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Women's Voice

Women's, Gender, and Sexuality Studies

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10-1999

## Women's Voice, Volume 5, Issue 3, October 1999

Women's, Gender, and Sexuality Studies Program  
*Illinois State University*

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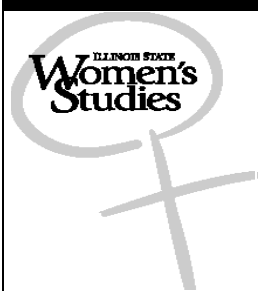
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### Recommended Citation

Women's, Gender, and Sexuality Studies Program, "Women's Voice, Volume 5, Issue 3, October 1999" (1999). *Women's Voice*. 34.

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# Women's Voice

Illinois State University

Volume 5, Issue 3, October 1999

## From the Director Teaching Social Responsibility in the University

What is the responsibility of the classroom teacher? Is it to impart knowledge and facilitate learning, or is to raise social consciousness and awareness? Is teaching an objective, ideologically disinterested enterprise, or is it "politics by other means", so to speak? Is teaching social responsibility a necessary ethical component of pedagogy? And what does it mean to teach social responsibility? Is it getting students to vote? Or getting them not to vote, but to engage in non-electoral activities, including collective action?

These are large questions and they are perhaps especially vexing to those of us who have definite political and ideological views but who also feel, a little like Max Weber, that the university classroom is less an arena for political battles and the class struggle and more a site for the generation of disciplinary (or inter-disciplinary) knowledge and academic rigor.

However, those of us who constitute a university are not only professors, students, administrators, and support staff. We are also citizens -- not only in the formal and legal sense (the limited meaning) but in the broad sense of citizenship as a necessary principle of democracy and as membership in a national community (and increasingly, in a transnational, global community). To a very great extent, education is about citizenship. It is no accident that in most societies, some of the most audacious forms of collective action are carried out by university students. Think of this country's anti-war students in the 1960s; Europe's militant students in 1968; Mexico's students, who recently were demanding an end to tuition increases; the Chinese student movement for democracy in 1989; Indonesian students who brought down the Suharto dictatorship; Iran's student protests this past July. Education is about teaching citizenship and about exercising citizenship. Let me elaborate.

First, access to education is itself a right and obligation of citizenship -- it is, in fact, one of our most important social rights. (T.H. Marshall offered a theory of the historical development of citizenship rights and obligations -- which he defined as civil, political, and social rights.) The idea of education as a citizen right is why we have public education and public-sector universities like ISU. Second, the university is also where we teach and learn about those historical, economic, and

political processes that were critical to the attainment of citizenship rights (or, conversely, where we teach and learn about obstacles to the realization of rights). This would be especially true of courses in political science, history, sociology, and women's studies, among other disciplines.

For example, two courses that I teach -- Social Movements (Sociology 366) and Women, Gender, and Society (Women's Studies 120), are very much about how the labor movement, the civil rights movement, and the women's movement confronted, respectively, capitalist exploitation, racism, and patriarchy. I describe -- and get the students to think about -- how those movements advanced democratization, broadened the public sphere, and expanded civil, political, and socio-economic rights for all.

Third, inasmuch as the classroom experience (and out-of-classroom experience) has as one of its principal objectives not conformity and groupthink but quite its opposite -- that is, the development of the capacity for critical thinking -- we are facilitating the formation of informed, critical citizens.

In other words, and to a very great extent, even without an explicit display of political and ideological wills in the classroom, it is possible to raise social and gender awareness and consciousness, and to help students think meaningfully and critically about their place in society -- vis-à-vis their fellow citizens, the state, the corporation. They can then make their own, informed choices -- not only career choices, but also political and value choices.

Viewed in this way, teaching social responsibility is an integral and probably unavoidable part of university education -- from the Foundations of Inquiry course and the rest of the General Education Program here at ISU to the coursework required for the major and the minor. For myself, I feel that by transmitting disciplinary knowledge and helping my students develop a capacity to think critically about contemporary social, political, and economic issues in the United States and around the world, I am teaching social responsibility, and I am teaching responsibly.

(Presented at the CAT workshop on Teaching Social Responsibility, 28 September 1999.)

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Women's Studies Staff		
<b>Dr. Moghadam</b>	<b>Director</b>	<b>438-2947</b>
Dr. Harmon	Academic Advisor	438-7361
Rozel White	Secretary	438-2947
Maryam Arabshahi	Graduate Assistant	438-2948
Meridith Kruse	Teaching Assistant	438-2948
Colleen McCormick	Undergraduate Assistant	438-2948
Kate Wessel	Women's Coalition	454-6843
Sarah Anderson	Women's Coalition	451-1479

Visit our website at: <http://www.cas.ilstu.edu/WomenStudies/womenstudies.html>

**Fifth  
Annual  
Women's  
Studies  
Symposium**

**Friday  
March 24, 2000  
9 a.m. to 4 p.m.**

**University Galleries  
Center for the  
Visual Arts**

**Illinois State  
University**

*For more information, contact  
Women's Studies at:  
(309) 438-2947; e-mail Rozel White at  
[rwhite@ilstu.edu](mailto:rwhite@ilstu.edu), or visit our website at:  
[http://www.cas.ilstu.edu/WomenStudies/  
womenstudies.html](http://www.cas.ilstu.edu/WomenStudies/womenstudies.html)*

**Call for Papers**

Panels in the morning and afternoon  
Lunch at noon  
Keynote Address (1:00 pm)  
Keynote speaker:

**Dr. Sonya Michel,**  
**Director of Women's Studies**  
**University of Illinois, Urbana-Champaign**  
*Topic: History of Childcare in the United States*

**Call for Papers (first round)**

Undergraduate and graduate students are invited to submit proposals for presentation of papers at the Symposium. Proposals/papers are welcome on any topic related to the study of women and gender. Outstanding papers on women and gender issues prepared for courses will be especially welcome!

**Proposal**

Please send a one-page proposal with the following information to the address below, preferably by December 1, 1999:

Proposed paper title  
Your name

The course for which and the professor for whom you wrote/are writing the paper  
Your address, telephone number, and e-mail

Please briefly describe your proposed presentation. Where relevant, include a summary of the main argument or findings, your research methodology (if applicable), and sources of information/data.

Send to:  
Women's Studies Programming Committee  
Illinois State University  
Campus Box 4260  
Normal, IL 61790-4260

or bring your proposal to the Women's Studies offices, Rachel Cooper, 2<sup>nd</sup> floor. ✉

**Faculty**--Please encourage your fall semester students to submit abstracts or complete papers that they prepared for your classes to the Women's Studies Programming Committee for consideration for the spring symposium.

**A PBS Special**

*Not for Ourselves Alone* is the title of a PBS special on the lives of Elizabeth Cady Stanton and Susan B. Anthony, to be broadcast nationwide on **November 7 and 8 at 7:00 pm Central Time**. This remarkable documentary, by award-winning filmmakers Ken Burns and Paul Barnes, chronicles the most important struggle of the 20<sup>th</sup> century - the fight for women's suffrage-through the lives of Stanton and Anthony. A General Motors Mark of Excellence presentation, the program will serve as a teaching tool for generations of students in the next millennium. (As listed on CIWA Listserv-UIS.)



Elizabeth Cady Stanton  
and Susan B. Anthony  
c. 1870.

# NEWS ABOUT WOMEN'S STUDIES STUDENTS AND

## Women's Studies Alumni: News and Profiles

By Sandra Harmon

As part of our observance of the Women's Studies Program's 25<sup>th</sup> anniversary, we sent a survey to our alumni to find out what they are doing. Throughout the semester we will highlight the responses we have received.

**Julie Breese Havenmann** lives in Downers Grove with her husband John and two-year-old son Jack Charles. Julie graduated in 1993 with a political science degree. She received her M.A. in political science from Northwestern University in 1994 and earned a secondary education teaching certificate from St. Xavier University in 1998. She is an adjunct faculty member in social and behavioral sciences at Joliet Junior College.

**Chandra Harris**, a 1999 journalism graduate, is enrolled in a masters degree program in advertising at the University of Tennessee, Knoxville. During the past summer she had a metro reporter internship with the Cleveland *Plain Dealer*.

**Sharon Hartrich-Jackson**, a 1997 graduate in sociology, recently moved to Cottonwood, Arizona. Prior to that she was employed at the Children's Foundation in Bloomington and worked as a volunteer for PATH and co-facilitator of an eating disorder support group.

**Jenny Howell** graduated with a degree in social sciences in the fall of 1994. She received her masters in history at Illinois State in December 1996, serving as a graduate assistant in Women's Studies for a year and a half. Last summer Jenny served as a travel escort for a group tour to China through the TravelLearn Company. In August she moved to Thailand to take a teaching position at the Ake Panya International School in Chiang Mai. Thai, Chinese and western students attend the boarding school in what Jenny describes as absolutely beautiful mountain location.

**Britton Marchese** completed her undergraduate degree in psychology fall 1997. She is currently enrolled in the environmental science graduate program at Southern Illinois University, Edwardsville. Prior to moving to Edwardsville, she worked as a legal advocate coordinator at a shelter for battered women in Evanston, Illinois. She is married to Hugh Keating who just completed his masters degree in art therapy at SIUE. ✍

## New Resource Center Acquisitions

The following new titles have been added to the Women's Studies Resource and Documentation Center:

*Building on Beijing: United States NGOs Shape a Women's National Action Agenda.* Muscatine, Ia.: The Stanley Foundation [1996].

President's Interagency Council on Women. *America's Commitment: Federal Programs Benefiting Women and New Initiatives as follow-up to the UN Fourth World Conference on Women.* Washington, D.C.: United States Department of State, 1997.

President's Interagency Council on Women. *1999 Update America's Commitment: Federal Programs Benefiting Women and New Initiatives as follow-up to the UN Fourth World Conference on Women.* Washington, D.C.: United States Department of State, 1999.

Bullock, Susan. *Women and Work.* London: Zed Books, 1994.

Karl, Marilee. *Women and Empowerment: Participation and Decision Making.* London: Zed Books, 1995.

O'Connell, Helen. *Women and the Family.* London: Zed Books, 1994.

D'Aluisio, Faith and Peter Menzel. *Women in the Material World.* San Francisco: Sierra Club Books, 1996. ✍

An equal opportunity/affirmative action university encouraging diversity.

## Finding a Sense of Community and Strength at Take Back the Night

By Meridith Kruse

Thursday, Oct. 21 I had the opportunity to speak at the 9<sup>th</sup> annual Take Back the Night at ISU. I was honored to be a part of this event, and felt it was important on many levels. Not only did the event serve as a medium through which to protest violence against women, but it was also a forum in which women, and supportive men, came together, united, and formed the bonds of community that are so necessary for collective action.

I often felt isolated last year, as a first year graduate student in Sociology, commuting each day from Champaign. I missed the dialogue and interaction with other women that I had taken for granted in my previous locations. Although I didn't know exactly why I was feeling so lonely at the time, being a part of Take Back the Night, and forming bonds with many of my students in my position as an Instructor of Women's Studies this semester, has helped me realize the primary importance of social support. Even though many of the same people and events were on campus last year, I had just overlooked them, failing to take the time and connect with important sources of energy, support and inspiration.

Having a sense of community has made a huge difference in my life this semester and being a part of Take Back the Night reaffirmed my appreciation for these connections. Also, it was incredible to witness the ability of women working together to send such a vocal and strong message about Stopping Violence Against Women.

I hope that the sense of connectedness among the current women's community at ISU will continue to grow, while also welcoming new members. Also, I think it is important to address, and not gloss over, our differences, and through dialogue and listening communicate our true concerns to each other when working collectively towards change. For me, participation in this event reaffirmed the importance of community, speaking out, and taking action for women's causes. It is my hope that these things will continue to be a part of a strong and growing ISU women's community.

## Faculty News

**Alison Bailey**, Philosophy and Women's Studies, presented her paper "Shared Response-ability: A Resource for Feminist Ethics?" at the Feminist Ethics Revisited Conference in Tampa, Florida.

**Sandra D. Harmon**, History and Women's Studies, **Pamela Riney-Kehrberg** and **Susan Westbury**, both History, are the authors of an article, "Reader's Theatre as a History Teaching Tool," in the August 1999 issue of *The History Teacher*. The article includes their script, "The Seneca Falls Convention: 150<sup>th</sup> Anniversary Celebration," which was performed by members of the Theatre Department at the Bone Student Center during Women's History Month, 1998.

**Pamela Riney-Kehrberg's** book, *Waiting on the Bounty: The Dustbowl Diary of Mary Knackstedt Dyck*, has been published by the University of Iowa Press. Riney-Kehrberg edited and wrote an introduction to diary entries from 1936 to 1941 of a farm woman who lived on the far western border of Kansas. ✍

## Fairness, Equity, and Opportunity for Girls Restored to Education Bill

Washington, DC? On October 21 Congress passed legislation that will improve education for girls through reducing gender bias in technology, dropout prevention, and valuable gender equity training for teachers. The House of Representatives passed (311-111) the Mink/Woolsey/Sanchez/Morella Amendment to the Student Results Act (HR2), which is a part of the 1999 Elementary and Secondary Education Act (ESEA) reauthorization.

"Today Congress stood up for quality education for all of our children," said American Association of University Women Government Relations Director Nancy Zirkin. "This legislation brings fairness, equity, and opportunity in education to thousands of girls nationwide, and will ensure that America's girls can compete in the ever-changing global economy of the next century." ✍

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



The 1999-2000 academic year marks the 25<sup>th</sup> anniversary of the Women's Studies Program at Illinois State University. Women's Studies courses were offered as early as 1971, but it was not until November 1974 that the minor was approved. A future issue of *Women's Voice* will carry a story about the beginnings of the program. Do you have any information or experiences from the past 25 years that you would like to share with us? If so, please contact Women's Studies.

### Minority Scholar in Residence

Approaching the new millenium means examining human history and developments that affect multiple populations. One of those developments, globalization, will be addressed by John Ogbor in his public lecture, "Globalization Process and Its Consequences" in the Circus Room of Illinois State University's Bone Student Center on **Wednesday, November 3, at 7 p.m.**

As the fall Minority Scholar in Residence, Ogbor will address the role of the global corporation in world cultures, forces behind the globalization process and the winners and losers in the process. Specifically, Ogbor will talk about the social, cultural and ecological consequences of globalization in developing countries, especially as they relate to women and children.

Ogbor will be on campus from Sunday, Oct. 31, until Friday, Nov. 5, visiting with students, faculty and staff both in and out of the classroom. Currently on the faculty at Texas Southern University, Ogbor received his post secondary education in Europe, earning a bachelor's degree from Sussex College of Technology in England in management and marketing and his MBA in international management and Ph.D. in business administration from the University of Lund in Sweden.

Ogbor has served as the director for the Center for Corporate Intelligence and Security in Lagos, Nigeria as well as an international business analyst and consultant for Osas Export Enterprises in Stockholm, Sweden.

His residency on campus is sponsored by the Office of Student Affairs, the College of Business, Office of the Provost, MECPACC (Multi-Ethnic Cultural and Co-Curricular Programming Advisory Committee), and the University Housing Office.