

Women’s and Gender Studies Courses
Fall 2014 - Spring 2015

Fall 2015

BUSI 300/ WGST 300: Gender & Organizations
COMM 465/ WGST 465: Gender, Race, Class and Media
ENGL 461/ WGST 400: Poetry-Modernist Women Writers
HIST 300/WGST 300: Queer Hollywood
MUSC 200/WGST 200: Women's Song/Women in Music
PSYC 320/WGST 320: Parenting Seminar
PSYC 320/WGST 320: Parenting Seminar
SOCI 253/WMST 253: Social Welfare Institutions
WGST 201: Gender and Leadership

Allen Term

MGMT 305/WGST 305: Gender and Organizations

Spring 2015

ARTH 300/WGST 300: Women/Art/History
ENGL 256/WGST 256: Multicultural American Literature
ENGL 400/WGST 400: Major Figures: Toni Morrison
POLS 246/WGST 246: Sex and the Body Politic
PSYC 320/WGST 320: Parenting Seminar
PSYC 372/WGST 372: Psychology of Gender
SOCI 348/WGST 348: Sociology of Families
SPAN 215/WGST 215: Framing Gender: Latin American Film
THEA 211/WGST 211: Women in Theatre, Society and Politics
WGST 101: Women in Society
WGST 475: Women’s Leadership Academy Practicum

Summer 2015

MGMT 305/WGST 305: Gender and Organizations

Alphadelphian
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Alfred, NY 14802

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Robert Reginio
Vicki Eaklor
Luanne Crosby
Lou Lichman
Nancy Furlong
Karen Porter
Ana Gauthier

Jennifer Griffith

Hope Childers
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Laura Greyson
Lou Lichtman
Beth Johnson
Karen Porter
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Ana Gauthier

Jennifer Griffith

“ *Be radical, radical to the core.*”
-Abigail Allen

The Alphadelphian
Spring 2015 Volume 16, Issue 1

ABIGAIL ALLEN AWARD: 2015 Faculty Recipient Announced

By Dr. Cecilia Beach



Dr. Cecilia Beach introducing Dr. Robyn Goodman, Professor of Communication Studies, as this year’s Abigail Allen Faculty Award Recipient at Honors Convocation in Miller Theater on Friday, April 24th.

Dr. Robyn Goodman, Professor of Communication Studies at Alfred since 1995, has been a dedicated member of the Women’s and Gender Studies Executive Committee since 2002 and an active member of the WMST community long before that. She has skillfully handled the publicity for the annual Riley Lecture since its inception and has enthusiastically contributed to the development of the program as a whole.

Robyn teaches a variety of courses in journalism and media studies. Her course “Gender, Race, Class and Media,” which explores how the media frames women and the GLBTQIA community, as well as how to fight back against negative portrayals, is a mainstay of the program and has inspired many students to declare a WMST/ WGST minor. It has also led to many student paper presentations at RIT.

Students very much appreciate Robyn’s advising and mentoring. As

one WGST minor told me this spring, Robyn always sees the individual strengths in students and challenges them to build on those strengths. She has in addition contributed to the quality of lives of many students through the “Safe Zone” sticker program at Alfred University and as an advisor for the *Alphadelphian* and Spectrum, the university’s gay-straight alliance. She was also faculty advisor of the *Fiat Lux* from 1995 to 2010. Under her direction the campus newspaper won many national, international and New York State awards. Moreover, thanks to her many connections, Robyn has helped students secure coveted internships and careers in journalism and media.

Robyn’s service has extended beyond Alfred thanks to her active scholarship and to her participation in organizations such as the National Lesbian and Gay Journalism Association, the World Journalism Education Congress, and the

Association for Education in Journalism and Mass Communication. Her research focuses on U.S. and Global Journalism Education, U.S.-China News Coverage, and the Social Construction of Knowledge. She also advocates for improved media coverage of women, minorities and the LGBTQIA community. Robyn is a founding officer of the World Journalism Education Congress, an organization bringing together journalism professors and practitioners from around the world to improve journalism education worldwide. A leader at its conferences, she is currently editing its text on journalism education and innovations worldwide.

On behalf of the Women’s and Gender Studies community, I would like to thank Robyn for her many contributions to our community and to enhancing the lives of all students at Alfred University.

Riley Lecture 2015: Sex, Gender and Civil Liberties on American College Campuses by Nadine Strossen

By Quintin Reed

At this year’s Riley Lecture, students, faculty, and members of the Alfred community were encouraged to think differently about the recent upheaval of the judiciary process regarding sexual assault cases on college campus. Nadine Strossen, Professor of Law at the New York Law School, discussed certain “miscarriages of justice” that have occurred as the result of what she called a legal and administrative “overreaction” to sexual assaults on college campuses.

The annual Riley Lecture “validates the work of women’s [and gender] studies. It reaffirms our sense of community, and it helps make that community visible,” according to a statement by Professor of Sociology and former Women’s

and Gender Studies Program Director, Dr. Karen Porter. The lecture series is sponsored by the Riley family. Elizabeth Riley, a 1936 graduate of Alfred University, was active in women’s rights issues. Her husband, Charles designed a memorial for her which honored her commitment to feminist scholarship. Their daughters founded the lecture series to honor their parents. The lecture has seen a wide of array of speakers, from doctors to comedians, all of whom have had and continue to have a passionate voice in the concerns for women and gender issues.

Professor Strossen, a 1975 graduate of Harvard Law School, is best known for her work at the American Civil Liberties Union (ACLU). The ACLU is dedicated to pro-

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Letter from the Director

I feel very fortunate to have had the opportunity to serve as director of the Women’s and Gender Studies program at Alfred these past few years. It has been an exciting time for our program. As we transition from Women’s Studies to Women’s and Gender Studies, I have felt a renewed enthusiasm among faculty and students. Participation in WGST classes and events this year has increased and the number of declared minors indicates that the trend will continue into the future. While over the past five years we had offered an average of five WMST courses per semester, this year we offered twenty-one WGST courses (see p. 16), eleven in the spring semester alone. Sixteen different faculty members taught these courses to over three hundred students! Among the new courses, we had Rob Reginio’s “Modernist Women Writers,” Luanne Crosby’s “Women’s Song/Women in Music,” and Hope Childers’s “Women/Art/History.”

Ana Devlin Gauthier joined our ranks as the new coordinator of the Women’s Leadership Center last fall. Ana graduated from Alfred in 2012 and was a member of the Women’s Leadership Academy herself. She comes back to us after completing her MA in Student Affairs in Higher Education (SAHE) at Indiana University of Pennsylvania. I have enjoyed work with Ana and look forward to continued collaboration between the WGST program and the WLC.

Sandra Singer has once again organized the Women’s and Gender Studies roundtables (see below). This year we have had five roundtables on a variety of topics ranging from Julianna Gray’s poetry about Anne Boleyn to



more contemporary issues such as body image and bisexuality in the media, the representation of lesbians in Hollywood films, and social views of sexual assault. We look forward as always to the final WGST Roundtable of the year where this year’s graduating WGST minors—Dianna Bennett, Ari Daniels, Serina Forsythe and Bridgette Ortiz—will present their capstone projects.

The Riley Lecture this year was a great success. Our speaker was Nadine Strossen, former president of the American Civil Liberties Union (the first woman and the youngest person to ever lead the ACLU), founder of Feminists for Free Expression, and currently profes-

sor at New York Law School. Her title, “Sex, Gender and Civil Liberties on American College Campuses,” drew an exceptionally large crowd from all populations of the Alfred community. An excellent public speaker, Strossen gave a talk that was timely, engaging and highly polemical.

I would like to thank everyone who has participated in the Women’s and Gender Studies program in one way or another this year. I am particularly grateful to Gary Ostrower for suggesting Nadine Strossen and for doing so much of the work to organize the lecture, to Sandra Singer for organizing the roundtables, to Michele Gaffney for her invaluable administrative assistance, to our student assistant Dianna Bennett without whom this newsletter would not exist, and to all the faculty who taught WGST courses and advised the minors’ capstone projects. Finally, let me thank the students who make it all worthwhile.

Women’s and Gender Studies Roundtables 2014-2015

September 5	Ana Devlin Gauthier, "Body Image, Mass Media and Wellness: Loving Your Body in the Age of Photoshop and Airbrushing."
October3	Dr. Vicki Eaklor, "Not a Happy Ending: Lesbians in Hollywood Films."
November 7	Dr. Beth Johnson, “Other People’s Reactions: A Social View of Sexual Assault.”
January 30	Lydia Galarneau, "Never Say Bi: The Non-Existence of Bisexuality in Fictional Media."
March 27	Dr. Juliana Gray, "Anne Boleyn's Sleeve: Poems About One of History's Most Hated Women."
May 1	Graduating WGST minors’ capstone presentations: Dianna Bennett, "Is Poverty Still Feminized? An Examination Of Scholarship Citing Pearce’s “Feminization Of Poverty” Serina Forsythe, "From the Domestic's Desk" Ari Daniels, “Race and Gender” Brigitte Ortiz, “Forged in the Crucibles of Difference: Mothers in Multicultural Women's Writing”

Riley Lecture 2015 (Continued)

tecting the rights of citizens granted to them by the US Constitution and the laws of the United States. Strossen joined the ACLU after exhibiting her talents as a lawyer in Minnesota, working for the firm Lindquist and Vennum. After sixteen hardworking years filled with countless achievements, Strossen was a suitable candidate for the President of the ACLU. She was the youngest and first woman to serve as the organizations leader. Strossen held her position for seventeen years, striving to bring the ACLU's goals to fruition. As president, she brought the ACLU through many paramount cases, such as Reno v ACLU, Lee v Weisman, and Planned Parenthood of Southern PA v Casey. After leaving the ACLU, she remained a staunch supporter for civil liberties, joining organizations such as the National Youth Rights Association and the National Organization for the Reform of Marijuana Laws, in addition to cofounding Feminists for Free Speech.

Strossen challenges the new policies concerning sexual assault brought to college campuses by the new Title IV reforms. The federal mandate forces American colleges to better protect their students from sexual assaults; however these protections are predominately female-oriented. That is, the new narrative about sexual assault still equates female with victim and male with predator. She feels the "pendulum" of this narrative that had once silenced victims of assault has swung too far in the opposite direction; the focus on safety has become skewed by our assumptions about gendered relationships and sex among college students.

Evidence for her stance can be found in Department of Education's Office of Civil Rights (OCR) policies that aim to protect women, but also condemn men. Strossen spoke about two parameters of the federal mandate which college campuses need to include in their policies. Failing to do so puts them at risk for serious cuts in federal funding within their institutions and being labeled as unsafe for women. These mew mandates included what she called "adopting an overly broad definition of sexual harassment," and "resolving sexual misconduct complaints through procedures that presume the accused to be guilty."

Strossen does not stand alone in her argument, as she and some colleagues from Harvard Law released a statement reiterating her argument. Both agreed that campuses yielding to new OCR mandates are undercutting the freedoms of students as citizens and their rights as maintained by the Constitution and laws of that state. They agree that sexual harassment should be taken seriously but addressed in a manner that maintains the ability of voluntary relationships to have validity, which an "overly broad definition" diminishes.

"Any unwelcome conduct of a sexual nature," said Strossen, could become a case for judicial review on college campus. Based on the OCR's broad definition, any expression, anything that a person might do which someone else might consider unwelcome or offensive, could lead to individual's filing cases against other students or faculty on a college campus. Strossen expressed the dangers of the elasticity of this broadness such as real cases of professors being punished for criticizing their university's sexual

misconduct policy or a student asking not to receive a professor's emails relating to homosexuality because they conflict with his religion.

Strossen continued with an emphasis on how the OCR under the Obama administration has amped up its precautions against sexual misconduct, but conversely created an unjust and unfair judicial process for the accuser. The accused is denied all due process rights granted to them by the constitution. She discussed the extent to which such false allegations can have long-term, detrimental consequences for students who are suspended or even expelled. Organizations, such as Families Advocating for Campus Equality and Foundation for Individual Rights in Education, have advocated for justice for victims of sexual assault, but equally realize the potential victimization of the accused in the university's judicial process under the new mandates.

Sexual harassment is certainly a sensitive issue, but Strossen did not steer clear from sensitive issues. Rather, she sailed toward them with a calm and collected composure and intellect to match. The last issue she discussed in regard to sexual assault on college campus involved a new phenomenon related to the discussion of sexual violence: trigger warnings. Trigger warnings are those given to people in order to make them aware that following content may insight a "trigger" or a revival of a traumatic experience in a person has been sexually assaulted or experienced other trauma in the past. Strossen traced their history in feminist discussion spaces online in the Blogosphere, intended to warn survivors of sensitive content, yet engage in a conversation about America's sexual culture. The warnings meant to serve as a disclaimer for discussion, but not as a prohibition of the discussion, which Strossen believes they have often become.

Strossen argued that trigger warnings have moved from disclaimer to censorship tool both online and on college campuses. They have been used to discourage discussions about sex entirely and hindered a student's ability to fully embrace sensitive material in classrooms. In some cases, the use of an explicit warning has led to calls for any class material about sex to be excised. Strossen illuminated how this change has resulted in censorship of professors whose expertise deals with sensitive content, typically those working in Women's and Gender Studies, social sciences, and even law. Professors of Women's and Gender Studies and Race theories are at a disadvantage due to the general sexual nature of their course material.

Strossen's main goal in delivering her talk was to stimulate debate and essentially play a feminist devil's advocate in regards to sexual assault. She hoped to incite deliberation from the audience, but to also add significant points to the ongoing discussion of sexual assault that is happening on college campuses. After her lecture, groupings of students, faculty and members of the community along the halls of Powell Campus Center were engaged in debate about what they had just heard. Strossen got people talking, which is exactly what she had hoped to do and what the Riley Lecture hopes to achieve on our campus year after year.

Women's and Gender Studies Program Committee Elects New Directer

By Dianna Bennett

The Women's and Gender Studies Program will have a new director starting in the 2015-2016 academic year. Alfred University Archivist and Herrick Librarian Laurie McFadden will serve the next three-year term as director.

McFadden was nominated and voted director by the executive committee and by former directors of the program, including current director and Professor of French Dr. Cecilia Beach, Associate Professor of Spanish Dr. Kerry Kautzman (2008-2013), Professor of Political Science Dr. Laura Greyson (2004-2008), Professor of English Dr. Susan Morehouse (1999-2002), among others. She will be the first director who does not work directly within the College of Liberal Arts and Sciences.

A 1991 alumna of Alfred University's School of Business, McFadden also graduated with a minor in Women's Studies (now Women's and Gender Studies). In 1987, when she was a first-year student at AU, the Women's Studies program was just four years old. It was a time when the program "was not as visible or active at it is today." Her first course in the program was in International Women Writers. After declaring her minor, she went on to take additional courses, such as Women in Society and Psychology of Women. She described the program as being the "beginning of conscious awareness" about larger society and issues and the start of a process of study in which she is "always learning something new." Coming from a rural, small-town community with little diversity, McFadden

said she was probably "always a feminist without knowing it."

McFadden graduated from Alfred a conscious feminist. After earning her Masters in Library Science at the University at Buffalo, she was hired as a librarian at AU's Herrick Memorial Library in 1993. Today, she is well versed in the rich history at Alfred University and makes it her duty to educate incoming students about Alfred University's long-time feminist traditions. In her lectures to students in the Women's Leadership Academy, students taking Women in Society, or in other events on campus, McFadden asks if they aren't "puffing up with pride" as they learn that women at AU were the first offered an equal education in the United States since classes started in 1836 or that the school was visited by giants such as Susan B. Anthony, Sojourner Truth, and Hilary Clinton.

The official start of the new term is July 1st when McFadden takes over as director. In the meantime, she has been seeking guidance in her transition from program administrators and the Dean of the College of Liberal Arts and Sciences, Dr. Lou Lichman. "It's a very supportive group," McFadden said. "It makes it a lot easier knowing that I have other faculty supporting me." The program will not see a great deal of change, however, as it has remained relatively stable and consistent despite the succession of different directors since its founding in 1987.

Students Give Bergren Forum: Women Composers

By Alza D. Schweitzer

In the Fall 2014 semester, Dr. Luanne Crosby, Professor of Voice and Chorus, taught a class which covered the role of women in music throughout history. The students from this class put together a Bergren Forum on March 5th titled "Unsung – Women Composers from Hildegard to Adele," that summarized the lives of several female composers they learned about in the class.

Women have always worked to be successful in the musical world, but were never justly recognized. Even music history textbooks neglect to mention female composers, or only mention them briefly in relation to their male counterparts. Hopefully reading about Clara Schuman will spark the reader's interest to learn more about the unsung heros of the musical world.

Clara Wieck Schuman grew up in Leipzig, Germany. Her father was a prestigious piano teacher, and was very forceful with music onto Clara. Nevertheless, his controlling teaching paid off because Clara wrote her

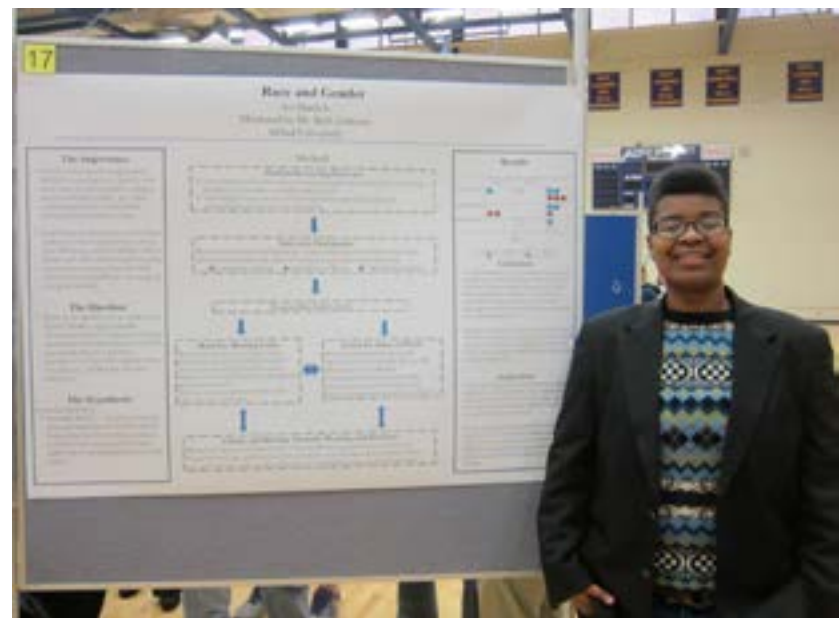
first piano composition at the age of nine, and began touring at the age of eleven. She was extremely successful due to her child prodigy status, and high skill level. Robert Schumann came to live in the Wieck household to study with Clara's father. He and Clara fell in love, despite Clara's father's disapproval. The two were married after some years, and had eight children together. Robert struggled with the fact that his wife was the better performer and the breadwinner of the family. Clara wrote songs, concertos, and piano pieces, all of which she performed herself. She often put on solo concerts, which was unusual for the time. Clara's performance career was extremely long compared to other composers. However, her compositions are often overlooked, which definitely has something to do with her sex.



Clara Wieck Schuman born in Leipzig, Germany (1819-1896), poses in a lithograph from 1835, age 16. Clara began playing piano at a very young age. (Source: Wikipedia)

Senior Spotlights

Arianna Daniels



I am a Psychology and Sociology double major with minors in Marketing, Cultural Anthropology, and Women and Gender studies. Essentially, I am a people person with a strong commitment to learning about people and their truths on their level and at the intersections of identities. I became a Women’s and Gender studies minor this very year after coming to the realization that my passion for critically examining the intersections of race, sexuality, and gender had been manifesting in the classes I have taken here at AU, in the research that I was starting to do, and in the clubs and organizations that I have sought membership with including Umoja, Poder Latino, S.A.G.E., and Spectrum. In my experience, when we talk about feminism and femininity, it is a white woman that comes to mind and it is, often, the voices of white women that I hear speaking about these topics. Through my current research, I hopes to shine some light on the intersection of gender and race, specifically on how racial identities and racial socialization

of Women of Color can act as buffers against the strain associated with performing gender astereotypically. Undertaking this minor has given me a platform from which to speak on this topic. In the future I plan to continue engaging with people with multiple marginalized identities; asking questions to further my own understanding and writing about their responses in hopes of reminding people who are already tuned in to social justice issues, that people are multi-faceted and the only way to truly understand a person is to meet them where they stand, at the intersections.

Serina Forsythe



I am an English major with a Women’s and Gender Studies minor. Most comfortable in my garden or with a book, I tend to avoid the spotlight. While at AU, I have enjoyed learning about the ways society’s opinions of women have changed over time and being able to discuss these changes in a meaningful way. I presented a paper on Disney’s media at RIT in April, received 2015’s Tupper Prize for excellence in analysis and presented my Independent Study at the JLC on May 1st. I hope to go on to graduate school for literature and am considering teaching at the college level.

Dianna Bennett



I am graduating with honors in Sociology and Communication Studies and a minor in Women’s and Gender Studies. My career at Alfred University has been focused on the study of the gendered social structures, particularly in the media and government. A graduate of our campus’s Women’s Leadership Academy (2014), I am known on campus for being the passionate and outspoken feminist who brings feminst theory into almost every classroom or event.

In addition to working as program assistant for the WGST program and as a First Year Experience peer leader in Dr. Karen Porter’s Introduction to Sociology course, I have served as a student ambassador for all three of my divisions since my sophomore year at Alfred. I thoroughly enjoy informing incoming students and their parents about the wonderful educational and professional opportunities available to students, but most of all I love telling them about the the critical feminist analysis that comes from several feminist professors in courses in the College of Liberal Arts and

Sciences. On Accepted Students Day in April, Dr. Beach and I spoke on a panel about our experiences working in the WGST program together and the unique student-teacher relationships that have become so important to my success.

My capstone project in WGST, titled “Is Poverty Still Feminized? An Examination of Scholarship Citing Pearce’s ‘Feminization of Poverty’,” looks at one of my absolute favorite feminist concepts in my study of feminist scholarship so far. As a woman who wants to someday earn her Master’s degree in Social Work and potentially a Doctorate in Social Welfare, Pearce’s concept of “the feminization of poverty” perfectly captures my career and academic interests. Essentially, Pearce’s concept speaks truth about the real consequences of oppression and discrimination in contemporary society; how in addition to racism, sexism has contributed to women’s greater vulnerability to poverty in the United States and around the world. Before the feminization of poverty, feminist scholars had no term to refer to the gendered welfare state. The theory of the feminization of poverty incooperates an interdisciplinary focus and demands an intersectional, international, and eco-feminist perspective, all of which I hope to someday champion in my work.

I am proud to be a graduate of Alfred University, a school whose long traditions of feminism and equality have shaped not only my education, but my identity as a woman, student, and leader. My mentors, advisors, and friends, Dr. Karen Porter, Dr. Robyn Goodman, and Dr. Cecilia Beach, and my professors Dr. Pam Schultz and Dr. Larry Greil, have all been instrumental in all of my achievements at AU. As I prepare to graduate this May, I honor them for their encouragement, friendship, and support throughout all four years from which I learned a great deal about what an academic feminist community has to offer.

Bridgette Ortiz



I am an English major with minors in History and Women’s and Gender Studies. These three disciplines along with a general liberal arts education have allowed me to explore gender, identity, and other vast topics through my education and research opportunities. Outside of academics I was president of Students Advocating Gender Equality, did an internship with the Judson Leadership Center, and heavily participated with Drawn to Diversity. After graduation, I hope to combine my passions by working for non-profit organization or in social work, particularly with women and children.

ABIGAIL ALLEN AWARD: 2015 Student Recipients Announced



Ortiz (left) and Bennett (right) were selected as the 2015 Abigail Allen Students in Women and Gender Studies

Bridgette Ortiz

By Dr. Kerry Kautzman

When Bridgette Ortiz graduates this May, she leaves Alfred a legacy of service to and intellectual engagement with issues regarding women and gender. Bridgette, a social justice activist, has improved women's lives both on campus and in Allegany County through her work with the Women's Leadership Center and Drawn to Diversity's Art Force Five.

Bridgette has served 2 years as the president of Students Advocating for Gender Equality, which has brought Take Back the Night, SAGE on Stage, and the Vagina Monologues to campus. With her SAGE colleagues Bridgette has led weekly meetings that highlighted gender equality and women's issues.

Bridgette has invested in the development of her own leadership style. She is a member of Alfred's model United

Nations. As the Women's Leadership Center's intern, she examined programs such as the Gary Horowitz Program and the Women's Leadership Academy. She created her own Women's Leadership Academy project that, when delivered, will benefit the women of Allegany County.

Bridgette is majoring in English with a minor in History and in Women's & Gender Studies. She blends her intellectual interests with scholarship such as, "Deconstructing Feminism: From Simone de Beauvoir to Contemporary Feminist Theorists", presented at undergraduate research conferences.

She has drawn together the knowledge and skills necessary to move forward from AU as a radical advocate for women's and gender equality.

Dianna Bennett

By Dr. Robyn Goodman and Dr. Karen Porter

Dianna Bennett was honored at the Honors Convocation as one of this year's Abigail Allen Award recipients. Dianna will graduate this May with her minor in Women's and Gender Studies and majors in Communication Studies and Sociology.

Dianna is an excellent modern-day student representative of the "radical" agenda set forth by Alfred's founding mother, Abigail Allen. Dianna serves as the student assistant for the Women's and Gender Studies Program and the editor of *The Alphadelphian*. She approaches both these assignments with passion and care, creating excellent results.

Dianna demonstrates her commitment to be "radical, racial to the core" through her scholarship both in and out of the classroom. Dianna's senior capstone project examines the "feminization of poverty" in the United States and the scholarly attention paid to the concept as it varies by social welfare policy eras.

Dianna brings a feminist perspective to every classroom, which all WGST faculty appreciate. She also expertly promotes such views to first-year students as a peer leader for Introduction to Sociology and in her classes, where she

Support for women at early Alfred University

By Laurie McFadden



Alfred University's second president (1865-1892), Jonathon Allen (center) sits with the co-ed class of 1892

Jonathan Allen, husband of Abigail Allen and the University's second president (1865-1892), was a prolific writer who often focused on the themes of character, culture, education, and religion. Allen was deeply religious, yet he used that as a basis for his argument on co-education in a number of his writings. He fully believed that the Divine intent was for equality and that life in general supported that notion. He delivered numerous speeches throughout his tenure at the University and we are fortunate to have a record of many of them. In his baccalaureate sermon to the graduating class of 1891 he outlined some of the philosophies behind the University's founding and its objectives over the years. The following excerpt focuses on his, and the University's, attitude toward women of the time. It nicely illustrates how our early founders went against the grain of popular belief:

"In meeting these all-pervasive human needs the first demand was for the recognition of the needs and the consequent rights of woman. From the year 505 A.D., when a great council of divines gravely debated the question whether woman ought to be called a human being; to the time when she was reluctantly permitted to eat at the same table with man; to the time when she was grudgingly allowed to learn the alphabet, the same as man; to the present, when, amid no little opposition, she has been admitted to all, or nearly all, of the more progressive colleges of the land – though many of the older ones, founded on the monastic plan, hold to

their celibate condition with a tenacity which is 'more pathetic than wise' – has this struggle been going on. From the start, woman has had here [at AU] equal rights and privileges with man. At its founding no woman in all the land, if in any land, held a collegiate or professional degree. None were regularly licensed physicians, lawyers, or ordained ministers of the gospel. Now there are thousands bearing such degrees, and thousands more in training for them – hundreds of women in the professions, and hundreds more preparing to enter them. In all this, Providence has manifestly been guiding and helping woman, and will help on to still broader and higher equalities; and woman, we doubt not, will in the future, as in the past, amply vindicate her right to these. In all this Alfred has ever sought to follow the lead of Providence and do what it could to fulfill the divine intent.

In the development of this equality [at the University], some modifications have taken place, as the years have gone by. In illustration, in the early times the studies of ladies and gentleman were more diverse than now. But few of the ladies studied the higher mathematics and very seldom the ancient languages. On the other hand, gentlemen very seldom studied the modern languages and never the fine arts. The ladies never thought of speaking on public occasions. They are not permitted to do so even now in some of the so-called most radical institutions. For the first decade the ladies had no literary society for mutual mental drill and for improvement in

speaking. As the years have increased, all studies and exercises have become more and more alike. In this the ladies have held more than an even hand. In a comparison extending over many years, and including all branches of study, it has been found that their average standing is two per cent higher than that of the gentlemen. In the matter of speaking on public occasions, it is quite generally conceded that the ladies, as a whole, are more eloquent, if such a thing be possible, than the gentlemen. The gentlemen may display the more oratory, speaking from the head; but the ladies express the more eloquence, speaking from the heart – the source of all true eloquence." [quote from "Life & Sermons of Jonathan Allen", p. 382-383]

Faculty Profiles

Dr. Cecilia Beach

Dr. Cecilia Beach, Professor of French and Director of the Women's and Gender Studies program at AU, currently holds the Hagar Chair in Humanities. This past year, she published four articles and an annotated bibliography, created collaboratively under her direction, in *Les Vies d'André Léo* (Presses universitaires de France, 2014). A volume of essays, which she coedited, also came out in *WIF Studies* (2014). In May 2014, Cecilia presented "Souvenirs de guerre: Literary impressions of the Franco-Prussian War and the Commune in Novels by André Léo and Marie-Louise Gagneur" at the Women in French conference in Guelph, Ontario. Cecilia is currently vice-president of Women in French. During the summer, she spent several weeks in France where she conducted research in Paris and in the Jura on André Léo and Marie-Louise Gagneur. Finally in October, she presented "La foi républicaine in André Léo's novels of exile" at the Nineteenth-Century French Studies conference in Puerto Rico.

Dr. Vicki Eaklor

Professor of History Dr. Vicki Eaklor teaches the WGST core course, "Women in Society," every spring and loves keeping up with changes in the field. She finds the most rewarding part is having the chance every year to introduce new generations to the ideas of feminism, and to learn about current concerns and trends from the students. In April 2014 she participated on a panel, "Teaching LGBTQ Histories: Roundtable on Old Lessons and New Agendas," at the Annual Meeting of the Organization of American Historians, and is currently on the Editorial Board of *The American Historian*, the new magazine of the Organization of American Historians. In the fall she will once again teach the HIST/WGST course, "Queer American History," which she introduced at AU (as "Gay American History") in 1991. Recently she spoke to the Alfred-Hornell branch of the AAUW on "Women and Jazz," a new research topic for her (but an old one in her life; she has been performing jazz since ca. 1968).

Dr. Juliana Gray

This year has been a quiet one, in which Dr. Gray, Associate Professor of English, managed to write some poems and mostly keep up with classes. She has also been doing some humor writing, and has had two pieces published online at McSweeney's Internet Tendency. "As the Token Female Member of This Action-Adventure Team, My Job is to Kick," published on March 3rd, and "Philip Marlowe Attends a Court-Mandated Women's Studies Workshop," published on October 14th, can be found on the McSweeney's website. Both of those monologues are gender-related, so have a look if you're in need of a laugh.

Dr. Larry Greil

In addition to teaching his regular courses like Social Theory and the Sociology of Deviance, Professor of Sociology, Dr. Larry Greil has had an active year in his research on fertility in the United States. This year he published: "Gender Attitudes: Infertility," "Does Fertility-Specific Distress Vary by Race among a Probability Sample of Women in the United States," "Towards a More Inclusive Framework for Understanding Fertility Barriers," "Attitudes toward Motherhood among U.S. Sexual Minority Women," "The Importance of Motherhood and Fertility Intentions among U.S. Women," "Surgical Sterilization, Regrets, and Race: Contemporary Patterns," "Variation in Patterns of Intendedness across U.S. Women's Pregnancies" and, in the press, "Psychosocial and Biological Approaches to Understanding and Treating Adjustment to Infertility." Dr. Greil, presented a paper with Kathleen S. Slauson-Blevins, Julia McQuillan, Karina Shreffler, Katherine M. Johnson, and Michelle H. Lowry entitled "Changes in Attitudes toward Reproductive Technologies among a Probability Sample of US Women" at the annual meeting of the Eastern Sociological Society. Another paper with Stacy Tiemeyer and Julia McQuillan, called "Definite or Ambivalent? First Birth Intentions and Psychological Well-Being" was presented at the annual meeting of the National Council of Family Relations.

Dr. Jennifer Griffith

This academic year, Assistant Professor of Management, Dr. Jennifer Griffith, focused her attention on research regarding sex-based differences in the workplace in four distinct projects. In one manuscript, she reviewed and integrated research from a variety of disciplines in attempting to explain the societally and self-imposed restrictions women leaders face in the workplace, paying particular attention to the interactive effects of confidence and the size and leveraging of professional networks. Along with colleagues at the University of Oklahoma and Central Washington University, Dr. Griffith has also been working to parse out sex-based differences in computer-mediation communication with leaders following an emotionally evocative situation. In another project in the planning stages, she considers a potential cause of the gender pay gap: sex-based differences in job satisfaction and organizational commitment. These research projects are targeted for publication at *Leadership Quarterly* and *Journal of Organizational Behavior*. Finally, in her independent study course, La'najah Curry, an undergraduate in the AU school of business, will soon be conducting one-on-one interviews with faculty and staff to explore the effect of gender on career decisions. In addition to these exciting endeavors, Dr. Griffith once again offered WGST 305: Gender in Organizations during Allen Term.

Laurie McFadden

Laurie McFadden, University Archivist and Librarian, has been working with a student intern to research the history of women in athletics at Alfred University. There will be a special ceremony and alumni memory book featured during Homecoming in the Fall 2015, as well as a website and an online timeline to highlight this part of AU's history. Additionally, Laurie is excited about her upcoming role as the next director of the Women and Gender Studies program.

Dr. Gary Ostrower

Professor of History, Dr. Gary Ostrower continues to teach US history and Western Civ, and teach a number of specialty courses including those on the Arab-Israeli conflict and the Nazi Holocaust. This year is Dr. Ostrower's 46th year on the faculty. Early during his career, he directed the first independent study of women's history taken at AU for credit. It was suggested by the student who did the independent study – Phyllis Monroe '77 (Ostrower guesses that she graduated in 1977). Her independent study provided the foundation for his course History and Herstory: The History of American Women, which became one of the first courses in women's history taught at a college in western New York.

Dr. Hope Childers Teaches New WGST Course in AU's College of Art & Design

By Dr. Hope Childers

This year I am so thrilled to be teaching a brand new Women's and Gender Studies course, cross-listed in Anthropology, which will be offered every spring: Women | Art | History: Feminist Art in a Global Frame. The format is officially that of a lecture-style course, but I encourage students to participate in active discussion and interact as much as possible, following Chandra Talpade Mohanty's assertion that feminist awareness and knowledge are discursive practices – socially constituted and individually realized. To this end, I've invited a number of AU professors and alums to join the class as guests throughout the semester, adding to our ongoing dialogues on feminist and gender-related issues. These range from notions of beauty and ugliness, to self-image, plastic surgery, pornography, motherhood, and nature, to name just a few. It has been thoroughly gratifying for me to see students develop a voice in these conversations, enabled by thoughtful and knowledgeable members of the Alfred community, such as Profs. Gerar Edizel, Robert Myers, Mary McInnes, Kate Dimitrova, and Beth Johnson, and recent graduates Heather Joy Puskarich, Corey Fecteau, and Ana Gauthier.

The class takes as its focus the modern and contemporary period, with a global geographical scope. This allows for a somewhat chronological treatment of feminist history (its "waves") and theory in the first few weeks of the semester, alongside the examination of early 20th-century artists who embraced feminist concerns in their artwork. Students read classics of feminist, art historical, intersectional, and gender theory by luminaries such as Simone de Beauvoir, Trinh T. Minha, Judith Butler, Audre Lorde, bell

Dr. Becky B. Prophet

Professor of Theatre, Dr. Becky B. Prophet, taught a Women's and Gender Studies course, Women in Theatre, this spring. She also adapted two one-acts in the fall and the full length play *Life is a Dream* this spring to have more and very good roles for women.

Dr. Erin Redmond

This Spring, Associate Professor of Spanish, Dr. Erin Redmond taught a course in Women's and Gender Studies, "Framing Gender: Latin American Film." Also, she will be presenting a paper on gender and literary genre at the Latin American Studies Association Congress this May in Puerto Rico.

Dr. Robert Reginio

Last Fall, Associate Professor of English, Dr. Robert Reginio taught a Women's and Gender Studies course "Modernist Women Writers" and continues to serve on the Executive Committee of the WGST program.

hooks, Linda Nochlin, and Lucy Lippard, as well as curatorial essays and artist statements. Thereafter, the course is arranged thematically, with whole weeks that focus on race, idealized beauty standards, global feminisms and difference, ecofeminism, gender identity, LGBTQI issues, and more – all primarily through the lens of art and artists that challenge the gender binary and patriarchal culture. Examples include Hannah Höch, Frida Kahlo, Ana Mendieta, Carrie Mae Weems, Claude Cahun, Amrita Sher-Gil, Ghada Amer, Jenny Saville, Lalla Essaydi, Zanele Muholi, and many, many more. A key aspect of the course is the exploration of increasingly blurred relationships between the arts, mass media, and popular culture.

This semester has been fabulous so far: it is truly exciting to be working with a highly motivated group of women and men who are committed to a deep engagement with often provocative and challenging material. I'm already planning a few changes for next spring, however, such as a bit more time dedicated to discussing relevant philosophical concepts, as well as contemporary representations of men and masculinity – key concepts for a well-rounded feminist practice. Finally, I look forward to having students from outside of the School of Art and Design enroll in the course – there is no prerequisite and, with its broad geographical and media scope, it should hold appeal for students throughout the campus.

Women’s Leadership Center News

AU’s Judson Leadership Center Hires Alumna as New Director

Massachusetts native and an alumna of Alfred University’s class of 2012, Ana Devlin Gauthier, is serving as the new Coordinator at Alfred University’s Judson Leadership Center and the Women’s Leadership Academy as of August 2014.

Gauthier is a 2010 graduate of the Women’s Leadership Academy herself, and graduated from Alfred with a major in environmental studies and minor in communication studies. While a student at AU, she was an orientation guide, a tour guide and a resident assistant who worked as an intern at both the Career Development Center and the Center for Student Involvement. She served two terms as Student Senate President and was president of the Women’s Issues Coalition. As a student representative, she served on the Strategic Planning Council as well as on the Student Affairs Committee of the Board of Trustees. Writing occasionally for the campus newspaper, the *Fiat Lux*, she was also a member in the clubs WILD About Alfred and Passionately Pink for the Cure. Gauthier earned her Master’s in Student Affairs in Higher

Education at the Indiana University of Pennsylvania and worked as Assistant Coordinator for Student Life at Penn State Altoona.

In the WLA, Gauthier worked to establish the first Women’s Conference at Alfred University as her capstone project in 2010, which has had been repeated on campus by academy women almost every year since, with themes such as “Bridging the Gender Gap” (2012) and “SAFE: Safety Awareness and Female Empowerment.” That year, she participated in a leadership conference at Virginia Tech where she said she first discovered her passion for student affairs. For Gauthier, the WLA was a “totally transformational experience” that teaches you to “learn to work with people different from ourselves.”

As the new Coordinator, Gauthier plans to keep the WLA mostly the same as it has been since it was established in 2006. However, there will be some new things happening at the WLA, such as a partnership with athletics to create a leadership program targeting student athletes and a new restructuring of the Gary Horowitz Leadership

Program. Gauthier also wants to make a point to connect cohorts with alumni, saying “it’s important for students to see alumni and what you can do after Alfred.”

This year, she brought in two spectacular women for the Pamela Lavin Bernstein Women of Influence Speaker Series. Melissa Pritchard came in the fall sharing with students her experience about biking around the world. And, in the spring, Zerina Maxwell, a survivor of sexual assault, shared tips on how she found success online writing for Mic on women’s issues and sexual violence.

Next year, the WLC will celebrate its tenth anniversary, which, for Gauthier, will be an exciting time to be Coordinator.

Gauthier is excited to be serving as the new Coordinator for the WLA and has had a lot of help establishing her “professional identity” at Alfred with help from other faculty, namely Mark McFadden and Cathy Woughter. “Who I am and how I exist as Coordinator - the community of support has made the transition from student to professional so much easier,” she said.



Ana Devlin Gauthier, ‘12, stands next to Alfred University’s Women’s Leadership Center on April, 17th. The WLC celebrates its tenth anniversary in the next academic year with Gauthier as its new Coordinator.

(photo taken by Humans of Alfred University)

Spring 2015 WLA Capstone Projects

Now You See Me - Cheyenne Rainford, Sydney Acededo, Nur Amir Hamzah, Nermin Moustafa and Rebecca Esham

Now You See Me was an effort to educate the Alfred community about sexual violence and assault, addressing as many facets of these issues as possible. Cheyenne, Sydney, Nur, Nermin and Rebecca sought to facilitate intelligent discussion of these issues in order to foster a tolerant environment in which to have these conversations and so that what is said can come from a place of understanding instead of ignorance.

Humans of Alfred University - Amanda Maldonado, Sade Moten and Rebekah Tribble

Inspired by “Humans of New York”, Amanda, Sade and Rebekah worked to gather personal stories and blurbs that will overcome assumptions or stereotypes and encourage openness among individuals when choosing friendships. Their photos, reflections and interviews can be found at their Tumblr page: <http://humansofalfreduniversity.tumblr.com/> or on their facebook page, <https://www.facebook.com/HumansofAlfredUniversity>

Women’s Conference 2015 – A.L.L. Inclusive (Athletics, Leadership, Learning) - Courtney Hopkins, Julie Canova and Hannah Lawrence

Hannah Julie and Courtney are continuing the now 5 year tradition of doing a Women’s Leadership Conference. Their conference, entitled “ALL Inclusive” will focus on Athletics, Leadership and Learning, and will bring together student athletes from regional schools for a day of conference sessions and keynotes. Keep your eyes out for this one, which will be coming to Alfred in November, 2015.

Finding a Support System in the WLA

By Cheyenne Rainford



The 2014-2015 cohort of academy women in AU’s Women’s Leadership Academy celebrate in front of the King Alfred Statue in the campus center on February 1st.

(photo taken by Student Affairs)

Everyone needs a support system. By taking part in the Women’s Leadership Academy (WLA) this year, I have gained a wonderful cohort of women who support me both socially and intellectually. To me, that has been more valuable than learning about public speaking, leadership techniques or social change models.

It’s not often that we find someone who can both give and take in a conversation. By this I mean a person who contributes intelligently to the discussion as much as they listen and retain. In the WLA, I have found 10 people who can do this. We are a range of athletes, introverts, student leaders, dancers, artists, right brain and left brain thinkers. Our conversations about women’s rights and feminism are as varied as we are, and there is value in that. If not for the academy, many of us would likely never meet. How amazing, then, that an application and a brief interview process was all it took to bring us together.

One of my greatest weaknesses is saying no. This year, I took over the campus newspaper, enrolled in some dif-

ficult classes, started a new job, tried acting for the first time, worked through a capstone project--strenuous times to say the least. Before long, I found myself drowning in my workload. Though I have managed to sort through it all, I’m not sure I would’ve learned my lesson without my cohort’s guidance. Many of my fellow academy members were struggling with the same problem and, over the course of the year, we have supported each other in learning to say no.

The other academy members and I don’t just talk to each other, we have conversations. We don’t just go to class at 8:15 and forget it all at 9:10, we continue to offer support outside the Judson Leadership Center (JLC). More than all the resume building and skill development, their support has been the most valuable part of my WLA experience. If future members gain anything from the WLA, it should be a solid network of fellow students from whom they can seek advice, support, assistance or just a healthy discussion

Students Reflect on New Course, Women | Art | History

Jason Dearing
Senior, College of Art and Design

I was initially hesitant to take Women | Art | History because I was uncertain if I would feel comfortable with the subject of the course. However, as the class progressed, I found that it was both important and interesting. The class forces everyone to discover and develop their own viewpoints, specifically those that deal with gender and sexuality in the context of modern society. This is achieved through responding to classic and modern literature and participating in engaging class discussions. The course is focused on absorbing and responding to information with a critical mindset.

I feel that the course is essential for students of every gender, particularly men. As we have learned in class, real change can only occur if there are major structural changes in society. Unfortunately, there is a disproportionate amount of male leaders and they are often the perpetrators of oppression. We need to educate the male population to bring about change. In this class, I have learned how my male privilege affects those of other genders. Being confronted with these realities and hear-

Lilly Rodriguez
Senior, College of Art and Design

My experience in the Women's Art History class this semester has far surpassed the discourse I expected to have and the awareness I expected to gain. I could not have asked for better timing for this class to run, as it directly pertains to the topic of my honor's thesis, which I am working on this semester. The core of my thesis deals with art and feminism; how women deal with traumatic issues that result from a patriarchal society, how they find catharsis and healing through their artwork, and how this speaks to the experiences of past and present women artists. The course was the main source for research on the artists I focused on in my thesis. As my personal artwork is a large part of my thesis, Women | Art | History informed what I do in my art practice, which deals with feminist issues and my place as a woman artist in a patriarchal system.

Not only did I learn about a wide range of contemporary women artists that my previous arts education had failed to expose me to, but I was part of comprehensive in-class discussions on crucial and controversial topics relating to feminism, gender identity, LGBTQI issues and many other current subjects that are being addressed in many settings around the world. Classes like the Women's Art History class should be required for all students. It is necessary to expose as many people as possible to the gender inequalities that our

ing from other students, particularly women, has given me more of an inclination to acknowledge the problems to which I contribute and try to resolve them.

Furthermore, I think this class is very beneficial for artists. In today's society almost all of our information is communicated visually. As creators of visual information, artists have a responsibility to understand how images affect and shape the society around them. We learned

that art can be a vehicle for underrepresented minorities to voice their opinions and inspire change. On the other hand, we have also seen how artists, particularly those involved in advertising and popular media, can negatively impact minority groups and tarnish their efforts.

This class has helped me grow as an artist, as a man, and as a member of society. Actions are important, but real change can only occur when people also acknowledge and critically examine their standpoints, which, in my opinion, is what Women | Art | History aims to do.

culture, and cultures around the world, face so strongly in current times. The class became an excellent setting for discussions on these topics, and often generated discourse beyond what was discussed in class texts.

As a woman in the class it can be hard at times to see, in a condensed view, all the possible setbacks and troubles one can face as a female in today's society. However, this class not only provides hope and possible solutions for change, but also showed examples of women artists in similar situations to myself (and many of the women in the class) who were able to overcome their own patriarchal hindrances and succeed as artists. It has been an informative and empowering experience, and the fact that it is a course focused on women's studies does not seem to deter the male students from actively participating and offering their opinions. It is a class that

is open to a wide range of discussions that often do not happen elsewhere, but should be a part of every student's curriculum. As we have discussed in this class, the first step to positive change is awareness of the problems surrounding us, and this course provides many opportunities for realization and understanding.

This class has helped me grow as an artist, as a man, and as a member of society.

...Women | Art | History informed what I do in my art practice, which deals with feminist issues and my place as a woman artist in a patriarchal system.

Gender In Turkey: What I learned in Study Abroad at Alfred

By Jae Kim

Last summer, I participated in Alfred University's summer program "Crossroads of Civilization" in Turkey, a study abroad program consisting of courses and travel over a month long period. Classes ranged from Culture in Film, to Turkey in International Politics. Apart from what we learned in the classrooms, I observed Turkey's traditional gender roles while taking these courses and visiting different parts of the country.

In recent news, there has been a great deal of attention on the issue of violence against women in Turkey following the brutal rape and murder of a university student by a bus driver in Istanbul. Even the Turkish Islamist party, the AKP, has vocalized their concerns about the issue and has committed the government to resolve to the problem. While the incident was disturbing, it also shows the progress made when looking at Turkish history. Turkey was formally a secular republic since the Caliphate was abolished in 1924, but because the overwhelming majority of the population is Muslim, the country's gender roles are heavily influenced by the codes of the Islamic religion.

In accordance with Islamic law, all women on the trip had to cover their heads and exposed body parts, such as arms and legs, when entering any mosques. There were certain parts of the mosque women could not set foot in because they were places reserved for men. My initial thoughts were "How sexist!" but realized that our cultural norms and views of equality are different from those in other cultures. That is something I had to keep in my head the whole trip in Turkey.

Turkey is still very much a patriarchal society, and gender equality is a work in progress. This is, in part, due to the fact that the majority of Turkish people live in rural areas and their education is lacking. There have been efforts to involve women more in politics, even within AKP. Women are gaining greater public prominence which has generated a growing debate about gender roles throughout the country. On one hand, Turkey's President, Erdogan, criticizes feminism for "rejecting the concept of motherhood" and has stated

that complete gender equality is against nature, which certainly hinders social progress. On the other hand, these sentiments equally inspire more urban, secular women to organize and mobilize in favor of women's rights. Particularly with the rapidly expanding use of social media, there is an increased awareness about gender inequality.

During our stay in Turkey, gender inequality did not seem prevalent to us because we spent most of our time at the secularist Isik University campus and in the more modern, central neighborhoods of Istanbul; the only minor gender problem we dealt with was the outrageous amount of cat calls on the streets. However, when we visited more outlying areas such as the old Ottoman-era capital city of Bursa, we noticed how much more conservatively the women dressed. On one hot day in July, many women in Bursa were covered fully from head to toe. I even saw a couple of women wearing burqas. As we walked around the city with our group, some of the local people were staring at us because the women, including myself, wore shorts and tank tops, which is what we believed to be normal summer attire. Normal, however, is defined differently by the Turkish people. Despite our transgression, nobody gave us a hard time about it. On the contrary, everybody we talked to was friendly and helpful. They undoubtedly saw us as another group of foreigners who weren't expected to uphold Turkish traditions.

One important thing to note is that women in Turkey who wear headscarves do so out of choice rather than force, as it is often portrayed in mainstream western media. Many women from Muslim and Middle Eastern traditions feel empowered by covering up as a religious or cultural sign of modesty and to emphasize her mind and soul rather than her outer beauty. Additionally, women who are covered up are seen as devout and proper and experience less harassment than women who choose not to cover up.

Though we experienced much of the local culture and interesting historical sites, we didn't experience much in the way of serious gender issues that wom-

en in Turkey face on a regular basis. We were foreign tourists and were therefore treated differently from local women. Additionally, our travels in Turkey took us mainly to well to-do and middle class metropolitan areas where people from very different cultures and customs have long adjusted to living together and tolerating each other's differences. For me, the biggest take away from this trip was that our version of feminism and our expectations about women's rights are not the same for all women in different parts of the world. To bring progress of gender equality, we must respect and empathize with the cultural environment of different women and their definition of equality.