

REGIONAL NEWSLETTER Fall 2014

Covering gender & women's studies & research institutes in Arizona, New Mexico, Northwest Mexico, Colorado, Texas, Nevada, Wyoming and Utah

Dear Colleagues,

As the field of women's studies continues to grow, and research on women continues to make advances, we still have many challenges ahead. We are called to work together, share our knowledge, advocate for each other and our programs, and discuss successful approaches to working within and outside of the academy. Each year, many of us meet to do just that. This year, we look forward to the Southwest Region Gender and Women's Studies meeting which will take place on January 30-31, 2015 in Tucson. The meeting will be hosted by SIROW and the University of Arizona Department of Gender and Women's Studies (GWS), and will include a networking dinner on Friday evening, followed by a day-long meeting on Saturday at the SIROW/GWS Conference Center (including hotel accommodations at the campus-based Marriott).

If you are the chair or head of a women's studies department or program or are the director of a women's research center or institute, contact Thomas Bogart at tnbogart@email.arizona.edu for more information about meeting. *Registration will continue*



through the end of the year! SIROW provides funding for hotel and food costs while the participants are expected to cover their own travel costs. It's a great time to network, learn from each other, discuss the future of our field, and the wider implications of our work. I look forward to seeing you in Tucson!

In this newsletter we have highlighted some of the fantastic work of our regional colleagues -- I am always impressed with the wide breath and quality of scholarship that is ongoing in women's studies. I hope you find the contributions as intriguing and informative as I did. With that being said, I wish you an enjoyable, productive, and healthy holiday season, and hope to see you in Tucson in January!

All my best,
Sally Stevens, PhD
(Executive Director; UA-SIROW)

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The Southwest Institute for Research on Women (SIROW), established in 1979, is a regional research and resource institute within the Gender and Women's Studies Department at the University of Arizona. The SIROW region includes Arizona, Colorado, Nevada, New Mexico, Texas, Utah, Wyoming, and Northwestern Mexico.
More information available online: <http://sirow.arizona.edu>





Knapsack INSTITUTE

TRANSFORMING TEACHING & LEARNING

June 11-13, 2015
UCCS Campus

"The workshops ended up being a 'transformative' experience for me, professionally and personally. I walked away feeling re-energized and re-focused."

It was so moving to find a 'space' in the academy for intense, emotional work like this."



About The Knapsack Institute

The Knapsack Institute supports educators across the nation as they create curriculum and pedagogy to build inclusive classrooms and organizations. The Institute is a program of The Matrix Center for the Advancement of Social Equity and Inclusion.

The Knapsack Institute provides participants with a framework for teaching about the matrix of privilege and oppression. The Institute welcomes all educators (K-12, higher education, diversity trainers, non-profit staff, etc.). Alumni include K-12 and higher education faculty, and facilitators at many levels, from a wide range of disciplines, backgrounds, non-profit and business organizations. Participants spend three intensive days in an intimate setting with a team of highly trained and skilled facilitators.

The Knapsack Institute on the Road

Can't come to us? We can come to you! The Knapsack Institute on the Road brings KI, or our more limited workshops, to you. We work with Universities, K-12 schools, organizations and businesses at their home location.

Because the workshop is flexible, we can tailor it to your specific needs. Knapsack Institute on the Road provides participants with:

- An intersectional conceptual framework for understanding concepts of oppression and privilege;

- A wide range of innovative teaching strategies that we have found successful, including:

- building an inclusive classroom,
- setting the stage on the first day of class,
- managing emotions and reactions in the classroom,
- dealing with resistance to change,
- empowering students toward positive growth in the classroom and beyond,
- and how to find support and resources for doing this challenging and often difficult work.

The Knapsack Institute Approach

Our approach:

- Emphasizes pedagogical approaches to teaching diversity and creating inclusive learning environments
- Focuses on the key concepts of intersectionality and privilege
- Provides professional growth and development, including CEU's & academic credits
- Provides mentoring and leadership development
- Supports curriculum building
- Provides hands-on activities, tools and practices that can be replicated to build inclusive classrooms
- Provides strategies for dealing with resistance
- Provides suggestions for creating institutional change in your organization
- Provides resources and networking opportunities to support on-going change
- Offers a forum for sharing ideas and strategies

For more information and an application please visit:
www.uccs.edu/matrix

Or email Moselle Bernal, Project Manager
at mbernal@uccs.edu



SIROW Mission:

To develop, conduct, and disseminate collaborative research and education/outreach projects with regard to the diverse groups of women and children in the southwestern U.S. and northwestern Mexico.

SIROW Goals:

- ◇ To develop collaborative feminist research focusing on southwestern problems or populations of interest to scholars in the SIROW region.
- ◇ To identify and disseminate research on women, children, and gender differences.
- ◇ To provide advocacy for women and children by linking researchers with community organizations and policy makers.
- ◇ To support equality for women in the workforce and conduct research on women and gender in the work environment.
- ◇ To carry out participatory action research on a wide range of health, legal, and educational issues.
- ◇ To support graduate, undergraduate, and K-12 education for women and children.
- ◇ To examine women's contribution to literature, the arts, and southwest heritage.

NOTE: The opinions expressed within this publication do not necessarily reflect the positions of SIROW or individual personnel. However, as a research and academic institution SIROW strongly supports the right of students, researchers and faculty to express their positions through academic products and public expression.

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Scholarship and Excellence: BYU Women's Studies Honor Society

by Kristen Cardon

A few years ago, Brigham Young University's Women's Studies program created a new organization, the Women's Studies Honor Society (WSHS). WSHS inducts members with high grades and experience in women's studies classes. The society plans events open to all interested students, including lectures, discussions, service activities, film screenings, workshops, and other activities relevant to women's studies. One notable event was a viewing of *Vision: From the Life of Hildegard von Bingen*, after which society members met with Cecilia Cavanaugh, SSJ, Ph.D. of Chestnut Hill College. Some of the ensuing discussion focused on the film, and members also asked Cavanaugh about life as a nun and other Catholic women's issues.

BYU WSHS continues to organize events that both enrich the education of its members and contribute to the larger community by highlighting women's issues locally and globally. This year, the group has invited a speaker about the history of the Latter Day Saints Relief Society, one of the first women's organizations in the nation. During campus Care Week, members will sell jewelry crafted by women in Uganda (through the nonprofit Musana), and then return the proceeds to the artists to help break the cycle of poverty. The society will also repeat last year's most popular event, "The Girl's Camp You Never Had," a camping trip in the Utah mountains with professors who will share their expertise on environmentalism, the history of girls' camps, and stars and constellations named for feisty women.

This year, BYU WSHS leadership has chosen to promote Accessibility, Awareness, and Approachability on our campus. Our efforts in classes, in advertising, and in activities center on improving the image of feminism on our campus. In the long run, WSHS hopes to encourage fruitful discourse among its members, the BYU campus, and the global community.

Recent publications by Brigham Young University Women's Studies Faculty Affiliates:

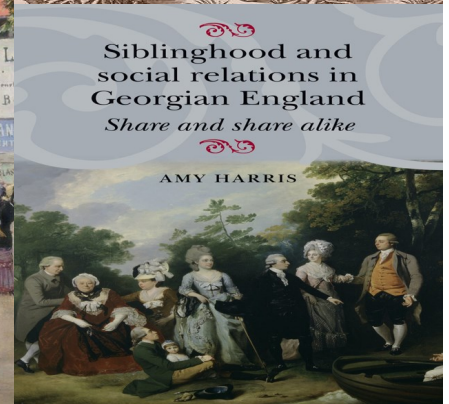
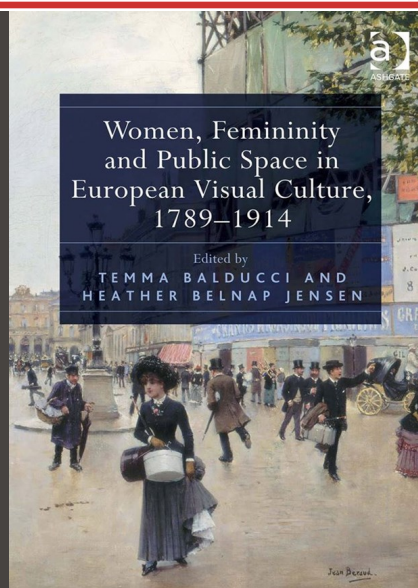
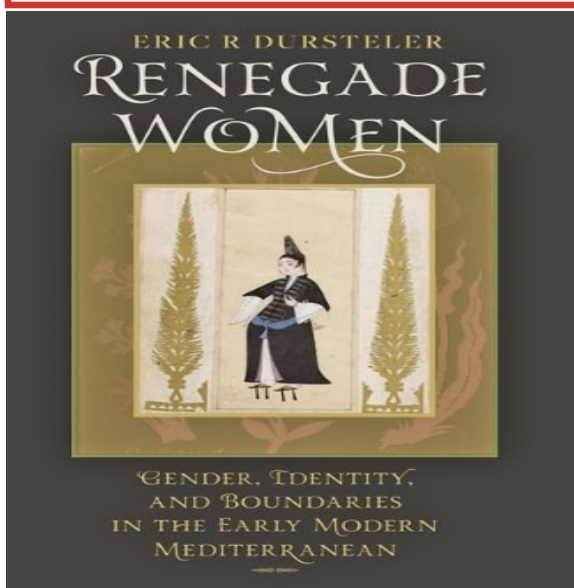
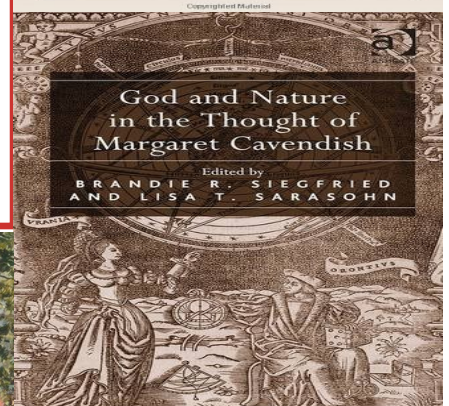
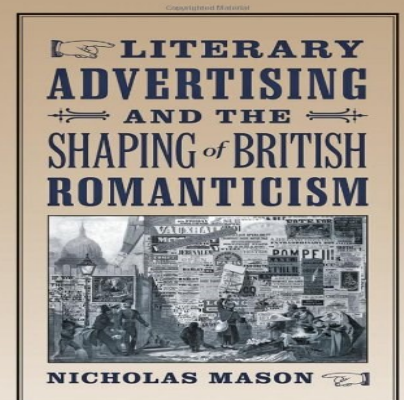
Heather Belnap Jensen and Temma Balducci, eds. *Women, Femininity and Public Space in European Visual Culture, 1789-1914*. Burlington, VT: Ashgate Press, 2014.

Eric Dursteler. *Renegade Women: Gender, Identity and Boundaries in the Early Modern Mediterranean*. Baltimore: Johns Hopkins University Press, 2011 (hard and paperback); Turkish translation, *Dönme Kadınlar: Toplumsal Cinsiyet, Kimlik ve Sınırlar*. Istanbul: Koç Üniversitesi Yayınları, 2013.

Amy Harris. *Siblinghood and Social Relations in Georgian England: Share and Share Alike*. Manchester University Press, 2012.

Nicholas Mason. *Literary Advertising and the Shaping of British Romanticism*. Baltimore: Johns Hopkins University Press, 2013.

Brandie R. Siegfried and Lisa T. Sarasohn, ed. *God and Nature in the Thought of Margaret Cavendish*. Burlington, VT: Ashgate, 2014.



Films for the Feminist Classroom Moves to Texas Woman's University

by Agatha Beins, PhD

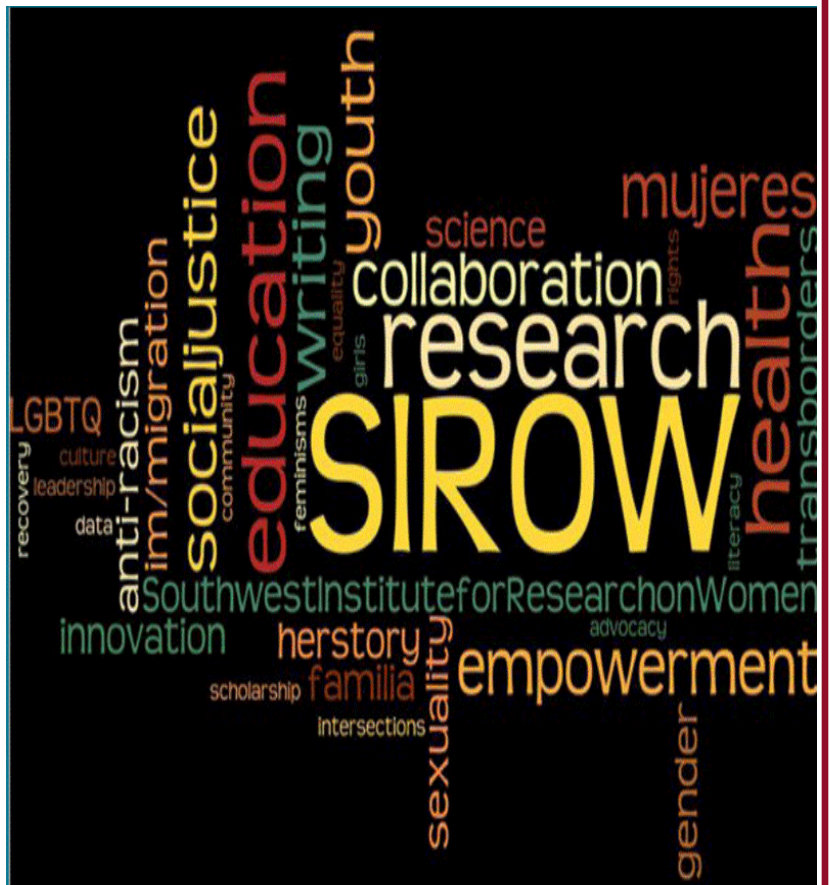
In 2009, *Films for the Feminist Classroom* (FFC) published its first issue, hosted by *Signs: Journal of Women in Culture and Society* and the Women's and Gender Studies Department at Rutgers University. During the past five years, this online, open-access journal has published film reviews along with short essays, interviews, and lesson plans that deepen our understanding of the myriad ways we can use films as teaching tools. The vision of founding editors Deanna Utroske and Karen Alexander and subsequent editorial collectives have guided FFC's commitment to pedagogy and the needs of educators.

When FFC needed a new home in 2013, with great delight I worked with generous support from the Department of Women's Studies and Texas Woman's University (TWU) to bring the journal to our department (<http://ffc.twu.edu/>). The first issue of FFC published through TWU appeared in summer 2014. It offers lesson plans, a film festival review, and a wide selection of films reviews. Several of these films challenge us to rethink gender by analyzing intersex, transgender, and transsexual as identity categories. Others examine issues such as democracy, sex trafficking, war, and reproductive justice through a transnational perspective. And yet another group of films highlights the activism of older women. In upcoming issues you will find a cluster of reviews and essays exploring the politics and pedagogy of teaching films containing violence; discussions with distributors working to make documentary films more visible and accessible to a wide audience; and reviews of films about women in the workforce, women in the Democratic Republic of the Congo, activism by queers of color, and the prison industrial complex.

As we continue to publish FFC, I hope that the journal will grow, offer a wider range of content, and gain visibility among feminists, educators, and filmmakers. To this end, we welcome feedback from readers as well as proposals from educators, activists, and junior and senior scholars. Those interested in contributing may propose film reviews, topics for special features, lesson plans that use or teach about film and video media, reviews of film festivals, and interviews with people involved in making and distributing films. You can find more information at our call for proposals (http://ffc.twu.edu/call_4_proposals.html). Please feel welcome to contact us at ffc@twu.edu or through our Facebook page. With your support and suggestions we hope to serve as a dynamic resource for educators and librarians and to enhance feminist curricula, bringing film into the classroom through thought-provoking, relevant, and dynamic content.



Agatha Beins, PhD



UNLV WOMEN'S RESEARCH INSTITUTE, VEGAS PBS SERIES PROFILES

"MAKERS: WOMEN IN NEVADA HISTORY"

The Women's Research Institute of Nevada (WRIN) at UNLV, in collaboration with Vegas PBS, recently presented, "MAKERS: Women in Nevada History," a new three-part series featuring women who have shaped Nevada's diverse communities. The documentary debut was Oct. 21 at 10 p.m. on Vegas PBS. WRIN's extensive research and oral history collection serve as the primary content for the series.

"As Nevada celebrates its sesquicentennial, this program helped our community understand the lives of extraordinary women as leaders in the women's suffrage movement, politics, the casino industry, education, and business who shaped the opportunities for women today," said Joanne Goodwin, UNLV history professor and director of WRIN.

"MAKERS: Women in Nevada History" found its inspiration in last year's national, critically-acclaimed PBS documentary, "MAKERS: Women Who Make America," which told the story of the modern women's movement. The Nevada project went for a longer timespan and focused on a diverse array of communities. Plans are underway to build off the half-hour programs with an online repository of the interviews and curriculum development in the public schools. The three episodes are described below and may be viewed on <http://wrinunlv.org/education/las-vegas-leaders-a-wrinvegas-pbs-project/>.

Episode 1: "The Groundbreakers"

Details: This episode begins in the early 1900s with Nevada women's involvement in communities, businesses, and education. It highlights the successful campaign for women's right to vote in Nevada six years before the 1920 federal amendment. It continues through World War II, featuring Anne Martin, Bird Wilson, Helen Stewart, Maude Frazier, the Magnesium Maggies, and Lubertha Johnson.

Episode 2: "Moving Forward"

Details: This episode opens with women workers in the Las Vegas hotel-casino industry during the 1950s and 1960s and their entry into gaming, construction, politics, and business. It highlights successful individual women as well as the agents of change who participated in the legal transformations of women's rights during the 1970s and 1980s. It features Claudine Williams, Kitty Rodman, Myram Borders, Sarann Preddy, Thalia Dondero, and Sue Wagner.

Episode 3: "Into the Future"

Details: This episode profiles some of Nevada's "female firsts" as well as a selection of women across professional and political communities in Nevada today. Profiles include Nancy Houssels, Barbara Vucanovich, Linda Rivera, Renee West, Barbara Buckley, Pat Mulroy, Rose McKinney-James, Carolyn Goodman, Rosemary Flores, Tina Kunzer-Murphy, and many more.

MAKERS

WOMEN IN NEVADA HISTORY



Western New Mexico University Opens New Center for Gender Equity

Emma Bailey of Western New Mexico University (WNMU) has founded a new initiative called the Center for Gender Equity ("the Center"). The Center responds to the fact that Silver City, New Mexico, both on and off WNMU's campus, lacks unified educational opportunities regarding women, LGBTQ issues, and gender equity social problems. The Center serves as a place where students and surrounding community members can participate in transformative programming and advocacy on issues of gender equity and feminism.

The Center is led by two faculty members: Dr. Emma Bailey, Professor of Sociology in the Department of Social Sciences and Cultural Studies (Director) and Dr. Lydia Huerta, Assistant Professor of Spanish and Cultural Studies in the Humanities Department (Assistant Director).

WNMU's President [first name?] Shepard and his cabinet provided support to establish The Center in May 2014. The University agreed to furnish physical space and pay for the utilities for The Center. Individual donations and grants provide funding for programming and related costs. The Center is housed under Vice President Isaac Brundage, V.P. of Student Affairs and Enrollment Management. V.P. Brundage's office secured funding for four Work-Study students (Marilynn Grijalva, Maria Montañez, Fabiola Barba, and Locksley Collie). The Vice President of Academic Affairs' Office provided funding for one Graduate Assistant (Enrique Ruiz-Soto). These students will staff The Center and play a pivotal role in organizing programming and events.

The Center raised sufficient funds to open its doors to students, staff, faculty, and the surrounding community on October 30, 2014.

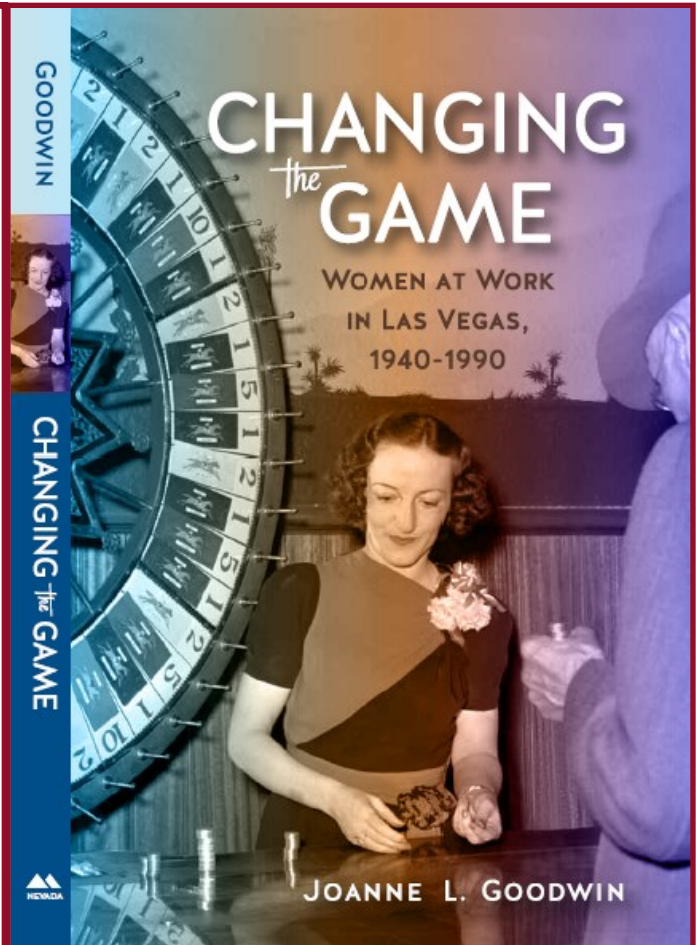
Events for the Fall Semester included a Ribbon Cutting ceremony, Gender Equity Fridays, National Coming Out Day, Take Back the Night in partnership with El Refugio and SASS, Halloween Rocky Horror Picture Show Party, and International AIDS Day. Events are announced on Facebook: <https://www.facebook.com/TheCenterforGenderEquity/events>.

The Center will be open daily for students to study, socialize, and have a safe place to go on campus.

Joanne L. Goodwin. *Changing the Game: Women at Work in Las Vegas, 1940-1990*. University of Nevada Press, September 2014

Changing the Game: Women at Work in Las Vegas, 1940-1990, captures the shifting boundaries of women's employment in the postwar decades with narratives drawn from the Las Vegas Women Oral History Project. It counters clichéd pictures of women at work in the famed resort city as it explores women's real strategies for economic survival and success. Their experiences anticipated major trends in labor during and after World War II, such as the national migration of workers, the growing proportion of women in the labor force, balancing work with family life, the unionization of service workers, and, above all, the desegregation of the labor force by sex and race.

Since the mid-1990s, a group of faculty, students, and community members have been building an archive of oral histories about the people of Las Vegas. These oral histories, located at the University of Nevada in Las Vegas in the Special Collections at Lied Library and the Women's Research Institute, have been used as background for numerous publications. However, this book focuses on the employed women of Las Vegas in its largest industry--gaming.



Exploring Immigrant Family Detention in the US Southwest

by Jill Williams, PhD

Director, Women In Science and Engineering (WISE), University of Arizona

In the spring of 2014, Immigration and Customs Enforcement (ICE) began dropping off large numbers of immigrant families at the Greyhound bus station in downtown Tucson, Arizona. The families, most of whom were from Central America, had been apprehended by the US Border Patrol after entering the US without authorization. Due to limited detention space, the families were released after preliminary processing with orders to appear at an immigration office near their final destination in the US.

As public and political attention to the influx of these families escalated nationally, President Obama declared the situation a “humanitarian crisis.” In response, he requested over \$3.5 billion to increase border policing, fast-track deportation proceedings, and establish and expand detention centers outfitted to house families with children.

Since July, a number of impromptu family detention centers have opened in New Mexico and Texas, and another 2,400-bed facility is slated this fall outside of San Antonio, Texas. If this trend continues as planned, the amount of detention space for families will have increased from 100 beds at the beginning of 2014 to over 3,000 beds by early 2015. Yet the on-the-ground management of these facilities and the treatment of families have received serious criticism. Recently, the ACLU and other migrant advocacy organizations reported widespread due process violations in these centers, as well as inhumane conditions and accounts of abuse.

I am currently engaging in a research project to examine the economic and social factors driving the current proliferation of family detention centers and the discretionary processes that structure uneven practices of detention and release. Through interviews with service providers, lawyers, and state officials, I aim to better understand how decisions are made surrounding family detention and how, in turn, these shifting policies impact detained families. It is my hope that the findings from this research will contribute to ending immigrant family detention in the US.



Jill Williams, PhD



Project Step Forward Releases Sexual Health Resource Guide

The University of Arizona—Southwest Institute for Research On Women’s (SIROW) Step Forward project debuted a sexual health resource guide for youth and families. Step Forward is a collaboration between SIROW, CODAC Behavioral Health Services, and the Southern Arizona AIDS Foundation. The program provides substance abuse treatment, comprehensive sexuality education, and free and confidential HIV testing and counseling for youth ages 12 to 17. The sexual health resource guide features 30 commonly-asked anonymous questions submitted by youth who participated in SIROW’s Health Education for Youth (SIROW-HEY) comprehensive sexuality education curriculum between the years of 2009 to 2014. The Step Forward team selected the questions that appear in the guide from a database of more than 800 anonymous questions spanning a variety of topics including virginity, sexual behaviors, pregnancy, disease transmission, and relationships. To view the resource guide, visit SIROW’s website at sirow.arizona.edu.

University of Texas at Arlington

Sonja Stephenson Watson, PhD

Director of Women's and Gender Studies, University of Texas at Arlington

This fall, the Women's and Gender Studies Program at the University of Texas at Arlington published its first newsletter, *Got Gender?* (<http://www.uta.edu/womens-studies/docs/GotGenderNewsletterF2014.pdf>).

The title, *Got Gender?*, represents the ways in which the Women's and Gender Studies program at UT-Arlington addresses women, feminism, children, family, masculinity, gender, sexual identity and sexual practices. The program's recent name change from Women's Studies to Women's and Gender Studies conveys its continuing focus on women, while at the same time recognizing changes in the discipline and scholarship conducted by many of the instructors at UT-Arlington. Dr. Sonja Stephenson Watson, Associate Professor of Spanish, assumed the role of Director of the program in July 2014.



Sonja Stephenson, PhD

The Women's and Gender Studies program hosted its inaugural *Women in the Americas Lecture Series*, which focused on contemporary women's issues in the Americas. This fall's talk was led by Dr. Dawn F. Stinchcomb, Associate Professor of Spanish at Purdue University. She presented on the topic, "Dangers to Society: Examining Single Women in the Margins in Latin American Literature," which dealt with the image of single women in Latin American and Caribbean literature.

Our annual *Lunafest* series was held on Thursday, October 16, and showcased eight compelling films about women's issues. *Lunafest* was established in 2000 by LUNA, the makers of the Whole Nutrition Bar for Women, to simultaneously promote women filmmakers, raise awareness for women's issues, and support women's nonprofit organizations throughout the U.S. and Canada. As a part of the Women's and Gender Studies program's tradition, we also featured a short film by a film student from UT-Arlington. This year we screened *Rubies*, by recent graduate Lizette Barrera. Our fall slate of programming will culminate with a talk by Dr. Whitney Peoples, a UT-Arlington Provost Post-doctoral Fellow in Women's and Gender Studies who will present her research on the embattled oral contraceptive YAZ and its implications for representing women's reproductive health in the U.S. public sphere. Dr. Peoples joined the Women's and Gender Studies program at UT-Arlington in August; she received her Ph.D. from Women's, Gender and Sexuality Studies from Emory University.

We look forward to hosting our 29th annual Women's History Month Lecture Series in March 2015. This year's theme is "Futuristic Females: Women in Science and Science Fiction." Our programming will conclude with science fiction writer Char-laine Harris, author whose works inspired the hit HBO series *True Blood*.



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Visit us on the web!

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Achieving Learning Objectives: Checked

How WSU students and Mayan women benefit from knowledge exchanges

In Summer 2014, Weber State University students from the Women & Gender Studies and Spanish programs travelled to Guatemala to work with and learn from indigenous Mayan women. This was the sixth year the program took the trip. Before the trip, students spent one week on campus, learning about the issues faced by Mayan women today. They practiced vocabulary in Spanish related to banking, business, and marketing. They also practiced several microfinancing lessons they would be sharing with the women once they arrived in Guatemala.

The program was originated by Dr. Alicia Giralt, a Spanish professor and director of the Women & Gender Studies Program at WSU. Dr. Giralt read that Guatemala's indigenous communities were among the poorest in the Western Hemisphere, and gender complicated the situation further for women in these communities. For these poor families, it is difficult for parents to pay for school, even when the cost is minimal. As a result, the boys in the family often study, while the girls stay at home to take care of the younger children, and help their mothers cook and clean.

Due to these dynamics, most of the women in the program had only had one or two years of schooling. As in the previous five years, after 2 weeks of classes in Guatemala, students provide the women with \$50.00 to start a small business. In this country's highlands, this small amount is sufficient seed money. Women have created businesses devoted to making tortillas, bread, tamales, cakes, or after-school snacks. Others have focused on beading, sewing, and embroidering. Still other women sell fruits, juice, or vegetables in the streets or to their neighbors. While the women might not know about business or marketing, they have vast knowledge about other topics, such as Mayan culture and traditions. Thus, in exchange for the students' lessons, they are asked to share their culture with the students. Everyone benefits from this exchange.

In post-trip anonymous surveys, students were asked to agree or disagree with several statements (in a 5-point Likert scale). When asked to answer to "The Guatemalan Study Abroad Program helped me understand the economic situation of Guatemala's Mayan women," out of 43 students who answered the survey, 90.41 percent completely agreed and 9.09 percent agreed. When asked "The Guatemalan Study Abroad Program helped make me aware of my power to affect positive change in the world," 69.77 percent said they completely agreed and 30.23 percent said they agreed. These responses reflect a successful project, particularly in light of the project's learning objectives, which are to help students develop into global citizens, engage in communities that cross political borders, and develop a sense of responsibility for the well-being of people from different cultures.

The program also surveys the Guatemalan women each year at the end, asking for their opinions about the previous year's experiences. Forty women answered the surveys. One hundred percent reported that their children continued in school. When asked if they were eating better, 6.67 said no; 11.11 said the same; and the rest, 82.22 percent, said yes. Some had tried boxed cereal and ready-to-eat frijoles for the first time. Others said they were eating meat for the first time. These responses also capture the project's success.



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