

studies

news from women's studies at the university of south carolina

Women's Studies and the New BA Degree

Students can now major, double major, or minor in Women's Studies at the University of South Carolina Columbia. Regional campuses also offer exciting introductory courses in Women's Studies. Introductory required courses are: WOST 111: Women in Culture (also counts in College of Liberal Arts as a Humanities class); WOST 112: Women in Society (also counts in the liberal arts curriculum as a social science course); and WOST 113: Women and Their Bodies in Health and Disease. The rest of the curriculum is multidisciplinary reflecting Women's Studies' mission to "share knowledge with students so that they learn to think critically, to communicate effectively, to solve problems, and to interpret human experience."

Women's Studies emerges out of an activist tradition and seeks to reconceptualize existing knowledge and create new knowledge through the lens of gender and the prism of diversity. Our major includes 27 additional hours of course work (in addition to the three required introductory classes WOST 111, 112, and 113): a required course on praxis/feminist theory; a required course on power, difference, and change; and a service-learning internship course WOST 499. Please contact Women's

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Chief Wilma Mankiller Keynotes Women's Studies Conference 2000

When Wilma Mankiller was elected chief of the Cherokee nation, one man in an audience suggested she call herself "Chiefette." "How about Ms. Chievous?" the quick-witted chief responded. Students and faculty members at Harvard University roared at her brilliant retort. She is a speaker known for bringing the house down. And for building her nation up. On February 24, at 5:30 p.m., in the USC Law School Auditorium, Chief Wilma Mankiller will present the keynote address for the 13th annual Women's Studies Conference entitled "Dancing on the Edge of the Roof: The Requirements of Leadership," a free public lecture.

The Cherokee, with 137,000 members, is the largest of Oklahoma's 32 Indian tribes. While Oklahoma Indian tribes do have their own political structures, some of their members also have entered mainstream politics and been elected to the state's House and Senate. Thus, under Mankiller's leadership, the Cherokee nation has significantly increased its influence on social, economic, and political policy.

"Contrary to what you've read in history books, not all tribes were con-

trolled by men. Progressive and with a tradition of matriarchy in which women choose and educate the young men who would become leaders, the Cherokees lost track of that balance between the sexes when they adopted values of the American culture at large," Mankiller said.

As Indians became educated, moved off the reservations, or beyond Indian communities, they brought back values of the wider culture. Ironically, most of the opposition to Mankiller's appointment as chief came from her contemporaries, she said.

"Older people were the mainstay of my support. Sometimes I think that's because they're old enough to have been brought up to respect women and have respect for women in high places."

The former leader of the Cherokee nation says that women are becoming more active in tribal leadership in a way that mirrors the movement of all American women into politics.

Co-author of *The Reader's Companion to U.S. Women's History* with renowned authors such as Gwendolyn Mink, professor of politics at the University of

See "Mankiller" on page 3



Wilma Mankiller

Women's Studies Conference 2000

This year's Women's Studies Conference, "Weaving Women's Lives" builds on the success of the conference during the past 12 years. Continuing our expanded day-and-a-half format, the conference will include paper sessions, a community panel, workshops, and a special presentation.

The first day, Thursday, February 24, begins with a concurrent paper session, followed by a community panel at 3:30 p.m. The keynote lecture at 5:30 p.m., sponsored by the College of Liberal Arts and co-sponsored by the American Indian Center of South Carolina, features Chief Wilma Mankiller, former head of the Cherokee nation. See the front-page story for more information about Mankiller.

The second day of the conference, Friday, February 25, includes two paper sessions and three workshops.

During the luncheon, Dr. Laura Ahearn will present the Josephine Abney Lecture. The year 2000 Josephine Abney and Carol Jones Carlisle Awards will also be presented at this time.

The conference will conclude with a special presentation and reception featuring Marilou Awiakta at 4:30 p.m., in Belk Auditorium, Darla Moore School of Business. Awiakta is a Cherokee/Appalachian writer who grew up on a reservation for atoms, not Indians Oak Ridge, Tennessee. Her family has lived in the southern Appalachian mountains for more than seven generations, and her perspective is a fusion of three heritages: Cherokee, Appalachian, and the high-tech world. A storyteller as well, her work has been featured on three PBS programs. The author of *SELU: Seeking the Corn-Mother's Wisdom*; *Abiding Appalachia: Where*

Mountain and Atom Meets; and *Rising Fawn and Fire Mystery: A Story of Heritage, Family and Courage, 1833*, Awiakta received the Distinguished Tennessee Writer Award in 1989. She lives with her family in Memphis, Tennessee.

The keynote lecture and special presentation are free and open to the public. A registration fee is required for conference attendance (\$40 general registration; \$20 student registration. Fee includes materials, lunch, and receptions). Registration forms are available in the Women's Studies Program Office, 201 Flinn Hall. For more information, please call the office at 803-777-4007.

Women's Studies Bachelor of Arts Degree Requirements

Pre-Major Requirements

WOST 111 Women in Culture (also counts in College of Liberal Arts as Humanities)
WOST 112 Women in Society (also counts in College of Liberal Arts as Social Science)

General Major: Nine courses (27 hours) of WOST or approved discipline-based courses. Five required courses are:

- M1. Bodies and Health, WOST 113
- M2. Feminist Praxis, WOST 307 or WOST/AFRO 308
- M3. Power, Difference, Change, WOST/SOCY 304
- M4. Cross-Cultural Issues*
- M5. Practicum, WOST 499

Second Major: WOST students are encouraged to pursue a double major. See College of Liberal Arts.

Cognate or Minor

Cognate: Four courses (12 hours) related by discipline or theme.
Minor: Six courses (18 hours) of approved minor program.

Electives: 13-28 hours

Total: Minimum 120 applicable hours

*M4. Cross-Cultural Issues: Examples of appropriate courses:

WOST/Classics 320: Women in Greco-Roman Antiquity
WOST/Anthropology 358: Gender, Culture, and Behavior
Nursing 326: Socio-Cultural Variations in Health and Illness
Psychology 330: Psychology & African-American Experience
HIST 492L/LASP 398B/WOST 430L: Latin American Women's History
WOST/ANTHRO/LINGUISTICS 541: Language and Gender

The Graduate Certificate Program

The graduate program in Women's Studies, now in its seventh year, continues to move forward at a steady pace. There are currently 40 students enrolled in the program. We expect three students to complete their certificate this semester (fall 1999), and four or five new students will be admitted to the program in spring 2000. New courses are being developed for the graduate program, especially as new faculty join the program as joint hires with other departments. Last year we linked with English and educational psychology to hire Drs. Ingrid Reneau and Vicky Newman, respectively. This year we are conducting joint searches with the School of Medicine and College of Nursing, as well as interviewing for a full-time graduate director whose field of study is open. Thus, there is a strong prospect for growth and development in the graduate program.

Although the program has maintained a consistent or gradually increasing enrollment for several years now, we believe that there are still many prospective students who are unaware of the program, or do not realize how few additional courses they would need to obtain the graduate certificate in addition to another degree program they are currently working on. In an effort to redress such oversights, we are writing articulations for several academic units. These articulations will outline how a graduate certificate in women's studies can benefit and complement a graduate degree in, for example, education. In addition, the articulations will provide specific information about how the course requirements in the two programs can be met most efficiently, with some courses counting for credit toward both degrees. With these articulations, we hope to reach an expanded network of prospective students. The articulations will soon be published on our Web site, so watch for them there.

There were five winners this fall of the Harriott Hampton Faucette Award; an award designed to aid Women's Studies graduate students in their research and professional development. The recipients were Miriam Chitiga, Patricia Chogugudza, Melissa Johnson, Staci Stone, and Susan Stone. Congratu-

lations to all five students on the excellent projects they proposed! The Faucette Award, in amounts up to \$500, is intended to assist students with research-related expenses such as travel, books, supplies, equipment, and the like. Additional awards will be made during spring semester; the deadline for applications is January 31, 2000. For further information about applying for a Faucette Award, contact the Women's Studies office at 803-777-4007 or Pat Gilmartin at 803-777-4009.

Graduate students in any of the health fields should note that applications for the Emily Thompson Award are due on February 18, 2000. This award, in the amount of \$250, is given to the best student research paper or project focusing on some aspect of women's health. A project may be by an individual or a group. The award will be presented during Graduate Student Day in April. Please send nominations and application to Pat Gilmartin, 201 Flinn Hall.

Further opportunities for graduate students will be coming on Thursday, March 2, when the Women's Studies Research Series is devoted to student presenters. Entitled "Students Creating New Knowledge," the program comprises research papers and presentations by students from any discipline. Three winners will be chosen from among the papers submitted; papers are due by Friday, February 10. This is an excellent opportunity for students to gain experience in making professional presentations and also provides a fine addition to a resume.

GWSA, the Graduate Women's Students Association, is off and running! Organized and promoted by one of our own graduate students, Jenny Vallentine, the group is off to a great start. At its inaugural meeting in October, attendees discussed in depth what the mission of the association should be and settled on three different foci: activism, education, and professional development. The group's first program featured the educational objective with Ashley Dando, a financial consultant with Merrill Lynch, as a guest speaker. Dando talked about managing student loans and credit cards, and answered numer-



Dr. Patricia Gilmartin

ous questions about other financial issues which are relevant to students and new graduates. About 20 students attended her talk, a great turnout for such a recently-organized group. If you would like to join or learn more about the GWSA, subscribe to their listserv, gwomensa@vm.sc.edu; or e-mail Jenny at jennybv@hotmail.com or Pat Gilmartin at gilmartin-pat@sc.edu.

Mankiller from page 1

California at Santa Cruz; Gloria Steinem, the consulting editor of *Ms. Magazine*; Marysa Navarro, professor of history at Dartmouth College; and Barbara Smith, writer and publisher of *Kitchen Table*, Women of Color Press, Mankiller outlines the critical events, issues, and individuals that have shaped the history of women in the United States.

Humorous, witty, and a captivating storyteller, Mankiller is an astute observer of the American political scene and has a knack for applying the appropriate anecdote. She is an important advocate for minority rights and women's issues.

BA Degree from page 1

Studies 803-777-4007 if you would like to talk to a faculty member about our program, major, or individual courses. The associate director of Women's Studies can advise you for classes, plan your course work to work toward the BA degree, and prepare for a career, graduate school, medical school, or law school—to name a few possibilities. We encourage you to visit our Web site at <http://www.cla.sc.edu/WOST>



Dr. Thavolia Glymph (center), Pennsylvania State University, delivered the 1999 Adrenée Glover Freeman Memorial Lecture in African-American Women's Studies on October 7, 1999.

Friends of Women's Studies

The following individuals and organizations have supported the Women's Studies Program Endowment through contributions from January 1996 to November 1999.

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Feminist Pedagogy in Counselor Education

by Kathy Evans

The very nature of counselor education is conducive to feminist pedagogy. There is a lot of group work, self-disclosure (sharing), discussion, cooperation, and encouragement toward activism. In my own teaching, I not only use these techniques, but I also include discussions of the client in the context of his or her sociopolitical reality (race, class, gender, and sexuality). No matter what course I teach, students learn about the societal impact on the emotional and psychological well being of the individual. I do not think that students leave any of my courses thinking that the only interventions counselors can make are to change the client. Counselors must make an active commitment to changing the systems which hinder the client's full participation in life (e.g. institutionalized racism, sexism, classism, and heterosexism). Only recently has the counseling profession embraced the idea of counselor-as-activist, but as a feminist therapist and a feminist educator, it has always been a commitment of mine. In addition, I include interdisciplinary activities in my courses. Because clients are complex, counselors are required to view them from multiple perspectives. As such, my students are exposed to American literature, sociology, and political science.

I teach both the beginning and advanced classes in theories of counseling. Each time I teach these classes, I include readings in the theory and practice of feminist therapy. I often get mixed reactions (sometimes hostile) from students when we discuss this theory but, as a feminist, introducing the topic is one of the ways that I attempt change. Although I have few converts, I believe that the students leave these class sessions with a greater appreciation of the imbalances in our society regarding gender role expectations. I do not think that they will look at women's problems in the same way they have in the past.

I am, however, challenged to integrate one of the major tenets of feminist pedagogy into my teaching—that of establishing an egalitarian relationship with students. I am the only African-American woman teaching in the graduate professional program in counseling. The African-American woman in the academy is subject to the effects of both racism and sexism in our society and, as a result, the power she should have as an instructor is sometimes contaminated by the, often unconscious, negative assumptions that students have of her knowledge and expertise. As such, I really do not attempt to establish an egalitarian-based classroom. Instead, I concentrate on empowering students in the class by reducing the importance of grading, promoting the importance of feedback and sharing, encouraging contributions to class discussions, and by using self-disclosure to show I have learned something from them and I understand their experiences as students. Feminist teachers, like feminist therapists, must admit that their relationships with students will never be equal. However, empowering students and valuing their input goes a long way toward leveling out the power differential.

I enjoy discussing feminist pedagogy with my colleagues and continue to glean ideas from them in order to grow and to develop as a counselor educator.



Dr. Kathy Evans (standing) with several of her students

Learning to Weave Women's Lives On Campus

by Jenny Vallentine

This year's Women's Studies Conference is entitled, "Weaving Women's Lives." Weaving lives, voices, communities, and actions is a delicate, refined art.

I am learning how to weave. I have a dual graduate assistantship split between Women's Studies and the Women's South Quad residence area, five residence halls housing approximately 2,000 women. The purpose of my work is to facilitate linkages by promoting a living and learning environment. Several initiatives have taken place this fall to improve the quality of life for these women student residents:

- A women's center group has begun meeting to explore the possibility of a USC women's center in the women's quad. Professional women staff and academicians are uniting to connect women's services and thus, connect women's lives, at one central location on campus.
- A Graduate Women's Student Association (GWSA) has been established with a mission statement that includes professional development, education, and activism.
- A women and leadership class is currently under construction. This seminar will be offered in spring 2000 to address issues unique to women and leadership.
- The South Area Council governing the women's quad sponsored a workshop on women and sexuality and a self-defense workshop both of which drew over 100 students.

How do we learn to weave? We learn to weave by gently braiding our lives with other lives, one braid at a time.

Students Creating New Knowledge

The graduate certificate program was established to allow students to expand and hone their knowledge of Women's Studies. The program was also designed to create a supportive pedagogical and critical learning environment for cultivating more comprehensive skills in critical thinking, communication, and research. The Women's Studies program is fortunate to have promising cohorts of graduate students committed to preparing themselves for a meaningful future of creating and applying new knowledge, advocating for women's advancement, and making the world a more just place for everyone. During the past spring semester we showcased several of our students' accomplishments in Graduate Student Day activities, the Emily Thompson Award competition, and the graduate student panel of the year-long research series.

Geoff Hughes, a master's candidate in anthropology, and Lynette Gibson, a Ph.D. candidate in nursing science made presentations at "Graduate Students Day." Hughes, a historical archaeology student exploring intersections of race, gender, and religion, presented

"Death and the Development of Segregated Identities," a paper based on his investigation of the Moravian cemetery of Salem, North Carolina.

An experienced registered nurse on leave from a faculty position in Clemson University's School of Nursing, Gibson presented the results of a collaborative pilot study "Inner Resources, Mental Well-Being and Mental Distress," where she explained well-being among African-American and white breast cancer survivors. Gibson also received the Emily Thompson Award for her paper "Explorations of Breast Cancer in Black Women: A Feminist Perspective."

Staci Stone, Shannon Hunnicutt, and Lynette Gibson presented their scholarly work at the research series panel in late April. Stone, a doctoral candidate in English and a Women's Studies certificate holder, discussed paradoxes and ironic subtexts in the poetry of



Lynette Gibson, Dr. Faye Harrison, and President John Palms

Felicia Hemens, a popular 19th century writer. Hunnicutt, who completed her master's of social work degree in the spring, explored possible strategies for organizing a comprehensive fund to provide financial assistance for abortion and abortion-related services to S.C. women. Finally, Gibson discussed the research experiences that led to her test model of inner resources on the intersection of psychological adjustment and race/ethnicity among breast cancer survivors in South Carolina.

Faculty Retreat—Relax, Commune, Create

Thirty-eight faculty from 17 departments on the Columbia campus and three regional campuses attended Women's Studies third annual faculty retreat at Sesquicentennial State Park on Friday, November 12 and Saturday, November 13. The focus of the retreat was promoting interdisciplinarity and collaboration. After spending Friday evening sharing information about our backgrounds, research, and teaching interests, we began Saturday morning in



Retreat participants ponder issues

breakout groups discussing articles we had read on the theoretical and practical issues involved in achieving multidisciplinary or interdisciplinary scholarship and curricula.

In an effort to build the groundwork for interdisciplinary and collaborative research under the rubric of "women's well-being," we then moved to thinking about the concept of "well-being," imagining how we might conceptualize projects that involved all of us. We concluded by brainstorming a variety of teaching and curricular innovations. The discussions were dynamic and exciting since we represented such a wide array of academic disciplines—English, French, epidemiology, history, developmental biology, sociology, government, gerontology, Spanish, social work, criminal justice, art history, health promotion and education, educational psychology, nursing, environmental science, family medicine, and exercise science. Perhaps

the most amazing outcome was that we were able to communicate across disciplinary languages and to see commonalities and linkages that people never thought possible before the retreat.

Reactions to the retreat were uniform in praise with comments such as: "I loved the open discussion on real issues concerning interdisciplinary pedagogy and scholarship, as well as the fact that we focus on possible solutions." Several new faculty were especially appreciative. As one said "As a new faculty member, it was wonderful to meet other women with overlapping interests." Another, "It was nice to be a part of this community." Last year's retreat presented a number of suggestions for this year's program and we accomplished almost all of them. We hope to be able to do the same before next year's retreat.

Mark Your Calendars

Spring 2000 Pedagogy Brownbag Teaching Series: Flinn Hall, seminar room 101

Wednesday, February 2, 2000, noon
Thursday, February 17, 2000, 12:30 p.m.
Wednesday, March 15, 2000, noon
Tuesday, April 11, 2000, 12:30 p.m.

Spring 2000 Research Series: Gambrell Hall, room 152.

Receptions follow lectures in Gambrell Hall, room 428

Thursday, January 27, 2000, 3:30 p.m.

Title: "The Disembodied Woman: How the Internet Changes Pornography"

Speaker: Dr. Ina Roy, Department of Philosophy

Thursday, March 2, 2000, 3:30 p.m.

Title: "Students Creating New Knowledge"

Speakers: Graduate Student Panel

Wednesday, March 22, 2000, 3:30 p.m.

Title: "Images of Social Workers in the Movies: Themes of Gender, Race, and Class"

Speaker: Dr. Miriam Freeman, College of Social Work

Award Application Deadlines

(Applications available in Women's Studies Office, Flinn Hall, room 201)

Josephine Abney Research Award (\$5,000)

January 14, 2000

Carol Jones Carlisle Research Award

(\$1,000) January 15, 2000

Harriott Hampton Faucette Awards

(\$500) January 31, 2000

Thompson Award (\$250) February 18, 2000

Childs Award (\$250) February 25, 2000

Wednesday, February 16, 2000, 7 p.m., Russell House Ballroom

Jean Kilbourne, Ed.D. (Free and open to the public)

Jean Kilbourne is internationally recognized for her pioneering work on the image of women in advertising. She is best known for the award-winning documentaries *Killing Us Softly*, *Slim Hope*, and *Pack of Lies*.

Contact: Michelle Murphy, Health and Wellness Programs
(mmurphy@studaff.sa.sc.edu or 803-777-8248)

February is Black History/African-American Heritage Month

If you would like to sponsor or co-sponsor a program, workshop, or exhibit, contact Thomas E. Rivers, Jr., Office of Multicultural Student Affairs, 803-777-4806.

March is University-wide Women's History Month

This is a partial list of events; other programs and events sponsored by other colleges, departments, and institutes are forthcoming. Contact Rosa Thorn (thorn@gwm.sc.edu or 803-777-4007)

Thursday, March 2, 2000, 3:30 p.m.

Women's Studies Research Series

Title: "Students Creating New Knowledge"

Speakers: Graduate Student Panel

March 13-15, 2000

USC Writers Festival Contact: Department of English 803-777-4203

Wednesday, March 15, 2000, noon

Women's Studies Pedagogy Brownbag Teaching Series: Flinn Hall, seminar room 101

Thursday, March 16, 2000, 7 p.m., Russell House Ballroom

The Robert Smalls Lecture; African-American Studies Program

Guest Speaker: Johnnetta B. Cole, Ph.D., president of Spelman College

Contact: Cleopatra Cooks

(Cleopatra.Cooks@sc.edu or 803-777-7248)

Wednesday, March 22, 2000, 3:30 p.m.

Women's Studies Research Series

Title: "Images of Social Workers in the Movies: Themes of Gender, Race, and Class"

Speaker: Dr. Miriam Freeman, College of Social Work

Friday, March 24, 2000 (Time and location TBA)

A Panel on "Women in Shakespeare"

Contact: Rosa Thorn (thorn@gwm.sc.edu or 803-777-4007)

Monday, March 27, 2000 (8 p.m., Drayton Theatre)

Title: *Love Arm'd Aphra Behn & Her Pen*
Featuring actress Karen Eterovich

Karen Eterovich received her master of fine arts degree in acting from USC. She wrote and appears in her own one-woman show, which premiered in New York.

Contact: Rosa Thorn (thorn@gwm.sc.edu or 803-777-4007)

Tuesday, March 28, 2000 (Time and location TBA)

Title: *Clothesline Project*, a play featuring actress Reanae McNeal

Reanae McNeal is an international performing artist, inspirational speaker, acclaimed vocalist, oral "herstorian," visual artist, griotess (storyteller), performance art poet, and cultural activist. Her poem "A Word," dedicated to Dr. Betty Shabazz (widow of Malcolm X), was a finalist in the 1994 National Iowa Woman Poetry competition.

Contact: Tricia Phaup, Sexual Assault Services 803-777-7619

Wednesday, March 29, 2000 (Time and location TBA)

"Clothesline Project," a display

Contact: Tricia Phaup, Sexual Assault Services 803-777-7619

Ellen Bravo 9 to 5 National Association of Working Women (Date, time, and location TBA)

Ellen Bravo is a nationally recognized expert on working women's issues and a widely acclaimed trainer, public speaker, and author. She has written two books, *The 9 to 5 Guide to Combating Sexual Harassment* and *The Job/Family Challenge: A 9 to 5 Guide (Not for Women Only)*. Contact: Rosa Thorn (thorn@gwm.sc.edu or 803-777-4007)

Southeastern Women's Studies Association (SEWSA) 2000 Conference

Title: "Feminists, Womanists, Grrrls ...

Imagine the Future"

April 7-9, 2000

Appalachian State University

Plemmons Student Union

Boone, NC

828-262-7603

E-mail: womens_st@appstate.edu

National Women's Studies Association (NWSA) Conference 2000

Title: "2000 Subversions: Women's Studies and the Twenty-first Century"

June 14-18, 2000

Simmons College

Boston, MA

<http://www.nwsa.org>

We Want To Hear From You!

Please share with us your accomplishments, interests, and ideas for future programming. We'd also like your input on speakers and topics of interest to you.

Name _____

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201 Flinn Hall
University of South Carolina
Columbia, SC 29208**

Mission Statement

**University of South Carolina
Women's Studies Program**

Women's Studies at the University of South Carolina promotes understanding of the diverse array of women's experiences through a complete program of teaching, research, and service to the University, the local community, the state, and the nation. Through its research mission, Women's Studies reconceptualizes existing knowledge and creates new knowledge through the lens of gender and the prism of diversity. Through its teaching mission, Women Studies shares this knowledge with students so that they learn to think critically, to communicate effectively, to solve problems, and to interpret human experiences. Emerging from an activist tradition, Women's Studies serves University, local, state, and national communities by acting as a resource and guide for issues related to women and gender. Our research, teaching, and service missions interweave as we create, share, and apply the knowledge, skills, and values that promote the full participation of women in society.

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