Embrey Women’s Human Rights Initiative: Education as Women’s Human Rights Work

by Kristen Hogan

This fall we launched the Embrey Women’s Human Rights Initiative, a program that supports faculty training and student learning about analysis and use of human rights frameworks for gender justice advocacy. In the face of proposed disproportional college budget cuts to identity studies centers, recognizing education as human rights work offers a tool for an appropriate evaluation of our work in the identity studies centers. Our work has created practices of critical analysis to name and resist the exclusion of women, people of color, and queer people (all interconnected communities) from educational frameworks. In the process, we have challenged traditional academic measures of what counts as productive. Replacing traditional measures of productivity with support for human rights emphasizes the vital role of the centers on our campus. Feminist Indigenous Studies scholar Andrea Smith reminds readers that supporting human rights requires a new economics of accountability within the U.S. She writes of connections between gender violence and violence against indigenous peoples, “Adequate funding for indigenous-controlled programs and services is not a privilege for States to curtail in times of economic crises. Rather, as international human rights law dictates, states are mandated to address the continuing effects of human rights violations.”

In this time of economic crisis, human rights requires the sustenance of the centers (and new support for the Indigenous Studies Program). In support of this work, the Center for Women’s and Gender Studies has begun a new partnership with the Embrey Family Foundation, a partnership that describes the work of all identity studies centers on campus as advocates for our students’ and communities’ economic, social, and cultural human rights.

The Embrey Women’s Human Rights Initiative at CWGS has two interconnected goals: to raise awareness about women’s human rights and to support women’s human rights education. This pairing invites a critical reading of human rights discourse. A critical reading of women’s human rights discourse means resisting a single definition of “women” and examining the language of international human rights instruments that obscure the rights of marginalized communities. Through the EWHRI, we support research, teaching, and activism as human rights strategies in resistance to oppressions of ability, class, ethnicity, gender, indigeneity, nationality, and sexuality.

ANNUAL THEME: GENDER & JUSTICE
We invite faculty, students, and community members to contribute to our program of events and to explore the relation between gender-based oppression and institutional narratives of ability, class, ethnicity, indigeneity, nationality, and sexuality.
This is the last director’s report that will be written from the fourth floor of Walter Webb Hall, the current location of the Center. As of February 1st, we will be moving from the margins of campus to the center: specifically, to the fourth floor of the Liberal Arts office building, which is situated adjacent to the Tower. Finally, after more than 30 years, students, faculty and guests will no longer have to puzzle over campus maps to locate our offices. The move to the Gebauer Building is not only timely, it is also entirely fitting: built in 1904 and therefore the oldest on campus, the building is named after Dorothy L. Gebauer (1894-1992), former Dean of Women at UT from 1937 to 1959 and a driving force in the life of the campus for several decades. As dean, Dorothy Gebauer inspired thousands of university women to pursue careers as scholars, professionals and community leaders. Her leadership must have been especially important in the immediate post-war years when so many women who had lived independent lives during the war were reminded that their “proper” place was in the home, raising their children, and not competing with men for jobs. This tension between the demands of work and family remains for women, as does the pay inequity that was for so long seen as a “natural” result of women’s status. Despite the many advances in gender equity that would no doubt amaze Dorothy Gebauer, she might be bitterly disappointed to know that women still only make 77c on the $1 relative to men in the same occupation; that Congress recently declined to pass the Paycheck Fairness Act; and that even in the academy, such pay inequity remains. Despite these obstacles, and a political climate that seems to generate intolerance rather than equity, and an economy that threatens to limit our capacity to bring about change, I am optimistic that our move to the center of the campus will not be merely a physical step in the right direction. I believe that its symbolic value cannot help but be reflected in the strength of The University’s commitment to gender equity and diversity on this campus.

As we make this move, the university also faces budget cuts as a result of state budget shortfalls and a focus on higher education as expendable. Within the College of Liberal Arts, the current round of cuts focuses on centers and institutes. You have no doubt heard and read about these proposed cuts; we will share more information with you throughout this process, and we will receive the final budget cut amounts at some point in the spring. As we talk with administrators about the budget cut process and advocate for our students, faculty, staff, and community, we also stand in support of our colleagues at the identity studies centers: the Center for Asian American Studies; the Center for East Asian Studies; the Center for Mexican American Studies; the Center for Middle Eastern Studies; the Center for Russian, East European, and Eurasian Studies; the South Asia Institute; the Lozano Long Institute for Latin American Studies; and the Warfield Center for African and African American Studies. The work of our center is vitally interconnected with the work of these identity centers whose origins, like ours, grow from shared community mandates to work for social justice through critical analysis both in and outside of the academy. Together, we will sustain this ongoing commitment.

Susan Sage Heinzelman
December 2010
SEPTEmBER 2010
The first meeting of the College Women's Caucus, part of the National Women's Political Caucus • Introduction to the CWGS Guide to Research and Teaching for Women's Human Rights • Crooked Parts, a play by Azure Osborne-Lee • New Faculty Colloquia began with Rebecca Rossen (Theater and Dance) and Pamela Paxton (Sociology and Political Science) • Women's Welcome Event and Resource Fair • RAINN Day: Sexual Assault Awareness Day Film Screening of Breaking the Silence about Sexual Assault.

OCTObER 2010
New Faculty Colloquia continues with Sarah Dooling (Architecture), Deborah Beck (Classics), Paola Bonifazio (French and Italian), and Lucy Atkinson (Advertising) • Film Screening of The Coat Hanger Project • What Would You Do? Interactive Theatre for Dialogue performance about relationships & you... • National Young Women's Day of Action with Rajasvini Bhansali • “I want to get Married”, a talk by Ghada Abdel Aal • African Feminisms Seminar, “Crafting an Inclusive Citizenship for Women in the Post-Colonial African Moment,” a talk by Dr. Patricia McFadden from Syracuse University.

NOVEmBER 2010
New Faculty Colloquia concluded with Tatjana Lichtenstein (History) and Professor J.K. Barret (English) • “Iraqi Refugee Women Living in Jordan”, A talk by former CWGS student, Rawan Arar • Launch Party for Gender and Health issue of Intersections: Women's and Gender Studies in Review across Disciplines • “Are Some Emotions Marked White Only”? Racialized Feeling Rules in Professional Workplaces”, a talk by Professor Adia Harvey Wingfield from Georgia State University.

DECEmBER 2010
Graduate Student Brown Bag Lunch • Graduation.

JANuARY 2011
Classes begin for the Spring Semester, January 18.

FEbruARy 2011
Abriendo Brecha VIII - Eighth Annual Activist Scholarship Conference.

MARCH 2011
Explore UT, March 5 • CWGS Conference on Sexual Harassment, March 23.

APRIL 2011
18th Annual CWGS Conference on April 8 • Feminist Action Project, April 1 & 2.

MAY 2011
Graduation, May 20 & 21.
This year CWGS will sponsor a day-long Conference on Sexual Harassment on the UT campus. We will honor keynote speakers Cathy McBroom and Donna Wilkerson, who were featured in the Texas Monthly article “Perversion of Justice” written by Skip Hollandsworth in December 2009 (http://www.texasmonthly.com/2009-12-01/feature4.php). Through their bravery, these women exposed the pervasive sexual harassment and assault by their employer, Federal Judge Samuel Kent, resulting in his impeachment and ultimate incarceration in federal prison. We are pleased that Donna and Cathy have agreed to share this incredible story with the university and Austin community.

The conference will be held in the new Student Activity Center on Wednesday, March 23 and will feature three panel discussions throughout the day. The panels will focus on Legal and Policy Perspectives: Federal Law and UT Policy, The Gender Equity Report: Two Years Later, and The Interconnections between Race, Gender, and Sexual Harassment. The day will conclude with a keynote speech from Donna Wilkerson and Cathy McBroom and a reception. All events are free and open to the public. You may register for this conference at http://cwgssexualharassmentconference.eventbrite.com or call CWGS at 512-471-5765.

Apply for Awards!

Our annual awards are made possible by gifts from various donors. WGS undergraduate, graduate, and portfolio students are welcome to apply. Graduate awards require enrollment in the portfolio program by March 15.

The Cynthia Walker Peña Scholarship is awarded 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 a graduate student 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.

Please visit our website for more information: http://www.utexas.edu/cola/centers/cwgs/awards/awards.php
The Women, Gender, & Human Rights Research Cluster

Thirty faculty and students from across campus gathered in October for the first meeting of the CWGS/Rapoport Center Research Cluster on Women, Gender, and Human Rights. The session provided an opportunity for participants to learn of each others’ research, teaching, and advocacy in the area of gender and human rights along multiple narrative borders including ability, class, ethnicity, indigeneity, nationality, and sexuality. The first meeting featured a conversation between Ann Cvetkovich, English Department professor, and T-Kay Sangwand, Human Rights Archivist, about human rights archives, affect, and testimony. Many participants expressed particular excitement about having a space on campus to share and gain critical feedback about their work. The Research Cluster carries the commitment of both CWGS and the Rapoport Center for Human Rights and Justice to a critical engagement with human rights academics and advocacy. In November the group gathered for a brown bag talk with legal scholar Paola Bergallo, professor of law, Universidad de San Andrés, Buenos Aires, Argentina: “Democratization and Reproductive Injustices in Latin America.” Bergallo’s visit is a collaboration of the Rapoport Center for Human Rights and Justice, the Lozano Long Institute for Latin American Studies, and CWGS. In the spring, look for monthly meetings beginning with shared work by UT faculty.

Gloria Evangelina Anzaldúa, Chicana feminist activist researcher and builder of networks. Find her archives at the Benson Latin American Collection and listed as a human rights collection by the Human Rights Documentation Initiative. Photograph by Annie F. Valva (Anzaldúa Collection, Benson Latin American Collection, UT Austin). All images used pursuant to the fair use provision of the U.S. Copyright Act.

NEWS FROM THE GENDER AND SEXUALITY CENTER

GSC is moving next semester! Please come visit our brand new space at 2.112 on the second floor of the Student Activities Center. There will be study and hang-out space, and we are looking forward to working closely with our moving partner, the Multicultural Information Center.

The Feminist Action Project has been gearing up this semester for another inspiring conference on April 8th and 9th, 2011. The theme will be “Feminism is for Every(body),” and the FAP committee is focused on offering an inclusive activist conference that emphasizes bodily experience, art as resistance, and the accessibility of feminism to other movements. If you would like to get involved, please contact project manager Katherine Charek Briggs at kcbriggs@mail.utexas.edu.

Peers for Pride. There are 16 members of the 2010-2011 cohort of Peers for Pride. They are excited to perform their monologues on: finding a relationship while HIV positive, speaking out about bullying in school, asking a father for his daughter’s hand in marriage, dealing with a father coming out as gay, the experience of being an ex-ex gay, siblings supporting their LGBT family members, lesbian parenting, body image, immigration issues, accepting a lesbian roommate and becoming an ally, bisexuality, and transgender issues. If you are interested in having Peers for Pride facilitate for a class or group, please contact Shane Whalley, Education and Outreach Coordinator for the Gender and Sexuality Center, at swhalley@austin.utexas.edu.
RAWAN ARAR (MA 2010) moved to Amman, Jordan in 2009 as a Rotary Ambassadorial Scholar. There she researched economic conditions among Iraqi refugee women living in Jordan and filmed a corresponding documentary. Rawan gave a talk about her research on November 8 on the UT Campus called “Iraqi Refugee Women Living in Jordan”.

STARR CORBIN (MA 2010) has been accepted to the LBJ School of Public Affairs Master’s program.

ASHA DANE’EL (BA 2008) is currently in her first year at the LBJ School of Public Affairs. She is also continuing to work on her dual degree with Social Work. Asha is involved in the Graduate Public Affairs Council as part of the Student Life Committee. She also is a member of the Harvey Milk Society, examining gay and lesbian issues through policy and empowerment. Asha is extremely excited to be in graduate school and never thought it could be so fun! Asha finds it a challenge to incorporate sexuality issues into policy development, but she continually refers back to her WGS degree to enrich her professional career.

HARMONY EICHSTEADT (BA 2010) presented on the panel, “Feminism, Violence, and the State” at the NWSA Conference in Denver, Colorado in November. Her paper was “The Modern (re)Production of Slaves: Why Our Economy Depends on the Incarceration of Pregnant Black Women”.

JAMIE MADDEN (MA 2007) is a fall 2011 applicant to doctoral programs in women’s and gender studies. She intends to continue her pursuit of questions and projects related to feminist political theories. Jaime recently attended the 2010 conference of the National Women’s Studies Association (NWSA), where she participated in a roundtable titled “I’m not your mother, your mentor, your big sister, or your best friend. I’m your women’s studies professor.” She contributed the perspective of an instructor at a for-profit institution, where she currently teaches sociology. In addition, Jaime moderated a panel, sponsored by the NWSA Law and Public Policy Interest Group, titled “Situated Feminisms, Production of Knowledges, and Transnational Feminist Challenges to U.S. Rescue Narratives of Women.”

AZURE OSBORNE-LEE (MA 2008) presented the performance of her one-act play Crooked Parts. Crooked Parts is the coming of age story of a 12-year-old girl named Winifred.

GANIVA REYES (MA 2009) presented on the panel “(Re)defining the ‘Sexualization’ of Girls” at the NWSA Conference in Denver, Colorado in November. Her paper was “Situating Teen Pregnancy as a Symptom of Sexual Coercion”.

Harmony Eichsteadt, Juan Portillo (WGS Master’s Student), and Ganiva Reyes at the NWSA Conference.
As we raise awareness about women’s human rights, look for a new discussion forum, finding aids for campus and community resources, support for international students working on women’s human rights, and an international conference. The EWHRI operates in collaboration with ongoing human rights projects on campus including the Rapoport Center for Human Rights and Justice as well as the Human Rights Documentation Initiative (HRDI). With the Rapoport Center we have created the new CWGS/Rapoport Center Research Cluster on Women, Gender, and Human Rights. This discussion forum for faculty and students creates a space to share teaching strategies, workshop research projects, build networks, and connect with speakers to learn from each other about education for women’s human rights. We have created the online CWGS Guide to Research and Teaching for Women’s Human Rights, an organized list of CWGS affiliate faculty who research and teach women’s human rights issues; this tool helps students plan their coursework and faculty build connections. We are generating an online list of community organizations for student internships and faculty connections for course assignments; this list will build on other resources available on campus and premiers in the spring. We are also planning a Fall 2012 Austin-based international conference on women, gender, and human rights organizing in the Americas.

Our faculty continue these conversations in new frameworks for existing courses as well as in new courses. This semester we offered our first undergraduate core course with a framework in women’s human rights: WGS301/AFR317E: Introduction to Women’s and Gender Studies: Transnational Activism and Women’s Human Rights. We are currently reviewing applications from faculty for research grants to develop interdisciplinary, team-taught Signature Courses, first-year critical reading courses, on women’s human rights issues including human trafficking and media representations. Students may enroll in these courses starting in 2012.

The Rose Portillo painting on page 1 is identified as a human rights resource by its location in the Benson Latin American Collection Romo Collection, one of the archives identified by the HRDI. This painting of the Mexican feminist Sor Juana Inés de la Cruz indicates the interdisciplinarity of human rights education and the role of our campus resources in remembering radical histories and building transformative futures together. Join in this work by participating in the Research Cluster, proposing new courses, taking classes with our faculty, and contributing to and attending the 2012 international conference.


**PORTFOLIO STUDENT NEWS**

**CASSIDY C. BROWNING** (Performance as Public Practice PhD, Department of Theatre & Dance) presented at the 2010 American Society for Theatrical Research Conference in Seattle, WA. Her paper titled, “‘RuPaul’s Drag Race’ and the Televisuality of Drag Queens” was part of the panel “Televiuality and Embodiment”.

**CORINNE LEE GREINER** (English) had six poems published in Best American Poetry 2010 (Scribners, David Lehman ed.). She also presented a short film that she wrote called “Liquid Fractures: Karst, Gushers, and Absence” at the Fault Lines Conference. Corrine is researching women’s epic poetry and writing her own epic.

**CANDACE LOPEZ** (Latin American Studies) presented two papers at the National Women’s Studies Association in Denver: “Walking Contradictions: Immigration Meets Sexual Citizenship Among Latina Lesbianas: and “Everybody Knows About Mississippi Goddamn!: Queer People of Color and Performing Resistance”.

Embrey Women’s Human Rights Initiative continued from page 1
PASCALÉ BOS (Germanic Studies) presented “Memories of an (un-) Common Violation: Rape, the Holocaust, and the Case of Jewish Women.” (On panel “Sexual Violence during the Nazi Period and its Representation after WWII). She also presented at a workshop “The Perpetration of Sexual Violence in Conflict Zones: Sources of Explanation” at Hamburg Institute for Social Research, Research Group “War & Gender”.

MAOUIRA MAYA CHARRAD (Sociology) served as guest editor of Women’s Agency: Silences and Voices, a special issue of Women’s Studies International Forum, Vol. 33 (6), December 2010. Her article, “Women’s Agency across Cultures: Conceptualizing Strengths and Boundaries,” appears in that special issue.

ELIZABETH CULLINGFORD’S (English) second book, The Troubled Union: Expansionist Imperatives in Post-Reconstruction American Novels was published by The Ohio State University Press in September 2010.

TIFFANY GILL (Government) was the recipient of a 2010 Regents’ Outstanding Teaching Award. Her book, Beauty Shop Politics (University of Illinois Press) was the winner of the 2010 Letitia Woods Brown Memorial Award.


JOHN MORÁN GONZALEZ’S (English) second book, The Troubled Union: Expansionist Imperatives in Post-Reconstruction American Novels was published by The Ohio State University Press in September 2010.


THOMAS HUBBARD (Classics) guest-edited a special issue of Thymos: Journal of Boyhood Studies (published by Mens’ Studies Press).


BARBARA JONES (Social Work) is co-investigator on a grant from the National Cancer Institute, “Cancer Care for the Whole Patient: An Oncology Social Work Response.”

MARY KEARNEY’S (RTF) article “Pink Technology: Media-Making Gear for Girls”, Camera Obscura 74 (25.2) (2010) 1-38 was published.


JULIA MICKENBERG (American Studies) spent two weeks in New York and two and a half weeks in
Moscow this summer, doing research for her book-in-progress, *The New Woman Tries on Red: Russia in the American Feminist Imagination, 1905-1945*, and is presenting on this project at the American Studies Association's annual meeting in November. *The Oxford Handbook of Children's Literature*, which Mickenberg co-edited with Lynne Vallone, is due for publication in January, 2011.


**LISA MOORE** (English) published *Experiments in a Jazz Aesthetic: Art, Activism, Academia and the Austin Project*, edited by Omi Osun Jones (RTF & CAAAS) and Sharon Bridgforth (University of Texas Press, 2010).


**MARTHA ANN SELBY** (Asian Studies) is currently the NEH Fellow at the National Humanities Center, Research Triangle Park, North Carolina, and is completing her book manuscript on representations of women and female illness in classical Sanskrit medical literature.


**KATHLEEN TYNER** (RTF) presented her latest study, “An Environmental Scan of Girl-Friendly Programs and Exhibits in Science Museums and Institutions Across the United States,” for representatives from over 20 science museums and institutions across the United States on October 21-23. The talk was presented at the Smithsonian Institute in Washington, DC as part of the Girls RISEnet National Institute (http://woodstlearning.com/). Girls RISEnet is an NSF-funded initiative to promote girl-friendly STEM programs for informal educators in the United States. Girls RISE (Raising Interest in Science and Engineering) is supported by at grant from the National Science Foundation.


**LYNN R. WILKINSON** (Germanic Studies) was visiting professor of literature at Mälardalen University in Sweden in Fall 2009. Her book, *Anne Charlotte Leffler and Modernist Drama* is forthcoming, and she published a chapter on Strindberg’s Chamber Plays in *The Cambridge Companion to August Strindberg* and an article, “Playful Performances: Ingmar Bergman’s Bildmakarna and Film Authorship,” in *Tijdschrift voor Skandinavistiek* 30:1 (2009). She gave a talk on Ingmar Bergman’s *Sawdust and Tinsel* and silent film to the Humanities Seminar at Mälardalen University, and presented papers on adaptations of Ibsen’s *Hedda Gabler* at the interdisciplinary Nineteenth-Century Studies conference at UT, on representations of London in works by August Strindberg, Anne Charlotte Leffler, and Frida Uhl at the Society for the Advancement of Scandinavian Studies conference and to the faculty at Södertörn University in Sweden, and on Anne Charlotte Leffler’s “The Ways of Truth” at a conference on Leffler sponsored by the Royal Swedish Academy of Letters, History, and Antiquities in Stockholm.

**MICHELLE D. YOUNG** (Education) is principal investigator of a multi-phase project exploring and documenting the lived experiences of female educational leadership doctoral students world-wide. Her team, composed of WGS Doctoral portfolio students, Pei-Ling Lee (EDA) and Katherine Mansfield (EDA), and former student, Anjalé Welton (University of Connecticut), recently published the qualitative findings from phase I of the project entitled: “The lived experiences of female educational leadership doctoral students”. *Journal of Educational Administration*, 48(6), 727 – 740. Together, they have begun phase II of the investigation. They recently presented these preliminary findings at the University Council for Educational Administration (UCEA) research conference in New Orleans in October. Over the next several months, the research team will expand Phase II to include doctoral students from institutions in North America, Europe, and Asia. The information garnered from this multi-phase investigation will be used to document the current state of affairs for female students in educational administration a traditionally male-dominated field. Moreover, they hope to use what they learn to develop a mentoring program for female doctoral students in UCEA institutions across the globe.
The INSPIRE (formerly TULIP) program is a leadership development program for undergraduate women created specifically to empower young women to re-envision and enact what leadership means in a global society.

We envision that the women who go through this program will create a world that opens up opportunities to generate change in women’s lives in the workplace, in higher education, and in every aspect of their lives.

Applications will be available on the CWGS Website in February.

2011-2012 sophomores from any major are eligible to apply.

For more information call 512-471-5765 or visit http://www.utexas.edu/cola/centers/cwgs/

Jody Conradt Excellence Fund in Equity and Leadership

In her 31-year career as head coach of the UT Austin women's basketball team, Jody Conradt served as a change agent both on the court and off. Not only did Coach Conradt direct championship-winning teams, in her long career she helped hundreds of young women excel as players, students, and future leaders. Funds from this endowment will be used to inspire and instruct students on the importance of leadership and equity.

For more information, or to donate to the Jody Conradt Excellence Fund in Equity and Leadership, please call 512-471-5765 or visit http://www.utexas.edu/cola/centers/cwgs/Leadership/Jody-Conradt-Excellence-Fund-in-Equity-and-Leadership.php.
As news of the state’s financial crisis and the inevitable impact upon the University's budget streams in on a weekly basis, I want to take this opportunity to brief you on the Library's budget plans. In response to the state mandated cuts this and last fiscal year, and the additional anticipated cuts in the next two biennium, the Library has drafted a five-year budget plan and embarked on a strategic planning initiative. The expectation is that the Library will use this financial situation to reposition services, collections and organizational structure, creating a more agile University Libraries for the future.

The five-year budget calls for a 20% reduction in Library staff, with those budget lines used to meet the state mandated givebacks. We are hopeful that this workforce reduction can be met entirely through retirements and attrition. Obviously such a large reduction in force will leave some operational units without the necessary hands-on-deck, and the strategic planning team will be looking at ways to merge units, adjust workflows and transfer staff to rebalance our services.

A key component of the budget planning process involved modeling a potential cut to collections, specifically the annual cost obligations of journals and other serials. Serials inflation runs an average 7% per year, well above the Higher Education Inflation Index and in real dollars, costs the UT Libraries approximately $1 million annually (over and aside from the state mandated givebacks). This cost has in previous years been funded by a variety of university sources, with no specific ongoing commitment. At the prospect of the University being unable to fund the inflation increase this year, every Library subject specialist was asked to prioritize journal titles for cancelation in a range of quota scenarios and these lists were compiled into a master planning document. Upon presenting this hypothetical model to the Provost and the Faculty Library Committee, it was agreed that the University, and indeed the continuation of scholarly research on this campus, could not sustain such a drastic reduction in subscriptions. The Provost has committed a portion of the necessary funds on a continuing basis and the Library will make up the difference through operational cost reductions such that no major serial cancelation will be necessary for the foreseeable future. The Library subject specialists will of course continue to perform annual reviews of the journal collection, weeding out obsolete titles and format duplicates.

While we are relieved to have received a commitment to sustain the journal content so essential to your academic research, we are fully aware of the difficult road ahead. We welcome your input about which library resources and services are of critical importance to your work as this will assist us in establishing priorities for the future. Please feel free to send any comments to me at schell@mail.utexas.edu and thank you to everyone who so effectively supported the central role of the UT Libraries in the academic life of this campus.

The 18th Annual Emerging Scholarship in Women’s & Gender Studies Conference
April 8th, 2011 in The Texas Union

CALL FOR RESPONSES Submission Deadline: February 11th, 2011
The CWGS graduate student-run conference provides an opportunity for undergraduates, graduate students, and faculty from all departments to engage in round-table panels which address a diverse array of women’s and gender studies topics posed by CWGS faculty affiliates. Graduate students, faculty, and community activists from outside the University are also welcomed to attend.

2011 CWGS Conference Panels will include:
• Neo-Liberalism, Globalization and Regional Feminisms
• Women, Children, and the United States Affordable Care Act (2010)
• The Environmental Crisis: Feminist Critiques and Responses
• “Under Western Eyes”: Hierarchies in Western Feminist Scholarship
• Feminism and Fashion: The Rhetoric of Empowerment and Choice
• Transgender Theory and Feminism: Intersections and Divergences
• Feminist Media Studies: Third Wave Feminism, Postfeminism, and the Second Wave
• Aesthetic Forms: Gender Identity and Performativity
• Immigration to America: Issues of Gender and National Identity
• “Women’s History is American Religious History”: Examining Women’s Religious Participation
• Higher Education and Women’s Human Rights Discourse
• Queer Theory and Feminist Activism in Academia
• Social Media, Youth, and Identity

All questions and inquiries should be directed to the Women's and Gender Studies office, (512) 471-5765, or to conference organizer Virginia Hernandez at virginiarh22@gmail.com

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support our programs

Your gifts to the Center for Women’s and Gender Studies help create committed communities that address the challenges faced in the areas of gender, sexuality, diversity, and equity. Gifts designated to the Center for Women’s and Gender Studies help preserve and enhance programming, course development, endowments and support outreach initiatives.

Please indicate your gift is for the Center for Women’s & Gender Studies.

Thank you for your contribution and support.

http://www.utexas.edu/cola/centers/cwgs/giving