Gender Spectrum: News from the
Women, Gender, and
Sexuality Studies Department

A Word from Our Chair

Mary Ann Dzuback

The Department of Women, Gender, and Sexuality Studies addresses equity and social justice issues in all of our courses and research activities. And our students use what they’ve learned in their volunteering, research, and campus work. The research projects of 5 honors thesis students attest to this commitment, as do the study abroad projects of others, and those of our graduate students. Washington University students have been pushing for greater attention to ethnic studies in Arts & Sciences; ethnic studies is a key focus of scholars in gender and sexuality. The WGSS department has appointed a scholar in ethnic studies, Rene Esparza, to begin as Assistant Professor of WGSS in 2019-20, after he completes his postdoctoral fellowship at the University of Maryland. In addition, Reem Hilu will join us in 2018-19, as Assistant Professor of WGSS and Film and Media Studies, after completing a postdoctoral fellowship at the University of Toronto this spring. Her research focuses on gender and media; we look forward to welcoming her this Fall.

WGSS is sad to say that we are losing two faculty members at the end of this academic year. Associate Professor Amber Musser is leaving to take a position at George Washington University in sexuality studies. She is excited to be closer to family on the East Coast, and to be in proximity to the arts world in New York and Washington, D.C. We are sorry to see her go, and wish her well in her new position. And we thank her for her profound intellectual contributions to WGSS at Washington University.

Linda Nicholson, Susan E. and William P. Stiritz Distinguished Professor of Women's Studies and Professor of History, will take the title of Professor Emerita, beginning in July of 2018. Linda has been in academia since 1969, first as a graduate student at Brandeis (Ph.D. 1975 in the History of Ideas), and then in various faculty positions at the University of Massachusetts-Boston; the University of Lancaster, in the UK; the New School for Social Research in New York; and the University at Albany, State University of New York, from 1974 to 1999, before coming to Washington University in 1999. She has been teaching in universities for 43 years, a commendable record of service in preparing generations of scholars in history, philosophy, feminist theory, and gender analysis. Author of three books, Identity before Identity Politics (2008); The Play of Reason (1999); and Gender and History (1988), and author and co-author of dozens of articles and book chapters, she has been series editor to 32 books published by Routledge, entitled "Thinking Gender." As important, she has mentored and taught thousands of undergraduate and graduate students, and significantly contributed to the intellectual life of numerous universities and professional societies of scholars. At Washington University, she directed WGSS for 6 years (an an additional interim year), building the graduate certificate program, recruiting and appointing faculty, and gaining institutional stability during some crucial years in the program's development. Since then, she has been a wise, deliberative presence in everything the department has accomplished in the past 12 years. We will miss her kind and thoughtful daily colleagueship in the department. But we comfort ourselves with knowing that she's an
email or phone call away, continuing to write, acting on her feminist commitments, and sharing her life with her beloved Gil, family, and friends. We count ourselves among the latter and wish her well for this next adventure in her life.

"For feminist theory to come to see its own work [as historically created] would provide it...with that humbleness asked of it by many nonwhite feminists and...a greater awareness of its [own] importance."

Linda Nicholson

FACULTY UPDATES

Cynthia Barounis (Lecturer, WGSS) presented a paper titled "'Mad Dykes Rule, OK?': Camp Humorlessness in Hothead Paisan" at the 2018 MLA convention in New York. She also presented "Recovering Puritans: Reading The Witch as Mad Feminist Camp" at the Composing Disability conference at George Washington University in March, 2018. She was recently elected co-chair of the NWSA Asexuality Studies Interest Group.

Rachel Brown (Assistant Professor, WGSS) will publish "Reproducing the National Family: Kinship Claims, Development Discourse and Migrant Caregivers in Palestine/Israel" in Feminist Theory, and "Intersectionality and Social Movements: Exploring Trans-National and Local Solidarity through a Discussion of Black Lives Matter, the March against Islamophobia and White Supremacy, the Women's March, and the Migrants' Rights Movement" in Gendered Mobilizations and Intersectional Challenges: Contemporary Social Movements in Europe and the United States. She gave an invited talk at Beloit College entitled "Migrant Domestic Workers in Israel/Palestine: Organizing Amidst 'Permanent Temporariness' and Territorial Expansion."

Liz Childs (Elta & Mark Steinberg Professor of Art History, WGSS Affiliate) is on sabbatical for the academic year 2017-2018. In October, she spoke in a symposium at the Musee D'Orsay in Paris in connection with the exhibition "Gauguin as Alchemist." She gave a paper entitled "The Caribbean in the French Imagination" at the Van Gogh Museum. In the spring of 2018 she took a trip to French Polynesia, both to host an alumni trip to Tahiti, and to conduct two weeks of research in Tahiti (at the Musee de Tahiti) and Honolulu (at the Bishop Museum and at the University of Hawaii). She is currently preparing three essays for three different exhibitions that will open in the next 16 months. Her essay "Taking back Teha'amana: Feminist Interventions in Gauguin's Critical Legacy" appears this spring in an anthology Gauguin's Challenge, edited by Norma Broude. She has published reviews of books or exhibitions this year with Burlington Magazine, and with CAAreviews.

Jeffrey McCune (Associate Professor, WGSS) was selected as Scholar-In-Residence and Keynote Speaker for the American Men's Studies Association, a meeting of scholars who approach the study of masculinities with a feminist lens. McCune was also on the organizing committee for the Race/Sex/Power conference, an international meeting of scholars, which yielded 400 participants from 10 countries. McCune, along with two other colleagues, has completed a textbook to be published this fall entitled Intercultural Communication in Your Life.

Melanie Micir (Assistant Professor of English, WGSS Affiliate) published "The Impossible Miss Woolf: Kate Atkinson and the Feminist Modernist Historical Novel" in MLQ and presented work at the ASAP and MLA annual conferences. Her current Contemporary Fiction seminar is supported by a Classroom Innovation Grant from the College of Arts & Sciences.

Amber Musser (Associate Professor, WGSS) gave the keynote address at Georgia State University's Matters of Sensation conference in November. She presented at NWSA, ASA, and ASAP. She was awarded an Arts Writer's Grant from the Warhol Foundation for Creative Capital for her upcoming book, Sensual Excess: Queer Femininity.
and Brown Jouissance. She also was awarded summer funding from the Center for the Humanities to work on her next project, tentatively entitled "Noise: Towards a Politics of Encounter."

Andrea Nichols (Lecturer, WGSS) won the Early Career Scholarship Award from the Midwest Sociological Society. She co-authored Sex Trafficking and Commercial Sexual Exploitation: Prevention, Advocacy and Trauma Informed Practice, with recent PhD graduate Lara Gerassi (from the Brown School of Social Work at Washington University). With Tonya Edmond (Brown School, Wash U) and Erin Heil (SIUE) she co-edited Social Work Practice with Survivors of Sex Trafficking and Commercial Sexual Exploitation. She also published "The Nature and Scope of Human Trafficking in St. Louis and the Bi-State Area" in The St. Louis Bar Journal; "What's in a Name? Benefits and Challenges of the Anti-Trafficking Language in Practitioner Perspective" in Journal of Human Trafficking; and "Heterogeneous perspectives in coalitions and community based responses to sex trafficking and commercial sex" in Journal of Social Science Research, the last two with former students.

Adia Harvey Wingfield (Professor of Sociology, WGSS Affiliate) was awarded the American Sociological Association’s 2018 Public Understanding of Sociology Award. In January she began a term as President of Sociologists for Women in Society. She published "Legal Outsiders, Strategic Toughness: Racial Frames and Counterframes in the Legal Profession" in Systemic Racism: Making Liberty, Justice, and Democracy Real and "Separating the Women from the Girls: Black Professional Men's Perceptions of Women Colleagues" in Gender (In)Equality: Stalled Revolutions and Shifting Terrains in the 21st Century.

WGSS Faculty Expanding Educational Opportunity

WGSS Senior Lecturer and Director of Undergraduate Studies Barbara Baumgartner has been involved in two very important educational programs connected with Washington University. We have reported on both of them previously, but thought some updates might be in order:

The Washington University Prison Education Program

The Washington University Prison Education Project (PEP) has expanded its programming to include the Federal Correctional Institution for women in Greenville, Illinois. Barbara Baumgartner and Jami Ake have been offering a monthly reading group there, reading books such as Sandra Cisneros’s The House on Mango Street and Zora Neale Hurston’s Their Eyes Were Watching God. Professors Baumgartner and Ake are also collaborating with the St. Louis University Prison Education Program and leading a six-week college-preparation course centered around Edwidge Danticat’s memoir, Brother I’m Dying. The students in the reading groups are participating enthusiastically. They each have particular goals, including improving grammar and spelling and learning how to express their thoughts “on paper.” They also echo each other in saying that they want to become better writers, to read new books, to participate in discussions about the books, and, in general, to continue their educations. They are eager for this opportunity and, like most students we know at Washington University, committed to learning and growing.

First-Year Program: Women in Science

For over ten years, the College of Arts and Sciences and WGSS have offered the Women in Science Program, a year-long seminar that first explores the history of women in science, as both the objects of and participants in scientific endeavors, then tackles current issues in gender and science. Co-taught by Barbara Baumgartner and a science professor, the Women in Science Program also requires Introduction to Women, Gender, and Sexuality Studies, which provides the foundational knowledge students need in order to be able to think critically and pro-actively about their involvement as women in science education and careers. The program is open only to first-year students. Many continue by majoring in WGSS and a science; a significant number go to medical school. In addition, these students help run a program each year for students from local high schools. They are brought to Washington University on two Saturdays to work in labs under the supervision of graduate students and the guidance of the undergraduates, as well as the professors teaching in the program.
Faculty Spotlight: Bahia Munem, Post-Doctoral Fellow  
Department of Women, Gender, and Sexuality Studies

Could you tell us a little about how you started your studies and how you became interested in studying migration?

I've always been fascinated by the movement of people, the push and pull factors of those movements, and the complex questions they invite. What does it mean to uproot or be uprooted and attempt to re-root yourself in a different place? Of course, there isn't a singular experience for the former or latter, and even in an individual experience there's a multiplicity. By that, I mean there are multiple components to leaving a home location and re-grounding in another. There are social, economic, political, linguistic, etc., elements of adjustment and these processes don't occur evenly or uniformly. And gender, race, ethnicity, class, sexuality, religion all factor in these dynamics. I think my own experiences as an immigrant inform some of these interests. I was born in Brazil and came to the US when I was young, so migration is a part of my own history. I became more interested in forced migration after the US and Allied Forces invaded Iraq. There was a hyper focus on the technologies of war, weaponry, a militarization of public discourse even, and a deafening silence around how ordinary people's lives in Iraq were being impacted by this war. The human toll was made invisible and scarce. I began thinking about how people had been scattered, internally displaced, forced to cross borders and wondered what the gendered, ethnic, religious and racialized dynamics were in these crossings. In some sense, I wondered where all the bodies had gone and how they had been managed by instruments of global governance and individual nation-states. By doing research while in grad school in the Women and Gender Studies program at Rutgers University, I saw the trajectory of Iraq War refugees being resettled in traditional resettlement countries (such as the US, Canada, Nordic and Western European countries). Because many of these countries had been implicated in creating these refugees, I wanted very much to decenter the West and consider how the Global South factored into this equation of receiving nations for people who had been forcibly displaced. My first instinct was Latin America. Many countries in the region have long histories of receiving migrants from multiple locations and various religious affiliations, including the Middle East. I also wondered how enduring nationalist mythologies, such as Democracia Racial (Racial Democracy) in Brazil, were implicated in receiving refugees and attempting to integrate them into their host societies.

How has Washington University enriched your personal life and your academic experience? And what do you enjoy most about St. Louis?

I've had the opportunity to meet and interact with really great people from the WGSS department and throughout the University who are doing fascinating work. I'm learning a great deal, and my work benefits from their scholarship. I also feel very fortunate to be working with engaged and bright students. The vibrant discussions that emerge from in-class and out-of-class encounters have been personally and academically enriching.

I came here from New York City, so I anticipated a difficult adjustment to St. Louis. But it has been far from that. I'm really enjoying the scale of the city and its cultural offerings. The public parks, museums, and restaurants are great. Recently I've been exploring the local music scene and I'm really enjoying it.

Could you tell us about the classes you have been teaching?

Last fall I taught an Intro to WGSS course. It was a great opportunity to get a general sense of the student body here at Washington University. This semester I'm teaching a course I developed called Gender, War, and Migration. We're predominantly focusing on refugees historically and contemporarily. I have a fantastic group of students who are very interested in the topic, so the course has been exceedingly rewarding for me and I hope for them too. Next fall I'll be teaching another course I've developed, The Arab and Muslim Americas: Feminist Perspectives. I'm really excited about it.

Why do you think talking about migration in this day and age is important?

Globally we're experiencing the largest displacement of people since WW II, so thinking about and discussing migration and forced migration is exceedingly important, especially since refugees and immigrants are dehistoricized, depoliticized, monolithically constructed, and often criminalized and/or framed as suspicious. Our own
national policies advance these ideas, such as the Muslim refugee ban, the proposed building of a wall along our southern border with Mexico, the impasse with the Deferred Action for Childhood Arrivals (DACA). So thinking about and discussing migration and its categories is not only important, it’s necessary.

Adwoa Opong

My first day of class as an instructor for the Introduction to Women, Gender and Sexuality Studies course was on 28th August 2017. I remember the distinct feeling of excited anxiety as I distributed the syllabus and discussed it with my students. In order not to assume that every student had prior knowledge of the topics and readings, I made sure to emphasize my availability to help them navigate the readings as they prepared for class and when they encountered challenges. Prior to the Fall semester, the department arranged for me to understudy Professor Cislo’s section of "Introduction to Women, Gender and Sexuality Studies." From the seating arrangement in the class, to spontaneous quizzes on specific texts, I recorded notes on everything, including ways to teach those potentially challenging texts while making sure to keep the students engaged. A crucial lesson I learnt from observing my class and other classes I had previously taken as a graduate student was the importance of organization on different levels. This involved being strategic in choosing readings as I developed my syllabus, being able to prioritize ideas and themes for the benefit of students with different levels of ability, and being dynamic in leading and directing class discussions. Finally, each session is a reminder never to lose sight of the ultimate goal of the course at large and the specific objectives of the particular topic. With all the above in mind, I was ready, or so I thought, to begin teaching. On my first day, we had a full class of 25, which would later shrink to about 18.

I adopted a philosophy based on the simple idea that it is ok to not know and if one felt so unsure as not to speak up in class, I encouraged them to preface their answers and comments with, "I think." The subsequent weeks unfolded slowly as we discussed the readings and tried to contextualize some of the ideas. While I was mentally prepared to start teaching the class, I realized that a lot more went into planning the class and discussions. When we dealt with texts that were historical in nature, I often spent more time trying to help the students, especially those who did not have a social science background, understand the chronology in order to situate the text. During such times, I spent more time explaining the historical background. Getting to midterms, they started displaying anxieties about the exam, with some feeling "overwhelmed" by the volume of reading and amount of information they had to process. We spent a session just going over the texts we had discussed and some of the main ideas, terms and definitions. Writing the feminist analysis paper was another challenging process for many students who were not used to writing such papers. I made sure to identify and assist all the students who had that challenge. Professor Cislo’s suggestion of giving them a prompt, which clearly stated the requirements of the paper in addition to dedicating a few minutes to discuss their topics and the writing process with them each class, was exceptionally helpful. The experience of teaching enabled me to expand my understanding of diversity beyond race to consider how our various class and cultural backgrounds often influence our initial response to specific topics and readings. During the process, I also got great suggestions on how to effectively organize group discussions and reduce distractions. Overall, I absolutely enjoyed teaching the class; I felt satisfied with the progress of the students, and most importantly, built my own confidence as I prepare for a career in the academy.

Feminist politics aims to end domination, to free us to be who we are-to live lives where we love justice, where we can live in peace. Feminism is for everybody.

bell hooks
WGSS Course Offerings

Spring 2018

L77 100B Intro to Women, Gender, and Sexuality Studies
L77 3014 Queering Citizenship
L77 304 Sex, Gender, and Popular Culture
L77 308 Masculinities
L77 3133 Service Learning: Feminist and Queer Youth Studies
L77 316 Contemporary Women's Health
L77 3171 Service Learning: Women in Prison
L77 323A Sex Trafficking
L77 348 Rethinking the Second Wave: Race, Sexuality and Class in the Feminist Movement 1960-1990
L77 3561 Law, Gender, and Justice
L77 364 Gender, War, and Migration
L77 384 Gender and Consumer Culture in U.S. Fiction of the Late 19th and Early 20th Century
L77 393 Gender Violence
L77 3942 Service Learning: Projects in Domestic Violence
L77 396 Gender and Social Class
L77 4012 Advanced Feminist Theory: The Intimacy of Precarity
L77 406 Queering Theory: Collaborating, Solidarity, and Working Together
L77 419 Feminist Theory and Cultural Theory
L77 429 Feminist Political Theory
L77 475 Reformers and Radicals: Feminist Thinking through History

Fall 2018

L77 100B Intro to Women, Gender, and Sexuality Studies
L77 205 Intro to Queer Studies
L77 3133 Service Learning: Feminist and Queer Youth Studies
L77 3173 Service Learning: Documenting the Queer Past in St. Louis
L77 3255 Black Masculinities: From Slavery to Hip-Hop Dreams
L77 337 Women’s Literature: Before Thelma and Louise: American Women’s Literature Stories
L77 343 Understanding the Evidence: Provocative Topics of Contemporary Women’s Health and Reproduction
L77 3561 Law, Gender, and Justice
L77 383 Topics in Women, Gender, and Sexuality Studies: Sex in the City: Gender, Sexuality, Urban Landscape
L77 406 Queering Theory: The New Ways of Seeing and Reading
L77 417W Feminist Research Methodologies
L77 425A Seminar in Video Games: Video Games, Gender, and Sexuality
L77 439 The Arab and Muslim Americas: Feminist Perspectives
L77 499 Honors Thesis: Research and Writing
## EVENTS OF INTEREST

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<tr>
<th>Event</th>
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<tr>
<td>Midwest LGBTQ Rights Conference</td>
<td>March 1</td>
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<td>“Liberty and Justice, Sisters Under Siege” An Equity Panel</td>
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<td>James Esseks, Director of LGBT HIV Project at the ACLU</td>
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<td>“From Harvey Weinstein to Aziz Ansari: Pitfalls and Potential of the #MeToo Movement”</td>
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<td>Roundtable discussion moderated by Susan Appleton, Lemma Barkeloo &amp; Phoebe Cousins</td>
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<td>“Embodying Intimacy: New Work on Voice and Performance” Panel Discussion</td>
<td>Feb. 8</td>
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<td>Ashton Crawley, Karen Tongson, Roshanak Kheshti. Hosted by Paige McGinley &amp; Amber Musser</td>
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<td>Writing Homeward: A 3-Part Workshop Series for Asian &amp; Asian-American Students</td>
<td>Feb. 8/March 1/April 12</td>
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<td>Taught by Paul Tran</td>
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<td>A Sampling of Spring Events From the Women, Gender, and Sexuality Studies Department</td>
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<td>WGSS Honors Thesis Presentations</td>
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<td>Molly Brodsky, Sally Rifkin, Carly Wolfer, Emil Wyland, and Priyanka Xylstra</td>
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<td>“Menstrual Equity: Expanding Women’s Rights” Panel Discussion</td>
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<td>Freweini Mebrahtu and Jennifer Weiss-Wolf</td>
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<td>Moderated by Dr. L. Lewis Wall</td>
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<td>WUSArr GBM with Planned Parenthood</td>
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<td>Come learn about access to health care and insurance with Maya Bentley, a certified application counselor at Planned Parenthood.</td>
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<td>“American Circumcision” Film Screening</td>
<td>April 12</td>
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<td>A film exploring newborn circumcision in the United States through the lens of human rights, medical ethics, and the law.</td>
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Department of Women, Gender, and Sexuality Studies
"Decentering the West" Lecture Series

Ethel Tungohan, Ph.D.

"Making Migrants Matter: the Migrant Domestic Workers Movement in Canada"

March 1, 4:00 p.m.
Lab Sciences 250

Co-Sponsored by the Department of Anthropology, Sociology Department and International and Area Studies.
This event is free and open to the public.

DECENTERING THE WEST:
Feminist Interpretive Methods for Social Movement Research Graduate Workshop

Professor Ethel Tungohan, Assistant Professor, Politics and Political Science, York University

We will discuss Professor Tungohan's article, "The Transformative and Radical Feminism of Guatemalan Migrant Women's Movement in Canada." Professor Tungohan's research interests include migrant domestic work, migrant grassroots activism, socially engaged research and citizenship studies.

March 1, 2018, 12 PM
MccMillan 221

Sponsored by Women, Gender, and Sexuality Studies
Food and Refreshments will be provided
For a copy of the article, send an email to Dr. Tungohan at etungohan@yorku.ca.

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Ethel Tungohan, "Making Migrants Matter: The Domestic Migrant Workers' Movement in Canada"
The WGSS Nooter Decentering the West Lecture, March 1, 2018

According to Ethel Tungohan, migrant domestic workers are not typically seen as activist. More often, they are seen as victims—of abuse, exploitation, poor wages. In her study of migrant domestic workers in Canada, based on ethnographic research with various organizations and interviews with 103 migrant activists, Tungohan has discovered that these migrant workers resist and contest exploitation. They have had an influence on policy making regarding migrant work in Canada. In addition, she found considerable disagreement in diagnosing the problems and the strategies developed to address them—both within and across organizations. Locating these disagreements and analyzing them helps to counter the assumption that there is a universal, global feminist movement in which all workers’ interests are the same. When research focuses on policy alone, it can miss the critical voices of the workers themselves. By examining “politics from below,” Tungohan discovered that the organizations are key sites for developing political representation and radical, participatory democracy. They accomplish this democratic work by providing space for articulating workers’ experiences, developing critiques of existing policies, and planning resistance activities. They also have helped reshape discourse around migrant work by treating the work as professional and highly skilled, rather than simply an extension of women’s “natural roles,” and by putting migrant domestic workers in leadership positions in the organizations. Workers within more radical organizations come to see their labor as a byproduct of neoliberal settler colonial practices; raising their political consciousness breaks the narrative of “tragic linearity.” Moreover, these spaces allow for joyful interactions among workers, resistance to neoliberal agendas for reform, and analysis of structural and institutional conditions. These spaces encourage workers to organize communal activities, create supportive partnerships, and find solidarity. Rather than conceptualizing workers as victims, trapped within menial labor jobs, with no power, these migrant workers come to recognize that they deserve their own space and that they can act effectively to resist exploitation. By tracing these workers’ political activities and articulating the actual effects of immigration policies, Tungohan’s study demonstrates that these workers and their organizations widen understanding of what it means to participate in radical democratic spaces. They articulate how citizenship can bring both belonging and a sense of efficacy in developing interventions at both the level of the work place and the policy discourse in the provinces and the federal government in Canada.

WGSS GRADUATE CERTIFICATE WORKSHOP

On March 1st a workshop entitled "Feminist Interpretive Methods for Social Movement Research." Decentering the West visiting speaker Professor Ethel Tungohan shared her thoughts on methodology, writing, and navigating the academy. Tungohan explained how her own research, on migrant women’s movements in Canada and China, required her to reflect on the role of autoethnography, accounting for her own closeness to her subjects. This closeness also informs Tungohan’s resolve to undermine the hierarchy of researcher and subject. She identifies this nonhierarchical approach as a form of feminist methodology, which rejects the notion of objectivity in favor of participation in the activist circles that she studies. Tungohan carried this attitude toward research into the workshop itself, where she facilitated a frank and interdisciplinary conversation about attendees’ own work. In this discussion, participants talked about their writing routines, motivation and inspiration for research, as well as the struggles that can accompany such projects. Tungohan gave advice about navigating the stresses and demands of academic work, especially when the research itself is emotionally taxing. She also encouraged participants to think about the future life of a dissertation as a book while not being bogged down by perfectionist tendencies. The workshop modeled Tungohan’s commitment to feminist and anti-hierarchical methods by inviting collaboration, conversation, and honesty as central components of research.

Migrant workers...have dual realities that encompass not only their transnational existences in the Philippines and in Canada but also include everyday maneuvering and ruminations on the possibilities of what could be.

What is nevertheless clear is that temporary foreign workers’ demands to stay permanently should be reflected in policy if the Canadian government wants human rights abuses against temporary foreign workers to be curbed and for there not to be any discrepancies in its stated adherence to permanent immigration programmes as opposed to its guest worker programmes.

Ethel Tungohan
Spring 2018 Colloquium Series
Department of Women, Gender & Sexuality Studies
Migration, Intimacy, Belonging

"THINKING WITH THE INTIMACY CONTRACT: MIGRANT LABOR AND U.S. MILITARY BASES"

PROFESSOR RACHEL BROWN, WGSS

RESPONDENT: PROFESSOR ANCA PARVULESCU (ENGLISH/IPH)

TUESDAY, FEBRUARY 6, 2018  11:30-1:00
MCMILLAN HALL, ROOM 221

"WAR AND ITS AFTERMATH: SCATTERED BODIES, SCATTERED BELONGING"

DR. BAHIA MUNEM, POSTDOCTORAL FELLOW, WGSS

RESPONDENT: PROFESSOR TABEA LINHARD (ROMANCE LANGUAGES & LITERATURES)

TUESDAY, APRIL 17, 2018  11:30-1:00
MCMILLAN HALL, ROOM 259

About the WGSS Colloquium Series:

The Colloquium provides an opportunity for scholars to share their work-in-progress and get feedback. Papers are precirculated two weeks before each session, and we ask participants to read the paper if you are planning to attend. For a copy of the paper and further information, please email Donna Kepley at dkepley@wustl.edu

Lunch is provided. Please RSVP to amusser@wustl.edu.
Bonnie Simonoff (2019)
At the University of Queensland (UQ), Bonnie focused her course selection on global health (Medical Anthropology; Sex, Drugs, and Disease: Health of the Marginalised) and the environment (Australia’s Marine Environment). She’s particularly interested in diseases and illnesses, structural violence, mental health, and anthropological fieldwork and research methods, in preparation for addressing health inequalities within communities.

She’s also learned about facets of Australian society: for instance issues facing indigenous Aboriginal people, and comparative differences with the United States, such as drug and alcohol legislation and reproductive health policy. Studying in Australia fuels her interest in environmental justice; the marine science course is acquainting her with Australia’s unique ecosystems and involves a field trip to the Great Barrier Reef Heron Island research station, where she and others will carry out experiments for conservation efforts. Her courses in the health field contribute to her overall commitment to remaining a social justice and feminist activist. She has joined Amnesty International, connected with the local Brisbane Jewish community, and met a number of international students. She hopes to attend graduate school for public health and social work to facilitate violence prevention and harm reduction. Building upon her work as a peer counselor for SARAH (Washington University’s sexual assault and rape anonymous helpline), she foresees working as a therapist for people with mental disorders and those who have survived violence, using evidence-based treatment methods and exercising cultural sensitivity.

Monica Sass (2019)
Monica is currently studying abroad in Durban, South Africa on an SIT program, one component of which is an independent study project (ISP), a 35-40 page original research paper. She is planning on doing her ISP about violence in queer relationships in Durban, and whether and how queer survivors of relationship violence navigate social and legal services. There is a great deal of talk about violence that straight folks perpetrate against queer folks, but very little about violence in same-sex relationships—this is the area she hopes to explore. Monica will likely be based at the Durban Gay and Lesbian Centre for the month of April as she conducts her research, with someone at the Centre serving as a research adviser.

Monica would like to expand this project into an honors thesis. She will be doing the fieldwork interviewing staff and community members at the Gay and Lesbian Centre, potentially conducting focus groups with LGBTI folks in the community, and interviewing staff at a local NGO dealing with gender-based violence as well as at a legal services NGO about whether and how they serve gay and lesbian folks. Monica will be applying for IRB approval from a review board in Durban.

Monica anticipates expanding the project for an honors thesis by adding an analysis of South African gender-based violence policy, and discussing potential gaps between policy and lived experiences of gay and lesbian survivors of relationship violence.
"Other Knowers," Other Growers:
Gender-Conscious Farming and the 'Alternative' Agriculture Movement

With the rise of women farmers and agripreneurs in the United States, the agricultural landscape is shifting; urban farms, organic farming, and the food co-op movement are all rapidly growing—and all led by women. While existing literature examines the concurrent trends of the increase in alternative agricultural and women farmers, this research explores what I call "gender-conscious farms," agricultural communities that intentionally center their farming practices on gender.

Based on ethnographic fieldwork and interviews conducted in Northern California and Dehradun, India, this project examines the ways gender-conscious farms challenge current rhetoric and trends present in the alternative farming movement. Utilizing a cross-cultural lens, this research identifies how gender-conscious farming challenges both current sustainable agricultural initiatives as well as contemporary feminist discourse by putting the two in conversation with one another.

Three common themes specific to gender-conscious farming manifest across both research sites: an ecofeminist ethic of care, a holistically diverse ecosystem, and an emphasis on bodily knowledge. By redefining a feminist "ethic of care," gender-conscious farms re-cognize recipients of care, accounting for multiple players in an ecosystem. In turn, that ethic of care allows for building a "holistic ecosystem," an ecosystem driven by paralleled social and environmental values, integrating diversity and sustainability across people, plants, and communities. Furthermore, in celebrating both feminism and farming, gender-conscious farms promote multiple ways of knowing, emphasizing the importance of learning with one's hands and outside the traditional Western classroom. This project also presents a tension that arises in performing cross-cultural ecofeminist research about food systems: what are the implications of labeling a movement, community, or even knowledge system "alternative?" By both challenging current "alternative" food discourse and providing innovative and nuanced ecofeminist-informed farming initiatives, gender-conscious farming presents a truly radical shift in the realm of sustainability.

Cultivating Community: Towards a Black Women-Centered Alternative Food Politic

As a consumer and advocate of local, organic food, my coursework in Women, Gender, and Sexuality studies gave me the tools to examine the social dynamics of the alternative food movement. My thesis, "Cultivating Community: Towards a Black Women-Centered Alternative Food Politic," examines the motivations, successes, and challenges of two food justice organizations in St. Louis, Missouri, both of which were started and are sustained by Black women. I explore how their work contends with the question of to whom the alternative food movement belongs. I examine the organizing principles that guide these women, including maternalist politics, women-centered organizing, and free spaces, seeking to denaturalize the assumptions that food injustice can be solved on the individual level, that food work is women's work, that alternative food is for white people, and that parenting is apolitical. I also discuss the potential for collaboration between people of different identities and between organizations while maintaining the centrality of Black women. By revealing the historical roots of alternative food in Black communities, this research makes the case for a food justice movement built around survival strategies particular to Black communities. I argue for a movement that centers the legacies of Black alternative foodways and Black women-centered community organizing as the building blocks for food justice and food sovereignty.
My honors thesis project explores the emotional, physical, and sexual communication between casual sexual partners in the college hookup culture. I conducted a two-part study of about 200 participants using quantitative electronic surveys and qualitative semi-structured interviews. I investigated 1) the extent to which hookup partners communicate about sexual health, pleasure, consent, and intimacy in a culture built upon casual and emotionless sex, 2) the relationship between sexual communication, health, and satisfaction, and 3) gender differences and power dynamics between and among these variables. I considered not only when partners communicate, but moreover when they do not communicate—when desires, needs, and voices are silenced or muted within the college sexual culture. Meaningful findings emerged in terms of the lack of communication surrounding sexual health, desires, and emotions, the discrepancies and gender patterns between learned and applied consent, and the influence of intersectional identity factors and social location on experiences of communication in the hookup culture. Additionally, the cultural pressure to comply to the implicit norms of the hookup culture—meaninglessness, lack of communication, and alcohol use—tend to paradoxically prevent positive outcomes of equitable pleasure, enthusiastic consent, and fulfilling, explorative sex upon which the culture was founded. I was drawn to this topic in order to fill gaps in current research on casual sex and hookup culture with a sex-positive, trauma-formed and feminist framework that ultimately informs sexual education, prevention, and intervention efforts to decrease interpersonal violence, enhance health and pleasure, and provide tools to facilitate safer communication on an interpersonal and socio-cultural level.
The stories and statistics of domestic violence worldwide are greatly alarming and a number of academic studies have found specifically high rates of domestic violence in the South Asian immigrant population in the United States. Situating these statistics within today’s American political and neoliberal landscape led me to my thesis research on how service providers conceptualize domestic violence intervention in immigrant and South Asian communities. In the 1980s, numerous South Asian Women’s Organizations formed throughout the United States to address domestic violence within the South Asian immigrant community, recognizing a need to center ethnicity in domestic violence intervention. In my thesis, I investigate how Apna Ghar, a non-profit agency that historically served the South Asian population in Chicago, understands and responds to the intersection of ethnicity, culture, and gender in its approach to intervention. Apna Ghar provides a crucial case study for assessing the current relevance of and need for culturally specific domestic violence organizations and a way to investigate the role of South Asian identity in domestic violence intervention today. Examining how organizations, like Apna Ghar, understand their role in society and how they present themselves within today’s political context in order to reach a target population, expand their target population, receive funding from donors, and perpetuate or challenge patriarchal structures contributes to our understandings of NGOs in the neoliberal landscape and the contradictions and tensions that arise from the non-profit industrial complex.

Vivian Pollack. Meiners enrolled in the WGSS certificate program student in his first year at Washington University. His research considers questions of sexuality, race, and place through mid-nineteenth-century to the early-twentieth-century U.S. writers including Walt Whitman, Emily Dickinson, and Charles Warren Stoddard, among others.

What interested you in the WGSS certificate program? Why did you decide to join?
I became a WGSS certificate student in my first year of graduate school. It was clear to me early on that issues in gender and sexuality studies were at the heart of my research interests, as scattered as they were at the time. During my undergrad education, as I was beginning to question my sexual identity, I read Adrienne Rich’s “Compulsory Heterosexuality and Lesbian Existence,” a piece that put into words with such clarity many of the inchoate thoughts and feelings I was having at the time. It was through Rich that I began to immerse myself in feminist literary criticism, so as I was continuing to figure things out in my personal life, I wrote an honors thesis about Emi-
ly Dickinson. In my first year of grad school, I was introduced to queer theory and as I continued to struggle to make sense of my sexual identity, queer theory—perversely enough—helped me to make sense of it in ways that didn’t flatten or sugarcoat. All of my work since then has tried to both explore the pleasures of queer and feminist life while also thinking hard about the power structures that enable those pleasures—without, and this is the tricky part, evacuating pleasure from analysis altogether.

What opportunities have you been afforded by being a part of the WGSS program?
The opportunity to teach my own WGSS courses and to participate in WGSS reading groups made the certificate all the more exciting to me. The WGSS focus in my coursework has been essential for my research. Professor Amber Musser’s queer studies course, “The Intimacy of Precarity,” has been especially foundational to the work I do today (thanks Amber!). Since then, I’ve been able to work on the Gender Spectrum newsletter and to co-chair the “Queering the Transnational/Global Conversation” Reading Group, co-sponsored by the Center for the Humanities. This reading group has also shaped my scholarship in important ways, consistently shaking up my cultural and disciplinary assumptions for the last two years.

What are the broader contributions/interventions of your research to the discipline? Is there a specific feminist, queer or transgender theoretical framing of your doctoral work?
I like to think that I’m contributing to the ongoing project in queer studies of centering the histories and discourses of U.S. settler colonialism in the analysis of queer texts and histories of sexuality more broadly. My hope is that my work would help queer and feminist scholars see how challenges to gender and sexual norms might not necessarily be antithetical to colonial and imperial projects.

Tell us about your doctoral work and dissertation.
My dissertation is entitled “Unsettling Geographies: Primitivist Utopias in Queer American Literature from Walt Whitman to Willa Cather.” Under the direction of my chair, Professor Vivian Pollak, my dissertation traces the racialized, sexualized discourse of primitivism in canonical U.S. literature produced during the discursive consolidation of the homo-/hetero-binary, from the mid to late nineteenth to the early twentieth century. It argues that, even as authors like Walt Whitman, Emily Dickinson, Charles Warren Stoddard, and Willa Cather imagined queer alternatives to identitarian notions of sexuality, they did so in and through the figure of the “primitive” as a racial, temporal, and geographical trope.

What are your summer plans?
This summer is a bit up in the air (I’m waiting to hear back about some jobs and internships) but I will be finishing my dissertation to defend in August or September.

What are your plans for your career? Are you currently publishing any of your work?
I’m interested in working in academic publishing (ideally at a press that focuses on gender and sexuality studies), but I’m still in the application process.

I have two articles, based on two of my dissertation chapters, accepted for publication in the spring. “Lavender Latin Americanism: Queer Sovereignties in Emily Dickinson’s Southern Eden” will appear in The Emily Dickinson Journal, and “Whitman’s Native Futurism: Frontier Erotics in the 1860 Leaves of Grass” will appear in the Walt Whitman Quarterly.

What’s one of your favorite non-academic pursuits?
On karaoke nights, I do a mean rendition of Prince’s “Darling Nikki.”

Andrea Bolivar
(Anthropology)

On April 16th, Andrea Bolivar is set to defend her dissertation entitled “‘We are a Fantasia:’ Violence, Belonging, and Potentiality in Transgender Latina Sexual Economies” in the Department of Anthropology. Based on analysis of over a year of ethnographic fieldwork, Bolivar’s dissertation examines the lives of sex working transgender Latinas (many undocumented and some Afro-Latina) in Chicagoland. She introduces “fantasia” as a queer analytic to illustrate the unique ways in which transgender Latinas are racialized and sexualized in sexual economies of labor in the United States. Fantasia guides these women’s ephemeral presence in the United States—given that they are always at risk of
disappearing (as many Latinxs, undocumented folks, and transgender women of color experience have been killed or deported. Yet, Bolivar’s work also reveals her informants resilience and potentiality in their everyday experiences. The women in her project use their bodies to survive by engaging in resistant forms of labor, kinship, and space-making.

Since beginning the WGSS certificate program, Bolivar celebrates the fact that she has been able to find intellectual refuge in the department given that the field demands a critical view of power and always centers gender, race, and sexuality (and how the three work together). She became a WGSS certificate student because she believes that a feminist, queer, and trans perspective is necessary to understand any issue in the world. Thus, in her scholarship by placing trans Latina women at the nexus of critical debates about geography, race, gender, sexuality and class she challenges Transgender Studies’ tendency to focus on transgender white subjects. Therefore, Bolivar’s attention is to transgender people of color, and the ways in which they are racialized in scholarship and praxis.

As an anthropologist, she focuses her eye on the lived experiences of trans-Latinas and centers sex work to reveal the understudied ways in which transgender people of color are racialized in the United States. By bridging anthropology, critical race studies, feminist studies, queer studies, and transgender studies, Bolivar is able to offer an analysis that elucidates how the politics of race, sexuality, and gender currently coalesce in the U.S. and circumscribe people’s lives. Bolivar’s forthcoming publications in *Focaal: Journal of Global and Historical Anthropology* and an edited volume on queer nightlife offer critical interventions in these fields.

Bolivar’s accomplishments and service to Washington University are as impressive as her intellectual contributions to various disciplines. She entered doctoral study the university’s Chancellor’s Graduate Fellowship. She was inducted into Yale University’s Edward A. Bouchet Honor Society and received the Center for Humanities’ Doctoral Student Fellowship in 2017. She has served on multiple job search committees for the departments of Anthropology and WGSS.

Before starting her position Fall 2018 as the LSA Collegiate Postdoctoral Fellow at the University of Michigan, with an affiliation with the Women’s Studies Department, Andrea will present at the Third Biennial Latinx Studies conference this summer in Washington D.C. She hopes to relax, sleep, take a break from computer screens and travel between now and August. However, she’s already gearing up for the School of Advanced Research spring seminar (and subsequent publication) entitled *Ethnographies of Contestation and Resilience in Latinx America*. Andrea Bolivar’s work is an outstanding achievement on its own. It is notable that she is the first in her family to graduate from high school and the first to earn a PhD. After April, she will be a part of the one percent of Latinx who receive doctoral degrees.
Chelsey Carter presented "I have nothing to lose": Considering time, disability and race in ALS patients in the United States" at the Society for Applied Anthropology Conference and "Do 'Black Lives Matter' in ALS Research? Exploring blackness, biologitacy, and evidenced based research after the ALS Ice Bucket Challenge" at the American Ethnological Society. She wrote a reflection for the American Ethnological Association based on the American Anthropology Meeting in November of 2018 on President Trump.


Rose Miyatsu has a chapter forthcoming in a collection entitled Literatures of Madness: Disability Studies and Mental Health, part of the Palgrave Macmillan Literary Disability Studies series. The title of the chapter is "Hundreds of People Like Me: A Search for a Mad Community in The Bell Jar."

"Though we tremble before uncertain futures may we meet illness, death and adversity with strength may we dance in the face of our fears."

Gloria E. Anzaldúa
ALUMNI UPDATES

WGSS UNDERGRADUATES

Ashley Brosius (2012) is currently serving as legal counsel to Wells Fargo. She’s on the Legislative and Regulatory Analysis team in the Consumer Banking and Corporate Regulatory Division. In this role, she focuses on monitoring and analyzing legislative and regulatory changes applicable to the company. She came to Wells from Fredrikson & Byron, P.A., a law firm in Minneapolis. At Fredrikson, she practiced in the areas of securities, corporate governance, and mergers and acquisitions. In her pro bono work at the firm, she served as general counsel to the Northside Economic Opportunity Network (“NEON”). NEON is a non-profit focused on expanding economic development opportunities and building wealth for low- to moderate-income entrepreneurs. She also worked with another non-profit, Advocates for Human Rights, representing asylum seekers and conducting legislative and policy research on a range of human rights issues, including international domestic violence, the death penalty, immigration and sex trafficking. Prior to private practice, she clerked on the Minnesota Supreme Court.

Ariel Frankel (2014), a first-year graduate student in the Bloomberg School of Public Health at Johns Hopkins, is studying in the International Health Department and focusing on Social and Behavioral Interventions (SBI). She just received a Global Health Established Field Placement Fellowship and will be working over the summer in Nairobi, Kenya, on coordinating the final end-line data collection for an impact evaluation of a gender based violence, safety strategy app called myPlan in Nairobi. The myPlan app was used in the US and the UK first and proven successful especially with college students. Two years ago formative research was done to adjust it for the Kenya context. Ariel is helping the local team there to assess the efficacy of the pilot experiment. She plans also to do her own qualitative research there on how the app can be paired with prevention and response in IPV programs, as well as how the data can be useful to inform first responders on the needs and strategies of the women in their communities facing IPV.

Christy Marx (2015) finished 27 months of Peace Corps service in August of 2017. She was a Rural Community Health Advisor in Beroubouay, a small village in the Northeastern part of Benin, where she started a girls’ soccer team and worked at the local health center to train new and expectant mothers about hygiene, nutrition, and family planning options. She was also the Youth Programs Liaison for the Gender Equality Committee, meaning that she organized country-wide gender equity-focused youth programs such as summer camps, soccer tournaments, and career workshops, and was the go-to for other volunteers who wanted to do sex education and gender equity related youth programming.

Throughout her time in Benin she was frequently frustrated that, as a health volunteer, she could give people advice on how to stay healthy, but was relatively useless once they became ill. This frustration made her interested in pursuing a career in the medical field. While she figures out what exactly to do next (something in the medical field—nursing or medical school), she's living in Seattle, working as an EMT, serving as a member of the organizational team for Seattle Womxn Marching Forward (the local chapter that developed from the Women’s March), and enjoying the magic that is indoor plumbing. For Womxn Marching Forward she worked as the program manager for their January 21st march anniversary event, “Womxn Act on Seattle.” This event was a free, day-long convention open to the public that was hosted at nine hubs throughout the greater Seattle area. The event brought in thousands of attendees and included sessions on intersectional feminism, male allyship, immigrant and indigenous rights and experiences, womxn in the sciences and entertainment, and more.

Kara Skjoldagger (2016) is currently a first-year medical student at George Washington School of Medicine and Health Sciences. So far, the block she has most enjoyed has been the pulmonary/cardio/renal block. It seemed to her to be more intuitive than
most of the other organ systems. Her mentor is a neurosurgeon in D.C., and the hands-on work in the OR has been the most captivating of all her medical educational experiences, so much so that her current goal for residency is general surgery. Though school takes a fair amount of her energy, she also volunteers as an HIV Counselor at Whitman Walker Health Clinic and as a sexual education teacher for 6th grade students in the D.C. area. This summer, she will be working with adolescent parents in a qualitative study at Children’s National Hospital, examining trauma informed care and access to resources.

Paige Sweet (2009) just defended her dissertation at the University of Illinois-Chicago and will receive her PhD in sociology this May. Her dissertation, "Traumatizing Politics: Survivorhood and Legibility after Domestic Violence," explores through archival and qualitative research the ways therapy and clinical practices pressure survivors to practice wellness, or behave as “good survivors” as they navigate services available to them. In August, she takes a two-year postdoctoral fellowship at Harvard as part of the Inequality in America Initiative. She will be revising her dissertation into a book manuscript as she participates in the research cohort there. She is particularly grateful for the Andrea Biggs Award she received as a student at Washington University, which supported her honors thesis research into violence against women. The award also enabled her to understand and conceptualize her commitment to doing research and taking on the life of a scholar.

WGSS GRADUATE CERTIFICATE STUDENTS

Tarah Demant
(2010 Ph.D. in English and Graduate Certificate in WGSS) is currently the Director of the Gender, Sexuality, and Identity Program at Amnesty International. She is leading the work of Amnesty in women’s and LGBTQ rights, sexual and reproductive rights, and Indigenous People’s rights. She’s been an advocate for these groups and issues at the White House, the UN, the State Department, on Capitol Hill, the Department of Defense, and USAID, as well as in conversation with many non-U.S. governments. Her speaking and writing have appeared in the New York Times, on CNN, Al Jazeera, Time, USA Today, Public Radio International, The Nation, and other media organizations.

Angineh Djavadghazaryans
(2016 Ph.D. in German and Graduate Certificate in WGSS) Angineh has been a Lecturer in German in the Department of Germanic and Slavic Studies at the University of California, Santa Barbara, since completing her Ph.D. Last year she was invited to co-author an open access German language textbook that focuses on diversity and inclusion. She has just accepted an offer for a tenure track position in German with affiliation in Women Gender Studies at the University of California-Santa Barbara. Angineh says: "This would not have been possible if it wasn’t for the WGSS certificate and the training I received from the Department’s faculty. She is “grateful . . . for the paths that the WGSS certificate at Washington University” have opened for her and is ecstatic that she has a tenure-track "position in exactly [her] two areas of specialization.” Congratulations, Angineh, from your WGSS colleagues at Washington University!
WGSS has received numerous contributions from our friends, large and small. We are grateful for every gift that helps to support our work. We have used the funding to support our Decentering the West lecture series; faculty travel to conferences; course development for undergraduates; student internships and travel for research and study; books and films for our library and course work; and many other enriching and important activities involving faculty and graduate and undergraduate students. Some of these activities are visible on our web page:

[http://wgss.artsci.wustl.edu/](http://wgss.artsci.wustl.edu/); in our newsletters: [http://wgss.artsci.wustl.edu/newsletters](http://wgss.artsci.wustl.edu/newsletters); our undergraduate prize for research and service; and in our material resources—a seminar, meeting, and workshop room, which we furnished with tables and chairs; video equipment in our library, which supports both teaching and routine department activities; and in our excellent collections, which faculty and students use for research, writing, and course work.

WGSS is positioned within an internationally renowned, top-tier research university. To enhance the department's impact across the institution and around the world, we must expand our resources and offerings as follows:

**Attract Exceptional Faculty**

Our current faculty exhibit nationally recognized strengths in humanities, social sciences, critical race studies, and transnational gender and sexuality studies. We hope to recruit additional faculty expertise in both transnational and ethnic studies.

**Increase the Number of Postdoctoral Fellowships**

We intend to expand our postdoctoral fellow program from one fellow to supporting several each year. Postdoctoral fellows enrich WGSS by increasing the variety and depth of our coursework; employing the newest methodological and theoretical research approaches; sharing developing scholarship with university colleagues and students; and increasing the intellectual diversity of the postdoctoral cohort in Arts and Sciences.

**Develop Interdisciplinary Graduate Programs**

We are working collaboratively with other university units on joint graduate programs that fully integrate feminist, gender, and sexuality studies in coursework and theses and in graduates' career plans in and outside of the academy.

**Establish a Conference Series**

We plan to create a series of intensive one-day conferences to draw scholars and students from around the world. Led by distinguished faculty, the series will generate exciting conversations on campus, help participants develop powerful scholarly networks, and advance research critical to gender equity among faculty and students here at Washington University.

To support the Department of Women, Gender, and Sexuality Studies, please send your gifts to:

**Arts & Sciences Development Office**

Attn: Julianne Smutz, Campus Box 1210
Washington University, One Brookings Drive
St. Louis, MO 63130

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“Responsibility to yourself means refusing to let others do your thinking, talking, and naming for you...it means that you do not treat your body as a commodity with which to purchase superficial intimacy or economic security; for our bodies to be treated as objects, our minds are in mortal danger. It means insisting that those to whom you give your friendship and love are able to respect your mind.”

Adrienne Rich, Claiming an Education, 1977