



The Center for the Study of Gender & Sexuality at New York University

W I N T E R 2 0 0 1

Letter from the Director



Within days after the September 11 disaster—in the midst of the unfolding horror of destruction and war, and about a mile from Ground Zero—the CSGS held a meeting on the gendered and sexualized dimensions of the emerging events. We knew that over

the past three decades there had been vibrant feminist and queer analyses of violence, war, globalization, nationalism, and citizenship, but we had seen next to no analysis in the media or on the Internet about gender or sexuality in the current crisis. Yet it was clear that assumptions about gender and sexuality thoroughly shaped coverage of the worldwide situation. One of the first things we were told about the Taliban was that they “enslave” their “girls and women.” Those responsible for the destruction on September 11, according to Jerry Falwell on Pat Robertson’s show, included feminists, homosexuals, and those who support abortion rights. If even President Bush distanced himself from that particular explanation, it was clear that the disaster tapped into deep and fundamental assumptions about women and men and the normal American way of life.

We at the meeting—a group of students, faculty, staff, and visiting scholars—had seen very traditional images of heroes over and over: those brave firemen rescuing the

If the Taliban’s treatment of women is “medieval” ...then how can they wreak such havoc on our modernity?

vulnerable and needy. (In the special edition of a glossy newsmagazine published days after the disaster, women stared in horror, men charged into the rubble.) The sexually active gay men among us couldn’t donate blood. We knew that soldiers would eventually go to war—the soldiers who weren’t asked and didn’t tell, that is, and didn’t get caught in the noose of the policy on gays in the military. In our meeting we worried about the lessening of our hard-won civil liberties, and we recognized how citizenship is profoundly gendered and sexualized.

We wondered about the effects of terror, the fact that more and more people feel they must tread lightly. Many say they now know how vulnerable women, or gay men, or African Americans, or Israelis, or Palestinians, or immigrants, feel. We asked what might be gained by this recognition, and what might be lost. Do we learn empathy? Is it important to differentiate varied forms of violence?

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Heller Leads the Way

NYU alumna Joan Heller realized when she graduated in 1946 from Washington Square College (now the College of Arts and Science at NYU) that there were few scholarships available for graduate students, let alone for those interested in studying gender and sexuality. When she couldn’t find ways to continue with her studies, she embarked on what became a long and successful career in marketing and advertising. Years later she received news from her alma mater: a new program called The Center for the Study of Gender and Sexuality had been established.

“I thought, oh my goodness, my old college is finally doing something of interest to me!” joked Heller, who left New York in

“Non-traditional donors like myself have long awaited an area to support,” said Heller.

1978 and now lives in Cape Neddick, Maine, with her partner Diane Bernard. She was thrilled to hear that Department of English professor Carolyn Dinshaw had created a center which would house a program in Gender and Sexuality Studies involving other academic institutions throughout the New York area. She decided to give the Center its first major gift.

The CSGS is “such a significant and needed cutting-edge program,” said Heller, who has seen nothing else like the Center. Heller found the Center to be unique particularly in its attempt “to broaden the study of gender and sexuality to other curricula.” This interdisciplinary approach, she thinks, will draw in students from diverse areas of interest who would otherwise not be contributing in the area of Gender and Sexuality Studies.

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Comings and Goings at CSGS

Rabab Abdulhadi joined the CSGS faculty in the fall of 2001. She completed her doctorate in Sociology on "Palestinianness in Comparative Perspective: Inclusionary Resistance, Exclusionary Citizenship" (Yale University, 2000), and taught last year at the American University in Cairo, Egypt.

Bernadine Cidranes has been in New York City for two years, coming from New Orleans, LA. At CSGS since January 2000, Bernadine works as an administrative aide for the Center.

Ailsa Craig is a PhD student in Sociology who works as a teaching assistant at the CSGS. She hails from Canada.

Carolyn Dinshaw moved to NYC in 1999 in order to found the CSGS. A medievalist by training, she is a member of the English Department faculty in addition to Director of the CSGS.

Meghan Falvey is a graduate student in the Sociology program at NYU. She is a teaching assistant for "Introduction to Women's Studies" this semester.

John Fanning left sunny San Francisco to come to New York and join the Center staff in the fall of 2000. A filmmaker and videomaker, John's responsibilities include overseeing the Center's event programming.

Gerard Ferguson is excited about teaching the "Sex, Lies, and Videotape: AIDS History, Politics, and Policy" course for CSGS. Brooklyn-born, he commutes from his current home in Washington, D.C.

Former Assistant Professor/Faculty Fellow **Rhoda Kanaaneh** bid NYU and CSGS adieu this September, moving to Florence to accept a position as the Jean Monnet Fellow in the Mediterranean Program at the European Institute. Rhoda will spend the year working on her book manuscript about Palestinian men who volunteer to serve in the Israeli army.

Richard Kim is a graduate student in the American Studies Program. He writes frequently on sexual politics and popular culture for *The Nation* magazine, where he is also the Internship Director. Richard is the teaching assistant for Professor Ferguson's "Sex, Lies, and Videotape" course.

Ricardo Montez currently moves through life as a doctoral student in the Department of Performance Studies at NYU. Recently hired as Managing Editor of *GLQ*, a quarterly journal housed at the Center, he aspires to one day be as fabulous as those who surround him at CSGS.

Lyra Monteiro is a native of the small town of Bellingham, Washington, and is enjoying her second year of life in NYC. She is majoring in Anthropology and Classics and keeps herself busy at CSGS coordinating the faculty search and maintaining the Center's databases.

Meredith Raimondo is teaching "Sex, Gender, and Globalization" this semester. She is a postdoctoral fellow in Women's Studies at Barnard College.

Joe Roumeliotis joined the Center staff by his own free will in September of 2001. He occupies his time at CSGS maintaining the brand-new website and producing the Center newsletter.

Vanessa Saavedra is a Long Island native and a transfer student here at NYU. She is happy to be a part of the CSGS as a work/study staff member.

Penny Saunders, a Latin American specialist from Down Under, returns to CSGS this spring for a second teaching of her course "Sexual Rights, Sexual Wrongs: Sexwork, Pornography, and Other Controversies." A big hit last spring, the course is being offered again to accommodate the many students who were not able to get into Penny's filled-to-capacity class.

David Valentine, who earned his doctorate at NYU in Anthropology, returns to campus this spring to teach a special topics course at CSGS entitled "Transgender: Histories, Identities, Politics." David is currently a member of the Anthropology Department at Sarah Lawrence College.

Former CSGS graduate assistant and *GLQ* Managing Editor **Sel J. Wahng** is currently a Consortium for a Strong Minority Presence in the Liberal Arts (CSMP) Dissertation Fellow and Scholar-in-Residence in the Women's Studies Program at Southwestern University outside Austin, Texas. Sel will be teaching the course "Queer Studies and Visual Culture" in Spring 2002, and is completing a dissertation entitled "The Illogics of Masculine Identification: Gender, Trauma, and Spatiotemporal Reorganization."

Tread Lightly! Teaching Gender and Sexuality in a Time of War



By Rabab Abdulhadi

Relocating to New York at the end of August, I was excited to join The Center for the Study of Gender and Sexuality, engage in curriculum development, meet new colleagues at NYU, and enjoy the vibrant diversity of New York City.

A couple of weeks later, leaving Egypt meant more than missing colleagues and students at the American University in Cairo. My initial excitement was now overtaken by a new reality: "treading lightly" became the motto for those of us thought to be "different" by virtue of a certain accent, an "unusual" name, or clothing that makes it impossible to escape exclusion and guilt-by-association. How do we carve a safe space for ourselves and our students? How do we teach about gender and sexuality in a time of war?

Safe spaces were hard to find. In the "Introduction to Women's Studies" classroom, treading lightly appeared to be the behavior of choice for students and instructor alike. Struggling with the instability of displacement and post-

traumatic stress, NYU students reminded me of my Women's Studies students in Palestine, with road blocks and ID checkpoints standing between them and the classroom.

Learning about the historical context of the emergence of Women's Studies (scheduled as a class topic for September 11th but too abstract for the moment) was mediated by a discussion of the gendered and sexualized dimensions of the WTC attack. Seeking to restore a sense of normalcy seemed only possible by teaching about histories, geographies, and lives in distant lands and close neighborhoods alike.

For the students, understanding and contextualizing the lives and experiences of women and men in different parts of the world were no longer seen as purely intellectual exercises. Not unlike their peers around the world, especially in war-torn communities in Africa and the Middle East, NYU students now have to confront the arduous task of theorizing their own lives.

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Who Owns Gender?

From recent books on cross-gender identification to activism around gender presentation in the workplace, “gender” has been politically and intellectually recharged. But does “gender” mean the same thing in all contexts? How does it differ from the newly emergent “transgender”? To address these issues and many more, on Thursday, February 7, 2002, CSGS will convene “Who Owns Gender?,” a panel moderated by Carolyn Dinshaw with Judith Butler (UC Berkeley), Vernon Rosario (UCLA Neuropsychiatric Institute), and NYU faculty members Carol Gilligan, Don Kulick, Emily Martin, and Tricia Rose. Dinshaw recently discussed the event with Richard Kim, a graduate student in the American Studies Program at NYU.

Richard Kim: What's the inspiration for this panel? And why is CSGS organizing it at this particular moment?

Carolyn Dinshaw: The panel originally came about because of an email I saw last year from a student group at Rutgers announcing the “First Annual Gender Conference.” Knowing Rutgers’ long history in Women’s Studies and Gender Studies, I was intrigued. What was behind this claim? “Gender” in this case must have meant something different from what it meant, say, 20 years ago. I saw the announcement on a queer e-list, and I guessed that some sense of queer gender was operating, a notion differentiated from other concepts of gender.

Several years before, I had been struck by something that happened in one of my classes on the history of sexuality. We began with a document from London in 1394, the deposition of a male transvestite prostitute caught in the act and telling all to municipal authorities. He tells how women taught him to dress and act like a woman, have sex like a woman, etc. At the end of the course, someone wrote that they wished there had been at least some coverage of transgender. Does “transgender” only mean “post-Stonewall”? What is “transgender” if not that old concept of “socially constructed gender” that feminism taught us long ago? Is the student’s usage just generational? Why wasn’t my male transvestite prostitute visible as transgendered?

RK: It looks like there are several different genealogies of gender at work here. What do you see as at stake, then, in the question, “Who Owns Gender?” particularly for feminism?

CD: It seems that a notion of gender that we might call transgender or queer gender was released by analyses of heterosexuality in books like Butler’s *Gender Trouble*. And since the subtitle of that book is *Feminism and the Subversion of Identity*, it’s not a surprise that it should have an impact on feminist theories of gender. How, exactly, transgender differs from gender—in denotation, in connotation, strategically—is something I’d like to hear about at the panel. The racialization of these terms is another thing I’m very interested in pursuing.

RK: Will the panel explore these new (and old) uses of gender in relation to academic institutionalization, politics, or theory?

CD: It’s all these questions rolled into one. It’s clear to me “gender” is newly politicized as a term these days, from GenderPAC, the national gender organization that holds lobby days, to NYAGRA (the New York Association for Gender Rights Advocacy). GenderPAC’s Executive Director, Riki Anne Wilchins, pursues a “‘post-identity’ vision of politics,” and she cites Foucault and Butler as her foundations. Obviously, the political and the theoretical are inseparable, and we’ll talk about the theoretical bases of these political uses of gender as well as the more academic uses of gender these days—some of which proceed directly from feminist-focused sources and some of which are derived more immediately from analyses of heterosexuality and queerness.

Queer Evidence

On Thursday, November 15, The Center for the Study of Gender and Sexuality and the Fales Library presented a workshop, “Out of the Past: Reconstructing Queer Lives from Historical Evidence.” The program formally announced the acquisition of John Addington Symonds’ copy of Walt Whitman’s *Leaves of Grass*. Symonds read this copy and heavily annotated it as he prepared for his famous essay in which he proposed that Whitman was an “invert”—late 19th-century parlance for a homosexual. Symonds’ annotations may well be the earliest “fossil evidence” we have of a self-acknowledged queer reading. Symonds himself was an early homosexual rights advocate who assisted Havelock Ellis in finding “inverts” for his volume on homosexuality in *Studies in Sexuality*.

Guest speakers at the workshop were independent scholar Jonathan Ned Katz, Wesleyan University’s Henry Abelove, Marvin Taylor of NYU’s Fales Library, and Lisa Duggan of the Department of History and the American Studies Program at NYU. Workshop participants examined rare books, manuscripts, correspondence, and other primary historical and literary resources in search of understanding the experience of queerness, gender, and sexuality in different historical periods. The workshop drew on the considerable resources of the Fales Library’s Victorian literary collections and the post-1975 Downtown New York avant-garde collection. The event was made possible by a grant from Dean Catharine Stimpson of the Graduate School of Arts and Science. (Marvin Taylor)

Marvin Taylor is Director of the Fales Library and Special Collections at NYU’s Bobst Library.



*Marvin Taylor presents a rare copy of Oscar Wilde’s *Picture of Dorian Gray* for inspection at the *Queer Evidence* workshop, co-sponsored by CSGS and the Fales Library at NYU. Co-panelists seated behind Marvin are Wesleyan University’s Henry Abelove, independent scholar Jonathan Ned Katz, and NYU’s Lisa Duggan.*

Women of Color Forum

On November 8th, the Office for African American, Latino, and Asian American Student Services (OASIS) and CSGS presented “Where’s the Color in Women’s Studies?” Women’s Studies Director Carolyn Dinshaw and Professor Rabab Abdulhadi provided a historical context to the discussion and elaborated on how dialogues like this echo the evolving landscape of Women’s Studies, particularly at NYU. Many in attendance voiced how their individual, cultural, and historical experiences complicate the struggle toward building a personal and political solidarity among diverse women’s communities.

This program was part of the OASIS Women of Color Forum series. This series was created in response to the need for women of color from diverse



Save the Dates—Spring 2002

We are still adding events to our spring calendar. For the most current information, log on to www.nyu.edu/fas/gender.sexuality.

Tuesday, February 5, 12:30 p.m. - 1:45 p.m.

CSGS Lunch Series for the Presentation of New Research:

Professor Rebecca Karl, NYU Department of History

The Violence of the Everyday in Early Twentieth Century China

Lunch will be served; attendance limited to 20. RSVP to Bernadine Cidranes (bernadine.cidranes@nyu.edu, 212.992.9540).

CSGS Conference Room, 285 Mercer Street, Third Floor

Monday, February 18, 7:00 p.m. - 8:30 p.m.

"Lesson Plans" Pedagogy Workshop

Master Class on Teaching Audre Lorde

Presented by CSGS and CLAGS at CUNY; for more information or to RSVP, please contact CLAGS at 212.817.1955 or clags@gc.cuny.org.

Graduate Center at CUNY, 365 Fifth Ave., Ninth Floor

Monday, March 18, 7:00 p.m. - 8:30 p.m.

"Lesson Plans" Pedagogy Workshop

Master Class on Teaching Foucault

Presented by CSGS and CLAGS at CUNY; for more information or to RSVP, please contact CLAGS at 212.817.1955 or clags@gc.cuny.org.

Graduate Center at CUNY, 365 Fifth Ave., Ninth Floor

Thursday, February 7, 7:00 p.m. - 9:00 p.m.

Who Owns Gender?

A panel discussion moderated by CSGS's Carolyn Dinshaw, with Judith Butler, Carol Gilligan, Don Kulick, Emily Martin, Vernon Rosario, and Tricia Rose

Event will take place at an NYU site to be determined.

Tuesday, March 5, 12:30 p.m. - 1:45 p.m.

CSGS Lunch Series for the Presentation of New Research:

Professor Arnold Grossman, NYU Department of Health Studies

The Lives of Queer Youths: Charting Developmental Sexual Identities

Lunch will be served; attendance limited to 20. RSVP to Bernadine Cidranes (bernadine.cidranes@nyu.edu, 212.992.9540).

CSGS Conference Room, 285 Mercer Street, Third Floor

Thursday - Friday, March 21 - 22

Facing Disability: Embodiment, Representation, & Rights

A conference co-sponsored by The Center for Media, Culture, & History and CSGS.

Various NYU locations; for more information, please call 212.998.3759 or visit www.nyu.edu/gsas/dept/media.

Tuesday, April 9, 6:30 p.m. - 8:00 p.m.

Professor Dennis Altman, LaTrobe University, Australia

Sexual Communities, AIDS, and Globalization

A lecture and discussion with Professor Altman, a leading scholar of politics, sexuality, and HIV/AIDS, and newly-elected

President of the AIDS Society of Asia and the Pacific
Fales Library, Elmer Holmes Bobst Library,
Third Floor, 70 Washington Square South

Thursday, April 11, 12:30 p.m. - 1:45 p.m.

CSGS Lunch Series for the Presentation of New Research: University of Massachusetts doctoral candidate and CSGS Affiliated Scholar Lynn Comella

Selling Pleasure at Toys in Babeland: Political Ideals, Retail Strategies, and An Ethos of Sexual Well-Being

Lynn Comella is a 2001-02 Dissertation Fellow in the Social Science Research Council's Sexuality Research Fellowship Program.

Lunch will be served; attendance limited to 20.

RSVP to Bernadine Cidranes (bernadine.cidranes@nyu.edu, 212.992.9540).
CSGS Conference Room, 285 Mercer Street, Third Floor

Ongoing at The Center

For additional information on all our events, please see the CSGS Calendar on page four, or visit www.nyu.edu/fas/gender.sexuality.

CSGS LUNCH SERIES—In Spring 2001, CSGS launched its Lunch Series for the Presentation of New Research, a forum for discussing works in progress. During the Series' first semester, Bill Mihalopoulos, an NYU doctoral candidate in History, spoke on licensed prostitution in early modern and modern Japan. Fanny Ambjornsson and Ingeborg Svensson, visiting graduate students from Stockholm University, discussed their dissertations on, respectively, heteronormativity among adolescent girls and gay male death rituals. Both Ambjornsson's and Svensson's projects are part of a larger Swedish academic project titled "Heteronormativity: An Ethnographic Approach."

The Fall 2001 semester featured a CSGS visiting scholar and two NYU graduate students. Dr. Diana Leonard, a sociologist of education at the University of London, presented her research on the dilemmas of women doctoral students. Jane Rothstein, a doctoral candidate in the departments of History and Hebrew & Judaic Studies, talked about her dissertation on early 20th-century American Jews and their approach to Judaism's menstrual laws. Finally, Patrick McCreery, a doctoral candidate in the American Studies Program, presented work from his dissertation on Anita Bryant's anti-gay rights crusade in Miami. We look forward to three new and exciting presentations in Spring 2002. (*Jane Rothstein*)



"Miami Vice: Anita Bryant, Gay Rights, and the Discourse of Child Endangerment": Patrick McCreery, of NYU's American Studies Program, presented his research at a Lunch Series meeting this fall.

The Lunch Series is supported by the Social Science Research Council's Sexuality Research Fellowship Program (SRFP), with funds provided by the Ford Foundation, and coordinated by Jane Rothstein, who was a 2000-2001 SRFP dissertation fellow.

LESSON PLANS—Should one come out in the classroom? How does one prepare a syllabus for an LGBTQ course—or put LGBTQ material into a standard course? Are there proven ways to encourage students to move beyond personal anecdotes in class discussions? How can one foster productive dissent in the classroom? These are some of the questions around which NYU's Center for the Study of Gender and Sexuality and CUNY's Center for Lesbian and Gay Studies organized a monthly series of pedagogy workshops for college teachers at all levels.

CSGS's Carolyn Dinshaw and I created the workshop—called *Lesson Plans*—to provide an opportunity for academics to share strategies for teaching. Though we had more than 30 years' classroom experience between us, we realized how seldom we had occasions to discuss what should be the core concern of our profession: good teaching. Even more rare were the spaces to exchange pedagogical ideas with colleagues teaching about gender and

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Interview with an Alumna

Former NYU student Becky Dell'Aglio is Director of the Women's Rights at Work Project at Citizen Action of New York. She spoke with Newsletter Editor Joe Roumeliotis about her current job, and her experience as a Women's Studies and Psychology double major at NYU.

Joe Roumeliotis: What is the goal of the Women's Rights at Work Project?

Becky Dell'Aglio: Women's Rights at Work is a sexual harassment and gender discrimination outreach and education project. It is our goal to serve women in the NYC area who are currently experiencing these sorts of problems at work. We also conduct preventative workshops for people about to enter or re-enter the workforce so that they can understand their rights in the workplace.

JR: What is your "job description," so to speak, at Citizen Action?

BD: I run our toll-free (bi-lingual, English and Spanish) helpline for women experiencing sexual harassment and gender discrimination on the job. I organize our monthly legal forums where helpline callers can learn their rights in the workplace and how to file a claim with the EEOC or NY State Division of Human Rights. I also conduct many of our workshops.

JR: How does WRW fit into Citizen Action of New York?

BD: WRW is a project of CANY. CANY is a statewide membership organization that works on issues of social, racial, and economic justice. CANY's other projects include the Coalition for After School Funding, a health care campaign, and Clean Money-Clean Elections.

JR: Would you tell me about a particular classroom experience you had that has stuck with you?

BD: I had numerous classroom experiences that stuck with me. I guess my first Women's Studies class ("Introduction to Women's Studies") as a freshman is the experience that has stuck with me the most. I recall hearing an older student identify herself as a feminist and being shocked at such an admission. As far as I was concerned the word "feminist" was a curse, something no one would openly identify as. Now I find this idea somewhat hilarious, considering that I am, of course, a proud, loud, self-proclaimed feminist.

JR: What was a favorite book you read in a Women's Studies course?

BD: Wow, a favorite. That's going to be a hard one. I would say anything by bell hooks would make it onto my favorites list. She writes intelligently, beautifully, and simply. She could not be more accessible or more brilliant. She is an absolute inspiration to me. *This Bridge Called My Back* and *Making Face, Making Soul* are also favorites introduced to me as a Women's Studies student that have helped prepare me for the work I'm doing now.

JR: Did you have an internship while in the Women's Studies program? If so, what was it and how did it prepare you for the "real world"?

BD: I actually interned for WRW while I was an undergrad at NYU. I think there is often a gap between academia and activism, and having a Women's Studies-related internship while completing coursework helps a student fill this gap on her own. Working in the "real world"—on issues related to coursework—gives students a perspective on what they are currently studying that they would not be able to gain elsewhere.

JR: Are there opportunities for students to intern, volunteer, or work at Citizen Action, specifically on the WRW project?

BD: Yes! We love motivated interns and volunteers who are committed to women's rights and worker's rights issues. Currently our internship is for credit only. This internship is a wonderful experience because interns are given a good deal of responsibility and freedom to contribute to the project.

For more information on Women's Rights at Work and Citizen Action of New York, including internship and volunteer opportunities, visit www.citizenactionny.org.

Students' Forum

WOMYN'S CENTER—The Womyn's Center is a feminist activist student organization. We have been off to a slow start this year as many of our members are involved in anti-war efforts and other activism around the city. We do, however, have several events planned for the rest of the year. Last week, we had a discussion on reproductive politics within and outside of the U.S. and made appreciation cards for abortion providers. Future fall events include a lecture/teach-in on women and war, a poetry/spoken word/open mic night, and a discussion on transfeminism. Spring events include Take Back the Night, a three-day conference, and several smaller events. Throughout the year, we attempt to confront the multiple oppressions of race, gender, class, and sexualities, recognizing that being a trans-inclusive, anti-racist organization requires a lot of ongoing work on many subtle levels. We meet on Wednesdays at 6:30 p.m. in the 8th floor lounge of OSA.

(Namita Chad)

QUEER UNION—Queer Union (QU), the all-university LGBTQ social/political group, is forever finding ways to balance two basic objectives. First, to dare bolder initiatives and achieve new forms of activism on campus with which to educate the student body on NYU concerns; and second, to create a safe, supporting, and inclusive space at our club meeting each week and at other events. Examples of these two ambitions can be found in the Queer Takeover of Coles Gym, for which QU's meeting space and list-serve were utilized, and in one of QU's contributions to Pride Month, "All In The Family," a discussion on same-sex adoption featuring a local gay couple who adopted. The Takeover created controversy within QU regarding the most effective methods to educate others on LGBTQ issues and concerns. These are subjects that will no doubt be debated further this semester. "Family" enabled students to pause for a moment from the hectic pace of college life to consider the very real possibility of one day raising children with a significant other, while at the same time learning about the many obstacles involved. Queer Union general meetings occur every Wednesday at 7:00 p.m. in room 305 of the Student Events Center (located at 5 Washington Place). Any questions or comments may be emailed to queer.union.club@nyu.edu. *(Marc Pelka)*

NYU NOW—An NYU chapter of the National Organization of Women has started on campus and held its first meeting on Tuesday, October 23rd. Senior Rachel Goodman began NYU NOW, which she felt was much needed on a campus composed 60% of women. NYU NOW's agendas include reproductive rights, anti-violence, anti-racism, the Equal Rights Amendment, and providing staffing for NYU's Rape Crisis Center. The focus of NYU NOW is grassroots activism and the education of the NYU community on gender equality. The group meets Tuesdays at 6:30 p.m. in room 407 of the Student Events Center, and all women and men are encouraged to join. *(Jessica Wakeman)*

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RK: Do you think it's possible that if transgender (along with, say, the study of heterosexuality and masculinity) opens up some new possibilities, it's because it crystallized one aspect of feminist critique?

CD: Yes, that's what I was trying to get at. It may have crystallized one aspect of feminist critique, and it may have benefited from critiques of feminism. It may have benefited from intersectional analyses that show us how various social formations depend on and deploy one another. Gender may have emerged as newly powerful now because we understand its implication in other formations.

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We reflected on whether we can appeal to a general and universal concept of humanity—it seems so politically and emotionally crucial now to do so—without in actuality benefiting only one kind of person.

We raised questions, and we didn't have answers. But the profound sense that something had changed was heavy in the room. Even our sense of time itself has been altered: if the Taliban's treatment of women is "medieval," as has been claimed; if, indeed, Afghanistan exists in the Middle Ages, as Diane Sawyer remarked in a "20/20" program back in 1996; if Osama bin Laden's network is "primitive," then how is it that they can wreak such havoc on our modernity? Why isn't history proceeding according to our Western clock? The way many Americans have up until now felt time moving forward in the world has been radically shaken.

It appears that nothing will be the same after September 11. But I have been heartened by discussions such as ours at the CSGS—by the widespread search for new ways of thinking. I invite you to respond by emailing us at gender.sexuality@nyu.edu.

Carolyn Dinshaw

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A portion of her gift will establish two scholarships for NYU students in Gender and Sexuality Studies. One will be awarded to an undergraduate student in the program. The other, the Joan Heller Dissertation Award, will support a graduate student working in the interrelated fields of Gender and Sexuality Studies. This award addresses a problem she experienced when she left NYU: a support system for graduate study that was weak at best. While she believes that the prospects for graduate students have improved greatly since she was a student, she thinks that more can be done to support students who are eager to continue their studies beyond the undergraduate level.

Heller sees the CSGS as a singular opportunity not only for students but for donors as well. "Non-traditional donors like myself have long awaited an area to support," she said. She had been frustrated by the lack of like-minded educational organizations to support before she learned of the new NYU program. The CSGS and its students are certainly grateful that Joan Heller chose to support our work. *(Joe Roumeliotis)*

Student Awards

Thanks to the generosity of NYU alumna Joan Heller, the following two awards will be presented in Spring 2002:

\$1000 Joan Heller Scholarship

awarded to an NYU undergraduate student majoring in Gender and Sexuality Studies;

and

\$500 Joan Heller Dissertation Award

presented to an NYU graduate student working in the interrelated fields of Gender and Sexuality Studies.

For application materials, please call 212.992.9540
or email gender.sexuality@nyu.edu.

sexuality. Dozens felt the same need. From graduate student teaching assistants to full professors, scholars from private and public institutions responded.

Now, after four semesters of intense and fruitful exchange and debate, *Lesson Plans* will move to a new level. Beginning in Spring 2002, we will invite outstanding teachers to offer master classes in teaching a particular author or text important to Gender and Sexuality Studies. What are some approaches to teaching Foucault or Lorde or Butler? How about queer Shakespeare or Whitman? We look forward to this new series—and invite your suggestions for topics and speakers. (Alisa Solomon)

Alisa Solomon teaches at Baruch College and the Graduate Center, CUNY. She is the Executive Director of the Center for Lesbian and Gay Studies (CLAGS) at CUNY.

GLQ—*GLQ: A Journal of Lesbian and Gay Studies* is housed at the CSGS. Carolyn Dinshaw and I founded the journal, whose first issue appeared in the fall of 1993.

Published by Duke University Press, *GLQ* is the premier journal in the field of lesbian, gay, and queer studies. Ranging throughout the disciplines of the humanities and social sciences, it brings together new research into sexuality, gender, and politics around the world and throughout history. Individual articles and entire issues are regularly honored with academic and community prizes.

We look for original and edgy work. We try to move the field of queer studies in new directions. We like to shake up conventional assumptions. Even scholarship that thinks of itself as transgressive may tend to settle into an orthodoxy; *GLQ* resists that tendency. Whether it is a special issue on Transgender Studies or Transnational Sexuality, an article on the sexual politics of American music or the uses of the word “gay” in Thailand, the translation of the manifesto for a lesbian activist organization in Mexico, a defense of interracial sex, or new documents for the history of sexuality in medieval London or 18th-century Paris, *GLQ* is always full of surprises.

Forthcoming are special issues on international queer tourism and on the intersection of queer studies and disability studies, as well as articles on Proust’s

Jewish closet, the rise and fall of postwar Detroit’s Prophet Jones, male homosexuality in Revolutionary Russia, and contemporary lesbian writing in China. (David M. Halperin)

David M. Halperin is founding co-editor, with Carolyn Dinshaw, of *GLQ*. He teaches at the University of Michigan at Ann Arbor. For a subscription or more information about *GLQ*, please email Managing Editor Ricardo Montez at glq.journal@nyu.edu.

BEYOND NYU—The CSGS co-sponsors programs with local, regional, and national organizations. Past highlights include our participation in “Fever in the Archive,” an exhibition of AIDS activist videos at the Guggenheim Museum in December 2000: the CSGS organized a panel featuring activists, videomakers, and scholars Douglas Crimp, Jean Carlomusto, Ann Cvetkovich, Alexandra Juhasz, and Gerard Fergerson. Fergerson went on to develop a CSGS course for Fall 2001 entitled “Sex, Lies, and Videotape: AIDS History, Politics, and Policy.”

We have sponsored programs at MIX: The New York Lesbian and Gay Experimental Film/Video Festival and at Ocularis in Williamsburg, and are always on the alert for future projects. (Carolyn Dinshaw)



Jim Hubbard, co-founder and current president of MIX: The Lesbian and Gay Experimental Film/Video Festival, introduces the first of three retrospective programs commemorating MIX’s 15th anniversary. Screened at Anthology Film Archives, the programs were co-presented by CSGS.

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As we watched *The Battle of Algiers* and discussed the works (and critiques) of Franz Fanon, we began to deconstruct simplistic notions of instrumental masculinity and emotional femininity. We questioned assumptions of false consciousness. We tackled the dialectics of choices and constraints, and we recognized our commonalities and differences.

The deadline is now approaching for the final project, “Getting to Know My Neighbor: The Daily Lives of New York Women.” More than ever, concepts such as “situated knowledge” and the validity of the world of lived experience

are no longer abstract; they are instead more grounded in students’ social reality.

As the bombs fall on Afghanistan and the number of arrests here exceeds 1,000, we all continue to tread lightly. We struggle to carve safe spaces in which to debate and disagree. More than ever, we now know that the integrity of the academic project rests with critical thinking.

Rabab Abdulhadi joined the CSGS faculty in the fall of 2001 as Assistant Professor/Faculty Fellow.

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backgrounds to gather and share as a community. Each academic year kicks off with an open forum, where students have the opportunity to raise the many issues affecting them personally and socially. These topics then help focus the year’s discussions, which have included “Exoticize This!: Women of Color and Exoticism,” “Defining ‘Woman of Color’ in the Workplace,” and “Where’s the Color in Women’s Studies?”

Launched in December 2000, the Women of Color Forum series continues to grow in support and recognition around NYU and hopes to foster an ongoing collaboration of communication, support, and empowerment for women of color. (Melinda Aquino)

For more information about the Forum, please contact Melinda Aquino, Assistant Director of OASIS, at 212.998.4316 or melinda.aquino@nyu.edu.



Students, faculty members, and staff discussed “Where’s the Color in Women’s Studies?” with CSGS Professors Dinshaw and Abdulhadi.

Keep in Touch

Would you like to have the CSGS Newsletter mailed to you? Would you like to receive notices of Center events? Let us know.

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Our **paper mailing list**, to which we send our newsletter as well as information about major events, at most 2-3 mailings per semester;

Our **e-mailing list**, through which we send information about events we sponsor and co-sponsor (up to 15 events per semester) and various other items of interest, approximately 2-3 announcements per week;

Our **list-serve**, on which members receive the same event information as our e-mailing list subscribers and are also welcome to post information about their own events, news, etc. Activity on the list-serve amounts to several emails per day during the academic year.

If you are already on our mailing list but you've recently moved, please be sure to notify us of changes to your address.

Check out our new website!
www.nyu.edu/fas/gender.sexuality

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