



Women's and Gender Studies

College of Arts and Sciences

SPRING/SUMMER NEWSLETTER 2020

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A LETTER FROM THE DIRECTOR



A standard practice for writing a letter like this is to first take a look at the letter one previously wrote in order to provide some continuity and flow from one time point to another. In doing so, I'm struck by the fact that, well, quite everything has changed over a very short period of time and none of the old rules apply. We're in the midst of a horrifically-mismanaged COVID-19 pandemic and a long-overdue social uprising for racial justice following the murders of George Floyd, Breonna Taylor, Ahmaud Arbery, Tony McDade (the names and lives lost go on... and on and on). After this letter, you will find WGST's statement of support for the movement for Black lives, along with an action list of how we are making important changes to our program in support of these aims. This statement was sent via email to our undergraduate and graduate students; staff; and core, adjunct, and affiliate faculty in early June. There is a feedback link at the bottom of the statement, and we invite ongoing feedback from our community members. We are reviewing and responding to this feedback on an ongoing basis. Personally, as a member of the [Presidential Commission on University History](#), I am also working to ensure that we maintain momentum toward our aims of ensuring racial equity and justice at the University of South Carolina.

Due to the COVID-19 pandemic, the Women's and Gender Studies office began remote operations in early March and we will continue to operate remotely throughout summer and fall 2020. Our WGST suite of offices is also in transition. In late July, we moved from the first floor of Jones Physical Sciences, where we have been since 2009, and to the fifth floor of the newly-renovated Close-Hipp building. We will be sharing this floor with the Philosophy Department. Since March, I've largely left my home only to return to the Jones suite of offices to pack them up and ready them for our move, dragging around boxes, tape, markers, notecards, and bubble wrap (plus my wife and son as semi-reluctant yet faithful helpers). Usually, we would plan some sort of event to honor and say goodbye to our space in Jones, the years we have spent here, and to toast to our next chapter; but these are not usual times. Since March, members of our WGST community have variously sheltered in place, ventured back out into the world donned in face coverings, quickly shifted to online teaching and learning, found new and different ways to connect with and serve our communities, contributed to protests virtually and on the ground, felt both hopeless and hopeful, and been part of making history that will forever change us, our university, and our world. We're all learning to adjust on a daily basis even as the ground keeps shifting.

I think a lot about those who are now spending more time than ever at home and how home is not always a place of safety and comfort for all. I know that some of you are struggling to find work or to complete work. Many of you are doing all of this while under increased pressure, while coping with physical and/or mental illness, and dwindling support as support services have been shuttered or inaccessible (click [here](#) and [here](#) for links to available university resources and support). I am particularly proud of the way our students, faculty, and staff have managed these past four months. Even if we could not be there to do it in person, we have saluted you as you have completed your semesters, your degrees, thesis and dissertation projects, internships, grant applications, papers, exams, and major projects. In this newsletter, we highlight and celebrate our WGST graduates and award winners. I also want to remind you that sometimes a very worthwhile goal is simply getting through the day with much left undone, and perhaps enjoying a sunset, a ripe tomato, or bingeing a favorite show, which can be pleasurable and necessary accomplishments all on their own.

Despite the fact that we are operating remotely now and through the Fall 2020 semester, we remain available to our WGST students and faculty. We are only an email, phone call, or Zoom meeting away. We have worked with university and college leadership on planning for the Fall 2020 semester and we currently have a mix of face-to-face, fully online (asynchronous and synchronous), and hybrid courses on the WGST schedule. This month we will be updating [our website](#) to feature our various forms of contact information more prominently. Behind the scenes, we have been working to ensure that our curriculum and events offerings remain strong, particularly given the need to create various contingency plans and to ensure the availability of a broader cross-section of virtual and online offerings. We will welcome both [Sandra Rattley](#) and [Lewis Raven Wallace](#) for WGST virtual events this fall. Lewis Raven Wallace's event is part of the [College of Arts and Sciences Justice Theme Semester](#), which also features a number of WGST courses (WGST 298: Harassment and Consent; WGST 300: Sex and Gender; WGST 309: LGBTQ+ Studies). I look forward to welcoming you all into our new space in Close-Hipp once we are unpacked and it feels safe for us to gather and celebrate once again. For now, I wish you health, hope, and courage.

In solidarity,

A handwritten signature in black ink, appearing to read "Carol P. Bibb". The signature is fluid and cursive, with a long horizontal stroke extending to the right.

BLACK LIVES MATTER

**Women's and Gender Studies Program at the University of South Carolina
Supporting #BlackLivesMatter
June 12, 2020**

George Floyd's murder by Minneapolis police on May 25, 2020 was one in a series of brutal attacks against Black people and communities in our country over the past four-hundred years. It galvanized waves of protests across the world that continue today and serves as a call for all of us to address systemic racism and anti-Blackness across each of our social institutions. The Women's and Gender Studies (WGST) Program, active since 1974, is often pointed to as one of the University of South Carolina's key academic units for inclusion and diversity. But inclusion and diversity are not enough and, too often, the university highlights such units for their emphasis on inclusion and diversity but does not provide them with equitable institutional resources to realize these purported aims. WGST stands with the Movement for Black Lives and its calls to move beyond "inclusion and diversity" rhetoric and toward meaningful change that is actively anti-racist and fully supports, incorporates, and celebrates Black students, staff, faculty, and community members. To this end, we want to share with you some of our ongoing efforts and plans to engage in anti-racist action and support for Black lives. We also are reflecting on areas of the WGST Program that are not yet where they need to be and invite your suggestions for next steps and how we can do better. As we actively plan for the future of WGST, please share your thoughts about the steps that we are taking and how you would like to see the program grow and change to become a key site not just for diversity and inclusion at the University of South Carolina, but for anti-racist action and support for Black communities and community members here at the University of South Carolina and in the larger community. We honor, support, and join the #BlackLivesMatter/#BLM social movement and its co-founders, Patrisse Cullors, Alicia Garza, and Opal Tometi, in their critical work towards ending White supremacy, systemic racism, and violence against Black people.

Here are some of the actions that WGST has undertaken so far to engage in anti-racist action and support for Black lives:

The College of Arts and Science has not granted WGST authorization to hire through a nationwide faculty search since 2014. Our most recent WGST Program hiring plan requested that the College of Arts and Sciences place renewed focus on WGST's need to hire scholars in: 1) race, gender, and health--with a focus on Black populations and systemic barriers to health and wellbeing; 2) global feminisms and sexualities--with a focus on critical race studies; and 3) gender and social movements--with foci on race and ethnicity, critical race theory, and direct social action.

WGST leadership has advocated strongly and consistently to the College of Arts and Sciences for equitable staffing in WGST, higher starting wages for our faculty and staff, and made requests to hire faculty and staff who more fully reflect the demographic background of our university and local community.

See more about these demographics [here](#).

We have broadened our curriculum offerings to ensure greater emphasis and education about Black, Indigenous, and People of Color (BIPOC) lives and experiences. To offer these critical courses to our students, we work in collaboration with other academic units (such as African American Studies) and utilize cross listing and meets-with options. WGST 304: Race, Class, Gender, and Sexuality is one required course for the major; WGST 308: African American Feminist Theory is another regularly-offered option among the required courses for our major. Additional recent and upcoming courses include: Race, Gender, and Graphic Novels; Black Women Writers; Gender and Globalization; Minorities, Women, and Mass Media; Black Women Writers; African-American and Women's Health Issues; Global Women's Health; Social Welfare Services for Women and Minorities; and Black Women in Folklore.

To learn more about our curriculum and offered courses, click [here](#).

Our scholar-activist faculty have ongoing commitments to direct mentorship, collaboration, advancement, and prioritizing support opportunities (e.g., co-publishing, award nominations, letters of support for funding and employment) for: first-generation; lesbian, gay, bisexual, transgender, and queer (LGBTQ); and BIPOC undergraduate and graduate students. Our faculty also serve on numerous program, college, university, local community, national, and international committees and organizations that aim directly to increase academic equity, inclusion, and diversity, and to engage in anti-racist direct activism and community engagement work.

To review the CVs of our faculty, click on the links in our [faculty members' bios](#).

We work to ensure that our WGST Partnership Council involves community partners and leadership from a broad cross-section of BIPOC leaders in our community.

Read more about our WGST Partnership Council members and leadership [here](#).

Our Women's Well-Being Initiative (WWBI) involves active community engagement and service learning focusing on: 1) transitional shelter for unhoused women and their children and 2) preventing adolescent progression through the school-to-prison pipeline--particularly among BIPOC adolescents, who are disproportionately tracked through carceral disciplinary systems. Current and ongoing programs include: 1) digital media and arts for unhoused women and children; 2) juvenile justice arbitration involving arts immersion and engagement; and 3) social justice-focused adolescent mentorship training.

Learn more about WWBI [here](#).

We prioritize featuring the voices, experiences, and scholarship of Black women in our annual WGST keynote lectures and ensure that these distinguished scholars and activists receive the compensation that they deserve for performing this critical labor. Our WGST lectures and speakers series also have a long history of focus on anti-racism. Our most recent and upcoming keynote lecturers include: Mamphela Ramphele, Claudia Rankine, Cathy J. Cohen, Courtney Bryan, Ijeoma Oluo, Anita Hill, Kimberlé Crenshaw, Valerie Smith, Ruha Benjamin, and Sandra Rattley.

Learn more about our annual lecture series [here](#).

Here are some of the actions that WGST will undertake to more fully engage in anti-racist action and support for Black lives:

WGST faculty and leadership are comprised almost entirely of White people. WGST will continue to advocate for the authorization and resources to hire, promote, and elevate to leadership BIPOC faculty. Faculty making hiring decisions on behalf of WGST need to make hiring decisions that will provide greater representation and inclusion of BIPOC among our faculty

Once hired, WGST must provide adequate mentorship, support, and leadership opportunities for BIPOC faculty to ensure their tenure, promotion, and elevation to leadership roles within WGST. WGST must also ensure that BIPOC faculty are fairly compensated and not burdened with disproportionate shares of service labor.

WGST course syllabi are not consistently intersectional or inclusive enough in terms of the scholarship and scholars featured. WGST course syllabi do not always adequately reflect the need to consider how systemic racism and anti-Blackness shape (both historically and today) nearly all of the course topics that we teach. This means that our curriculum must not simply include specific courses focused on BIPOC individuals and communities, but that our core and required courses must incorporate consideration of BIPOC individuals and communities as well as attention to how systemic racism and anti-Blackness impact the subject matter at hand.

To this end, WGST will systematically review core course syllabi, content, and instruction to ensure that they include and highlight: the work of Black scholars; scholarship on the lives, experiences, contributions, and perspectives of Black people and communities; and impacts of anti-Blackness and systemic racism on the subject at hand.

Some Black students, faculty, and staff in WGST have expressed that they do not always feel that their lives, contributions, perspectives, and experiences are valued and centered. To this end, WGST will commit to providing a mechanism whereby students, faculty, and staff may anonymously report instances of racism, anti-Blackness, and failure to include Black lives, contributions, and perspectives in our instruction, courses, activities, and events. WGST will also convene a standing committee to review such reports and recommend actions to be undertaken by WGST leadership to intervene, correct, and engage in restorative justice around instances of racism, anti-Blackness, and failure to incorporate Black lives, contributions, and perspectives into our instruction, courses, activities, and events. WGST will also engage in more direct outreach to organizations of BIPOC students, faculty, and staff through recruitment, retention, and community-building events. We will also engage in enhanced efforts to make BIPOC students, faculty, and student and faculty organizations aware of WGST fellowship, award, mentorship, faculty hiring, and GTA opportunities.

WGST course titles and descriptions sometimes incorporate outdated language that may further marginalize BIPOC. To this end, WGST will engage in a systematic review of course titles and descriptions and work with crosslisting unit liaisons to ensure that course titles and descriptions are updated and align with the aims of anti-racism and fighting against anti-Blackness within our educational systems.

While these are our assessments and some of our plans for next steps that we need to take to engage in anti-racist action and support for Black lives in the WGST Program, we encourage and welcome your feedback to help identify additional areas to target for necessary change. If you would like to make a suggestion, please offer your anonymous feedback, below. WGST will be convening a committee to review and address your feedback and suggestions on an ongoing basis.

Please submit your feedback and suggestions [here](#).

DR. EMILY MANN PROMOTED & TENURED TO ASSOCIATE PROFESSOR



WGST celebrates Dr. Emily Mann's tenure and promotion this year to Associate Professor of Health Promotion, Education, and Behavior and Women's and Gender Studies. Dr. Mann currently serves as the Associate Director of Women's and Gender Studies and her research focuses on sexual and reproductive health, rights, and justice; healthcare and medicine; and intersectional social and health inequalities. Her work uses qualitative research methods to examine how health promotion efforts unfold in variety of institutional contexts and explore how structural, institutional, interpersonal, and individual factors shape the social regulation and decision making of people of reproductive age regarding sex, pregnancy, childbirth, contraception, and parenthood. In particular, her work centers adolescent and young women, economically and racially marginalized women, and LGBTQ+ people. This fall, Dr. Mann will be teaching her very popular undergraduate/graduate hybrid interdisciplinary course, WGST/HPEB 621: Maternal and Child Health.

WGST WELCOMES DR. STEPHANIE MITCHEM AS UNDERGRADUATE PROGRAM DIRECTOR



WGST thanks Dr. Suzanne Swan for serving as Undergraduate Program Director from 2019-2020. We now welcome our incoming Undergraduate Program Director, Dr. Stephanie Mitchem. A long-standing core faculty member in WGST with a joint appointment in Religious Studies, Dr. Mitchem utilizes anthropology, history, cultural studies, and women's studies in her work. She aims to understand our contemporary lives and to engage her students in discussion. Dr. Mitchem's current research focuses on: empowerment of women; religious freedom and religious intolerance; African American/Diasporan women aiming for spiritual wholeness; human rights in the United States; and the quest to build community. She has taught many courses, among them: Religion and Politics; Black Religions in the United States; Sex, Gender, and Religion; Religions in the African Diaspora; Perspectives in Religious Studies (a capstone course); Seminar in Women's and Gender Studies; Black Feminist Theory; and Race, Class, Gender, Sexuality.

DR. ANN RAMSDELL WINS 2020 WGST FACULTY TEACHING AWARD



To Ann Ramsdell's students, there's no question why she would receive the Women's and Gender Studies Program Faculty Teaching Award.

Ramsdell has a reputation for helping students understand complicated and sensitive topics, not just enough to pass the test, but to make a difference in their professional lives. In their course evaluations, students describe her as "amazing," "phenomenal," "enthusiastic," and "respectful." One student wrote, "Dr. Ramsdell is what I would describe as the perfect professor.

"She provides her students with quality information and gives assignments that are stimulating to the mind while achievable to do and honestly fun. I have never learned so much from one professor...Dr. Ramsdell has opened my eyes to a completely new perspective on women's health."

Housed in the University of South Carolina College of Arts and Sciences, the Women's and Gender Studies Program includes faculty and courses from all around the university, including Ramsdell in the School of Medicine.

Her Women's Health course is one of the major's most popular classes, according to program director Carla Pfeffer. Dr. Suzanne Swan, who nominated Dr. Ramsdell for the award, had this to say about her: "Beyond teaching the factual biological and medical terms and concepts, Ramsdell gives equal emphasis to how social, cultural, financial, and political views and agendas shape our definitions and ways of thinking about health and disease."

Beyond the classroom, Ramsdell mentors students in award-winning research projects, journal articles, conference presentations, and dissertations. She helps them get involved in community advocacy for women's health issues, teaching them to use their voices to influence public policy and understanding.

Ramsdell also is a renowned breast cancer researcher. In February, a research team she was part of received the Sharon D. Lund Foundation Innovation Award at the Susan Love Foundation for Breast Cancer Research International Symposium on the Human Breast.



WGST congratulates this year's graduates & award winners!

Graduating Seniors:

Madison Baker

Jordan Beals

Katherine Blackley

Chantoria Fluellen

Christine Prince

Grad Certificate Recipients

Jawairriya Abdallah-Shahid

Kelli Boling

Jane Clark

Amber Domingue

Stephania Jackson

Linda Wolverton

Fall 2019

Arney Robinson Childs Student Award

Madison Baker

Fall 2019

Emily Thompson Student Award

Nik Lampe

Fall 2019

Harriott Hampton Faucette Award

Mattie Atwell

Spring 2020

Harriott Hampton Faucette Award

Mia Brantley

Spring 2020

Faculty Teaching Award

Dr. Ann Ramsdell

WGST GRADUATE SPOTLIGHT



Jawairriya Abdallah-Shahid, Ed.D obtained her Graduate Certificate in Women's and Gender Studies in May 2020. She intends to use the knowledge she acquired to complete research and writing specific to the experiences of Muslim women, and women and girls in education. As the new principal of Dar-Un-Noor Atlanta Science Academy, a Pre-K through grade 12 private school located in Atlanta, Georgia, Dr. Jawairriya (as she prefers to be called) is looking forward to new opportunities and experiences that enhance her professional and academic research interests.



Stephania LaShawn Jackson, M.S. is a recent graduate from the Women's and Gender Studies graduate program at the University of South Carolina. Currently, she holds a Master of Science in Psychology from Arizona State University, in addition to a Bachelor of Arts in Experimental Psychology with a minor in African American Studies and Women's and Gender Studies from the University of South Carolina. Completing the certificate of graduate studies in Women's and Gender Studies allowed for an in-depth understanding of how gender stereotypes influence political policies as well as how systemic challenges create disadvantages and oppress groups due to race, class, and gender. Since graduating, she will continue her career as a Richland One teacher as well as explore social and cultural influences which shape students academically.

WGST GRADUATE SPOTLIGHT



"Hi! My name is **Christine Prince** and I majored in Women's and Gender Studies while attending USC. It was one of the most fulfilling experiences of my life. Learning about the world through the WGST lens changes the way you look at everything forever, in a good way of course! I think every student should take at least one entry level WGST class during their undergrad. I currently am living back in my hometown, Charleston SC while trying to figure out what I want to do! I am passionate about the beauty industry, empowering women, and music; So my goal is to be able to find a career that embodies some of that while also allowing room in other areas of my life for the other things. I will never forget the professors in the WGST program and how they continuously taught me about life while listening to my own voice."



Name: **Madison Baker**

Time at UofSC: Fall 2017-Spring 2020

Degrees: BAs in Women's and Gender Studies and Political Science, Minor in English

"The best part of my time at UofSC was spent in my Women's and Gender Studies classes, ranging in topics from gender theory in horror films to Black feminist theory. The coursework was fundamentally intersectional and interdisciplinary, which gave me a critical understanding of the mechanisms of oppression. We are at a crux of history where this coursework has never been more important, giving us a framework to contextualize and historicize the movement for Black lives, the effects of the COVID-19 pandemic, and the rising of fascism in American politics. The pandemic has disrupted my future, and I have spent most of my time aiding the protests, researching the police, and doing community work around COVID. I plan to keep organizing through this, and when the situation settles, I plan to pursue a PhD in Women's and Gender Studies."

DR. ED MADDEN REFLECTS ON HIS RECENT ARTIST RESIDENCY

INTERVIEWED BY WGST WORK-STUDY STUDENT MAKYLA HILL



In February, Dr. Madden returned from a 2-month artist's residency at Instituto Sacatar on the island of Itaparica, just off the coast of Salvador, Brazil. The 22 selected for the 2019 residency hailed from 14 different countries. Dr. Madden considers himself lucky to have been chosen out of 400 applications.

As part of an eclectic cohort; including a painter, a photographer, an arts curator, and a playwright, Dr. Madden began work on a writing project focused on landscape, family, and memory. He also found himself moving into an eco-arts project, collecting and documenting plastic on the beach.

In regards to the challenges he faced, only one stood out: forced intimacy with people he didn't know, all of whom were focused intensely on their work, but also on learning from their peers. Other than that minor obstacle, Dr. Madden explains, "I will say the experience was filled with amazing opportunities."

He believes the residency made him a better global teacher. Having experienced not only Brazil, but also Bahia, he was exposed to African religious rituals; which served as "stunning windows into history."

Dr. Madden also witnessed two Egun ceremonies, where dead ancestors come back to interact with the community. During the ceremonies, young men would leave and return covered in chicken blood and feathers because of the sacrifices made.

The intense nature of these ceremonies made him more aware of "transatlantic histories, not only of the slave trade

but how these communities preserve tradition and ritual."

"I was exposed to history and environmental awareness in ways where it enriched my own work."

While away, he wrote extensively about how we experience time, family and memory. Having been cut off from his family for 10 years when they learned he was gay, Dr. Madden felt as if he lost a lot of family, community, and memory that "essentially sustains life stories."

He found himself thinking about the kinds of trauma that are associated with memories of being cut from one's family, community, or culture.

"What do we keep when we lose our connections to the past? And how do we know what we've lost?"

Dr. Madden says that, overall, his experience was amazing, especially working with Laura Grosky, a visual artist from Brazil. Both were writing about the concept of time, though in two distinct areas, and he found their connection very fruitful. He also said that it was wonderful to get to know Ekedy Sinha, a Candomblé priestess who was working on the history of religious garments. After a reading, Sinha told him that his Orisha (or spirit) is *Xango*, the spirit of justice. Dr. Madden describes this reading and being welcomed into the family of *Xango*, by Ekedy, as "such a beautiful moment."

Image credit: Ana Dévora

SVU WITH DR. ANNIE BOITER-JOLLEY

INTERVIEWED BY WGST WORK-STUDY STUDENT MAKYLA HILL



In 2014, Dr. Boiter-Jolley had the idea to create a course based on Law & Order: SVU. A big fan of the show, she says it regularly made her think and does a good job, in her opinion, of capturing current issues related to sexual violence and gender. After watching SVU, she realized that it would link to other courses dealing with social constructs such as gender, sexual assault, and violence against women. The course she developed and taught, tackles more than the aforementioned topics. It also explores issues in the criminal justice system and a wider range of themes that allow her to incorporate topical readings, canonical essays, and WGST literature.

Dr. Boiter-Jolley explains that one of the challenges of the course is how to critique a show like SVU while also arguing the necessity to observe these important issues and have conversations.

"Does this trivialize and sensationalize violence against women?"

Dr. Boiter-Jolley points out that there are fine lines between exploitation, entertainment, and education. And in her class, there are conversations regularly where she and her students ask: **Is this more helpful/harmful to what they are trying to accomplish?**

They spent the first half of the semester digging into the fundamental issues, until around Spring Break, when students began working on an activism project. Dr. Boiter-Jolley says this structure allowed for a more unique classroom experience

Students chose an issue that related to the class but also something they feel passionate about. They were then challenged to take what they were learning and figure out how it related to their own lives while addressing their chosen issue. The idea was to make their own backyard a better place based on what they'd discussed and learned.

By the end of the semester, Dr. Boiter-Jolley's class had integrated academics, entertainment media, and social justice in a way she really hoped would make the material stick. One of her goals was for students to walk away with the sense that even things that seem like trivial entertainment can be learned from & critiqued. She hopes her students take that same attitude going forward.

Dr. Boiter-Jolley says she loves teaching this course since one of the topics they spend a fair amount of time on is sexual assault and consent on college campuses. She learns by hearing from students because **"it's always interesting to hear about what it is like on the ground for college students,"** and almost everyone knows someone trying to navigate a sexual assault.

She adds that the knowledge she's gained from her SVU course has also proved useful in teaching her WGST 112 course.

DR. MARY BASKIN WATERS ESTABLISHES A WGST ARCHIVE

INTERVIEWED BY WGST WORK-STUDY STUDENT MAKYLA HILL



Last December, Dr. Mary Baskin Waters began the incredible undertaking of archiving the numerous materials, books, pictures, and other artifacts that the Women's and Gender Studies Program has collected since its inception. A champion of preserving that which may be forgotten, Dr. Waters spent many weeks carefully boxing, labeling, and cataloging what she found. On December 18, 2019, the collection was sent to Dorothy Walker, Director of the South Carolina Political Collections, University Libraries, and after processing, the papers will be available for future researchers.

Dr. Waters' interest in archiving is directly tied to her lifelong service to the community and her desire to learn about what women are experiencing throughout the world. Having served as the director of the South Carolina Commission on Women during the 1990s, Dr. Waters worked with many local organizations focusing on women's and gender issues. That work encouraged her to remain involved in the community even after her tenure as director came to an end. It also served as a foundation for her service-learning course. In 2008, the University of South Carolina was recognized as a Community Engaged University by the Carnegie Foundation for the Advancement of Teaching and Dr. Waters was given the opportunity to teach a newly formed service-learning course, given her active involvement in the local community.

The course not only examines the experiences of women locally but also those from around the world. Dr. Waters pulls on the knowledge gained from her extensive travels, from places such as India, Indonesia, Australia, China, Cambodia, Vietnam, Egypt, Jordan, Romania, Russia, Europe,

and Scandinavia to help students grasp the global connectivity of women's issues.

Though there have been some challenges in the 12 years since the course began, overall, it has been extremely successful. Students have worked at organizations such as Sistercare, a shelter for women that have suffered domestic violence; Homeless No More, a nonprofit that provides support for families that need temporary housing; and the AIDS Healthcare Foundation, an organization dedicated to generating innovative forms of treatment, prevention, and advocacy. Other organizations include the National Alliance on Mental Illness, the Carolina Survivors Clinic, the Women's Rights and Empowerment Network, and the League of Women Voters. When her students leave the classroom to get hands-on experiences with these organizations and their clients, Dr. Waters feels they are gaining an invaluable opportunity.

In addition to teaching her course, Dr. Waters recently began the Archiving South Carolina Women initiative in partnership with the University Libraries. This initiative began when she and her former GTA, Travis Wagner, saved her papers that were being housed in a storage facility. These papers were a composite of her papers from her Commission on Women years and her personal collection of newspaper and magazine articles relating to the history of women. The papers were retrieved just in time as the back wall of the storage facility had begun to leak. This alarming situation led Dr. Waters and Travis to begin the official process of archiving them, beginning with creating the [Archiving South Carolina Women](#) blog.

Furthermore, Dr. Waters began to realize this may be happening to the papers of other women activists of the 1990s, so she set about asking them for their papers. As a result, this past January 10, 2020, the papers of Claudia Smith-Brinson, Ann Humphries, and Jan Collins were donated to the University Libraries to be included in the Archiving South Carolina Women collection. This inaugural class will be followed by the procurement of many more activists' papers as Dr. Waters has created an endowed fund to ensure the papers will continue to be processed, displayed and opened to future researchers.

Dr. Waters is pleased that the papers now have a permanent home. Previously, they were in storage facilities, closets, basements, and garages. She expressed with enthusiasm that, **"We now have the written voices of these important women preserved. I am gratified to know their voices will not be forgotten and their hard work and enormous contributions to the health and well-being of South Carolina women are now available in perpetuity."**

SEATS STILL AVAILABLE FOR FALL 2020!

****WOMEN'S AND GENDER STUDIES
SPECIAL TOPICS COURSE****



FALL 2020

WGST 298: HARASSMENT & CONSENT

This course examines the ways gender, harassment, and consent intersect. We will explore historical and current cases and social movements surrounding harassment, power, and consent. We will pay particular attention to myriad ways gender inequality and privilege uphold power imbalances that often lead to issues surrounding consent and gender violence. We will also examine ways harassment, sexuality, and consent are represented through various media outlets and popular culture.

**Questions? Contact Dr. Dawn Campbell:
dawnc@mailbox.sc.edu**

Harassment & Consent

WGST 298-001

CRN 20468

**ONLINE with
Professor Dawn
Campbell**

*****CAS Justice
Theme Semester
Course*****

*****Earn GLD:
Professional &
Civic
Engagement
Credit!*****

27TH ANNUAL ADRENÉE GLOVER FREEMAN LECTURE



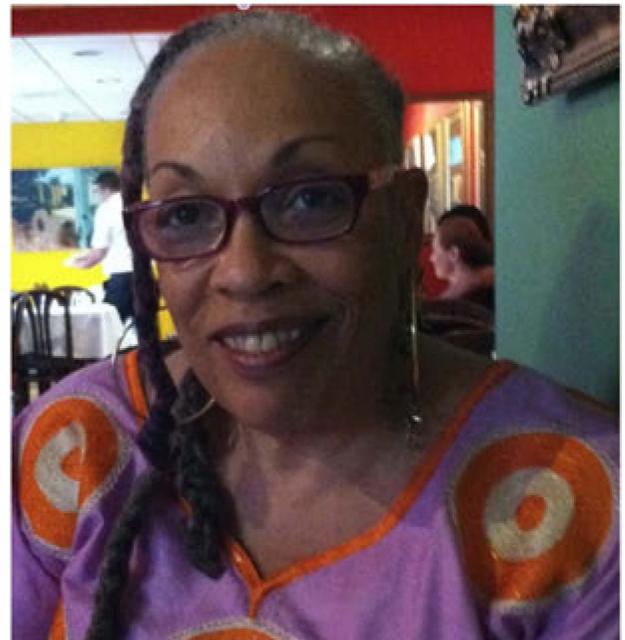
UNLADYLIKE2020

Join us for a talk on Sandra's professional journey and screening of selected shorts on three African American women trailblazers.

Q&A to follow.

**TUESDAY
SEPT 29TH
6:30PM-8PM**

**VIRTUAL
EVENT**



SANDRA RATTLEY
EXECUTIVE PRODUCER



**Women's and
Gender Studies**
College of Arts and Sciences

Co-sponsored by the College of Arts and Sciences

WGST PROUDLY PRESENTS

THE VIEW FROM SOMEWHERE:

TRANSGENDER JOURNALIST LEWIS RAVEN WALLACE ON "OBJECTIVITY" AND JUSTICE



Two months after the 2016 presidential election, radio journalist Lewis Raven Wallace proclaimed "Objectivity is Dead and I'm Okay With It" in a [blog post](#), highlighting how "neutrality" in newsrooms can be a tool of racism and transphobia. Wallace, then the only transgender journalist at the public radio show Marketplace, was fired after refusing to take this post down from his personal blog.

Several years later, Wallace's subsequent research into the history of "objectivity" and power has resulted in [THE VIEW FROM SOMEWHERE: UNDOING THE MYTH OF JOURNALISTIC OBJECTIVITY](#), published by University of Chicago Press in 2019, and a podcast by the same name. Wallace's talk explores the harm caused by the myth of objectivity, and facilitates group discussion on journalism, justice, and "neutrality" in the Trump era.

LEWIS RAVEN WALLACE is an award-winning independent journalist based in Durham, North Carolina, and a cofounder of Press On, a Southern collective supporting journalism for liberation. He is white and transgender, and was born and raised in the Midwest with deep roots in the South.



TUESDAY, OCTOBER 6TH

6PM-7PM

VIRTUAL EVENT: DETAILS FORTHCOMING

COLLEGE OF ARTS & SCIENCES JUSTICE THEME SEMESTER EVENT

Compiled and edited by Miranda Frederick. If you have items you'd like featured in the next WGST Newsletter, please send them to wgst@sc.edu.

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