

NORTH SHORE VISIONS

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WORDS FROM THE DEPARTMENT HEAD

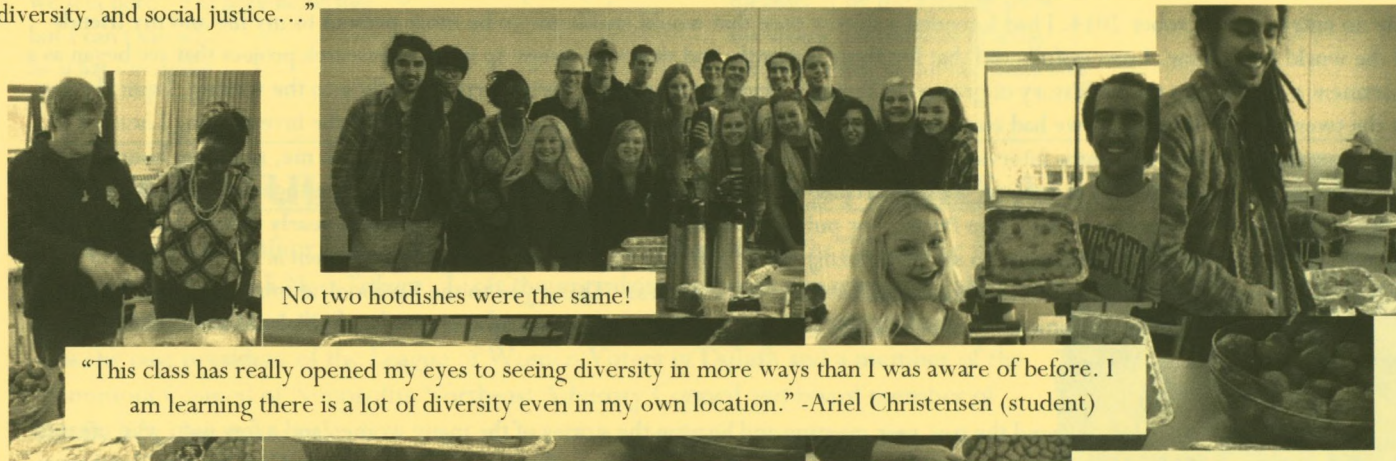
By Sheryl Grana

Welcome back to a new academic year full of challenges and opportunities. I have stepped in as Head of Women Gender & Sexuality Studies this year to work with our wonderful WGSS faculty, staff and students on the changes we face as the year unfolds. Our primary challenge this year is the renaming of our department and its re-creation as we combine with other programs in the future. We have fought a long battle with dignity and grace and, yet, are now facing this new scenario. We will also be moved out of Humanities once the Cina Hall renovation is completed and will be in new space on the first floor of that building. As we walk forward through all these changes, please help us celebrate the legacy of who we have been, who we are and who we will become. We would love to see many of you present at our events this year as we mark change and new beginnings.

INTERNATIONALIZING THE CLASSROOM

In WS 3001: Gender Relations in the Global South, Dr. Njoki Kamau and her students are working on internationalizing, interculturalizing, and globalizing the classroom. In October, one of the topics Dr. Kamau used to discuss diversity was Tater Tot Hotdish! Each student brought the version of the dish that represented their personal experience. If you cannot know, recognize, and understand the diversity that exists within our own communities (and in our tater tot hotdish recipes!) then how can we begin to recognize and know diversity on a national or global level?

Dr. Kamau guides students in understanding diversity on both the local and global level while achieving Goals 1 & 2 of UMD's Strategic Plan to "create engaging, purposeful learning experiences that are sustainable and integral to our students' academic, professional and personal development and success" and "provide and promote education, resources, and training opportunities on equity, diversity, and social justice..."



No two hotdishes were the same!

"This class has really opened my eyes to seeing diversity in more ways than I was aware of before. I am learning there is a lot of diversity even in my own location." -Ariel Christensen (student)

"This class is impacting me in a number of ways. Firstly, it embraces differences in cultures as well as differences between people of the same culture. Secondly, this class allows for us to view the so called "third world" from the view of the people who actually live there, as opposed to an outsider's view. Lastly, this class is impacting me in the sense that we observe differences as products of colonization as well as other past historical events (good or bad) in order to gain a better understanding of the people/cultures involved."

—Alex Swanson (student)

STUDENT PERSPECTIVE ON THE LGBTQ MINOR

Hello! My name is Katie Burke and I am a sophomore here at UMD this year. I'm majoring in communications and I hope to double major with journalism. I'm originally from Eagan, MN just south of the Twin Cities.

One of the reasons I decided to declare an LGBTQ minor is because I feel that it covers a lot of issues and topics that we are still trying to overcome. I want to educate myself on the history of LGBTQ and I want to make a difference in the community as well. I am currently taking a Women, Gender and Sexuality Studies class and I've been very interested in some of the topics that we've covered so far.

We have talked about feminism a lot and we have focused on how the concept or definition of feminism can be very confusing. Feminism can be used in many different ways and it can also be interpreted in many different ways. We talked about what we believe feminism means individually and why feminism is important in our own lives.

In class, we also discussed gender stereotypes and how they influence our everyday lives.

We talked about how damaging these stereotypes can be and how they affect young children. We discussed in class how the images of cartoon princesses in children's movies can portray a skewed view of what girls and boys are allowed to do. For both boys and girls, body image is very important and what they might see in movies or television shows, can be very harmful to how they believe they should outwardly express themselves according to what is socially acceptable.

What I'm hoping to get out of this class and others like it as I progress in the LGBTQ minor is to be aware of what is going on in the community on campus. I'm also striving to apply what I've learned in my classes to the real world. I believe that in order to continue the progress that the LGBTQ community has accomplished we must educate ourselves on the subjects and issues at hand before we can move in a positive direction.



MAKING WAVES: A SABBATICAL JOURNEY



By Beth Bartlett

I spent the 2014-2015 academic year on sabbatical. Now I look rather wistfully at the journal I began when I started my sabbatical. I made no entry after October 2014. I had intended a slower pace that would enable me to be more present to my life and my friends and the world around me. I successfully did that for about a month, and then was swept up into the research project that we began as a department a decade ago on the history of grassroots feminist organizations in the Twin Ports. Shortly into the writing, I quickly saw that the twenty-some interviews we had completed in the previous decade only scratched the surface of the investigating I needed to do. I spent the next several months interviewing amazing women who graciously shared their stories with me, spending hours in the Northeastern Minnesota Historical Society, and researching old newspaper articles. Slowly the work came together in an 800-page history of feminist organizations in the Twin Ports. For publication purposes, I have had to cut the book nearly in half, but all of the material will be archived, and I am happy to say that *Making Waves: A History of Grassroots Feminist Organizations in the Northland: 1975-2015* should be coming out next fall from Minnesota Historical Society Press. Thank you to the Facebook alumni group who collectively convinced me the title had somehow to include the lake, and to Helen who came up with "Women Make Waves," that eventually morphed into "Making Waves."

I am grateful to have been able to spend the past year meeting and hearing the stories of the many women and a few men who created PAVSA, Safe Haven, DAIP, Mending the Sacred Hoop, AICHO, Women's Trans, Women in Construction, CASDA, the Northcountry Women's Coffeehouse, the Women's Health Center, Aurora: A Lesbian Center, Praxis International, and the Building for Women, along with many, many others. I learned so much about the tenacity, perseverance, vision, friendship, and dedication to improving the lives of women that have made the Twin Ports such a vital and groundbreaking feminist community. Thank you to all who spent time with me and helped weave the story of feminist organizing in the northland. It was an honor.

THE INSIDE WINDOW'S

by Liz Minette,

Student in Fall Semester WS 3250 - Women, Peace and War, taught by Professor Tineke Ritmeester

~ this poem was previously published online at poetsagainsthewar.org, March 2004 and in print in *Talking Stick*, Vol. 13.

the inside window's
frame is lined with
last Summer's moths
who beat their silver
dust against glass
to the kitchen light
their wedding dress
bodies lie scattered
at length

today it's a chipmunk
at the feeder bowed like
a pilgrim to the temple
of corn & black seed

and a year ago yesterday
our country began a war
most of us didn't want

a friend called this morning
told me she was nervous
lonely i suggest coffee
a walk she thinks she needs
to clean something

her brother is over there
& is a metaphor for everything
we feel here i'm here he writes
but i can't say why
or what i'm doing

same as a cousin in korea
whose stories between the lines
of what airmail censored
unravelling bunker ambushes
friendly fire

35 years and 4 days ago
when i was fingertips & eyes
this country threaded its rage
from vietnam to cambodia

and 87 years ago in may
abigail great grandma wrote
to tell her son in duluth
that he wasn't doing his
country any favors bringing on
another mouth to feed
rationing important for a way
we needed to win

we are forced into the habit
of measuring time & life
between the dropping of bombs
generations bookended by war

come a day when we mark time
only by looking out the window
measure it by the melting snow
the rivers run mindful of what
we feed inside & outside ourselves

CONGRATULATIONS TO WOMEN'S STUDIES ALUMS

Women's Studies minor Elizabeth Olson was recognized as one of the "20 Under 40" leaders by the *Duluth News Tribune*. Liz is the organizing and policy manager at TakeAction Minnesota where she has been working on women's economic equity issues. She was the past president of the League of Women Voters in Duluth and a member of the Minnesota Council of Nonprofits Northeast Advisory Council and board member of Firefly Yoga International.

Women's Studies major Dawn Mikkelson was recently awarded a Midwest Regional Emmy for her role as producer/director of the documentary, "Late Life: Language of Health." Dawn is the CEO and founder of Emergence Pictures.

Congratulations to both alums!



Elizabeth Olson



Dawn Mikkelson

WORKING AGAINST THE MARGINS

by George Hoagland

Today's humanities professor isn't the tweed-patched, undersocialized, clumsy technophobe we imagined scurrying around campus. Nor is she the zany free-spirited instructor who came later; you know, the teacher who just wants her class to feel the subject matter, to experience it on some kind of spiritual level.

Instead, today's humanities professor networks in several disciplines (many of which fall outside traditional disciplinary boundaries), uses social media platforms as teaching and research tools, writes successful grants for a variety of projects, collaborates with colleagues and industry professionals, and runs apps like nobody's business. On top of all that, today's humanities professor doesn't look like the stereotype either (check out the Twitter hashtag [#ILookLikeAProfessor](#) started by historian Sara Pritchard and literary scholar Adeline Koh).

The ivory tower—that image of an isolated, bucolic garden of privilege—no longer represents contemporary university life. Faculty in all disciplines shoulder increasing burdens of dollar-driven scholarship, often measured in the creation of career-ready graduates.

We've known about the connections between lab sciences, research grants and job opportunities for a long time, but for the humanities, expectations to train students for specific careers are new, and they're fueled by national debates about the cost and worth of a college education. In such an environment, humanities professors find that they cannot afford (nor do they want) to maintain an aura of aloof erudition.

With these circumstances in mind, the interdisciplinary scholars who put intersectional analyses at the forefront of their research and teaching practices are, in fact, responding to demands that the university clearly reflect the needs of the greater community. Taking into account issues of race, class, gender, sexuality, ability, age, nationality and other markers of identity, professors like me utilize as many tools as we can to address the complexities of citizenship in the digital age.

This relatively new way of looking at teaching and learning evaluates social power relations, with the goal of equalizing dominant and underrepresented perspectives.

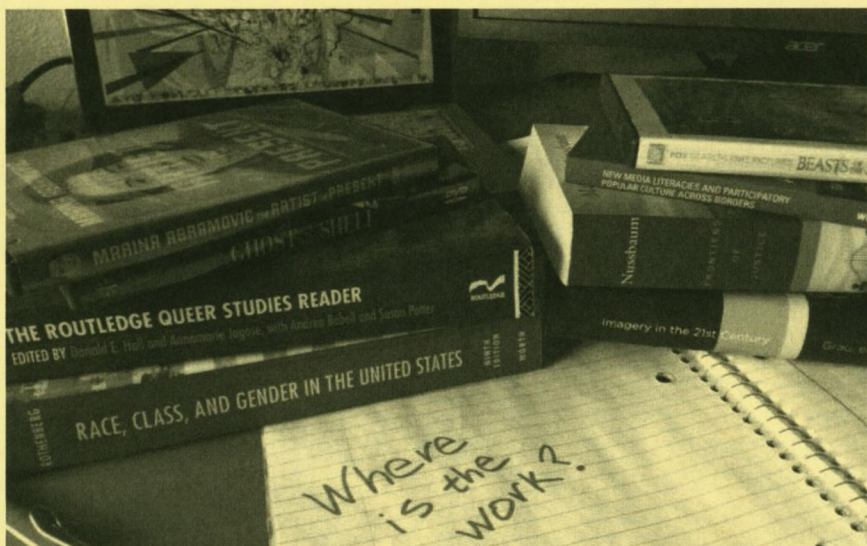
In my own work, I use intersectional analyses to set the terms of both the kinds of scholarship I create and the methods through which I engage the work. For example, when thinking about how and where to publish my writing, I think about the audiences of any particular venue. For me, this means that I choose to disseminate my work in publications that are openly accessible to as wide an audience as possible, rather than those that require expensive subscriptions. This also means that I consider the language I use in my writing, and I try to avoid jargon, theory-speak and the falsely objective third person.

A current project, the [Critical Race and Ethnic Studies Pedagogy Workbook](#) shows what this kind of scholarship looks like. It features collaborative writing from a group of dedicated humanities and social science professors, academic specialists and IT professionals, as well as tools for teaching courses that cover a broad range of topics in feminism and technology, and the many ways that race and ethnicity configure those discourses, as well as the ways in which those discourses include issues of race and ethnicity. This year, as part of a UMD research leave, I worked with scholars from around the globe on a variety of projects that share the same goals: to build inclusivity into digital pedagogy and practices, and to promote ways of being in academia that more clearly reflect the people who work here.

Guided by the question "Where is the work?" I looked to groups such as the Fembot Collective, FemTechNet, the Upper Midwest Queer and Indigenous People of Color Conference, our own Center for Educational Innovation, and UMD's Women's Resource and Action Center to address some of the problems scholars encounter when they work from the so-called margins. What I learned during this transformative semester is that the work of teaching and learning intersectional issues isn't just about fostering inclusivity. It's also about dismantling the very systems of marginalization that generate the language of inclusivity in the first place.

At a presentation entitled "Designing an Undergraduate LGBTQ Minor," I asked attendees to consider who on their campuses was responsible for creating and maintaining diversity, how power asymmetries contribute to a lack of self-care for underrepresented workers, and the consequences of burn out/high turnover in equity-oriented positions. From this discussion, the group was able to

...Continued on page 5



CALENDAR OF EVENTS

NOVEMBER

Monday, Nov 2nd: KSC 268; 5:30pm-7:00pm

NCWP Art Adventures: Zen Tangle with Esther Piszczek
Sponsored by North Central Windows Program and the Women's Resource & Action Center

Tuesday, Nov 3—ELECTION DAY!

Wednesday, Nov 4: SCC 120; 6PM

"Mass-Incarceration in the United States." Becky Pettit
Center for Ethics & Public Policy. sourt1@d.umn.edu

November __: Ballroom; 3:00pm-5:00pm

Mock Rape Trial:
Sponsored by the Women's Resource and Action Center
Check back for date and location!

Wednesday, Nov 11th – 12:00 p.m. – KSC Rafters – Grassroots Activism in India – Presented by Dr. Rebecca DeSouza, Associate Professor, UMD Communication, and Dr. Adam Pine, Associate Professor, UMD Geography

Thursday, Nov 12th – 12:00 p.m. – KSC Rafters – Brown Bag – Profiles in Honduras Courage and Resilience (a Reader's Theatre) – Brown Bag – Presented by 2015 Witness for Peace Delegation

Friday, Nov 13th 5:30-11PM Harborside Ballroom @the DECC PAVSA's Annual Art Auction
www.pavsa.org for ticket information

Monday, Nov 16 – 12:00 p.m. – Brown Bag– KSC Rafters The Diaspora of Korean Comfort Women – Presented by Professor Eun-Kyung Suh, Professor, UMD Art and Design (Co-sponsored by the UMD Commission for Women)

DECEMBER

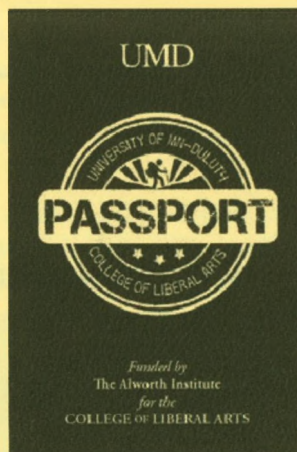
December - National AIDS Awareness Month

Thursday, December 3 – 7PM – CHEM 200 @ UMD
Panel Discussion: Economic Inequality Panel
Center for Ethics & Public Policy. sourt1@d.umn.edu

Thursday, December 10th:
International Human Rights Day:
Sponsored by the Women's Resource and Action center

WRAC offers On-Campus PAVSA Advocacy / Women's Resource and Action Center KSC 266
PAVSA advocates available during office hours Monday to Friday and Mondays & Thursdays from 6-9 pm.

HOW TO REPORT AN INCIDENT ON CAMPUS
<http://www.d.umn.edu/chancellor/climate/reporting/>



College of Liberal Arts students:
Sign up for the Alworth Passport to CLA and get your passport stamped when you attend CLA events such as films, lectures, club meetings, and apple cidering at the UMD Farm. You can get your passport by stopping by the Alworth Institute at 178 EduE or the CLA Dean's Office at Kirby Plaza 306.

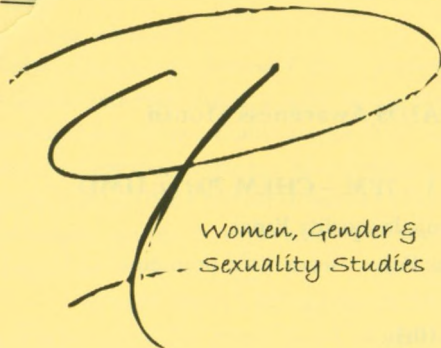
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relate academic issues to labor issues, and I was able to draw a firmer connection between student needs and community needs. As a member of both the campus and greater communities, I understand that the ways that universities categorize stakeholders' interests is, in fact, a way to maintain the separation between those who have resources and benefits, and those who don't.

So while thinking about how the work of the humanities is located across disciplines, I also thought about how the humanities are the work; that is, I see the relationships between technical skill development, civic participation and career proficiency as embedded within the humanistic tradition, rather than as addenda to it. This understanding is the foundation of my current research, and explains why the work takes a variety of forms, from an online open-access pedagogy workbook for critical race and ethnic studies, to multimedia presentations on transnational visual literacy, to the creation of UMD's new LGBTQ minor, to more traditional writing on minor perspectives in literary history.

The work is here, right where it's supposed to be.

WOMEN DEPARTMENT OF WOMEN,
M GENDER & SEXUALITY STUDIES



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