



gendermatters

CENTER for WOMEN'S & GENDER STUDIES

THE UNIVERSITY OF TEXAS AT AUSTIN

Embrey Family Foundation Grant to Establish Women's & Gender Studies Professorship



A \$680,890 grant from the Embrey Family Foundation will bolster teaching, research and outreach efforts in the Center for Women's & Gender Studies, and will include funding for a new Women's & Gender Studies professorship.

The grant will also continue funding for undergraduate Signature Courses that address human rights issues and for the Performing Justice Project, a joint project with the Department of Theatre & Dance that helps Austin-area high school students and other communities of young women develop performances based on social justice themes. The grant will also support a post-doctoral position in Women's & Gender Studies for two years.

"We are so thankful for this creative grant from the Embrey Family Foundation," said UT Austin President Bill Powers. "There is nothing more important than human rights and nothing more powerful than education to promote them. The foundation has my profound thanks."

"The Embrey Family Foundation is excited to continue developing its growing partnership with the Center for Women's and Gender Studies at the University of Texas. It has been a fulfilling partnership," said Lauren Embrey of the Embrey Family Foundation. "The progress achieved and performance exhibited by the Center has been exemplary. We look forward to future opportunities and collaborations with the Center as we participate in the education of young people and work towards a just society for all."

"This grant provides a tremendous opportunity for the college to enhance teaching and research in the area of human rights," said Randy Diehl, dean of the College of

Liberal Arts. "It also supports important outreach efforts in our local community, engaging young people in the important issues that are shaping their world."

LGBTQ/ Sexuality Studies Interdisciplinary Certificate Approved

An interdisciplinary certificate in LGBTQ/Sexuality Studies will draw from a variety of departments in the College of Liberal Arts when it is launched in the fall of 2014.

Unanimously approved by the College of Liberal Arts Policy and Curriculum Committee in September, LGBTQ/Sexualities Studies is a field that draws together work in the humanities, social sciences and natural sciences to explore the history of sexuality, the experience of sexual minorities, and the cultural and political meanings of debates over sexual identities and practices.

"Until now UT lagged behind its peers nationally in not having a formal course of study in this field," said Lisa Moore, the interim director of the Center for Women's & Gender Studies and a member of the faculty advisory committee for the certificate.

"The Center for Women's and Gender Studies is delighted with the success of our proposal and looks forward to an exciting and productive certificate program in the years ahead."

Director's Column

Interim Director

Lisa Moore

Associate Director

Mollie Marchione

Senior Administrative Associate

Pat Heisler

Program Coordinator

Nancy Ewert

Academic Coordinator

Alma Jackie Salcedo

Embrey Critical

Human Rights Initiative

Mollie Marchione

INSPIRE

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Jennifer Sapio

Kathy Stanton

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It's my honor to be leading the Center for Women's & Gender Studies for 2013-2014 while Sue Heinzelman takes a much-deserved year of research leave. Working with the outstanding staff, faculty, students, artists and community members that make up the Center is inspiring. In consultation with Professor Heinzelman, I'm focusing further supporting and strengthening faculty governance and leadership in the Center.



CWGS Interim Director Lisa Moore

Photo Credit: Jarrid Denman | Daily Texan Staff

We have a spectacular series of events planned in November: CWGS Embrey Foundation Artist-in-Residence

Wura-Natasha Ogunji's duration performance piece *beauty*, a subsequent panel discussion with the artists and CWGS faculty experts Matt Richardson, Cherise Smith, and Lyndon Gill, and a master class for UT and community artists and students (See page 3 for more details).

In addition to her performance, Ogunji is also teaching two CWGS courses: Performing Justice (Fall 2013) and The Aesthetics of Social Change (Spring 2014), thus giving our students the chance to work with an internationally-known artist in a pioneering new curriculum developed by Ogunji, Richardson and others as part of the Institute for Performing Justice. The CWGS major event in Spring 2014 will be our graduate student conference, entitled (Re)Membering the Body, which will take place March 20 and 21 and feature keynote speaker Sharon Bridgforth. Watch for further details about this event.

The Center achieved a significant milestone in September with the establishment of an undergraduate Interdisciplinary Certificate in LGBTQ/Sexualities Studies, the first such program at UT Austin and one of the first in the state. LGBTQ/Sexualities Studies is a field that draws together work in the humanities, social sciences and natural sciences to explore the history of sexuality, the experience of sexual minorities, and the cultural and political meanings of debates over sexual identities and practices. The University is fortunate to have more than a dozen nationally-known faculty doing research in this interdisciplinary field, and courses such as Gay and Lesbian Literature and Culture have been offered at UT Austin since the early 1990s.

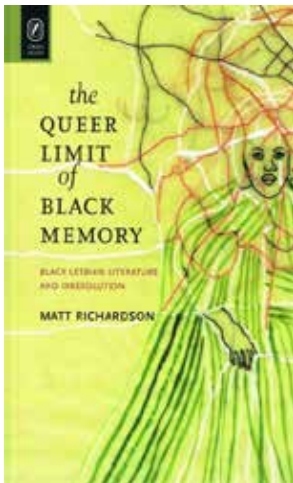
The LGBTQ/Sexualities Research Cluster, a unit of the Center for Women's & Gender Studies, has collected relevant courses and listed them as the "Pink Book" each semester for several years. Student demand for these courses has always been strong; the undergraduate leaders of the Queer Student Association formally requested a degree program as far back as 2009. This combination of faculty expertise and student demand attests to the value of the program for the University.

Thank you for your support of the Center for Women's & Gender Studies. I look forward to seeing you at our events this year.

Lisa L. Moore
Interim Director, Center for Women's & Gender Studies



November 11: Book Celebration & Discussion



CWGS will sponsor a celebration and discussion of Dr. Matt Richardson's new book, "The Queer Limit of Black Memory: Black Lesbian Literature and Irresolution," **Monday, Nov. 11, 3:00 p.m.-5:00 p.m.** in CLA 1.302B West Conference Room.

A panel of University Professors – Lisa Moore, Omise'eke Tinsley, Omi Jones, Ann Cvetkovich, and Xavier Livermon – will provide comments.

Richardson is associate professor of English and African and African Diaspora Studies and affiliate faculty with the Center for Women's & Gender Studies and the Warfield Center for African and African American Studies.

In "The Queer Limit of Black Memory" (Ohio State Press) Richardson identifies a new archive of Black women's literature that has heretofore been on the margins of literary scholarship and African diaspora cultural criticism. He argues that Black lesbian texts celebrate both the strategies of resistance used by queer Black subjects and the spaces for grieving the loss of queer Black subjects that dominant histories of the African diasporas often forget.

November 13: *beauty* - a Wura-Natasha Ogunji Public Performance and Panel Discussion



The Center for Women's & Gender Studies and the Embrey Critical Human Rights Initiative will present the U.S. premiere of *beauty*, a public endurance performance piece that explores the relationships women have to each other and to their hair, **Wednesday, Nov. 13, 2:00 p.m. - 6:00 p.m.** on the UT Austin campus West Mall near the Student Union Building.

Conceived by Embrey Foundation Artist-in-Residence Wura-Natasha Ogunji and artist Nicole Vlado and originally performed in Lagos, Nigeria, this iteration of *beauty* will include students in Ogunji's Performing Justice fall 2013 course as well as artists from the greater Austin community. The performance will explore themes of gender, race and sexuality as well as the changing meanings and possibilities of the work as performed in Nigeria and across the Atlantic here in the United States.

Ogunji holds a BA in Anthropology from Stanford University and an MFA in Photography from San Jose State University. A co-founder and lecturer at the CWGS Institute for Performing Justice, Ogunji has performed at Centre for Contemporary Art (Lagos), The Menil Collection (Houston) and the Pulitzer Foundation for the Arts (St. Louis).

Panel Discussion

beauty will be followed by a panel discussion on the relationship of performance art to social justice from **7:00 p.m.-8:30 p.m. in the Texas Union, Santa Rita Room.** Panelists include artists Wura-Natasha Ogunji and Ruby Amanze in conversation with University Professors Matt Richardson, Uchenna Itam, and Lyndon Gill.

Students

Meet the 2013 WGS MA Cohort



Natassja Gunasena graduated magna cum laude from Minnesota State University Moorhead in 2011 with a BA in English and Gender Studies and wants to use her graduate work to explore the intersections of transnational queer women of color identities with pop culture and social media. To this end, Natassja currently

runs a Tumblr blog that engages pop culture from a critical race and gender perspective while collaboratively generating racebent, queer-inclusive interpretations of popular culture.



Kaitlyn Newman graduated from the University of Connecticut in 2009 with degrees in Peace Studies and Political Science. After graduation, Kaitlyn lived in Brooklyn, New York, and worked for Purpose, a strategy consulting firm committed to innovating on, and sharing, best practices in digital mass mobilization and public engagement

with progressive organizations; Freelancers Union, a national advocacy and service organization for the independent workforce; and Battered Women's Resource Center: Voices of Women Organizing Project.



Wanjira Murimi graduated from UT Austin in 2012 with a BA in Women's & Gender Studies with a minor in English and a certification in European Studies. As an undergraduate, Wanjira co-founded the Women's & Gender Studies Student Organization and was an organizer and panel presenter at the Feminist Action Project Conference.



Leila Grace Pandey graduated magna cum laude from Loyola Marymount University in 2012, where she was a double major in Women's Studies and English with an emphasis in creative writing. After graduation, Leila Grace worked at the Book Club of Diamond Bar (California), teaching reading comprehension and essay writing to

elementary students. She wants to become a professor one day in order to inspire and empower other young women of color.

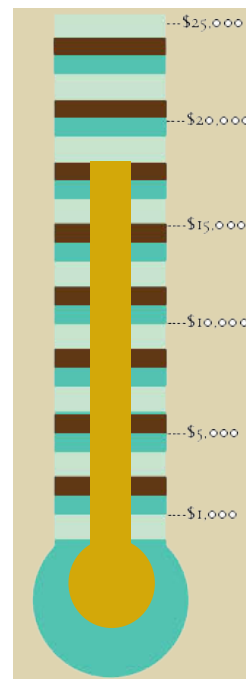
Your Gift Matched by Donor

INSPIRE Leadership Fundraising

Nears \$25K Goal

All gifts made by end of year 2013 to the Mary Braunagel-Brown Excellence Fund for Young Women Leaders will be matched dollar for dollar (up to a total of \$25,000) and will directly benefit INSPIRE Leadership students. Under the direction of CWGS, the INSPIRE program has served as UT's signature leadership program for women undergraduates since 2009.

"I support INSPIRE," says donor Braunagel-Brown, "because the world will simply be a better place when UT women — particularly first-generation college students, those from underrepresented groups, and those pursuing degrees in science, technology, engineering, and math-related fields — have the skills and confidence to reach their potential."



\$18,000 already collected! Help CWGS reach its year-end fundraising goal of \$25,000 for INSPIRE Leadership!

Please make your year-end gift to the Mary Braunagel-Brown Excellence Fund for Young Women Leaders online:

tinyurl.com/mbbendowment
or call CWGS: 512-471-5765

Faculty Development Program

The Center for Women's & Gender Studies is pleased to present our 2013-2014 Faculty Development Program fellows. This program, with support from the Provost's Office and Graduate School, is designed to assist in recruitment, retention and promotion of new faculty members by providing them with support of various kinds.

The 2013-2014 Faculty Fellows are:



Mary Angela Bock is an assistant professor in the School of Journalism. She is the author of "Video Journalism: Beyond the One-Man Band." She co-edited "The Content Analysis Reader" with Klaus Krippendorff. Her research focuses on photojournalistic practice in any and every context she finds.



Daina Ramey Berry is an associate professor of History and African and African Diaspora Studies. Berry is a specialist in the history of gender and slavery in the United States with a particular emphasis on the social and economic history of the 19th century.



Tina Curran is an assistant professor of Dance in the College of Fine Arts, where she is co-developing the BFA in Dance Education. As an artist-scholar, her work focuses on dance literacy and dance legacy within teacher education and artist development to empower a new generation of dance educators.



Susan M. De Luca is an assistant professor of Social Work and a Research Associate with the National Research Consortium of Counseling Centers in Higher Education. She is also Co-investigator on a number of studies with the Seton Healthcare Family. De Luca's research concentrates on adolescent suicide prevention with a focus on Latinas.



Laura G. Gutiérrez is an Associate Professor in the Department of Theatre and Dance/Performance as Public Practice. Her research and teaching interests are Mexican and Chicana/o embodied practices and visual culture, gender and sexuality, and questions of nation, modernity and the transnational.



Xavier Livermon is an Assistant Professor of African and African Diaspora Studies. His research interests include African Cultural Studies, Black Popular Music, Black Performance, Black Queer Studies, HIV/AIDS and African Diaspora Studies.

2013-2014 New Faculty Colloquium Wednesdays at 3:30pm BUR 214

September 25

Mary Angela Bock

*Barbie is a Zombie: Women, TV Journalism,
and the Rise of the One-WOMAN-Band*

October 9

Xavier Livermon

*Queer(y)ing Freedom: Black Queer Visibilities
in Post-Apartheid South Africa*

October 16

Tina Curran

*Experiencing George Balanchine's Prodigal
Son Through the Feminist Pedagogy of the
Language of Dance*

October 23

Susan M. De Luca

Latina Adolescent Suicide Prevention

November 6

Daina Ramey Berry

*'For Sale a Young Negro Woman': Auctions,
Breeding & Enslaved Women in
Early America*

— **Upcoming** —

November 20

Laura G. Gutiérrez

*Desiring the Possible: Queer Political Cabaret
Culture in Contemporary
Mexico City*

Performing Justice Project Engages New Community Partner

“Our community partner imagined PJP as a unique opportunity to engage young women in an activity that encouraged personal expression, self-reflection, and critical thought around how identity has shaped and will shape their experiences in the world,” said Alrutz. “PJP starts with experiences of people in the room. Through devising a performance, we consider how our lives and bodies relate to larger questions and systems of justice.”



“As they learned that it was indeed their own stories they would portray, the level of passion, commitment and organization among the residents greatly increased,” said Hoare. “After the young women had performed, they reflected on how important the process had been in terms of helping them learn to work together, to realize that they have something important to say, and that other people find their thoughts and perspective important as well. They were deeply impacted by the fact that facility and community audience members came to witness and listen to them. They entered a process they weren’t sure they could complete – creating a performance – and ended feeling proud of what they had created, individually and as an ensemble.”

According to the community partner, statistics for female residents' success rate in juvenile rehabilitation programs is "astonishingly low." However, the director of counseling said the participation of female residents in PJP was "phenomenal" and that the youth who participated also made "huge strides" in their treatment during the three-week program. Since June, 22 of the 24 PJP participants have graduated and returned home to their families.

“These numbers are outstanding and I think the PJP program played an integral role in their success,” the director of counseling said. “PJP had a significant impact on the girls who participated. They were not only successful in their rehabilitation but they displayed higher self-esteem, respect and accomplishment of themselves and of others.”

Meg Greene, a PJP teaching artist, said she was struck by how dedicated the youth became to the project. “When you are working with youth who are stripped of every physical belonging when they enter the juvenile center, it is amazing to see them discover ownership in something that is intangible—the process, their artistic ensemble, the words they poured into their journals, the work they created in the room, the performance they shared with their community.”

“In our final discussion after the performance, the participants expressed that they realized the importance of speaking back as women and people of color,” said Patena Starlin-Key. “The tearful reflections of themselves in the audience taught them the weight of their own words and actions. This was an unforgettable experience that also diminishes my own hesitancy to speak back as a woman of color.”

“Unfair System”

“I believe it is injustice that I was sent to this facility because I was a ‘runaway’ because I had no guardian because my mom is in prison and I was on probation. This experience has changed me in many ways. It’s made me realize how some things I may have been taught are so called ‘normal’ are not and if I don’t get my life together I will end up dead. But I have a question for the whole juvenile justice system. When are you going to give me the real help I need? When I think about what I have done, I’m not sure boot camp is it.”

— from PJP Participant, Summer 2013

Alrutz said she and Hoare are eager to continue working with this site. “The process was highly supported by our community partner and the work felt significant for the young participants and the PJP team,” she said. “PJP invites us to imagine and enact justice.”

PJP will be working with young women in Austin ISD schools during the spring 2014 semester.

Signature Courses

Fall Signature Courses Explore Gender Dynamics; Human Rights Discourse

Four Difficult Dialogues courses, part of the School of Undergraduate Studies Signature Course program for first-year students, were developed through the CWGS Embrey Critical Human Rights Initiative for Fall 2013.

Difficult Dialogues courses are distinctive in their focus on teaching students the skills they need to participate in constructive dialogue about controversial and potentially divisive issues. The Difficult Dialogues program is an initiative of the Humanities Institute in the College of Liberal Arts.

The four Signature Courses taught by University professors who are also Difficult Dialogues faculty are: African-American Women and the Struggle for Political Incorporation, Dr. Tasha Philpot (Government); Gender, Migration, and Rights, Dr. Naomi Paik (American Studies); Gender in the Contemporary Muslim World, Dr. Sofian Merabet (Anthropology); and Gender Role Development, Media, and Human Rights, Dr. Rebecca Bigler (Psychology).

Since 2012, the CWGS Embrey Critical Human Rights Initiative (ECHRI) has provided the funding necessary to develop and teach a number of interdisciplinary Signature Courses that create a culture of education for gender and racial justice for first-year undergraduates.

A new grant awarded to CWGS by the Embrey Family Foundation in September provides \$100,000 in continuing funds to create 20 new Signature Courses over five years (2015-2020).



NEW Leadership™ Texas

NEW Leadership™ Texas Summer Institute Now Accepting Applications for 2014

NEW Leadership™ Texas is a non-partisan intensive six-day residential program that educates college women about politics and policy-making and inspires them to get involved in the political process.

Who should apply?

- Undergraduate women enrolled in any Texas college or university for 2013-2014, or are graduating in May 2014;
- Texas residents attending out-of-state schools;
- All majors are welcome;
- Women of color and non-traditional students are encouraged to apply.

Whether or not you think you want to run for elected office, if you desire to create positive change in your community, YOU should apply!

Space is limited. Participants will be selected based on their commitment to women's leadership and their interest in public affairs generally.



No cost to students!

There is no direct cost to students. All program materials, meals, and lodging are provided. However, schools of participating students will be asked for a \$500 program fee per student. As part of the application process, you will need to request funding from your school or department. Because of our generous donors, we do have a limited number of scholarships available for students who are unable to obtain funding from their schools.

During the NEW Leadership™ Texas summer institute students will:

- Meet with successful women leaders to discuss politics, public policy and the importance of women's leadership.
- Participate in skills-building workshops on networking, public speaking and strategic communication.
- Network with a diverse group of women who share a commitment to shaping the public agenda and making a difference in their communities.

Each NEW Leadership™ Texas class includes students from a wide range of racial, ethnic, educational, political and economic backgrounds. During the institute, students interact with people who have different ideas and life experiences. NEW Leadership™ Texas provides students with a safe space where they can respectfully address issues of diversity and discuss the difficulties associated with leadership in a diverse society.

Application deadline is March 3, 2014

For more information, please visit

<http://tinyurl.com/NEWLTexas>

call 512-471-5765

email: newleadershiptexas@austin.utexas.edu



Workshops on Library Research Skills

This season I have enjoyed working with several of you on new experiments in teaching WGS research skills in orientations, in one or two sessions in your WGS classes, and in a meeting of the LGBTQ/Sexualities Research Cluster. Our collaborations have sparked new pathways for student (and faculty) research, and I'm looking forward to continuing to work together to build your students' information literacy.

At the start of the semester I had the chance to meet with the new WGS MA cohort and with a few graduate students from the Department of African and African Diaspora Studies for an introduction to library research skills as one part of their wonderful WGS orientation. I asked these feminist researchers to write on the white board as they came in: What is a library for? Literature Review, they wrote, Archives – Archival Violence, Isolation, Love, Research, Finding New Books of Poetry. These answers, analyses, breathed hopes, started off our workshop on critically reading research tools—like the Chicano Database, Ethnic NewsWatch, or the Black Queer Studies Collection—and why their content, authorship, and very existence matters for feminist researchers.

We used Gloria Anzaldúa as our starting point: “Necesitamos teorías that will rewrite history using race, class, gender, and ethnicity as categories of analysis, theories that cross borders, that blur boundaries—new kinds of theories with new theorizing methods.”* Looking around the room at new theorists, I pointed out: You will soon need to describe your own feminist antiracist theoretical practice. You'll research

models and sources for dialogue in this process. I invited the students to imagine what other sources they would need to weave Anzaldúa's perspective into their own formulation of what their feminist antiracist scholarship looked like.



Photo Caption:
Letter to Bayard Rustin in Accra, Ghana.
December 1959. Bayard Rustin Papers in
Proquest History Vault: The Black Freedom
Struggle in the 20th Century.

In this way we covered the basics of library research at UT—finding books; using databases of archival materials, for example, The Black Freedom Struggle in the 20th Century; using databases and indexes of scholarly writing, for example, Gender Studies Database; and finding study space and computer resources in any of the ten libraries on campus.

During the past year, I worked with other members of the CWGS Institute for Performing Justice working group, Lynn Hoare, Matt Richardson, Megan Alrutz, and Wura-Natasha Ogunji, as we developed pieces of a class shaped around the question What Is Justice? Along the way I imagined what it meant for me as a librarian to approach

this question. Together we began to formulate this combination of analysis of library tools—what they make (im)possible for our identities—and an introduction to research skills. This past July the UT Libraries supported me to attend the Association of College and Research Libraries Teacher Track Immersion Program. There I continued to reimagine my information literacy teaching practice and collaborated to start an ongoing national discussion group on social justice and information literacy.

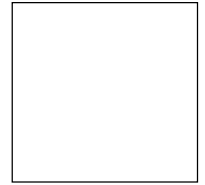
This semester I worked with Wura Ogunji to offer a 75-minute critical information literacy session as part of her WGS340: What Is Justice? Students from that course have already referred their friends my way for research consultations. I offered a version of that session for the LGBTQ/Sexualities Research Cluster in a workshop called “Queer History/Story in Library Research.”

Whether you are a faculty member seeking to support your students' research skills for their upcoming paper/performance/presentation or a student wanting to build your savvy research strategies for a research paper/activist project/organization's event/thesis/dissertation, I am always eager to collaborate together as your WGS Librarian to prepare our next generation of feminist researchers.

* Gloria Anzaldúa. “Haciendo caras, una entrada.” Making Face, Making Soul/Haciendo Caras: Creative and Critical Perspectives by Feminists of Color. Ed. Gloria Anzaldúa. San Francisco: Aunt Lute Books, 1990. xv-xxviii. xxv-xxvi. Print.



Center for Women's & Gender Studies
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To:

Class of 2017: Get INSPIRED!

Women students in the Class of 2017 are encouraged to apply for INSPIRE Leadership in spring 2014. INSPIRE is a three-year interdisciplinary program serving sophomores, juniors, and seniors that helps young women develop the skills they need to achieve the highest levels within their chosen academic fields.

Ninety percent of INSPIRE participants are young women of color, most are in underrepresented majors, and many are first-generation college students. They represent crucial STEM fields, including engineering, computer science, pre-med, and human biology; as well as business and economics.

INSPIRE initiates discussions about issues that impact women in the world, especially issues that explore societal norms and allow students to think creatively and critically about problem solving.

INSPIRE encourages undergraduates to think not only about their own future, but also about the future of their communities and what tools are necessary for social change.



INSPIRE students at the fall retreat

For more information go to: <http://www.utexas.edu/cola/centers/cwgs/Leadership/What-is-Inspire.php>

or call Nancy Ewert, Program Coordinator, 512-471-5680