

## Indiana University Department of Gender Studies

# gender matters

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## Interview with Alumna Lis Crum, BA'06

'I am lucky to have attended a school like IU, where such an extensive and thorough Gender Studies program exists.'

Interview by Allison Vandenberg

### Q. Can you share with us some impressions of your experience in Gender Studies at Indiana University?

A. I will always give my first Gender Studies class, Women, Gender, and Culture, credit for moving my abstract feminist consciousness into concrete thought and action.

It was in this class that I realized what I had always subconsciously known — that women were oppressed by patriarchal structures in society and that we needed to work together to achieve equality. I found my life's purpose in this belief and have advocated ceaselessly for women's rights ever since.

Taking classes from Professor Colin Johnson and Professor Jen Maher helped me to hone my arguments and understand the theoretical framework that would allow me to explain my ideas in ways that help to persuade others. Jen's class on feminist theory opened my eyes to the contradictions and arguments within feminism. It also gave me a solid background for better understanding the history of the feminist movement and the development of theories and actions as feminists achieved progress through the years and experienced backlashes. I will be forever indebted to Colin for always challenging me to think more deeply and intensely than I ever thought possible and to always question what I know. He made uncomfortable concepts and ideas accessible, and I will always credit him for breathing comprehension into a class discussion of Judith Butler. Along with



Lis Crum (right) poses with Vagina Monologues author Eve Ensler at a March 2007 peace rally held in Washington, D.C.

gaining analytical skills, I learned to think critically about all gender constructions in society and to always question and challenge assumed norms and expectations of behavior and gender performance.

Author and social activist bell hooks says theory and action must relate to one another in order for feminists to work together to achieve equality in society. I think that IU's Gender Studies program provided one of the richest experiences for me in terms of offering a theoretical framework to develop actionable concepts and practices

### Q. What brought you to these courses?

A. I always knew in an abstract way that I was a feminist and believed in women's equality. I suppose that my interests in history, in women's place in societies of the past, present, and future, and my desire to understand my personal experiences led me to the program. After that I fell in love with the field of gender studies. I enjoy the fact that this discipline allows students to integrate other fields in order to better un

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# Crum

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derstand all facets of gender. For example, my minor in gender studies led me to a course in the Religious Studies Department called Feminist Critics and Christianity. This course allowed me to view gender constructions through the lens of patriarchal religion and helped me understand some religious origins of inequality. I was then more capable of figuring out ways to fighting such oppression both within and outside the system of organized religion. Similarly my major in history allowed me to take a historical approach to gender studies. My thesis examined the activism of women in Indiana during the second wave of feminism as a means of finding inspiration for future Hoosier daughters and sons.

## Q. Did they change how you looked at the world?

A. Without a doubt. I don't think it would be possible for a student to take a class in the Gender Studies Department and not have that class change his or her worldview. I am so much more conscious of everyday gendered assumptions. Riding the bus to and from work, for example, I am fascinated by the gendered behavior of men giving up their seats for women.

One of the most frustrating and yet informative shifts is that you start to see gender and discrimination in more places

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**“Having a background in gender studies completely prepared me for my current line of work.”**

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Crum (right) with Eleanor Holmes Norton (far left), non-voting representative from Washington, D.C., to Congress.

than you thought possible. I had to stop watching the news during the Democratic primary season because I was so frustrated that reporters and anchors repeatedly treated then Sen. Hillary Clinton (now United States Secretary of State) with such blatant sexism. I think her campaign was one of the most inspirational accomplishments women in the U.S. can look to, and it was also a great place to examine exactly how women are still viewed by media and society today.

Similarly, as we learned in feminist theory courses: class, race, and gender discrimination are intersecting oppressions and you can't eliminate one without eliminating another. It was fascinating from a gender perspective to watch how race entered the conversation in President Barack Obama's campaign, especially during the primary season when debates seemed to be a battle of "which is more disabling, race or gender?" I would wager that students in gender studies programs like IU's come to this national conversation with a particular framework that allows them to better understand the social and political significance of these questions.

## Q. How did a minor in gender studies impact your professional development?

A. Having a background in gender studies completely prepared me for my current line of work. I am the communications and outreach coordinator for the Institute for Women's Policy Research, a nonprofit think tank in Washington, D.C., that specializes in policy recommendations specifically geared toward solving problems for women and families.

I use the theoretical framework I learned in my classes on a daily basis as I craft communications that elucidate the specific importance that issues such as Hurricane Katrina, paid sick days, and social security have for women. It's incredibly empowering and exciting to experience a direct link between my courses at IU and my professional work.

I also feel as though I am not alone — that although my institute is small, there are a number of organizations in the District and elsewhere that specifically focus on women and gender issues. While the program at IU offers amazing critical thinking and writing skills to students who are up to the challenge, it can also offer real life practical knowledge in areas that are applicable to real-world jobs.

Gender studies is not just some general liberal arts program, but a field that allows students to

focus specifically on issues that affect both men and women in our every day lives and potentially in our professions if we seek to take that route. I am currently enrolled at George Washington University and will earn my master's in public policy with a certificate in women's studies in December 2010. Comparing notes with my coworkers and with students in my graduate program, I find that I am lucky to have attended a school like IU, where such an extensive and thorough gender studies program exists. Even at schools like GWU, the course offerings in women's studies at both the undergrad and graduate levels are sparse.

Gender studies students at IU are very fortunate to have such a diverse array of options available to them through the program. I only wish I had discovered the program earlier in my undergrad career and had selected gender studies as my major. I am proud to say, however, that my experiences and personal connections with professors and students alike in the Gender Studies Department will remain some of the most significant, forging experiences in my life.

## gender matters

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### COLLEGE OF ARTS AND SCIENCES

INDIANA UNIVERSITY  
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# One-on-one with Marlon M. Bailey

## An interview with a new face in the Department of Gender Studies

*In fall 2008, the Department of Gender Studies welcomed faculty member Marlon B. Bailey with a joint-appointment to Gender studies and African American and Diaspora Studies. During his busy first year on campus, he took time to talk with us about his passions.*

### Why did IU Gender Studies appeal to you?

I think the main thing is the program's emphasis on gender as a category of analysis, an approach that doesn't see the category of woman as the metonym for gender, but instead, the socializing function and the theoretical usefulness of gender. I'm interested in the way in which we can think about other genders and gender formations, transgender, masculinity, femininity, and the intersections of race, class, and gender.

My training is in African American studies with an emphasis on gender and sexuality. Similar to how African American Studies programs are moving to focus more on the African Diaspora, women's studies departments across the country are in this transitional period, moving from a specifically women's studies paradigm — just in title alone, and I think the title reflects the curricular and the research emphasis of the department — to a women and gender studies paradigm.

When I applied for the job and interviewed here and in my first year, IU Gender Studies was the only program of its kind in the country. Since then, Arizona State has inaugurated a gender studies program. When I looked at the work that the faculty members here do, I saw that there was a strong emphasis on the study of masculinity, sexuality, and transgender subjects. These emphases really interest me and intersect with my own work.

### How do you see your own work shaping our program and the field?

Well, in a lot of ways indeed. My expertise is in gender, sexuality, and race, broadly speaking. And I'm an ethnographer, so I specifically look at gender and sexual communities that are marginalized, through a performance ethnographic lens. Thus, I think I bring new perspectives on these dimensions to the department, especially because I focus on black gender and sexual marginals in urban spaces.

As a performance ethnographer, I theorize through performance, as well as use performance as a method of data collection and interpretation. I think about the intersections of performance and everyday

life, as well as performance and theatricality and how either re-inscribes race gender and sexual norms, as well as disrupting them. I'm interested in how people use performance to contest norms and contest oppression and to create lives for themselves within and/or outside dominant notions of race, gender, and sexuality. In addition, I do work on HIV/AIDS, and that is a dimension in this department that I definitely bring.

In general, I am always very much interested in the intersections of research, activism, and artistry. I'm an artist, I'm an activist, and I am a researcher, so I bring

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**“ I always tell my classes that we're not just sitting around talking about race, gender, sex, and sexuality just for the sake of it. It really affects our lives... ”**

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those things together. I think that this is an important point because I'm really striving to draw links between what we do here in the academy and what's happening in everyday lives. I see a superficial separation, but in reality there is no separation. It is my goal to bring those two together so that people understand that there is a world around us and within this space that is dealing with these struggles, particularly social crises such as AIDS.

### What are your impressions of IU students—undergraduate and graduate?

The students here are different from where I earned my doctorate, which was the University of California, Berkeley. Mind you, I have taught at a variety of institutions such as Macalester College, the University of Michigan at Flint, the University of Kentucky, and others, but this experience here is turning out to be different.

I am excited about what I think are students who are prepared. I've been impressed with the writing and the excitement that some of the students exhibit in classes

where I talk about race and sexuality. This year, more students in my classes demonstrate a willingness and interest in thinking critically about gender and sexuality, more so in our Gender Studies Department.

In some cases last year but more so this year, I was impressed with those students who demonstrate experience in gender studies so that when I say things like 'heteronormativity,' they're not looking at me like 'what is that?' This year, a good portion of my students are majors or minors, so it's a different classroom.

I am also very impressed with the graduate students. They give me an opportunity to feel like we're more engaged in a collaborative pedagogical process, which I try to integrate in all my classes. When I think about teaching, I have a common denomi-



Marlon Bailey

nator, an undergirding principle of social justice, but the ways in which I enact it differ from undergraduate to graduate. I see the classroom as a space of self evolution, self actualization, and thinking critically about the world in which we live. In this way, at least I can contribute to students and the social justice pursuits in their own lives, if they have them.

### What are your current research projects?

I have two big projects going right now. First and foremost, I have to finish my book on ballroom culture. *Butch Queen Up in Pumps: Gender, Performance and Ballroom Culture in Detroit* is under advanced contract with the University of Michigan Press.

Though my research site is primarily Detroit, Mich., the ballroom community is a large network of black and Latina/o queer people across the country, even in Toronto, Canada, so I constantly engage with Detroit but also with the larger community. I also currently theorize about HIV/AIDS and its disproportionate impact on black

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# meet our grad students

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## Aleta Baldwin

• BA 2006, Women's Studies, University of Nevada, Las Vegas

**Admitted:** 2007

**Areas of Interest:** sex workers and labor, consumption culture, queer theory

**Concentration:** sexualities, desires, and identities

Baldwin is a second-year PhD student in gender studies with a minor in human sexuality. She graduated *magna cum laude* from the University of Nevada Las Vegas with a degree in women's studies. Broadly, her research focus is female sexuality, specifically narratives of female sexuality in new media, and the relationship between desire, identity, and the marketplace. She has previously presented research on the sex workers' rights movement at the National Women's Studies Association conference in 2006 and at the Pacific Sociological Association meeting in 2007.

## Yu-Ying "Lauren" Hu

• BA 2002, foreign language and literature, National Taiwan University

• MA 2005, foreign language and literature, National Taiwan University

**Admitted:** 2006

**Areas of Interest:** lesbian identity and queer youth culture in contemporary Taiwan; structural contingencies of the butch/femme aesthetic; various modes of critical analysis, including queer theory, deconstruction and psychoanalytic theory

**Concentration:** sexualities, desires, and identities

Yu-Ying Hu is a third-year PhD student. She is an international student coming from Taiwan. She holds a BA and MA degree from National Taiwan University. Her MA thesis focused on queer theories and politics, female masculinity, and butch-femme aesthetics. She is now starting a dissertation project focused on examining the way in which the conceptualization of gender and sexuality in Taiwanese society has been shaped and reshaped by Taiwan's political modernization and cultural globalization. She will conduct her fieldwork on a Taiwanese local lesbian community, which is distinguished by its members' gender roles and has prospered and caught great public attention in recent years. It is thus a crucial site where ideologies concerning gender and sexuality are revealed. She will investigate mass media as a major means that initiates and mediates global-local encounters in Taiwanese culture and society.



*Gender Studies class of 2008 graduate students (left to right): Kathryn Thompson, Allison Vandenburg, Katherine Schweighofer, and Jenna Basilier. At right, second-year graduate students (left to right) Nicholas Clarkson, Aleta Baldwin, Aimee Shand, Joselyn Leimbach, and Betsy Jose.*

## Bradley Lane

• BA 2001, English, Lambuth University

• MEd 2005, language, literacy and culture, gender studies, Vanderbilt University

**Admitted:** 2006

**Areas of Interest:** sexuality and the body in contemporary visual culture; cultural politics of 20th century sexuality; feminist and queer pedagogy; new media, popular culture, and the arts

**Concentration:** cultural representations and media practices

Lane researches contemporary feminist and queer visual cultures, as well as the cultural politics of American sexuality. At Indiana University, he regularly offers classes on the intersections of sexual politics and cultural production. This year, his courses include G205 Photography, Film, and the Body; G205 Sex Crimes and Punishment; and G205 Feminist Sex Debates. He has essays forthcoming in *Trans/Scripts: Queer Grads Reading Culture* (Rowman and Littlefield, 2009) and *Sexing the Look: Sexualized Imagery in Popular*



*Visual Cultures* (Cambridge Scholars Press, 2009) and has also served as a contributor to *LGBTQ America Today*. Previously, Lane served as a lecturer in women's and gender studies at Vanderbilt University, where he taught courses on LGBT studies and queer theory. His dissertation project concerns the visual representation of sexual perversion, particularly through the figure of the sexual predator.

## Joselyn Leimbach

• BA 2004, interdisciplinary studies (women's studies minor), Miami University

• MA 2007, women's studies, San Diego State University

**Admitted:** 2007

**Areas of Interest:** representations of lesbian of color in lesbian films, race and representation

**Concentration:** cultural representation and media practices

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# Grad students

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## OF NOTE:

Christina Clark, BA'04, received the Governor's Award for Tomorrow's Leaders and was honored by the Indiana Humanities Council on Dec. 16, 2008.

Leimbach is examining the representation of lesbians of color in English-language lesbian films. Her interests include feminist and queer theory, race relations within socio-political borders, and film studies. Previously she was assistant editor of the *Journal of Lesbian Studies* and has contributed to *The Encyclopedia of Race and Racism* (2007) and the *Encyclopedia of North American Sport* (forthcoming). She received her master's degree in women's studies from San Diego State University, where she acted as a guest lecturer. While there Leimbach investigated the treatment of black lesbians in American mainstream film and has presented her findings at the Pacific Southwest Women's Studies Association annual conference and the National Women's Studies Association Conference.

## Cierra Olivia Thomas-Williams

• BA 2005, anthropology and sociology, gender studies minor, Eastern Oregon University

**Admitted:** 2006

**Areas of Interest:** representations of women of color in *Cosmopolitan* as these intersect with ideas about *Cosmo* as a post-feminist text in global circulation; transnational feminisms as they intersect with theories of the black diaspora; feminist theory and activism; LGBT studies; and comparative critical theories.

**Concentration:** cultural representations and media practices

Thomas-Williams is a member of the indigenous peoples of Native Northern California, Miwok of the El Dorado, and is a single mother of twin 5-year-old girls. Thomas-Williams joined the inaugural class of the nation's first Gender Studies PhD Program at IU Bloomington in 2006 as the IU

Diversity Scholar. In 2008 she was admitted to the American Studies PhD Program and is working toward a combined PhD in gender studies and American studies. Her courses include G102 Representations of Black Women in Popular Culture

## Bailey

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queer youth and black queer communities at large, and how this community uses performance to critique and withstand the epidemic and its attendant discourses that pathologize black queer sexuality.

My next book will explore how we can approach HIV/AIDS, particularly its impact on communities of color from what I refer to as a 'performance praxis.' In other words, how can we use performance and think of it as critique, as well as a strategy of prevention and survival. I will also delineate the ways that performance theory can reveal some of the social and psychological dimensions of the impact of the epidemic. I argue that, in general, the kind of homophobic and heterosexist underpinnings of a lot of HIV/AIDS-prevention discourses would have the group not have sex at all, and that's an untenable condition. That's my second project, but I need to get this ballroom book off my desk first.

## What course are you most looking forward to teaching in the near future?

Next semester I'm teaching Gender and Sexuality in Black Culture. It is an upper-level undergraduate course. I taught a similar course at the University of California, Santa Barbara. I'm really excited about the topic because I'm hoping to get more diversity in my classes. I would like more African American and other students of color to be in this class, and I'm hoping that the title will encourage a variety of people to take it. I have a percentage in African American African Diaspora Studies, which means that I teach one class that's offered out of AADS, but it's also going to be

and G101 Gender, Culture, and Society. Thomas-Williams has contributed to the academic journals *Callaloo* and *'emispherica* and to *On Campus with Women*, a publication of the Association of American Colleges and Universities, in a special issue entitled *Visibility and Invisibility: LGBTQ Students on Campus*. She is one of the 2007 Friends of the Kinsey Institute grant recipients for collaborative research on sexuality with Professor Lessie Jo Frazier for research on sexual citizenship in *Cosmopolitan* magazine.

cross-listed with the Gender Studies Department. I think that we don't talk and think critically enough about gender and sexuality within black communities, particularly in the age of AIDS. My first graduate class here was the Cultural Politics of HIV/AIDS, and so at the undergraduate level, I wanted to expand it to deal with gender and sexual relations overall within blackness.

## Is there anything else that you wanted to add about gender studies at IU and the students in the program?

I'm excited to be here; I'm excited about our PhD program and the PhD program in AAADS. And I really hope that my presence here will attract students of color so to create a more diverse student body within the Department of Gender Studies. Hopefully, people will feel comfortable coming to gender studies and taking a class or joining the department, particularly understanding that the coursework and the knowledges that they get in this department will serve them in a variety of ways. I just had a student e-mail me saying that after taking my sexual politics class, he realized how salient the intersections of race gender and sexuality are in everyday life, and he wants to take this into account as he applies to law school. I always tell my classes that we're not just sitting around talking about race, gender, sex, and sexuality just for the sake of it. It really affects our lives, and we live in and through these vectors of power every day. So I hope that more students of color will feel welcome to join the department and feel that the knowledge will contribute to their careers and lives.

Want to know more?  
Register for an  
IU Gender Studies  
Department course.

Visit [www.indiana.edu/~gender](http://www.indiana.edu/~gender).

# faculty matters

• **Maria Bucur** (*Interim Chair, Gender Studies, Associate Professor in History, John V. Hill Chair in East European History*) focuses on European history in the modern period, especially social and cultural developments in Eastern Europe, with a special interest in Romania (geographically) and gender (thematically). She began her intellectual journey by investigating the ways in which cultural producers and social policy makers tried to engineer the future during the first half of the 20th century. This led to publication of her first book, *Eugenics and Modernization in Interwar Romania* (2002). She moved on to examine how various local communities and official state institutions in Eastern Europe tried to engineer the past, by constructing representations of wartime violence through monuments and commemorative processes. This project resulted in the forthcoming *Heroes and Victims: Remembering War in Twentieth-Century Romania*. Bucur is also co-editor of *Gender and War in Twentieth-Century Eastern Europe* (2006) and the journal *Aspasia*, an international yearbook of Central, Eastern, and Southeastern European women's and gender history. She coordinates the women's and gender history network for the European Social Science History Conference, which will be held in spring 2010.



Maria Bucur

• **Lessie Jo Frazier** (*Assistant Professor of Gender Studies, Adjunct Professor of Anthropology, Cultural Studies, and History*) researches and teaches about political culture in the Americas. She is particularly interested in the intersection of cultural studies theories of power, subjectivity, and ideology with questions of political economy. She has published on gender, nation-state formation, human rights, mental health policies, memory, poetics, activism, and feminist ethnography. Frazier is currently writing a book on gender, sexuality, and political culture in Chile; a co-edited volume on gender and sexuality in a global 1968; as well as articles on Cold War POWs and masculinity



Lessie Jo Frazier

(using film and oral history), and amnesia as a paradoxical form of agency (using queer theory). Frazier's teaching includes courses on transnational feminisms; gender, race and the erotics of imperialism; gender and sexuality in Latin America; theories of gender and sexuality; feminist perspectives on warfare and militarism; methodology; and gender and human rights. She is the author of *Salt in the Sand: Memory, Violence and the Nation-State, in Chile, 1890-Present* (Duke 2007) and co-editor of *Gender's Place: Feminist Anthropologies of Latin America* (Palgrave 2002) and *Love-In, Love-Out: Gender, Sex, and Sexuality in 1968* (forthcoming 2010 with Palgrave). Her research on political cultures of the Americas has focused on Chile and Mexico. On Chile, she is currently writing *Desired States: Sex, Gender, and Political Culture*. On Mexico, her collaborative research with Dr. Deborah Cohen has resulted in "Defining the Space of Mexico 1968: Heroic masculinity in the prison, and women's participation on the campus and street" (*Hispanic American Historical Review*, 2003) and a book project extending that work on 1968 and its legacies in Mexican political culture.

• **Sara L. Friedman** (*Associate Professor of Gender Studies and Anthropology*) studies the relationship between political processes and intimate life in China and Taiwan. Her first book, *Intimate Politics: Marriage, the Market, and State Power in Southeastern China* (Harvard UP 2006), looked at how China's socialist regime sought to produce new socialist citizens by transforming intimate practices associated with marriage, labor, bodily adornment, and same-sex networks. She then went on to study how cross-cultural analyses of intimacy and sexuality challenge norms rooted in Euro-American cultures. Through an analysis of transnational film circuits, she asked whether same-sex intimacy is always perceived as sexual or whether more varied frameworks exist cross-culturally for interpreting and experiencing intimacy outside of sexual identity. Friedman is currently completing a multi-sited project that explores changing conceptions and practices of citizenship in the China-Taiwan region. Her manuscript in progress, *Exceptional Citizens: Chinese Marital Immigrants, Contested Borders,*



Sara Friedman

and *National Anxieties Across the Taiwan Strait*, examines the identity and citizenship struggles of Chinese marital immigrants in Taiwan and shows how the intimate lives of those in transnational marriages are permeated by the effects of broader political tensions. In the Gender Studies Department, Friedman teaches *The Politics of Marriage; Cross-Cultural Gender Formations; and Gender, Labor, and Globalization in East Asia*, as well as anthropology courses on immigration and citizenship, subjectivity and power, and contemporary Chinese societies.

• **Jennifer E. Maher** (*Senior Lecturer in Gender Studies*) has completed a PhD in English and modern studies from the University of Wisconsin-Milwaukee. She was previously a visiting assistant professor at the University of Wisconsin where she taught courses in Popular Culture, American Women's Literature, Third Wave Feminism, and Gender and the Body. Her most recent essay was published in the NYU Press anthology *Reality TV: Remaking Television Culture* (2004) and her most recent work of fiction was published in Seal Press' *Secrets and Confidences: The Complicated Truth about Women's Friendships* (2005). She is a frequent contributor to *Bitch: A Feminist Response to Popular Culture*. Her most recent essay was published in *Black Camera* (spring 2008). At IU, Maher's area of expertise covers gender and popular culture; second- and third-wave feminism; gender and the body; and modern memoir. She is currently at work on a larger project focused on representations of the teacher-student relationship in popular culture for which she has received two Kinsey Research grants.



Jen Maher

• **Fedwa Malti-Douglas** (*Martha C. Kraft Professor of Arts and Sciences, Gender Studies and Comparative Literature, Adjunct Professor of Law*) was awarded the 1997 Kuwait Prize for Arts and Letters from the Kuwait Foundation for the Advancement of Sciences and elected a member of the American Philosophical Society in 2004. The IU Student Association named her one of Indiana University's Outstanding Teachers. She is also the recipient of the 1998 Distinguished Scholar Award from the Indiana University

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## Faculty

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Office for Women's Affairs, and the Distinguished Faculty Research Lecture Award for IUB in 2000. She received her BA from Cornell University in 1970 and her PhD from UCLA in 1977, with graduate study at the Ecole des Hautes Etudes et Sciences Sociales in Paris. She has taught at the University of Virginia and the University of Texas, Austin, where she directed the Program in Comparative Literature and Rockefeller Foundation Humanities Residency Institute. A former researcher at the Centre National de la Recherche Scientifique in Paris, Malti-Douglas has been a faculty member at the Salzburg Seminar in Salzburg, Austria and a resident fellow at the Bellagio Study and Conference Center on Lake Como, Italy. She has received numerous grants and was senior fellow at the Society for the Humanities at Cornell University in the fall of 1993. Her recent books include: *The Starr Report Disrobed* (2000), nominated by Columbia University Press for the Pulitzer Prize; *Medicines of the Soul* (2001); *Power, Marginality, and the Body in Medieval Islam* (2001); *Between Tradition and Postmodernity* (2003, in Arabic). In addition, she authored two novels, *Hisland* (1998) and *The Bush-Saddam Tapes* (2008). Most recently, Malti-Douglas was editor-in-chief of the four-volume *Encyclopedia of Sex and Gender* (Macmillan Reference, 2007). Her latest book, *Partisan Sex: Bodies, Politics, and the Law in the Clinton Era*, is under contract with Peter Lang in the Series, *Major Concepts in Politics and Political Theory*.

• **Richard R. Wilk** (*Professor of Gender Studies and Anthropology*) directs the Food Studies Program. With a PhD in Anthropology from the University of Arizona, he

has taught at the University of California, Berkeley; University of California, Santa Cruz; New Mexico State University; and University College London, and has held fellowships at Gothenburg University and the University of London. Two Fulbright fellowships and grants from the National Science Foundation and many other organizations supported Wilk's research in Belize, the U.S. and West Africa. He has also worked as an applied anthropologist with UNICEF, USAID, USDA, Cultural Survival, and a variety of other development organizations. Most recently he testified in several important Indian land tenure cases in the Belize Supreme Court. His initial research on the cultural ecology of farming and family organization was followed by work on consumer culture and sustainable consumption, energy consumption, globalization, television, beauty pageants and food. Much of his recent work has turned towards the history of food, the linkages between tourism and sustainable development, and the origin of modern masculinity. His publications include more than 125 papers and book chapters, a textbook *Economic Anthropology*, and several edited volumes. His most recent books are *Home Cooking in the Global Village* (Berg Publishers), *Off the Edge: Experiments in Cultural Analysis* (with Orvar Lofgren, Museum Tusulanum Press) and *Fast Food/Slow Food* (Altamira Press).

• **Jennifer Shaw** (*Visiting Lecturer in Gender Studies*) received her PhD from the



Richard Wilk

Department of Women's Studies at Emory University and has been a visiting assistant professor both at Emory and The Ohio State University. Her teaching and research interests include visual culture, feminism and science, critical theory and sexuality studies. She has forthcoming publications in *ThirdText* and *Body & Society*. Her current work examines the impact of anatomical illustrations on the modernization of pregnancy and reproduction.

• **Kimberly A. Williams** (*Visiting Lecturer in Gender Studies*) currently teaches courses on sex, gender, and the body, transnational feminist and queer theories, gender and world politics, and gender, sexuality, and popular culture. The recipient at the University of Maryland of an award for Outstanding Teaching Assistant and of a Center for Teaching Excellence grant for a workshop on feminist interdisciplinary pedagogies, Williams's research interests include: gender and global restructuring, feminist theories of nationalism, militarization and globalization, transnational and postcolonial feminist theories and movements, U.S. foreign policy, and cultural, media and performance studies. Her current project interrogates the gendered, heteronormative, and racialized discursive configurations that constituted the framework of U.S./Russian relations between the demise of the Soviet Union in 1991 and the U.S.-led invasion of Iraq in 2003.

• **Melissa Stein** (*Postdoctoral Fellow in Gender Studies*) received her PhD in history at Rutgers University, New Brunswick, specializing in African-American and gender history. While at Rutgers, Stein was head research assistant at the Center for Race & Ethnicity, a graduate fellow at the Institute for Research on Women, and an Excellence Fellow at the Institute for Health, Health Care Policy, and Aging Research. Her publications include essays on "Race as a Social Construction" and "Class" in *Black Women in America* (Oxford University Press, 2005), and "Misogyny" in *The Encyclopedia of Women in World History* (Oxford University Press, 2007). Her current project, "Embodying Race: Gender, Sex, and the Sciences of Difference, 1830-1934," is a gendered analysis of scientific racism in 19th- and early 20th-century America that traces biomedical constructions of citizenship, investigates the relationship between racial science and sexology, and examines scientists' responses to racial violence. Her teaching and research interests include the body, racial thought, sexuality, U.S. cultural and intellectual history, African-American history, women's and gender history, and the history of science and medicine.

## Welcome new staff member Kristin Brand

In September 2007 we welcomed Kristin Brand to the Department of Gender Studies. Brand replaced Cindy Stone as department administrator. Her previous positions include administrative assistant to the chair of political science and most recently training coordinator for Financial Management Services, a position she held for more than two years, working with support and professional staff across the various Indiana University campuses. Brand's responsibilities for the Department of Gender Studies include account management and reconciliation, department management, and course scheduling. Brand resides in Bloomington with her husband, Dale and her daughter, Bailey, who is an IU sophomore majoring in criminal justice.



Kristin Brand

## Multi-Douglas edits four-volume *Encyclopedia*

Were it not for Steve Wheatley, vice president of the American Council of Learned Societies, on whose board I was an officer, I would not be writing these words today. The annual spring meeting of the ACLS brings together representatives of learned societies, officials of various universities, publishers, and funding organizations. Nathalie Duval, attending the meeting as a representative of Macmillan Reference, asked Wheatley who among the enormous group of scholars in the hotel ballroom might be capable of undertaking the position of editor-in-chief for an *Encyclopedia of Sex and Gender*.

Before I knew it, Duval was inviting me to be editor of the project. And what a task it was! It encompassed the entire world and a range of subjects that moved from demography to pin-ups, from the Ancient World to our own century, from the United States to India and China.

I looked at the *Encyclopedia* as a project that could find no better home than Indiana University with its strong Department of Gender Studies and — equally important — with the presence of the Kinsey Institute for Research in Sex, Gender, and Reproduction. On different occasions, I visited the Museum of Sex in New York City, whose director had been associated with the Kinsey Institute. At these meetings, I always

mentioned the Kinsey Institute.

My position was a multi-year task of editing articles, writing an introduction and several articles, as well as managing and facilitating the eventual publication of the four-volume work.

I was fortunate to meet, along with some Macmillan editors, with the colorful and vivacious Dr. Ruth Westheimer. We spent almost an entire afternoon in her Manhattan office. She was generous to the extreme, offering us and signing copies of her books. The most important effort, however, was to convince Dr. Ruth to write a preface that would appear in the first volume. She accepted our invitation for a preface, but also wished to write an entry in the *Encyclopedia*, an offer I was only too quick to accept.

How did Indiana University benefit directly from this four-year multi-volume work? First, there were the generous people whose names appear on the cover, along with mine: Jamsheed Choksy, professor of Central Eurasian studies; Sumie Jones, professor of Japanese and comparative literature; and Liahna Zhou, of the Kinsey Institute Library. In addition, 29 Indiana University scholars (out of a total of 415 contributors), ranging from senior faculty members to advanced graduate students, were involved.

The *Encyclopedia*, thus, brought enormous visibility and experience to scholars

at all levels of the university. It was perhaps most valuable for junior faculty and advanced graduate students, for whom it provided inestimable research and writing experience along with publication opportunities. The *Encyclopedia* reached beyond the College of Arts and Sciences to the School of Law—Bloomington and the Kinsey Institute.

I am very grateful to Nathalie Duval and Macmillan publishers for giving me an opportunity to compile a truly interdisciplinary work. I am certain that whatever page a reader opens in the four volumes, he or she is sure to find something exciting to read.

A very personal addendum: I sent the four volumes to my mother-in-law (who has been over the years a source of friendship and generosity). She called me the night she received the package to tell me how shocked she had been to find an entry on Dante. I was, needless to say, shocked at her shock. I gently informed her that the area of sex and gender has been present from time immemorial. After all, I added, what is the story of Adam and Eve about?

So, kudos to IU and its first president, Herman B Wells (still missed), whose incredible vision for and ceaseless support of the Kinsey Institute opens doors for those of us whose research involves sex and gender.

— Fedwa Malti-Douglas

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## New seminar: Gender & Citizenship in the post-Cold War World

Hosted by the Institute for Advanced Study, the “New Knowledge Seminar: Gender and Citizenship in the post-Cold War World” explores the institutional and cultural shifts that have shaped citizenship regimes from a gender perspective in different world regions since the fall of communism and the end of the Cold War.

The seminar brings together gender studies core and affiliated IUB faculty (Purnima Bose, Maria Bucur, Sara Friedman, Colin Johnson, Brenda Weber, Sarah Phillips, Beate Sissenich, and Susan Williams) and international scholars interested in exploring gender and citizenship in new kinds of transnational and comparative ways (Agnieszka Graff, Warsaw University, Poland; Francisca de Haan, Central European University, Budapest; Lynne Haney, New York University; Mihaela Miroiu, National School for Public Administration, Bucha-

rest, Romania; and Michele Rivkin-Fish, University of North Carolina, Chapel Hill). Six closed sessions will be held throughout the semester. Guests will also give public talks on gender topics.

Although the study of citizenship is well established in many disciplines, rarely have scholars of citizenship engaged with questions of gender in a systematic and meaningful manner. The time is ripe to develop such a conversation, especially in the wake of collapse of communist regimes and their citizen-making projects.

A key issue is to generate new ways to enable the participants to identify broad shifts we have seen vis-à-vis gender and citizenship since the end of the Cold War, and how such shifts are manifested in specific national and local contexts.

Invited participants from outside IUB have been selected with these questions in

mind. These scholars — a multidisciplinary group representing sociology, anthropology, history, and history of philosophy — are conducting cutting-edge research in Europe and especially the post-communist countries of the former Soviet bloc. Their perspectives will help bring into relief what aspects of citizenship and gender regimes are comparable across geographical and political boundaries.

Through the seminars, participants will refine their own approaches to specific research inquiries while benefiting from rich interdisciplinary conversations and collaborations. We expect broad areas of inquiry to include the ways citizenship is mediated discursively, spatially, and legally/institutionally in particular historical, cultural, and political contexts, and how these mediations variously involve questions of gender.

# Staff member Q&A

## Get to know Arnell Hammond, Undergraduate Academic Advisor

### Why did you choose to come to Indiana University?

I moved to Bloomington with my son in 1993 to begin work on a doctorate in higher education and student affairs. Soon afterward, I began working in the University Division as an academic advisor to fulfill the assistantship requirement for my degree program. I really enjoyed my work there, and before I knew it, 10 years had flown by!

I left Bloomington in 2004 for Greensboro, N.C.. While there, I directed the academic advising and testing programs at Bennett College for Women, a small, historically-black institution. That experience taught me to be more aware of the emotional and non-academic issues faced by college students as they persist toward graduation. I was reminded of the importance of treating each individual I encounter with respect, kindness, and compassion. It's true that you never know a person's experiences or challenges.

Now, back at IUB, I advise students in the Gender Studies, Latino Studies, and African American and African Diaspora Studies departments. I truly consider the work I do to be a labor of love. I want to give my best to each of the students I work with, and, in return, I expect my students to bring respect, maturity, and a sense of purpose to their partnership with me.

### How would you describe the experience of working with undergraduate students in Gender Studies?

The students I work with, by and large, are strong academically. They are curious, sensitive, interesting, and aware. Issues of equality, social justice, and self-discovery seem important to them. They're engaged intellectually. Some of the most interesting discussions I have had as an advisor have been with students in Gender Studies. They are a joy to work with, and it is an honor to hear their stories. I see my role in academic advising as a teacher, counselor, and resource/support person, and I want to be able to help my students with more than just choosing classes.

### What reasons do students bring up a for enrolling in gender studies courses?

Many students discover the discipline by accident. They may enroll in a gender studies course upon the recommendation of a friend or an academic advisor or because it fulfills a particular degree requirement. Often students end up liking that one course so much they keep taking courses and eventually discover they've taken enough for a major or minor. Some students pursue a gender major or minor because they find the courses a safe place to explore personal and political issues of identity, community, and culture. Others believe the topics they study fit well with their career goals, personal interests, and aspirations.

### Do you have any examples of students changing their educational course on the basis of having taken classes in this department?

I think this happens with college students all the time. Empirical evidence shows that upwards of 80 percent of students change their initial college major at least once during their college career. It's common for a student to enter college certain that he or she wants to major in business or biology, for example, but change his or her mind after taking actual business and biology courses. So, I always try to ease students' worries that they'll fall "behind" if their interests change and they decide to major in something else later on down the line. I tell my students that finding a major, as well as learning good study and time management skills, is an ongoing,



*Hammond in her office*

developmental process and that if they're not doing well or don't like certain courses, or they're dropping courses or not passing them, that's when they'll fall "behind."

One of the best things about attending IUB is the variety of courses available to students. The way the bachelor's degree is set up currently by the College of Arts and Sciences, students must complete a certain number of general education courses outside their major. These courses add breadth and depth to overall knowledge and enhance expertise in majors and minors. So, for example, someone who doesn't like science that much is exposed to it as part of a broad, liberal arts education.

Absolutely, classes in Gender Studies expose students to new ideas, issues, people, and experiences. I think students like these classes because they learn to think outside the box. Since it is an interdisciplinary field, Gender Studies pairs well with almost any other discipline, and students can major, double major, or minor in it. Common double majors or minors undertaken by students across IU are anthropology, biology, business, communication and culture, criminal justice, English, human development, human sexuality, journalism, music, political science, psychology, sociology, telecommunications, and theater.

### Are there any current students whose work stands out in your opinion?

There are many gender studies majors and minors who are doing wonderful and interesting things. As I mentioned earlier, I think students who major in gender studies are often socially aware, politically active, and intellectually engaged. They worked for various political candidates during the recent elections, volunteer at Middle Way House and the Kinsey Institute, advocate for children and families through programs sponsored by local government, organize activities through OUT, the Women's Student Association, and other campus groups, participate in local theater and the arts, counsel victims of sexual assault and domestic violence, coordinate diversity education programs for the residence halls, sit on various campus boards and committees, and give their talents to many other causes and extracurricular activities. For example, one student is working on a history of LGBTQ people at IU and in the Midwest for his senior honor's thesis. Others are preparing for the big Midwest Bisexual Lesbian Gay Transgender Ally College Conference scheduled for February 2009 at IU.

1970s

**Ava L. McCall**, MS'74, PhD'87, is a professor and department chairwoman in the curriculum and instruction department of the University Wisconsin-Oshkosh. She teaches social studies methods and has more than 20 publications focusing on integrating a multicultural, social reconstructionist approach to teaching, including the book *Teaching State History: A Guide to Developing a Multicultural Curriculum*. In 2007 her chapter "Struggles and Possibilities of a Feminist Department Chair" appeared in volume two of the monograph *Transforming the Academy: Struggles and Strategies for Women in Higher Education*, published by Greymill. She and her partner, David Calabria, MS'84, live in Oshkosh.

1990s

**Anne M. Binhack**, Cert/BAJ'96, is a senior customer insights researcher for Yahoo! Inc. She lives in San Mateo, Calif.

2000s

**Lee A. Jourdan**, BA'02, is the executive director of Girls Inc. of Monroe County. She was formerly the associate development director for Big Brothers Big Sisters of South Central Indiana. Jourdan lives in Bloomington.

**Stacy M. Fass**, BA'04, lives in Chicago, where she organizes fundraising events for the Foundation Fighting Blindness's Midwest region. In 2007, she was appointed national associate director of events. Fass writes that she travels weekly and can be reached at stacyfass@gmail.com.

**Monique E. Quijada**, BAJ'05, is a registered assistant for the financial planning firm Third Millennium Money Inc. in Scottsdale, Ariz. She married Jonathan D. Rolfsen, BS'05, on Oct. 2, 2006. The couple lives in Phoenix.

**Sarah E. Smith**, BA'05, lives in Indianapolis. In May 2007, she married Matthew J. Rubin, BS'05, who works as business development manager for IU Research and Technology Corp. in Indianapolis.

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