

WGS CONNECT

WE WANT TO DO MORE THAN SURVIVE
ABOLITIONIST TEACHING AND THE
Pursuit of Educational Freedom
BETINA L. LOVE

TEA with WGS: Winter Book Club
DECEMBER 2020-FEBRUARY 2021

Join WGS for monthly book club meetings in preparation for a special virtual event from author Bettina Love on March 11!

Book Club Meetings:
Monday, January 18 @ 5:00 AM
Thursday, February 11 @ 4:00 PM

LIMITED SPACE AVAILABLE
SIGN UP HERE: <https://bit.ly/loveandteach>

REPRODUCTIVE JUSTICE:
A Conversation about
Accessibility not Choice
MARCH 23 @ 5-6 PM

Join Women's & Gender Studies for a special conversation with Reproductive Justice Activist and author, Dr. Rachel Aronson, as part of the program's reproductive justice series.

Facilitated by: DR. JEN ADAMS
Associate Professor of History and Women's & Gender Studies

PRE-REGISTRATION REQUIRED
<https://bit.ly/2021rj>

We Gotta Be Alright, But That Ain't Alright
Abolitionist Teaching and the Pursuit of Educational Freedom
VIRTUAL LECTURE WITH DR. BETINA LOVE
March 11 5:00-6:00pm

Dr. Bettina Love is a leading scholar in the field of abolitionist teaching and the pursuit of educational freedom. She is the author of the book *We Gotta Be Alright, But That Ain't Alright: Abolitionist Teaching and the Pursuit of Educational Freedom*.

Rsvp on Eventbrite here: <https://bit.ly/2021lecture>

Feminism in Motion 2021

SAVE THE DATE!

APRIL 16, 2021
4:00-6:30 PM

Join us on Zoom: <https://bit.ly/FEMO2021>

WGS Research Colloquium

Mediators: C. G. G. (WGS) & M. A. (WGS) (Moderator: J. Adams)

Feb. 25
5:00-6:30pm

Join WGS for a special research colloquium featuring 8 of our newest researchers, presented by a WGS faculty member.

Join the WGS Research Colloquium on Zoom: <https://bit.ly/2021wgsresearch>

"Being Me at Coft"

WELCOMING LGBTQ+ STUDENTS, SHARING RESOURCES, AND BUILDING COMMUNITY

A campus welcome event for LGBTQ+ students and allies.

THURSDAY, SEPTEMBER 9TH
5:00 PM-7:00 PM
NITA LOUIE HOLLINGS SCIENCE BUILDING ROOM 101

FEATURING DISCUSSIONS WITH:
KATE FAGAN
Author of *Being Me at Coft*

WGS Intersections: NAMSA LEUBA

A Panel Discussion

Monday, October 11, 7:00 PM
Halsey Institute of Contemporary Art
151 Calhoun Street
Free and open to the public

OUT & PROUD PRIDE KICK-OFF

EVENT FOR LGBTQIA+ ACCEPTANCE & RECOGNITION
IN HONOR OF NATIONAL COMING OUT DAY
AND LGBTQ HISTORY MONTH

MON. OCT. 11 @ 2-5 PM • BARNET COURTYARD

Snacks, Prizes, Pride

CHECK OUT @COFCGSC FOR UPDATES.

BLACK WOMEN TRANSFORMING POLITICS & POWER IN THE DEEP SOUTH: LESSONS FROM GEORGIA

MODERATORS:
Dr. Margarette Austin-Roberts
Professor of History and African American Studies
Cynthia Scott
Associate Professor of History and African American Studies

PARTICIPANTS:
Mercedes Lilly, Esq.
Professor of Law and African American Studies
Felicia M. Davis
Professor of Law and African American Studies
Helen Butler
Associate Professor of Law and African American Studies
Deborah Scott
Associate Professor of Law and African American Studies
Christine St. G. White
Associate Professor of Law and African American Studies
Melanie Campbell
Professor of Law and African American Studies

MARCH 10, 2021
5-8 PM EST

PLEASE REGISTER IN ADVANCE:
<https://bit.ly/2021wgs>

WRITING QUEER NARRATIVES

with award winning authors

Genevieve Hudson
Author of *Boys of America*

T. Kira Mähealani Madden
Author of *Long Live the Tribe of Fatherless Girls*

Thurs, Nov 11
4:30 PM - 5:30 PM
Live Talk on Zoom

WOMEN'S HISTORY MONTH 2021: "EXCUSE ME, I'M SPEAKING"

Inspiring Women Letterpress Prints:
VOICES ACROSS HER/STORY

Join WGS for a special panel and behind-the-scenes look at the Inspiring Women Letterpress Prints: Voices Across Her/Story exhibit. Panelists will discuss their participation in this project, the inspiration behind their pieces, and their careers as letterpress printers and creatives.

MARCH 23 @ 5:30 PM

PRE-REGISTER:
<https://bit.ly/2021wgs>

UNGRADING AS FEMINIST PEDAGOGY

Rethinking our relationship to grades and assessment

OCT 25
11:00AM - 12:00PM (Zoom)
<https://bit.ly/2021wgs>

WGS RESEARCH COLLOQUIUM

NOV. 9
5-6:30 PM

Join WGS for a special research colloquium featuring 8 of our newest researchers, presented by a WGS faculty member.

Join us on Zoom:
<https://bit.ly/2021wgsresearch>

TEACHING WITH ARCHIVES

NOVEMBER 11, 12-1PM

LED BY AISHA HAYKAL
MANAGER OF ARCHIVAL SERVICES
AVERY RESEARCH CENTER

Come and learn about innovative approaches to teaching with archival and primary sources in the classroom and how to access and locate these sources at Coft as well as externally. Attendees will have the opportunity to brainstorm and conceive of classroom assignments that develop students' competencies in primary research, critical thinking skills, and stimulate creative analysis.

Zoom: <https://bit.ly/3mywliQ>

THE WGS STUDENT ADVISORY COMMITTEE PRESENTS

WGS IN THE GARDEN PT. 2

Wed, April 14 @ 4:30-6:00pm

STERN GARDEN

RSVP link in bio

Midwifery through the Years

Tuesday, 30 March @ 5pm
via Zoom
link in email and bio!

Dr. Cara Delay, Professor of History and Women's & Gender Studies

PUMPKINS & PRONOUNS

WED. OCT. 20 | 4:00-6:30 PM
STERN CENTER GARDENS

Join the Gender & Sexuality Equity Center (GSEC), PRISM, and Women's & Gender Studies to celebrate INTERNATIONAL PRONOUNS DAY as we paint mini-pumpkins and canvases just in time for Halloween!

WGS RESEARCH COLLOQUIUM

NOV. 9
5-6:30 PM

Join WGS for a special research colloquium featuring 8 of our newest researchers, presented by a WGS faculty member.

Join us on Zoom:
<https://bit.ly/2021wgsresearch>

T.E.A. WITH WGS: DARK GREEN FEMINISM:

TEACHING THE CONNECTIONS BETWEEN CLIMATE CHANGE, TOXIC MASCULINITY, AND ANTI-BLACKNESS

Together, we'll explore interconnections between how we treat our planet, how we treat each other, and how we treat ourselves – the deep roots of oppressive thinking and feeling that give rise to and are perpetuated by systems of violence – as well as one possible antidote: embracing the notion of "precious irreplaceability."

APRIL 22
12:00-1:30PM
<https://bit.ly/2021wgs>

JEN WRIGHT
Professor of Psychology

TODD LEVASSEUR
Visiting Assistant Professor of ISS, SLI/QEP Director

"They Ain't Ready for Me":
A Conversation with Rabbi Tamar Manasseh and Filmmaker Brad Rothschild

Join WGS for a special conversation with Rabbi Tamar Manasseh and filmmaker Brad Rothschild. They will discuss their new book, *They Ain't Ready for Me*, and their experiences as LGBTQ+ individuals in the Orthodox Jewish community.

Tuesday, November 23, 2021 7:00 - 8:00pm
Via Zoom: <https://bit.ly/2021wgs>

Letter from the Director 02
Letter from the Interim Assoc. Director 03
Racial Justice Commitments 04
Student Advisory Committee & Community Advisory Board 08
Student Spotlight 09
Scholarship Recipients 10-11

Study Abroad: Trujillo, Spain 12
WGS Events 13
Faculty Spotlight 14-15
Professional Accomplishments 16
What are We Reading/Writing/Listening to? 17-19
WGS on the Web 20

WELCOME BACK!

KRIS DE WELDE (SHE/ELLA)

As with most things in the warped and confounding time of COVID, our newsletter comes to you after a year-long hiatus, where we have been caught between enduring the interminably painful present and yearning to be in, to move toward a future that is healthy, safe, free...for all. This space of contradiction reflects so many micro and macro paradoxes that we have had to navigate, together and apart, especially over the last couple of years. And while contradictions might generate discomfort or even disorder, I'm comforted (or inspired) by what Black feminist scholar bell hooks (Gloria Watkins) said:

"Contradiction is the stuff of revolutionary struggle. The point is not to deny the reality of contradiction but to utilize the space of contradiction to come to a greater understanding."

I've included this quote at the top of almost every single one of my syllabi for as long as I can remember. It's always felt like a compass, guiding the courses I facilitate through difficult conversations, moments of discomfort, spaces of discord.

In fact, for many of us who have studied the craft of teaching, who've explored what is possible in and through higher education, bell hooks' writings are a compass.



"Contradiction is the stuff of revolutionary struggle. The point is not to deny the reality of contradiction but to utilize the space of contradiction to come to a greater understanding."

bell hooks

And so, it seemed as fitting as it was devastating that those of us who teach (expansively defined!) began 2022 mourning the loss of this venerable scholar (hooks' journey in this realm ended on December 15, 2021), while simultaneously preparing our courses, all digits crossed that the pandemic would ease, would not be too intrusive on our plans, would not cause us to experience more loss, would relent just enough for us to gather in person again, to reclaim some of what's been missing from our lives.

Whether a new year and a new semester will bear those possibilities, will materialize the futures we envision or are moving toward, is yet to be clear. But as always, we persist, we resist, we demand better for ourselves and for those with whom we share this journey (our kin, our communities, our companions – human and more than human). Out of necessity, those of us connected to WGS are immersed in the contradictions of contending with the harms of past and present while imagining and manifesting freedom-filled futures.

It's that contradiction – reckoning with the past while building toward futures – that imbues the pages of this newsletter (and really, all of our labor in WGS). Here you will read about what we have worked on over the last year in the context of anti-racism and feminist liberation, whom we should celebrate, uplift, encourage, and thank, what we should read and listen to, as well as a peek at some of the inspiring programming we are building toward this spring.

And speaking of building...help us welcome **Priscilla Thomas** (she/her), WGS's new Administrative Assistant! Priscilla is a CofC alum (Religious Studies/WGS, '07) who studied Visual Communication at Ohio University and is a professional photographer. She's been instrumental in creating this newsletter, and you will be able to read more about her in a forthcoming blog post.

Join us in becoming, in movement forward, outward, into a beyond that is full of beautiful contradictions!

MEET WGS INTERIM ASSOCIATE DIRECTOR CLAIRE CURTIS (SHE/HER)

This academic year I am the interim Associate Director of WGS – currently my responsibilities entail managing the internship students, and I have been working with other members of our executive committee on curricular reform. My Departmental first home is Political Science. I came to CofC in 1998 and have been involved with WGS, in one way or another, since the early 2000s. But this is the first semester I am teaching WGST 200 – which is daunting and exciting! I regularly teach a POLI class (POLI 292, Topics in Gender, Theory and Law) that counts toward a major or minor in WGS. A few years ago, I taught a special topics Feminist Utopia class (that I would very much like to teach again).

My research considers fiction as an experimental space for thinking through certain theoretical questions about how people live together in a political community.

Specifically, I am interested in utopia and dystopia and the ways that post-apocalyptic fiction (and recently climate fiction) work out utopian and dystopian imaginings. I am currently working on an article on three examples of climate fiction (James Bradley, *Clade*; Emily St. John Mandel, *Station Eleven*; Leigh Richards, *Califia's Daughters*) that include pandemics, considering the way that these novels imagine both environmental and human justice.

“My research considers fiction as an experimental space for thinking through certain theoretical questions about how people live together in a political community.”



Speaking of which, people should watch the HBO version of *Station Eleven*. Excellent as an iteration (not merely a copy) of the book and good as a stand-alone. Set both pre and post a pandemic with catastrophic consequences for most of humanity, *Station Eleven* asks about how we would live after everything we had known is gone – what would we keep? How would we maintain ourselves as humans? How might we still flourish?

Next year I will be on sabbatical and plan to return to a book manuscript that uses contemporary post-apocalyptic fiction to illustrate the value of Martha Nussbaum's capabilities approach (a theory of justice that asks what we can do and be). If you have recommendations for post-apocalyptic or climate novels, please send them my way! Or any bread recipes; I am committed to my Covid-motivated bread baking practice.



ANTI-RACISM COMMITMENTS, 2022 UPDATE

KRIS DE WELDE (SHE/ELLA)

In the summer of 2020 WGS re-affirmed our commitment to anti-racism through six specific objectives, developed via a collaborative process within the faculty Executive Committee. As we stated then, “Our commitment to the struggle for liberation always has been, is now, and will continue to be sustained, beyond a particular crisis or media moment.” We intentionally challenge(d) the trend of vacuous and performative statements made around that same time period by making *commitments*, setting objectives and action items. After more than a year of WGS-sponsored and co-sponsored events, book clubs, challenging conversations, program-building, celebrations, resistance, and reflection, I’d like to provide an update on our actions over the last 16 months as a measure of accountability, of transparency and also as a tribute to the work in which our community has engaged.

Our objectives were/are to:

1. hold space for anti-racist dialogue, resistance and community,
2. encourage and support anti-racist, inclusive, decolonial, liberatory pedagogies and strategies,
3. include minoritized student voices in program-level decision making,
4. diffuse anti-racist education beyond the classroom,
5. support critical race curriculum at the College of Charleston,
6. contribute to the visibility of Black creativity, resilience, scholarship, and joy.

Nearly all of our event programming in 2020-21 and through today has been filtered through these commitments, sometimes addressing multiple objectives simultaneously. And this is not even an exhaustive list of our efforts!

Attending to objectives 1, 2 and 6, WGS has become a campus leader in conversations about inclusive, anti-racist, liberatory pedagogies and strategies. In 2021-22 we held six T.E.A. with WGS sessions (T.E.A. = Teaching to Engage and Activate), in addition to a week-long intensive *Teaching with Intent* workshop (led by Melissa Hughes in Biology and myself), which prominently featured work by BIPOC (Black, Indigenous, People of Color) pedagogues. These included:

- *Interrupting Racism in the Classroom* with Dr. Charissa Owens (September '21)
- *Teaching Problematic Scholars* with several WGS affiliates (October '21)
- *Education for Liberation: Beyond Diversity and other Metaphors* with the Transformative Teaching Collective (November '21)
- Two sessions to discuss Bettina Love’s *We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom* (January '21 & February '21)
- *Dark Green Feminism: Teaching the Connections between Climate Change, Toxic Masculinity, and Anti-Blackness* with faculty affiliates Todd LeVasseur and Jen Wright (April '21)

“

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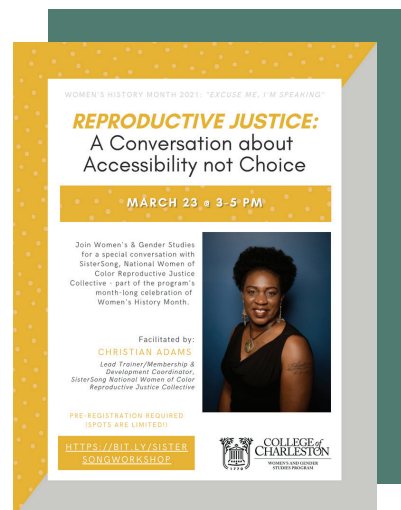
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As part of diffusing anti-racist education beyond the classroom through anti-racist dialogue and community-building (objectives 1 and 4), we partnered with many offices and departments across the College, including the Avery Research Center on African American History and Culture on several initiatives, most notably two book clubs and corresponding public lectures with the esteemed authors (also supported by the Office of Institutional Diversity, African American Studies, Academic Affairs, HSS, EHHP, the Libraries, and others). K-12 teachers and other community members were invited to participate in our book clubs, and we provided as many gratis books as possible to them. These included:

- Martha S. Jones on [Vanguard: How Black Women Broke Barriers, Won the Vote, and Insisted on Equality for All](#) (2/2/2021)
- Bettina Love on [We Want to Do More Than Survive: Abolitionist Teaching and the Pursuit of Educational Freedom](#) (2/11).

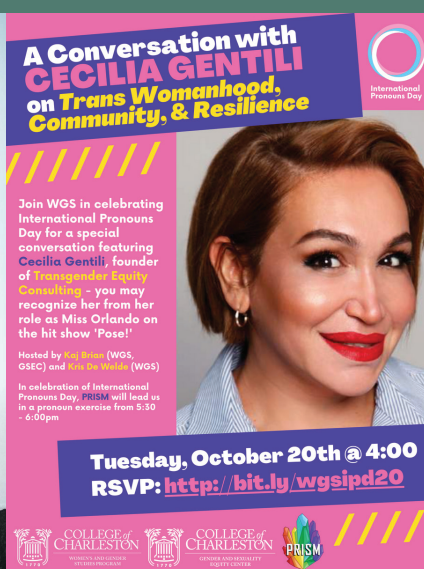
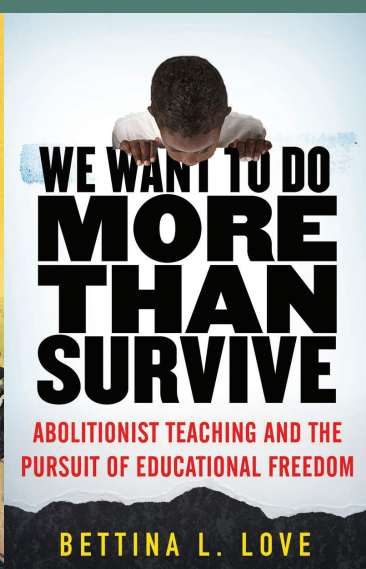
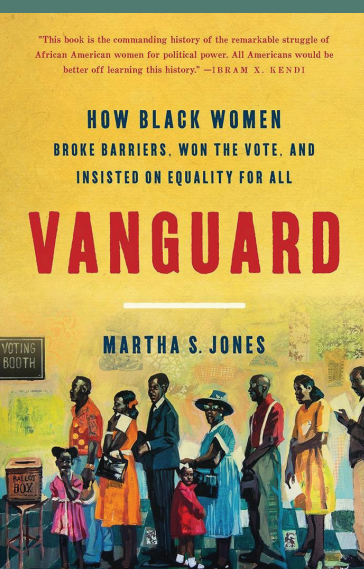
I have learned that when partnering with the Avery Research Center specifically, that being inclusive of communities beyond the College is non-negotiable! In part this ethos is because of their mission, their outreach activities, and (in no small part) their Director, Dr. Tamara Butler's, goals of strengthening those connections (see page xx).

And while we celebrated the scholarship and change-making work of these scholars, WGS also contributed to the visibility and celebration of BIPOC activists, creators, and organizers through events explicitly aimed at engaging students and the broader community (objective 6). We learned about the importance of community



building for BIPOC trans individuals, the political, grassroots work that lies ahead if we are to hold on to basic civil and human rights, about the experiences of Black women in fields dominated by white men, and about drawing from Reproductive Justice as a framework for social action. Specifically,

- We partnered with the Gender & Sexuality Equity Center and PRISM to host Cecilia Gentili, a celebrity from the show *Pose*, in *A Conversation about Trans Womanhood, Community and Resilience* (10/20)
- As part of our robust 2021 Women's History Month programs, we collaborated with the Political Science Department to host a one-of-a-kind event with six Black women organizers, activists, and political strategists from Georgia for *Black Women Transforming Politics and Power in the Deep South: Lessons from Georgia* (with Marguerite Archie-Hudson and Carlotta Scott as moderators and co-organizers of the event, 2/10).



- On March 23rd we featured a *Conversation about Accessibility not Choice* with Christian Adams, the Lead Trainer/Membership & Development Coordinator for SisterSong National Women of Color Reproductive Justice Collective.[DWK1]
- Even though our 2021 Feminism in Motion annual student success showcase was online (as was all of the programming listed here), we invited the celebrated Charleston Cocktail Bandits, Johnny Caldwell and Taneka Reaves (both 2008 alums), to lead a mixology session (mocktail and cocktail) while they discussed feminism and Black women in the craft cocktail industry as a closing for our event.
- This fall we began a year-long partnership with the Halsey Institute for Contemporary Art and organized a panel of WGS affiliated faculty to discuss their work in the context of Swiss-Guinean artist Namsa Leuba's [Crossed Looks](#) (I hope you didn't miss that exhibition!).

Beyond all of these inspiring sometimes fun events, we also engaged in a lot of reflecting internally, rethinking the leadership structure of the program to be more inclusive, and striving to address racial equity gaps in those spaces. We have purposefully and mindfully expanded the faculty Executive Committee and Community Advisory Board to be more inclusive of BIPOC leaders. Their contributions have been instrumental in advancing our efforts to center anti-racist feminism in all of our work.

Attending to objective 3, we created the Student Advisory Committee (SAC), which serves as a student-run advisory group and prioritizes BIPOC and LGBTQ+ student leaders/voices through again, mindful and intentional decisions about its leadership structure. The inaugural SAC had/has remarkably committed students and alums at its helm, including 60% Black- and 80% LGBTQ+-identified members (see p. 16).

As part of our work on objective 5, we supported the development of the College-wide Race, Equity and Inclusion (REI) curriculum in which students will need to complete two REI-focused courses, one in a U.S. context and another in a global context. We did so through regular consulting conversations with its leaders, advocating formally and informally when needed (e.g., faculty senate, through support letters, in non-WGS faculty meetings). And the WGS Executive Committee benefitted from intersections across the REI initiative leadership group and our own (thank you Julia McReynolds Pérez!). Finally, we revised our *Introduction to WGS* course to fulfill a requirement in the REI curriculum, meaning that the hundreds of students that take this course every year will purposefully engage with understanding race and equity concerns from a critical perspective.

Despite all of this, our work is necessarily incomplete. We are pleased with our efforts around pedagogy, and events and the first steps we've taken toward more inclusive leadership of the program. And yet, there continue to be racial equity gaps in our curriculum, in our outreach to the community, in our hiring practices and outcomes, and in our student demographics. These gaps are persistent, and so are we in our determination to address them.

This extended "year in review" is intended, again to hold our community accountable to the declarations we made (and continue to make), and to celebrate all that is possible through partnerships that are imbued with commitments to justice, equity, and liberation.

Nothing on these lists was accomplished by one person or even one program. We work together to dismantle oppressions, and we uplift each other in the process. We hope you will keep showing up with us as we imagine and move toward justice.

WGS
intersections

PANELISTS

DR. HOLLIS FRANCE
Associate Professor and Chair of Political Science

DR. KAMEELAH L. MARTIN
Professor of African American Studies
Dean, Graduate School

DR. MARY TRENT
Assistant Professor of Art History

moderated by:
DR. KRIS DE WELDE
Director and Professor of Women's and Gender Studies

Monday, October 11, 7:00 PM
In person:
Halsey Institute of Contemporary Art
161 Calhoun Street
Virtual:
halsey.cofc.edu/live
Free and open to the public

WGS INTERSECTIONS:
NAMSA LEUBA A Panel Discussion

COLLEGE of CHARLESTON
WOMEN'S AND GENDER STUDIES PROGRAM

HALSEY INSTITUTE OF CONTEMPORARY ART
of THE COLLEGE of CHARLESTON

STUDENT ADVISORY COMMITTEE

2021-2022 MEMBERS: CORA WEBB (C18), SARAH CLAIRE MULLIS, BRIANNA JOYNER, REAGAN WILLIAMS (C21)

Q. What is the purpose of the Student Advisory Committee?

A. Our overall purpose is to leverage the firsthand experience of WGS students and alumni to strengthen the program. We want to increase connections within the major, including hosting more events to build relationships with WGS members. We also provide program recommendations to WGS faculty in hopes of enhancing the curriculum. The SAC does all of this with a focus on collaboration.

“We would love to start a program that would allow students to be more easily involved in community engagement such as shadowing WGS professionals and more expansive internships, as well as more study abroad options.”

Q. What are your immediate and long-term goals as a collective?

A. Our immediate goals include executing two events in the spring, onboarding new members, and continuing to increase community connections and engagement within WGS. We also plan to co-create the 2022 program recommendations and follow up on those we made in 2021 (many of which have been taken up already!). Our overarching goals are to make this program even more inclusive and collaborative! Finally, we would love to work on getting to know newly declared WGS majors and minors one-on-one over lunch or coffee.

Q. If there were no barriers, funding constraints, or time restrictions, what is a dream project or initiative for the group? In other words, what would you dream of manifesting with the WGS program?

A. We would love to start a program that would allow students to be more easily involved in community engagement such as shadowing WGS professionals and more expansive internships, as well as more study abroad options. We would like to see diverse WGS staff and faculty hired to assist in the major's goals. We also intend to develop recommendations for a WGS activism and civic engagement course to be added to the curriculum. In addition to this, we want to encourage a course focused on media: creating documentaries and other media content. Another dream we have is for students to have the opportunity to pursue inter-collegiate collaborations where students can take WGS unique classes at other schools for transfer credit, particularly since many courses are offered online.

Q. How can interested students and alums get involved?

A. The best way for interested students and alums to get involved is to fill out our [interest survey](#) or to contact Dr. D!

COMMUNITY ADVISORY BOARD (CAB)

THE WGS COMMUNITY ADVISORY BOARD (CAB) ARE AMBASSADORS OF FEMINISM AND THE WOMEN'S AND GENDER STUDIES PROGRAM IN THE COMMUNITY. THE CAB'S MISSION IS TO "ENDEAVOR TO BRIDGE CAMPUS AND COMMUNITY. SUPPORT STUDENTS AND FACULTY IN GAINING ACCESS TO RESOURCES. AND PROMOTE FEMINISM AND GENDER JUSTICE AT LARGE."

The Community Advisory Board (Djuanna Brockington, Amanda Bunting Comen, Toya Hampton, Margaret Pilarski, Barbie Schreiner, Callie Shell, Leah Suárez, Ali Titus) had the opportunity to reconnect with each other on Callie Shell's front porch in the late summer (between COVID surges). Our conversations took us from sharing our first ever live music concerts to local and national politics and future planning. The CAB continues to support the WGS program through advocating for and mentoring students, fundraising, and liaising with the broader Charleston community.



Callie, Kris and Leah in December 2021.



From top center: Djuanna Brockington, Kris De Welde, Barbie Schreiner, Amanda Bunting Comen, Margaret Pilarski, Ali Titus, and Toya Hapton. Photographer: Callie Shell, not pictured: Leah Suárez.

STUDENT SPOTLIGHT

One of our very favorite things to do is highlight students and their accomplishments! Be sure to check WGS' Instagram and blog, WGS Connect throughout the semester for more "[spotlights](#)."

Below you can read more about Patrick Meyer, who received funding through the [WGS Student Opportunities Fund](#) to pursue a summer undergraduate research opportunity with Duke University!

PATRICK MEYER (HE/THEY) PSYCHOLOGY/WGS '22

Q. Tell us about the opportunity you had last summer.

A. I was a 2021 summer research assistant in the *Identity and Diversity Lab* at Duke University. Due to the COVID-19 pandemic, the experience was entirely virtual. My primary project over the summer involved developing a theoretical framework to deconstruct harmful masculine norms while fostering authentic identity development in boys and men. This project will hopefully result in a published article in a prominent psychology or gender studies journal!

Q. How did the project influence your understandings of what you had been learning through your coursework in WGS?

A. This experience deepened so much of the knowledge base I was already cultivating in my WGS classes. Throughout the summer I was able to learn about how systems and individuals uphold and police gender norms, and how this can be particularly distressing for individuals who may not conform to these rigid norms. Sacrificing authenticity for the comfort of conformity demonstrates how patriarchal structures actually end up harming men as well! With the intersectional lens the WGS program has provided me, I also examined how gendered pressure interacts with other axes of power and inequity.

Q. What was the best aspect of this experience?

A. The most beneficial aspect of this experience was that I was able to foster a connection between my major discipline, psychology, and WGS. The interdisciplinary nature of WGS is one of the things that drew me to the minor and this project showed me how feminist activism and gender equity movements are enhanced by the presence of individuals from diverse backgrounds. In order to deconstruct harmful masculinity norms, it will require the work of educators, mental health professionals, policymakers, and more!



Q. How did the ability to engage in this opportunity influence your next steps and future career goals?

A. This opportunity allowed me to gain substantial research experience that solidified and expanded my interests in psychology and WGS. I am currently in the process of applying to doctoral programs in counseling psychology, and I am confident that this summer experience will shape so much of my approach to research and practice! The dual-level approach of our framework, deconstructing norms while fostering authenticity, really resonated with me and I hope to become a social change agent that promotes wellness among individuals and across systems.

**Learn More & Apply for the
WGS Opportunities Fund
[HERE](#)**

2021-2022 SCHOLARSHIP RECIPIENTS

KETNER EMERGING LEADERS ENDOWED SCHOLARSHIP

The Ketner Emerging Leaders Scholarship was established to reward students with a record of working to achieve social justice, to encourage students to become integrally involved in activities to promote social justice, and promote leadership that leads to social justice. The intent is to inspire and financially aid students who are actively engaged in creating and promoting social justice locally, nationally, and globally. Ketner Emerging Leaders are change agents who identify social problems and devise steps to ameliorate those problems. Students work together and independently on activism projects, and are also mentored directly by the donor herself, Linda Ketner.

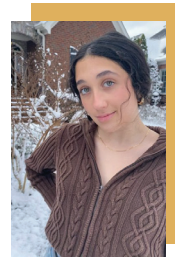


MARISSA HAYNES (SHE/HER)

Marissa Haynes is a Sociology and WGS double major with a Spanish minor. She is president of The Charleston Vibes - an elite a cappella group on campus. Marissa is also the Teacher's Assistant for the Feminist Jiu Jitsu class at CofC!

SARA SOLAN (SHE/HER)

Sara Solan (she/her) is a International Studies major. She is also a Charleston Fellow and International Scholar. Sara is a karaoke connoisseur.



JODY BELL (SHE/HER)

Jody Bell is a Finance major with a minor in Leadership for Sustainability. In addition to being a student, she's also a figure skater! Last year she founded "Impact Hub Chs."

KETNER-CRUNELLE LGBTQ+ ENDOWED SCHOLARSHIP

This scholarship, founded in 2020 by Linda Ketner and in collaboration with Tanner Crunelle (WGS/English '21), is offered to those who will contribute significantly in matters of concern to lesbian, gay, bisexual, trans or queer persons, because they have worked to build coalitions that advance the full equality and dignity of LGBTQ+ persons, and because they are able to describe how they plan to help advance LGBTQ+ persons' full equity, equality, and dignity during their time at the College of Charleston. This is the only LGBTQ+ oriented scholarship at the College! Denver received the inaugural scholarship.

DENVER TANNER (THEY/THEM)

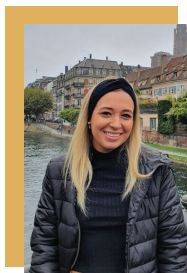
Denver Tanner is a Political Science major with a concentration in politics, philosophy, and law. and minoring in Studio Art and WGS. They have worked with CofC's REACH program for four years. Denver also studied abroad in Trujillo, Spain fall semester of their sophomore year.



2021-2022 SCHOLARSHIP RECIPIENTS

ALISON PIEPMEIER ENDOWED SCHOLARSHIP

The Alison Piepmeier Scholarship was established in honor of the late Alison Piepmeier, Professor of WGS and Director of the WGS program at CofC. Alison was a scholar and feminist, known for her activism and her many publications including her book *Girl Zines: Making Media, Doing Feminism*. The scholarship's goal is to reward a WGS student with a record of feminist scholarship and activism.



LAUREN GRAHAM (SHE/HER)

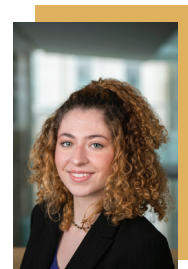
Lauren Graham is a Biochemistry major with a WGS minor. She's been a part of the Women's Health Research Team for the past year. She recently completed a semester abroad in Germany where she was doing derivatization research.

SKIRT! MAGAZINE ENDOWED SCHOLARSHIP

The Skirt. Magazine Endowed Scholarship was established in 2012 by the magazine's founder and original editor, Nikki Hardin. Skirt. Magazine is a monthly print publication and website for women. Hardin was a single mom with three children when she started college. She earned a B.A. in Literature from AU in 1976 and attended graduate school at the UVA on a Governor's Fellowship. She started her first full-time job a year later when she was hired as a secretary at Reston Publishing Company, a subsidiary of Prentice-Hall. In 1985 she moved to Charleston, SC and spent a few years working part-time jobs. She founded Skirt. Magazine in 1994 with not much more than \$400 and the desire to have something interesting to read.

JODY BELL (SHE/HER)

Jody Bell is a Finance major with a minor in Leadership for Sustainability. She has a pet python named Eve. One of her favorite hobbies is messy painting.



JILLIAN GRAY (SHE/HER)

Jillian Gray (she/her) is a Public Health major with minors in Biology and Chemistry. Fun fact, she knows all the words to Billy Joel's 'We Didn't Start the Fire'.

STUDENT HONORS: FALL 2021

President's List (Highly Distinguished)

Recognizes students who are enrolled in at least 14 semester hours and earn a GPA of 3.800 or higher

Recipients: Madison Brooks, Marissa Haynes, KeAundra Humphrey, Elaina Komerofsky, Barbara Malone, Taylor McElwain, Sarah Mullis, Kaitlyn Sisler

Dean's List (Distinguished)

Recognizes students enrolled in at least 14 semester hours with a GPA of 3.600 or higher

Recipients: Jennifer Greenspan, Lara Odell, Alexandria Taks, Madeleine Teems, Sarai Vazquez

JOIN WGS IN SPAIN FALL 2022

WGS faculty member, Sandy Slater (History), is offering a study abroad program in **TRUJILLO, SPAIN** during the fall 2022 semester.

Trujillo, Spain is located in the Extremadura region of Spain, southwest of Madrid, about 60 miles from the border of Portugal. A thriving center of tourism with a rich historical past, Trujillo is the place of origin of many conquistadors, including the Pizarros. Cáceres, a UNdesignated World Heritage City and the site of the Universidad de Extremadura, lies less than an hour to the west of Trujillo.

This College of Charleston fall semester program offers students the opportunity to study with faculty from CofC. Students are immersed in Spanish language and culture

through living with experienced host families. The Fall 2020 Interdisciplinary semester is designed for students with an interest in History, International Studies, or Women's and Gender Studies. History and WGS courses are taught in English by CofC faculty. Spanish courses are taught by local faculty from the Universidad de Extremadura. Classes are held at the Coria, a 17th century restored convent, from Monday to Thursday providing students long weekends to explore Trujillo, the Extremadura region, and Spain.



COURSES OFFERED

- HIST 116/WGST 120: History of Gender, Race, & Sexualities in the Modern West, 1750 - present (3)
- HIST 210/WGST 322: Intersectional Exploration in the Early Modern World (3)
- HIST 495: Independent Study (Exploration of Spain) (3)
- SPAN 275: Comprehensive Skills Review of Spanish through Culture (3)
- SPAN 328: Spanish Language Abroad (3)

*WGST independent studies also may be arranged.

ADDITIONAL INFO

Faculty: Sandy Slater, Associate Professor of History

Program fee: \$6,700 (estimated, doesn't include tuition)

Questions? Contact Dr. Slater at slaters@cofc.edu

APPLY BY APRIL 1
cofc.via-trm.com



WGS EVENTS

Check [social media](#) and weekly faculty/student bulletins for more details on these upcoming events!

FEBRUARY

BLACK HISTORY MONTH

FEBRUARY 11

WGS BOOK CLUB:
WHERE IS THE JUSTICE?
ENGAGED PEDAGOGIES
IN SCHOOLS & COMMUNITIES
 PANEL DISCUSSION WITH AUTHORS

FEBRUARY 17

WGS INTERSECTIONS @ THE HALSEY:
DYANI WHITE HAWK

Panelists: Lisa Collins (Wassamasaw Tribe),
 Beckee Garris (Catawba Nation), Chief Michelle
 Mitchum (Pine Hill Tribe), Dana L. Muckelvaney
 (Edisto Natchez-Kusso)
 & CofC Faculty

FEBRUARY 17

A CONVERSATION WITH ABBY STEIN

In partnership with Jewish Studies

FEBRUARY 22

GENDER IDENTITY IN
SECOND LANGUAGE

In partnership with Jewish Studies

FEBRUARY 27

FILM SCREENING OF JANE: AN
ABORTION SERVICE

Co-hosted with wren, Planned Parenthood, Soda
 City Bail Fund, Carolina Abortion Fund

FEBRUARY 28

GUEST LECTURE:
TRAILBLAZERS: BLACK WOMEN WHO HELPED
MAKE AMERICA GREAT
A CONVERSATION WITH THE AUTHORS

*This event will serve as a bridge between
 Black and Women's History Months,
 highlighting Black women in History!*

MARCH

WOMEN'S HISTORY MONTH

MARCH 14-18

GENDER EQUITY WEEK

Hosted by the Gender & Sexuality Equity Center

T.E.A. WITH WGS:
APPROACHES TO TEACHING
GENDER & SEXUAL EXPANSIVENESS

WOMEN ON FIRE PANEL DISCUSSION
 PARTNERSHIP WITH MPA PROGRAM & POLITICAL
 SCIENCE

WOMEN & PILGRIMAGE BOOK LAUNCH
 EDITED BY E. MOORE QUINN & ALISON T. SMITH

MARCH 31

TRANSGENDER DAY OF VISIBILITY

APRIL

FEMINISM IN MOTION

*The WGS annual celebration of student
 scholars is back!*

**COLLECTIVE FUTURES: A DAY OF SERVICE,
 ART, & ACTION**
(WITH THE AVERY RESEARCH CENTER)

T.E.A WITH WGS: EMBODIED PEDAGOGY



SAVE THE DATE
FEMINISM IN MOTION
APRIL 5, 2022

WGS FACULTY SPOTLIGHT

TAMARA BUTLER (SHE/HER)

Q. What projects are you working on currently?

A. I am working on juggling a few ideas—some days I think I’m a vintage clothing buyer, other days, I’m an academic thinking about how to write about Black geographies, Black girls, and Southern ways of knowing. In 2015, I launched the [BlackGirlLand Project](#), which documents Black women's connections to land and memory. Through that project, I’ve interviewed 8 Black women from Johns Island, a woman from Edisto Island, a woman from Cameroon, and another woman from Alabama. I am grateful to be back in the area in hopes that I can visit with some of the women from the Sea Islands to share what I have—and hopefully redo or extend some of the interviews. I submitted my first post-tenure article about Black and Indigenous poets as critical teachers. I hope to co-author a few more articles before turning my full attention to a book about home—the mapping and memory work of Black women on Johns Island.

“Community is a noun—a place, location and people. It is also a verb—combination of listening, visiting, studying, traveling, being present with others.”

Q. How do you incorporate WGS in your scholarship and classroom?

A. Women’s and gender studies, which is dialogic and interdisciplinary, permeates every corner of my work. As a scholar, most of my writings have been about Black women, Black girls, women of color, and girls of color. For me, these groups often overlap and generate community. Community is a noun—a place, location and people. It is also a verb—combination of listening, visiting, studying, traveling, being present with others. I believe that community is the epicenter of most “studies” (African American Studies, Ethnic Studies, WGS). Therefore, in my classes, I aim to introduce students



Photo credit: Thomas Brown, WeCre8 SC

to my community. For example, in my “Rooted and Sovereign” class (WGST 323), the syllabus was brimming with the poetry, essays, podcasts, artwork and scholarship of Black and Indigenous women. All of the guest speakers were Black and Latin writers, artists, and creatives. Since the class focused on relations to land, I wanted students to see land as an organizing, unifying body. I believe in sharing my “teacher’s seat” with women who can offer us different perspectives of what it means to be in relation with land and one another. In my writing, my community is in the footnotes and reference list. In each publication, I am intentional about citing Black women and women of color thinkers, citing scholars from various fields of study, and different genres. I take the dialogic nature of Women’s and Gender Studies seriously as I like to think of myself as a “mixed media” writer and teacher, blending/collaging disciplines and fields of study. In my classes and my writing, I enjoy bringing Black Girlhood Studies, Black Geographies, Critical Ethnic Studies, and more into conversation with one another to create sharper lenses and build more ethical futures.

WGS FACULTY SPOTLIGHT

TAMARA BUTLER (SHE/HER)

Q. If you could teach your dream class, what would it be titled, and what would it cover?

A. I don't have a crafty title for the course, but it would be a course on islands and the Black U.S. South. A few years ago, I watched a colleague teach a phenomenal Global Studies course on islands. While I would not dare replicate her class, I would like to teach about the parallels and/or connections between islands and the Black U.S. South. Interestingly enough, I have a bookshelf that I would love to transform into a syllabus. Gloria Naylor in conversation with Tiphonie Yanique. Thinking with M. Jacqui Alexander and Aurora Morales Levins. Classroom performances of pieces from Huihui (Carroll, McDougall, & Nordstrom, 2014) and Black Nature (Dungy, 2009). We would have a few dance workshops and sound studies to engage the embodied knowledges of islands-the U.S. South. At the interdisciplinary intersection of "studies"—WGS, African American & African Studies, and Southern Studies, we would read writers of color and view/listen to works by creatives of color. At the end of the semester, I would want the students to have a

"I believe in sharing my 'teacher's seat' with women who can offer us different perspectives of what it means to be in relation with land and one another."

gallery night, where we invite community members and the guest speakers/workshop facilitators to the space as students showcase some of the art, music, writings, and creative projects they created. If someone can help me with a solid title, I'll work on the course for the near future.

Q. What's something that your students and colleagues don't know about you?

A. Let's play two truths and a lie.

1. I am an avid card player who doesn't know how to play spades.
2. I am a barre instructor and novice kickboxer.
3. I went to Vegas to see Backstreet Boys in concert (and caught a Migos nightclub performance).

Good luck, y'all!

TAMARA BUTLER is a creative, educator, and plant mom who draws upon lessons learned growing up on Johns Island, South Carolina. Currently, she serves as the Executive Director of the Avery Research Center for African American History and Culture and Associate Dean of Strategic Planning & Community Engagement for the College of Charleston Libraries. At the College of Charleston, she serves on the Executive Committee for African American Studies and the Center for Excellence in Teaching and Learning Advisory Board. Beyond the campus, Dr. Butler is a board member for the International African American Museum and the Coastal Conservation League. She earned 2 Master's degrees and her Ph.D. from THE Ohio State University. She also holds a Bachelor of Science degree from her beloved Xavier University of Louisiana. Prior to joining the team at the Avery Research Center, Dr. Butler was an Associate Professor of Critical Literacies at Michigan State University. She is excited about her first book, *Where is the Justice? Engaged Pedagogies in Schools and Communities* (Teachers College Press, October 2021), which she co-authored with Valerie Kinloch, Emily Nemeth, and Grace Player. *Where is the Justice* focuses on community-engaged projects that emerged from a multi-year partnership between a university, a large urban school district, and several community organizations. If you're ever curious about what Dr. Butler is up to/thinking/promoting, you are welcome to follow her on Twitter: @Defyantam (pronounced: Defiant Tam).

PROFESSIONAL ACCOMPLISHMENTS

Be sure to check [WGS Connect](#) for spotlights on staff, faculty, and more!

- **Jennifer Cavalli (she/her)**, "Crisis Management: Women's Letters of Assistance and Commiseration in Sixteenth-Century Northern Italy." *Early Modern Women: An Interdisciplinary Journal* Vol. 16, No. 1 (Fall 2021): 36-59.
---, moderated discussion panel event in Nov. 2022, "Gen Z to Baby Boomers: Bridging the Generation Gap in the Workplace." Event was sponsored by the women-centered employee resource group Women Acting Today for Tomorrow (WATT) at Sonepar USA (Charleston, SC) and Empowering Women's Success at Panduit Corporation (Chicago, IL). The virtual event attracted more than 200 attendees.
- **Christopher Day (he/him)**, has a forthcoming book, [Rethinking Civil-Military Relations in Africa: Beyond the Coup d'État](#), in production and slated for release in May 2022.
---, co-directing the LCWA Signature Series with Dr. Kameelah Martin. It's called ["Black Lives."](#)
- **Kris De Welde (she/ella)**, ADVANCE and Beyond: Understanding Processes of Institutional Change to Promote STEM Equity and Education; \$1.9 million grant awarded by the National Science Foundation (with colleagues from UC-Boulder, and Michigan State).
- **Caroline Guthrie (she/her)**, ["The Secret Ingredient for a Good Halloween Movie? Liminality."](#) Film-Cred (October 29, 2021).
---, upcoming book, *The American Historical Imaginary*, with Rutgers University Press. Pending publication is October 2022.
- **Todd LeVasseur (he/him)**, "Decentering Whiteness, Growing Racial Equity, and Rethinking the Call to 'Decolonize' Sustainability in Higher Education" [AASHE's 2nd anthology on sustainability and racial justice](#).
---, self-authored book published in July 2021: [Climate Change, Religion, and Our Bodily Future](#).
- **Lauren Ravalico (she/her)**, "Berthe Morisot's Subversive Objectification of Women." *Women in French Studies*, Vol. 29 (2021): 12-31.
---, Awarded a year long sabbatical for AY 21-22.
---, "Connecting French Studies to the World with Global Foodways."
[Teaching Diversity and Inclusion: Examples from a French-Speaking Classroom](#), Chapter 13 (2021).

PROMOTIONS & RECOGNITIONS

- **Emeriti Faculty Recognition:** Doryjane A. Birrer (English), Louise Doire (Religious Studies), Richard Nunan (Philosophy), & Idee Winfield (Sociology)
- **Promotion to Associate Professor with Tenure:** Vivian Appler (Theater) & Lauren Ravalico (French)

NEW FACULTY AFFILIATES!

Tamara Butler (she/her), Avery Research Center
Dave Hansen (he/him), Management & Marketing
Amanda Kraft (she/her), Libraries

Emily Rosko (she/her), English
Ashley Walters (she/her), Jewish Studies

EXECUTIVE COMMITTEE

The WGS Executive Committee consists of faculty from across the College whose scholarship and/or teaching align with the mission of the program. The Executive Committee participates in program decision making, mentoring students, and represents the program on campus and in the community.



EXECUTIVE COMMITTEE MEMBERS 2021-22

Vivian Appler (she/her)
Claire Curtis (she/her)
Cara Delay (she/her)

Aaisha Haykal (she/her)
Melissa Hughes (she/her)
Christy Kollath-Cattano (she/her)

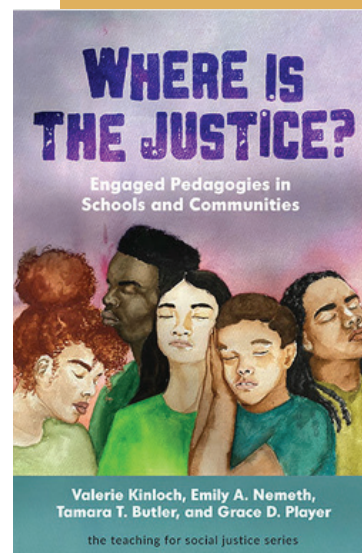
Julia McReynolds-Pérez (she/her)
mutindi ndunda (she/her)

WHAT ARE WE READING/WATCHING/LISTENING TO? RECOMMENDED CURRENT MEDIA IN WGS & BEYOND

WHERE IS THE JUSTICE? ENGAGED PEDAGOGIES IN SCHOOLS AND COMMUNITIES

From the [Teachers College Press](#):

This inspirational book is about engaged pedagogies, an approach to teaching and learning that centers dialogue, listening, equity, and connection among stakeholders who understand the human and ecological cost of inequality. The authors share their story of working with students, teachers, teacher educators, families, community members, and union leaders to create transformative practices within and beyond public school classrooms. This collaborative work occurred within various spaces—including inside school buildings, libraries, churches, community gardens, and nonprofit organizations—and afforded opportunities to grapple with engaged pedagogies in times of political crisis. Featuring descriptions from a district-wide initiative, this book offers practical and theoretical resources for educators wanting to center justice in their work with students. Through question-posing, color images,

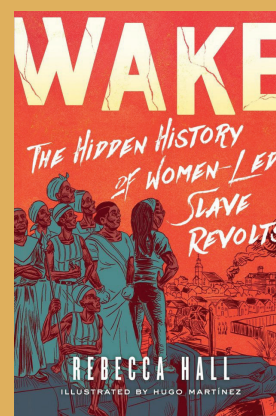


empirical observations, and use of scholarly and practitioner-driven literature, readers will learn how to use these resources to reconfigure schools and classrooms as sites of engagement for equity, justice, and love. **Recommended by WGS Book Club**

WAKE: THE HIDDEN HISTORY OF WOMEN LED SLAVE REVOLTS

From [Simon & Schuster](#):

Part graphic novel, part memoir, *Wake* is an imaginative tour-de-force that tells the “powerful” (The New York Times Book Review) story of women-led slave revolts and chronicles scholar Rebecca Hall’s efforts to uncover the truth about these women warriors who, until now, have been left out of the historical record.



Wake tells the “riveting” (Angela Y. Davis) story of Dr. Rebecca Hall, a historian, granddaughter of slaves, and a woman haunted by the legacy of slavery. The accepted history of slave revolts has always told her that enslaved women took a back seat. But Rebecca decides to look deeper, and her journey takes her through old court records, slave ship captain’s logs, crumbling correspondence, and even the forensic evidence from the bones of enslaved women from the “negro burying

ground” uncovered in Manhattan. She finds women warriors everywhere. Illustrated beautifully in black and white, *Wake* will take its place alongside classics of the graphic novel genre, like Marjane Satrapi’s *Persepolis* and Art Spiegelman’s *Maus*. This story of a personal and national legacy is a powerful reminder that while the past is gone, we still live in its wake. **Recommended by Kris De Welde**

WHAT ARE WE READING/WATCHING/LISTENING TO? RECOMMENDED CURRENT MEDIA IN WGS & BEYOND



THE DEEP DIVE WITH JESSICA ST. CLAIR AND JUNE DIANE RAPHAEL

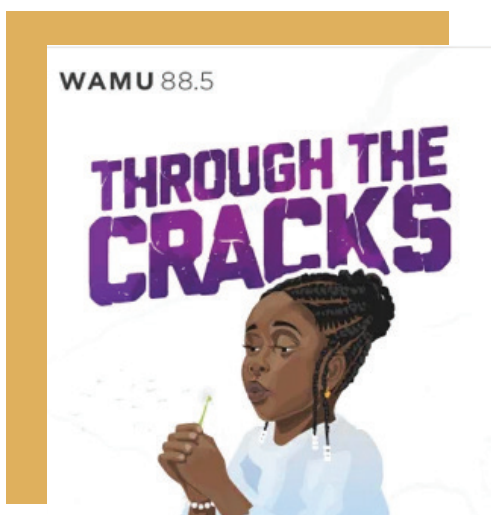
Earwolf network's description: The Deep Dive is hosted by actress, writer, activist, and podcaster, June Diane Raphael and actress, writer, comedian, Jessica St. Clair. Each week our hosts take a 'deep dive' into a wide range of topics such as, motherhood and family, to feminism, Meghan Markle, sh*t they put on their faces, and whether or not to buy a crystal because it's on sale. The Deep Dive captures the friendship of two women trying to survive adult womanhood. **Recommended by Caroline Guthrie**

LuLaRich is an American documentary miniseries, directed and produced by Jenner Furst and Julia Willoughby Nason. It follows LuLaRoe, a clothing empire accused of being a pyramid scheme (Wikipedia).

Caroline Guthrie had this to say about the documentary, "I showed a small part of one episode in my WGST 200 section, and we talked about it again and again. LuLaRich looks at the rise and collapse of the multilevel marketing clothing line LuLaRoe, and particularly examines the cult-like devotion it inspired among its sellers and customers. The documentary is always respectful of those who fell victim to the



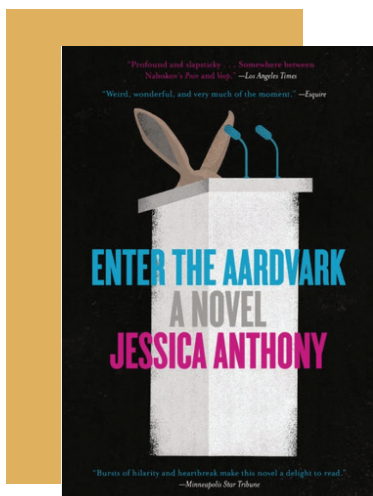
company's rhetoric, asking not how they allowed themselves to be tricked but what forces in society have left so many women vulnerable to the exploitative multilevel marketing system.



THROUGH THE CRACKS

When 8-year-old Relisha Rudd disappeared from a homeless shelter in Washington, D.C. in 2014, nobody noticed. By the time authorities formally declared Relisha "missing," 18 days had passed since she'd been spotted at school or the shelter where her family lived. Seven years later, Relisha has never been found. Through the Cracks investigates gaps in our society and the people who fall through them, and in this first season, host Jonquilyn Hill asks if Relisha's disappearance was, as the city later claimed, unpreventable (WAMU). **Recommended by Priscilla Thomas**

WHAT ARE WE READING/WATCHING/LISTENING TO? RECOMMENDED CURRENT MEDIA IN WGS & BEYOND



ENTER THE AARDVARK

Early one August morning, millennial congressman Alexander Paine Wilson (R) receives a strange package in the mail. Inside is an enormous taxidermied aardvark. What does it mean? Well, everything. Hurling from the beginning of the universe to present-day Washington, DC, this astonishing, edge-of-your-seat novel is at once a piercing look into the sick heart of our democracy and a profoundly moving meditation on the nature of love, power, and evil ([Little Brown & Company](#)). **Recommended by Caroline Guthrie.**

The inspiration for **RESISTANCE** came to its host Saidu Tejan-Thomas, Jr., in the summer of 2020 amidst worldwide Black Lives Matter protests. Noticing a new generation of activists and organizers emerging, Tejan-Thomas says his first question was, “How are they going to keep this up?” What came from this idea is Resistance, a podcast series driven by first-person narrative experiences of Black and Brown people “refusing to accept things as they are.” RESISTANCE brings a deeply personal aspect to today’s news and headlines, incorporating the stories of those on the front lines of social progress—and Tejan-Thomas’s own personal history—into each episode ([Esquire](#)). **Recommended by Priscilla Thomas**



POWER: HUGH HEFNER

Who was Hugh Hefner? Centerfold models, Playboy Bunnies, and other women from the Playboy founder’s inner circle, like TV personality and author Holly Madison, tell journalist Amy Rose Spiegel their side of his story. We hear how Playboy changed their lives, for better and for worse. Beyond the bunny tails are darker questions: What actually went on at the notorious Playboy Mansion? How can we square Hefner’s progressive legacy with his abuse of vulnerable people? What can the Playboy saga tell us about sex and power—then and now? ([Somethin' Else](#)) **Recommended by Priscilla Thomas.**



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