My return to the Gender and Women’s Studies Program Committee after a seven-year absence coincides with quite a remarkable constellation of events that speak to the tremendous dynamism with which the GAWS program’s core and affiliate faculty have consistently responded to developments in the scholarship and pedagogy on gender and sexuality. For instance when I left the program committee in 1998, the term gender was absent from the program’s nomenclature. And at present, after a year of intense debate and negotiation both within the committee and with the college at large, the GAWS PC is set to dissolve the program as it is presently constituted and put in its place a Gender, Sexuality and Feminist Studies (GSFS) Institute, which is designed to provide effective support for disciplinary, cross-disciplinary, and interdisciplinary feminist scholarship for both students and faculty.

At the very least, this shift recognizes explicitly that with courses being offered (and research undertaken) on gender, sexuality and feminisms in departments and programs across the college, the distinction between “core” and “non-core” faculty on which the current program structure is based, and which privileges that former over the latter, is obsolete. (I say “explicitly” because implicitly this has been the case for some time: “non-core” faculty members have in fact been offering cross-listed and cross-referenced courses that support majors and minors in GAWS.) The shift, furthermore, is entirely in keeping with the ways in which feminists work across disciplines, exploring how gender and sexuality are always constituted in relation to race, ethnicity, nation and other categories of human experience.

This shift will make teaching and research about gender, sexuality and feminism more visible and equitable at Oberlin College because: 1) it will enable interested faculty in disciplinary and interdisciplinary areas of scholarship across campus to participate more fully in feminist teaching and scholarship; 2) it will include faculty across campus as stakeholders and thereby make possible a more effective use of intellectual and other resources within the college; and 3) a wider range of faculty advisors and GSFS courses at all levels of the curriculum will be available to students in the Institute.

Lest anyone fear that one of the primary goals of the GAWS program thus far—supervising a major and a minor—will be diluted or disappear altogether, let me assure you that the Institute will offer administrative structure and support for both. A director and associate director (director-elect) and committees comprised of affiliated faculty from a variety of disciplines and divisions will assiduously oversee the administration of both. In fact, the standing committees on Curriculum and Majors are already busy soliciting courses for the next academic year, having worked out the requirements for majors and minors.

Programming initiatives that the Institute plans to undertake are not restricted, however, to supervising a major and a minor. One of the significant aspects of the Institute is to create a community that will embrace both the classroom and move beyond it into the more flexible spaces of lectures, seminars, workshops and modular courses from which both students and interested faculty can benefit. To that end we expect to sponsor and/or develop both small and larger-scale projects of interdisciplinary and/or cross-disciplinary interest. For instance, the Institute might sponsor a bi-annual conference on an emergent topic in feminist research that includes a number of faculty members and one or two invitees. Such a conference could perhaps generate a book publication of the papers, or publish a journal issue on a particular topic. Other possibilities might include a summer reading project across disciplines or a monthly faculty seminar. Under this rubric, the Institute may also choose to seek research fellowships, post-doctoral fellowships, or curriculum development grants that could further support faculty development.

Our ambitions will require intellectual and material support beyond what we have identified above. Thus, while we hope to capitalize on the Institute’s higher profile programming to garner funding from a variety of internal and external sources, we appeal to all of you who feel tied to and have been supportive of the Gender and Women’s Studies Program to continue to support it enthusiastically in its reincarnation as the Gender, Sexuality and Feminist Studies Institute.

Anuradha Dingwaney Needham
Longman Professor of English
Director, Gender & Women’s Studies
Recently, Frances Hasso interviewed Diana Grossman Kahn about her 10 years teaching the GAWS practicum, which will be offered for the last time in Spring semester 2008: (Frances’ questions in italics)

**You have been critical to the provision of a WOST/GAWS major at Oberlin for quite a number of years as the faculty member who taught the GAWS Practicum 301, a required course for majors. Do you have any reflections on that experience?**

It has always been very gratifying to join students in reflecting on the structure, politics and processes of nonprofits, and how they can contribute. While the class is truly a group experience in which students enlighten and inspire one another, it is also a time for reflection on the individual trajectories of their lives as activists.

The best placements have been those such as at the Rape Crisis Center, NARAL, Hard Hatted Women, and abortion clinics, where feminist ideology is explicit in the mission statement, and visible for critique. Students have also written excellent final projects on feminist issues in all kinds of institutions, including the Juvenile Detention Center, Midwifery, the Open Classroom, and the Mad Factory. Several students were invited to continue in paid positions at their practicum site after graduation, including as Volunteer Coordinator at Planned Parenthood, at the Oberlin Community Services Center, and at Grassroots. The Grassroots student stayed several years and went on to become Program Director.

It is always exciting to hear about alumni current employment and beginning graduate school in public policy, city planning, non-profit and health administration, as well as Ph.D. programs, fields which echo and elaborate on their earlier activism and practicum placements, and which will continue their trajectories of practice.

It has been wonderful to see learning from a practicum, such as from the Women Re-Entering After Prison organization placement, then being utilized in an Honors project about women in prisons. Knowledge of how feminist organizations work also formed the theoretical underpinning utilized in an Honors project analyzing communication patterns and formal structure in a Women’s Center in Scotland.

Students have contributed back to the agencies in the form of their final projects and strategic studies for them. For example, in her practicum placement, Annie Gebhardt worked at Nord Rape Crisis. Nord had lost personnel and was struggling to regain lost knowledge in its training program. Since Annie had been trained by Nord two years prior to this for her work at the Oberlin College Rape Crisis, her final project for practicum was to produce a total training program for them, in which she creatively added to the knowledge they had originally given her, and returned it at a crucial time.

I also had the opportunity to advise students about careers in Clinical Psychology. A few years ago, Lauren Mizock was admitted to a prestigious Ph.D. Clinical program, and was awarded a scholarship, specializing in the needs of minority clients. Naturally, it was through her GAWS major that she had acquired the sensitivity and intellectual training that convinced the school that she was the appropriate person for this scholarship.

**Would you share a bit about your training, professional work, and ongoing research?**

I worked at a residential school for disturbed children at the University of Chicago, where I trained in the practice of psychotherapy. During those eight years, I also worked (slowly) on an MA in Educational Psychology and trained new counselors. This school and my counseling with one of the students is described in an autobiography: *Not the Thing I Was*, by Steven Elliot.

I completed my Ph.D. in 1978 at Case Western Reserve University, a time the women’s movement was setting off intellectual fireworks. I studied the women of the Oberlin class of 1975 for my dissertation, which became a longitudinal research project. I taught Psychology of Women and Feminist Issues in Psychotherapy in the Psychology Department at Oberlin from 1977 to 1979. I then spent two years as a fellow at the Radcliffe Institute.

In Oberlin, I continued to work in my private practice of psychotherapy, and studied family therapy. From 1986 until 1992, I was Clinical Director of the Center for Children and Youth, the main mental health resource for children in Lorain County. I grew the staff from eight to 38 social workers, psychologists, and psychiatrists, and developed new programs, and an extensive staff training program in Play Therapy and Family Therapy. I welcomed and supported Claire Cygan, the Director for 20 years of the Rape Crisis Center at Nord. CCYS also administered
Genesis House and the county Teenage Runaway Shelter. I learned in this job how even democratic structures or feminist processes can be subverted.

In 1996, the Oberlin Women's Studies Program was seeking a teacher for its practicum and I have taught the course since then. I feel that it is important for feminists to work in all sectors: in the streets in activist protest, in government, in the academy, and in each of the professions.

How has the class changed over the years, and have you noticed changes in the students taking the course?

In the last few years, the practicum students have changed in a way which has prefigured the change in the GAWS Program into a GSFS Institute. By 2005, there were more students in the practicum who were Honors students in feminist topics working in other departments and programs. Nevertheless, the knowledge and awareness of feminist theory was as high as in previous years, because of the existence of feminist-theory based courses and students working on gender issues in other departments.

The GAWS Practicum will not be offered after the Spring 2008 semester. Would you like to share your feelings on that, or your plans for the future?

I will miss it. I have enjoyed it tremendously and have felt very much a part of the WOST/GAWS Program. I think it has offered a unique focus on feminist ideals about organizations and collective work. I am pleased that GSFS students will continue to receive credit for relevant internships and practicums as part of their majors. The Comparative American Studies class in Situated Research is a wonderful practicum, and the Center for Service Learning has fostered practicum courses in many disciplines. These and other opportunities will continue the concept that feminism is not only theory but also practice.

As for me, I will continue to do psychotherapy with individuals and couples in my private practice. I hope to get more completed on my lifelong research project about the women of the 1975 class of Oberlin -- how the thoughts they had in college about their future lives were fulfilled in their later decades.

Thank you, Diana.

Linda Pardee, Program Associate, Gender and Women’s Studies Program, was recently interviewed by Frances Hasso:

Can you tell me a bit about how you came to this job and how long you’ve worked at Oberlin College?

I was a computer science major at the Ohio State University. At that time I was very interested in programming and the technical side of computers. My interests have since shifted to the artistic side – graphic design. Two of my children are now in college and the third is a junior in high school. I have come to the harsh realization that they really don’t need me as much as before, so I thought to myself, “what better time to continue your education?” I am currently an art major, focused on graphic design, at the Lorain County Community College. What will I do after that? I have no idea, but I am enjoying the creative process.

How is the experience of having two kids in college? Are they eating well these days?

No, they are not eating well, mostly because they have trouble finding time to go to the grocery store, which most college students can relate to. Since they are so far away from home (they are both studying at the Ringling College of Art and Design in Sarasota, Florida) it isn’t as if I can take them food. Therefore I ordered for them a “Turkey Feast” from Bob Evans for Thanksgiving – one can never stop parenting. I also sent them an “edible arrangement” of fruit which they thoroughly loved. They said it was “like Christmas.” Who knew Christmas could be so easy, a little turkey and some fruit and they are happy campers.
Do you have a hobby?
I enjoy traveling and collecting art pieces from my travels. I also take pleasure in anything creative such as photography and decorating. My most recent travels were to Maui, Hawaii in January 2006. I managed to pick up a few amazing art pieces as well as take some beautiful shots of the area. I was also fortunate enough to see the humpback whales and, during several snorkeling excursions, heard the mother and her babies singing to each other under the water. It was quite an experience.

Thank you, Linda.

DEC. 2005- DEC. 2007 GRADUATES

Baum, Kathryn
Beam, Myrl
Crile, Marguerite
Dowling, Meredith
Ferrari, Michaela
Harrison, Elizabeth
Helton, Emily
Jacobson, Jessica

Keenan-Bolger, Margaret
Litwin, Krista
Marcus, Rachel
Popuch, Rebecca
Rangan, Pooja
Sandler, Jenny

Schongalla, Samantha
Seligman, Eva
Shauger, Allison
Steinfeld, Sarah
Stokes, Andrea
Waldron, Vanna
Wible, Alissa

Congratulations to the students who graduated in the last two years with a major or minor in Gender & Women’s Studies. We wish you the best of luck in your future endeavors.

Phyllis Jones Memorial Award

The Phyllis Jones Memorial Award was established through gifts from students, colleagues, and friends of Phyllis Jones (1945-1982). This annual award recognizes and honors student work in areas related to Phyllis Jones’s interests: women writers, minority women, women in the community, and the integration of personal and professional goals for women. In 2006 and 2007, three Oberlin students received the Phyllis Jones Award:

JANE FEUSTEL
Major: Comparative American Studies

Project: “Redefining a Movement: Race, Class, and Reproductive Rights Activism,” Spring 2006

Description: In this project I argue that historically and currently one’s reproductive health is influenced by the racial and economic hierarchies existing in the U.S. Further, I question the extent to which mainstream, white-led reproductive rights organizations have acknowledged race and class as affecting women’s health and access to services. This involves problematizing the paradigm of ‘choice’ (i.e. being ‘pro-choice’), which makes certain capitalistic and neoliberal assumptions as well as obscures the social/historical/economic contexts in which women make ‘choices.’ I examine alternative, social justice-based approaches to reproductive rights activism that transcend the pro-choice/anti-choice binary by drawing on interviews and participant observation done at the National Latina Institute for Reproductive Health (NLIRH). NLIRH’s work of putting reproductive health into a multilingual, intersectional, and accessible framework serves as an important example of how to work toward reproductive justice for all women and people.

KYLIA NEILAN
Major: Third World Studies & Environmental Studies


Description: My research paper examines the interlocking issues of malnutrition and women’s oppression in rural Mali, West Africa. Through interviews with women in rural Malian villages, I explored the environmental, nutritional, and social values of women’s agriculture there: gardens. They contribute to children’s development by broadening access to a more nutritious diet, which improves health and allows kids to do better in school. Women’s gardens give mothers a greater income to spend on their children’s needs, and also free women from restrictive financial dependency on a husband’s limited income and potentially limited generosity. Collective gardens, by allowing women to own land and gain leadership experience, strengthen the foundations of a more egalitarian society in Mali, one in which people of all genders will have a greater stake in sustaining.
Emma Rubin  
Major: Comparative American Studies  
Description: In this project, I explore women’s participation in the military and civilian wings of the Zapatista Army of National Liberation (EZLN) in Chiapas, Mexico. I found that the EZLN took significant steps to recognize women’s voices and demands, and subsequently instituted changes in “traditional” gendered practices, reconciling demands for “autonomy” and gender parity. In the paper, I examined women’s demands and the arguments through which they ground their claims to rights, as well as men’s narratives of transformation. I also offered some possible explanations as to why Zapatista men were receptive to women’s demands, or at least felt forced to accommodate the women, including: the EZLN’s model of decision-making by consensus, Mayan gender constructions, the relationship articulated between word and law, the EZLN’s views on identity and difference, and the EZLN’s understanding of autonomy.

Leah Freed Memorial Prize  
The Leah Freed Memorial prize is awarded to support student research, creative work, performance, or other academic projects. Awards are granted to help defray costs of deserving student projects. Competitions for the award are held every fall semester for work to be completed during that academic year.

The Fall 2005, 2006, and 2007 recipients are as follows:

Amy Caes  
Major: Comparative American Studies  
Description: This project will consider the ways in which trans individuals use self-portraiture as a means of negotiating discontinuities between body and identity. I will consider how trans-masculine identified individuals use self-portraiture to negotiate relationships between presentation and identity. In addition, I would like to place these images in a social and artistic memory, probing what individual artists draw upon, or decline to draw upon, in their art. By focusing on self-representations, this project will focus on gender identity formations and the ways in which discourses of gender shape artists’ patterns of representation. Because I am doing this project in response to the absence of published works on trans art, and the inaccessibility of the art itself, I am creating a catalogue of works, and an exhibit of works that will be displayed in Mudd Academic Commons in April 2008.

Caitlin Cardina  
Double Major in Creative Writing & Biology  
Project: “Mind, Soul, and Strength: Celebrating Women Healers,” 2005  
Description: I am interested in creating an artistic piece inspired by the healing tradition of women, in remembrance of and encouragement for women who mend the body, the mind, the natural world, and relationships between people and among nations. The project will result in a series of silk paintings accompanied by poems and creative nonfiction pieces based on the theme of women as healers. In my research, I have encountered narratives of women from a range of geographic regions, cultures, and spiritual orientations, who have in common a call to ease suffering. The images and words from the experiences of these women will form the basis for my artwork.

Assiatou Diallo  
Major: Gender & Women’s Studies, African American Studies, Pre-Med  
Project: “Female Genital Cutting and Agency. A Project on Guinean Women,” 2007  
Description: In an age of trans-continental movement, how does the meaning of pleasure change for Guineans in New York City? How does the campaign to end female genital cutting affect the agency of women who are cut? I am researching how female genital cutting affects (FGC) adult Guinean women and men’s relationships with each other and community dynamics by interviewing them in NY City. I will also be analyzing representations of these issues in the literatures produced by nongovernmental organizations that are concerned with FGC. I hope my research process and findings will empower women who have been cut, start a cross gender dialogue on genital cutting, and better inform activists involved in such issues.

Group Project:  
Assiatou Diallo Major: Gender & Women's Studies; African American Studies; Pre-Med  
Hannah Lindner-Finlay  
Major: Comparative American Studies  
Juliana Scherer  
Major: Gender & Women’s Studies; Biology  
Description: The Empowering Voices Project is a collaborative initiative that invites self-identified survivors of sexual violence in Northeast Ohio to share their stories and publish a booklet that will be distributed throughout Northeast Ohio to increase awareness and dialogue about issues of sexualized violence. The goals of the project are threefold; (1) to empower survivors to speak and be heard about their experiences, (2) to increase awareness and education about issues of sexual violence, and (3) to share inspirational stories of courage with the community and reach out to others who may have experienced sexual abuse.

FRANCESCA LICHAUCO
Major: East Asian Studies Major


Description: If history is a story dominated by a male perspective, then the chapters of war are particularly devoid of the stories of the millions of women who were a part of such events. Moreover, the voices that can help us understand the causes of war and share its most poignant moments are often those of immigrants, perpetual foreigners who are forced to take on the burdens of their adopted nations but rarely offered its bounty in times of peace. I am chronicling the stories of two women who were the physical appearance of "the other" in their respective nations and thus were left hostages to the consequences of stereotyping, paranoia, and World War II interment camps. The first narrator, a family member whose biography I have been working on for the last year and a half, is a white American woman who became Filipina at a young age, all while surviving the difficulties of living in Japanese-occupied Manila during World War II as thousands of Americans and Filipinos were left to die in prison camps. The other narrator is an Ohio-residing Japanese American who spent a portion of her childhood in the World War II prison camps that the United States government forced its American citizens of Japanese descent to live in. I focus on discovering what similarities exist between these two women on opposite sides of the same war as explored through oral history interviews grounded in the experience of becoming hostages in their homelands during World War II.

EMMA RUBIN
Major: Comparative American Studies Major


Description: My project is an interdisciplinary qualitative study of community health workers, or health workers who live in the communities they serve. My project focuses on the theory and practice of community health, as defined by members of two sets of community health workers: promotoras de salud (health promoters) in the El Paso, Texas region and community doulas (birth assistants) working with teen mothers on the South side of Chicago. I focus on how CHWs define and identify health and healing, aspects of social context relevant to health and healing (including gender), community needs and community resources. While public health studies seek to measure the "effectiveness" of community health workers, few if any scholars deal with their definitions, stories, or critiques. I also hope to understand how CHWs' personal and community investments influence their roles as CHWs, and vice versa.

EVA SELIGMAN
Double Major in GAWS & Religion


Description: Within the past few decades, and perhaps for the first time in Buddhist history, large groups of women have been actively transforming the mainstream practice of Buddhism with a conscious focus on women’s roles, patriarchy, and gendered experience. My honors project in GAWS will be an exploration of how issues of gender and sexuality have affected the movement of American Buddhist converts between different sects of Buddhism and how gender consciousness has been a leading factor in the creation of what some scholars have begun to call the “New Buddhism.” New Buddhism refers to the growing community of Western converts to Buddhism, primarily in North America and Western Europe. New Buddhism is often distinguished from “traditional” Buddhism by lay practitioners’ interest in and access to elite teachings and practices, a move towards gender equality in community leadership, and dialogue between different sects of Buddhism.

ROWAN SHAFER
Major: Environmental Studies Major


Description: The Empowering Voices Project is the program developed from my private reading with Dr. Meredith Raimondo in cooperation with the Lorain County Rape Crisis Center and The Nord Center. I explore the research question, 'How can the production of knowledge and/or narrative concerning sexual violence benefit survivors?'. In conjunction with my work as a Rape Crisis advocate I will be conducting qualitative research that employs feminist research methodologies that are ethical and empowering to research participants. My study is designed to be collaborative, utilizing methods of
participatory action research in which participants design the process, methods, and products of the research in partnership with the research coordinator. The Empowering Voices Project invites self-identified survivors of sexual violence in Northeast Ohio to share their stories and produce a book that narrates these experiences and includes educational materials participants deem of use. The book will be distributed throughout Northeast Ohio in hopes of increased awareness and dialogue about issues of sexualized violence.

LESLEY WYNN
Double Major in GAWS & East Asian Studies

ASSIAOUTO B. DIALLO is a double major in GAWS and African American Studies, and a Chemistry minor (pre-medicine)

What contribution (if any) did your GAWS major make toward your overall development?
I came to college already identifying as a feminist, and ended up taking courses that cross-listed with the GAWS department. Before I realized it, I was on the way to having a major. GAWS has provided me with an analysis of the power exchanges in day-to-day interactions. I have learned to put a name to concepts like intersectionality, and been able explore in-depth Black Women's experiences in the Americas and Africa. Learning about these herstories has been an important self-validating act, and it has provided me with the courage and sense of responsibility to continue in the long legacy of resistance and social justice. More recently, the major has enabled me to see myself as a producer of knowledge through my honors project. I am most grateful for the opportunity to be able to my work home to my community of Guineans in New York. I think the shift from GAWS to the Gender, Sexuality, and Feminist Studies Institute will be rejuvenating. I like that feminist and sexuality are included in the new title. This new set-up will also be more reflective of the way the major mostly operates, in an interdisciplinary sense. I am sad at the loss of the Introduction to GAWS course as, with Feminist Research Methodologies [ed: which will continue to be offered], it was really crucial in my development as a researcher. After graduation, I plan to work either in the international public health field, probably in a department relating to women's issues or the AIDS pandemic, or in biochemical research. I eventually plan to study in medical or public health graduate programs.

SARA GREEN is a GAWS major, with a concentration in International Studies and a minor in Politics

How do you feel about the shift to an Institute for Gender, Sexuality, and Feminist Studies?
I can't wait for the new Institute! I'm saddened by the fact that I can't use it for my major, since I'm graduating and it starts next year. The GAWS committee worked hard to develop a highly visible new Program that can make the most of its (limited) Oberlin resources. The change to "Gender, Sexuality, and Feminist Studies" also better represents the direction the field has gone as a whole AND more appropriately describes what GAWS students actually study. While I don't have graduation plans, I'm excited to broaden my horizons by participating in the new Oberlin Entrepreneurial Scholars Program over Winter Term 2008.

KRISTA LEWICKI is a double major in GAWS and Biology

My GAWS courses have completely changed the way that I look at the world. I have gained confidence in my abilities to approach challenges, as well as a profound awareness of the many ways in which gender influences all that is around us. After graduation I plan to take the skills that I have learned from GAWS to travel internationally (Doing what? Who knows? The possibilities are endless!). I am excited about the way in which the new GSFS Institute plans to bring in more students from various disciplines, since their contributions to the classroom will doubtlessly help shape interesting and meaningful discussions. I see the Institute as being a

Description: I will be traveling to Tokyo and Kyoto to research the ways in which changing perceptions of sexuality influence activism among Japanese feminists. Though Japanese feminism has a history of commitment to diverse issues, including environmentalism, the position of the housewife, and labor politics, young feminists have recently become more involved in issues pertaining to sexuality and queer identity. I will be conducting interviews, visiting institutions and groups, and accompanying several women in their fieldwork, including workshops on AIDS education.
great opportunity for many students and faculty members to grow, so I wish all those involved the best of luck!

**Stephanie Lowenthal-Savy** is a GAWS major with a minor in Studio Art

I think the shift to a Gender, Sexuality, and Feminist Studies Institute will benefit students because they will be able to take courses from a broader range of departments, opening doors for students who might otherwise have hesitated to take GAWS classes for fear the department focused only on women's issues. Second, I think the new name reflects the nature of gender and feminist studies today. While I am as yet unsure about my post-graduation plans, I am interested in exploring two tracks: 1) public health policy (specifically related to sexual and reproductive health) and 2) arts education, in which case I would like to work in public education initiatives, museum curatorial work or in fund-raising for arts programs in public schools.

**Teresita Prieto** is a double major in Comparative American Studies and GAWS. In fall 2007, she was learning much from a study away semester in Brazil

Being a GAWS major has contributed to my overall development in many ways. Learning how to work within the frameworks that GAWS has offered me has widened my world perspective about our/my understandings related to gender, sexuality, and women's issues. I'm very satisfied with my introduction to feminist theoretical frameworks, but most importantly, I'm happy that I have been given the opportunity to apply this and encouraged to work on the practice of this feminist theory. My plans for post-graduation include pursuing a Ph.D. in one or two years and continuing my work in the area of Gender and Women's Studies together with Latino/a Studies. For the time being I plan on continuing my work and organizing with the Latino/a im/migrant community. As I continue my search for employment, I plan on going back to my home community in Southern California, but am open to any opportunities that might take me to a different part of the globe.

**Vanna Waldron** is a double major in GAWS and Latin American Studies, with a minor in Psychology. She is currently on study away in the Border Studies Program in Cuidad Juarez, Mexico and El Paso, Texas

Being a GAWS major has contributed immensely to my development academically and personally. The curriculum has made me look at ways that various social constructions such as gender, race and class shape our society. This major has also made me think critically about the challenge of creating social change and how to go about the task of redefining or breaking down social categories to disrupt current power structures. Examining feminist theory and relating it to aspects of dominant culture such as political cartoons and Supreme Court cases has changed the way I look at labor issues and law. It has also made me think about what it means for me to be a woman, a white person, a U.S. citizen who is financially/educationally privileged, and how membership within all of these categories affects how I understand the world and the roles that I play within it. Although I am very satisfied with the education I received in GAWS, I think that developing an Institute of Gender, Sexuality and Feminist Studies is a great way to expand the education that the GAWS program is currently providing. Not only will an institute be more feasible for current GAWS professors, but it will also provide more opportunities for cooperation between departments and disciplines that touch on gender issues. This cooperation has the potential to create a more varied and interdisciplinary course offerings. Because more courses would be cross-listed, this new program also has the potential to bring a greater variety of students into classes. The addition of more courses dealing directly with sexuality is also a contribution to the GAWS curriculum. After graduation, I am interested in going into women’s community health work and midwifery. In this work, I hope to be able to promote all women’s control over their own bodies and support their efforts to reproduce and bring life into their communities with dignity. I also hope to continue to find sustainable ways that I can work for social justice on a daily basis in my own life.

**Lesley Wynn** is majoring in East Asian Studies and has a minor in GAWS

The most academically inspired I have ever felt at this school was in GAWS classes. I have been exposed to ways of thinking and revolutionary ideas that bring light to my eyes. It is heartening to learn with students and teachers who acknowledge problematic institutions and structures and make dismantling these systems a part of the curriculum. Studying with professors here has not only helped me to develop my intellectual perspectives on feminism and sexuality, but has challenged me to rethink the way I view gender and feminism in my own life.
It's always a pleasure to know what our alumni have been up to since their days at Oberlin College. If you would like to be included in following newsletters, you may contact us via e-mail at linda.pardee@oberlin.edu or via snail mail at 10 N. Professor Street, Rice 116, Oberlin, OH 44074. Here are updates from some of our alumni, who were also asked to comment on the significance of awards they may have received or honors projects they undertook while students at Oberlin.

**BECKEN, JULIE** (’03)
* juliebeiecken@gmail.com
I'm just starting graduate school in Sociology at the University of Texas, Austin. As part of a research fellowship, I'm currently researching the American eugenics movement, its connections with German racial hygiene, and early bioethics. My general interests are in race, gender, and political comparative historical sociology. While at Oberlin, I did honors, which was the most rewarding experience of my undergraduate career. Especially as I begin graduate school, the experience of doing field research and learning how to piece that together with theoretical underpinnings is invaluable. Honors enabled me to develop close relationships with professors I respected and admired. The honors experience was a very important way for me to understand what it means to be totally immersed in a topic for an extended period of time.

**BRAUCHER, ANNE** (’98)
In October 2007, my husband and I divorced after 3 years of marriage. It was the hardest but best thing I have ever done for myself. Since deciding to end the marriage nearly a year ago, I’ve lost 75 pounds through diet and exercise, and I might do a triathlon in 2008! I'm happier than I have been in years!

**BUCCIARELLI, JESSICA MANLY** (’89)
* bucije@earth.edu
Since graduation, I've lived in urban Northern and Southern California and small town Eastern Indiana. I've worked in communications and management for several small nonprofits and under the banner of J Bucciarelli Communications. Katherine Jaramillo and I have traveled life’s path together for 16 years this fall. In 2005, we moved to my hometown, Portland, Oregon. I’m now part of the organization development department at TriMet, the region's transit agency, where I create and refine channels of communication between the people who deliver the service and those who plan and manage it. It's fascinating stuff, with a deeply diverse group of people, and I feel like I'm using my degree. I'm also doing my bit for alumni stats: I have not pursued a Ph.D. (although an MBA may be on the horizon) and I did not marry an Obie (Kate is a Cal State Long Beach grad--Go Beach!). Would like to hear from Portlanders, Mohanty/hooks-era grads, Quakers, etc.

**CLARK, EMILY** (’96)
I am currently working on a Ph.D. in English with a graduate minor in Women's Studies at the University of Wisconsin, Madison. I am also a Teaching Assistant in the WS Department for the course Women and their Bodies in Health and Disease (which counts for natural science credit!). Next semester I'll be studying at Utrecht University in the Netherlands in the International Graduate Gender Programme, working with feminists Rosi Braidotti and Elizabeth Grosz; I'll also be making a quick visit to Leeds University's Center for Interdisciplinary Gender Studies. I graduated from Oberlin with a double major in English and Women's Studies, and completed a Master's Degree at Case Western Reserve University in Cleveland. My graduate work focuses on theories of the body, cultural and literary constructions of reproduction and the family, and intellectual history (particularly Nietzsche).

**EHRENHALT, LIZZIE** (’05)
Lizzie Ehrenhalt is in her second year at the University of Michigan, Ann Arbor, getting ready to graduate in spring 2008 with a master's degree in information science and a certificate in museum studies. Over the summer she interned at Minnesota Public Radio and wrote scripts for Performance Today. When she can, she writes about pop music for the Portland Mercury and blogs about feminist art and culture. Lizzie received the Phyllis Jones Award while a student at Oberlin, using it to go to graduate school out of state. She writes that receiving the Jones Award indicated that: “my work was appreciated and supported, which gave me the confidence I needed to write my personal statement, which was about bringing feminist issues to the information science field.”

**FERRARI, MICHAELA** (’07)
I moved to San Francisco and am working for a program called Project CHOICE, sponsored by the SF Department of Public Health and the National Council on Alcohol and Drug Addiction - Bay Area (NCADA-BA), as a Health Educator. I will be going around to many different San Francisco elementary and middle schools, teaching classes on alcohol and drug abuse prevention, using a harm-reduction approach. I still intend to pursue work in the area of
HIV/AIDS and STI prevention education and sex education generally.

**GEBHARDT, ANNIE (SARAH) ('93)**  
sarah.gebhardt@world.oberlin.edu  
A few months after graduating in 2003, I joined the staff at the Los Angeles Commission on Assaults Against Women (now known as Peace Over Violence), a feminist, non-profit, community-based organization dedicated to the elimination of sexual, domestic, and interpersonal violence. While at LACAAW, I provided counseling and advocacy to survivors and their significant others, trained and coordinated volunteers for the 24-hour crisis hotline, and facilitated self-defense workshops for women and youth. Earlier this year, I relocated to Ann Arbor, Michigan, where I am currently working and volunteering and busily completing grad school applications for Master's programs in public health, with an emphasis in gender and health education. Regarding honors in GAWS: I am profoundly grateful to have had the opportunity to do an honors project in GAWS during my senior year, and to have worked with Professor Hasso as my advisor. It was by far the most significant research endeavor of my undergraduate career, and my proudest academic accomplishment to date. The project served as a remarkable culmination of my studies in GAWS and Sociology, as it required me to implement and articulate a wide array of research methods and theory learned through my coursework at Oberlin. Completing such a large-scale project challenged and developed my abilities in organizing and synthesizing secondary research, conducting ethnography, and coherently pulling it all together in writing. My specific project, which addressed preadolescent sexuality education in public elementary schools, significantly contributed to my current interest in pursuing graduate-level education in health behavior and education relating to sexuality and reproduction. I received a Leah Freed grant to cover some of the costs associated with my honors project, which allowed me to purchase the otherwise unobtainable educational videos and curricula that were a central component of my research. I was also able to purchase a hand-held cassette recorder to use in research interviews, which was subsequently donated to the A/V department at Oberlin.

**GONZALEZ-RIVERA, VICTORIA ('90)**  
I graduated from Oberlin with a Women's Studies, Latin American Studies, and History major in 1990. I then went on to obtain an M.A. in Latin American History in 1996 from the University of New Mexico. I completed a Ph.D. in Latin American History in 2002 from Indiana University. I was awarded a Phyllis Jones Award in 1990 for a paper titled "Nicaragua desde siempre: War fragments from a Woman's Pen. Personal Reflections on War and Identity." Not surprisingly, I spent the next thirteen years of my life writing on Nicaragua. In 2001 I co-edited a book titled "Radical Women in Latin America: Left and Right." My doctoral dissertation, on the history of first wave feminism in Nicaragua and its cooptation by the right-wing Somoza dictatorship, is being revised for publication. My research interests are diverse. Over the past few years I have focused my energies on studying U.S.-based Latina/o populations. From 2003 through 2005 I worked as an Ethnographer for the Center for AIDS Prevention Studies at UCSF. Since 2005 I have been teaching in the Department of Chicana and Chicano Studies at San Diego State University, where I am currently an Assistant Professor. In part due to personal circumstances (I have three children: Raquel age 6, Lucia age 4, and Paulo age 18 months) I have recently started a research project that deals with ideologies of motherhood and the history of breastfeeding among U.S. Latinas. My focus is on Mexican-origin women living on the U.S.-Mexico border, the region I've been living in for the past 8 years. My years at Oberlin made a huge difference in my life. I was part of the cohort of young women of
color that came of age as feminists under the guidance of Chandra Mohanty, Kum-Kum Bhavnani, and Gloria Watkins, among others. I just hope I'm giving back as much as I received. Thank you, Oberlin!

**GRABELLE, DEBRA** (*’94)  
shearbutter@yahoo.com

I graduated with a Women Studies Major in 1994. I am working for AFSCME 3299 in California. I am bargaining our statewide contract for 20,000 workers at the University of California, trying to end the poverty wages UC pays it workers. I am also raising a great daughter, Leah Grabelle.

**HASEN, NINA**  
nshasen@wisc.edu

So my big news is that I am now Dr. Nina Hasen. I graduated from the University of Wisconsin-Madison with a PhD in Zoology and a minor in Neuroscience. More accurately, I am trained as a behavioral neuroscientist. The title of my dissertation is "Mothering by nose: the vomeronasal organ mediates maternal behavior."

For my next trick, I'll be doing a 3 year postdoctoral fellowship here at UW with the Center for Women's Health Research. My focus will be on understanding how disparities in social experience related to racism lead to disparities in breast cancer morbidity.

I would be delighted to hear from current Oberlin students interested in women's health and science. Best of luck with the new Institute!

**KEENAN-BOLGER, MAGGIE** (*’06)

Maggie Keenan-Bolger is currently living in Brooklyn, New York. She and four other Oberlin alums have started a theater company called 4th Meal Productions. They had their first successful performance of Dorm Stories by Sarah-Violet Bliss (*’06) directed by Paul Moser (Theater and Dance Chair) in August 2007. On deck for August 2008 is Maggie's revised performance of From the Inside, Out, a docu-drama based on interviews done by men and women on the topic of self-injury, first performed at Oberlin College in October of 2005. For more information, e-mail 4th Meal at 4thmeal@4thmealproductions.com.

4th Meal production members.  
(Left to Right) Marielle Solan, Lizzie McAdam, Maggie Keenan-Bolger, Liza Dickinson and Sarah-Violet Bliss.

**KENRAY, KRIS** (*’01)  
kkkenray@fairhousingakron.org

Kris is happily living in Akron, Ohio working for Fair Housing Contact Service, a non-profit civil rights organization.

**LEVIN-SAURERHOFF, TESSA** (*’05)

After two years as the Program Director at Worldchanging (a non-profit based in Seattle focused on solutions for a sustainable future) and serving as the Assistant Editor on their best-selling book, I've left the non-profit world (but stayed in Seattle) and am working at the Matale Line, a strategic communications group that works exclusively with non-profits and NGOs. I love being on the other side of the equation, helping those that are changing the world. On the weekends, I work at the local farmers market where I get to surround myself with gorgeous Pacific Northwest produce.

**LITFIN, MARNE** (*’07)  
marne.litfin@gmail.com

Marne Litfin is currently working at Seattle Youth Garden Works, a farm-based job training and empowerment program for homeless and street-involved young adults. She spends an awful lot of time around vegetables.

**MOYLAN, CARRIE** (*’99)  
cmoylan@u.washington.edu

After graduating from Oberlin, I received a Masters in Social Work at the University of Michigan. A number of years working at a rape crisis center and domestic violence program stoked my interest in a Ph.D. I'm now pursuing a doctoral degree in Social Welfare at the University of Washington, studying community responses to sexual and domestic violence. I'm enjoying the rainy weather in Seattle (Oberlin is good preparation for tolerance of cloudiness), and living with my lovely partner, Anne.

**PALEY, LAURA** (*’01)  
laurapaley@gmail.com

I spent the first two years after college doing health education counseling in an adolescent health clinic in New York City. I then spent the next three years creating (and teaching) a health education curriculum for a private school in Brooklyn. Now I am in my 2nd year of law school at the University of Pennsylvania, where I hope pursue civil rights and other public interest law after graduation.

**POUCH, REBECCA** (*’06)

After spending my first year out of Oberlin researching a new alcohol and drug group treatment for women at McLean Hospital in Belmont, MA, and spending this summer studying
Spanish and traveling in Central America, I have recently begun as Children's Services Coordinator at the domestic violence agency for Somerville, MA and other greater Boston suburbs, a job which I absolutely love. I live in a co-op in Somerville, MA and in rare moments of free time I enjoy cooking, reading all the books I wish I'd had the time to read while at Oberlin, and analyzing celebrity gossip and popular culture from a Marxist feminist perspective.

**POTTER, MARIAN (’00)**  
marian@nysawwa.org

I am the Executive Director of a New York State non-profit association serving the public drinking water industry. I have been with the association for 7.5 years. I live in Syracuse, NY, with my husband, Mike and our son, Sven, who is 11 months old. We are expecting a baby girl in February. Photos are on our blog at http://potterandsalmon.blogspot.com.

**POWERS, DEVON (’99)**  
devonpowers@world.oberlin.edu

I will graduate from New York University with a Ph.D. in Media, Culture, and Communication in January 2008. I am living in Brooklyn, where I have been since graduating in 1999, and am currently seeking an academic position in media studies, journalism, or communication. This past summer, I got married in my hometown of Lansing, MI. Doing an honors thesis in Women's Studies taught me how to embark upon a lengthy research project—a crucial skill for anyone pursuing a graduate degree. I am certain that the project I completed was a key component in my eventual acceptance into my Ph.D. program, and it still forms the basis of one of my ancillary research interests.

**PRINCE, DANA (’02)**  
prince.dana@gmail.com

Dana Prince is completing her Master of Public Health at the University of Pennsylvania. Her thesis (tentatively titled), "Exploring the Lived Context of Black Youth Sexual Decision-Making: A Focused Ethnography," seeks to describe the sociocultural context of sexual decision making for black peer health educators in West Philadelphia. For the past five years, Dana has worked for the Netter Center for Community Partnerships at Penn. In her current position as Director of Peer Health Education, she oversees a school-day and after-school peer health education program linking youth, community members and resources from the University to address local health issues. She lives in West Philadelphia.

**SANDLER, JENNY (’07)**  
jennysandler@gmail.com

After graduating in May, I moved back to my hometown to work at an orchard and do some serious introspection. I also decided to pursue a career in bodywork, and started studying Shiatsu in Doylestown, PA. After taking some time to travel to Argentina, my second home, I've settled into a new job at a public clinic. Through a volunteer training at a local women's shelter, I was offered a paid position. It’s amazing to me that real feminist debates are still alive and well there. I hope to work for a few years, complete my Shiatsu training, and then possibly go back for a Masters or Ph.D. in GAWS, Public Health, or Medical Anthropology.

**SCHLESINGER, EVA (’87)**

Eva Schlesinger's essay, "Pedaling My Way Back Home," about her experience of healing from third-degree burns that she suffered in an explosion, appeared in The San Francisco Chronicle Magazine. She has also written poetry about her experience. Her book, Remembering the Walker and Wheelchair: Poems of grief and healing, is forthcoming from Finishing Line Press.

**SELIGMAN, EVA (’06)**  
eva.seligman@gmail.com

I am currently teaching English to high school students in Romania with the Peace Corps. My service began in May 2007, and I'll be here until August 2009. So far, I'm loving every minute of it. I also serve on the Gender and Development board (GAD), a Peace Corps-sponsored committee of 10 Romanian Nationals and 10 Peace Corps Volunteers. We work together to support grassroots activism, education, and community development in Romania on issues relating to gender and sexuality. I received a Leah Freed award for my work interviewing Buddhist practitioners for my Honors Thesis in GAWS. The award allowed me to purchase recording devices, and to travel to a Buddhist study and practice centers in Michigan, New York, and Massachusetts. I wrote my Honors Thesis, "Body, Mind, Gender, and Self in the New Buddhism," in GAWS. The subject of this paper was the experience of gender, sexuality, and embodiment among American converts to Buddhism. The process of writing my thesis was frustrating and overwhelming, but ultimately rewarding. I learned as much about the process of writing a thesis, and about the standards and conventions of academia, as I did about the subject matter I was studying.
Takahashi, Retsu (’92)
retsu@restu.com
I am currently a freelance illustrator (MFA, Illustration as Visual Essay from the School of Visual Arts in NYC, in 2002), and print production consultant with a focus on art book publishing. I live in Brooklyn, New York, with my wife, where I am a papa to our daughter (2 in January). I’m effectively retired from competitive Ultimate Frisbee these days, though I try to go out to pick-up games in the park as often as life priorities allow. Between the interdisciplinary nature of illustration commissions, and theorizing how to be a good parent, I find my Women's Studies schooling is an eternal source of inspiration.

Zaslow, Emilie (’93)
ezaslow@pace.edu
I am currently an Assistant Professor of Communication Studies at Pace University. I received my PhD from NYU in Communication Studies in 2006. My dissertation research, which was supported by both Oberlin alumni grants as well as an AAUW American Dissertation Fellowship, explored how a diverse group of teen girls in NYC make sense of what it means to be female, feminine, and feminist in girl power media culture. My book, Feminism, Inc.: Growing Up in Girl Power Media Culture is forthcoming from Palgrave Macmillan.

Faculty News

Ann Cooper Albright, Professor of Dance and Theater, is also a performer, choreographer and feminist scholar. Combining her interests in dancing and cultural theory, she is involved in teaching a variety of dance, performance studies and gender studies courses which seek to engage students in both practices and theories of the body. She is the author of Choreographing Difference: the Body and Identity in Contemporary Dance, and co-editor of Moving History/Dancing Cultures, and Taken By Surprise: Improvisation in Dance and Mind. With the help of a National Endowment for the Humanities Grant for 2005-2006, and a Camargo Foundation Fellowship, she just published her new book entitled Traces of Light: Absence and Presence in the Work of Loie Fuller (www.weselyan.edu/wespess/tracesoflight) which was launched this past June at the Centre National de Danse in Paris. Ann is the founding director of Girls in Motion, an after-school program for middle school girls, and co-director (with Ann Dils) of a teaching initiative entitled: Accelerated Motion: Towards a New Dance Literacy in America, which is funded by the National Endowment for the Arts and NITLE.

Meredith M. Gadsby, Assistant Professor of African American Studies, teaches African Diasporic Literatures, cross cultural literary theories, and feminist literary theories. She is also President of the Association of Caribbean Women Writers and Scholars. In her recently published study of Caribbean women writers, Sucking Salt, Meredith Gadsby examines the fiction and poetry of emigrant and island women to explore strategies they have developed for overcoming the oppression of racism, sexism, and economic deprivation in their lives and work. In the book she reviews the cultural and historical significance of salt in the Caribbean, and then delineates creative resistance to oppression as expressed in the literature of Caribbean women writing about their migration to the United States, Great Britain, and Canada. From British poet Dorothea Smartt to Edwidge Danticat of New York’s Haitian community—and with a special emphasis on the creative artistry of Paule Marshall—Gadsby shows how, through migration, these writers’ protagonists move into and through metropolitan spaces to create new realities for themselves, their families, and their communities. Her work draws on critical and ethnographic studies as well as creative works to take in a range of topics, including considering the salty sexuality of calypso songs, offering new insights into Jamaican slackness culture, and plumbing her own family history to weave travels of her mother and aunts from Barbados into her studies of migrating writers. Gadsby shows that Caribbean women express complex identities born out of migration and develop practical approaches to hardship. Her innovative study reveals that “sucking salt” is an articulation of a New World voice connoting adaptation, improvisation, and creativity—and lending itself to new understandings of diaspora, literature, and feminism.
FRANCES HASSO, Associate Professor of Gender & Women’s Studies and Sociology. I was on post-tenure leave during the 2006-07 year and continued working on a book project: “Economies of Governance and Desire in/across the United Arab Emirates and Egypt.” I gave invited lectures or presentations on this research in 2006 and 2007 in a number of venues, including Dartmouth College and Rice University. In February 2007, I gave an invited paper titled, “Empowering States and Neo-Liberal Transnational Governance Rather than Women: Comments on the Arab Human Development Report 2005,” for a panel sponsored by the Middle East Institute and the Institute for Research on Women and Gender at Columbia University. In Spring 2007, “Culture Knowledge’ and the Violence of Imperialism: Revisiting The Arab Mind,” was published and is available in the open-access MIT Electronic Journal of Middle East Studies: http://web.mit.edu/CIS/www/mitejmes/intro.htm. In November, a book chapter was published, “Comparing Emirati and Egyptian Narratives On Marriage, Sexuality, and the Body,” in Global Migration, Social Change, and Cultural Transformation, edited by Emory Elliott, Jasmine Payne, and Patricia Ploesch (Palgrave 2007). I am enjoying being back in the classroom and office hours this year, teaching a range of courses, supervising honors students, and developing a new co-taught course with Prof. Anu Needham, scheduled for the spring 2008 term, on the partitions and wars that led to the establishment of Israel and Pakistan in the mid-20th century.

DIANA GROSSMAN KAHN, Assistant Professor of Gender and Women’s Studies. “Restitution and Matrophobia in Feminist Social Change: Identification with Mothers in Changing Social Contexts” was delivered at the Annual Meeting of the International Association for Theoretical Psychology at York University, Toronto, in June 2007. While interpretations of Matrophobia (fear of turning into one’s mother) have often been mentioned by literary critics and historians of the second wave of feminism, it is not often noted that it is characteristically found in social contexts where mothers are expected to be the keepers of patriarchal cultural prescriptions and limitations on women. While daughters may wish to avoid the lives of such mothers, in contrast a more collective theme of Restitution is introduced, in which adult daughters may symbolically rescue their mothers through their own choices of ideology and work, or may create institutions for the benefit of many women. Illustrated by examples from a qualitative study of women of Oberlin ’75, the study explores several types of restitution. In fall semester 2006 Diana was the Faculty Advisor to Jeyerani Kumar, Shansi visiting scholar from Lady Doak College in India. In February 2006 she delivered a presentation on Dreams in the Mourning Process to staff and clients at the Lorain County Hospice.

MARGARET KAMITSUKA, Associate Professor, Religion Department. Margaret Kamitsuka teaches courses on gender and religion in the Religion Department. She was promoted to Associate Professor in July 2007. Her monograph, Feminist Theology and the Challenge of Difference was published by Oxford University Press in the summer of 2007. She will be on leave for the spring semester of 2008 but will be actively serving on the Advisory Council of the Gender, Sexuality and Feminist Studies Institute from its inception in the fall of 2008. She is currently editing an anthology entitled “Eros and the Christian Tradition: Theological Reflections on Sexuality.”

WENDY KOZOL, Professor of Gender and Women’s Studies. With the establishment of the Institute, Wendy Kozol will be moving to Comparative American Studies where she will teach courses on visual culture, citizenship and nationalism, and comparative feminist theories and activism. Wendy was promoted to full professor last year and continues work on a book project on visual depictions of US militarism, titled Visible Wars. As part of that project she has a forthcoming article in Peace Review, titled “Visual Witnessing and Women’s Human Rights.” Wendy also participated in an online roundtable discussion on “Transnational History” that was published in American Historical Review in December 2006.
ANURADHA DINGWANEY NEEDHAM, Longman Professor of English, teaches courses on Anglophone literatures of the Third World—including single-author courses on writers like J.M. Coetzee and Salman Rushdie—Third World nationalisms and postcolonial women writers. In January 2007, Duke University published The Crisis of Secularism in India, which she co-edited and for which she co-wrote the introduction with well-known feminist scholar Rajeswari Sunder Rajan. Currently, she is working on a monograph on prominent Indian film director Shyam Benegal entitled, “The Making of a National Filmmaker.” In Spring 2008, she will co-teach a course with Frances Hasso entitled, “Partition, War, Dislocation: Mid Twentieth-Century South Asia and Historic Palestine,” whose conceptualization is supported by a curriculum grant for developing cross-divisional team-taught courses. At the 2007 Modern Language Association meeting, she will present a paper, “Secularism’s Others: Gender, Class and Subalternity in Salman Rushdie’s Work,” for a special session on “Religion and Postcolonial Literature.”

MEREDITH RAIMONDO, Assistant Professor of Comparative American Studies, has completed several articles on AIDS and gender in the mass media that will appear in forthcoming anthologies. She offered two new classes in the Comparative American Studies program in community-based research and popular culture studies that engage centrally with feminist methodologies. She is also proud to have worked with the Lesbian, Gay, Bisexual, and Transgender Concerns Committee to introduce a motion to amend college non-discrimination policies to include gender identity and diversity, which the general faculty passed unanimously in November 2007.

REBECCA WHELAN, Assistant Professor of Chemistry, Department of Chemistry and Biochemistry. Prof. Whelan is excited to serve on the GAWS program committee as a representative of the science division. Her area of research interest is in bioanalytical chemistry, specifically the development of new analytical methods for detecting ovarian cancer. Student research assistants are vital to the progress of this research, and many have gone from the Whelan lab to pursue graduate studies or medical training. Rebecca teaches courses in general, analytical, and bioanalytical chemistry.
**DONORS**
The Gender and Women’s Studies Program is extremely grateful for the generous contributions made by the following individuals over the last two years.

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Thank you for your support. Your generous contributions enable us to schedule and sponsor events both on and off campus, benefiting the Gender and Women’s Studies majors as well as the entire student body at Oberlin College.

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Programming and student fellowships in the new Institute for Gender, Sexuality, and Feminist Studies significantly rely on the contributions of alumni and friends. Such contributions of whatever amount facilitate the growth and vitality of gender, sexuality, and feminist studies at Oberlin College for majors and students throughout the college. We hope you can make such a contribution. The following URL allows you to do so directly and online: [http://www.oberlin.edu/giving](http://www.oberlin.edu/giving) When you reach this page, click the “Online Donation Form” link on the left. Donations will be directed to the new GSFS Institute if Option “c. Other” is chosen and “GSFS Institute” is typed in the “Designate to:” box. Thank you.

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