Director’s Column

Gretchen Ritter
December 2007

Earlier this fall, I testified before a subcommittee of the US House of Representatives on the barriers facing women in academia. One of our core missions at CWGS is developing women’s leadership. Our program plays a vital role in creating an academic environment that encourages women’s leadership at both the student and faculty levels.

Despite numerous legal and social advances over the last several decades, women continue to face disparities in educational attainment and career advancement relative to men. Women remain significantly underrepresented across numerous professions. From academia, to engineering, to law and business, a common pattern emerges: despite similar credentials, women have not advanced at the same rate as men with comparable achievements. At the beginning of their careers, men and women often make similar salaries and start at the same rank. But over time, women advance more slowly, receive fewer rewards, and are more likely to leave their professions. What holds women back is both the influence of implicit gender bias on professional assessment and recognition, and a series of institutional barriers that makes it harder for women to success in business, academia, and the professions.

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Director’s Column – Continued

Understanding the barriers to women's success, and creating programs that promote women’s leadership requires good gender studies research, and the presence of strong role models within universities. The Center for Women's and Gender Studies at the University of Texas at Austin is dedicated to closing the leadership gap through variety of initiatives that: promote groundbreaking research in the study of women and gender; assist women faculty so that they may succeed in their chosen fields and serve as mentors and role models for their students; and engage in community outreach work.

Through our research clusters, micro-grant program, and interdisciplinary grant writing workshop CWGS creates a learning and research environment that is supportive of gender studies research. Our center promotes research and scholarship about women and gender in all aspects of our society.

New faculty whose scholarly work pertains to the study of gender may participate in the CWGS Faculty Development Program, which supports their research and encourages the development of interdisciplinary relationships with colleagues that share their interests. Our faculty fellows are provided with faculty mentors as well as professional development workshops, and participate in bi-weekly colloquia that introduce them to a broader community of faculty on campus. The fellows also receive a stipend to support their research. The program helps to retain and promote young women faculty.

In 2007, CWGS entered into a three-year school partnership agreement with the Ann Richards School for Young Women Leaders. The Ann Richards School is a public, all-girls middle school that focuses on success in the STEM (Science, Technology, Engineering and Math) disciplines. Under the partnership agreement, CWGS provides mentoring and professional development support to the faculty and staff at the school, and enrichment programs for the students. CWGS faculty also conducts research at the school to assess the effectiveness of its programs.

All of these programs seek to help women become leaders within the academy and beyond.

Research News

by Dr. Rebecca S. Bigler
Director of the Gender and Racial Attitudes Lab

The research being conducted in our lab has four broad areas of focus. Each is described below.

The Formation of Gender and Racial Attitudes
By the age of three, children show evidence of stereotyping and prejudice on the basis of many social categories, including gender, race, age, and physical attractiveness. Categorization appears to play a central role in these processes. Individual humans are, however, members of an almost infinite number of potential categories. How do children determine which social categories are appropriate and useful for partitioning humans?

In a series of studies to address questions concerning the etiology of intergroup bias, we have used field experiments in which children are assigned to novel social groups. In these studies, children, ages 3 to 11, attending schools and daycares are randomly assigned to novel (e.g., “red” and “blue”) groups in their classrooms. Characteristics of the new groups (e.g., proportionate size, perceptual salience) and environmental conditions (e.g., segregation vs integration, association of group with high or low status characteristics) are experimentally manipulated to determine whether each plays a causal role in the development of in-group bias. After several weeks, children’s evaluations of the groups (e.g., trait stereotypes, peer preferences) are assessed.

This research indicates that many factors influence the formation of social stereotyping and prejudice among children, including the perceptual salience of social groups, authority figures’ use of social groups to label children and organize the environment, group segregation, and minority status. This work is important because it suggests that children’s attention to social categories is governed by many factors that are under social control, and thus that social policies (e.g., laws) can be adopted that impede (or promote) gender and racial biases among children.

The Consequences of Gender and Racial Attitudes
Our lab has also examined the consequences of children’s intergroup attitudes within several domains. One area of study concerns memory, in particular the effects...

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Rachel Citron

Rachel graduated from Washington University in St Louis in May 2006 with a BA in Women and Gender Studies and minors in Anthropology and Legal Studies. She was born and raised in Tucson, AZ and is excited to be experiencing Austin for the first time. She first became interested in Women’s Studies during high school as a volunteer for Planned Parenthood of Southern Arizona, educating local teens about sexuality and sexual health. After her sophomore year at Wash U, Rachel became an education and outreach intern at Planned Parenthood where she helped create a comprehensive sexuality education curriculum for 6th and 7th graders in Tucson. She has spent several summers working as a camp counselor for young girls and boys in northern Arizona; there she facilitated team building and leadership skills through camping and other outdoor activities.

During her second year at Washington University, Rachel was very excited to be a part of the cast of the university’s production of The Vagina Monologues in which she performed the monologue "The Memory Of Her Face". Her research interests include, but are not limited to, working to provide comprehensive sexuality education for preteens, teens, and young adults and exploring the legal strategies and ramifications surrounding violence against women. She is passionate about doing work on domestic violence and the response of law enforcement, harsh sentencing for battered women who kill their abusers, and rape laws, including the mistreatment of rape victims both inside and outside of the courtroom. Rachel has spent the past year working in a bookstore in Tucson, boundlessly and irresponsibly expanding her personal library.

Lea Susan Engle

Lea Susan Engle spent her first two decades of life in Ohio. She came to Austin from Maryland where she completed her B.A. in Women's Studies at the University of Maryland College Park. In the summer of 2006, Lea packed up her apartment and drove to Texas with her cat, Bailey, and a dream to be a librarian. Soon after beginning work on a Master's in Information Studies, Lea found out about a new dual degree between the iSchool and Women and Gender Studies. Feeling that this was a sign too glaring to be ignored, she applied and is thrilled to be one of the guinea pigs for the new degree. Although her research interests vary hour-to-hour, she is currently interested in the interactions between gender and information technology, specifically how women and girls consume the Internet and the discrepancy between their actual and perceived abilities. Lea would like to work as an academic librarian focusing on Women’s Studies bibliography; well, that's the plan this week.

Imaculata (Ima) Kurniasanti

Imaculata Kurniasanti, usually called Ima, comes from Indonesia and likes to make friends with people from all over the world. She is from Yogyakarta, a ten-hour car drive from the capital city of Jakarta where she spent most of her school years. Pursuing research in gender bias, Ima completed her S1 degree (similar to a bachelor's degree with a required research component) in Sociology at the School of Politic and Social Sciences, Sebelas Maret University in Surakarta. After graduation, her strong concerns about women's and gender issues led Ima to join the Institute for Women’s and Children's Studies and Development, an NGO.

Four years later, Ima was awarded a scholarship from Ford Foundation International Fellowship Program to pursue a master's degree and chose to come to Austin to begin her graduate program in Women's and Gender Studies. Ultimately, Ima intends to pursue her PhD, studying community psychology. Ima plans to return to Indonesia to conduct her thesis research and hopes that her educational opportunities here will enable her to make a contribution in her country, in particular to women who are victims of physical, sexual, cultural or systemic violence. She is also interested in being a resource for shelters that assist women with unwanted pregnancies. Most of all, Ima just wants to be someone who is there for others.

Paul Michels

Paul completed his undergraduate work with a double major in Philosophy and Political Science with a concentration in Gender Studies at Virginia Tech. He has partially completed master's work in the Political Science department at Texas State. Paul has been the principal of a charter high school (in its eighth successful year) for the past four years. Broadly construed, his interests center around issues of social justice, both nationally and internationally, with special attention on the institutions of democracy and egalitarian societies. With a focus on electoral systems, election methodology and the participation of women in national legislatures, (with particular attention toward research on participation quotas for women in national legislatures), Paul looks forward to participation in the program and the unique academic opportunities it affords students.

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Undergraduate News
At the end of November 2007, WGS had thirty undergraduate majors declared, more than double the number of students from the previous month. During early registration, classes filled up faster than ever. WGS will have to restrict the majority of their seats to WGS students from now on. It should be noted that the staff at the WGS is still receiving training on advising undergraduate students. Students therefore should take extra care in planning courses for the WGS Major. As graduation approaches, students should also meet with the Dean’s office advisor for a degree check.

After the success of our ice cream and pizza parties, we look forward to hosting other social events for our majors.

Portfolio Program
The annual WGS Student Conference will be April 3rd in WWH. This is a requirement for students in the Portfolio Program. We invite everyone to attend the conference and support our students. For more information on the Portfolio Programs, please visit:
http://www.utexas.edu/cola/centers/cwgs/graduate/portfolios/

Dual MA Program: Master of Science, Information Studies/Master of Arts, Women’s & Gender Studies
Students must complete at least sixty-one semester hours of coursework, including either a professional report or a thesis supervised by a faculty member from either the School of Information or the Center for Women’s and Gender Studies. All students must complete nine core courses:

- Information Studies 180: Introduction to Information Studies
- Information Studies 382C: Understanding and Serving Users
- Information Studies 384C: Organizing and Providing Access to Information
- Information Studies 387C: Managing Information Services and Organizations
- Information Studies 397C: Introduction to Research in Information Studies
- Women’s and Gender Studies 390: Foundations I: Introduction to Women’s and Gender Studies
- Women’s and Gender Studies 391: Foundations II: Feminist Theories
- Women’s and Gender Studies 392: Foundations III: Research Seminar on Women’s and Gender Studies
- Information Studies 385T (Topic: Gender, Technology, and Information) OR
- Women’s and Gender Studies 393 (Gender, Technology, and Information) OR
- an equivalent course approved by both programs’ graduate advisors.

Students must also complete three or four additional courses related to women, gender, sexuality, or feminism (typically offered as WGS 393 in the course schedule).

Alumni News
Noel Betzner (M.A. 2007) started a new job after doing a brief internship in public affairs with Sarah Wheat at Planned Parenthood. Noel is now working for Corinthian College, an allied health college in Austin, as a Medical Assistant program coordinator. She works with students one on one to help them succeed in school and find great internships.

Kyle Brillante (M.A. 2007) is living in New York City and is teaching 7th grade science at The Leadership and Community Service Academy of The Bronx (CIS 303) via the Teach For America program.

Stephanie Volkoff Green (M.A. 2007) has returned to the San Francisco Bay Area. She lives in Oakland and is working for Mother Jones magazine and the Foundation for National Progress. She has had the opportunity to fulfill her returning need for academic involvemnt by guest lecturing an Introduction to Women’s Studies course at her undergraduate institution, Saint Mary’s College of California.

Jaime Madden (M.A. 2007) currently works at High Rocks for Girls, a tuition-free leadership and empowerment program for young women. Located in rural West Virginia, High Rocks participants are a self-selected group of 13 to 18 year old women who have expressed a desire to work toward academic achievement, development of leadership skills, and improvement of their communities. Jaime facilitates weekly meetings wherein participants plan, organize, and implement activist projects in response to needs they identify in society. Jaime also has opportunities to teach women’s and gender studies, writing, science, and rural entrepreneurship classes, and has gained experience in grant writing. Jaime’s own academic work in women’s and gender studies is not at all removed, she says, from the work she is doing at High Rocks; rather, the two are positive, important compliments to one another. Jaime lives at the top of a mountain in an old schoolhouse and is a regular on the many hiking trails.

Sonia-Melitta D. Montoya (M.A. 2006) is currently working at the University of California, Davis as the Programs Coordinator at the Women’s Resources and Research Center. As the Programs Coordinator, her task is to identify issues of concern to campus women, to determine how best to address the issues identified, and to carry out initiatives through partnerships and collaborations to achieve equity for women of diverse backgrounds. Sonia is also the instructor of the Center’s Peer Education Program. She oversees the Peer Education Program that focus on peer programming of women in the media to first year students in residential halls. Sonia is continuing her research (her MA Thesis was titled, Voicing Solidarity: The Ladies’ Auxiliary and the Retelling of the Empire Zinc Strike) and will be presenting at various conferences next year! She is planning to re-apply to PhD programs in December ’08.
NEW MA Students (Continued from Page 3)

Ganiva Reyes
Gavina graduated from Texas A&M University with a BA in Biology in 2005, and a M. Ed. in Curriculum and Instruction in the summer of 2006. While she completed her M. Ed., she began her first year teaching high school biology in Houston, Texas. The following academic year she moved to her hometown in Brownsville, Texas and began her second year of teaching with hopes of a much smoother and more enjoyable year. But the more she learned and taught in the present public education system in Texas, the more she noticed the need for change. The fast-paced and limiting school curriculum, the state accountability test, the diminishing emphasis on the responsibility of the student, and other such factors helped her realize that it was time to go back to school and address the problems she had noticed. Her minor as an undergrad was Women’s Studies, and now she has taken the opportunity to follow her true passion and find innovative ways to incorporate gender studies in school curricula and demonstrate the benefits to schools, communities, and society at large. She would also love to tie race and class into school curricula because in a post-modern society, there is no room for ignorance and fear of people who are different. Her plans are to take advantage of the interdisciplinary opportunity this graduate program presents, and investigate possibilities for an education fit for the need of creating a more welcoming society.

Adeline (Josie) Smith
Josie graduated from Washington University in St. Louis in 2006 with a bachelor’s degree in Women and Gender Studies and a minor in English. She has worked for the Residential Life office at Wash U since she graduated, as an adviser for a student group. Josie is excited to study gender issues once again; one area of interest is adolescent gender and sexuality. Josie loves to read, write, sing, and patronize almost any of the arts. She grew up in Des Moines, Iowa and is proud to be Midwestern but excited to be an Austinite.

Shirin Sultana
Shirin is an Assistant Professor at Social Work Department in Shahjalal University of Science and Technology in Sylhet, Bangladesh. She was a lecturer at the same University from February 2004 to February 2007. Before joining there, she was involved in teaching as a lecturer for three years at the Lalamatia Mohila College, Dhaka, an institution under the National University of Bangladesh. She obtained her BSS (Bachelor of Social Sciences) and MSS (Master of Social Science) in Social Welfare from the University of Dhaka, Bangladesh. As a student, she had a keen interest in doing something on gender issues and her master’s thesis is “Violence against Women in Bangladesh in the area of Nuptial.” Since 2003, she has actively taken part as a member of the Association for Correction and Social Recreation (ACSR), an NGO engaged in training and rehabilitation program for persons (women) with social disabilities in Dhaka. She is also serves as an advisor at KEEN, a youth voluntary organization in Sylhet. She has published articles in the reputed journals of Bangladesh. Her area of interest is gender issues, and she would like to develop her expertise in this area.

Gretchen Voter
Gretchen graduated from Smith College in 1998 with a BA in Spanish and a minor in Women’s Studies and received the Valeria Dean Burgess Stevens Award for excellence in Women’s Studies in her senior year. She completed one year of graduate work in Women’s History at Ohio State University, where she was a managing editor of the Journal of Women’s History. Since leaving school, Gretchen has had a successful career as a director of nonprofit programs at two greater Boston area adult education organizations. Most recently, she helped found a program called Tools for Teens that promotes self-esteem in 7th and 8th grade girls through woodworking classes.

Kris Wright
Kris Wright grew up vegetarian in the meat-eating suburbs of Dallas-Fort Worth. As an undergraduate at the University of Texas at Austin, he majored in Philosophy and Government. Given his penchant for the philosophical, he is particularly interested in studying issues of identity politics during his time in the CWGS. He is also very excited about taking courses concerned with the more practical aspects of implementing social reform strategies. For the past four years, Kris has served as a high school debate coach for a nationally competitive program and has taught at a number of summer debate institutes.
Cynthia Buckley (Sociology) was appointed to the SSRC Advisory Panel on HIV/AIDS in Russia. She has also been awarded an International Fellow grant from the Open Society Institute, to support her work on curriculum development and higher education reform with colleagues at the Department of Sociology at Yerevan State University in Armenia.

Marlene A. Dixon (Department of Kinesiology & Health Education) recently had three articles published related to work and family in the sport industry. The articles can be found in the July and October issues of the Journal of Sport Management and the June issue of Research Quarterly for Exercise and Sport.


Sabine Hake (Germanic Studies) published two books in 2007, Framing the Fifties: German Cinema in a Divided Nation, co-edited with John Davidson (Berghahn Books) and German National Cinema (Routledge).

Dustin Harp (School of Journalism) was awarded the UT Vice President of Research, Research Grant for her project titled Understanding and Empowering Marginalized Voices in the Mediated Public Sphere for 2007-2008. She has also received a College of Communication Undergraduate Research Assistant Grant for the Spring 2008.


Naomi Lindstrom (Spanish and Portuguese/Schusterman Center for Jewish Studies) established the website of LAJSA, the Latin American Jewish Studies Association, at UT with support from the Schusterman Center for Jewish Studies and the College of Liberal Arts. The new website includes, under "Resources," syllabi for courses on Latin American Jewish topics and various bibliographies. The URL is: http://www.utexas.edu/cola/orgs/lajsa/

Michael Mackert (Advertising) received a Special Research Grant from the Office of the Vice President for Research to conduct work on the use of mobile devices to provide health information to low health literate audiences. He also received College of Communication Student Enrichment Funds to start a project investigating non-branded pharmaceutical websites, to investigate their educational value and potential impact on framing mass media coverage of health issues.

Cynthia Osborne (LBJ School of Public Affairs) was awarded the Public Administration Educator of the Year award from the CenTex Chapter of the American Society for Public Administration. She and her colleagues Rob Crosnoe (Sociology) (PI) and Shannon Cavanaugh (Nursing) (Co-PI) received funding from the National Institutes of Health (RO1) to research the connection between child health and early education. In addition, she is the recipient of the NIH Pediatric Loan Repayment Fellowship for her continued scholarship on the effects of the demographic changes in the family on the well-being of low-income children.
In 2007 CWGS began a partnership with the Ann Richards School for Young Women Leaders, an all-girls middle school that focuses on success in the STEM (Science, Technology, Engineering and Math) disciplines. CWGS organized a two-day training for Ann Richards teachers conducted by 11 CWGS faculty affiliates. CWGS has provided guest speakers to the school to talk to the students, such as Shaeeta Williams, the Lady Longhorns Assistant Coach. Coach Williams, a former middle school teacher herself, illustrated the many ways young women can develop leadership skills in their everyday lives. This spring, CWGS will be hosting the student body of the Ann Richards School on the UT campus for a day of women’s leadership and empowerment. CWGS faculty also conducts research at the school to assess the effectiveness of its programs.

Dr. Michele Rountree (Social Work), recently received a Texas Exes Black Alumni Legacy Award given to African American faculty members for outstanding contributions to the university. The award was presented at the Black Alumni Legacy Dinner in the Connally Banquet Hall of the Alumni Center. The Legacy Dinner was part of the UT Black Alumni Reunion Weekend, which took place October 12-13 with the theme of "A Celebration of Progress, An Affirmation of Promise." The weekend also included a dedication of Almetris Duren Hall, the first residence hall to be named for an African American on the university campus. Dr. Rountree also received a $6000 FY 2007-2008 Research Grant from the Office of the Vice President for research titled, A Trend Analysis: HIV Testing Rates and Testing Locations among Whites, African-Americans, Hispanics, Data from the Behavioral Risk Surveillance System 2000-2006.

Allucquéré Rosanne Stone (Radio-Television-Film) presented her award-winning performance "THE NEOVAGINA MONOLOGUES", with original music by Chad Salvata, at the Vortex Theater, November 29-December 2. This version of Stone's internationally acclaimed work was created with generous assistance from the Faber Foundation and the Fund for New Audiences. Stone's performance focuses on the lived experience of individuals struggling to find their own paths through the treacherous maze of transgender self-discovery. Sandy Stone also headlines the Fourth International Workshop of the Technologies of the Body, held in Madrid December 17-23, with Stelarc and major artists working at the intersections of bodies, technologies, and politics. The week-long conference, under the theme "Frontier Bodies: Aesthetics and Politics in Post-Postmodernism", is presented by Reverso and the Ministry of Culture and features performances, workshops, and seminars presented by the artists individually and collectively. Stone is an artist and a founder of the academic field of Transgender Studies at UT.

Lorien Roy (School of Information) is currently serving as the 2007-2008 President of the American Library Association. With 65,000 members, ALA is the oldest and largest professional association for librarians in the world. Her Presidential columns appear in ten issues of American Libraries. Dr. Roy recently gave presentations in Monterrey, Mexico; Pretoria and Durban, South Africa; Rotorua, Aotearoa/New Zealand; and across the U.S. She is a recurrent guest on the NPR program, "Tell Me More." Articles about Dr. Roy have been recently published in the American Indian Report, Diverse Issues in Higher Education, Indian Country Today, Inside Higher Education, and the Austin American Statesman. She recently received a State of Texas Senate Proclamation (No 127) in recognition for dedication to her profession.

Lindsey Schell (UT Libraries) has received an appointment as a Junior Fellow in UT's British Studies program. The program was created in 1975 and sponsors public lectures in English literature, history, and government, and conducts a weekly seminar called the Faculty Seminar on British Studies that includes faculty members, graduate students, undergraduates, and members of the Austin community. There are approximately 30 Junior Fellows and the appointment carries a one-time $1000 research stipend.

Nancy Stalker (Asian Studies) was awarded a Fulbright Research Fellowship for 2007 - 2008 and is currently affiliated with Sophia University in Japan, where she is conducting research for her book on ikebana (the art of flower arrangement) in the twentieth century. Her first book, Prophet Motive: Deguchi Onisaburo, Oomoto and the Rise of New Religions in Imperial Japan, has just been released by the University of Hawaii Press.
Dnika J. Travis (Social Work) recently published “Employee Assistance and Counseling” (2007) in the Encyclopedia of Stress (2nd Edition) with M.E. Mor Barak. She also had two authored papers accepted for presentation at the Society for Social Work and Research 12th Annual Conference that will be held in January 2008. The first paper examines a longitudinal model of employee responses to undesirable work experiences and the second is co-authored meta-analysis of the impact of supervision on human service employees’ outcomes.


Alexandra Wettlaufer (French and Comp Lit) was awarded the David Blunk Memorial Professorship for excellence in teaching and advising. This academic year is a fellow at the National Humanities Center in North Carolina where she is completing a manuscript on constructions of female artistic identity in the novel and painting in France and Britain, 1830-1860.

If you are not a CWGS Faculty Affiliate, but you have similar research interests, please join us!
Contact Kathleen McDonagh at mckath@mail.utexas.edu

Research News

(Continued from Page 2)

the effects of children’s racial and gender attitudes on their ability to remember information that confirms or contradicts their beliefs. This research has shown that children tend to remember stereotypical information and to forget or distort counter-stereotypic information. For example, children are likely to misremember a female doctor as a nurse. Schematic memory effects are important because they demonstrate how difficult it can be to modify stereotypes, especially via the presentation of counter-stereotypic role models because children so frequently forget such information or -- even worse-- change it, thus strengthening pre-existing stereotypes.

We also examined the influence of gender and race on children’s occupations judgments and goals. In one study, elementary school age children judged familiar occupations, such as, nurse, doctor, with respect to occupational status, desirability, and stereotyping. To evaluate the influence of workers’ gender separately from links between jobs and gender in the United States, children were asked to make these judgments for novel (fake) jobs that had been depicted with either male or female workers. Older (but not younger) children rated occupations performed by men significantly higher in status than the identical jobs performed by women. Ongoing work examines the roles of gender stereotyping, self-efficacy, and occupational values in the gender segregation of math and science fields. This work is important in suggesting that race and gender shape children’s perceptions of the workforce, and their own occupational goals, in powerful ways.

The Reduction and Prevention of Gender and Racial Stereotyping and Prejudice

Stereotyping and prejudice continue to be prevalent among children and adolescents and are area associated with negative consequences. Thus, interventions to reduce social stereotyping and prejudice are needed. In our lab, we have been studying the mechanism that underlies racial and gender attitude change. For example, we have examined whether intervention materials should (a) be labeled and organized by race (as in “Black History Month”) or ignored (as in “color blind” approaches) and (b) explicitly teach children about racism. To test these ideas, we gave European American children (ages 5 to 11) history lessons about famous African and European Americans that made (1) no reference to the race of the individuals (race-blind), (2) explicit reference to the race of the individuals (race-based), or (3) explicit reference to race and the racism experienced by each African American figure (racism). Lessons about racism produced significantly more positive and less negative attitudes toward African Americans than the race-based lessons. Ongoing research is also examining the mechanisms involved in increasing in girls’ interest in pursuing careers in math and science, and whether the attainment of gender constancy is a causal mechanism in producing heightened levels of sex typing among young children.

The Perception of Gender and Racial Discrimination

Belief that gender and racial discrimination shape major societal institutions is likely to have important repercussions for development. In one recent study, we explored children’s views about the role of racial and gender discrimination in the U.S. presidency. Specifically, we examined children’s (aged 5 to 12) knowledge of and attributions for the lack of female, African American, and Latino presidents. Results indicated that children are knowledgeable about the gender, race, and ethnicity of past presidents, and that many children attribute the lack of female, African American, and Latino presidents to gender and racial discrimination.
Give to the CENTER for WOMEN’S & GENDER STUDIES

We invite all members of the community who are concerned with gender equity and the issues facing women, girls, and families to support our programs.

You can invest in the Center and provide opportunities to students and faculty through either planned giving or outright gifts that often carry special tax incentives.

If you would like to make a gift, please mail your pledge to:

Kathleen Aronson
Director of Development and Alumni Relations
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You may also e-mail Kathleen Aronson at mcaronson@mail.utexas.edu or call 512 475-9763 to receive more information.

Please indicate your gift is for the Center for Women’s & Gender Studies. Thank you for your support!

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$ Looking for funding? $

Our annual awards are made possible by gifts from various donors. Undergraduate and Graduate students from all departments are eligible to apply for these awards. Graduate awards require enrollment in the WGS Portfolio Program.

The Cynthia Walker Peña Scholarship is awarded each spring to a deserving WGS undergraduate who has earned distinction in WGS scholarship and service. The Lora Romero Memorial Award for Interdisciplinary Research in Race, Ethnicity and Gender will be awarded to an undergraduate in memory of former UT colleague, Lora Romero. The Ellen Clarke Temple Graduate Award provides support for graduate students of Liberal Arts for travel, research, and other needs in the study of the women in American history, particularly in Texas or the Southwest. The WGS Graduate Student Dissertation Award is given to deserving graduate students who are doing research on a feminist or gender-related topic. This award is designed to encourage WGS scholarship at the graduate level.

Applications are by 5pm on February 25th. Awards are announced in April at our annual Spring Reception. Next year’s applications will be available here:
http://www.utexas.edu/cola/centers/cwgs/awards/
Bibliographer’s Corner

by Lindsey Schell

Chances are, like most Americans with Internet access, you use Google everyday. It’s fast, familiar and reliable for the majority of searches we perform, and for most of us, that single search box satisfies our needs. But Google has a wide range of other products and services waiting just beneath the surface.

The UT Libraries became a partner in the Google Books project about a year ago, with our first shipments of materials being sent in summer of 2007. This mass-digitization initiative includes peer institutions such as Harvard, Michigan, New York Public Library Research Division, Stanford and Oxford. UT has made an initial commitment to contribute 1 million books for digitization, primarily from the Benson Latin American Collection. Books are sent to Google, scanned with a robotic scanner capable of scanning 1000 pages per hour and then returned to UT. There are currently about 15,000 UT titles available in Google Books as the scanning is ongoing.

A general search for materials on women’s studies produces 29,000 hits, with approximately 1000 of these available in free full text and 9000 available in “limited view”, which typically allows access to the table of contents, introduction and index. This form of discovery offers a valuable addition to more traditional strategies such as library catalogs and OCLC Worldcat. Google Books even offers links into local library holdings when a title is not available full text.

Additional features allow the user to create a personal account and “my library” to keep track of interesting titles, lists of websites and other published works citing the book, a map of geographical locations mentioned in the book, reviews and alternate editions.

For more information on the UT Libraries’ partnership with Google, go to http://www.lib.utexas.edu/google/.

Lindsey Schell is the Women’s and Gender Studies Library Specialist. A listing of UT Library Subject Specialists can be found here:
http://www.lib.utexas.edu/admin/cird/bibliographer/bibsubject.html

Community Advisory Board Spotlight:

Cynthia Levinson

Cynthia Levinson is an Educational consultant, community activist, and author. She received her B.A. from Wellesley College and M.A. from the Harvard Graduate School of Education. She has worked for several educational policy organizations, including the Texas Education Agency, Texas State University, the Charles Dana Center, and other non-profit organizations.

Cynthia divides her time between Austin and Boston, writing children’s Literature. Her fiction has been accepted by Highlights and her non-fiction by various Cobblestone magazines. She is on the boards of Texas HEART, which provided a help line to Medicaid Managed Care patients, and the Austin Children’s Choir.

Cynthia Levinson has played an important role in CWGS as a Community Advisory Board member. She has helped shape the direction of the activities of the Center, and promoted the work of CWGS in the community. This fall, Cynthia hosted our first house party, bringing together people from all walks of life who were interested in learning more about CWGS, and how they could help raise awareness of the role of gender in shaping society.

Cynthia Levinson is also active in the Austin Interfaith Alliance and in the Breast Cancer Resource Center. Cynthia has two daughters and two granddaughters.

Cynthia Levinson chats with law professor and CWGS faculty affiliate Zipporah Wiseman during a reception for the Center for Women’s and Gender Studies.
Perspectives on Gender and Technology
An interdisciplinary conference sponsored by
The University of Texas Center for Women’s and Gender Studies

Please join us!
April 11, 2008
8:30 a.m. – 4:30 p.m.
The University of Texas at Austin

Purpose: To look at the interaction of gender and technology in the contemporary world from three perspectives: ways of knowing, ways of doing, and ways of changing.

• Ways of knowing – These papers will consider how technology mediates/facilitates/responds to cultural and social realities, especially those related to gender.

• Ways of doing – These papers will explore gendered constructs of “doing” technology. (E.g., norms related to technological expertise, the impact of gender on growth/advancement/entrance into technologically-oriented careers, etc.)

• Ways of changing – These papers will consider the intersection of women and technology in the developing world, especially the use of technology as a tool for positive social change.

Who is invited: Because some of the most fruitful studies of gender and technology are interdisciplinary, all methodologies and approaches are welcome, from ethnographic studies to feminist theorizing to quantitative empirical studies (and all points in between). We hope to attract a broad representation of scholars and practitioners.

Presented as part of the 2007-08 Annual Theme
Gender and Technology

Featured Keynote Speakers:
Lucy Suchman, Professor & Co-director, Centre for Science Studies, Lancaster University. Suchman joined the faculty at Lancaster after twenty years as a researcher at Xerox's Palo Alto Research Center. She researches the relationship of ethnographies of everyday practice to new technology design. Her 1987 book, Plans and Situated Actions: The Problem of Human-Machine Communication, is a watershed work in the field of human-computer interaction. Among many other awards, in 2005, she won the Outstanding Contribution to Research Award from the Communication and Information Technologies Section of the American Sociological Association.

Rachael Muir, Founder and Executive Director of Girlstart. Girlstart is a non-profit organization founded in Austin, Texas in 1997 to empower girls in math, science, engineering and technology. Girlstart's programs have been featured on the Today show, the Oprah Winfrey Show, CNN, and in Glamour, Texas Monthly, Fast Company, and CosmoGIRL magazines.

For the latest information, please visit our website: http://www.utexas.edu/cola/centers/cwgs/
WGS Receives Grad School Recruitment Grant

Seven grants have been awarded by the Graduate School to help departments fund travel related to graduate recruitment. In October, the WGS Graduate Coordinator Jackie Salcedo and graduate student Ganiva Reyes attended the 2007 Scholars Academy Graduate School & Internship Fair (GSIF) at the University of Houston-Downtown in hopes of attracting more applicants for the master’s program.

You are cordially invited to the Center for Women’s & Gender Studies Annual Spring Reception.

Date/Time TBA
Please join us!

Center for Women’s and Gender Studies
The University of Texas at Austin
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Austin Texas 78705
Campus Mail Code : A4900

MA Program Time Line:
Application Deadline: Dec 15th
Notifications Begin: March 15th
Admissions Finalized: May 15th
New Student Orientation: Late August

*visit our website for information and updates