

MARY & WILLIAM

THE GENDER, SEXUALITY, AND WOMEN'S STUDIES PROGRAM NEWSLETTER

FALL 2018: ISSUE 13



100 YEARS of WOMEN

WHAT'S INSIDE?

Coeducation Centennial Events • GSWS Students Meet Inspiring Writers and Artists Celebrations • New Initiatives • Faculty Spotlight • Student Awards

A NOTE FROM THE DIRECTOR



testimony of Dr. Christine Blasey Ford, who accused Kavanaugh of sexual assault, Professors Jennifer Putzi, Claire McKinney, and Christine Nemacheck organized a question-and-answer session to discuss relevant topics, including the history of public opinion regarding different branches of government, standards for evidence in sexual assault cases, norms about public speaking and workplace behavior, and expectations about gender solidarity.

This November, GSWS welcomed Pulitzer Prize winner Jodi Kantor, who spoke to our Introduction to GSWS students. Kantor broke the story of pervasive patterns of sexual abuse by Hollywood mogul Harvey Weinstein, which led to a cascade of disclosures about harassment in many professions. Writer Nell Scovell also spoke to students about discrimination in the entertainment industry. In December, we will be hosting the President of the American Association of Colleges and Universities for a lunch-and-learn with students.

A special seminar of students has been reading the work of speakers who came to campus from across the country for a symposium on gender and technology with panels that examined gender and the history of computer programming, gender and video game culture, and gender and online community. Another select group of students received funding to attend the Feminist Theory Workshop at Duke University in March. Stay tuned for more about what the students learned in our Spring newsletter!

As you can see from the pages that follow, we are committed to offering high quality research experiences in small class sizes and other settings that make it possible to explore difficult issues. We believe that it is an education that will prepare GSWS students for a changing world, a world in which existing power dynamics can be questioned and challenged.

- Elizabeth Iosh

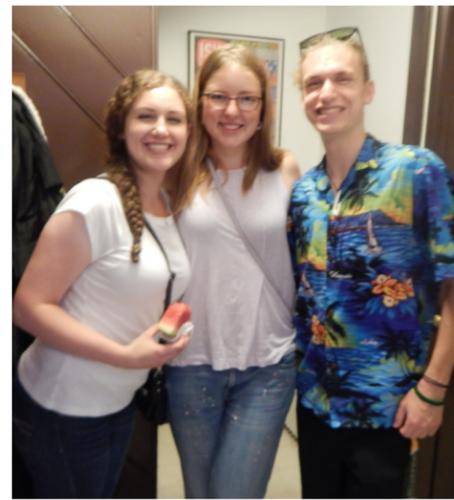


PRIZES AND AWARDS

Dean's Prize for Scholarship on Women

This prize is awarded to an undergraduate and a graduate student by the Dean of the Faculty of Arts & Sciences for the student's work in advancing our knowledge of women or the politics of gender.

Sakinaa Rock
Anne Powell



Student Activism Award

This prize is awarded to an individual, student organization, or group that has done outstanding feminist activist work outside the classroom.

William Andrew Uhrig



Nancy Gray Prize

This prize is awarded to one graduating senior in recognition of academic and activist achievements and their commitment to the ideals of the Gender, Sexuality, and Women's Studies Program.

Lauren Wagner

Carol Woody Internship Award

This award allows for "real world" experience for distinguished students participating in Gender, Sexuality, and Women's Studies.

Meredith Caine
Allison Greenday
Caitlen Macias Hentze
Laura MacDonald

GSWS Homecoming Reception

At homecoming, GSWS welcomed back graduates of the program. Several shared their warm memories of their experiences in the major.



BACK TO SCHOOL PARTY

"My favorite class in all of undergrad was Feminist Theory with Dr. Nancy Gray. That class was foundational to my love of feminist scholarship and my approach to legislative advocacy."
Alyssa Mezzoni, Class of 2008

"Finding and building space for radical, expansive, and generative thought with professors, peers, and community members. Thank you to professors and staff for co-creating space and transformation"
Ari, Class of 2013

"My Women's Studies courses were some of the most powerful of my experiences. I had the opportunities to deeply engage about issues around small tables. It was always a safe place to learn and make mistakes and grow."
Caitlin Gaspar, Class of 2008

Even if you can't make it back to campus that special time once a year, alums can keep in touch. drop us an email with their recollections!



100 Years of Women



WILLIAM & MARY
WOMEN

What do a Supreme Court Justice, a Librarian of Congress, an actress who has been nominated for a Tony Award, and the creator of *Sabrina the Teenage Witch* all have in common?

They are all part of the star-studded celebration of 100 years of women at William and Mary. However, the organizer of the year's events – Jayne Barnard, James Cutler Professor of Law, Emerita – would also like members of the campus community to reflect critically on many complex issues about inclusion during the centenary of coeducation and energetically engage with the unfinished work still ahead.



"In a nutshell, this year will highlight the contributions of women from around the world – in every field. It is interesting to think that Minnie Braithwaite was refused the opportunity to take a single Chemistry class in 1896. In 2019, we will be hosting four world-class women chemists as 100th Anniversary speakers. We will also host physicists, computer scientists, historians, marine biologists, poets, geoscientists, gender scholars, advocates for social change, two of the most influential women journalists in the country; and many more. Not all are women. Not all are cis-gender. We take seriously our goal of exploring all of the 100th Anniversary themes, but especially this one: evolving ideas about women's bodies, women's brains, women's voices, women's art, and women's virtues."

"We will be doing some looking back at changing costumes, changing social practices, changing curricula and changing leaders. Our primary goal, though, is to look to now and to the future."

In the fall of 1918, two dozen women were admitted as undergraduate students at William & Mary, making the college a leader in public coeducation in Virginia. Although these female ground-breakers are no longer living, William and Mary is honoring their legacies with "a website that is full of historic information." Barnard points out that www.wm.edu/100yearsofwomen is packed with "photos and biographies of many, many 'influencers' who have worked in this college as faculty, administrators, staff, coaches, and others who have supported women and built a thriving, modern co-educational university."



"We also will be honoring Mary-Cooke Branch Munford, a tireless advocate for co-education who played a key role in the events of 1918 and was the first woman to serve on the William & Mary Board of Visitors. She used to have her name on a very obscure off-campus building. Now, we will be dedicating a central space on the new campus as Mary-Cook Branch Munford Plaza. She will no longer be a 'hidden figure.'"

In April, the departments of Theatre and Dance will present an original production directed by a professor who often teaches in GSWS, Claire Pamment. The play "... And Mary" is described as "a site-specific theatre performance at the Wren Building, exploring the layered histories of this space, with a focus on contemporary students looking back at the entrance of the first cohort of women at the college in 1918-1919." Leading up to the debut, students will be creating original work in response to both the landmark architectural site and a broad range of historical primary sources (including photos, paintings, diaries, interviews, newspaper articles, sounds, music, play fragments etc.). Barnard's response: "Wow! I cannot wait."

In GSWS classes, we often talk about the methods behind revisiting and re-remembering history through a particular lens. Mindful of the importance of avoiding tunnel vision, Barnard wants to bring as many viewpoints to the process of retrospection as possible.

"University Libraries has an absolutely wonderful Archivist, Kim Sims, who maintains the university's

historical records. We know the names of women who were enslaved here in the 1700s. We know what courses were offered and what decisions were made by the Board of Visitors over three centuries. University Libraries has also hired a full-time oral historian, Carmen Bolt, who has been conducting, editing, and making available scores of oral histories of women and men who have passed through this place. One of the first big events of the 100th Anniversary year was the visit of Dr. Carla Hayden, the Librarian of Congress."



"The University Registrar, Sallie Marchello, has also been a very helpful ally. A retired English professor, Terry Meyers, has studied the College's history for decades and keeps unearthing more useful information and other 'hidden figures.' A retired historian, Ed Crapol, has also fed us information and a retired librarian, Berna Heyman, has been part of the genealogical research on the first 24 women. A prospect analyst in University Development, Ryann George, has curated list after list of alumnae who have gone on to lead purposeful, interesting, and impactful lives. Many of these alumnae were unknown to us, and no longer are!"



"Our committee has been very mindful, I think, of making sure we are not telling the story only of the history of white women at the College. We have been very intentional in extending invitations. This year features many guests who are, in fact, women of color, trans/LGBTQ women, etc. Our Convocation speaker was Rep. Stephanie Murphy, the first Vietnamese-American member of Congress. Our keynote performer at Women's Weekend was Anna Deveare Smith. In the spring we will showcase Ana Navaro and many other women and men of diverse backgrounds. We're not taking attendance but we know of at least five transwomen who will be speaking in a wide range of settings this year."

Initially the organizing committee was hoping to bring a hundred speakers to campus, but Barnard says that they have far exceeded their goal. "I'm happy to say the number is now approaching 175. Departments and programs and student organizations keep jumping on board. We are thrilled."

Barnard aimed to make the process as fair, inclusive, and transparent as possible. "During the 2017-18 academic year, we did create a kind-of competition in which individual faculty members could apply for 'seed money' that would let them be a little more ambitious – in content, geographically, etc. – than a 'regular' year would permit. The dollar amounts were small but the results were amazing. Applications came in from across campus – Arts & Sciences, VIMS, School of Ed, all kinds of proposals. We asked each proposer how their chosen speaker or performer would support or enhance the themes of the year. We also asked

how their proposed speaker or performer would enhance the 'traditional' level of diversity of speakers on campus. The process helped generate a remarkably diverse group of women and men. And, contrary to our fears, the decentralized approach to extending invitations generated at least as much diversity as had we engineered it all from the top."

One of the first departments to jump on board was Physics, which will host a national program for Undergraduate Women in Physics in January. "They had to compete with many other universities for the privilege of hosting this program and they were prepared! Computer Science also jumped on board with a Distinguished Lecture Series presented entirely by women this year. I've already mentioned the Chemistry Department and its Celebration of Women in Chemistry. Mathematics, Geosciences, Marine Science."

GSWS has been one of the most active programs participating in the celebration. "I cannot tell you how much I have learned and gained from my GSWS colleagues," Barnard enthuses. "Jenny Putzi, the former chair, and Liz Losh, the current chair, have plotted and planned with us from the beginning. They have invited wonderful speakers, organized powerful programs, and helped us promote student attendance at many, many events. I love them both!"

According to Barnard, GSWS students have been contributing energetically. "I know that some GSWS students were funded by the 100th Anniversary to conduct research last summer into the history of women – faculty and students – at the College. They have presented their work at Women's Weekend and at the Charles Center." Many GSWS students have also been in the audience, asking interesting questions, from a number of the speakers and performers.

How to continue celebrating women after this memorial year? Barnard suggests to "keep watching President Rowe and the ways she models integrity, enthusiasm, inclusiveness, humor, and power. Insist that department and programs continue to schedule an inclusive collection of presenters, perspectives, and opportunities for students each year."

Lunch with Nell Scovell



Writer Nell Scovell has developed a reputation as one of the most outspoken women in Hollywood. Her television writing credits include *Late Night with David Letterman*, *The Simpsons*, *Coach*, *Monk*, *Murphy Brown*, *Charmed*, *Newhart*, *The Critic*, *NCIS*, and many others. She started speaking out about sexism in the entertainment industry a decade ago, starting with frank discussions of the hostile environments in late-night comedy, and has become a well respected mentor to women struggling to break glass ceilings in the media sector. After co-authoring the 2013 international best seller *Lean In* with Facebook COO Sheryl Sandberg, Scovell had Silicon Valley's ear as well.

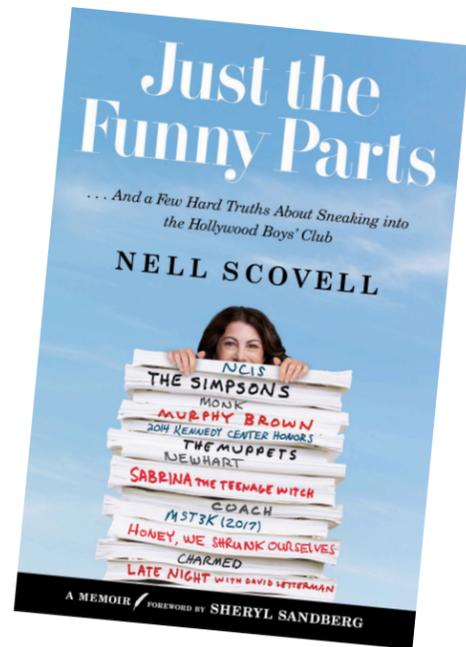


Shortly after Scovell's essay about the #MeToo movement appeared in *The New York Times*, GSWS was thrilled when she responded enthusiastically to an invitation to come to the William and Mary campus. Scovell suggested meeting with a smaller audience, even though she had a new memoir to promote, because she wanted to foster real conversation.

Many of those in the audience were fans of *Sabrina the Teenage Witch*, a show Scovell created, which premiered in 1996 at a time that there weren't many shows with such strong female leads on the air. Because Scovell has also written for *Vanity Fair*, *Vogue*, *Rolling Stone*, *Self*, *Tatler*, and *The New York Times Magazine*, there were also many aspiring journalists in the audience.

Flat Hat reporter and former NPR intern Talia Wiener appreciated Scovell's encouragement. "Nell Scovell's talk touched on many different aspects of building a career in the world of media. She spoke about breaking into the industry, pitching projects, and collaboration. What I found most interesting was the three factors she considers when making a decision. She calls it the 'Three P's' which stands for people, product, and process."

"As a young journalist who is about to enter the workforce, picking and choosing which jobs or projects to work on seems like a daunting task," Wiener explained. "Nell considers the people, who do you want to work with, the product, do you like the work being done and want to contribute, and the process, what are the hours and small details of the job. These criteria are a great tool for making



decisions, and Nell's advice will follow me after graduation and into the workplace."

Another student, Dana Armstrong, who characterizes herself as "an aspiring journalist here at the College," described her appreciation for "the opportunity to hear and speak individually with Nell Scovell. Her knowledge and writing for digital publications and television is so vast, and her passion for her career is so apparent." As Armstrong explained, "I especially found her tips for breaking into the writing industry and pitching story ideas incredibly helpful. Her natural human and honest advice made her such a great speaker. And, from a fan perspective, it was so cool to meet one of the people responsible for writing episodes of one of my favorite shows, *Monk*."

Jodi Kantor



Pulitzer Prize Winner Visits Introduction to GSWS Class

Transreal: Using Digital Art for Gender Justice

Professor Jennifer Putzi

The COLL 300 requirement in the College Curriculum brings exciting speakers to campus every year. Students taking a COLL 300 attend three speaker events through the semester in which they are enrolled in the course and the speakers' work is brought into class discussion by individual instructors, depending on the subject matter of the course. The COLL 300 I taught this fall semester was called "Transgender Fictions," so I was thrilled to work with Professor Liz Losh to bring trans artist, activist, and scholar micha cárdenas to William and Mary in October. We agreed that she was the perfect visitor for this semester's theme of "Bodies That Matter."

cárdenas is Assistant Professor of Art & Design: Games + Playable Media at the University of

California, Santa Cruz. For her MFA at the University of California, San Diego, cárdenas designed *Becoming Dragon*, a mixed-reality durational project in Second Life. She lived for 365 hours as a dragon in this online 3D environment in order to question the one-year "real life" requirement for transgender people who seek Gender Confirmation Surgery. This project, she explained in a visit to my class, was born out of an effort to highlight the arbitrary nature of such a requirement and out of her sense at the time that performance artists had to put themselves in danger in order to be noticed. In recent years, she told us, she has focused more on personal and communal health and self-care. Her *#stronger* project, for example, has many moving parts, just one of which is an app that would promote and facilitate fitness for individuals who don't adhere to gender binaries. The project also pushes the discussion about transgender health beyond the very necessary focus on public safety, arguing that transgender people have a right to a more expansive sense of fitness that incorporates physical, mental, and spiritual health. Students in my class were moved by her discussion of self- and communal- care, acknowledging that such issues are often silenced in academic communities. Other recent projects demonstrate cárdenas' commitment to interdisciplinarity, intersectionality, and collaboration. For example, in *Bulletproof*,

cárdenas worked with Black Lives Matter activist Patrice Cullors and other community partners to think about how to help people create do-it-yourself bulletproof clothing. In much of her work, she attempts to think about how technology can be of practical and artistic use to marginalized people, to people whose bodies often don't seem to matter. Yet given that many of today's technologies that promised to liberate us were initially developed by the military or by racially segregated elites, cárdenas urges her audiences to think critically about embracing technophilia. Throughout her work, she grapples with the difficult question raised by Audre Lorde about whether or not the master's tools can ever dismantle the master's house.

While on campus, cárdenas visited multiple classes, including Professor Andrea Wright's "Anthropology and the State" and Professor Meghan Miller's "Health Psychology." She also presented on her life and work at the COLL 300 lecture event, talking about how she became interested in the intersection between digital media studies, feminist activism, cultural theory, and the creative arts. Throughout her visit, cárdenas welcomed students' questions and comments, encouraging them to think creatively about social justice, mingling the personal, the political, and the poetic.

FACULTY SPOTLIGHT

Erin Webster

Interview with *Baldeep Kaur Mann*

Can you give a short introduction about yourself and your teaching interests?

I joined the W&M faculty in 2016 as an Assistant Professor of English, specializing in seventeenth-century literature. I teach introductory level English courses, including ENGL 250 "Interpreting Literature" and ENGL 203 "British Literature I," as well as upper-level courses in Renaissance literature, Milton, and early modern literature and science. In both my teaching and my research I am invested in bringing gender to the fore in discussions of early modern science (and modern science as well), and in my Renaissance lit classes I will often teach writers such as Margaret Cavendish and Aphra Behn, whose works engage the science of the period with an awareness of its gendered implications.

What was your own college experience like? What are some memories that you have taken away from that time?

I took my undergraduate degree at a small liberal arts college that was a lot like W&M in terms of the class size and structure. Most of my courses were seminar-style, led by the individual professor but centered on discussion and dialogue. Coming from a small town (100 people, mostly my relatives), this environment was tremendously beneficial to me, not only because it felt welcoming but also because it allowed me to learn from my peers, many of whom came from places and backgrounds very different from my own. I remember college as a time when I met new people and new ideas – I read books I had never heard of (many of which I teach today), took courses in things I knew little about, and traveled on my own and with friends. At the same time, I also remember college as a time when I first felt that I was building a community of my own, separate from the community that I had been born into and grown up in. I have gone through a number of moves since then, but I will always remember the street that I lived on then – my neighbors, my local coffee shop, my grocery store etc. – as the first home I chose on my own.



What called you to professorship?

I think that what caused me to want to be a professor is that same thing that drew me to study literature in the first place, and that is that both afford the opportunity to see things from another point of view—in fact, I would even say that they demand it of us. In any given classroom, each of my students will respond to the readings in their own way, so that I am always discovering new things about familiar texts. That's one of my favorite things about this job.

Following that, how do you incorporate GSWS into your teaching?

Picking up from the idea that studying literature invites us to adopt different points of view, I design my syllabi to include multiple and varied voices in both the primary and secondary/critical readings. At the same time, I try to make students aware of the bodies behind the texts that we read so that they don't get reduced to disembodied voices or mere words on a page. This might involve something as simple as asking students to read a poem aloud in order both to hear and feel the words as they speak them, but the idea behind such exercises is also to help remind them that literature is the product of living, emotive bodies, and that is a first step towards having conversations about what it might mean to experience the world in a gendered body, for instance, or a queer body.

How/why did you first become involved in GSWS related issues?

I remember taking a course on modern poetry during my undergraduate years that didn't include a single female author, nor a person of color. I might not have thought twice about it, had the

professor not commented offhand one day, "Ladies, wouldn't it nice to have a man write a poem like this about you?" I was myself writing poetry at that time and my immediate response was to be insulted by the implication that women either couldn't or didn't write poetry. But the comment stuck around in my mind, and the more I thought about it, the more I came to resist the additional assumptions implicit within it—not only that poetry was something that by default was male-authored but also that it was inherently heterosexual, descriptive, and "about" women.

That experience has certainly influenced my career. I became increasingly aware of and interested in the sociopolitical dimensions of literature, and in my research I adopt an historicist approach that includes gender and sexuality among its concerns. At the same time, as I went on to grad school and beyond I experienced first-hand some of the additional pressures faced by women in an academic career trajectory, including decisions surrounding pregnancy and parental leave (in one instance, my application for a post-doc was rejected because I had taken too long to complete my graduate degree—my maternity leave did not count as a medical leave, because it was a "personal choice" rather than a medical necessity). Having myself benefitted from strong mentors, as I got further along in my professional development, I started to participate in panels on work-life balance, and on managing grad school while caring for family members (children and other dependents). This kind of work is really important to me, and I hope to continue it here at W&M.

Since you study the early modern period, how do you see issues in this period playing out today?

My sense is that students coming to the early modern period are often surprised by how frank early modern writers are with respect to sexual desire, including same-sex desire. At the same time, notions of gender are often more fluid than students expect—even as the social proscriptions surrounding gender are in many ways stricter than our own. I'm thinking here of Aphra Behn's poems celebrating hermaphroditic love, and of Shakespeare's pun-filled sonnets to the "master-mistress of my passion"—part of the fun of these poems is that they poke fun at the assumption that our sexual desires and identities can be contained by (or constrained within) pre-fabricated forms. I think there's something to be said for going back, in our own post-modern moment, to the early modern period as a period in which modern conceptions of gender and sexuality (both medicalized and socialized) were not yet fully and firmly developed. The language and the forms of expression are different



Faculty Spotlight Continued

than those of our own time, but this difference can itself be useful because it can help us to see both that these discussions have a history that pre-dates the modern era and that they are not and never have been static.

What is your favorite part of William & Mary?

Too hard! I have to say that I love the campus at this time of year—I'm an outdoorsy person, and it's really nice to walk to work surrounded by trees. But the best part of my job is the students (and I mean that sincerely!) I've taught at a few different schools, and while I've always enjoyed it, the students here stand out for their interest and engagement, which make teaching a pleasure.

What is the greatest piece of advice you have received that you would like to share with us?

I will say is that it's always a good idea to reach out to people when looking for advice or insight—in my experience, most people are welcoming and you will get a variety of answers, some of which will hopefully be quite helpful.

Can you give me a preview of your upcoming Spring 2019 Lunch and Learn? What do you want students to know coming into it?

Sure -- I will be talking about Margaret Cavendish's vitalist natural philosophy, which I feel resonates with current thought in ecocriticism and animal studies. For those to whom Cavendish is unfamiliar, she was a 17th C writer and philosopher whose output includes treatises in natural and political philosophy, poetry, plays, and a utopian narrative (*The Blazing World*) that both incorporates and offers a critique of the scientific thought of her time. Largely dismissed in her own time as a woman writing about things that were more properly the domain of educated men, Cavendish has more recently and with good reason been taken up by early modern scholars as a perceptive critic and as a fascinating philosopher in her own right.

What future courses are you looking into with a GSWS emphasis?

I'm currently planning a course on Early Modern Women Writers for next year, which I'm really looking forward to. Down the line, I would also be interested in offering GSWS themed courses in science fiction (I work on early modern science, but I could imagine a course that extended from the 16th C to the present day), or in woman-authored utopian literature.

Mark Your Calendars!

February 28, 2019

Douglas Flowe,
Assistant Professor,
Department of History,
Washington University (St. Louis)



His current book project, entitled "Tell the Whole White World": Crime, Violence, and Black Men in New York City, 1890-1930 (under contract, University of North Carolina press in the "Justice, Power, and Politics" series) analyzes black crime within the prism of masculine identity, migration, the varied uses of urban public space, and racialized supervision.

March 22, 2019

Symposium Honoring Patricia J. Williams, James L. Dohr Professor of Law at Columbia Law School

Patricia Williams is the James L. Dohr Professor of Law at Columbia Law School. She has served on the faculties of the University of Wisconsin School of Law, City University of New York Law School, and Golden Gate University School of Law. Williams was a fellow at the School of Criticism and Theory,

Dartmouth College, as well as at the Center for Advanced Study in the Behavioral Sciences. Professor Williams practiced as deputy city attorney for the Office of the Los Angeles City Attorney and as staff lawyer for the Western Center on Law and Poverty. She is published widely in the areas of race, gender, and law, and on other issues of legal theory and legal writing. Her books include *The Alchemy of Race and Rights*; *The Rooster's Egg*; and *Seeing a ColorBlind Future: The Paradox of Race*. Williams has also been a columnist for *The Nation*.



Alumni Update

Marianna Stepniak
Class of 2017



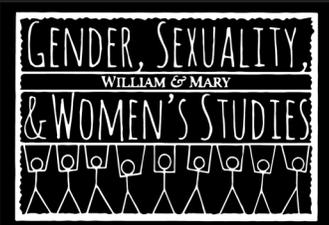
I graduated in 2017 with a double major in English and Gender, Sexuality, and Women's Studies, and absolutely no clue what to do next. After graduation, I traveled: flying to South Africa with the Choir of the College; backpacking in Europe with a friend; and visiting Canada with family. Traveling kindled my heart and, surprisingly, shifted my priorities. When I say I had no clue what to do after graduating college, I really mean it: I had (have!) various interests, including education, law, politics, and nonprofit work, but nothing pulled me with every fiber in my being to do its work. Being abroad helped me realize that I needed to do politically relevant work in the United States. The Cohen Career Center online database fueled my search for jobs in the political arena, and I landed a job working on the finance staff for a gubernatorial

candidate's campaign in Maryland. Over the course of my ten months at the job, my position morphed into Chief of Staff/Personal Assistant for the candidate. This job was a learning experience like none other, truly: navigating interactions with high-level businessmen, managing the inner workings of a campaign, and discovering what it means to be wholly dedicated to a mission. If anyone ever wishes to discuss the GSWS connections I found while working on a political campaign, I am always ready for those conversations.

Among the things I learned, too: working in politics is not for me. The campaign wrapped up in June, when my candidate lost the primary election, and--after some whirlwind research and applying--I accepted a position with City Year serving for 11

months in Sacramento, California. City Year is an educational nonprofit branch of AmeriCorps that works to bridge the gap in lower income schools between what students get in school and what they need. City Year Corps Members serve in inner city schools across the country in a fluid role of Teacher's Assistant/mentor/afterschool assistant, becoming whatever is needed to provide that extra support. I moved from Maryland to California in July 2018 and I currently serve in a 2nd/3rd grade split classroom in a K-6 elementary school! My heart fills to the brim every single day working with my students (a marked change from the campaign life).

What comes after City Year? Not sure. My method of trial and error has led me to many interesting places--I'm excited to see where I go next!



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WOMEN



GIVE TO GSWS

Your contribution to the Gender, Sexuality, and Women's Studies Program will help our faculty members provide the best learning experience to our students. You can contribute online with your credit card, using our secure web server at: www.wm.edu/as/gsws/support/index.php. The contribution form will be pre-selected to direct your gift to the general academic fund for the GSWS, which supports student and faculty needs directly.

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Mailing address:

*The College of William and Mary
P.O. Box 1693
Williamsburg, VA 23187-1693
www.facebook.com/williamandmarygsws?fref=ts*

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Editor

Baldeep Kaur Mann '19

Director of GSWS

Elizabeth Losh

Archival Images

Jay Gaidmore

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