IN THIS ISSUE
2—Message from the Director
3—Program Updates
4—Internships
5—Scholarships
6—Outstanding Students
7—Outstanding Alumna
8—Special Topics Courses
11—Course Schedules for 2017-18
13—Annual Quilt Show Recap
14—Women’s History Month Scholar-in-Residence
15—Annual Sex Fair

“Dominator culture has tried to keep us all afraid, to make us choose safety instead of risk, sameness instead of diversity. Moving through that fear, finding out what connects us, revelling in our differences; this is the process that brings us closer, that gives us a world of shared values, of meaningful community.”

Bell Hooks
Hello, and welcome to the Women, Gender, and Sexuality Studies Program annual newsletter. Despite the times in which we are living, throughout this year I have been inspired and motivated by the amazing activism, community engagement, energy, and solidarity demonstrated by our students and faculty, who have organized, protested, and yes, persisted, in their commitment to social justice and transformation. Last September, in response to the budget issues at Wright State, several WGS majors quickly mobilized their fellow students to show support for the faculty and AAUP leadership in their demands for fiscal accountability and transparency from the university administration.

Then, our students and faculty marched alongside each other in Washington, D.C.; they rallied in Dayton to protest the immigration ban and defunding of Planned Parenthood; they have made countless phone calls to legislators and representatives; and they continue to do great work in the classroom and on campus. As you can see in the photos and profiles throughout this newsletter, WGS students are passionate about academics, activism, and fighting for a more equitable world. Transforming theory into praxis is what our students and faculty do best, and I am so proud to work with each one of them. Next year I will be on Professional Development Leave, and though I will miss my WGS colleagues and students, I am confident that the program will continue to grow under the excellent leadership of Dr. Julianne Weinzimmer (Department of Sociology & Anthropology), who will be serving as Interim Director until my return in Fall 2018. Dr. Weinzimmer is widely respected by students, teaches several WGS core electives, and has served on the WGS Advisory Committee since 2013. I have worked with Dr. Weinzimmer for the past five years since I began directing the program, and her dedication to student success and the program’s mission has been an integral contributing factor to our growth.

We have doubled our numbers of majors, created two new scholarship funds, seen steady increase in enrollments, revised and expanded our curriculum to support a name change, and this year we will have the highest number of graduating students in the program’s history. I am excited about where we go from here, and look forward to seeing what our students, faculty, and alumni accomplish in the years to come!

~ Dr. Hope Jennings, Associate Professor of English and Director of Women, Gender, and Sexuality Studies
This course serves as an introduction to the interdisciplinary study of sexuality, with a focus on bio-psycho-social approaches to sexual health. We will take an inclusive and comprehensive approach to sexual health, including sexual diversity and pleasure, as understood and practiced in its social context. Topics covered include: sexual anatomy & function, sexual and gender identity, sexual behavior, sexual communication, and virginity. Throughout, participants will discuss issues of ethics, equity, and justice relevant to course topics.

Learning opportunities will include lecture, guest panels and documentaries, as well as weekly small group breakout sessions for discussion and practice of sexual health skills. Achievement of course learning outcomes will be measured through performance on quizzes, breakout session activities, and two brief essays.

Take note, bodies and sexuality will be discussed and looked at in a frank way (in other words, this course contains sexually explicit verbal and visual content).
WGS 4900 is one of the senior capstone options for WGS majors (and is also open to minors in the WGS program). Every spring, the program places about 5 students within various local organizations and businesses that are involved in feminist and/or social justice work. Our community partners, to name just a few, include the Dayton YWCA/Girls Inc., Planned Parenthood of Southwest Ohio, Women in Business Network (WIBN), Dayton International Peace Museum, and the Artemis Center for Alternatives to Domestic Violence. In preparation for post-graduate life, students in WGS 4900 examine feminist ethical practices, opportunities, and tensions, with special attention to the relationship between theory and practice. With the guidance of their internship supervisor and the course instructor, students develop a project at their site that challenges sexist social structures and/or conventional gender arrangements; the project can include elements of advocacy, service, education and/or social justice activism. Here are some of the projects students are working on this spring:

Ashley Grubb (WGS BA, Fall 2017), Artemis Center
I am updating the Center’s reference book to add more feminist resources. I am adding LBGTQI references and hopefully references for refugees as well.

BreAnna Kusko (WGS BA, Fall 2017), Victim Services for the Xenia Prosecutor’s Office
My project will be examining how victim advocacy programs in Ohio operate differently because there is no statewide regulation for these programs. I will also be comparing Ohio victim advocacy programs to those in different states, and ideally I would like to look at victim advocacy at a global level to see how programs in the United States can improve their victim advocacy.

Julie Medley (WGS BA, Summer 2017), Project Woman
I will be doing a holistic Mediumship/Intuition series of 1 to 4 sessions, working with women at the shelter.

Carly Perkins (WGS BA, Spring 2017), YWCA/Girls, Inc.
For my internship, I am creating and facilitating workshops for girls in middle school and high school. The workshops will focus on healthy relationships as well as understanding consent within relationships.

Frankie Snyder (WGS BA, Summer 2017), Dayton LGBT Center
I am updating the Center’s resource guide and helping to compile a library, including oral histories from community members. I’m also assisting with organizing Dayton Pride.

RECOMMENDED READING

BRIGHT LINES
By: Tanwi Nandini Islam
2015 (Fiction)
Named a finalist for the Center for Fiction First Novel Prize, the Brooklyn Eagles Literary Prize, and the Edmund White Debut Fiction Award.
Three Brooklyn girls grapple with their Bangladeshi roots and modern sexual challenges in Islam’s debut novel. Ella, orphaned by her parents’ murder, lives with her aunt Hashi and uncle Anwar, serving the role of an honorary daughter; further complicating the family dynamics is her suppressed romantic love for their daughter, her cousin Charu. The family also welcomes Maya, the daughter of an Islamic cleric, who has run away from her father’s oppressive household. When the family travels to Bangladesh in an effort to restore their bond, they find answers but also tragedy. A vibrant debut novel, set in Brooklyn and Bangladesh, Bright Lines tells the story of one family struggling to make peace with secrets and their past.

THE ARGONAUTS
By: Maggie Nelson
2015 (Non-fiction)
Winner of the 2016 National Book Critics Circle Award, this genre-bending memoir offers fierce and fresh reflections on motherhood, desire, identity and feminism. At the center is a love-story, between Nelson and the artist Harry Dodge, who is undergoing gender reassignment, while Nelson undergoes the transformations of pregnancy. Personal, honest and wide-ranging, Nelson explores the challenges and complexities that make up a modern family.
What does winning the 2016 Gertrude Chasens Outstanding Community Leadership scholarship mean to you and how were you able to use the awarded funds?

It’s an honor to be given an award named for someone who was as dedicated to social justice as was Ms. Chasens. I don’t expect recognition for any of the activism work I do, but it is nice to know that people appreciate what I am doing. It lets me know I’m doing something meaningful. As far as using the funds, I really just used them to live! I am a working parent in addition to attending school full-time, so the money was a much-appreciated supplement to my very inadequate income.

In what ways do you see yourself as a leader in the community? What types of activism do you take part in?

I think for community to truly be strong and viable with regards to the activism within it, the structure needs to be collective and non-hierarchical. So I wouldn’t refer to myself as a leader at all. I like to think that I am just working alongside a bunch of folks who are trying to change the world, certainly not above them. Mostly what I have done has been for reproductive justice and civil rights. A few things I have done involve participation/organizing for Planned Parenthood, the Dayton Women’s Rights Alliance, and the Black Lives Matter movement. I worked for Ohio Student Association and I co-organized protest efforts on our campus regarding budget issues.

In what ways does WGS influence your activism?

Learning about intersectionality has been the most influential to my activism, by far. It’s important for me to incorporate the idea of intersecting identities into everything that I do, and to remember that single-issue feminism is nonsense.

Are there other areas of your life outside of school where you feel you can readily apply what you have learned as a WGS major?

I apply WGS concepts in every aspect of my life…which makes daily life stressful sometimes. I analyze and critique everything I see! I always apply feminist ideas in my role as a mom; I try to raise my child in a very transparent way, and in ways that allow for him to be free from gender roles. It’s funny, we always talk about “the white male”, and I’m raising one of them. So, I’m trying to make him into a good one. I also work as a case manager for an organization that helps folks experiencing homelessness find housing. I’ve found that even though it isn’t a WGS field, I’ve been able to approach the issue of homelessness as the very political issue that it is. To me, that makes it a feminist issue. And part of what I’ve learned from WGS is about using my privilege to advocate for those who cannot advocate for themselves. So that applies to my job, for sure.

What are you doing after you graduate?

I hope to be able to work as a sexual health educator. And take a nap.

If you could have dinner with any activist, dead or alive, who would it be and why?

Nina Simone. She was such a powerful and beautiful soul. I have always admired her honesty and courage, and the way she was able to merge music with activism.
What are your plans for after you graduate in April?
After I graduate, I plan to do grad school here at WSU! After I get my masters, I would really like to continue on to a larger school and get my PhD either in Women, Gender, and Sexuality Studies, or in Sociology because my end goal is to be a professor and be in school for the rest of my life. I’m a nerd.

You are double-majoring in Sociology and WGS. What made you decide to take on both of those majors?
So, I started out as a Sociology major because I’m very passionate about issues regarding economic inequality, racial injustice, and gender and sexuality-based oppression. I took a lot of WGS classes because they were so interesting to me. Before I knew it, I was only a few classes away from being able to just be a major, so I decided to double major. The material overlaps a lot and WGS has been great because it has helped me specialize my studies with Sociology.

What is the most valuable thing you have learned during your time in the WGS program?
WGS has been one of the best decisions of my life. In terms of my studies, I have learned so much about the social construction of gender, how hegemonic discourse functions, and how intersecting systems of oppression function on a systemic level. Learning each of these things has transformed the way I view myself and the world and it has taught me to love myself in a way I never had before. WGS was a stepping stone for me to unlearn the things society has conditioned me to believe about myself. Unlearning what I had once taken for granted has allowed me to see that I have the ability to change myself, my life, and maybe even the world. WGS also is a program full of absolutely wonderful people and I have met lifelong friends in the program that I will always be so grateful for.

Part of the reason you were chosen for this award is that you’ve maintained a 4.0 GPA. What is the biggest driving force behind your dedication in that area?
Mainly, the driving force is that I’m a perfectionist and I’m really hard on myself. School is something I feel like I’m good at, so I put a lot of time and effort into trying to get A’s. I’m very privileged to be able to devote as much time to my studies as I do, but I’m also more passionate about school than anything else in my life. A lot of sleepless nights and energy drinks go into me maintaining my GPA.

Who is your favorite scholar and why?
Anyone who knows me knows how much I adore Karl Marx. I vehemently hate capitalism and I think Karl Marx was brilliantly aware of the dangers of capitalism long before capitalism morphed into the globalized neoliberal garbage pit that it is today. As much as I’m into the materialist Marxist stuff, I also love postmodern theorists like Foucault and Baudrillard. Giant nerd.

You’re a WGS major, so therefore, you have cats. How many do you have?
I have 4 cats and they are the loves of my life. I love cats more than people. Their names are Ellie (named after Ella Fitzgerald), Immi (named after Imogen Heap), Gizmo (duh, Gremlins), and Stitch (from Lilo and Stitch).

2017 Outstanding Minors

**Women, Gender, and Sexuality Studies:** Audrey Banning and Bronson Allen

**Sexuality Studies:** Carly Perkins

2017 Outstanding Graduate Student

**Stephanie K. Brooks**

The Women, Gender, and Sexuality Studies Program and Women’s Center will hold a joint awards ceremony to recognize all of our outstanding students, graduating seniors, scholarship winners and student employees. Please join us in the Multicultural Lounge in Millett Hall on Tuesday, April 18, 12:30-1:30 p.m. Cake and refreshments will be served.
LINDA MORGAN, WOMEN’S STUDIES B.A. (2010)

Linda Morgan graduated from Wright State in August of 2010 with a B.A. in Women’s Studies. Linda had begun her college career six years earlier at Northern Virginia Community College after twenty-five years in private business. When she transferred to Wright State she had the opportunity to take an intro to Women’s Studies course where she learned the phrase, “Personal is political” and became addicted to the study of feminism. Currently, Linda is putting her B.A. to good use working as the Administrative Specialist for the Women, Gender, and Sexuality Studies Program, her former Women’s Studies Program. She has been instrumental in helping to establish the first WGSS Scholarship through an annual Quilt Show on campus, known as “Celebrating Quilt Stories.” In addition, Linda is continuing her education by combining her passion for women’s studies with her interest in history by working on her Master’s Degree in History with an emphasis on “War and Society” at WSU.
Dr. Jessica Penwell Barnett  
*WGS 4000-01*

Participants in this course will investigate and apply evidence-based sexuality education techniques, focusing on peer education models. Sexuality education skills will be developed through leadership of small group breakout sessions for WGS 1000: Introduction to Sexual Health & Diversity. Peer educators will be responsible for leading discussion (e.g. sexual boundaries) and skills development (e.g. condom use) among their small group. **Practicum students must be available to attend WGS 1000 as scheduled (MWF 1:25-2:20 pm) for the term of their enrolment.**

---

**SEX EDUCATION PRACTICUM**

Amira Ben-Amer Orr  
*WGS 3800, AFS 3990 & ML 3990*

This course will introduce students to aspects of gender and diversity within Arab World Cultures through their similar and different customs, traditions, dialects, idioms, literature, arts, history, music, religions, cuisine, and social and family values. The course will enhance the students understanding of those aspects of Arab cultures through class materials, field trips and films followed by discussions. Topics explored in this class include: women’s role in Islamic legacy; religion, gender identity, and ethnic diversity in the Arabic world; matriarchy in the Middle East; women in politics and culture within Arabic societies; women and the Iranian Revolution of 1979; the hijab in Arabic and Western society; and the Arabic/Muslim community in the United States.

---

**ARAB WORLD CULTURES AND GENDER**

Amira Ben-Amer Orr  
*WGS 3800, AFS 3990 & ML 3990*

This course will introduce students to aspects of gender and diversity within Arab World Cultures through their similar and different customs, traditions, dialects, idioms, literature, arts, history, music, religions, cuisine, and social and family values. The course will enhance the students understanding of those aspects of Arab cultures through class materials, field trips and films followed by discussions. Topics explored in this class include: women’s role in Islamic legacy; religion, gender identity, and ethnic diversity in the Arabic world; matriarchy in the Middle East; women in politics and culture within Arabic societies; women and the Iranian Revolution of 1979; the hijab in Arabic and Western society; and the Arabic/Muslim community in the United States.
Dr. Julianne Weinzimmer  
**WGS 4000/6000 & SOC 4091/6090**  
In this course, we will explore representations of race, gender, and sexuality in pop culture, past and present. Through various styles of presentation within pop culture, from images to narratives to social practices, you will be instructed on how to critically analyze these social texts. We will examine how pop culture teaches us what it means to belong in society and shapes how we view ourselves and others, but we will also pay particular attention to how pop culture creates and perpetuates gender, racial, and sexuality-based inequalities, which most often intersect and overlap. Pop culture includes but is not limited to news, television, film, the internet, music, and other forms of art. We will rely on both primary and secondary materials, predominantly within the US context, to learn more about how pop culture structures our social world, paying attention to the confines, as well as room for contestation, that mass media provide.

Dr. Jessica Penwell Barnett  
**WGS 4500/6500 & SOC 4091/6090**  
Participants in this course will learn about disability from a sociological perspective and debate contemporary issues in disability politics. Is disability a description of a body’s function, an effect of social arrangements, or an identity? What is it like to be a disabled person/person with a disability? What are the accomplishments and demands of the Disability Rights Movement? Should society provide greater accommodation to the range of human variation? Or should impaired bodies & minds be “normalized” to improve integration into society? What about sex, reproduction, and death? How, for example, should we understand the abortion of fetuses when prenatal tests indicate that they may develop an impairment, such as Down Syndrome? We will explore these questions and more as we sharpen our skills in critical analysis and communication through reading response papers, presenting a social analysis of a disability issue, and debating contemporary political controversies.

Dr. Nancy Garner  
**WGS 4800/6800 & HST 4830/6830**  
This course will explore the intersections of gender, race, class and sexuality during the promoting, resisting, transforming and constructing the trans-Mississippi West in reality and as an idealized place. We will investigate how the meanings of race, citizenship, gender, sexuality and power shift and change in this border place where cultures collided and continue to collide. How did ideals of gender and sexuality affect the roles of Western soldiers, farmers, traders, homemakers, warriors, pioneers, Indians, cowboys, cattlemen, migrant workers, scientists, film makers, etc.? How have ideals of masculinity and femininity across cultures affected the evolution and development of the West and its peoples? Do cherished Western myths affect our understanding of the United States and our gender roles, as well as our place in the world? These and other questions will be studied using primary sources (diaries, letters, novel, photographs, videos, etc.) and secondary source readings, including fiction and non-fiction.
GLOBAL SEXUALITIES & HUMAN RIGHTS

Dr. Jessica Penwell Barnett  
WGS 4200/6200, PLS 4600/6600, SOC 4090/6090

Taking a global perspective, learners in this course will be introduced to contemporary issues in sexualities and human rights. We will consider practices, conditions, and identities such as: sexual tourism and work, polygamy and polyamory, same-sex loving and Transgender persons, surrogacy, body modifications, and HIV/AIDS. On a weekly basis, learners will complete assigned readings and collaborate with their Learning Support Team to apply the human rights frame to those readings. Learners will also conduct an independent investigation and evaluation of a sexuality and human rights issue of personal interest.

GENDER, WAR, AND PEACE

Dr. Nancy Garner  
WGS 4800/6800 & HST 4830/6830

This course introduces students to gender as a category of analysis in the history of the military and war, as well as peace movements, primarily in the context of the United States. Historians have begun to investigate how ideals and constructions of masculinity and femininity have affected military systems and warfare as well as public policy. How is war and warfare gendered, as well as peace and peace movements, and what are the consequences of that for domestic and foreign policy? Have the military and peace advocates constructed competing ideals of manhood? How have ideas about women in the military changed throughout U.S. history and why? How have constructions of sexuality intersected with gender, race and class in the context of the military, peace movements and public policies? These and other questions will be addressed in both primary and secondary source readings.

FAST FACT

As of 2017, sixteen women from 12 different countries have won the Nobel Peace Prize. Notable winners in the last twenty years include Jody Williams (U.S.), Shirin Ebadi (Iran), Wangari Maathai (Kenya), Ellen Johnson Sirleaf and Leymah Gbowee (Liberia), Tawakkol Karman (Yemen), and Malala Yousafzai (Pakistan).
<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Day</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGS 1000-01</td>
<td>Intro to Sexual Health &amp; Diversity</td>
<td>MWF</td>
<td>1:25 p.m. – 2:20 p.m.</td>
<td>Jessica Penwell Barnett</td>
</tr>
<tr>
<td>WGS 2000-01</td>
<td>HON: Intro to Women &amp; Gender Studies</td>
<td>W</td>
<td>4:40 p.m. – 7:20 p.m.</td>
<td>Judith Ezekiel</td>
</tr>
<tr>
<td>WGS 2000-02</td>
<td>Intro to Women &amp; Gender</td>
<td>TR</td>
<td>9:30 a.m. – 10:50 p.m.</td>
<td>Andrea Harris</td>
</tr>
<tr>
<td>WGS 2000-03</td>
<td>Intro to Women &amp; Gender</td>
<td>TR</td>
<td>11:00 a.m. – 12:20 p.m.</td>
<td>Emily Yantis</td>
</tr>
<tr>
<td>WGS 2000-04</td>
<td>Intro to Women &amp; Gender</td>
<td>TR</td>
<td>12:30 p.m. – 1:50 p.m.</td>
<td>Taylr Ucker</td>
</tr>
<tr>
<td>WGS 2000-05</td>
<td>Intro to Women &amp; Gender</td>
<td>TR</td>
<td>2:00 p.m. – 3:20 p.m.</td>
<td>Taylr Ucker</td>
</tr>
<tr>
<td>WGS 2000-06</td>
<td>Intro to Women &amp; Gender</td>
<td>TR</td>
<td>3:30 p.m. – 4:50 p.m.</td>
<td>TBD</td>
</tr>
<tr>
<td>WGS 2000-07</td>
<td>Intro to Women &amp; Gender</td>
<td>TR</td>
<td>5:00 p.m. – 6:20 p.m.</td>
<td>Gina Giardina</td>
</tr>
<tr>
<td>WGS 2000-90</td>
<td>Intro to Women &amp; Gender</td>
<td>TBA</td>
<td>Web Only</td>
<td>Lucy Flowers</td>
</tr>
<tr>
<td>WGS 2000-91</td>
<td>Intro to Women &amp; Gender</td>
<td>TBA</td>
<td>Web Only</td>
<td>Gina Giardina</td>
</tr>
<tr>
<td>WGS 3000-01</td>
<td>Intro to Sexuality Studies</td>
<td>TR</td>
<td>12:30 p.m. – 1:50 p.m.</td>
<td>Emily Yantis</td>
</tr>
<tr>
<td>WGS 3200/5200-01 REL 3630/5630-01 AFS 3990-05</td>
<td>Women &amp; Religion in America</td>
<td>TR</td>
<td>2:00 p.m. – 3:20 p.m.</td>
<td>Ava Chamberlain</td>
</tr>
<tr>
<td>WGS 3250-01/5200-02 PLS 3990/5990-01 AFS 3890-01</td>
<td>Privilege: Race, Class, Gender, Nation</td>
<td>T</td>
<td>5:00 p.m. – 7:40 p.m.</td>
<td>Judith Ezekiel</td>
</tr>
<tr>
<td>WGS 3500-01</td>
<td>SRV: Feminist Activism</td>
<td>TR</td>
<td>9:30 a.m. – 10:50 p.m.</td>
<td>Taylr Ucker</td>
</tr>
<tr>
<td>WGS 3600-01</td>
<td>Feminist &amp; Sexuality Theories</td>
<td>TR</td>
<td>11:00 a.m. – 12:20 p.m.</td>
<td>Andrea Harris</td>
</tr>
<tr>
<td>WGS 3700-01</td>
<td>Research Methods in Liberal Arts</td>
<td>MWF</td>
<td>3:35 p.m. – 4:30 p.m. Mixed Mode</td>
<td>Nicole Carter</td>
</tr>
<tr>
<td>WGS 3800-01 ML 3990-04 AFS 3990-01</td>
<td>Arab World Cultures &amp; Gender</td>
<td>W</td>
<td>4:40 p.m. – 7:20 p.m.</td>
<td>Amira Ben-Amer Orr</td>
</tr>
<tr>
<td>WGS 4000-01</td>
<td>Sex Education Practicum</td>
<td>MWF</td>
<td>12:20 p.m. – 1:15 p.m.</td>
<td>Jessica Penwell Barnett</td>
</tr>
<tr>
<td>WGS 4000/6000-02 SOC 4091/6090-01</td>
<td>Pop Culture: Race, Gender, Sex</td>
<td>TR</td>
<td>2:00 p.m. – 3:20 p.m.</td>
<td>Julianne Weinzimmer</td>
</tr>
<tr>
<td>WGS 4500/6500-01 SOC 4091/6090-03</td>
<td>Disability: Power, Politics, Privilege</td>
<td>M</td>
<td>5:30 p.m. – 8:10 p.m.</td>
<td>Jessica Penwell Barnett</td>
</tr>
<tr>
<td>WGS 4800/6800-01 HST 4830/6830-01</td>
<td>Gender &amp; Sexuality in the American West</td>
<td>TR</td>
<td>11:00 a.m. – 12:20 p.m.</td>
<td>Nancy Garner</td>
</tr>
<tr>
<td>WGS 7000-01</td>
<td>Feminist Theory</td>
<td>R</td>
<td>5:00 p.m. – 7:40 p.m.</td>
<td>Kelli Zaytoun</td>
</tr>
</tbody>
</table>
### Course Name

<table>
<thead>
<tr>
<th>Course Number</th>
<th>Course Name</th>
<th>Day</th>
<th>Time</th>
<th>Instructor</th>
</tr>
</thead>
<tbody>
<tr>
<td>WGS 1000-01</td>
<td>Intro to Sexual Health &amp; Diversity</td>
<td>MWF</td>
<td>1:25 p.m. – 2:20 p.m.</td>
<td>Emily Yantis</td>
</tr>
<tr>
<td>WGS 2000-01</td>
<td>HON: Intro to Women &amp; Gender Studies</td>
<td>TR</td>
<td>2:00 p.m. – 3:20 p.m.</td>
<td>Judith Ezekiel</td>
</tr>
<tr>
<td>WGS 2000-02</td>
<td>Intro to Women &amp; Gender</td>
<td>TR</td>
<td>9:30 a.m. – 10:50 p.m.</td>
<td>Andrea Harris</td>
</tr>
<tr>
<td>WGS 2000-03</td>
<td>Intro to Women &amp; Gender</td>
<td>TR</td>
<td>11:00 a.m. – 12:20 p.m.</td>
<td>Andrea Harris</td>
</tr>
<tr>
<td>WGS 2000-04</td>
<td>Intro to Women &amp; Gender</td>
<td>TR</td>
<td>12:30 p.m. – 1:50 p.m.</td>
<td>Taylr Ucker</td>
</tr>
<tr>
<td>WGS 2000-05</td>
<td>Intro to Women &amp; Gender</td>
<td>TR</td>
<td>3:30 p.m. – 4:50 p.m.</td>
<td>Taylr Ucker</td>
</tr>
<tr>
<td>WGS 2000-06</td>
<td>Intro to Women &amp; Gender</td>
<td>TR</td>
<td>5:00 p.m. – 7:40 p.m.</td>
<td>Gina Giardina</td>
</tr>
<tr>
<td>WGS 2000-90</td>
<td>Intro to Women &amp; Gender</td>
<td>TBA</td>
<td>Web Only</td>
<td>Lucy Flowers</td>
</tr>
<tr>
<td>WGS 2000-91</td>
<td>Intro to Women &amp; Gender</td>
<td>TBA</td>
<td>Web Only</td>
<td>Gina Giardina</td>
</tr>
<tr>
<td>WGS 3000-01</td>
<td>Intro to Sexuality Studies</td>
<td>MW</td>
<td>4:40 p.m. – 6:00 p.m.</td>
<td>Emily Yantis</td>
</tr>
<tr>
<td>WGS 3200-01</td>
<td>Sociology of Gender</td>
<td>TR</td>
<td>9:30 a.m. – 10:50 p.m.</td>
<td>Julianne Weinzimmer</td>
</tr>
<tr>
<td>SOC 3610/5610</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WGS 3200-02</td>
<td>Gender, Race, Sexuality, and Class in U.S. History</td>
<td>TR</td>
<td>12:30 p.m. – 1:50 p.m.</td>
<td>Nancy Garner</td>
</tr>
<tr>
<td>HST 3800-01</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WGS 3500-01</td>
<td>SRV: Feminist Activism</td>
<td>TR</td>
<td>11:00 a.m. – 12:20 p.m.</td>
<td>Taylr Ucker</td>
</tr>
<tr>
<td>WGS 3700-01</td>
<td>Research Methods in Liberal Arts</td>
<td>TR</td>
<td>2:00 p.m. – 3:20 p.m.</td>
<td>Jessica Penwell Barnett</td>
</tr>
<tr>
<td>WGS 4000-01</td>
<td>Sex Education Practicum</td>
<td>MWF</td>
<td>12:20 p.m. – 1:15 p.m.</td>
<td>Emily Yantis</td>
</tr>
<tr>
<td>WGS 4000/6000</td>
<td>Global Sexualities &amp; Human Rights</td>
<td>TR</td>
<td>11:00 a.m. – 12:20 p.m.</td>
<td>Jessica Penwell Barnett</td>
</tr>
<tr>
<td>SOC 4091/6091</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WGS 4800/6800</td>
<td>Gender, War, and Peace</td>
<td>TR</td>
<td>2:00 p.m. – 3:20 p.m.</td>
<td>Nancy Garner</td>
</tr>
<tr>
<td>HST 4830/6830</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>WGS 4900-01</td>
<td>SRVI: Leadership &amp; Action for Social Change</td>
<td>TBA</td>
<td>Internships</td>
<td>Judith Ezekiel</td>
</tr>
</tbody>
</table>

**Days and Times are Subject to Change. WGS approved electives will be available with the finalized schedule**
The Annual WGSS Quilt Show was founded in January 2014 by Linda Morgan, Administrative Specialist for the Women, Gender, and Sexuality Studies (WGSS) Program. It is held each year to promote opportunities for community engagement and to support fundraising efforts for the WGSS Scholarship Fund through a Silent Auction. One of the quilts auctioned at the 2017 Celebrating Quilt Stories Quilt Show was a Community Scholarship Quilt, “Winter’s Beauty” (above), which was adorned by 100 individual miniature pieces of tatted art in the form of snowflakes and stars. This quilt was the result of over fifty WSU campus and community members. The proceeds from the ten quilts included in the auction went towards two annual scholarships that are awarded to majors in the WGSS Program.

The presentations and workshops began with keynote speaker Dr. Hope Jennings, Director of the Women, Gender, and Sexuality Studies program at Wright State University. The title of the lecture was, Women’s History as Patchwork in Margaret Atwood’s Alias Grace. Linda Morgan also exhibited a quilt she had made as a companion piece to the lecture. The quilt was inspired by the themes and color coding found within Alias Grace (sample quilt block above).

A variety of other presentations by WSU faculty, alumni, staff, music students (below), and graduate students, along with workshops about quilt documentation and flower pounding to create decorative fabric art, were free to the public and campus community. Exhibits included traditional and art quilts, historical costumes, and local community engagement organizations.

Call for Volunteers

We are looking for volunteers to help organize and donate items for next year’s Quilt Show. If you are interested in submitting a quilt or a fiber art piece to be featured at the show, or would like to volunteer, please contact Linda Morgan at (937)772-4818 or linda.morgan@wright.edu
**Keynote Lecture:**  
*“Carceral Medicine and Prison Abolition: Institutional Obstacles to Living Well”*  
*Thursday March 16th, 11:00—12:30 PM*  
*Millett Hall Atrium*

The United States Supreme Court declared in 1976 that the privation of healthcare for incarcerated persons would constitute a violation of the Eighth Amendment. While that ruling, in effect, mandated a standard of care for incarcerated persons, the institutional means through which healthcare is provided in federal, state, and private detention facilities have been neither uniform nor without their share of problems. A number of human rights organizations and prisoner advocacy groups have documented patterns of neglect and malpractice within the nation’s prisons, jails, and detention facilities, including basic sanitary concerns, undertreatment for severe illnesses and injuries, and the structural incapacity of many correctional healthcare systems to meet the needs of their aging patients. In response to these institutional problems, a body of literature for correctional healthcare providers has also emerged. This field of study has led to the creation of journals, magazines, conferences, podcasts, and working groups focused on the specific needs of incarcerated persons and their providers. In dialogue with this emerging field, this presentation analyzes some recent literature within the field of correctional nursing with the aim of developing an argument for the abolition of systems of incarceration. Namely, while the improvement of correctional healthcare can be defended as an important goal within the field of biomedical ethics, structural injustices operating through race, gender, and disability within carceral systems point toward a broader argument for the dismantling of carceral systems of punishment.

**Public Workshop:**  
*“Strategies for Prison Abolition: Reimagining the Past, Present, and Future”*  
*Friday March 17th, 9:30—11:00 AM*  
*399 Millett Hall*

In this workshop we will focus on practices of resistance within what Angela Davis has described as comprehensive prison abolition. As such, we will focus both on the dismantling of prisons and jails as systems of incarceration within the U.S., and the accompanying constructive project necessary to develop new social, economic, and political institutions that can address the factors that have lead to the prison industrial complex. The workshop will also aim to engage local sites of incarceration such as the Dayton Correctional Facility.

**ANDREA J. PITTS, PH.D.**

Andrea J. Pitts is Assistant Professor of Philosophy at the University of North Carolina, Charlotte. Their research interests include feminist philosophy, critical philosophy of race, Latin American and U.S. Latina/o philosophy, and philosophy of medicine. Their publications appear in *Hypatia: A Journal of Feminist Philosophy*, *Radical Philosophy Review*, and *Inter-American Journal of Philosophy*. Dr. Pitts is also currently co-editing two forthcoming volumes: one on the reception of the work of Henri Bergson in decolonial thought, feminism, and critical race studies, and a volume on contemporary scholarship in U.S. Latina and Latin American feminist philosophy.
Annual Sex Fair
APRIL 11, 2017, 10:00 AM—4:00 PM, WRIGHT STATE

Join us during Consent Week on April 11 from 10am-4pm on the Quad for WSU’s first annual Sex Fair! The Sex Fair will feature games, prizes, and food, as well as information and resources about sexual health and sexuality. We aim to build a solid foundation for student success by making information and resources about sexual health & sexuality accessible to the Wright State community in order to foster an environment that promotes physical, mental and social well-being for our diverse student body, faculty, and staff while serving as a resource to our greater Dayton community. The Sex Fair is sponsored by Women, Gender, and Sexuality Studies in partnership with...

The Women’s Center
Counseling and Wellness
Office of LGBTQ Affairs
Office of Equity and Inclusion
Office of Disability Services
Rainbow Alliance
Feminist Majority Leadership Alliance
Boonshoft Pride
Green County Health Department
Dayton YWCA

Funding for this event has been provided by Healthy Campus Partners