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

A Word from Our Chair

Mary Ann Dzuback

WGSS at Washington University has many accomplishments to celebrate as we complete the 2016-17 academic year. Andrea Friedman, who has been jointly appointed in WGSS and History since 1996, will be promoted from Associate Professor to full Professor in July 1, 2017. She is the first faculty member to rise through the ranks in WGSS at Washington University. Professor Friedman's research and teaching have been central to WGSS for 20 years. Her courses in the history of feminisms and sexuality and LGBTQ studies have contributed in fundamental ways to shaping the rigor and range of our curricular program. Her course Rethinking the Second Wave: The History of U.S. Feminisms since 1960 helps students to grasp how their own feminist and gender understanding has been framed by earlier feminist activism in the 1960s and 1970s. Her Intro to GLBTQ Studies explores how the knowledge produced by sexuality scholars disrupts and challenges our understanding of the heteronormative and gender binary assumptions that organize society and its institutions in the U.S. Her Queer Histories critically examines the narratives of queer history and the ways queer histories are used by historians, theorists, and activists. In all, she has developed and taught 19 courses in her 20 years at the University. Professor Friedman's scholarship has enhanced WGSS's treatment of alternative sexualities. Her first book, Prurient Interests: Gender, Democracy, and Obscenity in New York City, 1909-1945, analyzes how obscenity debates unfolded in the first half of the twentieth century and continued to shape social and political controversies. Her second, Citizenship in Cold War America: The National Security State and the Possibilities of Dissent, examines how various individuals and groups challenged the restrictions of the national security state by using their raced and gendered status to compel Americans to see the incongruities in operating assumptions about who could be a citizen, what full citizenship meant, and how the state might accommodate the marginalized. Currently she is working on The Clinton-Lewinsky Affair and the Remaking of the Modern State.

WGSS faculty has received 2 grants from the Humanities Center to help support reading groups for faculty and graduate students for 2016-17. Jeffrey McCune and Mary Ann Dzuback, with graduate certificate students Simone Pfleger (German) and Ben Meiners (English), are co-convening Queering the Global/Transnational Conversation. We hope to develop this conversation on campus by exploring global/transnational flows of thought at the intersection of the queer and the transnational. The grant will help us purchase books for group participants and, perhaps, invite in one or two of the authors to join the discussion. The second grant is for the Voice and Sexuality Studies Working Group, co-convened by Amber Musser and Paige McGinley (Performance Art). The group will explore the intersection of sound studies and sexuality studies and plans to bring some of the scholars they read to campus.

We have had a wonderful year with our postdoctoral fellow Dredge Kang in transnational gender and sexuality, who has accepted a position as assistant professor in Anthropology at the University of California, San Diego. Dr. Kang has been a fine citizen and scholar in the department. We wish him well!

Washington University's commitment to diversity and inclusion has had a powerful impact on our campus culture—from the first-year curriculum for undergraduates, to the creation of the Center on Diversity and Inclusion, to the enhanced training to deal with sexual assault on campus, to a deeper commitment to increase underrepresented faculty in all of the schools. The transformation of WGSS into a department in Arts & Sciences this
Amber Musser recently published a piece examining diversity as an institutional goal in Feminist Formations 27 (Winter 2015). Her essay raises questions about whether the university’s assumption that hiring faculty of color at the margins is sufficient to change the ways people interact with each other, influence behavioral practices, and produce knowledge. She questions whether increased minority representation will truly result in an inclusive institutional culture. She argues that the goal of gender studies and ethnic studies in universities has been “to disrupt what we think we know about [existing] knowledges, to impart the ability to think critically, challenge” traditional lines of thinking in the disciplines, “and continually trouble assumptions not just about women, gender, or sexuality, but about relationality, social structures, and ethics.” But too often, universities “want to see this work represented in particular bodies,” meaning that hiring ‘diverse’ faculty into academic units critically examining race, gender, and sexuality can lead to further marginalization, not transformation in relations and hierarchies of power. Why? Because these units are typically underfunded, understaffed and under-resourced in multiple ways. Many of their faculty are called to perform other service in the university, which limits their ability to participate in transforming the institution in fundamental and, perhaps, deeper ways. In other words, as important as it is to increase the presence of minority faculty, administrators, staff, and students, “when change only happens at the level of representation it highlights the commodification of minority bodies.” The onus of making diversity work “becomes the job of those who have been structurally oppressed to illuminate those oppressions.” Professor Musser’s hope is that her own and the work of other scholars skeptical about the easy mapping of diversity onto particular bodies “will move us away from specimens who are commodified, rare, and static toward a landscape of partial connections, flesh, and critical empathy, which emphasizes relationality rather than the purity of absolute difference”—not simply tolerance of

TRANSGENDER SPECTRUM CONFERENCE 2016

Washington University in St. Louis will host the third annual Transgender Spectrum Conference Friday, November 4th and Saturday, November 5th, 2016. Initiated by the University of Missouri-St. Louis in 2014, the conference brings together a wide range of people interested in celebrating the lives of transgender people in the St. Louis area and beyond. Our goal is to create dialog, to educate ourselves and our community, and to improve the lives of all gender variant people.

The conference will include a variety of programming (papers, panels, workshops) for everyone—from those learning about transgender issues for the first time to seasoned scholars and activists. This year’s conference theme is Education, Liberation, and Healing. Conference presentations and workshops will be organized into four tracks: Health/Medicine; Education; Liberation; and Families. Programming specifically for children/youth will be scheduled on Saturday. In addition, some programming will be for self-identified trans people only. An exciting roster of nationally-known keynote and plenary speakers is currently being planned—more details soon!

For more information, please visit https://transspectconf.wordpress.com/
Faculty Updates

Jami Ake (Assistant Dean and Academic Coordinator, College of Arts and Sciences; Senior Lecturer, Interdisciplinary Project in the Humanities and WGSS) gave a TED Talk, for the TEDxGatewayArch held at Harris-Stowe University in November titled, "Thinking Upstream: A New Idea for an Age-Old Problem." She is also tutoring each week at the Missouri Eastern Correctional Facility as part of our Prison Education Program.

Cynthia Barounis, (Lecturer, WGSS) organized a roundtable of invited speakers on the topic of "Disability and Intimacy." Her article "Special Affects: Mermaids, Prosthetics, and the Disabling of Feminine Futurity" will be published in the Spring 2016 issue of Women's Studies Quarterly.

Amy Cislo (Senior Lecturer, WGSS) is the Washington University Liaison to, and has taken a leadership position in organizing, the 2016 Transgender Spectrum Conference. The Conference has been held at the University of Missouri-St. Louis for the past 2 years and is moving to Washington University this year.

Mary Ann Dzuback (Associate Professor of WGSS, Education, and History (Courtesy), Chair of WGSS) served as program co-chair for the Social Science History Association 2015 program. She also was on two panels at the History of Education Society annual meeting in November 2015. She presented "Women Economists in the Academy, 1890-1940: Struggles and Strategies" at the American Economics Association, History of Economics program, on a panel entitled "200 Years of Women in Economics" in San Francisco, in January, 2016.

Elizabeth C. Childs (Chair and Etta and Mark Steinberg Professor of Art History, Department of Art History and Archaeology; WGSS Affiliate) delivered a conference paper "Taking back Teha'amana: Feminist Interventions in Gauguin's Legacy," at the College Art Association meeting in Washington D.C. in February. She will be giving a lecture at the Yale University Art Gallery on April 1, entitled "From Paris to Tahiti: Gauguin’s Innovative Prints." She has served as a consultant for the first major show on Marquesan art to be held in Paris. Her essay "Te Fenua Enata dans le regard de l'avant-garde parisienne--Les Marquesines et Paul Gauguin," will appear in the catalogue for the show, which opens April 12, Mata Hoata: Arts et Société aux Îles Marquises at the Musée Quai Branly in Paris.

Adrienne Davis (William M. Van Cleve Professor of Law, Vice Provost of Washington University; WGSS Affiliate) published Regulating Sex Work: Assimilationism, Erotic Exceptionalism and the Challenge of Intimate Labor in the California Law Review. She also gave a paper on gender segregated bathrooms at the Transgender Spectrum Conference at UMSL and was the commentator for a panel, Lady Justice?: Black Women, Sexuality, and the U.S. Legal System, for the American Studies Association Annual Meeting.

Tonya E. Edmond (Associate Dean for Diversity & Associate Professor in the Brown School of Social Work; WGSS Affiliate) published several articles this year including "Perceptions and Utilization of EMDR in Rape Crisis Centers" in Journal of EMDR Practice and Research along with K. Lawrence and R. Voh Schrag (2016), "Eye Movement Desensitization and Reprocessing (EMDR)" in Encyclopedia of Social Work with K. Lawrence (2015), and "Eye movement desensitization and reprocessing with trauma clients. Part IX: Guidelines for Specific Interventions." in Social Workers' Desk Reference with A. Rubin (2015). She also gave multiple presentations such as Leadership Characteristics of Directors of Rape Crisis Centers: Implications for Advancing Evidence Based Practice (Poster) and Organizational Readiness for Change in Rape Crisis Centers at the Society for Social Work and Research Annual Meeting in Washington D.C. with R. Voth Schrag (2016).

Vanessa D. Fabbre (Assistant Professor, Brown School of Social Work; WGSS Affiliate) received the Rose Dubrof Award for Outstanding Article in the Journal of Gerontological Social Work. Voted the best article published in the journal in 2014, her article is entitled, "Gender Transitions in Later Life: A Queer Perspective on Successful Aging."

Andrea Friedman (Associate Professor, History and WGSS) was an invited speaker at the Yale Research Initiative on the History of Sexualities Colloquium on "Knowledge, Emotion, and Sensation in the History of Sexuality" in March 2016. Also, in October 2015, she contributed "Stonewall: Debating the Subject of History" for the Center for the Humanities website (October 7, 2015): https://cenhum.artsci.wustl.edu/articles/Andrea-Friedman-Stonewall-history-debate.

Denise Gill (Assistant Professor of Ethnomusicology; Affiliate in JINELC and WGSS) received an ACLS fellowship. For the 2016 calendar year, she will be conducting ethnographic research for her second book project on Turkish responses to refugees.

Rebecca Messbarger (Professor of Italian; Affiliate in History, WGSS, Art History, IAS, Performing Arts) founded the new program in Medical Humanities alongside Corinna Treitel in History, and she now serves as its Director. She co-edited a book with Christopher John and Philip Gavitt
entitled *The Enlightenment and Benedict XIV: Art, Science and Spirituality* (2016). This past year, her book, *Signora Anna, Anatomin der Aufklärung Eine Kulturgeschichte aus Bologna*, was translated into German. Prof Messbarger was also invited to give several talks including, "With the Greatest Sweetness and Docility: Regulating Citizen Bodies in the Florentine Enlightenment State," for The Early Modern Studies Institute and The Huntington Library; "Metaphor and Metamorphosis, Or the Power and Limits of Translation," at the Conference on *Humanities Futures: Theorizing the Emergence of Global Health Humanities*, held by Duke University; "Revision and Reform of the Body in Peter Leopold’s New Florence (1765-1790)," for the *Materiality Lecture Series*, Department of the History of Art and Architecture, University of California Santa Barbara; and "Peeling the Fruit of Knowledge: Anna Morandi's Anatomy of the Brain," *Art + the Brain: Stories and Structures Symposium*, hosted by UCLA.

**Jeffrey Q. McCune, Jr.** (Associate Professor, Women, Gender, and Sexuality Studies and Performing Arts) received the Michael Lynch Service Award from the Gay, Lesbian, Queer Caucus of the Modern Language Association, the MLA’s 2016 convention January 2016.

**Melanie Micir** (Assistant Professor, English; WGSS Affiliate), has two articles forthcoming in Spring 2016: "Queer Woolf" in the Wiley-Blackwell *Companion to Virginia Woolf,* and "Not of National Importance: Sylvia Townsend Warner, Women's Work, and the Mid-Century Historical Novel" in *Around 1945: Literature, Citizenship, Rights.* She gave a talk entitled "No Canon for Old Women: Queer Inheritance and the History of Modernism" at Indiana University’s Aging Modernisms symposium in March 2016. Micir spent most of Summer 2016 conducting archival research supported by a Harry Ransom Center Research Fellowship in the Humanities and a Faculty Research Grant from the Center for the Humanities at Washington University in St. Louis. In Fall 2016, she will be in residence at the Center for the Humanities as a First Book Fellow.


**Patricia Olynyk** (Director, Graduate School of Art, Florence and Frank Bush Professor of Art; WGSS Affiliate), published chapters in two edited books: "Fantastic Voyage and Other Scales of Wonder," for *The Routledge Handbook to Biology in Art and Architecture* (2015) and "Art, Complexism and the Space Beyond Now," for *Technoetic Arts* (2016). She participated in group exhibitions—*Body-Mind Entente!* (UKMC) and *Twisted Data* (Central Booking Gallery, NYC)— as well as in a two-person exhibition and its catalogue, *Some Provocations from Skeptical Inquirers,* Sidney Mishkin Gallery, Baruch College (CUNY). She was invited to speak at the Fifth Anniversary D.C. Art Science Evening Rendezvous (DASER) in conjunction the College Art Association Conference, National Academy of Sciences, Washington, D.C.

**Kedron Thomas** (Assistant Professor, Anthropology; WGSS Affiliate) has a new book coming out with University of California Press in the fall of 2016, *Regulating Style: Intellectual Property Law and the Business of Fashion in Guatemala.* The book explores the world of fashion knockoffs and fakes in Central America. Even in the out-of-the-way markets of highland Guatemala, fake branded clothes offer a cheap, stylish alternative for people who can’t afford high-priced originals. Fashion companies have taken notice, ensuring that international trade agreements include stronger intellectual property protections to prevent brand "piracy." *Regulating Style* approaches the fashion industry from the perspective of indigenous Maya people who make and sell knock-offs, asking why they copy and wear popular brands, how they interact with legal frameworks and state institutions that criminalize their livelihood, and what is really at stake for fashion companies in the global regulation of style.
Akiko Tsuchiya (Professor of Spanish, Romance Languages & Literatures; WGSS Affiliate) has been invited to participate in an international research group, sponsored by the Spanish National Research Council in Madrid. Her article, “Género, asociacionismo y discurso antiesclavista en la obra de Faustina Sáez de Melgar,” which forms a part of her project on Spanish women of letters in the anti-slavery movement, was published in No hay nación para este sexo: La Re(d)pública trasatlántica de las Letras: escritoras españolas y latinoamericanas (1824-1936) [This Sex Has No Nation: The Republic of Transatlantic Letters: Women Writers of Spain and Latin America] (2015). In November of 2015, she delivered a lecture, "Nineteenth-century Spanish Women of Letters and Antislavery Discourse: The Engendering of New Spaces of Sociability," at Vanderbilt University. Her co-edited book, Empire’s End: Transnational Connections in the Hispanic World, was recently published by Vanderbilt UP.

Adia Harvey Wingfield (Professor of Sociology; WGSS Affiliate) published several articles as a contributing writer for The Atlantic; you can access her articles at http://www.theatlantic.com/author/adia-harvey-wingfield/.

Prison Education Program Receives Grant

Professor Barbara Baumgartner is Associate Director, with Professors Maggie Garb (History) and Ron Henke (Performing Arts), of the Prison Education Project. In August of 2015, they received a five-year grant from the Provost’s Office to sustain the program. That grant and one from the Bard College Prison Education Program (2014) has enabled them to hire a coordinator this year and expand the course offerings and workshops, which are run through University College and held at Missouri Eastern Correctional Center in Pacific, Missouri (a men’s medium security prison).

WGSS Undergraduates Receive Awards

WGSS majors Brianna McCain, Emily Alves, Ryan Paige, and Camille Borders will receive the 2016 Ralph Bunche Scholar Award at the annual James E. McLeod Honors and Awards Ceremony in May. The award is named in honor of Ralph Bunche who was a United Nations mediator and 1950 Nobel Peace Prize recipient.

Recognition is given for outstanding academic achievement to undergraduate students of Black/African American descent. This Award recognizes the academic achievement of freshmen who have completed at least 14 graded units in the semester and have a cumulative GPA of 3.5 or higher. It also recognizes undergraduates who have completed at least 14 graded units in the semester and have a semester GPA of 3.5 or higher for at least 3 consecutive semesters.

Kara Skjoldager is the recipient of the Advocate of the Year at the YWCA. The YWCA was founded in 1858 as the voice for women’s issues and for over 150 years they have been active in advocacy and programming for women’s rights. They opened the first employment bureau for women several years later. That was only the beginning of more than 150 years of active advocacy and programming for women’s rights and civil rights. Kara’s work with the Sexual Assault and Response Team has made a major contribution to the program.
Britta Anderson is a PhD candidate in Romance Languages and Literatures with a graduate certificate in Women, Gender, and Sexuality Studies. She grew up in Albuquerque, NM, attended Carleton College for her undergraduate degree, and came to St. Louis in 2009 to begin her graduate work. She declared a WGSS certificate her first semester here; it was a big part of what drew her to this campus. The WGSS department has been a second home at Wash U for Britta. She is so grateful for this welcoming, engaged community on campus, which has always taken graduate students' contributions and development seriously.

The WGSS department has guided Britta’s growth during all of her seven years at Wash U. She developed her very first conference presentation through a WGSS graduate student workshop. It was called “Un espacio al que entramos”: Presencia como resistencia en Precario,” and turned into her first publication, an article in a volume focused on the Chilean poet and visual artist Cecilia Vicuña. In 2013, the WGSS department sponsored her travel to the week-long Feminist Critical Analysis seminar in Dubrovnik, where she met feminist scholars from all over the world who helped her define her dissertation project. Britta had the chance to teach Introduction to Women, Gender, and Sexuality Studies twice, one spring semester and one intense three-week summer course. They were among her favorite teaching experiences, because students shared so much of themselves and took on personal challenges through these courses.

Britta recently completed her dissertation, "Spirituality and Criminality in the U.S.-Mexico Borderlands: New Discourses of Mobility" and will defend on April 6. In it, she examines public murals and contemporary literature from both sides of the border that challenge the logic of the militarized border infrastructure. She identifies border systems that, like the border wall, restrict women's mobility and police their citizenship. These are the highway system, which displaced many communities of color in California, prisons in both the U.S. and Mexico, and the factory system in northern Mexico. In each of these spaces, Britta examines works that adopt spiritual imagery, or religious vocabularies, in order to forge new forms of mobility despite the limitations imposed by these systems. She argues that border crossing is always a gendered experience, and that women are criminalized in distinct ways from men in each of these border zones. Her participation in WGSS workshops, the queer theory reading group, feminist theory classes, and particularly her Women in Prison independent study with Barbara Baumgartner have been essential for developing the gendered lens of analysis in her dissertation project.

Britta is currently searching for an academic job. The certificate has really widened the range of positions for which she is eligible to apply. Her dream would be to land a position in which she can continue to teach gender and sexuality content. She was thrilled to see the WGSS program become a full-fledged department this year, and is excited to see what the future holds, both for her and the department!

Angineh Djavadghazaryans is a sixth-year PhD candidate in Germanic Languages and Literatures with a graduate certificate in Women, Gender, and Sexuality Studies.

Bringing together insights from the fields of German and Women, Gender, and Sexuality Studies, Angineh’s research engages with questions of gender roles in literary representations of village communities. She looks at how shame as an emotion can serve to reveal the complexities, limitations, and positioning of these gender roles by foregrounding social and moral norms of village communities.

In her dissertation titled "Shame in the Nineteenth-Century Village Tale in the German-Speaking Context," Angineh examines the genre of the German village tale, the so-called Dorfgeschichte. She investigates emotions...
of shame and reasons for the emergence of shameful feelings in village life and the ways in which these feelings are represented in village tales written between 1843 and 1897. Shame, Angineh believes, not only constitutes an important component of the Dorfgeschichte, but the genre itself offers a forum in which shame can be discussed. As research has shown that shame is not a modern category, Angineh asks if there is something about village tales that causes the topic to reoccur in the more modern times of the nineteenth century. To address this question, she analyzes social and moral village practices as normative moments of peasant culture, which, when violated, result in feelings of shame. In the introductory chapter, she engages with the historical development of the genre and develops a definition of the Dorfgeschichte. She then draws connections between shame and the genre by looking at aspects such as honor, social and moral norms, and village practices as these characterize the village tale of the nineteenth century. Chapter two looks at how dialect and clothing can serve as markers of belonging and how they contribute to a sense of shame in regard to ethnic and socio-economic status. Chapter three investigates the interplay between shame and social and moral norms and foregrounds what shame reveals about individuals and the village community as a whole. Finally, chapter four looks at shame and female agency. While it emphasizes how shame can serve both to increase and decrease agency for women, it also looks at ideals of masculinity and how those influence the occurrence of feelings of shame in the male characters. Angineh’s analyses will make apparent the role that gender, socio-economic status, and geography play in the ways in which shame emerges in village contexts and also in how it is represented in literary texts.

Angineh’s goal with this research is to advance the understanding of why shame in the village context becomes so important to literature produced in this period and what this literary significance says about village life, village communities, and possibly also about their counterpart, the urban societies of the nineteenth century.

For her next project, Angineh wants to combine her interest in shame and foreign language acquisition taking particularly gendered notions of shame into account. She wants to examine whether and how shame and its related emotions (embarrassment and humiliation) play a role in the foreign language classroom. Using contemporary theories of shame and Second Language Acquisition, she hopes to suggest pedagogical strategies that take into account the effects that shame has on language learning. Although shame is considered a pre-modern category, human interactions in the twenty-first century in fact evoke complex affective responses such as shame and its relative emotions. Angineh believes that her research will contribute to new teaching methods and styles that enhance student learning.

Angineh summarizes her work as follows: "Shame is often considered a taboo topic of discussion. I mean to bring shame into conversation not only in the discussion of literary texts but also in the language of the classroom. In doing so, my interdisciplinary research links the fields of German Studies, Women, Gender, and Sexuality Studies, as well as Second Language Acquisition. Understanding shame and encouraging discussions and reflections on how shame impacts our everyday lives could potentially serve to advance research across disciplines and subsequently contribute to a new awareness of the self in social contexts."

For her next project, Angineh wants to combine her interest in shame and foreign language acquisition taking particularly gendered notions of shame into account. She wants to examine whether and how shame and its related emotions (embarrassment and humiliation) play a role in the foreign language classroom. Using contemporary theories of shame and Second Language Acquisition, she hopes to suggest pedagogical strategies that take into account the effects that shame has on language learning. Although shame is considered a pre-modern category, human interactions in the twenty-first century in fact evoke complex affective responses such as shame and its relative emotions. Angineh believes that her research will contribute to new teaching methods and styles that enhance student learning.

Feminist Epistemologies Reading Group

"Wouldn't you be excited to read and discuss feminist epistemologies with like minded scholars? A group of graduate students and professors are meeting regularly this Spring term (and plan to meet future terms) to discuss key works in feminist epistemologies and methods. We meet 1-2p, each Friday. We'll read and casually discuss one short article each week and which articles we read depend on the group's interests. If you would like to be included in our reading group's mailing list, please send an e-mail to evanscc@wustl.edu "

Angineh summarizes her work as follows: "Shame is often considered a taboo topic of discussion. I mean to bring shame into conversation not only in the discussion of literary texts but also in the language of the classroom. In doing so, my interdisciplinary research links the fields of German Studies, Women, Gender, and Sexuality Studies, as well as Second Language Acquisition. Understanding shame and encouraging discussions and reflections on how shame impacts our everyday lives could potentially serve to advance research across disciplines and subsequently contribute to a new awareness of the self in social contexts."
Adwoa Opong (History) received summer research funds to study at Witwatersrand University, South Africa this past summer. She presented her research, "All that is Meant by Citizenship: Women, Social Work and Development in Ghana, 1940-1975" as part of the WGSS 2016 Spring Colloquium Series.

Elyse Singer (Anthropology) was recently awarded a travel award from the Society for Medical Anthropology to attend the annual American Anthropological Association meeting in Denver, Colorado, where she gave a talk entitled "From Reproductive Rights to 'Responsibilization': Fashioning the Liberal Subject in Mexico City’s New Public Abortion Program."

Keary Watts (Theater and Performance Studies) recently presented a paper on Elephant’s Graveyard for the Performing Arts Department’s Dramaturgy Roundtable, and over spring break he presented a section of his Master's essay, "(Re)Staging History: Suzan-Lori Parks's Father Comes Home From the Wars as Historiographic Method," at the Mid-America Theatre Conference in Minneapolis. He also has a series of book reviews coming out in the Fall issue of TDR: The Drama Review on Rob Henke's Poverty and Charity in Early Modern Theater and Performance; Marcia Ochoa's Queen for a Day; and Michelle Stephens's Skin Acts: Race, Psychoanalysis, and the Black Male Performer. Keary will be receiving his Master’s Degree from Washington University this May and is currently weighing offers from different PhD programs in performance studies from Berkeley, Brown, Tufts, Minnesota, and Northwestern.
Graduate Student Teaching Experiences

Ben Meiners  
(English, WGSS)  
Teaching Introduction to Women, Gender, and Sexuality studies this spring has been an incredibly rewarding experience, and it has taught me a great deal about feminist pedagogy. So far, we have discussed feminist histories in the U.S., and the students have consistently made impressive observations about these histories’ significance in their day-to-day lives. Emphasizing tensions between the various branches of U.S. feminisms, the class has been well attuned to the heterogeneity and complexities of these histories. The WGSS department has been incredibly supportive throughout, offering guidance on the construction of the class syllabus, as well as guidance on effective pedagogical practice. I’m very grateful for this experience, not only because it has been instrumental for my professionalization, but also for the opportunity to discuss important political and historical issues with a group of sharp and insightful students.

Christiane Merritt  
(Philosophy and Neuropsychology, WGSS)  
I’m very much enjoying teaching my own section of Introduction to Women, Gender and Sexuality Studies. The course is organized around a core of readings common to all WGSS Intro classes, which has provided a helpful structure for our specific theme, “Feminism and Science.” Re-reading the classic core articles -- and having to grapple with and understand them well enough to teach them! -- has been very satisfying. But it’s the often unexpected connections that students draw between our readings and their other coursework, or their own experiences, that have been most instructive. For example, after reading Marilyn Frye on oppression and Adrienne Rich on compulsory heterosexuality, students shared insights that had been triggered by these readings, often with the comments, "I had never thought about that experience in that way before," or "I had always felt that something was odd about that, but couldn't quite put my finger on it until we read this." My students are terrific, bringing in pop-culture applications of concepts we discuss as well as contributing sophisticated analysis of theory-dense texts. I’m looking forward to even more productive and challenging discussions in the second half of the semester.

Simone Pfleger (Germanic Languages and Literatures, WGSS)  
Teaching one of the sections of Introduction to Women, Gender, and Sexuality Studies has been a tremendously enjoyable experience. The students in my class are very witty, and it is a great pleasure to see how they engage with the class materials—some familiar, some unknown to them. Not only do I attempt to foster an inclusive environment in which my students feel safe to share their thoughts, but I also seek to challenge their assumptions and exceptions with each class meeting in order to allow them to grow both personally and academically. This class has truly been a wonderful experience and has enriched my perspective on questions related to my own teaching as well as my research interests. This class has been filled with so many unforgettable moments already and I am looking forward to the second half of the semester. I thank the WGSS department for giving me this instructive and extremely rewarding opportunity.

Elyse Singer  
(Anthropology, WGSS)  
As a certificate student, I was able to design my own course and incorporate topics and themes that intersect with my research interests. My course is historically rooted in the US, however given my training as an anthropologist, readings cover diverse cultural contexts for a comparative perspective that sheds new light on received understandings of gender and feminism in the US. I begin the course by covering foundational theoretical concepts in WGSS such as oppression,
privilege, cultural constructionism and intersectionality. Next, we enter a historical unit in which we review the three waves of American feminism. This historical backdrop provides the context for students to understand key theoretical trajectories in feminist theory. From there, the course moves thematically across a variety of topics including gender in cross-cultural perspective, the intersection of class and race on gendered experience, scientific portrayals of sexual desire, global feminisms, women’s human rights, the political economy of sex and the family, medicalization as a form of social control, gendered violence, governance of sexuality and reproduction, the body, and how reproduction, sex and the family are changing with the advent of new reproductive technologies. My course is discussion-based and also incorporates relevant news items as well as documentary film and video clips. Students are encouraged to raise noteworthy current events related to course themes. Thus far, teaching for WGSS has been a stimulating, challenging, and ultimately incredibly rewarding experience. With their insightful questions and perspectives, my students push me to reflect deeply on the course material. Although I am the instructor, I often feel as though I am enrolled in my own course as I am learning with and from my students every week. Teaching for WGSS has been one of the most gratifying experiences of my graduate career and I anticipate that it will serve me well as I pursue an academic career at the intersection of anthropology and Women, Gender and Sexuality Studies.

Adrienne Strong (Anthropology, WGSS)
Teaching a section of Intro to Women, Gender, and Sexuality Studies . . . has been a wonderful experience so far because of all the support from WGSS. Those of us who teach the intro sections all meet to talk about syllabi and ideas for the course. Outside of the core readings all the sections share, I’ve had the freedom to include many readings that relate to my own research areas and areas of intellectual interest. My course has an added emphasis on global feminisms and readings by African authors and scholars that stems from my own research in reproductive health in Tanzania. Throughout the semester my hope is that my students will continue to build an understanding of some central WGSS topics from a global perspective, while increasing their understanding of these issues here at home, too. It has been really fulfilling to watch them as they struggle with new ideas and then hit upon something that makes sense in a brand new way. I am definitely gaining new confidence in the classroom setting! As the semester evolves, I have developed an interest in utilizing challenging and engaging methods in class in order to foster understanding and learning for all of us.

Congratulations to the upcoming 2016 graduating WGSS Graduate Certificate Students!

Britta Anderson
Claire Class
Angineh Djavadghazarans
Sarah Sobonya
Keary Watts
Women, Gender, and Sexuality Studies
Spring 2016 Colloquium Series

Thursday, February 4, 4-5:30 PM
Jeffrey Q. McCune, Jr.
Associate Professor, Women, Gender and Sexuality Studies and Performing Arts
“A Case of the Michaels: Reading Missouri in a Time of Anti-Blackness”
Commentator: Jonathan Smith, Assistant Professor of African American Studies
Saint Louis University
Location: McMillan Hall Room 259

Friday, March 4, 4-5:30 PM
Douglas Flowe
Postdoctoral Fellow
American Culture Studies
“I Wouldn’t Have Had to Whip that Coon in Texas’: Prizefighting, Public Racial Violence, and the Contest of White and Black Manliness at the Turn of the 20th Century”
Commentator: Katrina Thompson, Associate Professor of History
Saint Louis University
Location: McMillan Hall Room 259

Tuesday, March 29, 4-5:30 PM
Adwoa Opong
Ph.D. Student in History and Graduate Certificate Program in Women, Gender and Sexuality Studies
“All that is Meant by Citizenship: Social Work and Social Development in Ghana, 1940-1980”
Commentator: Shanti Parikh, Associate Professor of Anthropology
Location: McMillan Hall Room 221

Thursday, April 21, 4:30-6:00 PM
Anika Walke
Assistant Professor of History and Women, Gender, and Sexuality Studies
“Were There Any Women? On the Gender and Class Backgrounds of Students from the ‘Developing’ World in Late Soviet Society”
Commentator: David Cunningham, Professor of Sociology
Location: McMillan Hall Room 259
WGGS Course Offerings

Spring 2016

L77 100B Introduction to Women, Gender, and Sexuality Studies
L77 2015 Introduction to Queer Studies
L77 206 Sexuality and the State: Introduction to Sexuality Studies
L77 3132 Service Learning: Girl’s Studies
L77 316 Contemporary Women’s Health
L77 3171 Service Learning: Women and Prison
L77 323A Sex Trafficking
L77 3255 Black Masculinities
L77 335 Feminist Theory
L77 3561 Women and the Law
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 4012 Advanced Queer Theory: Queer Negativity, Queer Biopolitics
L77 419 Feminist Literary and Cultural Theory
L77 426 The New Anthropology of Love: Romance and Relationships Across Racial, Class, and National Borders
L77 475 Intellectual History of Feminisms
L77 499 Honors Thesis

Fall 2016

L77 100B Introduction to Women, Gender, and Sexuality Studies
L77 206 Sexuality and the State
L77 310 From Hysteria to Hysterectomy
L77 3172 Queer Histories
L77 343 Understanding the Evidence
L77 3561 Women and the Law
L77 360 Transgender Studies
L77 3813 Flower Boys & Tom Boys
L77 4012 Advanced Queer Theory
L77 417W Feminist Research Methodologies
L77 421 From Mammy to the Welfare Queen
L77 436 Black Sexual Politics
L77 501 Advanced Feminist Theory
Transgender people face a variety of barriers accessing affirming health care in the St. Louis region and across the nation. In terms of transition-related care (i.e., a transgender person accessing medical interventions to transition from one gender/sex to another), current medical approaches view trans identity as a psychological problem that can be "fixed" with surgery, hormones, and other interventions. This narrow understanding of transgender identity, coupled with a general lack of training, understanding, and cultural competence, as well as a strong medical emphasis on the gender and sex binary, has led to a situation in St. Louis in which many adult (ages 24-65) members of the trans community feel largely unsafe and unsupported by current medical establishment outside of a small handful of trusted doctors and therapists. Common experiences accessing health care in the region are highlighted in interviews done during the summer of 2015 with fifteen transgender and genderqueer individuals in the St. Louis region. In order to address the needs and gaps in care for transgender folks in the region, a dedicated outpatient clinic for the trans community should be developed.

Women living in abusive relationships often experience difficulty in maintaining and securing steady employment. For those living at or near the federal poverty line, their inability to sustain a single job may require them to cycle between work and welfare.

The current welfare law includes an exception for survivors of intimate partner violence, known as the Family Violence Option (FVO), that exempts survivors from the work requirement of welfare. In this work, I examine the value of the FVO through interviews with ten women. These interviews provide not only a depiction of the irrelevance of the FVO to the population it was aimed at, but also a nuanced analysis of women's opinions of the inadequacy of TANF, the importance of financial independence, and the ideology of marriage as a necessary institution. I situate these interviews in a broader context of historical approaches to women's welfare in the United States as it relates to marriage and women's work outside the home to demonstrate how cultural ideologies of poor women's dependence do not reflect reality. Moreover, I suggest that the current welfare system recreates a similar dynamic of power and control found in abusive relationships.
Alumni Updates

Undergraduate Alumni

After graduating from Washington University, Merissa spent a few years exploring different kinds of work. She completed her MFA in writing and poetics at the Buddhist Naropa University in Boulder, Colorado, where she also interned for the Native American Rights Fund Law Library, worked in marketing at a literary journal, and taught creative writing at a juvenile hall. She completed a number of writing residencies and wrote an advice column entitled "Ask Your Yenta", which was syndicated by the Jewish Journal and named in Bitch Magazine’s top ten list of emerging talent. The column was a distillation of her life experiences and her women’s studies education, according to Merissa. She then wrote for Lilith, and worked on a Master’s degree in Jewish Studies at the Graduate Theological Union in Berkeley, California, focusing on “intergenerational trauma, sex, and gender.” She completed her thesis and then began writing about sex, disability, and Judaism for Tablet Magazine, the Atlantic, Playboy Magazine, and other popular magazines. She currently lives in L.A. and consults on Amazon’s show Transparent, while also lecturing and teaching workshops on sex and Judaism there. For a taste of her work, see: http://www.merissanathangerson.com/.

Annie writes: "WGSS gave me the tools to be where I am today...after working in a Jewish nonprofit following social work school (and having some great experiences and some horrifying ones), I left my job last year to start an organic tampon company! It's called Conscious Period, and we have a dual giving model: for every box we sell, we'll be donating a box of organic, biodegradable pads to a woman who is homeless in the US and we'll be employing those same women to produce the pads using a cottage industry system and low-cost machines pioneered in India." She took a trip to India to learn more about how to utilize this system in the U.S. That story appeared in the New York Times (http://kristof.blogs.nytimes.com/2015/09/01/menstruation). Her company is currently raising funds to import a machine from India to the U.S. to employ women to create their first run of 140,000 pads, which will provide a year’s supply of products for 1,000 women. The fundraiser is being run through Indiegogo, and is featured on the company’s website, www.consciousperiod.com.
In January of 2016, Ariel Frankel was promoted to senior program/research assistant at Social Impact, an organization in Washington, D.C. that evaluates development proposals and assesses projects all over the world. She made a trip to Ghana where she participated in leading key informant interviews, analyzing the qualitative data and helping to write the report for one project. She worked with Social Impact's Gender Action Committee to develop a Gender Toolkit that the agency can use to help proposal writers incorporate gender thinking into their project proposals and then use again to evaluate proposals once submitted for review. As Ariel notes, the Gender Toolkit can serve "as a gateway for thinking of other marginalized populations as well." Ariel has also been actively helping our seniors in their efforts to find placements after graduation in May. The network is working!

Julia Weber completed a joint JD/MSW at Washington University in 1994 and taught in the Women's Studies Program for 4 years: courses in domestic violence, women and the law, and race, gender and the law. She then moved to the San Francisco Bay Area and joined the Center for Families, Children, & the Courts to help provide expertise in handling domestic violence cases. Her position there was created to address the kinds of issues the People v. O.J. Simpson case raised. She is also Supervising Attorney for the Judicial Council of California. Julia provides child custody, mediation, family violence, court coordination, and general family law expertise on statewide court administrative issues and training and technical assistance to the courts and court-related professionals throughout California. In addition, she has her own consulting and training practice in mediation and conducts training on intimate partner violence (IPV) and bias around the U.S. http://www.juliafweber.com/

CONGRATULATIONS!

Anjali Fulambarker (who double majored in Women’s Studies and Social Thought & Analysis) just defended her PhD dissertation, titled “Police Response to Intimate Partner Violence: Influences on Decision-Making” in Social Work at the University of Illinois at Chicago. She accepted an assistant professor position at Simmons College School of Social Work in Boston starting fall 2016.
American Intimacies: Disability and Intimacy Roundtable
February 5  1:30 p.m.
Roundtable participants: Robert McRuer, George Washington University
Mel Chen, University of California-Berkeley
Julie Elman, University of Missouri—Columbia
Danforth University Center, Room 276

"The Sexual Political Economy of Slavery: Rules Renegades & Reparations"
Adrienne Davis, Vice Provost for Diversity
February 22  4:00 pm
Brown School of Social Work, Clark-Fox Forum

AAUW St. Louis presents "Campus Accountability and Safety Act" and other efforts to combat sexual violence
Divine Shelton, Field Representative for Senator Claire McCaskill
February 27  10:00 am
Grace United Methodist Church, 6199 Waterman Blvd.
St. Louis, MO 63112

Tina Turner’s Turn: Gender, Race, and the Queen of Rock
Maureen Mahon, Associate Professor, Department of Music, New York University
March 3  4:00 pm.
Danforth University Center, Room 234

On Campus Screening of the documentary film: The True Cost
Discussion following the documentary: Lecturer Robin VerHage Adams,
Sam Fox School of Design and Visual Arts and Assistant Professor
Kedron Thomas, Anthropology Department
March 8  7:00 pm
Steinberg Auditorium

"Sex and Stigma: The Impacts of the Zika Virus"
Panelists: Elyse Singer, PhD Candidate in Anthropology and WGSS
Graduate Certificate Student, Bradley Stoner, Associate Professor, Sociocultural Anthropology, and Jessica Levy, Vising Scholar Brown School,
Reproductive Health Associate IRIS
March 9  6:00 pm
Wilson Hall, Room 214

WGSS Decentering the West Lecture Series and the Distinguished Visiting Scholar Program (supported in part through funding from the Office of the Provost) Presents: "The Women of Casa Xochiquetzal: Corporeal Encounters, Queer Feelings"
Juana Maria Rodriguez, Professor of Gender and Women’s Studies and Performance Studies at the University of California-Berkeley
March 24  4:00 pm
Anheuser Busch Hall, Bryan Cave Moot Courtroom

"A Question of Freedom: A Memoir of Learning, Survival, and Coming of Age in Prison"
Reginald Dwayne Betts, poet, memoirist, and current student at Yale University
March 25  2:00 pm
Anheuser Busch Hall, Small Courtroom, Room 309

Sexual Assault Awareness Month—Title IX Panel
Kim Webb, Austin Sweeney, and Jessica Kennedy
March 31  7:00 pm
Seigle Hall, Room 301

Taking it Personally: Why Gender Violence is an Issue for Everyone
Jackson Katz, PhD
April 7  7:30 pm
Graham Chapel
American Intimacies Initiative
Disability and Intimacy Roundtable

On February 5, 2016, Women Gender and Sexuality Studies Cynthia Barounis joined with Claire McKinney, American Culture Studies program to sponsor together an engaging panel discussion titled "American Intimacies: Disability and Intimacy Roundtable." The speakers included queer/crip theorists Robert McRuer, Professor of English at George Washington University and Mel Chen, Associate Professor of Gender & Women's Studies and Vice Chair for Research at UC Berkeley. Acting as respondent for the panel was Julie Elman, Assistant Professor of Women's & Gender Studies at the University of Missouri. All three panelists are known for their work at the intersections of queer and disability studies, and they provided a fascinating look at how disability can transform our thinking about the meanings, practices, performances, and experiences of intimacy.

Robert McRuer spoke first, discussing how disability is often spectacularized in the public sphere to hide its political nature. He focused on UK austerity politics and revealed the centrality of disability to these politics through cultural images. He showed a photo of a politician shaking the hand of a disabled athlete at the 2012 London Paralympics, and then contrasted this image with the simultaneous enactment, and protesting, of austerity policies that negatively impact a large portion of disabled citizens. McRuer argued that the deployment of images of the spectacularly disabled, such as paralympians, depoliticizes disability through celebrating individual achievement while drawing attention away from ongoing ablest structures that leave many disabled citizens without needed social security benefits. McRuer also discussed how disabled artists intervene with images of their own, such as Kaliya Franklin's photograph, "Left Out in the Cold," in which the artist depicts herself lying facedown on a snowy beach just out of reach of her wheelchair to illustrate how austerity policies hurt the disabled.

McRuer's talk was followed by Mel Chen's very timely discussion of the Zika virus that had been making headlines in the weeks leading up to the roundtable, in which they tentatively explored what this virus can tell us about human and nonhuman intimacies. Chen discussed the Zika virus in terms of the Anthropocene, the name given to the geological era (beginning in the late 18th century) in which humans began to have a profound effect on geological and climate change. Chen argued that humans are a part of the environment that is being changed, and that their relationships to mosquito populations and the environment in general are altering along with these larger geological shifts. Towards the end of their talk, Chen questioned the term Anthropocene, which implies that all humans have equal responsibility for the changing environment, because only a handful of countries are producing a majority of climate-warming gases whose environmental consequences are often felt more strongly in less industrial nations.

In her response to Chen and McRuer, Julie Elman tied together the two topics by invoking the unlikely image of scum-- both the literal pond scum variety and the figurative scum of people perceived to be worthless. She used scum as a metaphor for the politics of scarcity that is used to justify austerity politics (such as the welfare queen "scum" drain the system), and also for the actual scarcity of environmental resources that is felt more or less severely depending on the precarity of one’s position in a global environment. Elman urged the audience to consider the “intimate connection among disability, economy, and the environment,” connections that could be traced through the talks of all three speakers. Only in acknowledging these intimacies, as Elman argued, can we come up with new forms of sociality, sexuality, and being.
DISTINGUISHED VISITING SCHOLAR
JUANA MARÍA RODRIGUEZ

THE DEPARTMENT OF WOMEN, GENDER, AND SEXUALITY STUDIES
Decentering the West Lecture Series Presents

The Women of Casa Xochiquetzal: Corporeal Encounters, Queer Feelings

March 24th, 2016
4:00 p.m.

Anheuser-Busch Hall
Bryan Cave Moot Courtroom

Juana María Rodríguez
Professor of Gender and Women’s Studies
University of California, Berkeley

This event is co-sponsored with the Assembly Series, and the School of Law Public Interest Law & Policy Speaker Series and is supported in part through funding from the Office of the Provost: Distinguished Visiting Scholar Program.
On March 24th, 2016, Juana María Rodríguez, Professor of Gender and Women's Studies at the University of California, Berkeley, was invited to Washington University to give a talk as part of WGSS Decentering the West Lecture Series, which was also co-sponsored with the Assembly Series and the School of Law Public Interest Law & Policy Speaker Series, and was supported through funding from the Office of the Provost: Distinguished Visiting Scholar Program. Professor Rodríguez' lecture was entitled, "The Women of Casa Xochiquetzal; Corporeal Encounters, Queer Feelings," and was part of her current book project on sex workers in which each chapter draws from a distinct and rich archive of visual images and biographic writing to explore the affective spaces that open up through the complex processes of (not) seeing, (not) sensing, and (not) knowing.

Professor Rodríguez focused on two books, *Las Amorosas Más Bravas* and *The Women of Casa X*, which document the lives of aging sex workers who live in a shelter for "retired" sex workers in Mexico City. The state-subsidized shelter was created in 2006 with the help of various prominent Mexican feminist intellectuals and activists. While sex workers often serves as the screen for society's anxieties and fantasies, the residents of the so-called "Casa X" shown in the many photographs reference above all age and poverty.

*Las Amorosas Más Bravas* (2010) by Bénédicte Desrus and Celia Gómez Ramos is a photo journalistic archive that documents the women of Casa X and is compiled into a book with supplementary biographical material on various residents. The book title explicitly references the women of the house, but the book itself is organized in a way that makes the house its protagonist holding together all the different women with their individual stories. The bodies in the photographs are not directly connected to the biographies, a structure that challenges the reader to combat the desire to construct meaning from coherence and direct referentiality, and to engage with both images and texts in their own seemingly incomplete ways.

*The Women of Casa X* (2013) by Malcolm Venville is a collection of studio portraits of the women of Casa X who pose for the camera clothed as well as (partially) nude. While the reference to "casa," Spanish for house or home, in the book title alludes to domesticity, the letter "X," aside from it being shorthand for the house's name, can also be read as the commonly used abbreviation in the US to rate sexually explicit visual content in films.

Through close readings of several images and short text passages from both books, Professor Rodríguez outlined her investment in affective readings and in sensing the sexual and corporeal in representation. Drawing from thinkers such as Édouard Glissant, Judith Butler, and José Esteban Muñoz, she challenges traditional ways of knowledge production by foregrounding a refusal of transparency in favor of opacity. As such, Professor Rodríguez encourages her audience to linger in the moment, and to acknowledge and embrace the limits of seeking to know the unknown.

After her talk, Professor Rodríguez answered questions about her current research, the role of trans women who also engage in sex work, the methodological approach of her current project through genre, and her attempt to theorize the affective in a new way by narrating her own encounters with her archives in order to challenge the dominant mode of reading for meaning by reading for feelings.
Professor Rodríguez held an informal but highly productive workshop with a number of graduate students from various disciplines, as well as with the WGSS post-doctoral fellow, on the topic of research practices and organizational tools. She introduced four tools that she uses to make writing a sustainable project, and stressed the importance of writing in fragments and writing everyday as crucial elements for her success. Professor Rodríguez recommended using Zotero, a research tool to organize, cite and share research sources, not only for citation purposes, but also for note taking. Creating an archive of any readings that are relevant to her research, teaching, and personal life, she is able to use her notes on the many books and articles in her Zotero databank for both her book and article projects as well as lesson planning. Scrivener is a writing program that allows Professor Rodríguez to view and edit different sections of her manuscript in isolation or as a whole. This tool enables her to maximize short periods of writing time (i.e. 30 min segments) since she can concentrate on one specific and discrete fragment of her project. Professor Rodríguez also recommended to take breaks after periods of writing. She uses a program called RSI Guard which checks the user's keystrokes and mouse action. After a certain amount of activity, RSI Guard shuts off your computer screen and instructs you to do particular exercises to loosen your wrists and stretch your back. Lastly, she stressed the importance of accountability. She is part of a Facebook group called "Writing every day," where she shares her writing successes, but also seeks motivation and consolation in moments of stuckness. No matter when, how, and where you prefer to work, Professor Rodríguez emphasized what is most crucial for a sustainable writing practice: give your best brain time to yourself.

Dear Parents, Alumni, and Friends of Women, Gender, and Sexuality Studies at Washington University:

Our family feels very strongly that education at all levels needs the financial and emotional support of its community, especially those schools and programs that our children are involved in. Our daughter, Kei, is a WGSS major and on the pre-med track, and she is receiving an excellent education at Washington University in St. Louis. We want to encourage others to support this fine gender program at the University.

As parents of a WGSS major, we have become much more aware of many women and gender issues that affect our society and other societies in the world. We have also become more aware of some of the obstacles other marginalized groups, including people of color, people who live in poverty, and people who are gay, lesbian, and transgender face here in the U.S. and elsewhere. We have dropped some commonly used negative stereotypes from our vocabulary and we are encouraging others we encounter to do the same. This can be difficult--some beliefs are so commonly held and some words so widely used that they are engrained into our culture. But being parents of a WGSS student has helped alter our perceptions and led us to change our behavior.

Earl became so curious about widely held beliefs about gender, sexuality, race, and class, and the ways they intersect in societies that he has been taking a gender studies class at UCLA this year:

"I took this class because I wanted to understand more about what my daughter is studying. I was aware of some materials in the course, but most of it was an eye opening experience for me. WGSS as a cross-disciplinary program covers so many areas of interest, including the history and use of power, privilege, oppression, beauty, as well as sexual and cultural differences and the widespread use of gender stereotypes. I wish I had taken courses like this when I was an undergraduate. I would have been a much wiser and more culturally sensitive person. Hopefully these types of programs become more available and even mandatory at colleges and high schools across the nation and the globe."

Women, Gender, and Sexuality Studies offers insights into nearly all the other areas of study in the university. We strongly encourage you to join with us to support WGSS at Washington University.

Sincerely,
Earl and Aya Goldberg
Los Angeles, California
February, 2016