

The Graduate Consortium in Women's Studies



2003 – 2004 ANNUAL REPORT

“In 1975, no one imagined that there would be doctoral degrees in women’s studies in 2001. In thinking about the future of women’s studies we need to consider what cannot happen in the disciplines. The field of women’s studies is very complex and there is strong desire for interdisciplinary community. I like the term *transdisciplinary*.

-- Sue Lanser, Chair of the Women’s Studies Program, Brandeis University

Prepared by: Mary Ballou, Anne McCants, and Andrea Powell

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Executive Summary

As the Graduate Consortium in Women's Studies prepares for, and looks forward to, its first move since its inception over a decade ago to a new institutional home at the close of the coming academic year, it has been, not surprisingly, a year for close reflection on where we have come from and where we would like to be headed. What were our original goals? Have they been met, or are they in progress? Do we want to modify them for the future? As this report will make clear, we are indeed very pleased with the curriculum we have offered to date, and there is no doubt that the Consortium has fostered collegiality among the faculty at its member institutions. Nevertheless, there remains much scope for expansion of the latter. To that end we have extended an offer of admission into the Consortium to two area universities this year, Simmons and the University of Massachusetts (UMASS), Boston. Simmons will become a full participant in the Consortium as of the Fall 04, and negotiations for membership are currently underway at UMASS Boston. We have already begun to reap the rewards of expanded collegiality with faculty at both of those institutions.

While our course offerings of necessity reflect the individual and collective passions of our faculty, we do see areas which have been underrepresented but are worthy of future cultivation. In particular, we have spent this year thinking hard about the ways in which the Consortium can contribute to the teaching of and understanding about feminist activism. What role can or should the academic community play in activist movements, and how do we foster dialog between our students, ourselves, and our activist colleagues outside of the academy? How can we respond to the events of our world, be they local, national, or global, and incorporate the needs of the present with the study of ideas, history, culture, institutions, and/or the theories employed by scholars to study those things? We are especially pleased in this regard to have begun thinking seriously about the issues of human trafficking and violence against women, two of the more pressing global issues for women's welfare. Furthermore, we have also directed our particular attention to the connections between women's studies and science and engineering education, again with an especial interest in the ramifications of such education for women's health and well-being. We hope to move forward with new courses in both of these areas in the years just ahead.

2003-2004 Board Members

Kalpana Seshadri-Crooks, Boston College
Dian Fox, Brandeis University
Bradley Epps, Harvard University
Suzanne Grant-Lewis, Harvard Graduate School of Education
Nancy Cott, Radcliffe Institute for Advanced Study
Anne McCants, Massachusetts Institute of Technology
Mary Ballou, Northeastern University
Marya Dantzer-Rosenthal, Northeastern University, Student representative
Ina Baghdiantz-McCabe, Tufts University

2003 –2004 Advisory Board

Joyce Antler, Brandeis University, Mother Board
Laura Frader, Northeastern University, Mother Board
Christina Gilmartin, Northeastern University
Sharlene Hesse-Biber, Boston College
Debra Kaufman, Northeastern University
Ruth Perry, Massachusetts Institute of Technology
Modhumita Roy, Tufts University

Mother Board and Past Faculty

The ‘Mother Board’ consists of the founding feminist intellectuals who conceptualized and brought the GCWS into existence. We continually rely on their institutional knowledge, insight, and expertise in feminist scholarship to push us forward. Over the past year, they have been a tremendous asset in the development of new courses and in the expansion of membership to new universities. We have also had the occasion to call upon past and present faculty in the exploration of new course ideas while remaining true to the mission and goals of the GCWS.

Graduate Consortium in Women's Studies

MISSION STATEMENT*

The Graduate Consortium in Women's Studies at the *Radcliffe Institute for Advanced Study* brings together feminist scholars and teachers at Boston area institutions devoted to graduate teaching and research in women's studies and to advancing interdisciplinary women's studies scholarship.

The field of women's studies needs trained teachers and scholars to advance the important developments in women's studies made over the past 25 years. In the 1990s graduate programs in women's studies have emerged, yet they remain small and under-funded and in most cases are bound within conventions of the traditional disciplines. These programs cannot keep up with the number of graduate students seeking advanced training in gender analysis. Women's studies for the twenty-first century needs to develop theory across disciplines and to reconnect theory to practice. A new women's studies agenda must address the shifting global context of women's social and economic lives, the implications of technology and a deteriorating environment, and the interconnected dynamics of gender and power across cultures.

In pursuit of this mission, the Graduate Consortium in Women's Studies—

- provides graduate *courses*;
- promotes faculty development;
- builds intellectual community;
- offers a model of institutional change.

*This mission statement is featured in the 1997-2002 Strategic Plan. Italics mark the words and phrases mark revisions adopted at the May 2001 Board Retreat.

Committees and Charges to Committees

Membership and Expansion Committee

Suzanne Grant Lewis, Carol Hurd-Green

This year, the Membership Committee, along with co-chairs Mary Ballou and Anne McCants, successfully realized the expansion of GCWS to Simmons College. Simmons College begins its official membership in fall 2004. In the history of GCWS, this is the first school to join the Consortium since its inception. As noted in the 2003 Expansion Report, the original intention at the founding of GCWS in 1991-92 was to expand beyond the original six schools after three years. The current expansion serves as a catalyst to move the Consortium forward in its interdisciplinary approach to address class, racism, and elitism. In fall 2003, the Board of Directors voted in favor of expanding the Consortium to three area schools, Simmons College, Boston University, and the University of Massachusetts at Boston. In addition to the new membership of Simmons College, the Consortium is currently in negotiation with UMass Boston for spring 2005.

Community Building and Communications Committee

Ruth Perry, Brad Epps

This year, the Community Building and Communications Committee focused on discussions of creating a stronger feminist intellectual community both within the Consortium and beyond. To this end, a 'Feminist Intellectuals Lunch' hosted in March, served to bring feminist faculty from eight Boston-area schools together to exchange feminist scholarship and to share academic goals. Additionally, the gathering fostered faculty relationships that could bring new courses to the Consortium in years to come. During this lunch, fifty-six faculty brainstormed to develop working teams to explore three central areas of feminist scholarship. Those groups defined themselves as: "Globalization, Immigration, Empire, and Gender", "History of Feminist Future: Un-thought Feminisms", and "Media, Violence, Identity, Race, and Sexuality". These team 'pods' will go forward throughout the upcoming year to establish course proposals, identify new ways to involve the Boston-area academic community in the work of the Consortium, and keep the Consortium on the cutting edge of feminist thought.

Curriculum Committee

Joyce Antlers, Kalpana Seshadri-Crooks, Dian Fox

The Curriculum Committee is responsible for developing new courses for upcoming years, coordinating the activities of the teaching teams, and working with faculty to create stimulating workshops and seminars. Women and Film, Women Activists, Workshop for Dissertation Writers in Women's and Gender Studies, and Feminist Inquiry: Strategies of Effective Scholarship are the four courses created for the upcoming year. In fall 2003, GCWS hosted a workshop titled "Transitions to Civil Society – A Look at Women's Studies/ Women's Rights in Eastern Europe and Latin America" with guest speakers Dr. Svetlana Aslanyan (guest professor from Yerevan Univeristy, Armenia) and Dr. Ester Shapiro (UMass Boston). Throughout the year, the Board of Directors, along with the Curriculum Committee, explored new ways to enhance the Consortium's role in developing feminist activism through its courses and workshops.

*****Andrea: I have added new text in the following. Can you double check?

Finance and Personnel

Anne McCants, Nancy Cott

The Finance and Personnel Committee oversees all budget and personnel matters. They prepare and present the budget to support and host institutions on a regular basis. Their work also

includes hiring and supervising the GCWS staff. At the beginning of this year, the committee worked to reconfigure the job description for the Staff Administrator position, and engaged in a search process to fill the position. Moreover, this committee has worked particularly hard this year at clarifying the financial arrangements of the Consortium with its host, the Radcliffe Institute in anticipation of the conclusion of its current relationship at the close of the 2005-06 academic year.

Memorandum of Understanding (2003 – 2006)

This Memorandum of Understanding sets forth the working framework for collaboration among institutions via the Graduate Consortium in Women's Studies (GCWS) with the support of the Radcliffe Institute for Advanced Study (RIAS). The Memorandum of Agreement currently in effect from 2003 – 2006 is signed by seven member institutions: Boston College, Brandeis University, Harvard University, Massachusetts Institute of Technology, Northeastern University, Simmons College, and Tufts University. It is also signed by the Radcliffe Institute for Advanced Study in its capacity as our host.

Purpose of the Graduate Consortium in Women's Studies

Women's Studies scholarship has significantly altered and enriched American higher education. The Graduate Consortium in Women's Studies has been a pioneering effort that has helped to realize the full potential of this scholarship. It has advanced theoretical inquiry in Women's Studies; strengthened and supported the development of the participating faculty; and enriched the graduate education of future faculty from a range of disciplines.

GCWS provides an institutional context for scholarly collaboration in graduate seminars designed to lead the field of Women's Studies in exciting new directions. Its interdisciplinary focus synthesizes developments in gender studies currently confined to traditional disciplines. Its courses emphasize systematic attention to, among other things, intersections of race, class, ethnicity, sexuality and gender as categories of analysis and as coordinates for policy and practice.

Mission of the Graduate Consortium in Women's Studies

GCWS brings together feminist scholars and teachers at Boston area institutions devoted to teaching and research in Women's Studies at the graduate level and to Advancing interdisciplinary Women's Studies scholarship. In pursuit of this mission, the Graduate Consortium in Women's Studies:

- provides team-taught interdisciplinary graduate seminars
- promotes faculty development
- builds intellectual community
- offers a model for collective scholarship and institutional change

Participants

Currently, there are seven participating institutions in the GCWS:

- Boston College,
- Brandeis University,
- Harvard University (Graduate School of Arts and Sciences, School of Education, and Divinity School),
- Massachusetts Institute of Technology,
- Northeastern University
- Simmons College
- Tufts University

The Radcliffe Institute for Advanced Study participates as the current host.

The participating institutions receive the following major benefits: (1) students who are currently enrolled in graduate programs are eligible to apply for admission to GCWS courses; (2) faculty who are qualified to teach at the graduate level in their own institutions may also qualify to team-teach GCWS courses; (3) faculty and students at participating institutions may take part in workshops and other activities of GCWS. Additional institutions may become members of the GCWS, with the consent of the Board of Directors.

Governance

Overall governance will be provided by a Board of Directors composed of one faculty representative appointed by each of the participating institutions (selected by the institution's Women's Studies program) and one representative of the Radcliffe Institute for Advanced Study (RIAS). The Radcliffe representative will be an individual with a substantive understanding of, and commitment to, Women's Studies who has the background and capacity to contribute fully to the matters that will come before the Board of Directors. Participating institutions agree to acknowledge the faculty members' professional contribution to the Board of Directors with appropriate recognition as committee service.

The Board will act as a collective decision-making body; each board member will serve a three-year term. The Board will elect two co-chairs who will serve staggered two-year terms.

The Board of Directors will make policy and will develop plans for GCWS. The co-chairs will represent the Board in all official business and will provide guidance to staff.

The Board of Directors has full responsibility for the academic policies of GCWS. The Board also has responsibility for carrying out the operations of GCWS in consultation with RIAS.

Consortium Staff Support

The Board of Directors will recommend to the Dean of RIAS an individual to serve as staff administrator of the Consortium. The staff administrator will be a RIAS employee with a strong background in the humanities and/or social sciences, and will preferably hold an advanced degree.

The staff administrator, under the guidance of the Board of Directors, will be responsible for implementing the policies approved by the Board, publicizing GCWS programs, and monitoring costs within authorized budgetary limits.

Since the staff member supporting GCWS works for the Board of Directors, implementing their policies and programs, they will evaluate her/his performance on an annual basis in consultation with a Radcliffe manager. The Board of Directors may appoint a subcommittee to make this evaluation.

Consortium Courses

It will be the responsibility of the Board of Directors to solicit, evaluate, select and schedule courses, and to select the faculty. It is expected that one to three courses will be offered each semester, with each course team-taught by two or three professors from at least two different institutions. GCWS courses will be multi-disciplinary, team-taught, and designed to break new intellectual ground and to advance the field. GCWS courses will be designed for doctoral students; other students, such as master's students or seniors writing honors theses in Women's Studies, may be included with the consent of the admissions committee and instructors. Only courses approved by the Board of Directors will be listed as GCWS courses.

All participating institutions agree to give credit for GCWS courses and to list GCWS courses in the appropriate institutional and departmental publications. GCWS will advise students to check with their home institutions before enrolling since credit arrangements in students' home institutions vary.

Relationship with the Radcliffe Institute for Advanced Study

With financial support for GCWS flowing through RIAS as its current institutional home, RIAS accepts fiduciary responsibility for GCWS.

The policies and procedures of RIAS will apply to GCWS's use and handling of funds (both direct and indirect); to personnel appointed as RIAS employees or consultants; and to the use and care of the facilities and resources of RIAS.

Other arrangements are explicitly negotiated in advance of acquisition, tangible property acquired for GCWS's purposes will become the property of the RIAS and will be covered under RIAS policies regarding insurance.

In addition, any requirements imposed on the RIAS by an external sponsor of GCWS will apply. In the event of disagreement between RIAS policies, the requirements of an external sponsor, and/or GCWS's mission, the Board of Directors of GCWS and RIAS will negotiate in good faith.

Support

GCWS will be supported primarily by a combination of resources from RIAS and participating institutions. The Board of Directors of GCWS will make a concerted effort to secure full funding from all currently participating institutions and will continue to explore the possibility of admitting new participating institutions so as to be able to match Radcliffe's contribution.

Participating institutions agree to pay an annual membership fee to GCWS through the RIAS. The annual membership fee shall be no less than \$7,500 per institution. The fee, along with the \$5,400 course faculty stipend, has remained the same since the Consortium's inception in 1991-92. In the upcoming year, the Board will be evaluating the level of the faculty stipend in an effort to redress the erosion in its value over time.

Participating institutions also agree to provide release time to faculty member(s) to teach the equivalent of one thirteen-week course. This obligation can be fulfilled through one of the following options: (a) two faculty members every five years; or (b) one faculty member and an additional \$7,500 every five years; or (c) no faculty members and an additional \$15,000 every five years.

2003 – 2004 GCWS Courses

Workshop for Dissertation Writers in Women's and Gender Studies Fall 2003/Spring 2004

This workshop is designed to address the main challenges faced by dissertation writers: isolation, getting on a regular writing schedule, and formulating clear arguments. In addition, it addresses the unique challenges of research and writing in women's and gender studies. This workshop provides an opportunity for members to exchange ideas and experiences with others working in women's studies, to learn general principals of academic argument, and to receive feedback on their work. Open to graduate students in the early, middle, or late phases of dissertation writing. Enrollment is limited to ten students.

Faculty

Mary Ballou is a Professor of Counseling Psychology at Northeastern University, where she has been deeply involved with developing both the masters and doctoral programs to include multiple levels of influence on individuals. Dr Ballou is also the Associate Director of Women's Studies at Northeastern. She has published widely in feminist psychology and is a national leader in the development of feminist therapy. She has published six books and numerous chapters and articles. Her current scholarly intrigue addresses ethics and epistemology in multiple methods in questions of knowledge generation and validation. In addition to teaching and scholarship, Mary practices feminist psychology in counseling and consulting. Dr Ballou is a fellow of the American Psychological Association and holds an American Board of Professional Psychology Diplomate in Counseling Psychology.

Representative Student Comments

“Working informally in a group is good and builds community.
I would suggest to have this kind of course taught in my home country.”

“As an international PhD student, I have found this workshop a source of support and learning and it was a very empowering process for me.”

**Women, Representation, and Music in Selected Folk Traditions of the
British Isles and North America
Fall 2003**

This course investigates the special relation of women to several musical folk traditions in the British Isles and North America. Throughout, we will be examining the implications of gender in the creation, transmission, and performance of music. Because virtually all societies operate to some extent on a gendered division of labor (and of expressive roles) the music of these societies is marked by the gendering of musical repertoires, traditions of instrumentation, performance settings, and styles. This seminar will examine the gendered dimensions of the music--- the song texts, the performance styles, processes of dissemination (collection, literary representation) and issues of historiography--- with respect to selected traditions within the folk music of North America and the British Isles, with the aim of analyzing the special contributions of women to these traditions. In addition to telling stories about women's musical lives, and studying elements of female identity and subjectivity in song texts and music, we will investigate the ways in which women's work and women's cultural roles have affected the folk traditions of these several countries.

Faculty:

Ruth Perry is a professor of literature at MIT. Past president of the American Society for Eighteenth-Century Studies, founding Director of the MIT Women's Studies program as well as the Graduate Consortium in Women's Studies, she has also been a folksinger for most of her life. Her work has been about eighteenth-century English literature and culture and about the effects of gender on the production of art. In addition to five books, she has published essays on canonical figures such as Pope, Sterne, Richardson, Austen, Hawthorne, as well as contemporary women writers such as Grace Paley and Mary Gordon. Her most recent book is a study of families in eighteenth-century English fiction called *Novel Relations: The Transformations of Kinship in England 1748-1818*.

Judith Tick is a music historian who specializes in American music and women's history. A Matthews Distinguished University Professor at Northeastern University, she co-edited the pioneering anthology *Women Making Music: The Western Art Tradition 1150-1950* (University of Illinois Press, 1986), now regarded as a classic in the field. Other publications include the prize-winning biography, *Ruth Crawford Seeger: A Composer's Search for American Music* (Oxford University Press, 1997); *Aaron Copland's America: A Cultural Perspective* (Watson-Guptill, 2000), co-authored with art historian Gail Levin; and the entry "women and music" for *The revised New Grove Dictionary of American Music*. She currently serves as an Associate Editor for the scholarly journal, *Musical Quarterly*.

Representative Student Comments

"I have never taken a course that has been so totally engaging and close to personal interest. The CDs they provided us were very helpful. My favorite class was the Peggy Seeger class and the wonderful nights at Judith Tick's house. I have learnt so much about the folk traditions that my interests have been spurred to learn more. We love you Ruth and Judith – thank you!"

"The passion and enthusiasm of the professors is inspirational and the interest and contribution each individual brought to the class. Great stuff!"

Feminist Inquiry: Strategies of Effective Scholarship Spring 2003

This course investigates theories and practices of feminist inquiry across a range of disciplines. Doing feminist research involves rethinking disciplinary assumptions and methodologies, developing new understandings of what counts as knowledge, seeking alternative ways of understanding the origins of problems/issues, and redefining the relationship between subjects and objects of study. As feminist scholarship has developed over the last thirty-some years, it has become increasingly clear that the practice of feminist inquiry is inherently interdisciplinary. We aim to promote the development of feminist theory and methods by providing a forum for sharing and assessing strategies used by feminist scholars in an array of fields from history and philosophy to political science and evolutionary biology. Discussions in this course will focus on how to identify and listen to the silences within traditional analyses and how to correct the partial and distorted accounts that such silencing has allowed. We do not make a sharp distinction between theory and method, preferring to consider methodology as applied theory. We have also noted that scholars across disciplines find rich and knotty resources for feminist inquiry in the study of religion. As evidenced by the current rise of fundamentalisms internationally, the social and political activism of the Christian right in the United States, and the role of religious authority throughout history in enabling and constraining women's access to their own experience, knowledge, truth, and authority, such cases will provide us with complex sites for feminist reflection.

Faculty

Debra Renee Kaufman is director of Jewish Studies, Professor of Sociology and Matthews Distinguished Professor at Northeastern University. Author of *Achievement and Women* (with Barbara Richardson, The Free Press), *Rachel's Daughters* (Rutgers University Press) and special editor of *Women, Research and the Holocaust* (Contemporary Jewry), her current writing, research and interest is on post-Holocaust Jewish identity.

Kalpna Seshadri-Crooks, Professor of English at Boston College specializes in post-colonial theory, Anglophone literatures and critical theory with an emphasis in psychoanalysis and Marxism. She is the author of *Desiring Whiteness: A Lacanian Analysis of Race* and has co-edited a collection of essays, *The Pre-Occupation of Postcolonial Studies*. At present she is working on a book about cultural difference titled "The Other Difference: Psychoanalysis, Culture and the Political." She is the founding chair of the Postcolonial Studies seminar at Harvard's Humanities Center, and the convenor of the Postcolonial Studies Discussion Group at the MLA. She was visiting fellow in Women's Studies at SUNY Stony Brook in Spring 2002, where she taught a graduate seminar on "Feminism and Universalism." In Spring 1999, she co-taught with Professor Laura Frader (History, Northeastern University) a graduate seminar "Gender, Race, Class, and Colonialism" in the Graduate Women's Studies Consortium at Radcliffe.

Representative Student Comments

"This class has given me a critical lens through which to evaluate the work within my own field. This class has been incredibly useful and important within the context of my graduate training. I am thinking of using the paper from this class as the foundation for a journal article that I might submit for publication later this year."

"I rate this class as one of the best I have ever taken. The syllabus was thoughtfully designed and it was a wonderful experience to meet students from other universities and other disciplines on a weekly basis outside of my own university. I really appreciate the opportunities the Women's Studies Consortium is offering to students in the Boston area, I hope the program grows in the future."

Re-Mapping Frontiers: Gender and the Construction of the American West, 1860 - 1930

Spring 2004

This course explores the historical experiences and cultural productions of women in the North American West during the time it was being explored, settled, and imagined. Challenging the myths of western expansion as an exclusively male endeavor, and the formation of western myth and enterprise as exclusively male domains, the course pays particular attention to the roles of women in promoting, resisting, transforming, and constructing the trans-Mississippi West as reality and imaginary. The trans-Mississippi West of the late nineteenth and early twentieth centuries provides a fascinating case study in the shifting meanings of gender and power in border societies where patterns of migration and settlement, control of land and labor, intercultural relations, and cultural productions were continually contested and revised.

Faculty

Marilynn Johnson is Associate Professor of History at Boston College where she teaches modern urban and social history and the history of the American West. She is the author of *The Second Gold Rush: Oakland and the East Bay in World War II* (University of California Press, 1996) and was co-curator of "Cowboys, Indians and the Big Picture," a recent exhibition of Western art at the McMullen Museum at Boston College.

Karen V. Hansen is Associate Professor of Sociology at Brandeis University. She teaches courses on feminist theory, historical methods, and families. Her research on the upper Great Plains analyzes the relationships between Scandinavian immigrants and the Dakota people at the turn of the twentieth century. She has published, *A Very Social Time: Crafting Community in Antebellum New England* (University of California Press, 1996), and co-edited two anthologies, *Families in the U.S.: Kinship and Domestic Politics* (Temple University Press, 1998) and *Women, Class, and the Feminist Imagination* (Temple University Press, 1990). Her forthcoming book, *Not-So-Nuclear Families*, explores the ways that parents construct networks of friends and kin to help rear their children.

Lois Rudnick is Professor of English and American Studies, and director of the American Studies Program at the University of Massachusetts Boston, where she teaches courses on Immigration and Multi-Ethnic History and Literature, and on Modern American Literature and Culture. She has published widely on modern American culture, on the literature and arts of New Mexico, and on American Studies pedagogy. Her books include *Mabel Dodge Luhan: New Woman New Worlds* (University of New Mexico Press, 1988); *Utopian Vistas: The Mabel Dodge Luhan House and the American Counterculture* (University of New Mexico Press, 1998), and *1915, the Cultural Moment: the New Politics, the New Woman, the New Psychology, the New Art, and the New Theatre in America* (Rutgers University Press, 1991) edited with Adele Heller.

Student Representative Comments

"I hope to do more work on writing of the west, to explore concepts of the west in future papers, etc."

"Great knowledge and strong backgrounds of both students and faculty! The ability to focus on individual women and showcase their contributions from multiple points of view really helped me."

FACULTY AND STUDENT BREAK-DOWN

FACULTY

By Institution

Boston College	2
Brandeis University	1
Northeastern University	3
MIT	1
Other	1

By Discipline

Literature	1
Music	1
History	1
Sociology	2
English	2
Counseling Psychology	1

Compensation

On Load/Course Release	4
Stipend	4

STUDENTS

By Institution

Boston College	14
Brandeis University	7
Harvard University	
HDS	1
HGSAS	0
HGSE	0
KSG	0
HSPH	0
Northeastern University	9
Tufts	4
Other	2
TOTAL	<u>37</u>

By Discipline

History	4
Education	1
English	9
Gender Studies	2
Literature	1
Musicology	2
Psychology	5
Sociology	6
Law, Policy & Society	2
Social Policy	3

FACULTY DEVELOPMENT WORKSHOPS AND CO-SPONSORED EVENTS:

Transitions to Civil Society - A Look at Women's Studies/ Women's Rights in Eastern Europe and Latin America

October 10, 2003

5:30 - 7:00 p.m.

Seltzer Room, First Floor, Cronkhite Center

Attendance: 15

Professors from three different disciplines; linguistics, history, and clinical psychology discussed the role of women in civil society development in modern Latin America and Eastern Europe at this event. Particular focus was placed on Armenia and Cuba. Post communist transitions to democracy have both opened up new doors and created challenges for academic and activist development in women's studies/women's rights. Ideologies of 'big brother' and the hidden discrimination of women have played heavily on the role of women in the transition to democracy. These topics were discussed by faculty from GCWS member schools and local scholars as they looked at new knowledge in this area. This workshop was co-hosted by the Graduate Consortium in Women's Studies and FAIR Fund (www.fairfund.org), a Boston based NGO focusing on women's rights in post-conflict countries in Central and Eastern Europe and Central Asia.

Speakers:

Svetlana Aslanyan, Ph.D., is a Senior Scholar at the Institute of Linguistics of the National Academy of Sciences in Armenia. Her publications include two monographs, six dictionaries, a reader, a textbook, and a series of scientific articles. Dr. Aslanyan is currently the founding president of Center for Development of Civil Society, and its Women Scholar's Council division, which conducts a number of programs to improve the condition of women and children in Armenia. Through this work, Dr. Aslanyan has organized several training courses for vulnerable groups of women and girls, including refugee women and national minorities. Dr. Aslanyan presented a lecture at the Fourth Women Congress in Beijing titled "The Cultural and Psychological Adaptation and Integration of Refugee Women and Children in a New Society." At the 1999 Seoul International Conference of NGOS, she presented a workshop on "Women Rights in Armenia: Tradition and Modernity." At the 54th Annual United Nations Department of Information/NGO Conference, she presented a workshop on "Women and Women's NGO in Transition: an Armenian Perspective." She is currently teaching a course 'Introduction in Gender: History, Culture, and Society', which was published as a reader. She is currently researching women's role in establishing a democratic society in post-communist Armenia. This research will result in a new book titled "Women in Post Communist Armenia: Soviet Tradition, Democratic Transitions and Future Dreams."

Ina Baghdiantz McCabe holds the Darakjian Chair in Armenian History at Tufts University. She has studied at Paris IV, Sorbonne, and Columbia University where she obtained her Ph. D in history in 1993. She is the author of several articles and books: *The Shah's Silk for Europe's Silver: The Eurasian Silk trade of the Julfan Armenians in Safavid Iran and India (1590-1750)*, published in a University of Pennsylvania series in 1999 and co-author of a book about royal slavery *Slaves of the Shah: New Elites of Seventeenth Century Safavid Isfahan* (London, I.B. Tauris, 2003)and editor of *Du bon usage du thé et des épices en Asie Réponses à Monsieur Cabart de Villarmont* by Jean Chardin (L'Inventaire, Actes Sud, Paris, 2002). She is currently writing "Orientalism under the Sunking," a book started as a Radcliffe fellow in 2001-2. She teaches courses in the Women's Studies program at Tufts and teaches and does research on travel accounts written by female travelers.

Ester R. Shapiro, Ph.D. (aka Ester Rebeca Shapiro Rok) is Associate Professor of Clinical Psychology and Latino Studies at University of Massachusetts at Boston and Research Associate at the Mauricio Gaston Institute for Latino Public Policy and Community Development. A Cuban Jewish Eastern European immigrant, she is committed to helping all families make the most of their opportunities for improving life chances when facing ordinary and extraordinary life stressors. Her teaching, clinical practice, supervision, community based research, public health consultations, and work in culturally informed health promotion in the U.S. and internationally applies a strengths-based family development model to support innovation, resilience and growth for children, parents, families, and social systems. Dr. Shapiro is the author of *Grief as a Family Process: A Cultural and Developmental Approach to Integrative Practice* (Guilford, 1994; 2nd edition forthcoming 2003) and co-author and *Coordinating Editor of Nuestros Cuerpos Nuestras Vidas* (Seven Stories Press, NY 2000 and Debate, Spain 2000), the Spanish language cultural adaptation of *Our Bodies, Ourselves* for use in Latin America and by U.S. Latinas. She has published and presented extensively on a cultural model of family development, child and adult grief as a family process, and gender, culture and health. She designs and evaluates interventions that build resilience among urban, diverse children, adolescents, families and organizations. Dr. Shapiro has also published personal narratives about the impact of multiple immigrations on development in her own Cuban Jewish family, co-produced an award-winning domestic violence documentary with Cuban film maker Lizette Vila, and works on with diverse groups on culturally sensitive health communications strategies linking women's health, gender justice and action for social change.

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Veiled Women: The Forbidden Agents Between Islam and Modernity

Monday, March 8, 2004; 4:00 PM

MIT, E52, Room 175

Attendance: 19+ attendees

Elizabeth Wood, Associate Professor of History and Women's Studies Program Director at MIT, organized this workshop in conjunction with the Women's Studies Program at MIT and the assistance of the women's studies program coordinator Emily Meghan

Morrow Howe. It was appropriately held on International Women's Day. GCWS assisted in bringing other area students and faculty to the event.

Feminist Intellectuals Luncheon

March 12, 2004

12:00 – 4:30 PM

Attendance: 52

The Graduate Consortium in Women's Studies brought over 50 feminist intellectuals from the larger Boston community on the afternoon of March 12. This occasion is part of GCWS's ongoing efforts to introduce feminist intellectuals to one another across institutions and across disciplines to discuss common research interests and to see where these interests intersect. The event also allowed faculty to learn more about GCWS and the potential to teach graduate level women's studies courses. A buffet lunch was followed by a formal introduction of GCWS by Mother Board member, Ruth Perry. During the event, each faculty member present had the opportunity to briefly tell the assembled group what he or she is working on and in turn to hear from others about their scholarly projects. At the end of the meeting, faculty divided into three separate groups: Globalization, Immigration, Empire, and Gender; History of Feminism's Future: Unthought Feminisms; and Violence, Race, Media, Body, Sexuality, and Identity. These groups continue to explore course development ideas and create dialog surrounding relevant issues.