



## DIRECTOR'S NOTE

### "GIVING THANKS"



As I look back over this semester, I am truly grateful for the honor of directing WGS. Our faculty, instructors, graduate students, and undergraduate students have accomplished many wonderful things this semester which add to the rich history of this program. In this newsletter, you will read of the many events, collaborations, and accomplishments coming from this interdisciplinary program. The best part for me this semester has been getting to know our outstanding students and seeing their contributions. Whether it's a student presentation in one of our courses or a question asked at the viewing of *The Hunting Ground*, I'm impressed with the critical and caring inquiry into concepts related to gender.

WGS has always benefited from the support from other departments on campus. I'm especially grateful for the support from our Women's Center, who has supported many of our events, donates their space for our use, and assists us with publicity.

I'd like to thank all of you for your contributions to WGS. As you advise, meet, or chat with students, please consider directing them to our courses and our program. To help show your support for WGS, please like us and follow us on Facebook and Twitter.

With the help of campus partners and a PSIF grant from Student Government, the department organized a screening of *The Hunting Ground* and panel on sexual assault in higher education on October 8 in conjunction with We're Committed Week. Pizza and refreshments were served, and over 150 people attended.

*The Hunting Ground* takes a groundbreaking look into sexual assault on college and university campuses by following Andrea Pino and Annie Clark file their notable Title IX complaint in 2013. Using survivor interviews and research, the film shows how sexual assault mishandlings in higher education are a problem across the United States.

Following the film, campus activists, scholars and advocates spoke with attendees on how they could be involved in stopping sexual assault. The panel featured Dr. Dana Berkowitz, Dept. of Sociology and WGS; Seirra Fowler, the Lighthouse Project with Student Health Center; Camille Faircloth, We're Committed with Student Government; Jason Bettensourt, LSUPD; and Eddie St-Vil, Male Leadership Initiative with Residential Life. After a discussion on gender, rape culture and sexual violence the event ended with a call to action. Panelists instructed students on how to report sexual assault at LSU [through the Lighthouse Program](#) and get involved with [We're Committed](#) to address university policies and raise awareness.

This event was made possible by Student Government, WGSGO, Residential Life, the Women's & Center, the Dean of Students and the Department of Sociology.

See more pictures at [#TheHuntingGroundLSU](#).

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# Getting Wiki with Communication-Intensive Learning

By Gabby Domangue

Communication-intensive sections of WGS 2500 were introduced this semester by Instructor Liam Lair. The course centers on students writing a Wikipedia article, as opposed to writing a traditional eight page research paper. Lair found it logical to have his section certified as communication-intensive because of the Wikipedia project and the ways it introduces students to new styles and forms of writing. According to Lair, this provides students "the opportunity to learn about knowledge production." Students gain new writing skills by engaging with the encyclopedia articles, writing in encyclopedic style, and making their own edits. Lair also wants this course to leave a lasting impression on his students. He hopes that it allowed them a new way to understand how "systems of oppression function in relation to gender, race, disability, class, and sexuality and how these things affect their lives."



For Cierra Chenier, a sophomore Sociology major, a highlight of the course was learning how to edit a Wikipedia page. "I always wanted to learn how to do [it] and was glad to finally have the chance to learn," Chenier shared. April Ahmed, a junior English major with a minor in WGS, took the skills she learned a step further. She said, "I've already created a personal Wikipedia account to start editing pages leisurely...I think this assignment really opened my eyes to how accessible and user friendly Wikipedia is."

Many students felt the course opened them up to new ideas and will be very beneficial to their futures. Chenier said, "I have become more educated on topics that [I] did not have prior knowledge about, such as trans, disabled, and feminist issues." Sophomore Jenna Deemer mentioned how the class taught her the importance of recognizing the ways women are socialized and gendered. "This includes through everyday stereotypes, media, advertisements, and more," she said.

Instructor Lair said the greatest challenge was working through WikiProject for the first time. However, there was lots of support from the Wikipedia Foundation and from the staff and faculty in Studio 151. For Spring 2016, Lair will be teaching two sections of WGS 2500 with communication-intensive learning. Both have already reached their maximum enrollment.

View some of the edited pages below:

- [Anne Koedt](#)
- [Adaptive Equipment](#)
- [Discrimination towards non-binary gender persons](#)
- [Gender-neutral language](#)
- [LGBT student movement](#)
- [Women's National Team](#)

## McKinley Senior High Mentoring

By Hinneisha Lewis

*This semester, several students from McKinley contacted WGS faculty members for their senior project. We've asked one of the students, Hinneisha Lewis, to share her experience. The department would like to thank all of the faculty members who acted as mentors for their service.*

The Senior Project is a culminating project that challenges high school seniors to demonstrate their academic knowledge in an experiential way. As you can comprehend, I'm a high school student who attends McKinley Senior High School and the project is actually a requirement to graduate. I was referred to Dr. Jacqueline Bach by my English teacher, Chelsea Schilling, who said she would be the perfect mentor. Since then, we've been working together for my project on Abstinence Education vs. Comprehensive Education.

With Dr. Bach as my mentor, the process of doing my project was way less stressful than it started off. I have learned various things, such as the actual meanings of "comprehensive" and "abstinence" on a deeper level. My favorite part was actually contacting Dr. Bach to set up meetings because it made me feel more responsible. However, my biggest challenge was making it to the meetings, since I don't have my own car.

My experience with Women's Gender Studies was great. It wasn't all work; I was actually invited to many events held by WGS such as the "Take Back the Night" event. All in all, it was more than a learning experience – it was fun!

**Dana Berkowitz** and **Ray Siebenkittel** represented the department in the [#LSUHSSDubsmashBattle](#) by lip-syncing a version of Cyndi Lauper's "Time After Time." WGS will always catch you!

**Dr. Laura Murphy**, Assistant Professor of English at Loyola U and LSU English undergraduate, presented her talk, "Blackface Abolition and The New Slave Narrative" on October 19. The event was sponsored by International Studies, Women's and Gender Studies, African and African American Studies and the Department of English.



The department is glad to announce we are officially with the [3+3 Pre-Law Program](#), allowing WGS concentrators to begin at the Law Center their junior year. Pictured is Jackie Bach speaking with a student at the Geaux Pre-Law snowball event on October 22.

This semester's **WGS Happy Hour** was held at Chelsea's Café on October 16. Pictured is Debbie Goldgaber, joint-faculty in Philosophy and WGS, sharing a story.



# WGS Concentrators can now join our Teaching Assistant Program

By Johnston Burkhardt

This semester, two undergraduate WGS students have been earning credits in a unique way: becoming teachers. Junior Bernadette St. Amand and senior Peyton Cacioppo had the unique experience of interning with Dr. Sarah Becker for her Introduction into Women's and Gender Studies class (WGS 2500). After a month of training and observing Dr. Becker's teaching methods, Peyton and Bernadette took over the reins by leading sections of class once a week. While still following Dr. Becker's syllabus, these two young students independently created and facilitated online and in-person discussion assignments based on course readings and concepts.

Dr. Becker's course is fifty percent online. This gives students more time to formulate thought-out responses. While some of the discussion that would normally happen in a physical classroom is lost, when students are asked to respond to their classmates' posts online it facilitates an easier and less-inhibited dialog. Bernadette and Peyton's favorite part of the experience was interacting with their students and watching them use the new concepts they learned. While teaching, Peyton found out she had to be even more prepared than the students. For classroom discussions, "each reading was printed, highlighted, underlined, noted, and kept ready to grab" – offering her a new perspective in the classroom. For Bernadette, "learning how to teach and present information to other people was both humbling and important." She is preparing for graduate school and a possible career in Social Work. Peyton used the experience as practice for her future career as well. She plans on becoming a professor for WGS and Communication Studies after she earns her PhD.

The WGS Undergraduate Teaching Assistant Program is open to WGS concentrators who have previously taken WGS 2500. Interested students can contact Dr. Becker ([sbecker@lsu.edu](mailto:sbecker@lsu.edu)) on how to apply. She is currently taking applications for Spring and Summer 2016.

## WGSOG and Generation Action hold a #PinkOut in the Quad

By Ray Siebenkittel

In response to the recent controversy of Planned Parenthood's funding, the Women's & Gender Studies Graduate Organization organized a rally for "Pink Out Day" in the Quad on September 29. WGSOG's main goals for the event were to show their support for women's reproductive healthcare. WGS graduate minors made posters and buttons for participants. Planned Parenthood Generation Action participated in the rally and assisted in publicity. You can see pictures of the event in the [#PPGALSU](#) hashtag.





# WGS Selfie Campaign

This year's photo campaign at Fall Fest and Take Back the Night was a chance to take a "WGS Selfie" with one of our props. Participants also had the opportunity to film a video about why they ♥ WGS!





Joint-faculty member **Catherine Jacquet**, History and WGS, curated an exhibit and presented a talk at the National Library of Medicine, the world's largest biomedical library, located in the National Institutes of Health. Her exhibit, *Confronting Violence, Improving Women's Lives* highlights how some nurses changed the medical profession and dramatically improved services to survivors of domestic violence in the late 20th century. [Watch her talk on the NLM website.](#)

At **Take Back the Night** on October 11, Catherine Jacquet and Ray Siebenkittel participated in the night's readings and many WGS students and faculty marched in support of ending interpersonal and gender-based violence.



**Brannon Costello** of LSU English, **Jonathan Gray** of English at the John Jay College of Criminal Justice and **David Walker**, filmmaker, author, and acclaimed comics writer, spoke at a symposium entitled "New Faces under Old Masks: Race, Gender, and the Future of Superheroes" on September 22. This event was sponsored by the LSU Libraries, the LSU Office of Diversity, the College of Art and Design, the School of Art, English, African and African American Studies, the Master of Arts in Liberal Arts program and WGS.

**Rae Greiner**, Associate Professor of English at Indiana University and Co-Editor of *Victorian Studies*, presented "Stupidity after Enlightenment" on November 16. She also led a publication workshop with graduate students. Her visit was sponsored by English, History, Women's and Gender Studies, and Comparative Literature.

# SPRING 2016 SPECIAL TOPICS

## WGS 4500.1: The Literature of Sexology

Necrophilia. Nymphomania. Zooerasty. Homosexuality. These are just a few of the terms created by the discourse of sexology which produced many of our modes of thinking about sexuality. This course will explore this fascinating archive through medical texts written by sexologists and the works of literary fiction which imaginatively explore sexology's contours. Modernist studies and sexuality studies have all but ignored sexology, in part, because of the prominence of psychoanalysis (sexology's descendent and cousin). We will recover this important discourse. Examining the revolving door between literature and sexology, we will explore how "thinking sexologically" might revise the ways in which we understand both modernism and the history of sexuality.

Benjamin Kahan T/Th 12:00pm – 1:20pm

## WGS 4500.2: Feminist Science Studies

In this seminar we will explore the intersection of feminist theory and science and technology studies (STS). Science and technology studies (STS) conceive science as a *social* process, and scientific knowledge in terms of cultural and institutional practices. STS does not just focus on *what* science knows, but *how* scientific research works and *how* science both reinforces and transforms social relations (and cultural hierarchies). From a critical perspective, STS asks which epistemic ideals are apt once we conceive scientific practice as essentially social and how we ought to reconceive scientific practice to increase its social benefit. This sort of examination of science is critical for contemporary feminist theory because scientific expertise has immense political authority and cultural prestige. In this course we will emphasize the issue of *scientific categories*. How do we arrive at the categories of scientific analysis? Are they "natural" or "constructed"? How and when do seemingly essential categories (e.g. sex/race) get (re)drawn? While there are no pre-requisites for this course, familiarity with feminist theory and/or philosophy of science/epistemology will be beneficial.

Debbie Goldgaber T/Th 1:30PM – 2:50PM

## WGS 4500.3: Radical Women in the US

Laurel Thatcher Ulrich famously wrote, "Well-behaved women seldom make history." The focus of this course, then, are those women who did make history. Radical women, such as Emma Goldman, Lucy Parsons, Susan Stern, Angela Davis, Bernardine Dohrn, Audre Lorde, Yuri Kochiyama, and many others, had their own vision of feminist justice, and they worked to enact their visions (with varying levels of effectiveness). Some of these women were anarchists, some were Marxists, some were radical, but they were all feminists and they were all active to bring about real change! This course is designed to engage you in a feminist and historical discussion where gender, sexuality, class, and race intersect (part of the course will explore the women who argued for this intersectionality from the beginning). In the end, you will better understand how various women aimed to refashion a more empowered notion of womanhood, one that was responsive to all kinds of oppressions—and they often did it by breaking men's rules and doing their best to smash the patriarchy!

Mona Rocha MWF 2:30pm – 3:20pm

For a full list of courses and descriptions, [visit the WGS website](#).

# SELECT ACCOMPLISHMENTS

**Aldreamer Smith** received a LSU CCELL Happy Award for her work with Baton Rouge Garden Alliance and Sarah Becker's service-learning WGS 2500.

**Carrie Wooten** published her book, [The Crisis of Campus Sexual Violence](#) and was selected to participate in the Association for the Study of Higher Education's Graduate Student Policy Seminar at the 2015 annual meeting.

**Christine Corcos** served as a juror on the American Bar Association Journal's committee to develop a criteria and select the [top most important and influential legal movies since 1915](#). She additionally published an article, ["Seeing It Coming Since 1945: State Bans and Regulations of 'Crafty Science' Speech and Activity,"](#) and was quoted by [Vice](#) and [Veterinary Team Brief](#).

**Dorota Heneghan** published [Striking Their Modern Pose: Fashion, Gender, and Modernity in Galdós, Pardo Bazán, and Picón](#) with Purdue University Press, 2015.

**Julianne Martin** and **Karie Holten** held a Safe Space workshop at the LSU Multicultural Student Leadership Conference.

**Liam Lair** presented a talk, "What's the T: Gender Non-Conformity and Inclusivity on Campus," at the Vanderbilt University Divinity School. He and **Catherine Jacquet** also gave a presentation to Spectrum on trans issues and appeared in the Reveille.

**Stacey Amo** presented "Migrating Appetites: Disordered Eating and Displacement in Cristina García's *Dreaming in Cuban*" at the Society for the Study of American Women Writer's conference.