As we bring another successful academic year to a close, we once again take the opportunity to review the work and accomplishments of the students and faculty of our WGS Program. Each academic year provides an opportunity to build on our previous strengths and to develop new goals. Over the past two semesters, we have continued to attract additional undergraduate minors and to develop new collaborations throughout the university community. Throughout the year, Marjorie Jolles and our enterprising program assistants, Ashley Bieze and Gianna Chacon, have worked hard to establish the program’s presence on Facebook and Twitter, thus sparking conversations online. Working with the theme “#feminism,” this year’s annual undergraduate symposium (our fifth) attracted the highest number of submissions and the largest audience yet.

The faculty of the WGS Program has also spent the academic year furthering the curricular work that we started last year. We have established a curriculum plan for an undergraduate major, which we expect to implement in the fall of 2016. We also continue to work with the administration to identify diverse paths and resources for undergraduate education and programming, and we are in conversation with multiple disciplines to consider potential new connections and collaborations.

I will be stepping down from the directorship of WGS in August, and I want to thank everyone for a rewarding six years. We have seen some significant changes and made some remarkable progress, and I am sincerely grateful to everyone who has contributed to the academic development and the collegial spirit of the program. It has truly been a pleasure to work closely with faculty and students to develop our undergraduate curriculum and community. My successor, Marjorie Jolles, will begin her new role as Director of WGS in August. Please join me in congratulating her on this new role.

Looking forward to the fall semester, I would like to encourage everyone to mark their calendars for the Annual WGS Social to be held on Wednesday, September 16th from 4:30 to 5:30 in AUD670. The social offers an opportunity for WGS faculty, WGS students, and other members of the university community to launch another academic year and to exchange information about the program and shared WGS interests.

Congratulations to all of our graduates and best wishes to all for a relaxing and enjoyable summer!

Ellen O’Brien

Director, Women’s and Gender Studies
#feminism

Panel One: Moderator: Mary Sahs

Ana Garduno  
Dependency and Feminism  
Avery Eden Miers  
“What Baby?”: Examining Popular Abortion Discourse Through a Relational Lens

Ashley Grace  
Storyboards and The State: Public and Private Compositions of the Family

Panel Two: Moderator: Gianna Chacon

Rebecca Mendez  
Yes, I am Hairy: Towards Greater Bodily Sovereignty  
Taylor Watts, Maddie Brunner, Maya Rowe, Kyra Sorce, & Netta Walker  
Still I Rise  
Mary Sahs  
Acts of Mass Violence Linked to White Male Privilege

Panel Three: Moderator: Luz Magdaleno

Maira Herrera  
Interpreting Fictions: A Close Analysis on Gone With the Wind and Women of the South  
Kristen Herbert  
The Female Prostitute in Contemporary Film: An Analysis of The Immigrant (2013)  
Anne Pertner  
Defining Modern Feminism: Emma Watson's UN "Feminism" Speech and the Internet's Reaction

Ashley Bieze  
Feminist Education & Technology

Panel Four: Moderator: Aubrey Biga

Lupita Carrasquillo, Ashley Nesser, Mathew Schiavone, & Grace Scrivens  
Writing Autoethnographies of the Social Class Self: Where The Structural Meets the Personal

Fight for $15 Presentation
University of Virginia Teach-in engages in feminist centered dialogue after Rolling Stone devastating take on campus rape culture

By Gianna Chacon

On March 30th the Honors Program hosted an on campus teach-in to discuss the Rolling Stone article “Rape on Campus”, which sparked contested debates across the nation about the ethics of reporting within journalism.

The speakers at the event included Marjorie Jolles, Associate Professor of the Women's and Gender Studies Department, Megan Bernard, Assistant Director of Honors, Anne-Marie Cusac, Associate Professor in the Department of Communications and award winning journalist, and Steve Adler of the Rape Victims Advocates (RVA), a non-profit advocate organization.

Each of the panelists offered a unique perspective on what they ultimately agreed to be a devastating article published by Rolling Stone that focused on a sensationalized story, rather than being a deep investigation of campus sexual assault, and critique of on campus rape culture.

The conversations ranged from discussing the moral ethics of journalism, the political and social-cultural repercussions of the article to the nature of trauma experienced by survivors of sexual assault. Throughout the teach-in, students were actively part of discussion, offering new ideas to the debate and also telling their own personal stories.

The teach-in ended with solution-based conversation on how we could continue the conversation on the Roosevelt campus in addressing sexual assault and rape culture. The solutions included increased resources for educational and counseling trainings, peer to peer advocacy, and campus organizing.

Overall, the teach-in was an incredible event in engaging the Roosevelt student body, faculty and staff, as a collective, on the importance of confronting rape culture from critical lens and providing a space for open discussion with plans to move forward together in action.
What was your inspiration for this course?
For a few years we’ve been hearing our WGS students say they want more courses on sexuality, given its centrality to the field of WGS. It appears as a topic in the Intro to WGS course (WGS 110), and it comes up again in our 300-level courses, but it was missing from our 200-level WGS curriculum. I think students would benefit from taking a critical sexuality studies course at that stage of their learning. With a basic grasp of the social construction of gender, students moving from the 100-level to the 200-level are ready to take on the social construction of sexuality.

What do you mean the course will be multi-disciplinary?
Course readings will be varied, to reflect how varied the field of sexuality studies is. “Multi-disciplinary” means that multiple academic disciplines will be represented in the course content. We’ll read work on sexuality by historians, philosophers, sociologists, legal scholars, and political scientists (among others), since one of my aims in this course is for students to appreciate the diverse perspectives from which sexuality can be studied, and how disciplines shape the sorts of questions that get asked.

How will this course be structured?
I’ve been thinking about different thematic frameworks that will allow us to approach sexuality in the critical way I’m advocating. Some examples of frameworks include “nature,” “normalization,” “privacy,” “identity,” “progress,” “freedom,” and so on. My goal is for students to see how very differently sexuality has been understood and enacted and these frameworks can facilitate that understanding.

We already have strong enrollment for this course, so I’m anticipating a big group. But I still hope to teach it as a discussion-centered, highly interactive course.

What do you hope students will gain throughout the semester from this course?
I hope students will gain a critical awareness of sexuality as a phenomenon that takes richly varied forms over time and across places, that is shaped by (and gives shape to) relationships of power and social recognition. Such a critical awareness will allow students to see how connected sexuality is to historical change, political ideologies, and forms of community. I also hope students will practice and develop a range of skills throughout the semester in this course, including textual analysis, research, focused dialogue with peers, cultural commentary.

Complete this sentence: Students who ____ should take this course.
“Students who are curious about sexuality as it interacts with social, political, and cultural life
Danielle Cooperstock

**Major:** Social Justice - Honors  
**Minor:** Women and Gender Studies

“For the past two years I have been active on campus as a peer mentor and as a student disability worker in Roosevelt's Academic Success Center as well as a student member of RISE, the student activist group on campus dedicated to promoting social justice both on and off campus. My favorite WGS course that I have taken at Roosevelt was "Women, Social Class and Social Policy" with Leslie Bloom where we created and performed a readers theater that challenged the general narrative around the America Dream. After graduation I plan to stay in Chicago for the summer and then move out to Denver, Colorado in the fall.”

Ashley Bieze

**Major:** Psychology - Honors  
**Minor:** Women and Gender Studies

“I have truly felt at home in the WGS department at Roosevelt University since transferring two years ago. My first WGS course at Roosevelt was “Women and Food” with Ann Brigham and it is one of my favorite WGS courses that I have taken. The WGS course and faculty have truly facilitated my growth as an individual. I feel honored to have been able to work as a program assistant for the department this past year. After graduation I am taking a year off and working for Golden Apple Foundation, a local non-profit, before beginning a psychology PhD program. I ultimately want have my own practice as an Authentic Movement therapist.”
Ashley Grace – Graduating December 2015

Major: Philosophy, Psychology - Honors
Minor: Women and Gender Studies

“This semester I presented a paper of mine at two conferences. The first was Roosevelt's very own Women and Gender Studies Symposium. The second was Governor State University's Gender Matters Conference. The theme this year for GSU's conference was "All in the Family". My paper fit this conference excellently because it was a philosophical analysis of the phenomenon of selfies. I spotlighted mothers-as-selfie-takers and proposed that mothers who take selfies challenge and threaten cultural constructions of mothers and that selfies can be used to create new family models instead of perpetuating state funded "proper" families. I have the deepest gratitude to Marjorie for all her help and support on this project.”

Rebecca Mendez – Graduating Summer 2015

Major: Sociology
Minor: Women and Gender Studies

“It's always hard for me to pick a favorite WGS course because I've taken all of them with Marjorie Jolles (Intro to WGS, The Body, The Family, Feminism and Western Philosophy, and Global Feminist Ethics)! Each of her classes had an immense impact on me personally and gave me a language to understand how patriarchy and sexism manifest themselves in everyday life and how to counteract them. I ultimately plan on working at a domestic violence agency or do some form of advocacy work for women in the future. WGS rules!”
The Women’s and Gender Studies Program is pleased to announce the winners of the 3rd annual Awards for Student Writing!

Ashley Nesser won the 2014/2015 Writing Award for her ethnographic paper on women, work, and class, written for WGS 306: Women, Social Class, and Social Policy for Professor Leslie Bloom in Spring 2015.

Ashley Grace received an honorable mention for her paper, "Storyboards and the State: Public and Private Compositions of the Family" presented at the 2015 Symposium for Undergraduate Student Work.

Rebecca Mendez received an honorable mention for her paper, "Yes I am Hairy: Towards Greater Bodily Sovereignty," presented at the 2015 Symposium for Undergraduate Student Work.

Congratulations to everyone for your hard work!

Get Social!
Facebook: facebook.com/Rooseveltwgs
Twitter: @RooseveltWGS
WGS program assistants Ashley Bieze & Gianna Chacon thank all the WGS students and faculty who contributed to this newsletter. A special thank you to Ellen O’Brien for her work as the Director of WGS for the past six years. Congratulations to Marjorie Jolles on her new role as Director of WGS starting in August.