

## Welcome to the new PEMBROKE CENTER ASSOCIATES NEWSLETTER.

We are pleased to be able to offer you two ways of keeping up with what's going on at the Center. You can read us on line in either HTML or text or you can request that a print copy of the on-line newsletter be mailed to you.

We plan to keep you informed about the scholarly work of the Center; catch you up on students in the Gender Studies concentration; bring you news about Associates around the country; report the Associates progress in raising funds to support the Center; tell you about Associates programs on and off campus; brief you about articles in *differences* (the Center's journal); and take a look at the past through items in the Christine Dunlap Farnham Archives.

The newsletter is a work in progress: we welcome your comments and suggestions about what you would like to read. Please let us know how we can keep you informed.

### Feminist Theory Papers

The conference in honor of Naomi Schor was the occasion of the inauguration of a new collection within the Christine Dunlap Farnham Archives: the Feminist Theory papers. Brown University and the Pembroke Center are most grateful to Schor's husband, Howard Bloch, and to her family for their donation of Naomi Schor's papers to the Archives. These enormously rich papers offer insight not only into the genesis and development of Schor's work, which includes five books, a co-edited anthology, and countless essays and articles, but also a privileged view of the development of feminist theory and criticism from the 1970s through the turn of the century. The Schor papers mark the beginning of what will be a collection of papers by feminist theorists in the US and abroad and which will be an invaluable resource to historians and other scholars. It is fitting that the Pembroke Center, which over the last two decades has been the premier research center for feminist theory, takes on this role as a major site of feminist theory papers. A website and further information about the Schor collection will be available in the fall.

Read it on-line [www.pembrokecenter.org](http://www.pembrokecenter.org)

[www.pembrokecenter.org](http://www.pembrokecenter.org)

We're happy to send this newsletter to you by mail, but we'd prefer to send it to you through email for cost reasons. To change your free subscription to email, or to send us any story ideas or comments, please contact us at [newsletter@pembrokecenter.org](mailto:newsletter@pembrokecenter.org) or call (401) 863-3650.

Pembroke Center for Teaching and Research on Women  
Brown University, Box 1958  
Providence, RI 02912

Non-Profit  
Organization  
US Postage  
PAID  
Permit No. 202  
Providence, RI



## Associates Council Celebrates 20th Anniversary

Present and former members of the Pembroke Associates Council celebrated their twentieth anniversary at a reception in the Crystal Room, Alumnae Hall, on May 23. The biographies of seventy-six Council members were presented in booklets printed for the anniversary. The booklets complete a series of commemorative publications, the others being biographies of Pembroke Center Postdoctoral Fellows since 1982 and of Women's Studies Concentrators at Brown since 1981.

Diane Lake Northrop '54 made the following remarks: "I entered Pembroke College in Brown University 53 years ago (in 1950). I will celebrate my Fiftieth Reunion next year (2004). Pembroke was a residential/leadership entity. All of our classes—with the exception of, maybe, two—were held on the Brown campus. Our degrees say only Brown University. So—we had the best of both worlds—a residential/leadership women's college and our great university. It was a good thing, because, at that time, there were three men to every woman. In terms of leadership—again, we had the best of both worlds. We had our own student newspaper, the *Pembroke Record*, our own student government, the Pembroke Glee Club, the Chapel Choir, etc., etc. But, we also could participate in the Brown/Pembroke Chorus, WBRU, Sock & Buskin, the orchestra, etc., etc.

In addition to the joint curriculum, the women were required to take four years of gym—unless we never cut—and that would earn an exemption for the last semester of our senior year. The women also were required to take a course in public speaking—until proficient. These requirements were imposed by our female deans, etc., for our own "good." Freshmen women lived in small houses: Allinson, Angell, Bates, East, King, and Sharpe. Virtually all upperclass women lived in Andrews, Miller, and Metcalf, with a few in Whittier. We ate all three meals together in Andrews dining room (snacks at the Gate). "City Girls" gathered at West House. The Sayles Gym and Pembroke Hall and Alumnae Hall were the foundations of our campus—including Andrews, Miller, and Metcalf. The administrative offices, library, bookstore, and mail room were in Pembroke

Hall. The gym and the bowling alley were in Sayles. Chapel and events including proms, the Gate, and the May Queen staircase were in Alumnae Hall.

Wednesday night and Sunday noon dinners were "dress up." Bermuda shorts could only be worn on the Pembroke campus—otherwise, they had to be covered by a long coat. Many is the day we walked on Thayer Street in our raincoats in the broad sunshine. Parietal rules prevailed. If we were out after 10:00 p.m., we had to sign out and sign in by 12:30 a.m. on weekdays and 1:30 a.m. on Saturdays. One Sunday afternoon per semester, men could come to dinner and enter the dorm—with all doors remaining open.

Henry Merritt Wriston was president, and Nancy Duke Lewis was our dean. If it had not been for her, I never could have come to Pembroke. I did not win the Western New England Scholarship, and so I wrote and said that I could not afford to enroll. Dean Lewis wrote back and "found" me some money for a smaller scholarship. I will never forget her. It also turns out that she was a mathematician, and she later gave me strong support as an actuarial mathematics major. She was wonderful.

Pembroke, of course, was named in 1928, preceded by the Women's College in Brown University in 1891, through the astounding efforts of Sarah Doyle and the Rhode Island Society for the Collegiate Education of Women. It is essential that the legacy and history of women at Brown be carried forward by the Pembroke Center. And it is fitting that the Center will be located in Pembroke Hall, which was fully funded by the amazing women and dedicated in 1897.

In 1973 (after the merger occurred in 1971), I was on the Pembroke Alumnae Board, and then served on the first merged Associated Alumni/ae Board. Dorms had become co-ed, the mail-female ratio had changed, and there was much money to be saved by merging. I do still feel the loss, but I love my university as it is now. What I received here I can never give back. I have been working fifty years at it. As it says in the Brown charter, we aim to live a life of 'usefulness and reputation.' (This is engraved on my precious Brown Bear Award.)"

**Fessler's Work—Shown at DC Event** — Ann Fessler, Professor of Photography at the Rhode Island School of Design and Pembroke Center Visiting Scholar, gave a visual and oral presentation of her multimedia installations "Close to Home" and "Everlasting" at the National Museum of Women in the Arts in Washington, DC on June 17. Fessler's presentation marked the first alumnae/i event cosponsored by the Pembroke Center Associates and RISD.

Fessler's work questions the complex network of relationships within the adoptive triad: the adoptee, the woman who gave birth to this child, and the adoptive parents. Her work focuses on the years between the end of World War II and *Roe v. Wade*, when out-of-wedlock pregnancy was intensely stigmatized.

The event in Washington included a private tour of the highlights of the museum's collection and a reception for area alumnae/i in addition to Fessler's presentation. The Pembroke Associates sponsor two or three alumnae/i outreach events annually in different cities. Programs for the coming academic year are planned in New York, Boston, and Atlanta or Chicago.



## NINE GENDER STUDIES CONCENTRATORS GRADUATE

This year marked the twentieth Commencement ceremony in the Gender Studies concentration. Nine students were presented degrees on May 26, receiving their diplomas from Anita V. Spivey '74, Trustee of the Corporation and Vice Chair of the Pembroke Associates Council.

Emma Kathryn Kuby shared the Joan Wallach Scott Prize for an outstanding honors thesis in Gender Studies with Kelly Elizabeth Phipps. Phipps wrote her thesis on "Gender and the Language of Struggle: Republican Representations of Women in the Spanish Civil War." She received a CV Starr Fellowship for Public Service and graduated magna cum laude. Kuby's thesis was "Feminist Campus Politics and Violence against Women: A Study in the History of Student Activism against Domestic Violence and Rape at Brown University, 1976-1994." In addition, Kuby was the first recipient of the prestigious David J. Zucconi '55 Fellowship for International Study. She will use the fellowship to spend a year in France and England studying feminist movements and the increased representation of women in government. Kuby was elected to Phi Beta Kappa in her junior year and graduated magna cum laude.

Other Gender Studies Concentrators included Colleen Elisabeth Cary; Robin Hopkins, elected to membership in Sigma Xi, recipient of the James F. Kidwell Prize in Genetics and Population Biology; Bonnie Kwon, recipient of a Fulbright Fellowship; Ashlee-Morgan McMillen Piper, magna cum laude; Kirsty Janet Singer, recipient of an Americorps Community Service award, magna cum laude; Rachel Steiger-Meister, recipient of the Weston Prize in Creative Writing; and Amy Wilder, recipient of the Thos and Lydia Carpenter Prize awarded to two members of the senior class who "unite in the highest degree the three most important elements in life: ability, character and attainment." Hopkins, Kuby, Phipps, and Steiger-Meister graduated with honors.

Sarah L. Mehta and Sarah Talbot Staley were the joint recipients of the Helen Terry MacLeod Prize, presented annually for an outstanding honors thesis from any field on issues related to women and gender. Mehta's concentration was in Development Studies; her thesis was entitled "The Problematic Citizen: India's Muslim Women and the Discord between Rights and Culture." Staley, a Public Policy concentrator, wrote on "Breaking the Glass Ceiling and Controlling the Floor: The Role of Women Representatives in the United States Senate."

Wendolyn Aubrey Weber was awarded the Marie J. Langlois Dissertation Prize for an outstanding dissertation in an area of feminist studies. Her thesis was "Hild under the Helm and the Witch in the Rose Garden: The Rise and Fall of the Heroic Woman in Medieval Germanic Literature." Weber's Ph.D. is in Comparative Literature.

## Conference on "The Lure of the Detail"

This spring, the Pembroke Center and [differences](#), [A Journal of Feminist Cultural Studies](#), held a conference in honor of Naomi Schor. The Benjamin F. Barge Professor of French at Yale University, Schor died suddenly on December 2, 2001, at the age of 58. Although before going to Yale Schor had taught on the faculties of Duke and Harvard Universities, she never broke her strong connections to Brown, where she taught from 1978 to 1990 and where she held the Nancy Duke Lewis Chair from 1986 until her departure. Founding co-editor with Elizabeth Weed of [differences](#), she continued her work with the journal over the years and participated in Center programs, most recently in the colloquium held in April 2001 on the occasion of the Center's twentieth anniversary.

The April 2003 conference for Schor was entitled "The Lure of the Detail. Critical Reading Today." Throughout Schor's work, most notably in her 1987 book, [Reading in Detail: Aesthetics and the Feminine](#), one finds a recurring fascination with the detail. In her obituary in [The New York Times](#), Douglas Martin wrote that this work of Schor's put her well ahead of her time. What Martin refers to is a major shift that one can see in modernist and postmodern art and literature between an older aesthetic, in which all the components of a painting or a novel or a drama—all the details—are put to the service of the dominant theme of the composition, to a new aesthetic in which the raw, the brute, the beautiful, or simply the irrelevant detail has a life of its own not bound to some overarching artistic harmony. Schor's enormous contribution to the understanding of these aesthetic developments is her argument that the detail—and particularly the subservient detail of the older aesthetics—was invariably coded as feminine. That insight, along with her provocative questions as to the status of the "desublimated," the liberated detail of the postmodern aesthetic, are what made [Reading in Detail](#) a major book in the fields of literature, art history, and philosophy.

In the spirit of Naomi Schor, who had a remarkable talent for discerning the newest of critical developments, the conference asked what the role of the detail is today in artistic, literary, and philosophical thinking. Participants in the two-day conference included scholars from a number of institutions: Brown, Yale, Harvard, Berkeley, the Parsons School of Design, the Graduate Center at CUNY, Pomona and Hampshire colleges, and Dartmouth. Proceedings of the conference will appear in [differences](#) and in the [differences](#) book series published by Duke University Press.

## Pembroke Center Roundtable Focuses on Multidisciplinary Topic of "Dynamic Embodiment"

The Pembroke Center for Teaching and Research on Women sponsored a Roundtable on March 7-8, 2003, on the topic of "Dynamic Embodiment: What IS It, and What Could It Be?"

Embodiment is a term presently in use in many different disciplines: gender studies, psychology, sociology and anthropology (especially in relevant medical studies), epidemiology, and other arenas. The Roundtable looked at what different people mean when they use the word and how does the term advance theoretical and practical discussions about the body.

For neuroscientists, embodiment might refer to neuroplasticity--the ways in which nerve connections change with particular inputs--or, more broadly, how experience shapes the structures within the brain. Cognitive scientists see embodiment in terms of neural networks with meaning distributed within the net as relative strengths of connection. Most developmental psychologists have studied the acquisition of motor skills and some basic cognitive abilities by studying how the body trains itself through interactions with the exterior world. Medical anthropologists, on the other hand, are concerned with how culture and body interact in the production of illness, health and a subjective sense of health. Philosophers who have tired of the classical debates about mind and body have returned to phenomenology for ways to think about embodiment. Other humanists look to psychoanalysis for ways to think of the embodied subject. Others find feminist and queer theories of sexuality as indispensable to any discussion of embodiment; and still others look to performance studies and disability to think about the question.

Thirty participants in the Roundtable examined these and other questions through presented papers and discussion. Some of their work will be published early in the next academic year. Participants from Brown included: Mary Jo Buhle (American Civilization), Greg Downey (Anthropology, Pembroke Center Postdoctoral Fellow), Anne Fausto-Sterling (Biology and Medicine), Richard Fedlstein (English, Affiliate), Lynne Joyrich (Modern Culture and Media), Yvette Koch (American Civilization), Melanie Kohnen (American Civilization), Yari Perez-Marin (Hispanic Studies, Pembroke Center Graduate Fellow), Jennifer Reardon (Biology and Medicine), Ellen Rooney (Modern Culture and Media), Rochelle Rosen (Biology and Medicine), Judith Rosenbaum (American Civilization), Gayle Salamon (Rhetoric, Pembroke Center Postdoctoral Fellow), Rebecca Schneider (Theater and Speech), Patricia Symonds (Anthropology), Catherine Trimbur (Human Biology, Africana Studies, student), Teresa Villa-Ignacio (Comparative Literature,

Pembroke Center Graduate Fellow), Elizabeth Weed (Gender Studies, Modern Culture and Media; Director, Pembroke Center), and Deborah Weinstein (History of Science, Pembroke Center Postdoctoral Fellow). Other scholars included Joseph Dumit (Science, Technology and Society, MIT), Alan Fogel (Psychology, University of Utah), Kathryn Geurts (Anthropology, Hamline University), Petra Kuppers (Performance Studies, Bryant College), Joshua Levens, History of Science (Johns Hopkins University), Deboleena Roy (Women's Studies, San Diego State University), Katherine Rudolph (Philosophy, Rhode Island College), Margaret Spencer (Education, University of Pennsylvania), Peter Taylor (Critical and Creative Thinking, University of Massachusetts, Boston), Elizabeth Walden (English, Bryant College), and Elizabeth Wilson (Psychology, Research Institute for Humanities and Social Sciences, Australia).

## New work on Sexual Differentiation

Anne Fausto-Sterling, Professor of Biology and Gender Studies, and Cynthia Garcia Coll, Professor of Education and Director of the Center for the Study of Human Development, have been awarded funding from Brown to sponsor work on "Understanding Sexual Differentiation: A New Paradigm for Psychology" during the 2003-04 academic year. This project, which will be cosponsored by the Pembroke Center, grows out of the 2002-03 Pembroke Center Research Seminar on "Theories of Embodiment," a theme that explored the debate over "nature versus nurture." Fausto-Sterling was the leader of the Seminar and Garcia Coll was a participant.

The Seminar brought together people from a range of disciplines to devise ways of thinking (both theoretically and experimentally) about embodiment as a process of the dynamic interaction of the human organism and its environment. Seminar participants included scholars from biology, science studies, history of science, and psychology, as well as anthropology, history, philosophy, literature, and performance studies. A roundtable in conjunction with the Seminar produced at least six different approaches to the meaning of embodiment.

The new work on "Understanding Sexual Differentiation" will feature a roundtable on early infant development. Participants in the roundtable will consider such questions as: how do things such as crib shape, mobiles, lighting, types of toys, movement and manners of physical handling, swaddling, carrying on the back of front of the mother, noise, and talking, shape the sensory, motors, and ultimately cognitive worlds of the infant? Are there gender differences in these worlds and to what extent are any possible differences cooperatively constructed from the nervous needs of the infants and the preconceptions of adult care-takers? Are there race-based cultural differences in these worlds, and how might such differences affect different developmental pathways? Papers presented at the roundtable will be published in an edited volume.

## Forum Examines Affect of War on Women and Children

"Women and War: How War and Terrorism Affect Women and Children, Here and Abroad" was the topic of the 2003 Pembroke Associates Forum on May 24.

Panelists included international human rights attorney Jacqueline Bhabha, Lecturer in Public Policy at the Kennedy School of Government, Harvard; Cynthia Garcia Coll, Professor of Education and Director of the Center for the Study of Human Development; and Elliott Colla, Assistant Professor of Comparative Literature, specializing in Arabic Literature. The panel was moderated by Ulle Holt '66, '92 MA, '00 Ph.D., Teaching Associate at the Watson Institute for International Studies.

Professor Garcia Coll showed photographs of children in Iraq who had been involved in the most recent Gulf War as well as photographs of children in the United States who had been lost a parent to the war. She discussed the psychological impact of the conflict on children, their grieving processes, and the long-term effects they would suffer. There are adult interventions that may help children through such traumas, but they may not be available to children in Iraq at the present time.

Professor Bhabha observed that women and children are disproportionately affected by war. They are likely to be among civilian casualties in higher numbers than men and less likely to be able to reach sanctuary. The economic effects of war and terrorism—loss of shelter, food and water, medicine, and income—are especially difficult for women and children. Although there are international laws designed to protect women and children in wartime, their lives are so precarious that they are often unable to avail themselves of legal protection.

Professor Colla reminded the audience that one of the justifications for previous US intervention in the Middle East—notably Afghanistan—was to rescue women from male oppressors. However, since women in Iraq under the Saddam government had more legally guaranteed rights than women in the United States, the government could not claim to be saving them. Consequently, Pfc Jessica Lynch had to be liberated from dark-skinned, implicitly "savage" men by white civilized men, in an orchestrated-for-the-press drama akin to countless tales of helpless women and girls being saved from monsters by knights in shining armor.

Professor Holt, as part of her introduction of the panelists, recited statistics that emphasized how many more women and children than men have been victims of war and terrorism.

## Differences

The first issue of *differences. A Journal of Feminist Cultural Studies* to be published with Duke University Press appeared in June. Wrapped in a newly designed black and plum cover, this special issue titled "On Humanism" asks if new versions of historical analysis and cultural studies have reanimated the humanist themes dismantled by much critical scholarship in recent decades. True to *differences'* editorial character, the essays comprising this issue, as well as a second issue on humanism due off the press at the end of August, move across disciplinary boundaries and unsettle epistemological and ethical assumptions and their foundations. Examining rhetorical constructions and philosophical quandries, the implications of nature's limits and technology's ubiquitousness, these issues explore the limits of the human and the nonhuman and examine the thought of the antihumanist and the posthumanist as they impact upon notions of human being—being in terms of freedom, of equality, of creativity, of self-consciousness, of expressiveness; and being marked by memory, by ethics, by race, by modernity. The third and final issue of volume 14, titled "The Lure of the Detail: Critical Reading Today," takes a different turn. A selection of essays presented in honor of Naomi Schor at the conference of the same name held in April at the Pembroke Center, 14.3 considers the detail as an aesthetic and hermeneutic figure in texts ranging from the philosophical to the journalistic, from fashion plates to film. Future issues will consider such themes as "Man and Beast," and "Intuition."

## "Shame" To Be Topic of 2003-04 Seminar

"Shame" will be the topic of the Pembroke Center Research Seminar for the 2003-04 academic year. David Konstan, John Rowe Workman Distinguished Professor of Classics and Chesler-Mallow Senior Faculty Fellow at the Pembroke Center, will lead the Seminar.

Postdoctoral Fellows for 2003-04 are Timothy Bewes, Carol G. Lederer Postdoctoral Fellow (Ph.D. in English Literature, University of Sussex); Dicle Kogacioglu, Artemis A. W. and Martha Joukowsky Postdoctoral Fellow (Ph.D. in Sociology, SUNY/Stonybrook); and Judith Surkis, Nancy L. Buc Postdoctoral Fellow (Ph.D. in History, Cornell). Faculty participants include Beverly Haviland, Pembroke Center Faculty Fellow (Comparative Literature); Hilary Silver, Edwin and Shirley Seave Faculty Fellow (Sociology); and Stanley Stowers, Edith Goldthwaite Miller Faculty Fellow (Religious Studies). Graduate Fellows are Yuriko Furuhashi (Comparative Literature); Dominique Groeneveld (English); and Joanne Kedzierski (Hispanic Studies). Jennifer Pranolo '05 will also participate in the Seminar.

The Seminar will look at both the cross-cultural and historical manifestations of shame and congruent concepts. They will examine the relationships between shame and its purported opposites, such as honor and pride, and between shame and its other, guilt, taking note of how these tensions have entered into the construction of social

ideologies. In particular, attention will be directed to the role of shame in constructing differences of gender and class.

The Seminar will examine the problem of comparing emotional and psychological concepts in different languages. Following are some of the questions that will be considered: Did the concept of shame undergo important changes after the Enlightenment, or with the advent of Romanticism? Is it differently construed within the so-called "Western" tradition and in other societies?

How does shame relate to guilt? In the polarity of shame and honor, shame is both sexualized and differentiated according to gender. What, in particular, is the relationship between shame and sex? Does the distinction between shame and honor say as much about anthropologists' views as it does about those of the cultures under investigation?

Today, it is commonplace to describe pride as the opposite of shame. Is the idea of pride as self-esteem a modern innovation, and is the corresponding notion of shame as a negative or unhealthy sentiment equally specific to modern cultures? Ought people to have shame? Is there a difference between a sense of shame and being ashamed? How necessary is shame to morality? Finally, what are the politics of shame? How is it exploited in the media? Who feels shame and why?