During Fall 2013, GWS enjoyed talks from Roderick A. Ferguson, author and Professor of Race and Critical Theory at the University of Minnesota; Chris Crass, writer, organizer, and editor; Sama Alshaibi, artist and professor; movie screenings of *Young Lakota* and *Girl Rising*; and more!

**Upcoming events for Spring 2014:**

Check back with our website [gws.arizona.edu](http://gws.arizona.edu) for more events and details on the below! (We have yet to schedule THREE exciting talks from GWS professor candidates.) Or, add yourself to our weekly events email list.

January 27, screening of *Brave Miss World*

January 31, Dr. Molly McGarry, Associate Professor of History at UC Riverside, Lecture and Salon

February 20-21, Lisa Jean Moore, author, editor, and Professor of Sociology and Women's Studies at Purchase College, State University of New York, visits to discuss her new book, *Buzz*, in three exciting talks!

Friday, March 7: Zakiya Luna Brown Bag (time and place TBA)

March 13: Poet CAConrad Reading

March 27: Fearless Females Talk with Professor Albrecht Classen

Colloquia on Wednesdays at noon in the GWS Conference Room

January 15, February 19, March 26, April 23, April 30 (Graduate Student Presentations)
You may have heard that GWS is undergoing something called the APR—which stands for Academic Program Review. The APR, as per the Provost’s Office, is “a process of regular, systematic review and evaluation of all academic programs offered on the campuses of the three Arizona state universities.” A review happens at least once every seven years. Our last one was eight years ago; GWS received an extension of one year, so that the new Head (me!) would be in place during the current review process.

So what is the APR? What does it actually do?

The APR offers a mechanism for us to reflect on how we’re doing, and for others—students, the community, the administration—to assess how we’re doing. Academic programs such as ours are evaluated, at minimum, on the following: quality of educational programs (including student outcomes); quality of research, creative activity, and/or scholarly work; quality of outreach activities and service; contribution or importance of the program to other campus programs; and potential or future expectations.

In other words, are we doing our job effectively?

Since the summer, GWS staff, faculty, and students have been hard at work on the self-study portion of the APR, under the able leadership of Associate Professor Miranda Joseph, Chair of the GWS APR Self-Study Committee. This is the part where we collect and collate massive amounts of data about our program, everything from faculty research output, to student outcomes, to survey results, to alumni job placements, and beyond. We reflect on where we’ve been (especially since the last APR), how well we’re doing, and where we’re going. We use numbers and narration to describe our strengths, what needs improving, and our vision for the Department.

This information—in a very large binder—then goes to various administrative units on campus, as well as the team of reviewers selected by the Provost. Three of the reviewers are “external”—experts in the field of gender and women’s studies from peer institutions across the country. The team also includes community members, faculty from within SBS and from other colleges on campus, and alumni of GWS. The review team examines the self-study, and then visits campus for an on-the-ground assessment.

Our visit is scheduled for March 10 - 11, 2014.

While at UA, the team will talk to as many GWS constituents as possible: students, core faculty members, affiliated faculty, other program/department heads, community members, the WOSAC board, and so on. They’ll also meet with Dean JP Jones and others members of the University Administration. During these interviews, our many constituents will have a chance to comment on how well we function as an academic program, what we offer to the community, and note any areas in need of improvement.

You might be wondering: is this just another bureaucratic hoop? After all, if every academic program goes through this every seven years—making for a very busy schedule annually, as program reviews are staggered—how much can the results really matter? Isn’t this just a “check-the-box” process for the sake of pleasing the Arizona Board of Regents?

The APR actually matters a great deal. This isn’t my first rodeo, as they say, and I’ve always found APRs to be tremendously beneficial on many levels. Not only does the process allow us to reflect on and adjust our performance as an academic unit offering education in gender and women’s studies, but it also offers a welcome opportunity to discuss collectively where we’re headed. This is especially important to GWS given significant changes in recent years, including a new Head and several new faculty members who work in different areas of expertise.

It also matters institutionally. After the review team visits, a report is prepared and shared with the Provost’s Office, the Dean, and GWS. Then, we will have a chance to respond. From the APR findings, we might consider, for example, adjusting our curriculum or allocating existing resources in a different way. Or, the report might provide justification for additional resources. We might find that some things we’re doing are brilliantly effective, and others need rethinking. The APR offers us, and those who support us and to whom we report, the chance to take a good, hard look at what we’re doing and how well we’re doing it.

If you have any questions about the APR, please feel free to contact me directly. Many thanks to those of you who have already contributed to the APR through data collection, survey responses, informal conversations, and the like. And do mark your calendars for the onsite visit in March—you just may receive an invitation to participate.

And here’s to a warm, safe, and enjoyable APR, er, I mean, holiday season for all.
Blast from the Past! The University of Arizona
Then and Now
Greetings from the Women’s Studies Advisory Council!

The last half of 2013 has been a wonderful and busy time for us as we follow and support the mission of GWS. In case you missed what we’ve been doing, we’d like to catch you up.

WOSAC hosted a Welcome Back Reception at the beautiful home of Monica Casper and Bill Simmons. Check out the photos (GWS grad students, top; Judy Temple, Aguirre Professorship recipient, pictured with award creator, Rowene Aguirre-Medina, bottom)! A good time was had by all.

GWS Program Coordinator Leigh Spencer, who also coordinates WOSAC, was selected as one of the top ten LUNAFEST hosts in the country and was invited to attend the LUNAFEST world premiere in San Francisco. This amazing event featured a breakfast with all nine of this year’s winning filmmakers, where WOSAC was awarded $1,000 as a thank you for so successfully supporting the LUNAFEST mission. You can experience this inspirational collection of films (and see the autographed program) at WOSAC’s 9th annual LUNAFEST at The Loft Cinema on March 4th.

WOSAC welcomed Laurie Robinson as our new board President. The torch was passed by Betsy Bolding, who served five consecutive terms and is now serving as WOSAC Secretary. We owe immense gratitude to Betsy for her many years of strength and leadership. Laurie, who previously served as Vice President, is continuing the tradition of commitment and enthusiasm as we envision an exciting new year for WOSAC and GWS.

WOSAC also welcomes four brand new board members this year:

Mari Galup, a Ph.D. candidate in Gender and Women’s Studies with a minor in Critical Human Geography;

Michelle Higgins, Senior Director of STEM for the Girl Scouts of Southern Arizona, and collaborative lead for Arizona Science, Technology and Engineering Collaborative Project for Girls;

Allie Jones, Director of Recruitment and Development with Northwestern Mutual and Public Affairs Committee Chair for the Junior League of Tucson;

November Papaleo, Ph.D., Director of Women in Science and Engineering (WISE)--Dr. Papaleo is the first UA student to graduate with her Ph.D. in GWS!

Thanks to the generosity of WOSAC members, three Ph.D. students received travel funding to attend the National Women’s Studies Association Conference, “Negotiating Points of Encounter”, in Cincinnati, Ohio:

Dylan McCarthy Blackston, who presented a paper entitled “Gendering Medicine: A Politics of the Trans-Surgical Assemblage”;

Erin Durban-Albrecht, who presented a paper entitled “Making Queer Life: Post-Earthquake LGBTQ Biopolitics in Haiti” and also moderated the panel “Origin Stories, Places, and Possibilities”;

Kelly C. Sharron, who presented a paper entitled “Traumatic Excess: The Taboo of the Leaky Monster.”

During this holiday season, please consider giving the gift of a WOSAC membership. We have many levels, starting at $55. Your completely green gift supports the mission and the students of GWS. You can also make a special gift to honor or memorialize a loved one. In 2013, we experienced the devastating losses of strong women leaders in the community, such as former Regent Esther Capin and WOSAC co-founder Dorothy Finley, among others. We were honored that their friends and loved ones chose to support WOSAC and the Women’s Plaza of Honor in memory of their lasting legacy. Please contact Leigh Spencer, spencerl@email.arizona.edu or 621-5656 for details about WOSAC membership and donations.
Elena is a first year Ph.D student whose research interests include postcolonial, Chicana, and U.S. Third World feminisms, immigration, social movements, food sovereignty and food justice. Previously Elena received her M.A. in an interdisciplinary program titled Environment and Community from Humboldt State University. She holds a B.A. in Critical Gender Studies with a minor in Ethnic Studies from the University of California, San Diego.

Elena has spent the past 10 years practicing social work at both a micro level (direct services to clients), and at the macro level (community and systems based). In southern California, she was part of a bi-national effort working with the Baja California-San Diego for Freedom From Exploitation initiative to address human trafficking. More recently, in northern California she transitioned from direct social services and advocacy to using community building and community organizing methodologies in partnership with predominantly immigrant, refugee and tribal communities. This work has allowed her to put theories of race, class, and gender into action, bridging theory and practice.

Alex, also known as Alyx Trouble, is a first year Ph.D. student in Gender and Women's Studies. They graduated from Rice University in 2011 with a B.A. in the Study of Women, Gender, and Sexuality and a B.A. in Anthropology. They have spent several years working with queer/trans and allied youth in organizing for safer and more equitable schools in Texas. Their research interests include queer/trans studies, LGBTQ historiography, community-based archives, and radical social movements.

Ellie is a first year student in the PhD program who is excited to become a part of GWS. The wonderful opportunity has already put her in touch with fabulous people and amazing possibilities. Coming from the Ethnic and Women’s Studies Department at Cal Poly Pomona, she is passionate about partaking in the building of strong communities based upon love and support across academic roles and social movements. Her goal is to become like the professors who transformed and nearly saved her own life. She is extremely interested in countless topics, but of late she has been particularly focused on critical disability studies, incarceration, and psychiatric detention in the age of neoliberalism. Ellie also enjoys the world of cats, dancing, good times and going crazy, literally!

Liz is a Ph.D. student focused on political economy, affect, digital poetics, and critical university studies. She moved to Tucson from Atlanta, where she worked in pastry and wrote for an art magazine, as well as organized with a handful of activist projects. She has a BA in Women’s Studies from the University of Georgia (2009) and currently serves as online editor for Women & Performance: A Journal of Feminist Theory.
During a period of volunteer work in Arizona schools, I came to notice that many of the young girls were surprised and excited to hear that I liked science, because it was something that they felt they did not have in common with many of their peers. After hearing this consistently for a year, I knew that something needed to be done to both expand the interest of STEMM in schools and encourage those who were already interested. Here at WISE (Women In Science and Engineering), that is exactly what I get to do! The goal of our STEMM (science technology engineering mathematics and medicine) outreach and advocacy program is to educate youth about the importance and excitement surrounding all that STEMM fields and careers have to offer. If I was going to do this, I knew I needed to start by going right to the source. So I dedicated months to the research of the psychology of why young people (with an emphasis on young women) either showed minimal interest in STEMM or showed interest in STEMM once and then demonstrated disinterest as they got older. With this knowledge, I put together a seminar targeting these specific issues that I now can use to travel to schools and present to students K-12 (with some variations for ages). However, we quickly recognized that many students felt inhibited by the lack of means to pursue these fields due to socioeconomic reasons. So we added a second part to the seminar, in which my colleague, Lupita De Los Santos, shares her own experiences as a first-year college student and presents resources for a smooth transition into higher education. This portion is usually only presented to, and is most effective for, high school and occasionally junior high students. The overarching idea is to create a conversation with students about STEMM and then help show them the pathway to getting into those fields successfully. Thus far we have received an overwhelmingly positive response, and will continue to improve upon the program and work with students through the spring semester and in the future.

--Jennifer Sedler, WISE Intern

Alumni Profile: Alisha Vasquez

Alisha Vasquez is a fifth-generation Tucsonan, first-generation college student who earned her BA in Women’s Studies and History from the University of Arizona in 2007. She taught middle school Humanities at Paulo Freire Freedom School 2007-2010. She moved to the Bay in 2010 to study disability history under the field’s founder, Paul Longmore, at San Francisco State University; sadly, Dr. Longmore passed away two weeks after Alisha moved to San Francisco. Finding herself in a history department without a mentor in disability history, her graduate studies brought her back to her undergraduate emphasis on Xicana Feminism, and she explored Xicana disability history. After graduating from SFSU in May 2012, she returned to the Old Pueblo placing her efforts on punk rock/anti-capitalist activism, popular education, and juvenile justice reform to reduce disproportionate minority contact/conf confinement of youth of color. She currently teaches Xican@/Mexican@ Studies at Pima Community College.
Kelly’s pug Cookie enjoys long afternoons with Foucault and is moving towards developing a biopolitical theory of treat management.

Yes, Megan’s dog Tiki does usually look like this.

Scottie’s bestie/boyfriend, Mr Maxx.

Shasta’s Peanut bunny isn’t so sure about his new friend.

GWS Pets

The Casper-Simmons beasts, Bella and Beaumont!

Erin’s little Meep peeks out of his box!


: Judy Temple brings her dog “Happy” (dried off and groomed) to visit Yuma dorm residents as part of her Faculty Fellow role. Sometimes you just need to hug a dog.

Shasta’s Peanut bunny isn’t so sure about his new friend.

Silver is an inspirational running partner for Sally, since Silver runs like a marathoner, always trying to go for the gold!


Judy Temple brings her dog “Happy” (dried off and groomed) to visit Yuma dorm residents as part of her Faculty Fellow role. Sometimes you just need to hug a dog.
Publics and Counterpublics is a graduate level seminar course that explores public spheres, public spaces, and public cultures from an interdisciplinary perspective. Challenging the modernist notion of a unified and homogenous public sphere of rational deliberation is a radical plurality of publics and counterpublics organized around the fault lines of class, gender, sexuality, ethnicity, race, and nationality. Informed by classical theories of the public sphere and their contemporary feminist, postcolonial, and queer critiques, this course will investigate publics and counterpublics in their dynamic multiplicity in and through different spaces, mediums, genres, and affects. Our survey will range from early modern European cafés to Ottoman imperial harems, from women’s book clubs to gay chat rooms, and from gentrifying marginalized neighborhoods of millennial American cities to the blasting urban squares of the Arab Spring. Exploring physical and virtual public domains that are situated in different histories/geographies, we will ask how emergent (counter)publics are conjured through the circulation of affects and genres and how the social and the political are made and unmade through these emergent constellations.

We will read widely in geography, history, political science, literary criticism, communication, urban planning, sociology, anthropology, philosophy, and feminist and queer theory, including works by Jurgen Habermas, Nancy Fraser, Laurent Berlant, Micheal Wagner, Janice Radway, Leslie Peirce, Nilufer Gole, Henri Lefebvre, David Harvey, and Mike Davis. As a graduate level seminar, this class will be based on active, informed participation in classroom discussion guided by student presenters and discussion leaders and will encourage individual participants to pursue their unique scholarly agendas throughout the semester, culminating in a final research paper.
University of Arizona PhD Student Erin Durban-Albrecht Receives AAUW American Fellowship

American Fellowships, AAUW’s oldest and largest funding program, date back to 1888 and support women scholars who are completing doctoral dissertations, conducting postdoctoral research, or finishing research for publication. Erin Durban-Albrecht’s research focuses on how U.S. policies, Haitian politics, and transnational social movements have shaped the experiences of gender and sexual minorities in Haiti and its diaspora. As a graduate student, she has been involved with the Women’s Resource Center and the Southwest Institute for Research on Women, in addition to being the managing editor of Feminist Formations. Her dissertation is tentatively titled “Postcolonial Homophobia: United States Imperialism in Haiti and the Transnational Circulation of Antigay Sexual Politics.”

Learn more about the American Association of University Women (AAUW) at www.aauw.org.

Feminist Formations has had a busy and exciting fall! A special issue (25.2), “Feminists Interrogate States of Emergency,” was released in early September, marking the first time Feminist Formations has released a special issue since the journal moved to the U of A in 2011. The authors in the issue engage with a variety of topics that emerge from the organizing concepts of crisis and emergency; they critically examine how certain bodies are constituted as threat, and what management tactics are deployed to contain these racialized and gendered bodies. One of the authors from that issue, Georgiann Davis, will be a part of the upcoming symposium sponsored by the Institute for LGBT Studies, “Intersex: Medical, Cultural and Historical Contexts,” which will take place December 5 and 6. We hope you’ll read the issue and join us for the symposium!

In the next two weeks, our final issue of the year (25.3) will be released. Not only does this issue include five outstanding full-length articles and poetry from the amazingly talented local poet TC Tolbert, it also features a dossier on Robyn Wiegman’s Object Lessons. In total, ten authors respond to and dialogue about Object Lessons, followed by a synthesizing response by Wiegman, herself. We are thrilled with the discussions that have begun amongst the authors involved in the dossier, and we look forward to the fruitful dialogue that will very likely result! We will circulate a link to the issue as soon as it is released. If you have any questions about the journal, please contact the editor, Professor Soto, or the managing editor, Rocket. If you’re interested in submitting an article, please email Murph. And check out our website.

– Dylan McCarthy Blackston (Rocket), Managing Editor, Feminist Formations
Just in time for the holidays, we’re excited to provide our “wish list” of gifts for GWS. There are many ways and levels at which you can support our work. From direct support for students, to “plumping up” our anemic operating budget, to sponsoring events, your financial commitment to our Department helps us do what we do, and to do it better all the time. Whatever the amount or gift, we are always so deeply grateful for your belief in us. Thank you!

Mail checks to:

GWS at University of Arizona, c/o Leigh Spencer
925 N Tyndall Ave, PO Box 210438, Tucson, AZ 85721

OPERATING SUPPORT AND PROFESSIONAL DEVELOPMENT
(make check to “University of Arizona GWS”).

Here are some examples of what gifts of various sizes would do:

- $50 buys a good stash of paper, pens, and other office supplies
- $100 supplies pizza for a faculty-student “meet and greet”
- $350 allows us to host a Visiting Speaker
- $500 Staff Professional Development (conference, course fee)
- $750 sends a graduate student to a conference
- $1,000 sends a faculty member to a conference
  (or pays a month of phone/internet for all of GWS)
- $1,500 buys a new computer for a staff member
- $3,500 full set of swag (banner, signs, flyers) with our new logo

DESIGNATE YOUR GIFT FOR ONE OF OUR MAJOR GOALS
(contact us for simple payment instructions by email or phone, 520-621-5656):

- Artist fee for a fabulous feminist mural for our building $5,000
- Purchase/installation of Conference Room AV system $10,000
- Our Conference Room Named in Your Honor $50,000

PAVE THE WAY TO THE FUTURE WITH AN ENDOWMENT CONTRIBUTION:

Honor a loved one with a contribution to our Women’s Plaza of Honor (make check to “UA Foundation/WPOH”):

- Small paver $250
- Large paver $750

Endow the Elizabeth Lapovsky Kennedy Dissertation Fellowship (make check to UA Foundation/ELK Endowment)

We’ve already raised nearly $40,000, so you can enable us to start awarding the fellowship with gifts at the following levels:

- Enable a $15,000 annual year-long fellowship $300,000
- Enable a $7,500 annual one-semester fellowship $150,000

Or, speed the Kennedy Endowment towards completion by meeting a $5,000 challenge with your own $5,000 gift (You get a private meeting with Elizabeth Lapovsky Kennedy for any endowment gift of $5,000 or more!!).

Please direct any questions to Leigh Spencer through email or phone, 520-621-5656.

All checks can be mailed to:
GWS at University of Arizona, c/o Leigh Spencer, 925 N Tyndall Ave, PO Box 210438, Tucson, AZ 85721

Please contact Megan Coe, editor, at 520-626-0656 or coe@email.arizona.edu with questions or comments.