A Word from Our Interim Director

Sometimes change takes place so gradually that it is only at a certain moment that one realizes major transformations have taken place. This is the case with the growth of our service learning courses. What has gradually evolved over many years has now come to represent an important part of WGSS.

Jami Ake is the founding "mother" of our service learning courses. Many years ago, she introduced the course "Projects in Domestic Violence." In this course, students examine the relationship between existing research on intimate partner violence and the lives of those suffering from such violence. Some of the students taking this course are involved in, or help create, programs for women and/or children living at Lydia's House, a transitional housing facility for formerly battered women and their children. Others serve as mentors in the Creative Writing Teen Mentorship Project with the Women's Safe House, encouraging teens in the program to find empowerment through creative writing. Professor Ake also supervises a one unit course "The Domestic Violence Court Project," which is taken in conjunction with Professor Ake's course "Violence Against Women." Here, students supplement their academic work on domestic violence by observing court dockets in the St. Louis County Domestic Violence Court and benefit from the training, guidance and mentorship of the court advocacy staff.

Professor Susan Stiritz, who has been a pioneer in the development of sexuality studies for WGSS, has introduced into the curriculum a service learning course which is focused on sexuality education. The aim of the course is to give students the knowledge, skills and attitudinal resources necessary to design lesson plans and educational materials for teaching sexuality. The course, "Service Learning: Contemporary Female Sexualities: Designing Sex Education" combines research on sexuality with student involvement in non academic settings both on and off the campus. This past semester, the off campus agencies were Planned Parenthood of the St. Louis Region and The Spot, an adolescent sexuality education drop in center in the Central West End. At these agencies, students work with educators who are directly involved in conveying information about sexuality to non-academic audiences.

An additional part of the course involves students working with an on campus organization. Last semester, that meant working with twenty four fraternity brothers from Phi Delta Theta fraternity. These fraternity brothers and students from Professor Stiritz's class formed four work groups that met weekly throughout the semester. Topics covered in these weekly meetings included: popular and campus culture, masculinity, the power of the erotic and the objectification of women and violence against women. These meetings were extremely successful. The following is taken from a letter that the president of Phi Delta Theta, Chris La Barge, sent to Susan at the end of the semester:
Words cannot describe what my fraternity and organization have gotten out of these group discussions with Professor Stiritz's class. Statistics most likely do not show the level of maturity our brothers have gained, especially those involved in the discussions. …If you would have told me a year ago that I would be spending over 5 hours a week taking Women's and Gender courses that have no impact on my graduate class requirements, communicating with groups of girls on creating a positive image for my fraternity, and eliminating negative male stereotypes, I would have thought you were crazy. I feel that I speak for all the members that participated in these group discussions when I say that statistics and tests do not show the development my fraternity has had over the past semester.

Another one of our service learning courses is taught by Lynnea Brumbaugh, "Service Learning: Sex, Lies and Myths of the Mother." This interdisciplinary course begins with an important question: What makes a good mother? In this course, students have opportunities to deepen their understanding of motherhood – both as an institution and as a practice – by interviewing mothers, by reflecting on their service learning experiences and by engaging with the course readings. Through the academic material and through student work with the community organization, Kids' Place, students learn to identify interconnections between motherhood, the social construction of gender, and systems of oppression in women's lives. Readings for the course include material on cross-cultural myths and mythologies, transnational, historical, and contemporary personal narratives, feminist analyses, fictional material and journal articles from the social sciences.

One of our newest service learning courses is one initiated this semester by Professor Amy Cislo on "Girl’s Studies." This course looks back at girlhood over the last hundred years and explores such topics as literature for girls, the education of girls, sports and girlhood, marketing to girls, girl’s health and sexuality, and the history of organizations for girls in the U.S. and abroad. This course introduces students to the emerging field of Girl Studies within the field of Gender Studies research. Students supplement their readings and participation in lectures and discussions with involvement in a variety of programs for girls that are organized through Girl Scouts of Eastern Missouri. These programs include: 1) Girls Beyond Bars - a program for area girls whose mothers are incarcerated 2) Daisy Scout Programs in Normandy and Ladue Elementary schools for girls in grades K and 1; and 3) Girl Scouts of Eastern Missouri outreach programs for middle schoolers in Normandy, and Cadette level troops (6th, 7th, 8th grades). We are very proud that Amy has been awarded a grant to cover some of the expenses of this course from The Gephardt Institute for Public Service.

For the first time next spring, Professor Barbara Baumgartner will be offering a service learning course on Women and Prison. This course will look at the expanding population of women in prisons and examine how they are often poorly served by a system largely geared toward men and their needs. Students will explore the historical and contemporary issues of girls and women who are convicted of a crime. Through readings, films, reflective writing, and facility tours, students will explore the impact of incarceration on women and their families. While the scope of the course will be national, students will work directly with the corrections system in Missouri. The specific organizations and agencies involved have not yet been finally established but may include: 1) The Center for Women in Transition and Let's Start. These are two agencies devoted to helping women coming out of prison confront and overcome the various barriers and challenges they face. 2) Prison Performing Arts: A non-profit organization dedicated to enriching the lives of adults and youth incarcerated in the Missouri criminal and juvenile justice systems by providing opportunities to participate in the performing arts. 3) The Clayton Jail: A local jail that houses men and women awaiting trial.

Professors Ake and Stiritz have also contributed to the development of our service learning curriculum by developing and implementing a training program to help WGSS faculty develop service learning curricula. A support group has come out of these training programs that meets periodically to share problems and resources.

I am very proud of our service learning courses. Through imagination and hard work, the faculty members who teach these courses have made service learning an important and exciting part of Women, Gender and Sexuality Studies.

Linda Nicholson
WOMEN, GENDER, AND SEXUALITY STUDIES PROGRAM
SPRING 2012 COLLOQUIUM SERIES

Thursday, February 9, 4:00-5:30 pm
Deborah Dinner, Associate Professor
Washington University in St. Louis
School of Law
"Motherhood and Manhood: Feminism and the Transformation of the American Workplace at Century's End"
Commentator: Linda Nicholson
The Susan E. and William P. Stiritz Distinguished Professor of Women's Studies
Washington University in St. Louis
Women, Gender, and Sexuality Studies Program
Location: McMillan Hall, Room 211

Thursday, March 8, 4:00-5:30 pm
Jessica Rosenfeld, Assistant Professor
Washington University in St. Louis
Department of English
"Margery Kempe's Mystical Envy and the Late Medieval Subject of Confession"
Commentator: David Lawton, Professor
Washington University in St. Louis
English Department
Location: McMillan Hall, Room 219

Friday, March 23, 2:00-3:30 pm
Mary Le Gierse, PhD candidate in German & WGSS Graduate Certificate Student
Washington University in St. Louis
"Re-evaluating Readings of Rights and Ethics in Goethe's 'Wilhelm Meisters Lehrjahre' (1795)"
Commentator: Susan Stiritz, Senior Lecturer
Washington University in St. Louis
Women, Gender, and Sexuality Studies Program
Location: McMillan Hall, Room 219

Thursday, April 12, 4:00-5:30 pm
Peggie Smith, Professor
Washington University in St. Louis
School of Law
"Commodification, Choice and Care: Compensating Family Members to Care for Elderly Relatives"
Commentator: Susan Appleton
Lemma Barkeloo & Phoebe Couzins Professor of Law
Washington University in St. Louis
School of Law
The 16th-century physician Paracelsus might not be a household name, but his quest to understand the chemical natures of male and female bodies offers an early example of hormone theory argues Amy Eisen Cislo, a lecturer in the WGSS program, in her first book *Paracelsus's Theory of Embodiment* (Pickering & Chatto), which was published in 2010 and has since been positively reviewed. Her work represents a formidable challenge to historian Thomas Lacquer's influential claim that "some time in the 18th century, sex as we know it was invented."

Professor Cislo first came to the WGSS Program in 2001 when she taught Introduction to Women's Texts as she was completing her PhD in German. In the intervening time she has substantially enriched the program's course offerings with her interests in the history of medicine, science before 1850, Transgender Studies and Girl's Studies. Her commitment to pedagogy is evident not only in her training of WGSS graduate-student teaching assistants, but also in the careful deliberation with which she designs courses. This past year she served as the interim associate program director, while Barbara Baumgartner was on leave. In the fall she attended the National Women's Studies Association conference to present a talk on the process of developing a course on service learning, and will most likely present on the outcomes of the course at next fall's convention. She looks forward to teaching her new course, "Gender, Medicine, Religion and Science" in the fall.


Amy Cislo is chairing the WGSS undergraduate curriculum committee, and is serving as interim associate program director for WGSS, a position which has enabled her to train the largest number of TAs the program has ever had at one time. She has recently developed and taught a new course titled "Service Learning: Girls' Studies," for which she received a Gephardt Grant, and is currently developing a new course for the coming academic year, titled "Gender, Medicine, Science and Religion."

Susan Stiritz is busy presenting papers. In April, Susan will present a paper with co-author and former student Jon Branfman entitled "Teaching Men's Anal Pleasure: Challenging Gender Norms with "Prostage" Education" at the Annual Conference of the Western Division of the Society for the Scientific Study of Sexuality in Los Angeles. In June, Susan will present a paper entitled "Campus Sexual Intimidation as a Prop for Neoliberalism" at the Law and Society International Conference in Honolulu and will present a workshop at the Annual Conference of AASECT (American Association of Sexuality Educators, Counselors and Therapists) entitled "Transforming Fraternities' Sexual Cultures with Student-Centered, Pleasure-Focused, Gender-Inclusive Sexuality Education."
Megan Allen is presenting a paper: "'As near my heart' Father-Daughter Relationships in Marston's Antonio and Mellida," at the Gender Matters Conference, April 13-14, 2012 at Governors State University in University Park, Illinois.

Patrick Brugh defended his dissertation, "Mediating War in Early Modern German Prose," on April 2nd and will graduate with a PhD in Germanic Languages and Literatures and a certificate in Women, Gender, and Sexuality Studies in May. Before moving back to his hometown of Baltimore, MD to take a position teaching German at Loyola Blakefield High School, Patrick will teach Intro to Women and Gender Studies this summer at Washington University.

Meg Dobbins is presenting a paper at the American Comparative Literature Association titled, "What did you cut it off for, then?: Feminist Interpretations of Self-Violent Women." Meg will be teaching Intro to Women's Texts: "You Write Like a Girl!" in fall semester for WGSS.

Alejandra Aguilar Dornelles spent her summer in Bogotá, Colombia researching for her dissertation, which is tentatively titled, Freedom's Heirs: Racial Criminalization and Exclusion in Colombia, Brazil, and Cuba (1830-1912). Alejandra has completed the Graduate Certificate in Women, Gender, and Sexuality Studies and passed her Comprehensive Exams. She is looking forward to teaching in WGSS next Spring. Her article, "La poesía erótica de Mercedes Matamoros en la genealogía del modernismo lationamericano," has appeared in Latin American Literary Review (July-December 2011). She also presented a paper titled, "From Slavery to Streets: Deviance and Racial Discrimination in Los crímenes de Concha and Cecilia Valdés" at "Negritud: International Conference of Afro-Latin American Studies" in San Juan, Puerto Rico.

Livia Hinegardner recently published an article titled "'We Made That Film; There Is No Filmmaker': La Otra Campaña, Autonomy, and Citizenship in Mexico" which appeared in the Taiwan Journal of Democracy. Liv will be defending her dissertation in Fall 2012.

Amanda Lee is an ABD doctoral candidate in French and has completed the Graduate Certificate in Women and Gender Studies. This semester Amanda taught Intro to Women and Gender Studies for WGSS. Her research interests include eighteenth- and nineteenth-century French literature as well as the poetics of dance, movement and performance theory, aesthetics, and theories of language. She is working on her first chapter for her dissertation titled "Poetics of Dance: Representations of Ballet in 19th Century French Literature." This May, she will present a paper titled "The Poetics of Dance in the Work of Gautier, Baudelaire and Mallarmé" at the Cincinnati Conference in Romance Languages and Literatures, in Cincinnati, Ohio. In addition, Amanda will spend this summer researching at the Bibliothèque Nationale in Paris.

Diana O'Brien will be joining the University of Southern California next fall as a tenure-track Assistant Professor of Political Science. Congratulations, Diana!

Sara Potter is finishing her Fulbright year in Mexico City, where she is doing dissertation research and getting involved in probably too many side projects in various parts of Mexico. The most exciting is a team-teaching venture in the Yucatan that will involve working with high school students on issues of gender and sexuality in literature. Sara is presenting at the Contemporary Mexican Literature Conference at the University of Texas in El Paso. The paper, titled "Strapping It On: Alchemy, Play(s) and Technological Extensions in the Work of Remedios Varo," was presented in March 2012 and draws from the second half of her thesis.
Mary LeGierse (German and WGSS) is an advanced graduate student in the certificate program. In addition to teaching for and providing service to the program in past years, she is currently finishing up her dissertation titled "Linking Spinoza and Feminism: A Critique of Pedagogy and Power Structures in Goethe's 'Wilhelm Meisters Lehrjahre' (1795)" under the direction of Professor Lynne Tatlock (German).

Mary takes pride in the breadth and depth of the material she has been able to teach in courses for WGSS. As an instructor in WGSS, she has had the opportunity to expose undergraduate students at Washington University to literature from five continents and four centuries (18th century-21st century) over the course of five semesters in Introduction to Women's Texts and Introduction to Women and Gender Studies. She has enjoyed the opportunity to discover these texts on her own and to share them with her students. She credits the autonomy as a teacher given to her by WGSS faculty and administration for her ability to be able to study literature reflective of so many backgrounds.

Mary has found her voice as a teacher as a result of her experiences in WGSS. She has enjoyed the privilege of getting to know each student in her courses in a personal way. When she meets one of them on campus in a subsequent semester, they can usually reconnect easily because they spent time getting to know each other—not only as teacher and student in a traditional hierarchical sense, but also as individuals who care about each other's well-being. She finds nothing better than seeing a former student smile when he or she realizes that one of their teachers has taken the time to remember who they are and who they want to become months after formal learning in the classroom has ended. For Mary, this is the keystone of feminist education: the willingness of the instructor to interact with students in a way that makes the material relevant to each person's life story.

Mary's commitment to the WGSS program extends beyond the classroom. She has co-edited the programs newsletter for two academic years: 2008-2009 and 2010-2011. She particularly enjoyed this experience because she got a chance to learn about all of the different research, teaching, and community work students and faculty in WGSS were involved in.

When not working away on her dissertation, Mary's love for classical music prompts her to attend as many concerts in St. Louis and Philadelphia (her hometown) as possible. She recently discovered the music of Gustav Mahler and enjoys learning about Mahler's extraordinary life and works in her spare time. She hopes to one day visit Mahler's birthplace in the Czech Republic. Her last vacation was in Austria in 2010, where she visited three museums devoted to Joseph Haydn, one to Mozart, four to Beethoven, two to Franz Schubert, and one to Johann Strauss Jr.
Graduate Certificate Students who have completed their coursework in their respective fields are eligible to teach Intro courses in WGSS. Students attend Intro classes to gain insight and experience from the instructors before teaching the course. Syllabus and materials are designed by the WGSS Certificate student with assistance from the undergraduate director and faculty advisors. This year’s WGSS students share their experience teaching below:

**Ben Davis, PhD candidate in Germanic Languages and Literatures and WGSS Graduate Certificate Student**

This academic year I have had the pleasure of designing and teaching my own section of "Introduction to Women's Texts." The course is designed to introduce students to feminist analysis of literary texts, broadly conceived. I decided to organize the course around the themes of identity formation and hybridity, focusing on the ways in which literature allows for the exploration and theorization of new subject positions with and against dominant discourses. Re-reading texts and the joys of synthesizing ideas and knowledge with my students contributed to my intellectual development. Developing strategies to negotiate a classroom of four students contributed to my pedagogical development. The list goes on. Each class session naturally presents its own challenges, as well. Nevertheless, it is both the challenges and the pleasures of teaching this class which have helped me to become a more well-rounded teacher as well as young scholar.

**Claire M. Class, PhD candidate in English and WGSS Graduate Certificate Student**

Teaching Introduction to Women and Gender Studies is an immensely enjoyable and educational experience. The class forces me to recognize and rectify gaps in my own women and gender studies education, encourages me to develop my own narrative for feminism, and allows me to revisit formative texts. The students are insightful and engaged, and WGSS is extremely supportive. I am excited to teach the class again in Fall 2012 and already have a number of changes to my syllabus in mind.

**Meg Dobbins, PhD candidate in English and WGSS Graduate Certificate Student**

Teaching Introduction to Women and Gender Studies this semester has proved both fun and educational. I enjoy working with students who are approaching these materials for the first time; seeing students make connections between what we are reading in class and what they are encountering in their own lives and around their campus is especially exciting. The students who enroll in WGSS courses strike me as intelligent, engaged, and valuable members of the Wash U community, and it’s a true pleasure to get to work with them. Teaching Introduction to Women and Gender Studies has been a wonderful experience, and I am excited to teach the class again in Fall 2012.

**Amanda Lee, PhD candidate in French and WGSS Graduate Certificate Student**

I have greatly enjoyed my students in Introduction to Women and Gender Studies. One of my favorite parts of teaching Intro is that our discussions are truly relevant to political and social issues which effect all our lives today. The WGSS department is also a wonderful place to teach in because my fellow TAs, faculty members, and staff are wonderful, kind and extremely intelligent.

**Kevin Wooten, PhD Candidate in History and WGSS Graduate Certificate Student**

Teaching this past semester has been an unbelievably positive experience. Not only has it reminded me of just how gifted and bright the students at Washington University are (intelligent enough to teach the teacher, as the adage goes, on numerous occasions), but in so doing it has also reminded me of the degree to which teaching is a collaborative effort between teacher and student. Such collaboration works best in an environment of openness, flexibility, and at times experimentation. This is probably the most important lesson I have learned this semester, and I thank the WGSS program for giving me the opportunity to learn it.
Dr. Martin Manalansan, Associate Professor of Anthropology at the University of Illinois at Urbana-Champaign visited on March 21, 2012 to present his article "Dismal Re-turns: Queer Diasporic Homecomings and Other Elusive Itineraries." Students and faculty also had the opportunity to attend a meet and greet lunch with Dr. Manalansan. Dr. Manalansan's talk focused on homecomings of the queer diaspora in the Filipino community. In particular he explored this topic using the film Miguel Michel as both a text and stage through which to analyze queer Filipino identity. He also discussed various views of modernity within the Filipino community, suggesting that America is not the only space for modernity, nor its only arbiter.

Women, Gender, & Sexuality Studies Program
Presents

Honors Thesis and Independent Study Presentations by WGSS Students

Ashley Brosius
Rachel Haas
Rosa Heyman

Tuesday
May 1, 2012
11:00–1 pm
McMillan Hall
Room 149
# Home-Based WGSS Course Offerings

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<tr>
<th>Fall 2012</th>
<th>Spring 2012</th>
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<tr>
<td>L77 100B Intro to Women and Gender Studies</td>
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<td>L77 105 Intro to Sexuality Studies</td>
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<td>L77 214C Intro to Women's Texts: You Write Like a Girl!</td>
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<td>L77 3031 Queer Theory</td>
<td>L77 308 Masculinities</td>
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<td>L77 304 Sex, Gender, and Popular Culture</td>
<td>L77 3132 Service Learning: Girls' Studies</td>
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<td>L77 3131 Service Learning: Contemporary Female Sexualities: Designing Sex Education</td>
<td>L77 3206 Global Gender Issues</td>
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<td>L77 316 Contemporary Women's Health</td>
<td>L77 335 Feminist Theory</td>
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<td>L77 343 Understanding the Evidence:</td>
<td>L77 3401 Performing Gender</td>
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<td>L77 370 Service Learning: Sex, Lies, and</td>
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<td>Myths of the Mother</td>
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<td>L77 392 Feminist Research Methods</td>
<td>L77 393 Violence Against Women:</td>
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<td>L77 402 Transnational Reproductive Health</td>
<td>Current Issues and Responses</td>
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<td>L77 414 Gender, Religion, Medicine, and Science</td>
<td>L77 3942 Service Learning: Projects in Domestic Violence</td>
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<td>L77 420 Contemporary Feminisms</td>
<td>L77 404 Regulating Sex: Historical and</td>
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## WGSS Wishes Farewell to Mona Lena Krook

WGSS is sad to say good bye to Mona Krook who has had a joint appointment with WGSS and Political Science. Mona will be leaving St Louis in the fall to become Associate Professor of Political Science at Rutgers University.

Mona has been a very important part of our program, regularly teaching “Feminist Research Methods,” “Global Feminisms,” and “Gender and Politics in Global Perspective.”

We will miss Mona and wish her well in her new position.
Honors and Awards

WGSS FACULTY
Amy Cislo was honored by the Arts Sciences Council as a recipient of the James E. McLeod Faculty Recognition Award in April. The award is given to those who have positively and profoundly influenced the educational experiences for the students at Washington University.

Andrea Friedman was a recipient of the 2012 James M. Holobaugh award in February. The award honors individuals and organizations that promote lesbian, gay, bisexual and transgender (LGBT) equality, perform direct advocacy and service to the St. Louis metropolitan area and incorporate education and dialogue as part of their practice.

Mona Lena Krook was the recipient of the Midwest Women’s Caucus Early Career Award from the Midwest Political Science Association in February. The Midwest Women's Early Career award recognizes a female pre-tenure faculty member based on "an established publication record and continuing research activity, leadership in the profession, and additional evidence of impact."

WGSS GRADUATE STUDENTS
Andia Augustin and Cailin Copan-Kelly are recipients of the Graduate School of Arts and Sciences Dean's Award for Teaching Excellence in 2011-2012.

Patrick Brugh defended his dissertation in April and will be graduating in May with his PhD in Germanic Languages and Literatures with a WGSS Graduate Certificate.

Nancy Twilley will be defending her dissertation on April 23rd and will be graduating in Germanic Languages and Literatures with a WGSS Graduate Certificate.

UNDERGRADUATE STUDENTS
Vaishnavi Harisprasad (class of 2012) majoring in Latin American Studies and minoring in WGSS is the recipient of a Fulbright and will be working in India. Vaishnavi will teaching English in a government funded elementary school, and will also be conducting research in the field of Maternal and Reproductive Health Care.

Ashley Brosius (class of 2012) majoring in WGSS, Anthropology, and Political Science is the recipient of the Harriet K. Switzer Leadership Award from the Washington University Women's Society which recognizes outstanding senior women who have made a significant contribution to Washington University during their undergraduate years, and have demonstrated exceptional potential for future leadership.

Vinita Chaudhry, a sophomore majoring in WGSS and Anthropology was the recipient of the 2012 James M. Holobaugh award in February.

Elizabeth Handschy, a sophomore majoring in WGSS and Anthropology and minoring in Public Health is the recipient of the Andrea Biggs summer research award for 2012. Andrea Biggs (1960-1981) was an independent spirit who advocated tirelessly for women's rights, whether creating the first anti-prom at her high school or enthusiastically fighting for the Equal Rights Amendment later in life. In that spirit, this prize is for the promotion of undergraduate research that focuses on issues relating to gender, dedicated in loving memory to Andrea’s spirit, in the hopes of further nurturing that same spirit in others.

ALUMNI
Laura Lane-Steele (class of 2010) published an article based on her honors thesis in the Journal of Lesbian Studies. "Studs and protest-hypermasculinity: the tomboyism within black lesbian female masculinity" appeared in the Journal of Lesbian Studies 15.4 (2011). This was a portion of her honors thesis which was guided by Professors Shanti Parikh, Alexis Matza and Amy Cislo.
The 1998 Susan E. and William P. Stiritz endowment for Women and Gender Studies continues to contribute to WGSS activities. The endowment supports the Stiritz Chair in Women and Gender Studies, currently held by Linda Nicholson. In addition, earned interest from the endowment and the matching grant engendered by the endowment support the following activities:

- A scholarship for a WGSS graduate student supported by Judith Tytel Catalano
- An annual award for scholarship and service for a WGSS graduating senior
- An undergraduate summer internship for a WGSS major or minor
- Library acquisition funds for the collections at Olin Library and in the WGSS library
- Video acquisitions for teaching purposes for the WGSS Faculty
- Operating expenses, including travel support for students and faculty
- The Nooter Endowed Lecture, supporting one lecture per year in WGSS

We thank donors who contributed to support of the program.

The Women, Gender, and Sexuality Studies Program is in the process of developing new areas in the curriculum and in the intellectual life of our faculty and students: Global/transnational feminisms and gender studies. This area of development enables us to offer our students critical study opportunities and to make significant connections with departments and programs on our campus, including International and Area Studies, Anthropology, History, Political Science, Law, Romance Languages and Literatures, East Asian Languages and Cultures, and Germanic Languages and Literatures. This expansion fits well with the university’s strategic planning initiative, encouraging more extensive attention to global problems and inter- and transnational studies and providing a variety of study abroad opportunities for our students.

We are raising funds to support two activities in this area: Study abroad summer internships for our undergraduates, combining academic study with research and service experience. The Global/Transnational Feminisms Lecture Series, which started with grant funds from the WU Center for Programs in 2006-08, draws 3-4 key lecturers per year to our campus and enriches faculty, graduate student, and undergraduate study and discussion. It has enhanced our course work in that area, and enabled us to collaborate with a variety of departments and programs. We would like to develop an endowment to ensure a continuing focus on gender in the university’s international and transnationally related activities.

To donate to the Women, Gender, and Sexuality Studies Program, please send your contributions to:

Washington University
One Brookings Drive
Arts & Sciences Development Office
Attn: Shannon McAvoy

Professor Amy Cislo’s Service Learning:
Girls’ Studies class, Spring Semester 2012