In working with the Alumni and Development Office and with my colleagues to ensure that Women, Gender, and Sexuality Studies plays a role in the University’s Leading Together development campaign, I have been viewing the academic program and the work of our faculty with new eyes. For example, the courses we offer are really fantastic. I’ve been observing in 2 sections of Intro to WGSS to train for teaching the course myself. Just watching students learn the basics, about how patriarchy functions and the ways women have challenged it in particular locations and over time, I have seen them grapple with new insights into their own cultural experiences and assumptions. They have been applying their learning to their observations of politics, media productions, and gendered interactions in their daily lives. They have been confronting how race and class intersect with gender and how heteronormativity constrains people’s opportunities and daily lives. They have learned how gay, lesbian, transgendered people and their allies have challenged subjugation and marginalization in heteronormative societies. They have learned how Black feminists and feminists in the Global South confront such subjugation and marginalization and the ways we in the West are complicit in the subordination of nonwestern people and their cultures. As they pursue more advanced study in the Program, students grow increasingly sophisticated in their ability to analyze power and privilege and then undertake a range of activities after they graduate. They are involved in exciting work addressing these same issues in their continuing education and careers here and abroad, in academic institutions, NGO’s, businesses, professions, and community-based agencies. 

In the course I am teaching this term, Intellectual History of Feminisms, I have been reminded about the multiple ways feminists all over the world from a wide range of circumstances have confronted power and claimed agency to think, learn, publish, and act. From protesting taxation without representation in ancient Rome (Hortensia), to claiming women’s inherent intelligence in late nineteenth-century India (Tarabai Shinde), to demanding equal legal, political, and economic rights all over the world by the twentieth century, feminists and their allies’ ideas, voices, and actions demonstrate the power of their intellectual and social work. Students in the class cannot help but make connections
between what these feminists faced in their own places and times and what twenty-first century feminists face around the world in trying to achieve social justice for all people.

Susan Stiritz, who taught in WGSS for the past 12 years and helped to develop sexuality studies in the undergraduate program, has left the WGSS Program to become a senior lecturer and develop sexuality studies courses at the George Warren Brown School of Social Work. We appreciate the key contributions Susan made to the Program and wish her well in her new position.

The Program is taking teaching and research in sexuality studies in some new directions. Cynthia Barounis, the WGSS Postdoctoral Fellow, has made important contributions in her Queer Theory and Masculinities courses, in her conference presentations and, with Barbara Baumgartner, in her organization of the Queer Theory Reading Group. Amber Jamilla Musser, who will join us in Fall as Assistant Professor in WGSS, will be working with all of us to develop more coherent and systematic approaches to courses in sexuality studies, particularly in connecting them with our existing course work in that area.

As part of our outreach, Donna Kepley has been working on refining the WGSS web page and has created a WGSS page on Facebook. We welcome comments, news, and networking with our WGSS alumni and friends. Finally, I'd like to thank our 2012-13 Gender Spectrum team of Graduate Certificate students: Britta Anderson, Andia Augustin, Meg Dobbins and Amanda Lee.

In Memoriam: Gerda Lerner

Gerda Lerner passed away peacefully at the age of 92 on January 2nd, 2013. Lerner was a founding member of the National Organization for Women with a lifelong passion for gender equality, history, and education. Lerner was born in Austria in 1920, and when the Nazis came to power, she spent six weeks in a Nazi prison. In 1939, she emigrated by way of Lichtenstein to New York, where she married Carl Lerner in 1941 and completed her formal education. A member of the Communist Party, Carl Lerner was also a film editor. Carl and Gerda Lerner collaborated on the film "Black Like Me." She earned a B.A. from the New School, and a Master's and Ph.D. at Columbia University (1966), and published her dissertation, *The Grimke Sisters from South Carolina*, in 1967. She began teaching history at Sarah Lawrence College in 1968, where, in 1972, she founded the first graduate program in women's history in the United States. At the University of Wisconsin-Madison, where she ultimately settled in 1980 a few years after her husband's death, Lerner created the university's Ph.D. program in women's history. Today, Lerner is credited as one of the first female historians to make the lives of women a legitimate and respected historical subject. She is the author of several textbooks and studies in women's history, including *The Woman in American History* (1971); the document collections *Black Women in White America* (1972) and *The Female Experience* (1976); *The Majority Finds Its Past: Placing Women in History* (1979); *The Creation of Patriarchy* (1986); *The Creation of Feminist Consciousness* (1997); and *Why History Matters* (1997). Her survivors include her sister, her daughter, her son, and all the students of women's history she taught throughout her forty-five year career.
Faculty Spotlight: Cynthia Barounis

The Women, Gender, and Sexuality Studies Program welcomed post-doctoral fellow Cynthia Barounis to our core faculty in the Fall of 2012. Before St. Louis, she lived in Chicago where she received her PhD in English from the University of Illinois at Chicago. She has made excellent contributions to the department in her first year.

Cynthia is very committed to her teaching, and is impressed with the teaching environment at Washington University: "The students here are phenomenal. Over the last two semesters, I've had the pleasure of working with so many bright and ambitious WGSS majors who are not only passionate about the material we're reading in class, but also committed to engaging the larger community around questions of gender, sexuality, and social justice. It's been really wonderful to watch these projects unfold both inside and outside of the classroom." She really enjoyed teaching Queer Theory this past fall, and says that "It was an exciting syllabus to design, and it was inspiring to see how creative the students were in connecting the theories to their own diverse interests." In the future, she would love to have the opportunity to develop a more specialized course in Queer and Feminist Disability Studies.

Her research explores the intersections of queer theory and disability studies, with particular attention to how those intersections have been articulated in twentieth-century American literature and contemporary popular culture. Right now, she's working on a book project that attempts to promote interdisciplinary collaboration between queer theorists and disability studies scholars by exploring some of the ways that queer sexuality has been medicalized over the course of the twentieth century. She focuses specifically on discourses of sexology, eugenics, psychiatry, and HIV/AIDS. A literary scholar by training, she situates several American novels against this historical backdrop, arguing that the pairing of queerness and disability in these texts forces us to rethink some of the "queer" reading practices that have become standard in the discipline.

She is clearly enjoying her new home in the Women, Gender and Sexuality Studies Program in St. Louis. She notes that the program community has very welcoming and supportive: "I've really enjoyed my conversations and collaborations with the faculty and graduate students in WGSS." She adds: "I love living in St. Louis! It's such a friendly city, and there are so many great outdoor activities and neighborhoods to explore – I feel like I've barely scratched the surface." When she's not working, she enjoys being outdoors, whether that's biking through Tower Grove Park, going for a hike, or exploring the city on foot. We're lucky to have you here, Cynthia!
WOMEN, GENDER, AND SEXUALITY STUDIES PROGRAM
SPRING 2013 COLLOQUIUM SERIES

Thursday, January 24th, 4:00-6:00 pm
Jill Evans Petzall
Documentary Film Maker
"Women, Their Prisons, and Who's Serving Time"
Film Showing of "When the Bough Breaks"
Barbara Baumgartner
Senior Lecturer, Women, Gender and Sexuality Studies
Location: Busch Hall, Room 18

Thursday, February 7th, 4:00-5:30 pm
Kelly Sartorius
Director of Development in Arts and Sciences
"Fostering Feminism: Intergenerational Activism, Deans of Women, and Student Self-Governance in Mid-20th Century U.S. Coeducation"
Commentator: Mary Ann Dzuback, Director of Women, Gender, and Sexuality Studies Program
Location: McMillan Hall, Room 219

Thursday, February 28th, 4:00-5:30 pm
Marie Griffith
John C. Danforth Distinguished Professor & Director, The John C. Danforth Center on Religion and Politics
"Religious Reactions to Margaret Sanger and the Birth Control Movement"
Commentator: Andrea Friedman, Associate Professor of History & Women, Gender, and Sexuality Studies Program
Location: McMillan Hall, Room 219

Thursday, April 11th, 4:00-5:30 pm
Trevor Sangrey
Lecturer, Women, Gender, and Sexuality Studies Program
"End to the Neglect of the Problems of the Negro Woman!: Claudia Jones and the U.S. Communist Party's Black Belt Thesis Pamphlets"
Commentator: Mary Ann Dzuback, Director of Women, Gender, and Sexuality Studies Program
Location: McMillan Hall, Room 219

Thursday, April 18th, 4:00-5:30 pm
Cynthia Barounis
Post-Doctoral Fellow in Women, Gender, and Sexuality Studies
"That's Not the Usual Pattern Is It? James Baldwin, Homosexuality, and American Psychiatry"
Commentator: William Maxwell, Associate Professor of English
Location: McMillan Hall, Room 219

Thursday, May 2nd, 4:00-5:30 pm
Tom Eyers
Andrew W. Mellon Post-Doctoral Fellow in the Humanities
"French Psychoanalysis and the Post-Linguistic Body"
Commentator: Guinn Batten, Associate Professor of English
Location: McMillan Hall, Room 219
Understanding the Criminal Justice System

The department's colloquium series this semester demonstrates a commitment to understanding and helping to change our nation's criminal justice system. On January 24, Emmy-award winning documentary maker Jill Evans Petzall spoke at a screening of her 2001 film *When the Bough Breaks*. The film explores the impacts on children when their mothers are incarcerated, following the stories of three Missouri families over the course of a year as they visit their mothers in prison and move between grandparents, foster parents, and social workers. Their difficult, emotional stories reveal the fact that a mother's sentence punishes her entire family. Jill's comments highlighted how little has changed since she made the film. Still, two thirds of women in prison are mothers of young children, most of them incarcerated for non-violent crimes.

On February 26, Max Kenner, Founder and Executive Director of Bard Prison Initiative and Daniel Karpowitz, Director of Policy and Academics at Bard Prison Initiative presented "The Bard Prison Initiative and the Values of a Liberal Education," engaging a standing-room only audience in an exciting discussion about the possibility of developing a college prison program at Washington University. The Bard Prison Initiative, which creates the opportunity for men and women to earn college degrees while incarcerated, shows a high rate of post-release employment and very low recidivism. The Initiative offers a powerful argument for making a liberal arts education accessible within the criminal justice system. BPI has assisted a number of educational institutions nationally in implementing their own rigorous college-in-prison programs.

Tanya Erzen, the Catherine Gould Chism Assistant Professor in the Department of Religion at the University of Puget Sound, gave a talk entitled "Why Are U.S. Prisons so Religious? The Ascendance of Faith-Based Programs in an Age of Punitive Incarceration" through the John C. Danforth Center on Religion and Politics on March 4. Her lecture addressed the impacts of and ideology behind the increase of faith-based prison programs, which have to a large extent replaced education programs.

Students are reflecting on and engaging directly with issues related to the U.S. prison system this semester in Barbara Baumgartner's course "Service Learning: Women in Prison." The class includes a site visit to the prison facilities in Vandalia and Bowling Green, MO, and requires four hours of hands-on service each week. Students study the impacts of the war on drugs' mandatory minimum sentencing laws and punitive sentences for non-violent offenses, healthcare and sexual violence abuses in prisons, and the causes behind the explosion of female prisoner populations as they engage directly with these issues in their service projects. Students are participating in a range of service projects: GED tutoring women inmates at the Clayton jail and tutoring juveniles in the court system with Parkway Tutoring; assisting with Sister Sharon Schmitz's class "Becoming All You Can Be" for women inmates at the Clayton jail; working with Sister Jackie Tobin and, "Let's Start," which helps the families of incarcerated women and women who have recently been released from prison. The students have been doing weekly activities with the children of imprisoned women (to provide a break for their caregivers and to allow the kids some fun activities). So far, they have been to a SLU basketball game, the Magic House, roller skating at the Skate King, and rock climbing at the Clayton Center. They also accompanied the children and their caregivers on their bus trip to Vandalia, Missouri, to visit their moms in prison.
Amanda Lee, a sixth-year PhD student in French Literature and Graduate Certificate student in WGSS, is an outstanding participant in the WGSS Program. Her favorite class in WGSS was "Advanced Feminist Theory" with Linda Nicholson. "This graduate course gave me a strong foundation in theory and politics," she says. "Linda Nicholson was a wonderful professor, asking probing questions and encouraging students to examine texts in a profound way, and apply what we read to current feminist issues today. I greatly enjoyed the input of my fellow WGSS certificate students and the amicable atmosphere of the class."

Amanda taught "Introduction to Women and Gender Studies" in the spring of 2012. "It was a wonderful experience because I felt that I was able to open my students' eyes to many subtle forms of oppression (race, class, sexuality, gender) that they were not aware of before starting the course." Amanda has edited the WGSS newsletter for the past 2 years, and was the WGSS representative to the Graduate Student Senate from August 2009 - May 2011. She also helped organize a panel in November, 2009, called "Women in Academia" in which four tenured professors at Washington University spoke of the unique challenges they faced as female academics.

Her involvement with the Program has influenced both her career plans and her life outside of academia. She states: "WGSS has broadened my horizons as a scholar and a person. I hope that one day I will be able to teach courses in Women's Studies as a university professor. I know that I will continue to write and to be concerned about current events, feminism, and LGBTQ issues when I graduate from Washington University in St. Louis, and I plan to be an activist in whatever capacity I am able."

Amanda has ambitious career dreams: "Ideally I would love to have a tenure track position at a research university or a small liberal arts college, teaching in French, Women and Gender Studies, and Dance History. I feel that these three disciplines complement each other in wonderful and fascinating ways. I would also love to choreograph for a college dance ensemble and "embody" some of my own ideas about poetry, gender, and life in general. I also dream of doing some work for the community—I would like to teach some sort of movement class at a Women's Shelter, for example. I would also love to use dance and scholarly writing about dance history to spread the message of feminism to audiences that it might not otherwise reach."

Her dissertation, "The Poetics of Dance: Representations of Ballet in French Literature," examines the development of a poetics of dance in French literature from the eighteenth century through the early twentieth century, exploring the extensive dialogue between poets and dancers, and their mutual attempts to write movement and embody poetry. Because the dancer's body is central to the development of the poetics of dance in French literature, the topic incorporates the theoretical frameworks of Women, Gender, and Sexuality Studies, Queer Studies, and Theatre and Performance studies. "The dancer's body," she says, "was often called "androgynous," a poetic vessel that existed outside or between genders, a site of eroticism and Queer fantasies that were seen by poets such as Baudelaire as instrumental to the act of poetic creation."

When Amanda is not working she is dancing with Common Thread Contemporary Dance Company. Her comments show her dedication to dance: "Dancing with Common Thread has been an incredible experience—I have learned a great deal from my fellow dancers, and from [artistic director] Jennifer Medina, who has a knack for tapping into current events and political issues relating to gender in her choreography." She is grateful for her experience as a dancer, because it has helped to inspire her dissertation topic and the way that she approaches her scholarly work, incorporating the body as a locus of analysis.
Women, Gender, & Sexuality Studies Presents

Honors Thesis and Independent Study Presentations by WGSS Students:
Laura Dietrich
Rosa Heyman
Kristen Valaika

Monday
April 29, 2013
11:00 – 1 pm
McMillan Hall
Room 310
Graduate Students Teaching Experiences

Britta Anderson (PhD Candidate in Spanish Literature with WGSS Certificate): I was so excited about teaching Introduction to Women and Gender Studies that I had a hard time cutting my syllabus down to a reasonable amount of reading. I have a fabulous group of articulate, thoughtful women, who engage with the material inside and outside of class, and often challenge me to rethink my own positions on issues. The WGSS Program provides a wonderful community environment to teach in: they have been extremely supportive and insightful.

Siham Bouamer (PhD Candidate in Anthropology with WGSS Certificate): Teaching Gender Studies is a very rewarding experience. My students come from different backgrounds, which greatly enlivens discussions. They are very enthusiastic about gender-related issues and about the opportunity to share their own perspective. I am interested in an interdisciplinary approach in my own research so I was eager to explore it in the classroom. As an academic topic, Gender Studies builds bridges between different disciplines and cultures. I love hearing in my class "In my country, in my religion, in my family, in biology, in psychology, in history, WE THINK that…".

Claire Class (PhD Candidate in English and American Literature with WGSS certificate): Teaching Introduction to Women and Gender Studies for the second time was a blast. Because I had the opportunity to refine my syllabus and lessons, I was less nervous about the material and had the chance to really develop a positive classroom environment. I increased the amount of group work and made sure the students knew and respected each other. We finished the semester by reading Margaret Atwood's "The Handmaid's Tale," and this gave the students a great opportunity to review and apply earlier readings. My (admittedly very broad) theme this time was the relationship between women and the state. The theme made the class seem less like a feminism smorgasbord, but the first semester I taught I had more opportunity for feminist readings of popular culture, which better prepared the students for writing their feminist analysis essays. So, as always with teaching, there is more balancing to do in the future.

Meg Dobbins (PhD Candidate in English and American Literature with WGSS certificate): In Fall 2012, I taught Intro to Women's Texts: You Write Like a Girl!, a course designed to introduce students to the (often fraught) topic of women's writing and theories of écriture féminine. Teaching this course was an absolute pleasure! The students were smart, conscientious, and eager to learn. By the end of the semester, our small class had become a lively community
of engaged feminist readers. I learned a great deal from my students over the course of the semester—about the texts we were reading, but also about the connections undergraduates draw between classroom materials and experiences from their daily lives on campus.

David Holloway (PhD Candidate in Comparative Literature with WGSS certificate): This is my first semester teaching Introduction to Women and Gender Studies. The experience thus far has been rewarding and challenging, and I am looking forward to an exciting end to the semester. I have nineteen students—fifteen women, four men—who bring to class perspectives that are shaped by different interests (academic and otherwise) and backgrounds and who continually engage the course material critically and enthusiastically. By Spring Break, we covered topics as rich as the history of feminism, the social politics of body modification, and male beauty culture. In the weeks to follow, we will turn our attention to reproduction, eating disorders, and the 1980s rap group 2 Live Crew, among other pertinent issues. Where appropriate, throughout the semester I have drawn from my own knowledge of Japanese culture to place our course material in a more global context. Some of my students have spent time in India, France, Israel, Korea, England, New Zealand, and Brazil, and they, too, frequently draw connections between our readings/discussions and the world around us, both near and far. I have thoroughly enjoyed teaching this course and I hope to teach it again in the future. My students are diligent and have learned a lot (or so they tell me). Perhaps more significantly, I have learned much from them.

Jessica S. Ruthven (PhD Candidate in Medical Anthropology with WGSS certificate): Spring 2013 is my first experience not only with teaching Introduction to Women and Gender Studies but also with teaching as a profession. Although I have copious experience as a TA at Washington University, this gender studies course provides the context for my first foray into professorship. I could not have asked for a better group of students with whom to make this journey! I have seventeen students; all are female, and most are Freshmen. In a few short weeks, this group has moved from a generous and giving but hesitant dynamic to open, candid, and forthright communication about their thoughts on the material, feminist theory and history, and the links between their daily lives and what we discuss in class. One of my most rewarding teaching moments so far was during our section on Sexuality. I gave them the opportunity to democratically choose whether or not they wanted to play a complex, revealing, trust-requiring theatre game (designed to elicit discussion) on the day we discussed Stiritz' "Cultural Cliteracy" and Lorde's "Uses of the Erotic" by anonymously voting "yes" or "no" on pieces of paper collected by a student. They voted "YES" unanimously; I was delighted. This group is brave and engaged! In addition, they are fearless in critically questioning some of the underlying assumptions held by the authors we read. In doing so, they regularly challenge each other (and me) to interrogate more deeply the beliefs we hold, from where those ideas come, and how they relate to a feminist framework. It has been a privilege to work with this group of students, and the support I have received from the WGSS program has been unparalleled.
Graduate Students Teaching Experiences

Beth Windle (PhD candidate in English and American Literature with WGSS certificate): Teaching Introduction to Women's and Gender Studies was an incredibly positive experience for me. I appreciated the opportunity to develop my own syllabus as well as to revisit a number of classic and contemporary feminist texts with pedagogical questions in mind. The students enrolled in the class were consistently engaged and dedicated, and it was rewarding to work with them.

Graduate Student Updates

Britta Anderson (PhD Candidate in Spanish Literature with WGSS Certificate) will be attending a feminist theory conference in Dubrovnik, Croatia in May, thanks to a generous grant from the WGSS Program. There, she will engage for a full week with feminist scholars from around the world and present a paper entitled "Strategies of Visibility along the U.S.-Mexico Border." She has completed her comprehensive exams, is beginning work on her thesis, and is enjoying teaching Introduction to Women and Gender Studies this semester.

Andia Augustin (PhD Candidate French Literature with WGSS certificate) is currently in Paris through summer 2013 as part of a Trans-Atlantic Forum Fellowship in collaboration with École des Hautes Études en Sciences Sociales in Paris and the University of Amsterdam. She is working on her second dissertation chapter, examining female friendship and desire in Francophone Caribbean novels. She recently presented a paper at the Haitian Studies Association (HSA) in Jamaica, NY. The paper, Lavinan Gwadloup: Des femmes commerçantes haïtiennes en Guadeloupe, défis et survie, analyzed the way in which Haitian women vendors in Guadeloupe negotiate gender, migration, and economics.

Meg Dobbins (PhD Candidate in English and American Literature with WGSS certificate) will be presenting a conference paper titled "The Victorian Widow: Revising Women's Stories" at the British Women Writer's Conference in New Mexico at the beginning of April. Shortly thereafter, she will complete her qualifying exam and begin work on her dissertation in 19th Century British literature.

Alejandra Aguilar Dornelles (PhD Candidate in Spanish Literature with WGSS certificate) is currently working on her dissertation titled "Freedom's Heirs: Black Criminalization, Leadership, and Writing in Colombia, Brazil, and Cuba (1830-1912)". In Spring 2013 she taught "Writing Love in Times of War: Latin American Women Writing Modernity." She has been invited to discuss her paper "There Are No Black Heroes: Freedom, Group Identity, and Racial Equality from Black Latin American Leaders' Vision," at the workshop "The Age of Emancipation: Black Freedom in the Atlantic World," hosted by the Robert Penn Warren Center for the Humanities at Vanderbilt University, in April 2013.

Livia Stone (recent graduate student in Cultural Anthropology with WGSS certificate) received her PhD in December. This year (2012-2013) she has been a Visiting Assistant Professor in the Anthropology Department at Colby College in Waterville, Maine, and has accepted a tenure-track job in the Department of Sociology and Anthropology at Illinois State University starting Fall 2013.
Sandra Fluke Visits Washington University

Attorney and women's rights activist Sandra Fluke, who testified last February before the House Democratic Steering and Policy Committee on the need to provide access to contraception, gave a public lecture on Tuesday, February 12, 2013, at Washington University in St. Louis, as part of the spring lecture series sponsored by the Danforth Center on Religion & Politics. Before the lecture, a small group of graduate students, undergraduates, and faculty engaged in a dinner discussion with Fluke, sponsored by American Culture Studies; Women, Gender, and Sexuality Studies; and Law Students for Reproductive Justice. The dinner discussion was facilitated by Linda Nicholson, the Susan E. & William P. Stiritz Distinguished Professor of Women's Studies and Professor of History, and John Inazu, Associate Professor of Law and Political Science. This opportunity for students to think out loud with Fluke, in an intimate setting, provided valuable insights into questions faced by young activists today. Fluke was extremely approachable, and displayed a great sense of humor - quipping to third year law students (in response to John Inazu's question about the Affordable Care Act), "Imagine that one year from now you are being interrogated by your constitutional law professor." Indeed, not too long ago Fluke was a student herself at Georgetown University Law School - she passed the California Bar in 2012.

Following dinner in Umrah Lounge, Fluke proceeded to the packed May Auditorium in Simon Hall to give a lecture titled “Making Our Voices Heard: Women's Rights Today.” Fluke touched on important legal questions that have arisen in the wake of lawsuits brought by organizations such as Hobby Lobby against the United States Government, questioning whether the Affordable Care Act infringes on the right to religious freedom in the U.S. Constitution. Adrienne D. Davis, JD, vice provost and the William M. Van Cleve Professor of Law, responded to Fluke's lecture, framing the debate in the larger historical context of the struggle for women's reproductive rights, and the implications of this struggle across race and class lines. Both Davis and Fluke then took questions from students and community members. The final question of the night: "What common ground can Pro-life and Pro-choice individuals find with one another?" helped conclude the evening on a positive note, as both Davis and Fluke argued that we can all agree on the need for better health care for women.
Faculty News

Jami Ake (Assistant Dean, College of Arts & Sciences) co-wrote a paper with Gretchen Arnold (Assistant Professor of Sociology and Women's Studies at Saint Louis University) called "Reframing the Narrative of the Battered Women's Movement," which will come out in the April issue of the journal Violence Against Women. Professors Ake and Arnold also gave a talk at Forest Park Community College "A Social Movement—Battered Women 1970—Present" on March 4th as part of their lecture series for Women's History Month.

Adrienne Davis (William M. Van Cleve Professor of Law and Vice Provost) delivered remarks on an Association for the Study of African American Life and History plenary panel, "Beyond Mammy & Jezebel: Re-envisioning Black Women's Sexuality"; gave a talk on sex work at University of California, Berkeley; and chaired a panel on immigration at the American Society for Legal History panel. At Washington University she was a commentator at "Stories and Spaces: How Americans Make Race Conference" and gave a paper for the Women, Gender & Sexuality Studies Colloquium. This semester she participated in The Celia Project, a working group on an historic legal case involving slavery and rape. The working group is sponsored by the University of Michigan's Institute for Research on Women & Gender and Law School. She also gave a talk on black polygamy at Meharry Medical College.

Tonya Edmond (Brown School of Social Work) published "Use of Mental Health Services by Survivors of Intimate Partner Violence" in Social Work in Mental Health. She co-wrote "Mexican Immigrant Survivors of Intimate Partner Violence: Determinations and Descriptions of Abuse" appearing in Violence and Victims. She also published "Evaluation of a Spiritually Focused Intervention with Older Trauma Survivors" in Social Work. She is the Principal Investigator on two projects for which she has received funded research grants: Assessing Receptivity to and Use of Evidence-Based Treatments in Rape Crisis Centers and Understanding the Trauma Treatment Needs of Justice-Involved Women.

Beth Fisher (Lecturer in WGSS) became Director of Academic Services at The Teaching Center. Beth currently teaches "Women and Social Class" (with Linda Nicholson), as well as a writing-intensive course, "Gender and Consumer Culture in Late 19th- and Early 20th-Century U.S. Fiction." Since joining The Teaching Center, Fisher has overseen the expansion of graduate-student programs—such as The Teaching Citation—that are designed to help graduate students prepare and apply for future teaching positions. In her role as Director of Academic Services, Beth also collaborates with Teaching Center staff and faculty on a variety of scholarship projects that contribute to evidenced-based knowledge about teaching and learning.

Rebecca Messbarger (Italian Literature) was selected to be a Faculty Fellow in residence at the Washington University Center for the Humanities for the Fall 2013 semester to advance her book project The Re-birth of Venus: Conquest of the Renaissance in Enlightenment Florence. Messbarger's article, "The Re-birth of Venus in Florence's Royal Museum of Physics and Natural History" published in The Journal of the History of Collections, May, 2012: 1-21, was awarded the 2013 James L. Clifford Prize from the American Society for Eighteenth-Century Studies as "an outstanding study of an aspect of eighteenth-century culture."

Anca Parvulescu (English and American Literature) published an article "Old Europe, New Europe, Eastern Europe: Notes on a Minor Character in Fassbinder's "Ali, Fear Eats the Soul," in a special issue of New Literary History entitled "A New Europe?"

Susan Stiritz has accepted a position as Senior Lecturer at the Brown School of Social Work. In the fall she will be teaching two new graduate-level courses as part of her new responsibilities and coordinating sexuality studies for social work students. The American Association of Sexuality Educators, Counselors, and Therapists (AASECT) has appointed her Director of its 2013 Summer Institute, which will offer advanced training in sexuality education. Susan has enjoyed her association with WGSS and hopes her move will help expand feminist and queer perspectives on our campus.
WOMEN, GENDER, AND SEXUALITY STUDIES PROGRAM, ANTHROPOLOGY, AND INTERNATIONAL AND AREA STUDIES PROGRAM

GLOBAL AND TRANSNATIONAL FEMINISMS LECTURE SERIES PRESENT

Ara Wilson

Associate Professor of Women's Studies and Cultural Anthropology Duke University

"Trans Culture Questions"

Friday, March 29, 2013  2:00 p.m. Danforth University Center Room 234

The above lecture is free and open to the public. For more information, please contact the Women, Gender, and Sexuality Studies Program at 314-935-5102 or women@artsci.wustl.edu.
WGSS Course Offerings for 2013

**SPRING 2013**

- L77 100B Intro to Women and Gender Studies
- L77 105 Intro to Sexuality Studies
- L77 205 Intro to LGBTQ Studies
- L77 214C Intro to Women's Texts: Writing Love in Times of War: Latin American Women Writing Modernity
- L77 308 Masculinities
- L77 3132 Service Learning: Girls' Studies
- L77 3206 Global Gender Issues
- L77 3401 Performing Gender
- L77 3561 Women and the Law
- L77 360 Transgender
- L77 391 Social Construction of Female Sexuality
- L77 393 Violence Against Women: Current Issues and Responses
- L77 3942 Service Learning: Projects in Domestic Violence
- L77 396 Women and Social Class
- L77 4071 Identity, Intimacy, and the Law
- L77 419 Feminist Literary and Cultural Theory
- L77 420 Contemporary Feminisms
- L77 475 Intellectual History of Feminisms

**FALL 2013**

- L77 100B Intro to Women and Gender Studies
- L77 105 Intro to Sexuality Studies
- L77 214C Intro to Women's Texts: The Mothership—Reproduction & Parenting in Women's Utopian & Science Fiction
- L77 3031 Queer Theory
- L77 304 Sex, Gender, and Popular Culture
- L77 3041 Making Sex and Gender: Understanding the History of the Body
- L77 343 Understanding the Evidence: Provocative Topics of Contemporary Women's Health & Reproduction
- L77 348 Rethinking the Second Wave: Race, Sexuality and Class in the Feminist Movement, 1960-1990
- L77 3561 Women and the Law
- L77 358 Scribbling Women: 19th Century American Women Writers
- L77 359C Women in Modern European History
- L77 370 Service Learning: Sex, Lies, and Myths of the Mother
- L77 383 Topics in Women and Gender Studies: From Mammy to the Welfare Queen: African American Women Theorize
- L77 392 Feminist Research Methods
Scholar Ara Wilson, Associate Professor of Women's Studies and Cultural Anthropology at Duke University, came to Washington University in St. Louis on March 29, 2013, to present a public lecture on "Trans Culture Questions" and to conduct a workshop with graduate students and faculty on the challenges of doing transnational feminist research on sexuality. She is the author of *The Intimate Economies of Bangkok: Tomboys, Tycoons, and Avon Ladies in the Global City* (2004), a work that explores how gender, sexuality, and ethnicity are created and transformed in Bangkok, Thailand, a site of non-Western modernity. Professor Wilson is now working on a new book project, *Sexual Latitudes*, reflecting on sexual politics in the age of globalization.

Ara Wilson's lecture critiqued current approaches to transnational and transcultural Queer Studies, drawing on the discursive frameworks of anthropology, history, cultural studies, queer, trans, and feminist studies. The talk mapped the plurality of culture concepts across bodily and global scales, noting that there are multiple, at time contradictory, conceptions of culture present in contemporary gender and sexuality studies. Cultural studies has critiqued and modified standard definitions of culture, as have feminist and queer scholarship, yet much might be gained from a cross-disciplinary discussion of culture, and the implications of its various possible definitions for thinking about queer studies.

The attempt to speak about culture becomes quite complicated when one turns to the transnational scale. What is the place of cultural alterity in a transnational analytic, which traverses territories and links different social groups? For example, if the category of Queer emerged as a response to lesbian and gay identities, to what extent can we use queer in places where lesbian and gay being has not been normalized? What is more, culture theory is also challenged by transgender studies and trans-activism. The re-adjudication of gender (or questioning of cultural assignments of gender or sex based on birth sex), challenges some of the operations understood to define culture itself. Wilson asked the question, "Is current Queer Studies too implicated in Colonial and Neocolonial analytical approaches to give us successful tools for transnational queer studies?" encouraging listeners to question current genealogies of knowledge and culture, and offering the insight that divergent versions of cultural analysis are symbolic of academia itself, and its history of critiques of critiques.

The workshop with graduate students explored the challenges of working on sexuality, particularly in nonwestern and transnational contexts. A number of our Graduate Certificate students are dealing with these challenges in their dissertation research.
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 two lectures per year in WGSS in Global and Transnational Feminist and Gender Issues.

We thank donors who have contributed to support the Program through the Endowment, matching grants, and our Annual Fund.

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: Sexuality Studies and Global/transnational feminisms and gender studies, which require new sources of support. These areas of development enable 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, 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 new funds to support activities in this area, including study abroad summer internships for our undergraduates, combining academic study with research and service experience. In addition, we are raising funds to support a new Center for Research in Women, Gender, and Sexuality. We envision the Center as a resource for faculty scholars, who are already doing research in gender-related topics, but who may be isolated in their own departments and schools, to interact with scholars in other departments and schools. We also see the Center as providing a site and resources for scholars who may not be trained in gender and sexuality research, but who are working on gender and sexuality issues and problems, to collaborate with scholars who have expertise in feminist and gender theory and analysis. In addition to bringing feminist and gender scholars together, the Center will focus on projects that would be greatly enriched with better understanding of gender and culture, feminist research methods, and feminist and gender theory. We envision the Center as a place for faculty working on gender issues to develop their projects, to present their work to students and faculty, and to interact with visiting faculty, lecturers, postdoctoral fellows, and young scholars completing Ph.D.'s, M.D.s, and M.P.H.s. focusing intensively on gender both locally and transnationally. By providing a home for such cross-school scholarly collaboration, the Center will also be a resource for undergraduates across the University.

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