Women’s and Gender Studies
at Wake Forest University

No. 45/Spring-Summer 2012

Congratulations WGS on Becoming a Major

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News from the Director
Wanda Balzano

It is as a messenger of propitious tidings that I resume writing this column: our goal of becoming a major was finally achieved last November. The Women’s and Gender Studies Program will now offer a major and a minor (Hooray!). You can read all about it in the relevant sections of this newsletter, and also enjoy the personal recollections of WGS herstory through the accounts of Peggy Smith and Mary DeShazer. Honestly, it was such great fun to read these memories—and to be a Director (Continued on page 7)

WGS Welcomes New Administrative Assistant

Pat Gardea is the new Administrative Assistant for Women’s and Gender Studies. She began her new role on May 7, 2012 and has been spending the summer months learning about the WGS faculty and the students we serve as well as the many facets of WGS, its course offerings, operations, and events. Beginning August 1, 2012, Pat will also assist the American Ethnic Studies Program. She is a native of El Paso, Texas and has Pat Gardea (Continued on page 16)

Linda Mecum Retires
Kellsi Wallace (’12)

Linda Mecum has been Administrative Coordinator for the Women’s and Gender Studies program since October of 2001. For almost eleven years, she has been the backbone of the WGS office. From painstakingly putting together the annual newsletter to ensuring students meet graduation requirements, Linda is the one who makes everything run smoothly behind the scenes. With her retirement quickly approaching, we are both saddened by her departure and glad that she will be able to get all of the rest and relaxation Linda Mecum (Continued on page 3)

Having Fun and Making Revolution: The Early Days of Women’s Studies at WFU
Margaret (Peggy) Supplee Smith

This past winter Wanda Balzano and I were at a dinner party, and I was telling her stories about the early days of Women’s Studies at Wake Forest University. She asked if I would be willing to write down that history as I remembered it. I said sure! It is hard to believe that it was thirty years ago this spring that the seeds for Early Days (Continued on page 8)

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Women’s and Gender Studies is pleased to host Dr. Angela Kóczé as a Fulbright Scholar in spring 2013. Dr. Kóczé is one of Hungary’s most outspoken Roma rights advocates and was already a guest of Wake Forest during the March 2012 Symposium, “Where Are You From?: A Symposium on Immigration, Mobility and Citizenship,” when she conducted a workshop on “Gender, Ethnicity and Class: Romani Women’s Political Activism and Social Struggle.”

Dr. Kóczé was the first executive director of the European Roma Information Office (ERIO), an NGO lobbying EU institutions. She was also the director of the human Angela Kocze (Continued on page 20)

Upcoming Events

August 28, 2012
WGS Open House
Tribble A106A
1:00-3:00 pm

October 1, 2012
Melissa Harris-Perry (’94) (author, MSNBC political commentator and WFU alumna)
Time/location TBA

October 23, 2012 (lecture)
October 25, 2012 (exhibit opens at SECCA)

‘Utopias of Difference’
Viba Galhotra (environmental artist)
Time/location TBA

October 25-27, 2012
International Conference: Diasporas and ‘Race’ Nine International lecturers and performers
Myriam Chancy (pre-conference lecture)
Josefina Baez (pre-conference performance)

November 8-11, 2012
National Women’s Studies Association Annual Conference
Oakland, CA

Michelle Stephens (lecture)
Associate Professor, English and Hispanic and Caribbean Studies, Rutgers University
Date/time/location TBA

The Invisible War
Documentary film screening regarding the epidemic of rape within the U.S. military
Date/time/location TBA

March 1, 2013 (Babcock Auditorium, WFUBMC)
March 2, 2013 (Benson Center, WFU Reynolda)

HerStories: Breast Cancer Narratives and Counter Narratives Interdisciplinary Symposium
March 5-6, 2013
Eleventh Annual Phyllis Tribe Lecture Series
‘Feminism: Then, Now, and Not Yet’
March 6, 2013
Second Annual Student Research Symposium on Gender and Sexuality at WFU
March 22-23, 2013
Seventh Annual Feminist Theory Workshop
Duke University
(WGS at WFU is an institutional co-sponsor)

For updates on these and other WGS and affiliated events, visit our website at www.wfu.edu/wgs

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Thick
by Caitríona O’Reilly

It is chill and dark in my small room.
A wind blows through gaps in the roof,
piercing even the eiderdown. My skin
goose-pimples in front of the cloudy glass
though there was scalding tea for dinner
with an apple. I’m cold to the bone.

I don’t sleep well either. My hip-bones
stick in the foam mattress, and the room’s
so empty. My sister is having dinner
with a boy. Awake under the roof
I watch the stars bloom heavily through glass
and think, how shatterproof is my skin?

I doze till six, then drink semi-skim
milk for breakfast (the bare bones
of a meal) before nine o’clock class.
It’s kind of hard to leave my room
for the walk to school. No roof
over me and eight solid hours till dinner-
time. All day my dreams of dinner
are what really get under my skin,
not the boys. My tongue sticks to the roof
of my mouth again in class. I’m such a bone-
head! And my stomach’s an empty room.
My face floats upwards in a glass
of Coke at lunchtime. One glass.
I make it last the whole day till dinner:
hot tea and an apple in my room.
My sister seems not to notice the skin
around my mouth or my ankle-bones.
If our parents knew they’d hit the roof

I suppose. My ribs rise like the roof
of a house that’s fashioned from glass.
I might even ping delicately like bone-
china when flicked. No dinner
for six weeks has made this skin
more habitable, more like a room—
or a ceiling that shatters like glass
over those diners off gristle and bone.
This skin is a more distinguished room.

Women’s and Gender Studies as Leader in Engaged Teaching

As a way to acknowledge the important work
being done at Wake Forest, Women’s and Gender Studies in collaboration with the Institute for Public Engagement (IPE) held a round-table lunch discussion on April 10 in the Autumn Room of Reynolda Hall. The goals of the discussion were to:
♦ connect with one another and with IPE around the subject of engaged teaching, i.e., teaching that fosters critical thinking, gives each student a voice, and encourages students to engage with issues affecting the WFU community and the community at large;
♦ learn about the wide range of existing and potential forms of engaged teaching within WGS and across campus;
♦ brainstorm ideas for raising the profile of WGS as a leader in engaged teaching as part of Wake Forest campus culture.

During the round-table discussion, Associate Director of the Institute for Public Engagement Norma-May Isakow, sponsor of the event, shared her vision for engaged teaching across campus and beyond, illustrating the resources offered by IPE. Women’s and Gender Studies faculty, staff, and students shared what they are doing by way of engaged teaching and learning. Community outreach representatives from WFU Police Department were also present and discussed the potential involvement of students with safety initiatives. This meeting was the first of its kind, and was followed by a guided survey that proved to be very useful in identifying further possibilities for raising the profile of engaged teaching/service learning within the Women’s and Gender Studies Program and making it a Leader in Engaged Teaching across campus.

Photos by Hannah Moredock (‘13), who created a poster as part of a class project for WGS 377: Irish Women in Writing and Film. Poem reproduced by permission of author Caitríona O’Reilly and WFU Press.

Thank You

Angela Johnson Baisley (‘62), St. Petersburg, FL, for your gift in memory of Elizabeth Phillips Ashley Graham Phipps (‘08 B.A. and WGS minor; ‘09 MAM) for your gift in support of Women’s and Gender Studies.
On Tuesday, April 24, 2012, students, faculty, staff, family, and friends gathered in the Autumn Room of Reynolda Hall for dinner and to celebrate WGS minors scheduled to graduate in May (and September). Dr. Wanda Balzano (Director of WGS) welcomed everyone and made opening remarks. She was followed by Shelley Graves Sizemore (Co-chair of the WGS Campus Connections Committee and Assistant Director of Campus Life) who introduced the graduating students. Ten of the nineteen students attended the celebration and talked about their experiences at Wake Forest and in Women’s and Gender Studies.

Blakeney Brown – Women, Race and Poverty and the Need to Learn About Family History

Amy Gardin – The Ideas We Live For

Rachel Handel – The Value of an Education

Jessica Harrington – My Experience as a Guardian Ad Litem

Sung Min Kim – The Social Effects of HIV/AIDS on Orphaned Children in Uganda

Catherine Medlock-Walton – The Impact of Feminist Art

Natalie Moreland – The Mother/Fetus Relationship: Resetting the Focus of “Consent” Within the U.S. Abortion Debate

Rebecca Morrow – Gossip and Gender Roles in Jane Austen’s Emma and Pride and Prejudice

Kelly Russo – My Internship with the Southern African Media and Gender Institute

Kellsi Wallace – Sexual Violence as an Act of Genocide: Lessons from Rwanda

The presentations were followed by questions and comments. Mary DeShazer (Professor of WGS and English) made closing remarks. Here are photos from the celebration.

Linda Mecum (Continued from page 1)

she deserves. Much has changed since she started working here. The program has blossomed from a small number of minors to a record breaking 48 minors and majors. Obtaining the major was a goal of Women’s and Gender Studies from the beginning of her employment, and she considers it a huge sign of progress as well as the crowning achievement of her time spent with WGS.

Linda believes that the Women’s and Gender Studies program has also allowed her to learn and grow as an individual. Her dedication and willingness to assist with the Vagina Monologues this past year earned her the title of “Vagina Warrior,” a nickname that she might not have been so open to just a few years ago. While she will not miss the stress of deadlines and frustrations that come with being so invested in a job, she will miss the people. Above all, Linda values the daily interactions and working relationships that she developed here at Wake Forest. “The WGS-involved faculty, students, and others have been so welcoming and appreciative… they have brought me joy and made me feel like I have really made a difference,” she said.

Linda advises incoming Administrative Assistant Pat Gardea not to panic when the going gets tough and to take advantage of the many helpful resources and people all around campus, especially WGS director Dr. Wanda Balzano. Linda says of her friend and colleague, “Wanda is a great person to work with. She always gives 100% of what is asked of her.”

Overall, Linda wants everyone to know that it’s been a good ten+ years and, even in her absence, we are in capable hands. Although she has no big plans for her retirement, Linda looks forward to traveling with friends, spending time with her family, and working in her yard.

We’ll miss you, Linda!

Linda is surprised with a very special gift—a fig tree!
Mary DeShazer (English/WGS) had an article published for Social Semiotics in February, 2012 entitled “Postmillennial Breast Cancer Photo-Narratives: Technologized Terrain.” Dr. DeShazer has a new book in development entitled Mammographies: The Cultural Discourses of Breast Cancer. It is due to be published by University of Michigan Press in fall of 2013. Dr. DeShazer currently serves as a Faculty Committee member for the Wake Forest University Senate. She was a WFU presenter for “Where Are You From? A Symposium on Immigration, Mobility and Citizenship,” DeTamble Auditorium in March 2012. She co-presented “Politics of Location, Transnational Feminisms, and Diaspora Studies” as part of the Humanities Institute Faculty Seminar series for 2011-2012.

Sherri Lawson Clark (Anthropology, WGS, AES) has been appointed Lecturer of the Department of Anthropology with teaching responsibilities in WGS and AES effective July 1, 2012. She has also been appointed as Faculty Director of the Institute for Public Engagement’s Community Based Participatory Research Initiative for 2012-2013. Dr. Clark has a new article publication: “In Search of Housing: Urban Families in Rural Contexts,” in Rural Sociology, 77(1), 2012: 110-134. She was a key lecturer for the Wake Forest University, Museum of Anthropology, Speaker's Series, “Journeys through Housing: Privacy, Protection, and Place,” October 27, 2011. Dr. Clark also partook in the Society for Applied Anthropology Annual Meeting in March 28-31, 2012, Baltimore, MD as a roundtable discussant: “Applied Anthropology, Poverty Research, and Welfare Policy in the Post-Welfare Reform Era” (Podcast: http://sfaapodcasts.net/). She was a recent panelist for the Black Professionals Forum, Wake Forest University, February 25, 2012. Dr. Clark is listed as a 2012 ACE Fellow, an NFS panel reviewer and article editor for the SAGE Open Manuscript. She has also completed a 2012 book review for CHOICE of Reimagining Equality: Stories of Gender, Race, and Finding Home by Anita Hill, published by Beacon Press, 2011.

Sharon Andrews (Theater and Dance) attended the ATHE (Association of Theatre in Higher Education) meeting in Chicago in August 2011. In April 2012 she also directed Emile: La Marquise Du Chatelet Defends Her Life Tonight at the WFU Mainstage Theatre, SFAC, and organized and moderated a cross-disciplinary panel between the Faculty Seminar on 18th-Century Arts and Sciences and the Theatre and Dance Department titled “The World of the Play”. It took place on April 13 in Scales Fine Arts Center.

Catherine Seta (Psychology) presented a paper entitled “The ‘Jewish Atheist’: Cultural and Religious Components of the Jewish Stereotype,” at the Conference of Southeastern Social Psychologists, Johnson City, TN, in November 2011. Dr. Seta has a recent publication in the Basic and Applied Social Psychology Journal entitled “Judging the Severity of Sexually Harassing Events,” Issue 33, 2011: 81-87. Dr. Seta has begun new research with first-year graduate student Sarah Carper on the influence of individual differences in meritocracy belief systems on reactions to rejection based on sexism. Meritocracy belief systems are the belief in the “American Dream” that hard work will be rewarded with success. Preliminary findings of their research show that this belief system acts as a filter through which women view information about sexist behavior and influences expectations of future sexist behavior.


Catherine Harnois (Sociology) has been awarded tenure and, with it, the McCulloch Family Faculty Fellowship. Dr. Harnois presented “The Analytic Interventions of Multiracial Feminism Measuring and Modeling Discrimination with an Intersectional Approach,” at the Washington University Program in African and African-American Studies in March 2012. Dr. Harnois attended the North Carolina Sociological Association Annual Meeting in Winston-Salem, NC, in February 2012. She has developed a new course, “Sexuality in Society,” and her recent book, Feminist Measures in Survey Research was published by Sage in 2012.


Angela Mazaris (Director of the LGBTQ Center) continues the work that she started in 2011, as director of the newly established LGBTQ Center, to provide a source of educational programming, support and advocacy for the entire campus community. With the creation of the LGBTQ Center, Wake Forest joins its peer institutions among top-25 colleges and universities by formalizing the support it offers the LGBTQ community. She has developed a new public engagement course for WGS to be taught in the fall of 2012.
entitled “Communicating Across Differences: LGBTQ and Allies Peer Education.” Dr. Mazaris was selected by students of *The Va-gina Monologues* as a Vagina Warrior.


**Wanda Balzano** (Women’s and Gender Studies) is currently working on a book entitled *The Veiled Subject: Women and Religion in Irish Literature*, which will be published by Irish Academic Press. She was invited to contribute to two books that are going to be published by Manchester University Press. Her essays are respectively entitled: “Beginning History Again: Gendering the Foreigner in Emer Martin’s Baby Zero,” in *Celtic Others: Irish Literary Representations of the Migrant* (ed. P. V. Argaiz), and “Transtextuality, Gender, and the Italian Imaginary through William Trevor’s Writing,” in *William Trevor: A Collection of Critical Essays* (eds. P. Delaney and M. Parker). “Culture, Politics, and Human Rights in *Waiting for Godot*” is coming out in a book edited by Ranjan Ghosh for Lexington Books. In November 2011 she participated in the NWSA annual conference, in Atlanta, with a paper on “Penelope and Her Sisters: Weaving Tradition and Modernity in Transnational Italian Settings.” At the South Atlantic MLA conference in Atlanta she presented “They all speak at once: *Waiting for Godot* and the Language of Subcultures,” November 2011. On March 14-17, 2012, at the national ACIS meeting in New Orleans, Balzano delivered a paper on Kate O’Brien’s Vergilian influences entitled “Erin in Arcadia: Irish Versions of the Pastoral.” At the end of March she presented “Refugees in Multicultural Ireland: Salad Bowl Ingredients or Pickles in a Jar?” at the Wake Forest Symposium on *Where Are You From? Immigration, Mobility, and Citizenship*. With Silvana Carotenuto, Balzano is presently co-editing the special issue of the international interdisciplinary journal *Anglistica*, on the theme of “Women and Exile.” In addition to other College and University assignments, Balzano has been recently elected to the Committee on Orientation and Lower Division Advising, and has been appointed to the Diversity and Inclusion Executive Advisory Council.

**Mary Dalton** (Communication) has been named Professor of Communication and WGS. She has also been elected Secretary of the University Film and Video Association. Although based in the U.S., the Association has members throughout the world.

**Lauren Pressley** (ZSR Library) has been promoted to Head of Instruction at Z. Smith Reynolds Library. Lauren presents a wide range of technology and instruction topics at the national level.
The Wake Forest University Honors and Awards Ceremony for Undergraduates occurred on Sunday, May 20, 2012, in Brendle Recital Hall, SFAC. Since 1995, Women’s and Gender Studies has participated in this event. The following students were recognized this year.

The Academic Award for Outstanding Senior in WGS recognizes a student who has shown initiative and motivation throughout her/his tenure at Wake Forest, who has excelled in a variety of academic disciplines and special projects, and who has maintained a high scholastic average and demonstrated aptitude for further study. The 2012 recipient of this award is WGS minor Emily Rebecca Hershman.

“Emily has the highest GPA in Women’s and Gender Studies of all of our seniors this year, and her overall credits surpass the required 120.0. Emily’s excellent scholarship has earned her the high praise of various faculty members who had her in their classes. She has much to be proud of and to look forward to.”

The Leadership Award for Outstanding Senior in WGS is given to the student who best exemplifies the qualities of leadership, service and professionalism, who has excellent academic records and has made a significant contribution to the betterment of society through community service and/or humanitarian undertakings, and who has promoted the educational value of racial, cultural and gender diversity. This year’s recipient is WGS major Amy Swan Gardin.

“Not only has Amy been one of the most active students in WGS, but the leadership skills that she displayed in order to earn a WGS major in spite of the limitations imposed by the university successfully opened gates for her as well as three other students to graduate with a WGS major. Amy has passionately and courageously upheld important ideas of feminism and social justice at WFU and beyond. She has done work in Forsyth, Davidson and Alleghany Counties by creating literacy programs in local libraries, performing construction work at individual homes, and bringing the arts to community areas through puppets, plays, and writing.”

A WGS reception in the main lobby of Tribble Hall for students, families, friends, and faculty followed the ceremony. Here, and on page 16, are photos from these events.
party to phone calls and emails that were exchanged ‘off the record’ in order to confirm dates, facts, and names—that I encourage each of you readers to contribute to future issues of News and Notes with your own accounts, photos, and recollections. Recording history should be, at the best of times, a shared enterprise.

Even though the attained WGS major was originally not going to be effective until the fall of 2012, with the first class of majors graduating in spring 2013, Amy Gardin—one of our activists/minors who had accrued more than the necessary credits and requirements—petitioned the Committee of Academic Affairs this past spring in order to have her WGS major recognized. Her petition was successful, and three more minors who satisfied the required criteria for the WGS major followed suit. Jessica Harrington, Grant Live-say, and Kellsie Wallace also graduated with a major in Women’s and Gender Studies. Needless to say, we were thrilled for them.

At this time we need to thank Linda Mecum, who diligently assisted the core faculty, the Advisory Board, the students, past directors and me during the painstaking process of actively pursuing the WGS major over the years. In addition to her regular tasks and duties, Linda produced detailed spreadsheets, compiled numerous reports, organized mountains of data and sorted through dusty archives in order to help us obtain this important academic goal. She has been with us all along, and now that the goal has finally been achieved, she is set to retire in the summer. We will miss her presence, her humor and her creativity, but, after working so hard for our program, we are delighted that she will be able to enjoy free time, even though, undoubtedly, her time will be filled with many activities… We cannot imagine Linda idle for too long, being, as she is, always so full of energy!

As Linda takes leave (but promises to come back to our future events as a special guest), we are delighted to welcome our new Administrative Assistant on board. Pat Gardea will exclusively be with the Women’s and Gender Studies Program until August 1, 2012. After that date, she will also assist American Ethnic Studies. Pat is a welcome addition to our program: she fully embraces the Women’s and Gender Studies mission and, since her first day with us, she has studiously set for herself the task to learn the Wake Forest way of all things. I look forward to working with her on the important goals we have established for our bustling program.

I wish to thank Dean Jacque Fetrow, Associate Dean Randy Rogan, and Interim Provost Mark Welker for the support of our major and the establishment of new positions in Women’s and Gender Studies. Beginning July 2012, Sherri Clark will be Lecturer in Women’s and Gender Studies, American Ethnic Studies and Anthropology. Additionally, Shannon Gilreath will have a joint appointment between Women’s and Gender Studies and the Law School. All of these years’ work, passion, and engagement are reflected in the growing number of students who come to our program. This year, we came close to having fifty students declared as minors or majors.

During my leave, last year, the important leadership of Sally Barbour, Anne Boyle, Mary DeShazer and David Phillips, and the close collaboration with the Women’s and Gender Studies Advisory Board were a vital part of the continued success of the Program. Next year, as we welcome the new Provost to our campus, Dr. Rogan Kersh, we also look forward to welcoming and working with the director of the new Women’s Center on innovative programs and initiatives.

If I were to pin down a relevant source of our increasing achievements I would attribute it to the robust feminist knowledge that consistently informs what we do. From the year-long faculty colloquia series to the various productive collaborations with other academic units, from mentoring students outside of the classroom to working with the Undergraduate Research and Creative Activities Center (URECA), from encouraging essays to be submitted to the Elizabeth Phillips Award for the Best Essay in Women’s and Gender Studies to the spontaneous participation of graduate and undergraduate students in the Annual Student Research Symposium on Gender and Sexual-ity—all of it is done with enthusiasm, never losing focus on the feminist theory and research behind our goals.

In terms of coursework, examples of this perfect blending of theory and practice, research and activism, or of the so-called “public engagement,” are to be found in the WGS internship course that is run by Sherri Clark; the Human-Rights course taught by Patricia Willis; the new courses developed by LGBTQ-Center Director Angela Mazaris, who is associated with our program as Affiliate in Women's and Gender Studies. Having taught “Queer Public Histories” this spring, Angela Mazaris in the fall will teach another service-learning course, “Communicating Across Differences: LGBTQ and Allies Peer Educa-tion,” where students become peer educators, providing campus workshop activities throughout the year.

There are so many other colleagues whom I would like to recognize for their generous dedication to our program, both past and present. From past WGS directors to Wake Forest administrators, from members of the Advisory Board to Core Faculty, from affiliated faculty who have taught our cross-listed courses to adjuncts, from Administrative Assistants to work-study students, from colleagues in the Registrar’s Office to those in other cooperating offices and units, from donors to alumnae/i, from students' parents to general well-wishers. Each one of you has made a difference. Each of you deserves a big “thank you.” For the time being, we take pleasure in our great achievements, while we keep working at the never-ending task of academic education. What next? Stay tuned.

The Help: Change Begins with a Whisper
Pugh Auditorium was filled on November 15, 2011, as students, faculty, staff, and friends gathered for a screening of this #1 New York Times best seller. The Help is an inspirational, courageous and empowering story about very different, extraordinary women in the 1960s South who build an unlikely friendship around a secret writing project — one that breaks society’s rules and puts them all at risk. Filled with poignancy, humor and hope, The Help is a timeless, universal and triumphant story about the ability to create change and comes to vivid life through the powerful performances of a phenomenal ensemble cast—Emma Stone, Viola Davis, Octavia Spencer, and, of course, our all-time favorite, Cicely Tyson. A panel discus-sion, with questions and comments from the audience followed the film.

Sponsored by American Ethnic Studies, Campus Life, Office of Multicultural Affairs, University Theatre, and Women’s and Gender Studies

WOMEN'S & GENDER STUDIES WELCOMES NEW MAJORS AND MINORS!
Ian Amsler ’13 Becca Brolinson ’15
*Wendy Berrier Cook ’15 SheRea DelSol ’13
Rachel Dobson ’13 Chesleigh Fowler ’13
*Dean Guerra ’13 *Alexandria Gwynn ’13
Erin Hellmann ’14 *Alexandra Hollfield ’13
*Laura Hutchins ’14 Monja Johnson ’15 Bentrice Jusu ’13
Caroline Lamy ’13 Nicole Little ’13 Bailey Pittenger ’13
*Sylvia Powell ’13 *Amy Shackelford ’14
Melina Valderrey ’14 Ayanna Wade ’13
Hannah Widdowson ’13
* Denotes WGS Major
Early Days (Continued from page 1)

Wake’s Women’s Studies program were sown, a truly grassroots academic initiative that occurred because many members of the faculty were interested in and some had actually been trained in what was a new (and for Wake Forest, radical) scholarly and curricular direction.

Although women’s studies programs had started at many colleges in the 1970s and were flourishing by the early 1980s, Wake did not yet have a program. Scholarship on women in the arts (I taught a course on women and art at Boston University in 1976), biology, classics, communication, literature, mathematics, philosophy, psychology, sociology, religion, and other disciplines was going gang-busters, generating new information, theories, and perspectives but had yet to become part of the Wake curriculum. I remember feeling imperiled in 1982 (and I suspect others did too) as the deadline approached for passage of the Equal Rights Amendment by three remaining states—to bring the total from 35 states to 38—and North Carolina remained one of the hold-outs. The impetus for the program was academic, personal, and political.

In spring 1982, I sent a memo to everyone listed in the catalog who taught a course that included women—faculty from thirteen departments in all—and Maxine Clark (Psychology), Andrew Ettin (English) and Cecilia Solano (Psychology) responded. The four of us met in Scales and realized that Wake Forest actually was teaching many women’s studies courses across the disciplines but hadn’t formalized them into any program. Maxine was African American, Andrew was Jewish, Cecilia was a Greek-American, and I, generically WASP. Diversity wasn’t on our minds, but getting some momentum for Women’s Studies was. We decided to meet again in the fall.

After the summer break, we met again in the fall of 1982, and the number of participants increased. Susan Borwick (Music), Robert Shorter (English) and Robert Ulery (Classics) plus me (Art) meant that four department chairs—all from the humanities—were on board. Venerable and respected faculty such as Nancy Cotton (English), Elizabeth Phillips (English), and Eva Rodt Witt (Romance Languages) added clout. Young faculty such as Cindy Caywood (now in San Diego), Mary DeShazer and Gillian Overing (all, English Department), and others provided expertise and commitment. Susan Borwick (Music chair) and Mary DeShazer (a 3-year appointment in English) were both new hires in 1982 and brought substantial credentials in women’s studies. At times, the committee may have swelled to twenty-five or so members, and I am sorry if I have omitted anyone.

That there was a critical mass within the faculty to support women’s studies reflects a bit of institutional history. It would be hard to look at the campus today and realize how few in number women were before the 1970s. [Early women faculty pioneers were Jeanne Owen (Business), Marge Crisp and Dot Casey (Physical Education), Beulah Raynor and Elizabeth Phillips (English), Lucille Harris (Music), and Anne Tillett and Mary Frances Robinson (Romance Languages.)] Beulah Raynor (hired 1946) was the first woman tenured in English. Elizabeth Phillips and Mary Frances Robinson were the first women full professors (1968) and both chaired their departments in the 1970s. At that same Wake began to actively recruit women, ramping up female entry-level appointments but also employing further up the academic pipeline. Internationally renowned authority on 20th century French literature Germaine Brée came as the first Kenan Professor of Humanities in 1973. Acclaimed author and poet Maya Angelou officially joined the faculty as the first Reynolds Professor in September 1982. Nancy Cotton, Susan Borwick, Catherine Harris (Sociology) and I were all mid-career hires from the mid-1970s-early 1980s, in that we had taught elsewhere and did not start at Wake as assistant professors. Although women began to move up the career ladder, as late as the mid-1980s, of the more than 100 full professors, only six were women, and only eleven associate professors were. Dolly McPherson was the first tenured African American woman in June 1982. I was the first woman tenured in the art department (1986), Susan Borwick, first in music (1986), and Sarah Watts, hired in 1987, was the first to be tenured in history in 1990. Other departments also would name their first tenured woman during this time.

In a very real sense, the women’s studies momentum resulted from Wake Forest’s, Ed Wilson’s, and Tom Mullen’s initiative for the college to recruit women at all academic levels. Historically it marks a time when faculty across campus coalesced around an interdisciplinary discipline rather than responding to an administrative or department mandate. Our ever-growing Women’s Studies committee, now formalized, had experience and enthusiasm, institutional savvy and intellectual conviction, maturity and youth. After meeting regularly, in the early fall of 1982 we decided to go for it and propose Women’s Studies minor at Wake Forest.

I wrote the proposal draft. What I remember most is the response of Cecilia Solano’s husband, Andrew Sweatt, who was at the medical school and totally cool, but responded that—what—that proposal seemed strident and would turn anyone off, even him, and he was for it. I understood his criticism, got plenty of other good suggestions, toned down the rhetoric, and we had a proposal to submit to the Curriculum Committee for their November meeting. This was before computers, so art department...
When Wanda Balzano asked me to recount my memories of the early years of women’s studies at Wake Forest, I knew that I could never create as lively a chronicle of the period from 1987 to 1996, when I directed the program, as Peggy Smith offers in her wonderful account of its origins. But Wanda persisted, and I am happy to share these recollections as a part of the celebration of our new Women’s and Gender Studies (WGS) major.

When I returned to Wake Forest in the fall of 1987, having taught here in 1982-83 but at Xavier University for the following four years, the Women’s Studies Program was already vibrant, thanks to the heroic efforts of the faculty and administrators named in Peggy’s article. I was fortunate to work closely with each of them as well as with Associate Provost Laura Ford and new supporters such as Nina Allen (Biology), Sally Barbour (French), Anne Boyle (English), Steve Boyd (Religion), and Willie Pearson Jr. (Sociology) who contributed their considerable energies as scholars and teachers in the field. Our team-taught core course, Women’s Issues (now Introduction to WGS), was offered every other semester, and the program regularly cross-listed courses from seven or eight departments. One initial task that the steering committee and I embraced was to identify curricular gaps, and during that process we recognized four areas in need of enhancement: international feminism, feminist theory, women’s health and science, and gay and lesbian studies.

Since Women’s Studies had become increasingly multicultural and global during the 1980s, the steering committee believed that the Wake Forest program would benefit from new course offerings in these areas. In addition to cross-listing Race and Ethnic Relations, taught by Dr. Pearson, we added Dr. Dolly McPherson’s course in African-American autobiography. I designed a class entitled International Women’s Movements that focused on feminist and social justice activism in El Salvador, South Africa, the Soviet Union, and Scandinavia. Feminist studies had also developed an impressive body of interdisciplinary theory throughout the 1980s, so we invited professors Gillian Overing (English) and Kari Weil (French) to teach our first senior seminar, Feminist Theory: From Margin to Center. These courses helped to ground students in the field.

Collaboration lies at the heart of women’s studies, and the steering committee felt strongly about reaching out to cross-campus and community allies as we built our new curriculum. We thus engaged two professors from the Wake Forest Medical Center’s Department of Public Health, Michelle Naughton and Sally Shumaker, to co-teach our first Women’s Health Issues seminar. Teresa Rust Smith, now at Salem College but then affiliated with the Sociology Department at Wake Forest, was enlisted to teach Women and Reproduction; Nina Allen (Biology) developed Wake Forest’s first course on Women and Science. In these courses young women learned about theories of embodiment, sexual self-determination, and women scientists’ contributions to our world—and the program became even more interdisciplinary.

Introducing the evolving field of gay and lesbian studies to a rather conservative campus in the early 1990s was a highlight of my time as Director of Women’s Studies. In spring 1993...
Earning an education

Don’t worry, Wake Forest parents and benefactors, we appreciate your thousands of dollars to pay for school. No, I’m talking about the transition that I had to make when I came to this university. It is the same one that I’m sure many others have made along with me: the transition from being given an education by public and private school systems to earning, even fighting for an education here.

Like the others here, I had many of the expected accolades upon graduation: National Honor Society, prestigious merit scholarships, one of the top in my class. I was used to easy As that didn't challenge my way of thinking. Now, I’m not saying that As are unheard of at Wake, but I know that I had to let go the need to define myself by good grades. I had to learn how to learn all over again. Once I did this, I discovered that the experiences and the new knowledge I gained were what truly made a class good for me, not whatever letter went on my transcript. However, that was a difficult lesson to learn as a hopeful young freshman.

The class I learned wasn’t perfect

Many of us enter Wake Forest certain in our futures as doctors, lawyers and business executives. This is what the education we have been given has led us to believe is our destiny. There is nothing wrong with wanting these things, but we should certainly think and desire beyond the goals and ideas we have been given. This is what I was forced to do in my first year of college when I fell into my first women’s and gender studies class.

I was the only freshman in this 300-level class, and I was afraid. However, I was smart and I had never done poorly in school before, so I felt I could handle this. Over the course of the semester, I worked hard, completed my assignments on time and generally did what I had done before to get good grades. While I did all of this, however, I was introduced to new ways of reading, discussing, and thinking. I wasn’t asked to produce answers, but to express ideas.

There were many times when I did not understand what I was reading or what the others were saying in the class, and that was upsetting. The core of my way of learning has never been so shaken as it was by this class. So, I went to my professor. She doesn’t know it, but I was probably near dropping that class.

Freshman year was hard and this class was not helping. But, like any good professor, she talked to me and helped me. She told me that it was alright not to know every answer or every detail of what the others were saying. It was still a struggle to expand my ideas from my usual frame of reference, but I continued devoting great time and effort and got a little better.

By the end of the semester, I was certain I had done a good job and would receive top marks for such an effort. When grades came in, I had received high marks in most of my classes. In only one did I receive a grade that truly shocked me: that women’s and gender studies class. It was the class I had worked hardest in and cared the most about, yet I made a B in it. I know, a B does-it doesn’t sound too bad to most of you out there, but as a freshman, I was horrified. How could I not have made an A in a class that was so invigorating, so inspirational and so beloved?

Stepping up to the challenge

As I registered for classes for the next semesters and started laying out a course of education for myself, I had a decision to make. I had to decide whether I would take more classes similar to those in which I received only the best grades, or if I would take more classes that inspired me like my women’s and gender studies class.

To figure out where to go, I had to comprehend how much that B would mean in the scope of my education at Wake Forest. So, I thought, and I determined that this B meant absolutely nothing. It was a grade that had been given to me, but I had earned every bit of knowledge and fought for every new experience in that course. On the first day of that course, my professor read to us from Adrienne’s Rich’s “Claiming an Education.” Part of that essay still resonates with me three years later: ‘Responsibility to yourself means refusing to let others do your thinking, talking, and naming for you; it means learning to respect and use your own brains and instincts; hence, grappling hard work.’

In my career at Wake, I could have taken more classes that would have given me more As, but nothing would compare with the lessons learned in that first class that so challenged me. I had a responsibility to grapple with hard work and truly earn my education. I have since grown, but that spirit of responsibility to earn my education is something that I have kept and tried to apply to other aspects of my life. As a nation, we are in the midst of an economic crisis and great social movements that are causing upheaval in the lives of everyone. I know that life will get more difficult for me once I graduate and try to find a job so that I can make a life for myself. However, because I haven’t been given an education here, because I chose to take courses that would challenge me, I understand the importance of earning, in one way or another, everything that I have. So, thank you, parents, friends, professors and Wake Forest, for not giving me an education.
On the cold, rainy afternoon of October 11, 2011, Johnny Blanding (brother to Scott) drove to Winston-Salem from Roanoke, VA, to show a documentary that left at least one person in attendance “feeling like I had just been punched in the stomach.” The description of atrocities that continue to be perpetrated on these young girls and women are unimaginable to those of us who live in this country.

The Women in War Zones movement started with a simple film project. Scott Blanding, his best friend Brad LaBriola and his sister Melanie Blanding traveled to Congo in the summer of 2006 to do a film project on the rape-crisis plaguing Congo and the work of Panzi Hospital - the last bastion of hope for rape victims living in the South Kivu Province.

Women in War Zones, the documentary, dives intimately into the lives of two young women who became sisters during the time they spent at Panzi Hospital. Hélène and Bijoux, ages 22 and 13, supported each other in their fight and struggle to maintain hope and a sense of dignity as they came to grips with their violent and tragic past. The film uses these two women’s stories to depict the much larger and grisly picture of what it means to be a woman in Congo.

“The asked me to choose between rape and death. Of course I could choose neither—both are the same.”

- A victim

The tragic death of Hélène Wamuzila following the making of the film was the impetus that was needed to use the documentary as a sounding horn—to call the world to action against the heinous acts that are committed against women in Congo, and in war zones around the world.

Scott Blanding has been described as “a man who believes in the importance of standing up for women and is brave enough to do something real to change the world.” For more information about the movement and the documentary, visit www.womeninwarzones.org

An Encounter with Simone Weil
(with film Director/Producer Julia Haslett)
Wednesday, February 15, 2012
ZSR Library Auditorium

Simone Weil (1909-1943) was a philosopher, educator, and activist. She fought in the Spanish Civil War, worked as a machine operator and farm laborer, debated Trotsky, taught high school students and union members, and was part of the French Resistance. The daughter of affluent Jewish parents, she was a consummate outsider who distrusted ideologies of any kind. At age 34, Simone Weil left behind a body of work that fills 15 volumes and establishes her as a brilliant political, social, and spiritual thinker. Her ideas have influenced countless people, including Susan Sontag, Graham Greene, and T.S. Eliot.

“An Encounter with Simone Weil was Julia Haslett’s first feature length film. This film was a documentary on Simone Weil, a very complex and unique French woman born in the early twentieth century. Weil dedicated her life to advocating for the needs of the poor and disadvantaged in society. Not only was this documentary about Simone Weil, but also the life struggles that Julia Haslett endured. Haslett’s father committed suicide when she was seventeen and her brother Tim, who had been suffering from anxiety and depression for most of his life, died while Julia was editing her documentary. This documentary was filled with raw and true emotions which made it original and humanistic. Through the experience of devastating life events, the question that connected both Weil and Haslett in this film was, ‘What response does human suffering demand of us?’

Before this documentary, I had not heard of Simone Weil. After the film, I question why not? During her time, she did things most women would never have imagined doing. When she was six years old she gave up sugar because she knew the soldiers fighting during this time did not have that luxury. When she was ten, she was seen at a protest. At age twenty-five, Weil quit her job to work in a factory and help the workers organize a protest. One thing I really admire about Weil is that she felt she could not fully understand a tragedy unless she had experienced it herself. She devoted herself to helping the oppressed and, unfortunately, this is what ultimately led to her death. My favorite quote by Weil was, ‘If you have to do something, do what will cost you the most.’ This is such a challenging statement to stand by, but Weil was able to do this by dedicating her life to standing up for what she felt was right.”

Carson Wigley ('15)
The Vagina Monologues is an episodic play written by Eve Ensler, made up of a varying number of monologues, which ran at the Off Broadway Westside Theatre after a limited run at HERE Arts Center in 1996. Ensler originally starred in the production, performing every monologue herself. In 1998 V-Day was launched—a global non-profit movement that has raised over $75 million for women's anti-violence groups through benefits of The Vagina Monologues. Every monologue, read by women, somehow relates to the vagina, be it through sex, love, rape, menstruation, female genital mutilation, masturbation, birth, orgasm, the variety of names for the vagina, or simply as a physical aspect of the body. A recurring theme throughout the piece is the vagina as a tool of female empowerment, and the ultimate embodiment of individuality. Here is what others had to say about this year’s performance at Wake Forest in the Ring Theatre, March 4-6, 2012:

Comments from the Audience

While all of the skits were on the vagina, each skit was a little different from the last. Some skits were funny, some sad, some serious and others mad. Each skit was meant to have the audience view them in a different sense and experience all of the different emotions a vagina can go through. Never in my life had I attended anything like this, but I would definitely recommend this for other men. Alex Bramall ('15)

Though I am a male who has experienced none of the topics discussed, I can honestly say that I could relate to the women who wrote the moving pieces depicted. All human beings have experienced hardships during their lives, but the troubles many of these women underwent delve deeper than physical trauma and bear witness to the power of mental turmoil. The moving scripts combined with the phenomenal acting made my own heart both ache with sorrow and pump with happiness depending on the scene performed. Colin Egan ('15)

This event really pushed the issue of gender equality, but also addressed race, ethnicity, and sexuality. Through the series of skits, the audience was able to see so many different points of view. The actors did a very good job being comfortable on stage and speaking with conviction. They exposed the struggles of women of different races, classes, ethnicities, and religions. In doing so, it pushed for the overall improvement of female condition in society, not just in America but also worldwide. Ross Tomaselli ('14)

This event dealt with a variety of important WGS issues, including self-acceptance, sexual orientation, gender identity, pejorative terminology and oppression... Overall, the audience seemed to approve very strongly of the production – they laughed hysterically when it was supposed to be funny, and sat in somber silence when the tone turned darker. The end of the production was met with a standing ovation. Anna Donze ('13)

I thought the performances were brilliant; they gave extreme insight into a deeply personal level that is often hidden by society. The performance was indeed very racy, but if anything, this only enhanced the experience because the women were unafraid to express what they felt. And isn’t that how society should be? Berott Mathews ('15)

Comments from a Member of the Cast

I performed in the Vagina Monologues and had the opportunity to recite “Vagina Happy Fact” and “Not so Happy Fact.” My first monologue has a more optimistic tone and illuminates the clitoris, function, composition, etc. One of my favorite lines from the monologues (“Who needs a handgun when you’ve got a semi-automatic?”) is in this piece, and I was excited and even honored to be able to say it. The second monologue (“Not so Happy Fact”) described the tragedy of female genital mutilation that is inflicted on almost three million girls and the bodily impact is has on the girl physiologically.

Many of the issues discussed in the monologues are tragic and can sometimes put people in an uncomfortable position. While it may be difficult, that is why it is even more important to make these stories known. In my monologue, female genital mutilation was addressed. Even though this monologue can be considered too depressing or dry, the message is just as important as the monologues with happier or funny stories.

This is my third year participating in the Monologues and I can honestly say that this is one of my favorite activities I do on campus. I would never describe myself as a “theater” person. The first year I got involved I was worried about not having previous experience at performing but fortunately the directors are extremely patient and supportive. Even other women in the monologues gave me advice from their own personal experience. This advice was helpful when I approached deliverance of my monologue. Something that is unique about Vagina Monologues is that I have the chance to interact with women I would have not otherwise met. Even more inspiring than spreading Ensler’s message is the fact that all of these women have their own reason for joining the Monologues. Throughout the process, all of the women come together to support this cause. After I leave Wake, I will always look back on my experience in the Monologues and be grateful for the valuable lessons I learned and the opportunity to partake in a cause that has a great impact on my life and women globally. Caroline Lamy ('13)

A VM Co-Director Speaks

All of the elements that I typically expect from this piece were made so much more real and touching for me when I had to help other actors get to that place, when I had to describe this show to others in a poster, and when I had to do a thousand little things and remember who I was doing this for. It wasn’t always easy to keep the big picture of what I was fighting for with this show: justice, equality, freedom, and hope for women around the world. It was easy to get caught up in the theatrical performance, but shortly before the opening night, I and the 25 other girls were unfortunately reminded of why we do this. Two girls who had also performed in The Vagina Monologues at Appalachian State University were brutally beaten one night because of “perceived sexual orientation.” It was a disheartening shock that should not have been treated in the way that it was and brought new reality to the monologues in a sad way. After this, I steered myself to speak clearly, reveal the truth, and be firm in joining my efforts with those of our cast and others across the country to continue in this fight until violence and oppression stops. Amy Gardin ('12)

This year’s local contribution of $923.25 was made to My Aunt’s House, an important program at The Children’s Home, Inc. In appreciation for their support of this year’s event, Angela Mazaris (Director of the LGBTQ Center) and Linda Mecum (WGS Administrative Coordinator) were named Vagina Warriors. Many thanks also go to Shelley Graves Sizemore (Assistant Director of Campus Life/Services) for advising this year’s production.
Meet Our WGS 2011-2012 Student Assistants

**Blakeney Brown** (left) is a senior from Gastonia, NC. She is a Political Science major and a double minor in Women’s and Gender Studies and Dance. She will be attending law school next year in order to pursue her dream of becoming a civil rights attorney.

**Ariella Akeza** (right) is a junior from Charlotte, NC. She is a Political Science major and assisted with the Human Rights Clothesline Project in the spring. Ariella will be returning to the WGS office in the fall.

**Kellsi Wallace** (left) is a senior from Black Mountain, NC. She is a double major in Political Science and Women’s and Gender Studies, and will be attending the new Master of Studies in Law program at Wake Forest School of Law in the fall. A special note of thanks to Kellsi for continuing to work in the WGS office during the summer.

**Linsey Campagne** (right) is a sophomore from Ashtabula, OH. She is an English major and Women’s and Gender Studies minor, and is actively involved in Gender Equality Allies. She will be returning to the WGS office in the spring, following the fall 2012 semester in Dublin.

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<tr>
<th>WGS Thanks Affiliated Faculty</th>
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<tr>
<td>We would like to thank the following for teaching courses in the fall 2011 and spring 2012 that gave credit toward the WGS major and minor:</td>
</tr>
<tr>
<td>Rebecca Alexander - Associate Professor, Chemistry</td>
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<tr>
<td>Christina Soriano - Assistant Professor, Theatre</td>
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<tr>
<td>WGS 101: Window on Women’s &amp; Gender Studies</td>
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<tr>
<td>J.K. Curry - Associate Professor, Theatre</td>
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<td>WGS 319/THE 373: Women Playwrights</td>
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<tr>
<td>Michelle Voss Roberts - Assistant Professor, Divinity</td>
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<tr>
<td>WGS 377/THS 790: Feminist, Womanist and Mujerista Theologies - Constructive Perspectives on Christian Thought</td>
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<tr>
<td>Mary Pendergraft - Professor, Classical Languages</td>
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<td>CLA 252: Women in Antiquity</td>
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<tr>
<td>Meg Zulick - Associate Professor, Communication</td>
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<td>COM 340: American Rhetorical Movements to 1900</td>
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<td>COM 341: American Rhetorical Movements since 1900</td>
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<tr>
<td>Dean Franco - Associate Professor, English</td>
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<tr>
<td>ENG 377: American Jewish Literature</td>
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<tr>
<td>Judith Madera - Assistant Professor, English</td>
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<td>ENG 381: Studies in African-American Literature - Black Atlantic</td>
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<tr>
<td>Phillip Batten - Adjunct Professor, Psychology</td>
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<tr>
<td>PSY 265: Human Sexuality</td>
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<td>Catherine Seta - Professor, Psychology</td>
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<td>PSY 364: Stereotyping and Prejudice</td>
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<tr>
<td>Ronald Neal - Visiting Assistant Professor, Religion</td>
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<tr>
<td>REL: Religion, Culture and Gender</td>
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<td>REL 345: African-American Religious Experience</td>
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<td>Jarrod Whitaker - Associate Professor, Religion</td>
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<tr>
<td>REL 387: Priests, Warriors, and Ascetics in Ancient India</td>
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<tr>
<td>Catherine Harris - Professor, Sociology</td>
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<td>SOC 305: Gender in Society</td>
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<td>Catherine Harnois - Assistant Professor, Sociology</td>
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<td>SOC 309: Sexuality and Society</td>
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<td>Robin Simon - Professor, Sociology</td>
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<td>SOC 327: Sociology of Emotion</td>
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<tr>
<th>Elizabeth Phillips Award for Best Essay Written in Women’s and Gender Studies</th>
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<tr>
<td>This award pays tribute to the late Elizabeth Phillips, Professor Emerita of English, for her exceptional scholarly commitment to the advancement of women’s and gender studies.</td>
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<tr>
<th>Congratulations 2012 Award Recipients</th>
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<tr>
<td><strong>Natalie Elise Moreland ’12</strong></td>
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<tr>
<td>“The Mother/Fetus Relationship: Resetting the Focus of ‘Consent’ Within the U.S. Abortion Debate”</td>
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<td>Nominated by Dr. Wanda Balzano, WGS and Shannon Gilreath, Law/WGS</td>
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<tr>
<td><strong>Bailey Mestayer Pittenger ’13</strong></td>
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<tr>
<td>“Deconstructing Elizabeth Bishop’s Seasonal Homes”</td>
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<tr>
<td>Nominated by Dr. Mary DeShazer, English/WGS</td>
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<tr>
<td><strong>Ronald Terry Parrish ’13</strong></td>
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<tr>
<td>“Transformed Bodies: Christianity, Islam, and Sex Reassignment Surgery”</td>
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<td>Nominated by Michelle Voss Roberts, Divinity</td>
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Many thanks to the 2012 Elizabeth Phillips Award Committee: Sherri Lawson Clark (WGS/American Ethnic Studies), Chair; Patrick Moran (English); Katherine Gill (Advancement: Communications)

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<th>Donate your U.S. and Foreign Stamps for the Blind</th>
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<tr>
<td>Women’s and Gender Studies is collecting U.S. and overseas new and used postage stamps. We will send the collected postage stamps to the Royal National Institute of Blind People (RNIB), which is the leading sight loss charity in UK offering information, support and advice to anyone with a sight problem. RNIB also campaigns to eliminate avoidable sight loss and support research into sight loss and eye health issues. Please leave approximately 1/2 inch of envelope around each stamp and send them to:</td>
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<tr>
<td>Women’s and Gender Studies</td>
</tr>
<tr>
<td>PO Box 7365</td>
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<tr>
<td>Winston-Salem, NC 27109</td>
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Dr. Angela Mazaris joined the Wake Forest community in fall 2011. While directing the new LGBTQ Center located in the Benson Student Center, Mazaris taught a course for Women's and Gender Studies in the spring semester. Her experience working with the LGBTQ Resource Center and teaching courses in queer studies and public history at Brown University has prepared her for the post at Wake Forest, but her experiences between her undergraduate years at Vassar College and doctorate studies at Brown University embodied a non-linear path to professorship. She worked at a variety of places and with a broad spectrum of people. So before she pursued her doctorate in American Studies, she had acquired a wealth of knowledge about "how to relate to different people in the world, doing different things." Mazaris said, "It's also taught me a flexibility that has allowed me to adapt to different work environments and career expectations over the course of my life." For example, Mazaris once worked on Nantucket island teaching nature classes to children. And while she had to polish her knowledge ranging from salt marshes and ocean ecology to seven year olds, she said, "...in learning to see the world through the eyes of the children I was teaching, I rediscovered my own sense of wonder about the world. This is part of what I try to teach my students even today—there are amazing stories right in front of you; you just have to slow down and listen."

Her interest and expertise in gay and lesbian history, as well as queer theory, lent the opportunity to teach a special topic course for WGS called "Queer Public Histories." Unique in its style and means of assessment, the course involved an oral history compilation in which students recorded and transcribed interviews from LGBTQ Wake Forest alumni. The project's oral histories will be kept in the Z. Smith Reynolds Library and are available for viewing online. For two months, beginning in May 2012, the class's exhibit, "Queer and Here," was featured in the ZSR Library entrance. Mazaris was active and supportive in all aspects of the exhibit's collection, installation, and opening. As a student in her class, I wondered which aspect of the course was most meaningful for her. She said it was the opening reception of the exhibit in which the alumni, included in the oral history project, were invited to celebrate with students: "...seeing the expressions on the faces of Wake alumni when they walked into the library and saw their own stories being displayed and honored. LGBTQ alums have been told, implicitly or explicitly, that there is something wrong with them. For those people to have their stories not just included but celebrated as part of Wake Forest history was very powerful." Mazaris felt it was just as impactful for students involved in the process. "I think it was equally powerful for the students of the class to learn that history isn't just something dead and dry, but rather, the stories of real people," said Mazaris.

While developing the LGBTQ Center and teaching for WGS, Mazaris has served as a Safe Zone training facilitator and a panelist in many on-campus discussions. The LGBTQ Center is also a part of the Wake Forest Office of Diversity and Inclusion. Mazaris understands the importance of creating an affirming and welcoming Wake Forest community for all affiliated with the university. And as a member of the LGBTQ community, Mazaris has encountered workplaces with a variety of sentiment towards LGBTQ people. "I feel lucky to have amazing colleagues here at Wake who make me feel incredibly welcome and supported," Mazaris said. "It is a goal of mine to make this campus a welcoming and inclusive place for everyone, because I know from my personal experience that people are better students, better teachers, better friends, better athletes, and better workers when they feel affirmed and supported by the rest of their community."

Although a "queer" presence has long been at Wake Forest in the forms of various student groups, performances, the Gay Straight Student Alliance, and several years of the Deacon Drag Show, the LGBTQ Center has revived this presence. With Mazaris at the helm, an "inclusive" campus community has become the goal promoted by those in the LGBTQ Center, as well as those in the campus community at large.

After a year of working towards inclusivity, Mazaris said of the progress: "I think that the very fact that we now have an LGBTQ Center at Wake is a huge testament to the change happening on campus." To measure the impact of the Center, Mazaris and her staff kept a running log of the number of people who entered and the number who took the Safe Zone training program. They were counted at 700 and 200 people, respectively. For fall 2012, Mazaris will teach another WGS special topic course entitled Communicating Across Differences: LGBTQ and Allies Peer Education. Mazaris said, "I think that in order to change our campus climate and make Wake an even more inclusive environment, people need to feel comfortable talking about difference. Through our programming and events, we are giving people the tools to have those conversations."
### Congratulations to our WGS Majors and Minors

**Blakeney Brown** received a B.A. in Political Science and minors in Dance and WGS. Blakeney is from Gastonia, NC, and hopes to work in the political sector for a year and then enter law school in 2013.

**Miranda Davis** ('13) attended the Society for Research on Adolescence’s biennial meeting in Vancouver, BC, on March 7-11, 2012, where she presented at a poster session. Miranda also attended the 2012 Gender, Bodies and Technology conference in Roanoke, VA, on April 26-28 where she presented two pieces of research.

**Rachel Eason** received a B.A. in Psychology and a minor in WGS. Rachel is from Martinsville, VA, and will be attending Vanderbilt University’s Peabody College this fall for an M.Ed. in School Counseling. She completed an internship at Crisis Control Ministry.

**Amanda Finney** ('13) is taking the fall semester off and will be working as a field organizer on the Obama presidential campaign in Virginia. Amanda spent the fall 2011 semester studying abroad in Madrid, Spain.

**Amy Gardin** received B.A. degrees in WGS and English. Amy is from Arcadia, NC, and will be attending a summer publishing institute after which she will pursue a job in the publishing field. In addition to the 2012 WGS Leadership Award and 2012 Founder’s Day Convocation Senior Orator, she was a 2012 Chambers Family Fund for Entrepreneurship recipient.

**Teresa Glascoe** received a B.A. in Political Science and minors in Sociology and WGS. Teresa is from Newton, NC, and will be attending law school in the fall.

**Rachel Handel** received a B.A. in Philosophy and minors in WGS and Middle East and South Asian Studies. Rachel is from Gaithersburg, MD, and will be attending the Summer Management Program at Wake. She then hopes to teach English as a second language in South Asia. Rachel completed an internship this spring at the Women’s Fund of Winston-Salem.

**Jessica Harrington** received B.A. degrees in Sociology and WGS. Jessica is from Alexandria, VA, and will be attending either a master’s program or law school in the fall.

**Emily Hershman** graduated summa cum laude with a B.A. with honors in English and a minor in WGS. Emily is from Leesburg, VA, and will be attending a doctoral program in English at the University of Notre Dame. In addition to the 2012 WGS Academic Award, she received the 2011 H. Broadus Jones Memorial Scholar Award (recognized in 2012), the 2012 H. Broadus Jones Shakespeare Prize, and the 2009 D.A. Brown Prize for Excellence in English Prize (recognized in 2012). Emily is a member of Phi Beta Kappa Society and was a 2012 Senior Orator finalist.

**Tiffany Jordan** received a B.A. in Sociology and minors in WGS and American Ethnic Studies. Tiffany is from Roanoke, VA, and has received a Achievement for America post in Charlottesville. She was a member of the WFU Dance Team all four undergraduate years.

**Sung Min Kim** will graduate magna cum laude with a B.S. in Biology and minors in Chemistry and WGS in August 2012. Sung Min is from Fayetteville, NC, and will be working for six months, spending six months in Bolivia or Korea, and then hopes to attend medical school. She was named to the Mortar Board National College Senior Honor Society.

**Grant Livesay** received B.A. degrees in English and WGS. Grant is from Greensboro, NC, and will be taking a gap year to audit classes that he wanted to take during his four years of undergraduate study but did not get a chance to. In addition, he will be preparing to apply to a master’s program in music composition and releasing an inordinate quantity of progressive, experimental hip-hop for free all over the internet.

**Catherine Medlock-Walton** received a B.A. in History and a minor in WGS. Catherine is from Plano, TX, and has applied to and hopes to work for a museum or some other non-profit organization.

**Natalie Moreland** graduated magna cum laude with a B.A. with honors in English and minors in WGS, Middle East and South Asia Studies, and Political Science. Natalie is from Mount Airy, NC, and will be teaching special education in Hawaii for Teach for America in the fall. She is a 2012 Elizabeth Phillips Award recipient and was chosen as a 2012 Senior Orator finalist.

**Rebecca Morrow** graduated magna cum laude with a B.A. with honors in English and a minor in WGS. Rebecca is from Winston-Salem, NC, and will be attending William and Mary Law School in the fall. She is a member of Phi Beta Kappa Society.

**Michelle Murray** graduated with a B.A. in Psychology and a minor in WGS. Michelle is from Charlotte, NC.

**Katie Porter** received a B.A. in Political Science and a minor in WGS. Katie is from Chattanooga, TN, and will be moving to Washington, D.C., after graduation.

**Kelly Russo** graduated cum laude with a B.A. in English and minors in Communication and WGS. Kelly is from Tierra Verde, FL, and will be attending law school in the fall. She received 2012 Institute for Public Engagement recognition.

**Kellsie Wallace** graduated magna cum laude with B.A. degrees in Political Science and WGS. Kellsie is from Black Mountain, NC, and will be attending the one-year Master of Studies in Law program with a concentration in International Human Rights at Wake Forest Law School in the fall. She is a member of Phi Beta Kappa Society and was on the Dean’s List for all semesters of her undergraduate studies at Wake. Kellsie received the 2012 Jack D. and Martha H. Fleer Scholarship.

**Talley Wood** graduated summa cum laude with a B.A. with honors in Political Science and minors in WGS and Communication. Talley is from Signal Mountain, TN, and will be attending Vanderbilt Law School in the fall. She is a member of Phi Beta Kappa Society and was named to the Mortar Board National College Senior Honor Society.

**Catherine Yoh** graduated cum laude with a B.A. in Sociology and a minor in WGS. Catherine is from Saint Davids, PA, and is uncertain about post-graduation plans.

### WGS Students on Spring 2012 Dean’s List

<table>
<thead>
<tr>
<th>Year</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>Blakeney Brown, Amy Gardin, Emily Hershman, Tiffany Jordan, Sung Min Kim, Catherine Medlock-Walton, Natalie Moreland, Kellsi Wallace, Talley Wood, Catherine Yoh</td>
</tr>
<tr>
<td>2013</td>
<td>SheRea DelSol, Miranda Davis, Chesleigh Fowler, Dean Guerra, Maryanne McGrath, Bailey Pittenger</td>
</tr>
<tr>
<td>2014</td>
<td>Lindey Campagne, Erin Hellmann, Laura Hutchins, Amy Shackelford</td>
</tr>
<tr>
<td>2015</td>
<td>Becca Brolinson</td>
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### Congratulations 2012 WGS Richter Scholars

The Richter Scholars Program provides scholarships for students proposing an independent study project requiring travel. Amy Shackelford ('14) will study “Ideas of Beauty, Women’s Health and Body Image” in Paris. Alan Nieczyporuk ('13) will study “Matriarchal Society in the (French) Republic of Seychelles.”
WGS Core Faculty News

The Women's and Gender Studies Program is delighted to announce that Bernadine Barnes (Professor of Art) has joined WGS as a member of the rotating core faculty. In this capacity, she will enjoy the opportunity to teach three courses in the program over a three-year period. We would like to thank Anne Boyle (Professor of English) for her dedicated service to WGS as rotating core faculty from fall 2006 through fall of 2011, and to Shannon Gilreath (School of Law) who served as rotating core faculty from fall 2009 through spring 2012. Our many thanks go to Dean Jacque Fetrow and her office for two recent appointments. Sherri Lawson Clark has been appointed to a two-year term as Lecturer in Anthropology with teaching assignments in Women's and Gender Studies and American Ethnic Studies. Shannon Gilreath, with the approval of Dr. Blake Morant, Dean of Wake Forest School of Law, has been given a joint appointment as Associate Professor of Women's and Gender Studies to go with his recent promotion as Associate Professor in the School of Law.

Pat Gardea (Continued from page 1)

lived in Winston-Salem since 1987. She brings her administrative experience from working with Womancare OBGYN, the Children's Museum of Winston-Salem and the YMCA of Northwest North Carolina. Pat and Ray Gardea have two daughters, Linda and Laura, and son, Paul. Pat has had a long connection to Wake Forest in many capacities, including the annual Student Volunteer Fair, promoting Dia de Los Muertos, and leading groups through the Museum of Anthropology, serving as a Spanish Language volunteer guide for Reynolda House, organizing visits for Project Pumpkin, and promoting campus life to underserved children and teens in various ways. She is an active volunteer in the community, especially helping the Hispanic League with its scholarship program and FIESTA multicultural street festival. Pat is drawn to Women’s and Gender Studies for its mission, unique offerings to all students, its cultural sensitivity, and for having its finger on the pulse of current issues facing all women, men and people of all sexual orientation. Pat looks forward to many years in support of WGS and to working with everyone involved. One of Pat’s favorite quotes is by Elizabeth Blackwell, first female physician in the United States: “For what is done or learned by one class of women becomes, by virtue of their common womanhood, the property of all women.”

— Welcome on board, Pat!

Student-Led Group Works to Erase Sexism and Increase Awareness of Gender Inequalities

In February 2012, a group of students grew weary of having people turn a blind eye to sexism, misogyny and overall gender inequalities at Wake Forest. They decided to create a new student-led organization to address issues such as body image, sexual misconduct, and male/female stereotypes on our campus. The group, known as Gender Equality Allies (GEA), has flourished into a growing community of Wake Forest students who work to resolve gender-related issues on campus through hosting awareness events, group discussions, fundraising and sparking conversation through social media. Just this past semester, Gender Equality Allies hosted two film screenings – Miss Representation and Tough Guise – and had more than 50 students attend. A “Love your Body” week is being planned for the fall.

Co-Chair Amy Shackelford (’13) points out that gender inequalities are still quite visible in our “progressive” country, but believes that organizations such as this one are the greatest hope for change: “On average, women are still paid less than men for doing the same work, men are still not widely accepted in society for doing domestic work and stereotypes place unrealistic standards on women and men. On this campus, gender-related issues are many times overlooked. We believe students have the power to create positive change and we strive to foster it.”

If you are a Wake Forest student interested in becoming involved in Gender Equality Allies or would like more information about what they do, please contact the secretary Simone Barbato at barbsc0@wfu.edu and stop by one of their meetings in the fall. You will find them in the Women’s and Gender Studies library (Tribble C1) every other Tuesday at 9 pm. Gender Equality Allies also has a facebook page and blog, http://genderequalityallies.tumblr.com/, for those who are curious about gender equality and gender issues.
Early Days  (Continued from page 8)

secretary Wanda Kirby-Smith typed it. We made copies on the copier in the Department of Communications (they were housed in SFAC on the second floor), collated them on the floor of the hallway leading to SFAC 101, and sent 23 sets off to members of the Curriculum Committee for the November 1982 meeting. Susan Borwick remembers that seventy-five faculty members signed on to the proposal.

The Curriculum Committee, composed of all the department chairs (including Borwick, Shorter, Smith, and Ulery), was chaired by John Williams (Psychology) who suggested that we might want to table the proposal for a later vote. Oh no, we replied, it would be good to see what our colleagues thought. Indeed, the vote was 8 for, 7 against, and 7 or 8 abstentions. The Dean of the College then called me to say that, yes, the Women’s Studies minor had been approved by the Curriculum Committee, but he felt that the vote was close and had not represented all the chairs’ feelings and would I be willing to meet with an executive committee to discuss the ramifications of Women’s Studies at Wake Forest. I said “sure.”

Several of us on the Women’s Studies committee met with three or four members of the Curriculum Committee in the Art Department seminar room. I have to admit that I don’t remember everyone who was there, but Cecilia Solano must have been because she remembers the chair of Philosophy Department expressed grave reservations. I do recall the chair of the Politics Department assuring us that he was all for women’s studies, but that he would like us better if we didn’t organize. Huh? Even as the words came out of his mouth, we all knew that would not be savvy political strategy. We agreed to disagree and parted amicably. After all, this was Wake Forest!

Here I have to rely on Susan Borwick’s memory because both John Williams and I had leaves the following semester. Bob Shorter chaired the Curriculum Committee when the Women’s Studies minor proposal came up again in the February meeting, as did another interdisciplinary proposal for International Studies. This time it passed unanimously, minus two votes. Ironically, one of the negative votes was cast by the director of International Studies (also the politics chair). The proposal went to the entire faculty in March 1983 for a vote and, after a strong presentation by Bob Shorter and comments by Susan Borwick, passed. Several of the Women’s Studies pioneers remember Bob Shorter being kissed at some time. I missed that pivotal moment, but I can imagine that many old-time Wake Foresters felt that the integrity of their disciplines was being eroded by interdisciplinary programs.

It is hard to describe the energy, passion, and good feelings that the women’s studies advocates had. We were on a mission! We decided that change in the curriculum would be the most radical change that one could foment in a university. We reached out to our colleagues at Salem College, Duke, Chapel Hill, and UNC-G. Judith White, who headed the Women’s Center at the formerly all-female college in Greensboro, now UNC-G, was a good friend of Nancy Cotton, Mary DeShazer, and others in the English Department, and she provided wise counsel and effective strategies as we embarked on changing hearts and minds at Wake Forest. We arranged and promoted a lecture series in different disciplines with nationally renowned feminist scholars and specifically invited faculty from the targeted department to meet and interact with both the speaker and campus women’s studies adherents. Many of us participated in conferences dedicated to women’s studies as well as to those in our disciplines, setting up a record of scholarship in women’s studies in many department annual reports. Several of us spoke on women’s topics at Reynolda House, which had discovered in the early 1980s the key role played by Katharine Smith Reynolds in the creation of the Reynolda estate (1912-1917). Dean of the College Tom Mullen and several of us, along with a Salem College dean and faculty member Louise Gossett (also a Wake faculty wife), attended a national conference at Wheaton College in Massachusetts to learn how to insert women into the college curriculum.

Together, the Women’s Studies committee crafted a minor program which intentionally incorporated humanities and social sciences in its core curriculum. We compiled a list of all the courses across campus which touched on women’s topics, which were heavily weighted in the humanities. We knew we needed a core course that created a feminist framework for the students to understand the range of courses on women. The first women’s studies introductory course, Women’s Issues, was taught in spring 1984 by me (Art) and psychologist Linda Nielsen (Education). That experience would require another article, but suffice to say, Linda and I (especially me, for goodness sake, I taught art history, which did not make anyone cry, except cry out in adoration) had not realized that once we opened the door to female students’ experiences and identities as part of their academic experience, we could not know what lay beyond that threshold.

I have just recounted the first two years of envisioning and implementing Women’s Studies at Wake Forest from my perspective. Others undoubtedly have different memories, as in the RASHomon effect. Women’s Studies’ institutionalization has grown and matured over the years, with many of the original “founders,” Mary DeShazer, Susan Borwick, and Elizabeth Phillips playing early and key administrative roles; Cheryl Leggon, Linda McKinnish Bridges, and Anne Boyle working through the middle years; and all of you, including Wanda Balzano, creating its present and charting its future. If I have omitted anyone, I am sorry! Email me! It’s been thirty years!

Peggy Smith had been a community organizer in historic preservation in Boston before coming to WFU in 1979. She left Wake’s Women’s Studies in good hands to coordinate the North Carolina Women’s History Project from 1987-94, curate the state’s first exhibition on women’s history at the North Carolina Museum of History, and co-author with Emily Herring Wilson the award-winning North Carolina Women Making History (UNC Press, 1999).

In November 1973, Associate Vice President and Dean of Women Lula M. “Lu” Leake wrote the following memo to faculty and administrative staff at Wake:

“Compared to other areas of the country, the Wake Forest campus is extremely quiet regarding concerns of women. I am curious as to why this is so! From time to time I get inquiries from people within the University as well as outsiders about the proportion of women to men in the student body, percentage of faculty who are women, women’s studies, affirmative action programs, research projects, ERA, areas of discrimination, etc. Some of these I can give information about; some I cannot. Perhaps you have similar experiences. Sufficient interest has been generated to have an exploratory meeting to see if there are concerns and interests in which we should address ourselves.”

In response to Leake’s call for help, a Women’s Study committee was formed. Approximately twenty women met monthly for two years, from 1973-1975, providing a supportive environment for one another—gathering information on affirmative action and discussing campus inequities in salaries and faculty appointments. The rest, as they say, is his-
A Decade of Growth (Continued from page 9)

gay history from the Greeks to Stonewall. A year later the
Women’s Studies Program hired lesbian poet and activist Irena
Klepfisz as a visiting professor to teach a seminar, Lesbian
Literature, and to enhance our multicultural offerings through a
class in Jewish Women Writers. These courses attracted additional
students to the minor and helped to make the University
more gay friendly. How proud I am that Wake Forest today has
an LGBTQ Center, directed by Angela Mazaris, and that WGS
now offers multiple classes in this important area of inquiry.

The dynamic core of women’s studies is its students, of
course, and as our curricular offerings grew, so did the number
and quality of our minors. Of the many fine minors from those
eyears I remember especially well the intellectual and activist
contributions of Julie Coyne (*89) (who served as the first
student representative on the steering committee and who now
directs the NGO Education and Hope in rural Guatemala), Beth
(Thomas) Marquardt (*90) (who co-founded the student
women’s issues group in the late 1980s and has recently
published a book on children of divorce), and Hannah Britton (*92)
(who led the campus anti-apartheid initiatives and who now
teaches politics and women’s studies at the University of Kan-
sas). Working with such talented students was a pleasure, and
their commitment to the program led them to encourage friends
to take classes in women’s studies. And so we grew….

I have many other treasured memories of my decade as Di-
rector of Women’s Studies: working closely with the program’s
dynamic administrative assistant, Bea Dierks; collaborating with
Claire Hammond (Economics) and Marianna Morris (Medical
Center) to found the Association of Women Faculty and Admin-
istrators; moving over time from three to twelve graduating mi-
 nors per year. But for me, the primary purpose of women’s stud-
ies has always been to provide interdisciplinary feminist knowl-
edge that will educate and empower young women and men—
hence this essay’s focus on the program’s curricular develop-
ment.

THANK YOU Sherryl and Randy Peters for your
generous gift of art for the WGS office.

Rapunzel: Ditches the Prince
Serigraph

Jett Jackson was born Laura Lee
Jackson in Newport Beach,
California in 1958. An artist since
eyearhood, she assumed the
pen name “Jett” after a beloved
family dog. Jackson’s work is cur-
currently in over 600 collections worldwide and has been shown in
over 144 exhibitions. Visit www.jett.com for more information.

Women’s Rights: Feminism, Islam
and the Arab Spring
April 19, 2012

Dr. Zakia Salime, Associate Professor of
Sociology at Rutgers University and author of
Between Feminism and Human Rights (2012).

Sponsored by Middle East and South Asia Studies Program,
Women’s and Gender Studies Program, Department of Sociology, and
Department of Political Science

WGS Faculty Colloquium Series:
2011-2012

The Research, Development, and Advancement (RDA) Commit-
tee of Women’s and Gender Studies, co-chaired by Melissa Jen-
kings (English) and Shannon Gilreath (Law/WGS), invited faculty
to participate in a colloquium series. Each event was well at-
tended by faculty, students, and members of the Winston-Salem
community at large and was concluded with a wine and cheese
reception.

Stavroula Glezakos
(Associate Professor, Philosophy)
The Limits of Meaning Well
Monday, October 17, 2011

Rebecca Wagner Alexander
(Associate Professor, Chemistry)
Women in Science: A Brief History and
Personal Reflection
Monday, January 30, 2012

Mary Ellis Gibson
(Professor, English at UNC-G)
Performing Indian Authenticity in the London
Fin de Siècle
Tuesday, February 7, 2012

The RDA also supported the following as part of
the library lecture series:

Shannon Gilreath
(Professor, WGS and WFU Law)
Don’t Ask, Don’t Tell, Don’t Publish: Reflections on the Repeal of “Don’t Ask, Don’t Tell”
(Discussion by Professor Gilreath of his role as a
Pentagon advisor)
Thursday, October 27, 2011

Lily’s Lovely Life:
Two Tickets Are Not
Enough!

When Amy Gardin (*12), Connor John-
son (*14), Dean Guerra (*13), Susanna
Hailey (*13), Roger Hayes (*13 DIV) and
Ashley Millhouse (*12) registered for Professor David Phillips’ Lesbian
and Gay identities class in the fall of 2011, they never dreamed it would
result in their writing and publishing a children’s book, complete with
illustrations by their classmate Carleigh Morgan (*12), but that’s exactly
what happened. Lily’s Lovely Life is the story of a little girl who has two
mommies and two daddies. It is available in the WGS library. The group
received a grant from the Chambers Family Fund for Entrepreneurship
to market the book.

Special thanks to Alphagraphics of Winston-Salem for printing assistance.
WGS Major (Continued from page 1)

Dr. Wanda Balzano, Director of WGS since 2005, has been leading the pursuit for the major in recent years. The goal was formed, however, after a program review in 2004 when Anne Boyle, Professor of English, was directing the program. In 2010 the process gained momentum when representatives from Emory and Ohio State University were brought here to discuss their own WGS departments and how this university’s program could expand.

In September 2011, a group of WGS faculty submitted a proposal for the major to the Committee on Academic Planning. “It was a joint effort, true to feminist pedagogy, and we all had a stake in the final proposal,” Balzano said of the group’s collaboration.

According to Bernadine Barnes, Professor of Art and Chair of the Committee, proposals “have to describe the coherence of the program, demonstrate student interest, and explain the academic requirements. WGS’s proposal received approval of the Committee, as well as that of the Deans of the College and of the Library. From that point, the proposal was brought to the faculty meeting, where Barnes presented a summary and a vote was taken, followed by a rousing round of applause.

Barnes said that the proposal was a success because it “was so thorough and compelling that the Committee on Academic Planning unanimously recommended it for approval. Also, Women’s and Gender Studies is a recognized field of study and many other colleges have the major.”

According to Wanda Balzano, “The Women’s and Gender Studies program will continue the successful model of core (rotating) faculty, so that all required classes can be taught. Apart from myself and Mary DeShazer, whose appointment is 1/2 in WGS and 1/2 in English, and Sherri Lawson Clark who is the current Teacher-Scholar Postdoctoral Fellow in WGS and American Ethnic Studies, we currently have six dedicated professors in place as core faculty: Sally Barbour (Romance Languages), Anne Boyle (English), Michaeille Bowers (Political Science), Mary Dalton (Communication), Shannon Gilreath (Law School), and David Phillips (Humanities). Dr. Angela Mazaris, from the new LGBTQ Center, will also be teaching part time with us.”

Mary DeShazer, Professor of English and founding WGS Director from 1987 to 1996, commented on the possibilities for new majors in WGS. “Students will benefit from taking courses in feminist theory, transnational human rights, and gender and sexuality; these are critical areas of academic inquiry in which students can explore the major social issues of our time. The generous gifts of two donors who believed passionately in the Program’s mission, Sylva Billue and Elizabeth Phillips, will make it possible for WGS majors to travel to conferences and present their research. This is an exciting moment for the forty current WGS minors and for more than fifty faculty members who have either taught in the program or contributed their energy and insights in other ways,” DeShazer said.

The growth of WGS has been a community effort—true to the principles on which it was founded and the director is grateful to those who have played a part in meeting the program’s goal. “I would like to thank the larger Women’s and Gender Studies community, with all the students, staff, and faculty who helped us to achieve our goal,” Balzano said. “The offices of the Dean and the Provost have supported us all these years, and they need to be thanked for their effort. I also owe my thanks to my assistant, Linda Mecum, whose work for our program never goes unnoticed. She is like a mother to all our students. She is retiring soon, and she will be greatly missed.”

Faculty (l to r) Mary Dalton, Wanda Balzano, Sally Barbour, Bernadine Barnes, Michaeille Bowers, Stavroula Glezakos, Mary DeShazer, Anne Boyle, and Ron Neal celebrate the new WGS major.

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Internships (Continued from page 6)

create a better sense of community and a forum of dialogue for interns, a weekly blog is posted on various topics of interest. The Spring 2012 semester blog topics asked a range of questions on contemporary social issues such as “In what ways does your organization foster a more sustainable environment?” or to weigh in on a recent study concluding that teen pregnancy rates dipped to a 40-year low, from 116.9 pregnancies per 1,000 women in 1990 to 67.8 pregnancies per 1,000 women in 2008. Throughout the semester, interns are asked to reflect on their experiences and to post ways in which they de-stress from managing course deadlines, family and social constraints, and sensitive, and perhaps, vexing issues that arise from their internship experiences. For instance:

Amyardin (’12) says, “I have a weekly lunch date with a friend and we have a "gripe session." We don’t just state our problems, but try to get at the feelings we are expressing and why. This sharing and articulation seems to really help—just to know that there is someone who cares about your plight is sometimes all the resolution needed.”

Because interns choose from a list of internships (or propose an internship related to WGS), they are quite vested in the work they are doing. This is evidenced by the clarity with which they articulate how the internship relates to their own experiences, values, goals and aspirations.

Rachel Handel (’12) says of her work at the Women’s Fund, “This opportunity relates to my interest in becoming an activist for worthwhile causes and improving the lives of women in a multitude of ways, and I’ve learned how one philanthropic foundation can achieve so much.”

Danielle Gallant (’13), who also interned at the Women’s Fund, argues that “having grown up in a county in North Carolina with extremely high teen pregnancy rates, I have gained insight to a prevalent social problem in my hometown and one that is a pressing matter for the middle school students I tutor in Winston-Salem. Working on this [Economic Security] campaign is allowing me to influence their lives in another way that greatly impacts their educational experience. Furthermore, engagement in the Community Conversations about teen pregnancy prevention has shown me the importance of communication between community NPOs.”

Miranda Davis (’13) says of her campus advocacy on behalf of the pro-choice organization, NARAL, “This internship really reflects my values as a pro-choice feminist. All of the things that NARAL pro-choice supports, I approve of and try to support in my community and daily life. For instance, they believe in comprehensive sex education which I think is VITAL for every student. Just through simple education we can prevent risky sexual behavior and teen pregnancy.” She concludes with these remarks – “It’s so exciting to talk about issues I’m really passionate about! I especially love talking about these issues to my peers, since they influence all of us. 99% of women use birth control at some point in their lives, so these issues are very important.”

Danielle Preskitt (’15), who shadowed the Clinical Director at the Children’s Home, observed “the day-in-day-out workings of the Children’s Home. I have

Internships (Continued on page 23)

Angela Koczé (Continued from page 1)

rights education programme at the European Roma Rights Centre (ERRC). Dr. Kóczé holds two M.A.s—one in Human Rights and another in Ethnic and Minority Studies, from Central European University (Budapest) and the University of Eotvos Lorand (Budapest) respectively. She also holds a Ph.D. in Sociology and Social Anthropology from the Central European University of Budapest. Her work investigates the intersectionality between gender, ethnicity and class of Roma women as well as their political participation in Europe.

While at Wake, Dr. Kóczé will be teaching two courses for Women’s and Gender Studies, giving lectures and interacting with a number of units on our campus. We warmly welcome her to Wake Forest!

Fall 2012 Courses

Offered for Women’s and Gender Studies

Interdisciplinary Major and Minor Credit

Women’s and Gender Studies provides an opportunity for study and dialogue on a broad range of topics related not only to feminist contributions to the fundamental fields of human knowledge and achievement, but also to interdisciplinary studies of feminisms, masculinity, sex, gender and sexuality. Visit our website at www.wfu.edu/wgs or go to page 19 for complete major and minor requirements.

Courses Offered by WGS (open to all students)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>WGS 101</td>
<td>Window on Women’s and Gender Studies (1 hr)</td>
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<td>WGS 116</td>
<td>Race and Ethnic Diversity in America (3 hr)</td>
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<tr>
<td>WGS 221*</td>
<td>Introduction to Women’s and Gender Studies (3 hr)</td>
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<td>WGS 320</td>
<td>Feminist Theory and Practice (3 hr)</td>
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<td>WGS 321B</td>
<td>ResSem: Culture and the Sitcom (3 hr)</td>
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<td>WGS 321C</td>
<td>ResSem: Global Women’s Voices and Choices in Contemporary Writing and Film (3 hr)</td>
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<tr>
<td>WGS 321D</td>
<td>ResSem: Politics and Identity (3 hr)</td>
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<tr>
<td>WGS 358*</td>
<td>Mothers and Daughters: Literature and Theory (3 hr)</td>
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<tr>
<td>WGS 377D</td>
<td>SpTp: Communicating Across Differences - LGBTQ and Allies Peer Education (3 hr)</td>
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<tr>
<td>WGS 377S</td>
<td>SpTp: Problematicas Contemporaneas (Southern Cone, Chile)</td>
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<tr>
<td>WGS 380</td>
<td>Sexuality, Law and Power (3 hr)</td>
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<td>WGS 396</td>
<td>Independent Study (1-3 hr)</td>
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<td>WGS 397A</td>
<td>Internships in WGS (1.5-3.0 hr)</td>
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<td>WGS 100</td>
<td>RAD: Rape Aggression Defense for Women (1 hr)</td>
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<td>C 9/4-10/16</td>
<td>Tue D 10/23-12/4, Tue E 8/29-10/10, Wed</td>
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<td>I 8/29-10/15</td>
<td>Fri J 10/22-12/5, Fri</td>
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Courses Offered by other Departments

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<tr>
<th>Course Code</th>
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<tr>
<td>AES 151</td>
<td>Race and Ethnic Diversity in America (3 hr)</td>
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<td>ANT 333</td>
<td>Language and Gender (3 hr)</td>
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<td>ART 351</td>
<td>Gender and Art: Women, Art, and Islam (3 hr)</td>
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<td>COM 328</td>
<td>Culture and the Sitcom (3 hr)</td>
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<td>COM 340</td>
<td>American Rhetorical Movements to 1900 (3 hr)</td>
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<td>ENG 302*</td>
<td>Ideas in Lit: Feminist Theory and Practice (3 hr)</td>
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<td>ENG 340</td>
<td>Studies in Women &amp; Lit: Mothers and Daughters (3 hr)</td>
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<td>Innovation and Inclusivity (3 hr)</td>
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<td>Gender, Race and Class Since 1800 (3 hr)</td>
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<td>REL 318</td>
<td>Feminist and Contemporary Interpretations of the New Testament (3 hr)</td>
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<td>SOC 153</td>
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<td>SOC 305</td>
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<td>SOC 327</td>
<td>Sociology of Emotion (3 hr)</td>
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<td>SOC 360</td>
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<td>* Also offered as a graduate level course</td>
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University Celebrates Women in Medicine
Posted March 22, 2012, The Old Gold and Black (Wake Forest University’s student newspaper), by Lindey Campagne (’14), OGB Staff writer

The celebration of International Women’s Day on March 8, 2012, took a unique form for those who participated in “Women in Medicine at Wake Forest: An Oral History through Living Stories.” Five female graduates of the Bowman Gray School of Medicine were invited to share their stories in a Q&A style panel discussion held in Babcock Auditorium at the Wake Forest Baptist Medical Center.

The women who shared their stories graduated between the years of 1952 to 1970. To place these dates in historical context, Bowman Gray School of Medicine graduated its first female in 1944. But Title IX, which prohibits gender discrimination under any education program, was not passed until 1972.

Needless to say, the women on the panel overcame what discussion moderator Simone Caron termed “considerable odds” to graduate with a doctor of medicine. Caron, university associate professor of history and chair of the department, provided further historical information on why the panelists faced particular challenges. She explained that prior to the passage of Title IX, medical schools maintained a 5 percent quota for female attendees, but even so, women were denied privileges to practice at hospitals and were banned from membership to the American Medical Association.

“Many of them resorted to appointment in public health clinics or in rural areas, lower paying, lower status jobs that men shunned,” Caron said.

Prior to beginning the panel discussion, the evening opened with a welcome address by John McConnell, Chief Executive Officer of WFBMC, and was followed by a brief introduction delivered by Steve Block, senior associate dean of the Wake Forest University School of Medicine. Caron introduced panelists Joyce Reynolds (MD ’52), Bee Gatling Gwynn (MD ’60), Gloria Graham (MD ’61), Caryl Guth (MD ’62), and Carolyn Ferree (MD ’70).

Reynolds began the discussion by telling of her supportive husband who encouraged her in the early ’50s to pursue her goal of medical school. Reynolds was followed by other panelists who also answered the question about sources of support. Since graduating from the Bowman Gray School of Medicine (now the Wake Forest School of Medicine), these women have worked as emergency room doctors, general practitioners, obstetricians, oncologists and members of numerous hospital committees and associations.

Some of the topics of the panel discussion included acts of mentorship, juggling family and professional obligations, the professional challenges and the ways women can still make advances in medicine.

The women’s anecdotes took on many tones as Guth described when a professor told another female student that she would only prove she was a woman after giving birth. Ferree and Graham told of their first experiences delivering a child, and Reynolds of the challenges faced by the first emergency room doctors of Forsyth Medical Center.

The women discussed the changes in medicine they have seen over their years of practice like the computer’s new place in patient documentation and paperwork. Guth said that more change needs to take place, especially in mobilizing women in the politics of medicine. As Caron noted in her introduction, though, women have made many advances already as they comprise 50 percent of medical school students and 35 percent of surgical residents.

Kathi Kemper, director of the Center for Integrative Medicine, was inspired to organize the oral history discussion after reflecting on the death of a Bowman Gray graduate(’57) who passed away two years ago. “I felt how sad it was that she died and her stories couldn’t be heard like this,” Kemper said.

“I really thought this would be an opportunity to do things that cross disciplines between medicine, history, English, storytelling—it would be a gift.”

Kathi Kemper

Dr. Joyce Reynolds

(left to right) Carolyn Ferree (MD ’70), Gloria Graham (MD ’61), Caryl Guth (MD ’62), Bee Gatling Gwynn (MD ’60), and Joyce Reynolds (MD ’52).

Photos courtesy of WFBH Photography
On April 3, 2012, Wake Forest welcomed acclaimed journalists for the fourth and final Voices of Our Time event of the year. The University and its growing journalism program recently partnered with the Pulitzer Center on Crisis Reporting as a member of the organization’s Campus Consortium, whereby the center collaborates with colleges and universities across the nation to promote and raise awareness for under-reported foreign issues. As a result of this collaboration, hard work and co-sponsorship of the Women’s and Gender Studies Program, Jon Sawyer, Executive Director of the Pulitzer Center, and Cynthia Gorney, a contributing journalist to The New York Times and National Geographic, came to the University to address the subject of child marriage worldwide through an explanation of the international project, “Too Young to Wed: The Secret World of Child Brides.” The multimedia project, published in June 2011, was the result of years of research, reporting, and documenting. Gorney’s discussion of child brides in countries such as Ethiopia, Afghanistan, Iraq, and India, was contextualized and brought to life through the accompanying photographs and stunning film of documentary photographer, Stephanie Sinclair.

The event was a wonderful follow-up to the campus-wide reading of Nicholas Kristof and Sheryl WuDunn’s 2009 book, Half the Sky: Turning Oppression into Opportunity for Women Worldwide. Last November, Wanda Balzano, Director of the Women’s and Gender Studies program, and I led one of the several small groups of students (others led by fellow professors and campus leaders) to discuss, following their reading, that which Kristoff and WuDunn thoroughly outline and comment upon: worldwide sex trafficking and forced prostitution, gender-based violence, and maternal mortality. At the conclusion of our conversation, our group desired further discussion after their reading, that which Kristoff and WuDunn thoroughly outline and comment upon: worldwide sex trafficking and forced prostitution, gender-based violence, and maternal mortality. At the conclusion of our conversation, our group desired further discussion after their reading. Gorney’s presentation though revealed that this ‘one’ issue encompasses each of Kristoff and WuDunn’s categories of oppression; for where there is a runaway child bride, there may be a prostitute. Where there is forced marriage, there may be forced sex. And where there is early pregnancy for a girl not yet physically mature, there may be fatal complications. Both Half the Sky and the discussion of Jon Sawyer and Cynthia Gorney do an excellent job at highlighting the complexity and interconnectedness of these women’s issues.

Early in the evening, Gorney showed the audience a film by her collaborator. Stephanie Sinclair’s video offered an introduction to the subject at hand and familiarized the audience with stark facts and statistics regarding young brides: child marriage occurs in almost 50 developing countries around the world; this practice occurs across religions as Christian, Hindu, and Muslim girls are features in the video; the practice almost always results in the girls’ removal from school; if the current trend continues, over 100 million young girls will be married over the next decade. Some of the film’s facts, however, are not so easily summarized. We learn from the faces in Sinclair’s photos and her narration that many of the girls involved in child marriages have little if any idea of what is going on until they actually arrive at their own wedding ceremony.

Some are too young to even understand the concept of marriage, let alone the intercouse and potential repercussions that may follow. One young girl is napping in between her wedding festivities. This is because she is five years old. While Sinclair’s pictures are meant to introduce, educate, and orient her audience to the issue at hand, the photos are, in actuality, incredibly disorienting.

Gorney addressed the feelings of disorientation and even potential horror which her audience might feel towards the issue at hand as she relayed her own personal reactions to reporting in the field. While her feelings likely resonated with many, Gorney also did an excellent job of explaining why this issue is more complicated than it may appear. Even though a child marriage may be a forced marriage or one in which the girl involved is sold to settle debts or create alliances, some such marriages are arranged for what is considered to be the child’s best interest. Pressure to continue this tradition comes from both men and women of older generations, as an agreement between families is often seen as protecting the child from sexual assault, placing her in a family with money to feed
Too Young to Wed (Continued from page 22)

her, and affording her a more stable social position. Moreover, some women who were once child brides consider this practice to be normative.

What needs to be stressed is that child marriage cannot be seen as a comprehensive solution to the economic and social issues that a family might be trying to address because, as Sinclair notes in her film, the marriage of a young girl almost always results in her early departure from school (among other potential dangers and disadvantages). Gorney states that this loss of opportunity at an education means that young women perhaps miss a chance to “figure out where they’re going to be in the world.” What Kristoff, WuDunn, Sinclair, and Gorney all agree on is that education, not only for young girls and women but for the larger community, is key to addressing the dangers of child marriage. One way education can begin is through public debate. Gorney and Sinclair spoke with one of the girls who has ignited such debate in Yemen.

At the age of ten Nujood Ali was married to an abusive husband – a cousin more than twenty years her senior. Several months later, she fled from her husband's home, taking a taxi with money given by her stepmother to the courthouse in Sanaa, Yemen where she sought divorce. In doing so, she pioneered a landmark legal battle for women in forced marriages and made the issue of child marriage one of national debate and conversation. In April 2008 Nujood was granted a divorce and she is shown in one of the most uplifting photos of Sinclair's film. She stands at the center of the frame, her arms raised, hands grasping a bright pink wrap which opens as it catches the wind. Nujood smiles up towards the wrap and the sky.

Justin Catanoso, Professor of Journalism at Wake Forest and host and moderator for the evening, quoted Joseph Pulitzer at the outset of the event. Pulitzer said of journalists and the work they do, “We will illuminate dark places and, with a deep sense of responsibility, interpret these troubled times.” His quote can and should be extended to all those who question, learn, and act. The incorporation of the women and human rights issues surrounding the subject of child brides into the Voices of Our Time series is greatly appreciated as an opportunity to expand the dialogue on cultural practice, tradition, religion, politics, and how each of these impacts women worldwide.

Internships (Continued from page 20)

learned much about the struggles of a non-profit organization and the tools used to overcome these obstacles.” She articulated the direct impact of her internship experiences to her future – “I have learned how to act professionally in a new environment. This is a skill I will be able to use for the rest of my life in the working world.”

While supervising the WGS Internships requires a lot of energy, the pay-offs—in the form of students’ experiences and memories, the community partnerships that are built, and the lives of individuals and families that are favorably impacted—are where the rubber meets the road.

Goodbye and Good Luck, Velvet!

Wanda Balzano (left) and Sally Barbour (right) attend a farewell reception on May 30 for Velvet Bryant (center). Velvet will be pursuing a Masters in Social Work with a social and economic development concentration at the George Warren Brown School of Social Work at Washington University, St. Louis, where she has been selected to be the Gephardt Scholar for the Gephardt Institute for Public Service. Velvet (’09) graduated with a minor in WGS, was chosen as a 2009-2010 Wake Forest Fellow, and then was named Assistant Director of the Institute for Public Engagement. We wish you well, Velvet!

A Clothesline for Human Rights

On April 4, 2012, students in Pat Willis' Human Rights class, with help from the WFU chapter of Amnesty International, organized an event to raise awareness that human rights violations have real repercussions. Paints and brushes were made available for the community to paint t-shirts with messages focusing on rights for women, children, immigrants, handicapped and others, ending torture, food justice, clean drinking water, and other issues of concern to so many. “Human rights treaties are written as awareness is raised about pressing issues, and as the world grows and changes, new problems develop,” said Willis.

Sophomore Will Readhead decided to participate this year when he noticed last year’s t-shirts in a display case in Tribble Hall. “I saw the shirts on display and wondered what they were about. That people create their own shirt is more meaningful than a simple poster,” he said.
WOMEN’S FORUM  SAVE THE DATE!
Workshop on Mentoring and Role Models
Thursday, September 6, 2012
Time/Location TBA
This leadership event will feature Sara King, and will explore how the mentoring and role model theme evolves over the course of a career and how mentees can productively manage their mentorships, particularly in challenging situations where senior females have not been helpful.

Attention Graduate Students
We welcome you to take
WGS graduate level courses
(See page 20 for a list of fall 2012 WGS courses.)

Invitation
Do you have photos and/or recollections of the early days of women at Wake Forest? If so, we would very much like to hear from you.

Become a Friend of Women’s and Gender Studies
Your contribution to WGS will help us strengthen the important work in which Women’s and Gender Studies is involved. We would be very grateful for any contributions you might make, so that the program can build on its considerable teaching and research strengths and maintain its academic excellence and community programming.
To make a tax-deductible contribution, go to http://www.wfu.edu/alumni/giving, then select “Make A Gift Online”; complete the form; in Section 3 select “other” and, in the comments field, enter Women’s and Gender Studies. If you prefer to mail your gift, our address is: Women’s and Gender Studies, Wake Forest University, PO Box 7365, Winston-Salem, NC 27109.

News and Notes reports on Women’s and Gender Studies developments, including course offerings, WGS student, alumnae/i and faculty activities, and short feature news articles. We welcome comments, suggestions, and address changes from all our readers. We particularly value our alumnae/i and encourage you to send news and/or articles. Please send your information to wgs@wfu.edu.
For news of upcoming events, visit our Women’s and Gender Studies website at http://www.wfu.edu/wgs/news/calendar.htm

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