Sojourner

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CenterForWomen'sStudies

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CREATIVE ANGER: Women's Studies at OSU

(In honor of the tenth anniversary of the Center for Women's Studies and the Office of Women's Services, the following article, describing the history of our first ten years, was contributed by Mildred Munday. Mildred, who will be retiring in June, is an Associate Professor in English and, as one of the founding mothers of the Center, is an endless source of oral history about our past and is a guiding spirit of our present and future.)

Ten years ago, in January, 1975, the Office of Women's Studies was established formally, affirming and continuing a process and a commitment which extended over months of intense discussion and planning on the part of a self-selected, self-perpetuating ad hoc committee. As a member of that committee, I have been asked to recall and record the beginnings of what has become one of the soundest Women's Studies programs in the Middle West -- perhaps of the strongest in the country.

I find myself an "authority" on Women's Studies at OSU purely by virtue of survival; I convened the original group known eventually as the Ad Hoc Committee on Women's Studies and attended assiduously its frequent and often stressful meetings over a period of two years, simultaneously teaching full-time and trying to fulfill my responsibilities to the Department of English. As the one faculty member consistently involved (others participated from time to time -- some at considerable length), I tried to envision an academic structure acceptable to central administration and at the same time responsive to the claims of a vibrant and rapidly changing feminist movement. I helped to write and edit parts of the proposal for a Center for Women's Studies, though the finished document -- some thirty pages, as I recall -- was genuinely a group effort; Pam Unger, then a graduate student in the Department of English and later Acting Director of the Office of Women's Studies (the first appointee, actually), was responsible for the final editing.

Following the establishment of the Office (of which more later), the Ad Hoc Committee designated itself the Interim Governing Body (later, Board; "Body" evoked too many giggles) and participated officially, unofficially, and certainly officiously, in the activities of the Search Committee for Director, clashed painfully with some of the more conservative members of the office staff and with selected administrators, and eventually (and, I think, fortuitously) dissolved itself. We were, in those days, flush with success and possessiveness -- our Office, our space, our program, to be protected from the ideologically impure, the politically incorrect. We saw that the Office was staffed with those among the IGB and friends who happened to be jobless, regardless of whether they could type, or teach, or plan a research project. (We'd all teach each other to do everything; we'd be interchangeable; any one of us could be Director one day, file clerk the next.) We proved again the ancient truth that visionaries are seldom good conservators.

The Center began as an Office; the Council on Academic Affairs, when they received (with some puzzlement but commendable good humor) our proposal for a Center, decided (wisely, I now think) that we were not qualified

to offer courses and operate as an academic unit. But in 1980, having grown in root and branch and having succeeded (in part, at least) in defining ourselves and our capabilities, we petitioned the Trustees, through the Council on Academic Affairs and the University Senate, to become at last a Center. Thus we celebrate, in 1985, a decade of growth, of increasing strength and productiveness, and of continued effectiveness in teaching, research, and service. In the quaint language of the 1960s, we're "relevant."

So much for the bare bones; what about the people? What I am interested in evoking here is the "tone and temper" of the early days -- the exhilaration and despair, the optimism and the gloom, the naivete and the hard-won, hard-nosed cynicism. But memory is notoriously fragile, frequently painful; one can easily retrieve facts like names and dates and places, but atmosphere, as remembered, comes through as unstable, perhaps distorted. The generation gap widens (in those days we were all -- except me -- very young, very newly and tenuously academic); frustration and pain and conflict, in memory, loom out of proportion. One can easily forget the genuine feminist solidarity, the mutual respect, the backbreaking, unremunerated hard work, the idealism, the vision of a better world that we heirs of the 1960s brought to a literally unprecedented grass-roots effort. We were intent on inducing a conservative, rigidly structured, rather self-satisfied Middle Western state university to serve appropriately and dynamically the neglected fifty per cent [2] of its constituency.

What follows here will be, of necessity, highly subjective. [3] While I attended almost all of the twice-weekly sessions of the Ad Hoc Committee, I was not included in the meetings-after-the-meetings, nor would I have wanted to be. I was silent during many of the ideological struggles; this was less than candid and eventually counterproductive -- I merely wanted to get on with the proposal, but was frequently perceived by the more radical members as a political nonentity, as having been "put up to it" if I tentatively opposed something. I couldn't see why writing a proposal to establish an academic unit should take two years of consciousness-raising and constantly reiterated exhortations to ideological purity, and I frequently said so. Again, I was wrong. When we finally "went public" with our proposal, the text was based on hard and verified facts, on clear perceptions of what a Women's Studies program could accomplish at this particular university, and on concrete and locally applicable illustrations of the destructive functioning of academic patriarchy. When the inevitable misinformation appeared in the Lantern, when the ridicule and trivialization and efforts at cooptation occured, we were ready -- tough, rational, and stubborn. Without this toughness, without this refusal to smile when we were treated as cute but dumb, Women's Studies would not have survived. And we did survive the threats of invisibility, of fiscal starvation, of being perceived as an academically soft and temporary imitation of Black Studies.

I find myself in a somewhat anomalous position relative to the current Center for Women's Studies. Among the "founders," I am now one of the few remnants, one of the few never assigned officially to the Office or the Center; I feel as if I had surreptitiously given birth to a now comely teen-ager who is growing up in ways that I may never understand. Throughout, I have been officially a member of the Department of English; I have never sought full- or part-time assignment to Women's Studies, choosing to view with pride and occasionally (in the past) to gently spank. But I have been a member of countless standing and ad hoc committees established by the Office and the Center. I have had some part in helping construct and revise courses and programs and (except for a year in which only the Director spoke to me), I have been in touch with the Office and the Center, have known the faculty and the staff (and helped recruit some of them), and have rejoiced in the triumphs and despaired when we achieved something less than perfection. My memory of recent years, therefore, is that of an observer with one foot planted firmly in Denney Hall and the other dipping tentatively into Dulles.

Women's Studies at Ohio State was rooted in anger -- anger experienced individually and collectively. Nationally, participation in the civil rights and peace movements reminded a new generation of affluent and conventionally educated young women that they were valued by the macho compeers only as brewers of coffee, operators of typewriters and mimeograph machines, and conveniently "liberated" (i.e., compliant) bed partners. Older professional women -- my contemporaries -- at last recognized the executive suite's slammed doors and the lower female-populated rungs of the academic ladder as anciently and patriarchally decreed, not divinely ordained. Personally, I seethed in the early 1950s, doctorate newly in hand, to find that I was being paid (at another university) several thousand dollars less than two young men employed the same year and with similar qualifications. When, in righteous indignation (described later as "hysteria") I pounded on the dean's desk, I was blandly assured that men were always paid more than women; after all, men have families to support (even bachelors?). For several decades I struggled, as a member of minor academic committees, with the assumption that I would "naturally" make coffee for meetings, and, of course, take notes, without saying anything. When, occasionally, I had the temerity to

propose an idea, it was ignored unless picked up and embellished by a male member of the committee, who then claimed it as his own. I was ready, in the late 1960s, for the "new feminism" reported minimally in the Columbus newspapers. But, as usual, Columbus was a little slow, and I saw little on the campus (before the "riots" of 1970) to suggest that change would be desirable or even possible; I grimly accepted academic patriarchy as "the way things are," swallowed my anger (after half a century it gets easy; anger, internalized, becomes cynicism), and taught my conventional courses conventionally, with as little emotional investment as possible. My excess energy went into helping to found the Columbus chapter of the National Organization for Women and scurrying about the city trying to explain the Equal Rights Amendment to hostile and fearful audiences -- strangers who shouted questions about my patriotism, religion, marital status, sexuality, ancestry, and sanity.

In the spring of 1968, things heated up on the campus. A group of Black students, tired of asking politely for academic and administrative responsiveness to their needs, briefly occupied Bricker Hall (then the Administration Building), demanding things unheard of on a stolid campus where voices were seldom raised except in the stadium. The unrest continued among Black and white students and by 1970, a "strike" was declared (it was spring, after all, and fun to skip classes with impunity and throw tear gas canisters back at the police); "non-negotiable demands" were promulgated and hastily mimeographed. Among the thirty-nine demands were a few casual items recognizing that there were some women on the campus who might need some day care facilities, gynecological services, and maybe some Women's Studies courses.

The lid soon blew off, of course. In early May four students at Kent State were killed by National Guardsmen, students here were finally convinced that the rifles carried by our fuzzy-cheeked Guardsmen were actually loaded, the picnic atmosphere turned brutal, and the University was closed for twelve days. We opened again with everybody laundered and chastened, equipped with plastic identification cards to be checked by Guardsmen every twenty yards or so. Quietly, almost imperceptibly, Women's Studies courses appeared in a few departments -- sociology, history, comparative literature -- in response to local and national recognition of pressing feminist awareness and concern. An assistant dean of students (Barbara Watts, a member of the original Ad Hoc Committee; now a distinguished attorney elsewhere) began a bit of women's programming in Student Services in addition to her regular duties. With some trepidation, and after hearing about an "Images of Women" course at another university, I formulated and proposed to the English Department a Group Studies course called "Women in Literature" -- a bland title, but it was clear that incendiary phrases would not be acceptable. The first time "WinL" was offered, sixty students enrolled and another twenty-five or so were closed out (the only publicity was by word of mouth); the class was, and remains, one of the most exciting experiences in my thirty-five years of college teaching. The first time through, everybody wanted to talk at once; my first job was to act as referee -- there had to be time found for anger, joy, pity, comradeship, stark honesty -- as well as a great deal of reading and writing to prove to my colleagues that it was a "real" course. Subsequent courses in "Women in Literature" have been different; the course -- now firmly ensconced in the catalogue -- is constantly changing, as it was designed to do. But I note sadly that my enthusiasm for feminist social and cultural criticism is often considered a bit quaint: after all, my students tell me, there are no problems now, we are all "equal" (allowed to pay for our own beer), "lots" of women are now bank executives, astronauts, associate professors, mechanics, and even brigadier generals. So I forget literature for a bit and talk about the feminization of poverty, the female victims of ageism and sexism, the rapists and batterers encouraged by few threats of retribution to exercise their "natural" brutality. But earlier we were content to think about "images of women" and view these stereotypes with alarm.

In November of 1972, Barbara Rigney, then a member of the Division of Comparative Literature and inventor of one of the earliest Women's Studies courses at OSU, arranged a local day-long conference. In the morning, those faculty members teaching feminist courses appeared on a platform at Hillel (bless its cordial heart!), to describe their courses briefly and to answer questions. Most of the faculty members were meeting for the first time -- so thorough was our isolation, so secretive our feminism -- and learning for the first time that there were in fact Women's Studies courses other than our own. The audience, mostly women students, had two complaints: why hadn't they known about these courses? and why were there so many of them scheduled at the same hour? It occurred to me, as I sat on the platform, that some coordination was needed -- somebody should circulate some announcements and call departmental offices about scheduling. So I immediately cancelled a vaguely defined workshop for which I was scheduled that afternoon, and replaced it with a meeting of people willing to work on coordinating existing Women's Studies courses. Thus began what eventually became the Center for Women's Studies. ("I thought it was always here," said a student of mine a few days ago.)

(Part Two of "Creative Anger: Women's Studies at OSU" will appear in next month's Sojourner and will unravel more Women's Studies mysteries, such as: "How did the Sojourner get its name?" "Can a 'lady' be a feminist?" "What do Women's Studies and Welding Engineering have in common?" and "Marlene who?")

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[1]I recently heard a rumor that Women's Studies at OSU emerged from the sole efforts of two (unnamed) graduate students. Not true.

[2]Nearly. About 45% of the student body was female.

[3]Some years ago an authorized history (up to that point) of Women's Studies was written by a student assigned to do so. Various participants in the founding of the Center were interviewed, but the history, because it recorded accurately what some of the "founders" said about dissension and conflict, was disapproved by some of the office staff who had been involved in the early days. The resulting bland and bureaucratic revision suggests that Women's Studies was constantly fed on honey-dew and the milk of paradise and run by a group of cheerleaders.

Legislative Internship Program

It is anticipated that the Ohio Legislative Service Commission will continue its Legislative Internship Program through 1986. Currently, applicants are being sought for approximately 20 legislative intern positions. Successful applicants will be employed on a full-time basis, beginning on December 2, 1985, and ending on December 31, 1986. The annual salary for the 1985 program will be $14, 500.

Applicants must have completed an undergraduate or graduate degree program prior to December 2, 1985. Residents and non-residents of the State of Ohio may apply. Successful applicants normally have a "B" average or higher and above average communicaton skills. There are no requirements for particular fields of study. All applicants completing application requirements prior to the April 30, 1985, closing date will receive equal consideration. For more information, contact Susan Moseley at 422-1021.

Philosophy Conference

The OSU Department of Philosophy, the Center for Women's Studies, and the College of Humanities will be sponsoring "New Trends in Feminist Philosophy," a conference to be held at The Ohio State University on Friday and Saturday, April 12-13. Sessions include "Motion and Emanation in the Principles of Anne Conway;" "Engendering Militarism: Nuclear War, Ideology, and the Feminine;" "Feminism as Revolution in Philosophy;" and "Philosophy's Contributions to Feminist Research." Participants include Kathryn Russell (Denison University); Dorothy Leland (Purdue); and Lois Frankel, Tamar Rudavsky, Heidi Storl, Deborah Fitzgerald, Theresa Hartley, Marlene Longenecker, Judith Mayne, and Tania Ramalho (all OSU).

Attendance at the conference is free, but advance registration is requested. Please contact Terry Winant, Conference Coordinator, or Kim Holle at 422-7914 for registration materials; or contact the Center for Women's Studies (422-1021) for more information.

The Black Woman Writer

"The Black Woman Writer and the Diaspora," a four-day international conference, will be held October 27-30 at Michigan State University. The conference will focus on the bonds that connect Black women writers throughout the African diaspora and will celebrate the achievement of writers from several continents, centuries, and linguistic and literary traditions. Conference sponsors invite paper and panel suggestions which celebrate the achievement of a particular writer, which explore cross-cultural comparisons between and among writers, which help examine the uncharted dialogue between writers in different centuries, which explore hidden connections usually overlooked by preoccupation with the African/North American connection, and which acknowledge the foremothers of Black women. Paper and panel suggestions must be submitted by April 15 and copies of final papers are due September 1, 1985. Submissions and suggestions should be mailed to: Professor Linda Susan Beard, Department of English, Michigan State University, East Lansing, Michigan 48824.

WOMEN'S SERVICES: From the Acting Coordinator

If you have never set foot in the Office of Women's Services, now is the time.

No, we are not moving.

No, we have not gotten new furniture.

No, there is no special open house planned.

The Robin Wiehm Award

The Center for Women's Studies is proud to announce the second competition for the Robin Wiehm Award to be presented to the author of the best paper written by an undergraduate student for a Women's Studies class during the 1984-85 academic year.

This award, presented annually, is named for Robin Wiehm, who was a student in the first Women's Studies courses offered at Ohio State and, subsequently, a good friend to many of us associated with Women's Studies. Robin died on October 1, 1983, following a three year struggle with cancer. In lieu of flowers or contributions to other organizations, Robin asked her family and friends to send donations to the Center for Women's Studies. We extend our appreciation to those of you who have contributed to the Robin Wiehm Fund and particularly thank Robin's family for their support and guidance. We are touched by Robin's remembrance of Women's Studies and are very pleased to be able to honor her memory by the presentation of this annual award.

Eligibility

Papers may be submitted by any undergraduate student who was enrolled in a Women's Studies class during the 1984-85 academic year.* Only one paper may be submitted by a student, and this paper should be accompanied by a letter from the appropriate instructor. Papers can be edited by the student before submission to the competition and can be any length. All papers must be typed and double-spaced. Three copies must be submitted to the Center for Women's Studies.

Selection Process

The Selection Committee will be comprised of three faculty members of the Women's Studies Advisory Council (including one member of the Women's Studies faculty), and the undergraduate and graduate representatives to the Council. This committee will select five papers for final recommendation to the Award Committee, comprised of two members of the Women's Studies faculty and one Women's Studies Graduate Teaching Associate.

Awards

The recipient of the Robin Wiehm Award will be presented with $100, and the winning paper will be published in the September, 1985 issue of the Sojourner.

The author of the second place paper will receive a gift certificate to Fan the Flames Feminist Book Collective and honorable mention. The remaining three finalists will receive honorable mention and Women's Studies T-shirts.

Deadline

May 10 PAPERS DUE (5:00 PM, 207 DULLES HALL)

For additional information, contact the Center for Women's Studies.

*Students completing papers after the May 10 deadline can submit their work for the 1985-86 competition.

This is simply your big chance to see the hub of it all -- and if I may be so bol -- the "nerve center" of women's programs at The Ohio State University. You can see the office and meet the staff -- four graduate students, a project manager, a secretary, an acting coordinator, a practicum student, a social work intern, two work study students, and two volunteers.

As a matter of fact, that's what I found when I returned to Women's Services in January after a six month absence. I had worked for two years in Women's Services as a graduate student, but assuming the role of Acting Coordinator during the busy 10th Anniversary year was an amazing transition.

The staff at Women's Services -- representing only 5.48 Full-time Equivalents-- accomplish incredible things. For Spring Quarter, 1985, these combined efforts have resulted in the planning of 38 general programs and 11 "Rape Education and Prevention Program" workshops and class presentations (in addition to approximately 40 classroom presentations and workshops which will be arranged once the quarter begins). Two scripts on "Rape Awareness and Prevention" have been developed and will be filmed in April. In addition, each month we answer nearly 600 phone calls and we greet 120 walk-ins. I could go on and on.

Perhaps this sounds too self-congratulatory. However, planning for the anniversary celebration has caused us to look back and acknowledge our "roots." The strength of women's commitment over the past ten years is truely amazing. And it is obvious that this strength is what the Offices of Women's Services and the Center for Women's Studies are reaffirming during this Tenth Year Celebration.

I invite you to visit the Office of Women's Services. Come see what ten years of hard work has given us.

And certainly, celebrate, take a pause.

For we are preparing for the next ten years.

Sheryl Hansen

SUMMER QUARTER COURSE OFFERINGS

WOMEN'S STUDIES 201: Introduction to Women's Studies in the Humanities

This course will be an inquiry into the cultural, historical, and economic forms that shape the lives of women. This information will be used to emphasize the relationship between institutionalized perspectives and everyday experience and to develop strategies for change.

Glynis Carr	MW	9:00-11:00	
Phyllis Gorman	M-F	10:00-12:00 (first term)	
(Not open to students with credit for Women's Studies 202)			*5 credit hours U

WOMEN'S STUDIES 202: Introduction to Women's Studies in the Social and Behavioral Sciences

This interdisciplinary course will introduce students to the history and content of contemporary feminism and will investigate the feminist theories which provide alternative perspectives from which to re-examine the basic concepts, issues, methods, and ways of thinking proposed by the traditional social sciences.

Andrea Friedman	TR	9:00-11:00	
Vivian Schaefer	M-F	9:00-11:00 (second term)	
(Not open to students with credit for Women's Studies 201)			*5 credit hours U

WOMEN'S STUDIES 215: Women Writers: Text and Context

This course will be an interdisciplinary inquiry into the nature of female literary tradition and its complex relationships to cultural ideology regarding the status of women, past and present.

Terry Hartley	TR	10:00-12:00	*5 credit hours U
(Not open to students with credit for Comparative Studies 215.01 or 215.02)			
Prerequisites: English 110 or equivalent			

WOMEN'S STUDIES 294A: Women and Addiction

This course will be an introductory interdisciplinary analysis of issues of addiction and the addictive personality as they affect women of all ages. This course will introduce students to the aspects of sex-role socialization and the inadequate responses of the medical and mental health professions which result in female addiction of a variety of types. The working concept of "addiction" in this course will focus on intense attachments to object, sensation, or person from which primary gratification is derived. Topics will include the nature, theories, and consequences of addiction and strategies for treatment and prevention.

Susan Dyer	MW	5:30-7:30 pm	5 credit hours

WOMEN'S STUDIES 294B: Domestic Violence: Battered Women

This course will be an introductory feminist analysis of issues surrounding domestic violence, with particular emphasis on battered women and child abuse. Students will be introduced to the background of patriarchal beliefs and practices which support the proliferation of nonegalitarian relationships between men and women. The class will examine the historical background of violence in the home, the batterer, the survivor/victim, survival tactics, and remedial legislation. Feminist strategies for eliminating domestic violence will be considered.

Willa Young	TR	7:00-9:30 pm (second term)	3 credit hours

WOMEN'S STUDIES 693: Individual Studies

Students may register for individual study in subjects not covered in their regular course work. For more information, please contact the Center for Women's Studies at 422-1021.

		Times to be arranged	1-5 credit hours UG

SOCIAL WORK 710S: Changing Roles of Women and Men

This course will integrate knowledge of human functioning, social policy, research, and practice with particular focus on the changing roles of women and men in today's world. This course will explore ways in which this change in the social system affects the practice of social work.

Bev Toomey	Fridays	6:00-10:00 pm	3 credit hours
	Saturdays	9:00-1:00	
	(This is a three week course.)		

SOCIOLOGY 680: Sociology of Changing Life Styles

In this course, there will be an examination of changes that are taking place in the various institutions of our society and the impact of those changes on traditional marriage. Many questions and concerns about the basic meaning of traditional marriage and family styles will be explored. The discussion will be geared to amplify these issues and to consider changes that are currently occuring and that might be brought about to improve the quality of family life. We will look in depth at some emerging life style patterns such as dual career families, singlehood, and cohabitation.

Sharon K. Houseknecht	MW	1:00-4:00 (first term)	5 credit hours UG

SOCIOLOGY 884.01: Feminist Sociological Theory and Sociological Theory

This course will be a comparative analysis of modern feminist sociological theory and classical sociological theory.

Laurel Richardson	TR	10:00-1:00	5 credit hours

Prerequisites: Graduate standing and previous enrollment in theory or gender classes.

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* Indicates BER status

New Staff at CWS

We would like to welcome two new members to the teaching staff of the Center for Women's Studies, Andrea Friedman and Catherine Little. Andrea is a Ph.D. candidate in history whose research has centered primarily on the early twentieth century feminist movement. She has served as a Teaching Associate for History 237 (History of Women in the U.S.) for several quarters and has taken a number of upper level women's studies courses. Catherine is a Ph.D. candidate in Sociology and, simultaneously, a candidate for the Masters of Social Work, whose major research interests are in spouse abuse and domestic violence. This will be Catherine's first teaching position, but she has served as a Research Assistant in the Women's Employment Assistance Program in Norfolk, Virginia, and has worked with Professor James Upton in Black Studies on projects designed for the Black Studies Community Extension Center. Both Andrea and Catherine will be in apprentice positions this Spring, familiarizing themselves with the content and methods of teaching our introductory courses, after which they will begin teaching in the summer or fall of 1985. We are delighted to have both of them on the staff and look forward to working with them.

Marlene Longenecker

Spring Colloquia

The Spring Quarter Colloquia sponsored by the Center for Women's Studies have been scheduled. On Wednesday, May 1, Joanne Blum, Ph.D. Candidate in English, will present, "The Male/Female Double in Women's Fiction," at 4:00 in 09 Dulles Hall.

"Women Adrift: Working Women Boarders in Chicago at the Turn of the Century," will be presented by Joanne Meyerowitz, Post-Doctoral Fellow in History, on Wednesday, May 22 at 4:00 in 207 Denney. Since neither of these events is listed on the Women's Calendar, be sure to mark your calendars now and plan to attend.

CWS Small Grants

A reminder that applications for the Women's Studies Small Research Grants Program are due by April 19. The major purpose of the Small Grants Program is to provide support to faculty and graduate students who are conducting scholarly research on women and women's issues. Applicants may request up to $1,000 for expenses directly related to the conduct of their research. Applications are available in 207 Dulles and must be returned to that office by the deadline date. For additional information, please call the Center for Women's Studies at 422-1021.

Sojourner

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Faculty and Teaching Staff, Spring 1985

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Garlena Bauer, Adjunct Assistant Professor. Women's Studies
Sue Blanshan, Adjunct Assistant Professor. Women's Studies/Coordinator, Office of Women's Services
Glynis Carr, Graduate Teaching Associate. Women's Studies/English
Kris Dugas, Assistant Professor. Women's Studies/English
Susan Dyer, Graduate Teaching Associate. Women's Studies/Social Work
D. Lynn Fauss, Lecturer. Women's Studies/English
Andrea Friedman, Graduate Teaching Associate. Women's Studies/History
Phyllis Gorman, Graduate Teaching Associate. Women's Studies/Sociology
Judy Johnson, Instructor. Women's Studies/English (Newark Campus)
Catherine Little, Graduate Teaching Associate. Women's Studies/Sociology
Judith Mayne, Associate Professor. Women's Studies/Romance Languages and Literatures
Kelly McCormick, Graduate Teaching Associate. Women's Studies/Sociology
Tania Ramalho, Graduate Teaching Associate. Women's Studies/Education, Human Services
Claire Robertson, Assistant Professor. Women's Studies/History
Leila Rupp, Associate Professor. Women's Studies/History
Vivian Schaefer, Associate Professor. Women's Studies/Photography and Cinema
Chris Smithies, Graduate Teaching Associate. Women's Studies/Education, Human Services
Donna Stark, Graduate Teaching Associate. Women's Studies/Education, Human Services
Verta Taylor, Associate Professor. Women's Studies/Sociology
Willa Young, Graduate Teaching Associate. Women's Studies/Sociology

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The Sojourner is published monthly by the Center for Women's Studies at The Ohio State University September through June. It contains information, positions available, and other information of interest to women.

Comments and announcements from our readers are welcome; deadline for copy is the fifth of the preceding month.

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