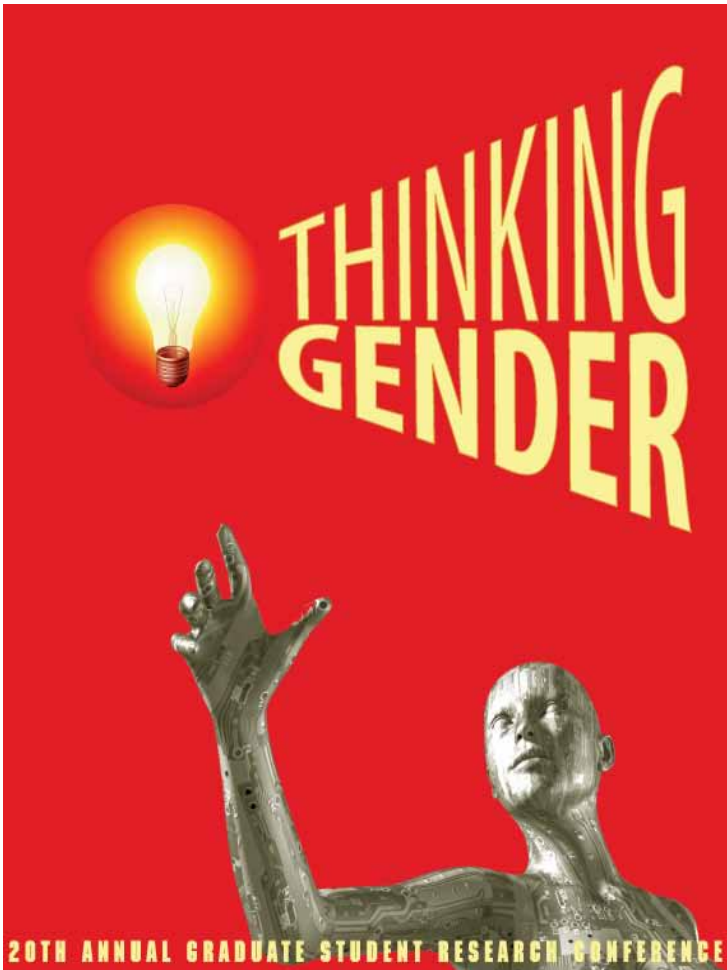


JAN10

CSW
update

CELEBRATING
25 YEARS!

CONFERENCE PREVIEW BY ERIN HILL



20TH ANNUAL THINKING GENDER GRADUATE STUDENT RESEARCH CONFERENCE IS FEBRUARY 5

COSPONSORED BY THE AMERICAN INDIAN STUDIES CENTER, ASIAN AMERICAN STUDIES CENTER, AND THE RALPH J. BUNCHE CENTER FOR AFRICAN AMERICAN STUDIES, AND THE CHICANO STUDIES RESEARCH CENTER, THIS YEAR'S PLENARY SESSION CELEBRATES THE 40TH ANNIVERSARY OF THE ETHNIC STUDIES CENTERS, THE 25TH ANNIVERSARY OF CSW, AND THE 20TH ANNIVERSARY OF THINKING GENDER

THE 20TH ANNIVERSARY EDITION of CSW's annual Thinking Gender graduate student research conference includes such an extraordinary array of presenters and panels that it promises to be worthy of the celebration. One of the most exciting aspects of this year's conference is the diversity of background of its participating scholars. Student presenters from UCLA and other academic institutions in California will be joined by those from across the country, as well as international students traveling from as far as Poland and Brazil. In all, an impressive 32 colleges and universities will be represented at the conference.

JAN10

IN THIS ISSUE

CSW Supports Graduate Students!!

Happy New Year and welcome back!

This Fall, CSW launched a Graduate Student Initiative (GSI) to highlight and expand the services we provide graduate students working on gender, sexuality, and women's issues throughout the university. This special issue of *CSW Update* introduces our community to the particulars of this initiative. Graduate students are, of course, the life's blood of a research university and their development and research represents, in a very real sense, its future. They are also crucial to CSW's mission. CSW provides numerous awards, grants, and programs to support graduate

student research and accomplishments across the disciplines. We also employ many Graduate Student Researchers (GSRs) and work-study students at CSW on our research projects. Over the past several years, CSW has developed a series of workshops and training programs to aid in the scholarly and professional development of all the graduate students who work at CSW. They receive extensive training in research methods, library resources, and data management. In addition to these opportunities, CSW has also created a number of workshops to address the job market (CV and Job Letter preparation; Preparing for the Job Market and Effective Interview Strategies) and work/life and climate issues (Climate, Clocks,

and Kids: Challenges for Graduate Students). In the articles that follow, we will lay out details on these and other components of the Graduate Student Initiative. We have created the GSI at a particularly fortuitous time. The current fiscal crisis and budgetary woes faced by UCLA have hit the graduate students particularly hard. Opportunities for employment have contracted significantly, both in the academic job market for new PhDs and on our campus and in the community for ongoing students. We intend the CSW GSI to give our graduate students the best possible training and professional preparation for their careers and the job market in the tough years ahead.

— Kathleen McHugh

Given their geographic diversity, it's no surprise that these students' papers will cover a wide range of topics, including feminist interventions in science, representations of the body, and examinations of gender issues in incarceration, labor, medicine, Greek tragedy, media, and public and environmental policy. Student presentations on the shifts brought on by globalization and the new economy will present perspectives on issues that, given the current political and economic climate, are never far from our minds. Meanwhile panels such as "Race-ing Resistance in Queer and Trans Politics: Historicizing Visibility, Movement and Meaning" and "Material Bodies and States of Feminism" as well as presentations with titles like "Zombies, Haiti and (Sex) Workers: On Relating to Modernity/ Coloniality and Subalterity" and "Junk in the Trunk: Gender, Race, and the Political Economy of Truck Nutz" will examine topics and raise questions which many of us may not have considered. All of these panels and their student presenters promise to generate a great discussion and exchange of new ideas.

We are especially excited about this year's Plenary Session on "Intersectionality Acts from the Margin," which is cosponsored by the four ethnic study centers at UCLA. Each is celebrating its 40th anniversary: The American Indian Studies Center, The Asian American Studies Center, The Ralph J. Bunche Center for African American Studies, and The Chicano Studies Research Center. Evelyn Hu-DeHart, Professor of History and Director of the Center for the Study of Race & Ethnicity in America, Brown University, will be the moderator. These are the presentations: "Crafting Sustainability: Latina Indie Crafters and Public Institutions," Ana Guajardo, Department of World Arts and Cultures at UCLA; "Un-Settling Questions: The Construction of Urban Native Identity and Violence Against Native Women," Kimberly Robertson (Muscogee), Department of Women's Studies at UCLA; "'If I Wanna Act Freaky Then That's My Business': Lil Kim and the Politics of Performing Public Sexuality for a Black Woman Rapper," Jocelyn Thomas, Department of Women's Studies at UCLA; and "What She Remembers: Remaking and

Unmaking Japanese American Internment," Wendi Yamashita, Department of Asian American Studies at UCLA. The plenary session will be held from 1 to 2:30 pm in the Sequoia Room of the UCLA Faculty Center. Please join us in celebrating these important anniversaries with a day of scholarship, conversation, friendship, and fun. Mark your calendars for February 5th. This year's Thinking Gender conference is something you will not want to miss!

Erin Hill is a PhD candidate in the program in Cinema and Media Studies at UCLA's School of Theatre, Film and Television. Her dissertation concerns women workers and feminized labor within the Hollywood studio system of the 1920s to 1940s, and her other research interests include women in contemporary film and television production culture, TV audiences, and new media's impact on televisual style and structure. She also co-founded and served as Co-Editor in Chief of Mediascape, UCLA's online media studies journal.

graduate student initiative

SUPPORTING RESEARCH AND FOSTERING PROFESSIONALIZATION FOR UCLA GRADUATE STUDENTS STUDYING GENDER, SEXUALITY, AND WOMEN'S ISSUES

IN OUR TWENTY-FIVE YEARS as an organized research unit at UCLA, CSW has advanced academic excellence in the study of gender, sexuality and women's issues by developing and fostering both faculty and student research and by facilitating productive scholarly relationships across the campus and around the world. Through funding, programming, and employment opportunities, CSW has long supported and advanced the research and professional careers of graduate students at UCLA. In recent years, CSW has dramatically extended and formalized this support through targeted fundraising, innovations in programming structures, and the creation of new scholarly and professional training opportunities. CSW is pleased to announce the Graduate Student Initiative, our renewed and extended public commitment to promoting the professional success and academic excellence of graduate students at UCLA.



AWARDS, GRANTS, AND FELLOWSHIPS

Our generous donors have provided CSW with the means to offer graduate students an array of award, grant, and fellowship opportunities. The keystone is the CSW Irving and Jean Stone Fellowship Program. Funded and launched in AY 08-09, this program provides a year of recruitment funding for an incoming Women's Studies graduate student; four dissertation year fellowships; and up to seven research assistantships to match faculty and graduate students in mentoring/employment relationships

beneficial to the research of both. CSW also continues to offer awards for dissertation and scholarly excellence, fellowships for research, and a competitive biannual travel grant program. These are the grants and fellowships: Center for the Study of Women/Graduate Division Irving and Jean Stone Dissertation Year Fellowships; Jean Stone Dissertation Research Fellowship; Paula Stone Research Fellowship; Constance Coiner Graduate Fellowship; Travel Grants. These are the awards: Mary Wollstonecraft Dissertation Award; George Eliot Dissertation Award; and Elizabeth Blackwell, M.D., Award.

SCHOLARLY PROGRAMMING

CSW aims to maximize graduate student interactions with and exposure to visiting scholars and to develop their professionalism by involving them in our public events. For example, our recently developed Faculty Curator Program requires that faculty curators identify graduate students (as well as faculty) whose research directly relates to the work of guest scholars. In addition to its public lecture series, CSW provides opportunities for graduate students to participate in smaller, more intellectually intimate events hosted by guest scholars. Ann Cvetkovich, Professor of English at UT Austin, hosted a seminar attended by more than twenty graduate students. In addition, graduate students have been invited to present or respond at such conferences as Transnational Feminism in History. CSW also gives students the opportunity to interview or write about visiting scholars for publication in the CSW newsletter. Such interactions foster professional development, networking, and communication.

THINKING GENDER

Thinking Gender, the annual graduate student research conference, is the cornerstone of CSW's public commitment to fostering and promoting the research of graduate students. Now in its 20th year, Thinking Gender provides a competitive international forum for over eighty students per year to present their scholarship. With their panels moderated by faculty or professional scholars with expertise in the relevant topic or field, presenters receive immediate feedback and suggestions for further work, and Q&A sessions are focused and

rigorous. Because papers are submitted in advance, moderators have time to prepare thoughtful and incisive comments, which raises the level of discourse. Thinking Gender now draws students from around the country and the world, though UC students still make up the majority of presenters. The conference provides them with the opportunity to interact and network with scholars from different institutions and these collegial exchanges often lead to continued collaboration. The upcoming conference is February 5th. For more information, visit the Thinking Gender page on the CSW website.



DISSERTATION WRITING GROUPS

Since graduate students who do research on gender, sexuality, and women's issues can be located in many different departments and schools across the campus and may feel isolated on campus, CSW brings students together by facilitating several dissertation writing groups. We have created chat listservs so that participants in the groups can communicate with each other. This year, CSW will host a weekend long dissertation writing retreat that is open to the participants in the dissertation writing groups, including all the recipients of the CSW Irving and Jean Stone Dissertation Year Fellowships. The Director of CSW met with these dissertators to discuss ways that the Center can provide support and help them achieve success in this

crucial year. CSW has implemented many of their suggestions in the Graduate Student Initiative. To join the student listserv, send an email with your name, UCLA department, and research area or dissertation title to ppetrac@women.ucla.edu.

EMPLOYMENT OPPORTUNITIES and SPECIALIZED TRAINING

Graduate students employed as Graduate Student Researchers at CSW gain valuable experience and training by simply working on CSW projects and programs. CSW provides students with training on how to write grants and briefs, develop websites, conduct basic and specialized research, make oral presentations, use subject-specific databases, and succeed in a scholarly workplace. The Director and Assistant Director, with specialties in the humanities and social sciences respectively, provide extensive group and individual research-related training sessions. In the Publications unit, the Managing Editor provides ongoing opportunities for graduate student assistants to gain expertise in publishing and to develop

skills in designing user-appropriate websites and databases. Additionally, CSW coordinates workshops with librarians to instruct students about archival processing and digitization, historical research methods, search strategies for finding online materials, and more.

PROFESSIONALIZATION WORKSHOPS

CSW provides a series of in-house training workshops to help graduate students develop their academic and professional skills. Every year, in late summer/early fall, the Director conducts a workshop on writing effective job letters and CVs for graduate students going on the job market. This year, we added a workshop that focused the next stage of the academic job search. Professors Allyson Field and Leslie Johns, two recent UCLA tenure track hires, and Bruin alum and fashion consultant Susan Crockett, provided tips on self-presentation, interview strategies, and job talks. The next workshop will cover time management, climate issues for female academics, and managing work/life balance. It will feature Laura A. Foster, a PhD candidate in the Department of Women's Studies; Tara

Watford, Director of Research at Pathways to PSE+ in the Department of Education at UCLA; and Marissa Lopez, Assistant Professor in the Department of English at UCLA.

While continuing the work CSW has always done in supporting graduate students and their research, the Graduate Student Initiative extends and formalizes CSW's ongoing commitment to their success. If you have any questions about this initiative, please email csw@csw.ucla.edu. Visit the CSW website for more information: <http://www.csw.ucla.edu/gsi.html>.

gsi workshop

TIME MANAGEMENT

CLIMATE ISSUES FOR FEMALE ACADEMICS

WORK/LIFE BALANCE

featuring

MARISSA LOPEZ

Assistant Professor in the Department of English at UCLA

TARA WATFORD

Director of Research at Pathways to PSE+ in the Department of Education at UCLA

LAURA A. FOSTER

PhD candidate in the Department of Women's Studies at UCLA

INTERVIEW SUCCESS!

by Jaimie Baron

**FIRST WORKSHOP IN CSW'S
GRADUATE STUDENT INITIATIVE
HELPS PHD STUDENTS FINESSE
THE ACADEMIC JOB MARKET**

“What I found most useful about the workshop,” says Alison Hoffman, a PhD Candidate in Cinema and Media Studies, “also turned out to be the most surprising and pragmatic. I learned that the academic job search is very much a ‘numbers game’ and, in the words of Allyson Field, to ‘always apply to everything even if it’s not what [the members of a given department’s search committee] say they want.’” Hoffman was one of ten students who attended a CSW workshop for PhD students on the academic job market. Part of CSW’s new Graduate Student Initiative, the Interview Success Workshop, held on December 9, 2009, provided insight from recently hired academics and offered advice about how to best present oneself at the different stages of the process. Hosted and

moderated by Kathleen McHugh, Director of CSW, the event featured speakers Allyson Field, Assistant Professor in the Department of Film, TV & Digital Media at UCLA; Leslie Johns, Assistant Professor in the Department of Political Science at UCLA; and Susan Crockett, a member of the UCLA Alumni Association Board of Directors and an independent fashion consultant.

SELF-PRESENTATION

Since job hunting is all about self-presentation, Ms. Crockett opened with some practical advice about how to dress for an interview or job talk, reminding everyone that the adage, “You only get one chance to make a first impression,” is, in fact, true. She suggested buying a few particularly nice but

DRESSING FOR SUCCESS

BY SUSAN CROCKETT

Since you never get a second chance to make a first impression, and your clothes speak before you do, here are some tips:

- It is better to invest in a few good pieces than to purchase a lot of disposable clothes. Good fabric is key. It looks better, lasts longer, and holds its shape better.
- Buy the highest quality you can afford.
- For your professional life, buy classic pieces rather than trendy ones because they can be worn for years without looking dated.
- Clothes should skim the body, not cling—avoid puckered or strained seams.
- A good tailor is your best friend. A good tailor can transform a jacket or pants by shortening sleeves or hems, nipping the waist, or taking in or letting out a garment.
- Do research and understand the type of work environment and dress accordingly.
- Interview attire should be more conservative. Shoes should not have heels that are too high.
- Get a good haircut.
- You want to stand out from the crowd.....in a positive way!
- For an interview, wear a suit (with skirt or pants), a blouse/layering piece, minimal accessories, a good haircut, and simple make-up.
- Find an advisor you can trust and don't be afraid to ask questions. With the right resources, you can learn how to dress professionally and appropriately.

conservative outfits and taking the trouble to have them tailored if necessary. “So many female graduate students haven’t encountered the interview world and don’t have the background knowledge on how to dress professionally,” she notes. Crockett gave some basic tips of wardrobing that will help job candidates accomplish their goals. Interview attire should be conservative: a suit with skirt or pants, a blouse/layering piece, minimal accessories, good haircut, polished shoes with heels that aren’t too high, and simple make-up. “Wear clothes that aren’t too tight and skim the body,” she recommends. “Buy the highest quality clothing you can afford and, for your professional life, buy classic pieces rather than trendy ones.” Professor Field noted that because she did not have much money to spend on clothes when she went on the job market, she took a temporary job at a nice clothing store so that she could accumulate a good wardrobe for interviewing. It can be a good way to maximize a limited clothing budget and get access to coordinated pieces.



JOB INTERVIEW

Next on the agenda was the specific challenges of the academic job market. Professor Field and Professor Johns each discussed their experiences and provided some tips on how to prepare. Since both were recently been hired at UCLA, they went through the process not so long ago. While Field works in the humanities and Johns in the social sciences, they were generally in agreement about most aspects of the process. Bring these items to a job interview, they advised, with copies for each member of the search committee:

- Dissertation abstract
- C.V.
- List of courses you can teach
- Syllabi for two courses
- Business cards

The workshop proved invaluable in helping prepare me for a preliminary interview I had at MLA last month. Equipped with my notes from the workshop and Allyson Field’s amazingly helpful “Tips for Going on the Job Market” handout, I went into the interview feeling well-prepared, focused, and excited to meet and discuss my work with the hiring committee.

– Jennifer Musto, a PhD Candidate
in Women’s Studies

TIPS FOR SUCCEEDING IN THE JOB MARKET

BY ALLYSON FIELD

CHOOSING YOUR JOB TALK

- The job talk should NOT be the same as writing sample but can come from same work (that is, dissertation) if significantly different.
- Be a detective: Find out what the department wants and tailor your talk to highlight your strengths accordingly.
- Don't be afraid to ask the chair or admin for precise details about the talk: room style, mic, power point, length of talk, length of Q&A session.
- Anticipate questions
- Practice the job talk as well as the Q&A. Recruit colleagues and professors to listen and ask questions.
- Before your talk, listen to what people are saying about issues in the department and weave in examples from your experience (that is, tell about UCLA)

DELIVERING YOUR JOB TALK

- Have prepared answers to anticipated questions and signal willingness to “expand” during talk.
- Have scripted “asides.”
- Know it by heart.
- During the Q&A, take your time. Look up, not down, when thinking. Ask for clarification (to buy time). Have go-to texts you know well. Don't assume they know more! Own your authority!
- Use Q&A to talk about your teaching and tell stories.
- If don't know an answer, walk through how you'd find out.

VISITING THE CAMPUS

- Goal should be to be the best “you” you can be.
- Prepare a list of take-aways and repeatedly reinforce them.

- Bring extra stockings, shoes, suit, shirt, bars, water, printed talk, C.V., and materials.
- Wear comfortable clothes! Bring options.
- Do your homework about the campus and its issues by researching and talking to people ahead of time.
- “Fit” is key. At this point in the process, they're looking for a colleague.

GENERAL ADVICE

- Have a plan B. It helps alleviate desperation.
- Be assertive!
- Use connections!
- Ask questions at all steps— knowledge is power!
- Stay healthy. Figure out a destress technique that works for you and do it (yoga, baths, movies, or pharmaceuticals)

I particularly enjoyed the anxiety-dissolving atmosphere the speakers created by giving examples from their own experiences. I found Professor Field's additional comments on her list of "tips for going on the job market" very useful. In particular, I was impressed by her suggestions to prepare for an interview like an oral exam and to be ready to present several versions of the dissertation project, from one-minute pitch to three- and ten-minute descriptions. I'm so glad I was there!

– Maja Manojlovic, a PhD Candidate in Cinema and Media Studies

They recommended preparing several versions of the dissertation description: a one-sentence version, a one-minute version, and a ten-minute version. At this point, Professor McHugh interjected that she has seen some very capable candidates stumble when describing their dissertations—something, she insisted, candidates should absolutely “have down.”

Problems particular to phone interviews and video interviews conducted over the Internet were also discussed, with several students giving examples of their experiences. Such interviews are difficult because it is much harder to gauge the level of engagement or responses of the interviewers. With in-person interviews, it is easier to sense the atmosphere and adjust if necessary.

JOB TALK

The job talk, they advised, should be different from the writing sample submitted with the application. It needs to be clear to the search committee that the candidate is versatile and able to engage deeply with different topics. Field and Johns also suggested that candidates be detectives, finding out what

the department wants and tailoring the talk to address the department's needs. When delivering the talk, candidates should be sure to include points that could be elaborated upon in the Q&A session. It is beneficial, if possible, to reference the work of professors and perhaps graduate students in the particular department. Doing so makes it clear that you are a good fit for the department. Other tips include:

- Don't go over the time limit.
- Practice the job talk many times.
- Practice the Q&A session many times.

Think of yourself, as Field put it, “as an actor with a script.” She suggested that candidates know their job talks by heart and prepare notes for everything that needs to be done during the talk, for instance, changing slides in a PowerPoint presentation. That way, she says, you just need to talk, not think.

During the Q&A following the job talk, Field continued, candidates should take time to think about each question, buy time by asking for clarification when a question is difficult, and look up while thinking rather than down.

Looking up reads as “thoughtful”; looking down communicates lack of assurance. Don’t be surprised if you get questions that seem to come out of left field, Johns asserted. Members of a search committee—and the other professors in the department—do not really care about you and your work but are generally focused on themselves and their own work. The Q&A is a good time, Field added, to tell stories about your experiences in teaching and anecdotes that reveal your abilities in the classroom.

GETTING (OR NOT GETTING) THE JOB

Both agreed that candidates should not take what happens on the job market personally. Johns, in particular, noted that the whole process boils down to a “business transaction,” meaning that it is not about whether the department members like a candidate’s personality. “It’s about you as a product they might want to buy,” she said. Field concurred, noting that candidates should not get too emotionally invested in a particular place or position.

“You do not have the job until you have a written letter in hand,” they emphasized, meaning that a phone call or an email does not count as a job offer. Don’t accept a job offer right away, they also cautioned, especially if you are waiting to hear back from other schools. The search process has two stages: first, “they decide about you”; second, “you decide about them.” A school will usually give a candidate two weeks to make a decision on an offer. Final offers must be made by April 1.

Students on the job market also need to have a “Plan B,” said Field, in case they do not get a job the first time around. Having a back-up plan, she said, can help a candidate feel more confident when applying for jobs, knowing that they are not entirely dependent on immediately getting a tenure-track job.

Jaimie Baron is a PhD candidate in the Cinema and Media Studies Program in the Department of Film, Television and Digital Media at UCLA. She recently joined the staff of CSW Update.

This workshop gave me not only the practical tools on how to enter the academic job market, but a feeling of agency that I had some control over the process.

– Laura Foster, a PhD Candidate
in Women’s Studies

by Negin Ghavami



UNDERSTANDING POST-PROP 8 CONFLICTS

On November 4, 2008, voters in the state of California narrowly passed Proposition 8, a measure to amend the state constitution to define marriage as between a man and a woman. This amendment revoked the right of same-sex couples to legally marry, which had been in effect in California since June 16, 2008. Not surprisingly, the

reaction of opponents to Prop 8 ranged from disappointment to dismay to outrage. Many such individuals were searching for simple answers to the complex question: Why did Proposition 8 pass? To that end, a small but identifiable part of the electorate has been blamed for the outcome of the measure — the Black community. A widely publicized

finding from a CNN exit poll (November, 2008) revealed that although constituting only 10% of the electorate, 70% of Black voters supported Prop 8. Even though the results of this poll was contested (by Egan & Sherrill, 2009, for example), many White gay men and lesbians adopted an anti-Black stance, often directing hostile and sometimes overtly

racist rhetoric at the Black community. This situation put Black gay men and lesbians, who simultaneously hold both identities, at risk for experiencing alienation from both communities.

The events that have transpired in the wake of the passage of Prop 8 have raised several important questions that could shed light not only on the current circumstances in California but also on social psychological theory about intersecting social identities (for example, being gay and Black) and social judgments. I have recently begun a line comprised of three studies. Study 1, *Comparing Sexual and Ethnic Minority Perspectives on Same-Sex Marriage*, examines how “naïve realism” (Robinson et al., 1995) led opponents of Prop 8 to draw erroneous inferences about the rationale underlying the votes cast by the Black voters, thereby fueling hatred and hostility. Study 2 investigates how the events surrounding the passage of Prop 8 have affected Black gay men and lesbians whose Black identity and gay/lesbian identity were challenged. Study 3 looks at how *motivation* guides an individual’s social perception and categorization of individuals with multiple identities. For instance, what determines whether a White gay man will

categorize a Black gay man as an in-group (part of the gay/lesbian community) or an out-group member (part of the Black community)?

Study 1 considers why so many opponents of Prop 8 reacted so negatively to the votes of Blacks Californians. Other ethnic voting blocks were largely spared from such derogatory rhetoric, in spite of support for Prop 8. For example, Latino and White voters who supported Prop 8 were not blamed for the outcome. The outrage directed at the Black community was unique.

The concept of naïve realism suggests possible reasons. According to this concept (for example, Robinson et al., 1995), individuals believe that they perceive and respond to the world objectively or “as it really is.” Consequently, individuals expect other people to share their attitude toward an object or event and the underlying cognitions that support the attitude. When other people respond to the world differently than oneself, they are perceived to hold views that distort objective reality, because of ideological bias, lack of information, and so on. Researchers have noted the intergroup consequences that follow from such naiveté. For example, obliviousness to construal differences can lead to such outcomes as the tendency to misattribute the

other side’s words and deeds, to blame the other side exclusively for shared problems (Blumenthal, Kahn, Andrews, & Head, 1972; Eldridge, 1979), and to doubt their sincerity (Deutsch, 1973), all of which can result in conflict (Sherman, Nelson, & Ross, 2003).

These descriptions of naïve realism bear a striking similarity to the events that transpired in the aftermath of the Prop 8 vote. Specifically, many opponents of Prop 8 viewed the measure as denying gay men and lesbians a central civil right, the right to marry. From this perspective, the struggle against Prop 8 was seen as analogous to the civil rights movement of the 1960s, which sought to rectify injustices against Blacks and other ethnic minorities. Lesbians and gay men presumed that Blacks would also view gay marriage as a civil rights issue and thus strongly oppose Prop 8. Analyses of exit polls told a different story. The majority of the Black constituents who voted in favor of Prop 8 cited religious convictions about marriage as the basis for their vote (for example, Egan & Sherrill, 2009). This finding suggests that contrary to what opponents of Prop 8 assumed, Blacks viewed gay marriage as a moral issue rather than a civil rights issue. This failure to recognize differences in values,

beliefs, and perspectives may have led the opponents of Prop 8 to view the Black vote as illogical, selfish, and/or ideologically driven, thus fueling hostility toward them.

In the current study, we use the theoretical framework of naïve realism to address three main questions. First, to what extent do gay men and lesbians perceive same-sex marriage as a civil rights versus a moral issue? Second, how do gay men and lesbians perceive other groups (for example, Blacks and Latinos) to view same-sex marriage? Third, how do other groups (for example, Blacks and Latinos) actually view same-sex marriage? Preliminary analysis supported our three main predictions. First, as expected, gay men and lesbians viewed same-sex marriage as a civil rights issue analogous to the civil rights movement of the 1960s, not a moral issue. Second, gay men and lesbians expected African Americans to view same-sex marriage as a civil rights issue and to draw an analogy between gay marriage and the civil rights movement of the 1960s. In reality, however, Black respondents were more likely to view gay marriage as a moral issue involving religious convictions, not a civil rights issue. Few endorsed the analogy with the civil rights movement. These results suggest that Blacks and gay men and lesbians are framing

the issue of same-sex marriage differently.

Other analyses compare the attitudes and perceptions of gay/lesbian respondents versus each ethnic group included in the study. In addition, other analyses will examine the possible association of gender, ethnicity, ethnic identification, political ideology, and party affiliation with attitudes and perceptions. These results shed light not only on the disparate voting patterns among Californians but also on the unforeseen eruption of hostility between visible blocks of constituents. These data highlight the importance of assessing, rather than presuming, the framework through which various groups view societal issues. Doing so may inform future efforts to change attitudes and gain support for same-sex marriage. Martin Luther King, Jr. famously said, “Everything that we see is a shadow cast by that which we do not see.” Our results suggest that as advocates of gay marriage move forward in their efforts to secure the right to marry for lesbians and gay men, they should be mindful that the perspective of others lies in the shadows.

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Negin Ghavami received her B.A. from UCLA and her M.A. from CSU, Northridge. She is currently a doctoral candidate in Social Psychology at UCLA. Broadly, her research focuses on intergroup relations. She examines minority/majority relations from the perspective of the minority as well as the majority group members. After completing her Ph.D. she plans to teach and conduct research. She is grateful to the UCLA Institute for Social Research for support of this project. Negin received a CSW Travel Grant to support her research.

UCLA Student Groups

Focusing on Gender, Sexuality, and Women's Issues

These are some campus student groups that have an interest in gender, sexuality, and/or women's issues. This listing is not comprehensive. If you have a group you would like to have included in a future listing or would like to update the information here, send us an email at cswpubs@csu.ucla.edu.

ASSOCIATION OF FUTURE FEMALE PHYSICIANS

Mission: The mission of AFFP is to empower, educate, and support pre-medical students to advance within medicine. It was formed to help overcome the specific challenges faced by women pursuing a career in medicine, although membership is open to any pre-medical/pre-health student.

Information: Check their page on Facebook.

BLAQUE

Mission: BlaQue is a student organization for same gender loving, LGBT, queer peoples of African/African-American descent.

Information: <http://www.studentgroups.ucla.edu/qa/blaque.html>

BRUIN BELLES SERVICE ASSOCIATION

Mission: Established in 1946, Bruin Belles Service Association is an official non-profit UCLA philanthropic organization dedicated to community & university service & the promotion of women's leadership.

Information: <http://www.bruinbelles.com>

BRUIN FEMINISTS FOR EQUALITY

Mission: To develop bold, new strategies, and programs to advance the social, political and economic equality of all people. To seek to eliminate all forms of oppression based on gender, race, sexual orientation and ability. Most importantly, empowerment of women and girls in all sectors of society. All programs of the FMF endeavor to include a global perspective and activities to promote leadership development, especially among young women.

Information: Check their Facebook page.

BY ANY MEANS NECESSARY

Mission: We are students dedicated to defend affirmative action, integration, and immigrant rights. We are working to eliminate racism, sexism, anti-gay bigotry, and all forms of inequality and oppression.

Information: <http://www.bamn.com> or check their page on Facebook.

CADENZA A CAPPELLA

Mission: We intend to provide a musical outlet for an all new women's acappella group by the name of cadenza. We will found this creative musical unison upon the process of composition and performance and in accordance with other university based organizations

Information: <http://cadenza.tumblr.com/>

CLOTHESLINE PROJECT

Mission: The Clothesline Project at UCLA is a non-partisan student organization aiming to stop gender-based violence and other hate crimes. We strive to spread awareness of sexual violence prevalent in local and foreign communities and educate the student population in ways of breaking the stigma surrounding issues of sexual violence.

Information: <http://www.thecenter.ucla.edu/clothesline.html>

Contact: uclacp@ucla.edu

COLONY OF GAMMA RHO LAMBDA

Mission: Gamma Rho Lambda is an all-inclusive sorority for lesbian, bisexual, transgender, and straight-ally women.

Information: <http://grluca.wordpress.com/>

DUKEMINIER AWARDS

Mission: To find and publish the year's best sexual orientation and gender identity law review articles.

Information: <http://www.law.ucla.edu/williamsinstitute/publications/DukeminierAwards.html>

GIRL LEADERS

Mission: Girl Leaders, a collaborative UCLA community initiative, will provide workshops to students ages 14-22 on teamwork, leadership, public speaking and economic matters. The workshops are meant to inspire, motivate and guide UCLA Undergraduates to realize their potential.

Information: <http://girlleaders.com/>

HERMANAS UNIDAS

Mission: We aim to reach out to the Chicana/Latina Community and provide resources as well as a family networking system through the avenues provided by the three pillars of academics, community service, and social networking. We are a sisterhood attempting to provide a healthy transition to and from the university.

Information: <http://www.studentgroups.ucla.edu/hermanas>

LA FAMILIA DE UCLA

Mission: La Familia is UCLA's lesbian, gay, bisexual, and transgender organization by and for Latinas and Latinos. La Familia exists because our experiences as a people, our historical and continued struggle for liberation gives rise to particular needs and interests which require a different framework of analysis than that of the mainstream Queer community.

Information: Check their Myspace page.


LA JOTERIA DE UCLA

Mission: Our organization is a tool we are using to fight the lack of education and political consciousness found in the Joteria community. We are an organization that is here to address and build bridges around issues like race, culture, class, gender, and sexuality. We are here because we have witnessed the continual marginalization of Joteria from our community and political/social organizations. We work as a collective and foster a safe space where we can support, report, and empower ourselves as Chicana/o, Latina/o Jotos, Jotas, and allies.

Information: Check their Myspace page.

LAMBDA GRADUATE STUDENT NETWORK

Mission: The Lambda Graduate Student Network (LGSN) exists to bring together University of California, Los Angeles (UCLA)'s lesbian, gay, bisexual and transgendered (LGBT) graduate students, faculty and staff through a range of social events in order to facilitate the formation of intellectually stimulating, diverse and supportive peer



networks within and beyond the academic environment. Our focus is on creating fun and accessible social opportunities that cater to the busy lives of graduate students.

Information: <http://www.studentgroups.ucla.edu/lgsn/>

LAW STUDENTS FOR REPRODUCTIVE JUSTICE

Mission: Our mission is to provide a voice for pro-choice law students and a dialogue on reproductive rights issues within the UCLA Law community.

Information: <http://lsrj.org>

LIBRARY & ARCHIVE OUTREACH

Mission: OUTreach is committed to serving the information needs of the gay, lesbian, bisexual, and transgendered professional library community at UCLA, and the gay, lesbian, bisexual, and transgendered information and access needs of UCLA students and individuals at large.

Information: <http://polaris.gseis.ucla.edu/liboutreach/>

MS. JD – NATIONAL WOMEN LAW STUDENT'S ORGANIZATION

Mission: Serving women in law school and the legal profession, Ms. JD-NWLSO is the student arm of Ms. JD, an online community that provides a forum for a dialogue and networking among lawyers and aspiring lawyers.

Information: <http://ms-jd.org/>

OUTLAW

Mission: We aim to build community and increase visibility of LGBTQI students at UCLA School of Law.

Information: <http://uclaoutlaw.bol.ucla.edu/>

PLANNERS OF COLOR FOR SOCIAL EQUITY

Mission: We recognize that racism, sexism, classism, and heterosexism are institutionalized and impede social equity. We believe that planners have contributed to this reality. As planners we have a responsibility and are in a unique

position to transform the field of planning to empower historically marginalized communities. We stand for creating positive social change NOW!

Information: Check their Myspace page: http://www.myspace.com/ucla_pcse

QUEER ALLIANCE

Mission: To provide a bridge between all organizations dealing with issues that touch people who are traditionally disadvantaged on the basis of sexual orientation or gender identity. The QA resounds as the collective voice of queer students coming from diverse backgrounds and organizations.

Information: <http://www.studentgroups.ucla.edu/qa>

QUEERHGIRL

Mission: Queer x Girl is UCLA's multi-issue political and social group for queer, lesbian, bisexual, and transgendered women and allies of all genders. Queer x Girl shall exist to work toward meeting the educational, social, political and community awareness needs of queer women regardless of gender

expression, race, class, sexual orientation, disability, or culture. The ultimate goal of Queer x Girl is to provide a diverse forum to increase visibility of queer women, and provide a positive space for open expression of gender and sexual orientation in everyday life. Queer x Girl shall work toward this goal by facilitating an open and supportive atmosphere for lesbian, bisexual and transgender women both on campus and in the community at large through political and social action. As a progressive organization, we realize that all oppressions are interconnected, and we are committed to supporting social justice.

Information: http://www.studentgroups.ucla.edu/sgweb/details_frame.asp?OrgID=819

SOCIAL WELFARE LGBTQA CAUCUS

Mission: The Lesbian, Gay, Bisexual, Transgender, Questioning & Ally Caucus serves to encourage education, social justice, and activism around issues affecting the LGBTQ Community. Through education, social, and political activities, the LGBTQA Caucus provides a forum to get involved and work against homophobia, heterosexism, racism, sexism, and classism.

Information: <http://www.spa.ucla.edu/dept.cfm?d=sw&s=students&f=LGBT.htm>

SOCIETY OF WOMEN ENGINEERS

Mission: The Society of Women Engineers is a national society that has been encouraging females to aspire, advance, and achieve their full potential in the fields of engineering and science. We are devoted to providing our members with industry networking, career development workshops, outreach activities, community service as well as social events. Our UCLA chapter is one of the strongest and most

academic engineering organizations. Our section has been recognized both locally and nationally, winning the Student Group of the Year award at UCLA in 2005 and bringing home awards from our annual National Conference these past few years.

Information: <http://www.seas.ucla.edu/swe/>

THE VAGINA MONOLOGUES

Mission: To produce Eve Ensler's "Vagina Monologues", to raise awareness and create dialogue surrounding women's issues, and to raise money to stop violence against women.

Information: <http://www.studentgroups.ucla.edu/thevaginamonologues/tvm.htm>

WOMEN FOR OFFICE

Mission: To strengthen women's public policy leadership and thus increase women's representation in political office in the United States by initiating public policy education, networking, events, workshops, classes, and opportunities at the high school, college, and post-college levels.

Contact: aengelder@ucla.edu

WOMEN'S LAW JOURNAL, UCLA

Mission: The UCLA Women's Law Journal is an academic legal journal that uses the power of language to educate people and make women's voices heard. We seek to do so by focusing not only on the common struggles of women, but also on diversity as a strength in feminist legal scholarship. Through diversity, we seek to represent the reality of all women's lives and experiences, without separating voices into exclusionary categories. The WLJ was one of the first journals in the country to address issues of gender, race, and sexual orientation. The Journal remains one of the top journals in the field, with hundreds of subscribers around the world. The WLJ is an entirely student-run law journal. We publish works by professors, practitioners, and students from around the world, who represent all sides of the legal, political, religious, and cultural spectrum.

Information: <http://law.ucla.edu/wlj/>

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CSW Update is the newsletter of the UCLA Center for the Study of Women. It is published monthly during the academic year. UCLA faculty, staff, and students are welcome to submit articles for inclusion. If you have questions, please email the publications staff at cswpubs@women.ucla.edu

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