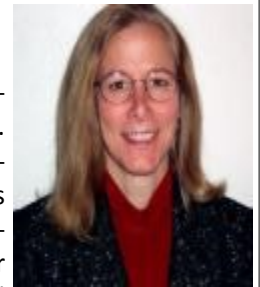


Gender and Women's Studies: Regional Heads and Directors Meeting

Twenty four representatives from Gender and Women's Studies (GWS) departments, programs, and affiliated research institutes from colleges and universities located in six southwest U.S. states (and a visiting faculty from Armenia) convened at Arizona State University (ASU) January 24-25, 2014. Our host, ASU - Department of Women and Gender Studies, welcomed the group to its beautiful main campus location. With a packed agenda and time for networking and sharing of information, participants were delighted to hear an illuminating presentation by Dr. Heather Switzer on contemporary girlhood in a global context – a critique on past and current approaches to girls' empowerment in Africa. Thank you, Heather! And, thanks to all those who attended the regional meeting!



Dr. Sally Stevens

Among the many issues discussed, one issue focused on making our GWS departments and programs more visible on our respective campuses. A few of the suggestions include:

- * Guest speaking in other department's classes emphasizing how GWS relates to their major (allows for visibility and student recruitment for majors and minors),
- * Teach large undergrad general education /multi-cultural classes to expose students to GWS (select faculty carefully – those most likely to draw-in students),
- * Offer panel discussions, brown bags, forums that bring in faculty, students, and community members (name of the event and eye-catching advertising is key to attendance),
- * Offer internships and internship programs (target journalism and graphic design students to write about your program and develop an advertising portfolio),
- * Engage in entrepreneurial activities and brand your materials (aids in fundraising as well),
- * Utilize Women's History Month, Take Back the Night, or other notable designated events to contribute to and build collaborations,
- * Give awards for faculty, staff, and students as well as develop a scholarship program for students,
- * Sponsor other units' events (require your logo on the materials and verbal recognition during the event),
- * Connect with your women's resource center or other campus services and create networks across campus on various issues and topics,
- * Offer snacks and study space for students.

With having such a diversity of departments and programs represented at the regional meeting, a lot was learned from the undergraduate programs with regard to student interests and career directions, while a lot was also learned from each of the graduate programs regarding areas of concentration and expertise. While differences in our departments and programs are noted, each program, in its own way, promotes teaching, scholarship, research, and advocacy for and about women and gender. As a participant, I was honored and humbled to be among such committed, smart, and engaging colleagues.



No. 88

Spring 2014

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>





The Knapsack Institute

Knapsack Institute: Transforming Teaching & Learning

June 12-14, 2014

University of Colorado Colorado Springs, Colorado

"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."

"I am impressed with the wisdom here. Thank you for taking me from a place of quiet resistance to being moved to action. You've opened my eyes."

***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 home of the *White Privilege Conference*.*

***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:

- *Emphasizes pedagogical approaches to teaching diversity and creating inclusive learning environments*
- *Our unique approach focuses on the key concepts of intersectionality and privilege*
- *Provides professional growth and development, including CEUs & 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*
- *Is a forum for sharing ideas and strategies*

For more information and an application please visit:

www.uccs.edu/matrix

The Knapsack Institute supports educators across the nation as they create curriculum and pedagogy to integrate race/ethnicity, gender, sexuality, class and other forms of social inequality into their work and strive to create inclusive classrooms. This year we will offer new workshops on disability studies, sustainability, and social justice curriculum. The Knapsack Institute provides educators with a framework for teaching about the matrix of privilege and oppression. Our interactive, collaborative Institute welcomes educators from all disciplines.

"I got more out of the three days than any conference/institute I've previously attended - including NCORE!"

"Thank you for the opportunity to participate in the KI. I am still amazed at the full range of emotions that I experienced over the three days. I was exhausted...at the end of the first day. By the end of the third day I felt uplifted, renewed and charged to move forward with my training."

Questions? Please contact Abby Ferber aferber@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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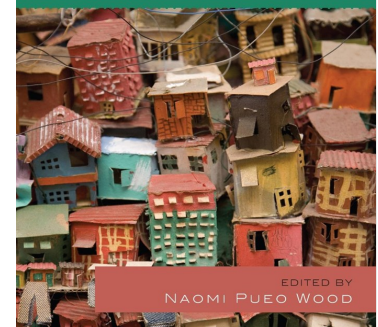
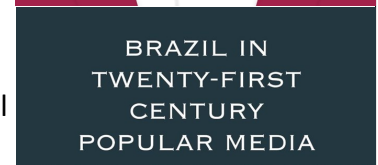
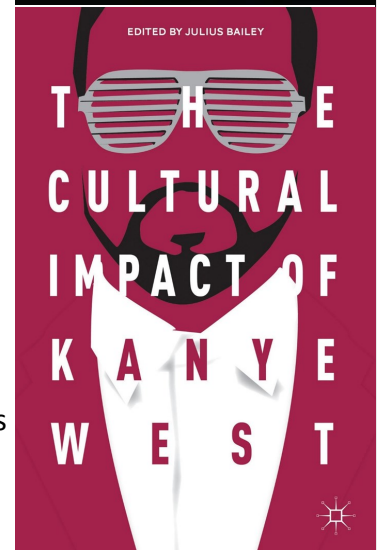
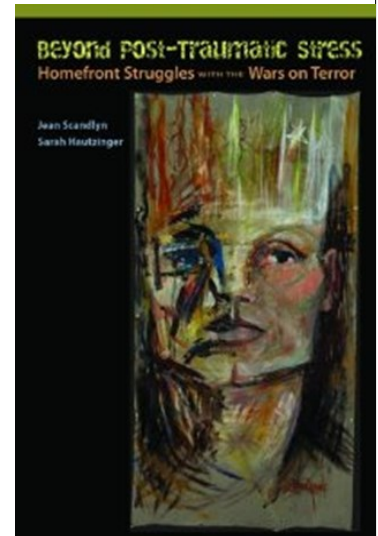
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Colorado College Publications

The Feminist & Gender Studies Program at Colorado College would like to congratulate Sarah Hautzinger, Heidi R. Lewis, and Naomi Wood for their publications released this spring. Hautzinger, Associate Professor of Anthropology, published *Beyond Post-Traumatic Stress: Homefront Struggles with the Wars on Terror* (Left Coast Press) with Jean Scandlyn, which relies on ethnographic research in order to argue for a new approach to combating stress and trauma, especially related to the invisible combat injuries that arose with the post-9/11 wars.

Lewis, Assistant Professor of Feminist & Gender Studies, published "An Examination of the Kanye West Higher Education Trilogy" in *The Cultural Impact of Kanye West* (Palgrave MacMillan), edited by Julius Bailey. Lewis argues that West provides salient critiques of longstanding myths about the purposes and advantages of college; the narrow and unrealistic ways society conceptualizes and validates the path to economic success as inextricably linked to college; the fallacious and dangerous insider/outsider dichotomy that permeates the discourse about college; the low expectations for Black males regarding education, success, and communal value; and the arbitrary, bureaucratic aspects of college.

Finally, Wood, Assistant Professor of Spanish, published the edited collection, *Brazil in Twenty-First Century Popular Media* (Lexington Books), which examines social inequalities, racial divisions, and legacies of political restructuring in order to illuminate the challenges and opportunities Brazil faces presently and in preparation for the 2014 World Cup and 2016 Summer Olympics.



White House Names ASU's Kim Scott 'Champion of Change'

Congratulations to Arizona State University's Kimberly A. Scott, founder and Executive Director of CompuGirls, who was named a STEM Access Champion of Change at the White House during an event on Feb. 26 to honor people who are working to support and accelerate STEM (science, technology, engineering, and math) opportunities for African American students, schools, and communities.

The CompuGirls program combines advanced computational skills learning with key areas of social justice, creating skills, and interest among adolescent girls in technology and computer science. Girls use technology as a tool through the program to address complex issues such as child abuse, indigenous language and culture loss, and gentrification. Starting as eighth graders, girls who participate are from underserved school districts and are predominantly Hispanic, African American and Native American.

Scott, Associate Professor of Women and Gender Studies in ASU's School of Social Transformation, originally developed CompuGirls with support from the Arizona Community Foundation. Recently, the National Science Foundation (NSF) awarded multiple large grants to bring the program to girls in school districts in the Phoenix-metro area, including at the Gila River Boys & Girls Club in Sacaton and Komatke, Arizona, part of the Gila River Indian Community. The program has since expanded to Colorado.

"Being named a STEM Access Champion of Change is not only a distinct honor, but also an acknowledgement of the need to teach girls technological skills in an engaging and transformative way," Scott said, "Bringing girls from underserved communities into the digital world ultimately will add intellectual diversity and talent to our country's workforce."

The Champions of Change program began in 2011 when President Barack Obama called for recognition of citizens doing extraordinary things at a local level. Champion of Change honorees are chosen through a rigorous nomination and selection process.

Scott saw the need for a program to teach girls advanced technological skills in 2007 when she started CompuGirls and only 10 percent of middle-school girls rated the computer science profession as a "very good" choice for them, according to NSF. A new analysis of test-taking data recently reported in Education Week found that no female, African American or Hispanic students took the Advanced Placement exam in computer science in Mississippi and Montana. Overall, of the 30,000 students who took the exam last year, fewer than 20 percent were female.

In a recent [Future Tense article](#) for Slate magazine, Scott describes how schools continue to "code and treat" young women of color. Based on outmoded stereotypes, they assume these young women are deviant "not-learners" who are unable to excel in STEM fields.

"Although we may sound like a computer science endeavor, our main focus is self-development. We help girls envision their futures beyond what other social institutions – such as school – may imagine for them," writes Scott. "We trust them to shift their identities from those negative images to more empowered shades of their selves. We put into practice this belief and give them access to cutting-edge software and hardware, encouraging them to take on time-consuming projects."

*To learn more about CompuGirls, the structural barriers facing women entering STEM education, and young women's potential to harness technology and become "technosocial change agents," [read the full article](#) at *Future Tense*, a collaboration among ASU, the New America Foundation and Slate magazine that explores how emerging technologies affect policy and society.*

—excerpted from ASU News stories by Julie Newberg and Joey Eschrich



Texas Tech University Holds Annual Conference on the Advancement of Women

TTU Women's Studies Annual Conference on the Advancement of Women was held April 17-19, 2014. This year, celebrating our 30th anniversary conference, featured Dr. Beverly Guy-Sheftall, founding director of the Women's Research and Resource Center (since 1981) and Anna Julia Cooper, Professor of Women's Studies at Spelman College and former President of NWSA, as the keynote speakers. In addition, a performance/workshop called *Three Eleanors* was held on Friday evening. The performance examined the lives of Eleanor of Aquitaine, Eleonora Duse and Eleanor Roosevelt. Billed as a "multimedia, solar-power paper doll production," the performance has appeared at the Stage Left Theater in New York, Texas Tech University and the Women's Rights National History Park in Seneca Falls, New York. For more information, email womens.studies@ttu.edu or check out our web site at www.depts.ttu.edu/wstudies.

Texas Tech received the Sociologist for Women in Society Feminist Lecturer Award for 2013-2014. SWS helped to sponsor the visit of this year's feminist lecturer, Dr. Gayle Sulik, author of *Pink Ribbon Blues: How Breast Cancer Culture Undermines Women's Health*, to our campus in October 2013. Dr. Sulik is a medical sociologist affiliated with SUNY, Albany and founded the Breast Cancer Consortium in 2012.



University of Colorado, Colorado Springs Launches New Certificate

UCCS Women's and Ethnic Studies is excited to announce the launch of our new certificate in Gender and Sexuality Studies! Details about this and our three other certificates can be found at: <http://www.uccs.edu/~west/>.

"We Couldn't Get Them Printed," So We Learned to Print: *Ain't I a Woman?* and the Iowa City Women's Press

From 1970 until 1985 Iowa City was home to a vibrant feminist and lesbian-feminist print culture. The publications cell of the Iowa City Women's Liberation front published the feminist newspaper, *Ain't I a Woman?* (AIAW?), from 1970 until 1974. The Iowa City Women's Press (ICWP) operated from 1972 until 1985, training and employing women as printers and binders. *'We Couldn't Get Them Printed', So We Learned to Print: Ain't I a Woman? And the Iowa City Women's Press* compiles histories of AIAW? and the ICWP through close readings of the material productions of both feminist collectives and from archival sources. These groups, particularly in the context of the broad-based feminist organizing in Iowa City, demonstrate the vibrancy of the Women's Liberation Movement outside of the traditional urban centers and provide a narrative to rethink feminist histories of the Women's Liberation Movement.

This examination of feminist print culture attends to the intersections of politics and practices on a quotidian scale, demonstrating the limitations of the dominant narratives of the Women's Liberation Movement. In particular, the article maps a more nuanced relationship between straight feminists and lesbian feminists, demonstrates the tactical use of different political and ideological tools in a way that blurs familiar feminist taxonomies (e.g., liberal, Marxist, lesbian, radical, etc.), and recontextualizes how we understand the endings of feminist organizations active in the 1970s and 1980s. The political philosophies, theoretical positions, and activist practices of AIAW? and the ICWP defy easy categorization and invite greater complexity in understanding feminism in the early Women's Liberation Movement.

University of Arizona- Gender and Women's Studies and the Southwest Institute for Research on Women: Diversifying the Next Generation of the STEM Workforce

Together, the University of Arizona (UA) -Southwest Institute for Research on Women (SIROW) (<http://sirow.arizona.edu>) and the Department of Gender and Women's Studies (GWS) (<http://gws.arizona.edu>) work to diversify the next generation of scientists! Our multi-pronged approach involves the local community and extends throughout the UA campus. While we continue to develop new programs in response to community and UA needs, three of our programs include iSTEM, Women in Science and Engineering, and Love Maps for Middle-schoolers.

iSTEM (<http://sirow.arizona.edu/equity>), a 3-year project funded by the National Science Foundation, is



testing an innovative hybrid approach to engaging 3rd – 8th grade Pascua Yaqui students in science, technology, engineering, and mathematics (STEM) and inspiring them to be future scientists! Partnering with the Pascua Yaqui Tribe, public schools, a non-profit agency, and several UA colleges, iSTEM combines a mentoring approach with field trips around science-related curriculum of importance to the Pascua Yaqui community. Science themes such as “Soil Science” and “Water & Watershed” are each offered for a two-month period. During lunch time, mentors and mentees participate in pre-packaged, hands-on activities related to the sci-

ence theme and participate in a field trip also related to the theme. While most STEM mentoring programs use professionals as mentors, iSTEM is testing the differential effectiveness of three types of mentors: (1) STEM professionals; (2) UA students; and (3) Pascua Yaqui community members.

The **Women in Science and Engineering (WISE)** program (<http://wise.arizona.edu>) was established at the UA in 1976 as part of SIROW and GWS. Funded primarily by the UA-College of Social and Behavioral Sciences, WISE offers a wide range of programs for students and professionals, including conferences for middle and high school students, academic and career preparation programs for college students, mentoring, internships, scholarships, a UA living-learning residential community, and much more! WISE uses the UA student internship model to support its wide range of activities, thus assisting with UA's goal to have 100% student engagement. Every semester, 20 WISE interns learn critical engagement through community-based service learning and the development of a civic identity.

Love Maps for Middleschoolers (<http://hastac.org/competitions/winners/lovemaps-middle-school>), funded by the University of California Humanities Research Institute, aims to engage middle school students in digital activism for social justice. Primarily working with girls and communities of color, our Saturday workshops facilitated for middle school students in the fall of 2013 offered an opportunity to collaborate, produce, and use a geographic information system (GIS) social app that enabled students to locate, follow, and learn from positive examples of social justice. Focusing on the UA campus, specifically the Women's Plaza of Honor, LoveMaps engages youth in both technology and activism, fostering lifelong engagement and community identity.

Trauma and Healing: Digital Storytelling with Native American Women

By: Rosi Andrade, PhD., Southwest Institute for Research on Women, University of Arizona

The experience of trauma embeds itself in two ways, one intangible and the other physical. Trauma is in the Pandora's Box, brimming with the memory of experiences we try to tamp down for fear of what might spill out. Trauma is also contained in the senses, a cloister of physical memory.

Reliving past trauma sets the blood pulsing, the heart aflutter. "Do I flee or can I stand firm?" In trauma we are not whole, we are fractured, held together by the threadbare cord that gave us life. Building resilience through a combination of gradual exposure, learned coping skills, and strategies for countering triggers is the salve to help us heal and learn to cope. They are tools to make us whole, resilient.



The quest for effective treatments for trauma range from the clinical to the expressive arts including poetry and drawing, among other forms. In previous work (Andrade & Stevens 2004 and 2011; Stevens & Andrade 2006 and 2011), we found that many women with extensive histories of trauma declined clinical services, while these same women were willing to participate in literature study groups indirectly exploring trauma through readings and discussions (e.g., *The Bluest Eye*, *White Oleander*, *I Know Why the Caged Bird Sings*).

In our work through the University of Arizona's Southwest Institute for Research on Women (SIROW), we carry out research for and about health and wellness of women and families, including feminist research, to address women's historical, structural, and personal experiences of trauma. This research allows insight into developing responsive, acceptable, and innovative services through participatory action methods. One recent project explored healing through digital storytelling.

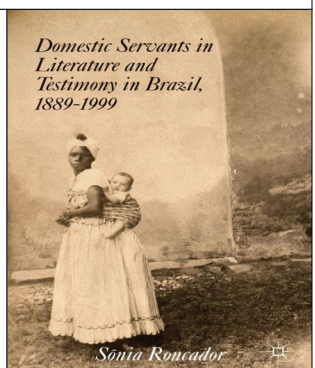
Digital storytelling emerged in the 1990s as an approach that combines personal narrative with digital images and music in 3 to 5 minute videos. More recently, the National Library of Medicine (NLM) introduced digital storytelling as a new media tool for engaging American Indian populations through its American Indian Health (AIH) portal. The AIH portal is dedicated to addressing health and wellness of American Indians. Under sponsorship with NLM, nDigiDreams, a Native women-owned company, has been training community members across North America on American Indian reservations, health centers, and educational venues to create digital stories.

From January 30th to February 3rd, 2014, NLM and SIROW co-sponsored a digital storytelling workshop, *Healing Our Communities One Story at a Time*, at SIROW'S community-based site (*Mujer Sana ~ Healthy Woman*). Thirteen Native American women representing 11 Native American tribes participated in the workshops, completing 13 unique digital stories, 12 of which will be made available through the AIH portal and the SIROW website. A screening and panel presentation featuring the participants will be organized for the fall of 2014 in Tucson, Arizona.

The story circle set a group of women in motion to reflect and tell of an experience. Each story, a secret revealed. And as each woman narrates, each breath gives voice to her truth.

Professor Sonia Roncador Revises and Expands Book

Professor Sonia Roncador with the University of Texas at Austin's Center for Women's and Gender Studies has recently revised and expanded her book, *Domestic Servants in Literature and Testimony in Brazil, 1889-1999*. The book serves to demonstrate, "the symbolic centrality of servants in Brazilian intellectual discourse (fiction, memoirs, conduct literature, and journalism) over the course of one century- from the aftermath of the abolition of slavery (1888) to late twentieth-century maids' testimonies."



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