Center Faces — Debra Bergaffen, Director

I won’t tell you what birthday I am looking at but my attention to faces - new faces, old faces, and face lifts - may give you a clue. The Center is beginning its eleventh year. I do not know how to calculate Center years in terms of human years but we decided it was time for a face lift: new bookcases, rearranged furniture, real mailboxes, a fresh paint job with a splash of purple. It seems to have had its effect. More faculty, staff and students are stopping by. More groups are using the Center for meetings and receptions.

A face lift takes care of the surface. It doesn’t create energy or generate ideas. The life of the Center comes from us: from those of us who are engaged in the Center on a day-to-day basis; from those of us who serve on committees; from those of us who give their support and time by sponsoring programs, coming to events, engaging their students in women’s issues. Our faces, new and old, create a Center space that is intellectually alive and emotionally supportive.

This year we are turning our attention to drawing new student faces into the Women’s Studies minor and to Center sponsored events and to reconnecting with faces from the past. We are asking you to identify students who have taken Women’s Studies courses, who are in your Women’s Studies classes, or who are interested in women’s issues and to alert them to the existence of the minor. If you send me or Rebecca their names, we’ll follow up. Sara Looney is chairing an Alumnae/i committee. If you are in touch with former Women’s Studies minors or with students who took several Women’s Studies courses send their names and addresses to Sara and she will get in touch with them.

Last spring Ingrid Sandole alerted us to the fact that there are many visiting scholars on campus from the Newly Independent States (NIS) of the former Soviet Union. She organized meetings where we discussed the status of women in these countries, the role universities play in the political life of these emerging democracies, the importance of establishing strong women’s centers, and the need to foster and support women’s initiatives in these societies in transition. In good feminist fashion we moved from the personal and theoretical to the practical and political. You will find a WMST special topics course in the spring schedule titled “Women and Social Transition” that is a direct outcome of these conversations. There are grant applications on the desks of several foundations that address these concerns. We are asking for funds to establish women’s centers, to provide translations of foundational feminist works, to support the building of web sites and list serves to organize conferences that include academics from all disciplines, as well as political figures and media people, and to support bringing feminist scholars from the NIS to Mason for a summer seminar to examine the latest developments in feminist theory and practice. If you are interested in joining these discussions, leave a note for Ingrid at the Center.

As you thumb through this semester’s Matrix you will discover that whether the faces are new or familiar, faculty, students and staff have cleared a unique site at Mason where a vibrant women’s community continues to grow and flourish. Find your niche. Stop by. Tell us what you think about the color purple.
Introducing New WMST Faculty Member Yevette Richards: An Interview with Anita Taylor.

Yevette, recently appointed to the Women's Studies Faculty, is also affiliated with the African-American Studies Program. She agreed to our request for an interview so we could introduce her and her scholarship to the George Mason WMST community. We're pleased to announce that she's received a Mathy Fellowship for the Spring, which will allow her time to work on a book on the African Labor College, a project growing out of her research on Maida Springer. Her book Maida Springer: Pan Africanist and International Labor Leader is forthcoming from University of Pittsburgh Press.

As an undergraduate at William and Mary, Yevette majored in Economics and minored in History, her "passion" but not her major because of her mother's advice to major in something practical so she could support herself. She went on to Yale for a Master's in African-American Studies and a Ph.D. in American Studies. In a labor history course, she "happened upon" Maida Springer, who was living in Pittsburgh. A postdoc took Yevette to Pittsburgh, where she met Springer and had the opportunity to talk with her and go through her personal papers.

AT: One of the things that excited many of us when we first met you is that you bring an interest in labor issues, largely a void at Mason. Have you been here long enough now to see how your understanding and knowledge of the labor movement fit our curriculum?

YR: One example is my course on the rise of the Pan-African movement where we look at Springer and other activists, the role of the African labor movement, the role of Cold War forces, the AFL-CIO, and the international labor movement, especially in Africa.

AT: How do you see this fit into black women's history? Our stereotype of these movements is very male, very masculine.

YR: Many black women were labor activists. One was Dolly Lowther Robinson, another Charlotte Adelmond, from Trinidad, who helped to form the Laundry Workers Union in New York. Through her connection with Springer, Robinson was also well known in Africa.

AT: Your work on the topic of international labor fits with the new global issues course we've discussed. What do you see us putting into the curriculum that would deal with global issues and that ought to be included in a WMST program?

YR: Our proposal for a "global Representations of women" course deals with stereotypes in the media, both male and female, and seeks to explore how those largely Western-based stereotypes are exported globally. We look at the effect of those stereotypes on other cultures and societies. A course helps in understanding ethnocentrism and how cultural values can be destroyed or undermined; how consumerism—specifically a Western style of consumerism—is being promoted...
Richards Interview (continued)

around the world. It helps place into context how stereotypes of male violence are perpetuated.

AT: You’ve taught courses that are both WMST and AFAM courses. Will you talk a little bit about those courses?

YR: I taught a course on Black Social Movements of the Early Twentieth Century, an Antebellum Black Women’s History course, and a 20th Century Black Women’s History course. [Note: Yevette described in detail the people and issues studied in these courses. We regret there’s not room here to convey the richness and depth of her course descriptions.]

AT: The purpose of this interview is to introduce you to faculty and staff, so what else ought I to ask? Perhaps say more about your mother’s influence that you mentioned earlier.

YR: Well, I’m married with a 4-year-old daughter, who’s in GMU daycare. My mother stressed getting an education to her daughters; she wanted them to be able to take care of themselves. My parents married at 15 and neither had a high school degree. My father got a GED and then went on to Grambling, where he was both an undergraduate and a teacher in Mathematics. By the time I was nine he’d earned a Ph.D. in Mathematics from Michigan. And my mother has been going to school off and on since I was 8. She just graduated from college last year. My father taught at Virginia State University, an historically black school 20 miles south of Richmond. Now I’m back in Virginia myself. While I would like more time to interact with other professors here at Mason, I’m enjoying my classes and students tremendously.

AT: Thank you, Yevette, for taking time out to talk with us.

Interview transcribed by Terry Zawacki

GMU Women’s Studies Sponsors
“The Truth Game”

In May, the Women’s Studies program sponsored a three-day installation of “The Truth Game: Stop. Look. (Don’t) Play,” an interactive artwork and performance piece created by mixed media artist Suzanne Scott and photographer Lynne Constantine. The work, installed in the Johnson Center, explored the ways in which even well-meaning people can be complicit in bigotry through small acts and everyday inaction.

The artwork suggested a game board, with eight game stops along the room’s perimeter. Visitors became game pieces and followed directions at each stop. At one stop, visitors playing red game pieces sat behind a snow fence while others stared. Another stop included a log fence like the one on which gay college student Matthew Shepard was left to die. To this fence, Constantine and Scott tethered photographs of dozens of their friends. Visitors were invited to add a Polaroid of themselves.

The artists felt challenged to create a space in which participants could explore larger cultural meanings of hate crimes like the Shepard murder, the killing of James Byrd, Jr., in Texas, and the murders of Julie Williams and Lollie Williams in Virginia’s Shenandoah National Park. In a 10-minute performance piece, Constantine and Scott dramatized the artwork’s themes through events from their lives.

Both artist-performers are part of the GMU community. Constantine is a doctoral student in the Cultural Studies program, and Scott is an adjunct faculty member in New Century College and in the English Department.

--- Lynne Constantine
WMST Faculty Accomplishments

2000 has been an extremely productive year for Women’s Studies Faculty:


Marion Deshmukh was awarded a grant from the Fulbright Commission to Germany to participate in a seminar on "History and Memory" this summer.


Paula Gilbert published Women Writing in Quebec: Essays in Honor of Jeanne Kisser (co-edited with Green, Moss, and Thomson), Plattsburgh State University, Center for the Study of Canada; and co-authored "Implementing New Pedagogical Models: Using Undergraduate TAs in a Violence and Gender Learning Community" with Kim Eby. She presented "Public and Private Violence: A Mise en discours de la violence' in Aline Chamberland's La Fissure" at the American Council for Quebec Studies in Montreal and was awarded a Canadian Studies Faculty Research Grant by the Canadian Government, Department of External Affairs for "Public and Private Violence: The Novels of Infanticide of Aline Chamberland and Suzanne Jacob, 1999-2000."

Faculty Accomplishments Continued

Form of Difference: Reimagining Critical Theory" at the International Sociological Association conference on Social Theory in Cambridge, UK.

Jim Henry published Writing Workplace Cultures: An Archaeology of Professional Writing, Southern Illinois University Press.

Connie Kirkland presented "Campus Sexual Assault Victims: A Special Population" at Virginians Against Sexual Assault Annual Conference; "Stalking on Campus" at Virginia Department of Criminal Justice Services Stalking Institutes; and was a featured speaker for a National Teleconference on Campus Stalking and Cyberstalking, a program of the US Dept of Justice, Office for Victims of Crime. She was awarded funding from the Virginia STOP Violence Against Women Grant Program; funded by US Violence Against Women Act; and has been recognized as a "Giraffe" by the National Giraffe Project, a Washington organization that honors 10 citizens a year for "sticking their necks out" for causes that improve the community.

Lynne Leavitt published Discovering Leadership Through Service: A Workbook on Integrating Service into Leadership Curriculum (co-authored with K. Binard), Rocky Mountain Press.


Barbara Melosh published "Adoption Autobiography and the Politics of Identity" in Adoption in History: New Interpretive Essays, E. Wayne Carp, ed., University of Michigan Press and was respondent for "Race and Adoption in National and Transnational Contexts" at the American Studies Association conference.


Anita Taylor published Hearing Many Voices (co-edited with M. J. Hardman), Hampton Press. She presented "The Gendered Hierarchy and The Tyranny of Is" (with M. J. Hardman) at the Organization for the Study of Communication Language and Gender and was awarded a Distinguished Service Award by the National Communication Association.

—compiled by Ruth Fischer

STUDENT AWARDS

Many students in the PhD Program in Cultural Studies are doing research in feminist issues and have already gained recognition for their work. Their published articles and conference presentations are too numerous to list in full, but we would like to make special mention of students who have been the recipients of scholarly awards in the last year. Felicia Carr was awarded the Horatio Alger Fellowship for the Study of Popular Culture, Northern Illinois University; Molly Dragiewicz received an Edith Clark Nalls fellowship from Zonta; Jennifer Gauthier was the recipient of a Fulbright award for study in Canada; and Deborah Willis was awarded a MacArthur grant. Congratulations to these students on their accomplishments.
With this issue, we introduce a new book review column to Matrix. We invite your suggestions of books on subjects of wide interest to feminist readers. Please propose possible reviewers, including yourself! Send those ideas to Barbara Melosh (bmelosh@gmu.edu).


Feminism certainly isn’t dead – it’s just metamorphosing. *Listen Up* chronicles the issues that young feminist students are grappling with that go beyond what one might assume would come from such young writers. The authors of this book tackle sexuality, alienation, cultural identity and how it sometimes conflicts and is at odds with their feminist identity and how it enhances and is inseparable from it as well.

Rebecca Walker’s “Lusting for Freedom” confronts and discusses the way we look at sex in a beautiful, reaffirming, shameless manner. Ellen Newborne in “Imagine My Surprise” chronicles the new smarter, more sophisticated perpetrators of sexism in corporate America. Veronica Chambers in “Betrayal Feminism” talks of the understandable mistrust of white feminists by black feminists who have been repeatedly betrayed by good intentions and tokenism. Curtis Sittenfeld chronicles the vulnerabilities, insecurities and deep-seated pain of what it is like to realize the penalties of growing up female: “everything about you is horrifying: your voice, body, hair, inability to be witty and panicky desires for approval and companionship” (38). Finally, in “Don’t Call Me A Survivor” Emilie Morgan finds herself at a Take Back the Night Rally after repeated sexual assaults and rapes during her life and describes how Take Back the Night finally enabled her to start the healing process. These are merely a handful of the wonderful contributors in *Listen Up*.

*Listen Up* is much more rich and inclusive than the “problem with no name” feminism of Friedan, Fritz and other white feminists in that inclusion is already at the center of this anthology. This book serves as a reminder that there are obviously generational gaps between “feminisms,” but more importantly, if we are fortunate enough to serve in positions where we are role models to young feminists or womenists, we need to be speaking their language. *Listen Up* clearly demonstrates they have much to teach us. Affirming this talk across the generations, we gave this book to our 1999-2000 Women’s Studies graduates at GMU.


Remember the last time you read a housekeeping manual that you couldn’t put down? Warning: this could be the one. *Home Comforts* is a richly informative guide to the technologies and craft of housework, rendered in an engaging personal voice. “My Secret Life,” her introductory chapter, makes a spirited argument for the social value and personal satisfactions of housekeeping. She acknowledges nearly a century of feminist critiques of the drudgery of housework and recognizes that housekeeping standards are culturally and historically shaped. Nonetheless, she firmly maintains her bottom line: housekeeping matters.

*Home Comforts* has fomented a revolution in my own housekeeping. Under her tutelage I’ve reformed some procedures: imagine my consternation to discover that I was both underbleaching and over-softening the laundry! I’ve learned from her astounding thoroughness and breadth, from her diagram of how to fold a fitted sheet to her highly technical discussions of the chemistry of fabrics, the physics of household lighting, and legal issues that come up at home (At her day job, Mendelson works as a lawyer).

On some fronts, I’ve resisted. Mendelson enjoins a campaign against dust, mildew, mold and bacteria with a zeal that seems disproportionate to the threat posed by ordinary household allergens and pathogens. And I see little point in asserting standards that virtually no one can meet: she maintains, for example, that vacuuming should properly be done daily, even though she admits that she herself cannot manage this. She is careful not to assume that housework is women’s responsibility, and she recognizes that most households don’t contain anyone who can devote full time to housework. Nonetheless, many feminist readers may feel, as I did, that she doesn’t do enough to acknowledge the ways that sexism pervades our struggles with ourselves and others over housework. I think she is also unrealistic about the time and energy most people can bring to housework.

Still, this is a book that I already consider indispensable. Check it out—you might even find yourself learning to love housework!

—*Barbara Melosh*
Conversations with Margaret Atwood

"Margaret Atwood put Canadian literature on the map," explained Professor Lorna Irvine, honored in the third Women’s Studies Annual Scholarly Lecture, sponsored by Women’s Studies and the office of the Provost. More than fifty people gathered at George’s on Wednesday, November 15, for an evening of sociability, food and drink and the "conversation" of scholarly exchange. Irvine is professor of English and a distinguished scholar of "Second World" literature and culture. The author of three books, including Collecting Clues: Margaret Atwood’s Bodily Harm, Irvine specializes in the literature of Canada and New Zealand. In her lecture, she reflected on the special problems and opportunities presented by working on a prolific contemporary author, especially one with whom Irvine herself shares many affinities—gender, generation, and Canadian identity. Irvine’s broad retrospective explored Atwood as poet, novelist, and critic whose work is deeply informed by her experiences of Canadian and female identity.

—Barbara Melosh

Atwood was a moving force in this renaissance, recognizing that "for the members of a country or a culture, shared knowledge of their place, their here, is not a luxury but a necessity." As she became more widely known, and I came to the United States, I met her less frequently, mostly at academic meetings and public readings, although for two weeks in 1982, as some will remember, she taught MFA students at GMU.

Apart from raising some general questions about Atwood’s work, in my lecture, "Conversations with Margaret Atwood," I discuss some of my own approaches to her novels, short stories and poetry. I began publishing studies of Atwood’s literature in the 1970s, wanting to publicize the fact that Canadian women writers were creating a new literature focused on the lives of women. Stories of mothers and daughters replaced the more traditional stories of fathers and sons, a focus particularly fitting in a country still perceived as a “daughter” within the British Empire. This gendered national concern became less obvious in Atwood’s work of the 1980’s as international politics more dramatically affected her vision. Increasingly subversive and intertextual, she dealt with such fraught subjects as free choice, totalitarianism, torture, and war, the subjects of novels like Bodily Harm and The Handmaid’s Tale, about which I have written. Lately, I’ve begun to pay attention to Atwood’s fascination with history: abandoned objects, distorted memories, revisions. My most recent paper, “Recycling Culture: Kitsch, Camp and Trash in Margaret Atwood’s Fiction,” illustrates the author’s approach to popular culture and her efforts to reinvest the past with meaning.

Because of our shared background, my analyses of Atwood’s writing often seem like conversations with another Canadian traveler who is intimately tuned into the ever shifting roles of contemporary women. At the same time sensual, engaging, vital, Atwood’s fiction and poetry offer clues to our survival, not only as Canadians or women, but also as human beings inhabiting a shrinking and threatened planet. This conversation, it seems to me, is crucial.

—Lorna Irvine

When I first met Margaret Atwood, about 35 years ago, she was reading her poetry at a coffee-house in Toronto, the Bohemian Embassy. Listed, by mistake, under "embassies" in the phone book, this spot attracted students, local writers and some fledgling folk-song performers, among them Sylvia Tyson of Ian and Sylvia fame. Much later, Atwood described this place in a short story entitled "Isis in Darkness." She writes:

The coffee house was on a little cobbled side-street, up on the second floor of a disused warehouse. It was reached by a treacherous flight of wooden stairs with no banister; inside, it was dimly lit, smoke-filled, and closed down at intervals by the fire department. The walls had been painted black, and there were small tables with checked cloths and dripping candles. It also had an espresso machine . . . an icon, pointing as it did to other, superior cultures, far from Toronto.

Such recognizable descriptions always startle me, though they should not. Atwood and I were both born in Ottawa and grew up in Canada at roughly the same time. We share a cultural history; the gradual awakening of Canadian nationalism in the mid-1960s, the beginning of the contemporary women’s movement, and during the 1970s, the exciting burgeoning of a new Canadian literature.
Remarks for Rally to Reauthorize VAWA
September 22, 2000 U. S. Capitol, Washington, D.C.

The National Task Force to End Sexual and Domestic Violence Against Women organized a rally on the steps of the US Capitol to urge Congressional support for the bill to Reauthorize the Violence Against Women Act (H.R. 1248). Originally passed in 1994, VAWA authorized millions of dollars for assistance to domestic violence shelters and rape crisis centers all across the country for a period of five years. In addition to urging passage of the bill, the September 22 rally also brought attention to the fact that women victims on college campuses deserve and demand rights and services just as they do in the communities that surround them.

The rally speakers included three Congresswomen, two student activists, and Connie Kirkland, GMU’s Sexual Assault Services Coordinator. Connie was asked to speak because she has been awarded VAWA funding to assist student victims at GMU for the past four years and remains a champion of this unique law. The picturesque fall day drew a large crowd of men and women of various ages and backgrounds, as well as news media including Fox News, CNN, Broadside, CONUS and Telemundo.

Just a few days later, on September 26, H.R. 1248 was brought to the floor of the House of Representatives and passed by a wide margin. One week later, the Senate passed the measure with no opposing votes. The Senate version also included the bill “Aimee’s Law” named after our own GMU student athlete, Aimee Willard, who was raped and murdered in 1996.

The reauthorization will continue funding VAWA for another five years. Connie Morella (R-MD), principle co-sponsor of the bill stated, “for millions of women, reauthorizing VAWA means maintaining the link to life without fear or pain - a right that everyone deserves and a right we have a duty to protect.” Connie Kirkland’s remarks follow.

Just as the internet has changed the manner in which we do business and research, the Violence Against Women Act has changed the methods and numbers of services provided for victims of violence against women.

“Everything has changed,” proclaimed the Washington Post yesterday. It wasn’t referring to victim services, but it could have been. Indeed, new challenges arise daily as we pursue greater rights and services for crime victims on this nation’s colleges campuses. Faculty members and administrators alike understand the difficulties their students face as they are forced to confront trauma because of sexual assault, stalking, and domestic and dating violence.

Not so many years ago college campuses thought they were immune to such horrible crimes. But today we think differently. First, because of the Campus Security Act passed in 1990, colleges and universities across this nation were forced to confront the fact that, in fact, crime does occur on campus and student victims are left in the wake. They need services just like everyone else.

But not until VAWA was enacted in 1994 was a means available to us to actually provide comprehensive services to our student victims. The second most common crime that occurs on campuses today is sexual assault. This includes rape, sodomy, sexual battery, and other forms of sexual offenses just like any other part of our society today. This is certainly not acceptable.

I created a program of Sexual Assault services at GMU the largest university in Virginia – with some 25,000 students – in late 1993. But I realized that when VAWA was enacted in 1994, there was going to be a big change - a big improvement! And that there was.

I applied for VAWA funding and have received it for the past 4 years. But, you know, I have been working with VAWA almost since it was passed, for I have served as the victim advocate for the most famous campus sexual assault victim in our nation’s history. Without VAWA, she would never have had her day in court. Her case, which emanated from a college rape in Virginia, landed in the Supreme Court early this year and the law suit was based on the gender equity clause of the Violence Against Women Act. She would have never had such an option if this act had not been passed and I would have never had the opportunity to assist a victim of rape in a Supreme Court case without this act. It serves so many purposes that I do not have time to enumerate.

Most importantly, my program at George Mason has grown from a one-woman service to an office now staffed with three professionals funded by VAWA, as well as student peer support volunteers who have been initiated through VAWA funding. This unique Peer Support Program is composed of well-trained students, both undergraduate and graduate, who devote untold hours to student victims who need and deserve continuing support. Such support not only helps the student victims to regain their sense of stability but also helps them continue their academic pursuits, while at the same time, pursuing a certain accountability for their perpetrator through the criminal justice system. It is my goal, my absolute goal, to help student victims stay at George Mason University. They should not have to cancel or lessen their career goals because of one perpetrator’s decision to assault them!

As the years have gone by and our program has progressed and succeeded in many ways, I noted that stalking was abundantly apparent on our campus. With VAWA funding, I was able to bring together a task force of both campus and community officials to develop the most comprehensive university
stalking policy that exists today. The work of professionals, both
campus and community together, has been an unforeseen benefit
of VAWA funding. The more a college campus knows about its
surrounding community, the better it serves its students. No
doubt about that! Because of VAWA, we were able not only to
create such a policy, but to convince our university that this topic
was so important that it deemed immediate attention. Stalking
has received priority attention from our administrators, our police,
and our students.

VAWA must be reauthorized! Without it, campuses that have
built strong programs with funding that has never been available
before will not be able to continue the positive programming and
services that exist throughout this country today because of
VAWA.

We have come to realize – finally – that campuses are just like
other parts of this wonderful nation’s population centers; cam-
puses are simply a microcosm of our society with both the good
and the evil abiding side by side. With VAWA, we can eradicate
the evil. With VAWA we can allow the victims to become surviv-
ors. With VAWA we can prepare our students of today to be-
come productive, wage-earning citizens of tomorrow – what we
all hope to become and what they all should be able to become!

Reauthorize VAWA! It is our only hope to make campuses the
safe haven that we would like to believe they are.

—Connie J. Kirkland, GMU Sexual Assault Services
Director

Women’s Studies Alumnae/i
Group Forming

Since the development of the Women’s Studies minor
ten years ago, dozens of women and men have earned
minors in the field, and hundreds have taken several
Women’s Studies courses. In order to re-connect with
our graduates and connect our graduating seniors, we
are forming an alumnae/i group. If you know the
phone number, address or email of your former stu-
dents or classmates, please contact us with that infor-
mation so that we can re-connect with them. (Rebecca
Walter, 703.993.2389, rwalter@gmu.edu or Sara
Looney, 703.993.1128, slooney@gmu.edu.)

Plans for this academic year include a spring lunch or
picnic bringing together faculty, graduates, and current
students; networking events for graduates and seniors,
and establishment of a membership database. If you
can help us with any of these projects, please contact
Rebecca or Sara.

Women in Transition: A Collaborative Initiative by GMU’s
Women’s Studies Program

During Spring and Summer 2000, members of the GMU
Women’s Studies faculty, together with visiting scholars from five
newly independent states (Armenia, Azerbaijan, Belarus, Georgia,
and Ukraine), established an international support network for
women in transitional societies. This group works collaboratively
to organize and institute women’s studies research and resource
centers at universities in the newly independent states (NIS) of the
former Soviet Union and elsewhere in Central and Eastern Europe.

The collapse of communism and the process of transition
to capitalism have changed gender roles and women’s opportunities
in dramatic ways. Because women have been largely excluded as
decision-makers from the process of transformation, there is a need
for:

(1) a network of university women, connected through
and assisted by the new technologies;

(2) an exchange of scholars and students to inform
each other, on an ongoing basis, about their respective
ways of teaching and conducting research;

(3) leadership training; and

(4) curriculum development.

GMU Women’s Studies faculty members Debra
Bergoffen, Marcella Ridlen Ray, Ingrid Sandole-Staroste
and Anita Taylor have submitted a grant proposal to the
MacArthur Foundation to secure funding to develop and
maintain this international women’s support network
founded with their counterparts Lyudmila Haratyunyan,
Larisa Titarenko, Gugli Magradze, Alissa Tolstokorova
and Natasha Tovmasyan. By supporting women’s active
participation and decision-making, this network will con-
tribute to the building of civil society in the newly inde-
pendent states.
Women's Studies Calendar of Upcoming Events:

Jan. (TBD)       Staff Appreciation Day
Feb. 9, 2001     The Vagina Monologues
Feb. 15, 2001    General Faculty Meeting
March 16, 2001   Women's Center—Talent Night
March 22, 2001   Iris Marion Young "Welfare Reform Act
                 Unremunerated Women's Labor"
March 31, 2001   Annual Women's Leadership Conference
                 Keynote Speaker: Marcia Ann Gillespie,
                 Editor-in-Chief, Ms. Magazine
April 5, 2001    Susan Bordo
April 19, 2001   Dr. Bernice Johnson Reagon (of Sweet Honey
                 in the Rock)
April (TBD)      Take Our Daughters to Work Day
April (TBD)      Alumnae/i Lunch