

## On Invisibility, Power, and Ignorance

By Alison Bailey

Herbert Biberman's film *Salt of the Earth* (1954), based on a real strike against the Empire Zinc Mine in New Mexico, addresses prejudices against Mexican-American miners who strike to attain wage parity with Anglo workers. In one scene, an Anglo and a Mexican-American mine worker sit at a table discussing union strategies. The Anglo points to a picture of Benito Juarez on the wall and says to the Mexican American: "Is that your grandfather?" The other miner, taken aback, says something like, "No, that's Benito Juarez. He was president of Mexico and one of my people's most beloved leaders. Why don't you know who he is? I don't look at George Washington and ask who he is. If we are to work together you need to know my people's history."

This exchange makes a profound point about invisibility, ignorance, and power. Members of dominant groups have cultural permission to ignore the lives, histories, and cultural particulars of oppressed groups—indeed to render their accomplishments, struggles, and their very presence invisible. This learned ignorance is a common characteristic shared by members of dominant groups. This is why, for example, Anglos/Whites accept the erasure of Mexican history. "After all," we might say, "how could we be expected to know that?" The trivialization of nondominant histories reflects a failure to see relationally—a failure to see our lives are intertwined with one another.

Erasure almost always places people of color in a double bind. They can either dismiss this repeated erasure and reinscribe their own invisibility, or they can call whites on their ignorance and subject themselves to white

anger, back-peddling, or other guilt-easing excuses. The former allows white ignorance to continue unchallenged and the latter makes these encounters even more painful than they already are. The Mexican-American miner in the film takes a risk and calls the Anglo on his ignorance and challenges him to see the relationship between his erasure of Mexican history and American imperialism, and the Anglo corporate exploitation of the mine workers. He makes the relationships between their histories, and hence between their lives visible.

Erasure and invisibility are neither trivial nor limited to historical examples. Erasure can be deeply personal. María Lugones once remarked that Anglo/White women's relationship to women of color is often marked by a failure of identification. "White women," she argues, "do one or more of the following to women of color: they ignore us, ostracize us, render us invisible, stereotype us, leave us alone, or interpret us as crazy. *All of this while we are in their midst*" (Lugones, 1987). I think that, as white folks, we are aware of this erasure on some level and that we sometimes just hope that folks of color will not notice that we are excluding them from the conversation, failing to make eye contact, or failing to hear their words.

I hear Lugones' observations echoed time and again by my Latina, Asian and Black friends, students, and colleagues when they tell me how their efforts go unnoticed, or how they have to work twice as hard to get the same recognition. I hear stories of how their scholarship is dismissed as trivial, how they are passed over for promotions by younger and less qualified white employees, how their ideas are attributed to others, or how someone forgot to invite them to an important event or add them to an e-mail list. (*Continued*)

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### Women's and Gender Studies Staff

- |   |          |
|---|----------|
| Dr. Alison Bailey, Director                 | 438-5617 |
| Dr. Becca Chase, Assistant Director/Advisor | 438-7361 |
| Rozel White, Administrative Assistant       | 438-2947 |
| Rebecca Rossi, Graduate Assistant           | 438-2948 |
| Annaliisa Ahlman, Undergraduate Assistant   | 438-2948 |

White/Anglo ignorance is not an isolated gap in knowledge that can be easily corrected by forcing ourselves to start seeing and listening to people of color—although this would be a good first step. It is a product of white people's failure to see relationally: our failure to see how our lives are imbricated with those whom we render invisible regularly. When members of dominant groups act in all of the ways that Lugones mentions, we fail to see those connections.

White ignorance is deep to the point of being almost unconscious. It is very difficult for whites to recognize. But we can learn to be mindful of one another's presence, to catch ourselves in the midst of moments of erasure, and to listen to people of color when they call erasure to our attention.

Lugones, María. 1987. "Playfulness, "World"-Travelling and Loving Perception." *Hypatia* 2:2 (summer), 3-21. ☼

## Achy Obejas Visits Campus

By Becca Chase and Julia Drauden



Cuban-American writer Achy Obejas visited ISU as keynote speaker for Hispanic Heritage Month on September 26-27. On the first evening, over 100 people gathered at the University Galleries to hear Obejas read her poetry and prose. Dr. Maura Toro-Morn, director of the Latin American and Latino Studies

program, and University President Al Bowman delivered warm introductory remarks. They were followed by English faculty member Dr. Krystin Dykstra, who formally introduced Obejas, detailing her contributions to Cuban-American literature as well as her overall impact as a writer.

Obejas gave a spirited reading of two poems, one in Spanish and one in English, and a generous portion of an English-language short story. The first selection, "Historia de Amor," was a passionate poem about possible lives and loves and what might have been. The second poem, "Transition," took the perspective of a woman more or less coping with the end of a relationship.

Following the poems, Obejas also read from the short story "Zenzizenic," included in the just-published anthology *Havana Noir*, a collection of fiction by Cuban writers that she also edited. "Zenzizenic," which draws on her lived experience but is not autobiographical, tells the story of a relationship between two Cuban-American sisters who grew up in Hawaii. One is content with

living as an American with invisible ethnicity in Hawaii. The other clings to Cuban culture and eventually returns to Cuba. In the tale Achy plays with the identity puzzle pieces that many Cuban-Americans and families of Cuban exiles must try to fit together within multiple cultural frames.

## Dislocation and Identity

On the following evening Obejas delivered her lecture on "Dislocation and Identity," again to a packed audience. The term "Latinos" subsumes multiple identities, all of them marginalized in the U.S., she observed. Cuban identity in America is complicated because of the varied locations of those identities.



Obejas, Toro-Morn and others after the LALS event

Cubans are perceived and lived differently in Miami, Cuba, Chicago, and in places where Cubans are practically nonexistent. Their identities also are affected by their varied relationships to the island, based on ideology and generation: exiled or

resident, Communist or anti-Communist, children who were born in Cuba and whose parents became exiles, and the next generation who have no memory of Cuba. As someone who lives primarily in Chicago but visits Cuba frequently and entertains the possibility of returning to the island permanently, she also ponders the notion of exile: Is an exile who returns still an exile?

Achy was born in Cuba and came to the U.S. when she was six and a half years old. She characterizes herself as fully bilingual: "I think in English [*pause*] and Spanish. I write in English . . . and Spanish. I dream in English . . . and Spanish."

While she characterizes her identity as Latino, Cuban, lesbian, feminist, and Jewish, she resents when she is tapped to attend events only to represent a particular aspect or aspects of her identity. She criticizes the strategy of conference organizers who plan a program and then invite minorities as tokens. Rather, Obejas insists, in our society "it is important to deliberately and consciously diversify," being inclusive from the inception of any project.

Obejas lives inclusively. "I have never been forced to be anything other than who I Am" in all her multiplicity, she states. At home in Chicago she lives among people of many different ethnicities, (*Continued*)

nationalities, and other identities. “My Seders are a nightmare. You might find any kind of food . . . Tempeh, Moroccan style.”

After her lecture, Achy launched into a series of Amusing and intellectually challenging stories in response to questions. One student asked how she constructed the narrative plot of her stories and novels. “I never have any idea what a story is about when I begin to write it,” she replied. Often she has only a scene in mind. As an example, and in response to a question about autobiographic connections to her writing, she joked about building one of her stories around an argument she had with her lover while parked under the St. Louis Gateway Arch.

Students and faculty alike were impressed with Achy Obejas’ humor, generosity, attentiveness, and directness. She provided us with a much-appreciated charge of creative energy!

*Achy Obejas' works include Days of Awe, Memory Mambo: a Novel, and We Came All The Way From Cuban So You Could Dress Like This? She has written for the Chicago Tribune, has received numerous literary and journalism awards and grants, and currently teaches at DePaul University.* ☼

## **New Life for the Latin American and Latino/a Studies Program**

By Rebecca Rossi

ISU’s Latin American and Latino/a Studies Program (LALS) is experiencing a rebirth! With 36 affiliated faculty teaching classes throughout the University, numerous study abroad opportunities, a full slate of events on campus, and strong connections with the local community, this not-so-new program is stepping into the spotlight this fall. It seems that this renaissance is happening at just the right time. According to Dr. Maura Toro-Morn, LALS program director since 2006 and WGS faculty member, “At the turn of the 21st century, the demographic profile of the United States has changed considerably, making Latinos the largest ethnic population in the United States. Demographers estimate that by mid-century, one in every four Americans will be a Latina/o, thus raising the stakes for educational institutions across the hemisphere.” With Toro-Morn at the helm, Latin American and Latino/a Studies has expanded to meet steadily growing interest in the program and to create a multidisciplinary team of scholars who work on issues related to the increasingly diverse society that makes up the Americas.



*Dr. Maura Toro-Morn,  
LALS program director*

In celebration of Hispanic Heritage Month (September 15- October 15), LALS hosted or co-hosted a number of ISU events. The month kicked off with Bienvenidos, a celebration of Latin-American culture featuring music, food and dancing. Lectures on identity and shifting religious demographics in the U.S. Latino community, as well as a panel discussion title “Reinventing Cuba: Accounts and Images of Cuban Life,” took place in September. At the end of the month, Cuban author and activist Achy Obejas spent two days with faculty and students on campus (for more about Obejas’ visit, see p. 2). The month closed with a lecture by LALS and WGS faculty member Maria Schmeckle about her experience working with impoverished children in Brazil. The diverse complement of programming for the month reflects the value LALS places on the variety within the Latin American and Caribbean communities throughout the world.

Though the program is part of the College of Arts and Sciences, LALS affiliated faculty can be found teaching all over campus, from the College of Business to the College of Fine Arts. A student with a minor in LALS has the opportunity to study a variety of subjects—including geography, sociology, history and politics—as they relate to the social, political, and cultural challenges of Latin American, Caribbean, and U.S. Latino/a populations. Students learn in a multilingual environment and gain experience working in several academic disciplines. LALS also provides opportunities for students to study abroad in Peru, Mexico and Brazil. Each international project has a unique focus, offering students a transformative experience.

LALS faculty and students are involved in the local Latino community, as well. The program is currently working with the McLean County Museum of History on their Latino Oral History Project. The Hispanic Families Work Group has begun work on broad needs assessment (areas of assessment include transportation, education, social services, and child care) within the local Latino community.

All of this activity serves to meet Dr. Toro-Morn’s larger goals for the Latin American and Latino/a Studies Program. According to Toro-Morn, “The Latin American and Latino Studies program has an important role to play in preparing future citizens to not only understand what it means to live in a society that is multiracial and multilingual, but more importantly to break down barriers forged by misinformation, stereotypes, and ignorance.” ☼

## Reinventing Cuba

By Julia Drauden

Maura Toro-Morn, director of Latin American and Latino/a Studies, Kristin Dykstra, professor of English, and Nicolas Mancito III, English graduate student, presented papers for the September 19 International Studies event entitled

“Reinventing Cuba: Accounts and Images of Cuban Life.”

Dr. Toro-Morn reported on a research project for which she collaborated with

Dr. Elisa Facio, University of Colorado—Boulder and Dr. Anne Roschelle of SUNY-New Paltz. The team visited Cuba in 1998 during the Special Period, when the Cuban economy collapsed following the breakup of the Soviet Union. During this time, Cuba globalized its economy by promoting tourism. Toro-Morn questions whether globalization is good for women, particularly in Cuba, where tourism has encouraged a burgeoning sex trade. *La Búsqueda*—the search for well-being, the struggle for survival, and the need for U.S. Dollars—is a primary factor driving young women towards prostitution.

Examining the work of exiled Cuban writers, Dr. Dykstra centered her talk on the question of returning to Cuba. This literature, she said, is “heavy with themes of exile with strong political overtones.” The writers often focus on the struggle to learn English and become acclimated to American life, while still attempting to maintain a Cuban identity. According to Dykstra, Cuban exiles believed that they would be able to return to the island after the fall of Castro, but became “accidental immigrants” when they realized the regime would hold up. These writers commonly document how their original conceptions of Cuba disappeared from reality as they made the transition from Cuban-born immigrants to Cuban-Americans.

Mr. Mancito discussed how essayist and poet Gustav Perez Firmat illustrate the conflicted identities that Cuban-born Americans like himself have. Firmat characterizes Cuban-American identity as a “balancing act.” Mancito discussed how Cuban-born children of exiles, what Firmat calls the “1.5 generation,” are often marginalized in both cultures. “It is one



Panelists Mancito, Dykstra & Toro-Morn

thing to be Cuban in America,” he said, “and another to be Cuban-American.” For Cuban-Americans, Mancito explained, “the hyphen always incurs a cost,” and encouraged Cuban-Americans and others with multiple identities to “transform the hyphen into a bridge.”☼

## Student News

### Rediscovering the Familiar

By Rebecca Rossi

*Familiar Perspectives: An intimate exploration of family, space and relationships* opened in the Women’s and Gender Studies gallery on September 13, 2007 with a

reception and artists’ talk. Photographers

Thelma T. Uranga and Teryn Brown have explored the day-to-day world of their families and friends with a sense of discovery, comfort and perspective. About 20 people were present at the opening, including the artists’ family members, friends and instructors. Great food was eaten and excellent questions were asked.

*Familiar Perspectives* is comprised of eight pieces, each reflecting some aspect of the intimate knowledge the artists have of their family and friends. The artists shared their original vision for the pieces and how the work evolved into the final product. Uranga noted that her intention was to photograph her parents during a time of transitions—her mother’s 60<sup>th</sup> birthday and her father’s impending retirement—capturing “the experiences, changes and memories that a family shares.” The end result is a series of still-life and candid photos that document the everydayness and comfort of her childhood home. Brown chose to capture a photographic sense of the way we actually perceive our loved ones. The artist notes that as we absorb our surroundings, it’s impossible to take in an entire area at once. Her panoramic photos are broken into single images, much like those of artist David Hilliard (whose style, Brown noted, influenced this work).

During the discussion, the artists talked about the composition of the photos. Brown noting that, while one photo was staged, the others were candid shots. Uranga also documented life as she found it, staging none of her images.  
(Continued)



Artists Uranga and Brown



*Familiar Perspectives* opening

Jin Lee, faculty in the Art Department, asked in what sense these photos differ from and are at the same time influenced by snapshots. The discussion that followed touched on the ways in which snapshots document a sort of idealized version of an event, while these works try to provide a look at the ordinariness.

*Familiar Perspectives can be viewed in RC 237 from 9 a.m. to 5 p.m. through November 8. ☼*

## No More Silence

By Kati Cruger

“Hey, Hey! Ho, Ho!  
Patriarchy has got to  
go!”

“Two, Four, Six, Eight!  
Stop the violence, rape  
and hate!”

The chants reverberated through the dark October night as Lauren Froehlich, sophomore Art Technology major, marched with her peers through Illinois State University’s campus. Lauren and over 100 others participated in ISU’s annual Take Back the Night rally and march, sponsored by the Feminist Led Activist Movement to Empower (F.L.A.M.E.). According to F.L.A.M.E. Co-President Jane Wear, “Everybody has a story. Everybody has an experience. Everybody has a reason to march.”

F.L.A.M.E. has been working for change at ISU since early last year, when they completed the transition from the Feminist Majority Leadership Alliance to today’s organization. Take Back the Night is one of the largest events F.L.A.M.E. sponsors on campus and is arguably one of the most important.

Take Back the Night began in 1976, when women attending the International Tribunal on Crimes against Women lit candles and took to the moonlit streets of Belgium denouncing violence against women. “I’m proud to be part of something this important, something with such a deep rooted history,” said Lauren. “I feel like I can do anything when I am marching.”



*F.L.A.M.E. members and community participants march at Take Back the Night*



*Yadira Ruiz, of YWCA Stepping Stones, rallies the crowd at TBTN*

The people marching came from different backgrounds. There were women and men, black and white, students and adults. Each person was there to tell her or his own story. “People can change things,” said Lauren. “Students can change things. That’s why I march.”

As the march came to end, the group split up to discuss their experiences. Tears were flowing as women and men shared their deepest feelings. Survivors spoke up, some sharing their stories for the first time. It was a time of sadness, but also a time of healing.

Lauren turned to leave the event, but not before finding a friend to walk her back to her residence hall. Until Lauren and every other woman can walk safely home alone at night, the voice of F.L.A.M.E. will not be silenced. ☼

## Faculty Accomplishments

**Alison Bailey** and Chris Cuomo co-edited *The Feminist Philosophy Reader*, published by McGraw-Hill.

**Gina Hunter de Bessa** wrote “Reproductive Agency Among Low-Income Women in Brazil,” which was published in *Psychology of Decision-Making in Health Care* (Elizabeth P. Blakely, ed., 2007).

**Sherrilyn Billger** published “The Heterogeneous Effect of the Passage of the Occupational Safety and Health Act on Stock Returns” in the *Journal of Labor Research*, 2007, 28(3); and “Does Attending Predominately-Female Schools Make a Difference? Labor Market Outcomes for Women” in *The Journal of Economics and Finance*, 2007, 31(2).

**Cynthia Huff** presented “Inscribing Two Nations: The Diaries of Hannah Cullwick, Victorian Maidservant” in April 2007 at the British Women Writers Conference in Lexington, KY.

**Julie Jung** presented “Assessing Shame: Burkean Mortification and the Problem of Self-Reflection” in March, at the Conference on College Composition and Communication in New York.

**Jan Neuleib** led four week-long workshops for teachers of AP Language classes for the College Board. Workshops took place in Land O’Lakes WI, Kansas City MO, Peoria IL and Beloit WI.

**Melissa Oresky** exhibited in the group show “Printed Space,” June 14-August 18 at the Western Exhibitions gallery in Chicago. Oresky and **Jin Lee** exhibited in the group show “Tendency to Pile,” May 11-June 3 at MN Gallery in Chicago.

**Paula Ressler** and **Becca Chase** co-presented “From Iraq to Israel-Palestine: Women’s Agency and Peace

Activism” with Berenice Fisher and Sherry Gorelick at the National Women’s Studies Association Conference on June 30 in St. Charles, IL.

**Roberta Seelinger Trites** gave the keynote address, “Manifestations of Power in Literature for Youth,” on August 29 at the 18<sup>th</sup> Biannual Congress of the International Research Society for Children’s Literature in Kyoto, Japan.

**Beverly Smith and Sessa Kethineni** published “Homicides by Males and Females in India—The Domestic Context,” in the *International Journal of Comparative and Applied Criminal Justice*, 2006, 30(2).

**Mary Trouille** was elected to the Executive Board of the American Society for Eighteenth-Century Studies. She published “Challenging Male Violence and the Double Standard in the Courts: The Separation Case of Dame D\*\*\* (Paris, 1788)” in *Studies on Voltaire and the Eighteenth Century*, June 2007.

**Michelle Vought** gave nine solo vocal concerts this spring in Vienna, Austria, and Bratislava, Slovakia, featuring the music of American composers. A concert at the home of American Ambassador Skip Vallee in Bratislava was televised on Slovakian television. Vought also preformed for the Austrian Society of Contemporary Composers. Vought performed “Madame Monsieur” at the National Women’s Music Festival in Normal on July 7. ☼



*Maria Schmeekle presents “Brazil: Contrasts, Lessons, and Project Uerê, Poverty, Children and Hope in a Brazilian Slum” to a packed audience on October 10.*



*F.L.A.M.E. Executive Board members with visiting reproductive choice activist Benita Ulisano at F.L.A.M.E.’s Oct. 10 meeting.*



*Kyle Ciani (wearing her tenure tiara) and Maggie Merica at the WGS meet and greet.*



*TBTN Banner from 1997 displayed at the 2007 march.*

## WGS Spring Course Offerings

\*Also counts as undergraduate elective

Required Undergraduate Courses		
WGS 120	Women, Gender, and Society	MWF 10-10:50Am TR 11Am-12:15p.m.
ENG 160	Women in Literature	MWF 12-12:50p.m.
HIS 262	History of Women in the United States since 1865	TR 2-3:15p.m.

Undergraduate Electives		
WGS 391	Gender and Sex in the Latina/o Experience	TR 11Am-12:15p.m.
COM/ENG/ LAN 128	Gender in the Humanities	MWF 9-9:50Am TR 12:35-1:50p.m. MWF 11-11:50Am MWF 2-2:50p.m. TR 3:35-4:50p.m. MW 4-5:15p.m.
CJS 308	Race, Ethnicity and Criminal Justice	TR 12:35-1:50p.m. TR 2-3:15p.m.
ENG 206	Cultural Expressions in Social Contexts: Women of Asia, Latin America, and Africa	TR 2-3:15p.m.
ENG 260	History of Literature by Women	MW 4-5:15p.m.
ENG 261	Women's Literature in a Global Context	TR 2-3:15p.m. TR 3:35-4:50p.m.
FCS/HIS/SO C 112	American Family: Change and Diversity	TR 8-9:15Am MWF 10-10:50Am TR 11Am-12:15p.m. TR 3:35-4:50p.m.
FCS 222	Cultural Diversity in Dress	T 5-7:50p.m.
PHI 202	Sex, Values, and Human Nature	MW 3-4:15p.m.
PSY/SOC 123	Human Sexuality	MWF 1-1:50p.m.

Required Graduate Courses		
WGS 490	Feminist Theories and Methodological Issues	Arrange with Dr. Bailey

Graduate Electives		
ENG 460	Feminist Literary Theories	W 5:30-8:20p.m.
FCS 305	Families in Later Life	T 5:30-8:20p.m.
FCS 327*	Clothing and Behavior	MW 12-1:15p.m.
FCS 333	Family and Consumer Public Policy	W 5:30-8:20p.m.
HIS 330*	The Family in History	T 6-8:50p.m.
PSY 305*	Psychology of Women	T 5:30-8:20p.m.
SOA 311	Selected Studies Issues in Gerontology	M 5:30-8:20p.m.
SOA 366*	Contemporary Social Movements	T 5:30-8:20p.m.

SOA 469.04	Seminar in Social Institutions	W 5:30-8:20p.m.
SOA 469.16	Production of Culture: Attitude in Comedy and Music	TR 3:35-4:50p.m.

### Check out these spring courses! (Alternate electives for WGS minor/certificate)

#### **ENG 329, Selected Figures in British Literature: Jane Austen**

TR 12:35-1:50 with Jan Susina

This course will examine Austen's six published novels within their historical and cultural context and also explore the reasons that Austen continues to speak to 20<sup>th</sup>- and 21<sup>st</sup>-century readers of both genders. For more info, contact Dr. Susina at [jcsusina@ilstu.edu](mailto:jcsusina@ilstu.edu) or 438-3739.

#### **HIS 308, Sec. 2, Selected Topics in European History: Ancient Greek and Roman Women**

MWF 2-2:50 with Georgia Tsouvala

HIS 308.02 will introduce you to the sources, methodologies, and the current debates focusing on women in the ancient Greek and Roman world. For more info, contact Dr. Tsouvala at [gtsouva@ilstu.edu](mailto:gtsouva@ilstu.edu) or 438-8407.

#### **HIS 309, Topics in U.S. History: History of Sexuality in the United States**

MWF 10-10:50 with Richard Hughes

A survey of the history of sexuality from the colonial period to the present, with an analysis of relative historiography and primary sources. Some of the topics include birth control, family life, marriage, sexual violence, homosexuality and intimacy, prostitution, sexual revolutions and public health. For more info, contact Dr. Hughes at [hughes@ilstu.edu](mailto:hughes@ilstu.edu) or 438-5424.

#### **THE 300, Special Topics in Theatre: Contemporary Women's Theater and Performance**

MW 9-10:15 with Ann Haugo

This course will cover the period from the late 1960s to the present, and will include multi-ethnic and cross-cultural perspectives. Readings will include plays and performance texts, as well as history and theory to provide context. For more info, contact Dr. Haugo at [ahaugo@ilstu.edu](mailto:ahaugo@ilstu.edu) or 438-3955.

#### **ENG 460**

#### **Feminist Literary Theories**

W 5:30-8:20 p.m. with Nathalie op de Beeck

This course investigates women's studies and gender in literature, visual art, and other media of the twentieth century to present. To provide an understanding of "feminist literary theories" and what such theories can and cannot accomplish politically and textually/artistically. For more info, please contact Dr. op de Beeck at [dbop@ilstu.edu](mailto:dbop@ilstu.edu) or 438-3297.

*Gender Matters*  
**Illinois State University**  
**Women's and Gender Studies Program**  
**Rachel Cooper 2<sup>nd</sup> Floor**  
**Campus Box 4260**  
**Normal, IL 61790-4260**

**Congratulations, Graduates!**

Jonathan Crowley, Communication Studies  
Shauna Jackson, Mass Communications  
Lauren Kim, English Education  
Lauren Kruzil, Political Science  
Deandrea Williams, Communication Studies  
Deandrena Williams, Communication Studies

**Welcome, new minors!**

Erica Goethel, English Education  
Maria Garcia, Family and Consumer Sciences  
Julia Drauden, English (Publishing)  
Melissa Johnson, English Studies  
Ryan Henneberry, English Studies

**Welcome, new certificate students!**

Callie Czerkie, non-degree  
Oforiwaa Aduonum, non-degree  
Kathy Elrick, Politics and Government

**Calendar**

**Nov. 7 Women's Mentoring Network Pizza Party,**  
Resource Center, RC 234, 4p.m.

**Nov. 7 Dr. Mimi Nguyen,** "*Napalmed Girls Go to Washington, D.C.*" 3rd Floor East Lounge,  
BSC, 12-1p.m. Free Pizza!

**Nov. 14 Dr. Cassandra Veney** "*The Effects of Structural Adjustment Programs and Democratization on Refugees, Host Governments, and Host Communities in Kenya and Tanzania.*" 3rd Floor East Lounge, BSC, 12-1 p.m. Free Pizza!

**Dec. 7 WGS Open House,** RC 234 12-4:30 p.m.

**Jan. 14 2008 WGS Symposium Proposals Deadline**

**Feb. 29 WGS Symposium,** Holly Hughes, Keynote:  
"*Performance and Visual Art as Activism*"

**Visit our website at <http://www.womensandgenderstudies.ilstu.edu>**