



Women's and Gender Studies

College of Arts and Sciences

WGST NEWSLETTER



**SPRING/
SUMMER
2021**

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Welcome to the latest edition of the WGST Program Newsletter—thanks so much for taking some time to check out what we've been up to and where we're going next. The past months have been filled with many hopeful changes. The development and distribution of the Covid-19 vaccines is ushering in hope that we'll soon be able to connect in person after more than a year of physical distance for many. Here in WGST, we're looking forward to (hopefully!) resuming our in-person annual lectures during the Spring 2022 semester. For Fall 2021, we're planning to continue with online programming and events even as we offer more face-to-face classes. We're blending our hope with an abundance of caution and a desire to ensure safety for our community members. This past semester, the WGST Program has benefitted from greatly-enhanced resources and commitments from the College of Arts and Sciences, in part through hiring of our extraordinary full-time staff members: Jennifer Melancon, WGST Program Coordinator, and Rebecca Dobson, WGST Administrative Assistant. This is Rebecca's inaugural newsletter and I'm sure you'll join me in congratulating and thanking her for her excellent work here. Indeed, many thank yous and congratulations are owed to both Jen and Rebecca. Their ability to quickly subsume so many vital tasks and operations on behalf of WGST has been nothing short of extraordinary. They have both undertaken (and continue to pursue) extensive training across myriad university systems. They've kept our new suite of offices on the fifth floor of Close-Hipp opened, humming, and fully staffed. Our gratitude for their hard work and professionalism is immense and I hope you'll all have the chance to meet them one day soon. Just as we are so grateful to be welcoming new members of our community, we're also bidding farewell to others as they take on new journeys and projects. After this Spring 2021 semester, Rebecca Head will retire from her position teaching in the Women's and Gender Studies Program here at the University of South Carolina. We have had the pleasure of Becky's teaching, good humor, and service here in WGST for the past fourteen years. Her contributions to our program and our students' success have been tremendous. We hope you'll read more about them in this newsletter as we thank Becky and send her best wishes for her exciting next steps.

Spring 2021 was a busy semester for the Women's and Gender Studies Program. We had over 1,200 students enrolled in our undergraduate and graduate courses; we greatly expanded the number of courses that we are able to offer online; the numbers of our majors, minors, and graduate certificate students continued to expand; and our courses were enrolled at 97% of capacity despite overall university enrollment declines due to

Covid-19. While operating largely online in terms of programming over the past year, the number and variety of lectures, colloquia, co-sponsored events, and workshops that WGST has offered is simply staggering. In this newsletter, you can take a look at some of these events through both spotlights, which offer a summary of these events, as well as event flyers that were created to publicize these learning and engagement opportunities. We've also reinvigorated our social media engagement, have updated our website, and are actively posting on [Twitter](#), [Instagram](#), [Facebook](#), and [YouTube](#). In this newsletter you can learn more about how to follow and engage with us on these platforms. A special thanks to WGST Program Graduate Certificate students, Andrea Acosta, Elizabeth Collins, Mattie Atwell, and Nik Lampe, for their assistance with both our newsletter and social media development and communications as well. Over the Spring semester, I've been working closely with new leadership at the university and in the college. I've met and corresponded (and, in some cases, arranged for faculty and staff group meetings) with: Vice President for Diversity, Equity, and Inclusion, Julian Williams; Director of Diversity and Inclusive Excellence, Karen Kassebaum; and College of Arts and Sciences Dean Joel Samuels and Associate Deans Qiana Whitted, Todd Shaw, Claudia Benitez-Nelson, Jeff Twiss, Cynthia Davis, and Christy Friend. Following these conversations, I am cautiously optimistic that we will see considerable movement on some key priorities of the WGST Program: strengthening infrastructure and support for the Program, diversification of faculty, hiring of full-time Instructors, hiring of tenure-track core faculty, and development of a fully-online BA degree option for our WGST majors. We are moving toward a time of increasing reflection on our Program's history, successes, challenges, and intentions for the future. We have an external program review scheduled for Spring 2022 and will celebrate our fiftieth anniversary in 2024. I am hopeful that we will continue building upon the positive momentum and connections we have generated despite our challenging times and I thank each of you for being a partner in this process.

In solidarity,

THANK YOU, BECKY HEAD



After fourteen years of dedicated teaching and service with the Women's and Gender Studies Program, Rebecca Head will be retiring after the Spring 2021 semester. Professor Head holds a Bachelor of Arts Degree in Interdisciplinary Studies and a Master of Social Work Degree from the University of South Carolina. She is a 2001 graduate of the Executive Institute and 2005 graduate of Leadership South Carolina. Prior to joining Women's and Gender Studies as affiliate faculty in 2007, she served as associate director of the Institute for Public Service and Policy Research at UofSC. She previously worked in the administrations of three South Carolina Governors and the General Assembly. She was appointed executive director of the South Carolina Commission on Women by Governor Jim Hodges in 1998. She advised the Governor and legislators on matters related to women in South Carolina. She is also the recipient of the "Order of the Palmetto" which is the state's highest honor for public service. She has served as a board member of the National Advisory Council of the University of South Carolina College of Social Work and as a member of the Women's and Gender Studies Partnership Council. She has received numerous teaching awards, including being the 2011 recipient of the Excellence in Teaching Award from the UofSC Mortar Board Honor Society.

HONORS AND AWARDS

- UofSC Lee Devinroy Excellence in Teaching Award 2012 – finalist 2017
- UofSC Women's and Gender Studies Partnership Board – 2011 – 2016
- Office of Student Disability Services "Two Thumbs Up Award" – 2011, 2014
- UofSC Mortar Board Honor Society – Excellence in Teaching Award - 2011
- Leadership South Carolina (Class of 2005)
- Women's Leadership Award, Alliance for Women – Columbia College - 2004
- Southern Women in Public Service Conference (Charleston), Co-Chair - 2002
- Commencement Speaker, MSW Hooding Ceremony, UofSC, 2002
- Palmetto Place Children's Shelter, board member - 2001
- Governor's Task Force on Domestic Violence - 2000
- UofSC Advisory Board on Incarcerated Women - 2000
- SC Campaign to Prevent Teen Pregnancy, board member
- SC Advocates for Women on Boards and Commissions, Executive Committee, 1999 – 2003
- "Order of the Palmetto" – presented by Governor Richard Riley - 1987

A LETTER FROM BECKY HEAD

While executive director of the SC Commission on Women under Governor Jim Hodges (1998-2002), I was fortunate to share valuable collaborations with Dr. Lynn Weber, then director of UofSC Women's and Gender Studies. After Governor Hodges' term, I was hired by UofSC as a research associate and given an opportunity by Dr. Weber to teach an intro course.

With all the challenges of developing a course, the rewards have far exceeded those challenges in unexpected ways. I recall my first classroom experience of being eager to interact with students on so many levels and hoping they would be inspired in some small way. I recall that first class meeting almost 14 years ago and a student by the name of Emily who constantly amazed me with her energy and positive approach to life. While my challenge was to be an effective instructor, Emily had the challenge of navigating a very large campus by way of crutches with bookbag in tow. She was born with cerebral palsy which never appeared to slow her down. She was never late or missed a class the entire semester while always wearing a smile. She set the bar high for me regarding tardy tolerance from that point on. She set the bar high for all who knew her.

I recall in 2017 when our Lady Gamecocks were in Dallas preparing to play for the NCAA National Championship. Two members of the team were frantically emailing me with concerns over submitting papers a few hours late. Their priorities were impressive! Or, the now larger than life NBA player who confided how helpless he felt as a small boy when his own mother experienced repeated domestic violence—a subject he felt more comfortable revealing after a better awareness of this complicated issue. I especially cherish a personalized photo inscribed "To my all-time favorite professor" from UofSC's winningest quarterback, Connor Shaw. Of the literally hundreds of student-athletes I've taught over the years, the emphasis on academics has continued to place UofSC as the top SEC school for athletic academic success.

A more humorous memory was when a student in the classroom submitted his exam paper and noted on the last page, "You are very pretty and if you were my age I would ask you out." Needless to say, I gave him his "earned" grade...plus a smiley face. Students of all persuasions have made my teaching experience rewarding as well as entertaining beyond measure.

My colleagues have been such a source of inspiration and motivation at every turn and I never expected to take away so many cherished memories. As much as I've looked forward to this day, the end of this amazing teaching career will seem like parting ways with a close friend.

So, our first stops will begin with all the travel we can manage, all the grandchildren time we can schedule and as many days, months or years we can spend close to surf and sand. ...and, of course, forever a Gamecock!



REFLECTIONS FROM BECKY HEAD'S COLLEAGUES

"Becky--whatever will we do without you?! By my count, Becky has taught 1,620 WGST 112 students just since I began my turn as Director of WGST in Summer 2019. When you consider all of the lives she touches each semester, and the magnitude of that reach over the past 14 years, her contribution is simply extraordinary. I am so grateful to you for your investments in and service to WGST over the years. It was always so lovely to see you at faculty meetings and to enjoy and benefit from your kindness, sly wit, and insights developed from decades of experience advocating for women's rights in South Carolina. I am wishing you all the best on your much-deserved retirement travels and adventures, Becky. Bon voyage and THANK YOU!"

- DR. CARLA A. PFEFFER

"Congratulations on your retirement, Becky. I am honored to have shared your professional journey from the South Carolina Commission on Women to teaching in the Women's and Gender Studies Program. It has been a pleasure working with you. Thank you for being a tireless professional, a helpful coworker, and a great friend. I am excited about your future plans to relax, travel, and spend time with your family. I sincerely hope that retirement is wonderful. You will be missed, but not forgotten. Again, congratulations on your retirement! You deserve it!"

- DR. MARY BASKIN WATERS

"It has been a pleasure working with you these past several years. I wish you all the best! Happy travels!"

- DR. DAWN CAMPBELL

"I was the director of WGST when Becky first began teaching for us. She was a keeper from day one. I always referred to her as "our rock star!" So Becky, keep on rockin' in your well earned retirement!"

- DR. DRUE BARKER

"It was a pleasure and an honor to work alongside Becky--a teaching dynamo, a supportive and generous colleague, and a friend."

- DR. ED MADDEN

"Becky was instrumental in bringing WGST into the online arena by creating an online version of WGST 112, Introduction to Women's and Gender Studies. This allowed us to offer our popular foundation course to many more students, and Becky taught thousands of them through her 14 years of service. She also was very generous to colleagues with her advice and her content as faculty took on additional sections of the course. You will be missed, Becky!"

- DR. KATHRYN LUCHOK

"Becky: Thank you for all you've done for WGST and especially our undergraduate students these past 14 years!!

In particular, many thanks for developing our first online WGST course, WGST 112! If I'm not mistaken, this was the first online course developed at the University! Thank you for blazing that trail for us!

I wish you a wonderful retirement!"

- DR. SUZANNE SWAN

Thank you



Congratulations to this year's graduates!



Graduating Seniors:

Maggie Baumgardner

Adley Doyle

Chantoria Fluellen

Makala M. Harris

Alison LaPlaine

Carly S. Mihovich

Evelyn O'Dwyer

Amber Smith

Shirley Turner

Graduate Certificate Recipients:

Archie Crowley

Nik Lampe

Katarina Merlini

Christina Xan

CELEBRATING WGST AWARD WINNERS

Congratulations!

Let's have a round of applause for the 2020-2021 WGST award winners!

Fall 2020

Arney Robinson Childs Award
Emily McBryde

Spring 2021

Harriott Hampton Faucette Award
Tamara Grimm

Fall 2020

Emily Thompson Award
Travis Wagner

Spring 2021

Graduate Teaching Award
Nik Lampe

Fall 2020

Harriott Hampton Faucette Award
Nik Lampe

Spring 2021

Carol Jones Carlisle Faculty Award
Dr. Jaclyn Wong

Fall 2020

Josephine Abney Faculty Fellowship Award
Lisa Martin

Spring 2021

Faculty Teaching Award
Dr. Kathryn Luchok

2020 EMILY THOMPSON AWARD WINNER - **TRAVIS WAGNER**



"The research that led to my winning the Emily Thompson Award is an extension of the work I am doing under the supervision of Dr. Vanessa Kitzie. Dr. Kitzie is an Assistant Professor in the School of Information Science at the University of South Carolina. Her research, funded by the Institute of Museum and Library Services, focuses on the health information practices of LGBTQIA+ persons within the state of South Carolina. I have served as the research assistant on this project for two years. Dr. Kitzie has been continually gracious about giving me space to produce research based on the data found in the project. In particular, this research looks at how queer identity is

always produced at the intersection of other identities. When we think about changing healthcare infrastructures to be more queer-inclusive, we must also address issues of representation around systemic racism, sexism, classism, and ableism, amongst other issues. While the project is housed outside of WGST, my years pursuing the graduate certificate, working within the Women's and Gender Studies Partnership Council, and teaching within the program have been foundational to what I produced in terms of research. Courses within queer theory, taught by Dr. Madden, helped inform my framing of ideas like queer visibility as a concept. Additionally, my work as a research assistant with Dr. Emily Mann enabled me to be mindful of combating deficit model thinking within research about historically marginalized communities. Further, amazing classes by the likes of Dr. Seulgee Lee have helped me to think through more intentionally the role of anti-black sentiments within healthcare and how producing alternative spaces of knowledge for queer communities must center those communities as opposed to assuming that spaces like libraries or hospitals are inherently accessible or perceived as good. Further, the work has directly impacted my teaching. I have been able to use what I have learned in the research to engage with students pursuing careers in medicine and provide tangible examples of issues faced by LGBTQIA+ communities regarding health information needs. Finally, this work has led to community collaborations, including an emerging project focused on health information repository building with transgender and non-binary individuals in South Carolina. The work I am doing that received this award is constantly evolving and speaks to how WGST has prepared me to be a scholar focused on both theory and community praxis simultaneously. "

FALL 2020 HARRIOTT HAMPTON FAUCETTE AWARD WINNER- **NIK LAMPE**



"My dissertation project will critically examine and attempt to solve unique challenges that older transgender and intersex communities are facing in the United States. Specifically, this study will amplify the voices of trans and intersex older adult communities by (a) better understanding their unique health, aging, and health care experiences; (b) examining how they gain and maintain support and/or resources for their individual patient goals; (c) pinpointing their minority stressors and instances of resiliency over the life course. Through the Harriott Hampton Faucette Award and other valuable opportunities I received as a WGST Graduate Certificate student, the WGST Program has provided me with monumental support and resources. WGST faculty's commitment towards my development as a feminist scholar allows me to comprehensively prepare for the academic job market while continuing to promote sex and gender affirming healthcare throughout my research and teaching endeavors."

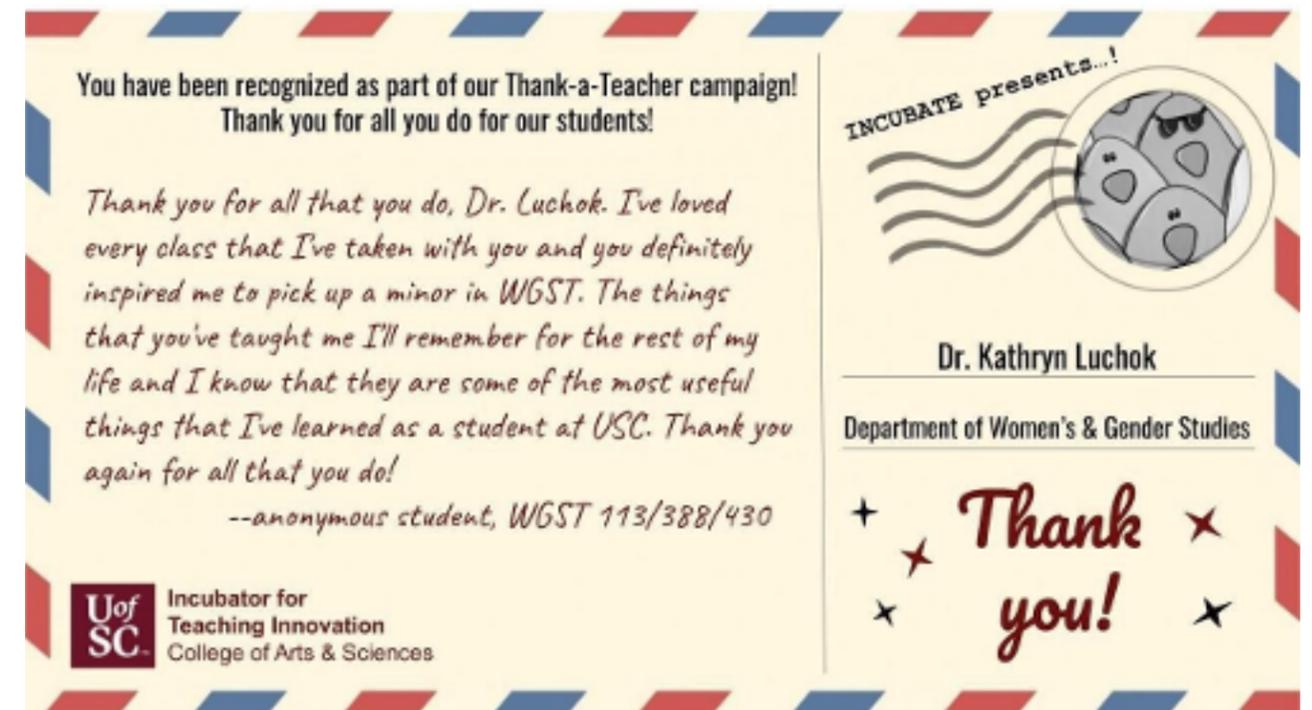
"Without question, being in the UofSC WGST Program has been one of the most rewarding experiences of my graduate career!"

2021 FACULTY TEACHING AWARD WINNER - **DR. KATHRYN LUCHOK**



"I am honored and humbled to receive the WGST Teaching Award this year. Besides teaching several courses each semester, I regularly have students contacting me for my expertise and for research experience opportunities. I also provide student engagement opportunities on all my research, and link students through my broad network to opportunities. My classes also often shape the trajectory of students' careers. So I am very pleased that WGST recognizes the work of teaching and mentoring. I believe our most important job as faculty is to develop the next generation of scholars and practitioners. By modeling mentorship, I am thrilled to see former students go on to provide mentorship in their institutions and workplaces."

Kudos from one of Dr. Luchok's students!



2020 JOSEPHINE ABNEY FACULTY FELLOWSHIP AWARD - **LISA MARTIN**

"This project aims to shed light on the problems of domestic violence and access to civil justice in South Carolina through archival research of court files. The study will examine cases filed in 2019 to seek civil legal protection from abuse, harassment, stalking, and sexual assault through the four primary civil injunctive remedies in South Carolina. This research aims to understand who is seeking civil legal relief from domestic violence, what types of experiences lead them to pursue court protection, what types of interventions they are requesting, and how their claims are faring. WGST faculty, including Suzanne Swann, Kaitlin Boyle, and Dawn Campbell have cheered on this project from the beginning and encouraged me to pursue it. Doctoral candidate Jessica Pomeranz, who is pursuing a WGST certificate, is helping build tools for data collection and analysis."



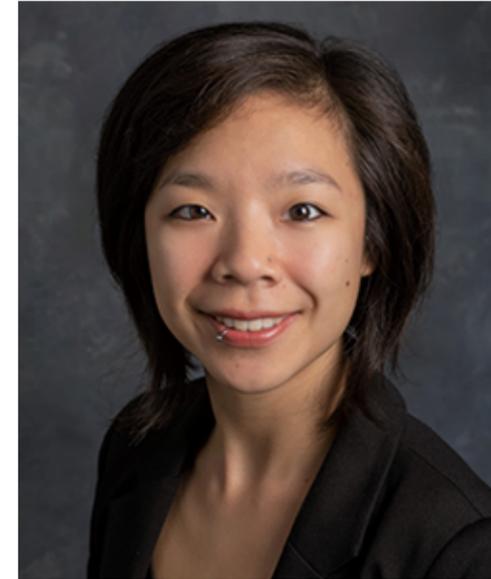
2021 GRADUATE TEACHING AWARD WINNER - NIK LAMPE

"Teaching for the first time was initially both exhilarating and anxiety-inducing for me as a graduate student. How can I best center my students' unique needs and experiences as a feminist educator? Drs. Carla Pfeffer and Emily Mann at the UofSC WGST Program had provided me with invaluable mentorship and support during my time as a graduate student instructor, which helped me succeed in the classroom. With Dr. Pfeffer's mentorship, I learned how to strategically introduce feminist content to students from diverse backgrounds and navigate challenging situations in the classroom. With Dr. Mann's mentorship, I also learned how to teach interdisciplinary health courses and mentor pre-medicine undergraduate students. Overall, I am delighted to be awarded the Graduate Teaching Award this year and plan to continue centering the teaching mission of the UofSC WGST Program."



2021 CAROL JONES CARLISLE AWARD WINNER - DR. JACLYN WONG

"My research examines gender inequality in careers, marriage and family, and health over the life course. I am currently writing a book (under contract with University of California Press), *Equal Partners? How Dual-Professional Couples Make Career, Relationship, and Family Decisions*, based on 156 interviews with partners of 21 couples collected over six years. I am also launching a new project to study how young, different-gender couples can be encouraged to more equally divide household labor. Using an experimental design, this project will test whether partners who are assigned to receive informational support and a chore calendar tool will more equally share common household chores than those who do not receive these interventions. The Carol Jones Carlisle Award will fund the development and a pilot test of these interventions with a sample of couples in Summer 2021."



SPRING 2021 HARRIOTT HAMPTON FAUCETTE AWARD WINNER - TAMARA GRIMM



"In addition to my PhD, I chose to pursue a graduate certificate in WGST. My research focuses on gender-related health disparities; more specifically, the role of physician gender bias in perpetuating those disparities. My WGST classes have helped me ground my work in feminist theory and scholarship. Numerous feminist scholars have tackled topics related to the conflation of womanhood and mental illness and their work, in addition to the guidance of my WGST professors, has helped me better conceptualize my dissertation project entitled *Psychiatrists' Perspectives on the Role of Physician Gender Bias in Twofold Prevalence of Anxiety and Depression Diagnoses in Women*.

Special thanks to Dr. Drue Barker, the WGST faculty member who has served as my primary WGST mentor and who is a member of my committee!"

UPCOMING AWARDS AND FELLOWSHIPS - FALL 2021

ARNEY ROBINSON CHILDS STUDENT AWARD

The Arney Robinson Childs Award is presented to a senior undergraduate student who has a record of extraordinary achievement and contributions to Women's and Gender Studies classes as well as a commitment to women's issues in the community. Nominations deadline: October 15.

HARRIOTT HAMPTON FAUCETTE AWARD

The Harriott Hampton Faucette Award is designed to assist Women's and Gender Studies Graduate Certificate students with research and professional development. Application deadline: October 15.

EMILY THOMPSON STUDENT AWARD

The Emily Thompson Award in Women's and Gender Studies is designed to recognize the best graduate student research paper or project focusing on some aspect of women's health. Application deadline: November 15.

JOSEPHINE ABNEY FACULTY FELLOWSHIP

The Josephine Abney Faculty Fellowship is designed to encourage cutting edge research that is solidly grounded in women's and gender studies perspectives. This fellowship is open to any full-time, permanent faculty or professional staff member in the UofSC system. Application deadline: October 15.

Find out more about these awards and how to apply on WGST's [Fellowships and Awards website page](#).

STUDENT AND FACULTY KUDOS



**WGST FACULTY AFFILIATE
DR. JACLYN WONG**

DR. JACLYN WONG, an Assistant Professor in the Department of Sociology, has two recent publications related to the WGST field:

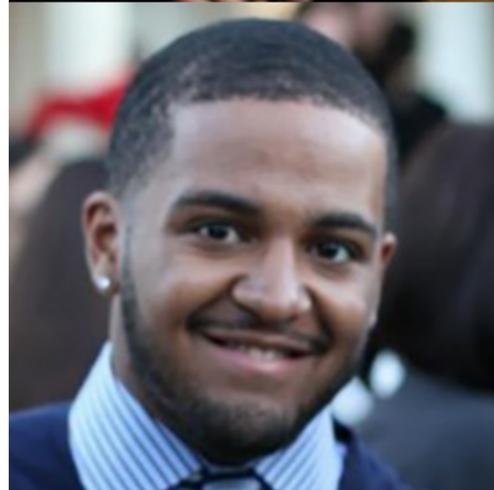
- Wong, Jaclyn S. 2020. "Aspiring Dual-Professional Couples' Career Launch Plans and Childbearing Timing." *Journal of Family Issues*. [online first]. doi: 10.1177/0192513X20983380.
- Hsieh, Ning and Jaclyn S. Wong. 2020. "Social Networks in Later Life: Similarities and Differences between Sexual Minority and Heterosexual Older Adults." *Socius* 6:1-10. doi: 10.1177/2378023120977731.



**WGST GRAD CERT STUDENT
DJ POLITE**

WGST Graduate Certificate student **DJ POLITE** (and Melissa DeVelvis) recently published a piece in the *Washington Post*.

The article, "[The Attempted Insurrection Was Only Part of the Right's Anti-Democratic Playbook](#)," explores the similarities between current and historical voter suppression tactics.



Do you have news to share with the WGST community?
Fill out the WGST @ UofSC Community Member Update Form!



UofSC College of Arts and Sciences @UofSC_CAS · 17h

"Language works for us, not the other way around," says @ArchieCrowley.

On this #TransDayOfVisibility 🏳️‍🌈, we're highlighting Ph.D. linguistics student whose #TEDxUofSC talk reminds us how "we can use language to understand ourselves and to respect those around us."

**WGST GRAD CERT STUDENT
ARCHIE CROWLEY**

ARCHIE CROWLEY'S recent TED Talk was highlighted by the College of Arts and Sciences. Check out their talk, "Language Around Gender and Identity Evolves (and Always Has)," on the TED Talk site if you haven't already!



**WGST UNDERGRAD MAJOR STUDENT
SHIRLEY TURNER**



SHIRLEY TURNER was recently inducted into the Tau Sigma National Honor Society for Transfer Students. She was also awarded the Senior Leadership Award and was on the President Honor List for Fall 2020. Shirley has also received the Global Mentor Initiative Certificate of Honor for successfully mentoring a student during her senior semester at University of West Indies, Mona, Jamaica in a 20-week program.



**WGST GRAD CERT STUDENT
NIK LAMPE**

NIK LAMPE will receive their Graduate Certificate in Women's and Gender Studies this May. This semester, Nik was also awarded funding through the Support to Promote Advancement of Research and Creativity (SPARC) Graduate Research Grant Program.

Nik's new and forthcoming publications and presentations include:

- "Maintaining Cisnormative Accountability: Medical Providers' Negotiation of Transgender Healthcare." In *Advances in Gender Research (Vol. 32): Advances in Trans Studies*, edited by Austin H. Johnson, Baker A. Rogers, and Tiffany Taylor. Somerville, MA: Emerald Publishing Limited.
- Book review for "Camming: Money, Power, and Pleasure in the Sex Work Industry, by Angela Jones." *Teaching Sociology*.
- "Partners of Trans People." (with Carla A. Pfeffer). In *SAGE Encyclopedia of Trans Studies*, edited by Abbie E. Goldberg and Genny Beemyn. Thousand Oaks, CA: SAGE Publications.
- "Relationships with Romantic/Sexual Partners." (with Carla A. Pfeffer). In *SAGE Encyclopedia of Trans Studies*, edited by Abbie E. Goldberg and Genny Beemyn. Thousand Oaks, CA: SAGE Publications.
- "Sexualities/Sexual Identities." (with Carla A. Pfeffer). In *SAGE Encyclopedia of Trans Studies*, edited by Abbie E. Goldberg and Genny Beemyn. Thousand Oaks, CA: SAGE Publications.
- "New Horizons in Trans and Non-Binary Health Care: Bridging Identity Affirmation with Chronicity Management in Sexual and Reproductive Services." (with Alexandra C. H. Nowakowski). Sociologists for Women in Society Winter Meeting, Virtual.
- "Key Themes in Black Dementia Caregiver Support: Linking Resources, Peer Communication, and Faith Community Outreach." (with Alexandra C. H. Nowakowski, Tomeka Norton-Brown, and Robert L. Glueckauf). The Qualitative Report Annual Conference, Virtual.
- "Age-Friendly Health Care in Action Across the Life Span: Identifying Geriatrics Content in PA Student Clinical Encounters." (Poster with Alexandra C. H. Nowakowski). Florida State University College of Medicine Research Fair, Virtual.



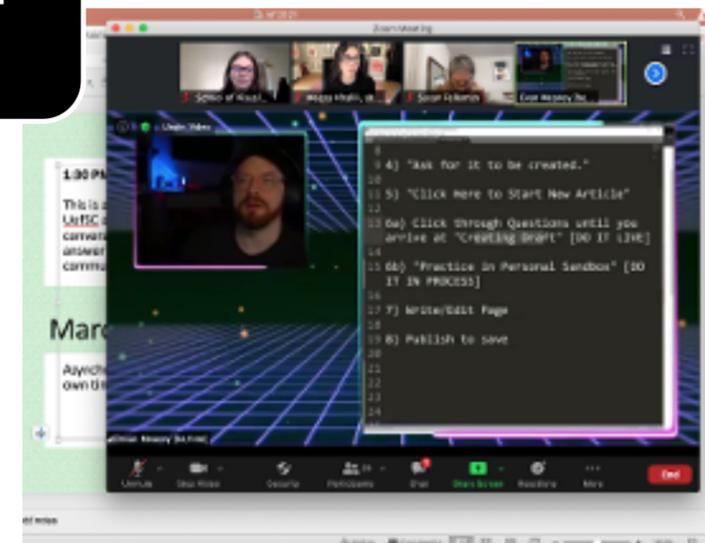
**UOFSC GRAD STUDENT
PARKER STOKER**

PARKER STOKER, a student in Dr. Ed Madden's graduate seminar "Queer Times, Irish Times," was recently selected as honorable mention for the Regional Irish Studies Conference annual prize for a graduate student paper. Parker's paper, "Queer Grief, Queer Time in Emma Donoghue's *Hood*," was noted as being particularly effective by the Southern Regional ACIS.

**UOFSC FACULTY
ANNA TOPTCHI**

In March, **ANNA TOPTCHI**, with the School of Visual Art and Design, hosted the 2021 UofSC Art+Feminism Edit-a-thon. Art+Feminism is an international community that strives to close the information gap about gender, feminism, and the arts on the internet.

Faculty members **SUSAN FELLEMAN, ANNA SWARTWOOD HOUSE, MEENA KHALILI, EVAN MEANEY,** and **AMANDA WANGWRIGHT**, as well as many students and others, contributed and or attended. During the event, the team added over 1900 words to Wikipedia. Thanks for your hard work!



SPOTLIGHT ON WGST'S INTERNSHIP STUDENTS

This semester, students in Professor Dawn Campbell's WGST 499: Community Service Internship course worked with a variety of community organizations related to women's and gender studies issues. At the end of the semester, students gave presentations showing their great work.

PLANNED PARENTHOOD SOUTH ATLANTIC - SLOAN WILSON

My Role in PPSAT

- I spent 2-4 hours every week clinic greeting at the Columbia health center. This involved standing outside the clinic and greeting patients while ensuring their access to the center was not obstructed by aggressive and manipulative protestors.
- I worked with SC field organizer Allison Terracio to check references provided by potential volunteers. This helps us make sure that all volunteers who work with our patients are able to handle difficult situations and support our mission
- I edited and updated volunteer training presentations and helped Allison conduct these weekly meetings with new volunteers

My first day clinic greeting in 2017 to clinic greeting in March 2021!



Takeaways...

- Organizing for reproductive freedom in the South can be extremely difficult, but there are also a lot of people who support PP's mission. Many people have very personal connections to reproductive care that they want to share.
- Although COVID-19 has taken a toll on organizing practice, people still want to be involved via Zoom, protests, and direct volunteering to help protect health care in SC. Safe protests are happening, and we need all the help we can get!
- When dealing with protestors, Zoom fatigue, and other mental health issues, it's always important to check in with yourself and take time for your own mental health. You can't pour from an empty cup!

EPWORTH CHILDREN'S HOME - MAKALA HARRIS

Mission Statement

"The mission of Epworth Children's Home is to serve children, youth and families through caring, safe, Christian communities, where hurts are healed; hope is nurtured; and faith in God, self, and others is developed"

Vision Statement

"The vision of Epworth Children's Home is to provide superior services for the greatest number of individuals through competent, caring adults who are trained in the most effective, research-based methods of child and family care."

Values Statement

"We value the children whom we serve and the families they represent."

Why I chose Epworth!

- As a previous resident I jumped at the opportunity to go back to Epworth.
- I learned to love myself and others here.
- I wanted to continue to be a part of something bigger than myself.
- Even as a staff member, I knew that there would be new learning opportunities for me.
- It was an opportunity for me to thank my previous mentors and give back



My daily responsibilities included, but were not limited to:

- Monitoring and assessing the well-being of residents
- Inspecting rooms
- Encouraging residents to be productive
- Gathering food from dining halls and assisting the mini-residents with basic tasks (eating and washing hands)
- Accompany residents around campus
- Giving advice on personal matters and encouraging residents to engage in counseling services
- LISTENING, ensuring that the residents feel heard

HISTORIC COLUMBIA - SHIRLEY TURNER

WGST 499 & WGST 298

Internship with Historic Columbia
Spring 2021
Guided by Katharine Allen

Responsibility
Research, Compile and Assess LGBTQ News Articles from
1910 to 2021
Correlation with *Queer Time, Queer Lives* Curriculum
Focus is 1980 - AIDS Epidemic

Research
203 Articles
South Carolina State News
Course Curriculum



Why is this Project Critical?

"Our story is part of a larger past in South Carolina history. So many individuals within the LGBTQ community have experienced violence, shame and stigmas, often living in the shadows of others. Their stories will be represented. The LGBTQ community can now be open, finding their voice".
Dr. Ed Madden, Ph.D. April 9, 2021

This project honors the awareness, activism and courage of South Carolinians during the AIDS epidemic and the ongoing support for social justice within the LGBTQ community.
Shirley Turner, April 26, 2021

Student Research Opportunity BIRTH EQUITY PROJECT WITH DR. KATHRYN LUCHOK

One of most glaring inequities in our nation and state is a birth outcomes disparity. "Black, and Native American and Alaska Native (AI/AN) women are two to three times more likely to die from pregnancy-related causes than white women – and this disparity increases with age," researchers from the Centers for Disease Control and Prevention (CDC) report in the *Morbidity and Mortality Weekly Report* (MMWR).

These disparities have existed for more than 200 years in the U.S. and the gap is increasing. Yet most pregnancy-related deaths are preventable. The South Carolina Birth Outcomes Initiative is a collaborative group from state government, hospitals, the insurance industry, non-profits, and researchers working on finding solutions. Kathryn Luchok, PhD has been a long-time member. She also serves on the Birth Equity subcommittee.

She is now overseeing two undergraduate students who are doing policy work for the subcommittee—it is an excellent way for students interested in maternal health to get experience; at the same time, it serves our state. Taylor Olson, Exercise Science major and Medical Humanities Minor is doing her Honors Thesis on a statewide inventory of community-based services and where they are placed in relation to the needs for areas that need improvement in birth outcomes. Brianna Pendergraft, Biological Sciences and Psychology majors and Medical Humanities minor, is completing a policy brief about what types of policies would have the biggest impact on reducing birth disparities and what types of savings might be gained from investments in those policies.

A third project, a White Paper on what types of programming and services across the nation have the best evidence of reducing birth disparities is currently open for student involvement.

There is no funding currently available for Dr. Luchok's time or the time of these students, but any of these projects can also be the foundation for an SC Honors College Research award, a Magellan Undergraduate Research award, and are suitable for an Honors College Senior Thesis, or for Graduation with Leadership Distinction or Capstone credit. This would also work for WGST 299/499 projects, or for graduate students, a potential thesis or expanded into a dissertation. Dr. Luchok mentors the students through the process. She says: "I find students who have a desire to do research and policy work to gain experience, but do not always have many opportunities to do so—this is an opportunity to provide experiential learning that fosters the development of the next generation of scholars and practitioners."

Please email Dr. Kathryn Luchok (luchok@mailbox.sc.edu) if you are interested in learning more about opportunities with the South Carolina Birth Outcomes Initiative.

WGST HIGHLIGHTED COURSES

THE BRONTËS WITH DR. DANIELLE CORIALE

Interview by Andrea Acosta

How did you come up with the idea for the course?

I've always been fascinated by the Brontës as individuals and as a literary coterie. Their intellectual and aesthetic collaboration began in childhood and continued throughout their tragically brief lives. Charlotte, Emily, and Anne were precocious children who read voraciously, soaking up everything they could about politics, law, etc. from newspapers and books in their father's collection and local circulating libraries. The sheer volume and originality of the literature they produced as young women are astonishing; they conjured imaginary worlds like Angria and Gondal, which exhibit complex social and political structures. Their juvenilia also feature surprisingly sophisticated romantic plots and well-developed verse. Perhaps my favorite are Charlotte's miniature books—they are about the size of a quarter and written in tiny handwriting that adults would not be able to read. These books enclosed secret worlds that only children could access, hidden from the prying eyes of adults who might disapprove. In a way, the composition of those miniature books was perfect practice for a woman writer in the nineteenth century.

I also wanted to teach this course because I think it would be a shame not to read the Brontës' fiction, given how unlikely their literary careers were. They were the daughters of an Irish Anglican clergyman in the north of England and the family was not wealthy. Moreover, they came of age at a time when women were discouraged from embarking on a literary career, as Charlotte discovered in a most painful way. In 1837, at the age of 20, she had the audacity to write to the poet laureate, Robert Southey, for advice to an aspiring writer. His response? "Literature cannot be the business of a woman's life, and it ought not to be. The more she is engaged in her proper duties, the less leisure will she have for it even as an accomplishment and a recreation." To which Charlotte responded, "I trust I shall never more feel ambitious to see my name in print; if the wish should rise, I'll look at Southey's letter, and suppress it." While her response might seem like submission, I think there's a double edge to her words. She's saying: ok, whenever I feel ambition to see my name—Charlotte Brontë—in print (which I will feel!), I'll remember your letter and will be sure to use a pseudonym instead. Which is exactly what she did. Charlotte, Emily, and Anne, driven by a mutual resolve to publish their writing against all odds, did so under the pseudonyms Currer, Ellis, and Acton Bell.

Finally, the Brontës' fiction offers unique insight into the intersection of gender and class in the nineteenth century. Their father's living was reliable but meager, so they worked



as governesses for a time or, in Emily's case, performed household duties in their father's home. From their precarious position as governesses, Anne and Charlotte witnessed the inner workings of wealthy Victorian families as outsiders—that is, as working women who, although fortunate in their education, were subject to whims of supercilious parents and their children. But the Brontës' intersectionality fails in important ways, too: the xenophobic and racist tropes in their novels illustrate the limits of their feminism. I find that teaching their works alongside postcolonial novels and twenty-first century film adaptations of their narratives helps to tell the intersectional stories we need to hear.

How has the pandemic affected the structure of the course or the teaching process?

The Brontës lived through and died from tuberculosis, as did many artists, poets, and novelists in the nineteenth century. The epidemic was relentless and it ravaged most of the family, taking Emily (age 30), Anne (age 29), and their brother, Branwell (age 31), in the short span of 8 months. Charlotte suffered from chronic pulmonary tuberculosis, too, but lived longer than her siblings; she died at the age of 38. Before COVID-19, I would assign material related to the Brontës' experiences of TB, including Charlotte's letters about the deaths of Emily and Anne, and her own debilitating illness. But I decided to cut that material, even though it helps us understand how important the sisters were to one another's writing (Emily died while Charlotte was writing *Shirley*, a novel many view as Charlotte's tribute to her sister). And I'm glad I did: my students were dealing with all kinds of COVID-related trauma—grief, illness, mental health challenges—and I didn't want to plunge them into intense readings on those very subjects.

I also relaxed my policies and checked in with my students often to make sure they knew I had their backs. It's been an incredibly difficult time and I think it's been especially hard for graduate students who thrive on community and lean on one another to make it through their rigorous and challenging programs. So, I tried to foster a sense of community in our meetings and focus attention on the complex narratives we studied.

Are there any changes that you would like to make to course in the future?

In the future, I'd like to place even more emphasis on the presentism I'm committed to in my own research. I believe that imaginative literature mediates between past and present in unique and important ways. Although composed in the nineteenth century, the Brontës' novels explore matters that concern twenty-first century readers, citizens, and feminists. Recent scholarship, for example, examines the Brontës' fiction through the lens of the #MeToo movement (<http://ncgsjournal.com/issue162/thierauf.html>). And there's more to plumb: provocations that get us thinking about inequitable education, domestic abuse, and alcoholism; expressions of women's ambition and desire that are both liberating and fatally flawed, the dreams of Eurocentric liberal feminism; and tales told within xenophobic and racist paradigms that illuminate the space between the past and the present that could be.

SERVICE LEARNING AND THE WOMEN'S AND GENDER STUDIES PROGRAM: A NATURAL FIT

This spring, an expanded service-learning section of *Introduction to Women's and Gender Studies 112* was offered to UofSC students. Taught by **DR. MARY BASKIN WATERS**, the course has traditionally been offered in the South Carolina Honors College during fall semesters. This unique online course is a blend of synchronous and asynchronous learning that requires all work to be submitted via Blackboard and Zoom due to COVID-19 restrictions. Based on a hybrid model of outside class requirements as well as lectures, the class presents opportunities for students to engage in a learning experience by becoming involved with ongoing programs of community organizations. The desired outcome is to foster increased student civic engagement through active participation with local, national, and global partners.

This semester, students volunteered for ten or more hours with approved nonprofit organizations of their choice after having completed research to locate a nonprofit they felt would complement their majors and future career goals. The students then applied for positions and, upon acceptance, partnered with a designated liaison within the organizations. This partnership of student and liaison created a community initiative that complied with the activities criteria of the course curriculum.

The Leadership and Service Center at the University of South Carolina, states that service-learning "can have significant positive effects on many areas of students' lives by increasing academic performance through self-exploration and community connections." Additionally, students who become "civically engaged have greater opportunity to become responsible, educated citizens in local, national, and global communities." This Carolina Core course has been approved as a graduation with leadership distinction (GLD) course by the Faculty Senate. When the students complete the full GLD requirements, this important distinction will be reflected on their transcripts, which will demonstrate to graduate/professional schools and future employers their commitment to civic engagement.

The Spring 2021 students volunteered at the following impressive partner sites: The American Red Cross; the Arts + Feminism Project; Girls on the Run; the LGBTQ+ Community Initiative at Historic Columbia; Planned Parenthood; Sexual Trauma Services of the Midlands (STSM); The Sierra Club; the Midlands Reading Consortium (MRC); The Rape, Abuse, and Incest National Network (RAINN); the Women's Rights and Empowerment Network (WREN); the HIV/AIDS Foundation; the American Heart

Foundation; Together We Rise at Palmetto Place; Hannah House; AC Flora High School; Sistercare; the Rainbow Supports Group; and the Ronald McDonald House.

CAROLINE PERRY, a UofSC freshman majoring in Early Childhood Education, upon reflecting on her volunteer work this semester, expressed that she "has loved her experience working with the Ronald McDonald House (RMH)." The RMH is a nonprofit that supports patients at pediatric hospitals by providing them and their families with a safe space to rest and to enjoy home cooked meals. RMH staff and other families also provide a system of caring activities. Ms. Perry's volunteer activities included raising funds for a food drive called "Pack A Smile," which was created during COVID-19 and provides meals at the RMH to patients and their families. She continued, "Overall this has been an enlightening experience and I have genuinely enjoyed working with the staff members at the RMH and knowing that I am making an impact in my community."

The curriculum for the class provides trainings in diversity, social justice, and violence against women. To facilitate the training, guest speakers who are prominent in their fields are recruited for the class:

- **DR. KIMBERLY SEIBLES**, Associate Director of Diversity and Social Justice Education in the Department of Student Life at UofSC, whose research interests includes locating support systems for African Americans in higher education, and in developing civic engagement and social justice curricula. Her presentation entitled, "Creating LGBTQ+ Inclusive Communities" provided students with valuable insight for navigating their future lives and careers.
- **DR. VALERIE EKUE**, Director of Member Support and Community Justice with the South Carolina Coalition Against Domestic Violence and Sexual Assault (SCCADVASA), presented "Centering and Supporting Survivor's Experiences with Interpersonal and Sexual Violence: an Intersectional Approach to Sustained Safety and Justice." Dr. Ekue's training focused on the importance of future leaders understanding the intersections of domestic and sexual violence, particularly for marginalized communities in South Carolina. **MCKENNA ILISIE**, a member of the class who is volunteering with Planned Parenthood of the Midlands this semester, related that she found Dr. Ekue's presentation to "be useful in advocating for those who have experienced domestic abuse or sexual assault. It is important to share this information with the community to help them understand and support survivors after the abuse or assault occurs."

Great work!

Learn more about the WGST Women's Wellbeing Initiative on the WGST website.

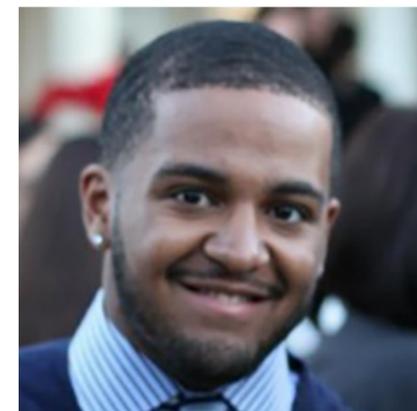


In addition, **DON J. POLITE**, the Graduate Teaching Assistant in the class, has mentored several of the students who are volunteering with The Sierra Club. One of those students was accepted into the Sierra Club Climate Justice Academy, an eight week organizing training for those committed to climate action. The other students have also participated in webinars, letter-writing campaigns to local and federal politicians, and more, in advancing the cause of environmental justice in a way that empowers the most disadvantaged communities.

Dr. Waters expressed that she is "extremely proud of these students who have successfully adapted to this online service-learning opportunity. Their leadership exhibited flexibility, tenacity, and resilience, which enabled them to face the challenges of this pandemic head-on. This is also a story of the professionalism exhibited by the nonprofit organizations in working with the students. We are confronted with facing the challenges of this pandemic, and these students and liaisons have shown exceptional adaptability in serving their clients and communities. In my view, this meaningful educational experience is a story of Women's and Gender Studies students making a difference."



In addition to being a member of the teaching faculty of the Women's and Gender Studies Program, Dr. Mary Baskin Waters currently serves on the Alumni Council of the College of Arts and Sciences. Her current community service includes being Secretary of the Historic Heathwood Neighborhood Association, and serving on the Advisory Councils for the South Carolina Philharmonic and the City of Columbia City of Women Initiative. She is a founding member of Women in Leadership and serves on the Board of the Anita Hill Party.



Don J. Polite Jr. is a PhD Student in History and Grace Jordon McFadden Professors Scholar.

ADOLESCENT MENTORING: AN INTERVIEW WITH PROFESSOR TIA ANDERSEN

Interview by Andrea Acosta

How did you come up with the idea for the course?

As a new faculty member in the Department of Criminology and Criminal Justice, I regularly taught CRJU 351: Juvenile Delinquency and Justice and shared personal stories about my work with the WGST Women's Wellbeing Initiative (WWBI), helping to facilitate Dr. Olga Ivashkevich's arts-based arbitration program for girls in trouble with the law in Lexington County. It never failed that each semester a dozen students would approach me to express their desire to volunteer with the program. Although the WWBI was able to accommodate a small number of students, the demand from my students far outweighed the capacity of the arbitration program. As a result of this energy, enthusiasm, and concern for vulnerable young people, I developed the Adolescent Mentoring class, which matches UofSC students enrolled in my course with a K-12 student attending a local disciplinary alternative school.

How has the pandemic affected the structure of the course or the teaching process?

In March of 2020, the spread of Covid-19 resulted in widespread rapid closures of K-12 schools and universities. While many schools and universities have since reopened for in-person instruction, school site-based service-learning partnership programs remain indefinitely interrupted as a result of the Centers for Disease Control and Prevention (2021) recommendations that schools limit all nonessential visitors, volunteers, and activities involving external groups and organizations. However, as we face the Covid-19 pandemic, mentoring is more critical now than ever, as a growing body of literature has documented educational losses among children and the exacerbation of educational disparities as a result of the pandemic. To ensure physical distancing did not mean social and educational disconnection, in the summer of 2020, I embarked on a massive overhaul of the Adolescent Mentoring course curriculum to provide high-quality virtual training and mentoring services during university and/or K-12 school closures. University students and their mentees now communicate exclusively through video conferencing and messaging technologies that provide a safe and secure environment for communication. To my knowledge, we are the only university-school virtual mentoring program in operation during the Covid-19 pandemic.

How do you find the students are reacting to the course and/or related material?

Preliminary evaluation research focused on identifying underlying themes across students' experiences in the adolescent mentoring course and its impact on their lives reveal that, even when delivered virtually, participation in the course positively impacts students' academic growth, attitudes, values, and understandings of the social world. Students in both the in-person and virtual course have described their participation in the course as a transformational learning experience that facilitates their comprehension of theoretical concepts, reduced or eliminated their stereotypes of "at-risk" youth, developed their cultural competence, and impacted their academic development, career aspirations, sense of civic responsibility, life skills, and attitudes. As one student stated, "I had hoped it would be an "in person" experience, but then again I did not expect to be mentoring in the middle of a global pandemic. However, I think it turned out to be an even greater learning experience through the pandemic and I am very happy to have gotten the chance to (hopefully) influence my mentee."

Want to find out more about other great WGST courses?

Check out the 'Upcoming Courses' page on the WGST website

Take a look at upcoming course flyers on pages 45-50 of this newsletter



Faculty Book Spotlight

DR. DRUE BARKER - 'LIBERATING ECONOMICS'

Creating Gender Equality from the Ashes of Neoliberalism

In this brand-new critical analysis of economics, Barker, Bergeron, and Feiner provide a feminist understanding of the economic processes that shape households, labor markets, globalization, and human well-being to reveal the crucial role that gender plays in the economy today.

With all new and updated chapters, the second edition of *Liberating Economics* examines recent trends in inequality, global indebtedness, crises of care, labor precarity, and climate change. Taking an interdisciplinary and intersectional feminist approach, the new edition places even more emphasis on the ways that gender, race, class, sexuality, and nationality shape the economy. It also highlights the centrality of social reproduction in economic systems and makes connections between the economic circumstances of women in global North and global South. Throughout, the authors reject the idea that there is no alternative to our current neoliberal market economy and offer alternative ways of thinking about and organizing economic systems in order to achieve gender-equitable outcomes.

Written in an accessible and engaging style, this book will be of interest to students and scholars across a range of fields, policymakers, and any reader interested in creating just futures.

Liberating Economics is available for purchase on the [University of Michigan Press site](#).

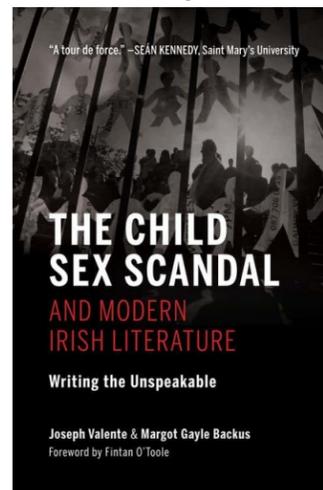


SPOTLIGHT ON SPRING 2021 WGST EVENTS

WGST GRADUATE SEMINAR IN IRISH STUDIES INCLUDES VISITS BY SCHOLARS AND POETS

Preeminent Irish studies scholars, Margot Backus and Joseph Valente, and Irish feminist poet, Annemarie Ní Churreáin, visited WGST 796, a graduate seminar on Queer Times, Irish Times (cross-listed with ENGL 803), a seminar in Irish literary and cultural studies taught by Dr. Ed Madden, the course explored Irish literature at the intersection of three theoretical discussions: Jack Halberstam and other queer theorists on queer time and chrononormativity, David Lloyd on "Irish times" as a particular version of postcolonial temporalities, and Caroline Levine's recent work on institutional and cultural "rhythms."

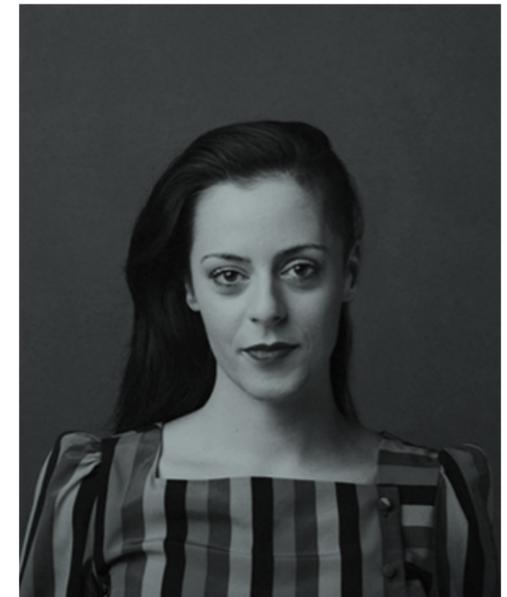
For the session on Keith Ridgway's 1998 novel *The Long Falling*, the students read the chapter in the novel from Backus and Valente's new groundbreaking work, *The Child Sex Scandal and Modern Irish Literature: Writing the Unspeakable* (Indiana UP, 2020). The book examines cultural and literary responses to child sex abuse, combining psychoanalytic theory with historical contextualization in representations of scandal culture, offering insight into the lives of both the children and those who failed them. Ridgway's story is set at the historical intersection of Irish gay rights and the struggle for reproductive rights, centered on the 1992 x case, in which a 14-year-old girl, pregnant from abuse by a family friend, was denied access to abortion. The case led to an extended court battle over rights to travel and abortion and played a role in the growing conversation about sexual abuse.



Backus, a professor of English at the University of Houston, and Valente, Distinguished Professor of English and Disability Studies at the University of Buffalo, met with the class on March 11 to discuss their reading of the novel. After explaining the theoretical basis of the work, Backus and Valente worked through key passages in the novel about a woman who was herself both victim (of domestic abuse) and problematically guilty herself (of child neglect and infanticide). Addressing a difficult novel about difficult material, the scholars drew attention to the necessity for rigorous examination of such representations, especially in the ways that this particular novel blurs the relation between scandal observer and participant, thus implicating society itself in ignoring the culture of sexual abuse.

Backus and Valente have made their book available for free online on the [Indiana University Press website](#).

Irish poet Annemarie Ní Churreáin's first book, *Bloodroot* (Doire 2017), also addresses elements of Ireland's cultures of containment and abuse—drawing on her grandmother's experience in a mother and baby home, and her own experience in a family marked by adoption and fostering, in order to explore more widely the suppressed and silenced women institutionalized and stigmatized by Irish church and state. She talked about her family background, the residencies that fed her creative work (and her "culture shock" at a residency in Florida, living in a place with inadequate public transportation), and her foster brother's death, which haunts several poems at the end of the book. Ní Churreáin devoted some time to two poems, "Sisters" and "Six Ways to Wash Your Hands" (Ayliffe 1978). The first describes foster sisters she grew up with—sisters whose names she changes to those of mythical and powerful Irish figures. (You can hear the poem online on [Vimeo](#)). The second poem is based on a visit to the site of the mother and baby home where her birth grandmother was incarcerated and her father taken into adoption. She found on the ground a laminated card on handwashing, which then became a structure for the poem's indictment of the Irish state's treatment of unmarried mothers. (You can read the poem at the end of Ní Churreáin's essay, "I was raised in the shadow of men who wanted to conquer wildness," on the [Irish Times website](#)). Ever generous, Ní Churreáin was interviewed by one of the students whose final project focused on the poet's use of Irish myth, particularly the story of Sadhbh.



Though teaching online has been a new and sometimes difficult experience, Madden admitted that one of the real benefits has been the ease of securing guest speakers for both his undergraduate and graduate WGST classes. WGST provided some funds for class guests, and Zoom provided both the means and a kind of intimacy—writers and artists speaking from their own homes or offices—that enabled remarkable conversations.

STORIES OF STRUGGLE: THE CLASH OVER CIVIL RIGHTS IN SOUTH CAROLINA WITH CLAUDIA SMITH BRINSON



On Friday March 26th, Claudia Smith Brinson joined the Women's and Gender Studies Program to discuss her new book, *Stories of Struggle: The Clash Over Civil Rights in South Carolina*.

In the last third of her book, and topic of this presentation, she focuses on the story of 400 Black women workers from the Medical College and Charleston County

Hospitals who, in 1969, went on strike against racial discrimination and segregation, pay inequality, and wrongful termination. The author relates what some denote as "the last big event of the Civil Rights movement," through photographs and interviews of the main leaders of the movement--Mary Moultrie, Naomi White, and Rosetta Simmons.

This strike not only got attention from national news outlets and politicians, but also that of union and civil right activists, who traveled from all over the country to support the women and their cause.

The protests were peaceful and very much a family movement, even including children, until Governor Robert McNair ordered the National Guard and police to become involved, which ultimately turned the protests violent. Nonetheless, with the support of the union, the SCLC (Southern Christian Leadership Conference), and through training in non-violent direct action, the strike leaders were able to start negotiations with the hospitals and get some of their demands met.

Thanks to these women, progress and change came to all. The strike forced the Governor to create a pay scale for the first time, thus benefiting not only those who organized and struck, but all workers in the state of South Carolina.

Stories of Struggle is available for purchase from the [University of South Carolina Press](https://www.usc.edu/publishing).

RELIGION, SEXUALITY, AND FREEDOM WITH DRs. BURKE AND KAZYAK

On April 9th, in a Zoom colloquium talk co-sponsored by the Women's and Gender Studies Program and the Department of Sociology, University of Nebraska at Lincoln sociologists Drs. Emily Kazyak and Kelsy Burke discussed "Religion, Sexuality, and Freedom: The Social and Legal Landscapes of Religious Liberty and LGBTQ Rights." Emily Kazyak is an Associate Professor who studies sexuality in American culture and law.



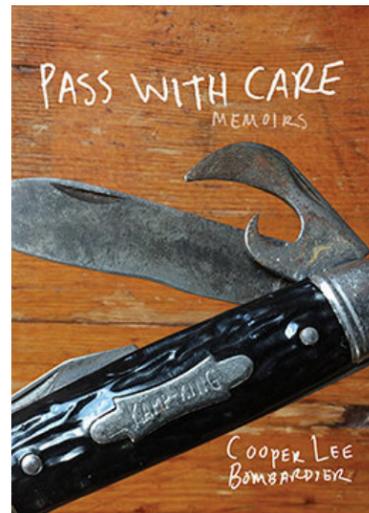
She has researched topics ranging from gays and lesbians in small towns, representations of romance and sexuality in Disney movies, and the evolution of laws regulating marriage and parenthood. Her work has been published in numerous journals including *Gender & Society*, *Journal of Marriage and Family*, and *Sexuality Research and Social Policy* and she was recently awarded the Early Career Award from the American Sociological Association's Section on the Sociology of Sexualities. Kelsy Burke is an Associate Professor who studies how sex, gender, and religion collide in contemporary America. Her first book examining online Christian sex advice is the award-winning *Christians under Covers: Evangelicals and Sexual Pleasure on the Internet*—published by the University of California Press in 2016. She has published numerous scholarly and popular articles on topics ranging from racism in evangelical women's ministries, debates over pornography addiction, as well as religious freedom laws and LGBTQ rights.

In their talk, Drs. Burke and Kazyak outlined the interface between public opinion on support for LGBTQ rights and non-discrimination and a legal landscape that may allow for refusal of services to these groups in the context of religious freedom exemptions. They discussed that religious freedom exemptions have been used largely by evangelical and conservative Christians to deny services to LGBTQ individuals, particularly when those services are connected to same-sex marriage. Drs. Burke and Kazyak outlined their ongoing mixed-methods research project, funded by the National Science Foundation. This project, the first of its kind in the nation, will result in the creation of a quantitative database of all religious freedom legal exemptions granted from 1990-2020 and provide in-depth qualitative interview data, from 180 adults from four cities across the U.S., to discern beliefs about LGBTQ rights and religious freedom. Ultimately, this project will help researchers and social policy-makers better understand the shifting context of U.S. legal case law and American beliefs, when it comes to the rights of both LGBTQ people and conservative Christians, as well as how these rights often exist in contention as they are adjudicated in courts of law and public opinion.

QUEER WRITERS VISIT WGST 298 VIA ZOOM THIS SPRING!

Three queer writers met with Ed Madden's WGST 298 this spring via Zoom. A topics class titled "Queer Times, Queer Lives," WGST 298 focused on queer life stories and how those stories might fit, resist, exceed, ignore, or queer cultural norms. In particular, the class examined representations of time, thinking through Jack Halberstam's claim that queerness can open up new life narratives characterized by "strange temporalities" and "eccentric life schedules." Thanks to the WGST program's decision to sponsor classroom visits this spring in the absence of major speakers, unable to travel during the pandemic, WGST students were able to meet with memoir writers Cooper Lee Bombardier and Matias Viegner and poet TC Tolbert. The classroom visits were also open to WGST faculty and students.

Author of a collection of essays titled *Pass with Care: Memoirs* (Dottir 2020), Bombardier met with the class on March 10. He read from the book and discussed with honesty and humor his writing and his own experiences as a working-class trans man. He emphasized that every trans story is different, that trans stories should not be forced into expected or predictable transition narratives. As he writes in the book's closing essay, "It seems like our duty as trans people writing memoir in this time is to resist and reject narrative forms and chronologies that limit the diversity of our multivalent trans bodies and lives." Bombardier spoke about the medical culture that too often serves a gatekeeping function, denying trans people bodily autonomy in medical care. He talked about his experience as an aging trans white man, but also his need to stay connected with both his personal history and the community he was part of as a butch lesbian. At the end of the class, he answered questions from the students about being an ally.

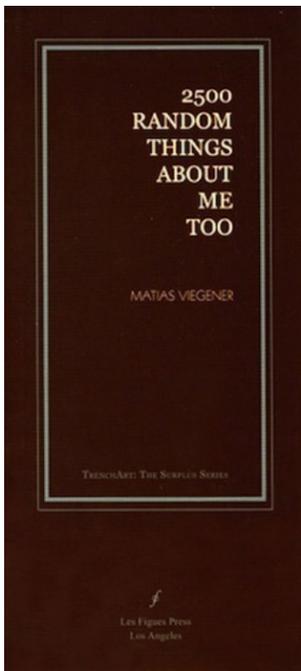


You can read Bombardier's work online on the [Kenyon Review website](#). A version of this essay, "A Trans Body's Path in Eight Folds," opens the collection. A number of students wrote about this essay in relation to Buddhist tradition. You can read an interview with Bombardier on the [Bomb Magazine website](#).

On March 24, students met with Matias Viegner, author of *2500 Random Things About Me Too* (Les Figues 2012). A faculty member at the California Institute of the Arts, Viegner is also a conceptual and visual artist, a founding member of the Fallen Fruit art collective. Possibly the first book to have been composed entirely on Facebook (you can read about his process in the [Huffington Post](#)), the book is structured as a series of 100 posts of 25 random things, in which Viegner writes about sex, art, family, fruit, randomness, identity, death,

and his aging poodle Peggy. He opens, "1. People think I'm American but inside I'm foreign," setting up an extended and repeated focus on identity that is marked by sexual and ethnic difference—his parents migrating from Germany via Argentina. References to the death of his mother and his friend, the writer Kathy Acker, surface throughout the book, and book ends with Peggy's imminent death. Viegner talked with the students about his process and the rules that governed the project (never look back, never plan ahead), and he noted his debt to John Cage and Joe Brainard—calling them his "guiding angels and queer ancestors," who offered ways of thinking about art based in chance and in fragments. As he discussed queer writing with the students and his resistance to linear plot, he asked the students, "Can we use straight tools to tell queer stories?"

You can read more about the project on the [Les Figues website](#), and you can read one of the lists on the [Les Figues blog](#).



Finally, on March 29, trans poet, dancer, and collaborator TC Tolbert met with the class, talking a lot about his writing process and the importance of poetry to his own transition. "We use language to make sense of the world," s/he* said, explaining, "Stepping into the unknown with my body was only possible because I'd already been doing it on the page." S/he also talked about his "deeply formative" Pentecostal religious background. S/he focused on his "Dear Melissa" series of poems, poems in which

Tolbert addresses his past self, spending some time talking about one in which s/he breaks open something his mother used to say as a way to emphasize the healing that has happened since then. (You can listen to the poem on the [Poets.org YouTube page](#), text available on the [Poets.org site](#). Tolbert looked at a number of his experimental poems, urging the students to think about how language can be reworked, reimagined, and to use poetry to "revel in the messiness, the wonder of being alive." Being trans, Tolbert said, "is inherently about stepping fully into the self you want to live."

The course featured a range of life stories—including a memoir by Audre Lorde; novels by Emma Donoghue, Dale Peck, and Jeanette Winterson; and Todrick Hall's music videos in *Straight Outta Oz*—but in their comments about the course, students emphasized the value of the guest speakers. In an end-of-semester poll, they voted Viegner's book their favorite book of the semester.

*All pronouns used herein are those preferred and used by Tolbert.

SPRING 2021 WGST EVENT FLYERS

The Women's and Gender Studies Program welcomes

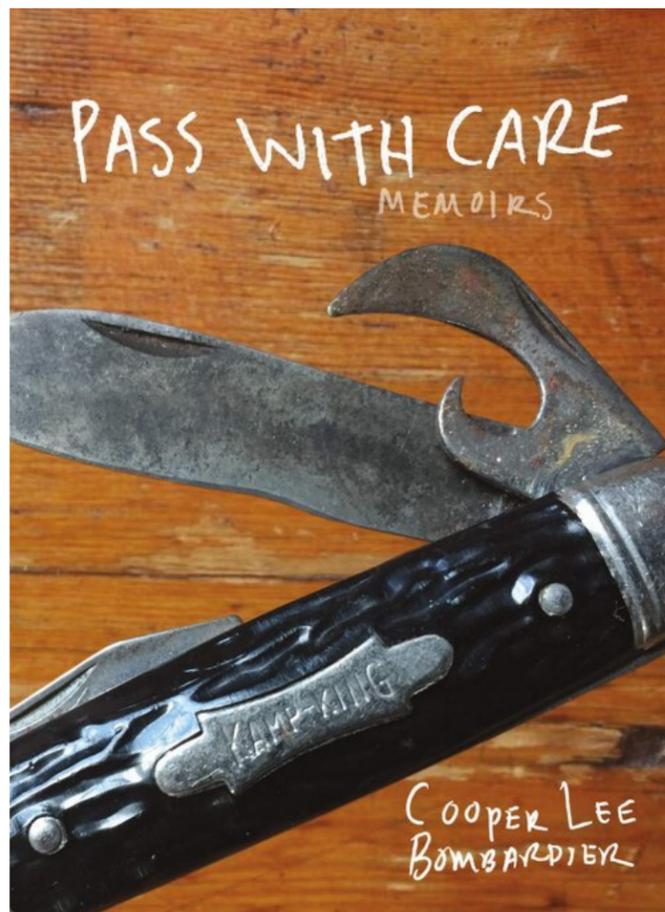
Cooper Lee Bombardier author of *Pass with Care*

Cooper Lee Bombardier will join Dr. Ed Madden's WGST 298 to read from and discuss *Pass with Care*, a collection of memoir essays addressing the author's transition and experience as a trans man.

"In this groundbreaking collection of lyrical essays and poetry, Cooper Lee Bombardier contextualizes the act of transitioning as something that is as shaped by words as it is by physical and social transformation. As his landscape shifts from working-class New England to the punk-fueled queer scene of early '90s San Francisco to New Mexico's high deserts, Bombardier invites us to see how gender and sexuality are constantly in flux and (re)formation, offering a bridge between trans generations, a celebration of trans elders, and a unique reckoning with manhood."

Pass with Care is available for purchase from Dottir Press.

Uof SC Women's and Gender Studies
College of Arts and Sciences



Join us via Zoom on
Wednesday, March 10th
4:00-5:00PM EST

for a link to the event, please email
rdobson@mailbox.sc.edu

Uof SC **The Child Sex Scandal** and Modern Irish Literature



The Women's and Gender Studies Program presents a talk with
JOSEPH VALENTE and MARGOT GAYLE BACKUS.

The authors will join Dr. Ed Madden's course "Queer Times, Irish Times" for a discussion of their work *The Child Sex Scandal and Modern Irish Literature: Writing the Unspeakable*. For the class they will focus on the chapter on the novel *The Long Falling* by Keith Ridgway.

Even though the Irish child sex abuse scandals in the Catholic Church have appeared steadily in the media, many children remain in peril.

In *The Child Sex Scandal and Modern Irish Literature*, Joseph Valente and Margot Gayle Backus examine modern cultural responses to child sex abuse in Ireland. Using descriptions of these scandals found in newspapers, historiographical analysis, and 20th- and 21st-century literature, Valente and Backus expose a public sphere ardently committed to Irish children's souls and piously oblivious to their physical welfare. They offer historically contextualized and psychoanalytically informed readings of scandal narratives by nine notable modern Irish authors who actively, pointedly, and persistently question Ireland's responsibilities regarding its children. Through close, critical readings, a more nuanced and troubling account emerges of how Ireland's postcolonial heritage has served to enable such abuse.

The Child Sex Scandal and Modern Irish Literature refines the debates on why so many Irish children were lost by offering insight into the lived experience of both the children and those who failed them.

The book is available for free from the [Indiana University Press site](https://www.indiana.edu/~iupress/).

The Women's and Gender Studies Program welcomes

Matias Viegner

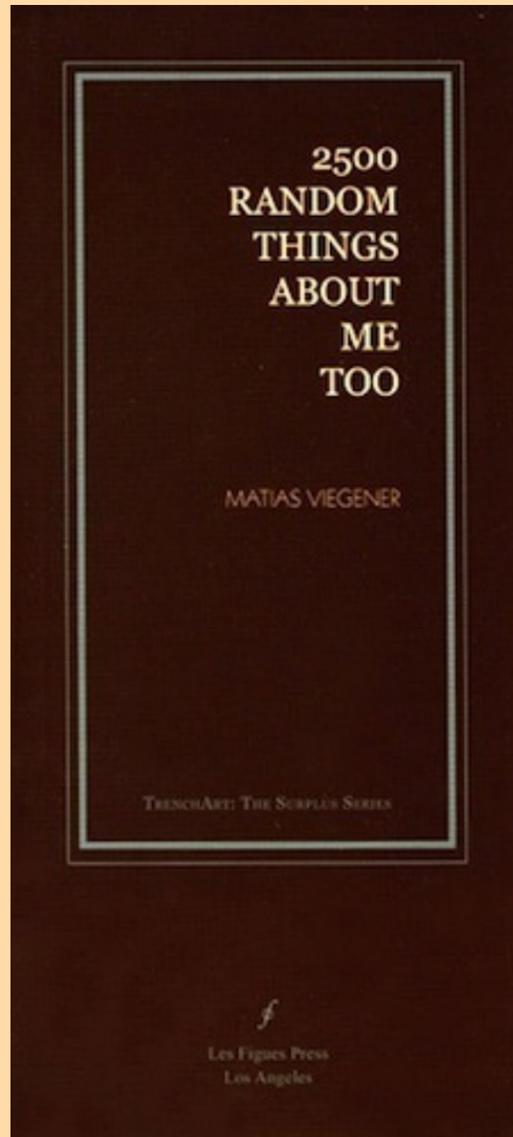
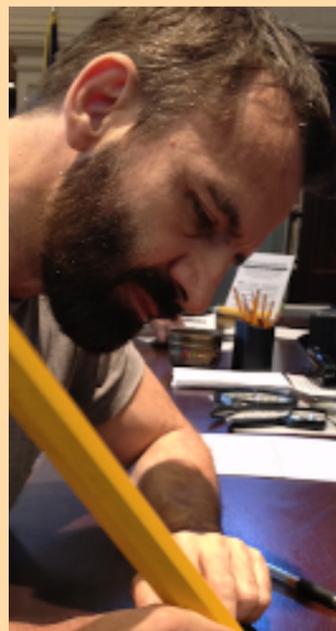
author of

2500 Random Things About Me Too

a memoir written in Facebook posts

"It isn't a memoir, but if it was, that would tie in with a long tradition of texts written by gay men in the form of fragments." - Kevin Killian, from the introduction.

Matias Viegner will join Dr. Ed Madden's course "Queer Times, Queer Lives" to discuss his work. *2500 Random Things About Me Too* is an experiment in the construction of identity in a Facebook-drenched world of self-manufacturing and short attention spans. Possibly the first book to have been composed entirely on Facebook, *2500 Random Things About Me Too* is a text-cloud raining art, dogs, sex, death and fruit.



Join Us via Zoom
Wednesday, March 24
4:00-5:00PM EST

For a link to the event, please email
rdobson@mailbox.sc.edu

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

The Women's and Gender Studies Program welcomes

CLAUDIA SMITH BRINSON, author of *STORIES OF STRUGGLE: THE CLASH OVER CIVIL RIGHTS IN SOUTH CAROLINA*



The Clash over
Civil Rights in
South Carolina

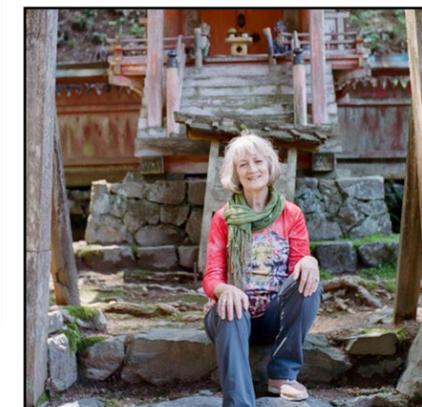
Stories of Struggle

Claudia Smith Brinson

In the spring and summer of 1969 more than 400 black women working at the Medical College and Charleston County hospitals went on strike. Charleston became a destination not for tourists but for union and civil rights activists, state troopers, riot police, and the National Guard – 1,200 soldiers sent by Gov. Robert E. McNair Sr. – standing on armed personnel carriers, wearing gas masks, carrying rifles with fixed bayonets. Said Charleston leader Mary Moultrie, "You thought we'd just die out after a day or two of marching. You thought we'd say, 'Sorry, boss,' and put those handkerchiefs back on our heads." That's not what the women did.

CLAUDIA SMITH BRINSON, a newspaper journalist in South Carolina for more than thirty years, spent much of her career with Knight Ridder media company as a senior writer, writing coach, associate editor, and columnist. She taught writing at the University of South Carolina and directed the Writing for Print and Digital Media major at Columbia College.

Stories of Struggle is available for purchase from the [University of South Carolina Press](http://www.uscpress.edu)



JOIN US VIA ZOOM
FRIDAY, MARCH 26th 2:00-3:00PM EST

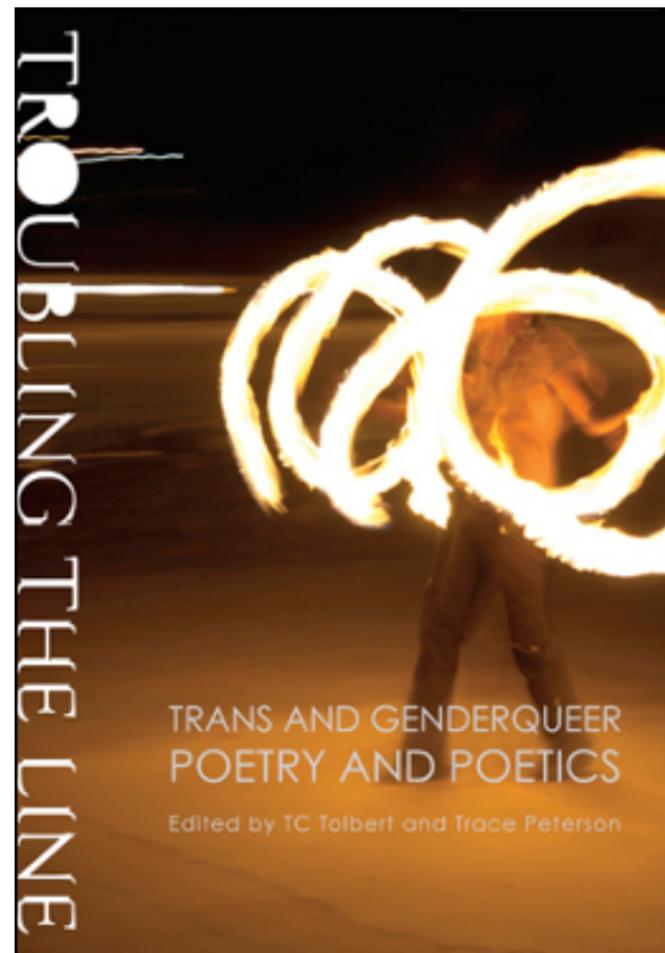
for a link to the event, please email rdobson@mailbox.sc.edu



The Women's and Gender Studies Program welcomes

TC Tolbert

Editor of *Troubling the Line: Trans and Genderqueer Poetry*



Uof SC Women's and Gender Studies
College of Arts and Sciences

TC Tolbert will join Dr. Ed Madden's WGST 298 to discuss *Troubling the Line: Trans and Genderqueer Poetry*.

TC Tolbert identifies as a trans and genderqueer feminist, collaborator, mover, and poet. And, s/he's a human in love with humans doing human things. S/he is author of *Gephyromania* (Ahsahta Press 2014 and to be re-released in 2021 by Nightboat Books), five chapbooks, and co-editor of *Troubling the Line: Trans and Genderqueer Poetry and Poetics* (Nightboat Books 2013). TC was recently awarded an Academy of American Poets' Laureate Fellowship for his work with trans, non-binary, and queer folks as Tucson's Poet Laureate. S/he spends his summers leading wilderness trips with Outward Bound. www.tctolbert.com

Join us via Zoom
Monday, March 29th
4:00-5:00PM EST

for a link to the event, please email rdobson@mailbox.sc.edu

The Women's and Gender Studies Program presents

A Talk with Irish Poet Annemarie Ní Churreáin author of *Bloodroot*



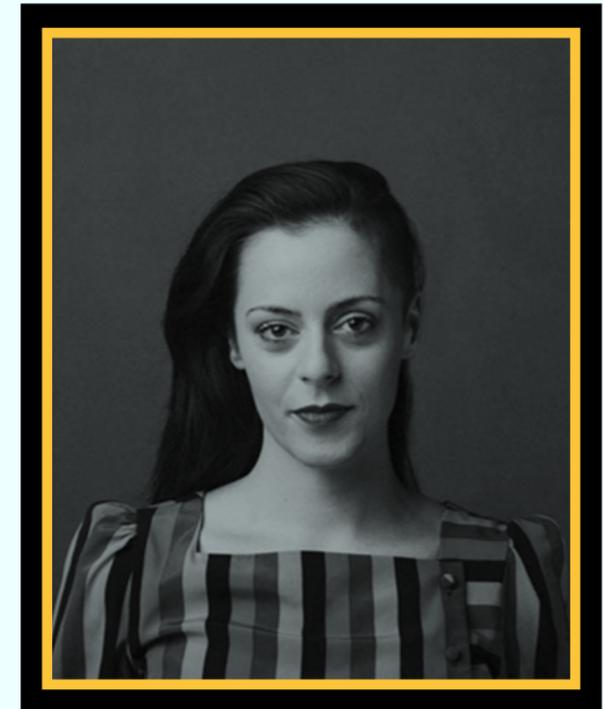
"In this remarkable debut collection, Ní Churreáin bears witness to the lived experiences of women, including those Irish women who for too long have been overlooked and silenced; women like Ann Lovett, Joanne Hayes, and the many nameless, disregarded women who lived lives of imprisonment within Irish Institutions; women whose stories are haunted by the ever present spectre of the patriarchal Irish State. Ní Churreáin's poems both captivate and challenge." *Dr. Sinéad Kennedy, Department of English, Maynooth University.*

Join us via Zoom on
Thursday, April 1st
6:00-7:00PM EST
for a link to the event, please email rdobson@mailbox.sc.edu

ANNEMARIE NÍ CHURREÁIN is a poet from the Donegal Gaeltacht, Ireland. Her debut collection *Bloodroot* (Doire Press, 2017) was shortlisted for the Shine Strong Award for best first collection in Ireland and for the 2018 Julie Suk Award in the U.S.A. She is also the author of *Town* (The Salvage Press, 2018).

Bloodroot is available for purchase from Doire Press

Uof SC Women's and Gender Studies
College of Arts and Sciences



UPCOMING COURSES

The Women's and Gender Studies Program and the Department of Sociology present

RELIGION, SEXUALITY, AND FREEDOM:

The Social and Legal Landscapes of Religious Liberty and LGBTQ Rights

A talk by Dr. Kelsy Burke and Dr. Emily Kazyak



In recent decades, prominent legal battles have resulted in a dramatic increase in gained civil rights for lesbians, gays, bisexuals, transgender, and queer-identified individuals in the U.S. Simultaneously, opponents have argued before courts that they should be exempt from recognizing LGBTQ rights based on the claim that their religious beliefs fundamentally oppose the acceptance of LGBTQ people. This presentation explores the evolution of cultural beliefs and case law when it comes to religious freedom and LGBTQ people in the United States. We describe findings from an ongoing research project that includes surveys and interviews of Americans' beliefs alongside quantitative and qualitative analysis of opinions and summaries of federal court cases related to religious exemption and nondiscrimination laws.

**JOIN US VIA ZOOM
APRIL 9TH FROM
2:30-3:30PM EST**

For more information, please email rdobson@mailbox.sc.edu

OUR SPEAKERS

Kelsy Burke is an Associate Professor of Sociology at the University of Nebraska - Lincoln where she studies how sex, gender, and religion collide in contemporary America.

Emily Kazyak is an Associate Professor of Sociology & Women's and Gender Studies at the University of Nebraska-Lincoln, where she studies sexuality in American culture and law.



check out these courses while seats are still available!

Thinking about taking a class this summer? Have you considered

Women's Health

WITH DR. KATHRYN LUCHOK
WGST 113-J11 (CRN 74753)



In this course we seek to better understand female bodies, their health, how to take care of their health, and the impact of the society we live in on health. It takes a lifecycle approach examining health from infancy through old age, and examines political, cultural and economic influences on health and well-being. While we emphasize the contemporary U.S. we also examine the history of women's health and look at global issues in women's health as well.

Summer 2021
Web based Online
Asynchronous
PofT: 3S4 6/1-6/18

- Fulfills:**
- ▶ Carolina Core GSS Global/ Social Science
 - ▶ 3GDD - GLD: Diversity & Social Advocacy
 - ▶ 3GDL - GLD: PCE Leadership



Feminist Theories and Epistemologies

WGST 701
 Wednesday 5:30 - 8:00
 Fall 2021

Professor Drucilla K. Barker
 barkerdk@sc.edu

Readings Include:

- Gloria Anzaldua
- Lauren Berlant
- Judith Butler
- Raewyn Connell
- Michel Foucault
- Jack Halberstam
- Donna Haraway
- bell hooks
- Chandra Mohanty
- Jennifer Nash
- Kathy Weeks

Feminist theory provides a set of intellectual tools to identify and examine women's subordinate social status and gender oppression. We will examine the ways that gender - the cultural construction of sex, intersects with race, class, nationality, and other markers of difference to create ethically troubling social hierarchies. We will then analyze the implicit assumptions and values through which they are made to seem natural and fair and discuss ways to work toward ethical feminist futures.



"The philosophers have only interpreted the world, in various ways. The point, however, is to change it."
 ...Karl Marx

University of South Carolina
 SOCY 304 / WGST 304
 Fall 2021
 Web based Online Asynchronous

Race, Class, Gender, and Sexuality (in the South)

with Instructor
Nik Lampe

In this course, we seek to better understand the historical trends and contemporary challenges concerning race, social class, gender, and sexualities in the Southeastern United States.



Women in China

CHIN335 / WGST335

In modern times, women in China have gone from having **bound feet** to wearing **high heels**, from driving tractors to BMWs. Beauties selling cigarettes, **iron women** shouting Maoist slogans, **mothers** who balance work and family, and women **writers** will be some of the subjects of our investigation into the female experience in modern China. We will examine images of women in visual culture, read fiction and memoirs about women's lives, and attain familiarity with studies of the **female experience** to gain a deeper understanding of the stakes for women in modern China. The class ends with a final project in which students write their own short **biography** of a Chinese woman.

All materials in English translation.

Professor: Krista Van Fleit
Times: TTH 10:05-11:20

Questions? Email vanfleit@mailbox.sc.edu

SEX AND GENDER

with Instructor

Atticus Wolfe

This course examines how sex and gender shape and affect experiences across a wide range of social institutions (family, work, education, politics, etc.).

University of South Carolina
WGST 300 / SOCY 301

Summer 2021

Web-based Online Asynchronous
Fall 2021

In person Tues/Thur 8:30am-9:45am

LING 305/WGST 398
FALL 2021
TR 10:05-11:20AM

**LANGUAGE, GENDER, AND
SEXUALITY**

How do we use language to do "masculinity" and "femininity"?

What does it mean to "sound gay"?

What is grammatical gender?

What is the relationship between language, gender and power?

A full list of upcoming graduate and undergraduate WGST courses is available on the [WGST website!](#)

CONNECT WITH WGST ON SOCIAL MEDIA

Follow WGST on social media for information about upcoming WGST events, courses, news, and more.



<https://www.facebook.com/wgstuofsc>



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@uofscwgst



UofSC WGST

Have news you would like to share with the WGST community? Fill out the **WGST @ UOFSC COMMUNITY MEMBER UPDATE FORM.**

Please email rdobson@mailbox.sc.edu with any questions or concerns.

NEWS WGST LETTER



When you give to the Women's and Gender Studies Program, you help support our critical programming and events, our students through fellowship and awards, and our faculty research and recruitment efforts. Please consider a gift today.

Giving is simple with the following three options:

1. Click on the following URL:
<https://tinyurl.com/6jcppv8x>
2. Scan the QR code to the left by taking a photo with your cell phone
3. Call 877-349-2106 and indicate that you wish to make a donation to the Women's Studies Endowment Fund (1b1305).

Close-Hipp Building, Suite 503
1705 College Street
Columbia, SC 29208
803-777-4007
WGST@sc.edu



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