4-25-2011


Women's Studies & Gender Studies Program
Loyola University Chicago

Recommended Citation
https://ecommons.luc.edu/wsgs_digest/24

This Book is brought to you for free and open access by the Women's Studies and Gender Studies at Loyola eCommons. It has been accepted for inclusion in Women's Studies & Gender Studies: Digest Magazine by an authorized administrator of Loyola eCommons. For more information, please contact ecommons@luc.edu.
Creative Commons License
This work is licensed under a Creative Commons Attribution-Noncommercial-No Derivative Works 3.0 License.
THE POSTCARD PROJECT

The Postcard Project showcases the individual experiences of women and men surrounding gender, sexuality, feminism, rape, sexual assault, consent, child abuse, and menstruation. This project debuted at the 2011 Vagina Monologues at Loyola and was spearheaded by Halle Petrone.

CHAPTER THREE

This Week’s Special Focus:
Women in Bondage - Chosen or Forced?

QUICK RESOURCE LINKS:
EVENTS: WSGS | Campus | Local
OPPORTUNITIES: Internships | Volunteer | Academic Funding | Careers
ACADEMIC: Learning | Conferences | Calls for Papers
Welcome to the continually revamped digital Digest magazine. Utilize our interactive design by clicking on subjects to jump!

The WSGS Mission:

Founded in 1979, Loyola’s Women’s Studies Program is the first women’s studies program at a Jesuit institution and has served as a model for women’s studies programs at other Jesuit and Catholic universities. Our mission is to introduce students to feminist scholarship across the disciplines and the professional schools; to provide innovative, challenging, and thoughtful approaches to learning; and to promote social justice.

The Digest Mission:

Since 2007, the WSGS weekly digest has grown from a listing of upcoming events, grant opportunities, and other announcements to an interactive digital publication in the style of a feminist zine. The Digest’s mission is to connect the WSGS program with communities of students, faculty, and staff at Loyola and beyond, continuing and extending the program’s mission. We provide space and support for a variety of voices while bridging communities of scholars, artists, and activists. Our editorial mission is to provoke thought and debate in an open forum characterized by respect and civility.

Click here to CONTRIBUTE (guidelines)!

We encourage Loyola students and staff, and all readers, to share with us, small or large, simple or complex.
**Digest Issue 27 Table of Contents**

**InsideROut? 18:** "Quick Tips for Writing Great [WSGS] Papers"

**Screen/Play 17:** "Preaching to the Perverted vs. Going Under"

**Zbody:** "Rihanna’s S&M"

**Quote Corner 31:** Nellie McKay: "Social Justice and Music"

**Quote Corner 32:** Rochelle Brock’s *Sista Talk: The Pedagogical & the Personal*

**MadAds 22:** "Women in Bondage"

**Tell-A-Vision 11:** *Mortal Kombat 9:* “Kombat Women”

**Feminist Fires 9:** Nellie McKay, musician, actor, feminist and social justice activist

**WLA Re(Animated) 6:** “Alderwoman Celebrates History”

**Postcard Project Chapter 3: Overview**

**Words are useless 9:** “SuitAndTie” and “WaspWaste” by Marcie Allen

Postcard Project part 8
Postcard Project part 9
Postcard Project part 10
Postcard Project part 11
Postcard Project part 12
Postcard Project part 13
Postcard Project part 14
Postcard Project part 15
SPECIAL THEMED ISSUE ON:

Work, post-education, activism, & options

How do we incorporate social justice in Corporate America?
Tell us about your job or career experience.
How will you continue to fight for the marginalized throughout your career?

We are seeking a multitude of responses, and appreciate and welcome well-thought out and respectful submissions, whatever the opinion. Also, keep in mind, stories, poetry, videos, and art are highly appreciated and encouraged.

Go here for guidelines at the end of each issue: http://www.luc.edu/womenstudies/complete_issues.shtml

A CALL FOR WRITERS, OPINIONS, & ARTISTS!
2 pm
Fri April 29
Piper Hall
Gathering Room

WSGS event highlights 1

Graduation Reception
and End-of-Year Celebration

Congratulations from WSGS!

WSGS staff, faculty, and fellow students in Piper Hall are cordially invited for a reception celebrating the accomplishments of seniors graduating from the program.

Refreshments will be provided and students will receive graduation gifts courtesy of the Women's and Gender Studies Program.
# Women's Studies & Gender Studies Course List

**Fall 2011**

<table>
<thead>
<tr>
<th>Discipline</th>
<th>DISC</th>
<th>CRN</th>
<th>WSGS</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Times</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bio Ethics</td>
<td>BIET</td>
<td>395-001</td>
<td>346-001</td>
<td>Biology &amp; Philosophy of Women</td>
<td>Parks/Goalie</td>
<td>TuTh 3:30-4:45</td>
</tr>
<tr>
<td>Classical Studies</td>
<td>CLST</td>
<td>295-001</td>
<td>295-001</td>
<td>Women in the Classical World</td>
<td>Long</td>
<td>MWF 10:00-11:00</td>
</tr>
<tr>
<td>Communication</td>
<td>COMM</td>
<td>307-001</td>
<td>397-001</td>
<td>Rhetoric of Social Change</td>
<td>Murphy</td>
<td>TH 4:15-5:45</td>
</tr>
<tr>
<td>English</td>
<td>ENGL</td>
<td>306-001</td>
<td>306-001</td>
<td>Studies in Women Writers</td>
<td>Bouson</td>
<td>TuTh 10:15-11:45</td>
</tr>
<tr>
<td>Fine/Perf. Arts</td>
<td>FNAR</td>
<td>207-001</td>
<td>408-001</td>
<td>Women, Art, Society</td>
<td>Causse</td>
<td>TuTh 2:30-3:45</td>
</tr>
<tr>
<td>History</td>
<td>HIST</td>
<td>104-036</td>
<td>201-036</td>
<td>Women &amp; Gender History</td>
<td>Wracht</td>
<td>TuTh 1:15-3:15</td>
</tr>
<tr>
<td>Political Science</td>
<td>PLSC</td>
<td>395-002</td>
<td>305-002</td>
<td>Women &amp; Politics: A Cross-National Perspective</td>
<td>Shailer</td>
<td>TuTh 1:15-3:15</td>
</tr>
<tr>
<td>Psychology</td>
<td>PSYC</td>
<td>238-001</td>
<td>238-001</td>
<td>Psychology of Women</td>
<td>Heath</td>
<td>TuTh 1:30-3:45</td>
</tr>
<tr>
<td>Sociology</td>
<td>SOCL</td>
<td>238-002</td>
<td>238-002</td>
<td>Gender &amp; Sex: Difference &amp; Similarities</td>
<td>Nicka</td>
<td>Tu 7:00-9:30</td>
</tr>
<tr>
<td>Sociology</td>
<td>SOCL</td>
<td>238-002</td>
<td>238-002</td>
<td>Mass Media &amp; Popular Culture</td>
<td>Murphy</td>
<td>TuTh 8:25-10:05</td>
</tr>
<tr>
<td>Sociology</td>
<td>SOCL</td>
<td>238-002</td>
<td>238-002</td>
<td>Sociology of Sex &amp; Gender</td>
<td>Wntr</td>
<td>M 4:15-6:45</td>
</tr>
<tr>
<td>Sociology</td>
<td>SOCL</td>
<td>238-002</td>
<td>238-002</td>
<td>Sociology of Religion &amp; Politics of Food</td>
<td>Wntr</td>
<td>TuTh 11:30-12:45</td>
</tr>
<tr>
<td>Theology</td>
<td>THED</td>
<td>178-001</td>
<td>178-001</td>
<td>Introduction to WSGS</td>
<td>Trounce</td>
<td>M 4:15-6:45</td>
</tr>
<tr>
<td>Women's Studies</td>
<td>WSGS</td>
<td>104-036</td>
<td>104-036</td>
<td>Contemp. Issues in WSGS: Family</td>
<td>Herber</td>
<td>TuTh 3:30-5:45</td>
</tr>
<tr>
<td>Women's Studies</td>
<td>WSGS</td>
<td>130-001</td>
<td>130-001</td>
<td>History of Feminist Thought</td>
<td>Murphy</td>
<td>TuTh 9:00-10:45</td>
</tr>
<tr>
<td>Women's Studies</td>
<td>WSGS</td>
<td>399-001</td>
<td>399-001</td>
<td>Practicum*</td>
<td>Myers</td>
<td>W 4:15-6:45</td>
</tr>
<tr>
<td>Women's Studies</td>
<td>WSGS</td>
<td>397-101</td>
<td>397-101</td>
<td>Special Topics in WSGS: Feminism &amp; Film</td>
<td>T 4:15-6:45</td>
<td></td>
</tr>
<tr>
<td>Women's Studies</td>
<td>WSGS</td>
<td>398-001</td>
<td>398-001</td>
<td>Women's Studies Internship*</td>
<td>NA</td>
<td></td>
</tr>
<tr>
<td>ENGL</td>
<td>419-002</td>
<td>407-002</td>
<td>407-002</td>
<td>Special Topics in Literature &amp; Culture</td>
<td>Erens</td>
<td>Tu 4:15-6:45</td>
</tr>
<tr>
<td>HIST</td>
<td>361-001</td>
<td>535-001</td>
<td>535-001</td>
<td>Seminar in Women's &amp; Gender History</td>
<td>Caughr</td>
<td>Th 7:00-9:30</td>
</tr>
<tr>
<td>SOCL</td>
<td>520-001</td>
<td>502-001</td>
<td>502-001</td>
<td>Seminar in Women's &amp; Gender History</td>
<td>Hirsch</td>
<td>W 4:15-6:45</td>
</tr>
<tr>
<td>THEO</td>
<td>480-001</td>
<td>550-001</td>
<td>550-001</td>
<td>Seminar in Christian Ethics: Religion, Violence &amp; Peace</td>
<td>Fibreg</td>
<td>TuTh 9:00-10:45</td>
</tr>
<tr>
<td>WSGS</td>
<td>634-001</td>
<td>5890</td>
<td>5890</td>
<td>Issues in Treatment of Women</td>
<td>Trujillo</td>
<td>M 11:30-2:00</td>
</tr>
<tr>
<td>Graduate WSGS</td>
<td>SOWK</td>
<td>610-001</td>
<td>610-001</td>
<td>Women's Policy Development</td>
<td>Singh</td>
<td>TuTh 11:30-12:45</td>
</tr>
<tr>
<td>Graduate WSGS</td>
<td>SOWK</td>
<td>502-002</td>
<td>502-002</td>
<td>Ethnicity, Race and Culture</td>
<td>Rashid</td>
<td>W 4:15-6:45</td>
</tr>
<tr>
<td>Graduate WSGS</td>
<td>SOWK</td>
<td>502-003</td>
<td>502-003</td>
<td>Women's Studies Internship*</td>
<td>Mohammed</td>
<td>W 4:15-6:45</td>
</tr>
<tr>
<td>Graduate WSGS</td>
<td>SOWK</td>
<td>502-005</td>
<td>502-005</td>
<td>WDS MA</td>
<td>Ketten</td>
<td>M 4:15-6:45</td>
</tr>
<tr>
<td>Graduate WSGS</td>
<td>SOWK</td>
<td>502-006</td>
<td>502-006</td>
<td>Research</td>
<td>Movton</td>
<td></td>
</tr>
<tr>
<td>Summer 2011</td>
<td>SOWK</td>
<td>123-001</td>
<td>123-001</td>
<td>Popular Culture &amp; Mass Media</td>
<td>West</td>
<td>M-Th 10:25-12:05</td>
</tr>
<tr>
<td>Psychology</td>
<td>PSYC</td>
<td>238-001</td>
<td>238-001</td>
<td>Gender &amp; Sex: Differences &amp; Similarities</td>
<td>Health</td>
<td>M-Th 10:25-12:05</td>
</tr>
<tr>
<td>English</td>
<td>ENGL</td>
<td>283-001</td>
<td>283-001</td>
<td>Psychology of Women</td>
<td>Nika</td>
<td>TuTh 6-9</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>CRIMJ</td>
<td>370-001</td>
<td>395-001</td>
<td>Women in the Criminal Justice System</td>
<td>Barrett</td>
<td>M-Th 10:25-12:05</td>
</tr>
</tbody>
</table>

*Permission Required
This information is subject to change!
Women’s Studies & Gender Studies

SELECT COURSES FOR FALL 2011

**WSGS 101– Intro to Women’s Studies & Gender Studies**
Professor TBA  |  TuTh 2:30

This course introduces students to the interdisciplinary fields of both Women's Studies and Gender Studies, which explore the ways in which sex and gender manifest themselves in social, economic, cultural, and political arenas. It draws upon scholarship in women's and feminist studies, masculinity studies, and queer studies, fields that in turn draw upon a variety of intellectual perspectives or disciplines, including history, psychology, rhetoric, sociology, literary studies, and biology, among others.

**WSGS 201– Contemporary Issues in WSGS: The New Europe: Gender, Global Migrations, Multiculturalism**
Dr. Cristina Lombardi-Diop  |  MWF 10:25-11:15

The course examines social policies and cultural changes affecting migrant women, their families, and gender relations in the context of the new Europe's global migrations. It compares the different ways in which the European Union incorporates immigrant women into their social and cultural fabric, how policies evolved, and how they are influenced by international and global phenomena.

**WSGS 307/COMM 307– Rhetoric of Social Change: Gender and Advocacy**
Dr. Bren Ortega Murphy  |  Th 4:15-6:45

This course examines the rhetorical strategies used by people in Western culture from the 19th century to the present to challenge and change gender norms regarding women. Students consider a variety of texts including essays, books, speeches, marches and other events, as well as mass media and new media. The primary method of investigation will be feminist rhetorical analysis.

**WSGS 330– History of Feminist Thought**
Dr. Bren Ortega Murphy  |  Th 7-9:30

This course focuses on the history and development of feminist thought and the impact of feminism on the general United States culture. It is devoted to an intensive study of the various ways feminist have envisioned social, political, and cultural inequality. Readings span the history of modern feminism in the 18th century to early decades of the second wave in the 1970s. Special emphasis is given to the 20th century and the primary focus is on western feminist history. The course is not exhaustive, nor global, but rather an overview of western feminist thinkers.

**WSGS 391– Feminist Methodologies**
Professor Beth Myers  |  M 4:15-6:45

All students planning to graduate in May 2012 should take this course to complete the required capstone sequence.

Over the last decades, issues of gender and sexuality have become integral parts of the academic enterprise. This class investigates how ideas about women, gender, and sexuality have developed, paying particular attention to how knowledge itself has been defined in terms of gender. The course explores the three foundational dimensions of feminist practice: (1) consciousness of inequality, (2) critical analysis of structures of inequality, and (3) transformation of both consciousness and structures of inequality to mutuality. Topics include a brief history and overview of feminist theory, the search for a feminist epistemology, the assessment of various research methods as employed by feminist scholars, and the actual practice of feminist research.

**WSGS 391– Feminism and Film**
Dr. Patricia Erens  |  Tu 4:15-6:45

For this course, students will learn to critically analyze film through feminist theory and critique. This course will include viewing the films Woman of the Year, Stella Dallas, Mildred Pierce, Vertigo, A Question of Silence, and The Piano, among others both during and outside of class time.

Email WSGS Director Dr. Betsy Jones Hemenway at ehemenway@luc.edu with any questions.
Visit www.luc.edu/womenstudies to see more courses and view our academic programs.
The Postcard Project showcases the individual experiences of women and men surrounding gender, sexuality, feminism, rape, sexual assault, consent, child abuse, and menstruation. This project debuted at the 2011 Vagina Monologues at Loyola and was spearheaded by Halle Petrone. Over 35 stories were submitted and paired with over 8 artwork submissions. Each week until the end of the semester, Digest magazine will be publishing 1-2 art pieces in Words are useless along with displaying each matching story.

Collaborative in that over 50 artists and writers contributed images and experiences.

Inclusive in that submissions were accepted from any lifestyle or gender, woman or man, queer or straight, kinky or chaste, militant or timid. Let’s be real: it takes all kinds.

Provoke in that it is as much a protest as it is a gallery. Voices of the abused, the raped, and the oppressed are silenced everyday because the issues are unpalatable. We fight and change the system when we learn to speak and listen in turn to real stories of men & women.

(continued on next page)
This week and in the coming weeks we are featuring the artwork from the Postcard Project: “WaspWaste” and “SuitAndTie” are two of several pieces of art included in the Postcard Project.

Artist background:
Marcie Allen is a printmaking and art education major at Miami University. She enjoys creating art based on and questioning the female ideal, gender stereotypes and reproductive expectations.

Medium of her work: Xerox Transfer

(continued on next page)
It is incredibly hard to watch friends struggle with eating disorders. When I was a junior in high school, I starved myself so “successfully” that, at 5 foot 5 inches, I dropped from a healthy 130 pounds to 103 pounds in about six months. I felt like a woman possessed, driven by some cultural standard of beauty completely outside my own person. No level of starvation will make my legs go on forever and my thighs disappear. And frankly, I don’t want that anymore. There is nothing beautiful about being too weak to lift a chair because only 400 calories have passed through your lips that day, and every day prior. Women in my life, you are beautiful. Be strong in your beauty and know it as your own.

(continued on next page)
I love the Virgin Mary. My grandmother gave me a stunning wooden hand-painted icon of her and the Christ child, and I kiss it almost every day. Her beauty just shines through her priestly garb, and Jesus is so safe in her arms. I understand why many blame the emphasis on her virginity for society’s obsession with women’s sexuality. But, it’s not her fault. She’s Mary. No matter how hard I try, I could never be as good as her. And believe me, I have tried. God forgive me, for I am a sinner. She’s perfect, and I am not. I never will be. She contained in her womb that which the Heavens could not. How incredible is that? Her story validates who I am as a woman. I can only admire her, and love her, and beg her for mercy. She hears my prayers, and I am at peace.

(continued on next page)
When I Grow Up I Want To Be A Sex Worker

Don’t tell me that I’ve been brainwashed. I know myself and I won’t apologize for being proud of my body or liking sex. I’m not f**ked in the head and I know where my boundaries are. I like being whipped and I like to orgasm and I like to wear heels sometimes. I’ll do anal, three-somes, five-somes, and am open to any suggestions. I will not accept criticism, sympathy or pressure. My sexuality is not tailored to anyone, but myself. So sue me.

(continued on next page)
Story #3

Aunt Flo stopped visiting my house for a year. She visited everyone else. She visited my mom. She visited my friends. She even visited the neighbor’s dog. At first, I was okay with it. Aunt Flo’s visits always wore me out. When Aunt Flo usually came, it was too painful to bear. So I didn’t miss her at first. I was glad to be rid of her. But then my birthday came and went. She didn’t even call. I began to get worried. I had three ultrasounds and a CT scan. Apparently my Polycystic Ovarian Syndrome was scaring her away. Finally, I had my doctor call to tell her I was sick since she wasn’t answering my phone calls. He asked her to visit. She did. Then he called her again a month later. She came again. Since then she’s come twice on her own. I wouldn’t give up Aunt Flo’s visits for the world. Because even when they’re a pain in your ovaries, your family is still family and you need them around.

(continued on next page)
People say feminism is dead. There is no need to fight anymore.

I was born in India. I am the youngest in my family. Ironically, my parents actually wanted a daughter in a country where there are 44 million girls missing. Missing because they weren’t given a chance to live. In this country, women are trafficked and sold in slavery every day. They are raped every three second.

I was born in a culture where you can’t help being a feminist.

I grew in America. Where to be a president a woman has to become manly and to be beautiful she has to be fragile and dumb. In a country where little boys upon loosing on the football or the basketball or the soccer field are told they played like a girl. When did being a girl mean being a loser?

I grew up in a culture where you can’t help being a feminist.

I live in a global city, a global world. In this world women are used, broken, cut, burned, damaged, and eventually killed.

Now don’t tell me feminism is dead.
“Yes, Men Can Must Take a Stand Too”

The concept of two socially separate sexes is one that has always baffled me. What options do those of us who don’t see our roles as male and female as binary code have? Is it so strange that a heterosexual male can advocate for the fight against sexual violence? The truth of the matter is that sexual violence is a man’s issue. As nearly 100% of rapes are performed by males, how would one argue that men aren’t part of the solution as much as we’ve been part of the problem? While I know I will not be convincing any male to haphazardly take up arms in the battle against sexual abuse, I urge us to think critically, and let’s not miniaturize our potential by emulating the bill of goods that is sold to us in the form of Charlie Sheen, of Two & a half Men fame. The social glorification of misogyny and sexism is where it all starts and is a slippery slope thereafter. Instead, let’s read an article, 1 article on these issues! Let’s talk to a friend about something disturbing we saw at the bar or dorm, and not just pass it off as “that’s normal.” Our apathy is what makes us, the privileged bystanders, prime culprits and enablers of the realities that abused women and men will face next weekend, and the weekend after that, until we men PARTICIPATE by listening and reading to educate ourselves, to guide us towards the willpower and rational conscience to ACT.

Kind regards,
23 year old heterosexual male & Corporate D-bag
Loyola Chicago, Class of 2010

(continued on next page)
One time in this past year, a few classmates and I shadowed a professor at the clinic in which she works—a woman’s shelter for battered women. Going into it, I guess I was not as prepared as I thought I was to feel the extreme repugnance to the cycle of abuse as I do now. During the visit, we witnessed a mother and her daughters open up for the first time about their culminating despair of the psychological, physical, and emotional abuse they endured caused by the mother’s brother-in-law holding them hostage at gun point because they previously ran away from his physical torture and confinement exerted on them to keep them under his control until his brother immigrated back to the U.S. We witnessed the rage on the face of the oldest daughter as she spoke about the torture done to her. We witnessed the fear streaming from the face of the middle daughter as she spoke about how her sister now tortures her. We witnessed the sadness in the face of the youngest daughter as she spoke about the humiliation she felt at school. We witnessed the numbness on the face of the mother as she explained their captivity in terms of obligation to her husband and we witnessed the tears pouring from that face in knowing the pain it was causing herself and her children. We witnessed the youngest child, a boy of only three years old, in domineering performance acting out the beheading of a bug and squashing its remains—to which we could have only guessed would have been advocated by the male governed household. Through all of our abhorrence, my professor reiterated her soapbox of breaking the cycle of abuse, because as we had seen, abuse is generational and will not stop until people are taught to define it, identify it, and call out against it.

(continued on next page)
“Bigger person”
I continue to be absolutely confounded by your actions—how could you? How dare you?
Your pretentious education and wealthy parents aren’t enough anymore to veil what you have proven to be your true self: a monster.
I glean solace only from knowing some of the women you think you’ve destroyed have gone on to be among the strongest people I know. (How this has happened is a testament to the brilliance and resilience of women, not any lack of every abuse on your part.) Some of them are not so lucky.
You perpetuate the stereotype of hateful men in our world. You have something bad inside you. And me, we, us having to be “the bigger person” and sit and watch and hope that you will change or learn infuriates me. You haven’t gotten away with anything. We remember.
-Anon. (because I have to be the bigger person.)
“Quick Tips for Writing Great [WSGS] Papers”

Alright, busy students. It is really that time... the crunch crunch crunch of your neurons trying desperately to prove to your mighty professors and instructors that you have indeed listened and absorbed course materials. Or maybe you kinda did. Or maybe you have no idea. At any academic rate, check out these quick bits of advice below from someone who has taken almost 80 college courses....

#1: Make it interesting

Put yourself in the brain of your instructors having to grade dozens of papers, which are oftentimes very similar. When you start off your papers and projects, make that first part engaging and interesting. Tell a story, offer a quote, give a statistic- there are so many ways to NOT make that first five minutes of your work seem mechanical.

#2: State your Theoretical Support

Before making any case, a solid work/paper will present the ideologies that have inspired and supported the direction of the work/purpose. Consider that you are most likely trying to “prove” yourself to your audience (usually just your instructor), but do not forget there are many others with theories who carry heavy influence in academics; take advantage of their “proven” ideas while enmeshing your’s.

#3: Strongly state your agenda/thesis

Do not frustrate your reader. State and restate and develop and redevelop and clarify your purpose... otherwise known as your thesis. As WSGS professor Prudence Moylan said, your thesis is a conflict that you are trying to resolve. By the end of your paper, resolve that conflict! If your purpose is not obvious, then consider your paper rambling and gossip.

#4: Headings, Bolding, Underlining, and Italicizing

Think of your paper/project as a guide: a journey/map that leads your reader to a specific place or point. A really easy and great way to lead your reader is by highlighting your points with formatting. Adding a heading, for instance, may condense 3 pages of reading into a concept, rather than taking the risk of your reader assuming they know your concept. Bolding words that you would emphasize in conversation helps also. Help your work speak to its audience.

#5: Transitions- Qualifying and Quantifying

An even more detailed way of leading your reader is by literally giving almost every sentence a qualifier/quantifier. For example, if you begin a sentence with “most importantly,” you are leading the reader to think that what follows is a main aspect of your work. Words like “rarely,” “often,” “frequently,” and “never” quantify their context, allowing you to steer the reader into thinking in numbers, stats, and frequencies. Words like “unfortunately,” “sadly,” “luckily,” and “ironically” opinionate your ideas. Your reader should not ever peruse your work wondering where to take the ideas and how to link them. Lastly, make sure you “link” your ideas with transitions, such as “next,” “considering,” “on a related note,” and “however.” Transitions are a MUST.

#6: Name your Weaknesses

Think about it- what is your instructor looking for in your work more often than not? Issues, problems, biases, and areas that need improvement. However, if you do this BEFORE your instructor/audience does, you are taking responsibility for your work. Claim it. Speak to the problems and issues you encountered and those your audience might encounter in your work. Then...

(continued on next page)
#7: Offer Improvements & Solutions

Almost if not immediately after you identify your shortcomings/issues, brainstorm possible areas for improvement. If further work/research ought to be done, say why and how. If limited time and resources limited the scope of the necessary work, offer potential future work by you AND others. Also, make sure you do not simply present problems, critiques, and rants in your work; offer ideas and solutions for moving forward in the named areas of conflict/interest.

#8: Don’t universalize/generalize/simplify

Yes, your instructors are often quick to remind you to focus focus focus. But be careful here; sometimes in trying to focus, people minimize and oversimplify their topics/subjects. Remember, it is a subject, NOT an object, and NOT your’s, so always treat your topics/research/subjects with respect. Consider the possibilities; do not use limiting language; stay away from essentializing others and ideas. The worlds and realities (notice the plural I use) we have created as humans are incredibly, with millions of influences, unknowns, and agendas.

#9: Keep out the Reification

“Our government is bad,” “Walmart is to blame,” and “UNICEF does great work” are examples of what sociologist Michael Schwalbe calls “reification.” This happens A LOT in politics and socioeconomic conversations. The realities and societies humans have created are NOT alive; but are kept alive by humans. This should be reflected in your writing. If you are going to speak of actors and living things “doing,” make sure your actors are truly alive. Walmart cannot act, it is not alive. Yet there are certainly people behind Walmart that make decisions that lead the Walmart brand. Do not rely- name the people (or living organisms if you want to get real detailed) behind the issues in your paper. Example: “this week the Digest said” versus “the staff at Digest magazine discussed-” hear the difference?

#10: Be cautious with “Rights...” and “Equality”

Does a person have the right to live? What does that mean when nearly every living human has their own idea of what “living” requires? Be cautious when employing ideas of “rights.” “Human rights” and “equality” are loaded terms that are often used haphazardly. Consider resources and access. In the last 5 years, for example, the number of iPhones in the US has skyrocketed. Some people “live” through them. Does this mean they are a right? Is the question pertinent? Have people who cannot afford iPhones “lost the right to own an iPhone?” Focus on people in positions of power over resources, and how they control ownership such that some have access and others do not; then ask why there are discrepancies. If you find that someone took away another person’s access to water; consider “they won their right to water back” versus “they fought against [name the perps] to regain their access to water.”

#11: Bring in lots of Sources

Sources, references, and influences to your work are probably much higher in number and scope than may be apparent at first. Unless your entire work was your original idea (good luck arguing this!), you have references to credit. Amazon, wikipedia, Ebay, libraries, your classes (past and present) and other works’ bibliographies are great starting points for finding your references. Do not forget that you may cite media, college courses, and many other forms of communication. My secret weapon? I order 2-10 used books from Amazon for $1-3 apiece and make notes in them for my papers.

#12: Zoom In then Zoom Out

From the start of your paper/project you want to think of it like an hourglass. Start with a broad, accessible introduction, then lead your audience further in depth, complexity, and connection to your focal points. Once here, pull in those sources and transitions to keep the audience connected. Once you have made your central arguments, zoom back out to a broader context. In fact, ending your work with a lasting impression of how it connects broadly is a powerful way to leave your audience.

#13: Remember the Agendas

This is my favorite part to understand. Do not ever forget that academics are just another agenda, no matter how much you favor them or have bought into them. You are going through a test, and your instructor is most likely your audience. Give them what they want (what they ask you to do!). It’s that easy.

Click here to CONTRIBUTE (guidelines) We encourage ALL readers to share with us, small or large, simple or complex.
this week:  


Domme (professional dominatrix) in Preaching to the Perverted is definitely sexy and commanding. But the film is also embarrassingly cheesy, dated, and even quite problematic -- for example, it fails to address issues of consent that very much seem to need addressing, especially since the film seems geared toward satirizing the nonconsensual suppression of countercultures by Parliament.

After watching a film that admittedly could have been much better and more faithful to the subculture it was portraying, I was determined to find another film about Pro Dommes. It was easy enough to find such a film at the independent video store I work at, but I was unprepared for how amazing the film turned out to be [Nor was I, especially with Preaching setting the bar]. Going Under is a more recent, very low-budget film (~ $500k, a quarter of the budget of Preaching to the Perverted) about the growing relationship between a Pro Domme and one of her clients. This film can best be described as a subtle, European-influenced film that felt like one of the classic counterculture or art house pictures of the 1970s. The chemistry between the two main characters is brilliant, and the film opens with a scene of genital piercing that sets the tone in regards to the trust and intimacy between the Domme and her submissive. [Dominant capitalized as it should be.]

In the significantly sexier, more realistic Going Under, the slow-pacing builds a tension and excitement that never breaks. None of the relationships in the film are cut-and-dry; for example, the submissive man is married, and his wife is quite aware that he frequents dommes, but she is not particularly happy that he is developing a personal relationship with his most recent domme outside of her workplace. And she has good cause to worry: Peter (Roger Rees) is very much willing to change his entire life to continue his intimate relationship with Mistress Diana, who allows him to call her by her real name, Suzanne (Geno Lechner).

(continued on next page)
Every major person in the film speaks a different native language: Peter speaks English, but he originally had a speech impediment; his wife speaks English; Diana/Suzanne is German (I think); and her girlfriend Miko is Japanese. It is possible that the director and his co-screenwriter intended every major character to speak a different native language so as to highlight the otherness and distance that all the characters feel as well as the deft use of body language and nonverbal communication. In fact, one of the tensest scenes would seem to show Mistress Diana in a truly sadistic role, tormenting one of her clients while he denied his consent, but a close reading of the look on the man’s face, along with his relieved “Thank you” as he leaves the room, only prove that she reads her clients’ bodies like others might read a book. [It should be pointed out that much of this was taken from our conversation post-viewing, and much of it went into deeper discussion about the layers of complexity that happen between language barriers, verbal, and non-verbal communication. This was a highlight of the complexity of the film, a complexity that mirrors the relationships and dynamics present across the film. The director distinctly points this out in the final scene of the film where there is a telephone conversation that has no video, only audio input for the audience to listen to while sitting in the dark of a black screen.]

The name of the main character is Peter, the same name as the male protagonist in *Preaching to the Perverted*, which might allude to man-as-phallus, the embrace of objectification instead of the usual feminist rejection of it. And it can certainly be argued that both Peters are objectified, especially in *Going Under* when Roger Rees is shown with full frontal nudity for a length of time and is often naked before his clothed Mistress. [Peter in *Going Under* is definitely more objectified than in *Preaching*. There’s one scene in particular where a female Dominant quickly presses Peter’s limits in public while he is nude and prostrate being flogged, forcing him to use the safeword and end the scene.] In fact, the only time we see Diana/Suzanne naked is in a particularly unsexy scene when she appears partially naked before him to make him aware of her own vulnerability. Suzanne is in control of her body and the body of her clients, something usually reserved for the dominant male. She is so in control that Peter becomes the figure who is emotional, overly attached, and begging for her attention, while she, although not emotionless, is able to decide what sort of life she wishes to lead on her own, without comprising herself or Peter’s wife.

While I cannot in good faith recommend *Preaching to the Perverted* to anybody but BDSM enthusiasts with a penchant for cheesy British comedy [Even then, I’d be weary], I certainly would recommend *Going Under* to anyone who can stomach a more realistic portrayal of a professional BDSM relationship and who enjoys independent movies of the caliber that tend to play at Chicago’s Music Box or Gene Siskel Center. Films about dominant women are not rampant anywhere, and finding a particularly masterful one about a woman in control of her life and sexuality is an even rarer find. [I think Brandie may be underplaying the importance of Suzanne’s control of her life. There are many points in the film where scenes that do not forward the main character’s relationship in any way are shown only to highlight the many aspects of her life in which she has control: family, relationships, work, finance, and even travel preferences. Her professional and personal life are accurate mirrors for each other, and Suzanne has a difficult time separating them. Control does not always come with ease or comfort, and can sometimes be difficult. She is not only in control, but understanding of the nuances that are entailed within it.]

**Re-Watchability:** I will be watching *Going Under* over and over again, both for the sexy imagery as well as the subtlety and depth of emotion, character development, and release of information.

**Where to Find Them:** Both films can be rented on DVD at Specialty Video on Broadway, Facets Multimedia on Fullerton, and through Netflix.
Every now and again, a taboo subject is approached and explored by the media and publicized widely for a short period of time. This was the case with Rihanna’s song S&M, which focuses on the sexual lifestyle of sadism and masochism and general BDSM. For those who haven’t heard the song, or who are unaware of what BDSM or S&M means, I’ll give a few short definitions. As I stated above, S&M stands for sadism and masochism. According to the Merriam-Webster dictionary, sadism is the sexual gratification obtained by the infliction of physical or mental pain on others. Masochism is sexual gratification obtained by receiving physical or mental pain. BDSM is an umbrella term for an alternative sexual lifestyle which encompasses three different terms: Bondage (tying or restricting oneself or another for sexual gratification), D/s (power roleplay of dominance and submission) and S&M which has already been discussed.

Very often, when these taboo subjects are raised in the media, they are distorted and far from the truth that lies behind the subject. BDSM is a very real and important aspect of millions of people’s lives. Rihanna does a good job of making it seem perverted, dirty and like a game, but from those I’ve talked to who choose to live a life involving S&M or BDSM, they don’t appreciate the fact that she is misinforming society and our culture with damaging and hurtful stereotypes.

It has always been my personal belief that whatever choice consenting adults make in their own home is their own business. Just as I believe that homosexuality shouldn’t be targeted with negative stereotypes and lies, I believe that BDSM and other alternative sexual lifestyles like polyamory and ethical non-monogamy should be given the respect they deserve as viable lifestyle choices that fulfill and bring happiness to millions around the world. Many people choose not to recognize this, but BDSM is targeted as unethical and “wrong”, and is often grounds for not only societal discrimination, but also legal and economic discrimination. In many companiesethical codes, if BDSM is connected to an employee’s lifestyle, they can be fired due to unethical conduct – think teachers, police officers, lawyers, and doctors including many more. These individuals should not have to face discrimination or labels like “pervert” because of bad media like the song S&M.

So next time you hear “S&M” on the radio, or even within your own music library, remember that although it may be fun and catchy to listen to, it might be oppressive and hurtful to the person sitting next to you.
Quote Corner #31

Social Justice and Music

*In the words of Nellie McKay*

I wanna get married/ That’s why I was born/I wanna partake in bake sales for the classroom/
I wanna hear the sweet tune/ Of Sally’s little vroom-vroom/ As she zooms around my broom/
As I exhume the gloom/ Of my shallow life

If you keep your opinions and knowledge to yourself, it doesn’t change anything.

You can’t not be political. Everything you do is political. Sometimes you have to ignore that, because
it gets in the way of the art or it will just drive you crazy. But you can’t be neutral on a moving train.
And too many people try to be. By not saying anything, you are supporting the current regime. So
you’re not actually being neutral, you are being supportive of what is currently in power. So that whole
thing, “I stay out of politics”—you can’t. You can’t stay out of politics.

I think in order to create anything or just to keep going, you must have a certain amount of hope
and idealism, because otherwise what’s the point. Naturally, a large part of our struggle is staving off
that cynicism, because if you fully subscribe to it you wouldn’t do anything.

The more fame and money you acquire, it gives you more power, and there are a lot of things,
I’d like to change about this world. Celebrity and wealth are some of the biggest weapons for social
change because most people who have them don’t use them for anything but Versace.

I get really angry with how people dismiss mothers, don’t respect their opinions. They’re basically
treated like birthing machines.

People feel like to be a feminist means being pro-choice. Maybe that’s where it begins or ends or
something, but that’s far from the whole thing. If you truly want to be equal, it starts in the most subtle
of things. So don’t pretend that you’re pro-women if you’re putting them down in your magazine all the
time or you’ve always got those snotty little captions or whatever—don’t pretend you’re a conscious
and caring individual, because you’re not. Everybody puts down all the pop stars for taking all their
clothes off. But then those same people ask them to take their clothes off, so I find that extremely
hypocritical.

If you waited to pursue women’s rights until you had complete and utter civil rights, then women
would still be barefoot and pregnant. If you waited to pursue civil rights until you had workers’ rights
for white people, there would still be complete segregation or slavery. I don’t feel you can wait or
prioritize, and I don’t feel that they’re exclusive at all.

*Click here to CONTRIBUTE (guidelines)* We encourage ALL readers to share with us, small or large, simple or complex.
Through knowledge and life experience, the pain is not gone but I understand it and can better deal with it.

You can’t not be political. Everything you do is political. Sometimes you have to ignore that, because it gets in the way of the art or it will just drive you crazy. But you can’t be neutral on a moving train. And too many people try to be. By not saying anything, you are supporting the current regime. So you’re not actually being neutral, you are being supportive of what is currently in power. So that whole thing, “I stay out of politics”—you can’t. You can’t stay out of politics.

Dammit, if I have an outburst or if I feel like I need to express this passion, then I’m gonna do that. If people have a problem with it, well then they have a problem with it. They can speak back. There’s a way I can articulate myself. There’s a way I can go about things, but I can’t stay silent.

Just think that Black women have learned to tolerate a lot of stuff so their level of tolerance is a lot higher is a lot higher than other people. The big thing we have to learn now is Black women need a point where they can be vulnerable; where people are not depending on them, let them depend on others for a change. They are human being, they feel things, their hearts break.

Although we do not look at Black students as completely victimized objects we nevertheless accept that Black students partake in a colonial educational system that ensures their failure.

Children from a non-European, lower socioeconomic status cultural groups are at a disadvantage in the school because the American educational system has evolved out of a European philosophical, theoretical, and pedagogical context.

Critical pedagogy speaks to issues of power, how power is distributed to some and kept from others and what influence it has on schooling. Critical pedagogy forces the student and teacher to view the world critically, taking nothing for granted but instead questioning the reasons behind various systems of domination.

Click here to CONTRIBUTE (guidelines) We encourage ALL readers to share with us, small or large, simple or complex.
THIS WEEK’S FOCUS: WOMEN IN BONDAGE

• Whether to get out the vote or to sell cars or alcohol, many ads show women in various forms of bondage. Why is this such a prevalent way to advertise, and why aren’t men shown in bondage as often as women?
• Sometimes bondage is shown to be something that makes women miserable (as in the two women who have lost their voices by not voting) whereas other times the advertising makes bondage look fun. And sometimes the bondage is so thorough that the woman’s emotions cannot be discerned, yet her body can still be seen (as in the picture of the pink bondage tape). Why do we get such mixed messages about whether bondage is good or bad? Is it inherently negative?
• Can women be empowered by being into BDSM or bondage? Why don’t we see those images in the media?

Click here to CONTRIBUTE (guidelines)! We encourage ALL readers to share with us, small or large, simple or complex.
"In this age of mixing and hybridity, popular culture, particularly the world of movies, constitutes a new frontier providing a sense of movement, of pulling away from the familiar and journeying into and beyond the world of the other."

- bell hooks

This Week:

**Mortal Kombat 9: “Kombat Women”**

Click below to play!
(First tell Adobe to "allow:" that you trust the document [at the top])

Clip 1 of 4: Find the Women!

Watch the credits for this hugely popular video game...

How many women do you see of the hundreds listed?

[Click to Play!]

**Mortal Kombat**, a violent, satirical, hugely successful US video game brand almost in its 20th year, just released its 9th major installment. Though the games have always had female characters, their depictions of women are highly stereotypical ideas from hegemonic sexist heterosexuality. The women’s bodies, in particular, are reflections of our society’s values, especially as they are set for young boys. There are fighters.... in high heels, nearly no clothing, and exaggerated body proportions. What do you see?

Mortal Kombat is a fighting video game distributed by Midway games and now Warner Brother Studios, developed by Netherrealm Studios, and created here in Chicago! It is a funny/ridiculous game that is often quite fun to play; as usual though, what does this popular culture game reflect about us as consumers and as a culture?

Click here to CONTRIBUTE (guidelines)! We encourage ALL readers to share with us, small or large, simple or complex.
**Tell-a-Vision** continued

---

**Clip 2 of 4: Women- Character Select Screen**
*How many women are players? Are they diverse?*

---

**Clip 3 of 4: Women- Sindel & Sheeva**
*Notice Sindel’s hair and scream moves...*

---

**Clip 4 of 4: Mileena’s tape Outfit**

---

Click here to CONTRIBUTE (guidelines)! We encourage ALL readers, to share with us, small or large, simple or complex.
Feminist Fires: Then & Now

Illuminating the trailblazers of feminism’s past while fanning the flames of its future

Major Works:

- **Albums:**
  - 2004: Get Away from Me
  - 2006: Pretty Little Head
  - 2007: Obligatory Villagers
  - 2009: Normal as Blueberry Pie - A Tribute to Doris Day
  - 2010: Home Sweet Mobile Home

Inspired by:

- Her mother
- Gloria Steinem
- Subway musicians
- John Lennon and Yoko Ono
- Ry Cooder
- Pearl Bailey and other women of the big band era
- Classic pop and jazz music

Is an inspiration to:

- Anyone needing a role model that can bring together elements of: individuality; creation of music and art that crosses genres and eras; veganism; political, environmental, and social activism; feminism, etc.

Personal Life:

Nellie is a singer-songwriter that incorporates styles as diverse as rap, jazz, and folk. She is also a comic, actor, and activist. She studied music at the Manhattan School of Music but never graduated. She cites herself as lazy and unwilling to get up in the morning, therefore her mother often produces her albums with her.

Importance to Feminism:

Nellie considers herself a feminist, and she has lived up to the title by writing and performing songs about feminism and independent women, including the satirical songs “Mother of Pearl” and “I Want to Get Married.”

Click here to CONTRIBUTE (guidelines) We encourage ALL readers to share with us, small or large, simple or complex.
From: Mundelein College

"Alderwoman Celebrates History"

In this photograph:
Alderwoman Mary Ann Smith cuts the ribbon to open the Bryn Mawr Historic District

Mary Ann Smith was the first Chicago alderman to form a gay and lesbian advisory committee. Often we celebrate the first woman to hold a certain title that has long been held only by men, but it’s also important to remember that sometimes women take the first step.

The above photo is from the new collection of Alderwoman Smith’s archival documents and pictures that are now a part of the Women and Leadership Archives.

The Women & Leadership Archives (WLA) collects, preserves, organizes, describes, and makes available materials of enduring value to researchers studying women’s leadership activities. The WLA strives to promote knowledge and understanding of women’s many diverse and important contributions to society through active collection development, research, and the facilitation of learning about women’s history. The Women & Leadership Archives functions as a public facility in addition to serving the Loyola University Chicago community.

Click the above paragraph to jump to the WLA website, and the previous paragraph to jump to the photo collection.
WSGS EVENTS

Follow us on Twitter! @LoyolaWSGS

Future/Career? Next Special Themed Issue of Digest magazine (on careers & social justice)
Submissions due Sunday night, 5/8, for release on Monday, 5/9
Join us in discussing a huge variety of topics pertaining to careers, jobs, and future plans in relation to feminism and social justice. Choose your own topic and submit through writing, art, opinion, and other forms of expression. Send to Curtis at jmains@luc.edu. See flyer in Digest.

WSGS Graduation Reception
Friday, April 29 at 2 p.m. | Piper Hall Gathering Space
WSGS staff, faculty, and fellow students in Piper Hall are cordially invited for a reception celebrating the accomplishments of seniors graduating from the program. Refreshments will be provided and students will receive graduation gifts courtesy of the Women’s and Gender Studies Program. Your RSVP is requested by Monday, April 25th to confirm catering. Please e-mail Kathryn Berg at kberg3@luc.edu.

Women & Leadership Archives Spring 2011 Lecture Series
Wednesday, April 27 at Noon | Piper Hall Room 201, Lake Shore Campus
The Women & Leadership Archives next lecture will be “Sister’s in the South: Roman Catholic Nuns in African American Communities, 1935-1970” by Megan Stout. The series is a forum to highlight interdisciplinary scholarship on women and gender. Presentations last an hour. All lectures are brown bag lunch optional. Please contact Beth Loch at eloch@luc.edu with questions or visit our website at www.luc.edu/wla/WLA_Graduate_Student_Speaker_Series.shtml.

Telling HERstory with P. Ann Solari-Twadell
Wednesday, April 27, Noon – 1:00 p.m. | McCormick Lounge
Register at www.luc.edu/evoke/rsvp
Co-sponsored with EVOKE
This series highlights women in leadership positions at Loyola University during monthly lunches. During this lunch time program, female leaders will discuss important moments in their life story and engage in a question and answer session with those present. P. Ann Solari-Twadell, PhD, RN, MPA, FAAN, is an Associate Professor for the Marcella Neihoﬀ School of Nursing. She is Director of the Accelerated Bachelor of Science in Nursing Program. Her research interests are parish nursing, spirituality, spiritual leadership, spiritual care. Join us for a casual conversation and hear about significant moments in the lives of the remarkable women in our community. All students, faculty, and staff are welcome.

Feminist Forum Meeting
Thursday, April 28 at 7 p.m. | CFsu Chamber Room
Leadership positions for next year will be decided as well as a rewriting of the organization’s constitution.
The Feminist Forum was founded in 1995 through the Women’s Studies and Gender Studies Program at Loyola University Chicago. The Feminist Forum was founded in order to provide a supportive, safe, and open environment to discuss women and women’s issues. A pro-active organization, the Feminist Forum seeks to bring speakers and hold events to raise awareness of the challenges in many women’s lives such as sexual violence, HIV and AIDS, discrimination, sexual harassment and awareness of systems of patriarchy.

Organization for the Study of Communication, Language, & Gender Annual Conference
Theme: "Performing Gender" Call for volunteers—Opportunity for Practicum credit
We are currently interested in Loyola undergraduate and graduate students signing up as volunteers for the upcoming October conference, taking place at the Orrington Hotel in Evanston and in Piper Hall at Loyola University Chicago. Students may also sign up for practicum credit for either Communication or Women’s Studies and Gender Studies, in which a learning project will be formed with Dr. Bren Ortega Murphy, WSGS Internship Director and Director of this year’s conference.
Please contact Dr. Murphy for further information and details at bmurphy@luc.edu.

Have an event or opportunity that the Loyola WSGS community would be interested in? Send it our way! E-mail the details to Kathryn Berg at kberg3@luc.edu
Student Focus Group
Thursday, April 28th: 9 a.m., 10 a.m., or 11 a.m. (Choose from one of three time slots.)
The CCRT is conducting a focus group on three recent campaigns to get undergraduate student feedback. All participants will receive a $20 Amazon.com gift card for their time.
Email Suzie at SCAMP2@luc.edu to register.

Ain’t | A Person * with apologies to Sojourner Truth presented by Dr. Keith Kilty
Friday, April 29, 2011 at 9:00am | Beane Hall, 13th Floor, 111 E. Pearson
Dr. Keith Kilty, professor emeritus at the Ohio State University College of Social Work. He was active with the OSU chapter of the American Association of University Professors. His research interests focused on poverty and inequality in the U.S., particularly for women and minorities of color. For over thirty years, he has been an active member of the Society for the Study of Social Problems and a long-time member of the Social Welfare Action Alliance. This film project was two-fold: first, to dispel some of the myths that are now rampant about poverty; and, second, to bring a human face back to poverty. Please come join us!
2 CEU’s Available: $25 fee, including a $10 donation towards the Scholarship Fund
Register here for more information: www.luc.edu/socialwork/greenstone2011

New Plays Festival presented by the Department of Fine and Performing Arts
April 27-28, 30, 7:30 p.m., May 1, 2:00 p.m. | Studio Theatre
Come enjoy our annual festival of new plays written by the playwriting class and directed by student directors. Reserve a ticket now at LUC.tix.com! Contact the Box Office for more information at 773.508.3847 or BoxOffice@LUC.edu.

Take a Deep Breath - Weekly Mindfulness Meditation
Mondays 4:30-5:30 p.m.
Learn how to meditate and incorporate it into your daily life! Sessions are ongoing, newcomers are always welcome. See why this group has been running since 2002!
Contact Dianna at 508-2544 for more information or join us any Monday at the Wellness Center.

Dating Violence Information and Support Group
Wednesdays 3-4 p.m. in Crown Center 108
If you’ve experienced violence in a dating or intimate relationship, or if you know someone who has, you’re not alone. Come to Loyola’s Dating Violence support group led by the YWCA Evanston-North Shore for support, information, to connect with others who have experienced violence, others who are affected by the violence a friend or family member has experienced, or to help a friend who does not want to go alone. You’ll find a supportive and caring environment. For more information, contact Susan Campbell at 773-508-2676 or scamp2@luc.edu.

Have an event or opportunity that the Loyola WSGS community would be interested in? Send it our way! E-mail the details to Kathryn Berg at kberg3@luc.edu
Local Events

Rethinking Gender and Sexuality with “Put This On The (Map)” Screening
Wednesday, April 27 at 6:30 p.m. | Jane Addams Hull House, 800 South Halsted
Join Inquiry to Action Group (ITAG) for a night of relearning gender and sexuality with input from Seattle-based youth leaders. ITAG, a group of queer educators working through Teachers for Social Justice, will be screening “Put This On The (Map),” an award-winning, 34-minute documentary. Following the screening, Reteaching Gender and Sexuality, the documentary’s producers, will conduct a workshop on queer visibility in the classroom. “Put This On The (Map)” follows 26 individuals as they begin to advocate for social change and more inclusive conversation about gender and sexuality in education. The youth leaders of Reteaching Gender and Sexuality are touring the country to screen the documentary, to share their ideas, and to spark discussion about sexuality, gender, queer youth leadership, and education. ITAG, Teachers for Social Justice, and CWHC are promoting “Put This On The (Map)” as a call to action and a groundbreaking tool for LGBTQ-friendly education. The screening is free and open to the public.

Exploring the Leather Library: A Week in Un/Common Sexuality
April 25th-May 1st
The Leather Library is a 10,000 piece traveling library featuring artwork, books, magazines, newsletters, newspapers, pamphlets, photographs, club and event pins, posters, and various other materials that reveal the myriad paths of alternative sexuality from the 1700s to today. The collection covers everything from 18th century writings on the intersection of pain and pleasure to pulp erotica from the 1930s and ‘40s, on up to complete series runs of LGBTQ and kinky panssexual magazines like Drummer, Cuir Underground, and Black Leather in Color. The exhibit, seminars, and opening gala are ALL FREE, thanks to support from UChicago’s Uncommon Fund, our community partners, and generous local donors. Accompanying the exhibit will also be a staff of knowledgeable librarians, including one of the Library’s founders, Mama Vi Johnson, an iconic Leather elder and activist whose writings and educational outreach have touched on topics from sexuality and gender to race and power. Come get up close and personal with the history of sex and sexuality in the U.S. and beyond, and hear this phenomenal storyteller guide you through this amazing collection! For more information visit: http://rack.uchicago.edu/events.shtml

Thursday-Sunday, May 5-8 | 618 S. Michigan Ave.
Panels will speak to topics including the role of hip-hop scholars in university academics, feminism and hip-hop political organizing. Panelists will include artists and scholars from across Chicago, the Midwest and beyond. The majority of events will take place at Columbia College’s Stage Two at 618 S Michigan Ave, Chicago, Illinois. The Teach-In will kick off on Thursday, May 5 at The Silver Room at 1442 North Milwaukee Avenue. It will conclude with a closing event and concert on Sunday, May 8 at The Chicago Urban Art Society, 2229 S. Halsted Street.
Founded in 2002, Words Beats & Life transforms individuals and whole communities through the elements of hip-hop culture. WBL currently serves 150 students at its five Urban Arts Academy sites in D.C. and up to 300 students during the summer. WBL works towards breaking the cycle of poverty and hopelessness using hip-hop in its two main program areas: The Urban Arts Academy and The Cipher. If you’d like more information please contact Dany Sigwalt at (202) 667-1192 or via email at volunteer@wblinc.org

Have an event or opportunity that the Loyola WSGS community would be interested in? Send it our way! E-mail the details to Kathryn Berg at kberg3@luc.edu
Spring 2011 Schedule

February 15th - Tuesday - 1:15 to 2:15pm
Christopher Ramsey

March 23rd - Wednesday - Noon to 1pm
Who Said Mary has to be a Virgin? The Social Construction of Mary’s Virginity?
Amanda Furiasse

April 27th - Wednesday - Noon to 1pm
Sisters in the South: Roman Catholic Nuns in African American Communities, 1935-1970
Megan Stout

All lectures are held in Piper Hall, Room 201
For more information, please e-mail Beth at eloch@luc.edu
Sexual Assault Advocacy Volunteer Opportunity

**Deadline for Applications: May 4**

The Wellness Center is leading a 3-year grant project through the U.S. Dept. of Justice, Office on Violence Against Women. A major goal of this project is to increase the reporting rates of sexual assault, domestic/dating violence, and stalking on campus. We wish to increase our ability to respond to students as immediately as possible. Graduate students in social science, social services, higher education, and other related fields are being sought as volunteer advocates to help increase our response to survivors of sexual assault at LUC. Volunteer advocates will be expected to complete 56 hours of training through Rape Victim Advocates in downtown Chicago. The next training will occur in June 2011 and is split into 16 evening sessions held Monday – Thursday from 5:30 – 9:30 PM. Some of these sessions are make-up sessions; you will not have to attend all 16. For more information or an application, contact Stephanie Atella at satella@luc.edu.

Outreach/Prevention Specialist Intern for Response, Jewish and Child Family Services

To apply, please send cover letter and resume to Ann-Marie Mark at ann-mariemark@jcfs.org or call 224-625-2906 with any questions.

Summary of intern duties: provides on-going educational programs/services to schools and community organizations by planning and facilitating one time educational programs on a variety of teen topics including comprehensive sex education, healthy relationships and teen dating violence, bullying, LGBTQ awareness and more. Plans and implements various long-term leadership groups for youth. Establishes working relationships with youth and key youth professionals. Refers teens to appropriate services as necessary.

Specifications: Looking for a Masters-level student in Public Health, Woman and Gender Studies or other related field to do a 20 hour a week internship. Must be comfortable speaking in large groups and must be comfortable teaching comprehensive sex education, including discussions on methods of protection and contraceptives. Group experience preferred. The ability to travel independently within the Chicago metropolitan area and periodic travel outside the State of Illinois is required.

Physical Demands/Work Environment: The Outreach/Prevention Specialist is regularly required to speak and hear, is frequently required to stand, walk, use hands and fingers, handle, or feel, and reach with hands and arms. The intern is occasionally required to sit, climb or balance; stoop, kneel, crouch, taste and smell, lift and/or move up to 50 pounds. Required vision abilities include: close vision, distance vision, peripheral vision, depth perception, and ability to adjust focus. The ability to maintain written records and provide regular statistical information is required. The ability to travel within the Chicago metropolitan area and periodic travel outside the State of Illinois is required.

Stay tuned for new postings in future Digests!*

* If you have a volunteer posting for students, staff, and the community, contact kberg@luc.edu

Have an event or opportunity that the Loyola WSGS community would be interested in? Send it our way! E-mail the details to Kathryn Berg at kberg3@luc.edu
Graduate Assistantship in Women’s and Gender Studies

**Deadline for Applications: Friday, April 29**

The Women’s Studies and Gender Studies Program (WSGS) is currently soliciting applications for its Graduate Assistant for the 2011-2012 academic year. The assistant must commit 15 hours per week to the WSGS Program plus occasional evenings or weekends. Please see flier in electronic magazine for additional information.

Asian Human Services AmeriCorps Program

Asian Human Services on Chicago’s north side is now inviting applications for its AmeriCorps Program which will begin in August, 2011. This is an opportunity for a recent college graduate or other community member to gain a year of full-time experience in volunteering, receive a stipend of $14,000, health insurance and other benefits, and at the end of the term of service, receive an educational award of $5,350 that can be used to help pay for educational expenses. http://www.idealist.org/view/job/Jz353jxckwmD

Coordinator, Team In Training - Cycle
The Leukemia & Lymphoma Society - Illinois Chapter

The mission of The Leukemia & Lymphoma Society is to cure blood cancers and improve the quality of life for patients and their families. http://www.idealist.org/view/org/JGhCDMTTb4w4/

Development and Marketing Manager
Working in the Schools (WITS)

Working in the Schools is a 501(c)3 organization that promotes literacy and the love of reading among Chicago’s youth by providing one-on-one tutoring and mentoring. http://www.idealist.org/view/org/J8mFTzxls5Cp/

Campus Community Organizer – Illinois PIRG – Chicago

Work for Progress

Work for Progress is a nonprofit dedicated to strengthening organizations across the country that work for social change. Work for Progress recruits talented, smart, progressive job-seekers to work with the nation’s leading nonprofit organizations and progressive campaigns for social justice, consumer protection and the environment. http://www.idealist.org/view/org/bKHXXIA8N8pFP/

Have an event or opportunity that the Loyola WSGS community would be interested in? Send it our way! E-mail the details to Kathryn Berg at kberg3@luc.edu
Organization for the Study of Communication, Language, & Gender Annual Conference
Theme: “Performing Gender” Call for volunteers | Opportunity for Practicum credit
We are currently interested in Loyola undergraduate and graduate students signing up as volunteers for the upcoming October conference, taking place at the Orrington Hotel in Evanston and in Piper Hall at Loyola University Chicago. Students may also sign up for practicum credit for either Communication or Women’s Studies and Gender Studies, in which a learning project will be formed with Dr. Bren Ortega Murphy, WSGS Internship Director and Director of this year’s conference. Please contact Dr. Murphy for further information and details at bmurphy@luc.edu.

Women & International Policy Seminar in Washington, DC
Seminar Dates: May 23-27, 2011
Registration Deadline: April 29, 2011
More Information: http://plen.org/programs/seminars/international/ How is foreign policy developed? How does the U.S. conduct international relations? What would a career in international policy be like? Learn about American foreign policy from women who work, every day, on issues that make the news. These are women Members of Congress, diplomats and State Department leaders, officials with international organizations, think tank experts, and corporate and nonprofit advocates. You’ll hear from women in the early years of their careers and from seasoned professionals at the highest levels. They’ll tell you - and answer your questions - about the varied ways to be involved in international affairs, how to get started on a career, how to balance professional and personal lives, and many other topics that may influence your academic and career decisions. View last year’s seminar schedule http://plen.org/wp-content/uploads/2010/08/PLEN-Intl-Final-Schedule.pdf-.

Legal Education Access Program
July 31 through August 5 at John Marshall Law School
Deadline for Applications: May 1, 2011
LEAP is a program for college juniors and seniors interested in pursuing a legal career, and will support diversity in the legal profession by inspiring students from groups historically under-represented in the legal profession to become lawyers. Each student that is selected to participate in the 2011 LEAP class will be provided with a FREE KAPLAN LSAT PREP CLASS to be used as they prepare for to take their LSAT. Students from diverse backgrounds will be provided with the training necessary to successfully prepare and navigate the road to law school. Admission is competitive, and students will be evaluated based on academic achievement, leadership and community involvement. Learn more about LEAP at www.jmls.edu/leap
$20 application fee - Information about fee waivers can be found on our website. If accepted, students will be notified by June 1, 2011. For more information, including the schedule of events, housing details and fees, visit www.jmls.edu/leap

Have an event or opportunity that the Loyola WSGS community would be interested in? Send it our way! E-mail the details to Kathryn Berg at kberg3@luc.edu
Engendering Change: The First Annual Chicago Area Graduate Gender Conference
Call for Papers | Deadline for Submissions: May 2, 2011 | Conference May 20-21, 2011
Northwestern University, the University of Illinois-Chicago, and the University of Chicago are proud to announce the first annual Engendering Change graduate student gender conference. The conference will take place at Northwestern University on May 20th and 21st, 2011. The conference will coincide with a performance art event that includes luminaries such as Holly Hughes (University of Michigan), Rhodessa Jones, and Lenelle Moisse. All panels will be moderated by faculty from the Chicago area. We are accepting abstracts from graduate student panelists with papers in the following topic areas: Sexuality and Gender in Young Adulthood and Adolescence; Cultural Representations of Gender and Gender Intelligibility; Sex, Gender Identity, and Law; Expanding Understandings of Intersectionality. To submit, please send an abstract of no more than 300 words by Monday, May 2, 2011 to Christine Wood at c-wood@northwestern.edu. Be sure to include an email address. The conference is free and open to the public. Direct any questions to Christine Wood at c-wood@northwestern.edu

Mothering and Migration: (Trans)nationalisms, Globalization, and Displacement
Call for Papers | Application deadline: May 1, 2011
The editorial board is seeking submissions for Vol. 2.2 of the Journal of the Motherhood Initiative for Research and Community Involvement (JMI) to be published in fall/winter 2011. The journal will explore the topic of Mothering and Migration from a variety of perspectives and disciplines. We welcome submissions from scholars, students, activists, government agencies and workers, artists, mothers, and others who work or research in this area. Cross-cultural, historical and comparative work is encouraged. We encourage a variety of types of submissions including academic papers from all disciplines, workshops, creative submissions, performances, storytelling, visual arts and other alternative formats. Articles should be 15-18 pages (3750 words) including references. All should be in MLA style, WordPerfect or Word and IBM compatible. Please see our style guide for complete details: http://www.motherhoodinitiative.org/journalsubmission.html

Uncovering the Stories of Midwestern Women Artists, 1840-1940
Call for Proposals | Deadline: May 1 | October 13-14, Bradley University, Peoria, Illinois
This interdisciplinary conference will explore the art and experiences of women artists working in the Midwest between 1840 and 1940. Papers considering these issues, as well as those that deal with aspects of collecting, exhibiting and publishing the work of these women are welcomed. The symposium is organized by the Bradley University Art History Program, the Women’s Studies Department, and the Illinois Women Artists Project with support from the Bradley University Inland Visual Studies Center, and Lakeview Museum. It is held in conjunction with the exhibition Skirting Convention: Illinois Women Artists, 1840 to 1940 at Lakeview Museum, Peoria, from October 1, 2011-January 14, 2012. More information can be found at the event website: http://iwa.bradley.edu/symposium
We want you to Submit!

Digest Contributor Guidelines

Principles

i) Feminist Consciousness:
   (a) recognizes all voices and experiences as important, and not in a hierarchical form.
   (b) takes responsibility for the self and does not assume false objectivity.
   (c) is not absolutist or detached, but rather, is more inclusive and sensitive to others.

ii) Accessibility:
   (a) means utilizing accessible language, theory, knowledge, and structure in your writing.
   (b) maintains a connection with your diverse audience by not using unfamiliar/obscure words, overly long sentences, or abstraction.
   (c) does not assume a specific audience, for example, white 20-year-old college students.

iii) Jesuit Social Justice Education & Effort:
   (a) promotes justice in openhanded and generous ways to ensure freedom of inquiry, the pursuit of truth and care for others.
   (b) is made possible through value-based leadership that ensures a consistent focus on personal integrity, ethical behavior, and the appropriate balance between justice and fairness.
   (c) focuses on global awareness by demonstrating an understanding that the world’s people and societies are interrelated and interdependent.

Expectations and Specifics

• You may request to identify yourself by name, alias, or as “anonymous” for publication in the digest. For reasons of accountability, the staff must know who you are, first and last name plus email address.

• We promote accountability of our contributors, and prefer your real name and your preferred title (i.e., Maruka Hernandez, CTA Operations Director, 34 years old, mother of 4; or J. Curtis Main, Loyola graduate student in WSGS, white, 27 years old), but understand, in terms of safety, privacy, and controversy, if you desire limitations. We are happy to publish imagery of you along with your submission, at our discretion.

• We gladly accept submission of varying length- from a quick comment to several pages. Comments may be reserved for a special “feedback” section. In order to process and include a submission for a particular issue, please send your submission at least two days prior to the desired publication date.

• Please include a short statement of context when submitting imagery, audio, and video.

• We appreciate various styles of scholarship; the best work reveals thoughtfulness, insight, and fresh perspectives.

• Such submissions should be clear, concise, and impactful. We aim to be socially conscious and inclusive of various cultures, identities, opinions, and lifestyles.

• As a product of the support and resources of Loyola University and its Women Studies and Gender Studies department, all contributors must be respectful of the origin of the magazine; this can be accomplished in part by ensuring that each article is part of an open discourse rather than an exclusive manifesto.

• All articles must have some clear connection to the mission of the magazine. It may be helpful to provide a sentence or two describing how your article fits into the magazine as a whole.

• The writing must be the original work of the author and may be personal, theoretical, or a combination of the two. When quoting or using the ideas of others, it must be properly quoted and annotated. Please fact-check your work and double-check any quotes, allusions and references. When referencing members of Loyola and the surrounding community, an effort should be made to allow each person to review the section of the article that involves them to allow for fairness and accuracy.

• Gratuitous use of expletives and other inflammatory or degrading words and imagery may be censored if it does not fit with the overall message of the article or magazine. We do not wish to edit content, but if we feel we must insist on changes other than fixing typos and grammar, we will do so with the intent that it does not compromise the author’s original message. If no compromise can be made, the editor reserves the right not to publish an article.

• All articles are assumed to be the opinion of the contributor and not necessarily a reflection of the views of Loyola University and the WSGS program.

We very much look forward to your submissions and your contribution to our overall mission. Please send your submissions to Curtis at: jmain@luc.edu