

GenCen Events

Advising Appointment process for the GenCen Student Advisor

Spring 2013 Internship Coordination. Application Deadline: **October 15**

GenCen Colloquia Series: **September 21, October 26, November 9, January 18, February 15, March 29, April 5**

Teach-In on Women's Reproductive Rights, **October 12**

Sex(ism), Identity and Intimacy in a Pornographic Culture, **October 23**

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Career Services for Students

Student Employment Opportunities at www.MySpartanCareer.com

Whom You Love: the biology of sexual orientation, **September 10, 17, 24, October 1, 8, 15, 22, 29, November 5, 12**

2012 KBS LTER/GLBRC Field Tour for Investigators, **September 21**

2012 Global Focus Photo competition for MSU Students, Alumni, and Faculty/Staff, Submission Deadline: **October 5**

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2012 MIDWEST ECO CONFERENCE: *ECollaboration*, MSU W.K. Kellogg Biological Station, **October 13**

Campus Sexual Assault Policy: Problems and Progress, U of M, **October 25-26**

Calls for Papers

Contemporary Black Female Sexualities. Deadline: **October 1**

Gender, Violence, and Justice in the Age of Globalization, April 4-6, 2013, Rochester, NY. Deadline: **October 15**

THINKING GENDER 2013: Graduate Student Research Conference, February 1, 2013, UCLA, CA. Deadline: **October 16**

Global Advanced Research Journal of Peace, Gender and Development Studies (GARJPGDS). Deadline: **Rolling**

Positions and Internships

MSU Graduate Student Research Assistant Position. Deadline: **September 7**

Educational Program Coordinator, MSU Women's Resource Center. Deadline: **September 11/18**

Research Coordinator in Gender and Development, UNRISD, Switzerland. Deadline: **September 14**

MSU Graduate Research Assistantship in Experiential Sustainability Education Assessment

Assistant Professor, Gender, Science and Technology Studies, Amherst College. Review begins **September 15**

Assistant Professor, Women's, Gender, and Sexuality Studies, Yale University. Review begins **October 15**

Assistant Professor, Women, Gender, and Sexuality Studies, Washington University St. Louis. Deadline: **October 15**

Assistant Professor, Gender and African History, Wesleyan University. Deadline: **November 15**

Assistant Professor of Chicana/Latina Gender/Sexuality and Feminist Studies, UCSD. Deadline: **November 15**

Assistant Professor of Transnational Sexuality Studies, University of Iowa. Applications open until position is filled.

Fellowships, Scholarships and Grants

Be Spartan Green Student Project Fund for MSU Student Sustainability Projects

Nominations Sought for Environmental Health Sciences Science Communication Fellowships. Deadline: **October 19**

Study Opportunities

MSU Graduate Certification in Community Engagement. Deadline: **September 14**

MSU Spring 2013 course: WS 491: *Special Topics in Women's and Gender Studies: Voices from the Second Wave*

MSU Spring 2013 course: ANP 491: *An Anthropological Introduction to Islam in Africa*

MSU Sustainability Specialization

Graduate Specialization in Women and Gender, Michigan State University

Online Resources

Asian Forum of Parliamentarians on Population and Development (AFPPD): *Population and Policy Tracking and Monitoring Unit*

Women and Social Movements, International: 1840 to present

V-Day: A Global Movement to End Violence Against Women and Girls

Course Guide for instructors teaching Sociology of Gender

Feminist Majority Foundation

Institute of Women's Policy Research

International Information Centre and Archives for the Women's Movement

International Men and Gender Equality Survey (IMAGES)

What Men Have to Do With It

Gender and Geography Bibliography

Population Policy Tracking and Monitoring Unit

GenCen Events

Advising Appointment process for the GenCen Student Advisor

To schedule an appointment with the GenCen advisor, please use MSU's online [Advising Appointment System \(https://ntweb11.ais.msu.edu/aas/\)](https://ntweb11.ais.msu.edu/aas/)—select “Women’s and Gender Studies” from the list. Walk-in hours are also held every Tuesday from 1:00pm-3:00pm.

Spring 2013 Internship Coordination

Application Deadline: **October 15**

<http://gencen.isp.msu.edu/academics/internships.htm>

If you have an internship or community engagement requirement to fulfill for your major, the Center for Gender in Global Context (GenCen) internship program offers internship coordination services and support to MSU undergraduate and graduate students interested in gender issues related to social justice, human rights, community development, reproductive health, domestic violence, and/or environmental health and justice. The internship is designed to help students explore gender-related career fields while gaining valuable hands-on experience at local, national or international organizations.

Internship Details

- Work with the GenCen Internship Coordinator to find the right organization for you and to arrange for MSU credit
- Flexible schedules: Fall and Spring internships are typically 10 hours per week
- Students can complete international GenCen internships along with some MSU study abroad programs
- Advanced undergraduate and graduate students are encouraged to apply
- Most internships are unpaid, however some offer work-study to eligible students. Students are encouraged to contact the GenCen internship coordinator to discuss upcoming scholarship opportunities.

For more information, including an application and lists of potential local, national, and international internship opportunities, please visit the website listed above. **Electronic submissions are encouraged.** Students interested in international internships should contact the GenCen Internship Coordinator at gencenic@msu.edu as soon as possible to discuss programs and specific deadlines.

GenCen Colloquia Series: *New Research on Women and Gender: Global and Local Perspectives*

Fridays, 1:30-3:00pm, 201 International Center

September 21

Ann Folino White, Department of Theater/RCAH

Woe to the Home: Protest and the Gendered Politics of Meat in the 1935 Hamtramck Housewives' Boycott

A woman's preparing of a "proper meal" reproduced the power relations underlying the figures of "housewife" and "husband." Particular to the first generation Polish-American families that populated Depression-era Hamtramck, MI, mealtime also represented the success of immigration. Most Americans considered meat singular in its "necessity" to masculinity. Polish immigrants, who had secured employment in MI automobile factories, transformed the practically meatless diet of their native Poland into a set of Americanized food practices that accorded the first right of meat consumption to the male laborer. Every supper staged the intersection of labor, gender, and assimilation. By 1935, most of the men in Hamtramck were unemployed and few women could actually afford to purchase meat, even only enough for their husbands, due to exorbitant prices. Hamtramck housewives followed the national trend of women's consumer activism when they organized the Women's Action Committee Against the High Cost of Living and staged a picket. Historians of the "housewives' movement" argue that across the nation, women's economic absence as boycotters worked in concert with their public maternal presence toward recognition of women as legitimate political voices. Examination of the Hamtramck protest in light of the politics of meat complicates historiography that assumes the representational significance of "mother" as a revered social figure.

Alternately, recognition of meat as these female activists' priority raises marital power dynamics with implications for our understanding of the stakes of the protest for the women, their husbands, and the city of Hamtramck as an immigrant community.

October 26

Ethan Segal, Department of History

So You Want to Marry a Samurai? Women, Warriors, and Weddings in Medieval Japan

November 9

Reitumetse O. Mabokela, Department of Education Administration

Women, Leadership, and Organizational Culture in Higher Education: Perspectives from Ghana

This presentation is based on a qualitative investigation that examines how the intersection of gender, sociocultural factors, and organizational culture impact professional experiences of women academics in selected public universities in Ghana. Given the glaring absence of women in academic positions across many African universities, particularly at senior ranks, this study seeks to provide an understanding of challenges and opportunities that influence the upward mobility of women academics and the strategies these women have employed to successfully climb the academic ladder in contexts that are not always supportive. Therefore, the central questions examined in this study are: How do women academics in Ghanaian universities define their professional roles? What strategies do women academics employ to navigate the African higher education landscape to ascend to positions of institutional leadership? What policies have universities in Ghana implemented to influence gender equity?

January 18, 2013

Melissa Fore, James Madison College

Legal Inroads to Interracial Desire: The Erotic Panoply of Rhinelander v Rhinelander (1925)

"So the stage is set for the most sensational moment of the trial this morning, with the odds favoring a continuation of the suit. The courtroom doors, which have been stormed every day by a fighting crowd, will face an even larger and determined mob this morning" (New York Times, Nov. 20, 1925)

"The testimony at the beginning of this week with the disrobing of Mrs. Rhinelander and the reading of Kip's unprintable mystery letters which threatened to halt the suit last Thursday has been of a nature that revealed the most outrageous and disgusting filth that probably has ever been heard in a courtroom" (Chicago Defender, Nov. 25, 1925)

This paper closely examines the Rhinelander annulment suit of 1925 as a microcosm of race, erotics and the law working in tandem to uncover public anxieties, irrationalities of the law, a surplus of pleasure, and the racial politics of voyeurism. Law enforcement officials were able to use legal precedent as justification for forcing Alice Rhinelander to disrobe in judge's chambers to "prove" her racial heritage. In addition, both attorneys entered as evidence and read aloud in court over four hundred love letters written by Leonard and Alice during their relationship. This excessive pursuit of evidence suggests that establishing a strong case for an annulment provided the perfect alibi for overindulging in interracial sexual fantasies. Indeed, public fascination with the case, newspaper accounts of the couple's deviant sexual relationship, and the trial transcripts all demonstrate how both prohibition and desire generated public spectacle.

February 15, 2013

Kristie Dotson, Department of Philosophy

Three Paradigms in Black Feminist Epistemology

March 29, 2013

Claudia Holzman, Department of Epidemiology & Biostatistics

The Pregnancy Outcomes and Community Health (POUCH) Study

April 5, 2013

Cathy Liu, Department of Sociology

Health Disparities Among Same-Sex Couples

October 12

12:00-2:00pm, 303 International Center

Teach-In on Women's Reproductive Rights

Join us for a panel discussion of the recent developments in women's reproductive rights and the important issues at stake during this election season. Local and national perspectives will be discussed. Please come with questions and comments! Panelists are State Senator Rebekah Warren, MSU Professor Libby Bogdan-Lovis, Planned Parenthood Activist Meghan Hodge Groen, and MSU Student Activist Michael Gendernalik.

October 23

7:00pm, RCAH Auditorium, Snyder Hall

Sex(ism), Identity and Intimacy in a Pornographic Culture

Dr. Gail Dines, Professor of Sociology/Women's Studies, Wheelock College

From Internet pornography to MTV, popular culture bombards us with sexualized images of idealized women and men, and conveys powerful messages that help shape our sexuality. These pictures jump off the screen and into our culture and are now so common place that they seep into our gender identity, our body image and especially our intimate relationships. The result is not a more liberated, edgy sexuality, but a mass produced vision of sex that is profoundly sexist – a vision that limits our ability to create authentic, equal relationships that are free of violence and degradation. In this powerful multi-media presentation, Dr. Gail Dines uses examples from pornography, magazines, television shows, and movies to explore how masculinity and femininity are shaped by a consumer-driven image-based culture, and the ways public images spill over into our most private worlds.

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MSU Events

Career Services for Students

After the initial rush of the beginning of the term, some students begin to wonder about their major, others experience stress if they haven't found a work-study or other part-time job. Career advisers in Career Services are available to assist students with clarifying their career/major interests and helping them find student employment and internships. We specialize in students just starting their career development process. Students from any major or class level can schedule individual appointments to: Complete a **skill and interest assessment**; Work with a **career adviser** to develop a personalized exploration plan; Gain help in finding **part-time jobs** and **internships**; Identify opportunities to gain experience to build **career competencies**; Have their resume reviewed and learn ways to make it more impactful; Develop initial steps for career planning or their job search. Visit <http://careernetwork.msu.edu/advising> to schedule an individual appointment.

Student Employment Opportunities at www.MySpartanCareer.com

MySpartanCareer is MSU's official online job listing service for part-time, full-time, and alumni positions. Students will find job listings for everything from yard work to campus jobs to internships and professional positions. Students can also use MySpartanCareer.com to find information on upcoming career events and workshops, sign up for mock interviews, and schedule on campus interviews with employers. Students can call (517-355-9510), email (careerservices@csp.msu.edu), or stop by 113 Student Services for help with MySpartanCareer.com anytime during normal business hours.

Whom You Love: the biology of sexual orientation

Mondays, 4:00pm, 115B Wells Hall

<http://www.whomyoulove.com/>

September 10

Born This Way: Biological Tales of Sexual Orientation

Eric Vilain, Director, Institute for Society and Genetics; Chief, Medical Genetics, University of California Los Angeles

September 17

Beyond Sexual Orientation: Testosterone and Sexual Diversity in Humans

Sari van Anders, Psychology & Women's Studies; University of Michigan

September 24

Physiological Evidence about the Origins of Sexual Orientation

Dennis McFadden, Department of Psychology and Center for Perceptual Systems, University of Texas at Austin

October 1

No Dodos: What Cross-Cultural Research Tells us About Why Homosexual Males Do Not Become Extinct

Paul L. Vasey, Department of Psychology, University of Lethbridge

October 8

Barnyard Insights Into Sexuality

Charles Roselli, Department of Physiology and Pharmacology, Oregon Health and Science University

October 15

To be announced

October 22

The Puzzle of Women's Sexual Orientation - Why Straight Sexuality Isn't so Straightforward in Women

Meredith Chivers, Department of Psychology; Queen's University

October 29

My Brain Made Me Gay: Sexual Orientation, Science, and Society

Simon LeVay, Ph.D. West Hollywood

November 5

Is Sexual Orientation Chosen, Learned, Inborn, Genetic, or What?

J. Michael Bailey, Department of Psychology, Northwestern University

November 12

How and Why Do Older Brothers Influence Sexual Orientation in Men?

Ray Blanchard, Department of Psychiatry, University of Toronto

December 3

Trying to 'Choose' Our Children's Sexual Orientation: Missteps, Misunderstandings, and the Marketplaces of Motherhood

Alice Dreger, Professor of Clinical Medical Humanities and Bioethics, Feinberg School of Medicine, Northwestern University

2012 KBS LTER/GLBRC Field Tour for Investigators**September 21**

Meet at the Kellogg Biological Station Manor House

3:00pm Graduate student meeting (Conference Room 327)

4:00pm Field tour

6:30pm Dinner

Event will conclude with a campfire social

For more information contact Justin at kunkleju@msu.edu or 517-285-1260.

RSVP by September 7 to Justin at kunkleju@msu.edu. Please indicate which events that you will be attending.

Transportation will be provided from campus via car pooling (visit www.kbs.msu.edu/visit/directions for maps and directions) and please indicate if you need a ride when you RSVP. New investigators are always welcome.

2012 Global Focus Photo competition for MSU Students, Alumni, and Faculty/Staff

Submission Deadline: **October 5**

To enter this year's competition select "**Enter the Contest**" found on the menu bar at

<http://isp.msu.edu/awards/photocontest>. Also don't forget to return after October 12 to cast your vote for the **People's Choice** winner— your votes will determine a winner in each category: Alumni, Faculty/Staff and Students. Entries must be photos taken outside of the United States by the person submitting the photo.

Winners will be announced in November as part of International Education Week festivities and placed in gallery frames for display in MSU's International Center, Alumni Association and various campus locations. For more information or questions about the competition please email Stephanie Motschenbacher at

motsche3@msu.edu or call International Studies and Programs at 517-884-2134.

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Other Events

MSU's Community Language School

Now enrolling for fall classes for preschoolers, kids, and teens

Please enroll online at <http://celta.msu.edu/clschool>

Classes start the **week of September 10** (ESL starts September 17) and run through the **week of November 12** (ESL ends November 19). All classes meet for 10 weeks in Wells Hall on campus. Classes will be canceled if fewer than 5 students enroll. Multiple-program/child discounts are available (25%).

Registration rates: \$130 for 60-minute classes. \$180 for 90-minute classes.

Languages for Kids (ages 6-12)

Our unique programs offer language and culture instruction for kids and provide practice for speaking and listening while incorporating some reading and writing. The interactive and engaging learning environment in our classes and the small size of our groups ensure active learning and individualized attention. Children are grouped by age and proficiency; concurrent sections are offered for most languages.

Arabic: Wednesdays from 5:30-6:30pm

Chinese: Fridays from 5:15-6:15pm

ESL: Mondays from 5:30-7:00pm (starting September 17)

French: Tuesdays from 5:30-6:30pm

German: Wednesdays from 6:00-7:00pm

Hindi: Fridays from 6:00-7:00pm

Italian: Tuesdays from 5:30-6:30pm

Japanese: Fridays from 5:00-6:00pm

Shona: Fridays from 5:00-6:30pm

Spanish: Tuesdays from 5:30-7:00pm

Languages for Preschoolers (ages 3-5)

Our programs introduce children to the target languages and cultures in a playful way. By speaking in the target language throughout the entire class, the children are immersed in the language and become familiarized with the sounds of the language while learning to say simple phrases. The focus of the class is on listening and speaking, supported by visual cues. Please email us directly if you are interested in enrolling in the preschooler classes.

Chinese: Fridays from 5:00-6:00pm *Will run as a trial for 4 weeks and will be extended based on parent feedback.*

French: Mondays from 5:00-6:00pm *Will run as a trial for 4 weeks and will be extended based on parent feedback.*

German: Wednesdays from 4:45-5:45pm

Hindi: Fridays from 4:45-5:45pm

Spanish: Tuesdays from 5:00-6:00pm, Level 2 (prior experience) *Waitlisted for fall.*

Spanish: Thursdays from 5:00-6:00pm, Level 1 (little or no prior experience)

Languages for Teens (ages 13-18)

These classes are a conversational supplement for older students with prior experience (at least one year of the target language).

French: Tuesdays from 5:30-6:30pm

Spanish: Tuesdays from 5:30-7:00pm

Greater Lansing Food Bank Volunteer Opportunities

<http://www.greaterlansingfoodbank.org/how-can-you-help/volunteer/current-volunteer-opportunities.html>

Are you part of a club, faith community, work, school, or other group that is looking to volunteer? The Greater

Lansing Food Bank is always in need of volunteers to assist in many different areas. Please visit their website for more information and to apply.

CARE (Capital Area Response Effort) Volunteer Opportunities

Training Sessions: September 13-16

The CARE Program is looking for new volunteers. Our next volunteer training will be taking place September 13-16. The CARE Program is a community-based organization of volunteers and staff who offer crisis intervention to survivors of domestic violence. Survivors are often isolated from resources and community. CARE provides support and life changing information to those who have experienced domestic violence. Volunteers are asked to sign up for one shift every six weeks. For more information, and to express interest, please call (517) 272-7436 or email lpdcare@yahoo.com.

CARE is the only post-arrest response team for victims/survivors of domestic violence in Lansing, Lansing Township, Meridian Township, East Lansing and on the campus of Michigan State University. A staff member or a team of two volunteers responds to victims at their homes or places of employment, the hospital, or local police department to provide crisis intervention, safety planning, and information about area resources. **All CARE services are free and confidential.** In addition to working closely with local police departments and MSU Safe Place, CARE has collaborative relationships with the Ingham County Prosecutor's Office, 54A District Court Probation, End Violent Encounters (the Lansing domestic violence program) and many other agencies. The four staff members and volunteers typically respond to over 1,500 victims per year, either in person or by telephone.

Haven House Volunteer Opportunities

http://www.havenhouseel.org/get_involved.php

Orientation: Wednesday, September 5, 6:30pm, 121 Whitehills Dr, East Lansing, MI

Haven House provides emergency housing and support services for one-parent and two-parent families with children. The shelter helps families who are homeless prepare for permanent housing by developing and promoting self-sufficiency, stability, and financial responsibility.

Orientation usually takes just under an hour, and includes a tour of the facilities, explanation of various volunteer roles and a chance to sign up for your specific area of interest. Haven House relies on many volunteers to provide an integral part of its services. There are several different areas in which volunteers make important contributions. They include: office assistance, meal preparation, providing resident activities (for adults or children), maintenance, fundraising, cleaning and organizing. Visit the above link for shift information and the volunteer application.

Capital Area Literacy Coalition Volunteer Opportunities

<http://www.thereadingpeople.org/index.html>

Call 517-485-4949 and ask for information on being a tutor or a non-tutorial volunteer.

Tutors are needed to help children and adults in basic skill areas and in English as a second language.

Workshops are held regularly to prepare tutors, and after tutors are matched with a student, follow-up services are provided. Participating in one of our Tutor Training Workshops is the first step to providing literacy tutoring. Some trainings have more than one session and it is vital that you attend all of them. These workshops introduce you to the resources, techniques, and tools that we have available for you. Registration is required before attending any of the workshops. If you have any questions about the training, please don't hesitate to contact us.

Adult Basic Education Workshops:

Tuesday, September 11, 6:30-9:15pm, CALC Office (1028 E Saginaw), Lansing MI

Tuesday, September 18, 6:30-9:15pm, CALC Office (1028 E Saginaw), Lansing MI

This workshop is required for ALL tutors (except for the SUCCEED program volunteers). Attendance is required on both evenings of the workshop. In addition, there is a workshop fee of \$15.00. Included in this fee is a tutor manual and workshop folder. If we have received your payment, you may pick up these materials at our office in Lansing prior to the workshop date. The \$15.00 fee is refundable if the manual is returned in mint condition after a six-month term of service as a tutor.

If you are interested in attending the Adult Basic Education workshop, please call us at 485-4949 or visit <http://www.thereadingpeople.org/contact.html> to register. Be sure to include your street address, phone number, and the session you plan to attend.

English as a Second Language Workshops:

Tuesday, September 25, 6:30-8:30pm, CALC Office (1028 E Saginaw), Lansing MI

Tuesday, October 2, 6:30-8:30pm, CALC Office (1028 E Saginaw), Lansing MI

The ESL manual is an additional \$11.00 fee, which is also refundable after your term of service. In addition to Adult Basic Education Training, you must attend these workshops if you plan on tutoring ESL students or working with the Migrant Literacy Program.

If you are interested in attending the ESL workshop, please call us at 485-4949 or visit

<http://www.thereadingpeople.org/contact.html> to register. Be sure to include your street address, phone number, and the session you plan to attend.

General Education Development (GED) Orientation:

Our GED orientation does not require you to purchase any additional materials. It is geared towards new tutors wanting to teach GED students. It includes information on CALC's GED resources, practice tests and more. In addition to Adult Basic Education Training, you must attend this orientation if you plan on tutoring GED students. Orientation for the GED program is scheduled individually with the GED Coordinator.

If you are interested in attending the General Education Development workshop, please call us at 485-4949 or visit <http://www.thereadingpeople.org/contact.html> to register. Be sure to include your street address, phone number, and the session you plan to attend.

Read to SUCCEED/Student Literacy Corps Tutor Training Workshops:

The Read to SUCCEED Tutor Training Workshop is split into two sessions. Interested participants must attend both sessions before they will be able to participate in the SUCCEED program.

Tutor Training I: please attend ONE of the following sessions:

Tuesday, September 11, 4:00-6:30pm, MSU's Erickson Hall, Room 116H

Wednesday, September 12, 8:00-10:30am, MSU's Erickson Hall, Room 116H

Wednesday, September 12, 3:00-5:30pm, MSU's Erickson Hall, Room 116H

Thursday, September 13, 6:00-8:30pm, MSU's Erickson Hall, Room 116H

Tutor Training II: please attend ONE of the following sessions:

Monday, September 17, 4:00-6:30pm, MSU's Erickson Hall, Room 116H

Tuesday, September 18, 3:00-5:30pm, MSU's Erickson Hall, Room 116H

Tuesday, September 18, 6:00-8:30pm, MSU's Erickson Hall, Room 116H

Wednesday, September 19, 8:00-10:30am, MSU's Erickson Hall, Room 116H

If you are interested in attending the Read to SUCCEED workshop, please call the Student Literacy Corps at 517-420-1849 or visit <http://www.thereadingpeople.org/contact.html> to register. Be sure to include your street address, phone number, and the session you plan to attend.

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Conferences and Workshops

2012 MIDWEST ECO CONFERENCE: *ECollaboration*

Michigan State University W.K. Kellogg Biological Station, Hickory Corners, MI

October 13

www.2012midwesteco.com

Midwest Eco is the annual graduate student-run Community Psychology conference for the Midwest region. This year's conference theme is *ECollaboration*. Emphasis will be placed on the strengths and challenges of collaboration with communities and across university partners. In addition, we are strongly encouraging individuals interested in presenting at the conference to collaborate with community partners and/or presenters from other Universities. We will also provide a number of structures during the conference to promote these partnerships. The conference will take place from 8am to 7pm on Saturday October 13. There will also be two social events: one pre-conference social event on Friday the 12th in Kalamazoo and another Saturday evening near the Kellogg Biological Station.

To preregister for the 2012 Midwest Eco Conference please visit <https://www.wepay.com/events/2012-midwest-eco-conference>. Student (undergraduate and graduate) registration is \$40 for early registration (until 9/30) and \$45 for late registration (after 9/30). Faculty registration (participants with PhD's) is \$50 for early registration and \$55 for late registration. All online registration will close on 10/11 at 11:59 pm. We will accept cash or check for onsite registration the day of the conference. However, a small additional fee will be applied to onsite registration.

Campus Sexual Assault Policy: Problems and Progress

U of M North Campus Research Complex

October 25-26

<http://www.cew.umich.edu/progevents/campus-sexual-assault-conference/20120627>

In the context of the April 2011 "Dear Colleague Letter" issued as guidance by the U.S. Department of Education Office for Civil Rights (<http://www2.ed.gov/about/offices/list/ocr/letters/colleague-201104.pdf>), this conference aims to bring together institutional policy makers, primarily from the state of Michigan, and community-based sexual assault programs to discuss and develop policies in regard to Title IX compliance. The conference is designed so that research and promising practices presentations on Day One will inform policy design workshops and policy recommendations on Day Two.

The registration fee for the conference is \$55 per day or \$25 per day for students. To register or find more information, go to the conference website. You may also contact SAConfAdmin@umich.edu with questions.

Day One is open to everyone. Research and practice presentations will feature: David Lisak on the undetected rapist and the realities of campus sexual assault; Rebecca Campbell, Tricia Bent-Goodley, David Lisak and Jennifer Rose on supports and barriers to empowering diverse survivors; Mary Koss on restorative justice; Paulette Granberry-Russell, Jay Wilgus, and Kaaren Williamson on promising practices and pressing problems--such as reporting obligations, balancing survivor confidentiality and community safety, investigative procedures, and effective sanctioning--in creating policies to empower diverse survivors and create safe communities.

Day Two is limited to teams of institutional policy makers who are primarily from Michigan colleges and universities and will provide opportunities to review, assess and develop the policies and practices at their institutions. Teams may include, for example, the following: Title IX coordinators; in-house counsel; student affairs leaders; directors of campus sexual assault programs and/or women's centers; directors of student conduct offices; directors of student housing; student government leaders; local community-based sexual assault program leaders. We will feature: Maya Kobersy, addressing legal considerations in Title IX compliance; incorporating new perspectives into thinking about effective ways to respond to the OCR Dear Colleague Letter; strategizing about campus policy design processes; consulting with policy experts; sharing

experiences in responding to the Dear Colleague Letter with the Office for Civil Rights. Day Two will conclude with a summary of findings and feedback in order to build future policy recommendations applicable at institutional, state and national levels. **Campus teams that plan to participate in Day Two will need to enroll in Day One as well.**

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Calls for Papers

Contemporary Black Female Sexualities

Submission Deadline: **October 1**

For a collection on Contemporary Black Female Sexualities, the editors invite essays that explore black women's sexualities--and representations or manifestations of black female sexual desires--marked by agency and empowerment, as well as instances wherein black women's sexual intimacies are regulated by them. Given the degree to which black female sexuality has historically been mediated by politics of respectability or silence, as well as hindered by and constructed in opposition to Western paradigms of womanhood and "normative" female sexuality, this volume seeks contribution--both disciplinary and interdisciplinary and from a range of theoretical, ideological, methodological, socio-political, and critical frameworks--that address and illuminate contemporary black female sexualities. Contributing essays might explore 20th and 21st century representations and black sexual politics, particularly post-sexual revolution, that challenge earlier paradigms governing intimacy and the "cartographies" of black female desire. This volume seeks, then, to be a collection of essays that does not bifurcate but rather complicate black female sexuality by exploring it along a continuum: including, but not limited to, abstinence, asexuality, celibacy, LGBTQI (Lesbian, Gay, Bisexual, Transgender, Questioning, and Intersex) sexualities and identities, "straight" or compulsory heterosexuality, same-sex desire, same-gender loving, "sexual self satisfaction," transgressive sexualities, etc.

In light of recent cinematic adaptations of feminist texts by male directors, such as Precious (based on Sapphire's novel Push) and For Colored Girls (based on Ntozake Shange's choreopoem For Colored Girls Who Considered Suicide When the Rainbow is Enuf), contributing essays might also examine the ways black women's sexualities have been mediated and depicted by men and/or media, as well as portrayed in popular and visual culture; experienced and represented beyond a rigid conservatism of sexual puritanism or Victorianism; have been influenced by or intersects with religion, "the black church," fundamentalist religious doctrines and liberation theology; or have been informed by or in opposition to nationalist, Western, militaristic, or racialized gendered constructs, such as the "cult of true womanhood" or "don't ask, don't tell." Other trajectories of exploration might include black women's bodies, sexual wellness, and gynecological health care, as well as sexuality and the politics of the intimate in the U.S. or black diaspora broadly construed. Audre Lorde makes a distinction between "the erotic" and "the pornographic," whereby the latter operates as "a direct denial of the power of the erotic, for it represents the suppression of true feeling. Pornography emphasizes sensation without feeling." In what ways do black women, via their sexualities, experience and express sensation with feeling that is not characterized by violence, marked by suffering or punitive measures, regulated by men or the state, pathologized, or encumbered by restrictive practices or models?

While essays that engage any of these topics are solicited, other considerations of black female sexualities are welcome, as are email inquiries to the editors.

Please send abstracts of 250-500 words, along with a CV or full list of credentials, to

blackfemalesexualities@gmail.com by October 1. Editors will invite contributors to submit completed essays of 4000-7500 words, which will be due by January 15, 2013. As we have already received strong interest in the collection from a reputable academic press, review of materials and requests for revisions will proceed in a timely and efficient fashion, as we are eager to submit the collection for publication review in April 2013.

Trimiko Melancon and Joanne M. Braxton, Loyola University/College of William and Mary. Email:

blackfemalesexualities@gmail.com.

2013 Conable Conference in International Studies: *Gender, Violence, and Justice in the Age of Globalization*

April 4-6, 2013, Rochester, NY

Abstract Submission Deadline: **October 15**

<http://www.rit.edu/cla/conable/>

We welcome submissions of abstracts for individual papers, panels of papers, workshops, poster sessions, performances, or other academic or professional products or delivery. The theme for the 2013 conference is "Gender, Violence, and Justice in the Age of Globalization". Over the past several decades, tremendous strides have been made toward ending gender-based violence and advancing a spectrum of goals broadly envisioned as promoting gender equality throughout the globe and particularly in developing countries as communities have harnessed aspects of globalization to enhance communications, technology, collaboration, travel, and capacity-building. Gender-based violence (GBV) has been contested locally, regionally, and globally. Grassroots activists have transformed local and national attitudes by provoking rigorous dialogue. International conventions and treaties provide the promise of increased protections for women, children, sexual and gender identity minorities, and individuals with disabilities. And as international protocols infiltrate domestic law, global protections are providing new opportunities for women, men, and children seeking to safeguard their bodies and seek justice for crimes perpetrated. At the same time, however, significant obstacles impede accountability and attitudinal change. In many nations, impunity from prosecution emboldens government agents, quasi-government militias, and private individuals. Ignorance of the laws or a cultural reluctance to seek redress via the law impedes progress in many nations. Some states stridently resist globalized pressures to domesticate international treaties and conventions, citing cultural, religious, and social arguments against global gender-based ideologies. And grassroots gender violence campaigners are increasingly wary of the cultural imperialism accompanying many ideological orientations, ranging from Marxist feminism and sexual liberation to neo-liberal dogma and academic chauvinism.

This conference seeks to examine the critical crossroads at which local and global gender-based violence campaigners and justice advocates find themselves today. We wish to explore the conflicts, commonalities, and resolutions in approaches to GBV among feminists and other philosophical and ideological frameworks in the global south and global north. And we are interested in how increasing transnational and global activities, such as trade liberalization and other economic developments are creating new kinds of violence, and/or encouraging and remedying violence.

Abstracts of no more than 300 words clearly identifying the argument, method of delivery, evidentiary basis or analytical framework, and site of research, study, or project, accompanied by a two-page CV identifying the proposer(s) by name, affiliation, address, and email, should be sent directly to Benjamin Lawrance, Conable Chair in International Studies at BNL@RIT.EDU by October 15. Decisions will be made in the fall semester and proposals selected will be announced by email and on the Conable Conference website. All participants are required to register online and pay the registration fee as confirmation prior to the publication of the final program.

THINKING GENDER 2013: 23rd Annual Graduate Student Research Conference

February 1, 2013, UCLA, CA

Submission Deadline: **October 16, 12:00pm**

<http://www.csw.ucla.edu/conferences/thinking-gender/thinking-gender-2013>

Thinking Gender is a public conference highlighting graduate student research on women, gender and/or sexuality across all disciplines and historical periods, including future ones. We invite submissions for individual papers or pre-constituted panels on any topic pertaining to women, gender, and/or sexuality. This year, we especially welcome feminist research on: new directions in social movements (Occupy, Tea Party, Arab Spring, and other uprisings); new directions in feminist theory (the new materialisms, animal studies, disability, affect studies); debt (housing, medical, educational, generational); the archive (transformations in the historical, recycling, repurposing, reviving); social media (marketing, aggression, sexuality); intimacy politics (reproduction, kinship, caretaking labor, healthcare, marriage); and feminist representations now (media, politics and the arts).

CSW accepts submissions for both individual papers and pre-constituted panels from all active graduate students. In order to give everyone an opportunity to present, we do not accept submissions from people who

presented at *Thinking Gender* in the previous year. Also no previously published material is eligible. Students proposing individual papers are to submit a cover page (provided on our website), an abstract (250 words), a CV (2 pages maximum), and a brief bibliography (3 to 5 sources), for consideration. All components are to be delivered in one document and labeled according to the submission guidelines found on the CSW website. For panels, a 250-word description of the panel topic is required, in addition to the materials that must be provided for individual paper submissions. For a more detailed description of submission guidelines, please visit the website above. Send submissions to thinkinggender@csw.ucla.edu.

Event is free and open to the public, but please be aware that there will be a \$30 registration fee for presenters, which will cover the cost of conference materials and lunch at the Faculty Center.

Global Advanced Research Journal of Peace, Gender and Development Studies (GARJPGDS)

Submission Deadline: **Rolling**

<http://garj.org/garjpgds/index.htm>

GARJPGDS is a multidisciplinary peer-reviewed journal that will be published monthly online. It is dedicated to increasing the depth of the subject across disciplines with the ultimate aim of expanding knowledge of the subject. The journal welcomes the submission of manuscripts that meet the general criteria of significance and scientific excellence, and will publish: Original articles in basic and applied research; Case studies; Critical reviews, surveys, opinions, commentaries and essays. We invite you to submit your manuscript(s) for publication. Our objective is to inform authors of the decision on their manuscript(s) within four weeks of submission. Following acceptance, a paper will normally be published in the next issue. Guide to authors and other details are available on our website.

GARJPGDS is an Open Access Journal. One key request of researchers across the world is unrestricted access to research publications. Open access gives a worldwide audience larger than that of any subscription-based journal and thus increases the visibility and impact of published works. It also enhances indexing, retrieval power and eliminates the need for permissions to reproduce and distribute content. GARJPGDS is fully committed to the Open Access Initiative and will provide free access to all articles as soon as they are published. The advantages to you of publishing in GARJPGDS: Full open access: everyone can read your article when it is published; Publishing decision within 3 weeks of submission; Prompt and fair peer review from two or more expert peer reviewers; Frequent updates on your paper's status; Friendly responsive staff.

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Positions and Internships

MSU Graduate Student Research Assistant Position

Application Deadline: **September 7**

MSU Professor Terrion Williamson is looking for a graduate student to assist with basic research related to a project on black women and racialized gender violence. The time commitment is ten hours per week and pays \$15 per hour. The position requires someone who is very well organized and has experience working with Excel spreadsheets. Preference is for someone who can commit to both the Fall 2012 and Spring 2013 semesters. If interested, please send your vita and a short statement outlining your research experience and your current class and work commitments to terrionw@msu.edu by September 7.

Educational Program Coordinator

MSU Women's Resource Center

Application Deadline: **September 11 for MSU Candidates, September 18 for non-MSU Candidates**

www.jobs.msu.edu, posting number 6694

The MSU Women's Resource Center (WRC) is committed to serving all members of the campus community with regard to gender and its intersections with other aspects of identity including race, ethnicity, sexuality, gender expressions/identity, social class, ability/disability status and all other aspects of identity as specified by the University's antidiscrimination policy. The WRC operates from several core themes which include social justice, leadership development, and work life engagement. The Center provides a forum to examine structures of power and privilege across all aspects of identity. It is responsible for providing resources, programming, mentoring, and opportunities for collaboration with other units across campus and in the broader community as they pertain to gender and the WRC's three core themes. While historically the Center has served primarily women across the campus community, increasingly outreach is being done to actively engage men in the WRC commitment to social justice.

REQUIRED EDUCATION/EXPERIENCE/SKILLS: This job requires knowledge equivalent to that which would normally be acquired by completing a four year college degree program in Education, Gender Studies, Sexuality Studies, Ethnic Studies, Higher Education Administration, Student Affairs/Services, Social Work, or Educational Counseling (Master's Degree is preferred). The position requires an interest in and a commitment to providing programming which advances the WRC and University's commitment to inclusiveness and social justice. Particular knowledge of gender and its intersections with other aspects of identity is necessary in working with the full spectrum of the campus community including faculty, staff, and students. The programming skills necessary for this position include planning and overseeing seminars, conferences, and programs. The successful candidate will be able to execute an effort from beginning planning stages through post-event evaluation. Additionally, the successful candidate will be able to establish working/collaborative relationships with others across the campus and broader communities; create educational resources; promote the WRC via electronic communication and social media; create publication materials; write articles and press releases; and other duties as assigned. **Supervision/Guidance** of student interns, volunteers, and student groups will be likely. **DESIRED EDUCATION/EXPERIENCES/SKILLS:** Master's Degree and three-five years of experience in programming development and evaluation.

Research Coordinator in Gender and Development

UNRISD, Geneva, Switzerland

Application Deadline: **September 14** (Midnight, Central European Time)

UNRISD seeks an outstanding scholar in the field of gender and development to lead its research programme in this field. The Gender Programme is a key element of the Institute's overall research agenda. It takes an interdisciplinary approach to the examination of social institutions, relations and policies from a gender perspective. Within our overall research agenda, the Gender Programme addresses the gendered content and

impacts of economic and social policies and processes, including the implications of globalization, liberalization and crisis on women and gender relations; and the politics of policy making and the role of women's movements therein. Current research priorities include: the gender dimensions of agrarian change and rural livelihoods; labor markets and the unpaid economy as gendered arenas; the role of economic and social policies in reinforcing or contesting gender inequalities; and the role of women's organizations and movements (both transnational and national) in shaping and framing policy priorities and their implementation. Immediately, the candidate will lead the proposal development for a new project in the area of Gender, Agriculture and Food Security, and be responsible for the implementation of a new project on Understanding Gender-Egalitarian Policy Change for a Post-2015 Development Agenda. The successful candidate will have proven experience in conceptualizing, developing and managing cross-country research programs; field research experience in developing countries; a record of high-quality research outputs; and experience in communicating research to diverse audiences, particularly in policy communities. S/he should be familiar with UNRISD research; some knowledge of the UN system would be an advantage.

Functions: Under the general supervision of the Director of UNRISD, the Research Coordinator is responsible for the following tasks. I) Conceptualize, develop and manage the Institute's research program in the area of Gender and Development, ensuring its integration within the overall institutional strategy and research agenda. II) Prepare project concept notes and proposals within the priority issue areas; identify research partners, project staff or consultants as required; organize research meetings and conferences; supervise the work of staff and consultants involved in the projects; and ensure the quality of outputs produced. III) Undertake research on identified projects, including the preparation of analytical background papers, working with country teams to develop methodologies, synthesizing findings from cross-country studies, producing reports and edited volumes, and undertaking substantive editing and dissemination of research findings. IV) Produce high-quality academic outputs for publication in peer-reviewed journals, edited volumes and similar channels; and communicate research to a varied range of stakeholders in the policy, civil society and donor communities. V) Fundraise for projects within the research program, and assist in the fundraising activities of the Institute. VI) Contribute to Institute-wide flagship publications, research programs and special activities, including participating in meetings and reviewing papers from other projects. VII) Build and maintain regular contacts with relevant institutions and persons within the United Nations system, governments, multilateral donors and the international research community. VIII) Provide advice to the United Nations departments and agencies, civil society organizations, academic or other institutions based on UNRISD research, including through written papers or participation in expert groups and other meetings. IX) Represent UNRISD in international meetings and academic conferences. X) Periodically report on progress to the Director, the UNRISD Board and donors. XI) Carry out other activities as agreed within the Institute or assigned by the Director. **Core Competencies:** Professionalism: Demonstrates professional competence in area of disciplinary expertise relevant to development research. Communication: Excellent oral communication and writing skills. Ability to communicate effectively regarding substantive issues. Teamwork: Works collaboratively with colleagues to achieve organizational and project goals. Builds consensus for project objectives with colleagues. Leadership: Demonstrated intellectual leadership in the substantive areas of the work and excellent managerial skills. **Qualifications:** A PhD in social science and minimum of seven years of progressively responsible experience in related development research at an academic or research institution. A proven publication record in the field of gender and development, and expertise in at least one of the priority areas highlighted above, reflected in peer-reviewed journal publications and/or edited volumes. Extensive research including field experience on low- and lower-middle-income countries. Proven experience in fundraising for research projects, and in the development, management and supervision of multi-country research projects. **Languages:** English and French are the working languages of the United Nations Secretariat. For this post, fluent English with proven ability in writing and editing of reports; ability to work in French and/or Spanish highly desirable. **Location:** Geneva, Switzerland. **Application process:** If you are interested in the work elaborated above and fulfil the required qualifications, please apply online at

<http://www.unrisd.org/80256B3C005BF3C2/%28VacancyApplicationEdit%29/BDA08B4D4B3EF3D880257A71006932E3?EditDocument>. Please use the “Motivation” section of the online application form for your cover letter. Shortlisted applicants will be contacted by end-September and asked to carry out a written assignment, before being notified if they have been selected for interview. We regret that due to limited staff resources only shortlisted candidates will be contacted.

MSU Graduate Research Assistantship in Experiential Sustainability Education Assessment October 2012-December 2013

MSU has federal funding to research competency-based learning, as aligned with MSU’s liberal learning objectives (www.undergrad.msu.edu/learning) in a university-wide sustainability specialization (www.sustainabilityspecialization.msu.edu) The main research question for this study is: How do experiential, competency-based approaches to sustainability enable institutions to better educate for complex global problems, engage learners’ curiosity and responsibility on behalf of their communities, and prepare an engaged citizenry capable of meaningful participation in sustainability issues? Assessment toward this effort will focus on how faculty align their experiential activities to the sustainability specialization’s learning outcomes and students’ ability to connect their experience to evidence of their learning. As part of this assessment, the GRA will work with faculty and staff across a series of five experiential sites: (1) an on-campus for-credit course with an experiential component; (2) an on-campus non-credit experiential program; (3) an on-campus non-credit staff professional development program; (4) a domestic off-campus study away for-credit course; and (5) an international study away for-credit course. Overall, the project seeks to accomplish four tasks: 1) document, track and analyze learner achievement of sustainability competencies (<http://sustainabilityspecialization.msu.edu/competencies.pdf>) across existing curriculum at the five sites listed above; 2) better develop and connect, and in some cases refine or realign educational experience, assessment tools, and learning outcomes to better understand sustainability competency; 3) document, track, and analyze learner achievement of sustainability competencies across revised curriculum at four sites; and 4) disseminate best practices for utilizing sustainability competencies to peer institution. <http://fipsedatabase.ed.gov/fipse/grantshow.cfm?grantNumber=P116B100403>

Position Description: We have immediate support for a 1/2-time Graduate Research Assistant for data collection and synthesis. Position will begin on hourly project pay in October 2012 and begin GRA position starting January 2013. Program assessment will include components such as analysis of: changes in student and participant learning; number and kinds of competencies for which proficiency is achieved; level of proficiency achieved; number and kinds of evidence used to meet competencies. The project utilizes the Critical Thinking Value Rubric developed by the Association of American Colleges and Universities <http://www.aacu.org/value/rubrics/pdf/CriticalThinking.pdf>. **Position Expectations:** Work directly with data collected through formal course credit programs—including the on-campus course, study away, and study abroad opportunities. Work directly with informal, non-credit learning programs—the student organic farm and campus environmental stewardship programs. Collect, code, analyze and present research findings. Utilize qualitative and quantitative analysis software. Contribute to applying findings to practice. Assume additional duties as directed in cooperation with learning site coordinators. Some field travel (statewide and/or international) required. Some personal vehicle use required. Team will strive to align applicants skills and interests with a range of required project tasks. **Qualifications:** Ideal applicants will have: a bachelor’s degree; Master’s level experience or professional experience preferred; coursework and experience with quantitative and qualitative assessment of educational outcomes and portfolios; strong teamwork skills; scholarly presentations and publications; experience with project design, data collection and analysis; computer analysis software and data coding; comfort working with undergraduate students, faculty, staff, administrators and collaborators in the public and private sector; enrollment in a graduate program at Michigan State University prior to start. Funds for the grant require U.S. citizenship or permanent residency. Send inquiries, resume and cover letter of interest addressing the project tasks, expectations, and

qualifications to Geoffrey Habron, habrong@msu.edu. Project Description:
<http://fipsdatabase.ed.gov/fipse/grantshow.cfm?grantNumber=P116B100403>.

**Tenure-Track Assistant Professor in the field of Gender, Science and Technology Studies
Amherst College, Women's and Gender Studies**

Application review begins September 15

The Amherst College Department of Women's and Gender Studies invites applications for an Assistant Professor in the field of Gender, Science, and Technology Studies. The department, founded in 1987, is committed to inclusion, diversity and a high standard of interdisciplinary scholarship and instruction. We benefit from our location in the Connecticut River Valley, which boasts one of the largest concentrations of women's studies scholars in the world, and we also maintain linkages with the Five College Women's Studies Research Center and the Amherst College Center for Community Engagement. We seek candidates whose scholarship makes a creative and interdisciplinary intervention in science policy, medicine, and/or technology as they intersect in a global context with gender, race, and sexuality. Topics that candidates could address include (but are not limited to): the role of race and gender in environmental policy; the gendered dimensions of scientific and medical developments and controversies (i.e. surrogate motherhood, sex selective abortion, medical tourism, HIV/AIDS, and maternal/infant health); contestations over genetic engineering, and the impact of the internet and digitization on practices and discourses of gender and sexuality. Candidates from the sciences, social sciences, humanities and interdisciplinary programs will be considered.

To apply, please submit as PDFs to wags@amherst.edu a letter of application, a CV, one writing sample not to exceed 30 pages, sample course syllabi and three (3) letters of recommendations. Review of applications will begin September 15, and continue until the position is filled. Candidates must have the Ph.D. degree in hand or all requirements for the degree fulfilled by the start of the appointment. The position will begin in fall 2013. Inquiries may be directed to Amy Ford, Academic Department Coordinator, Women's and Gender Studies Department, wags@amherst.edu.

**Tenure-Track Assistant Professor in Women's, Gender, and Sexuality Studies
Yale University**

Application review begins October 15

<https://academicpositions.yale.edu>.

The Yale University Program in Women's, Gender, and Sexuality Studies intends to make a tenure-track assistant professor appointment, to begin July 1, 2013, in the field of gender, sexuality and transnational migration. We are interested in seeking research on migration across the Global South, and especially across and within Africa, Latin America, South-east Asia, and the Caribbean. Scholars in the social and human sciences, humanities, law, environmental studies, as well as those trained in interdisciplinary fields are encouraged to apply. Ph.D. expected. A cover letter describing your engagement with Women's, Gender, and Sexuality Studies, a research statement, a teaching statement, a C.V., a two-page dissertation abstract, a chapter-length writing sample, and three letters of reference should be submitted to <https://academicpositions.yale.edu>. Review of applications will begin October 15, 2012.

**Tenure-Track Assistant Professor in Women, Gender, and Sexuality Studies
Washington University in St. Louis**

Application Deadline: October 15

The Women, Gender, and Sexuality Studies program at Washington University in St. Louis seeks to hire an Assistant Professor on the tenure track with a research focus in Sexuality Studies. We strongly encourage applications from scholars developing a strong research profile in any area of sexuality studies, and we are particularly interested in candidates who focus on queer theory, transnational studies, and/or masculinity studies. Candidates must have completed the Ph.D. by summer 2013. Candidates should be well-versed in

women, gender, and sexuality studies as they will be expected to contribute to core teaching in the program. We welcome applicants with disciplinary grounding in English, Ethnic Studies, History, Anthropology, Sociology, Philosophy, Psychology, Political Science, Economics and other Humanities and Social Sciences. We also welcome applicants with Ph.D.'s in Women, Gender and Sexuality Studies. Responsibilities of the position include academic leadership, research and publication, teaching at the Undergraduate and Graduate levels, advising students and service, including participation in Program governance. Washington University is an Affirmative Action Employer. Women and members of minority groups are encouraged to apply. Applications must be received by October 15. Please send a letter of interest, a CV, three letters of recommendation, and an unpublished or published article length publication to: Rebecca Wanzo, Search Committee Chair, Women, Gender, and Sexuality Studies Program, Washington University in St. Louis, Campus Box 1078, One Brookings Drive, St. Louis, MO 63130.

**Assistant Professor, Gender and African History
Wesleyan University**

Application Deadline: **November 15**

<http://careers.wesleyan.edu/postings/3497>

Wesleyan University's History Department invites applications for a tenure-track assistant professorship in the history of Gender and African History to begin July 1, 2013. The successful candidate will teach courses on early modern and modern Africa and women and gender in African history as well as courses in his or her field of specialization. We will search broadly and not limit the time period or regional concentration, though applications from candidates specializing in Francophone and/or West Africa are especially welcome. The successful candidate will be fully housed in the History Department but will routinely offer courses that cross-list with the Feminism, Gender, and Sexuality Studies Program. Submit letter of application, c.v., three letters of reference, and a chapter-length writing sample to the website above.

Departmental Contact: Professor Jennifer Tucker, Chair of the Search Committee, jtucker@wesleyan.edu.

**Assistant Professor of Chicana/Latina Gender/Sexuality and Feminist Studies
University of California San Diego, Ethnic Studies Department**

Application Deadline: **November 15**

<https://apol-recruit.ucsd.edu/apply/JPF00224>

The Ethnic Studies Department at the University of California, San Diego invites applications for a position as an Assistant Professor in Chicana/Latina Gender, Sexuality, and Feminist Studies, beginning Fall 2013 (pending budget approval). We seek an interdisciplinary scholar working in any historical period, whose research critically engages the lived realities of race, gender, and sexuality in regional, global, and/or transnational contexts. We welcome applications from scholars who hold a PhD in any field in the arts, humanities, or social sciences, and who can demonstrate a commitment to building equitable, diverse classroom and research environments. The position's teaching responsibilities will be divided evenly between **Critical Gender Studies** and Ethnic Studies. To apply, please visit the website above. The deadline to apply is November 15. The position start date is July 1, 2013. Salary based on published UC pay scales.

**Tenure-Track Assistant Professor of Transnational Sexuality Studies
University of Iowa, Department of Gender, Women's and Sexuality Studies (GWSS) and the Division of
World Languages, Literatures and Cultures (DWLLC)**

Applications are open until position is filled

<http://jobs.uiowa.edu/faculty/view/61381>

Desired areas of additional expertise include gender studies, literary and cultural studies, and interdisciplinary approaches to the study of topics such as diaspora, translation, migration, and global flows. Candidates must have native or near-native fluency in one of the foreign languages taught in the DWLLC (for a complete listing

of these languages see <http://clas.uiowa.edu/dwllc>) and be willing and able to deliver instruction at all levels of the graduate and undergraduate curriculum. Candidates should apply by submitting a curriculum vitae and cover letter clearly describing their research and teaching interests in Transnational Sexuality Studies.

Education Requirement: Ph.D. degree required by August 1, 2013. **Required Qualifications:** Candidates must have native or near-native fluency in one of the foreign languages taught in the Division of World Languages, Literature and Culture: American Sign Language, Arabic, Chinese, Czech, French, German, Hindi, Italian, Japanese, Korean, Portuguese, Russian, Sanskrit, Spanish, and Swahili, and be willing and able to deliver instruction at all levels of the graduate and undergraduate curriculum. **Desirable Qualifications:** Desired areas of additional expertise include gender studies, literary and cultural studies, and interdisciplinary approaches to the study of topics such as diaspora, translation, migration, and global flows. **Required Application Documents:** Curriculum Vitae, Letter of Interest, 3 References. Letters of Recommendation are required as part of the application process. Upon submission, references selected will be notified by email with directions on how to electronically submit letters to the University of Iowa.

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Fellowships, Scholarships and Grants

Be Spartan Green Student Project Fund for MSU Student Sustainability Projects

Applications accepted until funds are expended.

www.bespartangreen.msu.edu/student-fund.html

Students are a critical pillar to our sustainability programs at MSU. We rely on students and the living/learning laboratory experience to push our thinking and find creative solutions to our most pressing sustainability challenges. In an effort to continue encouraging student engagement and exploration, funds have been made available for students to pursue sustainability related projects. The Be Spartan Green Student Project Fund provides financial support for students to explore solutions to our most pressing challenges in sustainability at MSU. Applications will be accepted on a rolling deadline until funds are expended. Up to \$5,000 for each proposal will be awarded. Projects must be completed in one year. Upon completion of the project, award recipients will be required to make a presentation and provide a written report to the Office of Campus Sustainability based on project findings.

Michigan State University undergraduate students, graduate students, and registered student organizations in good standing are eligible to apply for the Be Spartan Green Student Project Fund. Class projects are also eligible for funding provided that students have a faculty or staff sponsor for the duration of the project. Please visit our website for further information. More information: begreen@msu.edu or 517-355-1751.

Nominations Sought for Environmental Health Sciences Science Communication Fellowships

Nomination Deadline: **October 19**

The 12-month appointments are open to postdoctoral fellows and junior faculty at research universities that have active research programs related to environmental health sciences. Most of the public and many reporters are unaware of how profoundly the environmental health sciences have advanced in the past decade, and they often lack a basic understanding of the significance or context of new results. The Science Communication Fellows program addresses this gap, working with up to 10 researchers a year to develop and hone their communication and outreach skills early in their professional careers, while also publishing accessible summaries of important new research findings. Nominations are being accepted now for the competitive, one-year fellowships that will further enhance the researchers' communication skills and offer a strong peer network with the [Science Communication Fellows](#) from prior years. Fellowship training provides participants the tools with which to communicate environmental health research to the media, policy makers and the public. **Duties:** With assistance from skilled communication experts and staff, Science Communication Fellows appointed for the 2013 class will: • Identify every month two important new scientific findings within his or her area of expertise. • Submit short written summaries that translate the findings for reporters and a broader public. • Report on those findings via a monthly conference call. • Occasionally, expand the summaries into longer, more detailed synopses. • Contribute short reviews critiquing media coverage of environmental health findings. • Attend a two-day national conference to meet one another and Environmental Health Sciences staff, network with professionals in related fields, attend media training and discuss research and policy issues in environmental health. **Compensation:** \$5,000 stipend and paid expenses for media training conference. **Nomination:** Department chairs or deans will nominate successful candidates. **Application:** Submit applications electronically in PDF format to sciencefellows@ehn.org. Applications must include: A letter of recommendation from the applicant's department chair or dean. A letter of recommendation from the applicant's direct supervisor. A letter from the nominee describing qualifications and why he or she wishes to participate. The nominee's CV. Three representative publications. **Selection and Notification:** A selection committee will review nominations and select up to 10 fellows for the 2013 year (from February 1, 2013, to January 31, 2014). Participants will be notified in December.

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Study Opportunities

MSU Graduate Certification in Community Engagement

Application Deadline: **September 14 at 5:00pm**

<http://outreach.msu.edu/GRADCERT/application.aspx>

Open to all MSU graduate and professional students, this no-cost program is a way to strengthen your graduate experience and earn a professional credential noted on your transcript. Past students have enjoyed the seminars on community engagement, learned practical skills in the mentored community engagement experience/project, and shared their story during the portfolio presentations. To learn more about whether this opportunity is right for you, visit outreach.msu.edu/gradcert, email Diane Doberneck with your questions (connordm@msu.edu), or set up an appointment to talk with her by phone or in person.

MSU Spring 2013 course: WS 491: *Special Topics in Women's and Gender Studies: Voices from the Second Wave*

M W 10:20am-11:40am, 105A Berkey Hall

This course will explore the multiple feminisms of the 1960s and 70s through primary sources including memoir, fiction, poetry, and essay with an emphasis on the intersection between the women's movement and other social movements of the period. The course will be conducted as a seminar, with an emphasis on discussion, short written responses, and an individual or group project presented at the end. There is no prerequisite for this course. However, it is recommended that you have experience in either WS courses or in writing-focused seminar courses with gender and/or social justice content.

MSU Spring 2013 course: ANP 491, Section 003: *An Anthropological Introduction to Islam in Africa* Wednesdays 4:10-7:00pm, 211A Berkey Hall, Professor Mara Leichtman

This course is open to both undergraduate and graduate students and aims to provide an overview of "African" Islam through the work of Muslim and non-Muslim scholars from anthropology and other related disciplines. We will begin with an overview of the fundamentals of Islam before turning to the diverse accounts of the historical spread of Islam to Africa, the religious implications of the African slave trade and European colonialism, and Islamic philosophies, education, prayer, novels, law and politics in different African countries and contexts. Themes of religious conversion, gendered dynamics, migration, new media, and the relationship of Islam to human rights will also be explored. Case studies will focus on Senegal, Mali, Niger, Nigeria, Mayotte, Kenya, Sudan and the Americas. We will visit the Islamic Center of East Lansing, watch films, follow the media portrayal of Africa, and hear alternative narratives of Islam in Africa from guest speakers. Seminar participants will create, through research, their own accounts of African Islamic worlds. Contact mara.leichtman@ssc.msu.edu for more information or an override.

Sustainability Specialization, Michigan State University

This unique 18-credit program (3 required courses and 11 electives) offers the ability to generate portfolio evidence from in and out of the classroom learning experiences to gain competencies in: aesthetic appreciation, ecological integrity, social equity, and economic vitality, civic engagement, systems thinking, critical thinking, and personal development. The global, national and state level concerns about energy, economy, inequality and environment increasingly demands graduates prepared to address such issues across their professional and personal lives. The program cultivates students to successfully achieve paid undergraduate faculty research positions, community service internships and MSU Office of Campus Sustainability grants. Current students gain experience with entities such as Lansing Board of Water and Light; The Sustainable Agency; J.W. Smuckers; Habitat for Humanity; Kirabo Fair Trade and The Garden Project of the Greater Lansing Food Bank. The inaugural group of four graduates earned positions at Starbucks, Eli Lilly and Company or applied to graduate school. If interested, contact program Director Geoffrey Habron to arrange a

time to meet (habrong@msu.edu).

MSU Graduate Specialization in Women and Gender

<http://gencen.isp.msu.edu/academics/graduate.htm/#specialization>

http://gencen.isp.msu.edu/academics/documents/academics/Grad_Spec_WGS.pdf

The Graduate Specialization in Women and Gender is designed for completion by either Master's or doctoral students. The graduate specialization in Women and Gender is designed to foster the study of women and gender across disciplines and national borders, provide opportunities for graduate students to obtain a comprehensive, cross/interdisciplinary academic experience in women and gender, and to foster the growth of interdisciplinary research and teaching on women and gender. Emphasis is given to understanding the diversity of women's lives nationally and globally. The graduate specialization is open to graduate students with adequate undergraduate preparation in women and gender. The specialization should complement advanced, discipline-based degrees by providing an interdisciplinary, feminist component. All students are encouraged to develop competence in the foreign language most relevant to their field of work and area of interest.

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Online Resources

Asian Forum of Parliamentarians on Population and Development (AFPPD): *Population and Policy Tracking and Monitoring Unit*

<http://www.afppd-populationpolicies.org/>

The *Asian Forum of Parliamentarians on Population and Development (AFPPD)* is a coordinating body of National Committees of Parliamentarians on Population and Development and Parliamentary Committees dealing with population and development issues working to generate support and perpetuate cooperation among Asian parliamentarians in the area of population and development, and related fields. The Asian Forum is committed to informing, educating and motivating parliamentarians on the linkages between increasing population and issues such as reproductive health, family planning, food security, water resources, sustainable development, environment, ageing, urbanisation, migration, HIV/AIDS, and gender equality.

Population and Policy Tracking and Monitoring Unit of AFPPD maintains a database of population and sexual and reproductive health policies in cooperation with UNFPA. This update is a part of policy tracking. The AFPPD Policy Tracking Unit has recently added a section on “Violence Against Women” legislation.

Women and Social Movements, International: 1840 to present

<http://wasi.alexanderstreet.com.proxy1.cl.msu.edu/>

This database is a vast collection of primary documents. It contains everything from the writings of women activists, their personal records and correspondence, and proceedings from pivotal conferences. This collection shows the impact of women’s movements on shaping modern thoughts and ideas as well as historical events.

V-Day: A Global Movement to End Violence Against Women and Girls

<http://www.vday.org/home>

V-Day is a global activist movement to end violence against women and girls. V-Day is a catalyst that promotes creative events to increase awareness, raise money, and revitalize the spirit of existing anti-violence organizations. V-Day generates broader attention for the fight to stop violence against women and girls, including rape, battery, incest, female genital mutilation (FGM), and sex slavery. Through V-Day campaigns, local volunteers and college students produce annual benefit performances of *The Vagina Monologues*, *A Memory*, *A Monologue*, *A Rant and A Prayer*, *Any One Of Us: Words From Prison*, screenings of V-Day's documentary *Until The Violence Stops*, and the PBS documentary *What I Want My Words To Do To You*, Spotlight Teach-Ins and V-Men workshops, to raise awareness and funds for anti-violence groups within their own communities. In 2011, over 5,800 V-Day benefit events took place produced by volunteer activists in the U.S. and around the world, educating millions of people about the reality of violence against women and girls. The V-Day movement is growing at a rapid pace throughout the world, in 140 countries from Europe to Asia, Africa and the Caribbean and all of North America. V-Day, a non-profit corporation, distributes funds to grassroots, national and international organizations and programs that work to stop violence against women and girls. Visit the website for many resources, including information on local V-Day events or how to develop your own V-Day event.

Course Guide for instructors teaching Sociology of Gender

<http://thesocietypages.org/socimages/course-guide-for-sociology-of-gender/>

Mary Nell Trautner (University at Buffalo, SUNY) has developed a basic course guide for those teaching a course or simply for those interested in the Sociology of Gender.

Feminist Majority Foundation

<http://www.feminist.org/default.asp>

The Feminist Majority Foundation (FMF), founded in 1987, is a cutting edge organization dedicated to women's equality, reproductive health, and nonviolence. FMF utilizes research and action to empower women economically, socially, and politically. FMF research and action programs focus on advancing the legal, social and political equality of women with men, countering the backlash to women's advancement, and recruiting and training young feminists to encourage future leadership for the feminist movement in the United States. To carry out these aims, FMF engages in research and public policy development, public education programs, grassroots organizing projects, leadership training and development programs, and participates in and organizes forums on issues of women's equality and empowerment. The website features feminist job and internship listings, (with a "weekly job email" listserv), a media center including blogs, press releases, and reports/fact sheets, a research center including lists of feminist books, magazines/publications and women's research centers, links to domestic and sexual violence hotlines, a feminist calendar and more.

Institute for Women's Policy Research

<http://www.iwpr.org/index.cfm>

The Institute for Women's Policy Research conducts rigorous research and disseminates its findings to address the needs of women, promote public dialogue, and strengthen families, communities, and societies. IWPR focuses on issues of poverty and welfare, employment and earnings, work and family issues, health and safety, and women's civic and political participation. The Institute works with policymakers, scholars, and public interest groups around the country to design, execute, and disseminate research that illuminates economics and social policy issues affecting women and families, and to build a network of individuals and organizations that conduct and use women-oriented policy research. IWPR, an independent, non-profit, research organization also works in affiliation with the graduate programs in public policy and women's studies at The George Washington University.

International Information Centre and Archives for the Women's Movement

<http://www.iiav.nl/eng/index.html>

This organization's bilingual website [Dutch/English] provides access to extensive, searchable databases of information about women's resources and women's issues. In addition, the site offers the contents of the Dutch journal *LOVER, Magazine on Feminism, Culture and Science* as well as a newsletter available in Dutch, English, French, and Spanish.

Evolving Men: Initial Results from the International Men and Gender Equality Survey (IMAGES)

<http://www.icrw.org/publications/evolving-men>

Published by the International Center for Research on Women (ICRW), this report is a comprehensive synthesis of results from ICRW's International Men and Gender Equality Survey. Administered between 2009-2010, IMAGES is a paper questionnaire on men's behaviors and attitudes towards women, and women's opinions of it. The survey was given to participants in India, Chile, Croatia, Brazil, Mexico, and Rwanda. "Evolving Men" sums up the responses of those participants and provides a snapshot of gender equality in the developing world today, and what can be done to improve the lot of women everywhere.

What Men Have to Do With It

<http://www.icrw.org/publications/what-men-have-do-it>

This unique publication, also done by the ICRW, outlines the role men have in empowering women. The publication specifically looks at how policy in Brazil, Chile, India, Mexico, Norway, South Africa, and Tanzania, and include men in establishing gender equality.

Population Policy Tracking and Monitoring Unit

Produced by the Asian Forum of Parliamentarians on Population and Development (AFPPD), the unit is a

database of policies related to population and reproductive health, in cooperation with UNFPA. The database is divided into two sections: Legislation and Policies. Legislation is divided into two further sub-sections—Violence against Women and Population Legislation. Policies is divided into three sub-sections—Population policies, National Health policies, and Sexual and Reproductive Health policies. The database can be found at <http://afppd-populationpolicies.org/index.html>.

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