What and Where is the Columbia School of Public Health?

In the past, Feminist News has spotlighted the treatment of women’s and gender studies in various departments of the School of Arts and Sciences. Recently it began to focus on Columbia’s Professional Schools, first the School of Law. Now it leaps fifty blocks north to focus on the Columbia School of Public Health.

The Columbia School of Public Health (CSPH) stands on the Health Sciences campus off the Hudson River in Washington Heights. Because it is housed at the Columbia-Presbyterian Medical Center with nursing, medicine, and dentistry, the School of Public Health is often overlooked by students and faculty at the Morningside campus.

Founded as the DeLamar Institute of Public Health in 1919—when public health was still a nascent field restricted to sanitation and the control of epidemics—the Columbia School of Public Health has expanded rapidly over the years. In keeping with its broad concern to study the mental and physical health of human populations, the public health field now encompasses numerous issues that intersect with other academic disciplines. AIDS, substance abuse, adolescent pregnancy, inadequate health care systems, environmental hazards, and population growth are just a few of the difficult issues that public health experts must address.

To study and teach about these issues, the School has grown to six divisions: Biostatistics, Environmental Health Sciences, Epidemiology, Health Policy and Management, Population and Family Health, and Sociomedical Sciences. These divisions, along with several research centers and a Commission on Women’s Health, characterize the nature of CSPH’s instruction, research, and services.

There is no formal field called “Feminist Epidemiology.” But Deborah Maine, Research Scientist and the Director of the Prevention of Maternal Mortality Program, has created one, noting that “how you view the world influences what you study— even what categories you set up.” After a long history of neglect, in which women and the conditions specific to women’s health were not considered “in major health studies paid for by tax dollars,” explains Maine, “there is now a lot of attention to women as a “category.”

Within the Columbia School of Public Health, women as a “category” have acquired a strong presence not only in the research that is conducted in the divisions, but also in student ratios. Though women faculty continue to be outnumbered by men by three to two, women in the School’s student body now outnumber men by two to one. And for those seeking women’s and gender studies, the Columbia School of Public Health offers numerous venues. True, the School still lacks a specific Master of Public Health focusing solely on women’s health. Nonetheless, as Andrew Davidson, Associate Dean of Academic Affairs and a specialist on fertility and contraception for the Center for Population and Family Health points out, the School provides a “phenomenal amount” of instruction and research related to women and gender through the various divisions and centers. Above all, the School of Public Health, like other professional schools, allows students and faculty to build upon the theoretical approaches to women’s and gender studies, offering them an opportunity to develop policy and models for health-related services designed for women as well as men.

Three women who have undertaken feminist research—all of
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The Institute for Research on Women and Gender is the locus of interdisciplinary feminist scholarship and teaching at Columbia University. We administer the undergraduate Women’s Studies major and help develop courses for graduate students that supplement their own disciplinary studies on gender. In addition, we organize workshops, seminars, lectures, conferences, and research projects concerning various issues in feminist scholarship and teaching.

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which have considered women as a “category” in their work in the divisions at the Columbia School of Public Health—are Carole Vance, an anthropologist in the Division of Sociomedical Sciences examining sexuality and gender; Deborah Maine, at the Center for Population and Family Health, who developed the Prevention of Maternal Mortality Program, and Jan Blustein, who is at the forefront of research on Medicare services for women, in the Division of Health Policy and Management.

Carole Vance, an Associate Research Scientist who holds a Ph.D. in Anthropology and a Master of Public Health in Epidemiology, is one of several scholars within the Division of Sociomedical Sciences (SMS) to apply her social science background to the study of health-related issues. Using anthropological methods, Vance conducts research in the field of public health by examining “heated controversies in the United States” regarding sexuality and gender.

More generally, the Division of Sociomedical Sciences explores the social, cultural and behavioral factors influencing both health and health care systems. Indeed, a unique aspect of this Division is that it offers a Doctor of Philosophy (Ph.D.) degree in conjunction with social science departments of the Graduate School of Arts and Sciences—one existing link to the Morningside campus. At SMS, an immense amount of research is centered on women and AIDS. The Women IN Group Support Project (WINGs), headed by Eugene Litwak, Director of SMS and a Professor of Sociology and Public Health, and Nancy VanDevanter, Assistant Professor of Public Health, is one such program which examines the effectiveness of face-to-face support groups in changing the behavior of women in northern Manhattan and the Bronx, ages 17 to 22, at high risk for HIV infection. A gendered perspective is also applied to research areas including mental health, domestic violence, and substance abuse, generating courses such as Gender and Mental Health.

Within the School, Carole Vance brings her well-known expertise as a researcher to several areas including the history of sexuality, sexuality and public policy, medical anthropology, and women’s health and the female body. She delves into “public disputes about material containing sexual content”—art with sexually explicit imagery and sex education material, for example. She has written about the heated debates surrounding the National Endowment for the Arts and is a former board member of the Sex Information and Education Council of the U.S. The highly controversial Meese Commission is the topic of her article, “Negotiating Sex and Gender in the Attorney General’s Commission on Pornography,” published in Uncertain Terms: Negotiating Gender in American Culture (1990). She is also the editor of Pleasure and Danger: Exploring Female Sexuality (1992).

This past spring IRWAG was fortunate to have Vance teach the graduate seminar, Advanced Topics in Feminist Theory: Mapping Identity: Sexuality, Science, Politics, and Policy—she is one of the few Health Sciences faculty members to teach at the Morningside campus. Other professors who come to the Morningside campus to teach include James McCarthy, Director of the Center for Population and Family Health, who teaches Population Studies, and Mary Clare Lennon, an Assistant Professor of Public Health in SMS, who teaches Sociology of Gender and Health.

Another program at the School of Public Health, which is reshaping the way people look at reproductive health, is Deborah Maine’s Prevention of Maternal Mortality Program. After several years of experience in family
planning and women's reproductive health, Maine noticed that in what was called Maternal and Child Health (MCH), there was "nothing on women." She recalls that there were many programs on infant health, but the lack of attention to women's health is what inspired both the article, "Maternal Mortality: A Neglected Tragedy: Where is the M in MCH?" (The Lancet, 1985) co-authored with Allan Rosenfield, the obstetrician and current Dean of CSPH, and the eventual development of the Prevention of Maternal Mortality Program.

Lack of attention to women's reproductive health is one of the primary concerns of the Center for Population and Family Health, under which Maine conducts her research and created the graduate course Maternal Mortality in Developing Countries. Not only does the Center examine the health and welfare of women in the United States and in regions such as Africa, Latin America, and Southeast Asia, it is also involved in child health and global population issues. Supported by the research of numerous scholars who participated in the recent global conferences—the 1994 International Conference on Population and Development held in Cairo and the 1995 Fourth World Conference on Women in Beijing—the Center nourishes the academic program of the Division of Population and Family Health.

Service-delivery projects to the New York City community, such as hospital-based clinics at the Columbia-Presbyterian Medical Center devoted to family planning and reproductive health for young adults, are also an essential element of the Center for Population and Family Health which involves students in service activities.

As an outgrowth of the Center for Population and Family Health, the Prevention of Maternal Mortality Program, established in 1987, followed in the footsteps of the Safe Motherhood Initiative in Kenya, considered the first international conference to concentrate on women's health. Funded by a grant from the Carnegie Corporation, Maine and her team of associates constructed the Prevention of Maternal Mortality (PMM) Network—a network in which Maine's Columbia team has provided technical assistance for the past nine years to eleven other West African teams developing their own model projects to reduce maternal deaths. Recently returned from Ghana, Maine reports that the twelve teams just completed a Results Conference at which they presented the results of their projects to the international health community.

In her work with several international organizations such as UNICEF and the World Bank, Maine emphasizes the importance of both the availability of quality emergency obstetric care to treat pregnancy-related complications as well as women's ongoing access to these health services. "UNICEF's Guidelines for Monitoring Progress in the Reduction of Maternal Mortality" (1992), co-written with Center Director, James McCarthy, and Victoria Ward, an Adjunct Assistant Professor, is one of several publications Maine has written to evaluate maternal mortality programs. She points out that "most programs before have focused on trying to prevent [through prenatal care] or predict complications" which is not possible "mathematically" nor a very "productive" way to conduct programs, and as a result, the Columbia team has "been working with the teams [in West Africa] to not only fix up the services, so women can get treatment, but then to work with the community so that the right women get there at the right time."

Medicaid and Medicare are two words that are commonly heard in the current health care debate. At CSPH, Jan Blustein of the Division of Health Policy and Management is at the forefront of research on these issues. With an M.D. and Ph.D. in Public Administration, Blustein is part of a division that examines the management, financing, and organization of institutions involved in both health care and health care policy. Although one might imagine the Division of Health Policy and Management to be an extension of the business-side of health care, with little attention to women's health issues, this Division supports scholars such as Jeanne Mager Stellman, Associate Professor of Public Health and the

"Enlisted" Babies—Proud of a hundred per cent health record. Mother and sometimes big sister brings them to the health station every week or so. Source: Public Health Nurse, 1919

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Thoughts from two Public Health students in the field.

Victoria Dunning, a candidate for a Master of Public Health (M.P.H.) and a Master of International Affairs (M.I.A.): During one particularly abstract lecture on demography in a class at the Columbia School of Public Health, I was roused when the professor said in passing, “Public Health IS political. By the fact that you are sitting in this class, you ARE political.” His statement not only caught my attention, but also gave me insight into my long-held interest and commitment to public health. As a feminist and activist, I was attracted to the public health field following two years in the Peace Corps in West Africa, where I worked as a rural community health educator and trainer. After years of informal interest—reading articles on AIDS, condom use, family planning, Congressional cuts, and education and health policy—I learned in the Peace Corps that the sector which encompassed all of these interests was public health.

Further investigation into the field revealed more parallels to my political and social interests. Public health views health and health care as a basic human right. The beneficiaries of its policies and services are primarily women, children, and the most underserved and poor population in the cities, nation, and world. It is community-based and community-driven. A central tenet of public health is access and equity in the health and welfare of these communities. I enrolled the September following the Peace Corps in a joint Masters degree program in Public Health and International Affairs.

One year through this two-and-a-half-year joint degree program, I have learned about, observed, and collaborated in several programs in health education, advocacy, policy research, and program services. A class in statistical analysis for policy and research tracked adolescent girls from the Washington Heights neighborhood of Manhattan to study their knowledge, attitudes, and behaviors toward HIV/AIDS risk perception and condom use. In another experience, I was an observer at the Young Men’s Clinic. This weekly male-focused clinic complements the daily women’s family planning and reproductive health clinic and services in the same building. The Young Men’s Clinic, in addition to its clinical services, offers health education, male focus group discussions, and individual counseling on partner communication and conflict resolution. During class research for a tutorial on maternal mortality, I studied the links between maternal mortality in developing countries and child birth spacing of greater than two-year intervals, and interpreted the data and health guidelines with a feminist perspective.

Currently, in my internship with the international division of Planned Parenthood of New York City, I find myself in an organization committed to rights and freedom of choice, and the health and welfare of women. The small international department applies these principles globally, offering technical assistance and training in developing countries to small, newly established family planning providers, youth groups, women’s organizations, and educational programs. At Planned Parenthood, I develop curricula for training and programs for international partners in HIV/AIDS prevention, male involvement, program planning, and advocacy for policy development. It is an immensely satisfying project, knowing that these trainings will transfer skills and knowledge for successful reproductive health programs.

In public health, my feminism is manifested into action and programs. It incorporates service, education, policy, and research. The 1996 American Public Health Association conference takes place in New York City in November. This year’s conference theme is “Empowering the Disadvantaged: Social Justice through Public Health.” It is the transformation of this vision into practice which keeps my commitment strong.

Pamela Brown-Peterside, a candidate for a Ph.D. in Sociomedical Sciences: I came to public health in somewhat of a naive way. I had visions of wanting to empower women to decide when and if they wanted to have children because I thought that being able to control their fertility was a crucial step in being able to exert control and power over the other aspects of their lives. In working towards an M.P.H at the University of Michigan, I soon learned that understanding family planning meant grappling with the complexity of population policies, and that fertility decisions in much of the world were directly related to high rates of infant mortality. Having many children is a form of social security in an environment where there are no guarantees that children who are born will survive into adulthood. Furthermore, deciding when and if a child should be conceived is not always a decision just between two people. In many instances, it involves families and larger communities.
My initial interest in public health began in the early 1980s. The Human Immunodeficiency Virus (HIV) had just been named, but the impact AIDS would have locally and globally, and on women in particular, was not yet apparent.

Following my M.P.H., I got a research position in a teaching hospital in London conducting a survey with primary care physicians to find out what their knowledge and attitudes towards AIDS were. Though I learned about how unprepared many physicians were to treat patients with AIDS and counsel those who had fears of becoming infected, interviewing health care providers was not fulfilling enough for me. I wanted to know how their patients felt about HIV and AIDS and how the epidemic was shaping their health behaviors. I also wanted to better understand the process of health promotion. To do this, I knew I needed to sharpen and further develop my research skills, so I enrolled in the doctoral program in the Division of Sociomedical Sciences (SMS) at Columbia’s School of Public Health.

My experience in SMS led to a graduate research assistantship (GRA) where I supplemented the knowledge I was gaining in the classroom with practical on-the-job training. I was based in the Department of Pediatrics at Harlem Hospital, a Columbia affiliate, where I worked on an adolescent health project. The initial focus was the evaluation of an educational computer game designed to discourage adolescents from becoming young parents. Later on and building from the original study, the project shifted to examine birth outcomes for pregnant adolescents and explore risk factors for a subsequent pregnancy. In all, I spent four years at Harlem managing the research aspects of the projects as well as helping to institute a health education program in which the studies took place. In this environment, the challenge was to empower young women and men who were beginning to explore their sexuality to learn ways to protect themselves from unintended parenthood, disease, and HIV in particular.

For the past year, I have been working at the New York Blood Center on a vaccine preparedness study. The project is designed to assess the feasibility of enrolling gay men and heterosexual women into future clinical trials which will test the efficacy of potential vaccines to prevent HIV. I coordinate the women's site which is located in the South Bronx. Although I am no longer at Harlem, the communities are similar, the participants are adult women who could well be the mothers and grandmothers of young people of Harlem that I interacted with, and the issues of risk largely overlap. While the focus is no longer on pregnancy prevention, the emphasis is to provide risk reduction counseling and HIV testing to high risk women in an attempt to help them remain HIV negative.

The challenges now are even greater. Poverty and racism comingle to create a social context in which the prevalence of HIV in the South Bronx is among the highest in the nation. Abstinence remains the best way to remain safe from sexual transmission. Condoms (male or female) provide another alternative, but require the cooperation of both partners. Given that male to female transmission of HIV occurs more readily than the reverse, women must become actively responsible for their own protection. In communities where safe and affordable housing, childcare, educational and employment opportunities, and drug treatment programs are scarce, helping women focus on the risk of HIV competes with the many other greater demands and struggles of their daily lives.

In doing this work and in trying to balance the realities of these women’s lives with the obligations of the research protocol, I am constantly reminded of why I came to public health in the first place. Perhaps helping women to control fertility was not such a naive intention after all, especially if it has also come to mean preventing the transmission of fatal disease through sex. Unfortunately though, in the era of AIDS, the stakes have become much higher.

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**Certificate in Feminist Scholarship**

The Institute offers a minor field exam certificate for those graduate students interested in feminist scholarship. Working under the direction of two professors affiliated with the Institute, students are required to prepare a reading list of works related both to their field of research and feminist theory. The oral exams may be administered either in conjunction with a student’s departmental oral exams, or at the Institute within six months of completing departmental exams. For further information, contact Graduate Director Kathryn Gravdal at the Institute.
### Fall Courses: Graduate

**G4000x Genealogies of Feminism** (K. Gravdal and A. Grossmann, W, 11:00 a.m.–1:00 p.m., 3 points) This course surveys key issues in twentieth-century feminist scholarship: gender, sexuality, race, women’s history, women and the state. We will examine canonical male thinkers of Western epistemology and the feminist scholars who have challenged their work. Authors include: Mill, Wollstonecraft, Marx, Freud, de Beauvoir, Fanon, Levi-Strauss, Lacan, Irigaray, Spivak, hooks, Sedgwick, Butler. Intended primarily for graduate students. Permission required for undergraduate students.

**G6001x Theoretical Paradigms in Feminist Scholarship** (D. von Mücke and A. Pellegrini, T, 2:00–4:00 p.m., 3 points) An introduction to feminist theory through an examination of the way scholars have treated the feminine subject. Reading will include texts from the liberal feminist paradigms as well as literature from psychoanalysis, post-structural literary criticism and discourse theory, Marxist historical and cultural studies, French feminist theory and symbolic anthropology. In addition, the course will have a particular emphasis on representations of the female body as a locus and emblem of generation and degeneration. Application, interview and permission of the instructors are required. Applications and information about the interview will be available at the first class meeting.

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Editor of *Women and Health*, who examines women’s occupational health and safety, and gender bias in research, as well as Blustein who focuses her research on the health care coverage and quality issues.

Through a $4-million, three-year Women’s Health Program established by The Commonwealth Fund, Blustein has been conducting research on older women and the use of Medicare services. She is one of several professionals from across the U.S. who has received funding to explore the wide array of medical and psychological problems women experience beyond reproductive health. The Program, overseen by a Commission on Women’s Health located at the Health Sciences campus and directed by Joan M. Leiman, the Executive Deputy Vice President for the Health Sciences, has targeted several research areas in women’s health including health care decision making, coverage and quality.

“My primary research has focused on medical care—the services and systems issues,” says Blustein, who is both an Assistant Professor of Public Health and an Assistant Professor of Medicine. But her interest in “at-risk groups intersects with the public health perspective.” While considering various populations in her research, often women and minorities, Blustein looks at non-clinical factors such as access to and the availability of health care. Socio-demographic factors including income, race, and gender together with systems factors including health insurance and travel distance to health care facilities, form the foundation of Blustein’s work.

Despite the fact that women generally live longer than men, they may not necessarily benefit from healthier lives in later years since they are likely to experience more disabling, chronic conditions. In a recent article, “Medicare Coverage, Supplemental Insurance, and the Use of Mammography in Older Women,” (*New England Journal of Medicine*, 1995), Blustein examines the use of mammography—an important screening test for breast cancer—in older women. Although Medicare offers medical coverage to those that are disabled and/or 65 and older, it covers only a part of the costs of mammography, thus limiting the degree to which certain women may take advantage of this service. To the extent that these differences of aging in women are addressed in coverage, Blustein says, “Medicare may fall short in meeting women’s needs.”

With limited health care resources, the field of public health requires increasingly creative and efficient ways to address local and global health concerns. At the same time, the multidisciplinary nature of public health invites greater interaction between students and faculty at the Morningside and Health Sciences campuses to the benefit of both. Through the on-line course directory and the web-sites that are emerging for all Columbia Schools, students may find out more about the Public Health divisions and the courses that are offered (CSPH: http://cpmcnet.columbia.edu/dept/sp h/). Mary Ruggie, Professor and Chair of the Department of Sociology who teaches *Health Care Crises: U.S. in Comparative Perspective*, would like to see “better communication and coordination” between the “uptown people” and the “down-town people.” Although the Morningside campus tends to be more theoretical in its approach to women’s and gender studies, as opposed to the services-approach of Health Sciences, the Morningside campus, with all of its resources, is only part of what Columbia has to offer to feminist scholars.
Fewer debates have lasted longer than that over the content of Columbia College’s Core Curriculum. After all, some of the original “classic Western texts” of the Core have been in place for more than seventy-five years—on reading lists as early as 1919 for the first course, Contemporary Civilization. How to quiet the discordant voices? For many, the development of “kits” may provide a partial answer.

The most commonly heard criticisms of the Core maintain that its content is outdated, eurocentric, and masculine—a place where “dead white men” abound. However, it may be argued that much of what comes out of the Core Curriculum not only depends upon the texts and images that are assigned, but also upon the particular preceptor or professor that happens to teach the course—how the instructor presents the material and whether she or he inspires critical thinking and discussion among the students.

One anonymous Columbia College student recalls her two semesters of Contemporary Civilization. She attributes her disappointing experience in the first semester of the course to a preceptor she describes as “a memorizer, rather than an understander,” noting that the class discussions amounted to the “Cliff’s Notes of Contemporary Civilization.” This same student had a completely different experience during her second semester. The professor was an “understander” rather than a “memorizer” and inspired critical thinking among the students by incorporating additional texts into the course and using gender as an analytical tool.

In a network of some sixty graduate students, the Coalition of Feminist Graduate Students has come together to address feminist concerns within the Columbia community and beyond. Among the projects started by the Coalition, Anne D’Alleva, a Ph.D. student in Art History, and a small group of graduate students from several disciplines, are developing a Gender Studies Resource Kit to expand the study of gender throughout the College and provide additional resources to preceptors and professors. Masterpieces of Western Art, “Art Humanities,” is the first Gender Resource Kit to be assembled. The group plans to create Kits for each of the Core’s three other courses: Music Humanities, Literature Humanities and Contemporary Civilization.

“The College had been a male preserve and, though few recognized it at the time, so was the Core,” writes Timothy Cross in An Oasis of Order: The Core Curriculum at Columbia College, referring to 1983 when Columbia College first began to admit women. Anne D’Alleva

Although women writers such as Jane Austen and Virginia Woolf have been incorporated into the second semester of Literature Humanities, a number of feminists continue to be dissatisfied with the lack of attention paid to female authors, philosophers, musicians, and artists. “There is not a single woman, unless the preceptor chooses to introduce a woman artist into the curriculum,” says D’Alleva referring to the Core course she taught this past spring, Masterpieces of Western Art.

Despite the set syllabus—there is a varying degree of ‘flexibility’ depending on the particular course—the instructors may include additional resources, but they must cover the required texts and images listed in the syllabus established by the Committee on the Core Curriculum. “The people teaching the Core do have a degree of autonomy that they jealously preserve, and so it seemed to me that the best way to introduce gender issues into the Core right now would be...”

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Comings, Goings, & Doings around the Institute

Issues related to the particular background readings about gender contain an extensive bibliography of the Renaissance.

D'Alleva, "a lot of people have said, 'you know I'd love to do something with gender, but I just don't have the time to pursue it.'"

"So if we provide these resources, we can expand the teaching of gender in the Core and this would begin in itself to change the nature of the Core," says D'Alleva. "These resources could be the basis for ultimately, officially incorporating women artists, women writers, gender perspectives into the Core. This seemed to me like a good practical first step rather than standing outside on an ideological ground [and saying] 'you have to include gender in the Core.' Let's provide the information, let's just do it—let's just make it possible in a really concrete way."

Eventually the group would like to see all preceptors and professors have access to the Gender Resource Kits, and that the Kits will serve as models for other Columbia courses besides the Core. The first Kit for Art Humanities should be available this fall in the preceptors' offices. Although D'Alleva will be leaving Columbia to begin a teaching position at the University of St. Thomas in St. Paul Minnesota, she encourages all students interested in women's and gender studies to become involved in the project. The group will continue to meet to create the remaining Kits and will require non-specialists in the Core areas in order to evaluate the effectiveness of readings and models for class discussion. For more information contact Jason Riffaterre at jpr11@columbia.edu.

Coming Back

Elizabeth Blackmar (History) spent her year-long leave in New York City at the Russell Sage Foundation as a visiting scholar working on a history of the rights and obligations of property in the nineteenth-century United States. Returning to Columbia this fall, Blackmar will be teaching the undergraduate course, History of Women in America, 1776-1919 and a graduate level colloquium, Literature of American History.

Elaine Combs-Schilling (Anthropology) spent her leave traveling between New York City, Morocco, and France researching and writing her book, Death and the Female Saint: Landscapes of Oppositional Memory, about a Muslim female saint of the 1500s. This fall Combs-Schilling will teach the undergraduate course, Anthropological Study of Ritual and the graduate course, The Ritual Process.

Jean Cohen (Political Science) spent her spring semester leave looking at the law and the construction of gender and sexual identities. She questions whether a “new legal paradigm more appropriate to feminist concerns” is possible. She has also been examining issues of U.S. citizenship and gender in the context of postnational identities and globalization. This fall, in collaboration with Martha Fineman of the Law School, Cohen will be co-teaching a new graduate course, Public and Private in Theory and Law.

Dorothea von Mücke (German and Comparative Literature) spent her leave writing chapters of her book about the rise of fantastic literature in early nineteenth-century Europe. In the spring, as a visiting professor at the Institute for Comparative Literature of the Free University at Berlin, she taught seminars on Heinrich von Kleist and Literature and Psychoanalysis. This fall with little time to spare, von Mücke will teach Goethe and Sight and the Institute’s Theoretical...
Comings, Goings, & Doings around the Institute

Paradigms in Feminist Scholarship with Ann Pellegrini.

Going Away

Jean Howard (English) will be on leave this year to work on her book, Theater of a City, about the response of the London stage to social change as evidenced in the development of new dramatic genres in the early decades of the seventeenth century. Hoping to complete several chapters, Howard plans to divide her time as Fellow at the Folger Shakespeare Library in Washington D.C. this fall, and as a National Endowment for the Humanities Fellow at the Newberry Library in Chicago in the spring.

Victoria de Grazia (History) will put some distance between herself and the Morningside campus by spending her sabbatical leave in Paris where she will be affiliated with the Ecole des Hautes Etudes. There she will continue her study on Western Europe’s transformation into a mass consumer society from 1920 to 1970 under the influence of American capitalism.

Farewell with Thanks

Atina Grossmann (History) will be taking up a new position at the Cooper Union for the Advancement of Science and Art this fall. As an Associate Professor in the Humanities and Social Science Program, Grossmann will oversee the core curriculum on Making of the Modern World as well as teach an elective gender studies course.

IRWAG will miss Atina hugely and is making plans to celebrate her contribution to feminist research, activities, and extracurricular pedagogy at Columbia. This coming year, students at Columbia are still fortunate to have Grossmann teach Genealogies of Feminism (formerly Theories and Interpretations) in the fall with Kathryn Gravdal, and in the spring with Modern European Women’s History.

Welcome

Sherry Ortner, a former professor at University of California, Berkeley, will begin her new position as a Professor in the Anthropology Department this fall and will start teaching in the spring. As a cultural anthropologist, Ortner is widely recognized for her research on class, gender, and religion in areas including South Asia, Southeast Asia and the United States. Having written numerous books and articles, Ortner is the author of High Religion: A Cultural and Political History of Sherpa Buddhism (Princeton, 1989).

Margie Ferguson, who will be returning to the English and Comparative Literature Department at Columbia, will be teaching two courses this fall, Milton and English Literature of the Renaissance, II. Previously a professor at Columbia from 1986 to 1989, Ferguson has been a member of the faculty at the University of Colorado, Boulder, since 1989. Ferguson’s research on Renaissance literature and feminist literary theory has resulted in several publications, including the book Trials of Desire: Renaissance Defenses of Poetry (Yale University Press, 1983).

The School of International and Public Affairs (SIPA) will welcome Robin Ely in the fall. As a former professor at the John F. Kennedy School of Government at Harvard University, Ely will strengthen gender studies in the Graduate Program in Public Policy and Administration (M.P.A.), and the Gender Policy concentration. She will teach a core statistics course, Quantitative Techniques I, and a Public Management-Policy Analysis Workshop. Ely has written extensively including a piece on “The Effects of Organizational Demographics and Social Identity on Relationships among Professional Women,” in Administrative Science Quarterly (June 1994).

The Institute is pleased to have two visiting scholars this year. Sandra Hedinger, a Ph.D. student from the University of St. Gallen in Switzerland, is looking forward to completing her dissertation on the image of women in theories of war and peace using the resources of Columbia and New York City.

As one of the only women scholars in Switzerland to focus on International Relations with a feminist perspective, Hedinger argues that “there is a preconceived notion of women underlying each theory of war and peace.” Beginning with the Era of Enlightenment to the present feminist theories, Hedinger incorporates an uncommon array of philosophers including Hobbes, von Suttner, and Elstain into her work.

Jeanie Attie, who has a Ph.D. in history from Columbia, has returned to New York City to finish her book on unpaid household labor during the Civil War to be published in the fall of 1997. While visiting at the Institute, Attie also expects to begin her next project on female citizenship in America.

For the past five years, Attie has taught U.S. women’s history as an Assistant Professor at Washington University in St. Louis where she has developed various courses dealing with women’s experiences in eighteenth, nineteenth and twentieth-century America, feminist political theory, and women, welfare and the state.

Both Hedinger and Attie look forward to working with students and faculty and encourage inquiries regarding their research.
Kudos

Caroline Bynum (History) has been elected President of the American Historical Association. With a membership of 16,000, the American Historical Association is the major organization for professional historians who live and work in the United States, but teach history of the whole world. As President, Bynum intends to strengthen the Association’s voice in Washington in the face of budget cuts for the National Endowment for the Humanities, and is especially interested in integrating the “move toward globalization” and a “comparative perspective” into the instruction of history.

Bynum focuses on Western European medieval history with special attention to gender and the history of the body. She will teach a graduate colloquium this fall, Introduction to Medieval History: Selected Readings.

Ann Douglas (History) has deservedly won several awards for her book, Terrible Honesty: Mongrel Manhattan in the 1920s (Farrar, Straus and Giroux, 1995). In January of 1996, Douglas received the Albert J. Beveridge Award from the American Historical Association for the best book in 1995. Douglas also won the Lionel Trilling Award in April for the best book published by a Columbia faculty member in 1995. She is currently working on her next book on American popular culture, gender, and race in the 1940s and 1950s. This fall Douglas will be teaching The Beat Generation.

Announcements

This fall the Undergraduate Women’s and Gender Studies Program invites all students to a timely film and lecture series on the topic of Women and Global Capital. Thus far, two events have been planned including: “The Global Assembly-Line” on October 28 and the “The Woman Outside” on December 2. Mark your calendars and contact the Institute for further developments.

Martha Fineman (School of Law), who has been writing on the feminist theory of distributive justice, has also been drafting a proposal for a Center for the Study of Women in Law and Society to be located at the Columbia School of Law. The Center will not only serve as a resource for women attorneys, but it will also provide a locus for studying the effects law has upon women in society at large.

The Women’s Center, formerly at Ferris Booth Hall, will be moving its library and hold some of its meetings at the Institute. The Center offers an opportunity for women students, primarily undergraduate, to join in informal discussion on a weekly basis. In addition, the Center hopes to organize feminist events as well as strengthen the ties between the Institute and the other feminist groups at Columbia and Barnard. For more information, contact Julie Sensat at jes80@columbia.edu.

The Coalition of Feminist Graduate Students at Columbia is involved in various projects such as the Gender Resource Kit(s) (see previous article for details) and a gardening project for the New York Asian Women’s Center. The multidisciplinary network of graduate students provides a means to exercise both an academic and activist commitment to feminism. Former coordinator, Charity Snider will be in Berlin for the next year, but the meetings will continue. Please contact Jason Riffaterre at jpr11@columbia.edu for more information.

The Gay and Lesbian Studies Group looks forward to its first planning meeting in early September—the agenda is open to suggestion according to Eliza Byard, the coordinator of the group. Formal and informal discussions, speakers, and films are just a few of the activities that occur at the weekly meetings, usually on Fridays at 4:00 p.m. in the Institute’s seminar room. For comments, questions and/or suggestions, contact Eliza at esb20@columbia.edu.

Comings, Goings, & Doings around the Institute

Victoria de Grazia (History / IRWAG) The Sex of Things: Gender and Consumption in Historical Perspective (University of California Press, 1996), a just edited volume of essays includes work on the United States and Western Europe from the late eighteenth to the late twentieth century. The common theme is how the consumption of goods, services, and images has shaped and been shaped by the gender of institutions and thinking.

Helen Benedict (School of Journalism) Bad Angel (Dutton, 1996), a novel about the streets and struggles of a Dominican-American teenage mother, Bianca, in the inner-city neighborhoods of New York City. Benedict is also the author of A World Like This published in 1990.
V1001x Introduction to Women's and Gender Studies (formerly Women and Men: Power, Politics & Poetry) (M. Sale and K. Van Dyck, M (Lecture). 2:40–3:55 p.m.; W (Discussion). 10:35–11:50 a.m., 2:40–3:55 p.m. or 4:10–5:25 p.m., 3 points) An optional corequisite with WMS V3112x required. Enrollment limited to twenty students.

V3112x Colloquium in Feminist Theory (A. Pellegrini, T, 10:00 a.m.–12:00, R, 10:00–11:00 a.m., 4 points) An exploration of the relationship between new feminist theory and feminist practice both within the academy and in the realm of political organizing. Prerequisite: Major Texts I or II and instructor's permission.

BC3115x Workshop in Women's Organizations (A. Pellegrini, TBA, 2 points) An optional course corequisite with V3112x. An opportunity to investigate feminist theory in practice through involvement in New York City organizations. Instructor's permission and coregistration with WMS V3112x required. Not open to Columbia students.

V3116x Feminist Texts I: Wollstonecraft to de Beauvoir (A. Najmabadi, T, 12:00–1:50 p.m., 4 points) The important contributions to the elaboration of feminist thought in the West evaluated through critical discussion. Analysis of works by Mary Wollstonecraft, Anna Cooper, Radclyffe Hall, Emma Goldman, C.P. Gilman, Virginia Woolf, Nella Larsen, and others in an attempt to discover the roots of the contemporary feminist movement. Instructor's permission required. Enrollment limited to twenty students.

V3117x Feminist Texts II: de Beauvoir to the Present (K. Gravdal, W, 2:10–4:00 p.m., 4 points) Contemporary issues in feminist thought. A review of the theoretical debates on sex roles, feminism and socialism, psychoanalysis, languages and cultural representation. Readings by Beauvoir, Brownmiller, Chodorow, Angela Davis, Gilligan, hooks, Irigaray, Lorde, MacKinnon, Moraga, Morrison, and Wittig. Instructor's permission required. Enrollment limited to twenty students.

BC3120x The Invisible Woman in Literature: The Lesbian Literary Tradition (E. Wiesen, T, 4:10–6:00 p.m., 4 points) An interdisciplinary exploration of the "lesbian experience."

BC3122x The Jewish Woman: Historical and Cultural Perspectives (I. Klepfisz, TR, 1:10–2:25 p.m., 3 points) Explores the international character of the Jewish people through the experiences of Jewish women and identifies issues, past and present, of concern to Jewish women as articulated by contemporary Jewish feminists.

BG3505x Women, Islam and Nationalism (A. Najmabadi, TR, 9:10–10:25 a.m., 3 points) An historical survey of how concepts of woman/gender have defined religious and national communities in the Islamic Middle East.

V3520x Senior Seminar (M. Sale, W, 2:10–4:00 p.m., 4 points) A one-term seminar in which students prepare a 20-25 page thesis based on original research. Students may elect to extend the thesis into a year-long project under the direction of a faculty advisor and their tutor. Prerequisite: V3813 or V3112 and instructor's permission. Enrollment limited to senior majors.

BC3521x Senior Seminar (N. Kampen, M, 4:10–6:00 p.m., 4 points) Individual research in women's studies conducted in consultation with the instructor. The result of each research project is submitted in the form of the senior essay and presented to the seminar. Prerequisites: WMS V3112, V3116, V3117, or instructor's permission. Enrollment limited to senior majors.

BC3599x Independent Research (Instructor TBA, Hours TBA, 3 or 4 points)

Please see the Institute's Undergraduate Course Guide for additional listings.

Moving Along: Big Events at IRWAG

As I go abroad for my sabbatical and depart the Institute directorship, Jean Howard, who will become IRWAG's full-time Director on July 1, 1997, assumes the mantle of Acting Director. Though Jean too is on leave both semesters, she generously agreed to oversee planning this year. All of the normal operations will be handled by our skilled administrative staff, headed by Kathleen Savage, and by our Graduate and Undergraduate Directors, Kathryn Gravdal and Maggie Sale.

Leaving, I recall my perplexity and pleasure when Martha Howell gently pressured me to become Director two years ago. Though suspicious that something was not quite right with women's and gender studies here if she had to
tap a neophyte with only six months experience at Columbia, I accepted. This seemed a fine opportunity not only to serve IRWAG but also to learn the ropes at this marvelously complicated university. On both accounts, there are some successes. I can’t say I’ve plumbed Columbia’s complexity. But while Director, I have been able to widen my own and the Institute’s network of friends and acquaintances. These connections have proven greatly useful institutionally, to minister to IRWAG’s needs, but also personally, if I may say so, to arrange prestigious but hard-to-extract services, such as having functioning movie projectors delivered for class use on time and keeping current my application for a parking spot. More substantially, the Institute has strengthened lines of communication with colleagues at SIPA, the Law School, and the Schools of Social Work and Public Health in support of our goal to strengthen the gender dimension in international studies and the social and policy sciences.

The best news is that we have negotiated new resources. Starting in January, 1996, IRWAG underwent a formal academic review by the Office of the Vice President of Arts and Sciences. The results, reached in late July, were entirely positive. They highlighted the quality of our teaching and extracurricular projects and the efficiency and inventiveness with which the Institute has operated over many years with small resources. In view of IRWAG’s growing needs as a center for the interdisciplinary study of women, gender, and sexuality with local, comparative, and international dimensions, SAS has promised us a new level of support, including several joint lines of appointment, notably in the social sciences, backing to raise endowment, and refurbished and more spacious quarters.

Spring semester was a tough one with so many unknowns. It was uncertain who would take the leadership of the Institute because the pool of feminist scholars on campus has been so small. Our Graduate Director, Kathryn Gravdal, had to go on disability leave after she was badly hurt in an accident when a truck hit her car. But Kathryn is back in fine form. And now, with this vital and welcome support forthcoming from the Administration, we expect this coming year of transition to be calm, the goings on at the Institute as lively as ever; the glitches minor. As I look forward to working with all of the Institute’s friends at my return, I extend my heartfelt thanks for the wonderful support and friendship I’ve experienced here.

Victoria de Grazia