) S49-S54. (J)
- Becker D, et al (2011) Socio-demographic factors associated with obstacles to abortion care: findings from a survey with abortion patients in Mexico City in *Women's Health Issues*, 2011, 21(3 Suppl), S16-S20. (J)
- Steinberg JR, Becker D, Henderson JT. (2011) Does the outcome of a first pregnancy predict depression, suicidal ideation, or low self-esteem in the *American Journal of Orthopsychiatry*, 2011, 81(2): 193-201. (J)
- Harper CC, Henderson JT, Schalet A, Becker D, Stratton L, Raine TR. (2010) Abstinence and teenagers: prevention counseling practices of health care providers serving high-risk patients in the United States in the *Perspectives on Sexual and Reproductive Health*, 2010, 42(2):125-132. (J)
- Dexter, Miriam Robbins (2011) Queen Medb and the sovereignty of Ireland in *Goddesses in World Culture Series, Volume 2, Eastern Mediterranean and Europe*, Patricia Monaghan (ed.), Santa Barbara, California: Praeger 2011:225-239. (C)
- Dexter, Miriam Robbins and Victor H. Mair (2010) *Sacred Display: Divine and Magical Female Figures of Eurasia*. Amherst, New York: Cambria Press. (B)
- Dexter, Miriam Robbins, Joan Marler, and Adrian Poruciuc (eds). *Prehistoric Roots of Romanian and Southeast European Traditions*. Sebastopol, California: Institute of Archaeomythology. 2010. (B)
- Dexter, Miriam Robbins (2010) The Danube Script and the old European goddess: the intersection of language, archaeology, and religion in *The Journal of Archaeomythology*, 6:41-50. (J)
- Dexter, Miriam Robbins (2010) The ferocious and the erotic: 'beautiful' Medusa and the Neolithic bird and snake in the *Journal of Feminist Studies in Religion*, 26.1:25-41. (J)
- Elsesser, Kim (2010) And the gender-neutral Oscar goes to... in the *The New York Times*, March 4, 2010, p. A27. (J)
- Feinstein, Margaret Myers (2010) *Holocaust Survivors in Postwar Germany, 1945-1957*, Cambridge University Press.
- Gifford, Lindsay (2011) *City of Jasmine: Everyday Experience in Contemporary Damascus*. [in press, University of Texas Press]. (B)

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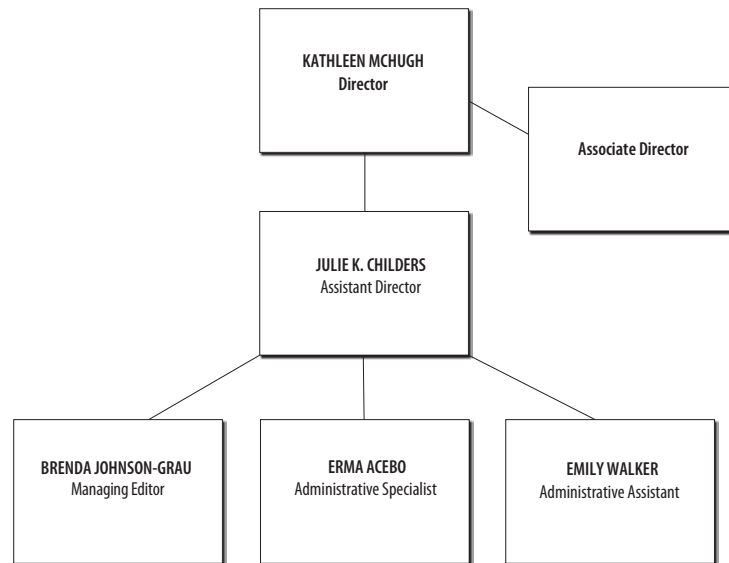
- Gifford, Lindsay (2011) Religious civility in multisectarian Syria in *Etology* [in press]. (J)
- Ginoza, Ayano (2011) Mobilizing indigenities in Okinawa as a resistance to U.S. militarism in *Legacies of Pacific Island Militarization* [in press]. (C)
- Ginoza, Ayano. (2011) Contemporary indigenism and social movements in Okinawa: an analysis of *Sit in on the Sea* in *International Journal of Okinawan Studies* [in press]. (J)
- Ginoza, Ayano (2011) Okinawanness as a form of indigeneity in transnational anti-militarist feminist movement in the *UCLA Center for the Study of Women Newsletter Special Issue Part I*, pp. 19-22. (J)
- Hammer, Rhonda. (2011) Critical media literacy as engaged pedagogy in the *Journal of E-Learning and Digital Media* [in press]. (J)
- Hammer, Rhonda (2010) Introduction to special issue on critical media literacy: where theory meets practice in the *UCLA Center for the Study of Women Newsletter: Special Edition* (2010:4-13). (J)
- Hant, Myrna (2011) A history of Jewish mothers on television: decoding the tenacious Stereotype in *The Journal of Interdisciplinary Feminist Thought*. (J)
- Hant, Myrna (2010) TV Jewish mothers: the creation of a multiethnic antiheroine in *Taboo* (reprint chosen for importance to cultural studies). (J)
- Hant, Myrna (2010) Judaism and motherhood in *Encyclopedia of Motherhood*. (C)
- Hant, Myrna (2010) Jewish mothers in *Encyclopedia of Motherhood*. (C)
- Hant, Myrna (2010) Jewish Americans: the eighties (1980-1989) in *Multicultural America: A Social and Cultural History*. (C)
- Hant, Myrna (2010) Women in society, changing roles 1961 to present in *Celebrating Women in American History*. (C)
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E. Budget and Staffing

1. Organizational Chart



2. Changes in Budget and Staffing

WE HAVE MADE no significant changes in our core budget or staffing over the last year. The NEH award has enabled us to add three graduate student researchers, along with two part-time project archivists and a consultant from the Mazer Archive for the current AY 2011-12. These positions are directly tied to the NEH grant, which will be in place through April 2014.

3. Budget and Staffing Priorities

Our budget and staffing priorities are to continue our fundraising efforts and to maximize efficiency with staffing. In AY 10-11, three of four staff were new to CSW and our Assistant Director was also new to UCLA. Each has mastered their learning curve, and we expect our work in the coming academic year to be of even higher quality and more efficient.

As part of budget priorities, and fundraising efforts, we will expand our grant applications for our new research and community outreach projects as detailed in the next section.

F. Strategic Plan

Goals and Objectives

During the upcoming academic year, CSW has identified the following goals as part of our strategic plan:

- Pursue new fundraising initiatives and possibilities, some related to the new CSW interdisciplinary project *Life (Un)Ltd*, stewarded by Associate Director Rachel Lee, and others as part of multiyear plan coordinated with UCLA Development;
- Make progress with ongoing research projects—NEH, WSMALA, Policy Briefs (detailed above);
- Expand our highly successful graduate student initiative; and
- Enhance our community outreach through two new programs that will engage middle school and high school teachers, and by extension, their students.

A New Fundraising Initiative

Almost all of CSW's major projects include external support from donors or major federal grants, and all make significant contributions to research, scholarship, community outreach, and student learning.

In the coming year, we will explore working on a strategic plan with Development for AY 11-12 (in process); focusing on donor relations; acquiring multiyear grants for the *Life (Un)Ltd* research project; and gaining grants for our community outreach and curriculum development initiatives.

Research Projects

Making Invisible Histories Visible is our NEH funded collaboration with the June L. Mazer Lesbian Archive and the UCLA Library. In this first full year of funding for the project, we will process approximately 120 linear feet of the June L. Mazer Archive collections and will digitize approximately 1400 documents and photos. In addition we will create finding aids for each of the collections and these will be uploaded to the California Digital Library. Also in this year, we will digitize, process, and create finding aids for approximately 200 hours of analog audiocassette tapes. GSRs who are working on this project will be applying to give presentations about their work at the 2012 Society of American Archivists Conference.

F. Strategic Plan

Women's Social Movements in Los Angeles: Women in Higher Education. In this year we will continue our did primary research, conducting oral histories with a focus on women who played key roles in Los Angeles higher education activism in the period of 1960 to 1999. Working with Teresa Barnett, Head of the Center for Oral History Research in the UCLA Library, we expect to conduct twelve oral histories (of three to four sessions each) during this year with two Graduate Student Researchers (GSRs). These will become part of the WSMALA sub collection at the Center for Oral History Research, UCLA Library. In addition, many of the materials will be accessible from a WSMALA portal on CSW's website and at the California Digital Library.

Life (Un)Ltd is the new research project proposed by CSW Associate Director Rachel Lee. It will address developments in the biosciences and biotechnology—including but not limited to tissue engineering, transplantation, ES cell therapy, population genotyping, and experiments in nutritive milieu—and their impact on feminist studies, especially those theorizing the circulation of biomaterials in relation to race and (neo)colonialism. Critiques of colonial medicine have made us aware of the way techniques of sanitation and public health have extended the imperial reach of white masculinity, and how colored and colonized bodies (and body parts) have been instrumental to the study of disease etiology and to the development of vaccines. This project will consider the following research questions: How have non-normatively gendered bodies, poor women's bodies, as well as gestational body parts served as opportune sites and sources for medical experimentation and the speculative contouring of life unlimited? What methods (historical materialist, psychoanalytic, ethnographically realist, deconstructive, cybernetic/systems theory) lend themselves to this feminist bioscientific critique? To what extent have feminist approaches to reproductive labor and childrearing (the emotional labor of cultivating human life) made connections with bioscientific research, practicalities, and ethics? Finally, how have literature and the arts shaped and reflected upon the biomedical imagination? In its first year, this project will involve three phases over the three quarters. In Fall quarter, an interdisciplinary working group of 12-15 faculty and graduate students doing research on this topic will convene to discuss external readings and their research in process. In the second quarter, this group will convene two or three workshops to discuss papers produced by the group members intended for publication. In Spring quarter, CSW programming will convene experts in this field from around the world.

In Fall 2011, we will apply to UCHRI for a second year of funding, as well as for other grants pertinent to this research.

F. Strategic Plan

Graduate Student Initiative

Through funding, programming, and employment and training opportunities, CSW has long supported and advanced the research and professional careers of graduate students at UCLA. In the coming year, we will be adding a new funding opportunity using the Irving and Jean Stone Endowment. The “Irving and Jean Stone Research Innovation Fund” will now be available to doctoral students at the research phase of their dissertation work. We will award grants of \$1000 to \$3000 to students whose work is in the area of women, gender, and/or sexuality and who need resources to conduct and/or analyze the results of their research. A competitive award, this will honor students whose work is exceptional and innovative.

Training opportunities for Graduate Student Researchers (GSRs) remain one of the hallmarks of this initiative. This year we are adding employment and training opportunities for seven new GSRs. One of these positions is for GSR to conduct oral histories as part of our *WSMALA Higher Education* research project and who will join a seasoned GSR already doing this work. This student will receive training from Teresa Barnett, Head of the Center for Oral History, and on-going instruction from Assistant Director Julie Childers. Four new GSRs will be gaining experience in processing and digitizing archival collections through the *Making Invisible Histories Visible* NEH project. Lizette Guerra and Michael Stone, the project archivists, will be training three of these students. In addition, Kelley Bachli, Head of Collection Management, UCLA Library Special Collections, will be working with one of these students through the Library’s CFPRT (Center for Primary Research and Training) program. Our two new programs for community outreach, detailed below, will involve a graduate student curriculum developer, who will be trained and supervised by Assistant Director Childers, who has experience in this area. In addition, we may add one more position that will be exploring ways to make the research and curriculum materials available on the website. This GSR will be trained by Managing Editor Brenda Johnson-Grau.

New Programs for Community Outreach

Women’s Social Movement Activities in Los Angeles: Teacher Training. This year we will begin work on a two-year project to make accessible our research on Women’s Social Movement Activities in Los Angeles (WSMALA) to secondary school teachers who would like to incorporate it into their curriculum. We will begin by conducting focus groups with local teachers to assess their needs and interests in a final product. Based on this, we will begin

building a WSMALA page on our website that will be a portal for secondary school teachers to access these resources, which will include our WSMALA timelines, oral history interviews, annotated bibliographies, and lesson plans. This project will culminate with a summer teacher training program in the summer of 2013 and we plan to write grant proposals to cover the costs of this offering.

LGBT History Curriculum Development Initiative. In July of 2011, California Governor Jerry Brown signed a law that requires that gay and lesbians accomplishments in California and the country be made part of social science curriculum and added to textbooks. This requirement will take effect in January 2012. Leveraging our partnership with the June L. Mazer Archive and ONE Archive, a national LGBT archive in Los Angeles, we propose to develop ten curricular units for social science teachers that could be used in grades 9 to 12. Units will feature primary research materials as a method for historical investigation and will be available via the CSW website by June 2013. We intend to approach other units on campus for collaboration in this effort and to write grant proposals that would fund the development of this curriculum, as well as to publicize its availability.

Following this report are appendices that document all of our research, events, and outcomes. Please see these for additional information.

APPENDIX 1: New Majorities Survey Questionnaire & Summary Report

Questionnaire

Name:

Title:

Department/Institution:

Your E-Mail Address (Required)

I. INSTITUTION

Public Private

University College (4 year) Community College

II. DEPARTMENT

1. Does your institution have stand-alone departments or curricular units, such as an Interdisciplinary Program (IDP) in (check all that apply):

- | | | |
|---|--|--|
| <input type="checkbox"/> Women's studies | <input type="checkbox"/> Sexuality studies | <input type="checkbox"/> Postcolonial studies |
| <input type="checkbox"/> Feminist studies | <input type="checkbox"/> LGBT studies | <input type="checkbox"/> American studies |
| <input type="checkbox"/> Gender studies | <input type="checkbox"/> Ethnic Studies (single unit) | <input type="checkbox"/> Cultural studies |
| | <input type="checkbox"/> Ethnic Studies (separate units) | <input type="checkbox"/> Interdisciplinary studies |

Other

1a. If your institution has separate Ethnic Studies units, check all that apply:

- | | |
|---|--|
| <input type="checkbox"/> African American | <input type="checkbox"/> Latina/o/Chicana/o |
| <input type="checkbox"/> Asian American | <input type="checkbox"/> Native American/American Indian |

1b. If you selected "Other," please specify:

2. Do you have a faculty appointment in one or more of these departments or units?

Yes No

3. If yes, which ones? (Please indicate % time.)

4. Are you the chair of one of these departments or units?

Yes No

5. What do you see as the value of the teaching you do in these areas?

APPENDIX 1: New Majorities Survey Questionnaire & Summary Report

III. RESEARCH CENTER/INSTITUTE

1. Does your institution have research units (centers or institutes) dedicated to (check all that apply):

- | | | |
|--|--|--|
| <input type="checkbox"/> Women's studies | <input type="checkbox"/> Ethnic Studies (single unit) | <input type="checkbox"/> Cultural studies |
| <input type="checkbox"/> Feminist studies | <input type="checkbox"/> Ethnic Studies (separate units) | <input type="checkbox"/> Interdisciplinary studies |
| <input type="checkbox"/> Gender studies | <input type="checkbox"/> Postcolonial studies | <input type="checkbox"/> Other |
| <input type="checkbox"/> Sexuality studies | <input type="checkbox"/> American studies | |
| <input type="checkbox"/> LGBT studies | | |

1a. If your institution has separate Ethnic Studies units, check all that apply:

- | | |
|---|--|
| <input type="checkbox"/> African American | <input type="checkbox"/> Latina/o/Chicana/o |
| <input type="checkbox"/> Asian American | <input type="checkbox"/> Native American/American Indian |

1b. If you selected "Other," please specify:

2. Are you formally affiliated with one or more of these research centers or institutes?

- Yes No If yes, which one?

3. Are you an administrator in one of these research centers or institutes?

- Yes No If yes, which one? (Please indicate which position.)

4. What type of support do you receive from this research center or institute?

5. What do you see as the value of the research you do in these areas?

6. If you did not check any boxes for questions 2 and 3, please describe the framework within which courses and research in these subject areas are conducted at your institution.

7. In the current budget climate, have the resources for teaching or research in these areas been under scrutiny or cut at your institution?

8. Please list any departments or centers in these subject areas that you think are doing exceptional work in these areas that we should contact.



UCLA Center for the Study of Women

Director: Kathleen McHugh

Box 957222 • Public Affairs 1500 • Los Angeles, CA 90095-7222

310-825-0590 • 310-825-0456 (fax) • csw@csw.ucla.edu

New Majorities, Shifting Priorities 2010 Survey Summary Report

The 2010 New Majorities, Shifting Priorities Summary Report was compiled from data collected through an electronic survey, conducted by the UCLA Center for the Study of Women (CSW), during the Fall of 2010. The survey was the first phase of a yearlong, joint project with the Center for the Study of Gender and Sexuality (CSGS) at New York University aimed at better understanding the relationships, structures, and challenges affecting academic and curricular units related to gender, LGBT, sexuality, women's, ethnic, and post-colonial studies. The findings are intended to guide our efforts as we move forward with the New Majorities, Shifting Priorities Conferences, which will be held at UCLA on March 4, 2011, and at New York University on April 29, 2011. The conferences will entail roundtable discussions during which we will consider the ways the aforementioned areas of study might best be organized in order to not only survive but thrive during and beyond the economic crisis that is affecting so many institutions of higher education.

I. RESPONSE DATA

TOTAL RESPONSES:	152
Respondents Holding Faculty Appointments in Departments/Units in Question:	79
Respondents Who Are Chairs of Departments/Units in Question:	33
Responses from Public Institutions:	101
Responses from Private Institutions:	51
Responses from Universities:	128
Responses from Colleges:	24

TOTAL NUMBER OF INSTITUTIONS REPRESENTED: 96

GEOGRAPHICAL DISTRIBUTION

U.S. West Coast – California 26

California Polytechnic State University, San Luis Obispo; California Polytechnic State University, Pomona; California State University, Bakersfield; California State University, Chico; California State University, Fullerton; California State University, Long Beach; California State University, Los Angeles; California State University, Monterey Bay; California State University, Northridge; California State University, San Bernardino; California State University, San Marcos; Humboldt State University; Occidental College; San Francisco State University; San Jose State University; San Diego State University; Santa Clara University; Sonoma State University; University of California, Berkeley; University of California, Davis; University of California, Irvine; UCLA; University of California, Riverside; University of California, Santa Barbara; University of California, Santa Cruz; and University of Southern California.

U.S. West Coast – Other 8

University of Oregon, University of Washington, and Washington State University.

U.S. East Coast 27

American University; Babson College; Bowdoin College; Brown University; Clark University; College of New Jersey; College of William and Mary; Columbia University; Hunter College; City University of New York; Nazareth College; Purchase College; Ramapo College of NJ; Rutgers University, Camden; State University of New York, Binghamton; Swarthmore College; Syracuse University; Temple University; Trinity College; University of Massachusetts, Dartmouth; University of Massachusetts, Lowell; University of Pittsburgh; University of Scranton; Vassar College; West Chester University; Yale University; Wesleyan University; and Williams College.

U.S. Midwest 17

Alma College; Hope College; Northern Illinois University; Northwestern University; Ohio State University; Purdue University; Saint Mary's College; University of Chicago; University of Illinois at Chicago; University of Illinois, Springfield; University of Illinois, Urbana-Champaign; University of Iowa; University of Kansas; University of Michigan; University of Wisconsin, Madison; University of Wisconsin, Parkside; and Western Michigan University.

U.S. South 12

Johns Hopkins University; College of Charleston; Georgia Institute of Technology; Georgia State University; Mary Baldwin College; University of Arkansas; University of Central Florida; University of Louisville; University of Maryland, Baltimore County; University of Richmond; University of Virginia; and Virginia Polytechnic Institute and State University.

U.S. Southwest 3

New Mexico State University, University of Colorado at Boulder, and University of Texas, Dallas.

Outside of the U.S. 3

Concordia University, Quebec, Canada; Dongseo University, South Korea; McGill University, Quebec, Canada.

The following number of responses indicated the institutions they represent have departments/programs and/or research centers/units in the following areas:

PROGRAMS

Women's Studies:	108
Feminist Studies:	20
Gender Studies:	67
Sexuality Studies:	35
LGBT Studies:	38
Ethnic Studies (one unit):	33
Ethnic Studies (separate units):	76
African American:	85
Asian-American:	44
Latina/o/Chicana/o:	67
Native American/American Indian:	39
American Studies:	62
Postcolonial Studies:	4
Cultural Studies:	17
Interdisciplinary Studies:	43
Other:	44

RESEARCH UNITS

Women's Studies:	39
Feminist Studies:	17
Gender Studies:	20
Sexuality Studies:	15
LGBT Studies:	12
Ethnic Studies (one unit):	15
Ethnic Studies (separate units):	22
African American:	84
Asian-American:	44
Latina/o/Chicana/o:	67
Native American/American Indian:	39
American Studies:	16
Postcolonial Studies:	2
Cultural Studies:	13
Interdisciplinary Studies:	19
Other:	35

II. QUALITATIVE ASSESSMENT – GENERAL OVERVIEW OF RESPONSES

Overall, survey respondents report that academic programs and research centers related to gender, LGBT, sexuality, women's, ethnic, and post-colonial studies an essential part of college/university life. The overwhelming sentiment is that the intellectual community and emotional support provided by such units is unequalled in traditional disciplines, where work in the aforementioned areas meets resistance and is often undervalued. For example, faculty report instances where the critical analysis skills their students develop in their classes are “unwelcomed” in colleagues more “traditional” classrooms. They also report instances when their colleagues and administrators have indicated interdisciplinary courses steal students from “real” faculty, are unnecessary and irrelevant to the real world, and are not “core” to the institution. Although it is certainly possible for faculty to do interdisciplinary work through traditional departments, there are many obstacles to doing so. Material relevant to the areas of study in question can certainly be taught through traditional disciplines, but many feel it is not regularly done. This is particularly true during times of financial stress, as the courses are not considered a priority within the context of traditional courses of study.

There have been substantial cuts across the country, an overwhelming number of which are being experienced by public institutions on the West Coast. For many who do not feel their resources have been diminished (note: several respondents emphasize they have not been diminished yet), they do feel it is necessary to lobby much harder in the current climate to maintain the support they currently receive. The exception to this trend is that several schools report that the areas of study in question are not experiencing cuts but are considered central to the curriculum across campus as they are compatible with the mission of the school. Furthermore, a small number of universities (and a smaller number of colleges) report increasing support and areas of growth rather than increased scrutiny and financial constraint. These institutions are primarily located in the South and on the East Coast. On the other end of the spectrum,

several institutions around the country have seen their programs badly eroded, collapsed, or eliminated entirely. In a few cases, reorganization has been forced, in others, welcomed as a means of protecting the areas of study in question.

Several responses indicated that faculty receive vital funding in the form of travel grants, graduate support, etc., from the programs/centers in question. A large number of respondents, however, report that programs and centers have virtually no resources. So underfunded to begin with, they have not experienced any drastic reduction in support. Furthermore, many faculty indicate they feel that rather than receiving support, they provide it for the programs in which they so strongly believe. Faculty report that they seek funding for their own research and volunteer their time and energy to make sure the units with which they are affiliated survive.

III. ACADEMIC AND RESEARCH UNITS' VALUE

Respondents report that both students and faculty benefit tremendously from the work being done within academic and research units associated with the areas of study with which this survey is concerned. Although the value of the work reported is certainly not limited to the following, numerous responses articulated its benefits.

SUPPORT PROVIDED FOR STUDENTS AND FACULTY

- Intellectually, politically, and emotionally safe space in a comparatively hostile academic environment
- Vibrant research culture through lecture series, colloquia, etc.
- Research funding for graduate students and faculty
- Information regarding ongoing community news, events, and research, by way of newsletters, listserves, on-line journals, and archives

BENEFITS TO STUDENTS

- Introduces students to the value and rigor of interdisciplinary work
- Challenges students' world view
- Assists students in thinking about their own personal identity
- Prepares students for "real life," in terms of giving them ways to think about the inequities they will encounter in the world
- Prepares students to be good citizens, increasing their sense of civic engagement
- Develops students' commitment to social justice
- Helps to professionalize students
- Provides alternatives to dominant ways of thinking
- Provides models of progressive scholarship
- Encourages a better understanding of difference
- Provides tools to understand an increasingly multicultural society, necessary to navigate a global economy
- Connects theory and practice
- Bridges the gaps between disciplines and areas of study
- Although much of the course material could and should be taught within traditional departments, unfortunately, it is not. Without many of these units, these courses and/or faculty who teach them would not be supported. This is especially true during difficult financial times when class sizes increase and resources are diminished, as these types of courses are not usually considered a priority within more traditional disciplines.

BENEFITS TO FACULTY

- Provides the opportunity to work with students who tend to be more motivated and open-minded than the general student population
- Provides opportunities to teach/advise/mentor students outside of their discipline
- Encourages faculty to review literature outside their discipline
- Provides faculty development opportunities such as opportunities to present new work

BENEFITS TO SOCIETY

- Much work done within this context is applied research, often relevant to policy, activist work, anti-discrimination litigation cases, etc.
- Helps women in higher education achieve a greater rate of success
- Empowers disenfranchised communities

IV. DISPROPORTIONATE CUTS

Some respondents indicate that while they are feeling the effects of the budget crisis, their programs are not specifically being targeted. Rather, the cuts are proportionate to those being experienced by other departments across campus. Some note that while they are feeling the effects of the budget crisis on some levels and certainly feel more scrutiny as of late, much of their research is supported by grants and/or endowments and so they are able to continue their research. A large percentage of the respondents from universities and colleges across the country, however, have reported disproportionate reductions in resources (a small number report possessing data that supports the claim). Withdrawal of support has been reported from institutions across the country, but the most significant and palpable appear to be within the public university system on the West Coast.

The most commonly reported cuts include:

- Reduced course offerings
- Increased class sizes
- Diminished support for courses
- Graduate student support diminished (contributes to the loss of excellent graduate students for lack of competitive packages)
- Library and student services reduced
- Losing lecturers
- Staff cuts
- Loss of faculty lines
- Furloughs
- Reduced course release time
- Retirement contributions cut
- Merit pay increases frozen
- Cost of living raises frozen
- Research funds frozen
- Travel funds reduced
- Office space and/or phone lines reduced/eliminated
- Reduced public programming funds
- Collapsing departments and programs

- Dissolving units
- Introduction of “outcomes” and cost/benefit analysis, which often forces programs to alter their programs (not necessarily in positive ways) in order to justify their existence

V. AREAS OF GROWTH

Despite the overwhelming number of responses that report increased scrutiny and budget cuts, there were a number of surveys that revealed areas of growth and increasing support. These reports came from both private and public colleges and universities primarily in the South and East, with a very small number in the West and Midwest. The most notable instances of growth/increased support include:

- **Johns Hopkins** (Private University, South): increases in teaching and programming support
- **College of Charleston** (Public University, South): growth in the WGS program, new Center for Holocaust Studies, and planning for the Institute for the Study of Women and Gender
- **University of Louisville** (Public University, South): Pan-African Studies is proposing a Ph.D. program and is being supported by administration.
- **University of Scranton** (Private University, East): Interdisciplinary Department established within the last two years.
- **American University** (Private University, East): developing plans for WGST research initiative (although the programs are experiencing cuts)
- **University of Massachusetts, Dartmouth** (Public University, East): Women’s Studies is expecting departmental status within the year, increase in WMS program funding (there are, however, corresponding cuts such as rising class sizes and a move to reduce part-time instruction budget).
- **College of William and Mary** (Public University, East): FTE lines have been added over the past few years (in exchange for a cut to the adjunct budget). Although the university has experienced many budget cuts across campus, Women’s Studies has not been adversely affected because of an endowment established approximately 20 years ago.
- **Babson College** (Private College, East): Center for Women’s Leadership has experienced unidentified increases in support.
- **University of Richmond** (Private University, South): expects an expansion in the realm of interdisciplinary programs, particularly those related to international studies. The respondent indicates that the increase in support may be due to the recent resignation of the Arts and Sciences Dean (who posed serious obstacles to WGSS over the past ten years).
- **University of Chicago** (Private University, Midwest): Comparative Race & Ethnic Studies major has recently been established.
- **New Mexico State University** (Public University, Southwest): LGBTQ minor is being developed with the Women’s Studies department.
- **San Diego State University** (Public University, West): small increase in travel funds

VI. EXAMPLES OF REORGANIZATION

Survey results revealed that several institutions are experiencing or contemplating reorganization. Some instances are due to the current economic crisis, whereas others were underway before the crisis began. The following programs are notable for significant reorganization efforts:

1) **Ohio State University** (Public University, Midwest)

The initiative and vision for this reorganization was internal, generated by the units involved and it was supported in a revised form but not fully funded, by the administration at OSU.

Original Programs Affected: An Office of Interdisciplinary Studies supported five autonomous units: American Indian Studies, Asian American Studies, Latina/o Studies, Disability Studies, and Sexuality Studies.

Synopsis of reorganization and new program created: The Office of Interdisciplinary Studies was dissolved, and the following programs, which previously were housed within it, were re-situated:

Latino/a Studies moved to Spanish and Portuguese

American Indian Studies, Asian American Studies, Disability Studies, and Sexuality Studies moved to a newly created administrative unit called DISCO (Diversity and Identity Studies Collective at Ohio State). At the same time, each unit maintained their autonomy as interdisciplinary curricular units with operating budgets funded by the administration.

Prior to the creation of DISCO in 2010, these five units had regularly collaborated with the Departments of African American and African Studies, and of Women's, Gender, and Sexuality Studies as well as with the Comparative Ethnic and American Studies program to facilitate research, programming, and curricular development. This informal collaboration continues under the auspices of DISCO as well.

2) **Portland State University** (Public University, West)

Original Departments and Programs Affected: Women, Gender, and Sexuality Studies, Black Studies, Native American Studies, and Chicano/Latino Studies

New Unit Created: School for the Study of Gender, Race, and Nation

Synopsis of reorganization: In order to minimize the risk of being either downsized or eliminated, Women, Gender, and Sexuality Studies, Black Studies, Native American Studies, and Chicano/Latino Studies, have decided to collaborate and create the School for the Study of Gender, Race, and Nation. Despite the administration's previous threats to make cuts to the aforementioned programs, they are now reserving resources for the new unit (namely space). It is the hope that additional funding for research will also increase. Overall, faculty report feeling the freedom to create a new framework within which to collaborate, on their own terms.

3) **University of Chicago** (Private University, Midwest): Gender Studies Center was re-organized several years ago at the Center's request. Results have been positive and include increased support in the form of faculty research fellowships, which afford research funds, time off from teaching, and organized seminars for fellows.

4) **Washington State University** (Public University, West): About 5 years ago, the administration began to pressure Women's Studies, Comparative Ethnic Studies, and American Studies departments to merge. Women's Studies and graduate students in the American Studies departments were especially resistant (while some CES faculty were in favor of the move). However, in 2009, the three departments were forced

to merge. In addition, the 75-member research group, Gendering Research Across the Campuses (GRACe), was dissolved.

5) **University of Iowa** (Public University, Midwest): WS and Gender and Sexuality Studies merged (note: the merger was in motion prior to the current economic crisis). GWSS Ph.D. program was also terminated.

Several other institutions report that programs/units have been put on hold or completely eliminated. The following report that there has been serious discussion of reorganization:

- **University of Illinois, Springfield** (Public University, Midwest): Discussion of merging WS faculty into Social Sciences department, despite the fact that not all WS faculty are social scientists.
- **California Polytechnic State University, San Luis Obispo** (Public University, West): Recent discussion of merging Women's Studies and Ethnic Studies. Because of resistance from the two departments, the Dean ceased the move forward with the merger. The respondent indicates that due to recent racist and heterosexist incidents on campus, the administration is unlikely to make cuts in areas that would "look bad."
- **Bowdoin College** (Private College, East): Discussion of Gay and Lesbian Studies being housed within Women's and Gender Studies.
- **California State University, Los Angeles** (Public University, West): Discussion of merging several unidentified programs into one Cultural Studies department
- **New Mexico State University** (Public University, Southwest): There is discussion of integrating Women's Study into the Sociology department in order to "protect" it.
- **University of California, Berkeley** (Public University, West): Several externally funded positions in LGBT/ Sexuality Studies and Disability Studies are being planned. However, the certificate program, Designated Emphasis in Women, Gender and Sexuality has lost its funding, enpoomontirely, and the proposal for the Ph.D. program in Gender and Women's Studies has been frozen due to budget issues.
- **San Francisco State University** (Public University, West): Discussion of closing all Centers
- **UC Riverside** (Public University, West): Discussion of combining unspecified programs, as well as offering distance learning as an alternative
- **California Polytechnic University, Pomona** (Public University, West): Small Ethnic/Women's Studies Department may be eliminated.

VII. CONCLUSION

The results of this survey indicate that an overwhelming number of programs/centers with which respondents are affiliated (especially public universities on the West Coast—California, in particular) are currently experiencing increased scrutiny from administrative bodies, as well as financial constraints. Although interdisciplinary work can be done through more traditional departments, unfortunately, it does not always happen. Particularly during hard financial times, when class sizes increase and resources diminish, interdisciplinary work such as ours is not often considered a priority. As programs face the possibility of consolidation (sometimes forced and at other times welcomed, in an effort to protect the programs) and/or complete elimination, it is imperative we identify strategies and organizational structures that will best serve us in ensuring this important work continues.

APPENDIX 2: New Majorities Conference Program

**new majorities,
shifting priorities**

**DIFFERENCE AND DEMOGRAPHICS
IN THE 21ST CENTURY UNIVERSITY**

FEATURING
Laura Briggs
Lisa Duggan
Rod Ferguson
Inderpal Grewal
Kathleen McHugh
Tricia Rose
Sandy Soto
Sarita See
Kathryn Bond Stockton
Kathleen Skerrett

March 4/5

NEW MAJORITIES, SHIFTING PRIORITIES

DIFFERENCE AND DEMOGRAPHICS IN THE 21ST CENTURY ACADEMY

A conference to address challenges now facing women's, gender, sexuality, LGBT, ethnic, race, and postcolonial studies in the academy

Friday, March 4, 2011

9 am to 5 pm, UCLA Royce Hall, Room 314

PROGRAM OVERVIEW

- 9 am to 9:30 am Check in/Light breakfast
- 9:30 to 12 noon Roundtable 1: *Curriculum and Research in Gender, Sexuality, LGBT, Women's Studies, Ethnic Studies, and Postcolonial Studies*
MODERATOR: Lisa Duggan
- 12 noon to 1:30 pm Complimentary Boxed Lunch
Balcony of Royce 306
- 1:30 to 4pm Roundtable 2: *Academic Departments and Research Centers*
MODERATOR: Kathleen McHugh
- 4 to 5 pm Reception
Balcony of Royce 306

COSPONSORS: *University of California Humanities Research Institute, UCLA Division of the Social Sciences, UCLA Division of the Humanities, UCLA Department of Women's Studies, UCLA LGBT Studies Program, UCLA Chicano Studies Research Center, Ralph J. Bunche Center for African American Studies at UCLA, UCLA César Chávez Department of Chicana and Chicano Studies, UCLA Afro-American Studies Program, UCLA American Indian Studies Center, UCLA American Indian Studies Program, UCLA Asian American Studies Center, and UCLA Department of Asian American Studies.*

ROUNDTABLE 1: **Curriculum and Research in Gender, Sexuality, LGBT, Women's Studies, Ethnic Studies, and Postcolonial Studies**

MODERATOR: **Lisa Duggan**

PANELISTS: **Rod Ferguson, Inderpal Grewal, Laura Kang, Sarita See, and Sandra Soto**

Lisa Duggan is Professor of Social and Cultural Analysis at NYU. Her research interests include modern U.S. social, cultural, and political history; history of gender and sexuality; and lesbian and gay studies. She is the author of *Twilight of Equality: Neoliberalism, Cultural Politics, and the Attack on Democracy* (Beacon Press, 2004).

Rod Ferguson is Chair and Associate Professor of American Studies at University of Minnesota. He specializes in African-American Literature; queer theory and queer studies; African-American intellectual history; sociology of race and ethnic relations; and black cultural theory. His book, *In Black: Toward a Queer Color Critique* (U of Minnesota Press), was published in 2004.

Inderpal Grewal is Chair and Professor of Women's, Gender, and Sexuality Studies at Yale University. Her research interests include transnational feminist theory; gender and globalization; human rights; NGOs and theories of civil society; theories of travel and mobility; South Asian cultural studies; and postcolonial feminism. She is the author of *An Introduction to Women's Studies: Gender in a Transnational World* (McGraw-Hill, 2001 and 2005).

Laura Kang is Chair and Associate Professor of Women's Studies and Associate Professor of Comparative Literature and English at UC Irvine. Her research interests include the politics of knowledge production; feminist epistemologies; critical race studies; and cultural studies. Her book, *Compositional Subjects: Enfiguring Asian/American Women* (Duke University Press), was published in 2002.

Sarita Echavez See is Associate Professor of Asian/Pacific Islander American Studies at the University of Michigan, Ann Arbor. Her research interests include Asian American literary and visual culture, Filipino/a American cultural critique, postcolonial and empire studies, and narrative theory. She is the author of *The Decolonized Eye: Filipino American Art and Performance* (U of Minnesota Press, 2009).

Sandra Soto is Associate Professor of Gender and Women's Studies at the University of Arizona. Her teaching and research interests include Chicana/o and Latina/o literary and cultural studies; feminist theories; transnational feminism; critical race studies; US Third World feminism; and queer theory. Her new book is *Reading Chican@ like a Queer: The De-Mastery of Desire* (University of Texas Press, 2010). Unfortunately, Professor Soto will not be attending.

ROUNDTABLE 2: Academic Departments and Research Centers

MODERATOR: **Kathleen McHugh**

PANELISTS: **Laura Briggs, Ann Pellegrini, Angela Riley,
Jenny Sharpe, and Kathryn Stockton**

Kathleen McHugh is Professor of English, Cinema, and Media Studies at UCLA and Director of the UCLA Center for the Study of Women. Her research interests include domesticity; feminism; melodrama; the avant-garde; and autobiography. Her most recent book is *Jane Campion* (University of Illinois Press, 2007).

Laura Briggs is Associate Professor of Women's Studies and Associate Dean of the College of Social and Behavioral Sciences at the University of Arizona. Her research interests include comparative studies of race; transnationalism and the US empire; sexuality, gender, and reproduction; 20th century US history; adoption; eugenics; and education and technology. She is the author of *Reproducing Empire: Race, Sex, Science, and US Imperialism in Puerto Rico* (University of California Press, 2002).

Ann Pellegrini is Associate Professor of Performance Studies and Religious Studies at New York University, where she also directs NYU's Center for the Study of Gender and Sexuality. Unfortunately, Professor Pellegrini will not be attending.

Angela Riley is Professor of Law at UCLA and Director of the UCLA American Indian Studies Center. She teaches and writes in the area of indigenous peoples' rights, with a particular emphasis on cultural property and Native governance. Her work has been published in the *Yale Law Journal*, *Columbia Law Review*, *California Law Review*, and *Washington Law Review*.

Jenny Sharpe is Professor of English and Comparative Literature at UCLA. Her research interests include colonial/postcolonial studies; Caribbean literature; critical theory; gender studies; and novel. She is the author of *Ghosts of Slavery: A Literary Archeology of Slave Women's Lives* (University of Minnesota Press, 2002).

Kathryn B. Stockton is Director of Gender Studies and Professor of English at the University of Utah. Her research interests include 19th- and 20th-century British literature; 20th- and 21st-century queer studies; African American studies; American literature and culture; feminist theory; religion and literature. Her most recent book is titled *The Queer Child, or Growing Sideways in the Twentieth Century* (Duke University Press, 2009).

If you have ideas, insights, and suggestions that you were unable to share in the sessions, please share them so that we can include them in the final report. You can email them to cswpubs@csw.ucla.edu or use the paper provided at the registration table and place them in the COMMENTS basket.

Thank you!

THE UCLA CENTER FOR THE STUDY OF WOMEN
1500 PUBLIC AFFAIRS BUILDING • LOS ANGELES, CA 90095-7222
310 825 0590 • www.csw.ucla.edu • csw@csw.ucla.edu

DIRECTOR	Kathleen McHugh Professor, Departments of English/Cinema & Media Studies
ASSISTANT DIRECTOR	Julie Childers, Ph.D.
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ADMINISTRATIVE ANALYST	Erma Acebo
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STUDENT ASSISTANTS	Palash Agrawal, Hao Dieu, Andrey Gordienko, Maryssa Hall, Jackie Hunt, Margaret Kosoyan, Angelica Lai, Susan McKibben, Lindsey McLean, Mirasol Riojas, Cathy Son, and Dayo Spencer-Walters



This is a green event. All the cups, plates, utensils, and napkins are compostable. Please dispose of these items in the compost bins.

Please note that food is allowed only on the balcony of Room 306. No food is allowed in the room itself.

APPENDIX 3: Faculty Curator Report & Feedback from Students

Report on Women and STEM: How stereotypes undermine the interest and success of women in science, technology, engineering, and math

by Jenessa Shapiro, Assistant Professor, Department of Psychology

This series was held in Spring 2011, included four distinguished speakers: Prof. Steven Spencer (University of Waterloo); Prof. Toni Schmader (University of British Columbia); Prof. Nilanjana Dasgupta (University of Massachusetts, Amherst); and Prof. Joshua Aronson (New York University).

Each speaker is a well-known social psychologist whose research tackles a phenomenon called stereotype threat, exploring how negative stereotypes can undermine women's interest and success in STEM fields. Not only were the talks engaging, but the events that took place as part of this series were a great benefit to the students, faculty, and staff. Below, I share some aspects of the speakers series that I think demonstrate the range of opportunities that it provided. I hope the Center for the Study of Women will be able to continue to fund such wonderful activities in the future, and I hope that the Psychology Department is able to continue to bring in speakers from across the country.

Broad audience. A range of guests attended the talks. This allowed us to reach a broad audience and disseminate the work that is being done in psychology on this topic. Approximately 100 guests attended each talk. In addition, the talks are broadcast on the UCLA YouTube channel. The talk attendees included undergraduate students, graduate students, faculty, and staff. The faculty attendees were from UCLA, USC, Loyola Marymount, and other LA-area schools and they were from all disciplines, including for example, Psychology, STEM fields, Anderson School of Management, Communications, and the Law School. Many of the staff attendees held positions at UCLA and USC where they oversee programs for individuals who are underrepresented, either at the university-level (e.g., racial/ethnic minority students) or in a particular field (e.g., women in STEM). A couple of these attendees approached me and commented that they would be able to take information from these talks back to their programs and that they were able to get advice from the speakers regarding how to improve their programs.

Students from STEM fields. The student attendees were from many different fields as well. These students included psychology graduate and undergraduate students. However, there were a number of graduate and undergraduate students from STEM fields who were inter-

APPENDIX 3: Faculty Curator Report

ested in the series because it approached gender disparities in their fields in a very different way than is traditionally considered. As just one example, a Latina undergraduate STEM major saw the talk flyers posted in her department and came to the talks. At the reception following the second talk, she approached me and the speaker and told us that the talk gave her a different, extremely valuable, perspective. She talked to us about how she does notice that she is both one of the few women and one of the few Latino/as in her classes. She noted that after learning about stereotype threat, she felt that she had a better handle on why this has bothered her and how to better deal with the additional stressors that emerge as a function of being a sole member of a particular group (the focus of the second talk). Here is an excerpt from an email that she sent me after our conversation: “*I talked to you two weeks ago after Dr. Toni Schmader’s presentation. I just wanted to send you an email to let you know that I really appreciated our chat. I have always had a strong interest in science, but growing up and attending UCLA has really got me thinking about how I got here, and the particular struggles I had to overcome to finally make it to my last quarter. I absolutely love the topic of this Faculty Curator Speaker Series...*”

Professional development opportunities. The speakers series provided a number of highly beneficial professional development opportunities for graduate students. We do not typically have funds to bring in speakers from outside of the LA-area. This puts our graduate students at a disadvantage in terms of networking with well-known scholars in their fields and practicing communicating with leading scholars. To facilitate professional development, we hosted a number of events, including:

Coffee hour for graduate students. There was a 1-hour opportunity for graduate students to meet with each speaker. About 14 graduate students and 1 advanced undergraduate student attended each session. During this coffee hour, the students were able to get to know the speaker in a more informal setting. This allowed the students to make a connection with the speakers. In addition, it provided students with an opportunity to practice networking. I facilitated these coffee hours and my role became less and less necessary with each speaker because the students’ skills improved with each session. I saw the students become more comfortable talking about their research, more comfortable asking the guest speakers questions, and overall, gaining self-confidence in this academic setting. At the last talk, many of the graduate students said they were extremely grateful for this experience and that they felt much better prepared for conferences, job interview situations, and other networking opportunities.

Reception. After each talk there was a reception that was very well attended; approximately 40 talk attendees remained for the reception. This casual environment cultivated a very nice atmosphere for the students to talk with the speakers and the talk attendees. About 10-15 undergraduate students attended each reception. Similar to the coffee hour, with each

successive session, the students became more and more comfortable asking the speaker questions and talking about research.

At these receptions I was able to speak to STEM faculty and undergraduates who attended the talk. I was also able to meet and speak to some STEM graduate students as well. This included two female Math PhD students who attended all of the talks. This also included two female Earth and Space Science graduate students who asked if it was possible for us to have these talks every quarter!

In addition to the number of opportunities that this series afforded to graduate and undergraduate students, this was also extremely beneficial to UCLA faculty, in particular the junior faculty. The opportunity to meet one-on-one with these speakers, to take them out to lunch and/or dinner, and to extend an invitation to them is an incredibly beneficial networking opportunity.

The speaker series offered a number of remarkable opportunities for faculty, graduate students, and undergraduate students. We are so grateful for the resources that the Center for the Study of Women, the Psychology Department, and the Interdisciplinary Research Science Program contributed to this effort.

Feedback from UCLA students

“This speaker series is just the sort of incredibly intellectually stimulating experience that I looked forward to coming into graduate school. The topic (stereotype threat), although not my area of expertise, was fascinating and gave me a different perspective on my own work as well as stimulated more than a couple potential project ideas for fellow graduate students. I believe that more themed speaker series like this would immensely benefit the department at all levels (undergrad, grad, and faculty), because it fosters intellectual growth by providing a regular forum where the entire department can learn from and discuss cutting edge research with experts in the field.”

“Outstanding series! It was great to have such a comprehensive and stimulating discussion involving experts from across the field. These talks were very well attended by a diverse audience from several departments. I’m really looking forward to seeing more events like this in the future!”

“It was a special moment seeing prominent social psychologists present their research and current research directions in the area of stereotype threat. We were able to see their papers come to life, which was a captivating and rare experience. The coffee hours also allowed us to get advice and feedback from those who have excelled in the field. Their diverse interaction styles and advice gave students a wide range of how one can become a successful social

psychologist. Overall, the speaker series was exciting and memorable. I have valued the opportunity to not only hear the groundbreaking work straight from these stereotype threat experts, but also enjoyed the chance to interact on a personal level with prestigious scientists in my field.”

“Being able to meet the speakers at the coffee hours was one of the most valuable experiences I’ve had in grad school so far. It can be intimidating to meet such influential leaders in the field, but these events provided a much more inviting, safe venue in which to start up a conversation, and they really improved our abilities to communicate with other researchers. Moreover, our conversations with the speakers made us realize that beyond great scientists, they are also genuinely wonderful people and are much more down to earth than you might expect!”

“This interdisciplinary topic in particular was a great choice for bringing people from all over campus together. So often we get stuck in our own departments, yet by chatting with students from a variety of disciplines during the receptions, I realized what awesome research is being done elsewhere and how it might be integrated with our own work in psychology. I also know that there were a few women from math and engineering who consistently attended the speaker series and found it extremely valuable on a personal level, as they could apply the findings in their own lives.”

“Having the opportunity to hear four prominent researchers discuss stereotype threat from four different perspectives helped me to better understand the complexity and nuances of this phenomenon. As a graduate student, it was an invaluable experience to interact during coffee hours and receptions with the speakers to not only learn more about their programs of research and advice they have for developing a career in academia, but to also practice communicating about my research and to receive feedback on alternative ways to examine the problems that interest me the most. And, it was a unique experience to be able to interact with members of the UCLA community outside of psychology during the receptions to exchange perspectives on the speakers’ talks and to understand how the ideas discussed could be applied in various settings. Seeing other disciplines understand and appreciate the relevance of psychological research was extremely rewarding.”

“It was an inspiring feeling to have read and studied these renowned researchers’ papers and then hear them present their work right before my eyes! My friend turned to me right before Toni Schmader’s talk and said, ‘Wow, she looks like a normal person!’ I laughed because we really had expected her to be different from us, like some sort of ethereal being! Because of that, it was truly remarkable to be able to see her in person and attend her talk, as well as the rest of the speaker’s series.”

“I enjoyed hearing the speakers explain the entire thought process behind their work. It was interesting to see what had motivated them to explore a certain topic and to hear how they developed the research question from a phenomena in everyday life. Also, it was really cool to hear anecdotes about their research because those are stories you can’t find in their paper.”

“It was really incredible to have the opportunity to hear leading Social Psychologists talk about their work, and to be able to talk with them and ask them questions after the talks. I feel so grateful that I was able to have this experience during my time at UCLA.”

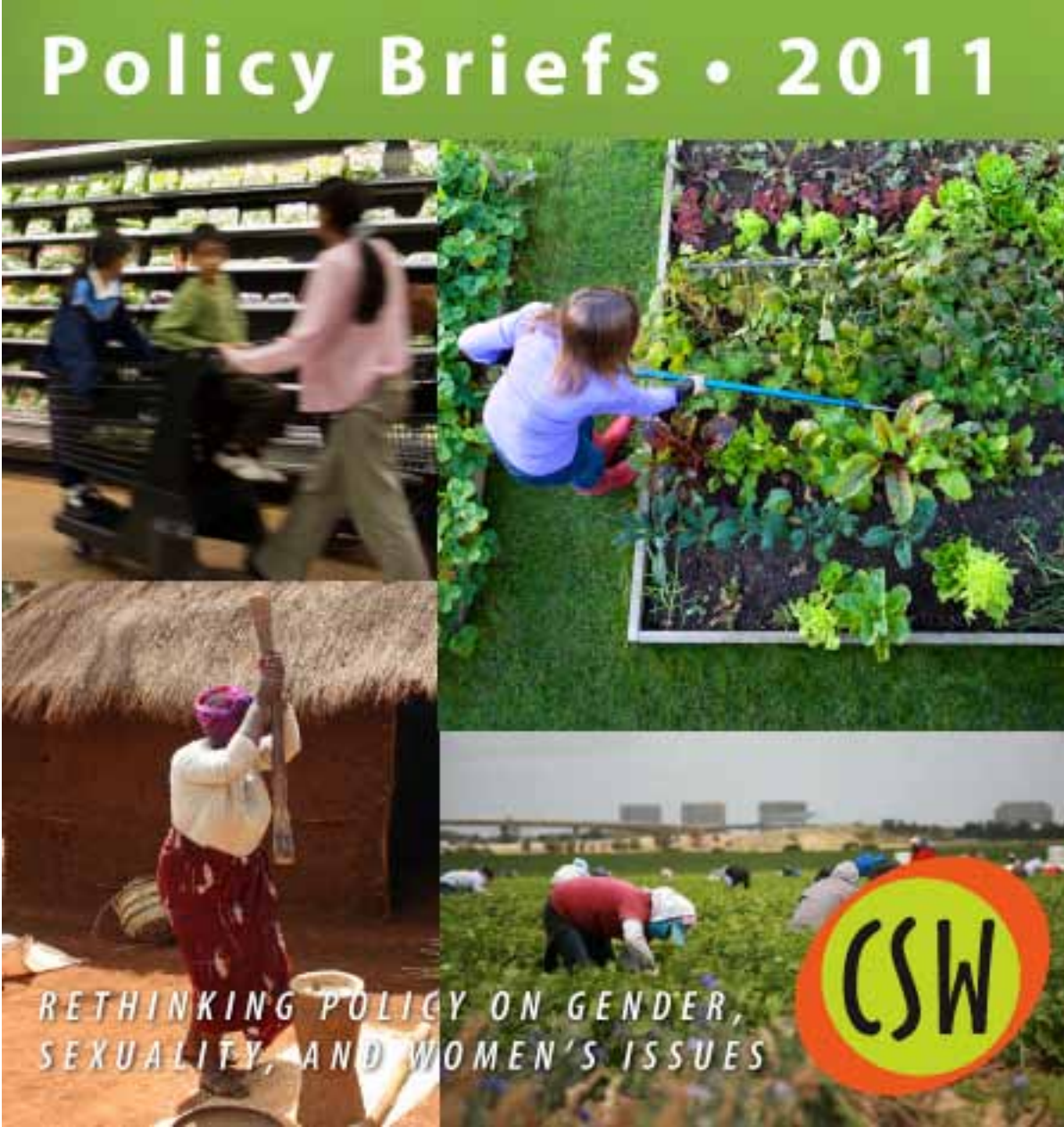
“The presentations of all of the speakers were really fascinating and inspiring, and gave me a window into research that I probably wouldn’t have heard about otherwise.”

“Dr. Aronson’s talk in particular made a really big impression of me—like I said at the lab meeting, by the end I felt like my head was exploding (in a good way!) and I was so inspired.”

“I felt that the talks were a really unique and fun experience for us as undergrads because it allowed us to see how professionals in the field of psychology interact with each other and gave us an opportunity to learn about very recent work and findings straight from the researcher themselves. I also really enjoyed seeing many of my professors and TAs in the audience at these talks because it helped me to see that they are learners too. Overall I found the talks extremely interesting and hope that there are more opportunities for undergrads like this in the future!”

“As an undergraduate preparing for my first conference, the four speakers provided me with excellent examples of how to give a professional presentation. Their different styles and skills gave me ideas about various techniques I could adapt in my own talk. Interacting with the speakers provided a stimulating atmosphere to discuss research with experts in the field. I left each though-provoking presentation with an enlightened mind, wanting to explore further the rich literature on stereotype threat.”

APPENDIX 4: Policy Briefs Digest





Policy Brief Series

RETHINKING POLICY ON GENDER, SEXUALITY, AND WOMEN'S ISSUES

WOMEN AND FOOD IN/SECURITY

Local, National, and Global Problems and Solutions

AT THE CONCLUSION of the World Summit on Food Security, which took place in November of 2009, the Food and Agriculture Organization of the United Nations issued the Declaration of the World Summit on Food Security, which included this chilling announcement: "We are alarmed that the number of people suffering from hunger and poverty now exceeds 1 billion. This is an unacceptable blight on the lives, livelihoods, and dignity of one-sixth of the world's population." According to the U.S. Department of Agriculture website, "In 2009, 85 percent of U.S. households were food secure throughout the entire year, and 14.7 percent of households were food insecure at least some time during that year, essentially unchanged from 14.6 percent in 2008. This remains the highest recorded prevalence rate of food insecurity since 1995 when the first national food security survey was conducted." In a report from February of 2010, the Los Angeles Regional Foodbank found that "a record 983,400 Los Angeles County residents received food assistance from food pantries, soup kitchens and shelters served by

the Foodbank in 2009. This total represents nearly 1 in 10 residents of Los Angeles County."

Because this issue is pressing on a global, national, and local level, CSW selected food security as the theme for the first volume of our new series of publications rethinking public policy on gender, sexuality, and women's issues.

Two CSW graduate student researchers prepared briefs based on their research in the area of food security. *Helping Local Stores with WIC Certification Will Yield Better Food Options for All*, by Jackie Hunt, addresses how helping vendors with maintaining or attaining WIC certification would improve food offerings for customers and help local economies in a time of economic recession. *Improving Health Outcomes for Households Affected by IPV and Food Insecurity*, by Dayo T. Spencer-Walters, suggests that intimate partner violence and food insecurity are immediate public health and social justice problems that require innovative, multifaceted solutions. *Reinstate Project GROW! Targeting Food Insecurity Among Survivors of Intimate Partner Violence*, by Dayo T. Spencer-Walters, suggests that

re-implementing Project GROW would help combat food insecurity among survivors of intimate partner violence.

A generous anonymous donor also provided support for a competitive award program to recognize outstanding applied feminist scholarship by graduate students. We partnered with Michelle Johnson, Assistant Professor in the Department of Social Welfare and a CSW Faculty Affiliate, on the development of a call for submissions. Three briefs were selected for publication. *Reducing Food Insecurity among Female Farmworkers and their Children*, by Tanya Trumbull, addresses the vulnerability of migrant and seasonal farmworkers in the U.S. A brief by Brandy Barta, *U.S. Farm Bill Makes Women and Children Food Insecure*, suggests how improving the self-sufficiency of developing nations can help to ensure the food security of their women and children. In *Reductions in SNAP Increase Health Risks for Food Insecure Women*, Luis Quintanilla discusses how the re-allocation of safety-net funds will place food insecure women in health deficits.

These policy briefs will be distributed widely to agencies, legislators, organizations, and interested parties and will contribute to public dialogue on a topic vital to the welfare of all of us.

For more information on CSW Policy Briefs, visit <http://www.csw.ucla.edu/publications/policy-briefs>. These briefs are also available at the California Digital Library: <http://escholarship.org/uc/csw>

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1500 Public Policy Bldg • Los Angeles, CA 90095-7222

310-825-0590 • www.csw.ucla.edu • cswpubs@csw.ucla.edu

– Kathleen McHugh
DIRECTOR,

UCLA CENTER FOR THE STUDY OF WOMEN



Two important predictors of food insecurity—low income and undocumented status—disproportionately affect female farmworkers and their children.

REDUCING FOOD INSECURITY AMONG FEMALE FARM WORKERS AND THEIR CHILDREN

BY TANYA TRUMBULL

Migrant and seasonal farm workers grow the majority of our nation's food, but the low income and frequent undocumented status of these workers put them at high risk for food insecurity. Further inequities make female farm workers and their children especially vulnerable. Action is needed to provide these individuals with a path to legal documentation and increased access to federal safety-net programs.

ACCESS TO NUTRITIOUS FOOD is essential to good health. However, it is estimated that 14.1 percent of California households experienced food insecurity between 2007 and 2009.¹ Alarming, migrant and seasonal farmworkers in California experience rates of food insecurity several times higher than the state average, with recent studies confirming rates as high as 45 to 66 percent.^{2,3} If we extrapolate these percentages to the statewide farmworker population, as many as 586,000 to 860,000 farmworkers and their dependents could lack sufficient and nutritious food.⁴

Of these migrant and seasonal farmworkers, approximately one in four are women.⁵ While research has established a relationship between food insecurity and poor health, women and their children have additional vulnerabilities. Mothers who are food insecure face a greater risk of mental health problems, including depression and anxiety.⁶ Food-insecure children are more likely to exhibit behavioral and academic problems.⁷ Pregnant farmworkers are also more likely to be underweight, increasing their risk for poor birth outcomes.⁸

CRITIQUE

Two important predictors of food insecurity—low income and undocumented status—disproportionately affect female farmworkers and their children. In California, 75 percent of farmworkers earn less than \$15,000 annually.⁹ A 2002 analysis found female farmworkers earn, on average, 86 cents for every dollar earned by a male farmworker.¹⁰ Moreover, mothers who lack U.S. citizenship have children who experience food insecurity at rates more than twice that of children with native-born mothers.¹¹ This rate deserves notice given that 39 percent of farmworker women are undocumented and 97 percent of farmworkers who are mothers live with their children.¹²

To fight food insecurity among farmworkers, especially women, policies must address these economic vulnerabilities. Lawmakers, for example, must recognize the importance of documentation to gaining fair wages. Many

undocumented farmworkers fail to report injustices for fear of wage theft, job loss, or deportation.¹³ Moreover, future policy must examine how to extend federal safety-net programs, including food stamps, to more farmworkers. While food stamps have been found to increase farmworker food security, only those who have been legal residents for at least five years are eligible to apply.

As anti-immigrant sentiments—driven, in part, by high unemployment—increase across the United States, there is a growing opposition to amnesty proposals. Yet, migrant and seasonal farmworkers have few other legal options for gaining residency status. While there are approximately 600,000 to 800,000 undocumented agricultural workers in the U.S., only 75,000 temporary H-2A work visas were given to seasonal farmworkers in 2007.¹⁴ Additionally, applications for residency through a relative can be delayed for years because of processing backlogs. Given that women immigrate through family-based systems more than men, women are disproportionately impacted by such bureaucratic delays.¹⁵

RECOMMENDATIONS

A bipartisan bill introduced before Congress in 2009 would have offered undocumented farmworkers a path to legalization. The Agricultural Job Opportunities, Benefits and Security Act (AgJOBS) sought to grant immigration status to undocumented farmworkers who agreed to work in U.S. agriculture for three to five years. While AgJOBS failed to become law, the act has been reintroduced this congressional session as part of the Comprehensive Immigration Reform Act of 2011 (S.1258).¹⁶ Accordingly, lawmakers should use this opportunity to amend and strengthen AgJOBS. As the act is currently written, farmworkers who are granted permanent residency after their three to five years of agricultural service would still have to wait five more years to access most government benefits, including food stamps.

Food insecurity has serious implications for female farmworkers and their children and for the communities where they live and work. We depend on farmworkers for our own food supply, yet many do not have the resources to obtain sufficient and nutritious food. Farmworkers and their children need a quicker path to legal status and safety-net programs.

Tanya Trumbull is an M.S.W. candidate in the Department of Social Welfare in the UCLA Luskin School of Public Affairs and a recipient of a CSW Policy Brief Award. Photo: mikedray/shutterstock.com

NOTES

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In most developing countries, women produce between 60 to 80 percent of the food supply on smallholder farms.



U.S. FARM BILL MAKES WOMEN AND CHILDREN FOOD INSECURE

BY BRANDY BARTA

In order to eliminate developing nations' dependence on international aid, sustainability of food production must be fostered. Sustainability can be fostered through elimination of trade barriers, development of infrastructure, and empowerment of women. Improving the self-sufficiency of developing nations can help to ensure the food security of their women and children.

THROUGHOUT THE WORLD, women and children disproportionately experience food insecurity. Women and children are more vulnerable to food insecurity due in part to discrimination in wages, access to natural resources, access to technology, access to training, and access to credit. Across all ages, females have disproportionately higher rates of malnutrition, poverty, illiteracy, and displacement. They work longer hours, earn less per hour, and are primarily responsible for household chores and child nutrition.¹ Generally, when women are food insecure their children are also food insecure. During pregnancy and after delivery, food insecure women can experience an increased incidence of anemia, postpartum obesity, and diabetes.^{2,3} In children, prenatal micronutrient deficiency, which is associated with food insecurity, can lead to increased incidences of neural

tube defects, malaria, and prenatal mortality.⁴ Women also have a disproportionate ability to influence their community's food security in a positive way since they produce about half of the world's supply of food. In most developing countries, women produce between 60 to 80 percent of the food supply on smallholder farms. Women are also more likely than men to reinvest in their families and communities.⁵ These factors indicate that influencing female farmers could lead to wider reaching changes in sustainable food production and food security than influencing their male counterparts.

The U.S. Farm Bill, or the Food, Conservation and Energy Act (most recently authorized in 2008) is the main policy tool in the area of agriculture and food. First enacted in the 1930s to protect U.S. smallholder commodities farmers from the unfair power held by farm corporations,⁶ the current act contains fifteen provisions on issues ranging from food stamps to agricultural land conservation. The Farm Bill also ensures national food security by guaranteeing that arable land is maintained and food production is not outsourced to other countries. Three sections of the bill negatively impact the food security of women and children in developing nations: Title I Farm Commodity Support, Title III Trade, and Title IX Energy.

Farm Commodity Support details federal spending to support the prices of grains, oil seeds, cotton, and dairy. It also created a sugar-for-ethanol program to sell rather than export excess nationally produced sugar, which led to a large corn surplus. Title III Trade governs the development of export markets and the distribution of in-kind food aid. Under the Food for Progress program, in-kind food aid is donated to developing nations who demonstrate development of market-oriented agricultural sectors, which usually means improvement in cash-crop infrastructure. Additionally, it funds international school food programs in the same qualifying countries. A pilot program was set up to regionally purchase commodities for famine prevention. Title IX Energy promotes the development and expansion of ethanol and biofuel production.

CRITIQUE

Because of farm subsidies authorized in the bill, the U.S. has a large commodity surplus. For example, the U.S. produces 40 percent of the world's corn, about half of which is exported.⁷ It and other surplus commodities are given as in-kind food aid or dumped on international markets, which depresses international prices. Since farmers cannot compete with the artificially low prices of U.S. commodities, international commodity farming is not an economically viable option in countries without similar price support—leaving developing nations and their smallholder female farmers dependent on international food aid.

The U.S. is also the world's largest donor of international food aid, providing about 50 percent of all food aid, and the only major donor that gives in-kind aid instead of cash. This in-kind aid is almost exclusively U.S.-grown crops, which are mandated to be shipped on U.S. vessels that charge high transport fees. It is not unusual for the price of transportation to equal the value of the food. This system fosters a dependency on food aid from the U.S., because there is no viable in-country market for these commodities and limited incentives to developing a market infrastructure for commodity farming.

Plant-based ethanol subsidies also negatively impact the food security of developing nations by diverting the demand for corn, and other food staples, from a food staple to a cash crop, thus drastically increasing their prices and making them too expensive for consumers. One-fifth of the overall rise in food prices can be attributed to the use of crops for fuel.⁸ Studies by the World Bank have shown that when the price of all food staples increase by 1 percent, the caloric intake of the world's poor decreases by 0.5 percent.

RECOMMENDATIONS

The Farm Bill is vitally important for both the protection of U.S. smallholder farmers and national security; however, it has done to developing nations what large corporations did to U.S. smallholder farmers in the 1930s. Creating an unfair market where female smallholder farmers in developing nations cannot compete, it has also made those same countries dependent on the U.S. for food. It is time for a Farm Bill that protects smallholder farmers, ensures national food security, and extends those rights to developing nations. When it is re-authorized in 2012, these policy changes could increase the food security of developing nations:

■ *Decrease Commodity Subsidies*

Without artificially low-priced commodities coming in from the U.S., smallholder farmers would be better able to compete. Stimulation of fair trade and cash aid for expanding infrastructure capacity would give smallholder female farmers the opportunity to increase their ability to sustainably produce their own food.

■ *Expand Regional Aid Purchases*

Decreasing in-kind food aid were decreased and commodities were purchased in country, smallholder female farmers would have the opportunity to market their goods at a fair price, increasing their revenue and allowing them to purchase other healthy foods, improving the local economy through the development of trade. Only by increasing trade can developing nations enter the developed world. The U.S. would also reduce the amount spent on the aid because they would not have to pay the shipping fees of in-kind donations.

■ *Reduce Ethanol Subsidies*

Ethanol subsidies should be eased to alleviate pressure on the prices of food staples. Cash aid should also be given to developing nations to increase their infrastructure to compete in the new ethanol market.

■ *Promote Gender Equity*

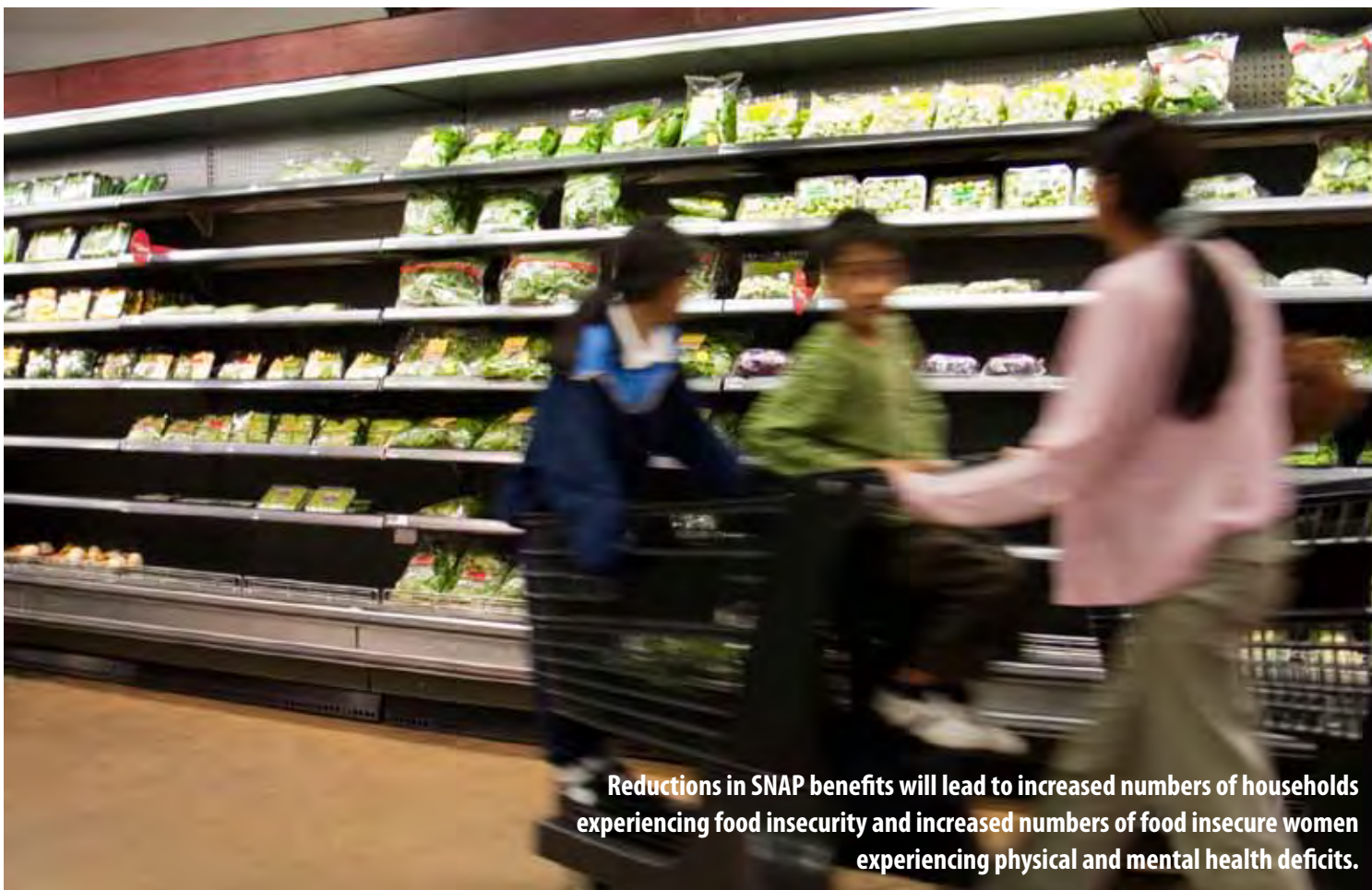
Equitable leadership and power balances need to be established to provide for equal participation and inclusion of women. Through the leadership of women, economic resources will be more likely to be reinvested in families and communities. Making families the priority can help promote food security for women and children.

The food insecurity of the world's most vulnerable women and children will not be alleviated until their needs are put before those of business special interests. In 1948 the United Nations Universal Declaration of Human Rights stated: "Everyone has the right to a standard of living adequate for the health and well-being of himself (herself) and his (her) family, including food, clothing, housing, and medical care and necessary social services..."⁹ It is time for the U.S. to fulfill its commitment to millennium goals and modify the Farm Bill to protect the world's most vulnerable women and children.

Brandy Barta is an M.S.W. student in the Department of Social Welfare in the UCLA Luskin School of Public Affairs and a recipient of a CSW Policy Brief Award. Photo: bumihills / Shutterstock.com

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Reductions in SNAP benefits will lead to increased numbers of households experiencing food insecurity and increased numbers of food insecure women experiencing physical and mental health deficits.

REDUCTIONS IN SNAP INCREASE HEALTH RISKS FOR FOOD INSECURE WOMEN

BY LUIS QUINTANILLA

Passage of the Federal Medical Assistance Percentage Bill on August 10, 2010, allowed for an \$11.9 billion reduction in the Supplemental Nutrition Assistance Program (SNAP) benefits. Though this reduction will provide states for funds for teacher's salaries and for Medicaid, it will reduce monthly allowances by \$59 starting in November 2013. The re-allocation of safety-net funds will place food insecure women in health deficits. Cuts must be stopped.

RENAMED SNAP in 2008 to reduce the stigma and to thereby increase participation, the Federal Food Stamps Program has the same goal: alleviating hunger and malnutrition by increasing a family's food purchasing power.¹ However, recent legislation has threatened the programs

ability to meet this goal. In August 10, 2010, cuts in Supplemental Nutrition Assistance Program (SNAP) were made to prevent the furlough of nearly 140,000 teachers and to add funding to Medicaid.² Though the cuts generated funds for other valued sectors, they impact low-income households by decreasing needed monthly allotments, further pinning vulnerable populations into impoverished conditions that lead to food insecurity and hunger. Of the affected participants, women living alone and women with children will be the most impacted. Increases in food insecurity will directly translate into increases in health impairments.

CRITIQUE

In 2008, 14.6 percent (17.1 million) of U.S. households were food insecure sometime during the year.³ Food insecurity is defined as the lack of available nutritionally adequate and safe foods by which socially acceptable ways to acquire these foods is limited or uncertain.⁴ The levels of food insecurity are low and very low (see Exhibit 1). The most food insecure population in the U.S.—aside from households with incomes below the official poverty line—are households with children that are headed by single women (37.2 percent). Cuts in

SNAP will further place these women at a disadvantage.

Though the relationship between food insecurity and mental health status can be bi-directional, food insecurity can lead to mental health deficits. A food insecure mother trying to find work may feel a sense of guilt and blame, which elicits a stress response. According to Heflin, Siefert, and Williams, one's sense of mastery, or the ability to solve one's own problems, can be eroded by one's perception of stress in their environment and one's sense of personal efficacy.⁵ They also point to mental health impairments as a result of nutritional loss from food insecurity. Lack of sufficient vitamin intake has been associated with symptoms like irritability, nervousness, depressed mood, feelings of fear, and reduced cognitive and motor functioning. In this study, food insecurity was determined to be a causal or contributing factor in depression. Meeting criteria for major depression was highly significant in their findings. Again, the authors point to the limitations of a causal relationship, where depression causes food insecurity or both occurring simultaneously.⁶

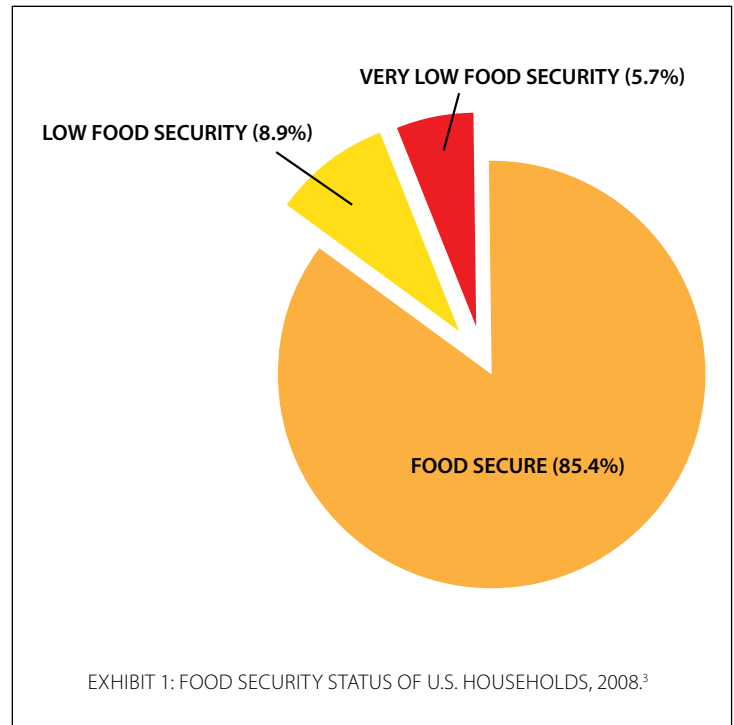
Levels of depression and anxiety have also been found to be higher in food insecure women. In a cross-sectional survey conducted from 2001 to 2003 on 2870 mothers of 3-year-old children, food insecure women demonstrated higher levels of major depressive episodes and generalized anxiety disorder.⁷ One study examined the effects of the loss of food stamp benefits on mothers. A maternal depression screen was provided to a sample of 5306 mothers. The study found women who had seen a reduction in food stamps scored positively on the maternal depression screen.⁸

Food insecurity can impact the mental health status of women. The lack of basic sustenance can lead to serious effects in psychological functioning. Food insecurity has been linked to an increase in depressive and anxiety disorders. Thus, the re-allocating and reduction of SNAP funds will only worsen the ability of SNAP women to maintain their mental health.

RECOMMENDATIONS

Reductions in SNAP benefits will lead to increased numbers of households experiencing food insecurity and increased numbers of food insecure women experiencing physical and mental health deficits. There are, however, several actions individuals can take to protest the siphoning of SNAP benefits:

- Visit the Food Research and Action Center website (<http://www.frac.org>) to obtain information on food insecurity.
- Contact the White House (202-456-1111) to voice concern about cuts in SNAP benefits.



- Urge congressional representatives to support a bill that does not decrease SNAP benefits.
- To better understand the burden of being food insecure, take the Food Stamps Challenge and urge your congressional representatives to take the challenge as well.

Luis Quintanilla is an M.S.W. student in the Department of Social Welfare in the UCLA Luskin School of Public Affairs and a recipient of a CSW Policy Brief Award. Photo: RapidEye/iStockphoto.com

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At least a quarter of WIC-certified stores in California are small local operations.



HELPING LOCAL STORES WITH WIC CERTIFICATION WILL YIELD BETTER FOOD OPTIONS FOR ALL

BY JACKIE HUNT

Providing vendors with help in maintaining or attaining WIC certification would improve food offerings for customers and help local economies in a time of economic recession.

CHANGES made to the Special Supplemental Nutrition Program for Women, Infants, and Children (WIC) in October of 2009 reflect updated U.S. dietary guidelines. The new food packages now include fresh fruits and vegetables. Because purchases must still be made from a certified WIC vendor, these stores must stock a minimum amount of all the types of foods covered by the program. At least a quarter of WIC-certified stores in California are small local operations. Some stores may not have the resources to purchase, stock, and store fresh produce and may lose their WIC certification.

The nation's third largest nutrition assistance program in terms of expenditures following Supplemental Nutrition Assistance Program (SNAP) and the National School Lunch Program (NSLP), WIC was established in 1975 to provide nutritional intervention during pregnancy and early childhood and to thereby prevent developmental issues and medical problems.¹ The state-run, federally funded program provides vouchers that may be redeemed at certified stores for specific food items. Because they were based on nutrition science of the 1970s, WIC-approved foods emphasized specific vitamins and protein. The only WIC-eligible vegetable, for example, was fresh carrots—a source of vitamin A—and only lactating

women qualified for them. Other approved foods included enriched cereals, fruit juice with vitamin C, peanut butter, full-fat cheese and milk, and infant formula. In recent years, as nutrition standards have changed, many have criticized WIC-approved foods for being too high in fat and for not offering fresh foods. For the first time in thirty years, changes made to the program were made in October of 2009 to reflect updated U.S. dietary guidelines. The new food packages include whole-grain bread and rice, fresh and canned fruits and vegetables, and low-fat dairy.²

RECOMMENDATION

Providing vendors with help in maintaining or attaining WIC certification would improve food offerings for customers and help local economies in a time of economic recession. Stores could have some assurance of income even when their customers have little cash for groceries. A higher volume of sales might also allow store owners to buy in larger quantities, which would give them more options for suppliers and better prices from distributors. WIC certification might improve the quality of produce stocked by increasing produce purchases, which would lead to more frequent restocking. Organizations like Public Health Law and Policy have resources for community groups wanting to help local store owners to gain WIC certification.³ Created with help from the California WIC Association, a toolkit suggests ways that advocates can leverage the changes in the WIC program to help improve the food offerings in disadvantaged neighborhoods.⁴

Jackie Hunt recently earned a M.P.P. in the Department of Public Policy in the UCLA Luskin School of Public Affairs and was a graduate student researcher at the Center for the Study of Women at UCLA. Photo credit: kevinruss/iStockphoto.com

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It is more likely for those who have experienced intimate partner violence to be food insecure.

IMPROVING HEALTH OUTCOMES FOR HOUSEHOLDS AFFECTED BY IPV AND FOOD INSECURITY

BY DAYO T. SPENCER-WALTERS

Monitoring populations who are at risk for both is a first step toward addressing a pressing public health and social justice issue.

STUDIES have shown that both food insecurity and intimate partner violence (IPV) are correlated with increased reports of poor health among sample populations throughout the U.S. Among those who experience food insecurity, the rates of IPV experience are significantly higher. Although IPV and food insecurity are experienced across all genders, races, ethnicities, and families, they are manifested differently across these populations and, perhaps, reflect a structural violence that maintains oppressive social, economic, and political constructions.¹

Data from the California Health Interview Survey (CHIS)² and California Women's Health Survey (CWHs) indicate that populations at high risk for both IPV and food insecurity include women, racial and ethnic minorities, and single women with children.

Women: The rates of food insecurity among men and women who have experienced IPV since the age of 18 are roughly the same: 62.7% and 58.5% respectively and are proportionally higher than rates of food insecurity among those who had not experienced IPV. Because women are twice as likely to experience IPV as men, however, the absolute number for women who have experienced IPV and are food insecure is twice that for men.

Racial/Ethnic Minorities: CHIS and CWHs data shows that 74.7% of African-American women who had experienced IPV within the last 12 months were also food insecure. Additionally, levels of food insecurity and instances of IPV vary by racial/ethnic group. For instance, in 2005, the level of food insecurity among Latinas in California at or below 200% of the FPL was 59.2% and for African American women in the same category the level of food insecurity was 54.7%. For white women in the same category the level of food insecurity was 37.1% and amongst Asian women the level of food insecurity was 32.6%. Data from 2007 showed that instances of IPV were more likely in African American and Latina populations. Racial and ethnic populations that experience IPV at higher rates also have higher rates of food insecurity.

Single Women with Children: Single women who had experienced IPV and had children in their households were more likely to be food insecure (67.3%) than married women with children who had experienced IPV (41.6%). Again, these rates differ across racial/ethnic populations: 74% of African-American single women who had ever experienced IPV were also food insecure, and 67% of Latina single women and 93.7% of "other/mixed" single women who had ever experienced IPV were food insecure.

RECOMMENDATION

A first step toward reducing the rates of both IPV and food insecurity and thereby improving health outcomes for at risk populations is financial and structural support for surveys and research to monitor IPV, food insecurity, and the relationship between them. Maintaining accurate and up-to-date data is the first step in creating comprehensive resources for service providers and for the communities most affected.

Dayo T. Spencer-Walters recently earned an M.P.H. in the Department of Community Health Science in the UCLA School of Public Health and was a graduate student researcher at the Center for the Study of Women at UCLA. Photo credits: WendellandCarolyn and Roob/iStockphoto.com

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Project GROW targeted food insecurity amongst survivors of domestic violence.

REINSTATE PROJECT GROW! TARGETING FOOD INSECURITY AMONG SURVIVORS OF IPV

Studies have shown that IPV and food insecurity not only correlate with each other but are also associated with low income, race/ethnicity, education, and single parenthood.¹

WITH OVER HALF of women who had ever experienced intimate partner violence (IPV) also facing food insecurity according to data from 2009, these two public health problems represent a conjoined crisis requiring innovative, multifaceted solutions across multiple resources at state, county, community, and individual levels.² One such intervention in California was Project GROW (Gardening for Respect, Opportunity and Wellness), which was funded from 1999 to 2001.³ A collaboration between the California Department of Health Services, the Center for Food and Justice at Occidental College, and selected state-funded domestic violence shelters, Project GROW targeted food insecurity amongst survivors of domestic violence, community food insecurity, and food insecurity at shelters. Programs included gardening, nutrition education, and partnerships with community food organizations. Its

relevance as a strategy for addressing food insecurity among domestic violence survivors still stands.

In California, women are twice as likely (20.5%) to experience IPV compared to men (9.1%). Data show that incidents of IPV within the last 12 months were more likely to occur amongst African American women, Latina, and American Indian/Alaska Native women. Single women with children were more likely to experience IPV compared to their married counterparts and to women who did not live in households with children.⁴

Approximately 3 million people in California at or below 200% of the Federal Poverty Level (FPL) were food insecure in 2009. Data from the California Women's Health Survey indicate that in 2007 women who were food insecure were more likely to be unmarried, live in households with children, have less than a high school education, and participate in the Supplemental Nutrition Assistance Program (SNAP).⁵ Stratifying food insecurity amongst women at or below 200% FPL by race/ethnicity reveals that 44.7% of Latina women were food insecure compared with 40.6% of African-American women, 35.85% of White women, 33.5% of Asian women 40.4% of Alaska Native/American Indian women, and 46% of women identified as "other/2 or more races." (Exhibit 1).⁶

Food insecurity with or without hunger can result in an altering of diet, particularly the trading of nutritious foods for high-calorie/low-nutrient (but less expensive) foods. In California, food insecure women with or without hunger were more

likely to report that fruits and vegetables were too expensive (41.6% and 18.0% respectively) compared to food secure women (3.1%) (Exhibit 2). Poor quality diets can lead to negative health outcomes including obesity.

IPV AND FOOD SECURITY

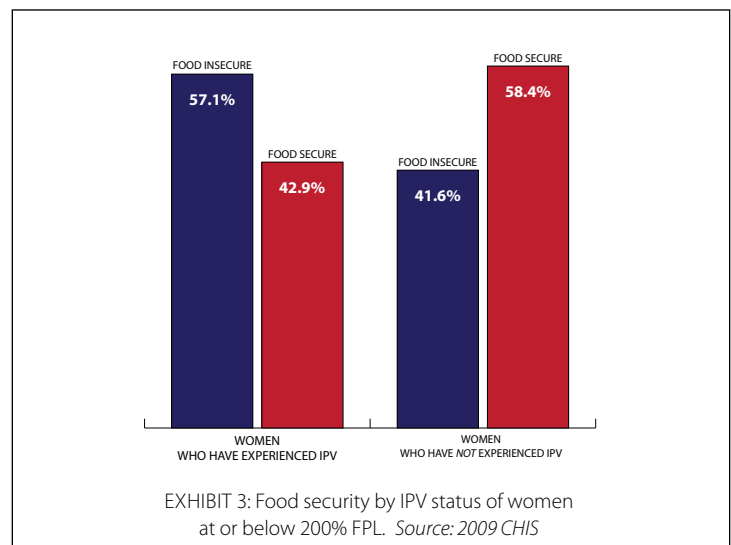
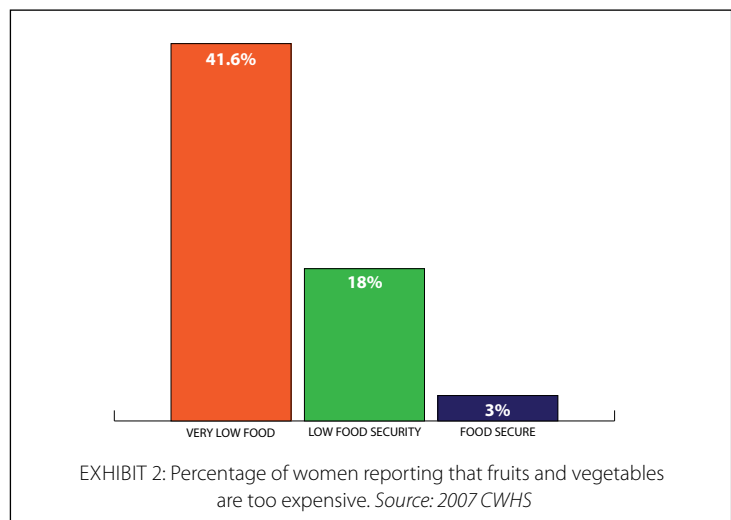
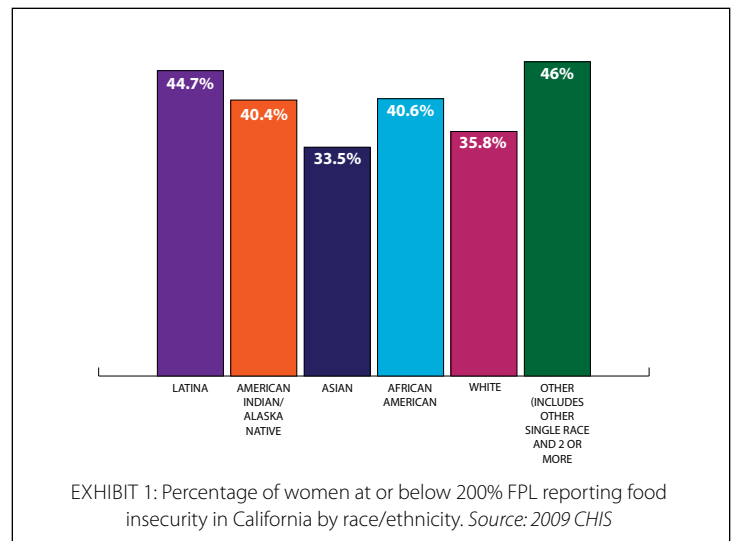
The connections between IPV and food insecurity have been documented in previous studies.⁷ In a study designed to identify factors associated with hunger, it was found that women who experienced sexual abuse during their childhood were more than four times as likely to suffer food insecurity as adults than women who were not sexually abused in their childhood and were also more likely to experience domestic violence as an adult. The study also found that adult hunger within families was “related to a mother’s managerial, social and financial resources,” implying that the consequences of domestic violence (as an adult/and or child) could present as destabilizing to the “managerial and financial resources” needed to maintain household sufficiency including food security.⁸

Data for California shows that more than half of women at or below 200% FPL who had ever experienced IPV as an adult were food insecure (Exhibit 3). An overwhelming 74% of single African-American women with children and 67% of Latina women with children who had ever experienced IPV were also food insecure. Collectively, in the counties with food insecurity prevalence above 32%, 79.7% of single women with children who had experienced IPV in the last year were food insecure.

Although the data do not allow claims that IPV *causes* food insecurity or vice versa, it is clear that both are not only persistent but also affect the same populations in California. These populations include but are not limited to women in low income households, women with young children in the household, women of color, and/or women with lower levels of formal education. Therefore, interventions need to address IPV and food insecurity as simultaneous destabilizing factors in the lives of individuals and their respective communities.

CRITIQUE

In California, the fiscal status of domestic violence shelters is often directly dependent on the status of the state budget. Underfunding of shelters coincides with cuts during state budget crises. Such dependency also makes clear the larger trend of fiscal instability among community-based, safety-net providers of IPV services during economic recessions. While such services are plagued by underfunding, services combating food insecurity—in particular, SNAP—are often underutilized. In California, only 46% of income-eligible adults participate in the food stamp program, CalFresh, compared with 60% at the national level. Participation of adults with low food security is even



lower: fewer than one-quarter is enrolled.⁹ The USDA estimates that every \$5 in new food stamp benefits generates \$9.20 in total community spending. California Food Policy Advocates, a public policy and advocacy organization, estimates a loss of nearly \$5 billion dollars in federal nutrition benefits and an additional

\$8.7 billion in untapped statewide economic activity as a result of underutilization. Reinstatement of Project GROW could stimulate economic activity by bridging individual and community food security with local food outlets and participation in public assistance programs.

The correlations between IPV and food insecurity and the consequent underfunding and underutilization of resources by the affected populations reveal the need for programs that address the multiple needs of these populations in a comprehensive, integrated, and accessible manner.

PROJECT GROW

Funded through state resources appropriated by the Department of Health Services, Project GROW was a 2-year pilot program that provided funding to domestic violence shelters to address community food insecurity amongst their clientele through the establishment of gardens.¹⁰ At the end of the two years, the final evaluation found that all nine participating shelters had installed, expanded, or renovated gardens. Changes in health behavior amongst clientele as well as staff included the incorporation of fresh produce from the gardens and/or from other community sources into menus; increased use of farmer's markets; reduction in consumption of sugary and fatty snacks purchased by agency staff/clientele or donated by outside organizations and restaurants; and implementation of new cooking techniques, eating habits, and food purchasing habits. For all its success, the pilot program also identified some challenges. These included underestimation of time and labor needed for installation, limited funding cycle, and availability of bilingual instructors and consultants who were sensitive to issues of IPV and food insecurity. The development of community partnerships helped the most successful programs to master these challenges. Asset mapping within agencies and in the surrounding community often led to the cultivation of new resources, including community volunteers to help with the installation/design of gardens, funding to expand or continue, and organizations/individuals such as farmer's markets, master gardeners, horticultural therapists, and community agricultural projects.

RECOMMENDATION

Implementing Project GROW as a statewide initiative would bolster the services of domestic violence shelters through gardening, health education and promotion and through community partnerships to combat food insecurity among IPV survivors. The program could help to improve the food environments of women in shelters while helping to facilitate local economies by promoting the use of community food outlets and increasing participation in CalFresh or SNAP. Shelters throughout California often help to secure food for their clientele—most of whom are low income—through SNAP, WIC, Head Start, and/or direct

food assistance. A particular strength of Project GROW was the advancement of individual and community food security through the fostering of community partnerships. These collaborations allowed centers as well as clients to tap into sources of local fresh produce. Increased use of local food outlets coupled with support from a community center (such as a domestic violence shelter) could impact participation in public programs, by increasing the utilization of resources that promote community food security amongst survivors of IPV.

Dayo T. Spencer-Walters recently earned an M.P.H. in the Department of Community Health Science in the UCLA School of Public Health and was a graduate student researcher at the Center for the Study of Women at UCLA. Photo credit: cjp/iStockphoto.com

NOTES

1. *California Health Interview Survey*, UCLA Center for Health Policy Research, 2009. <<http://www.chis.ucla.edu/>> URL accessed July, 2011.
2. *California Health Interview Survey*, UCLA Center for Health Policy Research, 2007. <<http://www.chis.ucla.edu/>> URL accessed July, 2011.
3. *Growing Food, Healing Lives: Linking Community Food Security and Domestic Violence*, S. Stuart et al., Center for Food and Justice, 2002. <http://departments.oxxy.edu/uepi/cfj/publications/Project_GROW_Final_Report.pdf> URL accessed July, 2011.
4. *Nearly Four Million California Adults Are Victims of Intimate Partner Violence*, E. Zahnd et al., UCLA Center for Health Policy Research, 2010. <<http://www.healthpolicy.ucla.edu/pubs/files/IPV%5FPB%5F031810.pdf>> URL accessed July, 2011.
5. *Data points: Results from the California Women's Health Survey, California Women's Diet Quality by Household Food Security Status*, B. Mknelly et al., California Dept. of Health Services, Office of Women's Health, 2010 <<http://www.dhcs.ca.gov/dataandstats/reports/Documents/OW-HRreports/DP12.06-07.pdf>> URL accessed July, 2011.
6. Estimates for Alaska Native/American Indian and "other single/2 or more races" women were not reported because of confidence interval overlap.
7. Food Insufficiency and Material Hardship in Post-TANF Welfare Families, M.E. Corcoran et al., *Ohio State Law Journal*, volume 60, issue 4, pages 1395-1422, 1999; *Food Insufficiency and the Physical and Mental Health of Low-Income Women*, K. Siefert et al., *Women & Health* volume 32 issue 1, page 159, 2001; Domestic Violence in the Lives of Women Receiving Welfare: Mental Health, Substance Dependence, and Economic Well-Being, R. Tolman & D. Rosen, *Violence Against Women*, volume 7 issue 2, pages 141-158, 2001; Risk and Protective Factors for Adult and Child Hunger Among Low-Income Housed and Homeless Female-Headed Families, C. Wehler et al., *American Journal of Public Health*, volume 94, pages 109-115, 2004; and Female Victims of Intimate Partner Physical Domestic Violence (IPP-DV), California 1998, Z. Weinbaum et al., *American Journal of Preventive Medicine*, volume 21 issue 4, page 313, 2001.
8. Risk and Protective Factors for Adult and Child Hunger Among Low-Income Housed and Homeless Female-Headed Families, C. Wehler et al., *American Journal of Public Health*, volume 94, pages 109-115, 2004
9. *Food Security Among California's Low-Income Adults Improves, But Most Severely Affected Do Not Share in Improvement*, G. Harrison et al., UCLA Center for Health Policy Research, 2007. <<http://www.healthpolicy.ucla.edu/pubs/Publication.aspx?pubID=225>> URL accessed July, 2011.
10. Not including agency staff, an estimated 1500 women and children across nine agencies throughout the state participated from 1999 to 2000. The agencies varied in structure and mission, with some exclusively operating as domestic violence agencies while others incorporated additional services as part of a larger mission. Agencies applied for a starter grant of \$18,000 from the state Department of Health Services. Following the program's end in December of 2000, a final evaluation was conducted across all participating shelters by the Center for Food and Justice at Occidental College.

APPENDIX 5: CSW Update Issues

Special Issue: Critical Media Literacy

Where Theory Meets Practice, by Rhonda Hammer
Catalyst for Change, by Laura Nava
The First Frame, by Hasti Barahmand and Kunti Durdakia
Critical Media Literacy, LGBT Representation, and Blurred Realities, by Shante Espericuteta with Laura Nava
Media Literacy for New Generations, by Krista Hawkins
The Days I First Learned I Had the Right to See, Not Only Watch, by Stephanie Ohannesian
Deconstructing the Superhero, by Richard Van Heertum and Kip Austin Hinton
When a Sexist Voice is Not a Choice, by Amanda Kenderes
Armed through Education, by Michelle Mearlette-Hernandez
The Power of Production, by Heather L. Caban
The Power of Critical Media Literacy, by Myrna A. Hant

October 2010

New Majorities and STEM, by Kathleen McHugh
Gender Dynamics within Japanese American Youth Basketball Leagues, by Christina Chin
Think and Drink at SCT, by Patrick Keilty
JMEWS moves to Yale, by Diane James
Susan Stryker and Kara Keeling, by Heather Collette-Vanderaa
On the Ballot, by Aylin Kuzucan
Faculty Development Grants for AY 2010-11

November 2010

Students and Spirituality, by Helen S. Astin
Studying Maya Adolescents in a New High School in Zinacantán, Mexico, by Adriana Manago
With Social Change Comes Great Responsibility, by Sabrina Tinsay
Interview Success, by Rebekah Park and Kristina Yarris

December 2010

Feminism's Faults: Beyond the Maternal Metaphor, by Kathleen McHugh
Gloria Wekker, by Heather Collette - VanDeraa
Reflections on Mothering in Santiago de Cuba, by Hanna Garth
From Misogyny to Murder, by Gilda Rodriguez
Becoming Transreal, by Linzi Juliano

January 2011

Thinking Gender 2011 Conference Preview, by Jennifer Moorman
Liberating Hollywood, by Maya Smukler
My Great AHA! Moment as a Pinay, by Kim Mendoza
Avoiding Maternity, by Cassia Roth
Media Representations of Michelle Obama, by Taquisha Brannon

February 2011

Face Time, by Kathleen McHugh
Conference Preview
When Letting Go of Goals Works, by Elizabeth Thompson
Diary of a Graduate Student, by Leila Pazargadi
Breast Milk Banking in the U.S., 1910 to the Present, by Marisa Gerstein Pineau
Exploding Expectation in Stand-up Comedy, by Women of Color, by Christie Nittrouer
The Benefits of Supporting Others, by Tristen Inagaki

March 2011

WOMEN and STEM, by Jenessa Shapiro
Casi Como Madres, by Kristin Elizabeth Yarris
Childbirth and Confinement, by Elizabeth Raisanen
Lata Mani, by Masia Anam
In Conversation with Lata Mani, by Devaka Gunawardena
Genesis Project as a Model of Gender Study Research, by Oksana Chepelyk
Rock n' Roll Camp for Girls, by Lindsey McLean

APPENDIX 5: CSW Update Issues

April 2011

New Majorities I & II: A Team Effort by Kathleen McHugh
ALMS 2011 Conference Preview, by Lindsey McLean
The Gendering of Film and Television Casting, by Erin Hill
Inventing Hoodia, by Laura Foster

May 2011

Dancing at the Crossroads, by Sara Stranovsky
Q&A with Jessica Gipson, by Dayo Spencer-Walters
Q&A with Steven Spencer, by Courtney Hooker
Q&A with Toni Schmader, by Lauren Wong
New Majorities II, by Krista Miranda

Special Issue: CSW Research Scholars

CSW Research Scholars!, by Kathleen McHugh
Why a Historian Writes Reference Works, by Kathleen Sheldon
Improving Abortion Services for Women in Mexico, by Davida Becker
Guiding Tours of the LA River and Promoting Sustainability, by Jenny Price
Studying Stigma Medicine and Huntington's Disease, by Alice Wexler
Suburban Landscapes in LA, by Becky Nicolaidis
Okinawanness as a Form of Indigeneity in Transnational Anti-Militarist Feminist Movement, by Ayano Ginoza
Women Who Misbehave (and Change the World), by Myrna A. Hant
Cultural Mapping of Violent Events in Baghdad, by Lindsay A. Gifford
How Infants Come To Know 'What Everyone Else Already Knows', by Patricia Zukow-Goldring
Studying Women and Philosophy, by Carol M. Bensick
Sacred Display, by Miriam Robbins Dexter
Exploring Gender Justice, Religion, and Ethics, by Azza Basarudin

Under the Rape Shield, by Denise Roman
'Just Like you', but not Like us, by Karina Eileraas
Tagging and Blogging to Preserve History, by Penny L. Richards

Special Issue: Thinking Gender

Coordinator's Message, by Jen Moorman
Uprooting the Seeds of Evil, by Mir Yarfitz
Ambiguous Rights, panel review by Jillian Beck
Gender and Media in the Post and Cold War Era, panel review by Julia Wright
Contested Intervention and the Politics of Rescue, panel review by Susan McKibben
Oral Interactions, Phantom Bodies and What's Food Got to Do With It?, panel review by Lindsey McLean

June 2011

CSW Receives NEH Grant, by Kathleen McHugh
Gendered Recourse in Humanitarian Paths to Citizenship, by Sarah Morando
Moving from the Flesh, by Naazneen Diwan and Patricia Torres
Q&A with Nilanjana Dasgupta, by Ines Jurcevic
Q&A with Joshua Aronson, by Amy Williams
Media Images and Screen Representations of Nurses, by Ben Sher
ALMS 2011 Conference Review, by Lindsey McLean
CSW Awards 2011

APPENDIX 6: Downloads from CSW's California Digital Library Site

	Jul-10	Aug-10	Sep-10	Oct-10	Nov-10	Dec-10	Jan-11	Feb-11	Mar-11	Apr-11	May-11	Jun-11	Total
Newsletter	944	730	743	1007	1087	600	584	919	812	829	886	634	9775
Thinking Gender	1195	1198	1152	1886	2170	1054	964	1122	1478	1369	1342	869	15799
Other	-	-	-	-	-	-	-	-	-	11	20	10	41
Totals	2139	1928	1895	2893	3257	1654	1548	2041	2290	2209	2248	1513	25615

APPENDIX 7: Videocasts

Students and Spirituality

Helen S. Astin, Emeritus Professor Department of Education, UCLA, with respondent Christine A. Littleton, Vice Provost for Diversity and Faculty Development, UCLA

Thinking Gender 2011

SESSION 1: GENDER & MEDIA IN THE POST AND COLD WAR ERA

Girls Gone Wild? Respectability, Political Stability, and Gender, Molly Jessup, Syracuse University

Good Girls and Better Consumers: Teen Magazines and Teenage Consumers in the Cold War Era, Diana Belscamper, University of Wisconsin

Female-Fashion Currency: The Cultural Exchange of Ideas of Womanhood, via Fashion and Cinema, Between Italy and the United States in the Post-War Era, Dawn Fratini, Cinema and Media Studies, UCLA

Frames Fatale: Deconstructing Media Framing of a Female Gang Member Convicted of Murder, Aubri McDonald, University of Illinois

SESSION 2: MOTHERS: FROM THE ABJECT TO THE ARCHIVE

Uprooting the Seeds of Evil: Jewish Marriage Regulation, Morality Certificates, and Degenerate Prostitute Mothers in 1930s Buenos Aires, Mir Yarfitz, History, UCLA

Funny M(Otherings): Abject Belonging in American Comedy, Christie Nittrouer, Theater and Performance Studies, UCLA

'Sweet Salubrious Streams' from 'Breasts of Snow': The Maternal Physician and the Body as a Site of Cultural Production in the Early Republic, Clarissa Janssen Trapp, Colorado State University

Maternity in the Archives: Historical Sources on Women, Reproduction, and Motherhood, Cassia P. Roth, UCLA

PLENARY SESSION:

MAKING IT OUR BUSINESS: DEVELOPMENT, COFFEE, SEX, AND THE WORKFORCE

Don't Monopolize the Good: Development Aggression and Subaltern Filipinas, Stephanie Santos, Women's Studies, UCLA

Transcaffeinated: Transgender Phenomena in Cafe Femenino's Fair Trade Femininities, Evangeline Heiliger, Women's Studies, UCLA

The Effects of Gender and Sexual Orientation on Hiring and Compensation Decisions, Benjamin Everly, Anderson School of Management, UCLA

SESSION 3: SURVIVING IN LA: SPACE, FOOD, JUSTICE

Fast Food, Slow Death, and the Propaganda of Health: Jewel Thais-Williams' Radical Battle for Black Survival, Analena Hope, University of Southern California

Intersections of Domestic Violence and Food Insecurity in California, Dayo Spencer-Walters, Community Health Science, UCLA

SESSION 4: CRUISING

Queer Cruises: Global Gay and Lesbian Liberation or Sexual Colonialism on the High Seas?, Kyle B. Jackson, Queen's University

Orientalism and the Politics of Pathology: Same-Sex Desire in Wang Xiaobo's Gentle as Water and Zhang Yuan's East Palace, West Palace, Kyle Shernuk, University of Oregon

Exciting Terror' in Lou Ye's Summer Palace, Mila Zuo, Cinema and Media Studies, UCLA

APPENDIX 7: Videocasts

New Majorities, Shifting Priorities

ROUNDTABLE #1: CURRICULUM AND RESEARCH IN GENDER, SEXUALITY, LGBT, WOMEN'S STUDIES, ETHNIC STUDIES, AND POSTCOLONIAL STUDIES

Lisa Duggan, NYU

Rod Ferguson, University of Minnesota

Inderpal Grewal, Yale University

Laura Kang, UC Irvine

Sarita Echavez See, University of Michigan

ROUNDTABLE #2: ACADEMIC DEPARTMENTS AND RESEARCH CENTERS

Kathleen McHugh, English, Cinema, and Media Studies, UCLA

Laura Briggs, University of Arizona

Angela Riley, Law, UCLA

Jenny Sharpe, English and Comparative Literature, UCLA

Kathryn B. Stockton, University of Utah

WOMEN and STEM

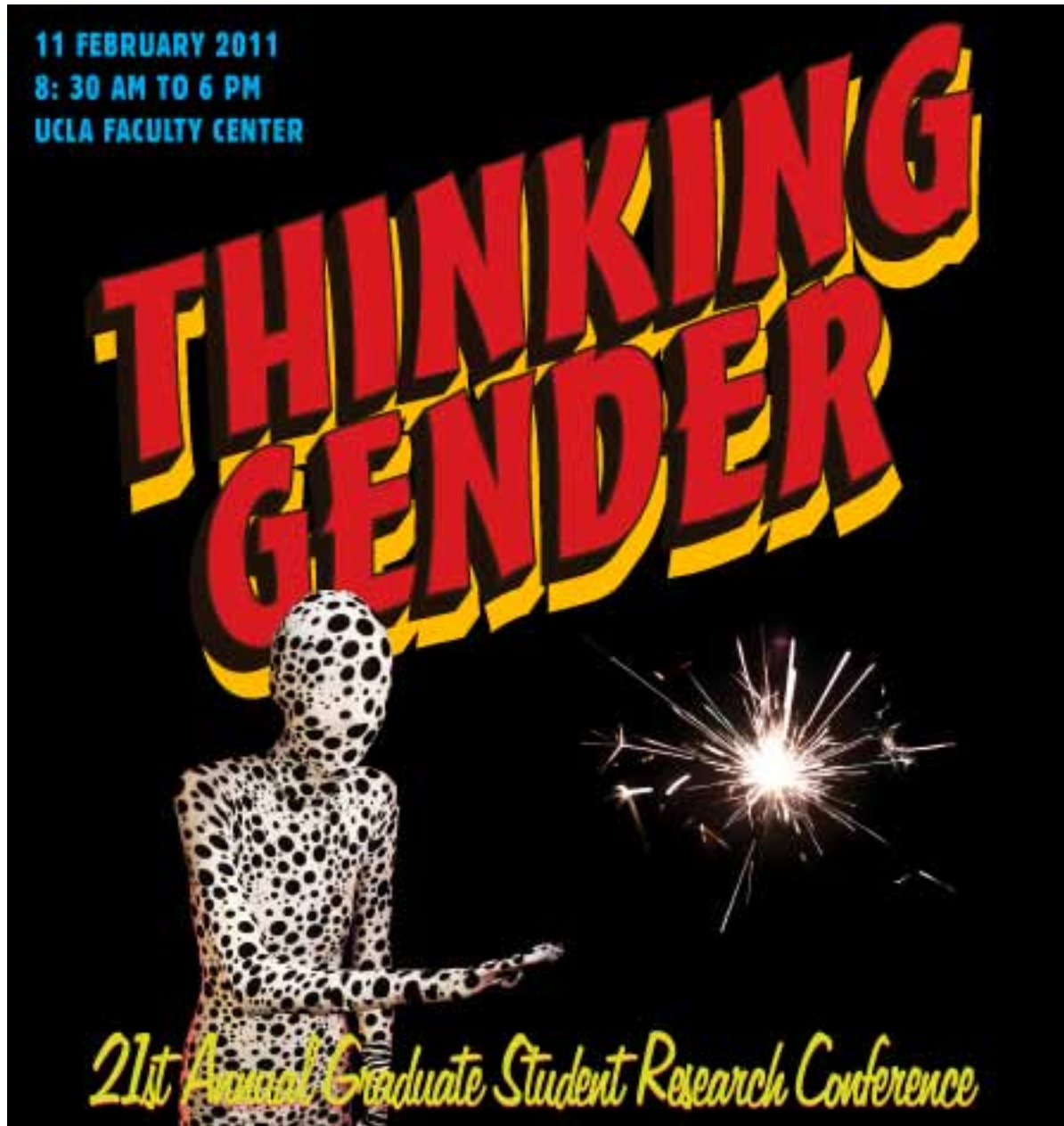
A Chilly Climate for Women in STEM: How It Develops and How It Can Be Overcome, Steven Spencer, University of Waterloo

Stereotype Threat Deconstructed, Toni Schmader, University of British Columbia

STEMing the Tide: Female Experts and Peers Enhance Young Women's Interest in Science, Technology, Engineering, and Mathematics, Nilanjana Dasgupta, University of Massachusetts

Stereotypes and the Nurture of Intelligent Thought and Behavior, Joshua Aronson, New York University

APPENDIX 8: Thinking Gender Program



THE UCLA CENTER FOR THE STUDY OF WOMEN

presents

THINKING GENDER

21st Annual Graduate Student Research Conference

Friday, February 11, 2011

7:30 am to 6:30 pm, UCLA FACULTY CENTER

PROGRAM OVERVIEW

7:30 – 8:30 am	Registration Opens/Breakfast
8:30 – 9:50 am	Session 1
10:05 – 11:25 am	Session 2
11:30 am – 12:45 pm	Lunch
1:00 – 2:30 pm	Plenary Session, chaired by Professor Purnima Mankekar, UCLA, Women's Studies and Asian American Studies
2:45 – 4:05 pm	Session 3
4:20 – 5:40 pm	Session 4
5:45 – 6:30 pm	Reception

Thinking Gender is an annual public conference highlighting graduate student research on women, sexuality, and gender across all disciplines and historical periods.

Shifting Gender Roles in the Global South

SIERRA

MODERATOR: SONDRA HALE, UCLA, ANTHROPOLOGY

ADRIANA MANAGO, UCLA, PSYCHOLOGY, **Gender Role Development and Shifting Social Ecologies in a Maya Community in Southern Mexico**OLASUNBO OMOLARA LOKO, U OF IBADAN, NIGERIA, AFRICAN MUSIC, **Gospel Music in Nigeria: Women's Involvement and Contributions**ROSELYN BANDA, MIAMI U, EDUCATIONAL LEADERSHIP, **Duplicitous Double Binds: The Search for Womanhood in Zimbabwe****Oral Interactions: Conversation, Ethnography, Oral History**

HACIENDA

MODERATOR: DEVRA WEBER, UC RIVERSIDE, HISTORY

DIANE YU GU, UCLA, EDUCATION, **Female Doctoral Students' Interactions with Faculty and Their Aspirations to Pursue Academic Careers**KATE WOOD, UC SAN DIEGO, SOCIOLOGY, **"Any Smart Girl Could Tell the Difference": Negotiations with Femininity in Adult Women's Reflections on Childhood Reading**CRYSTAL MUNHYE BAIK, USC, AMERICAN STUDIES AND ETHNICITY, **Thinking through Narrative: Oral History and Intimate Partner Violence, IPV**EMILY CRUTCHER, UC SANTA BARBARA, SOCIOLOGY, **"It Sounds Like She's Totally Faking": Assessments of the Authenticity of Female Pleasure in Pornography****Gender & Media in the Post and Cold War Era**

DOWNSTAIRS LOUNGE

Moderator: KRISTEN HATCH, UC IRVINE, FILM AND MEDIA STUDIES

MOLLY JESSUP, SYRACUSE U, HISTORY, **Girls Gone Wild? Respectability, Political Stability, and Gender**DIANA BELSCAMPER, U OF WISCONSIN, MILWAUKEE, HISTORY AND MODERN STUDIES, **Good Girls and Better Consumers: Teen Magazines and Teenage Consumers in the Cold War Era**DAWN FRATINI, UCLA, CINEMA AND MEDIA STUDIES, **Female-Fashion Currency: The Cultural Exchange of Ideas of Womanhood, via Fashion and Cinema, Between Italy and the United States in the Post-War Era**AUBRI MCDONALD, U OF ILLINOIS, CHICAGO, CRIMINOLOGY, LAW & JUSTICE, **Frames Fatale: Deconstructing Media Framing of a Female Gang Member Convicted of Murder**

Ambiguous Rights: Gender, Politics, and Theory

REDWOOD 4

MODERATOR: CYNTHIA MERRILL, CSW RESEARCH SCHOLAR

BOGDAN POPA, INDIANA U, POLITICAL SCIENCE, **Re-reading John Stuart Mill's "On Marriage": Is Mill a Critic or a Supporter of Difference Feminism?**

LIZA TAYLOR, UCLA, POLITICAL SCIENCE, **Reclaiming Susan Okin for Feminist Democratic Theory: Revealing the Limitations of a Liberal Approach to Multiculturalism**

KAITLIN BOYLE, U OF NORTH CAROLINA, CHARLOTTE, SOCIOLOGY, **Nordic Gender Equality Models: Taking Sameness for Granted through the Worker-Career Model**

SEBNEM KENIS, KOC U, ISTANBUL, INTERNATIONAL RELATIONS, **The Islamic Women's Rights Activism in Turkey: Prospects and Limitations for a Pluralistic Construction of Citizenship**

Cathedrals, Kitchens, and Historical Struggles over Women's Place

REDWOOD 5

MODERATOR: ELIZABETH CALLAGHAN, CSW RESEARCH SCHOLAR

CHARLES A. WITSCHORIK, UC BERKELEY, HISTORY, **From "The Weak Sex" to "The Devout Sex": Women, Gender, and Official Church Discourses in Early Nineteenth-Century Mexico City**

SARAH JONES WEICKSEL, U OF CHICAGO, HISTORY, **Domesticity in the Commercial Kitchen: Chicago Women and the Pursuit of Autonomy, 1890-1920**

CHRISTOPHER BRICK, BROWN U, HISTORY, **"Every Man a King": Agrarian Radicalism and the Gendered Origins of Human Rights in Rural America, 1934-1935**

SESSION 2**10:05 to 11:25 AM**

Kinship Reimagined

SIERRA

MODERATOR: SHERRY ORTNER, ANTHROPOLOGY, UCLA

LINDSAY PARME, BRANDEIS, ANTHROPOLOGY AND WOMEN'S AND GENDER STUDIES, **"Can't Jail the Spirit": Experiences of Incarcerated Women**

JANETTE DIAZ, UC SANTA BARBARA, SOCIOLOGY, **Doing Dominance: Latina Mother and Daughter Conversations about Dating and Sexuality**

HEATHER MCKEE HURWITZ, UC SANTA BARBARA, SOCIOLOGY, **Muslim Arab American Borderland Femininity, Sexuality, and Feminism**

What's Food Got To Do With It? Women and Disordered Eating

HACIENDA

MODERATOR: ABIGAIL SAGUY, UCLA, SOCIOLOGY

FENG-MEI HEBERER, U OF SOUTHERN CALIFORNIA, CRITICAL STUDIES, **Performing the Bulimic Body**

ROXANNE NASEEM RASHEDI, GEORGETOWN UNIVERSITY, ENGLISH, **Disordered Eating, Agency, and Self-Autonomy: Class Identity in Elaine Mar's Paper Daughter**

JESSICA M. PHILLIPS, UC SANTA BARBARA, EDUCATION AND HUMAN DEVELOPMENT, **Cross-Cultural Perspectives on Eating Disorders and Body Image**

APRIL DAVIDAUSKIS, U OF SOUTHERN CALIFORNIA, ENGLISH AND GENDER STUDIES, **"By the Way Your Food Obsession Is Not As Endearing As You Think It Is": Lorelai Gilmore, Liz Lemon, and Other Hungry Women**

Chastity!

DOWNSTAIRS LOUNGE

MODERATOR: CLAIRE MCEACHERN, UCLA, ENGLISH

AMY MOFF HUDEC, BOSTON U, SOCIOLOGY, **Practicing Purity Under Pressure: Chastity Maintenance Among Unmarried Latter-day Saint and Evangelical Women**

ELLEN SNYDER, UCLA, CLASSICS, **Virtue, Violence, and Victors: The Role of *Pudicitia* in Livy's *Ab Urbe Condita***

HEATHER SHPIRO, UCLA, EDUCATION AND INFORMATION STUDIES, **Applying Sociocultural Theory to International Interventions: The Case of HIV/AIDS Education in Rural Malawi**

Politics, Pedagogy, and Transformative Education

REDWOOD 4

MODERATOR: EMILY ARMS, CSW RESEARCH SCHOLAR

ABIGAIL BOGGS, UC DAVIS, CULTURAL STUDIES, **Benazir Bhutto and the Negotiation of Sisterhood in US Higher Education**

LEAH DEANE, U OF TEXAS AUSTIN, HISTORY, **That Mess at Berkeley: The New Left, Ronald Reagan, and the Politics of Sex**

SHANNON WEBER, UC SANTA BARBARA, FEMINIST STUDIES, **From the Campus Lesbian Menace to Big Dykes on Campus: The Development of Contemporary Northeastern Women's Colleges as Queer Spaces**

CHRISTINE NEEJER, U OF LOUISVILLE, WOMEN'S AND GENDER STUDIES, **Women's Studies, Students and the Discourse of Crisis**

SESSION 2, continued

10:05 to 11:25 AM

Mothers: From the Abject to the Archive

REDWOOD 5

MODERATOR: ELLINE LIPKIN, CSW RESEARCH SCHOLAR

MIR YARFITZ, UCLA, HISTORY, **Uprooting the Seeds of Evil: Jewish Marriage Regulation, Morality Certificates, and Degenerate Prostitute Mothers in 1930s Buenos Aires**

CHRISTIE NITTROUER, UCLA, THEATER AND PERFORMANCE STUDIES, **Funny M(Otherings): Abject Belonging in American Comedy**

CLARISSA JANSSEN TRAPP, COLORADO STATE U, FORT COLLINS, HISTORY, **"Sweet Salubrious Streams" from "Breasts of Snow": The Maternal Physician and the Body as a Site of Cultural Production in the Early Republic**

CASSIA P. ROTH, UCLA, HISTORY, **Maternity in the Archives: Historical Sources on Women, Reproduction, and Motherhood**

LUNCH BREAK

11:30 AM to 12:45 PM

CALIFORNIA

Luncheon in the California Room is for Presenters and Guests of CSW.

PLENARY SESSION

1 to 2:30 PM

SEQUOIA

Making It Our Business: Development, Coffee, Sex, and the Workforce

MODERATOR: PURNIMA MANKEKAR, UCLA, WOMEN'S STUDIES AND ASIAN AMERICAN STUDIES

STEPHANIE SANTOS, UCLA, WOMEN'S STUDIES, **"Don't Monopolize the Good": Development Aggression and Subaltern Filipinas**

EVANGELINE HEILIGER, UCLA, WOMEN'S STUDIES, **Transcaffeinated: Transgender Phenomena in Café Femenino's Fair Trade Femininities**

JENNIFER MOORMAN, UCLA, CINEMA AND MEDIA STUDIES, **"Wanda Whips Wall Street": Women Filmmakers and the Business of Pornography**

BENJAMIN EVERLY, UCLA, ANDERSON SCHOOL OF MANAGEMENT, **The Effects of Gender and Sexual Orientation on Hiring and Compensation Decisions**

SESSION 3

2:45 to 4:05 PM

Phantom Bodies

SIERRA

MODERATOR: RACHEL LEE, UCLA, ENGLISH AND WOMEN'S STUDIES

OLUWAKEMI BALOGUN, UC BERKELEY, SOCIOLOGY, **Traditional vs. Cosmopolitan: Idealized Femininity and National Representation in Nigerian Beauty Pageants**

CORELLA DIFEDE, UC IRVINE, VISUAL STUDIES, **From Anatomic Spectacle to Informatics: Bodies... The Exhibit, and the Trouble Posed by the New Universal Body**

PATRICK KELTY, UCLA, INFORMATION STUDIES, **"Disembodiment" in Electronic Culture**

GUADALUPE ESCOBAR, UCLA, ENGLISH, **Principles of Pleasure: "Body" Politics in Gioconda Belli's *The Country Under My Skin: A Memoir of Love and War***

Debating Dysfunction: Medical (Mis)Management or Pornotopia

HACIENDA

MODERATOR: HANNAH LANDECKER, UCLA, SOCIOLOGY

MELISSA KEW, U OF CHICAGO, SOCIOLOGY, **Sociological Contributions to the Study of Female Sexual Dysfunctions**

STEVEN MALCIC, UC SANTA BARBARA, FILM AND MEDIA STUDIES, **ED Drugs and the American Pornotopia**

KATIE ANN HASSON, UC BERKELEY, SOCIOLOGY, AND KATHERINE DARLING, UC SAN FRANCISCO, SOCIOLOGY, **Taking “The Past” in a Pill? Pathological Modernity and the Biomedicalization of the Past**

PETRA DANIELCZYK, U OF SOUTH CAROLINA, GERMAN LITERATURES AND LANGUAGES, **Pandora’s Box: Cosmetic Surgery and the Designed Vagina**

Surviving in LA: Space, Food, Justice

DOWNSTAIRS LOUNGE

MODERATOR: JAN REIFF, UCLA, HISTORY

ANALENA HOPE, U OF SOUTHERN CALIFORNIA, AMERICAN STUDIES AND ETHNICITY, **Fast Food, Slow Death, and the Propaganda of Health: Jewel Thais-Williams’ Radical Battle for Black Survival**

CECILIA MARIA SALVI, CSU LOS ANGELES, ANTHROPOLOGY, **All is Food for Thought, Nothing Is Dogma: Gender Relations in Food Not Bombs**

DAYO SPENCER-WALTERS, UCLA, COMMUNITY HEALTH SCIENCE, **Intersections of Domestic Violence and Food Insecurity in California**

RACHEL R. SARABIA, UC SANTA BARBARA, SOCIOLOGY, **“Here It’s All About Learning How to Survive—I’m a Survivor”: An Examination of the Housing Projects as a Gendered Organization**

Transgender Enlightenment

REDWOOD 4

MODERATOR: ROBERT SUMMERS, CSW RESEARCH SCHOLAR

MURIEL VERNON, UCLA, ANTHROPOLOGY, **Losing Sons and Gaining Daughters: The Renegotiation of Kinship Relations through Male-to-Female Gender Transition**

WESLEY FLASH WOLLET, NYU, GALLATIN SCHOOL OF INDIVIDUALIZED STUDY, **Bucking the System: Buck Angel and Transsexual Male Pornography**

RACHEL MESSER, SAN FRANCISCO STATE U, WOMEN AND GENDER STUDIES, **The Psychic Dick: Pathology or Profound Embodiment?**

JEFF KOSBIE, NORTHWESTERN U, SOCIOLOGY AND LAW, **Understanding Gender Through Sex Discrimination Law**

Contested Interventions and the Politics of Rescue

REDWOOD 5

MODERATOR: KARINA EILERAAS, CSW RESEARCH SCHOLAR

SANDIBEL BORGES, UC SANTA BARBARA, FEMINIST STUDIES, **The Struggle Against the Victimization and Stigmatization of Sex Workers: The Colectivo Hetaira NGO in Madrid**OLIVER TING, UC SAN DIEGO, LITERATURE, **The Poetics of Rescue and the Possessive Individual, or How to Save a Prostitute in India and Feel Good**JADE SASSER, UC BERKELEY, ENVIRONMENTAL SCIENCE, POLICY & MANAGEMENT, **“The Right Train to Get On”: Using Justice Frameworks to Revive the Population-Environment Movement**ERIN MOORE, U OF CHICAGO, COMPARATIVE HUMAN DEVELOPMENT, **Reviving Whom? The Invention, Intervention, and Exportation of the Adolescent Girl Crisis**

SESSION 4**4:20 to 5:40 PM**

Changing Normative Narratives

SIERRA

MODERATOR: HELEN DEUTSCH, UCLA, ENGLISH

GILI HAMMER, UC BERKELEY/HEBREW U, JERUSALEM, ENGLISH, SOCIOLOGY, AND ANTHROPOLOGY, **Blind Women and Invented Pathologies: The Claim Over Normalcy**EMILIA NIELSEN, U OF BRITISH COLUMBIA, WOMEN'S AND GENDER STUDIES, **Resisting Breast Cancer's Normative Script: Catherine Lord's *The Summer of Her Baldness***WHITNEY F. MOLLENHAUER, UC DAVIS, SOCIOLOGY, **Female Sexual Dysfunction: History, Critiques, and New Directions**CARLY THOMSEN, UC SANTA BARBARA, FEMINIST STUDIES, **“We’re Here, We’re... Queer?”: Queer Women’s Negotiations of the ‘Here’ and ‘Queer’ in the Rural Midwest**

Cruising

HACIENDA

MODERATOR: JIM SCHULTZ, UCLA, GERMANIC LANGUAGES AND LGBT STUDIES

KYLE B. JACKSON, QUEEN'S U, ONTARIO, POLITICAL STUDIES, **Queer Cruises: Global Gay and Lesbian Liberation or Sexual Colonialism on the High Seas?**KYLE SHERNUK, U OF OREGON, EAST ASIAN LANGUAGES AND LITERATURES, **Orientalism and the Politics of Pathology: Same-Sex Desire in Wang Xiaobo's *Gentle as Water* and Zhang Yuan's *East Palace, West Palace***MILA ZUO, UCLA, CINEMA AND MEDIA STUDIES, **“Exciting Terror” in Lou Ye's *Summer Palace***

Food in Liminal Zones

DOWNSTAIRS LOUNGE

MODERATOR: MONICA SMITH, UCLA, ANTHROPOLOGY

MARIE SATO, UCLA, ASIAN AMERICAN STUDIES, **(Re)creating Okinawan Cookery: The Role and Identity of Women in the Okinawan Diaspora**

LINDSAY GIGGEY, UCLA, CINEMA AND MEDIA STUDIES, **Hungry Girls: Consuming Female Food Personalities**

MEGAN CARNEY, UC SANTA BARBARA, ANTHROPOLOGY, **Food Empiricism: Deconstructing Subjectivity and Positionality in Cross-Cultural Dietary Research**

ALEXANDRA HENDLEY, UC SANTA BARBARA, SOCIOLOGY, **Private, Public, or Something in Between: Private Chefs' Negotiation of Professionalism and Intimate Service**

From Tilling to Technology

REDWOOD 4

MODERATOR: CHRIS TILLY, UCLA, URBAN PLANNING AND IRLE

ELISA GOLLUB, BROWN U, HISTORY, **Female Farm Directors: No Change to Russia's Gender Regime**

LESLIE LINDSEY, TEXAS WOMAN'S U, HISTORY AND GOVERNMENT, **"It Just So Happened That These Girls Were Qualified": Women Helicopter Pilots and the Business of Aviation, 1955-1965**

LISA R. RAND, UPENN, HISTORY AND SOCIOLOGY OF SCIENCE, **No Damned Housewife: Gendered Advocacy and Self-Fashioning in the Aviation Career of Jacqueline Cochran**

NELLWYN THOMAS, U PENN, HISTORY AND SOCIOLOGY OF SCIENCE, **Engendering the First Computer: Publicity and the Women of the ENIAC**

Gender Trouble in the Workforce

REDWOOD 5

MODERATOR: KYEYOUNG PARK, UCLA, ANTHROPOLOGY

TED FIGINSKI, UC IRVINE, ECONOMICS, **Women and the Social Security Earnings Test**

AMY C. ALEXANDER, UC IRVINE, POLITICAL SCIENCE, **Change in the Presence of Women in Parliaments and Change in the Perception of Women's Ability to Rule: A 25 Nation Comparison**

KRISTINA BENSON, UCLA, ISLAMIC STUDIES, **The Freedom to Believe: An Intersectional Analysis of Muslim Women and Hijab in the Private Sector**

APPENDIX 9: Student Awards and Grants

The Center for the Study of Women/Graduate Division Irving and Jean Stone Dissertation Year Fellowships

The Center for the Study of Women/Graduate Division Irving and Jean Stone Dissertation Year Fellowships are awarded to exceptionally promising doctoral students whose dissertation topic pertains to gender, sexuality and/or women's issues.

Nathalie Ségeral, Ph.D. Candidate in French and Francophone Studies

Her dissertation project is entitled "Reclaimed Experience: Gendering Traumatized Memory in Slavery, Holocaust, and Madness Narratives." In it, she focuses on the recurring tropes of tormented motherhood/lineages and subverted fairytales that circulate through various texts aiming at gendering traumatic experiences, so as to read in conversation these marginalized collective memories of women suffering from a double alienation.

Jennifer Tsui, Ph.D. Candidate in Health Services in the School of Public Health and a Graduate Research Affiliate with the UCLA Jonsson Comprehensive Cancer Center

Her dissertation project, titled "Exploring the Roles of Geographic and Neighborhood Level Factors on HPV Vaccine Access and Uptake among Low-income Populations in Los Angeles County," examines barriers to cervical cancer prevention among ethnic minority girls that rely on the health care safety-net system. She hopes this work will help to guide local public health policy as well as increase our understanding of low HPV vaccine uptake among low-income adolescent girls.

Alice Wieland, Ph.D. Candidate in Anderson School of Management

Her research agenda focuses on how gender affects decision-making as it relates to competitive, risky, entrepreneurial and business decisions. Additionally, Ms. Wieland is also interested in how cognitive buffers can be activated in defense of cues that nonconsciously trigger conformance to stereotypes.

Vivian Leigh Davis is a Ph.D. candidate in the Department of English at UCLA

Her research interests include the literature of the long eighteenth century, drama and performance studies, and studies in gender and sexuality. A native of Virginia, she has spent the past year teaching courses in the Department of English and the Department of Women's Studies at Virginia Commonwealth University. Her dissertation is titled "Tragic Laughter, Comic Tears: Mixed Genres and Emotions in the Eighteenth Century." The project analyzes the unlicensed mixtures of tragedy and comedy that appeared in the playhouses, poetry, and novel pages of the period.

APPENDIX 9: Student Awards and Grants

Jean Stone Dissertation Research Fellowship

The Jean Stone Dissertation Research Fellowship supports a UCLA doctoral candidate engaged in research on women and/or gender.

Jennifer Moorman, Ph.D. Candidate in Cinema and Media Studies with a Concentration in Women's Studies and 2011 Thinking Gender Conference Coordinator

Her dissertation is tentatively titled: "The Softer Side of Hardcore? Women Filmmakers in the Adult Video Industry." The framework examines the cultural production and gendered experiences of women directors and producers of adult video.

Kimberly Clair, Ph.D. Candidate in Women's Studies

Her dissertation, "The Art of Resistance: Trauma, Gender, and Traditional Performance in Acehnese Communities, 1976-2010," examines the significance of traditional dance, music, and theater practices for Acehnese survivors of a separatist conflict and the 2004 Indian Ocean tsunami. Her research interests include feminist performance theory, cultural constructions of identity and trauma, the intersections of art and violence, and Southeast Asian performance.

Anna Corwin, Ph.D. Candidate in Anthropology

Her dissertation is titled "Prayer and Care: How Elderly Nuns Sustain Well-being." Catholic nuns have been documented to age more "successfully" than their lay counterparts, experiencing increased physical and mental health at the end of life. Her research strives to understand how prayer and social support contribute to elderly nuns' physical and emotional well-being at the end of life.

Leticia Soto, PhD, Ethnomusicology with a Concentration in Women's Studies and Co-Director of UCLA's Mariachi Uclatlán

Her dissertation, entitled "How Musical is Woman?: Performing Gender in Mariachi Music," aims to not only unveil the cultural and musical multilayered transformations that result from women's participation in this male-dominated Mexican tradition, but also to analyze its broader impact on a cultural expression characterized by gendered stereotypes grounded in longstanding social and cultural ideologies. Her research is informed by over twenty years of performance experience as a violinist and vocalist in renowned mariachi groups.

APPENDIX 9: Student Awards and Grants

Paula Stone Research Fellowship

The Paula Stone Research Fellowship supports promising research by a J.D., LL.M., S.J.D., or PhD candidate at UCLA, focused on women and the law with preference given to research on women in the criminal/legal justice system.

Caitlin Patler, PhD Candidate in Sociology

This fellowship will support Patler's current project "Undocumented & Unafraid: Immigrant Young Women Mobilize the Law." Her research uses mixed methods to analyze the impacts of immigration status on the lives of undocumented young adults in the U.S. Patler is a National Science Foundation Graduate Research Fellow and a Ford Foundation Pre-Doctoral Diversity Fellow.

Cassia P. Roth, PhD Candidate, History with a Concentration in Women's Studies

Her dissertation connects socioeconomic changes during turn-of-the-century Rio de Janeiro to women's reproductive practices, while focusing on the structural inequalities inherent in a class- and race-based society. This project will investigate how the Brazilian state criminalized reproductive practices, mainly abortion and infanticide, from 1830-1940 and uses both Brazilian criminal code, criminal investigations, and court cases to examine both changes in the Penal Code and its actual jurisprudence.

Constance Coiner Graduate Fellowship

The Constance Coiner Graduate Fellowship honors a UCLA student enrolled in a Ph.D. program engaged in research focusing on feminist and working-class issues and demonstrates excellence in teaching and a commitment to teaching as activism.

Miriam Melton-Villanueva, Ph.D. Candidate, History

Her scholarship is informed by a deep interest in bringing marginalized groups into history and consciousness. Her chapter, "On Her Deathbed: Beyond the Stereotype of the Powerless Indigenous Woman in Documenting Latin America: Gender, Race, and Empire," demonstrates how to use notarial records to describe the life of native women in the colonial period. Her dissertation, "The Nahuas at Independence: central Mexican indigenous society in the first decades of the nineteenth century," counters the common assumption of decline and collapse of indigenous communities.

APPENDIX 9: Student Awards and Grants

Mary Wollstonecraft Dissertation Award

This award recognizes distinction in a completed UCLA Ph.D. dissertation on women and/or gender using historical materials and methods.

Stephanie Amerian received her Ph.D. in U.S. History in Winter Quarter 2010

Her research focuses on Dorothy Shaver, President of Lord & Taylor department store from 1945 to 1959. Shaver's unique success stemmed from her ability to marshal her cultural capital in the form of art, fashion, and design expertise, and her social capital with the design community, other professional women, businessmen, and government leaders to create a unique "personality" for Lord & Taylor, as both a leader in American fashion and an engaged citizen.

George Eliot Dissertation Award

The George Eliot Dissertation Award recognizes distinction in a completed UCLA Ph.D. dissertation on women and/or gender using a historical perspective in either literature or the arts. *No award was granted this year.*

Elizabeth Blackwell, M.D., Award

The Elizabeth Blackwell, M.D., Award recognizes a publishable research report, thesis, dissertation, or published article by a UCLA graduate student relating to women and health or women in health-related sciences.

Christina Larson, Ph.D. student in the Department of Psychology

Her research examines how women's feelings about their partners and their relationship are influenced by cycling reproductive hormones and the impact of exogenous contraceptive hormones on this relationship. She received the award in recognition of the article, "I Love You, I Love You Not: Changes in Women's Feelings about their Relationships and their Partners across the Ovulation Cycle."

Yafeng Zhang, Ph.D. student in the Department of Biostatistics

He received the Elizabeth Blackwell, M.D., Award in recognition of the article "Familial aggregation of hyperemesis gravidarum," which he co-wrote with Rita M. Cantor, Ph.D.; Kimber MacGibbon, RN; Roberto Romero, M.D.; Thomas M. Goodwin, M.D.; Patrick M. Mullin, M.D., M.P.H.; Marlena S. Fejzo, Ph.D. It has been accepted for publication in the American Journal of Obstetric Gynecology.

APPENDIX 9: Student Awards and Grants

Renaissance Awards

This award supports the renewed academic aspirations of women whose college careers were interrupted or delayed. The recipients are UCLA undergraduate women who returned or are returning to college after a period of years.

Vara Baucom, undergraduate, Women's Studies

Vera Baucom began her journey to UCLA when she was a child who learned to love reading very early in life. As the child of an immigrant mother and a father born and raised in the South, she found that her experiences were not often reflected in public school curricula, which led her to intellectually disengage from the classroom. Her passion for reading, however, led her to the public library where she devoured books on feminism and philosophy. After leaving high school, she worked full-time for four years before realizing that her need for intellectual stimulation, personal exploration, and social change needed to be fulfilled. At Los Angeles City College, she learned that she could foster social change by exploring her personal experiences through academics. Involvement with the Center for Community College Partnerships led her to UCLA. Through courses in the Department of Women's Studies at UCLA, Vara is realizing a lifelong dream of studying gender issues and is currently conducting research on Latina Angelenos who listen to heavy metal music. Her plans include pursuing a Ph.D. in Women's Studies.

Teresa Anne Pitts, undergraduate, English

She transferred to UCLA from Santa Monica College, where she studied while working full-time as an instructor at Time Warner Cable. She is a member of Phi Theta Kappa International Society and a lifetime member of Alpha Gamma Sigma Honor Society. A junior with a major in English and a Minor in Civic Engagement, she is a member of the UCLA Honors Program, Academic Advancement Program (AAP) and Sigma Tau Delta International English Honor Society. She is doing an internship with Upward Bound, helping high school students realize their dreams of being the first in their families to attend a four-year university. This summer she is taking a Master's Prep Course to further her plans of obtaining her Master's degree and Ph.D. She was awarded the President's Volunteer Service Award by Alpha Gamma Sigma Honor Society for giving over 100 hours of volunteer service and is a recipient of the 2011 Thurgood Marshall Gold Standard Scholarship.

APPENDIX 10: Travel Grants for Students

FIRST	LAST	AMOUNT	DEPARTMENT	PROJECT
Roanna	Cheung	\$300	History	Embodying Modernity: Female Nude Advertisements in a Cartoon Pictorial of Early Twentieth Century South China
Tristan	Inagaki	\$300	Psychology	An fMRI Investigation of the Provision of Social Support
Melissa	Millora	\$500	Education	Niche Institutions and the Public Good
Luis	Murillo	\$400	Anthropology	Partial Perspectives in Astronomy: Gender, ethnicity, nationality, and meshworks in building digital images of the universe
Christie	Nittrouer	\$350	Theater and Performance Studies	Den Internationella Kvinnodagen (International Women's Day Stand-up)
Leila	Pazargadi	\$400	Comparative Literature	The Mohajer's Memoir: Investigating the Serialization of Iranian American Memoirs
Rana	Sharif	\$350	Women's Studies	Women in Conflict Zones: Memory and Violence-Militarized, Heroic Lives, and the Everyday
Maya	Smukler	\$350	Film, Television, and Digital Media	Liberating Hollywood: Female Directors in the 1970s
Maya	Stiller	\$350	Asian Languages and Culture	The Contestation of Sacred Space- About the Religious and Political Significance of a Female Mountain Deity in Korea
Vivian	Wong	\$400	Information Studies	Documenting "home" in the diaspora: Memory, records, and identities in the archival imaginary

APPENDIX 11: Awards and Grants Committee Members

AWARD	DEADLINE	AWARD TYPE	COMMITTEE MEMBERS	TITLE	DEPARTMENT
Constance Coiner Undergraduate & Graduate Fellowship	02/24/2011	Undergraduate and Graduate	Katherine King	Professor	Comparative Literature & Classics
			Virginia Coiner-Classick	Donor	n/a
			Karen Rowe	Professor	English
Elizabeth Blackwell, MD Awards	03/04/2011	Graduate	Brooke Scelza	Assistant Professor	Anthropology
			Rebecca Emigh	Professor	Sociology
Mary Wollstonecraft Dissertation Award	05/05/2011	Graduate	Kathleen McHugh	Director	CSW
Jean Stone Dissertation Fellowships	04/21/2011	Graduate	Susanna Hecht	Professor	Urban Planning
Paula Stone Research Fellowships	04/21/2011	Graduate	Noah Zatz	Professor	UCLA School of Law
Renaissance Awards	11/11/2010	Undergraduate	Myrna Hant	Donor	n/a
			Julie Childers	Assistant Director	CSW
Tillie Olsen Research Scholars Grant	11/05/2010	Research Scholar	Kathleen McHugh	Director	CSW
			Julie Childers	Assistant Director	CSW
Travel Grants (Fall 10)	10/21/2010	Graduate	Robert Chi	Assistant Professor	Asian Languages and Cultures
			Jessica Gipson	Assistant Professor	Public Health- Community Health Science
Travel Grants (Spring 11)	04/21/2011	Graduate	Sung-Deuk Oak	Assistant Professor	Asian Languages and Cultures
Faculty Development Grants	05/05/2011	Faculty	Kathleen McHugh	Director	CSW
			Julie Childers	Assistant Director	CSW
Faculty Curator Grants	02/24/2011	Faculty	Kathleen McHugh	Director	CSW
			Julie Childers	Assistant Director	CSW
Irving and Jean Stone Dissertation Year Fellowships	02/26/2011	Graduate	Marissa Lopez	Assistant Professor	English
			Kathleen McHugh	Director	CSW

APPENDIX 12: Feedback from Dissertation Writing Retreat Participants

CSW held the Dissertation Writing Retreat for ten participants from five departments from June 24th to 26th, 2011. During the first two days, the writers met in Royce 306. On the final day, they worked in the Chicano Studies Research Library. CSW provided meals and snacks throughout the retreat. Emily Walker, CSW Administrative Assistant, staffed the retreat throughout. Below are the participants' responses to a survey administered through SurveyMonkey.

What was your goal for the retreat? What did you accomplish?

My goal was to start turning one of my dissertation chapters into an article. During the retreat, I made a lot of progress- I was able to develop the findings section for the chapter.

To finish writing a section of a chapter. Yes!

Transcribe a lengthy interview that's material for my dissertation. I accomplished just that!

To begin writing a "findings" chapter of the dissertation. I wrote out all of the descriptive data, sort of a zero draft of the findings chapter.

To add a significant portion to my manuscript. I accomplished this, nearly doubling the word count by the end of it.

Get some dissertation writing done and build up some momentum

To finish the section of my dissertation that I was writing. I finished.

My goal was to revise an article for publication.

Get a chapter of my dissertation ready for submission to a journal. I got 80% of the way towards that goal.

Dissertation writing - 10 pages of the chapter I am currently working trying to wrap up. I am now 10 pages closer to a finished dissertation!

What did you like best about the writing retreat?

Working around other people- I fed off of other's people's writing energy. All of the participants were also very supportive and respectful of others and their space. I was also nice to have food and a break area right within our reach.

The opportunity to write among other dissertators.

What I liked best was having three days locked in a room with peers working on similar things. Helped focus and motivate me. Any quarter is a good time to hold the retreat—even multiple times a year.

The environment forced me to actually write.

APPENDIX 12: Feedback from Dissertation Writing Retreat Participants

Structure and silence, but still among other people.

I really enjoyed the feeling that I'm not alone in this process. There is something about writing together with other dissertators that really motivated me to push myself. Also, Emily was very friendly and helped create a relaxing but structured space for all of us. Most importantly, I like that food was brought to us so we didn't have to waste time or energy thinking about what/where to eat.

I loved the atmosphere, the ritual character of which truly made me want to write.

Everyone coming together and feeling like part of a writing community.

Talking to others about the challenges we all shared.

I thought the whole idea of having 3 days instead of 2 was great. Therefore, when I didn't get as far as I wanted to on Friday, it was great to know that I still had 2 more days to work on the project. Also, the other participants were great. Two great PhDs (further along than me) let me know about this great writing tool called mytomatoes.com, which helped me tremendously stay motivated throughout the 3 days. The food was great and it was so great to not have to worry about bringing lunch/snacks.

APPENDIX 13: Research Scholars

RESEARCH SCHOLAR	RESEARCH PROJECT
Nushlin Arbabzadah Los Angeles, CA 90024 Arbabzadah@international.ucla.edu	Analysis of Queen Soraya Tarzi's contributions as a participant in the 1920s women's movement outside Afghanistan.
Emily Arms Santa Monica, CA 90405 Emilyarms@yahoo.com	Building a Framework for Understanding Single-Sex Schooling.
Pauline Bart Los Angeles, CA 90024 pbart@ucla.edu	Writing a book, "Protean Women: The Liquidity of Female Sexuality." Writing an article for "Gender and Society" focusing on the methodological and public interest issues and the construction of identity.
Azza Basarudin Culver City, CA 90230 A_reena@yahoo.com	"Humanizing the Scared: Gender Justice, Islamic Reformation and Ethical Selves"
Davida Becker Los Angeles, CA 90036 becker@obgyn.ucsf.edu	Women's experience with legal abortion services in Mexico City. Results of her data will be disseminated to the Ministry of Health and women's rights activists.
Carol Bensick Los Angeles, CA 90024 cbensick@hotmail.com	"The Philosophical History of Julia Ward Howe and the Lack of Women in Academic Philosophy"
Elizabeth P. Callaghan Sherman Oaks, CA 91403 bpcallaghan@gmail.com	Research examines the nexus between gender identity and the material conditions of the nineteenth-century British home, and struggles over shifting gender roles and identities, the cultural meaning of the home, and the representation of domestic space in the novel.
Jill B.R. Cherneff Manhattan Beach, CA 90266 cherneff@ucla.edu	Ethnographic investigation studying the gender differences and similarities in the experience of receiving a diagnosis of Amyotrophic Lateral Sclerosis (ALS) and living its consequences.
Ann Chisholm Santa Monica, CA 90403 achisholm@ucla.edu	"Ladies of the House: Nineteenth-Century Gymnastics for U.S. Women, Disciplinarity, and the Incorporation of Femininity"
Miriam Robbins Dexter Van Nuys, CA 91401 mdexter@ucla.edu	"The Roots of Patriarchy: Ancient Goddesses and Heroines"
Karina Eileraas Los Angeles, CA 90024 keileraas@wesleyan.edu	"Visualizing the American Girl Family: Multiracial Femininity, National Belonging, & Politics of Memory"
Kim Elsesser Pasadena, CA 91106 elsesser@ucla.edu	Obstacles to cross-sex friendships and gender differences in social support in the work place.
Margarete Feinstein Los Angeles, CA 90049 mfeinstein@ucla.edu	Research investigates the place of returning German concentration camp survivors within the national narrative of victimization and gender.
RESEARCH SCHOLAR	RESEARCH PROJECT

APPENDIX 13: Research Scholars

Lindsay Gifford Los Angeles, CA 90049 msgiff@gmail.com	Gender, sect and class in public participation in the authoritarian state: studying the popular classes in Damascus, Syria
Ayano Ginoza Riverside, CA 92507 ayanoginoza@yahoo.com	Roles of art, music, and culture in resistance movements by indigenous Okinawan women.
Rhonda Hammer Los Angeles, CA 90048 rhammer@ucla.edu	The role of the “politics of representation” in media culture, which includes examination of ideological and oppositional representations of gender, sexuality, and race.
Myrna A. Hant Los Angeles, CA 90025 myrnahant@aol.com	Television’s portrayal of mature women as well as research on women adventures of the early 20 th century, Isak Dinesen, Beryl Markham, Gertrude Bell, and Freya Stark.
(Barbara) Penny Kanner Los Angeles, CA 90024 kanhist@ucla.edu	Preparing for publication a short book about women who served on the Belgium, Eastern and Serbian fronts during WWI.
Gabriele Kohpahl Los Angeles, CA 90065 gkohpahl@hotmail.com	Research analyzes the multi-generational political struggle of Latina immigrants in Los Angeles facing the deportations of loved-ones or themselves.
Elline Lipkin Los Angeles, CA 90026 elline@aol.com	To write a chapter about the poet Alice Notley for the book <i>American Women Poets in the 21st Century</i> to be published in 2011 or 2012 by Wexleyan University Press.
Gisele Maynard-Tucker North Hollywood, CA 91602 gmaytuck@aol.com	Clandestine Prostitution in Africa: A Form of Violence Against Women and a Challenge to HIV/AIDS Prevention and Care Programs
Cynthia Merrill Pasadena, CA 91107 Cynthia.merrill@earthlink.net	Constitutional right to privacy and re-conceptualization of the legal subject of privacy as, in part, textual or linguistic.
Rachel Middleman Los Angeles, CA 90042 rachelmiddleman@gmail.com	“A New Eros: Erotic Art by Women Artists in New York, 1963-1973”
Julie Nack Ngue Los Angeles, CA 90035 julienackngue@gmail.com	“Critical Conditions: Refiguring Bodies of Illness and Disability in Francophone African and Caribbean Women’s Writing.”
Becky Nicolaidis La Canada, CA 91011 bnicolaidis@ucla.edu	How suburbia has influenced patterns of social and civic engagement over the past half century, specifically in Los Angeles County.
Juliet Nusbaum Los Angeles, CA 90027 jsn2103@columbia.edu	Anna Banti’s undermining of the generic conventions of the historical novel through a feminist theoretical lens and the ways immigrant writers in Italy use new media to create mainstream identities.

APPENDIX 13: Research Scholars

RESEARCH SCHOLAR	RESEARCH PROJECT
Jenny Price Venice, CA 90291 jjprice@ucla.edu	Feminism and environmentalism and individual virtuous action in the Green Revolution and the persistent and doomed pursuit of sustainability without justice.
Beth R. Ribet Van Nuys, CA 91406 beth32@ucla.edu	The relationship between structural, social, and legal vulnerability to violence and systemic subordination.
Penny L. Richards Redondo Beach, CA 90027 turley2@earthlink.net	Analyzing the ways in which disability history and women's history can be researched, written, and presented in both traditional and open-access "web 2.0" settings.
Denise Roman Marina Del Rey, CA 90292 denizr@ucla.edu	"Under the Rape Shield: A Historical and Comparative Perspective on the Rape Shield Laws"
Kathleen Sheldon Santa Monica, CA 90403 ksheldon@ucla.edu	Writing a textbook in African women's history. Textbook is planned to cover women's history from earliest times up to the twenty-first century, and to be inclusive of women throughout sub-Saharan Africa.
Robert Summers Los Angeles, CA 90004 robtsum@gmail.com	Queer Visualities, Relationalities, Embodiments, and Existences
Evelina Tverdohleb Valley Village, CA 91607 evelina_tverdohleb@yahoo.com	Role of Institutionalized Education in Women's Emancipation: Danger of gendered education that only enforces the gender imbalances in a society
Alice Wexler Santa Monica, CA 90405 arwexler@ucla.edu	"Moving Targets: Huntington's Disease in Popular Culture" on the relation of popular representations of Huntington's disease in the 1980s and 1990s to cultural constructions of gender, ethnicity, heredity, class, and definitions of the "normal."
Patricia Zukow-Goldring Sherman Oaks, CA 91423 zukow@ucla.edu	Role of women in cultivating cultural knowledge as their children grow and change and the infant-caregiver interaction and learning through gestures.

APPENDIX 14: Faculty Development Grants

Junior Faculty Research Development Grants

Robert Chi, Assistant Professor, Asian Languages and Cultures

Stage Sisters: A Cross-Cultural View of Chinese Cinema examines the revolutionary, Chinese style of twentieth-century memory-work dramatized in the film, *Stage Sisters (Wutai jiemei)*. This project will examine unique archival materials located at New York University. The book manuscript will expand in a cross-cultural way the fact of heterogeneity and multiplicity at the ‘origin’ of mass cultural artworks; explore the roles of gender and embodiment in social memory; and involve a rich case study of *Stage Sisters*.

Marissa López, Assistant Professor, English

Making the Mexican Body: Ruiz de Burton’s Political Economy investigates the correlation that Burton’s novel, *The Squatter and the Don*, sketches between the railroad’s re-shaping of Mexican land in the 1870’s and the re-making of the Mexican American body as raced and debased in the Anglo American imaginary during this time period. The research is interested in how gender and race are seen as immutable, physical characteristics and how these ideas might fit into broader discourses of citizenship and Mexican American community at the turn of the last century.

Sung-deuk Oak, Assistant Professor, Asian Languages and Cultures

American Missionaries and Nursing in Korea, 1895-1915 is a hidden history of Korean women as well as American women’s work in Korea and is a topic that has not previously been studied, collected, or researched. The project will study the first American missionary nurses, their biographies and works in Korea, and the first Korean nurses training schools.

Brooke Scelza, Assistant Professor, Anthropology

Female Social Support in Productive and Reproductive Domains Among the Himba of Northwest Namibia aims to document the domains of social support women engage in and the partner characteristics associated with each; examine how women’s social support networks vary across the lifespan; and distinguish between various forms of support as determinants of improved maternal and child health outcomes. As the Himba are illustrative of many of the challenges of working with remote and mobile pastoral groups, this work will provide useful data for improving the efficacy of public health, education and other community programs within Namibia and throughout Africa.

APPENDIX 14: Faculty Development Grants

Faculty Research Seed Grants

Jessica Gipson, Assistant Professor, Community Health Sciences

Investigating Tibetan Women's Pregnancy Care Preferences in Rural China: A Collaborative Pilot Study to Promote Safe Motherhood will examine the role of socio-cultural factors and logistical constraints on choices made by rural women and their families in the Qinghai Province about whether to deliver their babies at a new, Tibetan Birth Center, in a local hospital, or at home, where 96% of women deliver and are attended only by a family member. This study will lay the groundwork for a larger, regional investigation of women's choices about seeking pregnancy care services for the purpose of reducing maternal mortality and morbidity.

Susanna Hecht, Professor, Urban Planning/School of Public Affairs

Amazons in the Amazon: Elizabeth Agassiz, Emilie Snethlage, Odile Coudreau. The Hidden Histories, Feminisms and Institutional Trajectories of three Amazonian Scholars seeks to bring a hidden history into view and to posit that the exposure to Amazonian cultures stimulated the "invention of feminism" in these well-educated travelers.

Claire McEachern, Professor, English

The intellectual daughters of Sir Anthony Cooke, 1526-1609 is a cultural biography of four remarkable Englishwomen, the Cooke sisters, who were prime movers in the inaugural wave of Elizabethan Protestantism, both as patron and as intellectuals. While passion had long been subjugated to reason in early modern notions of the self, Protestantism made feelings, and subjugation, central and crucial to understandings of election, and clearly afforded these four women unique opportunities to fashion themselves and their world.

Faculty Research Completion Grants

Rebecca Emigh, Professor, Sociology

Poverty, Ethnicity, and Gender in Eastern Europe considers how Roma and women fared during the market transition starting in 1989, and in particular, to see if welfare payments helped them to avoid poverty. New regression models of preliminary results will examine whether the overall results are identical for women, Roma, and Roma women and will show whether vulnerable social groups were particularly disadvantaged by the market transition and benefited from welfare payments as the institutionalized model suggests, or whether they fared similarly to majority men and gained little from benefits as the neoclassical economic model suggests.

APPENDIX 15: Tillie Olsen Grants

Emily Arms, Ph.D., CSW Visiting Scholar

Building a Framework for Understanding Single-Sex Schooling seeks to identify and create a typology of the various models of single-sex schooling to guide subsequent research in this area. This award allowed Dr. Arms to visit a research site in the state of South Carolina, ground zero for the public single-sex schooling movement in the U.S.

Davida Becker, Ph.D., CSW Visiting Scholar

Clients' perceptions of the quality of care in Mexico City's public sector legal abortion program addresses women's experiences accessing abortion care, their perceptions of the quality of the care they received, and their recommendations for how the services could be improved. The award allowed Dr. Becker to disseminate results from her research to stakeholders in Mexico City who may be able to use the findings to improve the quality and accessibility of the legal abortion services.

Robert Summers, Ph.D., CSW Visiting Scholar

Looking Otherwise: Queer Archival & Art-Historical Practices of Vaginal Davis explores how a queer of color artist re-imagines and re-thinks – makes 'queer knowledge-movements' of – art history as something other than the rote re-staging and re-scripting of modernist, western, patriarchal notions of time and space that constitutes its teleology. The award allowed Dr. Summert to present this paper on a panel titled 'Art History in Proximity to Race' at the College Art Association's (CAA's) 99th annual conference in New York.