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A NOTE FROM THE DIRECTOR



Gul Ozyegin

Dear Current and Former Students, Faculty, and Friends of Gender, Sexuality, and Women's Studies,

With this issue, we welcome our very first edition of the Mary & William Newsletter under the new program name Gender, Sexuality, and Women's Studies. We also welcome a new exciting feature: testimonials from faculty and other members of the campus community about why they are feminists. Please send us your own story of why and how you became a feminist! Our three contributors to this issue are also newcomers to the newsletter as student (Elizabeth Fagan and Carlton Fleenor) and faculty (Tom Linneman) journalists. The vitality and enrichment of the Mary & William Newsletter depend on your varied and diverse voices. Do you have an innovative idea for a new regular feature for the newsletter? Would you like to see your art work or photography related to gender and sexuality in Mary & William? Are you interested in interviewing a GSWS professor about her/his class you loved? Please contact our fabulous student editor Faith Barton (fvbarton@email.wm.edu) or me if you are interested in becoming a contributor to Mary & William as student, faculty, and alumna journalists.

The impact of on-campus conferences, panels, and guest speakers on our collective intellectual nourishment is undeniable. For chairs/directors who often take the leadership roles in organizing these events, one of the challenges, besides raising funds, is how to create viable structures in which students will have ample opportunities for close dialogue and engagement with guest speakers and their body of work. I am very happy to announce that this Spring GSWS is able to offer two short

courses to achieve this goal. The first course, titled Feminist Futures, Feminist Education, is organized around this year's GSWS Braithwaite Lecture (April 1, 2014). Students in this class will read and discuss selected publications by this year's speaker, Robyn Wiegman, Professor of Literature and Women's Studies and former Director of the Women's Studies Program at Duke from 2001-2007. Wiegman has written widely on the implications of feminism's academic institutionalization and she is currently completing *Without Guarantee*, which focuses on feminism's institutionalization in the U.S. academy. She has published two monographs—*Object Lessons* (2012) and *American Anatomies: Theorizing Race and Gender* (1995)—and has five edited collections. She is also an editor, with Inderpal Grewal and Caren Kaplan of the Duke University book series, *Next Wave: New Directions in Women's Studies*. This course will be taught by Nancy Gray. The second short course, Marriage (In)Equality in Virginia, is designed in relation to a one-day symposium entitled: "Left Behind: The Consequences of Virginia's Continuing Opposition to Same-Sex Unions." This symposium is sponsored by the Boswell Initiative and will be held on April 17, 2014. The symposium will include two academic experts on the topic (historian George Chauncey and sociologist Mary Bernstein), a panel of activists, and a panel of community members affected by this issue. This one-credit course will prepare students for the symposium and will be taught by Jennifer Putzi. I look forward to seeing many of you at both Weigman's Braithwaite lecture and the Boswell symposium.

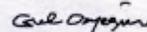
Another important event for which you need to mark your calendar is the January Planning Meeting with breakfast (January 17, 2014, 8:30-11:30, Sadler Center). This year's meeting agenda will cover many issues about our program's future. What should the program look like in five years? What kinds of skills and scholarship do we want our new instructor(s) to have? Every year we invite an outside speaker to deliver the Braithwaite Lecture. What kinds of issues are you interested in learning more about? Who might students choose for such a lecture? And what topics are they interested in hearing about? How does our new name allow us to branch out into topics we may not have considered before? What do you think about the possibility of a graduate certificate in

GSWS? What might such a certificate look like? How to more closely connect GSWS with professional school students and faculty? Please come to be an integral part of the conversation and find out about three easy ways to contribute to the program.

As is always the case with every cohort of the Carol Woody Real World Internship Awardees, this year's winners also came back to campus this Fall with life-changing experiences. Thanks to Carol Woody's generous gift, these students completed internships with important governmental and non-governmental organizations in Lima, Norfolk, Atlanta, Philadelphia, and Washington D.C. Inside you will find details of their amazing experiences. For those of you who missed our Fall events—quite inspiring brownbag presentations from Tom Linneman, Helis Sikk, and Victoria Castillo; the Welcome Back Reception; and the Gender, Sexuality, and Women's Studies Homecoming Reception—we have some pictures for you in this issue.

Please stay connected by visiting our office on the third floor of Morton, our website, Facebook page, and through email. It is always a delight to see and hear from you.

With best wishes,



Gul Ozyegin

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GSWS Director Gul Ozyegin and Dean of Arts & Sciences Kate Conley enjoyed a delicious lunch with 2013 Dean's Prize for Scholarship on Women Award undergrad winner Faith Barton and grad student winner Lindsay Keiter at the Blue Talon.

WOMEN AND POPULAR CULTURE

Professor Jenny Putzi, Associate Professor of English and Gender, Sexuality, & Women's Studies, interviewed by Professor Tom Linneman, Associate Professor of Sociology

TOM LINNEMAN: *On your syllabus, you say that the emphasis of your Women and Popular Culture class this semester focuses on print culture. Have you examined other elements of popular culture in past iterations of the course? What were they?*

JENNY PUTZI: I've done more of a historical overview, focusing on a different form of popular culture in each era. For example, we've looked at women's magazines in the early decades of the twentieth century, pulp fiction in the 50s, girl groups and the singer/songwriters in the 60s and 70s, "chick flicks" in the 80s, and reality television in the 90s. I wanted to move to print culture because that is my interest in the nineteenth century and I'm intrigued by the supposed "death" of print culture. I'm trying to figure out where print culture thrives, perhaps even in conjunction with the internet and other ways of publishing and consuming texts.

TL: *Which element of popular culture do you most enjoy exploring with students, and why?*

JP: Right now my passion is teaching comics, although I still have a lot to learn. Although comics are published online (especially some of the edgier, more political comics), there is still something about comics, at least for me, that benefits enormously from the printed page. It is challenging to teach students how to engage with the text and the image at the same time.

TL: *You claim that women have had an "intimate and sometimes dangerous relationship with print." What do you mean by this?*

JP: Reading has long been regarded as dangerous for women, especially young women. Historically (and in many cultures today) literacy is denied women and girls, and even when they can read, access to books and other reading materials is limited. In the United States and Britain, girls' reading was highly supervised and novels were seen as particularly dangerous. Girls were thought to be unable to distinguish between reality and fiction and, as can be seen in Jane Austen's *Northanger Abbey*, people feared that girls would find real life (and real men) a disappointment if they did not come accompanied by the drama depicted in novels. Reading can also be a solitary activity, leading girls to close themselves off from social interaction. I think our culture is still suspicious of girl readers. The *Twilight* phenomenon is interesting in this regard. Adults routinely mock young girls for what seems their mindless consumption of these texts and their participation in the "Team Edward" and "Team Jacob" debate. While

I think there is something to be said for presenting girls with strong heroines and (dare I say it?) role models, we also need to grant young readers some measure of intelligence and discrimination, acknowledging that they don't always absorb these texts thoughtlessly. I didn't assign *Twilight* this semester, but we did read *50 Shades of Grey* and *The Hunger Games* with these ideas in mind. How do we consume popular texts with a critical eye? How can we as feminists critique these texts without being patronizing to their audience? What part does sheer pleasure play in our consumption of popular fiction?

TL: *The course involves close readings of nine works of literature. As you were choosing among your many, many options, what factors were most important to you in making your choices? What are a couple of these nine that you felt very strongly about including, and why?*

JP: I don't feel strongly about this text, but teaching *50 Shades of Grey* was a blast and my students did a brilliant job with it. I'm very committed to the inclusion of texts that might be seen as "lesbian print culture," in order to think about what that means. How is a lesbian print culture formed historically? And what part do these texts play in the (self) identification of lesbian readers? This semester we read *Odd Girl Out*, by Ann Bannon, which was published as a pulp novel in 1957. The novel wasn't marketed to lesbians at the time, but it has become a "classic" of lesbian literature over the years. It is interesting to think about the text as having initially been published in a market that didn't acknowledge the presence of lesbians, let alone their desire to read about people like themselves. The flipside, to some degree, of that is Alison Bechdel's *The Essential Dykes to Watch Out For* (2008). This strip initially appeared in LGBTQ publications; it was only after the success of Bechdel's graphic memoir *Fun Home* (2006) that this anthology (containing 390 of the 527 strips) was published by Houghton Mifflin. Here then is a text that was intended for a lesbian audience but is now marketed to a mainstream audience. It is the same text, essentially, but it takes on new meaning with this new packaging.

TL: *As someone who teaches and conducts research about popular culture, I regularly encounter this response: "How FUN!" Granted, it is fun, but it's also serious work. How do you get across to students the seriousness of the course's endeavor, while not taking all the fun out of it?*

JP: I don't want to deny the fun aspect of this

course; it is partly what draws me to this material as well. But I know what you mean. That is part of why I'm having a hard time figuring out how to teach comics. I am a recent convert to comic books, and I think I am still very much in the "fun" stage, so converting that into a more critically informed reading has been difficult for me. I think GSWS majors and minors do a very good job thinking about the intersection between culture and politics—the way in which "fun" also reflects and shapes our cultural notions of gender, race, class, and sexuality. This semester I worked on frontloading the theory and criticism—we read a lot of it in the first half of the semester and then a midterm exam focused solely on that secondary material. I think that prompted students to read it more carefully, ensuring that we all had the same critical toolbox as the semester progressed. I always struggle with how much primary material and how much secondary material to assign in this course. My students might disagree with me, but I think I need more theory next time.

TL: *We're roughly the same age, if we do some rounding. One issue I continually think about is the fact that the popular culture references that I know are increasingly not the popular culture references our students know. Have you experienced this?*

JP: One thing I struggle with about this class (especially as I get older) is the fact that the students' popular culture is very different from mine, although we do intersect in places. I want the course to be a combination of texts that they have never seen before and texts that they have encountered but have read "for fun." Most of the students in my class this semester had read *50 Shades of Grey* and *The Hunger Games* before, and it was exciting to experience it with them again, as they thought about it in new and often uncomfortable ways.



Professors Putzi and Linneman discuss pop culture, comics, and academia.

TAKEN FOR GRANTED

An Interview with Jennifer Stevens, Associate Professor of Psychology at W&M and Principal Investigator of the Women in Science Initiative (WISE)

FLEENOR: Please describe your involvement in the WISE initiative.

STEVENS: The National Science Foundation (NSF) has a program called the ADVANCE, which was specifically developed in 2001 to empower and fund female academics in the STEM disciplines. The ADVANCE program has a call for proposals every year, and when we saw the call, four other co-PIs (Principal Investigators) and I put together a proposal. We are all Psychology professors at W&M that also happen to serve in the Neuroscience program, so it was sort of natural for us to work together on the project.

Our particular grant is a PAID (Partnerships, Adaptations, Implementation, and Dissemination) grant, and we actually partnered with Thomas Nelson Community College and Richard Bland College on the initiative. We have given about \$50,000 worth of funding every year to W&M's female STEM faculty; these grants are primarily used to fund female researchers who want to attend a conference, need some equipment for their lab, or just to give them some summer salary while conducting research over the summer.

We also hold a variety of workshops. We just held a workshop on de-stressing, where Robert Kelly Crace, W&M's new associate vice president for health and wellness, talked about flourishing and living a successful life without the burden of stress. Kelly Charles from the Kinesiology department also talked about yoga, breathing, and other general practices that would help de-stress an individual. We partner with the Women's Network for a yearly workshop on the subjects of promotion, tenure, and retention. We also host an annual retreat at VIMS, where participants are encouraged to share their life story, relate some of the explicit and implicit obstacles they overcame, and explain how they came to be successful in the face of adversity.

FLEENOR: Have any other programs been initiated under WISE?

STEVENS: Cheryl Dickter is one of the PIs on this grant, and her main research line involves prejudice and bias. We have conducted a survey known as the Implicit Association Test (IAT) with faculty at W&M, as well as those of other nationwide institutions, to examine the current state of individuals' explicit and implicit biases concerning female academics in STEM disciplines. We have actually found that academics within the STEM

disciplines are more likely to exhibit a bias towards female scientists, as opposed to academics outside of the STEM disciplines, which is a little counterintuitive. One would think that individuals in STEM understand the issues related to the gender gap better, and would thus be more welcoming, and that academics from other fields would have more thoroughly internalized the stereotype of scientists being men, and thus not women, but really that stereotype is more prevalent within the STEM departments themselves.

In the same IAT survey, we also ran a second data point relating to the time that the survey was distributed, and we have actually seen a trend in the decline of the bias at W&M, which we may be able to contribute to the presence of the grant, so that's amazing.

FLEENOR: What types of questions were asked on the survey?

STEVENS: We asked questions that range from basic demographics to how many years an individual was in post-doc and what service positions he or she has been involved with. While we knew this before the survey, the survey confirmed our suspicion that women take on more service than men do. Because we take on more service, we then have less time for our research and other academic modes of achievement. If you look at the current merit evaluation system for tenure, research activity is where the bulk of points are assigned, the results of which lead to salary raises. You really start to see how the gender inequality within academia can be quite circular in its biases concerning women.

I have a colleague in the Physics department who is on every search committee because she is

one of a very select number of females within the department. Administrators don't want to have a committee made up of only males, so she is sort of stuck. We would like to work with the Dean of Arts & Sciences to change the merit evaluation for tenure, where service would carry more weight and be more highly valued, or perhaps requiring service from everybody, so that the entire merit evaluation process would be more equal given the gender differences present.

FLEENOR: Could you comment on the subject of how the tenure track process can affect women's choice to have a child?

STEVENS: I can share a personal story, which is when I was a post-doc student at Northwestern and had been married a few years, I said to my mentor at the time, who is actually very supportive of women in science, "I wanted to let you know I think I am going to have a baby," to which his response was, "That is the worst thing you could do right now."

My question is why does it matter? You should be able to have a child whenever you want; it really should not be a factor. The fact that individuals have an opinion about this means that the issue of when a female academic should have a child does have a real influence on women's behavior and it shouldn't.

The time period before you receive tenure is called the probationary period, and when you are on leave, whether it be related to maternity or disability, you are entitled to stop your clock, according to the faculty handbook. However, that's all it says in the handbook; it doesn't say how to go about requesting it, meaning you have to have the



Professor Jennifer Stevens



Carlton Fleenor

Current Student Voices

WHY I AM A GENDER, SEXUALITY, & WOMEN'S STUDIES MAJOR OR MINOR

initiative to do it. Female faculty may not know their rights for a variety of reasons. They may not want to ask for their clock to stop because they don't want to seem weak. The expectation is that if you're on leave, you're not working; however, when the current handbook requires the individual to pursue stopping their clock, the message is that he or she should still be working when on leave. We are currently working on amending the faculty handbook so that when anybody is on leave, regardless of gender, his or her clock will stop. If you don't want it to stop, you will have to petition for such action.

In my opinion, there are three concepts that, if accepted and promoted on an institutional level, will better the experiences of female faculty: education on the situation, awareness of difference, and personal respect for others. You have to have that respect for the female colleague who is pregnant and on leave, or leaves at three because they have to get their kids. I believe that if we increase awareness at an institutional level, we have a chance to make academia a more supportive environment for female scientists.

FLEENOR: *What form do you see WISE taking in the immediate and more distant future?*

STEVENS: Ideally, we will be awarded the Institutional Transformation grant after the completion of our current PAID grant; this will be a long-term change that will fund the reforming of actual policy and climate here on campus. I would love to see Development get involved, allowing alumni contributions to go to women in the STEM disciplines. I would love to see a 'women in science' center of some kind. I would love to see a specific mechanism for helping our female undergraduates navigate through a scientific career. I mean, all of the female faculty in the STEM disciplines are so overrun with their duties, and there are just so few of us. We take on more service and we may have children, and we are just constantly teaching and writing and researching. Males are overrun too, but not to the same extent. Because of that, it gets harder to mentor the undergraduates. If they see us so harried, they might think, "Why would I want to do that? That's crazy, a silly lifestyle." We really need to find a way to educate our students about the fulfillment of having this career, how they can change the world, and how they can push the frontiers of science ahead despite the obstacles that may seem to be in place.

BERNADENE STAMMER '13 *Sociology and Gender, Sexuality, & Women's Studies Double Major.*

I chose Gender, Sexuality, and Women's Studies as a major because I would have gone crazy if I did not have a means of naming the gender and social intersections that I have encountered in my life. I am white and middleclass, but I am also female, disabled, older, have a disabled husband and child and my family has slipped in economic security. The intersections of gender, disability, lack of education and age have reinforced and strengthened my resolve to better understand these social intersections and advocate for awareness and fight for policy change. I seek a degree in GSWS because I have experience of these issues and can add to the dialogue and offer insight into new areas of concern. As a researcher who has personal experience of these intersections, I hope to use the knowledge and authority I gain through my degrees to serve the field and promote a better understanding of the underserved in our society. My particular interest is the social effects of unpaid care work and I intend to use my GSWS degree as the starting point for my career in that advocacy.

DAISY NICOLOFF HORNING '16 *Gender, Sexuality, & Women's Studies and Psychology Double Major.*

My Intro to Women's Studies class forced me to realize how problematic my assumptions were regarding gender. Without realizing it, I had accumulated these ideas of how women and men were supposed to act. I had erroneously and unconsciously assumed that a woman's worth was determined by how her appearance was ranked by heterosexual men. I had also at some point believed in this concept of a "slut," a faceless and nameless woman who sleeps around "too much," instead of recognizing the insult for what it was – a fear of women taking control of their sexuality. I grew increasingly frustrated with the gender policing I saw take place at the preschool I worked at, wondering: what would we have grown up to be, had we not been told that girls and boys are supposed to act in certain ways in order to be respected? Would we be happier if gender constructs did not exist at all, and

there weren't these concepts of "masculine" and "feminine" holding people back from their true selves? Once I realized that the stigma surrounding feminism was absurd and began using the word "feminist" to describe myself, I saw everything through a new lens – linguistics, history, psychology, pop culture, etc. I decided to push against the stigma. At first I would only tell people I was a Gender, Sexuality, and Women's Studies major if I was certain that they would accept me regardless. Then I stopped caring and told everyone if they asked. Eyebrows raised, older men made awkward jokes about having also "studied women" in college, guys my age joked about how there must be "so many gay guys" in my major. But I decided to join the fight anyway – it is a noble cause, and those who understood that would also understand me.

COMMENCEMENT 2013



The GSWS professors line-up from Spring 2013 Commencement.



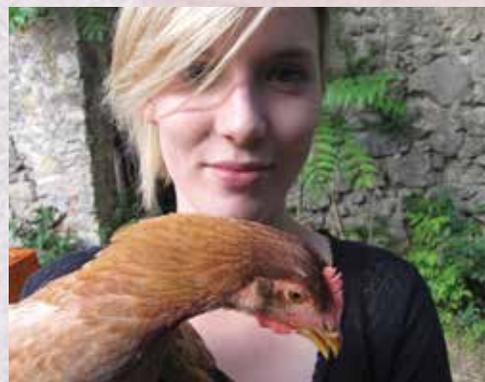
Congratulations to the GSWS graduating class of 2013!

CULTURE AND CHICKENHOOD: MY LIFE IN FRANCE

Elizabeth Fagan '14

My pet chicken's name is Elvis. I adopted her one Saturday afternoon during my first summer in France, at the Arab Flea Market outside of Marseille. I tried to explain to the butcher that I didn't want her sent through the big metal decapitator and asked him if he had a spare cardboard box. He was confused and upset by this, insisting that she wouldn't taste as good if I waited much longer to kill her. I nodded and smiled as his perplexed assistant lifted her into an old dusty box for me and I paid him the eight Euros and left. Elvis seemed to settle in well. My partner and I worried that maybe she would get lonely with no other chicken company, so we put a long mirror on its side against the garden wall. She would sit there for hours, turning her head every which way to look at her new mirror-friend. We left the old cat door open on the kitchen door, and she would hop up the steps and stake out, watching us cook French-Algerian dishes, mix rum with sugar and limes for our favorite party drinks, and serve up tiny perfect espressos at the four a.m. coffee run during our all-night music jams in the old windowless wine cellar. Ironically, her favorite place to sleep was next to the old stone barbecue, and that's also where we would often find her eggs in the morning. Her small, beautiful eggs grew bigger and the shells got thicker, and egg breakfasts and midnight quiches became a new regularity. When we sat in the garden, she would hop up onto our laps, stand on our shoulders or heads until she lost her balance and fell squawking back down to ground. She never seemed to give up hope that one day she would suddenly be able to fly.

One weekend there was a big birthday party at the house for a friend from Marseille. The house and garden were full of strangers – friends of friends of friends who had piled into carpools and ridden out to the countryside to enjoy a night of bad taste and



Elizabeth and Elvis

exuberance. In the wee hours of the morning, I suddenly remembered Elvis. We had put up a little gate to exclude her to the furthest corner of the gardens, but I hadn't heard her squawk in a while. I decided to investigate. Sure enough, she wasn't in the makeshift cage—I started to feel a little panic rise as I thought of how many times the front gate had open and shut throughout the night, how likely it had been that someone had left it open and she had slipped out, or how one of these Frenchmen had surely grabbed her by the throat in a fit of culinary inspiration and thrown her into the barbecue she so often slept by.

When I finally found her, the sky was tingeing pink with morning and a crowd had gathered. In the center was a woman not much older than me, wearing a bikini top and feeding Elvis. At first I just felt relieved to have found my chicken and smiled. Then I realized... everyone around me was eating chicken legs they had recently cooked on the barbecue. And when I turned back to look at Elvis, I realized why such a crowd had formed around her. The woman was feeding the chicken... chicken. Men were standing around to watch, smiling with grease-smeared lips, and one of them leaned over to me and said, "It's funny, isn't it, to watch a chicken feeding chicken to a chicken?" ("poule," which means "chicken," is a slang word for woman or girlfriend).

I was incensed and disgusted. In my what was then very limited French, I asked them all to please stop. But the woman laughed and, eyes sparkling, told me to look at Elvis – that she was loving it. And there was Elvis, pulling apart the meat with her beak, her black eye pivoting madly in its socket. "See," the woman said. "She likes it. She doesn't know. Don't be so uptight." I was utterly bewildered. The ground was shifting underneath me. It was my first big moment of cultural vertigo, when suddenly I could no longer grasp the meaning of what was happening. Jokes continued around me, slicing the air in rapid-fire French quips that I couldn't understand. I tried to piece things together, to articulate in my mind exactly why what was happening was unequivocally not ok. But I couldn't. Were they right? Was I overreacting? Was it ultimately harmless, meaningless? Elvis seemed oblivious to the situation, and I had the sensation she was mocking my concern, flailing pieces of meat through the air like a bizarre cannibal ribbon dance before tossing them eagerly down her throat.

I had spent the past year navigating new cultural waters, listening without speaking, always observing and trying to fit in as much as possible. I generally trusted those around me to be patient and generous and to not take advantage of me – to include me as much as possible in what was going on. But in this moment, watching my chicken eating chicken, I had been thrown by a huge wave; I was tugging frantically on the surfboard's cord but couldn't discern which direction was up. Where did cultural difference end and morality begin? Where did my politeness and patience give way to standing up for my own feelings and desires? How could I speak up to this crowd of rowdy men who were many years older than me and seemed to feel more comfortable in my home than I was? My accented, stilted French was charming most days and when I dealt with men to—buy bread, serve a drink, ask for a cigarette—I was usually met with laughter and flirtation. But in this moment I hit a wall. And the other woman with me was at the very center of the stomach-turning display. How could I convince this group of bullies to step down and see my perspective—that their dizzying power play was unnecessary and cruel? Elvis couldn't speak up, and seemed to be enjoying her chicken dinner anyway. And I felt just as powerless as she—I was just one of the "poules," and a foreign, odd-speaking one at that. In the hours that seemed to go by while I struggled through the thick fog in my brain, the crowd eventually got bored or distracted and dispersed, and I collected Elvis in my arms and took her back to her corner of the garden. I felt ashamed and angry.

That night has become an indelible image of my first year in France. After that summer, I moved North to Paris, leaving Elvis and my partner behind to enter into a two-year theatre school. This story became a sort of marker for me—the moment when I confronted the bridge between being a passive cultural learner and taking the responsibility and the pleasure of being an active cultural creator. In that process, vertigo became a constant as I struggled to disentangle cultural difference from harmful structures of power—to discern biased discomfort from real outrage. It never really got easier, but as my language fluency improved and I reveled in small victories of everyday life, I became more and more empowered to find my voice and to use it.

Elizabeth Fagan '14 is a Gender, Sexuality, & Women's Studies major. She recently returned to the College after a three-year hiatus living, studying, and working in France.

WMST/GSWS Alumni Updates
WHERE ARE THEY NOW?

ELIZABETH MILLER '11, *Women's Studies and Sociology Double Major.*

I work full-time at The College as the Coordinator of Community Engagement, focusing on local engagement with William & Mary and community partners for positive community-driven social change. I advise student groups, build relationships with local non-profits, and create programming around diverse social and community issues. I also oversee our community engagement grant program which provides \$35,000 of funding to students completing community projects throughout the year.

I have also had the opportunity to co-teach the Women in Leadership course in the GSWS Program (This is the new credit-bearing iteration of the Women's Leadership Program). The class focuses on increased self-awareness, critical reflection on identities, and an examination of the social structures which influence female leadership. I also sit on the steering committee of the William & Mary Women's Mentoring Program which I co-founded in 2012. Only in its second year, the mentoring program has paired 100 women at the College in mentor relationships focused on personal and professional flourishing and also provides education opportunities around issues of women's empowerment. If there are conversations to be had about community, social justice, equality, power and privilege, women's empowerment, and feminism, I would love to join them, so feel free to contact me at efmiller@wm.edu.

KAITLIN TURK '07 *Women's Studies and Hispanic Studies Double Major and COSMO FUJIYAMA '07* *Women's Studies and American Studies Double Major.*

Two Women's Studies grads recently found themselves reunited in the small Balkan country of Macedonia. Kaitlin Turk '07, a foreign service officer for the State Department, and Cosmo Fujiyama '07, a fellow at NYU Governance Lab collaborated to organize a workshop for youth NGO leaders on how to successfully run a social enterprise. After a few months as Education and Cultural Affairs Officer in Macedonia, Kaitlin realized that there was a real desire and need for information on social enterprises. Young leaders see the need for change in their community but don't have the tools or the mentors to help formulate their ideas. And who better to lead a workshop on social enterprise than her W&M classmate Cosmo?? Cosmo, a Reynolds fellow in Social Entrepreneurship at NYU, founded a nonprofit organization in Honduras, worked at Ashoka as a senior intrapreneur and co-founded Social Impact House, an accelerator program for startup organizations. For one week, Cosmo visited Macedonia, giving workshops and inspiring many young people to put their ideas into action. It will be great to see what develops!

RYAN MORRIS '12 *Women's Studies Major.*

I am currently in my second year of the Master's of Social Work program at VCU. I am concentrating in policy, programs, planning and administration. In addition to taking classes, I am interning at the YWCA of Richmond where I just recently finished coordinating and executing

our domestic violence awareness month events. These included a brown bag lunch series and a community memorial for those who have lost their lives to domestic violence in the past 18 years. I like to think of macro social work as a natural extension of my WMST degree, as I work to promote social justice through my course studies and work.

MORGAN BERMAN '08 *Women's Studies Major and Anthropology Minor.*

After completing my LEED GA credentials this summer, I am blazing through my second and final year at Philadelphia University where I am completing my MS in Sustainable Design. I have also recently started a new position at Metcalfe Architecture and Design, a local firm that does creative sustainable projects for educational spaces like museums and playgrounds as well as other projects. I'm also happy to report that I have found a way to connect my Women's Studies background with a new extracurricular role that I've taken on with a local start-up called Philly Girls Do Good! We are an organization dedicated to promoting the work of local female designers whose work contributes to community development in Philadelphia. It all came together finally! And in other news, I just came back from celebrating fellow W&M GSWS alumna Danielle Garrett's wedding to Mari Hernandez this past weekend in North Carolina. We all had a wonderful time reuniting with other WM alums and sharing their special day. So sorry I missed homecoming this year, but I am definitely coming next year, I miss you all!

Elizabeth Miller '11



Cosmo Fujiyama '07, Kaitlin Turk '07



Ryan Morris '12



Morgan Berman '08



“This internship was such an incredible experience.”

CAROL WOODY AWARD RECIPIENTS PARTICIPATE IN SUMMER INTERNSHIPS

ALEXANDER LOTT *Third year law student.*

During my clerkship for Bertini & Hammer, I had the opportunity to work on a variety of women’s and gender-related issues. Starting with my first day at the firm, I became immediately involved with a Title VII sex discrimination/retaliation case filed by a young woman working in Virginia Beach. On a practical note, I helped prepare the litigating attorneys, Lisa Bertini and Courtney Williams, for trial by researching the Federal Rules of Evidence and Federal Rules of Civil Procedure and explaining legal options for making favorable evidence admissible and deposing the defendants’ witnesses, among other things. While I had never previously wanted to be a trial lawyer, doing this sort of preparation and watching the trial inspired me to take an interest in litigation technique in the hopes of litigating employment discrimination trials after graduation.

Once we won the trial – the most recent Title VII victory of a bare handful to come out of the Norfolk Division of the Eastern District of Virginia—I wrote all of the post-trial motions and memoranda associated with the case, including a motion for injunctive relief and a motion for attorney’s fees. Attorney’s fees awards in Title VII cases like this case are particularly important because plaintiff’s attorneys take these cases on a contingency basis, and the decision on attorney’s fees in each Title VII case can form precedent for future cases. Thus, I had the opportunity to set law in the Eastern District of Virginia—and the heavily employer-friendly Norfolk Division in particular—regarding an important component of employment discrimination cases.

In addition to gaining experience in sex discrimination cases, I also worked with clients who experienced discrimination that often intersects with sex discrimination. For example, I wrote several demand letters (letters plaintiffs send defendants before initiating a suit in order to settle the suit without litigation) for employees who had been victims of race, age or disability discrimination.

Finally, my summer experience was particularly valuable to me because, after my supervising attorneys had had to evaluate my work, they offered to let me continue working for them in the fall through another externship. I accepted the job so that I could build more experience

working in Title VII cases and also so I could continue to assist them with the transgender discrimination case that they are working on. While the case was still at the E.E.O.C. level during the summer (meaning that I could not do as much work on it as I had hoped), I will have the opportunity this fall to do significantly more with the case and put my own experiences and perspective as a transgender person to use in fighting for another transperson who was a victim of discrimination.

SARAH OVERTON ’14 *Sociology and Gender, Sexuality, & Women’s Studies Double Major.*

Because of this scholarship, I was able to pay rent and commute to my internship in Atlanta, Georgia. This summer I was a Legal Advocacy intern at The Women’s Resource Center to End Domestic Violence, a nonprofit dedicated to survivors of domestic violence in the greater Atlanta area. The Center offers a wide range of services, such as support groups, a safe house for women and children fleeing from their abusers, financial assistance, and a food bank. The legal advocacy department, however, specifically is meant to guide and support women interacting with the legal system, either in criminal court (such as filing for arrest warrants against their abuser) or civil court (where custody agreements and protective orders take place).

My specific set of responsibilities included acting as a liaison between the Center and the DeKalb County Courthouse, where we are lucky enough to have an office near civil filings. Most days I would be there, assisting survivors with the copious amount of paperwork associated with temporary protective orders. I would explain the steps, and usually listen to their stories of abuse and offer emotional support and validation. I would then walk them upstairs to meet with the judge, who has to sign the protective orders in order for them to be valid, and I would sit with them while they talked to the judge about their abuse if they wanted me to.

Some days, however, I would go to criminal court with my supervisor. There we would talk to the judges hearing cases, and highlight which warrant applications signal domestic violence. We would then speak to each party involved with domestic violence arrest warrants, offering emotional support and guidance for survivors, or speaking to abusers and imploring them to

accept the warrant without the case being heard (which is often very traumatic for survivors of domestic violence). We would also tell survivors about our resources.

My experiences at the Center were invaluable to me. In addition to being able to help countless women during my time at the Center, I was also able to learn more about the field itself. I have been interested in becoming an advocate for survivors of domestic and sexual violence for some time, and while I have volunteered in the past this was the first period of time in which I had sustained and realistic exposure to what being an advocate is really like. I feel very secure and passionate about my career goals.

SUZY ZIAII ’15 *Government and Hispanic Studies Double Major.*

I worked as an intern at the National Security Archive in Washington, D.C., which is an NGO that conducts research on declassified U.S. Government documents. More specifically, I worked for the Southern Cone Documentation Project, which focuses on documents pertaining to Argentina, Paraguay, and Uruguay. For the first portion of the summer, I searched for evidence within the Archive’s database of documents in order to respond to an Argentine judge’s request in a human rights case about Campo de Mayo, which was a clandestine torture center in Argentina during the military dictatorship between 1976 and 1983. I was able to find quite a few documents to corroborate the existence of the facility, and I compiled them in a digital file that is on its way to Argentina now.

The second project that I worked on involved a very complicated situation concerning documents that the U.S. Army had seized from the Panamanian Secret Police headquarters in 1989, which has created problems concerning legality and sovereignty. I attempted to sort through this puzzle and figure out exactly what has become of these documents since the issue is still unresolved. I will continue to work on this project throughout the fall remotely from Williamsburg, and hope to revisit the Archive over winter break.

This internship was such an incredible experience. I learned many different things about history and how to conduct diligent research. It complimented my majors in Government and Hispanic Studies perfectly and helped me to ex-

HOMECOMING AND RECEPTIONS

pand my scholarly interests and to start thinking about a possible Honors Thesis. My boss gave me the independence and confidence to take initiative in my own work, and I solidified my plans to study abroad with the William & Mary program in Argentina, which has a human rights focus, this coming spring semester. I plan on returning to the Archive as an intern next summer when I am back in the States. Overall, it was amazing to be surrounded by so many intelligent and passionate people who work at the Archive, and I am so happy that I was able to work under their influence.

JORDAN TAFFET '16 *Undeclared.*

With this generous scholarship, I was able to take the train each day this summer towards my internship at the Family Planning Council, located in Central Philadelphia. The Family Planning Council is a Title X federally funded non-profit that oversees several dozen family planning clinics in the greater Philadelphia area, providing critical funding and valuable information. While most of its work could be considered more bureaucratic in nature, they do offer direct services within the realm of family planning as well. During my time at the Family Planning Council, I worked in the communications department. Most of my work involved fixing the old website, creating flyers for various events, contacting sister organizations and activists, and tabling at different events so as to get out the word about family planning.

During my time at the Family Planning Council, I discovered just how important family planning services are. I did not realize the full extent of family planning before entering the Family Planning Council—I simply assumed that it covered condoms and the pill, and that was about it. After learning what I learned at the Family Planning Council, it seems as though the services that family planning clinics provide are absolutely essential. Through my time at the Family Planning Council, I've learned that I do best when I am working directly with other people, and I've learned to direct my energies in that direction. The scholarship provided has done such incredible wonders, not just for me, but for all of the students who have received them.



Grad student Helis Sikk, student editor of M&W Faith Barton, and alumna Natasha Spinner enjoyed the Homecoming refreshments immensely.



Professor Jenny Putzi reunited with some of her former students at the GSWS Homecoming Brunch.



A warm welcome awaited those who returned for the GSWS Homecoming Brunch in October!



The GSWS Welcome Back Reception was a rousing success.

BROWNBAGGIN' IT



Professor Tom Linneman gives his brown bag talk on "Gender in Jeopardy! Gender Research on the Media, Gender Research in the Media."



Helis Sikk presents on her dissertation research, "Technologies of Anti-LGBTQ Violence."



Professor Victoria Castillo gave a brown bag about her research titled, "The Interpersonal Is Political: Gender and Anti-Imperialism in the Transnational Friendship of Victor Haya de la Torre and Anna Melissa Graves."

WHY I AM A FEMINIST



Professor Nancy Gray



Professor Suzanne Raftt



Academic Program Coordinator Jenny Holly

NANCY GRAY, Associate Professor of English and Gender, Sexuality, & Women's Studies.

Once upon a time there was a girl who went about assuming she was a person. But every day in every way someone was there to remind her that she was not so much a person as a woman-in-the-making—quite a different thing altogether. She must learn to walk, not run. She must be seen, not heard. And most of all, she must smile, be kind, obedient, and self-sacrificing so that she might be chosen by one of those princes out there, preferably a handsome one, but if not then at least one in possession of a castle where she would be magically transported into the best of all possible fates, wife-and-mother.

But this girl was skeptical. There was such a big world to see, so many books to read, even an adventure or two with her name on it (assuming she could keep her name). It's not that she thought love and happiness couldn't go together, but the story seemed to have a lot of very big gaps. And that castle thing—who thought that up? Then one day she picked up a copy of the brand new *Ms. Magazine* and read it cover to cover. And that led to Robin Morgan's *Sisterhood Is Powerful*, which led to Kate Millet's *Sexual Politics*, not to mention *Our Bodies, Ourselves*, and all of this led to intense, impassioned, and utterly life-saving connections with other skeptical women-in-the-making. And there you have it, happily-ever-after got interesting in a whole new way.

I've been a feminist for so long I remember when the word seemed new. By 1970 I already considered myself a child of the counterculture and a practitioner, in my small way, of iconoclasm. When the Women's Liberation Movement showed up in the news and on every street in every town, I was primed for it. Still, it wasn't until I took my new B.A. in French out into the world, a.k.a. the middle of Idaho, that I really understood just what a college-educated woman was worth. Not a hell of a lot. The best job I got (and lucky to get it) was as a secretary in an office where we sat at desks arranged in paired rows, all lined up to face the same direction. Sometimes the smallest moments are the sharpest catalysts. For me such a moment came one afternoon when our boss stood under the clock, arms crossed, staring down our rows, daring any one of us to bolt before the exact stroke of 5:00. He'd never done that before. But it just so happened that a few days earlier two of us "girls" had made a complaint about some of our more demeaning work conditions. "Click," as we used to say. Turns out women really are dangerous—our words are magic and can change mundane workplaces into Sites of Trouble (yes, Judith). After that there was no going back—I was a full-fledged, card-carrying, very determined feminist. And I was not alone. Heady stuff.

By the time we started taking over space on campuses for Women's Centers and offering "women's studies" courses, at first not even for credit, I had found a way to put my voice to work. Not that attempting to commit activism from inside castles doesn't have its downside, but in this castle there are adventures to be had. The way is not easy, nor should it be. It's ever a work in progress. I hope we never stop talking, never stop debating, never stop facing our blind sides as well as our possibilities. It's still heady stuff, after all these years.

SUZANNE RAITT, *Professor of English and Gender, Sexuality, & Women's Studies.*

I am a feminist because once, long ago, I climbed a mountain. Not a symbolic mountain, but a real mountain with trees and streams and eventually, bare rock reaching up towards the autumn sunshine. I was twenty-two, in graduate school in the United States thousands of miles from home, and, as the late lamented Lou Reed might say, I was at the “beginning of a great adventure”—the adventure of becoming a woman. When I finally reached the top of the mountain (and in those days I still believed I was afraid of heights, so that was no mean feat), the world lay before me and I did not know which way I should go.

I was in love, of course, with a man, and during that summer he taught me about the world that lay behind me, about film theory and the history of feminism and about the things that only poetry can say. We read Adrienne Rich, especially “Transit,” because in that poem she mentions climbing Mount Chocorua, and that was the mountain my lover and I had climbed. The poetry and the mountain and the new languages I was learning, of intimacy and of fear, erased the world in which I had been living. Dimly I started to see the shape of a new one, one in which I understood that it mattered whether one had been born a man or a woman.

When I returned to graduate school in the fall of 1984, I was looking for something to do. My lover had gone back to England and I was taking only one course, finishing off a Master's degree as slowly as possible so that I could keep going with my great adventure. One day I saw a notice announcing a meeting of people interested in volunteering at a battered women's shelter, and I thought, yes, that's what I want to do. The shelter was well-established, professionally run, with nine full-time employees and a multitude of volunteers. There was a rigorous training course—eight weeks of evening meetings with readings, homework, discussions and eventually, some sessions in the shelter itself. It was a kind of learning I had never experienced before—profound and disorienting, but also liberating. This wasn't an academic experience, it was an experience of emotional and political transformation—similar to, but not the same as, the transformation I was experiencing as a result of falling in love. I fell in love again, of course, this time with a woman. I started to understand the limits of the kind of learning I was used to: in a classroom, with a professor, with reading and homework and exams, and I started working almost full-time with the children at the shelter. Watching them transform before my eyes as they struggled to come to terms with their new lives made me feel as if I was in the middle of a world in turmoil, a world in which everyone and everything was changing and growing. I felt as if I was part of the creation of something new—something that was both inside and outside myself.

I carry the transformations of that summer with me in everything I do. I try to help my students learn in ways that are not only academic; I try to help my students understand that love in all its many forms is always a kind of transformation; and I try to find a language that draws all those transformations together, both inside the classroom and beyond. And what is that language? Well, one name for it is feminism.

JENNY HOLLY, *Academic Program Coordinator for Gender, Sexuality, & Women's Studies.*

I became a feminist my sophomore year of college. Although I held many beliefs and opinions that one might define as feminist, I had never heard the term until my honors humanities course. I was (luckily, in retrospect) a transfer student and knew none of the other students in my course. I wound up sitting next to an older student who was returning to college after many years in the workforce to receive her degree. We talked frequently about her experiences in the “real world” with workforce discrimination. She suggested we partner for our end of the semester presentation and we ended up choosing feminism as our topic. Frequently when discussing our readings for class, she would ask me questions that would force me to consider them in terms of gender. In that respect, she was really my first Women's Studies professor. After a few months, she had brought me every brochure and flyer our university's Women's Studies program had, and she encouraged me frequently to meet with the director of the program. She even went so far as to give me the director's office hours and told the director to expect my visit. After I met with the director and looked at the curriculum, I knew I was going to minor in Women's Studies. The director showed me how the minor would complement my studies and I was intrigued by looking at history from a different perspective. I actually signed up for the minor before I ever took my first Women's Studies course.

My favorite course in the program, and, overall as an undergrad, was Feminist Theory & Practice. I was fortunate to take the course with Abbey Poffenberger, who has been my professor in both Spanish AND Women's Studies courses over the years. She inspired me (and still does!) and has always been my “feminist role model.” My experiences as a Women's Studies student completely changed the way I looked at my major: History. Every class I took as a history major was a chance to examine what we were studying from a feminist perspective. I often used term papers as chances to address what I felt were holes in the historic narrative. Being a Women's Studies student changed the type of classes I took. I was no longer solely in history classes, but, found myself being challenged by classes in Philosophy, Art History, Political Science, and even a class in the Apparel Design department. I took the things I learned in those classes and applied them throughout my undergraduate degree. Of course, once I graduated, I didn't stop being a Women's Studies student. I think it's made me more aware and critical and, hopefully, it encourages me to be a better and more engaged graduate student as well. I'm not sure if I ever “became” a feminist since I was one before I knew it, but, once I embraced it, it completely changed my perspective.

GENDER, SEXUALITY, AND WOMEN'S STUDIES PROGRAM
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MARY & WILLIAM NEWSLETTER

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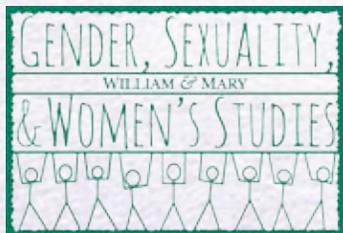
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