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Written and designed by Zoë Christianson

Catching Up with Susanna Drake

With the WGSS department working to add more cross-listed courses to its selection, Professor Susanna Drake from the religious studies department is offering two cross-listed courses for the 2011 spring semester. She has been teaching at Macalester for three years. "I was lucky enough to get offered a job here! I graduated from Grinnell College, so when I went on the job market I was looking for a school like Grinnell (liberal arts) but in a more urban environment," Drake said. "I was so pleased to get a job at Macalester. The students here are engaged both in the classroom and out of the classroom. They are such critical thinkers, and I have been very impressed with their questions to me. Often I have to go home and do more research to answer all the questions. I can talk at a deeper, more intellectual level with the students here, and I am very impressed with that."



Helping students work on independent research has actually helped to shape some of Professor Drake's current courses. "I'm teaching these two new courses that I'm excited about: Conquering the Flesh and Women in the Bible," Drake said. "I did an independent study with a student two years ago about women and violence against women in Hebrew Bible narratives, and it has been really interesting trying to transform that topic of the independent study into this class Women in the Bible, which is more generally about women in the Bible and violence is one of the subtopics."

Professor Drake has been interested in gender studies for a long time. "When I was in college, I was a philosophy major with an equivalent WGSS concentration so I took many courses in Women and Gender studies. The first course that really had an impact on me when I was an undergraduate was a feminist philosophy course. We got to read some fantastic philosophers, continental and English and American theorists," Drake said. "Simone de Beauvoir and Judith Butler were the ones that influenced me the most. I took that course as a sophomore, and I knew that I wanted to incorporate gender theory into whatever I did."

After she graduated from Grinnell, Professor Drake continued to study women and gender within a religious studies focus. "I spent three years at Harvard and then I spent five years at Duke getting my PhD. At Duke, I was lucky enough to study with a feminist historian of early Christianity, Elizabeth Clark. She was one of the first women to bring the study of gender and women into the study of patristics. Her work has been a real beacon to me because of that examination into women and gender in the writing of these late ancient church fathers," Drake said.

Keeping in mind that many historical accounts of women were written by men, Professor Drake shared some advice for WGSS students. "I want students to not take these texts - ancient or modern - at face value, but to kind of interrogate the effects of the texts, the motivations of the texts, and the political/cultural/social understanding. For example, you can read an ancient text about women and take it at face value and say that's how women were, but pretty much all of the ancient texts were written by men. I want students to learn to examine those texts so that they start to ask questions like, 'How is that church writer or Biblical writer using women to think with?' Not only do I want them to be critical readers of ancient texts, but I think that this then translates so that they can give good analysis of contemporary texts, broadly conceived," Drake said.

Professor Drake feels that the study of women and gender is directly relevant to every discipline at Macalester. "I'm interested in thinking of ways that more non-WGSS departments (religious studies, philosophy, etc) can incorporate feminist theory and feminist philosophy into their curriculum," Drake said. "Thinking of it as one of the core theories upon which your discipline is built, even if your discipline is not women and gender's studies. I look forward to thinking about ways to do that in the future and working with more WGSS faculty as they pursue some of their goals."

A Word With Juliette Rogers



Professor Juliette Rogers is primarily a foreign language professor, but many of her courses could crosslist with WGSS. “I was hired in the French and francophone department as both a specialist in francophone studies for Quebec and North America and as a specialist in Belle Epoque culture and literature from France (covering the late 19th century and early 20th century),” Rogers said. “I hope to teach a number of French courses that are cross-listed with WGSS; for example: Women of Paris (scheduled for Fall 2011), Outlaw Women, or Women and the Culture Industry. In the future, I hope to have the opportunity to teach regular WGSS courses such as Introduction to Women’s Studies or Feminist Thought.”

As a student, Professor Rogers did not originally plan on making French or women’s studies her focus. Her experiences both inside and beyond the classroom changed her mind. “I started out as a Philosophy major at Oberlin, but then went abroad for a semester during my sophomore year and fell in love with French culture. So I came back

and declared a second major, in French. I took a seminar in my senior year on Colette, who is a controversial writer (some say she is feminist, but she herself often denied the label). When I went to graduate school, I focused on medieval and Renaissance literature at first, but I ended up returning to the late-nineteenth and early-twentieth centuries and I wrote my dissertation on Colette,” Rogers said.

Graduate school exposed Professor Rogers to a variety of feminist writers and thinkers. “When in graduate school at Duke, I had been taking quite a few courses in the French department that focused on women writers and women characters in French literature (Marguerite de Navarre, Marceline Desbordes-Valmore, Colette, Monique Wittig to name a few), and I was studying feminist theorists in the field at the time: Naomi Schor, Nancy K. Miller, Marianne Hirsch. Then I took a graduate seminar in Women’s Studies with Jean O’Barr that truly changed my focus,” Rogers said. “In that course, we studied both an American and a European history of women theorists that covered over 250 years of feminist thought. So then I decided to take the courses required to earn a Graduate Certificate in Women’s Studies, in addition to the PhD in French. I also became a graduate teaching assistant for the Introduction to Women’s Studies course that Jean O’Barr taught to undergraduates and that formed the base for my own syllabi for Intro to WS courses.”

Her graduate school experience left Professor Rogers eager to learn more about women’s studies. “After my thesis was finished, I began to wonder who else was writing around the same time that Colette was starting her career – I didn’t think she wasn’t writing in a complete vacuum, but there were almost no other women writers whose works were still in print from the Belle Epoque time period. So I did some research in the Bibliotheque Nationale in Paris and discovered that there was a whole group of women writers who were very popular during the Belle Epoque but who had been forgotten or dismissed by the next generation of feminists (such as Simone de Beauvoir),” Rogers said. “So those writers became the focus of my next major research project which turned into several articles and then a book, titled Career Stories, that was published at the end of 2007.”

When she originally came to Macalester, Professor Rogers found it very appealing. “I was very impressed with Macalester’s focus on global and international studies; I had attended a small liberal arts college (Oberlin College in Ohio) and knew that the educational opportunities, both for faculty and for students, are amazing in a smaller college,” Rogers said.

When not teaching and working within Macalester, Professor Rogers works on outside advocacy and research. “About 10 years ago, when I was working at the University of New Hampshire, I became very interested in studying the women writers who are currently living and writing in Quebec,” Rogers said. “It is a very unusual culture because the people are completely surrounded by English-speaking nations, but very proudly French speaking (about 7 million francophones live in Canada). And when compared to France, women writers are much more prominent in Quebec. For example, in France less than one quarter of all the big-name literary prizes go to women writers, but in Quebec, some of the most popular and well-respected writers are women. So my current research project is on recent novels written by women living in Quebec today. In terms of advocacy, I am currently serving my second term as president of Women in French,” Rogers said. “It’s an organization of about 400 feminist scholars, mainly in the U.S. and Canada, but open to scholars from all over the world, whose focus is to promote the study of women writers, filmmakers, artists, and musicians from francophone countries and France. A second goal for Women in French is to mentor graduate students and junior faculty who are planning a career in French or francophone feminist studies. The group organizes a biennial research conference and publishes a refereed research journal titled Women in French Studies. We also publish teaching bibliographies in a biannual newsletter (Professor Joëlle Vitiello just published a

bibliography on Haitian women writers in the newsletter last semester). The members also organize panels on French-speaking women at regional conferences and at the MLA (an annual research conference for modern languages and literatures)."

Professor Rogers is also involved in outside projects closer to home. "On a local level, I've just started up a new internship with a nearby public school, Ramsey Junior High. Students at Mac who have an advanced French level can go work with the 7th and 8th graders at this school; about 50 of them have been studying a French immersion environment since kindergarten, the other 150 are just beginning their study of French. The French teacher at Ramsey, Joanne Thibault, is a wonderful and generous person and a fabulous teacher to work with," Rogers said.

For spring 2011, Professor Rogers has many things to look forward to. "One of the things I'm looking forward to is a conference paper and research trip to France in May," Rogers said. "I've been going to Quebec for research presentations for the past several years, and this is the first time I've been to France in awhile. The conference is also important for my particular research agenda; the title of the conference is "Les Bas Bleus" (Blue-Stockings) and all of the research presentations, including my own, will focus on forgotten feminist writers from the 19th-century. So I'm expecting to learn a lot and make important contacts with other scholars who have research interests that are similar to mine."

Professor Rogers is also looking forward to the courses she is teaching this semester. "[Intermediate French] is one of my favorite language classes, and even though I have taught it for over 20 years now, I still find it challenging and incredibly interesting to teach," Rogers said. "I believe that at this level of language learning students have reached a stage where the language "light bulb" comes on over their heads (some may not see it, but I definitely do). So instead of just learning grammar, there's the opportunity to begin having discussions and making formal presentations and you can start to see the real reason for learning a second language – communication with others."

Additionally, Professor Rogers is teaching French 415, Money and the Marketplace in 19th Century France. "This course is going to be interesting for me, because we're taking a subject (Economics) that most researchers would say excluded women during the 19th-century. However I want to show how women were actually very involved in the marketplace – just not in the typical frameworks that we might think of," Rogers said. "We're going to be discussing works by some "classic" authors of the 19th-century – Balzac, Hugo, Flaubert, Zola – but also some women writers such as Desbordes-Valmore and Sand. We'll look at women's relationship to the slave trade, to the industrial revolution, to capitalism and to writing, among other topics (but this is not a cross-listed course)."

Professor Rogers has overall had a very positive experience teaching at Macalester. "The students and faculty are amazing! The discussions, both in my classes and informally, have been intellectually fascinating, but also friendly and fun," Rogers said. "People here are very serious about their work, and have incredible goals for changing the community for the better, and yet there is a casual atmosphere that makes the work very enjoyable."

An Interview with Professor Zornista Keremidchieva



Professor Zornitsa Keremidchieva did not start off interested in women's, gender, and sexuality studies. "I discovered feminist studies relatively late when I was already a graduate student. I found the feminist literature strikingly smart and stimulating. Feminist theory is an exercise in thinking against the grain; it puts all assumptions in motion thus allowing us to re-imagine what it would take to build a more humane world," Keremidchieva said.

As both an undergraduate and graduate student, Professor Keremidchieva studied a wide variety of disciplines. "Although my academic trajectory may seem a bit convoluted, I appreciate the broad education I have received. After a semester at the Sofia University in Bulgaria where I studied English philology, I started college anew at The American University in Bulgaria. Three and a half years later I graduated with a double major in English and Business Administration and a minor in Fine Arts," Keremidchieva said. "This may seem like an odd combination of majors but it reflected the realities of my life at the time: it was the 1990s and political and economic changes were sweeping Eastern Europe. We all thought that business education was the way to go, though my heart was really in English studies. And so my double major was a way to make peace between my head and my heart. A wonderful mentor, Dr. Dana Wilde, one of our English professors, told me about this thing called graduate school and before I knew it I was graduate student at the University of Maine. I completed two Masters degrees there: one in English with a concentration in Composition, Rhetoric, and Pedagogy and another one in Communication Studies with a focus on narrative and performance studies. I then came to the University of Minnesota where I completed a PhD in Communication Studies (Rhetoric) with two graduate minors in Feminist Studies and Literacy and Rhetorical Studies. All of these experiences have proven meaningful since I arrived at Macalester. My earlier struggles for self-definition in the context of fast changing social and political circumstances resonate with the experiences of many of our international students, and they also help me appreciate the college's commitment to engage learning in which students are encouraged to explore the connections between academic and civic work. My history of disciplinary trespassing also makes me feel quite at ease and excited to be at a small liberal arts college like Macalester where interdisciplinary conversations and synergies are a key means for maintaining academic productivity."

Professor Keremidchieva said that her favorite part of working at Macalester is "the synergy between research and teaching. Every day I get to think and talk with interesting, stimulating people about issues that I care deeply about. Macalester has a reputation as a very engaged intellectual community and it gave me the opportunity to teach classes in my areas of research interest."

This semester, Professor Keremidchieva is teaching three political science courses. One of them (Women's Voices in Politics) is cross-listed with WGSS. "This class introduces students to the challenges that women have faced historically and the strategies they have developed to assert their presence in the U.S. political system," Keremidchieva said. "As an affiliated faculty, I am committed to teaching and mentoring WGSS students. I also care deeply about the department's mission and place in the campus community."

Professor Keremidchieva hopes that her WGSS students will develop strong skills in critical thinking. "Critical thinkers are the people who stand out. They are the ones who get noticed and, therefore, they are the ones who can lead," Keremidchieva said. "Your WGSS major not only gives you that capacity for critical thinking; it also endows you with an ethical mandate to commit your leadership to the search of a more just and humane tomorrow. We count on you!"

Outside the classroom, Professor Keremidchieva is working on two different research projects. "First, I am working to publish some of the material from my doctoral dissertation which explored how policies about women and immigrants intersected in congressional debates in the early 20th century. Second, I am also working on a book-length project on the role of gender in the Americanization campaigns during the same period. Separately, I am involved with a non-profit start-up that serves the Bulgarian immigrant community in Minnesota," Keremidchieva said.

As the spring 2011 semester begins, Professor Keremidchieva said, "I look forward to being challenged and to learning more, and more, and more."

Getting to Know Professor Joan Ostrove



Professor Joan Ostrove is not new to the Macalester community, but may be new to many of the students here. “I have been away from Macalester on leave since the summer of 2008, so I’m really looking forward to reconnecting with the students I had when they were first years, to meeting new students, and to spending time with my colleagues,” Ostrove said. “I love Macalester students and colleagues. I love how committed and engaged people are here.”

When Professor Ostrove first started working at Macalester, she was very excited for the opportunity. “I came to Macalester in the Fall of 1999. I’d applied to quite a few jobs and was thrilled to get this offer from Macalester. I went to a small liberal arts college (Williams) as an undergrad, and love the liberal arts atmosphere,” Ostrove said.

At Macalester, Professor Ostrove has worked to incorporate the study of women and gender into the study of psychology. “My position at Macalester is in the Psychology Department, where I’ve been incredibly welcomed and supported as a feminist psychologist,” Ostrove said. “I was on the WGSS steering committee for many years (when it was still WGS, before we added ‘Sexuality’ to the department title!), and was the Chair of WGSS from the Fall of 2006 to the Spring of 2008.”

This semester, Professor Ostrove will be teaching two crosslisted courses that are offered through both the Psychology and WGSS departments. “I am teaching an intermediate course on the Psychology of Gender (which is usually cross-listed with WGSS and I think the paperwork is almost all worked out for this semester!) and a senior seminar called Lives in Context: Psychology and Social Structure, which is also crosslisted with WGSS,” Ostrove said. “Both classes are deeply informed by women’s studies and feminist theories, and explore (among other things!) how our psychological experiences are shaped by intersections of sexism, homophobia and heterosexism, racism, classism, disability oppression, etc.”

The study of privilege as it relates to gender and other issues is important to Professor Ostrove both inside and outside the classroom. “I recently finished an article about how social class background, race, and gender inform people’s experiences of graduate school,” Ostrove said. “I also just published a couple of papers about how Deaf women describe their relationships with hearing women, using work on alliances from feminist, critical race, queer, disability, and Deaf studies. In my non-research life, I have also spent much of the last two years learning how to be a sign language interpreter.”

I majored in psychology in college, and also took a lot of women’s studies classes, and was very interested in the concept of stigma, and in why some people are systematically discriminated against,” Ostrove said. “I got my doctorate in psychology, also (and the certificate in Women’s Studies, as I said), and in graduate school I used the concept of “marginality” from feminist/Black feminist/standpoint theory and methodology to understand the lives of women who had graduated from college in the 1960s; I also studied the ways that these women’s social class backgrounds informed their college experiences. I continued that work at Macalester, and also returned to my earlier interests in identity and discrimination, and studied how people from different social identities form friendships and alliances.”

In graduate school, Professor Ostrove met a professor who became a strong influence in her life. “When I went to graduate school at the University of Michigan, they had a certificate program in Women’s Studies (kind of like a minor for graduate students), which I completed. My advisor was a feminist psychologist who was – and remains – an incredibly important mentor to me,” Ostrove said.

Professor Ostrove shared what she hopes students will reap from studying at Macalester. “I hope they will have a sense of their own brilliance and capacity to live the lives that they want to in a world that they can influence; I hope they will have great critical thinking skills and a capacity to understand other people and the world around them from a variety of perspectives and with an appreciation for the variety of forces and systems that shape the world we live in; I hope they will have close and long-lasting friendships and mentors,” Ostrove said.

The New Curriculum

NEW REQUIREMENTS in the WGSS MAJOR and MINOR, effective Fall 2010

WGSS MAJOR

The WGSS major consists of at least 12 courses (48 credits) of which at least 6 courses (24 credits) are WGSS core courses taught by core faculty.

1. At least one WGSS core 100-level course
 2. WGSS 200 Feminist/Queer Theories and Methodologies
 3. One course in historical depth in women's/gender/sexual politics and culture*
 4. Four courses from College-wide offerings that must include approved cross-listed courses and may include WGSS core courses, planned with the WGSS advisor and the WGSS chair, and taken in one of the following thematic groupings:
 - a) (Trans)National Women's/LGBTQI Histories and Genealogies OR
 - b) Gender/Sexuality/Race/Class/Culture and Representation OR
 - c) Theories and Philosophies OR
 - d) Feminisms and Social or Political Change OR
 - e) Gender/Sexuality/Race/Class/Culture and the Sciences/Technologies
 5. Remaining electives may be from WGSS core courses or a mix of WGSS core and cross-listed courses
 6. WGSS 300 Advanced Feminist/Queer Theories and Methodologies
 7. WGSS 400 or 405 Capstone/Senior Seminar
 8. The major may include up to the equivalent of 4 credit hours from a study-abroad program
 9. The major may consist of no more than 8 credit hours of independent studies and 4 credit hours of internship. Community-based and civic engagement work is highly recommended
- *Criteria for teaching Core Courses apply to this course when taught by non-core faculty

WGSS MINOR

The WGSS minor consists of at least six (6) courses (24 credits or more), in a combination of 3 or more CORE courses from WGSS, and 3 or more courses from other departments, planned in consultation with the student's WGSS advisor and the WGSS chair. The latter courses may be organized in the form of one of the thematic groupings described for the WGSS major.

These courses:

1. must include one core WGSS 100-level (introductory) course
2. must include WGSS 200 Feminist/Queer Theories and Methodologies (intermediate)
3. may include one 300-level (advanced) WGSS core course
4. may fulfill the Capstone requirement through completion of Women's, Gender, and Sexuality Studies 400 or 405 (Senior Seminar), or a 600-number project (excluding preceptorships) with prior approval from the department.
5. Up to 4 credit hours of internship is highly recommended

REMINDER!

Any Women's, Gender, and Sexuality Studies majors wishing to do an honors project in fall 2011 must submit their project proposals no later than Friday, April 15, 2010. Honors project candidates must be completing their junior year and have completed one WGSS introductory course, WGSS 200 (Feminist/Queer Methodologies), and at least five other WGSS courses. Candidates must also have at least a 3.3 general GPA and a 3.5 GPA within the department. For more information about requirements and the application process, visit macalester.edu/wgs/honors.html.

2011 Seniors: Reflections

Emily Schorr Lesnick and Kyera Singleton are two friends looking forward to graduating in May 2011.

Emily Schorr Lesnick came to Macalester from Yonkers, New York and will be graduating this May with a WGSS major. “What I love about WGSS is how I am asked constantly to evaluate myself within what I learn,” Lesnick said. “I am encouraged to breathe my life into everything. Plus, it’s amazing to have a department that affirms and supports my experiences and identities.”

Because Lesnick’s experience in the department has overall been quite positive, she has a hard time identifying a favorite course. “I loved Feminist/Queer Theories and Methodologies! Anne Kustritz, the visiting professor, comes from an anthropology background, so we read and interrogated feminist and queer anthropology,” Lesnick said. “I loved the readings, her approach, and the re-envisioning of a field of study that is so steeped in complicated histories of otherizing and treating the subject as object. It blew my mind how many bad-ass anthropologies there are out there.”

Lesnick’s good friend, Kyera Singleton, is also graduating from Macalester this year. She grew up in Camden, New Jersey and moved to Cherry Hill when she was ten years old. Like Lesnick, Singleton has had a wonderful time majoring in WGSS. “What I love about WGSS is the intersection of theory with history,” Singleton said. “I love the way my mind is blown whenever I’m in a classroom. I love the uncompromising stance of the intersections of multiple identities and the significance of those identities globally in the fight on oppression. I just love WGSS.”

Though Singleton has thoroughly enjoyed her major, she can easily identify a favorite course. “My favorite class without a doubt is Sonita Sarker’s Comparative Neo/Post Modernities. The class took fascism and examined the way intellectuals critiqued it from different locations,” Singleton said. “We examined race, sexuality, gender, class, and nationality through the interrogation of modernities. I loved that class so much. I loved Sonita’s use of theory with literature, art, and pop culture. I highly recommend it to everyone!”



Spotlight on Alumni: Life after Mac



Name

Christina Brux Mburu (formerly, Christina Brux)

Graduation Year '07

After graduating from Macalester, I worked for two years as a mental health and chemical dependency case manager in St. Paul. I then moved, in 2009, to Norway, where I have been pursuing my graduate studies at the University of Oslo. I am now completing my final semester of a master program in International Community Health, which is essentially a broad sector within the faculty of medicine that addresses a variety of community health issues in under-developed parts of the world. I am currently working to complete a thesis based on anthropological mental health research that I have recently conducted in Sudan, amongst the Southern Sudanese migrant population of Khartoum and in the months leading up to the referendum. My goal in this research is to situate local mental health realities within the context of the violence, oppression, displacement, and poverty that is the condition of my research participants lives, and to understand how they define mental health and relate to their own mental health as implicated within their lived experiences. I am also currently developing a PhD research project, in collaboration with a recently-opened health center for undocumented immigrants in Oslo. This project will likely consist of increasing knowledge of this population's mental health needs and developing mental health programming to meet these needs.

I can certainly say that my WGSS experiences have inspired me and impacted all that I have done since graduation. I believe that WGSS helped me to develop a critical consciousness, especially with regard to the idea of producing and possessing "Knowledge," and an ability to reflect carefully on the ways that individual experiences and realities intersect in complex ways and are implicated within larger frameworks of power, knowledge, and oppression. Though I have, as described, found a calling within the domain of mental health, this WGSS-provoked consciousness has remained an important part of all that I do. Within my current research, for example, I have made a careful decision to challenge the dominant trend of international trauma-focused research that almost exclusively presents "Knowledge" of post-conflict mental health as statistically high prevalence rates of post-traumatic stress disorder, a diagnosis produced within the specific historical and cultural contexts of biomedicine in the developed Western world, throughout populations and in parts of the world where such a diagnostic reduction lacks local meaning or relevance and does not meaningfully describe the true mental health realities or experiences of the people it refers to, thus making it difficult to understand how it might be useful in addressing mental health needs throughout development and health initiatives. While this is just one example, I think it illustrates that, regardless of the different directions that WGSS students might take after graduation, WGSS provides us with a way of relating to the world and a framework for interpreting our experiences and remaining conscious of how we approach all that what we go on to do, encouraging us to be, not merely aware of difference as it exists, but actively engaged making meaning of the dynamic concepts of nation, race, ethnicity, sexuality, gender, class, and ability, as well as the cultural, political, and economic forces that shape them and ways that individuals and communities appropriate them. It encourages us to position ourselves within these different systems, to complicate our own assumptions and understandings, and to ask questions and pursue subjective meaning, even if answers and established knowledge supposedly exists. And, this, I believe, is among the most important ways that WGSS has impacted my post-Macalester pursuits and growth.

Name**Kayoua Catharine Vang****Graduation Year '09**

Since I moved on from Macalester, I went straight to graduate school. I am currently completing my Master in Social Work with concentrations in Management of Human Services, Community & Social Systems, and Social Policy and Evaluation at the University of Michigan, Ann Arbor. I will be graduating in April of this year, and I hope to return to Minnesota--I grew up in the Twin Cities and I realized I love it after having left it. I am committed to help the Hmong community as I return. My career route has been shaped by my WGSS experience at Macalester, and so I am always mindful of the steps, practices, and processes of developing a vision, a personal mission statement, and a plan for what I want to do. Anything related to women, gender, sexuality or social justice seems to have me by the horns. In class or at my field placements, I always advocate for the people or experiences not included.

Let me show you how WGSS is always in my heart: the summer of 2009, I interned at the MN Women's Consortium as the Health Care Reform Project Coordinator to advocate for inclusion of women during the crazy processing of the bill. In 2009-2010, I did my social work field placement in a program called Second Chance to help women and youth at-risk of or involved in domestic sex trafficking. Now 2010-current, I am interning at Catholic Social Services of Washtenaw County and doing executive management type of work for the CEO. To some folks, the big "Catholic" might raise some eyebrows, or some questions about how this is related to WGSS, but what I learned is that we have to move beyond our differences and learn how to strategically navigate within our limits or capabilities--and that is a good challenge I recommend for everyone. Get uncomfortable, get unfamiliar.

Name**Delaney Keyes****Graduation Year '04**

Since graduating from Macalester in 2004, I have worked primarily in non-profit settings, all with women and children, and slowly worked my way toward graduate school. Thanks to my off-campus work study position at the Jeremiah Program, my first job after graduation was in their child development center. After a year I decided to take a position working at a home for children in rural Mexico. During my second year there, I pursued and received grant funding to create programming by and for the middle school girls. After returning to the Twin Cities I have worked with immigrant families in a public school setting and in prenatal services for low-income women. Currently, I work in children's mental health at St. Joseph's Home for Children.

This perhaps winding path has led me to enter the graduate program in Marriage & Family Therapy at St. Mary's University in Minneapolis. I chose this program due to its explicit focus on holistic mental health through the lens of relationships and complex family systems. I am excited to be entering a field where the intersections of theory and practice are apparent in the immediate, daily experience of working in collaboration with children and families. In each of my experiences I have been deeply informed by the feminist and post-colonial theory that so inspired me at Macalester. There is no aspect of my work where gender, culture, race, nationality, sexuality, or other power dynamics are not evident. I have never once regretted my choice in a WGS(S) major and am eternally grateful for the knowledge, experiences, and questions the professors and fellow students inspired for me.

Name
Sarah Welch

Graduation Year '09

Since I graduated from Macalester, I've been through a lot of thought-processes about what I'd like to do next and how I'd like to apply my education. Academia? Activism? I recently watched a documentary about young folk musicians in which an interviewee in her mid-twenties said that the trouble for our generation is that there are so many options that it's paralytic to choose from them, and it's easier to choose nothing. I spent a year and change after I graduated traveling around Europe by myself, working and anthropologizing minimum wage retail jobs, reading and percolating, and trying to decide how best to use my degree. I was living in Buffalo, New York, my hometown, in an incredibly diverse and incredibly rough neighborhood, and most of my friends were organizers in my community. I saw a lot of violence and a lot of compassion, and the power of immediate, grassroots, heartfelt change. Triage and crisis response. And I began to feel that while my intellect was strong, and academia held much of my heart, and questioning the impulse to help had been a key part of my WGSS education, it was important that I try on my community involvement shoes and see how action felt after a year of paralysis.

Today, I live in Seattle, Washington. I'm five months into an Americorps term with an organization that provides a variety of services to homeless young people, ages 13 to 24. The work that I do is outreach work. This means a number of things. Within the walls of my workplace, it means making meals for 45, playing pool and hackeysack, signing people up for laundry and showers, introducing people to case managers, giving people backpacks, talking people down from rages, breaking up fights without laying hands on anyone involved, calling the ambulance when someone is about to overdose. I'm also the volunteer coordinator, so I do a lot of things to recruit, support, and retain volunteers. And outside the walls of my workplace, outreach means walking or driving the streets of Seattle providing blankets, hygiene supplies, food, coats, bleach kits, hot beverages, water, dog food, socks, conversation, and information about our spectrum of services. There is a lot to interrogate within our organization, and within the work that I do. It's rife with power structures, with hierarchies, and with being able to recognize and transform them. Coming from an anti-oppression framework makes a ten-times-stronger outreach worker. Being educated in feminist and queer issues makes a ten-times stronger outreach worker. Knowing that it's not about you, it's about the population you serve, knowing where you stand, being able to make "I" statements, and listen carefully to the "I" statements that a young person is making, being able, and having the drive, to empower young people to make their own choices, are the hallmarks of great outreach workers.

I am not a great outreach worker yet, but I am learning a lot, and my education has given me a lot of the tools that allow me to sustain myself in this position. It's fascinating and fulfilling work, and in a lot of ways a natural progression from WGSS. It is the most I have felt like I was climbing a mountain with limited oxygen since I was a freshman in Christine Rose's Sex Panic class (the class that taught me about Foucault, Gayle Rubin, and Jack the Ripper). The class that made me decide to become a major in the first place.

I think I want to be doing this for a long time. My thoughts about the kind of academic path I might follow have shifted - from full-time school to part-time school, from Creative Writing or Gender Studies or History of Consciousness or Rhetoric to Public Health or Social Work degrees. From as soon as possible to sometime, after I've synthesized my professional goals. I'm really happy to talk to anyone who'd like to chat about their future plans, or anything - you can email me at sarah.r.welch@gmail.com.



A Sampling of Spring 2011 Courses

WGSS 294-01: Women in the Bible

Taught by: Professor Susanna Drake

In this course we will examine the roles, identities, and representations of women in the Hebrew Bible, New Testament, and Jewish and Christian apocrypha. We will explore how biblical writers used women “to think with,” and we will consider how gender is co-constructed alongside religious, social, and sexual identities. We will ask the following sorts of questions: What opportunities for social advancement and leadership were open to women in early Jewish and Christian communities, and how did these opportunities differ from those open to women in other religious formations in the ancient Mediterranean? How did biblical regulations of sexuality, marriage, and family life shape women’s lives? What are the social and material effects of biblical representations of women? And how might current feminist theories inform our interpretation of biblical texts about women?

WGSS 306-01: Women’s Voices in Politics

Taught by: Professor Zornitsa Keremidchieva

Women’s Voices in Politics examines the rhetorical strategies women have used in the U.S. to overcome barriers to their political participation. Except for a few “framing” articles, the majority of the readings will come from primary sources: the speeches and writings of diverse women’s rights activists. Structured as a historical overview, the class will first focus on the emergence of the women’s rights rhetoric in the U.S. and the role of women in the abolition movements of the early 19th century. Second, we’ll examine the rhetoric of the woman suffrage campaigns and women’s responses to the industrial and labor struggles of the late 19th and early 20th century. Third, we’ll account for the coming of the multiculturalism paradigm in the second half of the 20th century as it structured arguments over the significance of gender, sex, class, and race identities for public speaking. Finally, we’ll conclude the class by assessing the claim that we are now living in a post-feminist era. We’ll do so by studying the rhetorical strategies of contemporary political women on both the left and right of the political spectrum.

WGSS 194-02: Feminist Cultural Productions: India There and Here

Taught by: Professor Sonita Sarker

India is still described as “exotic” in current cultural vocabularies, by Indians and by others. We will investigate the material realities on which these cultural vocabularies rest, through the mirrors held up by Indian women writers who are this nation-state’s citizens, expatriates, and diasporans. These writers’ historico-political contexts, tussles with language, and other self-imaginings, create a compelling force, in both developing the notion of “India” and its relationships to East Africa, North America and Western Europe. Texts include writings by Meena Alexander, Monica Ali, Arundhati Roy, Suniti Namjoshi, Anita Desai, Shashi Deshpande, Bharati Mukherjee, and Meena Syal, among others, as well as films, music, performance, and other forms of cultural production from India and elsewhere.

A Recap of Events: Fall 2010

September 28, 2010 - 4:30 p.m.

The Women's, Gender, and Sexuality Studies department hosted an informal open house event at the Alumni House. Students considering majors or minors in WGSS had a chance to meet with faculty and students in a relaxed setting and ask whatever questions they might have. About twenty-two students came through for snacks and informative conversation.



November 1, 2010 - 4:30 - 6:30 p.m.

Starting spring semester 2011, the WGSS department is adopting a new curriculum. On November 1, a meeting was held to explain this new curriculum to current and prospective students. Both WGSS professors and crosslisting faculty from other departments came to hear Professor Kendrick Brown explain the new curriculum and to ask him questions. Students who were ready to declare their majors came with forms in hand. About twelve students attended and enjoyed heavy appetizers.

November 11, 2010 - WGSS102 Gender and Sport

Macalester alum ('96) Dave Zirin appeared as a guest speaker. Dave Zirin is a prolific writer, columnist, and radio personality. His work is centered on the examination of the intersection of sports and politics. Because of his efforts, *UTNE Reader* once named him as one of the "50 Visionaries Who Are Changing Our World." He is the first sports writer for *The Nation* magazine in its 150 years of existence, is a columnist for *SLAM Magazine* and *The Progressive*, and a regular op-ed contributor to the *Los Angeles Times*.

On the radio, he hosts a weekly Sirius XM Radio show called "Edge of Sports." He takes a hard look at the politics of sports, and has participated in debates, written and audio, with many high-ranking figures such as the FOX Sports president and the Bridgestone Tires president. He has also appeared on numerous television programs to bring his unique blend of sports and politics to the masses.

He has written several books, which all examine the history and complications of sports in the United States. *"What's My Name, Fool?" Sports and Resistance in the U.S.*; *Welcome to the Terrordrome: The Pain, Politics and Promise of Sports*; *A People's History of Sports*; and his latest, *Bad Sports: How Owners are Ruining the Games We Love*, are all explorations of the sides of sports that are too often left unexamined.

Zirin has not let any of this dampen his enthusiasm for sports, however, and he is an avowed lover of the Mets, Jets, and Wizards.

Speaker Series: Spring 2011

Thursday, March 24 - Professor Banu Subramaniam

Alien Turns Exotic: Gender, Race, and the Practice of Science: Professor Subramaniam, the editor of *Feminist Science Studies* with Lisa Weasel, will be speaking at Macalester at 11:30 am on the top floor of Old Main, to address the subject of “invasive biology” and its relationship to women/gender, race and science. This talk will focus on the cultural and political fears and anxieties of the immigration of plants, animals and humans, in the context of feminist studies and biological science.

Professor Subramaniam is an associate professor of Women, Gender, and Sexuality Studies at the University of Massachusetts, Amherst, and the coeditor of *Feminist Science Studies: A New Generation* (Routledge, 2001) and *Making Threats: Biofears and Environmental Anxieties* (Rowman and Littlefield, 2005). Her work spans many genres and seeks to unite elements of the humanities, social sciences and biological sciences. She is trained as a plant evolutionary biologist, and works to incorporate social studies into scientific practice. She is currently exploring the relationship of science and religious nationalism in India.



Monday, April 11 - Alexandra W. Douglas (Macalester '08)

Alexandra W. Douglas will be a guest speaker at two classes: first, at Professor Zeliadt's Introduction to Community and Global Health at 10:50 am, then at Professor Hazen's Medical Geography Course at 7:30 pm. She will also be speaking on April 14 at noon about her work. Douglas is the Program Manager for the Friends Women's Association Health Clinic (FWA), a community-based women's clinic focused on HIV/AIDS, sexual violence, and post-genocide trauma in Kamenge, Burundi. At Macalester, she studied International Studies and Women's, Gender, and Sexuality Studies, a combined interest which led her to spend two years working with the global sex workers' rights movement. After graduating, she spent a year working in public policy in Washington, DC before taking up her post in Burundi.

At FWA, Alex has led the development of a monitoring and evaluation system, the training and implementation of community peace and health workers, and has worked with the community and FWA staff to develop an advanced trauma healing curriculum. In addition, she has organized and led an organizational capacity building program. This summer, Alex will begin premedical and public health programs at Johns Hopkins University. For more information, please visit her website, www.fwaburundi.com.



Thursday, April 28 - Annual WGSS Student Honors/Research Presentations and Celebration Event

From 4:30 to 6:30, students will present their projects in the fourth floor lounge of Old Main. Topics will include phone sex operators, women comedians, women police officers, and Black women's negotiation of media representation/stereotypes. WGSS will also end the academic year with a celebration of our community's achievements.



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