

# CONNECTIONS

NEWSLETTER OF THE CONSORTIUM ON  
RACE, GENDER, & ETHNICITY

FALL 2002

## FROM THE DIRECTOR

I'm writing these comments on the eve of September 11 as the nation begins to commemorate the events of that day a year ago and to remember those whose lives were lost. In my mind it is a sad irony that at the same time these solemn and reverent tributes are taking place, our president is moving ahead to expand the war on terror with an attack on Iraq, despite the opposition of U.S. allies abroad and U.S. patriots at home.

Though September 11, 2001 led to an initial recognition that global alliances are essential to peace and well-being throughout the world, the U.S. government continues to assert its right to act unilaterally—as if the U.S. view of reality is the only truth that needs to be acknowledged. Interestingly, the discourse that has surrounded the events of the past year includes discussion of issues of inequality, human rights, racial profiling, and gender oppression both within the U.S. and in international relations.

These thoughts frame my reflections of the conference I attended at Makerere University, Kampala, Uganda, this summer. The Eighth International Interdisciplinary Congress on Women, "Gendered Worlds: Gains and Challenges" drew 2500 women from around the world. The women came to talk about improving the lives of women and girls, children, and families. Sessions at the congress focused on health care, economic empowerment, schooling and education, law and human rights, peace and conflict, information and media, culture and creativity, science and technology, and activism and development. Conducted for the first time on the African continent, with women from all over



EIGHTH INTERNATIONAL INTERDISCIPLINARY CONGRESS ON WOMEN, KAMPALA, UGANDA

Africa participating, discussions were lively, informative, passionate, and, at times, heated. There was a sense that people were

there to share strategies for solving problems and concepts for helping better understand problems.

Because I had not kept up with political or social changes in Uganda since the Idi Amin years, I did not know the significance of this African country as a location for this event. Yet the conference provided an opportunity to experience firsthand a vision of human justice and the elimination of inequality and gender oppression in Africa that was generated by African women whose dynamism, commitment, and dedication is as inspiring as the task before them is awesome.

My lessons in alternative truths began at the airport where we were welcomed by a huge banner and dozens of young men and women wearing yellow "official" t-shirts. They checked us in and served as our guides to the hotels and the conference... Wow, *this is a women's*



*conference that is getting the attention of the nation...* This thought was underscored by the fact that, as I was arriving, the president of Uganda,

Yoweri Museveni, was addressing the delegates at the opening ceremonies of the congress.

Most of the country's women politicians also attended the opening ceremonies. Uganda has a gender-sensitive constitution that insures the representation of women in government. There are two national elections: a national general election and a

*continued on page 3*

## Sister Circle: Interdisciplinary Pleasures

**S**ister Circle: *Black Women and Work*, edited by Sharon Harley and the Black Women and Work Collective, is a rare book: interdisciplinary, challenging, and ultimately a pleasure to read.

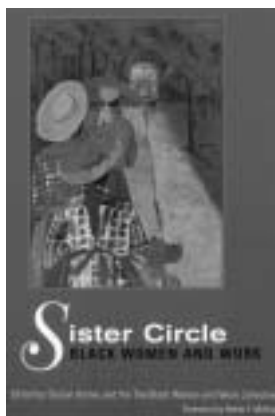
The sister scholars whose essays make up this book began meeting in 1993. While their individual areas of expertise covered a spectrum of substantive areas, they found they had common research interests pertaining to women of color and the enterprise of work. Soon the small circle of UM scholars widened to include scholars at nearby universities, a grant from the Ford Foundation, and a faculty and graduate student seminar, "Meanings and Representations of Black Woman and Work." *Sister Circle: Black Women and Work* is the group's culminating project.

The collection has four parts: "Work it Sista!," "Foremothers: The Shoulders on Which We Stand," "Women's Work through the Artist's Eyes," and "Detours on the Road to Work: Blessings in Disguise." Each section addresses a different aspect of Black women's work, ranging from the antebellum period to the early 1990s. The essayists make a specific point to define work as paid or unpaid and to explore the connection between the professional and the personal lives of the women workers.

Dr. Sharon Harley, associate professor, Afro-American Studies Program, describes a particularly interesting feature of *Sister Circle*, "...



Ophir's Photography Studio



*SISTER CIRCLE:  
BLACK WOMEN  
AND WORK,  
SHARON HARLEY,  
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each scholar wrote a personal statement that appears before her essay, for a sense of flavor, and to give a sense of how [they came to do this work]." In this way, the interconnections between the lives and the work of African-American scholars are also brought to light.

*Sister Circle: Black Women and Work* goes beyond the conceptual framework of many academic books. The collection is rooted in lived experience and is meant to be read by people from all walks of life, not just elite groups of scholars. Dr. Harley and the Black Women and Work Collective aimed for an audience that ranges from book clubs to the academy. In the foreword, Nellie Y. McKay writes, "Working together, the Black Women and Work Collective has produced a publication that takes a gigantic step toward strengthening Black women's studies by foreshadowing future developments in this area."

Because of the interdisciplinary nature of the collection of essays, African-American studies, women's studies, history, and labor studies departments can all use *Sister Circle: Black Women and Work*. The collection resonates across a wide audience because it provides content often missing in feminist studies yet vital for studies of masculinity. *Sister Circle: Black Women and Work* breaks down

DR. SHARON HARLEY IS AN ASSOCIATE PROFESSOR IN THE AFRO-AMERICAN STUDIES PROGRAM AT THE UNIVERSITY OF MARYLAND, COLLEGE PARK. SHE HAS CO-EDITED TWO OTHER COLLECTIONS, *AFRO-AMERICAN WOMAN: STRUGGLES AND IMAGES*, AND *WOMEN IN AFRICA AND THE AFRICAN DIASPORA*.

stereotypes, offers critical and much needed scholarship on Black women's work, and challenges readers to think outside the usual parameters of research. It is a collection that is cutting edge, insightful, and necessary. ■

## WHAT'S NEW

### Welcome Wendy Hall

Please help us welcome our new administrative assistant II, Ms. Wendy Hall. Ms. Hall comes to us with extensive office experience and much enthusiasm for the Consortium.

### New CRGE Faculty

CRGE welcomes visiting scholar Dr. Lynn Weber from the University of



South Carolina. Dr. Tallese Johnson, recently from the Carolina Population Center, University of North Carolina, Chapel Hill, will also be joining us for a two-year appointment.

### CrISP Scholars

The CRGE Interdisciplinary Scholars Program (CrISP) is off to a great start with the arrival of our three student scholars: Clare Jen, Department of Women's Studies, Keeley McGill, Department of Sociology, and Mia Reddy, Department of American Studies. These students receive a graduate fellowship and half-assistantship in CRGE as part of the CrISP program that provides training and mentoring for interdisciplinary scholars while they pursue degrees in their respective fields.

### Fall Graduate Colloquium

Please join us for CRGE's Fall 2002 Graduate Colloquium. Students and faculty interested in investigating the intersections of race, gender, ethnicity, and other dimensions of difference will meet in the Maryland Room, Marie Mount Hall, *Thursdays, 12 noon to 2 p. m., September 19, October 17, November 14, and December 5.*

continued from page 1 separate national general election for women. Each electoral district sends a woman representative to Parliament. Additionally, the constitution

## FROM THE DIRECTOR

provides that if the president of the nation is a man, the vice president is a woman.

The Department of Women and Gender Studies at Makerere University hosted the conference. Established in 1991, the department began offering a master's degree program in order to bring an academic perspective to the documentation of gender relations in the country. In ten years, the program produced 90 graduates with master's degrees. In 1999, they established an undergraduate program on gender and development. Most striking to all of the conference attendees, however, was the new three-story Women and Gender Studies Building, which was dedicated during the conference... . *Take my picture in front of this building so I can take it back and show my dean that the Makerere women's studies department has a building while we are struggling to get a few extra rooms!* ... . I cannot begin to recall how many U.S. women I heard make a similar comment.

One of the highlights of the conference for me was the exhibition tent. The tent was filled with banners



WOMEN AND GENDER STUDIES BUILDING,  
MAKERERE UNIVERSITY, KAMPALA, UGANDA

and displays from a variety of groups. The YWCA exhibited a number of devices designed to improve conditions

ONE OF THE HIGHLIGHTS OF THE CONFERENCE FOR ME WAS THE EXHIBITION TENT. THE TENT WAS FILLED WITH BANNERS AND DISPLAYS. THE YWCA EXHIBITED A VARIETY OF DEVICES DESIGNED TO IMPROVE CONDITIONS UNDER WHICH WOMEN CARRY OUT THE TASKS OF EVERYDAY LIFE, SUCH AS COOKING AND TRANSPORTING WATER.

under which women carry out the tasks of everyday life, such as cooking and transporting water. MAMA—101.1 FM, “the first all-women station in Uganda,” promoted its programming. There were tables with exhibits addressing wife

abuse and child abuse, increased schooling for girls, AIDS and safe sex practices, as well as information about the national gender policy and the unfinished work that remains despite having a gender-sensitive constitution. In addition, a number of women entrepreneurs and cooperatives were selling everything from sculpture, textiles, arts, and crafts to locally produced fruit wines.

The connection between the women and gender studies department and the lives of everyday Ugandan women was palpable. “One of the amazing things about women who teach in this department,” I was told by a U.S. colleague who had visited Uganda several times, “is that they spend the week teaching really large classes and then on weekends, they go out to the countryside to work on community development projects.”

After a few days I understood the significance of holding this conference in Uganda, a country in which a number of dynamic and powerful

women in all areas of life are actively engaged in remaking their worlds. The women and gender studies program at the university is intimately engaged in this process. Their faculty and students are not only helping to rethink and reconceptualize gender

relations, they are helping to build structures of change. It is a long and arduous process and is based on a vision of social relationships that appear to confront inequality, justice, ethnic differences, and gender opposition head on.

## Electronic Newsletter

If you would like to receive *Connections*

via email, please contact Linchun Li, Linchun@wam.umd.edu, or visit our website, www.umd.edu/crge, and download the most recent edition of Acrobat Reader. ■

## KUDOS

### CRGE Receives Ford Funding

The Ford Foundation has awarded CRGE \$139,997 to develop a follow-up study to the Ford-funded “Female

Headed Households in the Rural Mid-South,” conducted from 1989-1992 by Drs. Dill, Timberlake, and Williams. Dr. Tallese Johnson heads this project.

### Dr. Sandra Murray Nettles,

associate professor, Department of Human Development, has been awarded a contract with the University of Texas (UT)-Houston School of Public Health. Dr. Nettles will participate with investigators from UT, Johns Hopkins School of Public Health, and UM Baltimore County on a four-year study entitled,

“Behavioral and Academic Adjustment in Elementary School: Neighborhood and Family Correlates.”

The study is funded by the National Institute of Child Health and Development and will be conducted in Baltimore.

### Dr. Ruth E. Zambrana,

professor, Department of Women's Studies, has been selected as an adjunct professor of family medicine at the UM, Baltimore School of Medicine, Department of Medicine.

In association with the American Academy of Pediatrics, Dr. Zambrana



# Educating for the Future: Crossing Borders in Women's Studies

DEBORAH ROSENFELT, DIRECTOR, CURRICULUM TRANSFORMATION PROJECT,  
PROFESSOR, DEPARTMENT OF WOMEN'S STUDIES

The Department of Women's Studies and the Curriculum Transformation Project continue to enhance and institutionalize their work by bringing international perspectives to bear on women's studies and by establishing coalitions to explore theoretical, institutional, and pedagogical issues across national borders. Our recent summer institute (2002) focused on issues of difference and commonality among women. Scholars from the Central European University Ph.D. program and from two Israeli universities with graduate-level programs in women's studies participated.

In 2003, we will host a working conference with the teams of scholars from China, Korea, the Caribbean, South Africa, Central Europe, and Israel that participated in our earlier institutes. The conference will serve two purposes: 1) to lay the foundation for a formal international consortium in graduate women's studies and 2) to produce papers for publication.

## Background Projects

The Department of Women's Studies and the Curriculum Transformation Project have received two prior Ford Foundation grants. Both grants were oriented towards building interconnections between women's studies, area studies, and ethnic studies. From 1994-1997, our grant was from Ford's WS AIS (women's studies, area studies, international studies) initiative for Women and Gender in an Era of Global Change. Faculty throughout the University of Maryland system engaged in discussion, research, and curricular change related to the worldwide experiences of women living with the processes of globalization. This project, together with others in the WS AIS initiative, became the basis for a number of publications either edited, co-edited, or co-written by project director Deborah Rosenfelt; these publications include a special issue of the *Women's Studies Quarterly*, a monograph on curricular change for Towson University's Institute for Teaching and Research on Women, and a forthcoming Feminist Press book, *Encompassing Gender: Integrating Women's Studies and International Studies*.

A second Ford-funded project was part of Collaborative Transformations in the Academy, "Constructing Connections across Borders: Women's Studies and Curricular Change in the New Millennium." Funding supported two, three-week institutes for international and interdisciplinary dialogue. UM scholars convened with scholars from four other countries. The first summer institute in 2000 brought women from several institutions in China and from Ewha University in Korea. The second summer institute in 2001 included scholars from the University of the Western Cape in South Africa and the University of the West Indies. The conferences were held at UM.

Through the institutes, a central set of concerns emerged, particularly around issues reflected upon by the intersections of gender, race, class, ethnicity, religion, and nation. Differences and commonalities among women were compelling. Participants expressed a great desire to continue working together in ways that are long-term, and, to our delight, our new Ph.D. program in women's studies has already received applications from students in both Korea and China.

The first grant also supported a mini-conference at UM that allowed us to explore issues related to our new Ph.D. in women's studies. This conference drew 40 participants, mostly core and affiliate faculty from the University. Also invited were representatives from key institutions that are developing doctoral and M.A. programs in women's studies. The conference not only helped define the opportunities for graduate women's studies at UM, it helped facilitate exchange among faculty members most involved on our campus and helped lay the basis for a national conference on the Ph.D. in women's studies, a crucial event in the evolution of the field.

Several planners and participants at our mini-conference were instrumental in planning the national conference (also supported by Ford), which was conducted at Emory University this past fall. UM presenters included Claire Moses, chair, Women's Studies, who spoke on the evolution of our Ph.D. program, Deborah Rosenfelt, who spoke on the need to insure international perspectives in the evolving Ph.D., and Bonnie Thornton Dill, on issues of intersectionality and race.

## Summer Projects 2002 and 2003

Representatives from Central European University, Budapest, and from Bar Ilan, Israel, who represent two additional regions in our transnational work, joined us in planning our summer 2002 institute.

This institute examined issues of difference and commonality among women, especially among those women living in Central and Eastern Europe, Israel, and the United States; it explored the complex theoretical literature on difference produced by feminists in various locales; and it assessed the effectiveness and relevance of existing literature to the experiences of women in these different parts of the world.

It was productive and provocative to consider, for example, the question of the experience of Jewish women in Central Europe while taking into account the relationships among Jewish women in Israel who have various backgrounds (Ashkenazi, Sephardi, Mizrahi, Ethiopian, Russian) and between Jewish and Palestinian women. The construction of

THE DEPARTMENT OF WOMEN'S STUDIES AND THE CURRICULUM TRANSFORMATION PROJECT AT THE UNIVERSITY OF MARYLAND ARE COLLABORATIVE PARTNERS WITH THE AFRO-AMERICAN STUDIES PROGRAM AND THE CONSORTIUM ON RACE, GENDER, AND ETHNICITY. TOGETHER WE HAVE RECEIVED FORD FOUNDATION FUNDING FOR THE NEXT TWO YEARS. THE SPRING 2003 ISSUE OF *CONNECTIONS* WILL HIGHLIGHT THE WORK OF THE AFRO-AMERICAN STUDIES PROGRAM. THIS REPORT DESCRIBES THE GOALS AND ACTIVITIES OF WOMEN'S STUDIES AND THE CURRICULUM TRANSFORMATION PROJECT DURING THE CURRENT PERIOD OF FUNDING.

both difference and commonality looks quite different in these contexts, than in the contexts of the Caribbean and South Africa, where power relations among Black, Colored, European-origin, and East Indian peoples are paramount in discussions of difference.

Daily content of the institute was planned collaboratively, drawing, in part, from the 2001 syllabus, which involved participants from three campuses of the University of the West Indies and from the University of the Western Cape. Conversations among scholars across disciplinary and geographic borders helped to articulate key issues for research, build ties that will facilitate such research, and explore methodological dilemmas. It also created formal and informal links that are of great benefit to faculty, students, and the field. We believe that the timing of these meetings in the United States and abroad is critical, since work on the Ph.D. in women's studies is still very new and our work on commonalities and differences across borders can help shape it.

In the summer of 2003 we will support a working conference that draws together representatives from all the regions and most of the institutions previously engaged in the international summer institutes. We plan to involve participants and presenters from other components of the Collaborative Transformations Project as well. Their work on intersectionality and on gender, race, and work are germane to this exchange.

The purpose of the next conference is two-fold: 1) a sharing of key issues in research, especially with regard to the lines of difference and the grounds for commonality among women nationally and internationally, and 2) the founding of an international consortium in graduate women's studies.

Sharing key research issues will enable better understanding of the ways in which national and local contexts shape research priorities for women. The conference will be carefully planned with input from each participating institution. Participants will be asked to write about their own research and to link this research to their vision of compelling priorities for inquiry within both institutional and national contexts. Working papers will be the basis for future publications.

The new international consortium in graduate women's studies will include the following institutional members: Beijing University, Beijing; Ewha University, Seoul; Bar Ilan University, Tel Aviv; University of the Western Cape, Capetown; University of the West Indies, headquartered in Jamaica; Central European University, Budapest; and UM, College Park. The consortium will be egalitarian and collaborative, meeting the needs of all participating institutions. Needs and wishes already expressed include cooperative research ventures and cooperative quests for funding; visiting consultancies and faculty exchanges, both short-term and long-term; grants and fellowships to support research efforts by graduate students at participating institutions; and online seminars and for-credit courses.

We have begun to lay the foundation for the consortium and will use the summer 2003 conference to finalize its design. We think that the graduate women's studies programs of all participating institutions will be greatly enhanced and strengthened by our affiliations and that women's studies as a field of endeavor will profit from the consortium's elaboration across borders—borders rarely crossed in academia. Border crossings will not only be between nations but between north

and south, east and west, secular and religious, capitalist and communist and post-communist. We believe that, ultimately, this international consortium will serve as a model for academic democracy, a structure suitable for the next stage of an enterprise since women's studies has always linked the production of knowledge with advocacy for progressive social change. ■

## Work at the Intersections of Race, Gender, Ethnicity, and Other Dimensions of Difference in Higher Education

BONNIE THORNTON DILL, PH.D., DIRECTOR, CRGE, PROFESSOR, WOMEN'S STUDIES

*In September 2000, I was invited by the Ford Foundation to study and prepare a report on university based programs that conduct research and teaching at the intersections of race, ethnicity, gender, and other categories of identity. This consultancy served to provide insights and information regarding interdisciplinary knowledge building in the areas of race, gender, and identity, its impact on the transformation of curricula, and on a growing body of intersectional research.*

Research and teaching at the intersections of race, ethnicity, gender, and other dimensions of identity is an outgrowth of the new scholarship created in the interdisciplinary fields of African-American studies, Chicano/Mexican-American studies, American Indian studies, Asian-American studies, women's studies, area studies, and more recently, gay and lesbian studies, cultural studies, critical legal studies, labor studies, multicultural studies, American studies, and social justice education. Nevertheless, work "at the intersections" is relatively new work. It is an outgrowth of these fields and is in the process of being created. In order to try to capture the current state of this work, I conducted interviews and site visits with approximately 70 faculty members at 17 universities and colleges in the U.S. during the spring of 2001. The interviews had two major foci: defining, describing, and characterizing this work "at the intersections" and revealing the structures of organization and leadership through which the work is done.

### Defining and Describing the Work

Two distinguishing features of work that examines the intersections of race, gender, and other dimensions of difference were repeatedly identified by respondents: (1) intersectional scholarship is grounded in the lived experience of people whose identity crosses the boundaries of traditionally constructed groups, and (2) the ultimate goal of this work is to contribute to the creation of a more just society.

In the U.S., this scholarship has some of its earliest formations in the work of women of color who sought to tell and interpret their own stories and to have their lives acknowledged. While the work on women of color grew and developed, complimentary ideas were emerging in a number of fields influenced by knowledge about other previously excluded groups, by post-modern and post-colonial theory, and by a broad rethinking of the concept, meaning, and content of identity. These ideas influenced one another and extended the intellectual

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## Research Reports

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appeal and practical applicability of ideas that approached identity as a multidimensional phenomenon. While some might see the broad array of fields in which this work is occurring as an indicator of diffuseness and lack of specificity, I see it as reflective of the variety of issues, ideas, and problems to which this work speaks.

Transformation of knowledge and of individual lives is a fundamental aspect of this work. The people engaged in it do so out of strong commitments and desires to create a more equitable society that recognizes and validates difference. “Democracy,” said one respondent, “is not a done deal and this work is part of the struggle to make democracy work.”

What I take from these interviews is that work “at the intersections” is an analytical strategy, an approach to understanding human life and behavior rooted in the experiences and struggles of marginalized people. It is also an important tool linking theory with practice that can aid in the empowerment of communities and individuals. Finally, it is a theoretical perspective that insists on examining the multi-dimensionality of human experience. I use the term intersectional analysis to refer to the work that I have described above, recognizing that this phrase continues to be provisional and transitional<sup>1</sup>, covering a variety of ways of searching for a language to capture the critical stance and dynamism of this growing body of scholarship and curriculum.

### Knowledge Production

The results of intersectional analyses are new ideas about what constitutes knowledge, new ways of producing knowledge, and new knowledge. For example, one point of general agreement throughout the interviews is that the experiences and texts of traditionally marginalized groups were not considered knowledge thirty years ago, but today they are. In addition, the ways in which this knowledge is being produced has its own set of far-reaching consequences. This new knowledge is both distinctive and familiar. It is the distinctive knowledge of previously excluded communities and of multiply oppressed groups. It tells, interprets, and analyzes the stories of Black, Latino, Asian-American and Native American Indian women and of gay men, lesbians, bisexual and transgender people of all racial and ethnic groups in the U.S. It examines the effects of race in this society, not just on people of color, but also on Whites. It studies women’s migrations around the globe and the interactions between that and global transfers of capital.

It is knowledge based upon and derived from the “outsider-within,” “subaltern,” and “borderland” voices of society, creating histories and narratives counter to those primarily based on the experiences of social elites. Because so much of this work is being done in interdisciplinary fields, creating language and methods that overcome the rigidities of traditional disciplines is a key concern. In both writing and teaching, respondents are seeking to find ways to capture and convey dynamic social processes in which identities are formed and shift in continuous interaction with one another and within a context of social inequality. While there continue to be debates about whether this work is truly interdisciplinary, it is clear that no one disciplinary

location can address the issues raised within it. One pair of respondents stated it this way, “the questions that arise are deeply interdisciplinary. The categories

do not function just as variables but question each other and our methodologies at every step.”

At the leading edge of this scholarship is a set of issues and a body of work that respondents view as particularly promising. Although they tend to draw examples from their own fields of expertise, respondents’ examples reveal some important areas of consensus and overlap. I group these into five broad categories, although it is important to point out that since a key aspect of this work involves examining links and interconnections, many of these ideas could easily fit into more than one category: 1) work on identity that interrogates racial categories; 2) work that examines new sets of intersectional relationships and extends the meaning of interdisciplinary scholarship; 3) work that focuses on international

and global interconnections; 4) work in the field of sexuality studies that engages other dimensions of inequality and difference; and 5) work that links theory and practice, and provides a foundation for social justice and critical resistance. Within each of these topics there are disagreements about approach and perspective, but the debates and discussions contribute to the vibrancy of the topic and thus to the respondents’ sense that these are the areas of work that are currently advancing this scholarship.

### Organizational and Leadership Structures

One of the most striking findings of this study is that, on most of the 17 campuses I studied, this work has no institutional identity. There is no unit or office with the specific mission of bringing this widely dispersed work together or promoting and facilitating it. Scholars doing intersectional analysis are widely dispersed across their universities in the arts, humanities, social sciences, health sciences, area studies programs, and schools of international affairs, law, and business. Those people with an interest in these issues, who work outside departments of women’s studies and ethnic studies, where studying intersections is a central concern, often find themselves alone among their colleagues. Given their dispersion, they seek and benefit from alliances and networks with others engaged in this work on their campus. Overwhelmingly, the existence of these kinds of collaborations and networks are dependent on particular individuals and the personal and professional relationships they develop with other colleagues. In most institutions where this work is taking place, women of color who hold faculty appointments in either ethnic studies, women’s studies, or in other academic departments are key participants. Women of color remain central to the continuing development and promotion of this scholarship.

Notably, University of California (UC), Berkeley and UM were the only two institutions in this sample that have a unit solely devoted to facilitating and promoting this kind of scholarship. UC Berkeley’s Center for Race and Gender has just begun to establish itself, while

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the Consortium on Race, Gender, and Ethnicity at UM has been funded since 1998. Interestingly, women of color head both of these organizations.

Based on the interviews, the following three elements emerged as essential for the institutional growth of this scholarship:

*Faculty.* The need to increase the numbers of faculty engaged in this scholarship across different disciplines is essential to its growth. These increases need to be at the junior, senior, and middle levels to maximize opportunities for mentorship and collaboration.

*Money.* Resources in terms of dollars for infrastructure and programming are essential to support this work.

*Administrative support.* Key administrators who understand this scholarship and/or are willing to support senior faculty who take leadership in developing this work on their campuses are vital to obtaining money and faculty.

Faculty, money, and administrative support are the basic building blocks of any unit within a university. Yet, most respondents suggested that approaches toward intersectional scholarship had been piecemeal, at best. Respondents agreed that all of these elements need to be addressed in a systematic way to provide full institutional support to this body of work.

## Discussion

## CRGE Staff



Intersectional work has burgeoned and now reached a stage of development that is both worthy of and requires a new infusion of energy and resources to take it to the next level of intellectual and social influence. Recommendations were made to the Ford Foundation to continue its vital investments in the scholarship on women of color, to actively support the dissemination of work at the intersections, to continue to pursue curriculum transformation projects that incorporate intersectional scholarship, to find ways to include smaller colleges and universities as viable sites where a core of intersectional scholars can be supported, and to facilitate the use of this new knowledge in teaching programs around the issues of intersectional identities and difference.

One of the things this study has demonstrated to me is that this work has already produced a number of important theoretical insights and practical applications. It is time to

## CONNECTIONS

2103 TAWES FINE ARTS BUILDING  
UNIVERSITY OF MARYLAND  
COLLEGE PARK, MD 20742

PHONE 301.405.2931  
FAX 301.314.0679

**DIRECTOR**  
BONNIE THORNTON DILL

**CONTRIBUTORS**  
CAMILLE D'ALONZO  
BONNIE THORNTON DILL  
LINCHUN LI  
AMY MCLAUGHLIN  
VRUSHALI PATIL  
DEBORAH ROSENFELT

**EDITOR**  
MARGARET OSBURN

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## CRGE AFFILIATES:

AFRO-AMERICAN STUDIES PROGRAM  
ASIAN-AMERICAN STUDIES PROGRAM  
CENTER FOR CHILDREN, RELATIONS, AND CULTURE  
CENTER ON POPULATION, GENDER, AND SOCIAL INEQUALITY  
COMMITTEE ON AFRICA AND THE AMERICAS  
CULTURAL SYSTEMS ANALYSIS GROUP  
CURRICULUM TRANSFORMATION PROJECT  
DAVID C. DRISKELL CENTER FOR THE STUDY OF THE AFRICAN DIASPORA  
DEPARTMENT OF AMERICAN STUDIES  
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DIVERSITY INITIATIVE FACULTY RELATIONS SUB-COMMITTEE  
HUMAN-COMPUTER INTERACTION LABORATORY  
MARYLAND INSTITUTE FOR TECHNOLOGIES IN THE HUMANITIES  
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PRESIDENT'S COMMISSION ON ETHNIC MINORITY ISSUES



## CAMPUS COLLABORATIONS

### RIG Explores Impact of Intersectionality/Globalization

The Research Interest Group (RIG) on Intersectionality and Globalization organized last year. Our ongoing goal has been to develop theoretical, pedagogical, and methodological approaches to studying the processes of globalization, using an intersectional lens.

Our view of intersectionality incorporates ways in which social dynamics maintain and/or resist the hierarchies of race, class, gender, ethnicity, nationality, and sexuality. The creation of these hierarchies and the labels deployed within (e.g., sexuality: heterosexual, lesbian/gay, bisexual) simultaneously serves to include and exclude. This in turn creates the dynamics of interaction and the consequent experience of time and place.

We view globalization as an historical process that involves the compression of time and space with an awareness of events and people that are

far outside the local

context; often, the increasing connection between people is for strategic purposes. Much of the struggle to determine the type of globalization is connected to past colonization and practices of development that exacerbated historic inequalities in the global economic system.

Many of our early RIG conversations focused on the working definitions of the terms intersectionality and globalization. Different disciplines provide different sets of vocabulary, literature, tools, and evidence for given topics. While there were numerous definitions for globalization, the concept of intersectionality was less familiar within certain disciplines. We were made aware, as a group, of how many assumptions made in our academic pursuits lose significance outside specific disciplinary locations.

In the fall of 2001, we began our substantive work with a weekend-long conference. Discussion of our individual research projects gave us the opportunity to work collaboratively with a variety of disciplinary

approaches, particularly in terms of reference materials (e.g., statistics, novels, images) and methodological approaches (qualitative, quantitative).

In the spring of 2002, we conducted a series of brown-bag discussions with faculty from various departments on campus.

Our ongoing projects include an annotated bibliography and a course syllabus, *Cosmopolitan Subjects in a Global Age*. Through the creation of this course, we sought to explore how our understanding of migration, armed conflict, the body, consumption, human rights, and technology has a broader base when viewed from different disciplinary locations—and what can be learned from the creation of interdisciplinary questions on any subject.

Through our interactions with group members and faculty, we have begun to incorporate ideas that better articulate ways in which intersectionality and globalization processes are linked and how studying both concepts as a unit enhances the depth of our understanding of each.

RIG members include Vrushali Patil, Angela Stach and Gwyndolyn Weathers, Department of Sociology, and Heather