



## WOMEN'S HISTORY MONTH

In celebration of Women's History Month, the department worked closely with other groups on campus to feature guest speakers that highlighted the importance of women's experiences and engendering STEM fields.

[See page 4 to read more.](#)



## DIRECTOR'S NOTE

### "SPRING SHOWERS"



I am not one for metaphors, but it seems like the semester has been flooded with showers both metaphorically and literally. As you will read in this

issue, we have been showered with success this year: we've sponsored three speakers; WGS and its faculty have appeared on the front page of *The Reveille* several times; and we have excellent enrollment in our spring courses and our sections for fall courses are filling as well. We've also received good news: our general education courses have been renewed, and our faculty and students continue to receive recognition and awards for their wonderful work.

I've had the pleasure of observing several of our WGS courses and am extremely pleased to see students relay to their instructors how important and relevant these courses are to their futures. As you advise, meet, or chat with students, please consider directing them to our courses and our program.

One of the first steps I took when I arrived at LSU in 2006 was to join WGS. Since that time, I've been showered with monumental support from the faculty and administration. Now, as the director, I am so thankful for those of you who have been patient with me and carefully explained policy and procedures to me. I'm hesitant to name particular people for fear of leaving someone out, so I will just thank the previous directors, Kate and Michelle, for their help, and our coordinator, Barbara Craig, whose navigation of university bureaucracy is impressive. And, special thanks to our marvelous graduate assistant, Ray Siebenkittel, who is assisting with recruiting efforts and publicity. To help show your support for WGS, please like us and follow us on Facebook and Twitter.

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Various WGS faculty, staff and students were spotted at **Organize, Reflect, Act** to protest against "The Response" and the American Family Association, a recognized hate group. The protest held a march through campus, a rally and a series of workshops on activism and inclusivity. A large number of WGS faculty also supported the Faculty Senate's resolution against the event, citing the need for a healthy, welcoming campus climate.

**Planned Parenthood Generation Action** celebrated Women's History Month with a photo backdrop in Free Speech Alley. The group has also held a Sex Ed Trivia, Field Day and Lobby Day at the capitol along with their weekly Free Condom Friday.



**Qroma**, a group for queer students of color, has been busy this semester tabling in Free Speech Alley and also providing free HIV screenings.

**Feminists in Action** were spotted at the Student Involvement Fair. They are also hosting a screening of "My Masculinity Helps," a documentary about African American men and boys in their efforts to prevent sexual violence.



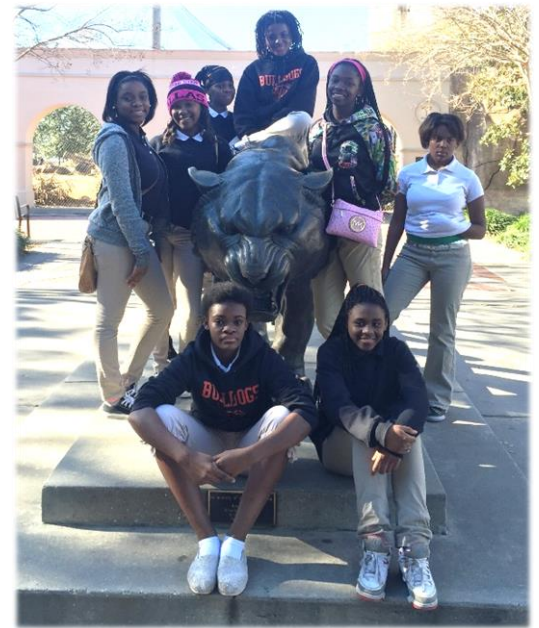
# THRIVE AT LSU

The department hosted fifteen 7th and 8th grade girls from THRIVE Academy, a public, tuition-free boarding school serving at risk students in Baton Rouge. The students were led on a tour of campus by director Jackie Bach and WGSGO president Jordan Von Cannon.

The young students visited Mike the Tiger, attended a class lecture, and walked through the Annie Boyd dorm rooms for the complete university experience. One of the girls, Arionta, commented on seeing the class lecture by saying, "I was surprised that I actually learned something. I was also surprised that not all the other students in class were not being very involved."

This visit was part of a collaborative effort between THRIVE Academy and an interdisciplinary team of women faculty and administrators at LSU. "We have decided to work with THRIVE's eighth grade female students because this time is an important transitional period for them as they prepare for the social and academic demands of high school," said Jackie Bach. They are currently participating in a book club led by representatives from LSU serving as facilitators and mentors.

*Special thanks to Jackie Odom for contributing to this article.*



# WGSGO

The graduate student organization has had an especially busy semester. They hosted another potluck, inviting all members of the department. The party was held at Dr. Pallavi Rastogi's home and featured a variety of dishes, ranging from dumplings to dip. WGSGO also held two pedagogy roundtables and a Write-In Day, where graduate students dedicated their time to writing, workshoping and supporting one another.



# WOMEN'S HISTORY MONTH

In cooperation with the LSU School of Art, Geography & Anthropology and English, Dr. Sophia Roosth, assistant professor in History of Science at Harvard University, presented her ethnographic study of crochet artists who create their own coral reefs and theoretical biologies. Before the presentation, Dr. Roosth hosted a "Works in Progress Brown Bag" to workshop her chapter, "The Synthetic Kingdom: Transgenic Kinship in the Post-Genomic Era." Dr. Roosth's visit illustrated how art and science can be connected, and how (primarily women) crochet artists can create their own "species" of hyperbolic creatures. Her analysis of feminine handicraft expanded the meanings of living tissue and evolution. The visit was handled by Dr. Sharon Weltman of English and WGS. Pictures of the event were donated by Paige Jarreau of [Paige's Photography](#).



Dr. Carol Colatrella, two-time Fulbright Scholar, Professor of Literature and Cultural Studies, and Co-Director of the Georgia Tech Center for the Study of Women, Science and Technology, visited campus for a presentation, reception and Women in STEM Panel with local women STEM figures. The visit was sponsored by the LSU Science Residential College, Engineering Residential College, College of Science, College of Engineering and WGS. Pictures are from The Daily Reveille.



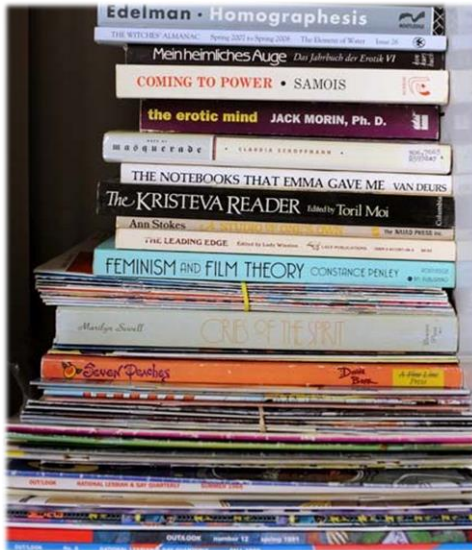
Students, faculty and staff had the privilege to hear Ruth Oppenheim recall her time living in Nazi Germany during Kristallnacht. She spoke of the persecution she faced as a young Jewish child and how she moved to America. The event was sponsored by Jewish Studies, with support from the Department of English, Film & Media Arts, LSU Hillel and WGS. It was also filmed by FMA. Some pictures are from The Daily Reveille.





**WGS 2500 classes** are being visited to promote the WGS degree programs and courses. Students are asked to relate WGS to their own major and understand how it can aid in their research and career goals.

**The WGS Library** was front page in The Daily Reveille, featuring a donation made by alumna Erin Rice. Her donation included feminist and queer zines, magazines and comics from the 90s. Stop by the office to check out any of our WGS-related items.



**WGS Graduate Students** were treated to a pizza party in the WGS Library in honor of Graduate Student Appreciation Week.

Tucker Barry from the Office of Multicultural Affairs, led faculty, staff and students through **Safe Space Training**, a seminar that educates on LGBTQ issues to promote an inclusive campus climate. WGS aims to make its offices and classrooms a safe space for any individual.

# FALL 2015 SPECIAL TOPICS

## **WGS 4500(1): Gay US Autobiography**

What kind of theory of biography does queer theory need? What is the relationship between an individual's memory of a gay life and gay history? In this course, we will read a range of twentieth gay and lesbian autobiography in relation to queer theory (a field which describes itself as fundamentally anti-identitarian). We will ask questions about the nature of autobiography: What are the generic features of an autobiography and how do we know when something is autobiographical? And we will ask questions specific to gay autobiography: What can gay lives from the past tell us about the present? What makes for a gay life? How does one narrate such a life? This course will introduce students to the fundamental questions of queer theory and the theories of autobiography and authorship. Primary text readings will include: David Sedaris, Langston Hughes, Gertrude Stein, Mary MacLane, Ralph Werther, and Glenway Wescott. We will also read work by Eve Sedgwick, Michael Warner, and Philippe Lejeune.

Benjamin Kahan

T/Th 10:30am – 11:50am

## **WGS 4500(2): Teaching Gender/Gendered Teaching**

College teaching once seemed to be the placid step-sister of scholarship, accomplished through the spontaneous overflow of knowledge. Feminist theory has been central to a reconsideration of what, how, and why we teach, as well as who teaches and who learns. We'll look at influential statements on gender and pedagogy, as well as critiquing them. What combination of subject matter, explicit pedagogical assumptions, mode of presentation, instructor's stance, or students' expectations identifies a class as "feminist"? What particular issues do we have to think about in teaching courses whose content is about gender and sexuality studies? What difference does the sex, race, or orientation of someone standing before a class make, regardless of the class's topic? The design of the syllabus will be partially decided by the interests of students who enroll for the class, but format will be discussion. Reading journals, two short essays, longer final essay, and class presentation. This course has graduate credit, and there is a modified final project option for M.F.A. students.

Michelle Massé

T/Th 1:30PM – 2:50PM

## **WGS 4500(3): Issues in Feminist Theory: Cognitive and Implicit Bias**

Feminist theorists have argued that scientific knowledge is "constructed," demonstrating that scientific practice involves *systematic* biases incompatible with the ideals of impartiality and objectivity. While feminist theorists have usually focused on how sex and gender norms impact scientific theory choice, their results can be generalized to think about the epistemic effects of power and authority. More recently, theorists have argued that cognitive biases cannot be eliminated—they are a positive condition of knowledge production—and that, consequently, we need to revise our ideas about the *impartiality* knowledge and do more work to understand which biases are epistemically costly and which are productive. In this course, we will examine research at the intersection of feminist theory, science studies, social epistemology, and cognitive science with the goal of conceptualizing how cognitive and implicit biases operate in social contexts and how they may both constitute and distort knowledge production. We will ask whether ideas about race and gender are best thought of as social cognitive biases and how we might correct for or cope with these biases.

"How can I address my biases if I don't know that I have them?"



Deborah Goldgaber

T/Th 1:30pm – 2:50pm

For a full list of courses and descriptions, visit the WGS website.

## **WGS 2900 GENDER, RACE & NATION SUMMER 2015**



**Megan Feifer  
Session B  
(6/8/15 – 7/10/15)  
M-F, 11:00-12:30**

**Fulfills Gen Ed requirement  
for Social Sciences**

# SELECT ACCOMPLISHMENTS

**Sarah Becker** received the Outstanding Service Learning Award for her service learning section of WGS 2500. She has also presented at various conferences and published articles numerous journals.

**Bryan McCann** received the B. Aubrey Fisher Award and the Phi Kappa Non-Tenured Professor Award, presented at SSCA and gave the keynote address at the Communicating Diversity Conference.

**Mona Rocha** presented at the PCA/ACA national conference and will soon be presenting at the Western Association of Women Historians.

Graduate minors **Emily Blosser** and **Ray Siebenkittel** presented at Southern Sociological Society meeting with their respective papers and a collaborative presentation with **Crystal Paul**. **Siebenkittel** also received top graduate student paper at the Southern Anthropological Society meeting.

**Catherine Jacquet** was awarded a Mary Lily Research Grant from the Sallie Bingham Center for Women's History and Culture at Duke University to continue research on second wave feminism at Duke. She will also be presenting a paper at the Historicizing Rape Conference.

**Liam Lair** and **Catherine Jacquet** participated in the Louisiana Queer Conference with their presentation, "Making Spaces Safe and Affirming for Trans\*/GNC folks."

**Solimar Otero** was published in The Journal of American Folklore, organized a panel at both the Western States Folklore Society and the Louisiana Folklore Society meetings, and participated in the Louisiana Queer Conference and the National Association of Chicana and Chicano Studies meeting.

**Benjamin Kahan** was selected for the LSU Alumni Association Rising Faculty Research Award for 2015.

**Carrie Wooten** was nominated to the Louisiana Campus Sexual Assault Working Group by Senator Morrell, organized a presidential session at the ASHE meeting and is publishing an edited volume entitled *The Crisis of Campus* with Routledge.

WGS undergraduate **Michael Beyer** received a Truman Scholarship. His work focuses on LGBTQ advocacy and health policy.

Congratulations to **Madoka Kishi**, **Jordan Von Cannon**, **Monica Miller**, **Megan Feifer**, **Helana Brigman**, **Michael Bibler**, **Jim Katano**, **Benjy Kahan**, and **Laura Mullen** for winning their respective English Department Awards.

For more information on any of these announcements, and full titles of the works mentioned, please visit the WGS website, [or click here](#).

## WGS INTERNAL AWARDS

*Congratulations to our winners for this year's WGS awards!*

Outstanding WGS Undergraduate Concentrator or Minor, **Grace Reinke**

Outstanding Feminist Activist, **Qroma**

Outstanding WGS Graduate Minor, **Vincent Harris**

Annette Massé and Beatrice Remillard Award for Outstanding Non-Traditional Student (\$500), **Kenyatta Gilbert**

Outstanding Graduate Teaching Assistant, **Stacey Amo**

Outstanding Faculty or Affiliate Contribution, **Dana Berkowitz**

Ann Veronica Simon Outstanding Gender Studies Dissertation Award (\$500 award, endowed by the family and friends of Ann Simon, the first Program Coordinator of Women's and Gender Studies), **Penelope Dane**

