

The background of the cover is an abstract, textured composition. It features broad, vertical strokes of color, primarily in shades of red, orange, and yellow, which are layered and blended. There are also areas of muted blue and grey, particularly on the right side. The overall effect is one of depth and movement, with visible brushstrokes and a sense of organic, fluidity.

# Reconstructing Gender

A Multicultural  
Anthology

Estelle Disch



# RECONSTRUCTING GENDER

## A Multicultural Anthology

ESTELLE DISCH

*University of Massachusetts Boston*



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## Preface

A few years ago, in my undergraduate Sociology of Gender course,<sup>1</sup> I asked the class to sit in small groups and identify gender-related problems that each student was currently facing and that were not too personal to discuss in the class. I then asked the students to assess to what extent their problems were private troubles, that is, specific to themselves as individuals, or public issues, reflective of wider issues in the social order and experienced by many people.<sup>2</sup> When the groups reported back, two men responded, "We were raised never to hit girls, and now with the women's movement, we want to know whether or not that's OK." Their question was serious, and the class exploded. Many women in the room became very upset and started yelling at the two men. (I later learned that at least a third of the women in the room had been raped.) I was caught off guard and realized that the course was not designed to effectively address the various issues embedded in the men's question. I did not have nearly enough material on men's socialization and behavior. I was particularly concerned about providing students with enough information to help them begin to make sense of the high rates of men's violence toward women and toward each other.

In my search for better materials about men's socialization, I found a growing literature on men's studies to accompany the already huge literature on women's studies and the sociology of gender. But my favorite articles were scattered in a wide range of sources. Although some excellent anthologies are available about and by women and men separately,<sup>3</sup> no one volume appropriate for use in a social science course gives substantial attention to both genders. Two excellent anthologies are available on race, class, and gender, but the articles do not consistently address gender.<sup>4</sup> Thus, this book is designed to meet the needs of faculty who want to teach about both women and men from a multicultural perspective but want to use one anthology instead of two. I define *multicultural* broadly to include the perspectives and experiences of a wide range of people within the context of power and inequality.

The creation of this book has been made possible by the explosion of work by and about people of color, people of various ethnicities, gay men, lesbians, bisexuals, transgendered people, people with disabilities, and working-class people. Many of the readings included here are ones that colleagues and I have used in classrooms with success. By success, I mean that

any boy or man who might be “too feminine,” who might acknowledge his love for a man, or who might choose to make a life with men doing much of what my father, his friends, and my brothers did on hunting trips.

Another personal interest that informs my selections for this anthology is my knowledge about male violence and sexual abuse toward boys, girls, women, and men. I continue to be baffled at our inability to effectively prevent that abuse. I am not so much shocked by the facts (I have accepted them after years of awareness), but by the entrenched system of violence and domination that teaches new generations of people, especially men, how to be violent and oppressive. For the past twelve years, I have worked with survivors of sexual abuse committed by health care and mental health care providers and clergy; I have been struck by the fact that the vast majority of offenders—against both men and women—are men.<sup>6</sup> Although offenses of this type are brutally damaging when perpetrated by members of either gender, the overwhelming imbalance toward male perpetrators has led me to wonder what has caused so many of them to be so exploitative or violent. I am reminded of a very disturbing photo essay of men who had attended a residential religious school in which male clergy physically and sexually abused many of the boys. One of the men shown tells of the abuse he suffered as a child and reports that when he learned that his younger brother was about to be put in the same school, he killed his brother to save him from the abuse.<sup>7</sup> It appears that the only way he had learned to resolve brutal situations was to be brutal himself.

I am also informed here by twenty-five years of working collectively with others: ten years working with white, almost exclusively heterosexual women and men in alternative mental health centers; ten years in a feminist therapy collective where a group of white, heterosexual women and lesbians learned to work closely together; and in working groups at the University of Massachusetts Boston, where faculty, students, and staff built a multicultural, broad-based coalition to win the passage of a diversity requirement for undergraduate students.<sup>8</sup> I have learned that diverse women and men can work together using decision-making processes in which conflict is discussed, compromises are negotiated, and leadership and rewards are shared. If people are committed to communicating, then differences of gender, race, culture, class, sexual orientation, disability, and age can be addressed and dealt with in order to accomplish common goals.

I am also concerned in this anthology with the entrenchment of privilege. I have observed how much time and attention it has taken me to unravel my own prejudices and become aware of my privileges, and I wonder how we will ever construct a humane social order when it is so difficult for those with privilege to see how caught we are in its cushioned web. Even with an education that communicated democratic values, a mother who worked full time and talked extensively about growing up poor, an older brother who mentored me into liberal/radical views, and a feminist movement and support system that has especially supported my

it evolved, helping me to clarify my thoughts and lending me numerous relevant books from her library on feminist and multicultural studies. Finally, thanks go to my best teachers—the terrific students at the University of Massachusetts Boston, who frequently challenge and always engage me.

## NOTES

1. This was a course at the University of Massachusetts Boston, a public urban university with about 12,000 students, all of whom commute.
2. The class had read an excerpt from C. Wright Mills, *The Sociological Imagination* (NY: Oxford University Press, 1959), pp. 5–9 in which Mills discusses private troubles and public issues.
3. Anthologies regarding women (or primarily women) are Margaret L. Andersen and Patricia Hill Collins, eds., *Race, Class, and Gender: An Anthology*, 2nd ed. (Belmont, CA: Wadsworth Publishing Company, 1995); Jo Freeman, ed., *Women: A Feminist Perspective*, 5th ed. (Mountain View, CA: Mayfield, 1995); Laurel Richardson and Verta Taylor, eds., *Feminist Frontiers III* (New York: McGraw-Hill, 1993).  
Anthologies regarding men (or primarily men): Franklin Abbott, ed., *Boyhood, Growing Up Male: A Multicultural Anthology* (Freedom, CA: The Crossing Press, 1993); Harry Brod, ed., *The Making of Masculinities: The New Men's Studies* (Boston: Allen & Unwin, 1978); Michael S. Kimmel and Michael A. Messner, eds., *Men's Lives* 3rd ed. (Boston: Allyn & Bacon, 1995); Ronald F. Levant and William S. Pollack, eds., *A New Psychology of Men* (New York: Basic Books, 1995).  
A recent anthology designed for composition courses that does foreground gender and that includes material about both women and men, is Karin Bergstrom Costello, ed., *Gendered Voices: Readings from the American Experience* (New York: Harcourt Brace, 1996).
4. Virginia Cyrus, ed., *Experiencing Race, Class, and Gender in the United States* (Mountain View, CA: Mayfield, 1993); Paula S. Rothenberg, ed., *Race, Class, and Gender in the United States*, 3rd ed. (New York: St. Martin's Press, 1995).
5. This teaching method is described in Becky Thompson and Estelle Disch, "Feminist, Anti-Racist, Anti-Oppression Teaching: Two White Women's Experience," in *Radical Teacher*, 41, Spring 1992: 4–10.
6. In a study of survivors of sexual professional abuse, in which I am the principal investigator, 88 percent of the women and 94 percent of the men were abused by men.
7. Photo essay by E. Jane Mundy, "Wounded Boys, Courageous Men," displayed at the Linkup Conference, Chicago, September 1–4, 1995.
8. I have documented this work in an essay entitled, "The Politics of Curricular Change: Establishing a Diversity Requirement at the University of Massachusetts at Boston," in Becky W. Thompson and Sangeeta Tyagi, eds., *Beyond a Dream Deferred: Multicultural Education and the Politics of Excellence* (Minneapolis: University of Minnesota Press, 1993), pp. 195–213.





## About the Contributors

**Paula Gunn Allen** is Professor of English at UCLA. She was awarded the Native American Prize for Literature in 1990. That same year her anthology of short stories, *Spider Woman's Granddaughters*, was awarded the American Book Award, sponsored by the Before Columbus Foundation, and the Susan Koppleman Award. A major Native American poet, writer, and scholar, she's published seven volumes of poetry, a novel, a collection of essays, and two anthologies. Her prose and poetry appear widely in anthologies, journals, and scholarly publications.

**Robert L. Allen** is a teacher, writer, and community activist who is deeply interested in men's issues. Since 1986 he has worked with the Oakland Men's Project, a community education organization that conducts workshops dealing with male violence, sexism, racism, and homophobia. At the University of California at Berkeley, he teaches African American and Ethnic Studies and a new course called "Men of Color." Senior Editor of *The Black Scholar* journal, Allen is also coeditor of a recent book titled *Brotherman: The Odyssey of Black Men in America*. He is the father of a son, Casey, who is a junior-college student studying horticulture.

**Gloria Anzaldúa** writes fiction and nonfiction, including social theory, with intentional reference to her multiple identities—Chicana, *tejana* (Indian), lesbian, feminist, and poet. She has taught and lectured at many institutions, including the University of Texas, San Francisco State, and Vermont College. The selections here are from *Borderlands/La Frontera: The New Mestiza* (1987). She is the editor of *Making Face, Making Soul/Haciendo Caras* (1990) and coeditor (with Cherrié Moraga) of *This Bridge Called My Back* (1981).

**Rita Arditti** is an Argentine Sephardic Jew living and working in the United States since 1965. She is on the faculty of the Union Institute, a nonresidential Ph.D. program for adult learners interested in doing interdisciplinary work. Her academic background is in biology. She has been living with breast cancer for twenty-two years and is one of the founders of the Women's Community Cancer Project (WCCP) in Cambridge, MA. For information about the Project, write to WCCP, c/o the Women's Center, 46 Pleasant Street, Cambridge, MA, 02139.

**Ruth Atkin** is a middle class, Ashkenazi Jewish feminist activist born in the Midwest. She has been involved in progressive Jewish publishing since 1979 and is a founding and current editor of *Gesher's* successor, *Bridges: A Journal for Jewish Feminists and Our Friends*. On weekdays Ruth works as a medical social worker in an outpatient clinic serving veterans.

*Psychology of Women, Variations on a Theme: Diversity and the Psychology of Women, and New Directions in Feminist Psychology.*

**Judith Ortiz Cofer** grew up in Puerto Rico and New Jersey. She is the author of *The Line of the Sun*, a novel, *Silent Dancing*, a collection of essays and poetry, *Terms of Survival* and *Reaching for the Mainland*, two books of poetry, and *The Latin Deli: Prose and Poetry*. Her work has appeared in *Glamour*, *The Georgia Review*, *Kenyon Review* and other journals. She has been anthologized in *The Best American Essays*, *The Norton Book of Women's Lives*, *The Pushcart Prize*, and the *O. Henry Prize Stories*. She has received fellowships from the National Endowment for the Arts and the Witter Bynner Foundation for Poetry. She is an associate professor of English and creative writing at the University of Georgia. Her most recent book is a collection of short stories, *An Island Like You: Stories of the Barrio*, Orchard Books (New York, 1995).

**Patricia Hill Collins** received B.A. and Ph.D. degrees from Brandeis University and an M. A. T. degree from Harvard University. While her specialties in sociology include such diverse areas as sociology of knowledge, organizational theory, social stratification, and work and occupations, her research and scholarship have dealt primarily with issues of gender, race, and social class, specifically relating to African American women. Her first book, *Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment*, published in 1990, has won many awards, including the C. Wright Mills Award. Her second book, *Race, Class, and Gender: An Anthology* (edited with Margaret Andersen) is widely used in undergraduate classrooms throughout the United States.

**David Deitcher** is a gay rights activist and member of ACT UP (AIDS Coalition to Unleash Power). He edited a book on the gay rights movement entitled *The Question of Equality* (Scribner, 1995) to accompany the TV documentary series of the same name.

**Edward Donnerstein** is professor of communication and psychology at the University of California, Santa Barbara. A social psychologist, he received his Ph.D. in psychology in 1972. Prior to assuming his position at the University of California in 1986, he taught at the University of Wisconsin and held visiting positions at the University of Lethbridge and at Beijing University, China. He has served on the editorial boards of a number of academic journals in both psychology and communication. His major research interests are in mass-media violence, in particular, sexual violence, as well as mass media policy. He has published over 125 scientific articles in these general areas. His most recent books include *The Question of Pornography: Research Findings and Policy Implications*, with Daniel Linz and Steven Penrod, and *Big World, Small Screen: The Role of Television in American Society*.

**Diane Dujon** teaches welfare organizing and is an administrator at the College of Public and Community Service of the University of Massachusetts Boston. She is co-founder of Advocacy for Resources for Modern Survival, a Boston welfare-rights group.



ily commitments. She lives in Park Slope, Brooklyn with her husband, John Mollenkopf, and their teenage daughter, Emily.

**J. William Gibson** teaches sociology at California State University, Long Beach. He is the author of two books, *The Perfect War: Technowar in Vietnam* (1986) and *Warrior Dreams: Paramilitary Culture in Post-Vietnam America* (1994); he is co-editor of *Making War/Making Peace: Social Foundations of Violent Conflict* (1989).

**David Frederick Gordon** is an associate professor and chair of the Sociology Department at State University of New York, Geneseo. After he was treated for testicular cancer, he found that there was very little sociological research on the survivors of this disease. He decided that being both a sociologist interested in the self as well as a survivor put him in an unique position to conduct such a study. As a result of his research, he has gained a greater appreciation for the importance of gender and has gained some valuable insights into his own experiences with the disease and its aftermath.

**Judy Gradford** works with Transition House, a Cambridge, Massachusetts, battered-women's shelter. She is co-founder of Advocacy for Resources for Modern Survival, a Boston welfare-rights group.

**Stan Gray** worked as an assembler at Westinghouse in Hamilton, Ontario, Canada from 1973–1984, where he was the union health and safety representative and the shop steward. From 1984–1990, he was the director of a province-wide health and safety clinic sponsored by a number of unions. The clinic diagnosed industrial diseases and organized workers around job hazards such as asbestos, PCBs, and sexual harassment. Stan is currently living in Hamilton and works as an independent advocate for workers and unions on issues of health and safety, human rights, and workers' compensation.

**Deborah Gregory** is a contributing writer for *Essence* magazine. Her work has also appeared in *Vibe* magazine and *Entertainment Weekly*. She is biracial, single, 39 years old, lives in New York City, and grew up in the foster care system.

**Theresa Halsey** (Standing Rock Sioux) is a long-time community activist, mostly focusing on educational issues. She is currently director of the Title V American Indian Education Program with Boulder Valley (Colorado) School District.

**Craig G. Harris** is a journalist, poet, and fiction writer whose work has been published in *In the Life: A Black Gay Anthology*, *Gay Life*, and numerous other publications.

**Christy Haubegger**, a Mexican-American native of Houston, attended the University of Texas at Austin and received a B.A. in philosophy. She attended Stanford Law School and was president of her class. Frustrated with the lack of positive media portrayal of Latinas in the United States, she put her law degree under her bed to pursue the entrepreneurial venture of

of *Dina: A Jewish Woman's Anthology*, and former editor and publisher of *Sinister Wisdom*, a lesbian/feminist journal.

**Leonard Kriegel**, author of the novel *Quitting Time* and of a collection of essays, *Falling*, was a professor of English and director of the Center for Worker Education at the City University of New York.

**Tracy Lai**, a third-generation Chinese-American, was deeply involved in the Asian Pacific Student Movement at Brown University, the University of California at Berkeley, and the University of Washington. The essay in this volume evolved out of that political work and ongoing community organizing and dialogue. She is grateful to all the inspiring sisters who encouraged her to write and to speak out.

**Daniel Linz** is professor of communication and director of the Program in Law and Society at the University of California–Santa Barbara.

**Marilyn Little** earned a Ph.D. at the University of Minnesota and is currently at the Centre for Ecology and Spirituality in Ontario, Canada. A medical geographer by specialization, her research is primarily concerned with the political ecology of malnutrition. A recent publication is "Charity Versus Justice: The New World Order and the Old Problem of World Hunger," in *Eliminating Hunger in Africa* (eds. Newman and Griffith).

**Audre Lorde**, who passed away in 1992, grew up in the West Indian community of Harlem in the 1930s, the daughter of immigrants from Grenada. She attended Hunter College (later becoming professor of English there), ventured to the American expatriate community in Mexico, and participated in the Greenwich Village scene of the early 1950s. She is a major figure in the lesbian and feminist movements. Among her works are *Sister Outsider*, *Zami: A New Spelling of My Name*, *Uses of the Erotic*, *Chosen Poems Old and New*, *The Black Unicorn*, and *From a Land Where Other People Live*.

**Barbara Macdonald** is an Anglo European lesbian feminist theorist and lecturer. *Look Me in the Eye: Old Women, Aging, and Ageism* (Spinsters Ink, 1983), has recently appeared in an expanded edition and has been translated into Japanese. Her work is much more political than the essay in this volume suggests.

**Nathan McCall** grew up in Portsmouth, Virginia. He studied journalism at Norfolk State University after serving three years in prison. He reported for the *Virginian Pilot-Ledger Star* and the *Atlanta Journal-Constitution* before moving to *The Washington Post* in 1989.

**Michael A. Messner** played high school basketball, but then discovered as a college freshman that he was too short to play forward, too slow to play guard, but just the right size to warm the bench as his teammates played. Though today he still shoots some hoops, he spends the majority of his working hours as associate professor in the Department of Sociology and the

**Suzanne Pharr** is a social and economic justice organizer and writer from the South. She is the author of *Homophobia: A Weapon of Sexism and Liberation Politics in the Time of The Right*.

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**Minnie Bruce Pratt** was born in 1946 in Selma, Alabama. She received her academic education at the University of Alabama in Tuscaloosa and at the University of North Carolina at Chapel Hill. Her actual education occurred through grassroots organizing with women in the army-base town of Fayetteville, North Carolina and through teaching at historically Black universities. With Elly Bulkin and Barbara Smith, she co-authored *Yours In Struggle: Three Feminist Perspectives On Anti-Semitism and Racism* (Firebrand Books). She has published three books of poetry, *The Sound of One Fork* (Night Heron press), *We Say We Love Each Other* (Spinsters/ Aunt Lute and Firebrand Books), and *Crime Against Nature* (Firebrand Books); a book of essays, *Rebellion: Essays 1980-1991* (Firebrand), and a book of prose stories *S/He* (Firebrand, 1995). Pratt lives in the New York City area and teaches Women's Studies, Lesbian/Gay Studies, and Creative Writing as part of the Graduate Faculty of The Union Institute, a nonresidential alternative university.

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**Adrienne Rich**, the daughter of a Jewish father and a non-Jewish mother, is a poet and non-fiction writer and an activist. She worked for eight years in New Jewish Agenda, a national organization for progressive Jews, and was a founding editor of *Bridges: A Journal for Jewish Feminists and Our Friends*. Her most recent books are *What Is Found There: Notebooks on Poetry and Politics*, and *Dark Fields of the Republic: Poems 1991-1995*. She lives in California.

**Luis J. Rodríguez**, the son of Mexican immigrants, grew up in Watts and East Los Angeles. He began writing in his early teens, and eventually won national recognition as a poet, journalist, and critic. He is currently working as a peacemaker among inner-city gangs and runs Tia Chucha Press, which publishes emerging, socially conscious poets. He lives in Chicago.

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**Mab Segrest** is a white lesbian writer and organizer who still lives in Durham, North Carolina, with her partner of eighteen years, their daughter (who is now nine), three cats, a poodle, and Elizabeth (their seventy-five-year-old Goddess Mother and resident Crone). Mab's second book, *Memoir of a Race Traitor* (South End 1994), chronicles her anti-Klan work. She first spoke publicly about her anti-Klan work in the speech at Spellman College printed in this volume.

**Paul B. Seidman** was born in 1960 in Hollywood, California but was raised in West Buxton, Maine, and Staten Island, New York. He has lived his adult years in Portland, Maine, as an activist against sexual violence, as a writer, and as a grandson.

**Sonia Shah** is an editor/publisher in the South End Press collective. Her recent writing has appeared in *Ms. magazine*, *Z magazine*, and *Sojourner: A Woman's Forum*. She is currently editing an anthology on Asian American feminism.

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Minneapolis in 1944 to working-class parents—his mother is German, and his father is Norwegian. He grew up queer, and he has lived with the writer Andrea Dworkin since 1974.

**Deborah Tannen**, a native of New York City, received her Ph.D. in linguistics from the University of California at Berkeley. Tannen is University Professor and professor of linguistics at Georgetown University in Washington, D.C. She is best known as the author of *You Just Don't Understand: Women and Men in Conversation*. Her fifteenth and most recent book is *Talking From 9 to 5: Women and Men in the Workplace: Language, Sex, and Power*. She has written and edited a number of academic books as well. In addition to her research and publications in linguistics, Deborah Tannen also writes short stories, poems, and plays. Her first plays, *An Act of Devotion* and *Sisters*, draw on her East European Jewish background.

**Becky Thompson** teaches sociology at Simmons College. She came of age as an anti-racist white feminist at the University of California, Santa Cruz and through lessons learned in multiracial feminist organizing in Boston in the 1980s. She is the author of *A Hunger So Wide and So Deep: American Women Speak Out on Eating Problems* (University of Minnesota, 1994); and co-editor, with Sangeeta Tyagi, of *Names We Call Home: Autobiography on Racial Identity* (Routledge, 1996) and *Beyond a Dream Deferred: Multicultural Education and the Politics of Excellence* (University of Minnesota, 1993).

**Barrie Thorne**, a feminist sociologist who now teaches at the University of California, Berkeley, began studying children when she became a mother. Her ethnographic research on kids' gender relations is reported in full in her 1993 book, *Gender Play: Girls and Boys in School*. Barrie Thorne has also co-edited books on feminism and families (*Rethinking the Family: Some Feminist Questions*) and on gender and language (*Language, Gender and Society*).

**Barbara Trees** is the first female shop steward in her carpenters' union local and the founder and leader of New York Tradeswomen. She was an organizer of the 1990 hearings on racism and sexism in the construction industry before the New York City Commission on Civil Rights.

**Helen Zia**, a journalist and former assistant editor of *Ms.* magazine, was a participant in a recent Center for Women Policy Studies Seminar on Hate Crimes and Gender-Bias Crimes.

Change at the University of California at Berkeley. As did many women of her generation, Dr. Rubin devoted her early adult years to raising her children. In 1963, at the age of 39, she entered the University of California at Berkeley as a freshman, and emerged eight years later with a Ph.D. in sociology and post-doctoral training in clinical psychology. She has published eight books, including *Worlds of Pain: Life in the Working-Class* (1976); *Intimate Strangers: Men & Women Together* (1983); *Erotic Wars: What Happened to the Sexual Revolution?* (1990); *Families on the Fault Line: America's Working Class Speaks About the Family, The Economy, Race and Ethnicity* (1994); and *Fall Down Seven Times, Get Up Eight* (1996).

**Don Sabo** is professor of social sciences at D'Youville College, Buffalo, New York. He writes and speaks widely about gender relations, particularly in relation to sport and health. He has, with Michael Messner, co-edited *Sport, Men and the Gender Order* and co-authored *Sex, Violence and Power in Sports: Rethinking Masculinity*. He has co-edited with David Frederick Gordon, *Men's Health and Illness: Gender, Power, and the Body*.

**Myra Pollack Sadker** was professor of education and dean of the School of Education at American University until 1995. **David Miller Sadker** is currently professor of education and director of the Master of Arts in Teaching Program at American University. They have co-authored five books, including *Teachers, Schools, and Society* (McGraw-Hill) and *Failing at Fairness: How Our Schools Cheat Girls* (Touchstone Press, 1995). More than fifty of their articles have appeared in *Phi Delta Kappan*, *Harvard Educational Review*, *Educational Leadership*, and other professional journals. Their research interests have focused on foundations of education, educational equity, teacher preparation and curriculum. They have conducted teaching and equity workshops for principals, teachers, and professors in over forty states and overseas.

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Program for the Study of Women and Men in Society at the University of Southern California. Messner is the author of *Power at Play: Sports and the Problem of Masculinity* (1992), co-author of *Sex, Violence, and Power in Sports: Rethinking Masculinity* (1994), and co-editor of *Men's Lives* (1995). He is the father of two young sons.

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**Joan Nestle**, 56, is an author, editor, archivist, and teacher. She is co-founder of the Lesbian Herstory Archives. In her writing, she explores the crossroads where desire, memory, and history meet. Her award-winning publications include *A Restricted Country* (Firebrand Books, 1987; Sheba Press, London, 1989; Pandora, London, 1996), *The Persistent Desire: A Femme-Butch Reader* (Alyson Publications, 1992), *Women on Women 1, 2, and 3* (Plume Books, 1990, 1993, 1996), and *Sister and Brother: Lesbians and Gay Men Talk about Their Lives Together* (Harper, San Francisco, 1965; Cassell, London, 1996), co-edited with John Preston. For thirty years, Nestle taught writing in the SEEK Program at Queens College, City University of New York. In different decades, she has called herself different things—queer, gay, lesbian, feminist, socialist. Now she claims them all.

**Pat Parker**, Black lesbian poet, feminist medical administrator, mother of two daughters, lover of women, softball devotee, and general progressive troublemaker, died of breast cancer on June 17, 1989 at the age of 45. Her 1978 work, *Movement in Black*, has recently been republished by Firebrand Books.

**Irene Padavic** earned a Ph.D. at University of Michigan and is associate professor of sociology at Florida State University. Her research focuses on gender and work, economic restructuring, and labor-management relations.

**Gayle Pemberton's** interest in autobiographical essays stems from her belief that narratives help us understand each other's lives more completely than theory alone. She is an African American woman who grew up in the Middle West during the 1950s and 1960s. Not only family dynamics, but also place and time had an enormous influence on the development of her personality, dreams, politics, and sexuality. She writes, "It is through the lens of my history that I reach out to people from different and similar backgrounds. I am successful if my writing reminds a reader of his or her own life—or the common bonds of humanity and kinship we all share."

**Phil Petrie** is a freelance writer in New Jersey.

creating a magazine for women like herself. *Essence* magazine and Alegre Enterprises, of which Haubegger is the chief executive officer, formed a new joint venture, Latina Publications, to publish *Latina* magazine, the first bilingual lifestyle magazine for Latinas in the United States. The magazine is scheduled to make its debut on newsstands in May of 1996. Ms. Haubegger is single and lives in Manhattan.

**Laura Hershey** was a poster child for the Muscular Dystrophy Telethon, and today is a disability rights leader and poet. She educates and agitates whenever possible to promote the rights of people with disabilities. Her efforts have earned a Watson Fellowship, a Colorado College honorary degree, a World Institute on Disability Fellowship, and several trips to jail for acts of civil disobedience. Hershey's multi-media presentations with music, poetry, and video address the ways the disability rights movement has the potential to challenge, expand, and transform political action in the United States.

**bell hooks** is a writer and lecturer who speaks on issues of race, class, and gender. She teaches at City University of New York Graduate Center. Her books include *Ain't I a Woman*, *Feminist Theory*, and *Talking Back*. Her column, "Sisters of the Yam," appears monthly in *Z* magazine.

**Nan D. Hunter** is associate professor of law at Brooklyn Law School. She is a former lawyer for the American Civil Liberties Union, where she was a founding director of Projects on Lesbian and Gay Rights and AIDS. She is co-editor of *AIDS Agenda: Emerging Issues in Civil Rights* and co-author of *The Rights of Lesbians and Gay Men*.

**Patricia Jacobs** is a columnist for the *New York Post*.

**M. Annette Jaimes** has changed her name to Mariana Jaimes-Guerrero. She is an enrolled Juañeno/Yaqui and has been a writer and researcher for Women of All Red Nations (WARN), supporter of Indigenous Women's Network, and a board member of the American Indian Anti-Defamation Council. A former instructor with the Center for Studies of Ethnicity and Race in America at the University of Colorado, she was instrumental in developing the American Indian Studies Program on that campus. In addition to her many published articles on indigenous people, she is editor and contributor of *The State of Native North America* (South End Press), which was awarded a Gustavus Myers International Human Rights Award, and is author of *Native Womanism: Blueprint for a Global Revolution* (South End Press). Jaimes-Guerrero recently established the Center for Indigenous Global Studies.

**Melanie Kaye/Kantrowitz** was born in 1945 in Brooklyn, NY and has worked in social change movements since the sixties. A graduate of the City College of New York, she earned her Ph.D. in Comparative Literature at the University of California at Berkeley. A writer, activist, and teacher, she lives in New York City where she is director of Jews for Racial and Economic Justice. She is author of *My Jewish Face & Other Stories*, co-editor of *The Tribe*

**Gerald Early** is the director of the Department of African-American Studies at Washington University in St. Louis. He has written a book on Countee Cullen and edited *Speech and Power*, an anthology of African-American essays. He is also the author of *Tuxedo Junction*, a collection of essays on American culture, and *The Culture of Bruising: Essays on Prizefighting*. He is the recipient of a Whiting Writers' Award and a General Electric Foundation Award. He is a native of Philadelphia and is the father of two girls (near women) who are not Christians (much to his amusement), not jazz lovers (much to his dismay), and not likely to be professors (much to his relief).

**Anne Finger** is a writer of fiction and nonfiction whose work grapples most often with issues of disability and gender. She has published three books: a novel, *Bone Truth* (Coffee House Press), an autobiographical essay, *Past Due: A Story of Disability, Pregnancy, and Birth* (Seal Press), and a short story collection, *Basic Skills*.

**Ben Fong-Torres** is a journalist in the San Francisco Bay area. His most recent book is *The Rice Room: Growing Up Chinese-American*.

**Clyde W. Franklin II** is professor of sociology at the Ohio State University. His research focuses largely on black masculinity. His numerous publications include *The Changing Definition of Masculinity* and *Men and Society*.

**Adriane Fugh-Berman, M.D.**, is on the board of the National Women's Health Network. She practices general medicine in Washington, D.C.

**Rus Ervin Funk**, currently 30 years old, wrote *Stopping Rape* when he was 28 because "there wasn't anything talking to men about what men can do to become involved in working against men's sexual violence." He has been involved in nonviolent direct action and community organizing for nearly fifteen years, now covering all kinds of issues: rape and sexism, racism, homophobia, peace and justice, and children's rights. Currently, he works in Baltimore at the Sexual Abuse Treatment Center where he works with sex offenders, and does community organizing. He also provides consultation to communities around the world on the issues described above, and was invited to Bosnia in 1993 to train Red Cross and UN personnel on working with male rape survivors and male significant others of the women who were being mass raped there. He lives in Washington, D.C., with his cat, Delta. He just completed a book of poetry, *On a Sojourn*, and another book, *Speaking of Justice*.

**Kathleen Gerson** is a professor of sociology at New York University, where she helped found the Women's and Gender Studies Program and currently directs the undergraduate program in sociology. Her most recent book, *No Man's Land: Men's Changing Commitments to Family and Work* (Basic Books, 1993), examines the transformation of men's lives in the wake of the gender revolution at home and at work. She is also the author of *Hard Choices: How Women Decide about Work, Career, and Motherhood* (University of California Press, 1985), which investigates how women choose between work and fam-