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Women's Studies Newsletter 04-2010

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Women's Studies Newsletter

April 2010 Issue 4



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Welcome to this special edition of the Women's Studies newsletter. While our official Women's History Month celebrations have ended, the Women's Studies department continues to honor the crucial work that women do across the BGSU campus all year round.

In this issue, we have had the pleasure of interviewing women from a diversity of professions and varying disciplines. We aim to highlight the many ways women on this campus work in and through BGSU as scholars, administrators, mentors, and advocates.

Enjoy!



Jane Rosser : Office of Service- Learning

Dr. Jane Rosser is the Director of Service-Learning at Bowling Green State University. She has worked

in international higher education for over 20 years in the UK and the US. She is an affiliated faculty member in Women's Studies and American Culture Studies. Her research and activism interests include access and diversity issues in higher education, gender and LGBT issues, organizational change, qualitative research methods, service-learning and social change. Of her decision to work in the service-learning field, she states, "Like many of us, I came into higher education as an administrator from being a student activist who came through the early feminist work on campus. And I see service-learning as a continuation of that work. I chose not to become a faculty member in a certain area, but think there's a lot of compatibility between the work I've done in Women's Studies or in women's centers and the philosophy and meaning behind service-learning."

CL: What does service-learning offer which is crucial to the learning experience? What would you say to encourage students to get involved with service-learning?

JR: Service-learning is based on the concept that most of us learn more effectively when we have to apply concepts and theories in practice, so it's much like any applied pedagogy. But it's also mixed with a focus with what might be called civic learning. The concept is that there's an engagement with the broader com-

munity, particularly the not-for-profit more often than the profit community, that allows us to think of a larger set of social and political questions and values. So it sort of brings together what we know about how students learn as well as a set of goals that most universities have that are to do with producing graduates who have thought critically about key questions and have had the opportunity to really link learning in the classroom to learning in the community. And people come to the work in very different ways, but many of us come to it very explicitly from a social justice perspective because there's a focus on students asking critical questions in the community. We hope this leads them to asking some broader critical questions about how communities exist and function, and who benefits from our current construction.

CL: Why should professors and instructors consider adding a service-learning component to their courses? Do you think service-learning is appropriate for curriculum from all disciplines?

JR: It certainly is appropriate to all disciplines. It's not necessarily appropriate to all teachers. I think one of the keys is service-learning is a very democratic pedagogy, and it's based on the assumption that everyone is a teacher and a learner. So as a faculty member I have to give up a certain level of control of my classroom. I invite community partners to be co-instructors in many ways, to be part of the learning experience. Also it's a pedagogy that really sees students as having assets, because in many cases they're being challenged to craft their own learning, to take initiative, and they may bring learning back for their own classrooms to their peers. Also, it's a pedagogy that particularly focuses on reciprocity and on an investment with building a relationship with the community partner. It can be very challeng-

ing. There are faculty who still choose to do it, but one of their struggles may be that they don't control all the variables. But, that's partly where the learning comes from, because students are in settings where they don't have all the answers and they're trying to figure out whether what their equipped with actually functions. They're dealing with, "This didn't work the way I thought it did, so how am I going to fix that, or change it, or respond to it?"

It is a pedagogy that can be more time consuming. And the hope is that the University will open up more spaces that support faculty who want to invest in their teaching in this way. Even though there are headaches, I think faculty invest their time because they see the kind of learning it stimulates, which means they often have students who are motivated, engaged. Good service-learning courses in particular take time to evolve as faculty members develop their comfort level with the pedagogy, are looking for the partner or the project and the design that's a good fit for that course. And partnerships develop over time. And certainly our focused is trying to get faculty to think about sustainable partnerships because partners also have trust is-

sues. The high quality learning may come when the partner is saying, "Okay I've learned that you're reliable and that you follow through and you'll be back every fall to teach this course. Now I know more about your students, and you've helped us build this project, and now I'm ready to let your students do this thing at our site that's a little more challenging."

I think the big challenge is the faculty support structure. I think BGSU is serious about service-learning because of its conversations in the Connecting CUE (Connecting Undergrad Experience) process, and the ways [service learning] gets recognized in merit and tenure and promotion. So we hope as more service-learning happens on campus that spaces will open up that will allow faculty to invest in this kind of teaching.

CL: There's a lot of discussion on campus right now about how to recruit and retain non-traditional students. How might this population benefit from and/or be suited to service-learning?

JR: I think often what people say is that adult learners are too busy for service-learning, that they don't have time. But, in fact, the research shows

that, for example, community colleges have really amazing service-learning models. Service-learning is also done very successfully in online learning or in blended classrooms. Because what actually emerged is that folks who may be coming back to college or had a break before coming to college are often very hands-on learners. They respond to doing learning that they see as being relevant and practical. They may already have engagement in the community that they can build on. Part of it also comes from service-learning is a good pedagogy for people with diverse learning styles. The traditional classroom that's lecture-based really only hits a fairly limited set of learning styles, so any pedagogy that is more diverse is more appealing to students who are returning or have been out of school for a while and are now deciding to embark on college. So, service-learning is not a one size fits all, there's some best practice principles but what the models look like can be so varied in every class--it's not a cookie cutter pedagogy. It's really up to the faculty member to think about what their populations are and what learning they're interested in and craft the experience.

CL: How might graduate

students incorporate service-learning into their studies?

JR: My hope is that they get opportunities to teach service-learning as pedagogy, because I think they have a lot of freshness to contribute. I think development of future faculty is a key issue for the field and so I have graduate students who work in the office as graduate assistants. I've had graduate students do practicum where they might come and work on a specific project. And in the service-learning field there are now several programs through national organizations aimed at supporting the development of graduate students around research and teaching that relate to community-based pedagogy, service-learning, and public work. There's a very conscious interest in grooming a new set of faculty who have developed scholarship and teaching in this area. So, there are some options, and we usually try to have them listed on our website for graduate students who may be starting to do their thesis or dissertation. Also, I teach a class on service-learning in Higher Education which is open to anyone in any discipline.

For a student who's interested in that area, there are now several conferences that have

scholarships for graduate students and do special programs really trying to nurture a new set of researchers and faculty members who are interested in this kind of work. And that's kind of exciting. I hope we will increasingly see some students coming through BG who might apply and be lucky enough to get into some of those programs.

CL: Does the Office of Service-Learning have any plans for expanding its services in the future? Are there specific areas of interest or community organizations you would like to see the Office get more involved with?

JR: We kind of had a huge expansion this year because we have a new undergraduate leadership program in our office called the Civic Action Leaders Program. That's pushing us in all sorts of new directions related to outreach around the co-curriculum as well as the curriculum. Also, because of the centennial service challenge we now are getting a lot of requests for help and assistance in training around everything from volunteering, community service, service-learning, public work, and that's sort of a new demand. Furthermore, in the CUE process, the review of general education undergraduate

curriculum related to our new strategic initiatives, service-learning is identified as one of the high impacts practices in that model. So we're kind of waiting to see as the next stage of dialogue happens on CUE as we look towards the late summer early fall. So, we have some new things, and we're anticipating some shifts as we make our final decisions about our undergraduate curriculum, which is exciting.

CL: Anything else you would like to add?

JR: Well I think for faculty in Women's Studies and associated programs there's huge potential for service-learning and very strong national models. So many of the principles and philosophies of service-learning fit pedagogies that deal with—whether they're feminist or come from a critical race perspective—the learning outcome of taking seriously the perspective of others. It's hard to talk about personal and social responsibility without developing some critical consciousness of the structures of which those concepts play out. So, I think there's a lot of synergy for faculty who come from that perspective and who are teaching difficult material that might often be enhanced by the students being engaged in the community

in some way. While we haven't had a large number of reported classes from those areas, I think there's huge potential for those faculty members as a pedagogy that could be very effective in meeting some of the goals for their teaching.

Marcia Salazar-Valentine and Ann Light: Continuing and Extended Education

Dr. Marcia Salazar-Valentine, Interim Dean of Continuing and Extended Education, holds a master's degree in English from the Federal University of Rio de Janeiro, Brazil and a PhD in Educational Administration and Supervision from Bowling Green State University. She has partnered with BGSU colleges to implement graduate and undergraduate programs and courses of special interest to non-traditional students at off-campus sites. She has also helped oversee BGSU's summer session and has created special interest summer credit programs such as BGSU on the Road: Summer Freshman Trips and the Summer Academy for Educators.

A former language school administrator and English teacher in Rio de Janeiro, Brazil, Dr. Salazar-Valentine first came to the United States in 1986 as the recipient of a Fulbright scholarship to pursue research on John Steinbeck at San Jose State University. She has worked at BGSU since 1997, serving as direc-



tor of BGSU's Principalship Cohort Leadership Academy in the College of Education and Human Development, as the associate director for Off-Campus Programs in Continuing & Extended Education, and as an Associate Dean also at Continuing & Extended Education.

Ann Light, Assistant Dean/Director of State Fire School at Continuing & Extended Education, holds a master's degree in Career and Technology Education from Bowling Green State University. She has worked at BGSU since 1988 and has been with Continuing Education since 1998.



Her major responsibilities are to oversee State Fire School and many of CEE's conferences, including Women in Math, Science, Engineering and Technology, Early Childhood, and the Autism Summit of Northwest Ohio.

State Fire School, which is one of CEE's signature programs, has grown from an annual 1-week event to a year round training program that provides continuing education online, face to face, and with scenario-based field training to more than 2000 firefighters each year. Ann is currently working in collaboration with the National Fire Academy and the College of Arts and Sciences to develop a bachelor degree completion program in Fire Administration, the first of its kind in Ohio.

CL: Your list of services is impressively broad—who do you feel can benefit from your services? What types of issues do you think

your office is most helpful in addressing?

MSV: Basically our mission is to provide a link between the University and the greater community, and also to provide services for the community we have on campus. For example, we provide computer training for BGSU employees. As far as our community programs, we have several programs for children; we have the Saturday art school, Women in Science, and we have an autism conference that parents attend. We have some online certificates for teachers, professional in the community, business people, health providers. Of course we have State Fire School. We can also provide services to students who are not here, for instance, we have a program with Lorain County Community College where they can complete a bachelors degree on their site. The classes are offered from BGSU, we have two programs in Biology and Environmental Sciences. So we have a large array of people who can benefit from our programs. (to Ann Light) Do you have anything to add?

AL: Well, just to tag on to that, I think a lot of the things we do are demand-driven. So a lot of times people will come to us, for example faculty

members, and say, "I have this idea, I know there's this need out there, I want to get this information out to the community." So, I think that's one of our real strengths, that we can move quickly and respond and pull resources together to get the registration, marketing, all those things out there. We can get the message out to the community that these things are available, whether it's a conference, or a program, or an online degree, or a new initiative that's happening on campus.

CL: What role do you see Continuing Education playing within BGSU? What about in the larger regional community?

MSV: We are here to serve the community. And again, as Ann said, it's demand-driven. LCCC is a good example, they contacted us and they said they would like to see if they could partner with BGSU for those programs. So we provide the administrative support for those things. We also contribute to the University in terms of student credit hours because we have several programs for credit. For example, in the summer we have an academy for educators. We bring over a hundred teachers here to campus to take classes. All that we do in terms of credit is in partner-

ship with the colleges. We are the ones who provide the administrative support, registration, marketing, recruiting, but the colleges provide all the academic content for that in all of our areas. On the other hand, we also contribute financially to the institution, and I would like Ann to talk about this, how when you have State Fire School here you have over 500 people on campus

AL: And in the community.

MSV: And in the community, who are purchasing at the bookstore, or eating, or staying in the dorms or the hotels. So, it's not just the campus but the city of Bowling Green as well. We also help recruit students for the University indirectly, like with Women and Science. (to Ann Light) How many girls do you bring here?

AL: 600-700 junior high and high school girls come every year.

CL: Is that a summer program?

AL: No, we do it twice a year, once in November, once in the spring. The November program is the 7th or 9th grade girls and in the springtime we do a high school program. And it's a one-day intensive math, science, engineering, and technology program.

We've been doing this since 1984 and it's really kind of known in the community now. They come and they meet with internal women scientists and people in technology and math. There's also a huge external volunteer base that come year after year to meet with these girls. Really it's a phenomenal program. It's indirectly recruiting, I think it's positive for BGSU, but we certainly don't tell these girls you have to come to BGSU, or you have to go anywhere. It's more of a positive keep your options open, keep taking your math classes, keep taking your science classes. Don't burn your bridges because we know that girls drop off at a certain age and a lot of them decide not to take those classes. But it's fun when you meet young women on campus who say, "Oh, I went to your Women in Science program." It's great to see that it does have an impact. It's a really positive event, it's one of my favorites.

MSV: It's a way that we are highlighting the institution, the resources that the institution has, the faculty, in bringing those students here on campus. It's really a uplifting event.

We are also an incubator of programs. A lot of programs that are in colleges now started at Continuing Education,

because we are risk takers. They even start sometimes from a non-credit program that eventually becomes a credit program, or we may have partnerships with colleges that we start here. We see an opportunity, that the community wants it done, the colleges partner with us, and once it grows and becomes stronger then it goes and resides in the college and we take on something else. So we are risk takers here, that's kind of the nature of Continuing and Extended Education.

CL: Tell me more about the State Fire School. How did Continuing Education come to be interested in this program? You mentioned in an email to me that there might be a degree program in Fire Administration coming soon.

MSV: Yes, an online degree, I'd like to talk about that afterwards. State Fire School has been at BGSU since?

AL: 1974

MSV: '74. Ann has been overseeing this program since '98

AL: It started as a program that would come to campus but there was an administration for Fire School, external to BGSU, that would come here.

So the role of BGSU was to find classrooms and the logistics of books and those sorts of things, but the whole registration and administration was external. About 12 years ago that changed. The Ohio Department of Public Safety said they shouldn't be in the business of this any more they'd like it at BGSU. And then at that point our role changed significantly because all of a sudden we're planning curriculum, hiring the instructors, having to do research of what's important, what's going to be relevant for people. So our role really shifted. It's grown from being a one week thing to we have two programs here on campus now. We do almost as much contract training out across the state as we do education here on campus. We've got online programs, hybrid programs, and now, based on hearing from the people who come here every year that we need to get bachelors degrees in Fire Administration, that's where that idea started. It started as this little grassroots idea about 10 years ago and now we're getting ready for it to be a full-blown degree program.

MSV: We've already proposed it, it has already been approved by the curriculum committee and the College of Arts and Sciences. This

degree will be housed in the Department of Political Science. We worked very closely with the chair in the Department of Political Science, Dr. Neal Jesse, and also Dr. Frank Goza who's an associate dean in the College of Arts and Sciences. They've been wonderful partners. What we tried to do was to get together what Ann and her area know about Fire School, the potential for recruiting in that area, and then get it together with the academics here to provide a program that is academically sound. As Ann likes to say, it's not your "putting out a fire degree." This is a degree for people who are already firefighters and who want to become administrators, who want to become battalion chiefs, and so on. So it's a different level, it's the administrative level. And more importantly, it meets the requirements of the university system of Ohio. We want to provide education to the workforce, and that's what this degree is doing, taking them to the next level.

MSV: One thing that I think is interesting about State Fire School is that, well, Ann now has more people working on this now, but it's been on the hands of two women the whole time. It think it's interesting because the overwhelming majority of the participants in

Fire School are male.

AL: Over 93%.

MSV: And this is all put together 100% by women.

AL: Except for our advisory board—we have a great advisory board.

CL: You said that you were thinking about doing a program that specifically targeted women who wanted to work as firefighters?

MSV: Or those who are already firefighters but maybe dealing with some issues that are more particular to them. That was actually suggested by Chief Wolever in Toledo. And he's part of our advisory board, and we thought that was a great idea. So, some other things for us to look at.

Right now we are focusing on the degree because this degree is also going to help with the strategic plan for BGSU. Strategic number 2 is to increase the population of students at BGSU, and that's what we are doing, bringing non-traditional students. We anticipate really strong enrollment and we've done a market research and the demand for this degree is there, and the support for tuition reimbursement is there, too. So we

are really very positive that's going to be a successful program.

CL: What plans does Continuing Education have for the future (as far as programs you would like to develop, community outreach, etc.)?

MSV: I think we see a demand for online. I think that's one thing we intend to invest in more and more because for non-traditional students those opportunities are very attractive. We also have, I don't know if you're familiar, BGSU has a building at Levi's Commons?

CL: Yes, I did see that on your website.

MSV: Okay, that is a BGSU building and through that building the college of Business administration offers an MBA, the college of Health and Human Services has a masters in Public Health, the College of Education offers classes there as well, and we also use that building. We want to offer more conferences in business and industry training in that facility. So that's one thing that's on our radar screen, to use that facility more. Because it's easier for people to come, to park, access is much easier than here for that population of students.

AL: It's all part of being that continuum so when people come to us for that certificate it fits within their whole career ladder. That's a big part of what's going on at the state level, too, is stackable certificates that lead to somebody having access to getting into an associate's program. Multiple input and exits sites so we're building weave with someone for their whole continuum. I think it used to be looked at a little more linear. I think that's really where we can be supportive is to help people really reach their goal even if they zig and zag along the way—which really is what happens in most people's lives.

MSV: And trying to be customer-centered, that's another characteristic of Continuing Education. I can talk about the summer academy for educators, for instance. We build that program every year based on what the teachers tell us they want the year before. A good example is teachers are asking for more classes on how to apply the arts to the curriculum. So we went to the School of Arts and asked what can we offer to those teachers. So it's student-centered.

AL: And the same is true, which we really haven't touched on, but we do a lot of training for companies, business and industry training. And I think one of our real focuses and strengths is we don't want just go in a do one-shot training. You know when you go to a seminar and you think, "Oh, that was really great," and then you stick the notebook up on the shelf and you never think about it

again. So, I think we're really committed, and we will be in the future as well, to making sure that we go in and find out what people need and that they learn what they wanted to learn and that they were able to put it into practice.

MSV: Yeah, and in a time when resources are limited, you really have to assess the programs and say what are the programs that are going to bring the largest number of people to the institution. That's the picture that you have to have. Our mission is, again, professional development and personal growth, so we try to stay true to our mission.

Mary Krueger: The Women's Center

Dr. Mary Krueger has been the director of the Women's Center at BGSU since it opened in 1998. She considers herself a teacher, a feminist, an activist, a sexologist, a spouse and

a mother (not necessarily in that order). She started a teen pregnancy prevention program in Lucas County Schools, a sex education program at Emory University, and the Cocoon Shelter in Bowling Green. She states, "I believe in justice, passion, the well-crafted written and spoken word, the power of kindness and the possibility of redemption." She has been teaching, training, researching, and studying

sexuality and gender issues for more than 20 years. Her areas of expertise include women's



sexuality, sexual & domestic violence, developmental sexuality and sex education methodology.

CL: Could you tell me a little background about the Women's Center—how long has it been in BGSU? How did it get started?

MK: Well we opened in September of 1998. I was hired after a national search. In terms of what lead up to it, since you're about to interview Ellen Berry, the what lead up to it part really all happened before I got here. So people like Ellen were really instrumental in making the case to the administration and knocking on the door and refusing to go away. But it was about 20 years of organizing, researching, and documenting gender-based inequity on campus. And, apparently, two presidents ago just wasn't interested in hearing about it. But when our most recent president, Dr. Ribeau, came to office in the late '90s, he said something along the lines of, "Well, duh, of course we need a Women's Center. I mean that's just best practice at a university." So, it was an ear who could hear what they had been saying for a long time. So I can't take credit for any of that. But Ellen could tell you

some of that, as could Jane Rosser, who was the Women's Center's first graduate assistant. I hired her over the phone in Atlanta. When they announced that they were going to open a Women's Center, she went to the provost and said, "I want to be the grad assistant." She was a doctoral student at the time. And the provost said, "Well we haven't even hired anybody yet," and she said, "Well I really want to be the grad assistant." And they had not initially had a line item for that. And, well, basically I would have hired anybody. But I talked to Jane over the phone and I thought this woman is amazing. She was actually waiting at the door for me my first day at work. So she's got as long of a history as I do. Which means we're just finishing our twelfth year. So, I'm the first director, but, I think it would be a little presumptuous to say I'm the founding director because the committee did the work of the founding before I got here. I am a BGSU alum. I did my bachelors and masters here. When I left in 1981 it never occurred to me that I would come back. But, it just sucked me back after 17 years. So I do have a little bit of investment as an alumnus.

CL: What drew you to this position?

MK: Well, it was a combination of reasons. I was living in Atlanta and working at Emory. I loved the city and I loved the school and I had adopted two children as a single parent. Which meant all of my family, who are in northwest Ohio, who were now their grandparents and aunts and uncles, were 700 miles away. So I thought I need to start looking at opportunities to get closer. I wasn't thinking I'd get right in my family's backyard, but you know, closer—Cincinnati, maybe Columbus, Ann Arbor. So I was kind of keeping my eye open but I wasn't going to be a martyr about it and just settle for anything. So, as someone who came out of the womb as a feminist, this was like wow, to be a professional feminist.

I had been on the founding board of the Women's Center at Emory, so I had had a board person's perspective on that and seeing a little bit of someone starting a Women's Center from scratch. And it was actually in my family's backyard, which meant my kids could get grandparent time. So it was both a professional and a personal draw. And when I interviewed and went through all the preliminary stuff and I was really interested in continuing to be

able to teach, and the fact that they were open to that was important to me. Because I like this, but I like the combination of administration and teaching both.

CL: What role do you see the Women's Center playing within BGSU?

MK: I like to think of us as sort of the clearing house function. To be the locus of discussions about gender equity. I think Women's Studies does some really important work in that regard. But Women's Studies also has the expectation to be an academic discipline. Before BG had a Women's Center, the Women's Studies faculty were being asked by students and community members to do the kind of activism that really was the work of a Women's Center, but there wasn't one. So they were sort of the defacto. So I see us as the sister of Women's Studies. We hold the activism card, the community awareness card. We do that in collaboration with Women's Studies, and we do our little piece of scholarship support, but that's really their purview. So, I see us as a clearing house for information and for advocacy and to be the starting point for gender equity activism, both on campus and in the greater community.

CL: I know you've been working a lot on the issues of recruiting and retaining non-traditional students, could you talk a bit about that? What's happened so far with it, and what things are planned for the future?

MK: Well it's still pretty fledgling. Non-traditional students, that term, is defined by the state. So Columbus tells you exactly who meets the definition of a non-traditional student. The piece of that I am the most interested in as the Women's Center is student parents. That could be mothers or fathers, however I see it as a Women's Center issue, because when you look at which parents are actually custodial parents it is overwhelmingly mothers. These could be adult learners who are coming back to finish a degree or who finished a degree years earlier, or somebody who gets pregnant while she's here and decides to keep this child, or someone who had a baby in high school and is coming in at a traditional age but with this nontraditional life. I really see this as a women's issue, and also I think having an educated citizenry is in the best interest of everybody. So when there are obstacles for people with children getting an education it makes sense to try to

get those obstacles out of the way, to mitigate the impact so that they can be successful in their academic careers and in their work down the road.

CL: And I know this past summer you had a couple assistants working on this issue, what did they find in their research?

MK: Well, what we found is that out of all of the state institutions of Ohio, Bowling Green is last in terms of the programs, resources, and accommodations for students with children. I've been trying to get my hands on some hard numbers of exactly how many students have children. There is no place where the University collects that data, when you enroll, at registration, application, no where in there do we ask "Do you have children?" And then, of course, once you are a student, if you become a parent, there's no place for that information to be collected. So the closest we can come is looking at the FAFSA and seeing how many potential or continuing students declare themselves as having dependents. So, looking at FAFSA data from the last 5 years, BGSU enrollment has gone down but the whole number of people declaring dependents has gone up. That's as close as we can get to the

specifics, but it's something. I'm hoping to be able to have a staff person whose job it is just to do nothing but this, to coordinate programs and services for students who are parents.

We're working with the Office of Non-traditional Students Services. I think that BGSU as compared to other state institutions, has traditionally had a lower percentage of adult learners. And I think that the administration has sort of assumed that the student parents were all adult learners—they were all mid-life people coming back. But there are plenty of people in the 18-22 traditional age range who have children. There was an administrator on campus who said to me, "So what are we talking, like 15-20 people total?" So, there's been a real underestimation of this as an issue for students across the board.

CL: What kind of programming do you think you'll be advocating for?

MK: Well, what students say and what the research says and what other institutions in the state say they are doing tends to focus around childcare. Childcare and housing being the two biggest issues. And the things that we often (we being people who are not in the situation but who want

to create a program) think would be the most helpful like, "Oh, support groups!" is down on their list. Like, "Well, that would be good, but I need childcare. I need a place to live and I need someone to take care of my kid. If I don't have someone to take care of my kid, I can't come to support group." So when you talk to students themselves it's really pragmatic stuff like that.

We've approached the Residence Life staff to inquire into the possibility of having on-campus student housing for students with families. And they were really receptive to that. They said no one's ever really pushed for that idea, but that's not undoable. So it's just a matter of saying hey there's a need and we could address the University's enrollment problems. Here's a population that we could retain and possibly recruit from. So I really see it as responding to the enrollment concerns of the institution right now.

CL: What kinds of opportunities are available for those who want to get involved with the Women's Center as graduate assistants, interns or volunteers?

MK: Well, I have one graduate assistant position, so

people could do that. But I have also had over the years a number of grad student interns and practicum, especially from particular programs, especially Higher Education. Their students are required to do practicum in campus offices, and I'm all about that. And I say yes to pretty much anybody who comes asking for a placement in that regard. Especially if they have an idea for a project or an initiative they want to work on already as opposed to "Hi, here I am, is there anything for me to do?" If you come with an agenda, I will figure out a place to put you.

With undergraduate students it's the same thing--internships, independent studies, I usually have a couple of those every semester. And one of the things I'm planning to work on with Sarah (Rainey) over the summer is to create a standing, for-credit internship at the Women's Center that will be offered every semester. So I will be less dependent on a student coming to me and we will have an actual for-credit internship, I hope beginning in the fall. But, we'll take volunteers for anything. And there are certain times of the year we have a particular need for volunteers. In October when we do the Silent Witness Project, we definitely

need a serious group of 50 or more volunteers, and then for Women's History Month in the spring as well.

CL: So, in addition to your position here at the Women's Center, I know that you also work with The Cocoon Shelter, Silent Witness, and the Women's History Month planning committee. How are you able to balance all of your interests/projects?

MK: Well, you know they're all under the same umbrella. The Cocoon Shelter, I was the founder and I was the founding president, and it was dominating my life for like 2003, '04, '05, and '06. But, I'm not on the board anymore, so I have a much smaller role with the Cocoon. I'm kind of the pipeline from the University to the Cocoon. So people bring donations here and then I take them over because it's a non-publishable location. And people who want to do volunteer things for the Cocoon, I recruit volunteers for them. The Silent Witness Project we started as a project at the Women's Center, but then it took off and got so enormous I couldn't keep my arms around it anymore. So we now have a half-time position funded through AmeriCorps for someone to coordinate the really day in and day out pragmat-

ics of running the Silent Witness Project. So, that's not all on me. The unveiling is a hugely busy time and I still really do the big picture work for that. But we do have a half-time person who does the details of maintaining the collection, updating the collection, doing information sharing with the family members. As for Women's History Month, there's a committee. I call the committee together, but it's not like it's the Mary Krueger show.

This is what the Women Center does. I don't do all that myself, but I think it's my job to figure out a way to get it done. So whether that's using volunteers, whether that's creating a position, whether that's getting some collection action going, that's my job. But I'd be dead or insane or have a way inflated sense of ego to think that I could do all of that by myself. I so totally don't do all that by myself.

CL: What should individuals thinking about advocacy work as a career consider? What advice would you give them?

MK: They should consider the fact that you will always be poor—financially, but only financially. I sort of have this philosophy that there's a difference between your job and

your work. And if you're really really lucky, and I think I'm lucky, you can do your work through your job. So my work is feminism and gender justice and I get to do that through my job and get paid for it, and that's a really great thing. But if President Cartwright barged through the door tomorrow and said, "That's it, you're fired, we're shutting down the Women's Center," it would mean that I don't have a job anymore, it would not mean I didn't have my work. So I would find some other way to do my work.

I think if you feel called to activism you can always do your activism whether it's part of your job or not. So if you have some other kind of job then you do your activist work in some other part of your life. And don't feel like it only counts if it's some kind of full-time thing because activism takes a lot of forms and it can be exhausting when it's both your job and your work. And if it's going to be both your job and your work, resign yourself to the fact that you're not going to make a lot of money. You know that going in. Your sense of meaning and validation has to come from something else.

Susana Peña: Ethnic Studies

Dr. Susana Peña is an Associate Professor of Ethnic Studies with affiliated appointments in Women's Studies and American Culture Studies. She has a PhD in Sociology from the University of California, Santa Barbara. Her areas of specialization include Latina/o Studies, Gender Studies, Sexuality, Race and Ethnicity, Social Inequalities, Qualitative Methods, and Cultural Studies. She was born in Puerto Rico to Cuban-born parents and raised in Miami.

CL: What research are you working on right now?

SP: In addition to finishing revisions on my book on Cuban American gay male culture in Miami entitled *Oye Loca: The Making of Cuban American Gay Miami*, I am starting a new project that tries to historically examine the racialized and sexualized relationship between Cuba and the United States. This project is in its early stages, and it's tentatively entitled "Desiring Gaze: Sexuality, Race, and U.S.-Cuba Relations." In it, I analyze dif-

ferent cases—each focuses on a particular historical period and a distinct issue related to sexuality and race. For example, in one case, I examine the sexualized representation of Cuban women between the



Susana Peña in front of a mural at the Little Haiti Cultural Center in Miami, Florida.

1930s and 1950s. In another case, I examine the dismantling of sex work industries in Cuba after the 1959 revolution. My goal is to demonstrate how race and sexuality played key roles in how the U.S. and Cuba "saw" each other. For example, when the Cuban government attempted to eliminate prostitution from Havana, they

identified this vice with U.S. bourgeois influences. When U.S. consumers viewed sexualized representations of Cuban women, it reinforced notions of the Caribbean island as a sexual playground where moral boundaries could be transgressed.

CL: I see that you have several forthcoming publications including an article for *Gender & History* on the topic of Latina transgender activists. Could you tell me about this project?

SP: This project emerged from my early work on Cuban American gay male culture. When I started that project, Susan Stryker, a transgender scholar/activist/filmmaker who I met while we were on a grant together, pointed me towards the archived collections of the Transsexual Action Organization, a group that moved from Los Angeles to Miami in 1972. I've been reviewing those archives and additional collections at the University of Michigan's Labadie Collection. When this special issue of *Gender & History* focusing on "Historicizing Gender and Sexuality" was announced, I knew I had found the perfect home for the article. My analysis focuses on the Latinas who participated in

the organization in the 1970s. This was an important organization and most of the officers were transsexual Latina women, including Puerto Ricans, Cubans, and Colombians. As you know, the histories of GLBT peoples are often under-analyzed and underrepresented. I wanted to use this rich archive to try to document some of the work these transsexual activists were doing.

On another level, I was trying to historicize our use of the label “transgender” to talk about different historical moments and cultural contexts. This line of questioning stems in part from my discussions with my former advisee Joelle Ruby Ryan, a BGSU grad who recently completed a dissertation on transgender representation in film and television.

CL: You were responsible for the addition of the Latino/a Studies minor to the curriculum in 2003. What impact do you believe the development of this minor has had?

SP: I can't take sole responsibility for the creation of the Latino/a Studies minor. There were a group of students (including members of the Latino Student Union), faculty, and staff at BGSU who had been pushing for a minor before I was even hired. When I got to

campus, one of my first tasks was to get this group together and try to craft a proposal for the Latino/a Studies minor, and I'm very happy to say that even though I was a fairly “green” (new) faculty member, we were able to get the Minor passed.

I think the most significant impact the Minor has had is increasing and stabilizing the numbers of courses focusing on Latino/as that BGSU offers. Because we have a Minor, we must regularly offer courses, and we have been able to do that even in the last few years of budget crisis. Our courses are well enrolled. We usually have a varied group of students including Latino/a Studies Minors, but also majors in Ethnic Studies, Spanish, and Spanish Education who are interested in the topic and whose majors are served by these courses.

Our newest addition to the Minor, is a cross listed Ethnic Studies and Women's Studies course, Latina/o Gender and Sexuality. It is in the process of being approved right now. I've taught this class a couple of times as a special topics course, and my Chair and I felt it was time to get the course officially “on the books.”

CL: Could you talk about the Human Rights in Latin America Film Series which you and other members of the Latin American and Latino/a Studies ICS Cluster organized this fall? Do you have any plans to do similar events in the future?

SP: The ICS Latin American and Latino/a Studies cluster is a fabulous group of faculty from departments across campus including Romance and Classical Studies, Ethnic Studies, and History. Amy Robinson (ROCS) started the group, originally as a learning community. Since then, we've become a cluster at the Institute for the Study of Culture and Society. The group is being lead this year by Francisco Cabanillas (ROCS), and past leaders include Valeria Grinberg Pla (ROCS) and Amilcar Challu (HIST).

The Human Rights in Latin America film series was our most recent event. We showed two films. The first was *Paisito* which looks at the 1973 coup d'état in Uruguay through the memories of childhood sweethearts who were separated shortly after the coup. We were really lucky to have the screenwriter, Ricardo Fernandez Blanco (who won an award for this screenplay), with us. He talked about his experience writing the screen-

play, working with the director Ana Diez, and acting in the film. The second film was a documentary entitled *The Disappeared* which focuses on the search for identity by children whose parents were killed during Argentina's Dirty War. It traces the story of Horacio Pietragalla, a man who had been raised by a family who worked for the man who was responsible for the death of his biological parents. It follows his search for his biological family and their history. The screening of the documentary turned out to be very timely because in the last few months, in part because of the lobbying of Horacio and the organization he collaborated with, Argentina passed a law to compel DNA testing in these cases.

I want to emphasize that all cluster events are collaboratively organized. I'm just one contributor to those collaborations!

CL: What has your experience been working within the interdisciplinary field of Latino/a Studies with a Sociology background? Since your work incorporates studies of Race and Ethnicity, Gender, Sexuality, social science methods, and Cultural Studies, do you feel like you have to be strategic about how you pres-

ent your research depending on the audience? How do you negotiate all of your interests, training, and the expectations of (possibly) divergent fields? What advice would you give to individuals considering careers in interdisciplinary scholarship?

SP: Interdisciplinary research is both extremely rewarding and extremely challenging. Interdisciplinary research and interdisciplinary debates are such a core part of my academic background that I can't imagine doing the work that I do any other way. My Ph.D. is from a Sociology program, but it was a very interdisciplinary Sociology department. We were encouraged to engage with "social theory" widely conceived to include Sociology, Anthropology, History, Linguistics, Women's Studies, and Ethnic Studies.

I can probably trace my interdisciplinary inclinations to my undergraduate degree. At the time, I wanted to have a major that focused on Latino/as in the U.S., and given the limited course offerings, that concentration had to be interdisciplinary. At Amherst College, we were allowed to take classes at nearby colleges, so I was able to piece together literature, sociology, and history courses at Amherst and Smith

College to create my major in Latino/a Studies.

I think interdisciplinary work can be very fruitful, but you definitely have to be strategic if you are a new scholar trying to find a job with an interdisciplinary degree. There will be traditional disciplinary departments that will be more skeptical about your credentials, and you will need to prove to those skeptics that you are conversant in what they define as their field. Of course, the ultimate goal is to expand what is viewed as the parameters of the "field"--be it History, Sociology, or American Studies.

I would encourage graduate students conducting interdisciplinary research to try to think ahead about the kinds of departments they would like to work in. If you think you want to work in a traditionally defined discipline, make sure you have a strong background in that field. You can do this by taking courses in those departments, presenting your work at the major conferences in that field, and participating in the debates within the field. While you always have to address the naysayers when you are on the market, remember that your interdisciplinary background is an asset! You want to be able

to communicate the way your interdisciplinary background is a strength to different audiences.

Kris Blair: English Chair and Vice Chair of Faculty Senate

Kris Blair is the Chair of the Department of English, as

well as the Vice Chair of Faculty Senate. As a computer-mediated writing and technological literacy specialist, her teaching, re-

search, and service intersect gender, technology, and critical technological and cultural literacy in a range of venues: virtual writing spaces, technopedagogical workshops for faculty and graduate instructors, and outreach work with senior citizens and adolescent girls. She currently directs a computer literacy camp for middle school girls titled *The Digital Mirror*.

CL: What are you working on in terms of your own research right now?

KB: Much of my research ad-

dresses issues of online education, so I'm constantly writing chapters and articles on that topic, often from the perspective of academic labor. For faculty I think there's a pretty strong rhetoric of 24/7 learning that takes place in the larger institutional culture and the benefits that convenience has for a diverse range of students—including women.



But, at the same time, what about the impact on faculty? What are the incentives and reward structures and how do we fos-

ter a culture that supports the faculty who engage in these types of curricular and pedagogical innovations? I also do a lot of work on the politics of technological literacy acquisition in general, and so much of that in my own work focuses on the ways in which women come to technology. So, the way that I try to address that is through issues of narrative as a research methodology and looking at the material conditions that impact women not as an essentialist category but as a class of individuals for whom technology access has often been mediated through

a range of differential power relationships. So, that kind of is basically what my work addresses. And I just had a co-edited book published with Radhika Gajjala titled *Webbing Cyberfeminist Practice* that we edited with a colleague of our, former graduate student Christine Tulley. I also do work on the politics of digital scholarship that as we see more and more happening in the larger culture with web 2.0 technologies like Twitter and Facebook and Google, etc. How does it impact what we do as academics? And how we should really be thinking about the way that scholarship needs to be remediated so we understand that even what we do in the academy is increasingly digital. This includes the status of online journals, and the way that policies within the academy don't necessarily account for these types of innovations in teaching or research.

CL: Let me backtrack to something you said about technology and literacy for women. What particular experiences are you finding that women have had, in a general sense, with technology? What sorts of issues are you addressing?

KB: Well, part of it is you know how again women access technology and the messages

young women, adolescent girls get about technology early in their academic careers. There has been some research conducted in consultation with the American Association of University Women that around the middle-school-years girls might start getting the message that some of the stem areas, including technology, are not necessarily areas for them. When you ask people what sort of image comes to mind when you envision a computer scientist, for example. I might ask you that, and you might have a very specific image that comes to mind, and very often that image is male. So, what messages are girls getting about technology? And how can we develop structures at both the national and the local level that foster interest in technology, both in personal and professional ways, and certainly aptitude in regards to technology? One of the things I've been doing for the last four years is directing a computer camp here at BGSU called the Digital Mirror. I've been doing that with graduate student women as co-facilitators; Dr. Gajjala was initially involved in the project, and it is an AAUW funded initiative—we received a 10,000 community action grant. What we try to do is take up to about 24 girls each year, some of whom are returning

girls. We're getting about 12 back this year who were with us last year. So we're really trying to foster technology as something sustainable in their lives. Not only do they have the opportunity to reflect on the role that technology plays in making connections with family and friends, because at that age that's such an important part of adolescent identity, but they also have a chance to explore the ways in which technology can play into a career choice. So when we've done second tracks for returning girls, we often focused on the more professional types of activities involving technology, having girls work in teams on a writing project or a web project. The last time we did that we actually had them all work to produce a website for the camp. About a dozen of them worked on shooting video, writing copy, designing the web pages, coming up with the logo—well that's all stuff that can transition into other things, not just into the stem areas, but into journalism or PR or art. So, a really exciting opportunity, and we're going to do that again this year as well.

CL: As you may know, the Women's Studies department is interested in developing more online curriculum, particularly in regards to doing

outreach to non-traditional students—what kind of advice can you offer the Women's Studies department as it takes on this project?

KB: It's my sense that Women's Studies has been more of a leader in this area than necessarily other units across campus in that you've already offered courses online. I think part of the advice I would give is, again, looking for those cultures of support. How do you turn curriculum for those online pedagogies into a learning community? How can Women's Studies faculty come together and talk about what the overarching goals of going online and how the curriculum can best match those goals? How can you work to create a consistency of experience through professional development for faculty who go online? How can you ensure that courses that Women's Studies students might be expecting are offered online in a consistent way? And that can be a challenge if you don't have a cohort of faculty. I think part of the problem is when you designate, "oh this is our online instructor." And English is guilty of that as well, we have an online instructor, someone who teaches not all of our online courses, but his particular load is specifically online to meet the needs of

the online Bachelor of Liberal Studies. So, really looking for ways for making the experience consistent for students, and making the experience quality for students. And part of that means starting with the concept of faculty development and establishing a community of scholar teachers who discuss the challenges, the possibilities, and the constraints of teaching online, and working collectively to ensure that it's a good experience for faculty and students.

CL: I think that's an important point, because I know in Women's Studies the people who take on much of that online teaching workload are graduate students, and so they may not have access to those same kinds of resources, or be brought into the process in that kind of way.

KB: Yes, and that's highly problematic because you are an overworked, underpaid labor force, and in some disciplines, you are a gendered labor force. And so, what does that say about the ethics of care that we bring to our future faculty? On one level, I completely believe that graduate students as future faculty should have opportunities to develop digital curricula because as you go out to the academic job market that is

going to be increasing important. Your ability to deliver curricula digitally will be a selling point for you at a number of institutions where there is that desire to reach new student populations—some with a social justice mission, and some to increase overall enrollments.

CL: What's going on in Faculty Senate, what are you working on right now for that?

KB: Much of what happens in Faculty Senate is done by its committee. One of the policies that I think will be of interest to women faculty is a tenure clock stoppage policy allowing individuals, not only women, who for reasons that become often very women-centered—childbirth, adoption, caretaking in families for parents or partners—may have opportunities to request a delay in the tenure clock. There's a lot of data out there that show that even as the numbers of women in the academy are increasing, those numbers don't necessarily increase proportionally in some disciplines, particularly at the tenure track level. So, you might find more assistant professors in a particular discipline than you do tenured associate professors. And when you go up to the full professor ranks, you find even fewer. So, this particu-

lar policy is meant to be more supportive of all faculty, but particularly the needs of women from diverse backgrounds, who because, you know, they themselves might be returning students, have different types of external needs that other faculty, because over the years there's been more of a traditional male model of a university faculty member or a university professor, don't.

CL: Okay, so we've talked about your research and your work with Digital Mirror and the Faculty Senate—how do you balance all of your interests/projects?

KB: Well, I think there's something to be said for time management. There's also something to be said for work/life balance, understanding what you can do in the course of a day and how to balance that with your personal life. Making sure that you don't bring every aspect of your job home. That's certainly an important part of my life, both professionally and personally. I think the other thing is if you look at the way that certain parts of your job, regardless of the various duties, are consistent. I like to think that my primary role, whether I'm chair of the English department, vice chair of Faculty Senate, a researcher and a graduate

educator, is really devoted to being an advocate. And so I look at those roles very consistently, and, admittedly, to balance all of them, can be a bit of a challenge. But, you know, I sort of have this motto, the more you have to do, the more you get done. It is possible to do a lot of things and to be an effective multi-tasker. That's the goal I try to have for myself, at the same time knowing I have to get a good night's sleep, I need not to bring my work home. I think that those are all issues that women administrators balance in their personal lives and I'm no different.

Deborah Wooldrige: President of the Amer- ican Association for University Women

Dr. Deborah Wooldrige is a Professor and the Director of the School of Family and Consumer Sciences and the Associate Dean for Research and Field Experiences in the College of Education and Human Development at Bowling Green State University. Dr. Wooldrige served as the Dean of the College of Family Sciences at Zayed University in the United Arab Emirates, as Associate Dean of Education and the Coordinator of External Funding at Southeast Missouri State University. She has been a middle school and high school teacher in Oklahoma. She was a Fulbright Senior Scholar at the University of Bahrain in the Kingdom of Bahrain and has done consulting with Ministries of Education and Ministries of Labor and Social Affairs in Oman, Kuwait, Bahrain and the United Arab Emirates, as well as acting as a liaison for UNICEF officials in Saudi Arabia for the Dubai and Abu



Dhabi areas.

Dr. Wooldrige has a PhD in Resource Management and Consumer Behavior from Texas

Woman's University, and a BS and MS in Education from the University of Oklahoma. During her career in higher education she has published, secured international, federal and state fund-

ing for research and community partnership projects. Her research interests are cultural and social issues of the family, learning outcomes assessment and curriculum redesign and assessment. Being involved in the community she lives in is important to her. Thus, she has served on the Board of Directors for the Cape Girardeau American Cancer Society and the Easter Seals. She has served on the Board of Directors for the Destiny House in Fostoria and on the board of the Cocoon Shelter in Bowling Green. She also serves on the Fundraising and Development Committee for the BG Zonta Club.

For fun, she spends a lot of time playing and walking her Havanese dog, Gia. She

loves blues, jazz and classical music. Live theater is another one of her interests, especially drama. She collects Islamic artwork and artwork on and about women, Persian rugs and Native American pottery. She loves to read plays and novels written by Middle Eastern or Latin American authors. She has a small design company Dee W Designs and participates in many of the Art Festivals around Bowling Green.

As a member of BG Branch of AAUW, she is the President and has served as the Co-Vice-President of Program Development. She received the Outstanding Branch Member Award in 2007 for her work in fundraising. She has also served on the National Development Committee for the AAUW Educational Foundation and is the Vice President for the Educational Foundation for Ohio. AAUW and her professional field have common roots and both strive to empower women locally, nationally and internationally. She has spent her career mentoring young women through her work in her profession. As a professional, she believes that we must always reach back and pull other along with us in our journey to improve the quality of life for individuals, families and communities.

CL: What role do you envision the AAUW playing within BGSU?

DW: First, AAUW is for everyone in Wood County not just those employed or associated with the University. Since its first meeting in 1881, AAUW has been a catalyst for change. Today, with more than 100,000 members, 1,300 branches, and 500 college and university partners, AAUW contributes to a more promising future and provides a powerful voice for women and girls—a voice that cannot and will not be ignored.

AAUW began with a meeting of 17 like-minded women who had defied society's standards by earning college degrees. What started out as the Association of Collegiate Alumnae in 1881 has grown into a powerful network of women who have influenced—and at times even shaped—the debate over equity in education. They envision an organization in which women college graduates can band together to open doors of higher education to other women and to find wider opportunities to use their training. These women mentored other like-minded women to work toward equity for women. We see that as our role at BGSU.

Each year we sponsor a BGSU student to attend the National Conference for College Women Student Leaders in Washington DC. The conference focuses on important and contemporary leadership issues. There are sessions designed to address the needs of both current and aspiring leaders. NCCWSL enhanced the leadership opportunities already available for college students at BGSU.

CL: The AAUW commits itself to fostering gender equity through “advocacy, education, and research.” In what ways is this mission reflected in the work of the AAUW on this campus? What kinds of initiatives/events/outreach are happening with these three areas of action in mind?

DW: We have developed partnerships with other organizations within the BG community such as the BG Zonta Club, the BG League of Women Voters and the BG Women's Club. All these groups work to empower women and communities and by combining our efforts we can reach more BG residents. We also help co-sponsor many of the events on campus that focus on women's issues and leadership.

CL: I noticed that the AAUW

is open to professors, graduate students, anyone who holds an associates or bachelors degree, and even to undergraduates who have not yet completed their degrees. How do you see all of these people, with such a diverse range of experiences and expertise, working together in the AAUW? What types of roles are available for those who want to get involved with the AAUW?

DW: My experiences have taught me that diversity within a group makes the outcomes more powerful and richer. We have roles in leadership, community service, fundraising, writing, program planning and the like. Members can be as involved as their time permits. We would like to see more undergraduates involve in the mission and vision of AAUW because equity is still an issue.

CL: Does the AAUW have any plans for expanding its programming/outreach efforts in the near future? Are there specific issues or areas you think the AAUW could be more active in?

DW: One issue is human trafficking. As we plan our programming for next year we hope to include this issue. We also will continue to focus on women's health and the health

care issue. The final issue is, of course, equity.

CL: Why do you think it's most important for people to become involved in the AAUW?

DW: It is a national organization that focuses on equity issues. It has ties to other like-minded organizations and has power to influence change in Washington D.C. Voices at the local level add to the power and ultimately to change.

Susan Kleine: Marketing

Susan Kleine is the Associate Dean for Curriculum and Assessment in the College of Business Administration and an Associate Professor of Marketing. Of her research, she says, "The common thread through my research is understanding how people use consumption of goods and services to establish, maintain, or adapt their identities. Topics I've studied that can be framed as identity issues include the sym-



bolic value of goods, material possession attachment, leisure activity consumption (athletic activities, souvenirs from travel), alternative health care, vegetarianism, deciding to join the U.S. Army Reserves, and voluntary blood donation."

CL: What research are you working on right now?

SK: As Associate Dean for Curriculum I am constantly thinking about student learning and development, which intersects nicely with my interest in identity development. One of my current projects is to understand factors influencing how business students develop identification with their major and how it impacts their success as students and in the business world.

The idea for this project stems from a study I did a few years ago in which I started looking at the student identity-major or study linkage. The results showed that a student's identification with their major is influenced by two things. One is the student's self-evaluation (esteem) related to the major; i.e., how well am I doing as a such-and-such major. Students seem to derive this self-evaluation based on comparisons with other students and feedback they receive from faculty and others.

Two, identification with major comes from the social networks the student is involved in related to the major. For example, involvement in clubs or organizations related to the major provide this opportunity. Once you get connected to people in a major, you are more likely to identify with it. Identification with major correlates with better success, such as GPA. I also observed gender differences. Women tended to identify more strongly with their major, but they also did better on the measures of success, as a whole. So I do not know what the causal relationships are. It may be that the better students also identify more strongly, and it happens that more women fall into that category. It is something I would like to explore in another study.

CL: Your past research has included studies of the emotional/symbolic value of objects and consumer practices. This struck me as a type of Cultural Studies project. Do you think that Business/Marketing is (or has the potential to be) an interdisciplinary field?

SK: Your observations are definitely on target! Business encompasses fields ranging from the social sciences to math and statistics, to en-

gineering and operational research, all with a focus on solving business problems. Marketing in particular is an interdisciplinary, applied field, especially in the arena of Consumer Behavior--exemplified in the Journal of Consumer Research, our top journal. As a field we apply perspectives from a variety of social sciences, including Anthropology, Economics, Psychology, Sociology, Social Psychology, and other fields that study human behavior. My training is in Social Psychology, for example. Likewise, advertising firms and research companies that study consumers apply these various social science perspectives to understand how and why people buy, use, and dispose of products, packaging, and so on. My work on material possession attachment is considered basic social science research; as such it is part of the foundation upon which applied research on brand loyalty and branding has been built. I like to study the personal side of our connections to produced goods and brands such as how consumption behaviors are used in building and maintaining our individual identities. Other consumer researchers focus more on the meaning of goods and brands at the societal level. Definitely interdisciplinary, as you ob-

served!

CL: What does training in business offer to women in particular? Or, what kinds of opportunities are available to women working in business which might be unique to this field?

SK: I was a little stumped by this question at first because I couldn't think of much to say that was particular to women. I recall taking a course as an undergraduate years ago about "women in business." In it we discussed the particular challenges faced by women entering business organizations, laws about gender discrimination, and other topics that were signs of the times. However, if we offered such a course today, it would be a history course and a celebration of all the advancements women have made in business over the past several decades. Thinking about this reminded me of the bow tie scarf things I wore in the 1980's--a female version of the necktie. I still have one as a little reminder of how women no longer feel compelled to imitate men in their business dress, just one indicator of how things have changed. I'm sure women still encounter negative gender issues in some organizations, but that tends to be the exception

rather than the rule nowadays.

Opportunities in business for both women and men are so wide and varied that it is a challenge to generalize. Young women today have unlimited opportunities and choices of career paths that will help them develop their potential and achieve their goals. Businesses in general are seeking to hire and promote the best talent, regardless of gender. They want to hire people who are good communicators, problem solvers, collaborators, and who have shown leadership potential. We aim to help students build these skills in the BSBA program. Business is particularly suitable for high achieving women who enjoy setting and accomplishing goals, especially in a collaborative context. Many women now start their own businesses. There also are opportunities to work part-time to balance work and family, as well.

The BGSU College of Business has a long list of successful women alumni, including two of our recently awarded "Accomplished Graduates" -- Debra Box ('86), Senior VP at Bank of America, and Karen Strauss ('77), President of BCG (Masco Builder Cabinet Group). Stephanie Imhoff ('82), Chief Financial Officer at Longaberger Company,

is a member of our BGSU Board of Trustees. Our Dallas-Hamilton Entrepreneurial Hall of Fame includes women such as Cheryl Krueger ('74), President and CEO of Cheryl & Company, makers of Cheryl's Cookies and Otara Chandiram Gunewardane ('85), founder of Odel, one of the leading fashion and retail companies in Sri Lanka and Asia. Pretty impressive ladies!

CL: It seems likely that, with the state of the economy and the recent surge of people deciding to go to college/graduate school, more people might be thinking about careers in business (particularly entrepreneurial enterprises). What kinds of (possibly unexpected) careers can a Business degree lead to?

SK: The question about entrepreneurial enterprises is interesting because it can include both small and start up ventures, as well as large companies that maintain an innovative edge. People with an entrepreneurial mindset tend to look at the world in terms of opportunities that others miss; they tend to be optimistic, independent, and action oriented. One of the skill sets we encourage in our Entrepreneurship Minor (which is open to students of any major) is opportunity recognition/

creative thinking. Students can major in the field they enjoy, and take the minor to develop some basic business skills used by entrepreneurs.

Moreover, I believe a person can cultivate their opportunity recognition skills by practicing seeing things from different angles, and looking for the potential in every situation. With that mindset, it is inevitable that a person will run into unexpected opportunities.

Many (and I suspect most) accomplished business people have personal stories about starting out in one career path but ending up in positions and organizations they never expected to find themselves in. Their success is based on recognizing and acting on opportunities in front of them, and of course, hard work. This applies especially to women who have started their own businesses, such as our alums mentioned above.

Ellen Berry: English, Women's Studies and American Culture Studies

Ellen Berry is a Professor of English and American Culture Studies as well as an affiliated faculty member in Women's Studies. She directed the Women's Studies Program at BGSU from 1992-97. Her teaching and research interests include 21st century cultural theories, feminist theories, theories of the avant garde, transcultural studies and contemporary writing, especially women's writing in experimental forms. She is a founder and co-editor of the peer-reviewed online journal *Rhizomes: Cultural Studies in Emerging Knowledge*, which is celebrating its tenth anniversary in May.

CL: What are you working on right now, what's your next book about?

EB: I'm finishing up my book *The Horrors of Power: Negative Aesthetics and Feminist Critique in Contemporary Women's Writing*. It explores practices of literary negation in the work of six women writing between 1968 and 2001, and it argues for the importance of negative literary, political,

and philosophical critiques to the ongoing projects of feminist/gender studies. The book includes chapters on Valerie Solanas ("Homicidal Feminism"), Kathy Acker ("Kathy Acker's Fatal Strategies"), Theresa Cha (*The Remnant is the Whole: History, Trauma and the Politics of Absence in Theresa Cha's Dictée*) Chantel Chawaf (*Abjection and The "Monstrous-Masculine" in Chantal Chawaf's Redemption*), Jeanette Winterson (*Suspending Gender?: The Politics of Indeterminacy in Jeanette Winterson's Written on the Body*) and Lynda Barry ("Emancipatory Stupidity in Lynda Barry's *Cruddy*"). I'm trying to develop a politics of the negative aesthetic forms that emerge from these works as they embody previously unrecognized aspects of feminist cultural politics. Because all of these texts are extreme in form, content, and mode of address to the reader, they frustrate full comprehensibility and critical mastery and pose unique kinds of challenges to some of the underlying assumptions found in politicized reading practices such as feminist ones. Approached in this way the works in this study become sites to witness, among other things, the display of political investments, projected desires, and unconscious disavowals on the part of critics—including those

appearing in my own reading practices. Since the fiction texts I study all were composed roughly contemporaneously with a whole body of feminist theoretical work about culture, they provide a particularly fruitful site through which to witness emerging relations between oppositional politics and aesthetic forms within our own cultural moment.

CL: I keep meaning to read Solanas—this summer I'm going to read *Scum Manifesto*.

EB: Yeah, there's a new edition out edited by Avital Ronell. I was really happy to see that because I think she's so important to the feminist counterhistory I'm trying to uncover.

CL: She's such a pathologized figure.

EB: She really is! In most of the spate of recent histories of second-wave feminism in the U.S., Solanas is either ignored completely or mentioned only peripherally in the context of radical movement performances of the political. This neglect is hardly surprising given that in the *Manifesto's* first sentence Solanas advocates eradication of the entire male gender (along with the government and the economy). Laced with profanity, riddled

with logical contradictions, suffused with grim humor and homicidal rage, Solanas's one-woman Society for Cutting Up Men (SCUM) is easy to dismiss as the ravings of a mentally unhinged woman, historically noteworthy only for her failed attempt to assassinate Andy Warhol. As Ronell notes in her introduction to the new edition, as a historical figure Solanas is "barely representable or representative;" a "speck" or a "specter," she occupies a "nonspace" within history. Despite Solanas's failure to make History, I think *Scum Manifesto* has historical significance nonetheless. One could locate it among longstanding practices of negative aesthetics and anti-art within avant-garde movements. In this regard, Solanas's text could be read as a direct response to the explosive misogyny of Marinetti's Futurist Manifesto. SCUM also arises from within—perhaps even initiates—a neglected tributary of contemporary feminist cultural expression that surfaces in works as diverse as Marlene Gorris's 1982 film "A Question of Silence," (and recent feminist vigilante films) or Gayle Jones's dark novel, *Eva's Man*, or Diane DiMassa's comic *Hot-head Paisan Homicidal Lesbian Terrorist*. Extreme texts such as these deploy negative representational strategies virally:

in such a way that systems of logic, authority, and domination are called into question or fatally "troubled," thereby revealing their limits or crisis points. Solanas becomes the "transmitter of the [culturally] unspeakable," and the nature of her sweeping feminist cultural indictment (or her exemplification of a uniquely contemporary form of gender psychosis) is inseparable from SCUM's instantiation in manifesto form and in negative aesthetic terms. The chapter explores the various strategies of negation Solanas employs—within the manifesto's grammatical structures, in techniques of logical inversion, and in methods of dehumanization—in order to advance a case for the importance of this work within a contemporary tradition of negative aesthetic approaches to feminist critique. While *Scum Manifesto* certainly is not artistic in a conventional sense, it does make for an interesting study of the necessary co-implication of aesthetic techniques and propagandistic intentions within the manifesto genre.

The second major project that I'm working on is our 10th anniversary issues of *Rhizomes* a peer-reviewed electronic journal that my co-editor Carol Siegel and I started in May 2000. We have two issues in

the pipeline, one on "Becoming-Girl" about the new Girl's Studies and the other called "Hives, Tribes, Assemblages: New Collectivities." I've included both calls for papers in the hope that we might be able to use this newsletter interview to spread the word. (See calls for papers at the end of this interview.)

CL: I guess shifting a little bit, I know you've been working in Women's Studies departments for—

EB: Forever (laughs).

CL: How long have you been working in this one?

EB: Since the minute I got here. I came to BGSU from Madison, Wisconsin in 1986. They had a huge Women's Studies Program, which I worked in as a TA. That was a great model for a Women's Studies program; it was big and really well supported with permanent faculty lines and a huge budget. There were all sorts of top-name feminist scholars who worked in the program—like Elaine Marks, Linda Gordon, Susan Stanford-Friedman—and speakers were always coming through so this made for a very vibrant atmosphere. I came here and was invited to my first Women's Studies potluck before

school even started. So from the get go I've been involved in Women's Studies. After Women's Studies, I co-chaired the English Department with another feminist, Alice Calderonello—now that was an interesting feminist experiment, which provoked all kinds of acting out among people who were really intimidated by two mouthy, strong women.

CL: And especially two mouthy, strong women working together.

EB: Ah, you wouldn't believe the kinds of things we heard and the messages that got sent to us. One in particular stands out—and this was before we had even actually begun the job—a picture of the nation's top two women boxers, bloodied, in a ring. The enclosed caption read something to the effect: this is what happens when two women get together—you know, a catfight! So that kind of harassment just went on and on and on and all we were trying to do is to make things better! We had been very excited to explore the possibilities of a co-leadership model but the whole two-year experiment ended up being pretty awful—it took a lot out of us.

CL: So, based on all your experiences with working in

an interdisciplinary field like Women's Studies, what sort of advice would you give individuals who are considering doing this kind of work?

EB: Well, it's a really good question, because I think that no matter how often the word "interdisciplinarity" gets thrown around, true interdisciplinary scholarship that actually breaks new ground is actually pretty rare. On the whole disciplinary boundaries in academia are still fairly rigid—despite the fact that the most exciting new scholarship is taking place across or outside of disciplinary boundaries. And so, I guess one of the pieces of advice would be to realize that it's not always going to be very easy to legitimize your work and sometimes you just have to be willing to trailblaze. On the other hand, there are now many more outlets for this work—in fact this is one of the reasons we started Rhizomes. I think you have a much better chance of getting published in the long run and having your work be significant when you do try and work across those boundaries. I wish we could find a way to make academia more flexible—with mobile centers of study that would shift as the disciplines shift and mutate. But, Bowling Green is a very conservative place, if

you haven't noticed (laughs). So it sort of erects those disciplinary boundaries very rigidly.

I think all the new varieties of critical theory that have emerged in the last 30 years provide a possible way to communicate across disciplines; theory becomes a lingua franca of sorts. Say for example, feminist versions of Foucault would work with main concepts like biopower or forms of normativity, whereas somebody in Communication Studies might be working with Foucault's ideas of governmentality, but we'd still have a basis to talk. Having a common ground of sorts, whether it's Judith Butler, Foucault or Irigaray, allows us to talk across disciplines more readily. I would also say, watch your methodology and make sure that it's responsive enough to capture the complexity of the subject matter you're working with. Feminist theorists have contributed a great deal to our understanding of the politics inhering in methodological assumptions and have worked hard to make methodologies ethically responsible. This is crucial.

CL: Another thing I wanted to ask you about, I was talking to Mary Krueger for this same issue and she mentioned how active you were in the process

to get a Women's Center here. I was wondering if you could talk a little about that.

EB: Oh sure. It was a case of absolute blackmail (laughs) honest to god. A new provost was coming to interview on campus in 1995 or '96 from the University of Colorado, in Boulder. At the time I was working on a journal called *Genders*, edited by Ann Kibbey, who was also at Colorado. So I happened to mention that we were interviewing this Chuck Middleton, and she said, "Oh look out, he's had all kinds of gender discrimination cases leveled against him." When he came to campus for the interview at one of those open public Q and As, big mouth that I am (laughs), I stood up and asked him about his record of gender equity at Colorado, saying we had understood there were some problems with lawsuits, and how was he going to do better by Bowling Green State University? He was really blind-sided, and I thought, oh god this is it for me (laughs). Once he got the job, he came to me and said, "What do you want? How can I assure the Women's Studies community that I am on board and that I do care about gender equity?" For years we had tried to get a Women's Center. Years. We looked through the archives

and counted four or five proposals to the administration demonstrating the need for a women's center. At the time Women's Studies served as both an academic program and a Women's Center-- trying to do everything. So when the new provost asked I thought, ooh, let's ask for our long-delayed women's center. And he was good for his word. We formed a committee, we studied best practices for women's centers in other universities, came up with this report, and he funded it. But, you know, not to put too fine a point on it, I don't think that had there not been a deliberate kind of calling him out, that we would have a Women's Center now.

CL: And they didn't throw you out or run you out (laughs).

EB: No they didn't throw me out. They waited until we were chairs of English and then they ran us out. But, no, they didn't. And I have to say kudos to the provost for manning up and saying, "Yeah there have been problems, and I really want to do right by you all." So it was great. We wrote our little report and he gave us the money and we hired Mary Krueger—who broke her leg on the way to the job interview and had to hobble around the entire

interview on crutches (laughs) I thought it was fairly good training for directing a Women's Center at Bowling Green (laughs). So, that's that story. I guess the moral is: shoot off your mouth, if the moment's right, but realize that sometimes when you shoot off your mouth there's no one there to back you up. Thankfully, I think there's a really good community of women here, and there was even at the time, and we worked together really hard. That was one of the big successes. That and getting the phones and the lights in the parking lot. Which also happened through blackmail now that I think about it. There had been a lot of assaults on campus and we kept trying to say through rational means, "look this campus is really deficient as far as safety measures and what are you going to do about it?" We talked and talked and talked. Finally a group of especially political WS grad students (one of them went on to join Lesbian Avengers in San Francisco) conjured up a piece of political performance art: over a weekend on every single poster advertising Monday's parent's day activities, they affixed eye catching, guerilla facts about assaults on campus, "Is your daughter safe coming to Bowling Green State University?" And the

Dean called me in and he asked, “Do you know who did this?” and I said “No, I have no idea who did this.”

CL: Is that on record? (laughs)

EB: Sure, he’s no longer here (laughs).

EB: So, yeah, there were a lot of feisty grad students at the time. It really seems to have worked well too because we got phones and new lighting in the parking lots shortly after that. I always was told that reasoned and rational argument gets things done. But I guess these two examples showed me that public calling out or public action of the guerilla sort, if it doesn’t get you arrested, it gets you what you want (laughs). Also that media exposure and the threat of media embarrassment actually really works, if it doesn’t blow up in your face completely. So that’s the sort of real politics that you have to be willing to do I think. For me it separates people who talk about being feminists from people who are really actually willing to put things on the line to bring about change. I’m not advocating that as a first step strategy, but, administrative structures are built in order to deflect requests of the kind that come from Women’s Studies and other minority

populations. So that’s why we have to yell louder and find the right moment to tactically insert our voice or our graffiti stickers.

CL: People often talk about how Women’s Studies has changed over time, in what ways do you think it’s changed as a discipline?

EB: The real politic of Women’s Studies in institutions that are still not very accommodating has not changed. I think it’s kind of two steps forward one step back in terms of making academic structures responsive to what needs to be done. But Women’s Studies scholarship certainly has been an institutional success story. There is research by and about women in every discipline now and feminist methods are an accepted part of scholarly production. A lot of the new scholarship is really exciting in its scope, complexity, intellectual reach. I’m thinking of work like Sandoval’s *Methodology of the Oppressed* and other work on intersectional transnational feminism or work in queer theory like Judith Halberstam’s. A lot of the third wave scholarship I think is very interesting and good. I’m so glad that women your age are serious about feminism and don’t see it as being over and unnecessary and all that.

So I think the field as a whole is more vital than ever. The politics of Women’s Studies except in places that have huge Gender Studies programs and all kinds of institutional support and centers, will always be difficult--fighting for budget lines, for full-time faculty. Women’s Studies will always depend on the (uncompensated) commitment of individual women or groups of women rather than any kind of commission or structure of change created by the administration of any given place. Strategies like calling people out in public could be used in 1968 or they could be 2008—it really hasn’t changed that much.

CL: Going back to what you said about third wave scholarship, I was wondering, do you find that wave metaphor productive?

EB: I do and I don’t. The wave metaphor does serve to suggest continuity. But sometimes it serves to construct narratives of difference that are not helpful or especially salient. A lot of third wave rhetoric also is framed in relation to a mother/daughter familial metaphor, which I don’t think is productive, to think about feminists in those familial roles that carry so much baggage—especially mothers and daughters. On the other

hand, one interesting avenue for thinking about feminist alliances, coalitions and connections is through a generational lens. To me it's an important and undertheorized axis of difference. But, I would like to think of it less as a family and more as a kind of den of vampires or a practice of vampirism (laughs). You know, it's like we as older feminists need you as younger feminist to bring new energy and ideas and you as younger feminists need us to help you develop certain skills—We feed (on) each other.

CL: Reciprocal vampirism.

EB: Yeah (laughs) right, reciprocal vampirism. I like it!

Rhizomes Calls for Papers

Rhizomes' Special Issue: "Becoming-Girl" Call for Papers

Rhizomes: Cultural Studies in Emerging Knowledge, a peer-reviewed online journal, invites submissions for its thematic issue, "Becoming-Girl." Deleuze articulates the notion of becoming as existing through multiplicity and alliances, a process that does not have a beginning or end, but is always in-progress; becoming is, much like girlhood, intermezzo. Deleuze claims that "Girls do not belong to an age group, sex, order, or kingdom: they slip in everywhere, between orders, acts, ages, sexes." Girls' identities, interactions and relationships, particularly in cyber-contexts, are rhizomatic, complex, bordering the virtual and reality in their multiple becomings. The purpose of this special issue is to explore how girls negotiate identity and practice resistance rhizomatically. We are particularly interested in how identity negotiations operate in digital cultures, such as social networks (Facebook, MySpace), virtual realities (Second Life), and activist cultural productions by girls, such as 'zines, blogs, instant message communication, and mobile phone texting. We are interested in multiple approaches, genres, and media that consider these issues, including mediums that resist categorization.

Proposals might address the following questions:

- How can girls resist fixed identity constructs through digital mediums?
- How do girls engage digital spaces to negotiate identity and the process of becoming?
- How do such spaces foster connectedness rather than isolated action(s) for girls who resist dominant cultural messages about girlhood?
- What are the everyday embodied conditions of girls' lives as constructed/experienced through new technologies and communication networks?
- How is gender and femininity experienced in the virtual medium?
- What are the possibilities of the so-called networked body or the body online?
- How might girls' rhizomatic online identity constructions and alliances challenge or disrupt (or reinforce) traditional social interactions?

As a full text online periodical, Rhizomes emphasizes multimedia to foster imaginative work that challenges typical critical forms. While submissions need not necessarily include developed multimedia, authors are encouraged to consider how their work might be enhanced by elements specific to the online medium. For additional information and submission guidelines, please visit the journal's website: www.rhizomes.net. Research involving girls directly (rather than only theoretically) must have IRB approval. Inquiries or abstracts welcomed any time; deadline for completed essays or multimodal works, August 1, 2010 Leandra Preston and Ilana Nash, Co-Editors goleandra@gmail.com

Rhizomes Calls for Papers Con't

Hives, Tribes, Assemblages: New Collectivities Call for Papers

In introducing *A Thousand Plateaus* Deleuze and Guattari famously quip: “The two of us wrote *Anti-Oedipus* together. Since each of us was several, there was already quite a crowd.” And matters only get more congested as their mental geography unfolds among landscapes traversed by herds, swarms, bands, gangs, hoards, flocks, packs, masses and multiple other collective becomings. This special issue of *Rhizomes* invites essays and multimodal works that consider new manifestations of and approaches to collectively, community or other multiplicities—whether inspired by D & G or not.

Topics might include: intentional (or unintentional) communities; queer convergences; revolutionary congregations; posthuman aggregations; cross-species collaborations; symbiogeneses; collective intelligence; fan groups and other bolos of shared enthusiasms; flash mobs; clown armies; temporary activist assemblies; sleeper cells; conspiracies and other collective panic attacks; lodges; covens; communes; clubs; colonies; coalitions; digital swarms; tribalisms; hive minds; distributed contagions; panarchies; new ecological assemblages.

We especially encourage innovative modes of approaching these or other areas suggested by the general topic.

Inquiries and abstracts any time; completed essays by September 1, 2010. Ellen Berry eberry@bgsu.edu or Carol Siegel siegel@agora.rdrop.com Main *Rhizomes* site www.rhizomes.net